

NEAR EAST UNIVERSITY
GRADUATE SCHOOL OF EDUCATIONAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE EDUCATION

EFL TEACHERS' DISCOURSES ON PROFESSIONAL PRACTICES OF
THE SELVES WITHIN SYSTEMS OF SURVEILLANCE

PhD THESIS

Yağmur RAMAN ERKUNT

Nicosia

July, 2021

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Supervisor
Assoc. Prof. Dr. Çise Çavuşoğlu

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Approval

We certify that we have read the thesis submitted by Yağmur Raman Erkunt titled “**EFL Teachers’ Discourses on Professional Practices of the Selves Within Systems of Surveillance**” and that in our combined opinion it is fully adequate, in scope and in quality, as a thesis for the degree of PhD of Educational Sciences.

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Declaration

I hereby declare that all information, documents, analysis and results in this thesis have been collected and presented according to the academic rules and ethical guidelines of Graduate School of Educational Sciences, Near East University. I also declare that as required by these rules and conduct, I have fully cited and referenced information and data that are not original to this study.

Yağmur Raman Erkunt

01/07/2021

To my daughter Ezra...

*Thank you for showing me that true love exists and letting me rediscover the
world with you.*

May you always find the courage and power to follow your dreams.

I love you to the moon and back.

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Abstract

EFL Teachers' Discourses on Professional Practices of the Selves Within Systems of Surveillance

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This longitudinal study aimed to focus on the discursive formations that emerge through English as a foreign language teachers' (EFL) talk about professional practices of the selves, starting from their time in the teacher education program until the end of their first year in the profession. While doing so, it also aimed to shed light on the difficulties faced by novice EFL teachers during this transition period from studentship to teacherhood in the northern Cypriot context. In this interdisciplinary study, a poststructuralist perspective was adopted when conceptualising EFL teachers' selves and subjectivities. The study also adopted linguistic ethnographic approach to provide a rich description regarding the meanings made within teaching contexts, through the dynamic and dialectic nature of interaction, by making it possible to tangle both with micro and macro levels of social interactions of two EFL teachers. The data were collected through participant observations, fieldnotes, audio recordings of post-observation feedback sessions and classroom interactions, reflective essays and journals, and interviews (stimulated-recall, in-depth, semi-structured) within five academic semesters. The data were analysed via micro-discourse and discourse analysis. The analysis of the ethnographic data suggested that power and surveillance emerged as the main discursive formations along with the ways in which teachers presented themselves to others in social encounters. Gender related discourses also emerged as important concepts which affected the participants' professional practices of their selves. In addition, the findings revealed that the positionings that were ascribed to teachers, the positionings that they took in interaction, stereotypes and the panoptic system within their initial context of

employment impacted EFL teachers' practices in several different ways. Based on the findings, a number of implications were posed for EFL teacher education, and schools to ease the transition period of EFL teachers from studentship to teacherhood.

Keywords: power, EFL teachers, novice teachers, discursive formations, transition period

Öz

İngilizce'yi Yabancı Dil olarak Öğreten Öğretmenlerin Gözetleme Sistemli Ortamlardaki Benliklerinin Mesleki Uygulamalarındaki Yansımalarına İlişkin Söylemleri

Erkunt Raman, Yağmur

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Bu uzun soluklu çalışma, İngilizce'yi yabancı dil olarak öğreten öğretmenlerin öğretme yetiştirme programından başlayarak meslekteki ilk yıllarının sonuna kadar olan sürede mesleki uygulamaları hakkında yaptıkları konuşmalar sırasında ortaya çıkan söylemsel oluşumlara odaklanmayı amaçlamıştır. Bunu yaparken, Kuzey Kıbrıs bağlamında, öğrencilikten öğretmenliğe geçişte mesleğinin ilk yıllarındaki yabancı dil olarak İngilizce (YDİ) öğreten öğretmenlerin karşılaştığı zorluklara ışık tutmayı da amaçlamıştır. Bu disiplinler arası çalışmada, YDİ öğretmenlerinin benlikleri ve öznellikleri kavramsallaştırılırken, post-yapısalcı bakış açısı benimsenmiştir. Çalışma, iki YDİ öğretmenin sosyal etkileşimlerinin hem mikro hem de makro düzeylerde incelenmesini mümkün kılarak, etkileşimin dinamik ve diyalektik doğası aracılığıyla öğretim ortamlarındaki etkileşimlerde ortaya çıkan anlamlara ilişkin derin bir açıklama sağlamak için dilbilimsel etnografi yaklaşımını benimsemiştir. Veriler, beş akademik dönem içinde katılımcı gözlemleri, alan notları, gözlem sonrası geri bildirim oturumları, sınıf içi ses kayıtları, içgörü metinleri, günlükler ve ayrıca kayıtlı verilerin tekrar dinlenerek yorumlandığı yarı yapılandırılmış görüşmeler yoluyla toplanmıştır. Veriler mikro-söylem ve söylem analizi yöntemleri kullanılarak çözümlenmiştir. Verilerin analizi sonucunda, iktidar ve gözetim uygulamalarının, öğretmenlerin diğer kişiler ile olan etkileşimlerinde kendilerini başkalarına sunma biçimlerinin yanı sıra ana söylemsel oluşumları içinde de olduğunu görülmüştür. Ayrıca, cinsiyete dayalı söylemlerin de katılımcıların benliklerinin mesleki uygulamalarını etkileyen kavramlar olduğu anlaşılmıştır. Bulgular, öğretmenlere iletişim sürecinde

atfedilen konum ve durumların, etkileşimde aldıkları pozisyonların, kalıplaşmış yargılar ve okuldaki panoptik sistemin YDİ öğretmenlerinin uygulamalarını birçok farklı şekilde etkilediğini ortaya koymuştur. Bu sonuçlara bağlı kalınarak, YDİ öğreten öğretmenlerin öğrencilikten mesleğe geçiş dönemini kolaylaştırmak amacı ile öğretmen yetiştirme programlarına ve okullara yönelik önerilerde bulunulmuştur.

Anahtar Kelimeler: iktidar ilişkileri, İngilizce öğretmenleri, mesleğinin ilk yıllarındaki öğretmenler, söylemsel oluşumlar, geçiş dönemi

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List of Abbreviations

EFL: English as a foreign language

ELTEP: English language teacher education program

LE: Linguistic Ethnography

BBP: Building Bridges Project

HEC: Higher Education Council

HEBTRNC: Higher Education Planning, Evaluation, Accreditation and
Coordination Council of the Turkish Republic of Northern Cyprus

MEC: Ministry of National Education and Culture (Turkish Republic of
Northern Cyprus)

MONE: Ministry of National Education (Turkey)

FLD: The Foreign Language Department

SRI: Stimulated recall interviews

IDI: In-depth interviews

SSI: Semi-structured interviews

MDA: Micro-discourse analysis

CHAPTER I

Introduction

Introduction

Reflecting back on my own first year in the profession, I vividly remember all the challenges and how I felt as if I were drowning in the ocean all alone though a large part of my first year was full of reflective moments and learning. Despite the fact that I was a well-equipped graduate of an English language teacher education program, and that the teaching assistantship experience I had for two years at another university had prepared me well for the profession, something was still missing. Something was missing as I was having a hard time in coping with the struggles that I faced during my initial year in the profession. Substantially, for me the challenges were not about the teaching aspect per se, but about not knowing how to deal or cope with the problems that came along with the profession, such as the things that I encountered during my interactions with others including my colleagues and students and others in the university setting. As I look back, I realise that I was not aware of the role of the discursive processes and negotiation that (re)constituted who I was, and I would be, and that was the source of the problems that I was facing. As time went by, as part of my job, I tailed English as a foreign language (EFL) student-teachers¹ during their internship due to my role as their supervisor and kept in contact with most of our graduates when they started the profession. As we kept in contact, I noticed that some of them stayed in the profession, some of them dropped out, regardless of how successful they were during their studies at the teacher education program. Hence, as someone working in the field of English language teacher education I could not stop but wonder what kind of difficulties novice teachers² face when they start working and how they cope and survive, if they can, in their

¹ Student-teachers are teacher candidates studying at a four year teacher education program to be awarded with a Bachelor's degree and become certified teachers.

² Although the definition of the term "novice" varies, in my study I use Farell's (2012) definition of novice teachers as certified teachers with no more than three years of experience. The novice teachers of this study were in their first year in the profession at the time of the study.

initial years, without supervisors or mentors. As I thought about these, I questioned the role of teacher education in the process of student-teachers' development and equipping them with the knowledge or experience or with what is needed in dealing with the struggles they may come across in the profession. Although these questions did not act as my research questions, they built the basis of my study and provided me with a direction to look at; teachers' professional selves/identities³, and practices. In the light of this direction, in this chapter, I provide details regarding the background, aim and significance of the study and finalise the chapter with a brief overview of the chapters that will follow.

Teacher Education, Novice Teachers and the “Shock”

Teacher education programs are accountable for providing student-teachers with the necessary knowledge base along with the experience which they are most likely to need in their future careers. Yet, when student-teachers graduate and start their profession as novice teachers, they face many difficulties “from very first day on the job they are thrown in at the deep end in a sink or swim ‘sink-or-swim’ type situation” (Farrell, 2016, p. 13). Farrell (2016) further explains that “much of the ‘shock’ for novice [...] teachers centers around their attempts to balance a difficult act between learning to teach [...] [and] developing their conceptions of ‘self-as-teacher’ or their identity as [...] teacher within an established school culture” (p. 13). Therefore, it might be assumed that if teachers start their profession with pre-set self-conceptions about their professional selves/identities, they may not face such a “shock.” As a matter of fact, it has already been put forward that during the time of teacher education, if teachers have well established initial professional identities, they are less likely to experience problems in their induction years as novice teachers (Ruohotie-Lyhty, 2013; Thomas & Beauchamp, 2011). However, I believe that such viewpoints are problematic in the sense that professional identities are seen as stable or static instead of multiple (Varghese et al., 2005), unstable (Rodgers & Scott, 2008), and provisional (Hall, 1996). Although I discuss how I see selves/identities in detail in Chapter II, for now, it

³ I use the terms interchangeably and in plural for the reasons that I explain in Chapter II.

seems sufficient to say that the theoretical stance that I take sees identities as fluid (Akkerman & Meijer, 2011), in flux and as can only be temporarily defined within a given discourse at a given time (Baxter, 2016).

The Challenges and Professional Identities

The literature on novice teachers and their professional identities inform us on many internal and external factors which give novice teachers a hard time and cause them to experience the aforementioned “shock” (Farrell, 2016, p. 13). For instance, having reviewed the literature, in their longitudinal study, Flores and Day (2006), put forward that “feelings of isolation, mismatch between idealistic expectations and classroom reality and lack of support and guidance” (p. 219) are among the most common issues which are faced by novice teachers in their first year. In fact, the discrepancies or mismatches between what is expected/forced/practised and what is ideal/imagined in terms of teachers’ identities and practises continued to appear in the longitudinal studies that were carried out almost a decade after Flores and Day’s (2006) study, as the sources of the problems experienced by novice teachers (e.g., Gu, 2013; Ruohotie-Lyhty, 2013; Xu, 2012). For instance, having traced teachers from graduation until the end of their second year in the profession, Gu (2013) notes that novice teachers have been experiencing dilemmas concerning being a traditional teacher or an ideal teacher who follows a specific approach to teach English. Similarly, in a longitudinal study, Ruohotie-Lyhty (2013) discusses the differences in the capabilities of two novice teachers in adjusting to their work environment, especially in their induction years and links this to the changes in the ways their professional identities were constituted and developed. She notes that the differences caused one of the teachers to stay in the job whereas the other one to experience conflicts between ideal and forced identities and made it hard for her to cope with the demands of the profession in her induction years. Apart from these, studies also highlight the context of teaching as a crucially influential factor (e.g., Eteläpelto, Vähäsantanen & Hökkä, 2015; Gu, 2013; Miller, 2009; Tsui, 2007) which causes novice teachers’ problems. For instance, Gu (2013) draws attention to the disconnectedness between the school culture realities, expectations and applications of the teacher education program. It is noted that cultural

differences the teachers experience with their students, and asserting authority in their classes are the sources of the problems that they face in their first and second years in the profession (Gu, 2013). In addition, in another longitudinal study, perceived challenges due to school policies are noted to play a significant role in the ways teachers perceive themselves in teaching and such challenges cause some to question their capabilities and leave the profession (Cooper & He, 2013).

Once all these issues are considered, it has been argued that in order to be able “to respond to the many complex demands placed on them, [novice] teachers need to be secure in their understanding of their place within the profession” (Forde et. al., 2006, p. 15). To this end, understanding novice teachers and their practices play a significant role in suggesting ways to overcome the “shock.” In line with this, Varghese, Morgan, Johnston and Johnson (2005) claim that “in order to understand language teaching and learning, we need to [...] have a clearer sense of who [teachers] are; the professional, cultural, political, and individual identities which they claim or are assigned to them.” (p. 22). Indeed, the professional identities of teachers are believed to be “central to the beliefs, assumptions, values, and practices that guide teacher actions both inside and outside the classroom.” (Farrell, 2013, p. 92). In this respect, such arguments highlight the significance of professional identities as a matter of discussion when one is interested in the developmental processes of teachers. In fact, it can be concluded that, regardless of the frameworks they use (see Chapter II, page 33), the studies conducted on the professional identities and/or development of novice teachers provided significant insights on to the challenges as well as the developmental processes involved.

Although novice teachers experience the above mentioned “shock” (Farrell, 2016, p. 13) during their induction years, it is noteworthy that the existing literature suggests that teachers’ professional identities are “mostly echoed and negotiated during their training in teacher education programs” (Raman & Çavuşoğlu, 2019a, p. 80). Similarly, Miller (2009) puts forward that “pre-service teachers have a repertoire of resources they can deploy and test as they negotiate and build their professional identities in social and institutional

contexts” (p. 175). Thus, along with this line of thought, it also seems to be of paramount importance to trace the shift in professional identities of student-teachers and keep a record of the developments in their professional identities as they become novice teachers by focusing on the the aspects which have not been investigated previously. Especially when the language teachers are concerned, conducting such studies gain even more importance as language teachers’ professional identities and practices may impact their students’ language learning practices in the long run as well as the ways their identities are (re)constituted within and outside the classroom (Raman & Çavuşoğlu; 2019a, Sunderland, 2000a, 2000b). This has given me a direction to investigate the transition period⁴, in which EFL student-teachers become novices. The transition period is known to be of significance as it “heavily influences their perceptions of who they are as teachers and the teachers they wish to become” (Pillen, Beijaard & Brok, 2013, p. 87).

It seems that the longitudinal studies that looked into the transition period, professional identities and development of EFL teachers with focusing on the challenges faced along the way are scarce (e.g., Gu, 2013). In addition, among such longitudinal studies, relatively little attention has been paid to the EFL teachers’ discourses as they talk about their practices of the selves. In addition, the questions regarding the professional selves of EFL teachers, development processes and the challenges they face in the context of northern Cyprus remain unanswered.

In this regard, in this longitudinal study I endeavour to understand the transition period through which EFL student-teachers become novices. My main aim is to shed light onto their discourses and development processes and provide descriptive accounts of the difficulties EFL novice teachers face along the way in northern Cyprus context. With this in mind, I have been guided by the following research questions:

⁴ In this study, transition period refers to the amount of time which starts when the student-teachers get involved in the teaching practice in teacher education (either as practice or real), continues as they become novice teachers and ends at the end of their first year in the profession.

1. What discursive formations emerge as EFL teachers talk about professional practices of the selves from teacher education to their first year of teaching?
2. How do professional practices of the selves of novice EFL teachers change over time from teacher education to their first year of teaching?

At this point, it is noteworthy that when trying to understand the professional practices of selves of EFL teachers, this thesis attempts to combine theories from other disciplines, such as anthropology, philosophy and sociology. I believe that this will bring a novel perspective to the existing literature on EFL novice teachers and practice by suggesting implications to educational institutions to help diminish the “shock” (Farrell, 2016, p. 13), and by proposing ways to help novice teachers in overcoming the difficulties they may face during their initial years in the profession. At this point, I believe it is important to mention that when referring to *practices of the self*, I follow Kelly (2013) who notes that;

Practices of the self imply that we have to learn how to constitute ourselves in certain ways in order to do so. Even though our situation affects our self-constitution, a new situation does not mean that all our practices change, let alone that they change instantaneously. We acquire our practices, and so they are habitual; thus, even though subjectivity is relative to practices, since practices are themselves repeated habitually over time, this implies continuity in subjectivity. (Kelly, 2013, p. 515)

Foucault (2003) emphasizes that practices of the selves are not the products of the subject himself but that they are “models that he finds in his culture and are proposed, suggested, imposed upon him by his culture, his society, and his social group” (p. 34). For teachers, such an argument brings us to the context of teacher education that I have discussed in detail in Chapter IV, and schools in which teachers carry out their profession, in constitution of them as teacher subjects⁵.

⁵ By using the term subject, I draw on Foucault’s definitions of subject as “subject to someone else by control and dependence; and tied to his own identity by a conscience or self-

What is Next

Against the background provided, in this longitudinal study, I focus on EFL teachers' discursive formations as they talk about practices of the selves. I adopt a poststructuralist perspective in conceptualising selves/identities and subjectivities of teachers and use the concept of teachers' professional identities as an analytical lens as suggested by Olsen (2012). In Chapter II, I have illustrated my theoretical orientation in more detail. More specifically, I have discussed how poststructuralism theoretically approaches the concept of selves/identities as a broad concept and present the assumptions made about teacher identities in the literature along with my own conceptualization of language teachers' professional identities. In addition, I have explained the analytical tools that I have utilized and present why Michel Foucault's theory of power and surveillance, James C. Scott's hidden and public transcripts, Goffman's dramaturgy, as well as Judith Butler's performativity have been selected in analyzing the data. In Chapter III, I have displayed the design of my study, and explained what following linguistic ethnographic approach has informed the current study. In addition, I have provided details regarding my two roles as the teacher educator and the researcher, as well as the contexts of the study along with data collection and analysis procedures. In Chapter IV, I have provided detailed contextual information regarding the two research fields of my study with specific attention paid on the policies. More specifically, I have explained the nature of higher education and teacher education programs in northern Cyprus in general and English language teacher education program (ELTEP) as the first context of the study in particular. It is argued that teacher education programs in northern Cyprus are bounded to the two governmental institutions by explaining the accreditation procedures and standards of higher education and by drawing on Foucault's (1982) concept of governmentality. Additionally, I have disclosed details of the most recent changes and implementations that have taken place in teacher education in northern Cyprus and their relevance to the ELTEP, as well as details regarding the program outcomes of the ELTEP. In addition, as the second research context is an

knowledge. Both meanings suggest a form of power which subjugates and makes subject to" (Foucault, 1982, p. 781)

international private school in northern Cyprus, I have expounded on how private schools are set up in the national context and how their employment policies are regulated, precisely for EFL teachers.

In Chapter V, I have demonstrated the instances and discourses of resistance as well as compliance of teachers with a focus on disciplinary power and surveillance practices that occurred in both contexts of the study. In line with this, I have presented how instances and discourses of resistance and compliance can be understood by using Foucault's and Scott's theories of power and Goffman's dramaturgical approach. It is posed that the teacher education programs fail to prepare student-teachers for the issues related to power struggles that they may face in the profession.

In Chapter VI, I have presented the instances and discourses regarding teaching as a performance and illustrated how teachers' (re)presentations of selves can be evaluated by using Goffman's dramaturgical approach and Butler's performativity theories. I have endorsed that the positionings that are ascribed to teachers as well as the positionings that they take in interaction and social encounters, shape the ways in which they (re)present themselves to others in educational settings as individuals and as members of a team. In line with this, it is demonstrated how the (re)presentations of the teacher selves can be based on stereotypical conceptions of what it means to be a teacher specifically through a gender-related perspective, and it is explained that teachers may need to take on gendered identities depending on their goals in interaction and social encounters when (re)presenting themselves to others.

Finally, in Chapter VII, I have provided a summary of my findings and arguments, and explained the implications of my findings for teaching and further research with regard to the limitations of my study. I believe that the findings of my study will provide a novel understanding regarding the struggles that novice teachers face and initiate further questions for research and steps to be taken by certain institutions. Thus, the findings may inform teachers, teacher educators, school administrators and employers in this regard. Last but not least, in this chapter I challenge the teacher education programs to take the necessary actions to better prepare student-teachers for the profession.

CHAPTER II

Theoretical Orientation

Introduction

Within a study, lie positionings of the researcher regarding ontology, epistemology, axiology, rhetoric, and methodology (Creswell, 2007). Such positionings of the researcher are made visible with the selected research paradigm which is defined as “the basic belief system or worldview that guides the investigator, not only in choices of method but in ontologically and epistemologically fundamental ways” (Guba & Lincoln, 1994, p. 105). Therefore, it is necessary for the researcher to make a decision on the paradigm she wishes to use before carrying out her research, as her worldview has an effect on the selected methodology, methods, and eventually the way she analyzes, interprets and presents her findings as well as the ways she represents herself. In addition to the selected paradigm, the theoretical approach adopted to conceptualize selves/identities has an impact on the analysis and may result in a variety of understandings of the questions one is concerned with (Weedon, 2004). In this regard, I have first discussed how the framework that I have employed theoretically approaches the concept of selves/identities as a broad concept. Then, I have indicated the assumptions made specifically about teacher identities in the literature and how I conceptualize language teachers’ professional identities in the light of the framework that I employed. I have also provided a brief discussion on the conceptual and analytical tools that guided my study when analyzing the data.

Identities, Self, Subjects and Subject Positions

Before I discuss about the assumptions that the framework I employed has about identities, I find it necessary to provide a brief overview on the concept of identity and how it has transformed over time. Ranging from one discipline to another, the term identity has been used interchangeably with the

terms, such as *the self*, *subject* and *subjectivities*⁶ (Duff, 2012). Gray and Morton (2018) draw attention to Stuart Hall's conceptualization of *identity* who states that identity has experienced three transformative levels, first of which came into existence around 18th century. During that time understanding of identity was based on Descartes's "Cogito, ergo sum (I think therefore I am)," which according to the Cartesian understanding highlights the human subject as being centered, stable, and sovereign. The second transformation happened with the importance given to the social context which moved away the only focus given to the individual aspect of identity. At that stage, identity was understood as "formed in the interaction between the self and society" (Hall, 1992, p. 276, as cited in Gray & Morton, 2018). Such a view appreciates the social context but preserves the idea that identity had an essence, as previously suggested by Cartesians. Nevertheless, the final stage, around the late 20th century, marks the end of Cartesian understanding of the human subject as, according to Hall (as cited in Gray & Morton, 2018), the subject has no longer been seen as having a centered, stable and sovereign identity due to the impact of poststructuralist thought.

In order to understand the impact of poststructuralist thought, I believe it is necessary to focus on certain characteristics of poststructuralism. Poststructuralism is considered as the "development of structuralism" (Jones, 1997, p. 264). According to Duff (2012), poststructuralism "questions fixed categories or structures, oppositional binaries, closed systems, and stable – truths and embraces seeming contradictions" and "poststructural researchers examine how such categories are discursively and socially constructed, taken up, resisted (the site of struggle) and so on" (p. 412). The prefix 'post-' does not indicate an end. Instead it indicates taking a critical viewpoint on the ideas put forward by structuralism (Grant & Griddings, 2002). More specifically,

⁶ Poststructuralists mostly prefer to use these terms instead of identity to "mark a crucial break with humanist conceptions of the individual" (Weedon, 1987, p. 32) as it is believed that due to its etymology the term 'identity' signals "stability and oneness" (Bernstein, 2016, p. 178) as opposed to their viewpoint. However, throughout the current study, I prefer using the terms interchangeably throughout without abandoning the term identity, but by using it plurality as 'identities' (see my discussion in page 32), as the concept of teachers' professional identities is the main analytical tool (Beauchamp & Thomas, 2009; Olsen, 2012) that I have used in trying to understand teachers' professional practices of the selves.

poststructuralism critically approaches some of the claims put forward by structuralism, modifies or rejects them. Among the central claims which are later modified by poststructuralism and are of relevance to my study are; 1) the structures asserted to exist in all domains and that the truth can be understood through those structures, and 2) that language is static and that signs have fixed meanings (Fuery, 1995; Jorgensen & Phillips, 2002). By modifying such claims, poststructuralism sees reality and truth as multiple, subjective, and along with the structures and signs as constituted via meanings (re)made via discourses. Thus, for poststructuralist theory, “language is seen as central to the circulation of discourses—systems of power/knowledge that define and regulate our social institutions, disciplines, and practices” (Norton & Morgan, 2013, p.1).

There are significant differences between structuralism and poststructuralism about the ways the human subject is viewed. Although they both critique the concept, they have different ways of conceptualizing it (Sarup, 1993). As Gray and Morton (2018) argue, structuralism sees the subject “as an element which can be understood only in terms of its relation to other elements within the structure,” whereas poststructuralism discards “the idea of essences [and] attempts to recover something of a sense of agency which was held to have disappeared in the structuralist understandings of the individual and its relation to society” (p.10). In this respect, Butler (1995) notes,

That the subject is that which must be constituted again and again implies that it is open to formations that are not fully constrained in advance [...] If the subject is a reworking of the very discursive processes by which it is worked, then agency is to be found in the possibilities of resignification opened up by discourse. (p. 135)

Butler’s words summarize the ways in which poststructuralism views the subject by focusing on the aspects of being unstable, multiple and constituted within discourse. Then, for poststructuralism, *the subject* is discursively (re)constituted (Weedon, 1987) and it “become[s] positions in discourses” (Jorgensen & Phillips, 2002, p. 40) through the relations of power, and it is decentered and destabilized (Dunn, 1997). Given that the discourses are not stable, “who one *is* is always an open question with a shifting answer

depending upon the positions made available within one's own and others' discursive practices" (Davies & Harré, 1990, p. 46). All these arguments imply the shifting, social and discursive nature yet also touch upon the idea that "we have agency in negotiating subject positions, but not sovereignty" (Berstein, 2016, p. 178), as also reiterated by Baxter (2016), Butler (1995) and Weedon (1987).

In terms of the subject positions⁷ that are made available within discursive practices, Vick and Martinez (2011) pay attention to the multiplicity of the positions and elaborate that subject positions;

constitute and operate on a variety of dimensions: 'biologically' / 'naturally' given (male/female; adult/child); 'biologically' / 'naturally' acquired (parent/ child); and socially acquired or attributed statuses and roles (teacher/student). These can be seen as essentially 'descriptive/constitutive', in that they simultaneously map the world and position the subject within that map, although each dimension is constituted in relation to a number of complexly defined personal (bright/dull), technical (skilful/ unskilful) and 'moral' (good/bad) modalities. Multiple positions are occupied simultaneously (woman / adult / parent / mother/wife/teacher), and each occupation of position is inescapably normatively inflected in multiple ways (not just effeminate man, immature adult, loving father, lazy teacher, but also effeminate/foolish/self-indulgent/'bright' / knowledgeable man). (p. 182)

Vick and Martinez (2011) further argue that although the positions are taken up discursively, they prevail in institutional practices "which regulate their application or availability to any particular individual" (p. 181).

According to the Foucauldian view, it is through a range of subject positions which are produced within the discursive practices that identities are

⁷Subject positions "refer to the way in which the subject presents and represents itself discursively, psychologically, socially, and culturally through the use of symbolic systems" (Kramsch, 2009, p. 10).

constituted (Jorgensen & Phillips, 2002). Baxter (2016) emphasizes the significance of discourse in constitution of identities from poststructuralist perspective by referring to Foucault's (1984) view as;

discourses are responsible for the ways in which individual identities are recognised, constructed and regulated. This process of identity construction is reciprocally achieved through the *agency* of individual language users who are subjectively motivated to take up particular positions within multiple discourses and through the ways they are variously *positioned* as subjects by the social, normalising power of discourses. (Baxter, 2016, p. 37)

In a similar vein, Hall (1996) asserts that identities are “points of temporary attachments to the subject positions which discursive practices construct for us” (p. 6). Therefore, identities are fluid and in constant flux. They can only be temporarily defined within a given discourse at a given time. Weedon (2004) suggests that;

One of the key ideological roles of identity is to curtail the plural possibilities of subjectivity inherent in the wider discursive field and to give individuals a singular sense of who they are and where they belong. This process involves recruiting subjects to the specific meanings and values constituted within a particular discourse and encouraging identification. A wide range of social practices, for example, education, the media, sport and state rituals, offer subject positions that encourage identification. While it is possible to be a subject without identification, identity presupposes some degree of self-recognition on the part of the subject, often defined in relation to what one believes one is not. (p.19)

Weedon's (2004) definition above highlights that while the multiplicity and fluidity of identities are inevitable, construction of the specific meanings and values within discourse is equally inevitable. When using identifications, individuals make use of specific discourses within fields available and sometimes while doing that, they refer to what they are not. In terms of self-

recognition, Bernstein (2016) refers to other studies and states that although the subject positionings are temporary, they may have patterns, and when repeated, may have an impact on one's self-recognition as well as on the positionings that will follow. She also mentions that "given enough time and repeated interaction, a person may come to position herself, or others may come to position her, in increasingly stable or predictable ways" (p. 179) but also highlights that due to unstable properties of discourses that the subjects are constituted within, such positionings can be destabilized as well.

Considering all the discussions made in this section, my understanding and definition of selves/subjects/identities is based on the poststructuralist stance. In what follows, I have presented an overview of what this means for teachers as teacher identities are the focal point of this research. Thus, I would like to turn to the concept of teacher identities in general and language teacher identities in particular as I conceptualise it, and discuss why these are considered as problematic terms and examine their multiple definitions and theorizations.

(Language) Teachers' Professional Identities

Teachers' professional identities as a concept still stands popular in teacher education research even though the broad concept of identity has been in the agenda of educational researchers for the last 30 years (Block, 2013). One of its significance is due to being treated as "an integral part of teacher learning" (Tsui, 2011, p. 33), and as "an organizing element in teachers' professional lives" (Beauchamp & Thomas, 2009, p.175). In addition, it is also considered as a "research frame" (Olsen, 2012, p. 1123), a torch that lights up the way to teachers' professional journey. To this end, many scholars inquiring into teachers' professional identities, by adopting different perspectives, have aimed at understanding the concept by focusing on teachers' experiences and practices with a particular attention on, for instance, their perceptions on professional agency (e.g., Eteläpelto, Vähäsantanen, & Hökkä, 2015), narratives (e.g., Ruothotie-Lyhty, 2013), emotions (Wolff & De Costa, 2017; Zembylas, 2003), metaphors (e.g., Erickson & Pinnegar, 2016; Thomas & Beauchamp, 2011), contextual factors (e.g., Flores & Day, 2006), classroom practices (Kanno & Stuart, 2011), tensions at workplace (e.g., Pillen, Beijsaard

& Brok, 2013), learning experiences (e.g., Cheng & Wu, 2016), mentoring practices (Johnson, 2003), and teaching experiences (e.g., Cooper & He, 2013). Regardless of the mounting number of studies conducted on teacher identities, there is not a common definition (Beijaard et al., 2004) but certain commonly accepted characteristics of teacher identities. The issue appears to be due to the broad concept of identity itself being problematic as discussed in the previous section. In what follows a brief overview of why this is the case has been provided followed by the common characteristics of teachers' professional identities mentioned by scholars (e.g. Akkerman & Meijer, 2011; Olsen, 2012; Rodgers & Scott, 2008; Varghese et al. 2005).

Discussion of the Existing Definitions

The concept of identity has been theorized differently by the scholars working in different fields including but not limited to psychology, sociology, general education and philosophy (Barkhuizen, 2017). Thus, there are myriad of understandings on the concept itself, ranging from one field to another. Yet, it still is difficult to define. Olsen (2012) draws attention to the difficulties of defining the concept as it has been used throughout history by different fields, and domains to mean and emphasize different things. In addition, Miller (2009) asserts that the source of difficulty lies behind the fact that it is “a process of continual emerging and becoming” (p. 173). Miller (2009), by outlining the definitions put forward in the studies conducted in the field of education (e.g., Gee, 2000; Johnson, 2003; Morgan, 2004; Norton, 2000; Pennycook, 2001; Varghese et al., 2005) highlights this aspect and maintains that there is a commonality in their understanding of the nature of identities as “relational, negotiated, constructed, enacted, transforming and transitional” (Miller, 2009, p. 174). This signals the poststructuralist understanding of the self, as opposed to the essentialist understanding (mentioned earlier in page 24). In spite of the agreement regarding the nature of the identities, it is claimed that most of the definitions of identities in general and teacher identities in particular are either too general or vague (Bukor, 2011). For instance, Pennycook (2001) defines it as a “constant ongoing negotiation of how we relate to the world” (p. 149), and a decade later, Day (2011) puts forth that it is “the way we make sense of ourselves and the image of ourselves that we present to others” (p. 48).

Relating the concept to one's occupation as teachers, Block (2015) defines the term as "how individuals, who both self-position and are positioned by others as teachers, affiliate to different aspects of teaching in their lives" (p. 13).

Regardless of the discrepancies, or vagueness in the definitions of the concept, as mentioned earlier, there are certain commonalities found in the existing definitions and/or theorizations of some scholars regarding the characteristics of teachers' professional identities. To illustrate, by outlining the studies in the relevant literature Varghese et al. (2005) put forward that teachers' professional identity is "multiple, shifting, and in conflict; as crucially related to social, cultural, and political context; and as being constructed, maintained, and negotiated primarily through discourse" (p. 35). Likewise, reviewing the literature, Rodgers and Scott (2008) mention four prevailing assumptions of teacher identities being; a) contextual, b) relational and emotional, c) multiple and shifting, and d) storied. More specifically, in their words;

(1) identity is dependent upon and formed within multiple contexts which bring social, cultural, political, and historical forces to bear upon that formation; (2) that identity is formed in relationship with others and involves emotions; (3) that identity is shifting, unstable, and multiple; and, (4) that identity involves the construction and reconstruction of meaning through stories over time. (Rodgers & Scott, 2008, p. 733)

Similarly, Akkerman and Meijer (2011) point out three common characteristics that appear in teacher identities; they are multiple, discontinuous (i.e., ever-changing) and social in nature. In addition, Olsen (2012, p. 1123) reiterates that studies on teacher identities concur that teachers' professional identities are; a) in the active process of change and b) not a fixed product, c) in a continuous and "situated relationship among person, others, history and professional contexts," d) both a "political project and a philosophical frame," e) positioned socially, f) does not refer to a teacher's role, and g) not precisely discerned from a teacher's self. I have drawn to these commonalities in trying to understand the concept of teachers' professional identities and as I have resorted to it as an analytical lens as suggested by Olsen (2012). This is mainly because these

commonalities are in line with my poststructuralist perspective in conceptualising selves/identities and subjectivities.

When reviewing the related studies, I have found out that even though some studies follow the line of thought that teacher identities are everchanging and multiple, they argue that if student-teachers have well established initial professional identities, they are less likely to experience problems in their induction years as novice teachers (Ruohotie-Lyhty, 2013; Thomas & Beauchamp, 2011). More specifically, in a longitudinal study, Ruohotie-Lyhty (2013) has focused on the differences in the ways which professional identities of two teachers are formed during teacher education and developed in their first year in the profession to find that having a well-established initial identity has helped one of the participants cope with the demands of the working place and continue developing. However, as for the other participant, the situation has been the opposite because she has experienced many difficulties in the same working place as she has failed to cope with the conflicts which has taken place between her ideal and forced identities. In the researcher's view, this results from her not having a well-established initial teacher identity. The study suggests that even though teachers come from the same educational background and work in the same institution, their initial identity is what matters the most in terms of their capabilities in adjusting to their working environment especially during their induction years.

Similarly, Thomas and Beauchamp (2011), through investigating the metaphors created by the teachers when they graduated from a teacher training program and during their first year in the profession, highlight the changeable nature of professional identity (originally used in singular form by the authors) but touch upon the importance of having a well-established initial teacher identity along with self-confidence to be able to develop in the profession. I believe that such discussions are problematic in the sense that if they support the fluidity of identities, how then, is it possible to have a well-established initial professional identity? Adopting a viewpoint that professional identities are constituted through subject positions that teachers are engaged in meaning makings within discursive practices, I do not think it is possible to have pre-set, initial or well established identities due to unstable properties of the discourses

that they are constituted within. Apart from this contradiction, I have also realized that most of the existing definitions of teacher identities contain the word *construction* or *identity* in singular form even though they highlight the *ongoing* and *multiple* nature of teachers' professional identities. I argue that this is a contradiction as the noun *construction* indicates an end, a final product instead of a continuous process and that using the term *identity* in singular form is not appropriate if we are to discuss its multiplicity. This is why, I, like most poststructuralists do, prefer to use the term *constitution* and *identities* in plural in my study to refer to the formation of teachers' professional identities.

Up to now I have discussed the broad concept of teachers' professional identities. It seems that the definitions and discussions regarding language teacher identities resonate to the broad one. Thus, they mainly emphasize the multiplicity, fluidity, social, cultural, political contexts and discursive aspects but often miss out one or two or end up being too general. To mention a few, recently by embracing a poststructuralist view, Donato (2017) has defined language teacher identities as “the simultaneous enactment of an agent's subjectivity in real time discursive (semiotic) processes situated in local, social, and historical circumstances” (p. 26). In addition, in his book *Reflections on Language Teacher Identity*, which contains the perspectives of scholars in the field, Barkhuizen (2017) puts forward another recent definition on language teacher identities that I find specific, to the point and useful;

Language teacher identities (LTIs) are cognitive, social, emotional, ideological, and historical—they are both inside the teacher and outside in the social, material and technological world. LTIs are being and doing, feeling and imagining, and storying. They are struggle and harmony: they are contested and resisted, by self and others, and they are also accepted, acknowledged and valued, by self and others. They are core and peripheral, personal and professional, they are dynamic, multiple, and hybrid, and they are foregrounded and backgrounded. And LTIs change, short-term and over time— discursively in social interaction with teacher educators, learners, teachers, administrators, and the wider community, and in material

interaction with spaces, places and objects in classrooms, institutions, and online. (Barkhuizen, 2017, p. 4)

In my view, Barkhuizen's (2017) definition is quite informative as it covers all the missing aspects in most of the existing definitions on (language) teachers' professional identities. It pays attention to all the significant aspects, including *the self* and the impact that *others* have within the social context, and incorporates technology. It touches upon the performativity aspect that I discuss in page 50, as well as including conflicts and tranquility. What is more, it not only underscores the evolving and fluid nature, but also the importance of interaction with other agents and the impact of discursive encounters on the constitution. Thus, my conception of language teachers' professional identities is similar to Barkhuizen's point of view. Based on these arguments, I believe that (language) teachers' professional identities are 1) constituted through subject positions that teachers are engaged in meaning making processes within discursive practices, 2) fluid, i.e., "multidimensional and dynamic in nature" (Raman, 2015, p. 22), thus never complete, due to unstable and multiple properties of the discourses as well as socio-cultural processes that they are constituted within, 3) constituted by power dynamics within social, political, and cultural contexts, in this case mostly educational institutions (see my discussion in page 37), 4) performative as suggested by Butler (see my discussion in page 50).

Discussion of Previously Employed Frameworks

Apart from the definitions and theorizations, the theoretical frameworks that have been employed to investigate the concept of (language) teachers' professional identities differ widely. However, recent discussions on the teachers' professional identities are based on the significance of social context, activities and interactions (e.g., Richards, 2017) and recent studies are mostly based on sociocultural and dialogical theories, social identity theory, and poststructuralism (Barkhuizen, 2017). A review based on the most recent studies conducted within the last 10 years on English language teacher identities that paid attention to discourse indicates that they mostly revolve around sociocultural (e.g., Arjava, 2016; Cohen, 2010; Eteläpelto, Vähäsantanen & Hökkä, 2015; Raman & Çavuşoğlu, 2019; Uzum, 2013) and

poststructuralist (e.g., Ilieva, 2010; Matsumoto, 2018; Vetter, Meacham & Schieble, 2013) frameworks. This is why, instead of unpacking all approaches and theories adopted to investigate teachers' professional identities, in this section I have discussed the ways in which sociocultural and poststructuralist theories view language teachers' professional identities in particular and what they lack.

Both socioculturalism and poststructuralism share things in common, such as the attention they give to the cultural and historical aspects as well as the social encounters that take place between people (Zembylas, 2003). On the one hand, as sociocultural approach is based on Vygotsky's development theory, it focuses on social psychological aspects in the constitution of the teachers' identities that take place within individual and the social context. More specifically, for teachers, it implies that "a teacher's relationship with students, academic content, and pedagogy is not direct, but rather mediated through various signs and tools, most notably linguistic signs, that are appropriated during one's personal language learning history, academic training, and clinical experiences" (Donato, 2017, p. 24). On the other hand, as mentioned in the previous section, poststructuralism pays attention to individual, social, cultural, historical, political practices and perspectives as well as discursive conditions and discourse (Bhaba as cited in Zembylas, 2003). Thus, due to the importance it attaches to socio-political contexts, in poststructuralist view, there is attention given to the role of power relations in the constitution of teachers' professional identities, which is considered as a shortcoming in sociocultural theory (Zembylas, 2008). However, the fact that it ignores psychological aspects has caused certain criticisms to emerge (e.g., Bendle, 2002) as it is claimed that poststructuralism does not pay attention to what was going on in the subconscious minds of teachers' and its impact on their identities (Block, 2006). Drawing on the dialogical view, Akkerman and Meijer (2011) point out that following poststructuralist perspectives only is theoretically problematic in understanding teacher identities and conceptualise teacher identities as "both unitary and multiple, both continuous and discontinuous, and both individual and social" (p. 309). They argue that "an entirely de-centred characterization of identity leads to the question of how a

person can maintain and have any sense of self through time,” and they question by asking “if one claims that people are fragmented and in a continuous flux, how can it be that we are recognized as ‘one and the same’ person as we were yesterday?” (p. 310). Akkerman and Meijer (2011) suggest combining postmodern and modern understandings of identity and state that they adhere to Gee (2001) who makes a distinction between what he calls “core identity” which he believes “holds more uniformly, for ourselves and others, across contexts” (p. 99), and one’s multiple identities. I believe that Bernstein’s (2016) argument regarding self-recognition and being recognized by others due to repeated subject positionings (as discussed in page 29), can be considered as an answer to these questions. In addition to these arguments, in their overview of three studies that have used different theoretical approaches in investigating language teachers’ professional identities, Varghese et. al (2005) conclude that “any one theory limits one’s perspective on language teacher identity, its formation and its contexts” (p. 38). Moreover, they suggest using “multiple theoretical approaches” (Varghese et. al, 2005, p.40) when investigating (language) teachers’ professional identities to cater for the assumed backdrops or criticisms made towards the existing theories. Having this in mind, I have adopted a post-structuralist theoretical stance, and utilized theories of a variety of scholars from different fields as analytic tools to guide me in the data analysis and to provide me with an understanding regarding “different facets of the complex nature and processes of teacher identity” (Varghese et. al, 2005, p. 38).

Analytical Tools

As I have outlined in the previous section, the concept of teachers’ professional identities is quite complex and researching (language) teachers’ professional identities requires adopting a variety of perspectives. Drawing on the suggestion of Varghese et. al’s (2005) to use “multiple theoretical approaches” (Varghese et. al, 2005, p. 40), in my study, I have been guided by a variety of analytical tools from a range of theorists from other disciplines, mainly anthropology, philosophy and sociology.

As mentioned earlier, my understanding of selves/identities is based on the poststructuralist view (as discussed in page 29). Keeping this framework in the background, based on the emerging themes and discourses within the data, I have drawn on several analytical tools. Mainly, I have drawn on Michel Foucault's concept of power and discipline in order to understand the ways in which power relations constitute teachers' professional practices of the selves, and discourses within educational institutions (see page 36). In addition, I have been guided by James Scott's hidden and public transcripts in examining power relations with an attention on resistance, as well as Erving Goffman's dramaturgical approach with a focus on impression management and I have also made references to Goffman's face-work. In addition to these, I have employed Foucault's and Gee's theorization of discourse(s), and have used Judith Butler's theory of performativity in understanding gender related discourses. In what follows, I have explained what they are and what they have offered to my study.

Foucault: (Disciplinary) Power, Subject and Surveillance

In Foucault and Gordon (1980), Foucault discusses that modern power is everywhere and it "is neither given, nor exchanged, nor recovered, but rather exercised, and that it only exists in action" (p. 89). Foucault and Gordon (1980) also state that individuals are the means that the power is exercised within power relations and that the power relations are not equal. He asserts that contrary to pastoral power, modern power is not necessarily exercised from top to bottom or by dominant over dominated by emphasizing that power is not always hierarchical (Foucault, 1979) and it flows through a "net-like organization" (Hall, 1997, p. 50). According to Foucault and Gordon (1980), power relations "cannot be established, consolidated nor implemented without the production, accumulation, circulation and functioning of a discourse" (p. 93). In Weedon's (1987) words, Foucault's notion of power is "a dynamic of control and lack of control between discourses and the subjects, constituted by discourses, who are their agents. Power is exercised within discourses in the ways in which they constitute and govern individual subjects" (p. 113). In Foucault's view, power "traverses and produces things, it induces pleasure, forms of knowledge, produces discourse" (Foucault, as cited in Hall, 1997, p.

50). Thus, discourses operate on power relations and vice versa, and the same applies to knowledge (see page 46 for my discussion on Foucault's theorization of discourse). In Foucault's (1979) words, power "produces reality; it produces domains of objects and rituals of truth. The individual and the knowledge that may be gained of him belong to this production" (p. 194). He argues that in order to analyze power relations, one must look at "the system of differentiations," "the types of objectives," "the means of bringing power relations into being," "forms of institutionalization," and "the degrees of rationalization" (Foucault, 1982, p. 792). Regarding the first concept, *system of differentiation*, Foucault (1982) refers to the "differentiations determined by the law or by traditions of status and privilege; economic differences in the appropriation of riches and goods, shifts in the processes of production, linguistic or cultural differences, differences in know-how and competence, and so forth" (p. 792). The second concept, *types of objectives*, is related to the "the maintenance of privileges, the accumulation of profits, the bringing into operation of statutory authority, the exercise of a function or of a trade" (p.792). These two concepts have helped me to pay attention to the position of each individual with whom participating teachers interact within the contexts of my study and make sense of how these positions and interactions impact teachers' professional practices of selves. The third concept, *means of bringing power relations into being*, is related to the ways in which power is exercised, for example, with "the effects of the word, [...], by systems of surveillance, with or without archives, according to rules which are or are not explicit, fixed or modifiable, with or without the technological means" (p. 792). This concept has helped me focus on the (un)written rules and the ways in which power is exercised upon the teachers of the study, with specific attention on the surveillance practices within the contexts of my study. Regarding the fourth concept, *forms of institutionalization*, Foucault (1982) states that "these may mix traditional pre-dispositions, legal structures, phenomena relating to custom or to fashion (such as one sees in the institution of the family)" and adds that "they can also take the form of an apparatus closed in upon itself, with its specific loci, its own regulations, its hierarchical structures which are carefully defined, a relative autonomy in its functioning (such as scholastic or military

institutions” (p. 792). This concept has helped me to focus on the hierarchical structures within the contexts of my study and how they have impacted the discourses and the professional practices of the teachers of my study. In the final concept, *degrees of rationalization*, Foucault (1982) touches upon the idea that “bringing into play of power relations as action in a field of possibilities may be more or less elaborate in relation to the effectiveness of the instruments and the certainty of the results [...]” (p.792). Finally, this concept has helped me to pay attention to the instances where the exercise of power is not always blatant and make sense of how such exercise of power has impacted teachers and their discourses about their professional practices of selves.

In his essay on subject and power, Foucault (1982) poses that when power is exercised on the actions of others, subjects (both individual and collective) are free in the sense that they may choose among a variety of other ways to act and behave. In Foucault’s (1982) understanding, along with power, there exists some sort of opposition and resistance, and it “categorizes the individual, marks him by his own individuality, attaches him to his own identity” (p.781). He says that the act of resistance is also an aspect of power and asserts that;

This form of power ... imposes a law of truth on him which he must recognize and which others have to recognize in him. It is a form of power which makes individuals subjects. There are two meanings of the word subject: subject to someone else by control and dependence, and tied to his own identity by a conscious self-knowledge. Both meanings suggest a form of power which subjugates and makes subject to. (Foucault, 1982, p. 781).

So, when individuals resist power exerted over them or through them in ways that may not always be blatant, they are in fact putting forward their own selves, acting according to their own self-knowledge. In this way, identities are closely linked with the way power operates in the social world. Of course, the types of power that operate in the social world vary as the ways in which resistance does. In his book, *Discipline and Punish*, Foucault (1979) mentions different types of power being disciplinary power, sovereign power, bio power,

and pastoral power. In what follows, I have concentrated on the disciplinary power as it is among the emergent issues in my data.

Power is oriented locally in institutions, such as schools, hospitals and prisons (Foucault, 1979). These institutions use techniques of disciplinary power on the individuals through power processes (Foucault, 1979). When referring to the concept of discipline, Foucault (1979) notes that discipline is a technology of power and mentions its link to institutions as follows;

Discipline may be identified neither with an institution nor with an apparatus; it is a type of power, a modality for its exercise, comprising a whole set of instruments, techniques, procedures, levels of application, targets; it is a ‘physics’ or an ‘anatomy’ of power, a technology. And it may be taken over either by ‘specialized’ institutions (...) or by institutions that use it as an essential instrument for a particular end (schools, hospitals) or by pre-existing authorities that find in it a means of reinforcing or reorganizing their internal mechanisms of power [...]. (pp. 215-216)

Based on Foucault’s (1979) view in *Discipline and Punish*, disciplinary power “produces subjected and practiced bodies”, what he calls “docile bodies” (p. 138). Discipline generates individuality that has four traits which Foucault (1979) refers to as, “cellular (by the play of spatial distribution), organic (by the coding of activities), genetic (by the accumulation of time) and combinatory (by the composition of forces)” (p. 167) due to being subjugated. Furthermore, Foucault (1979) expounds the techniques of discipline by mentioning that discipline “draws up tables; it prescribes movements; it imposes exercises; lastly in order to obtain the combination of forces, it arranges ‘tactics’” (p.167). I have discussed these techniques further in detail in Chapter V.

Foucault (1979) proposes that successful disciplinary power arises out of three instruments; “hierarchical observations, normalizing judgment and their combination in a procedure that is specific to it, the examination” (p.170). In hierarchical observation, there is a disciplinary gaze that exercises power on individuals, in this case on student-teacher and teachers, to adjust their

activities, behaviors and so on as they think they are constantly being watched (Foucault, 1979). In line with this, for teaching, such surveillance has a pedagogical role as Foucault (1979) notes surveillance is “at the hearth of the practice of teaching [...] as a mechanism that is inherent to it and which increases its efficiency” (p.176). This may mean that through the gaze, performances of teachers can be kept under control and their productivity would be increased. In normalizing judgment, there is exerting punishment in order to discipline individuals who fail to abide by the disciplinary system, “so that they might all be subjected to ‘subordination, docility, attention in studies and exercises, and to the correct practice of duties and all the parts of discipline. So that they might all be like one another” (Foucault, 1979, p.182). Foucault (1979) mentions that such instrument, categorizes individuals, their performances and qualities into a system of hierarchy based on binary opposites being good-evil/bad. As a result of this process, individuals are diversified. Foucault calls this technique normalizing judgment as it normalizes the act of judgment. In examination, there is a combination of the techniques of the previously mentioned instruments, and it aims to “qualify, to classify and to punish. It establishes over individuals a visibility through which one differentiates them and judges them” (p. 184).

To Foucault (1979), disciplines “are techniques for assuring the ordering of human multiplicities” (p. 218) and that there are certain ways to maximize the productivity of individuals. Among those are “time-tables, collective training, exercises, total and detailed surveillance” (Foucault, 1979, p. 220). These have been discussed in detail in Chapters IV and V. Using Foucault’s theorization of (disciplinary) power and surveillance has offered me a lens to understand the ways in which power and power relations in educational institutions (re)constitute teachers as subjects. In addition, I agree with Foucault (1982) who suggests that “in order to understand what power relations are about, perhaps we should investigate the forms of resistance and attempts made to dissociate these relations” (p. 780). Therefore, using Foucauldian perspective has also helped me in investigating and understanding practices regarding discipline and resistance in educational institutions and their impact on EFL teachers’ professional identities and performances. While

doing so, I have paid particular attention to the discourses of EFL teachers, therefore I believe it is noteworthy to mention which theory/theories that have governed the current study when analyzing the discourses (see page 46).

James C. Scott: Hidden and Public Transcripts

Due to his interest in the ways power relations impact discourse, in his book *Domination and the Art of Resistance: Hidden Transcripts*, Scott (1990) comments on what he calls “power-laden settings,” and analyses the power relations and practices of resistance between dominant and subordinate groups⁸. By saying that “the relations of domination are at the same time relations of resistance” (p. 45), Scott (1990), like Foucault (1982), believes that investigating forms of resistance would provide us with an understanding regarding power and power relations and impact of discourse on these. Paying attention to the discourses and practices, Scott (1990) makes a distinction between the discourses and practices “onstage” and “offstage/backstage” in his theory of “public and hidden transcripts.” In his concept, the term transcript “is used almost in its juridical sense (process verbal) of a complete record of what was said. This complete record, however, would also include nonspeech acts such as gestures and expressions” (Scott, 1990, p. 2). In his theorization, Scott (1990) mentions that in everyday life the discourses between dominant and subordinate groups can be divided into two as public and hidden. He explicitly asserts that in his notion, public “refers to action that is openly avowed to the other party in the power relationship” (Scott, 1990, p. 2). He further utters that public transcript is the open, “onstage” interaction between dominant and subordinate groups. He suggests that public transcripts cannot fully present all relations of power and resistance, as they are mostly controlled and shaped based on the preferences of those who are assumed to dominate.

⁸ At first these terms may seem contradictory to what Foucault says about power –that it does not belong to certain groups as it flows through a “net-like organization” (Hall, 1997, p. 50). In Scott’s theory of hidden transcripts although it may seem as the dominant group holds and exercises power, through the concept of hidden transcripts, Scott shows us that power is not fixated around a specific group, in this case the dominant group. This is because, hidden transcripts are ways of the subordinated group to create an environment among themselves in which they move around and exercise with several power positions.

Scott (1990) also affirms that the resistance coming from a certain group against the other may not always be in sight. He refers to such instances as “hidden transcripts” that take place as a result of domination and happens offstage/backstage in everyday life “as a critique of power spoken behind the back of the dominant” (Scott, 1990, p. xii). Such critique does not take place when the other party is present, and performed to a different audience -mostly around those in the same group of people as equals. Scott (1990) also highlights that the hidden transcripts are not specific to subordinate groups as those in the dominant position of power may also get involved in hidden transcripts “representing the practices and claims of their rule that cannot be openly avowed” (Scott, 1990, p. xii). Based on this, and the previous statement, then hidden transcript may take place among subordinates, or among the dominant group. However, according to Scott (1990), hidden transcripts developed by subordinate groups have a significant role as they are among the ways for “impression management in power-laden situations” (p. 3). It should also be noted that the hidden transcript may not always be in the form of speech, but can also be in the form of “gestures, and practices that confirm, contradict, or inflect what appears in the public transcript” (Scott, 1990, pp. 4-5). Scott’s theory of public and hidden transcripts is useful as it has helped me in focusing more specifically on resistance on behalf of teachers within educational institutions and has provided me with an understanding of practices of power and power relations and how they are affected by discourse that the teachers as subjects are constituted. These have further been discussed in Chapter V and Chapter VI.

Goffman: Dramaturgy

In addition to the theories mentioned, I have also found Goffman’s concept of dramaturgical approach useful in analyzing certain parts of the data where there are discourses on everyday encounters of my participants with others in educational institutions.

Paying attention to everyday face to face interactions of people, Goffman argues that interaction consists of ritual requirements. More specifically, in interactional encounters, there is a “compelling sense of the ritual respect” (Rampton, 2018, p. 5), which Goffman (1955) links with the

concept of face “as the image of self” (p. 213). In his seminal work *On Face Work*, Goffman (1955), mentions that in face to face encounters an individual may get involved in a set of acts (both verbal and nonverbal) in order to communicate his/her thinking of a situation and as a consequence comes to certain conclusions about him/herself as well as others. Goffman (1955) refers to this as *line*. Accordingly, he defines face “as the positive social value a person effectively claims for himself by the line others assume he has taken during a particular contact” (Goffman, 1967, p. 213). By examining Goffman’s definition of face, Redmond (2015) discloses that;

Underlying “positive social value” is the assumption that people want to be seen as having value to others. People lay “claim” to that value by presenting themselves in certain ways to others; for example, a teacher wants to claim an image of an effective educator while a student might claim the image of an “A” student. (p. 6)

The self-image that individuals consciously or unconsciously present to others operates on social encounters, particularly on situational requirements in social contexts (Redmond, 2015). Thus, face is situational (Ho, 1976). Therefore, as discussed by Redmond (2015), for teachers in general and language teachers in particular, this means that depending on who the interactants are, i.e. teachers and students, administrators, parents and so on, and where and when the interaction is taking place, the line that teachers may want to claim may vary, as in the case of the multiplicity of identities.

When discussing face, Goffman (1955, 1967) distinguishes between being “in face” and “out of face.” More specifically, being “in face” is about acting based on the expectations that others have of oneself based on the line during an encounter. As a result, being “in face” causes the person to react “with feelings of confidence and assurance” in social encounters, and feel secure and relieved (Goffman, 1955, p. 214). The opposite concept, which is being “out of face” or “in wrong face” or to “lose face,” however, is when “information is brought forth in some way about his social worth which cannot be integrated, even with effort, into the line that is being sustained for him” (Goffman, 1955, p. 214). This means that when the situational requirements

and expectations are not met in social encounters one has, then, the face is lost. This also includes the “failure of others to act in accordance with his expectations of them - that is, not only from the individual’s own actions, but also from how he is treated by others” (Ho, 1976, p. 873). Goffman (1955) adds that as a result of losing face, a person’s “manner and bearing may falter, collapse, and crumble. He may become embarrassed and chagrined” (p. 214). Goffman (1955) also discusses that during social encounters, people are not only concerned with their self-image but also of others’. Thus, they also wish to save their face as well as others’ (Goffman, 1955). In order to do so, they get involved in what Goffman (1955) calls “face-work” which refers to “the actions taken by a person to make whatever he is doing consistent with face” (p. 216). The face-work consists of two processes being; avoidance process and corrective process (Goffman,1955). I have discussed these processes further in detail in Chapter VI in an attempt to understand how teachers of this study (re)presented themselves to others in a variety of ways in order to maintain the line that they wished to have in both contexts of this study.

As mentioned earlier in this section, in addition to Goffman’s concept of face-work, I have also found his dramaturgical approach useful in analysing certain parts of my data which are related to impression management. Goffman introduces dramaturgical approach in his book *The Presentation of Self in Everyday Life*. In this book, Goffman (1956) focuses on the ways in which an individual presents him/herself in everyday encounters as well as “the ways in which he guides and controls the impression they form of him, and the kinds of things he may and may not do while sustaining his performance before them.” (p. ii) . When talking about presentation of the self, Goffman (1956) prefers to use the analogy of a theatrical performance. Based on this, in his/her social encounters with people, an individual, i.e. the performer, gets involved in a variety of activities as performances depending on the social situations. It is through these performances that the performer presents a self-image to the audience. In terms of the performance, Goffman (1956) states that “part of the individual’s performance which regularly functions in a general and fixed fashion to define the situation for those who observe the performance”(p. 13) is

called *front*. In addition to the front, Goffman (1956) asserts that *setting*⁹ might be considered as significant for performers as they may need a particular setting to perform their acts, apart from exceptional cases in which they may feel scared when they have to act out of the setting. Goffman (1956) also draws attention to what he calls *personal front* which is about other expressive equipment that “we most intimately identify with the performer himself and that we naturally expect will follow the performer wherever he goes” (p. 14). Such include; “insignia of office or rank; clothing; sex, age, and racial characteristics; size and looks; posture; speech patterns; facial expressions; bodily gestures and the like” (pp. 14-15). When referring to the personal front, Goffman (1956) covers the two aspects being appearance and manner. *Appearance* represent performer’s social statuses, in addition it “tell[s] us of the individual's temporary ritual state, that is, whether he is engaging in formal social activity, work, or informal recreation, whether or not he is celebrating a new phase in the season cycle or in his life-cycle” (p. 15). Whereas *manner* represents “those stimuli which function at the time to warn us of the interaction role the performer will expect to play in the on-coming situation” (p. 15). Goffman (1956) discusses that although consistency is expected to be found among appearance and manner during a performance, there might be contradictions as well. This adheres to what I have discussed earlier regarding the temporariness of identities. Some of these aspects and how they relate to my study have been considered in detail in Chapter VI as they are among the emerging discourses in some part of the data.

Given that there are a variety of social situations and different requirements of social interactions¹⁰, the performance of the performer is not a fixed one. In addition, the performances of the performer are not always intentional or conscious and may not necessarily represent his/her perception of

⁹According to Goffman (1956) setting is about “the scenic parts of expressive equipment” (p. 14) such as, “furniture, décor, physical lay-out, and other background items” (p.13).

¹⁰ Goffman (1956, p. 8) defines interaction as “as the reciprocal influence of individuals upon one another’s actions when in one another’s immediate physical presence.” He further states that “[a]n interaction may be defined as all the interaction which occurs throughout any one occasion when a given set of individuals are in one another’s continuous presence. The term ‘an encounter’ would do as well” (p. 8).

reality. However, s/he needs to “mobilize his activity so that it will convey an impression to others which it is in his interests to convey” (Goffman, 1956, p. 3). When talking about performances, Goffman (1956) states that, while mobilizing his/her activity, the performer acts in such a way to stress certain aspects that he/she wishes his/her audience to notice. While doing so, the performer mostly avails her/himself with *dramatic realization* in order to manage the impression the others have of him/her as well as the situation. Additionally, at certain times the performer may also wish to act according to the idealized standards and hide certain aspects in his/her performance, which do not comply with them or simply underplay them – Goffman (1956) calls this *idealization*. Goffman (1956) further notes that at certain times when performer conceals things in his performance, “even if the likelihood of disclosure occurs only at a particular turn or phase in the performance, the performer’s anxiety may well extend to the whole performance” (p. 41). In addition, to these concepts, Goffman (1956) also examines the performances of teams in dramaturgical terms but this has been handled in Chapter VI, as I have discussed my findings related to the teachers’ attire.

Discourse and (Analysis of) Discourse

There are a variety of definitions and approaches as well as theories on discourse, discourse analysis and analysis of discourse ranging across various disciplines (e.g., Fairclough, 1992, 2003; Foucault, 1972, 1981, 1978; Gee, 1999, 2005; Wetherell, Taylor & Yates, 2001). Among such approaches and theories, I have been mainly inspired by the Foucauldian approach to discourse and found Gee’s (1996, 1999, 2005) theorization of D/discourse useful when defining discourse. To Foucault (1972), discourses are “practices that systematically form the objects of which they speak” (p. 50) and Foucault (1972, 1978b, 1981) mainly deals with the statements, rules that make up the statements, utterances, practices, subjects and technologies of power that form discourses and through which discourses are formed. Thus, Foucauldian analysis of discourse “focuses on the power inherent in language and seeks to understand how historically and socially instituted sources of power construct the wider social world through language” (Cook, 2008, p. 217). However, Gee’s theorization of discourse, not only pays attention to the language but also

focuses on other “non-language” (Gee, 1999, p. 13) aspects that I find relevant to my data. Before I elaborate on my reasons for finding Foucauldian approach and Gee’s theorization useful, at this point it is important to note that Foucault does not provide a specific methodology for analysis of discourse (Graham, 2005; Potter, 2008) and explicates that he is not interested in “trying to dictate what is to be done” (Foucault, 1980, p. 236). However, Gee (2005) mentions certain tools and strategies for analysing what he calls D/discourses and suggests that the tools that he suggests are also related to the ways in which identities¹¹ and activities are constituted as well as the ways in which they are recognized by others, in what he calls “recognition work” (Gee, 2005, p. 88). In what follows, I have provided details about Foucault’s (1972) concept of discourse and Gee’s D/discourse theory.

In *the Archaeology of Knowledge*, Foucault (1972) regards discourses mainly as statements being; “general domain of all statements, sometimes as an individualizable group of statements and sometimes as regulated practice accounts for a number of statements” (p. 80). In Mills’s (2003) interpretation,

By ‘the general domain of all statements’, he means that ‘discourse’ can be used to refer to all utterances and statements which have been made which have meaning and which have some effect. Sometimes, in addition, he has used the term to refer to ‘individualizable groups of statements’, that is utterances which seem to form a grouping, such as the discourse of femininity or the discourse of racism. At other times, he has used the term discourse to refer to ‘regulated practices that account for a number of statements’, that is the unwritten rules and structures which produce particular utterances and statements. (p. 53)

For Foucault through discourses, knowledge and truth are produced in each society as we give meanings to the social world, and in his view “all social practices entail meaning, all practices have a discursive aspect. For this reason, discourse enters into the influences of all social practices” (Hall, as

¹¹ Although Foucault uses the terms subject and subjectivity, Gee (2005) mentions that he prefers using “socially situated identities” to emphasize the multiplicity of identities ranging across time and space within contexts.

cited in Bayley, Cameron & Lucas, 2003, p. 157). When referring to discourse and knowledge, Foucault (1972) also talks about a concept called discursive formations to refer to the “the principles on which an episteme is organised. They make speech possible, produce objects of knowledge and, indeed, organise ideas or concepts” (Shaw, 2012, p. 53). On their own discourses would not make sense. They make sense if they are organised together with other discourses to create knowledge and these creations are called discursive formations. Our multiple identities work through these formations in a fluid way to create and recreate themselves in flux.

In a nutshell, in the Foucauldian approach to discourse, as also mentioned in page 46, there is a direct relation of discourse between, production of knowledge and truth, exercise of power, power relations and constitution of subjects (Foucault, 1978b; Foucault & Gordon, 1980). As Weedon (1987) defines in Foucault’s terms, Foucault’s notion of discourse is mainly about;

ways of constituting knowledge, together with the social practices, forms of subjectivity and power relations which inhere in such knowledges and relations between them. Discourses are more than ways of thinking and producing meaning. They constitute the ‘nature’ of the body, unconscious and conscious mind and emotional lives of the subjects they seek to govern. (p. 108)

Foucault (1981) holds the view that discourses are produced and shaped by certain practices and institutions in the society. Thus, Foucault (1972, 1982) sees discourses as frames that shape knowledge and truth as well as subjects. In terms of educational institutions, he maintains that “any system of education is political way of maintaining or modifying the appropriation of discourses, along with the knowledge and the powers which they carry” (Foucault, 1981, p. 64). Following Foucault’s argument, Codd (2007) discusses that it is through the state control that education is among the ways which is used to retain power in society and that “the official discourse of the state relating to educational policies [...] are obvious instances in which discourse becomes the instrument and object of power” (p. 177). I have discussed how these relate to teachers and teacher education in Chapter IV.

There is a distinction between Foucault's and Gee's understanding of discourse in terms of the focus put on certain aspects. To be more precise, Foucault is not interested in individuals per se but with the statements, structures and practices that make up discourses and vice versa (Mills, 2003), whereas Gee (1999), in addition to the "language-in-use" (p.17) also highlights the significance of individuals' "ways of acting, interacting, valuing, believing, feeling, and with bodies, clothes, non-linguistic symbols, objects, tools, technologies, times and places" (p. 25). In Gee's (1996) theorization of discourses, discourse with little d represents "connected stretches of language that make sense, like conversations, stories, reports, arguments, essays and so forth" (p. 127), and discourse with big D represents;

ways of being in the world, or forms of life which integrate words, acts, values, beliefs, attitudes, and social identities, as well as gestures, glances, body positions, and clothes. A Discourse is a sort of identity kit which comes complete with the appropriate costume and instructions on how to act, talk and often write, so as to take on a particular social role that others will recognize.

(p.127)

According to this definition, Discourses are a variety of ways of representing "*who* we are and *what* we are doing at a given time and place" (Gee, 1996, p.129) to people around us and ways to be recognized by others. Gee (2005) notes that in his statement, *who* is about what he calls ones' *socially situated identity* and *what* is about *socially situated activity* (p. 22). Here it is worthy to note that, Gee (1996) also poses that through various Discourses, people are "capable of being different kinds of people" (p. 128). This highlights the ever changing property of discourses as well as the fluid nature of identities as I discussed earlier.

Following Foucault and Gordon (1980), I hold the view that truth is multiple and it coexists with discourses of power in a society, as truth produces and is produced by them. In addition, I adopt the stance that it is through language and discourse that we can give reason and meaning to the social world around us and eventually to our perception of reality. Considering these, I have been guided by the poststructuralist viewpoint which puts great

emphasis on the discourses and acknowledges the impact of power dynamics on the constitution of subjects, subject positions and identities. Further, Foucault's (1972) concept of discourse has helped me in analysing subject positions and technologies of power within discourses. However, there are certain instances that I have had to move my focus from power to other aspects during the analysis. At such instances, I have mainly drawn on Gee's (1996, 1999, 2005) theorization of D/discourse. Gee's theory has helped me delve deep in specifically to the big D discourses and their relation to the identities that are constituted within talk and interaction.

Against the background provided, I wish to highlight that throughout data analysis, I have been mainly interested in 1) examining the discourses that are drawn on by teachers as teachers talk about their professional practices of selves, and 2) investigating the wider discourses that occur during teachers' naturally occurring interactions among themselves and with others. Thus, for the former, instead of conducting discourse analysis, I have analysed the discourses, and for the latter I have used micro-discourse analysis (MDA) suggested by Blommaert and Rampton (2011) as well as Rampton, Maybin and Roberts (2014). These have been discussed further in detail in Chapter III.

Butler: Performativity

In addition to Foucauldian analysis of discourse and Gee's theory of D/discourses, I have found Judith Butler's theory of performativity useful in analyzing certain parts of the data where there are instances of gender related discourses. Butler (1995) has confessed that in developing her theory of performativity she was inspired by Derrida, Paul de Man, as well as John Austin's concept of performativity in *How to Do things with Words*, which is later developed by John Searle as Speech Acts theory. Austin's (1955) concept of performativity entails that certain utterances are performative that is; through utterances certain acts are performed, as in Austin's well known example of saying "I do" in a marriage ceremony. Austin (2013) states that "if a person makes an utterance of this sort, he is doing something rather than merely saying something" and adds that by saying "I do" a person would not be "reporting on a marriage but .. indulging in it" (p. 22). However, in Butler's

theory it is gender that is performative. In order to understand the concept, first it is necessary to understand what gender is in Butler's view.

Butler (1988, 1990) contemplates on the concept of gender, and discloses that there are norms set by the society and culture that try to shape how one should conform to ideal expectations about what a man/woman is and does depending on his/her sexed body. In Butler's view such norms regarding binary ideals, build up how one should walk, speak, talk in ways that are compatible with the heterosexual matrix. Butler (2011) argues that "nobody is a gender from the start" and views gender as socially and culturally constituted and as an effect of discourse (Butler 1986, 1988, 1990; Salih, 2002).

Butler (1988) argues that gender as an identity does not have an essence and is fluid, constituted across time and through "repetition of acts," and "stylization of the body," and thus is transformative (p. 519). To be more precise, in her book *Gender Trouble*, Butler (1990a) defines gender as;

The repeated stylization of the body, a set of repeated acts within a highly rigid regulatory frame that congeal over time to produce the appearance of substance, of a natural sort of being. A political genealogy of gender ontologies, if it is successful, will deconstruct the substantive appearance of gender into its constitutive acts and locate and account for those acts within the compulsory frames set by the various forces that police the social appearance of gender. (p. 33)

In this definition, Butler emphasizes that there are certain conventions that are relied upon when deciding on the acts (Salih, 2002). Especially, in her article published in *Theatre Journal*, Butler (1988) explains that the acts that subjects take on resemble the acts performed in a "theatrical sense" (p. 525), and that acts are not the subject's choices of acts only but are also based on cultural assumptions based on gender. What is more, Butler (1988) resembles taking on gender to a script that actors perform on the stage and that acts contain the interpretation of the actor, however, there are directives involved in the process. This adheres to what Goffman (1956) says about performances that performers get involved in social situations as discussed earlier in page 42. In addition, what Butler (1988) says about subjects' choices of acts as well as

directives involved during the performance also adhere to what Scott (1990) says about power laden situations.

It is essential to mention that, as Butler does not see gender as having an essence, in fact in Butler's (1986) view, the belief that there is a prior agent that takes on gender corroborates Cartesian understanding of the subject, and the "Cartesian space of deliberate 'chooser' is fictional" (p. 40). Instead, Butler following Nietzsche's (1969) statement in *On the Genealogy of Morals* as "There is no being behind doing, acting becoming. 'The doer' is merely invented after the fact- the act is everything" (p. 45) argues that there is no prior subject before the acts. However, this does not entail that subject does not exist; as Salih (2002) highlights the subject is "not exactly where we would expect to find it – i.e. 'behind' or 'before' its deeds" (p. 45) and the subject is in the making. Thus, in Butler's (1990) view, there is "no doer behind the deed, but that the 'doer' is variably constructed in and through the deed" (p. 142). Although this confuses many, more specifically in her book *Gender Trouble*, Butler (1990a) specifically explains this in relation to gender identity by arguing that "There is no gender identity behind the expression of gender; that identity is performatively constituted by the very 'expressions' that are said to be its results" (p. 25). Thus, according to these statements, Butler (1986) attempts to emphasize that there is no gender identity prior to being performed, it is constituted within the repeated acts and as an effect of discourse and discursive practice and that gender is "the kind of choice we make and only later realize we have made" (p. 40). Nevertheless, Butler (1987) elaborates that choosing "a gender is to interpret received gender norms in a way that organizes them anew. Less a radical act of creation, gender is a tacit project to renew one's cultural history in one's own terms," and adds that "This is not a prescriptive task we must endeavor to do, but one in which we have been endeavoring all along" (p. 131).

In her theory, Butler (1988) defines what she means by performative as;

Gender reality is performative which means, quite simply, that it is real only to the extent that it is performed. It seems fair to say that certain kinds of acts are usually interpreted as expressive of a gender core or identity, and that these acts either conform to an

expected gender identity or contest that expectation in some way
 [...] If gender attributes, however, are not expressive but
 performative, then these attributes effectively constitute the
 identity they are said to express or reveal. (pp. 527-528)

As mentioned earlier, in terms of gender and gender identity, in society and culture, there are certain assumptions, expectations, dispositions regarding one's gender. A person's acts whether bodily and/or discursively (Litosseliti, 2006) may conform or reject such norms about gender. Therefore, gender becomes an identity position that is acted, and performed.

At this point, it is noteworthy to mention that, Butler (1994) makes a distinction between performance and performativity. In her view, in performance there exists a subject prior to the act (Butler, 1994), whereas in performativity, as noted, subject is in the making (Salih, 2002). In addition, Butler (1993) highlights another distinction by asserting that performativity is a "reiterative and citational practice by which discourse produces the effects that it names" (p. 2). Thus, discourse gains significance within the notion of performativity as discourse has the power to constitute gender identities. According to Salih (2002), what Butler means by discourse is the same as Foucault's notion of discourse as statements (as discussed in page 46). Butler's theory of performativity provided me with an understanding regarding the gendered discourses that the teachers' in my study have drawn on, where the discourses have revealed their stereotypical conceptualizations of teacher identities/subjectivities which are based on traditional gender stereotypes.

Conclusion

In this chapter, I have presented the theoretical orientation that I have had in my study. I have built my understanding of selves/identities based on poststructuralist view which I believe guided me in conceptualizing the concept as being constituted as a result of subject positions that take place within discursive practices. The review that I have presented in this chapter has unveiled the problem in having a common definition of the broad concept identity due to being used by variety of fields in different ways and presented the common characteristics found in theorizations. In addition to these, the

discussion I have presented on (language) teachers' professional identities have pointed out a number of important aspects that I have considered when conducting my study. First, based on the common characteristics mentioned in the literature, (language) teachers' professional identities are taken to be multiple, fluid, continuous, social and contextual in nature (Akkerman & Meijer, 2011, Olsen, 2012; Rogers & Scott, 2008; Varghese et al., 2005). Based on this, I argue that although most of the studies take such characteristics for granted, they prefer to use the term identity as singular, and/or discuss about established initial professional identity which I consider as contradictions. Consequently, all these points have led me to conceptualize selves/identities as plural, based on the aforementioned common characteristics as well as the poststructuralist view that I have embraced. Secondly, using this complex concept of identities as an analytical lens has necessitated me to adopt a variety of perspectives, which have made my study an interdisciplinary one as I have been guided by multiple theories from other disciplines as my conceptual/analytical tools.

I believe that using Michel Foucault's theorization of disciplinary power and surveillance has helped me to understand the ways in which power relations constitute teachers' professional practices of the selves, and discourses within educational institutions. Likewise, James C. Scott's hidden and public transcripts have helped me in focusing on power relations and practices of power, however with an attention on practices of on and off stage resistance on behalf of teachers within educational institutions. In addition to these, Judith Butler's performativity has provided me with an insight in revealing and understanding gender related discourses, whereas Goffman's face-work and dramaturgy have helped me in analyzing certain parts of the data where there are discourses on face to face everyday encounters of my participants with others in educational institutions with specific focus on face saving acts as well as impression management.

Investigating the professional practices of selves of teachers' with a focus on their discourses has necessitated me to have an in depth investigation in the natural settings for teachers. Backed with this theoretical orientation, in

the next chapter, I have discussed the research design and explained the methods I have utilized when conducting the study in detail.

CHAPTER III

Methodology

Introduction

Dörnyei (2007) touches upon three sources of differences between quantitative and qualitative research designs as: their ideologies, the ways in which they categorize data and how they approach the differences of individuals as well as the meanings made. Compared to quantitative research design, qualitative research design does not focus on generating and testing hypothesis about social phenomena or paying attention to the statistics. Instead, researchers who use qualitative design are interested in delving deep into meanings and in paying attention to the emic perspectives as well as the natural context where the meanings are made (Maxwell, 2005). Before selecting the most suitable design, in addition to paying attention to these differences, researchers need to be conscious about certain aspects such as the epistemological stance that they take as well as the research questions they pose, as these guide them when deciding on the methodology of their research (Patton, 2002). In this respect, the focus of my study necessitated to have an in depth investigation by using a qualitative and longitudinal research design. This decision helped me in revealing in-depth meanings the EFL teachers assigned to social phenomena in social contexts (such as the teacher education program they have studied in and the institution that they were employed).

As I was interested in the discourses of EFL teachers, and in discovering how their professional practices of the selves changed *over time* with focus on *emic perspectives* as well as *the meanings* EFL teachers attached to *their experiences* within *natural settings*, I adopted the Linguistic Ethnography (LE) approach. LE brings the elements of linguistics and ethnography together in order to uncover the ways in which wider societal discourses influence the formation of

mundane linguistic practices (Raman & Cavusoglu, 2019). Besides, it explores how such wider societal discourses are co- and re-constructed through everyday interactions and practices within social contexts. In this respect, Rampton (2006) states that LE assists in “opening linguistics up” and “tying ethnography down” (p. 384). Thus, utilizing linguistics makes it possible to pay attention to the ways in which language and positionings within discourse are organized and ethnography provides a detailed picture of the context with emic understandings and meanings made within social contexts (Karrebæk & Charalambous, 2017). As Rampton et al. (2004) note;

Although LE research differs in how far it seeks to make claims about either language, communication or the social world, linguistic ethnography generally holds that to a considerable degree, language and the social world are mutually shaping, and that close analysis of situated language use can provide both fundamental and distinctive insights into the mechanisms and dynamics of social and cultural production in everyday activity (p. 2).

Thus, employing linguistic ethnography as an approach in my longitudinal study, enabled me to provide a deep description regarding the meanings made within teaching contexts through dynamic and dialectic nature of interaction by making it possible to tangle both with micro (everyday and naturally occurring linguistic practices) and macro levels (wider societal discourses) of social interaction of EFL teachers.

Context

The data collection started in the spring of 2015-2016 academic year and ended in the spring of 2017-2018. For the purposes of the study, the data were collected in two different contexts. Both contexts were private institutions located in northern Cyprus.

First Research Context

The first context was an English language teacher education program (ELTEP) of a private university (for detailed information about the ELTEP, please see Chapter IV) located in northern Cyprus. The ELTEP is a four-year undergraduate program designed to prepare student-teachers for their future careers as EFL teachers. During the data collection process, there were 58 courses that the student-teachers had to take (see Appendix A) in the four-year program, which consisted of eight semesters, based on the requirements of the Higher Education Council (HEC) of Turkey as well as the Higher Education Planning, Evaluation, Accreditation and Coordination Council of the Turkish Republic of Northern Cyprus (HEBTRNC) in order to graduate and become English language teachers. The courses in the program ranged from skill based, theoretical, practical to research based courses, 57% of which were departmental and 33% electives. Further details about the ELTEP were provided in the next chapter.

Second Research Context

The second context for data collection was a private and international school in northern Cyprus designed for kindergarten and primary education. The school, the Rainbow Wings School¹², is an extension of many other international college campus chains, mostly based in Turkey. The school is bounded to Ministry of National Education and Culture (MEC) in terms of its educational practices as any other school in northern Cyprus. The curriculum that the school follows is based on both MEC and a model which is designed by the school and funded by the European Union. The school contains a kindergarten section allocated for students between the ages of two and six and also a primary school section for students between the ages of 6 and 11. At the Rainbow Wings School lessons start

¹² All the individual names as well as institution names are pseudonyms to keep the data confidential.

at 8:25 and finish at 16:05. It is equipped with a variety of rooms such as lego, chess, drama, science, pilates, radio broadcasting and 5D rooms and has an ecology garden. Throughout an academic year, Rainbow teachers¹³ have to follow a yearly plan, use booklets, and handouts, and give exams, which are all prepared by the main campus in Turkey. During the time of data collection, there were around 25 Rainbow teachers (all female except the headmaster and one physical education teacher) and there was no staff handbook or any kind of written rules or regulations about the procedures provided to the teachers to follow in and out of the school context.

Among 25 teachers, 8 teachers were teachers of English. For English lessons, British English is preferred and the Common European Framework of Reference for Languages Language Portfolio is being used as the basis of the curriculum. In addition, the English language education program that is being followed at the Rainbow Wings School is claimed to be based on the international standards (School's website¹⁴). At the Rainbow Wings School, English language education would start in kindergarten accompanied by English Phonics lessons. The amount of the English language lessons would depend on the grades of the students, with minimum being 10 hours of English language courses per week. In addition, the students are prepared for Cambridge Examinations starting from their second year in the primary school. English language teachers working at the Rainbow Wings School have 22-24 hours a week that are dedicated to teaching

¹³As the concept of “the Rainbow teachers” stood out in our interviews with Ms.Ayshe, I asked her what it meant. She put forward that at the Rainbow Wings School their main aim is to move away from traditional teacher-centred teaching in order to encourage the teachers to encourage the children to have the ideas to assess their own success criteria at the same time. She mentioned that it was about being innovative and about being able to find different techniques and contemporary methods to encourage the children to speak the language and “not just learn the grammar. We want them to use English. So, our teaching concept would be to move away from traditional 20th century teaching to 21 century teaching because we want 21st century students.” (Ms. Ayshe, 30th January, 2018)

¹⁴ Due to confidentiality, the website will be kept anonymous.

English. These hours include phonics lessons of age four and five. In addition to teaching English, English teachers are assigned with English maths lessons for five-year olds in the kindergarten. Each English teacher is the main teacher of a specific class. Some of them have to collaborate with each other when designing lesson plans of the same levels that they teach. In each class, there are maximum 20 students for year one and 15-18 students for age four and five (these were the grades that my participants taught English during the time of data collection). During the time of data collection, English language teachers had to write their lesson objectives based on the book that they had to follow called “Doodle Town,” over a semester which was selected by the head of the English department. Doodle Town contained a literacy pad, an activity pad and a student’s book.

Throughout the semester there are two mastery exams for all the levels including age four. The exams are prepared by the main northern Cyprus branch which is located in Famagusta district. In addition, twice a year there is an assembly day (one in each semester), where the teachers perform their teaching in front of the parents of the students, the headmaster as well as the head of the department for 10 minutes. The assembly day is perceived as an opportunity by the administration to showcase the performance of their teachers and the quality of the education they provide at the school in general.

In terms of the employment procedures of teachers, subject teachers are usually employed during the summer months. Once their curriculum vitae is examined, teachers are asked to prepare a lesson plan and then are interviewed by the Head of the related department who is also responsible for overseeing the activities of the teachers in her team, as well as material coordination and other administrative duties. After the interview, candidate English teachers would be asked to perform a mini teaching session to show their teaching skills. After observing the mini teaching session of the teachers the Head of the department reports to the headmaster to make the final decision together with the Head of the department and the school manager. I have briefly referred to the criteria that the

Head of the English department uses when recruiting English teachers in the chapter that follows after I discuss the possible routes that a teacher can take to start her career. Once the decision is made by the head of the department, the successful teachers are then asked to sign a yearly contract to be employed by the school. The contract contains information about the dates of employment as well as the salary which will be paid only.

The teachers that belong to the same subject area share an office which is named after their subject area, e.g. the Foreign languages room. Although the teachers are not given a written job description, apart from the teaching hours, all the teachers have to attend weekly departmental and monthly general meetings conducted by the headmaster. In addition, teachers keep the minutes in the meetings in turns, and follow the duty (recess, lunch and other) timetable designed by the headmaster, in order to welcome kids to school in the mornings, watch over them during the break, lunch and snack times, and to consign them to their families at the end of the school. On their duty day, teachers have to be present at school between 7.30 am and 17.30 pm. In addition to these, teachers have to take part in organizing events with kids and to meet the parents for special occasions, events and days. Each week, teachers are responsible for allocating remedial classes for students that they think are behind after the last lesson of the selected day.

Pilot Study

In light of the belief that “classroom discourses play an important role in offering prospective teachers new identity options and new imagined communities for their professional identity development” (Lin, 2011, p. 39), I conducted a pilot study on the ways student-teachers negotiate their professional practices of selves during in-class peer interaction, in the spring of 2015-2016. At that time I was teaching a course on teaching language skills to six student-teachers at English Language Teaching Department in one of the universities in northern Cyprus. The

course was designed to give opportunities to student-teachers to put into practice the theories that they had learned in the previous semester about language skills and components. During that time, it was the first course in which student-teachers would get involved in micro teachings and practice their teaching skills for the first time in their ELTEP.

To fulfil the requirements of the course, within 12 weeks class time, each student-teacher had to do five 40-minute in class micro-teachings¹⁵ on teaching grammar, vocabulary, pronunciation, reading, writing, listening and speaking and one 40 minute real teaching¹⁶ to four adult learners of English in one of the associations which our department was collaborating with for Building Bridges Project¹⁷ (BBP), in northern Cyprus. Each micro-teaching practice of student-teachers was followed by a 10-minute in-class peer feedback session in which student-teachers discussed the effectiveness of the teaching performance and activities (for Activity Criteria please refer to Appendix B). I thought such natural interactions (Potter, 2011) would be a great opportunity for me to trace the positions and negotiations of professional practices of the selves of student-teachers and the analysis of their discussions may shed light on the things that I should pay attention to in my dissertation. After obtaining all student-teachers' consent, I video recorded their micro-teachings and audio recorded the peer-feedback sessions in which they discussed and critically evaluated each other's performances. The videos that I took also acted as tools for reflection for the

¹⁵ Micro teachings are practice teaching sessions that are done within practice based courses in the TEP. In these teachings student-teachers are required to practice teaching English to their peers who are also student-teachers.

¹⁶ Real teachings are teaching sessions in which student-teachers teach English to learners of English.

¹⁷ Building Bridges Project: Teaching English to Diverse Groups is a departmental project in which student-teachers teach English to group of learners coming from different cultural and/or educational backgrounds. Student-teachers get involved in the project in their final year in the TEP as it is part of their internship. More information about the project is given in chapter four.

student-teachers as at the end of the semester we watched their first and last teaching sessions and discussed their improvement in the course. Throughout the semester, I took descriptive fieldnotes and held stimulated-recall sessions with each student-teacher about their practice and the things that they discussed during the peer feedback sessions. In addition, we also discussed some of the issues raised in the feedback sessions later through our Viber group.

I transcribed all the audio recordings after the completion of the course by using transcription conventions adopted from Tannen, Hamilton and Schiffrin (2015) and, analysed the data via the Micro discourse analysis framework suggested by Blommaert and Rampton (2011) along with Rampton, Maybin and Roberts (2014). The analysis of the data revealed that student-teachers were negotiating their professional practices of the selves during the peer feedback sessions as they were interacting about various issues over common discourses. I discussed these in detail in Chapter IV where I presented my findings regarding teachers' (re)presentations of selves. The common discourses which were initially identified in the pilot study, as well as the reflective essays that student-teachers wrote right after their teaching practices and the fieldnotes that I took guided me as I collected the remaining data in student-teachers' fourth (final) year in the ELTEP and during their first year in profession as EFL teachers. Apart from this, the pilot study enabled my participants to become familiar with my role as the researcher and made me realize my role both as teacher educator and a researcher and consequently the importance of being reflexive in order not to contaminate the data.

Participants

Of the six teachers that took part in the pilot study, two graduated in 2015-2016 spring while the other four continued their studies. All remaining student-teachers were informed about the details of my study, and about the criteria for participant selection. They were aware of the aim of the study but they were also

aware that only a few of them would be selected for the follow-up year as working with all four for my longitudinal study would be very difficult in terms of in-depth data collection and analysis. Thus, I looked for possible participants who were 1) most likely to graduate in the following year, 2) willing to work as English teachers in one of the educational institutions in northern Cyprus following graduation, 3) willing to share their experiences via suggested tools (such as writing reflective essays, journal entries etc.), and 4) willing to spare energy and show long term involvement. Among four student-teachers, two were selected as they were the most eligible ones based on the criteria for inclusion. In addition, the other two were not willing to have a career in teaching after their graduation. During that time I was aware of the possible risk that both of the student-teachers might not have found a job right after they graduated. In case of such an incident, I would have continued with the one who had found a job, or I would have based the study on the data collected during their third and fourth year in the ELTEP only. Fortunately, after their graduation from the ELTEP, both Anna and Jessy¹⁸ were employed in mid-July by the same institution: the Rainbow Wings School.

Anna was born in the UK, had Turkish Cypriot parents and three siblings. Her mother and father were divorced and her mother was a manager at a bank and father was self-employed. In 2009, Anna got enrolled in the Department of Translation and Interpretation as it was her father's wish, and after spending one and half years, she suspended her studies and went to London to live with her sister due to personal reasons. One year later, she returned to the university and transferred to English Language Teaching Department to fulfil her dream of becoming an English teacher. At the time of data collection, she used to live with her fiancé, whom she got married when the data collection ended. Anna was 25

¹⁸ All the individual names as well as institution names are pseudonyms to keep the data confidential. Anna and Jessy are self-selected pseudonyms.

years old when the data collection started. She met Jessy when she returned to the university and they became close friends.

Just like Anna, Jessy was born and brought up in the UK and had Turkish Cypriot parents and three siblings. Her mother and father were also divorced and she lived with her sister who was a lawyer. When she graduated from high school, her first aim was to become a mathematics teacher or an accountant as she was good at numbers and calculations. However, thinking that the university exam for those departments would require her to be good at physics and chemistry as well, she changed her mind and enrolled in the English Language Teaching Department as this was recommended to her by her boyfriend's mother. Jessy was 21 years old when the data collection started.

During their time in ELTEP, both Anna and Jessy achieved good grades and were passionate about teaching and pursuing a career in teaching. In fact, when I asked about the criteria that the head of the FLD, Ms. Ayshe, had in their workplace when employing Anna and Jessy, she said similar things about Anna and Jessy;

I found that they had the heart and the passion and they had the ideas. I was mainly looking for their hearts and soul whether they actually wanted to be teachers or you know was this just a job for them but it was more than that for them. They came very prepared they erm had the energy shall I say the light in their eyes. For me it was about finding somebody for the Rainbow concept.

Ethical Considerations

Although the researcher gets involved in meaning making processes with her participants during the data collection process, the final product is hers. As she herself collected the data and analysed it, and the one who analyses it, the data passed through her hands, transcribed, translated, and presented based on her ontological, epistemological, and methodological orientations. During this process, the researcher was the one to decide and take precautions about ethical and moral

issues (Richards & Schwartz, 2002). I intend to use the terms ethical and moral interchangeably to refer to both external and internal conducts, as for me the researcher and her fieldwork should not operate without one or the another.

According to Michel Foucault, morality can be put in to two categories as being “externally imposed (though they may be taken up as our own desires)” and being related to the “biographical project of self-realization” (as cited in Gannon & Davies, 2012, p.94). For the externally imposed, at the very beginning of a research study, one would think of procedural matters immediately, as if being ethical in research is solely about getting the Institutional Review Board’s approval (Rossman & Rallis, 2010). This was the case for me at the very beginning of my study as I was not able to think about the long term effects of my study with regards to ethics and morality. In line with this thought and to comply with the requirements, prior to data collection (including the pilot study) I took all the necessary permissions from the Ethics Review Board of my institution (Please see Appendix C).

The ethics committee application form contained the details regarding the aims of the study, selected methods and data collection tools including the instrument for the interviews and guidelines for reflective journal writing. It also included the participant consent form and the briefing letter. I informed all the student-teachers about the purpose of the study prior to their participation orally and then via the briefing letter. Following student-teachers’ agreement to take part in the study, I asked them to sign the informed consent form (see Appendix D) and informed them that they had the right to quit participating in the study any time they wished. Although it was specifically stated in the briefing letter and the consent form, I reminded student-teachers that pseudonyms would be used in order to ensure confidentiality and anonymity of them and the other parties’ involved in the study. In addition, I clearly pointed out that the collected data would be stored in a password protected flash drive and that the raw data would not be shared with anyone other than my supervisor.

One of the things that I could foresee before I started the fieldwork was about the possible effects of the power dynamics between me and the student-teachers due to the dual relationship I would have with them as their teacher educator and the researcher. From their point of view, the fact that I was their teacher educator might have caused them to feel obliged to participate in my study. Therefore, in order to eliminate the pressure to participate on the part of the student-teachers, I informed them that the data from their third year and fourth year in the ELTEP would only be used after their graduation from the program. Apart from the permission that I took from the Ethics Review Board and the participants, as data collection procedure proceeded and they were hired by an educational institution, I took the necessary permissions from MEC ¹⁹ (see Appendix E) to be able to collect data at the school in which they were employed.

In terms of ethics and morality, thinking of procedural matters only is not enough. As Guillemin and Gullam (2004) assert; “there is no direct or necessary relationship between ethics committee approval of a research project and what actually happens when the research is undertaken” (p. 269). More specifically, it is very difficult to anticipate all the possible ethical issues for both sides without hands-on involvement in an ethnographic fieldwork. For instance, Atkinson (2015) states that the informed consent that the participants sign does not always provide a full picture in terms of all the things that will be covered during an ethnographic fieldwork due to its unpredictable nature. This unpredictability necessitates paying attention to “ethically important moments” (Guillemin & Gullam, 2004, p.262) that the researcher cannot always foresee. Rossman and Rallis (2010) note that this requires awareness and sometimes on the spot decision making on the side of the researcher during and even after the fieldwork. They assert that such awareness is

¹⁹ In northern Cyprus, in order to be able to conduct research in any of the officially recognized formal and/or non-formal educational settings, necessary permissions should be obtained from the Department of Education and Discipline which operates within the MEC.

called reflexive practice which requires reflection-in-action. Thus, I engaged in what the authors call “research praxis - that is, informed action, the back-and-forth between reasoning and action” (p. 380).

Reflexivity required me to monitor my professionalism as the researcher, my theoretical stance and to exhibit in morally and ethically right behaviour (I discuss reflexivity in the following sections of this chapter in more detail). My poststructuralist stance required me to follow the theory of *ethics of care*, which prioritized the rapport, moral values and mutual respect between the researcher and the researched (Rossman & Rallis, 2010). This meant that I had to reflect critically on my role, ethical moments and on the possible consequences of the disclosed information in the final product, not only for my study and my participants’ lives but for our relationship as well.

Especially, after leaving aside my teacher educator role in the second phase of the study and witnessing Anna and Jessy’s private discussions, conflicts, arguments, joyful moments for two days of the week in their workplace as the researcher provided me with opportunities to enrich my perspectives about them. However, it also made me question the ethical issues behind making all their accounts public. Despite all the efforts in keeping participants’ anonymity and confidentiality, there would always be someone “who can easily locate the individuals concerned or, what is even worse, claim that they can recognize them when they are, in fact, wrong” (Punch, 1994, p. 92). Malin (2003) discusses such dilemmas faced by ethnographers, and states that being recognized by others, for instance by the other student-teachers who had studied with my participants and/or my participants’ colleagues in their teaching context, would cause participants stress. In order to eliminate this, I was cautious when provided with sensitive information in deciding whether presenting such information would cause my participants discomfort or not. In order to ensure their wellbeing and safety, at the end of the data analysis, I presented the excerpts with my analysis to my participants and took their approval to present them in the ethnography publicly.

Access and Acceptance

After getting the permission letter from the MEC, I waited for a month for Anna and Jessy to settle into their teaching context. Meanwhile, during our informal meetings, they informed me about the other three EFL teachers in their team as well as the Head of the Foreign Language Department (FLD), Ms. Ayshe. Before my first visit, I asked Anna and Jessy to inform Ms. Ayshe about my study and about the day that I would pay my first visit. I made two copies of the MEC permission letter, my briefing letter and of the ethical approval letter I got from the Ethics Review Board of my institution to be given to Ms. Ayshe and the headmaster of the school. On my first day at the Rainbow Wings School, Ms. Ayshe welcomed me and invited me to the FLD's office. In addition, Ms. Ayshe arranged a meeting with the headmaster so that I could introduce myself and give him my permission letters to ask for his approval in the form of a written permission letter (see Appendix F).

When Anna and Jessy introduced me to the other three members of their team, some of them commented on the fact that I was younger than they had expected. For example, on my first day, Dorothy said "Once Anna and Jessy told me our *hocamız* (our teacher²⁰) is coming, for some reason, I expected someone whose hair is turning grey, with wrinkles on her face. But you look like us²¹." (Fieldnotes, 3rd October, 2017). Such an attitude helped me to situate myself in an unthreatening way in the context of the school as many of the teachers were under the age of 35 and female. Indeed, my personal and professional attributes, more specifically being a young female who has a degree in English language teaching

²⁰ The term *hoca* has various meanings. In educational contexts, it is being used when referring to the teachers in secondary education and to faculty members in university settings.

²¹ "Anna ve Jessy *hocamız*⁷ gelecek deyince, for some reason, saçlarına griler düşmüş, yüzü buruşmaya başlamış biri olduğunu düşündüydüm ama *bizim* gibisin."

made me blend in easily among the team, and among other teachers at the Rainbow Wings School. Despite the fact that I managed to blend in, there were a few instances that I felt left out. Following notes (see Appendix V for the translated version) are from my reflective journal about one of such instances;

Excerpt 3. A (Reflective notes; 20th November 2017)

Okula girdiğimde bir tuhaflik hissettim, hem park yerinde yeterince fazla araba yoktu hem de sekreter eşortman giyiyordu. Ne olduğunu sorduğumda bana cumhuriyet koşusu olduğundan dolayı böyle olduğunu söyledi, ofise çıktığımda Anna ve Fiona'yı gördüm onlar da eşofmanlıydı. Bir hafta önce dersleri 15 Kasım sebebi ile iptal edildiğinden dolayı beni görememiş olmasından Anna beni özlediğini söyledi. Bu arada öğrencilerin ailelerine götürülecek aylık olarak ders içeriklerini yazdıkları bir word dokümanı hazırlıyordu. Bana herkesin bugün spor kıyafetleri ile geldiğini söyledi ancak ben olayın benim açımdan nasıl hissettireceğini henüz kavramamıştım. Önce tea shoptan çay almak için merdivenlerden indik ki işte o an farkına vardım. Diğer tüm öğretmenler eşortmanlıydı, bense değildim ve kendimi o an tam bir yabancı gibi hissettim. Kıyafetim bunu bas bas bağırtıyor- du çünkü ben onlar gibi eşortman giymiyordum. Tüm öğretmenlerle tanışmamış- tım bu yüzden halen bazıları beni orada yeni işe başlayan bir öğretmen sanıyordu, ancak artık onlardan biri olmadığım tescillenmişti. Belki etrafta eşortman giymeyi unutmuş birileri vardır diye bakınmaya başladım ancak nafile. Sanki tüm bakışlar üzerimdeydi. Kendimi kötü ve dışlanmış hissettim, kendi içimden Anna ve Jessy' nin bana neden bunu söylemediğini düşünmeden edemedim, böylece hazırlıklı olup ben de onlar gibi giyinebilirdim. Neden söyleme gereği duymamışlardı ki? Onlardan biri değildim, beni belki de hiçbir zaman onlardan biri gibi görmeyeceklerdi. Bu yüzden söylememiş olmalılar. Bana herşeyi anlatsalar da, yada ben anlattıklarımı sansam da, haftanın sadece iki günü onlarla olmak, benim onların gözündeki "hoca" rolüm, şu an ki "araştırmacı" rolüm, belli ki onlar için daha çok ağır basıyordu.

After this incident, by being critically reflexive, I understood that I had always been perceived as their teacher educator as they never stopped referring to me and introducing me to others as Ms. Yağmur or hocam. Due to this, there were a couple of instances that I had to remind them of my purpose of being with them in their workplace as the researcher. For instance, in my first two weeks at the

Rainbow Wings School, Anna and Jessy asked if I could give them feedback about their teaching practices as I used to do in ELTEP. I informed and kept reminding them that I was no longer their teacher educator and I did not want to influence their pedagogical practices in any way which would harm the trustworthiness of my study. Apart from that, I was extra cautious of not sharing my thoughts about any incident or about a person or an issue which was of concern to Anna or Jessy, as doing so would have had an effect on their formation and development of their professional practices of the selves. Hence, it would have a direct effect on my results.

From the Teacher Educator to the Researcher: Notes on Reflexivity

Throughout my study, I had multiple and shifting roles. When Anna and Jessy were studying in the ELTEP where I had pursued a bachelor's degree, I was working as a teacher educator²² and a researcher at the same department. As a graduate of the same bachelor's program, I was able to relate to the concerns that student-teachers had regarding teaching and the education they were receiving without any difficulty. As a teacher educator whose age was close to the student-teacher participants' age, I was able to build rapport and gain their trust easily. Both as a teacher educator and researcher, I was able to observe them by keeping a close eye as they took six courses from me within two years. All these things and the time we spent together had provided me with an immense perspective and a sense of familiarity with the social context where Anna and Jessy were studying and of course with them.

Despite the benefits, this familiarity was too risky for my study in terms of being biased, going native and losing the sense of novelty, and failing to see things

²² The terms teacher educator and teacher trainer are used interchangeably in the literature. The term "teacher educator" is commonly used in Second Language Teacher Education and it may have different connotations. Here, with the term teacher educator, I refer to a professional who educates student-teachers in an undergraduate teacher education program to become teachers.

with a different perspective as someone outside the context would do. When I discussed my concerns with my supervisor, we decided that I had to find ways of distancing myself from Anna and Jessy to make sense of their experiences with a new perspective by leaving aside my pre-set conceptions about them and about the ELTEP. In other words, I had to find ways to “make the familiar strange” (Van Maanen, 1995, p. 20). To be aware of the possible issues I might have faced due to my teacher educator and researcher roles, I followed the suggestions made by Greene (2014). Thus, for reverse orientation, I observed my thoughts closely by keeping a reflexive research journal in order to be aware and critical of my positionality, conceptions, dispositions, beliefs and attitudes. Keeping a research journal also helped me in noticing and thinking critically about ethical issues and about the appropriate analytical and conceptual frameworks for my study. The following excerpt is from the reflective notes that I took in my research journal and acts as an example regarding how I kept notes about my observations.

Excerpt 3.B (Reflective notes; 9th May 2018)

1 Anna and Jessy’s attitudes about the unwritten dress code, work
 2 ethics, cameras and towards what the headmaster said about meals,
 3 early leaving days and student reports made me question the
 4 influence of power on their professional practices of the selves. All
 5 these directed me to do some readings about power, discourse and
 6 resistance, and of course Michel Foucault. The interesting thing is
 7 although Anna and Jessy questioned, even criticized these rules,
 8 and perhaps resisted them silently among themselves, they ended up
 9 obeying them. When I read my fieldnotes, think and reflect on the
 10 instances, I can clearly remember that these discourses emerged
 11 when only three of us were present. They never used resistance
 12 related discourse when they were among other colleagues. I wonder
 13 whether there are any conceptual tools related to this.

In addition to keeping a research journal, every week, I revealed my thoughts regarding my observations, by referring to my reflective, analytical and fieldnotes to my supervisor. When Anna and Jessy were enrolled in the ELTEP, keeping a

distance was a lot easier as; I was cautious to meet them in class or in my office within a scheduled time, and the things that we used to discuss and share were mostly about teaching due to the professional relationship I had to have with them (see Staff Handbook relevant section in Appendix G) as their teacher educator. However, when Anna and Jessy graduated from the program, distancing myself became challenging due to my changed role. Every month, we met once or twice in a café and talked about a lot of pedagogical and personal issues. During the summer, apart from our informal meetings, we also talked a lot on the phone as they used to call me whenever they were anxious about their unemployed status or whenever they wanted to talk about an offer they had from an institution. Even before their first visit to the Rainbow Wings School, they got advice from me in preparing their demo lessons and about how to answer the interview questions of the Head teacher.

In some cases, these changing power dynamics made me question our rapport with Jessy, when she did not get back to me during the first few weeks following her employment to have an interview about her first weeks in the workplace. After a few missed calls, I thought that she no longer wanted to continue participating. The following poem is from my writings in my research journal and it is about the concerns I had at the beginning of the second phase of the study:

Excerpt 3.C (Research Journal; 14th September 2018)

In the ocean with still waters
 Yet so deep
 I wonder if I will survive or sink
 Familiar yet strange but
 Who am I to speak?
 Power dynamics changing
 So as my role in all this
 I wonder who I am to you
 A researcher, teacher educator
 Or maybe just a friend in need

Will I fall behind with my schedule
Or have you decided to quit?

Although I had such a concern, after reflecting on the issue, I realized that this was totally natural for a qualitative study, as the researcher would have a little or no control on the data which is being collected (Wilson et. al., 2021). In addition, after I started spending time with Anna and Jessy in their workplace, I realized that the issue that we had experienced was only because Jessy had some second doubts about whether she wanted to stay and continue working at the Rainbow Wings School or not rather than about her participation in the study.

Data Collection Tools

The data were collected in five semesters, from February 2016 (which belong to 2015-2016 Academic year's spring semester) to late June 2018 (which belong to 2017-2018 Academic year's spring semester). As the data were collected in two different contexts at different times, I refer to the data collection period having two phases. The first phase refers to the period where the data were collected when the participants were still enrolled in the ELTEP. The second phase refers to the period where the data were collected in participants' first year in their workplace. During these phases, I used a variety of tools to be able to investigate the development of professional practices of the selves in an in-depth way and to achieve crystallization (Richardson, 1994, 2000).

In participants' last year in the ELTEP, they had to fulfil the requirements of the School Experience (first semester) and Practicum (second semester) courses by preparing lesson plans and teaching English to young and adult learners. During this process, participants were involved in several post-observation feedback sessions²³ with their peers and teacher educators. Additionally, in each

²³ After student-teachers' practice and real teachings, post-observation feedback sessions are held. In these feedback sessions, student-teachers reflect on their own teaching experience, comment on

semester they were assigned to placement schools and were asked to write an expectation essay, observe a full time teacher's classes, fill in observation tasks and write critical reflective notes. At the end of the year, they wrote a final report in which they reflected on the whole experience. Since I had access to all these data as I was part of the supervisory team for the aforementioned courses, these were included in the study as data upon their permission. Later on, these were merged with the data collected for the pilot study which were gathered through classroom observations of micro teachings as well as real teaching, reflective essays, lesson plans, audio recordings of peer feedback sessions, stimulated recall sessions, and personal communications (including text messages and emails).

The data collected in the second phase of the study were gathered through participant observations, ethnographic field notes, journal entries written by participants, documents (lesson plans, autobiographies), personal communications and (in)formal discussions (including face to face meetings, text messages and emails), stimulated recall sessions, in-depth (conversational and narrative) and semi-structured interviews. In addition, throughout the data collection process, I kept a researcher journal which helped me in various ways when analysing the data. Data collection table in Appendix H illustrated the data collection process and I discussed the data collection procedures in detail in the following sections.

Participant Observation

For an ethnographer, participant observation is one of the main ways to collect data about the participants, the culture and the context under study. Through participant observation, researchers get access to the “live data from naturally occurring social situations” (Cohen, Manion, & Morrison, 2007, p. 396)

each other's teaching practices and receive oral feedback from their teacher educator who observed them.

and they become the tool of data collection themselves (Burgess, 1984). The degree of participation of the researcher changes according to the researchers' aim. Delamont (2007) explains that the term participation observation does not necessarily mean that a researcher gets involved in each and every activity that the participants are doing. She states that participant observation is when the researcher interacts with his/her participants as they get involved in their activities. My conception of participation is similar to Delamont's point of view, however, I also think that there should be a kind of degree involved in the definition she puts forward as well. Thus, in my study, my participation was that of a moderate (Spradley, 1980) one, that of which I aimed to "maintain a balance between being an insider and an outsider, between participation and observation" (p. 60). Throughout my study, I observed Anna and Jessy's practices within the ELTEP and their workplace. As I observed, I followed the four strategies mentioned by Wolcott (1994) in relation to participant observations. Thus, I paid attention to "observe and record everything," "observe and look for nothing in particular," "look for paradoxes," and "identify the key problems confronting a group" (pp. 161-163).

In the first phase of the study when the participants were in the ELTEP, I observed the participants' in class micro-teaching practices²⁴, real teaching practices, peer feedback and post-observation feedback sessions that took place after their teaching practices. More specifically, in their third year in the ELTEP to fulfil the requirements of the Teaching Language Skills course, Anna and Jessy performed five 40-minute in-class micro teachings and one 40-minute real

²⁴ During the first phase of the study, right before my participants' teaching practices, I was provided with a lesson plan designed for their teaching sessions. Preparing lesson plans and submitting them to the course instructor was among the requirements of the courses that they had taken from me. During the second phase of the study, I was provided with a weekly plan that my participants had prepared about the topics that they had to cover each week based on the curriculum followed by the Rainbow Wings School. The lesson plans helped me in becoming familiar with the topics and activities that needed to be covered before my observations.

teaching in an adult learners' class. Each teaching session was followed by a 10-minute peer feedback session. In total, I have spent 12 hours of collecting observational data for the pilot study. Right after peer feedback sessions, I gave them feedback based on the criteria I had used to evaluate their teaching practices within the course due to my role as the teacher educator. In their final year in the ELTEP, participants performed seven real teachings within the classes of young learners and adults to fulfil the requirements of the School Experience and Practicum courses, each teaching being two hours. In total, I have spent 28 hours of collecting observational data during their final year in the ELTEP. As I observed Anna and Jessy I did not intervene in their teachings, and, I used the evaluation criteria designed for the internship course to evaluate their teachings and to give them feedback within two days accordingly as their teacher educator. The criteria form was not used for the purposes of my study, however it acted as guide during our post-observation feedback sessions.

In the second phase of the study, one month after Anna and Jessy's employment in the Rainbow Wings School, I started spending two days of the week from 08:25 to 16:05 with them within their teaching context from 9.10.2017 until 12.06.2018. During my visits, I tried to understand and reveal Anna and Jessy's experiences and meanings they attached to their experiences regarding what it meant to be an English teacher in their teaching context. During this time, I spent 1,408 hours of collecting observational data in the Rainbow Wings School. I observed Anna and Jessy in their office, classes, during class breaks, lunch breaks, lunch break duties, recess duties and extra-curricular activities. I paid attention to the ways in which Anna, Jessy and their team members were dressed. I never entered the office without having the secretary call and inform one of the team members that I had arrived. I have never taught any English to the kids, never spoken to parents about kids, and I never entered the classes without Anna or Jessy –although there were a couple of instances that Anna asked me to not to wait for her and go directly to the class when she was meeting with the parents. There were

certain times that I participated in the classroom routines or games that Anna and Jessy organized with their students, I also helped them when they were preparing crafts to be used in their classes, when they were presenting the choreography they had prepared to their students' for their show on the Water Day and on the Children's Day, and I watched over the kids when Anna or Jessy had to leave the class for a few minutes to take something from the office, during lunch time duties and recess duties.

During the fieldwork, I interacted with the other teachers and students. However, I was cautious not to get involved in the decisions that Anna and Jessy had to take and not to answer the questions of which the answers would have influenced their perceptions. In such cases, Anna mostly asked about my thoughts regarding the unexpected incidents that took place in her class whenever she "felt clueless," whereas Jessy asked a few questions about my thoughts regarding her performance and students throughout my visits to the Rainbow Wings School. Following notes are from my fieldnotes about such issues. More specifically, the excerpt that follows demonstrates an incident that happened in Anna's class where she asked about my opinion regarding what to do:

Excerpt 3.D (Fieldnotes; 11th December 2017)

1 Meanwhile, Luna, a five year old girl, (the new student who came last
 2 week) went next to Anna and asked for her permission to go to the
 3 toilet. Anna sighed and by shaking her index finger, with a loud voice
 4 said "**tenefüste gidiyorsun tuvalete, yoksa bunu bilmiyor musun?**"
 5 and turned and looked at me and asked "Should I let her go?" I didn't
 6 know what to say at first, so I said "I don't know" but when I looked at
 7 Luna and saw that she was having a lot of difficulties in retention, I
 8 said "Yes!". Anna asked me the question for the second time, and I said
 9 "Yes!" again. However, she did not let Luna go to the toilet and poor
 10 Luna ended up peeing on herself.

The excerpt that follows demonstrates another example, where I was asked to provide my ideas, this time by Jessy:

Excerpt 3. E (Fieldnotes; 10th October 2017)

1 During one of the class breaks, Jessy asked me “Which grades are
 2 better- kindergarten or primary first years?”. I tried to evade this
 3 question by talking about the kids only, as I knew she had some
 4 concerns about teaching kindergarten when she was first told that she
 5 would teach age fours and fives. Therefore, when Jessy insisted on
 6 getting an answer, I said “It is too early for me to say something about
 7 this” and I didn’t say more. It might be inconvenient for me to voice
 8 my thoughts as it may have an effect on her perceptions as I know that
 9 she thought about quitting when she was told that she had kindergarten
 10 at the beginning of the semester.

All of my observations provided me with a lot of information about Anna and Jessy as well as their teaching contexts, which I would not have gained by using interviews only. Above all, with these observations, I was able to “get beyond people’s opinions and self-interpretations of their attitudes, behaviors, towards an evaluation of their actions in practice” (Gray, 2009, p. 397).

Jotting Notes and Fieldnotes: Ethnographic Representations

In the first phase of the study, I kept descriptive fieldnotes as I observed Anna and Jessy’s teaching practices from the back of the classroom. As they were used to my presence as their teacher educator who would observe them and fill in the evaluation criteria to give them feedback, I was able to take descriptive fieldnotes contemporaneously. I was also able to note down the significant things that they mentioned during our supervisory meetings. When I was observing Anna and Jessy in their teaching context in the second phase of the study, I did not have an observation schedule as my aim was not to keep record of specific behaviours or attitudes which were determined previously. For two semesters, and during our informal conversations in the summer following their graduation, I tried to keep records of the significant things that I saw, experienced and heard from the

conversations of Anna and Jessy with me and others. During this time, I had to pay close attention not to take notes next to Anna and Jessy as well as their colleagues, as doing so would have damaged the integrity and quality of the data because, for instance, they might have felt uncomfortable. This meant that I had to find ways of taking notes unobtrusively.

Excerpt 3.F (Fieldnotes; 28 November 2017)

1 Bugün Anna ile ofiste yalnız kaldım ve ona bir önceki gün yemekteki
 2 durumu farkedip farketmediğini sordum. Anna hemen Madam
 3 Batilde'den ve Emily'den bahsettiğimi anladı ve konuya girdi. Tam
 4 olarak ne olduğunu bilmiyor ama aralarında bir husumet olduğunu
 5 anladığımı söylüyordu. O da madam Batilde ile aynen benim gibi göz
 6 göze gelmiş, ve ona da bu söylenenler biraz garip gelmiş. Bana daha
 7 önce işten ayrılan İngilizce öğretmeni ile –ki bu kız Emily ile
 8 tartıştıktan sonra işten çık(mış) /(rılmış)tı, Madam Batildenin yakın
 9 olduklarını söyledi. Bana “Aman ben bişey demem Miss Emily’e
 10 banane, çünkü she is like a dog! Yani havlar” dedi. Nasıl yani diye
 11 sorunca, daha önce işten ayrılan İngilizce öğretmeni ile girdikleri
 12 tartışmayı hatırlattı. She is like a dog demiş olması gerçekten bana çok
 13 tuhaf geldi. Bu bu günedek Emily için kafalarında oluşturdukları
 14 “yardım sever, iyi” vs karakteri ile ters değil miydi?
 15 Çok garip.

Writing fieldnotes contemporaneously would have caused Anna and Jessy and their colleagues discomfort, and to experience observer effect as they would possibly try to modify their discourse or behaviours by paying attention to the things that I note down. In addition, it would also distract my further attention from the significant interactions which were happening around me. To eliminate such possibilities, I used my mobile phone to jot down notes at that moment and made it look as if I was texting someone. At other times, I used the time I had during the breaks and sometimes the first five minutes of classroom visits as opportunities to take down notes in my notebook.

As I took these notes, I followed Emerson, Fretz and Shaw's (1995) suggestions on "jottings as mnemonic devices" (p. 33), and turned them into descriptive fieldnotes once I got home and typed them over in Microsoft Word. Turning each of the jottings into descriptive fieldnotes would take four to five hours of my time on every Monday and Tuesday night following the observations. My fieldnotes amounted to 70 A4 pages, (33,676 words) written with Calibri, 11 font size and single space at the end of the data collection. As I wrote the fieldnotes, I used first person and third person narrator to achieve both "near" and "distant" perspectives (Emerson, Fretz & Shaw, 1995). Atkinson (2015) argues that textual form of fieldnotes solely cannot provide a full picture of what is going on in the context as the researcher interprets or translates her observations into notes. As Atkinson (2015) also expresses,

Fieldnotes are always selective. It is clearly impossible to make notes on everything that happens, and everything that is observable (as opposed to what is actually observed) [...] In order to do justice to the complexity of everyday life, and to social scenes, we need multiple technologies. We need to be able to record the visual order, the linguistic and interactional order, the narrative order and the material order. Fieldnotes can account for many of these phenomena in general terms, but they cannot do so in a way that permits enough retrieval of form and detail to sustain detailed analysis. (p.51)

Following his argument and suggestions, I benefited from digital technologies in order to minimize the possibility of misrepresentation in my fieldnotes by keeping audio records whenever possible. In addition, I made use of additional data collection tools, which are described in the following sections.

Audio Recordings

In addition to my observations, I kept audio records of post-observation feedback sessions and classroom interactions of Anna and Jessy by using Sony ICD-PX440 digital voice recorder. In the first phase of the study, I recorded participants' teaching sessions, and peer- and post-observation feedback sessions as well as the panel session which took place when they completed all of their teachings within the ELTEP program. In the second phase of the study, I recorded participants' in-class interactions with their students to evidence their actual teaching practices.

Audio Recordings of Post-observation Feedback Sessions. In the first phase of the study, during the peer feedback sessions which took place after participants' micro teaching practices, there were other four student-teachers in the classroom. The recordings of these peer feedback sessions lasted five hours in total. However, as the other four student-teachers only participated in the pilot study, I only focused on the discourses of Anna and Jessy when analyzing the data collected through these recordings. In addition, when Anna and Jessy completed all their teaching sessions in their final year, they attended a panel session in which they shared their experiences about the BBP with other students in the department (Please see Chapter IV, for more information about the BBP). At the end of this project, I also recorded the panel session, which lasted an hour and transcribed the speech of Anna and Jessy to be analysed.

Audio Recordings of Classroom Interactions. In the second phase of the study, I continued to record Anna and Jessy's in-class interactions with their students in their workplace and collected approximately 110 hours of audio recordings of classroom interactions. Although I wanted to record Anna and Jessy's interactions with their colleagues in the office, it was not possible as some of their team members clearly stated that they would not feel comfortable with it. Thus, I preferred to rely on my listening skills, memory, jottings and fieldnotes heavily for the discourses as well as the significant events and incidents that took place in the office.

Having recordings of the classroom interactions supported my data collection and analysis in several ways. First, these audio recordings enabled me to refer back and listen to the instances that I thought were significant when revising the fieldnotes and analysing the data. Second, keeping audio records of the in-class interactions enabled me to have stimulated recall interviews (SRI) with Anna and Jessy. These SRI, which I discuss in the following parts, helped me to tap into Anna and Jessy's thoughts regarding the discourses that emerged during their interactions.

Reflective Essays and Journal Writing

In the first phase of the study, Anna and Jessy wrote reflective essays in which they reflected on their teaching practices in general. They wrote four reflective essays about their micro teachings and one reflective essay about their real teaching practice when they were in their third year in the ELTEP. The reflective essays written for the Teaching Language Skills 2 course totalled about 23 pages (7515 words); for Anna 12 pages (4041 words) and for Jessy 11 pages (3474 words). In addition, during their final year in the ELTEP, they wrote an expectation essay and a reflective report about their experiences during the internship. The expectation essays written for the School Experience course

totalled about 4 pages (1160 words); for Anna two pages, (609 words) and for Jessy's two pages, (551 words). The final reports written for the School Experience course totalled about 7 pages (2763 words) (for Anna 4 pages (1430 words), and for Jessy 3 pages (1333 words). The final reports written for the Practicum course totalled 5 pages (2385 words) (for Anna 3 pages (1300 words) and for Jessy two pages (1085 words). All the essays were among the requirements of various practice based courses being; Teaching Language Skills 2, School Experience and Practicum courses in the ELTEP and the guidelines for the essays can be found in Appendix I. All the essays were written with Calibri 11 font and 1.5 line spacing.

In the second phase of the study, right before I started paying visits to the Rainbow Wings School, I asked Anna and Jessy to write a brief autobiography in the essay format to learn more about their personal background and to anticipate the possible effects of these on their professional identities. The autobiographies were guided by the questions that I had provided them (See Appendix J) and totalled about four pages (2054 words), written with Calibri, 11 font 1.5 space. In addition, I gave Anna and Jessy a notebook each for their journal entries and asked them to refer to the reflective journal writing guidelines (See Appendix K) when writing about their days. Particularly, I asked them to refer to their reflections, thoughts and observations they had or any other significant event which had happened within the school context and outside. In order to eliminate the possibilities of them forgetting to reflect on specific events, I provided them with an A4 page monthly planner for notes, so that they could take notes in their office by adding keywords or a few sentences quickly and turn those notes into journal entries when they went home. I read their journal entries on every Sunday night and returned them back on Monday mornings.

Asking my participants to keep reflective journals was useful for my study. First and foremost, keeping a reflective journal gave them several chances to reflect on and think critically about their own experiences and provided me with

their own points of view regarding these experiences. Secondly, their writings in the journals informed me about the things that had happened when I was not around on the other days of the week. In addition, as I read their writings, I made notes about the things that I thought were of importance to probe later during the interviews. Therefore, I used journal entries as preliminary to the interviewing.

Interviews

Although observations provide live data in shedding light on the concepts under investigation, interviews make it possible to give voice to the participants and to understand the meanings they attach to certain experiences from their own perspectives. As Patton (2002) asserts,

We cannot observe everything. We cannot observe feelings, thoughts, and intentions. We cannot observe behaviors that took place at some previous point in time. We cannot observe situations that preclude the presence of an observer. We cannot observe how people have organized the world and the meanings they attach to what goes on in the world. We have to ask people questions about those things. The purpose of interviewing, then, is to allow us enter into the other person's perspective. (p. 341)

My understanding of interviews as interview-data-as topic (Seale, 1998; Silverman, 2006) shaped the interviews that I had with Anna and Jessy²⁵. More specifically, during the interviews, I did not take up the traditional role of an interviewer. Instead, I let Anna and Jessy talk about the things that they thought were significant and we got involved in meaning making processes *together*. In

²⁵ Here it is noteworthy that in addition to Anna and Jessy, I also conducted two interviews with Ms. Ayshe, the head of the foreign language department at the Rainbow Wings School.

addition, during the interviews, we paid particular attention to the “*epiphanies*²⁶” as defined by Denzin (1989, p. 70). This was significant as paying attention to epiphanies provided “access to the otherwise hidden feelings experienced by individuals and bring them to the fore for others, and the interviewees themselves, to appreciate and explore” (Borer & Fontana, 2012, p. 49). Throughout the data collection process, I carried out ten stimulated recall interviews, (SRI) 36 in-depth interviews (IDI), and six semi-structured interviews (SSI).

²⁶Denzin (1989) defines epiphanies as “interactional moments and experiences which leave marks on people’s lives. In them, personal character is manifested. They are often moments of crisis. They alter the fundamental meaning structures in a person’s life” (p. 70).

Stimulated Recall Interviews. In order to supplement my observations and fieldnotes, in both phases of the study, I made use of the stimulated recall interviews (SRIs). SRIs make it possible for researchers to learn about participants' "thought processes (or strategies) at the time of an activity or task" through stimuli to help them recall their thoughts and provide information about their thoughts (Gass & Mackey, 2000, p. xi). Thus, with the help of the audio recordings, I was able to refer back to the instances that I thought were significant, by playing them back to the participants. The participants received stimuli in the form of audio recordings in the first phase and employing stimulated recall sessions enabled me "to prompt participants to recall thoughts they had" (Gass & Mackey, 2000, p.17) during their teaching practices, classroom interactions, interactions with their colleagues and even with me during our previous interviews. To be more precise, SRIs provided me with the insights that Anna and Jessy had when reporting the things they had said during their encounters in their teaching context. When conducting the SRI, I made use of the guidelines and adapted the sample stimulated recall session protocol suggested by Gass and Mackey (2000) in both phases (see Appendix L). In order to help them recall their thoughts, these SRIs were conducted within maximum two days after my observations (Dörnyei, 2007). During the first phase of the study, I conducted three SRI with each participant about the discourses that emerged during micro and real teachings as well as peer feedback sessions. Each of these sessions took half an hour with each participant. In the second phase of the study, I conducted two SRIs with each participant about their discourses and the incidents that had happened in the classroom.

In addition to the audio recordings of the classroom interactions, and previously recorded interviews in the second phase of the study, I also used my fieldnotes as stimuli for these sessions. The following excerpt is from one of the SRI sessions conducted during the second phase of the study. After listening to her classroom interactions with three of her students, Anna commented as follows;

Excerpt 3. G (Anna Stimulated Recall Interview, 30th January 2018)

- 1 Anna: I feel like the recordings that we just listened to now are all
- 2 similar responses that I gave to the children. I feel like I sounded like
- 3 my dad here to be honest. Çünkü “beh” yada öyle saygısızca
- 4 konuşmaya babam hiç gelemmez ben da onun yüzünden hiç gelemem.
- 5 Çocuk bana “ne” deyecek, ben vallahi-“ne” yada “be”, siz, biz yok ki
- 6 gendine karşı ama other people ne ve be ye karşı çok karşı ya da bana
- 7 “onu goysaydın” değil, ben babama mesela “baba goysaydın tutu’yu da
- 8 baba” derim. Orda bana “Miss Anna” demediği için ben onu saygısızlık
- 9 gibi gördüm. I feel like all of them are similar because of disrespect so
- 10 that’s probably why I gave the reaction that I did to them there. Yeah.

As illustrated, in this excerpt, Anna was able to identify the reasons for her responses and was able to tell that her similar responses stemmed from her perceptions of the students’ utterances. Such insights were useful in better understanding her practices as well as the reasons behind them.

In depth interviews: Conversational and Narrative. In addition to the SRIs, conducting in-depth interviews allowed me to reach the participants’ thoughts in detail and it allowed for flexibility, not only for me but mainly for Anna and Jessy. In these interviews, Anna and Jessy were given opportunities to share whatever they wanted to and I was able to ask them questions based on the things that I thought were of relevance. Although I used the term in depth as an umbrella term to refer to the interviews, the nature of the interviews that I conducted in the first phase and the second phase were different. In the first phase of the study, the interviews were in the form of conversations as we interacted together during and right after our post-observation feedback sessions. In the second phase of the study, the interviews were in the form of narrative interviews as I let Anna and Jessy reconstruct their experiences about their weeks in their workplace through discourse.

In the first phase of the study, after each teaching session of Anna and Jessy in their final year in ELTEP, they had post-observation feedback sessions

with three teacher educators as their supervisors. During these sessions, both were present to discuss each other's performances as they were in the same teaching group and to listen to their supervisors' feedback. Out of seven, four post-observation feedback sessions were conducted by me. During these feedback sessions, if there were anything relevant to my study, I would wait for our discussion about their teachings to end and ask questions about such relevant issues. Mostly, these questions that I asked after our feedback sessions were about their thoughts, beliefs, perceptions, and attitudes about their teacher selves and dispositions of their teachings as well as professional and pedagogical practices. These questions emerged during our feedback sessions as we interacted, thus they were not predetermined. Having these sessions together with both participants present allowed them to "interact around a question, and create meaning or supplement each other's answers" and "reveal patterns of social interaction otherwise unseen in individual interviews" (Beirin, 2012, p. 245).

First of the in-depth interviews took place in fall semester of 2016-2017 right after their second out of the three teaching sessions in a young learners' class and the second one took place in spring semester of 2016-2017 right after their third out of the four teaching sessions in an adult learners' class. These interviews were conducted in my office in the presence of my supervisor and each lasted about 40-60 minutes. Once Anna and Jessy graduated from the ELTEP, I conducted one more interview with each in a café to learn about their feelings and future plans individually in order to provide privacy and give each participant more time to think, form and elaborate on their answers (Beirin, 2012). During these conversational interviews, I used the question types mentioned by Richards (2003) being opening, checking/reflecting, follow-up, probing, and structuring (p. 56-57). For instance, whenever Anna and Jessy raised an issue regarding the professional practices of selves, I probed them to talk more about such issues. The following excerpt illustrated such a conversation:

Excerpt 3. H (Post observation feedback session of Jessy; 21st October 2016)

1 Anna: (@I am scared that I won't be as smiley faced (.) as Jessy @)
 2 (@I am scared that >I might be@) a bit< you know (.) like this
 3 ((frowning))
 4 with them↓ or if they talk to each other↓
 5 I might do something like this >you know<
 6 ((frowning and putting her both hands on her waist))
 7 to get their attention(.)
 8 Supervisor1: Why does that worry you?
 9 Anna: Coz I want them to like me
 10 I see >how much they like< (.) Jessy
 11 they do like (.)
 12 they make <small complements> to her (.)
 13 "you are all nice teacher (.) see you next week Miss"
 14 and stuff like that "have a nice day↑"
 15 and I am like (@what if they don't say that to me↑@)
 16 yeah it does worry↑ me (.)
 17 >because I am scared that< I might be able to be too strict and
 18 °I say to Jessy that I am scared that I might be like Ms.Hailey°
 19 °the students would feel a bit (.) scared↑ of me and staff° but
 20 again, >I want them to get used to that kind of teacher as well<
 21 So if they say to me you know <why are you> (.) not smiling↓
 22 I will say oh we have teachers like this (.) that's why
 23 Jessy: (@don't say that@)

During the second phase of the study, I conducted 16 in-depth interviews with Anna, and 14 in-depth interviews with Jessy. These interviews were one-on-one interviews and were conducted in a classroom which did not contain a camera at the Rainbow Wings School, during Anna and Jessy's free time. The interviews were conducted every two weeks, the location and the timing of the interviews were based on their preferences. During these interviews, I initiated the interaction by asking my participants how their week went and I let them talk about the things that they thought were significant. Compared to the interviews that I conducted in the first phase, during these interviews my interference was minimal. In fact, the interviews I conducted in the second phase were in the form of a narrative. After

letting Anna and Jessy talk about their past two weeks for several minutes, I listened to them and asked a few questions when they finished. The questions that I posed were mostly based on the things that they had not mentioned; the things that I had observed in their teaching context or read in their journal entries. When asking questions, due to the poststructuralist stance that I took, I paid attention to *hows* and *whys*, rather than *whats* (Borer & Fontana, 2012). My *why* questions even became an object for a joke. As I was asking *why* questions a lot, by taking my role as a researcher, Jessy, asked Anna *why* when she said something during one of our discussions. What follows was an excerpt which demonstrated such an incident:

Excerpt 3.I (Anna Conversational Interview; 12th May 2018).

- 1 Anna: I wish we didn't have to be feminine with the parents but you have
- 2 to be feminine to the parents, but you have to be both masculine and
- 3 feminine towards your students
- 4 Jessy: Why?
- 5 Anna: *E çünkü* [
- 6 Jessy: [Why @@@
- 7 ((looks at me with a huge smile on her face and winks))
- 8 Yagmur : Yeahh @@@@
- 9 Anna: because **müdür** has like (.)
- 10 **müdür** is like really kind to them so

Throughout the study, I conducted 18 in-depth interviews in total with Anna, and 16 in-depth interviews with Jessy that amounted to approximately 13.34 hours of recordings. The length of the interviews were varied, the longest being an hour and five minutes, the shortest being ten minutes. During the second phase of the study, after transcribing the narrative interviews, I wrote analytic memos which helped me form questions to be used in the semi-structured interviews that I conducted with participants at the end of each semester.

Semi-structured interviews. In the second phase of the study, after producing analytic memos and realising the significant issues faced and/or mentioned by Anna and Jessy in their narrative interviews, I prepared an interview guide with key questions to ask both of them in one-on-one sessions. These questions were revisited and piloted with five other in-service EFL teachers, who graduated from the same ELTEP. I conducted four SSIs in total with both participants and the length of the interviews varied, the longest being an hour and a half and the shortest being half an hour. In addition to conducting SSIs with my participants, I conducted SSIs with Ms. Ayshe twice; one at the end of the fall semester and the other one at the end of the spring semester of 2017-18 academic year. All of these SSIs provided me with the participants' perspectives on the issues that I had selected, which emerged out of my observations and their narrative interviews. In addition, SSIs with Ms. Ayshe assisted me to check some of my understandings regarding the Rainbow Wings School and my participants' professionalism.

Transcription

I converted all the audio materials into written texts via verbatim transcription and by paying attention to the suggestions made by Bucholtz (2000), Green, Franquiz and Dixon (1997) and Lapadat (2000). During the first phase of the study, I transcribed all the peer feedback sessions, post-observation feedback sessions, interviews and panel session discussions as soon as I collected the data, mostly within the next three days. During this time, I transcribed everything I heard and made sure to listen to each recording more than once in order not to omit anything, especially the unintelligible parts, and to eliminate the possibility of mis transcription. In cases where there were unintelligible parts, I played the audio recordings back to the participants and asked for clarity (Lapadat, 2000). After completing the first phase of the study, I realized that I had to find another way to

transcribe the data as it was quite time consuming to listen and transcribe every utterance by myself.

During the second phase of the study, I made use of dictation.io website in order to convert speech into writing. I set the language option to English and tried to playback the audio into the built-in microphone of my laptop to be dictated. As the software did not recognise the voices coming from the audio recorder, I repeated what my participants had said word by word to my laptop's microphone myself. These then, were automatically converted into text by the software. Sometimes the software did not recognize my accent and had trouble in finding the correct words to convert. This made me check and double check the words that were converted in situ before I copied the texts to the Microsoft Word. Using the software was time-efficient and helped me manage my time better. Repeating what my participants had said orally allowed me to think critically about their discourses as I found myself comparing and contrasting how they had said things with how I would say them. Transcribing the audio recordings myself, and comparing and contrasting the way I would say things with that of the participants, helped me become even more familiar with the data (Lapadat, 2000) and accelerated the analysis by helping me sort out the significant and relevant parts accordingly.

As I transcribed the data, I made use of standard orthography and punctuation, and did not pay attention to phonetic transcription since my focus was not on "sequential organization of conversation" (Bucholtz, 2000, p. 1454). However, I made sure to mark the utterances made in Standard and Cypriot Turkish, if any, and translated the Turkish utterances by presenting the translated version on the right side of the original transcript. The reason behind for such marking is twofold; first, due to the possibility that the variety used could have impacted the discursive formations in certain cases; and secondly, I wanted to reflect the participants' speech as true to the actual one as possible in the transcription process. The translated versions were checked by an experienced

translator and presented in Appendix V. Following the suggestions made by Richards (2003), I used line numbering system, and made use of columns when transcribing; first column contained the converted version of the text, and the second column contained the translated version where necessary. The transcripts were written with Calibri font face, 12 font size with 1.5 spacing. Without the translations inserted, for the first phase transcripts totalled about 26 pages (10296 words) for Anna and 22 pages (8225 words) for Jessy, and 4 pages (2191 words) for the panel session. For the second phase, transcripts totalled approximately 135 pages (54199 words) for Anna, and 92 pages (40442 words) for Jessy and 6 pages (1806 words) for one of our informal discussions. In addition, the transcription of the interviews with Ms.Ayshe totalled about 18 pages (10,697 words). When the data collection ended, for both phases transcriptions added up approximately to 303 pages (127,856 words).

Data Analysis

Considering the longitudinal nature of my study and the variety of tools employed, finding ways to manage the data was necessary in order to analyse the data effectively and efficiently. For all the raw data, I employed MAXQDA Software to help me in organizing and reducing the data to be analysed. As the data collection proceeded, I started identifying the significant concepts which were of relevance to my research questions with the help of the familiarity I gained from the transcription process and keeping reflective and analytical notes. In order to reduce and index the data, I followed the suggestions made by Ritchie, Spencer, and O'Connor (2003). Thus, I looked for reoccurring themes continuously during both phases of the data collection. For the subsequent three months after the ending of the data collection, I continued to revisit the data.

After locating the reoccurring themes, I indexed and divided the themes in to categories based on the conceptual framework that I intended to use. Once the significant parts were pinned down, and relevant parts were narrowed down, I applied the transcription conventions adapted from Tannen, Hamilton and

Schiffrin (2015) to the selected parts of the interviews and audio recorded data in order to employ principles of discourse analysis to analyse the discourses.

Table 1 <i>Transcription Conventions</i>	
Characteristics	Explanation
<u>Underlined</u>	Stressed utterances
Bold	utterances in Cypriot Turkish
<i>Bold italic</i>	utterances in Standard Turkish
@	Laughs
(@word@)	Chortle
Hh	Indrawn breaths
CAPITAL	Loud volume
[Overlapping utterances
(.)	Micro-pause
(1)	Indicates silence in seconds
:	Stretching of a sound
↑	Intonation rises
↓	Intonation falls
>utterance<	Speeded up delivery
<utterance>	Slowed down delivery
^^	Low-pitched voice
Word-	Self-correction
°word°	Decreased volume, almost like whispering to one self

“ ”	Reporting what someone said (including oneself)
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In addition, as I was interested in wider discourses within interaction, I used micro-discourse analysis (MDA) suggested by Blommaert and Rampton (2011) as well as Rampton, Maybin and Roberts (2014). It is noteworthy to mention that the initial analysis of some excerpts were presented in a Linguistic Ethnography Workshop, which was held at Near East University moderated by Prof. Dr. Ben Rampton himself as the keynote speaker in 2017. Some other excerpts were also presented during a post-graduate course titled “Micro-discourse Analysis” in 2015-2016 spring and 2017-2018 spring semesters respectively. These analytical sessions have provided me with a chance to share and discuss my initial analysis with other academics and postgraduate students interested in MDA and LE, and eventually helped me to explore a variety of perspectives, which are presented in the subsequent chapters.

Crystallization

Representation is among the issues that qualitative researchers in general and ethnographers in particular have been criticized for (Hatch, 2002). Nevertheless, Mantzoukas (2004) claims that the concerns related to representation are usually disregarded in the texts that the researchers produce. The ontological, epistemological and methodological orientation of the researcher is known to influence how he/she represents his/her participants (Kuntz, 2010). The poststructuralist framework that I have embraced for my study rejects the idea that the nature of representation can be complete, as it rejects the existence of a single, objective truth. This indicates the “postmodernist destruction of triangulation” (Richardson & St. Pierre, 2005, p. 478) and necessitates using “the postmodern-influenced approach to triangulation” (Ellingson, 2014, p. 443). Concordantly, I

concur with Richardson (2000) that triangulation is not a multidimensional approach to validity whereas crystallization emphasizes a never ending formation of knowledge. As Ellingson (2009) asserts,

Whereas triangulation seeks a more definitive truth, crystallization problematizes the multiple truths it presents. Unlike triangulation, crystallization is informed by postmodernism, meaning that it presupposes that no truth exists “out there” to discover or get close to, but only multiple and partial truths that researchers (and others) co-construct. Since researchers construct knowledge and representations (narratives, analysis, etc.), all accounts are inherently partial, situated, and contingent. Rather than apologizing for this partiality as a limitation, scholars using crystallization can celebrate multiple points of view of a phenomenon across the methodological continuum. (p. 22)

When considering the trustworthiness and authenticity of my study, I paid attention to Yin’s (2011) objectives of being transparent, methodicalness and adherence to evidence. In this respect, based on my epistemological and methodological stance, I aimed to provide rich and thick descriptions of my participants, with the accounts that I (re)presented here that ranged from verbatim quotations from my dialogues with them, oral and written discourses taken from peer feedback sessions and interviews, my participants’ essays/journals and my fieldnotes. In presenting all these data from different perspectives, my aim was to “provide the reader with sufficient data to determine whether the ethnographer’s interpretations and conclusions are warranted” (Fetterman, 1989, p.114).

Furthermore, reflexivity made me question my role as the researcher from the start until the end of data collection process, and it consequently provided me with a rich understanding about my own positionality in the fieldwork. As demonstrated in the previous sections, in my reflexive journal, and sometimes in my fieldnotes my writings ranged from personal dialogues and narratives to poems as I agreed with England (1994) in considering fieldwork as dialogic. Using different genres

when producing textual forms and reporting is in line with crystallization and my poststructuralist epistemology which states the importance of awareness, creativity and being visible to the readers (Atkinson, 2015).

Throughout the data collection, I tried to audio record classroom interactions, peer and post-observation feedback sessions and make note of everything I saw and of the significant things that I heard from the conversations of my participants with me and others. I was fully aware that being a researcher I was the filter, and I had my own interpretations. Supporting my observations and audio recordings by employing different types of interviews as tools enabled me in being informed about my participants' emic perspectives, in minimizing bias, and in comparing and validating my understandings about them, their pedagogical practices and teaching context. There happened to be incidents that my participants informed me during our everyday informal conversations and I made sure to probe them to talk about such incidents again during our interviews in order to provide them with a chance to talk about the things that *they* believed were of significance. Furthermore, as the data I was collecting were increasing, I continuously reviewed the research questions and my analysis for consistency. After all the data were analysed, I asked my participants to do member checking for the validity of the findings.

Conclusion

In this chapter, I highlighted my research design and explained the methods I utilised when conducting the study. The nature of my study and research questions required me to have a longitudinal research design by following the traditions of LE. This helped me in delving deep into both micro- and macro-structures by paying attention to participants' discourses and in providing descriptive accounts. In addition, having such a design necessitated using a variety of data collection tools within different periods of time and in the two different contexts. During the fieldwork, I kept fieldnotes based on my moderate participant

observations, audio recorded interactions of my participants during post observation feedback sessions and in-class interactions, and conducted a variety of interviews ranging from stimulated recall interviews, in-depth interviews and semi structured interviews based on my observations and my participants' entries in their reflective essays and journals. Throughout this process, I was guided by the post-structural epistemological stance, which helped me in celebrating multiple truths and in understanding and reflecting on my positionality as well as in selecting the analytical tools for the subsequent analysis.

CHAPTER IV

Teacher Education and the (In)visible Links that bind them to Power

Introduction

In this chapter, I provide further details on both of the research contexts by focusing on the ways in which the first research context English Language Teacher Education Program (ELTEP) is organized as well as the eligibility criteria to become an English teacher in northern Cyprus in general and at the Rainbow Wings School, the second research context, in particular. Before I describe the first research context in detail, I discuss the ways in which two governmental organizations, Higher Education Council (HEC) and the Higher Education Board of the Turkish Republic of Northern Cyprus (HEBTRNC), “act upon the possibilities of action[s]” (Foucault, 1982, p. 790) of teacher education programmes in Turkey and in northern Cyprus by touching upon the accreditation and standardisation practices in detail. While doing so, I also write about the competencies²⁷ expected of teachers in general and English language teachers in particular, as well as how ELTEP has designed the program outcomes according to such competencies. I believe that such practices of HEC and HEBTRNC need further elaboration in this chapter, as in my view, the ways in which forms of power is exercised on teacher education programmes in Turkey and in northern Cyprus are rationalised and normalised. This has implications for the ways teachers are educated. In addition, it has relevance to what Foucault (1982) states about power relations as “have been progressively governmentalized, elaborated, rationalized, and centralized in the form of or under the auspices of state institutions” (p. 793). Due to this, as I focus on how power is exercised over higher education institutions, particularly

²⁷ Creemers, Kyriakides, and Antoniou (2013) state the difficulty of defining the concept due to its multiple conceptualisations, for instance, as “skill, achievement, intelligent” and as “standard of performance” (p.17). They also mention that such understandings also vary within as they themselves are broad concepts. However, when referring to competency, I use MONE’s (2017) definition as “knowledge, skills, attitudes and values that must be possessed to be able to perform a task effectively and efficiently” (p. II). Fournier (1999) discusses that “through the notion of competence, truth and knowledge are translated into a code of appropriate conduct which serves to construct the subjectivity of the professional practitioner” (p. 287). Based on this, in my view, setting teacher competences is among the ways to conduct the conduct of student-teachers in teacher education programmes.

on teacher education programmes, I draw on Foucault's notion of power, as being used by the state, mainly on the concept of governmentality as HEC and HEBTRNC are two governmental institutions that exercise power on teacher education. Therefore, first I find it necessary to explain what Foucault's concept entails in detail.

When analysing systems of power, in *Security, Territory and Population*, Foucault (1991) makes a distinction between the way power is exerted over individuals and towards a population. Foucault (1991), states that "the population is a fundamental component of the state's power because it ensures competition within the possible workforce within the state" (p. 97). Foucault further asserts that "power in this way on condition, [...] defines useful and exportable products, fixes the objects to be produced, the means of their production, as well as wages, and which prevents idleness and vagrancy". (p. 97). By government Foucault means "a form of activity aiming to shape, guide or affect the conduct of some person or persons" (Gordon, 1991, p. 2). Thus, governmentality is related to the ways in which power is used as a means to "conduct of conduct." (Gordon, 1991, p. 2) Using the metaphor of a ship, Foucault (1991) has this to say on the government:

What does it mean to govern a ship? It means to clearly to take charge of the sailors, but also the boat and its cargo; to take care of a ship means also to reckon with winds, rocks, and storms; and it consists in that activity of establishing a relation between the sailors who are to be taken care of and the ship which is to be taken care of and the cargo which is to be brought safely to port, and on all those eventualities like wind, rocks, storms and so on; this is what characterizes governing a ship (pp. 93-94).

How this is related to my study is that the same applies to the ways in which teacher education programmes in higher education institutions are directed and assessed, and are made willing subjects to policies and reforms to operate within what is considered acceptable. I further discuss these ways in the sections that follow, with the aim to argue that governing the practices of teacher education programmes not only mould learning to teach in structured ways but make it prescriptive. This is because, due to these practices, teachers

are coerced into “internalise expected behaviours and learn these behaviours through acceptance of a discourse” (Perryman, 2009, p. 614). For instance, with teacher competencies, acceptable norms are provided and student-teachers and teachers are expected to follow such norms. In line with this, I agree with Devos (2010) who asserts that “standardisation necessarily standardises and in the process what it means to be a ‘professional teacher’ may be constituted in specific ways irrespective of context and relations of power within each context” (p. 1222).

Through governmentality it can be said that there is an aim of “construction of appropriate work identities and conduct” (Fournier, 1999, p. 281). However, regardless of all the governing practices including the changes in the policies, accreditation procedures in trying to raise the standards of teacher education and having well qualified teachers, I argue that there is still much to do in terms of preparing student-teachers for their future careers in the field. Particularly, I agree with Ball (2006), who states that;

Within each of the policy technologies of reform there are embedded and required new identities, new forms of interaction and new values. What it means to teach and what it means to be a teacher (a researcher, an academic) are subtly but decisively changed in the processes of reform. (p. 145)

Similarly, Perryman et al. (2017) argue that governmentality is not solely related to the “national and local political control, but also refers to the self, so is also how and why the self shapes its own conduct in particular ways” (p.746). In terms of governmentality, regardless of being voluntary or not and done by a (non)governmental organisation, I agree with Perryman (2009) who holds on the view that there is always the aim of “performing the good school” (p. 611) during the inspections. Perryman (2009) further elaborates that those being inspected eventually start to discipline themselves even when there is no inspection taking place. This has links to the concept of the Panopticon as used by Foucault that I discuss in detail in next chapter. At this point it is suffice to state that the same applies to the teacher education programs, student-teachers and teachers.

In Turkey, with the authorization it gets from the constitution, HEC is in charge of regulating all higher education institutions by directing and assessing their activities. Some of its functions can be summarized as follows:

- a) “it determines the requirements for the promotion of academic staff and the standards for university degrees”,
- b) “it defines in some detail the structure of teacher education programmes leading to qualified teacher status”, and
- c) it is also responsible from determining “the length of each program, the number of credits, the titles of courses, and a summary of the content of the courses which constitute a teacher education program, plus the qualification the program leads to.” (Grossman, Sands & Brittingham, 2010, p. 103)

In the context of this study, namely northern Cyprus, there are links that bind teacher education programmes to government practices and HEC in many different ways. First and foremost of these is that a great majority of students in Turkish Cypriot universities come from Turkey, which makes it imperative for them to abide by any regulations that HEC would suggest. Otherwise their diplomas may not be accepted in Turkey. Therefore, regardless of the fact that HEBTRNC is the local authority, HEC’s policies determine the ways teacher education is being carried out in northern Cyprus. For instance, in northern Cyprus, higher education institutions are evaluated and accredited²⁸ by HEBTRNC in terms of the standards of their education programmes. However, with the protocol which was signed between HEC and HEBTRN in 2014, HEC agreed to expand its supervisions to the universities in northern Cyprus. Gökhan Çetinsaya (HEC’s president at the time) stated that this would improve the quality of the universities in northern Cyprus and contribute to the relationship between the two countries (Hürriyet Newspaper, 2014). In line with this agreement, first HEC-HEBTRNC inspection took place in 2018 in

²⁸ In HEBTRNC’s definition, accreditation refers to the process and/or the conformity approval relating to the evaluation of a higher education institution’s associate, bachelor’s, master’s and doctoral degree programmes in terms of their infrastructure, staff, academic competencies, and the compliance of all these to the legal requirements as well as to the professional criteria. (HEBTRNC, 2019, p. 4).

eleven universities. During these inspections, supervision standards and criteria which were developed by both organizations and approved by the Ministry of Education in both countries were used (HEBTRNC, 2018). It should be mentioned that higher education has turned into a market in northern Cyprus as it is considered as a way to be recognized by other countries as well as a source of wealth for the government. Thus, the self-governance practices of the higher education institutions are in a way for the benefit of the state. The possible benefit is not solely about the economic growth or being recognized by other countries. In terms of teacher education, it is also about educating teachers that will educate future generations for the society.

In an interview published in a local newspaper in 2018, Prof. Dr. Akile Büke, the president of HEBTRNC, claims that it is necessary within the European Union standards to have higher education programs in north Cyprus accredited by other accreditation bodies (Havadis Kıbrıs, 2018). In line with this, teacher education programmes have the freedom to voluntarily apply to be accredited by independent organizations²⁹. In an activity report published by HEBTRNC in 2018, it was stated that there were 19 universities in northern Cyprus at the time and that 127 programmes of first five universities established in the northern Cyprus were accredited by more than 20 international organizations (HEBTRNC, 2018). In line with this, being accredited by an international organisation is significant as in HEC's university selection guidebook, which is prepared for the candidates who wish to further their education in higher education institutions, information regarding the accreditations of universities is provided. Therefore, being accredited by an institution is not only a sign for quality but also a way of marketing in order to be selected by the candidates.

In the section that follows, I discuss the practices of HEC with regards to teacher education programmes in detail, by touching upon the (in)visible links teacher education programmes have with HEC and implications of this in language teacher education programmes.

²⁹Accreditation is now being done by independent organizations following applications by universities, however, before 2017, all new programmes had to apply to be accredited by HEC before they could admit any students from Turkey.

Teacher Education Programmes: Accreditation, Standards and Competencies in Context

Within governmentality there is an aim of “employing tactics rather than laws, and even of using laws themselves as tactics - to arrange things, in such a way that, through a certain number of means, such and such ends may be achieved” (Foucault, 1991, p. 94). Having this as a starting point, in this section, I will discuss in detail the tactics used by HEC as ways to govern teacher education programmes in Turkey and northern Cyprus. Before moving on, I find it necessary to discuss the ways in which HEC policies are organized with regards to accreditation and standards in teacher education by touching upon the most relevant past and recent changes implemented. While doing so I discuss competencies as the discursive formations regarding what constitutes “good teacher”.

There have been a variety of changes in HEC’s policies in terms of teachers and teaching that have implications for the preparation of teachers in (language) teacher education programmes (for the reforms and policies in teacher education in Turkey, see Güven, 2008; HEC, 2007). Such changes are due to the need to keep up with the changes in the world as well as the society (Karacaoğlu, 2008) and due to educational reforms made in the Turkish National Education System of Turkey (see Yüksel, 2012). In order to improve the quality of teacher education, HEC established Turkish National Committee of Teacher Training (TNCTT) (Yüksel, 2012) and also got involved in The World Bank-funded student-teacher education project (Grossman, Onkol, & Sands, 2007; Güven, 2008; Yüksel, 2012). In addition, Turkey’s agreements signed with the European Union Commission, such as the Financing Agreement, also played a role in developing certain standards, particularly teaching profession competencies to be put into effect (MONE, 2017).

Through the student-teacher education project by HEC and the World Bank, accreditation procedures were determined and studies regarding teaching competencies were conducted in order to set the standards to assess the performance of teacher education programmes and to restructure them and their curricula (MONE, 2017, see Appendix M for more information on the accreditation procedures).

In terms of the standards, teacher competencies³⁰ were considered to be crucial and a variety of activities were carried out in different years to list the competencies, first beginning in 1998, due to the efforts made in the student-teacher education project by HEC/World Bank (MONE, 2017). It is stated that “the teacher competencies developed in this project, were listed under four headings,” which were “competencies regarding subject matter and pedagogical subject matter, competencies on the teaching-learning process, monitoring, evaluation and recording of students' learning, and complementary professional competencies” (MONE, 2017, p.11). A year later, in 1999, MONE built upon the competencies determined earlier in the project, by overviewing the teacher competencies set by other countries, conducting needs analysis and taking into consideration the comments and opinions of associated institutions (MONE, 2017). Based on this, teacher competencies of “education-teaching competencies, general cultural knowledge and skills, and subject matter knowledge and skills” were established and “came into effect with the official authorization dated 12/07/2002” (MONE, 2017, p. 11). Later on, in 2002, within the Basic Support Education Program³¹, through a workshop “a common understanding was sought about the concepts and terms concerning teacher competencies” (MONE, 2017, p. 11) in order to “re-determine the competencies of the teachers to make them compatible with the European Union countries” (MONE, 2017, p.12). Thus, in 2006, the draft version of the “General Competencies for Teaching Profession” which contained “six main competency domains, associated 31 sub-domains and 233 performance indicators” was finalized and announced (MONE, 2017, p.12). The six main competencies were indicated as “a) Personal and professional values-professional development, b) Getting to know the student, c) Learning and teaching process, d) Monitoring and assessing the learning and development of students, e) School, family and community relations, f) Curriculum and subject

³⁰ Teacher competencies as a term is defined as “the knowledge, skills, values and attitudes that teachers need to have to be able to perform their teaching profession effectively and productively” (MONE, 2017, p. 8).

³¹ The Basic Support Education Program was based on the Financing agreement signed between the European Union Commission and Turkish government (MONE, 2017).

content knowledge” (MONE, 2017, p. 12). Karacaoğlu (2008) claimed that these competencies lacked the attention which was due to be given to the subject matter, national and international values, affective qualities, and self-improvement of teachers.

With the completion of the general competencies, subject specific ones including English teacher competencies were determined and announced to the public in 2008 (MONE, 2017). Accordingly, competencies for English teachers were set as follows; “a) Planning and organisation of English language teaching processes, b) developing students’ language skills, c) assessment and evaluation of language development, d) cooperating with the school, families and the community, e) professional development”. (Near East University, 2020b, pp. 20-21)

With the adaptation of the European Competencies Framework (ECF) by the European Parliament and the Council of Europe in 2008, emerged the need to have the competencies aligned with the ECF (MONE, 2017). Thus, in 2015, the Competencies Framework of Turkey (CFT) was published as the national teacher competencies of Turkey and it was approved by the Consultative Board of the European Competencies Framework in 2017 (MONE, 2017). In addition, The General Competencies for the Teaching Profession was later updated, and “instead of determining a subject specific competency for each subject area, subject matter knowledge and pedagogical content knowledge have been added in the general competencies” (MONE, 2017, p.13). The approved one had three main areas which were “professional knowledge”, “professional skills”, and “attitudes and values” (MONE, 2017, p. 13). Please see Appendix N, for the details. According to MONE (2017):

In addition to being a main reference resource in the process of teacher training and development that needs to be taken into account by all stakeholders, the competencies qualify as a common point of action to provide coordination between policies and practices of Higher Education Council, of other associated public institutions and organizations, of unions, and of various non-governmental organizations. When these stakeholders build their practices of teacher training and development upon the

competencies through mutual cooperation, a minimum standard can be achieved leading to a holistic and consistent structure.

(MONE, 2017, p. 17)

It is important to note that, in line with these changes, in 2016-2017 academic year, ELTEP identified the subject specific competencies by taking the general competencies as a reference as well as the subject specific competencies determined earlier in 2006 (see Appendix O). Then, the instructors of the programme were sent the subject specific competencies identified by the ELTEP and asked to indicate the competencies to be expected as an outcome of each of their courses in their course outlines. While doing so, ELTEP aimed to identify the programme outcomes as a whole. For the outcomes of teaching practice courses, please see Appendix P.

With regard to the attempts of HEC's and MONE to set procedures and specific accreditation standards along with teacher competencies, several studies were conducted in Turkey on whether the competencies of teachers and standards of teacher education programmes were considered to be satisfactory or not (e.g. Karacaoğlu, 2008; Yaman, 2018). In addition, having accreditation granted by a governmental organization, such as HEC, raised considerable debate in the higher education discourse of Turkey. Among the studies that touched upon the governing practices of HEC and its implications, Kayan and Adıgüzel (2017) reviewed 27 studies that were conducted in Turkey about the standards and accreditation of teacher education programmes between the years of 1999-2014. They concluded that there were inadequacies in the ways in which what was being applied in the faculties. Researchers specifically mentioned the need to subject teacher candidates to certain standards or criteria before accepting them to the teaching faculties. In addition, they asserted that contrary to the applications in the western countries, enough attention was not paid on following student-teachers and their activities up in the assigned school during the internship. Researchers stated that when teacher education programme accreditation procedures in other countries and the one in Turkey were compared between 1999 and 2014, one of the main differences was in the way that accreditation was being conducted by a governmental institution in Turkey, i.e., HEC, instead of an independent accreditation body. However,

researchers claimed that when the centralized education system was concerned, having accreditation procedures determined by HEC was more convenient. On contrary, Hesapçioğlu, Bakioğlu and Baltacı (2001) assert that as long as accreditation was being given by a governmental organisation as an obligatory practice, there would always be the sense of inspection. They elaborated that, due to this, legal obligations would always be in the foreground for both parties. They further claimed that due to all these, instead of acting as guides, experts would look for the missing aspects of the faculty as experts were not bounded by a non-governmental unit that had no bureaucratic ties to the faculty. Referring to HEC and its accreditation procedures, earlier in 1999, Doğan (1999) highlighted that HEC was considered as a bureaucratic organization in Turkey and that was why the accreditation procedures were not based on voluntary basis.

Eventually, the national and international discourses formed around the accreditation practices resulted in HEC realising the need to have an independent organization that would be in charge of evaluating higher education institutions externally, authorising accreditation boards, and evaluating HEC's decisions with an independent perspective (TC Resmi Gazete, 2015). Therefore, with the attempts HEC started in 2015, Higher Education Quality Board (HEQB) was authorised as the independent organization responsible for the quality assurance of higher education institutions in 2017 by law (HEC, n.d). Thus, HEQB became the authorised board to nationally recognize the accreditation associations in Turkey³². As this is the case, non-governmental local institutions can apply to HEQB in order to become accreditation associations.

Recently in August 2020, HEC initiated the process of “delegation of authority” to the education faculties of universities (HEC, 2020). Through this delegation, HEC put the education faculties of the universities in charge of developing their own education programs on the condition that 1) the teacher competencies, 2) the amount of courses, hours and credits, 3) the categories of

³² It should be mentioned that EPDAD and FEDEK are among the accreditation associations that are authorised by HEQB. Given that these two associations oversee education, faculties can apply to have their programs evaluated and accredited.

the courses (%40-50 field knowledge, general culture %15-20, professional knowledge %30-35) set previously were taken into consideration (HEC, 2020). Despite this delegation and guidance, it is still unknown what kind of criteria HEC will utilise when inspecting these programs in the future.

Owing to all of these changes, although it seems as if there is a move towards localization from centralisation, I argue that power still remains centralised under HEC. This is because the framework which is provided by central accreditation commission, i.e., HEQB, to these local accreditation associations is still linked to HEC. Thus, local institutions are not given a chance to form a framework within which acceptable norms are provided.

Practice Component

Apart from all these, although HEC does not seem to be the authority in assuring the quality of higher education institutions, it has the power to deny equivalence to the diplomas of the graduates of higher education programmes. In such cases, for instance, graduates of teacher education programmes in northern Cyprus may not be considered graduates at all as their diplomas would not be considered valid by the HEC as a governmental organization in Turkey. In addition to these, as Turkish graduates of teacher education programmes are required to take a written exam in order to become state school teachers in Turkey, many teacher education programmes are left with little option but to train teachers according to the theoretical content of this exam. Therefore, teacher educators are eventually left with little space in designing the course content by paying attention to the practice component.

A lot of studies highlight the need to prioritise real classroom teaching practice and mention its possible impacts on student-teachers' professional identities (e.g., Ateş & Burgaz, 2014; Atmaca, 2017). For instance, Ateş and Burgaz (2014) mention that teaching practice courses are considered to be inadequate and suggest taking the applications of developed countries as examples and offering those courses in earlier semesters in a four year program in order to increase the amount of time spent on real teaching practice (p. 1719). Similarly, by investigating the beliefs of English language teachers on the effectiveness of teacher education programmes in preparing them to the

teaching profession as EFL teachers of young learners, Çelik and Arıkan (2012) discuss the need to have more real teaching practice courses and to prepare student-teachers for diverse teaching contexts as well as to increase their awareness and teaching experience on the sociocultural settings and diversity of their future students.

In the sections that follow, I provide details about teaching profession in northern Cyprus and then I describe the ways in which ELTEP is organized with a particular attention to the design of the practice based courses and their effectiveness on my participants' professional development from their own points of view presented with the excerpts from the interview data.

Teachers and Teaching Profession in northern Cyprus

Calderhead and Shorrock (1997) state that, the ways in which “we conceptualize the work of teachers inevitably influences how we think about their professional preparation” (p. 1). Thus, there is a direct relationship between how teaching is perceived and how teachers are educated in a country. In accordance with the National Education Act 17/1986, section 57 of northern Cyprus teaching is a profession which; a) requires speciality in carrying out the educational activities of the state and which undertakes the duties regarding the ruling of the educational institutions, b) can be put in to practice only after getting a specialised higher education in the related field as well as having liberal and pedagogical knowledge, c) requires teachers to follow the main goals and core principles of northern Cyprus's national education and carry out their profession accordingly, d) requires all teachers to have the general qualifications and special qualities mentioned in the Teachers' Act and to be registered officially under MEC. In the same Act, in section 68, duties of the related ministry are explained as follows a) The Ministry is responsible for undertaking, supervising and inspecting the education and training services on behalf of the state. The Ministry, shall fulfil these duties by organizing and institutionalizing within itself, b) no educational activity contrary to the goals and regulations of Turkish Cypriot national education and this Law shall be held and no educational institution contrary to the principles of contemporary science and education as well as this Law shall be opened.

According to TRNC Teacher's Act (1985/2015), in northern Cyprus, if one wishes to pursue a career in teaching, there are multiple routes as he/she either needs to a) graduate from a teacher education program of a university, b) graduate from any bachelor's program suitable for teaching and get pedagogical training for a year or c) graduate from Atatürk Teacher Training Academy. However, only those who graduate from Atatürk Teacher Training Academy are granted employment rights as a teacher in public schools affiliated to the Ministry of National Education Primary Education Department³³ (Haber Kıbrıs, 2015). According to the updated version of the Teacher's Exam Regulations (Resmi Gazete, 22nd January, 2019), those who wish to teach in public state schools and who have valid diplomas and/or certificates, need to apply to the vacant position specified by the MEC and announced by the Public Service Commission (PSC)³⁴. After the application, candidates need to take an exam designed for teachers in order to have their competencies and success tested. The written exam is in multiple choice question format, and held in two sessions; the first session is in Turkish and aims at testing general competencies and the second session is designed for subject field knowledge. The first session consists of questions on constitution (80 points), Teachers' Act (160 points), and educational sciences (160 points). The second session consists of questions specific to the field of teaching (600 points) and is held in the language of the field of teaching being tested. Therefore, for English teachers, the second phase of the exam is conducted in English. If teachers can score minimum 600 points from the written exam, they are considered successful and granted a certificate, however, only those who are high in ranking (which is dependent on the number of the vacant positions mentioned by MEC) are shortlisted for the oral exam. If a candidate meets the

³³ This includes all the pre and primary public schools within MEC.

³⁴ In 2015, in an article on teachers' vacant positions announced by the PSC, journalist Salih Sarpten mentions the need to prioritize ethical and scientific understandings than political interests and the need to modernize PSC's structure and to reorganize its assessment and evaluation procedures based on the social needs, scientific processes and 21st century skills. Similarly, Özder (2016) discusses that in public opinion neither PSC is seen as reliable nor the exam as credible. For the reasons he asserts that PSC does not have the experience and culture the Student Selection and Placement Centre has and argues that PSC is driven by political powers.

expectations based on the criteria, then he/she is appointed to the teaching position in the assigned school and undergo a probation period for two years. Once the probation period is over, teachers are assigned with a school where they will continue their profession (TRNC Teacher's Act, 1985/2015).

For the teachers, who wish to pursue a career in private schools, there is no need to sit for the exam held by the PSC, as each private school has its own criteria when recruiting teachers. As my participants are employed in a private school, I find it essential to mention the criteria of Rainbow Wings School in recruiting English language teachers. In the case of Anna and Jessy's employment when I asked about the criteria that the head of the FLD, Ms. Ayshe, had in their workplace when employing Anna and Jessy, she replied with a question saying "What was [sic] my criteria or do you mean what it was or what it turned in to?" From these lines it can be understood that her views changed after meeting my participants as she later on stated that although experience was something that everyone looked for, she always preferred asking certain questions and tried to envision the candidates within a five year period. She added that she was mainly "looking for their hearts and souls and whether they actually wanted to be teachers," thus she was interested in employing teachers who were passionate about teaching. She said that she wanted to recruit teachers who were eligible for the Rainbow concept and that she was looking for the kind of teachers that "can fit into the principles we empower here and what we are looking is if we can *mould* them into Rainbow concept of teaching, and learning, and working." What can be inferred from Ms. Ayshe's words is that not only teacher education programs that try to mould learning to teach in a structured way, but also when they start their profession, others who have high ranks in the hierarchy of power try to mould new teachers into what they see as favourable. In addition, Ms. Ayshe's lines seem to indicate that she operates through specific discourses "within a system of power" regarding how teachers should be at the Rainbow Wings School, and wants to transform the teachers into that matrix. Ms. Ayshe's discourses as well as their relevance to my study are explored further in Chapter V, where I discuss surveillance practices. Ms. Ayshe specifically mentioned that when she met Anna and Jessy, she "found that they had the heart and the passion and

they had the ideas.” She commented that during her job interviews with my participants, she “could immediately see that they were trainable, they were intelligent and had 100% confidence and that they would be the Rainbow teachers that they were looking for, for the future.” She added “Anna and Jessy are a breath of fresh air really because they are new, they are young and they have teaching ideas” which she thought “is always valuable to schools and it is just nice to have their views and their inputs on how they do things.”

Anna and Jessy achieved high grades in ELTEP and they went on to get the job that they wanted even if they had certain concerns and difficulties that I have mentioned in Chapter V where I have paid further attention to the surveillance practices that were used on Anna and Jessy and their effects on their professional practices of the selves. In terms of their performances at the Rainbow Wings School, they were considered to be quite successful by the head of the FLD. The lines and the extracts taken from our interviews provided above act as examples to such discourses. In the section that follows, I have provided information regarding the teacher education programme that Anna and Jessy got educated in more detail.

English Language Teacher Education Programme: Research Context 1

The first research context, ELTEP is designed for EFL teachers and is located within the largest private university in northern Cyprus under the Department of English Language Teaching. Before I give details about ELTEP, I believe it is important to discuss the admission procedures of the related university.

For the admission, applicants need to comply with the application requirements³⁵. In order to enrol in any department, students need to get a valid score from the entrance and scholarship exam prepared by the university. After the entrance exam, applicants need to take an English language exam, which is

³⁵ There are different application requirements for applicants coming from countries other than Turkey and northern Cyprus, guest students and for those who wish to transfer from other universities.

Turkish Cypriot students can apply with their GCE A’Level, AS Level, O’Level certificates without entering the entrance exam prepared by the university.

Applicants from Turkey need to get a valid score from an exam prepared by HEC, called “The Higher Education Institutions Exam” in order to be eligible to apply for a university.

held by the preparatory school of the university. In order to be exempted from the English language exam, applicants can present a valid certificate of an internationally accepted English exam such as SAT, TOEFL, or IELTS. Once they pass the English language exam by scoring a minimum of 50 or presenting a valid certificate, they can start their education at the university.

ELTEP offers a bachelor's degree which can be attained in four years and is designed to prepare student-teachers for their future careers as English as a foreign language teachers. In the staff handbook of the ELTEP, the mission of the department is indicated as follows:

training teachers and researchers who are well equipped with universal values, pluralist, analytical and critical in their opinions, self-motivated to investigate and question the matters as well as aiming to construct viable knowledge and putting it into effective use, qualified and skilful in applying the contemporary teaching methods and techniques, and competent in English language teaching and on the issues of linguistics. More specifically, we aim: (a) to train well qualified teachers of English who are ready to integrate in the education system and face its requirements and, (b) to inspire and lead students towards scientific research in the areas of Linguistics and ELT. (2012, p.6)

The medium of instruction of the program is English, therefore, student-teachers who enter the program are expected to have good command of English. However, there are not any additional requirements in terms of English language proficiency level of applicants, specifically requested by the ELTEP. The program consists of eight semesters and during the time of the data collection, there were 58 courses (57% fundamental departmental courses, 33% departmental and 10% electives) that student-teachers had to take in order to successfully complete 160 credits (240 ECTS) within 143 hours of instruction³⁶ and graduate. More specifically, with regards to the English

³⁶ During the time of data collection, the department was following the teacher education undergraduate program of 2006 and this information is based on that program. In 2018, HEC updated the teacher education undergraduate programmes, and in the updated version of the ELT program, there are 66 courses (141 hours); 22 designed for professional knowledge, 12 for general culture and 32 for field education courses (total amount of 148 credits, which equals to 240 ECTS). For a detailed comparison of the programmes see Yaman (2018).

language teaching profession, the courses (excluding the electives and common courses) range from skill-based courses, general culture, pedagogical formation courses, to theoretical and practical ones. Skill-based courses are distributed across the first year of the program, whereas the second and the third year are mostly based on pedagogical and theoretical courses with some, if any, attention given to practice (as students get involved in micro teaching practices) and the main two practical courses which are based on real world practical teaching experience are in the fourth year of the program (in order to see the names of the courses in the programme that the participants were registered during the time of data collection please see Appendix A). The programme is accredited by both HEC and HEBTRNC, and during the time of data collection was accredited by Pearson Edexcel and after the data collection was completed, it got accredited by EPDAD in 2018.

During the time of data collection there were 10 instructors at ELTEP with the lowest degree being master's and the highest associate professor. The instructors have five hours of office hours allocated for students who wish to ask questions and ten hours of academic office hours allocated for research. Before each semester begins, instructors need to prepare course outlines (Please refer to Appendix O for a sample course outline) for the courses assigned to them (based on the expertise of the instructors) by making sure to cover the course descriptions, objectives and requirements of HEC and HEBTRNC in their course content and paying attention to the ECTS. This also includes following the outcomes of the program designed based on the competencies mentioned earlier (for the ELTEP program outcomes please see Appendix O).

After making sure that the course descriptions, objectives and requirements of HEC and HEBTRNC are covered, instructors can design the contents of the courses and select their own methodology of teaching. However, while doing so, they are expected to follow the innovative methods and approaches and put student-teachers at the centre of learning. Additionally, the means to evaluate student-teachers are varied in each course due to the requirements and the content of the course. These include but not limited to in-

class presentations, projects, and quizzes (Near East University, 2020a). The course outlines are then sent to the department electronically to be evaluated and approved by the Chairperson. After the approval they are made available on the online student information system as well as on the website of the department. In addition to the courses that contain practical elements in terms of teaching, in their final year, student-teachers need to take School Experience and Practicum courses which are designed to provide students with opportunities to be interns and experience the environment and teaching at educational institutions of the Ministry of National Education and Culture (MEC). The content of these practical courses were redesigned in the spring semester of 2015-2016, within a departmental project called “the Building Bridges: Teaching English to Diverse Groups Project.” As mentioned in the previous chapter, the participants of this study were among the second cohort of student-teachers who took part in the project in the fall semester of 2016-2017 academic year.

Building Bridges Project

According to the requirements of HEC, teaching practice courses (School Experience and Practicum) should be held according to the “Guidelines for Student-Teachers who will be Conducting their Internship in State Schools” (2018)³⁷. Based on the directives, internship teaching practice courses should be completed in educational institutions that are registered under MEC. To this end, a list of intern student-teachers should be sent to the related unit of MEC and permission letters are written to the assigned schools. Then student-teachers are expected to go to those schools, observe the teaching and learning practices and practise teaching in real classrooms. According to General Directorate of Teacher Training and Development (2018), student-teachers are expected to spend a day (approximately six course hours) per week in the assigned schools, within a semester (minimum 12 weeks). The assigned schools range from state schools to private schools and are among secondary and high schools located in Nicosia district. Before I provide the details of the

³⁷ Öğretmen Adaylarının Millî Eğitim Bakanlığına Bağlı Eğitim Öğretim Kurumlarında Yapacakları Öğretmenlik Uygulamasına İlişkin Yönerge

departmental project, I find it necessary to discuss the way these two teaching practice courses were organized in the ELTEP prior to the project as with the emergence of the project there have been certain changes made to the way the courses were held.

In 2015, for the School Experience course which was being held in the fall semester, student-teachers were required to write an expectation essay, complete 30 hours of observations of the classes of their mentor teachers, who were assigned to each student-teacher by the school administrators in the assigned schools, fill in observation forms for these, write essays based on these observations and write a final report about the experience. For the Practicum course, which was being held in the spring semester, in addition to another 30 hours of observation at the assigned schools and final report writing, students had to prepare lesson plans and write down essays based on the teaching practice they observe, teach at the assigned schools two times each being 40 minutes, prepare lesson plans for these teachings and write down two reflective essays about their own teaching. Thus, for the whole internship experience, the hands-on teaching practice was only 80 minutes in total. The organization of both courses were problematic for a few reasons based on the experiences of the supervisory team, which I was part of, as well as the feedback received from student-teachers regarding their experiences in the first semester. These were 1) in terms of the observations, observing the classes of secondary and high schools meant that the student-teachers would not get chances to see the classes of very young learners or adults. Hence, they were only given the chance to observe and teach in young learners' classes only, 2) student-teachers made claims regarding mentor teachers making student-teachers follow their own ways of teaching saying that the students in their classrooms are used to such methodologies or teaching styles. Unfortunately, such methodologies were mostly described as traditional and highly teacher-centred thereof contradicted with the department's vision which encourages student-centeredness and innovative approaches. Thus, there was a need for the student-teachers to experience teaching more than just 80 minutes -preferably with variety of learners including adult and very young, have chance to implement innovative teaching and learning methods and strategies, to practice

their teaching skills and implement their theoretical knowledge in real contexts. If that need was met, student-teachers would be able to test their effectiveness in real life situations and have a taste of teaching. After the fall semester, the supervisory team came together and decided to implement certain changes.

During that time of the year, there were many refugees coming to Cyprus, and the supervisory team that I was part of were informed about the problems these people were facing, especially about their adaptation problems due to language barriers. The supervisory team believed that if they could provide free education to such diverse groups coming from various backgrounds, this would also contribute to their social integration. At the same time, it would be possible to give student-teachers a chance to work with all age groups which would result in building learning communities that would encourage life-long learning. One of the ways to do this was by collaborating with non-governmental organisations (NGOs). Therefore, the supervisory team started searching for NGOs, got in contact with some and most of them agreed to collaborate³⁸. Hence, the project was named “Building Bridges” as with this project, the supervisory team aimed to build bridges between theory and practice, communities and language learning, and university to communities. Based on this, the requirements of the School Experience and Practicum courses were reorganized. The teaching hours allocated for teaching were increased, the tasks that student-teachers had to complete based on observations were removed, updated or new tasks were added (for more details regarding the former requirements please refer to Appendix R). Meanwhile, one of the third year second semester’s courses called “Teaching Language Skills 2” was considered as a pre-requisite course for the School Experience course, as the supervisory team wanted to prepare the students-teachers for the new requirements of the internship program in the long run. As I was the instructor of that course, I had the chance to observe our future interns closely before they embarked on their internships.

³⁸ Although providing support for the refugees in variety of associations in northern Cyprus was the main aim of the project, it was not possible to collaborate with any of the refugee related associations due to confidentiality issues. However, this served as the starting point of the project and it was possible to collaborate with many other non-governmental organisations in the community. In the Spring of 2018, the number of the collaborating NGOs were four.

As Anna and Jessy were among the second cohort of student-teachers who completed the updated requirements, during our interviews in their first year in the profession, I asked them to reflect on the impact of the internship courses on their professional practices. When discussing what she thought the program lacked, as the excerpt below illustrated, Jessy mentioned the need to have more micro-teaching sessions and explained that she and her peers learned more through teaching sessions than theories:

Excerpt 4. A (Jessy's Narrative Interview; 11th June 2018)

- 1 Jessy: I learnt most of the stuff towards the end no towards the
- 2 last year of the university because we had lots of micro
- 3 teachings we had lots of practice teaching which we- I think
- 4 they were really like- you- because erm a few years ago I think they
- 5 only had one teaching isn't it? In lycee or secondary school but we
- 6 were so lucky we had more obviously.
- 7 It was hard when I think about it, it was hard we used to complain
- 8 a lot but it was for our benefit I think and we learn through them.
- 9 Instead, it would have been I think it is more like theory based
- 10 %70 of university I mean in that four years
- 11 was theory based.
- 12 Yagmur: What do you remember about the theories that you
- 13 learned?
- 14 Jessy: Nothing. However, in our third and last year we had real
- 15 practice teaching sessions, we had children, we had teaching at the
- 16 preparatory school, and with students with special needs. We
- 17 experienced different levels and I think was very beneficial for my
- 18 development.

Anna stated that they were only sent to the field in their final year and mentioned the need to be sent to the classrooms of a variety of levels starting from their first year in the ELTEP. She mentioned that in this way, student-teachers would get to observe the classroom environment of different grades and familiarise themselves with the school environment and make better decisions about which grade they want to teach:

Excerpt 4.B (Anna's Interview; 11th June 2018)

- 1 Anna: To have a little test of each one and then in the last term so
- 2 up till erm year 4 in university let's say we would have had the
- 3 chance to go from age 5 to university or age 3 to university and then
- 4 in the last year just be able to concentrate on the one that we want to
- 5 teach the most. Let's say I like university and I want to continue

6 teaching at a university because we have got it why not make use of
 7 it. Ee I think that that could have been something erm useful for us.
 8 I think it was good I really liked how we had the chance to go to
 9 erm non-governmental organizations that was really good we felt
 10 like teachers there still once a week but I don't think it was enough
 11 for us. Erm I like how we were you know in the first term we were
 12 in university and in the second term with the younger students but
 13 still like I said maybe we've got to have a little bit of each and then
 14 we could have be able to concentrate on that.

Thus, based on these comments, it seems that despite the changes made in the requirements of the internship courses, there is still much to be done in terms of organisation of the ELTEP program, where student-teachers should be given more opportunities to practice their teaching.

Conclusion

In this chapter I aimed to provide details about the ways in which HEC and HEBTRNC “act upon the possibilities of action[s]” (Foucault, 1982, p. 790) of teacher education programmes in northern Cyprus. As I did so, before describing my first research context ELTEP in detail, I paid particular attention to the ways in which, ELTEP, had links that bound it to the policies and practices of these two governmental institutions. While doing so I presented details about the “conduct of conduct” (Gordon, 1991, p. 2) of higher education institutions in general and (language) teacher education programmes with specific focus on the accreditation procedures and standards. As I discussed the ways in which accreditation was being conducted, and standards and teacher competencies were set, I focused on the most relevant past and recent changes implemented and their relevance to (language) teacher education programmes. As I provided details about the teacher competencies and subject specific competencies, in addition to the details about the ways the ELTEP and practice based courses were organized, I also presented the ELTEP programme outcomes which were designed according to the mentioned teacher competencies. I believe that focusing on the standards and teacher competencies and their relevance to ELTEP has helped me in highlighting the national discourses regarding what constitutes “good” teachers. My aim of doing so was to argue that the governing practices of (language) teacher

education programmes according to pre-set competencies make learning to teach prescriptive. Thus, professional practices of the selves of student-teachers as subjects become prescribed within discourse and eventually depend on such discourses. The problem with this is that such discourses do not prepare student-teachers for the power relations that they will experience in their teaching contexts. My focus is based on this argument in the next chapter.

In addition to these, in this chapter, I also argued that although it seemed as if there was a move towards localization from centralisation, power still remained centralised under HEC and certain practices left no room for teacher educators but have minimum teaching practice for student-teachers. I supported my discussions regarding the efficiency of the practice based courses and the perceptions of my participants' regarding the impact of the ELTEP on their professional practices of the selves by providing extracts from the interviews.

In this chapter, I also drew attention to the national discourses regarding the “teacher” and “teaching profession” and the eligibility criteria for teachers both in state schools and at the second research context of my study. As I presented details of my second research context in the previous chapter, in this chapter I only focused on the criteria of the Rainbow Wings School to employ language teachers supported by the extracts from the interviews I had with the head of the FLD.

In the next two chapters, I have presented my findings with particular attention given to power relations, surveillance and disciplinary practices as well as (re)presentation of teacher selves and their impact on my participants' professional practices of the selves.

CHAPTER V

Hierarchies of Power and Surveillance in the (Lack of a) System

Introduction

In Chapter I, I have referred to Farrell (2016) who puts forward that one of the difficulties for the novice teachers lies in the acts of “developing their conceptions of ‘self-as-teacher’ or their identit[ies]” (p. 13). Considering my arguments in Chapter II regarding a) the temporariness and multitudinousness of the identities being always in flux through the properties of the discourses that they are constituted within, b) being closely linked with the way power operates in the social world, one may argue that it is essential to scrutinize the discourses of novice teachers in their school cultures and look at the ways in which power operates in their school culture. In line with this, by doing so, in this chapter, I present the novice teachers’ conceptualisations of their professional practices of selves and the processes involved in the construction and re-construction of these conceptualisations in order to suggest ways to help them find their ways out of the deep end instead of the “‘sink-or-swim’ type situation” (Farrell, 2016, p. 13).

Taking disciplinary power as my starting point and following Foucault (1982) and Scott (1990) who pose that where there is power/domination there exists resistance, in this chapter my focus is on the instances and discourses of resistance as well as compliance of teachers as subjects. I have explained the ways in which disciplinary gaze has operated to modify behaviour, discipline teachers and improve their performances within educational institutions. As can be seen from the layout, I prefer to divide the sections into two as the procedures, expectations and surveillance in the teaching internship courses at the English Language Teacher Education Program (ELTEP), and the surveillance practices at the Rainbow Wings School. As I describe the internship courses, I have also supplied details regarding the things expected of student-teachers and added my analysis of the procedures, power relations and of surveillance practices. While I expound on the disciplinary gaze at the Rainbow Wings School, I have categorised the gaze into two as the digital gaze and non-digital gaze as tools used for surveillance practices.

From a theoretical perspective, my analysis in this chapter is based on Foucault's and Scott's theories of power and Goffman's dramaturgical approach with the purpose of understanding power positions and discourses and positionings of Anna and Jessy within their social encounters and interactions. The excerpts that I present in this chapter are based on the recurring themes which are indexed and divided into categories in line with the conceptual and analytical tools employed as mentioned in Chapter II. Based on my analysis presented in this chapter it appears that the surveillance practices in two internship courses at the ELTEP are intermittent, whereas surveillance practices at the Rainbow Wings School are highly panoptic. In order to clarify what I mean by panoptic, it is necessary to talk about the concept before I comment on the surveillance practices in both contexts in detail and present my analysis.

The Panopticon was first introduced by Jeremy Bentham and later on developed by Foucault as he commented on power and surveillance in societies. In *The Panopticon Writings*, Bentham and Božovič, (1995) write about a building with specific attention paid on a central tower, which operates like a gaze that would function to observe every move of parties involved based on the purpose of the inspector. The tower and the other cells around it are placed in such a way that the inspector would be able to see all cells and what is happening inside them. The trick here is that although the tower is visible and its purpose is known, what is inside of it is not. The whole idea of the Panopticon building is to see without being seen for the inspector, and being seen without seeing for the people who are being inspected (Foucault, 1979). Thus, the people who are being surveilled would never know if they are truly being observed or when they are being observed and by whom. Hence, the tower acts as a system of surveillance where the parties involved would supposedly be wary of and act in the ways that are expected of them, which eventually causes them to become "principle of his own subjection." (Foucault, 1979, p. 203). According to Foucault (1979), the Panopticon "induce the inmate a state of conscious and permanent visibility that assures the automatic functioning of power." (p. 201). In addition, he adds that "this architectural apparatus should be a machine for creating and sustaining power relation

independent of the person who exercises it.” (p. 201). This is why it is not only enough to look at the surveillance practices but also on the ways in which power relations operate within the systems of surveillance, which has also been my focus in the sections that follow.

Surveillance practices

In this section I aim to look at the surveillance practices that occurred in both contexts; the ELTEP and the Rainbow Wings School. In order to understand the surveillance practices, it is important to mention the procedures related to teaching and other practices in both settings. As I provide detailed accounts regarding the practices, I analyse how they are considered to be part of surveillance, and how being surveilled impacted Anna and Jessy and the discourses around their understanding of the experience. While doing so particular attention is paid on the instances that they showed resistance and compliance.

Teaching Internship: Procedures, Expectations and Surveillance

Earlier in Chapter III page 58, and Chapter IV page 114, I have provided contextual information regarding the ELTEP by touching upon the details of the Building Bridges Project (BB) (also check chapter III, page 62) that Anna and Jessy were part of as student-teachers for their internship. In this section, I find it important to provide information about how the two internship courses³⁹ (the School Experience and the Practicum) operated in terms of surveillance practices, at the time when Anna and Jessy were student-teachers in the ELTEP. The information provided in this section mainly draws on the data from my research journal about the informative sessions that took place at the beginning of each semester to inform the student-teachers about the expectations and procedures of the courses related to the internship practices. In addition, information also draws on data from ELTEP documents such as course outlines and guidelines of the School Experience and Practicum courses that the other course supervisor and I prepared in 2016-2017.

³⁹ The reason behind providing information about these two specific courses is due to the internship practice, thus, during the time of the data collection among all other courses only these two were designed in the way to provide practical knowledge on teaching practice in real teaching contexts for a whole semester.

During 2016-2017 academic year, Anna and Jessy were registered to the School Experience course in fall and Practicum course in spring. These courses were within the BB Project and they had their own requirements. Right before each semester started all the student-teachers including Anna and Jessy were informed about the requirements of the courses and the details regarding the BB project by two of their supervisors in an informative meeting held in one of the classrooms in ELTEP (Please see Appendix S for the Guidelines).

In the first informative meeting that took place in fall, Anna and Jessy were informed that there were two phases of the School Experience course. The first phase was about the time that they had to spend in the local schools administered by MEC that they were assigned. For the first phase they were informed about the following points:

1. They needed to “start seeing yourselves as teachers- because that is what you are - you are teachers!” and that they needed to maintain professionalism in all areas as they will be “representing our university” (Supervisor 2, Informative Meeting, 26th September 2016).
2. They need to dress “properly” and be punctual.
3. They had to write an expectation essay in which they would talk about their expectations from the internship programme.
4. They were assigned to a local school in the Nicosia district administered by the MEC and that they would be informed about which school they were assigned to via being given a permission letter sent by the MEC to the ELTEP.
5. They were asked to go to the assigned school and introduce themselves and give the permission letter to the school administrators.
6. They were asked to fill in the contact sheet and have two copies- one to be given to their supervisors one to the teacher that they had to observe. On the contact sheet, they had to provide the contact information of their supervisors and of the teacher that they had to observe.
7. Observe an experienced voluntary teacher and his/her classrooms for 14-15 hours for a semester by scheduling observation timetables to carry out their observations with the voluntary teachers.

8. As they do their observations they had to fill in an attendance form, sign it and have it signed by the experienced teacher whom they had to observe. This form would act as a proof regarding their observations and would be placed in their portfolios.
9. They had to fill in seven observation forms based on the observations they completed and write a critical evaluation of the lesson that they observed.

In this meeting two parties were involved; the supervisors and the student-teachers. Once viewed through the lens of *the system of differentiations* (Foucault, 1982), due to their status and roles supervisors were in a powerful position not just in this particular meeting but in the ELTEP per se. The discourses of the supervisor in the first item above operated on this position and aimed to act as an encouragement for all the student-teachers to put themselves into the role of a teacher and act “professionally” throughout the internship. The internship is not only significant for the student-teachers to gain experience and knowledge in the field but also important as it is considered a source of prestige, reputation for the ELTEP as the student-teachers would directly represent the ELTEP to the other parties involved i.e., administration, teachers, students and parents in the assigned schools and the BB project, throughout the process. Thus, the internship courses can be considered as teaching departments’ show of strength within the market of higher education in the northern part of the island.

As can be seen in item one, although the details regarding what “professionally” constitutes were not given, just like dress “properly” in item 2, I should mention that none of the student-teachers questioned what was meant by such adverbs. This seems to imply that Anna and Jessy knew what it meant to “act professionally” and “dress properly” as a teacher, thus did not feel the need to question what they would entail. Later on in the same meeting, they were informed about the second phase of the course which was related to the BB project. It should be noted that, in their third year in ELTEP, as Anna and Jessy completed a real teaching session in one of the organizations that the ELTEP were in collaboration for the BB project to fulfil the requirements of a course, they were familiar with the BB project and its nature. In the

informative meeting they were specifically briefed about the following points for the second phase:

10. They were informed about the groups that they would be working with- for the first semester Anna and Jessy had the adult learners group who were students in the preparatory school of the same university that they were studying. Those students were prospective ELTEP student-teachers. The distribution of the groups to the student-teachers were made randomly by the supervisors, however, particular attention was paid to have student-teachers who get along well in the same group. During that time there was one more student-teacher who taught in the same group with Anna and Jessy.
11. They had to complete four teaching sessions in the diverse groups that they were assigned with.
12. They were asked to go to the preparatory school and contact the administration in order to introduce themselves and get the syllabus that they had to follow for their teaching sessions.
13. They were disseminated with a teaching timetable for their real teaching sessions – Jessy had to complete teaching sessions between 3 October-28 October for four consecutive weeks on Mondays, Anna had to complete teaching sessions between 31 October-25 November for four consecutive weeks on Mondays.
14. They had to prepare a lesson plan for each of their teaching sessions and send these via e mail to their supervisors for approval at least three days prior to their teaching sessions, preferably on Wednesdays. If they failed to do so, they were informed that they would not be allowed to teach and would not receive points from their teaching task.
15. They were told that they were not allowed to use Turkish in their classrooms.
16. They had to incorporate the feedback that they got from their supervisors to the lesson plans and submit the latest version at their earliest convenience to their supervisors.

17. They were told that for each teaching session they had to fill in a teaching session reflection form where they reflected on their own teaching sessions.
18. They were told that they had to observe their peers in the same group during the weeks that they were not teaching. Thus, when Jessy was not teaching, she had to be present in the classroom to observe Anna's and the other student-teacher's teaching session.
19. As they observed their peers, they had to fill in a peer observation form and have it ready during the post-observation feedback session, to provide feedback to their peers.
20. The supervisors would be visiting their classrooms without prior notice to observe them for some of the weeks –the observations were carried out by two supervisors every two weeks. The first supervisor would observe the second teaching session and the second supervisor would observe the fourth teaching session.
21. They were asked to attend post-observation feedback sessions which would be held in their supervisors' office to get feedback about their observed performance and reflect on their teaching sessions.
22. They would be submitting a portfolio in which they had out all their submitted work as well as their final reflective report that they would write at the end of the semester about the whole experience.

For their second semester, in the Practicum course, the requirements were almost the same, with a few additions and/or amendments made:

23. They had one teaching session to complete in the classroom of the teacher that they were observing in a government school. That teaching session was to be evaluated by the classroom teacher.
24. For their classroom observations, instead of filling observation tasks, they had to write critical evaluations in the form of paragraphs based on the observations that they had to carry out for 14 hours.
25. As the number of the student-teachers who were taking the course in the second semester had increased, each student-teacher had to

teach for three weeks instead of four in their assigned groups in the BB project. Due to increased student-teacher number, another supervisor joined the project to keep track of student-teachers' teaching practices. This time in their group, there were two more student-teachers whom they had to observe.

26. Anna and Jessy were assigned to the young learners group who were at the age of eight. Anna was the first student-teacher to teach between 6 February-24 February on Wednesdays and Jessy was the last student-teacher to teach, between the dates 17 April-5 May on Wednesdays.
27. They were also informed that towards the end of the spring semester they had to take part in a panel session organised by the ELTEP and talk about the experiences they had during their internship.
28. As in the first semester, they were told to maintain professionalism in all areas and that they needed to dress "properly" and be punctual.

When the procedures in both courses are examined, there are a number of issues to raise based on my analysis of the surveillance practices. As mentioned in item six, supervisors had the contact details of the teachers whom Anna and Jessy were observing and contacted the teachers one or two times every semester to get information about their attendance, attitudes and performances in general in the school premises. This was part of the surveillance practices done by supervisors to keep track of Anna and Jessy's professionalism demonstrated at the assigned schools and collect information regarding their commitment to the teaching profession as a whole. The surveillance here was invisible to Anna and Jessy as they were not informed about the real purpose of the contact sheets. In addition, the attendance sheets were checked at the end of each semester and evaluation of their teaching session at the assigned school was asked to be signed by the teacher of the classroom, enveloped and stamped by the assigned school's administration.

As for the BB project, although Anna and Jessy were given the opportunity to have their own classroom to teach, their practices were being observed by their supervisors as mentioned in item 20. This was done in turns;

for the first semester for every two weeks, and for the second semester they were observed every week by a different supervisor. However, only supervisors knew the interval of such observations and Anna and Jessy would not be given prior notice for the observations including when and which supervisor would observe them. This showed that the surveillance on the actual in class teaching practice was not perpetual, but it was intermittent. In their in-class teaching sessions, Anna and Jessy were expected to use the lesson plans and materials which were checked electronically by their supervisors. For their lesson plans and materials they were expected to incorporate the suggestions of their supervisors in their lesson plans by editing their lesson plans and apply the new final approved version of the lesson plan in their teaching sessions. In addition, they were expected to take into consideration the feedback they received in the post-observation feedback sessions and make amendments where necessary to improve their teachings. Once seen through the lens of hierarchical observations of Foucault (1979), supervisors' in-class teaching practice observations were important for the functioning of their power in a few ways; supervisors' visits were done for the purposes of evaluating the teaching practice and to modify it later on through feedback and to observe the uptake and incorporation of the previous feedback given on Anna and Jessy's teaching practices and lesson plans.

As mentioned in item 15, they were told that they were not allowed to use Turkish and this was an item in the teaching session evaluation form where their teaching performances were evaluated as well (See Appendix T). Thus, the expected practice was to use English at all times. This was a general practice, perhaps an unwritten rule within the ELTEP as a whole, thus student-teachers were also expected to follow it during their teaching sessions. This implied that student-teachers would lose points for the instances where they would use Turkish in their classes as a punishment. Details regarding the amount of Turkish, as well as how many points ranging from 0 to 4, a particular amount would cause them to lose what was not mentioned, thus was based on the initiative of the supervisors. During their internship, there were two instances that Anna and Jessy used Turkish during their teaching practice. However, they brought the topic fore to discussion themselves during the post-

observation feedback sessions and mentioned their reasons for doing so. For instance, in one of the post-observation feedback sessions, Jessy said that she was planning to inform the students about the exam that Anna will have with them by using Turkish. She said; “before the break I am going to warn them tell them it’s an exam, I will say it in Turkish tho” (Jessy, Narrative Interview, 12th May 2017). In this instance, Jessy seems to think that informing students about an “exam” which is deemed important is worth breaking the rules and she hopes that her usage of Turkish will be overlooked. In addition, it seems that she does not want to risk misunderstanding on part of the students because it is an “exam.” As for the second instance, in the next post-observation feedback session, Anna said that she used Turkish by saying “I warned them twice I think in Turkish I said if you make noise you're going out and in the other one it was about the exam. I said we are going to have an exam” (Jessy, Narrative Interview, 12th May 2017). As this instance was about classroom management if those students were not warned in the way that they would understand, in this case via Turkish usage, it would negatively impact Anna’s performance in class. Thus, in both cases even though they knew they would lose points for their Turkish usage they did not feel threatened about it but rationalized their Turkish usage and informed their supervisors about it as there were greater risks at hand. This implied that they expected some kind of indulgence from their supervisors for these two instances where they felt they had to use Turkish in class.

Regarding the evaluation of their performances, all the submissions that they made and the teaching sessions were graded by the supervisors according to a pre-set criteria. In addition, their general attitude towards teaching, their students, peers and supervisors and the teacher that they had observed was taken into consideration in their evaluation regarding professionalism. Anna and Jessy were informed about the points that they received at the end of each semester.

Foucault (1982) states that when identifying power relations, “conduct” which can be used synonymously with “lead,” may as well be used as a term. He adds that “the exercise of power consists in guiding the possibility of conduct and putting in order the possible outcome” (p. 789). Here, in the

context of ELTEP, it can be said for the internship courses, the main role of the supervisors was to lead, to guide the student-teachers through surveillance practices to modify their behaviour according to the ELTEP program outcomes (as mentioned in Chapter IV). Thus, the whole system was based on a particular system of hierarchized surveillance and knowledge transmission led by supervisors directed towards student-teachers to adjust their teaching practices (Foucault, 1979). The teachings and observations were done according to timetables; there were set dates for the feedback sessions and all submissions including the lesson plans which Anna and Jessy were informed at the beginning of each semester. Anna and Jessy were observed within different time intervals by their supervisors, and although they were informed about that their classrooms would be visited, they were not given prior notice before the visits. This was not resisted. In fact, they would always have an additional copy of their final version of lesson plans with them to give to their supervisors to refer to when observing their performances. In addition, it should be mentioned that supervisors would provide feedback to the lesson plans more than once, sometimes until the day before the actual teaching by the request of Anna and Jessy and they would make amendments accordingly without any resistance. Apart from these, as mentioned in item 14, there would be certain penalties given to the student-teachers who would fail to do what was expected of them on time. In addition, even though the main focus was on the progress of the student-teachers and they would receive feedback along the way, each task they did was evaluated on its own and put together to form their overall grade. All such practices regarding penalties and evaluations in terms of giving points seemed to be done as part of the process of *normalising judgement* “so that they might all be subjected to ‘subordination, docility, attention in studies and exercises, and to the correct practice of duties and all the parts of discipline. So that they might all be like one another” (Foucault, 1979, p.182). The final evaluation which was done in terms of giving our marks and letter grades within the *hierarchy of observations* was supervisors’ way of achieving “visibility through which one differentiates them and judges them” (Foucault, 1979, p. 184) within the system of ELTEP.

When the whole of the procedures in the ELTEP regarding the internship courses were considered, it seemed clear that the internship courses were based on guidelines and the organization was quite stable as nothing was amended along the way by the supervisors. In addition, Anna and Jessy acted with compliance and did not ask for any amendments to be made as well. Throughout the year, Anna and Jessy did not show any open resistance but I should mention that towards the end of the first semester at the Rainbow Wings School, during an interview, Anna compared ELTEP and the school and said “I wish we could have had training in this school. If I was going to start here then I would know like what I would expect from this school because you know we’ve done it at AHS⁴⁰” and added that “we used to think that oww we used to hate Wednesdays but here I mean I love school, I love coming here” (Anna Narrative Interview; 20th November 2017). What Anna said regarding Wednesdays, which was the day that Anna and Jessy used to have teaching sessions, seemed to belong to their offstage talk (Scott, 1990). Her usage of “but” and “here” seemed to indicate her comparison of the two contexts followed by “I love this school” which seemed to validate what she said earlier about “hating” Wednesdays and the context that they used to teach as part of the internship. Similarly in our last interview at the Rainbow Wings School when I asked Jessy about her thoughts regarding her education at the ELTEP, she referred to her final year and mentioned that she “learnt most of the stuff towards the end, final year because we had lots of practice teaching sessions which I think we were lucky” and added that “it was hard when I think about it, it was hard we used to *complain* a lot but it was for our benefit I think and we learnt through them”(Jessy, Narrative Interview; 11 June 2018). Similarly what Jessy said about the fact that they used to “complain a lot” indicates their offstage talk regarding their responsibilities as student-teachers. It also indicated that there could be some resistance off the stage toward these responsibilities. However, this was never put forward openly or discussed/negotiated with the supervisors. Due to my role at the ELTEP as

⁴⁰ AHS is among the non-governemental organisations within the BB project.

their supervisor, their offstage talk and the details of it were not available to me during the data collection process. Therefore, it was not possible to carry out further analysis on this respect. As can be seen, they shared their thoughts regarding their offstage talk with me when they were at the Rainbow Wings School, working as teachers, and when my role changed from the supervisor into a researcher. I have referred to this in detail when I discussed the limitations in the final chapter.

To sum up, the whole internship program including the first and the second semester was based on surveillance performed by supervisors on the teaching and teaching related practices of Anna and Jessy. It seemed that surveillance was part of the design of the two courses and aimed to regulate practice and improve teaching performance (Foucault, 1979, 1982) as for all of the processes Anna and Jessy received continuous constructive feedback and were encouraged to reflect on their own performances. I should mention that when I started observing them at the Rainbow Wings School, feedback was something that they continuously demanded from me to give for their teaching sessions. Needless to say, I had to refuse, considering that I was no longer their supervisor. I have provided my analysis of the instances with particular attention to the discourses of Anna and Jessy, in terms surveillance and resistance/compliance in the second context of the study being the Rainbow Wings School. Based on my analysis I have compared how things were in terms of power positions, surveillance and resistance/compliance in both contexts and their impact on Anna and Jessy and their discourses.

Surveillance Practices at the Rainbow Wings School

Earlier in Chapter III, pages 58-59, and in Chapter IV in pages 113-114, I have provided contextual information regarding the Rainbow Wings School. In this section, I aim to discuss how surveillance practices were used as disciplinary power at the Rainbow Wings School as I analysed the discourses of Anna and Jessy and their impact on their professional practices of the selves. As I did so, I also touched upon the resistance and compliance related discourses of Anna and Jessy as they talked about the professional practices of the selves. The information provided in this section came from my observations, fieldnotes and interviews with Anna and Jessy as well as Ms.

Ayshe. The surveillance at the Rainbow Wings School, was being used as an “apparatus for supervising its own mechanisms” (Foucault, 1979, p. 204) in the ways that I have explained in detail in the sections that follow. For now, it can be said that the surveillance practices were carried out to inspect teachers and were not just on the in-class performance of the teachers in the classrooms but also on teachers’ other responsibilities within the school area such as recess duties, and writing student reports.

Surveillance through the Digital Gaze. During my visits, I noticed that the surveillance was being practised in two main ways, i.e., via digital and non-digital means. In this section, I have first discussed the ways in which surveillance was practised digitally on teachers and their practices. The data of this particular section came from my observations, fieldnotes and interviews with Anna and Jessy as well as Ms. Ayshe.

In the school building, there were cameras in almost all the places including the classrooms, halls, teachers’ offices, as well as the open area where children play and teachers have their recess duty. All the cameras were visible and had a green light on them which indicates that they were in operation. The only camera-free places were the tea shop, photocopy room and toilets. It seemed clear that the cameras were being used as a “mechanism of panopticism” (Foucault, 1979, p. 216) at the school in the ways that I have described in this section. This particular section about the digital gaze was made up of three subsections where I analysed the discourses related to the disciplinary power exercised on Anna and Jessy and other teachers at the school through the surveillance carried out via cameras and the biometric scanner.

Modification of Behaviour: The “Cameras are Listening.” The cameras acted as “an inspecting gaze, a gaze which each individual under its weight will end by interiorising to the point that he is his own overseer, each individual thus exercising this surveillance over, and against, himself” (Foucault & Gordon, 1980, p. 155). In the analyses that follow, I have presented both the point of view of the observed; Anna and Jessy, and the observer, Ms. Ayshe.

During my observations, for Anna and Jessy, being observed by the cameras was in issue of concern during different times of the year and it shaped their discourses regarding their practices. The presence of the cameras and the idea of being surveilled by the cameras caused Anna and Jessy to regulate their behaviours (Foucault, 1979). Such regulation was done specifically on the usage of Turkish which was the students’ first language in the classroom.

The presence of the cameras in the classroom and the idea of being surveilled became an issue of concern soon after Jessy started working in the fall semester whereas concerns became visible in Anna’s discourses only after the fall semester was almost completed due to an incident that happened. Anna and Jessy’s discourses were on the usage of Turkish and they kept pointing out that they should stop using it as “the cameras are watching and listening.” (Anna’s Narrative Interview, 11th May 2018). The excerpts presented in this section, which were from our interviews with Anna and Jessy, conveyed their concerns regarding the idea of being watched by the cameras and the ways in which it impacted Anna and Jessy’s practices at the school. More specifically, thinking that their Turkish usage was being checked, they felt the need to regulate their usage. Apart from the interview excerpts of Anna and Jessy, I also provided two excerpts from my interviews with Ms. Ayshe which demonstrated a different picture regarding what was being observed in Anna and Jessy’s classes.

The first excerpt presented below was from my first interview with Anna, in which she talked about her first day at the school and how they were told not to use Turkish in class. It was significant as during my visits, using Turkish was the only thing that teachers were told “not to” do in their classes

when teaching English. Thus, it was the intervention on their English language teaching practice done by the headmaster himself.

Excerpt 5. A (Anna Narrative Interview; 28th September 2017).

- 1 Yagmur: Ok Anna let's start (.) with your first day (.) with the kids(.
- 2 I want to ask[↑] if there is anything you want to talk about
- 3 particularly[↑]?
- 4 Anna: The main thing that I want to emphasize on (.) is that
- 5 we were told not to speak a word of Turkish (.) at all
- 6 Yagmur: Who told you this?
- 7 Anna: The headmaster.
- 8 This was in the middle of the day[↓] he came to visit us and
- 9 he said "if you have to speak in Turkish
- 10 if the child does not understand whisper in their ear[↓]" *dedi* (he said)
- 11 And then we said ok (.)
- 12 >And then when I went into the other lessons
- 13 I realised that I have to speak in Turkish<
- 14 because even there are some children
- 15 >that dont know< any(.) English (.) at all (.)
- 16 If I say "sit down stand-up"
- 17 even when I use my bodylanguage
- 18 which I use a lot now (.) with them (.)
- 19 I would have to say some words in Turkish
- 20 this was the first[↑] day(.) that was on Friday(.
- 21 From last week[↓] Monday to Friday
- 22 I used (@so much Turkish@) and
- 23 I asked the other teachers as well
- 24 they said we have to use it(.
- 25 >Coz even when you are telling them off< which (.) happens a lot
- 26 this maybe a reason for my ^ovoice^o going as well er:m (3)
- 27 **çok bağırırım hocam yani şey da dedi**
- 28 Jessy said "Oh my God[↑] **Yağmur hoca gelecek bizi gözlemleycek**
- 29 **deycek bu Anna ve Jessy değil!"**
- 30 Erm (.) I hit my hands on the cupboards on the tables on the wall
- 31 I stamp my feet (.) coz they're very spoiled children
- 32 they are all from rich families (.)
- 33 I've realised that (.)
- 34 (@I am an English teacher speaking in Turkish@)
- 35 no[↑] (@I am teaching English in Turkish[↑] I've realized@)
- 36 (@which I don't think is a good thing@) because (3)
- 37 that thing is gone (.) they are so relaxed now (.)
- 38 So (.) I feel like (.) I am not really an (@English teacher@)
- 39 Yes Miss Anna **ingilizce öğretmenidir (.) but Türkçe (@çok**
- 40 **konusur@) sınıfta(.**

The first thing that Anna mentioned regarding her first day at the Rainbow Wings School was that they were specifically “told not to speak a word in Turkish at all” (line 5) by the headmaster. She also stated that the headmaster said they could “whisper in the ear” of a child if he/she did not understand (line 10). By asking teachers to use Turkish by whispering in the ear of the children, the headmaster indicated that Turkish should not be used publicly but was somewhat acceptable if used individually in the classroom. Realising the need to use Turkish even with the basic instructions, Anna consulted and sought validation from the “other teachers” and found out that they “have to use it” (line 24). In this particular excerpt, Anna positioned herself as an “English teacher speaking Turkish” (line 34) and then changed it to “I am teaching English in Turkish” (line 35) and then again changed it to “Miss Anna is an English teacher but she speaks in Turkish in the class a lot” (line 39). These changes in her discourses indicated that Anna accepted the situation as she got confirmation from the other teachers and she was not bothered with the idea of being caught up by the cameras as she used Turkish anymore.

In addition, as can be seen in this excerpt, utterances regarding my presence there to observe them in line 28 implied they felt that they would still be surveilled by me, which clearly showed how they perceived my role at the beginning of my observations at the Rainbow Wings School. This might be one of the reasons why they expected feedback from me as well. In addition, talking about my role there, implied that Anna and Jessy were comparing their practices in the first week with the practices that they had at the ELTEP during the internship program (using Turkish and classroom management). This showed that their transition process from student-teacher to teacher was not completed soon after they graduated and started the profession. Another point that was worthy of attention in this excerpt was what was said about the usage of Turkish and practises in both contexts. Using Turkish in classroom was something that Anna and Jessy were told not to practise in their classrooms at the ELTEP as well. However, the way that Anna and Jessy reacted to it differed. As mentioned in page 125, *Teaching internship: Procedures, expectations and surveillance* section, at the ELTEP, there were only two instances where Anna and Jessy used Turkish, and even if they knew they

would lose points, they informed the supervisors themselves and indulgence was expected. At the Rainbow Wings School, as can be seen from the utterances of Anna in this excerpt, validation was sought from other colleagues. Once the usage of Turkish was validated by her colleagues, it was no longer an issue of concern for Anna. It seemed as if, as she got validation from other colleagues, she thought it was a common practice and no one would be criticised or penalised for it.

Anna's conceptualisation changed towards the end of the semester as she realized that Ms. Ayshe was watching teachers' practices from the cameras. What made her realize this was what Ms. Ayshe said during a lunch break and how she complained about Miss Story's teaching practices. In the related lunch break, Ms. Ayshe said she saw Miss Story from the cameras and for the whole lesson she used Turkish in class, including the teaching of phonics. She touched upon the fact that she "didn't have a say" in her employment and once the lunch break was over she continued complaining about her teaching and usage of Turkish in the office and she even asked Miss Fiona whether teaching phonics in Turkish was something possible or not (Fieldnotes, 12th December 2017). Complaining about Miss Story's Turkish usage to the other team members seemed to be Ms. Ayshe's way of making it obvious to the teachers that she was watching them from the cameras. From Anna and Jessy's perspective, this was Ms. Ayshe's subtle way of saying that such a practice, i.e., using Turkish, was not something that she approved of. It was a month after this incident that, when the issue of Turkish usage was brought up by her in an interview, Anna mentioned that she was worried that the cameras were listening:

Excerpt 5. B (Anna Narrative Interview; 30th January 2018)

- 1 Yagmur: >Do you think you will change anything< in the second
- 2 semester in your teaching↑?
- 3 Anna: °I don't think so°
- 4 Yagmur: No?
- 5 Anna: No
- 6 Yagmur: Why? I need to ask as an example.
- 7 Anna: Why↑? maybe next term <you know>(.)
- 8 I try to do this everyday (.) no Turkish↑ but erm
- 9 I find that I sometimes forget and I speak Turkish

- 10 so next term[↑](.) erm I'm going to like do something(.) and say(.) that
 11 >you know< there is no Turkish when >the English teacher is in the
 class<
 12 you know (.) maybe put up a poster or something[↓]
 13 no Turkish in English lessons (.)
 14 For myself as well (.) not just for the children
 15 Yagmur: Why?
 16 Anna: Coz I am worried that (@^othe cameras are listening^o@)
 17 and you know it's not- >it's an English lesson[↑]< you know
 18 it- even tho they struggle[↓] (.) to erm put out >what they want to say<
 19 to me >**birazcik zorlansinlar yani**< it's good.

In this interview excerpt Anna was referring to the things that she wished to change in the spring semester. Validating her reason for using Turkish as she “forgets and speak Turkish,” (line 9) she later on mentioned her plans regarding putting a reminder in the classroom and admitted that this would not be solely for the students but for her as well (line 14). Her utterances implied that she wanted to achieve self-discipline in order to prevent her from using Turkish in class. When I asked about the reason for it, she mentioned that she was worried about the fact that she was being watched by the cameras (line 16). Her utterances in line 16 clearly indicated that she wanted to modify her behaviour not because she thought she should not use Turkish, but because of the surveillance that was happening in class through the cameras. What validated this was her utterances that follow in line 18, as she talked about the impact of it on the students. This further implied that she was not convinced of using only English in class but felt that she had to modify her usage of Turkish as the “cameras are listening.” Realising that they were being surveilled by Ms. Ayshe with specific attention paid on the usage of Turkish as a colleague of her was criticized with others during the lunch break as well as in the office, Anna might have wanted to manage the impression that she had over Ms. Ayshe, her colleagues and the administration as an English teacher who would use only English in class (line 11). This also adhered to what Foucault said regarding the “inspecting gaze,” as through the gaze, individuals became their own “overseer” and acted according to the expectations (Foucault & Gordon, 1980, p. 155). This was also valid for Jessy who was more aware of the possibility of being observed by the cameras right from the beginning. She did not need to

hear Ms. Ayshe’s complaints or the fact that it was her watching them from the cameras. In Jessy’s case, discourses regarding her awareness of being observed by the cameras and the “need” to modify her usage of Turkish because of this emerged during our second interview in the first semester.

Excerpt 5. C (Jessy Narrative Interview; 6th November 2017).

- 1 Yagmur: Anything that you realised about yourself↑?
- 2 Jessy: Not my:self↓
- 3 Yagmur: Regarding the past few weeks
- 4 Jessy: I try to use less (.) Turkish now↑
- 5 I think I need to (.) because
- 6 >(@if they watch us from the camera
- 7 if they hear us@)< it will be a problem and
- 8 >Ayse hoca is going to come into our classes now<
- 9 she used to come in the first weeks (.) to see what we’re doing and
- 10 then when erm Miss Gasele left she had a lot of lessons to do↓
- 11 so she’s gonna try and come more now↓
- 12 (@that’s why I need to use less Turkish@)
- 13 Yagmur: She will come and observe you and give you feedback,
- 14 right?
- 15 Jessy: Not feedback >just so like for 5 or 10 minutes<
- 16 she’ll just come in and see (.) how we improved or
- 17 she looks from the window↑
- 18 Yagmur: How do you feel?
- 19 Jessy: I- I don’t fee:l nervous about it↓ I’m confident
- 20 >when I first started anyway< (.) she looked at,
- 21 she came in (.) >she was observing from the window↑<
- 22 ok (.) she said “you’ve got (@good classroom management@)
- 23 so (.) (@that’s why@) I’m more relaxed now
- 24 I don’t worry about anything

In this excerpt, Jessy’s usage of “need to” in line 5 was significant as in indicated that not using Turkish was not an internal condition that she had as an English teacher. She “needs to” use less Turkish because of the cameras. In addition to the surveillance of the cameras, the idea of being observed by Ms. Ayshe in the class became her motive in trying not to speak Turkish as she said “that’s why I need to use less Turkish.” (line 12).

As illustrated in the analysis presented in this section, Anna and Jessy thought that they were being surveilled on their Turkish usage in the classroom. Their assumption regarding being surveilled on the use of Turkish might be an extension of their previous experiences in ELTEP and due to the

strong emphasis on this issue during their education. Even though they were native speakers, they worried about the amount of Turkish they used in the classroom, which showed that they actually internalized the assumptions in this regard and assumed that the head of the department at Rainbow School, would also be checking this. However, when I interviewed Ms. Ayshe her discourses indicated a different purpose regarding her observations. The section that follows aimed to illustrate what Ms. Ayshe's real purpose was in surveilling the teachers in her team through cameras.

Although Anna and Jessy thought their classroom practices were being observed with specific attention paid on their usage of Turkish in class, it was not the case. In fact, the discourses regarding observations via cameras emerged during our interviews Ms. Ayshe with a different theme. The excerpts below were from the interviews that I had with Ms. Ayshe and were selected as they demonstrated her purpose of observing teachers at the school which was quite different than what Anna and Jessy thought.

The excerpt below was from our first interview with Ms. Ayshe that took place in the fall semester. Here, she talked about her role on Anna and Jessy's development, with references to the fact that she observed them from the cameras.

Excerpt 5. D (Ms. Ayshe's In-dept Interview; 30th January 2018)

- 1 Ms. Ayshe: I want them to feel free and
- 2 I think they're aware of that (.) they are able to be free (1)
- 3 >that they can try to test it< but
- 4 the nice thing is I don't have to keep <observing> them(.)
- 5 I observe them ti:me to ti:me (.) I go into the classroom
- 6 <I want to see their relationship with the> children
- 7 I hear a lot of er comments (.) from the parents[↑]
- 8 already about them(.)
- 9 So (.) sometimes I pop in to see <you know> if it is true
- 10 <sometimes I watch them from the cameras>
- 11 <you know> it is not er
- 12 I don't need to be (.) they don't need to be fixated to me
- 13 I don't want them to take my(.) aura of teaching
- 14 I want them to take their(.) own (.)personal(.) aura of teaching
- 15 >which I think< if you let them go they can do it

In this excerpt, Ms. Ayshe admitted that she observed the teachers via cameras (line 10) and sometimes “pops in” (line 9). She highlighted that she wanted to

see Anna and Jessy's relationship with the kids, and also added that she wants Anna and Jessy to have their own way of teaching. It seemed that to her observing Anna and Jessy was not something that they should be concerned about. In fact, in our second interview which took place at the end of the spring semester, Ms. Ayshe said similar things:

Excerpt 5. E (Ms. Ayshe, In-dept Interview; 11th May 2018)

- 1 I am very fortunate that (.) at least with (.) my three four teachers[↑]
- 2 °I don't need to monitor them off the (.)
- 3 I do spot check on the camera[↑] <you know> (.)
- 4 just **kendi rahatlığım için**(.)
- 5 >I do little spot checks they are not even aware<
- 6 but I hardly ever do it(.)
- 7 Everytime I spot check (.) it's the same (.) it's the same (.) order
- 8 it's the same (.) discipline <you know> >they're always working<
- 9 they're not distracted so (.) I don't have to worry with them[↓]
- 10 >which is good for me< because (.)
- 11 >you have to make time to do that[↑] for 17 classes<
- 12 but (.) **ben çok mutluyum**<you know>

Similarly in this excerpt, Ms. Ayshe emphasized that she checked from the cameras, but highlighted that it was “just for her own comfort” and that she did not “have to worry” about Anna and Jessy. As it can be seen, Ms. Ayshe does not make any comments about the fact that she observed teachers' usage of Turkish. In fact, her utterances “it is the same order” (line 7), and “same discipline” (line 8), as well as what Jessy said about Ms. Ayshe's comment earlier in line 6 of the excerpt 5. D above indicated that Ms. Ayshe was interested in the way that the classroom was managed by the teachers. However, as usage of Turkish was the only thing that Anna and Jessy were warned against, and that they heard Ms. Ayshe's complaints about Miss Story's Turkish usage, it seemed that they thought Ms. Ayshe was checking whether they would use Turkish in class through the cameras. This implied that the constant surveillance by the cameras and not knowing when as well as the purpose of such observations made Anna and Jessy find ways to self-regulate their behaviours of which they thought were not in line with the expectations of the administration. In this case, even though it was not the focus of Ms. Ayshe's observations of Anna and Jessy's classes, for both Anna and Jessy the

idea of being watched or listened to by the cameras when using Turkish, caused them to regulate their behaviour (Foucault, 1979), which was using less Turkish or finding ways of not using it at all in class. In this respect, it seemed like they internalised the ways in which surveillance was practised on them at the ELTEP.

The “Scariest Meeting” and the Hierarchies of Power. When referring to the Panopticon, Foucault (1979) mentions that the person who is directing it “may be able to judge [the others] continuously, alter their behaviour, impose upon them the methods he thinks is best” (p. 204). In this section I have provided details from the surveillance practices at the Rainbow Wings School, which relate to Foucault’s conceptualization of the observers. Particularly, I have demonstrated how the panoptic system was used as an exercise of power with particular attention on how the person who carried out the surveillance judged the teachers with an aim to change and/or modify their behaviour about certain aspects and forced his judgement on them.

During my visits, I realized that the cameras did not only aim to regulate in-class behaviours of the teachers but were used as tools by the administration to observe and modify teachers’ behaviours outside the classroom within the school premises, which resulted in either amending the existing rules, setting new ones to be obeyed, or exercising punishment over the teachers in the cases of lack of obedience. The excerpts presented in this section were from my fieldnotes, individual interviews along with informal conversations with Anna and Jessy.

Starting from the mid-September until December, teachers had set recess duty places and colleagues to collaborate with to watch over the kids, about which they were informed orally. Among the team, Miss Story was the one that would usually make up excuses and not perform her duty by saying that she did not know or got confused about what to do and where to go (Fieldnotes, 16th October, 2017). During my visits, when we had time to chat in the office, Miss Story said some teachers complained about her to the administration saying that she was not on her duty place (Fieldnotes, 16th October, 2017). Indeed, just like her absenteeism at the school (mentioned in

the following section), this took the attention of all the teachers and was part of their office and lunch break discussions (Fieldnotes, 28th November, 2017). In the case of Miss Story, I observed instances where Ms. Ayshe would ask her where she was but she would usually say that she went to the place where she was told but the others did not see her and that they most probably thought she was somewhere else. Her excuses later on turned to “I thought I had to go to place x, but apparently I had to go to place y, but I did not know.” (Fieldnotes, 2nd November, 2017).

Towards the end of the semester, in December, the teachers were distributed with a “Recess Duty Schedule & Regulations⁴¹” that contained the recess duty places and hours set for teachers that would change each week (Fieldnotes, 11th December 2017). The related schedule was put on the board in the offices and teachers were sent a text via a WhatsApp group that they had to follow. Recess duty for each teacher was scheduled for a day of the week and that day, the teacher had to come to school at 7.30 am and leave at 17:30 pm. During the breaks, the teacher on duty had to go to the set place and watch over the kids. This was also valid for the lunch breaks, as the teacher on duty had to watch over the kids during the lunch time as well. Thus, the duty of the teachers was to carry out surveillance on the kids. However, the main aim of the schedule appeared to be surveillance on the teachers. Thus, it seemed that the administration wanted to use timetabling as a technique to discipline the teachers (Foucault, 1979) and by doing so and inspecting them, they would know where the teachers were and would be able to differentiate the teachers who were performing their recess duties on time and properly via the cameras. It seemed that the whole surveillance system was based on the surveillance within the hierarchy of power, the headmaster being at the top who would exercise power when and where he deemed necessary.

During mid-spring, the fact that they were under the gaze of the headmaster was made obvious by the headmaster himself in a meeting and this was among the discourses that emerged in our interviews with Anna and Jessy.

⁴¹ Nöbetçi Çizelgesi Talimatnamesi.

The word “talimatname” means directives. In general sense, it is provided by higher authority to the ones situated at the substages of the pyramid of hierarchy of power.

Before I presented my analysis, I believed it was important to provide information about how the meetings were held at the school. Once a week, all the teachers would gather in a meeting chaired by the headmaster and meeting minutes would be kept by teachers in turns, one by one. The days for the meetings were not set for each week; the day for the meeting was decided by the headmaster and teachers would be informed about it on the day of the meeting via the WhatsApp group.

In the fall semester, all the teachers had early leaving days that they could choose and leave at 14:20 for a day of the week. However, early leaving days were cancelled in the mid-spring semester as a punishment as the headmaster “realised that jobs are not done properly anymore” (Jessy Narrative Interview; 30th April 2018). In April, a day after my visit to school, Jessy texted me and informed me that the headmaster sent them a text via their WhatsApp group and told the teachers that “starting from Monday there won't be any early leaving days, no one's going to leave early anymore. We were like ok what's wrong, something happened.” (Jessy, Informal Conversation, 25th April 2018). A few days later, Anna informed me that they had the “scariest meeting” about the issue. In the meeting, teachers were told that they had “the early leaving day to sort things out however some teachers still requested his permission to go out and do stuff” (Jessy Narrative Interview; 30th April 2018), and that he said some teachers were abusing his good will (Anna Narrative Interview; 30th April 2018). In addition to that, the headmaster warned the teachers orally about certain things that they should not be doing during the recess duty, and that they *should* have extra tutorial hours every week with the kids. He told the teachers he “sees” the opposite of the things being done. The excerpt below was from an interview I had with Jessy, where she provided the details of the meeting:

Excerpt 5. F (Jessy Narrative Interview; 30th April 2018)

- 1 He was (@so angry@) he said “whatever we are speaking here↑ erm
- 2 in conference room (.) stays in here (.) you don't work on it ↓
- 3 you don't do stuff like (.)
- 4 I say to you >you're not allowed to take your phone to
- 5 your duty< when you're **nöbetçi** ↑ but
- 6 I'm seeing (.) I still see some of you (.) playing with your phones
- 7 or sitting down (.) you shouldn't be sitting down

8 >why are you there why are you not on duty<
 9 you need to walk around (.) and look if there is anything
 10 wrong with the children↓”
 11 so (.) >it was like small things< he was upset about ↑ and
 12 he said “until everyone sorts their self out
 13 <you are not allowed to leave early>” he said.
 14 >**Ha dedi**< “I spoke about **etüt** (.) every teacher in primary
 15 should do etüt (.) two or three times a week (.)
 16 I check and follow and see no one is doing **etüt** (.)”
 17 hah he said “if you don't do it erm then
 18 (@everyone's going to leave at 5 o'clock from now on@)” he said
 19 so it was like erm (1) **tehdit**
 20 it was a **tehdit** miss

The early leaving days were used as a source of motivation for the teachers. However, by mentioning that he had realised that “the jobs are not done properly anymore” (line 6), the headmaster “has taken our early leaving day yani it’s you know it's something that you look forward to” (Anna Narrative Interview 30th April 2018). In addition to the things that were said by Jessy about the meeting, Anna also added that the headmaster told the teachers to have lunch downstairs with the kids, and that he said “I will not see you sitting at another table, you will eat with the kids” (Anna Narrative Interview; 30th April 2018) and teachers “are not allowed to eat any other food and will eat food produced at the school as they have really nice food” (Jessy Narrative Interview; 30th April 2018). It seemed that this action taken by the headmaster was his way of exercising his power on the teachers in order to govern them and improve their performances (Foucault & Gordon, 1980) at the school. The meeting had significance as it could be considered a ceremony where the headmaster’s power was made apparent, and perhaps reactivated (Foucault, 1979). As revealed by the statements of Anna and Jessy, the headmaster made it clear that he was observing every move that the teachers were making during the recess duty and the lunch break duties. In case of the things that were said by the headmaster in “the scariest meeting”, as it can be seen, he clearly told the teachers what to do, by using the future tense *will*. While delivering his “orders,” or the new “system,” the headmaster used Turkish suffixes –acak and -ecek. In Turkish, the suffixes –acak and -ecek have a variety of functions among which is indicating actions that will happen in the future, and indicating

imperative actions. According to Anna's statements⁴², the headmaster's usage of these when delivering his message seemed to be imperative. Thus, through such discourses he was positioning himself as the authority, the one with the power of changing the system and the one with the gaze, exercising power via discourses of imperative orders (Foucault, 1978b; Foucault & Gordon, 1980).

The significance of this meeting was due to the fact that it revealed the headmaster's surveillance practices on the teachers during the recess duties, tutorial hours and lunch breaks. Telling the teachers that he "sees" that jobs were not being done properly and using it as his motive, he punished the teachers by taking away their early leaving days. However, instead of punishing the teacher(s) who were not doing their jobs properly individually, he punished all the teachers at the school collectively in a meeting. It seemed that he aimed to discipline the teachers, by punishing them, however, as I mentioned in detail in Chapter VI, this caused Anna and Jessy to feel "put off" (Anna, Narrative Interview, 30th April, 2018). The significance of the meeting adheres to what Scott (1990) mentions as:

Small "ceremonies;" being much more frequent, are perhaps more telling as daily embodiments of domination and subordination. When the peasant removes his cap in the presence of the landlord or official, when the slave owner assembles his slaves to witness a whipping, when seating at a meal is arranged by position or status, when the last piece of meat on the platter is taken by the father of a family, relations of rank and power have been expressed. Elites naturally have the greatest political investment in such affirmations, since each signals a pyramid of precedence of which they form the apex. (p.46)

In line with what Scott (1990) argues, this may mean that the headmaster not only exercised power on the teachers but also put the teachers to the rank of the

⁴²Anna: The headmaster said "işten erken çıkışlar olmayacak, yemek aşağıda yenilecek, aşağıda yediğiniz zaman yemeği, görmeycem öğretmenleri ayrı bir masada, çocuklarla yeyeceksiniz." (Anna Narrative Interview; 30th April 2018)

⁴²Anna: The headmaster said "there will not be early leaving days, food will be eaten downstairs and when you have your meal, I don't want to see teachers sitting on a separate table you will eat with the kids." (Anna Narrative Interview; 30th April 2018)

students as he told them to sit and eat with them. In fact, what validated this was what Jessy told me in an interview as she complained about the administration's practices. More specifically, Jessy told me that they were "being treated like a student" and that "they think about parents being happy but they don't think about us" at the school (Jessy, Narrative Interview, 27th March 2018). She also explained that when she was in the office in the morning the headmaster came to the office and warned her by saying "Miss Jessy let's go downstairs" but he did not need to do that as she was a teacher and she knew "the rules." As illustrated in the excerpt below, later on in the same interview she referred to rules as "stupid" (line 13).

Excerpt 5. G (Jessy Narrative Interview; 27th March 2018)

- 1 I know >we don't take water to class<
- 2 >I know that I should be going down<
- 3 there's a reason why (.) I'm not downstairs
- 4 I mean you don't need to say that to me
- 5 at least say "is there anything wrong with you ↑
- 6 why are you here" (.)
- 7 I don't like ↓ when they do that or
- 8 like "don't take water into the class" or
- 9 "don't take water to **nöbet**"
- 10 Why?↑ I'm outside for 40 minutes I mean
- 11 I don't like stuff like these
- 12 Yagmur: Is it the lack of explanation?
- 13 Jessy: No↑ I think it's °stupid rules°
- 14 it's not necessary (1) to have these rules ↓(.)
- 15 >students can drink< (.) water in class (.)
- 16 But teachers can't? (@why?↑@) (.) °I don't know°
- 17 Yagmur: Is this something new because
- 18 I know that you drink water in class
- 19 Jessy: I (.) I take my water (.) I (.) for example (.) it happened like
- 20 I think a few months ago↓ I was <ill at that moment> so (.)
- 21 and >I said to myself I need to take my water to class because
- 22 I need to drink plenty of water<
- 23 I still take my water (.) I'm not bothered↑ and
- 24 (@I'm not going to listen to them@) if they say something to me (.)
- 25 >I will say I am ill< I need to drink water
- 26 that's not right↑
- 27 °I just saw Natalie **öğretmen** teacher downstairs°
- 28 she was outside and she had water in her hand
- 29 It is not fair (.)
- 30 °I don't know° <it's just stuff like this>

- 31 small things (.)
 32 It doesn't make me unhappy but (.)
 33 >sometimes it just upsets me<

The utterances of Jessy about administration disregarding the needs of the teachers by prioritising the happiness of the parents, and that teachers were “being treated like a student” was worthy of attention for a few reasons. When put together with what they were told about having lunch with the kids in the meeting, Jessy’s utterances validated how teachers were perceived by the headmaster in the lowest rank in the hierarchy of power at the school and how this was used as a punishment. Telling teachers that they had to have lunch with the kids and putting them to that rank was relevant to what Foucault said as “the distribution according to ranks or grade has a double role: it marks the gaps, hierarchizes qualities, skills and aptitudes; but it also punishes and rewards” (Foucault, 1979, p. 181). Based on the utterances of Jessy in this excerpt, it also seemed that sometimes teachers were considered even lower than the students as they were not allowed to do the things that students were allowed, such as “drinking water in class” and this caused Jessy to resist the rules as she said she was “not bothered” (line 23) which indicated that she did not care about the rule and would resist it by not obeying it. Similarly, although she said “it’s the small stuff” (line 30), she referred to the rules as “stupid” (line 13) and unnecessary. It seemed that despite knowing that she would be observed breaking the rules, she resisted them. This indicated true resistance albeit in small acts and in subtle ways. Thus, all these instances and her discourses showed that Jessy developed her own subtle way of resisting the power exercised on her.

In addition to these, Jessy’s comparisons regarding students being allowed to drink water in class but teachers not, were relevant to what Scott (1990) uttered:

subordinate groups are generally careful to comfort themselves in ways that do not breach the etiquette of power relations determined largely from above. Even then, however, they are quite capable of tactically manipulating appearances for their own ends or using a show of

servility to wall off a world beyond direct power relations where sharply divergent views may prevail. (p.44)

In line with Scott's (1990) argument, when I asked Jessy about her act of taking water to the class, Jessy justified her act of not obeying the rule of not taking water in to class in two ways by saying that she was sick and that she noticed that the rules did not apply to all as she saw Natalie with a bottle in her hand. This was her way of resisting and rationalising her resistance as a subordinate for not obeying the rule as she identified a powerful figure not obeying it too. It also seemed that despite the fact that she was not obeying the rule regarding drinking water in class or during recess duty, she was still complaining about its existence as she thought it was unfair, and not obeying the rule was her way of showing resistance. Foucault (1979) stated, "the laws must be inexorable, those who execute them inflexible" (p. 96) and added that "nothing so weakens the machinery of the law than the hope of going unpunished" (p. 96). In this particular instance, Jessy implied that the rule did not apply to all, and resisted it by not obeying it. The fact that she perceived the rule to be flexible caused her to not obey it but to resist. This eventually caused her to question the fairness of the whole system at the school.

Another point worthy of attention in this excerpt was the fact that Jessy was not referring directly to the headmaster by using the pronoun "he", she was referring to him as "them" as she said "they do that" (line 21). Her usage of "them" seemed to indicate that she perceived the whole thing as an institutional practice. It seems to indicate that the headmaster was not held personally responsible for such practise by Jessy but it was his action representing the institution which was in accordance with the position of the administration that he represented. Thus, she held the position responsible. This was also related to the (lack of a) system discourse that she referred to in the following section which caused the surveillance and exercise of power. In the section that follows, the instances that Anna and Jessy referred to as lack of a system and how they resisted the practices came by were analysed.

Check-ins and Check-outs: Resisting the System in (Lack of) a System. Within the practices of surveillance at the Rainbow Wing School, cameras were not the only digital means that were used to surveil teachers and their practices. In fact, biometric scanner was being used to keep record of teachers' check-ins and outs to and from the school premises. The excerpts presented in this section were from my fieldnotes and interviews with Anna and Jessy. These excerpts were selected as they provided information regarding how Anna and Jessy felt about the presence of biometric scanner and also illustrated the change in their discourses.

The fall semester started in mid-September and it was the second anniversary of the school's establishment. During my visits, Miss Story was always making up excuses and without prior notice, she would be absent. As a result, Miss Natalie would tell the other teachers to cover for her hours. During the fall semester, all the teachers at the school were aware of the situation as almost everyone at the school had covered for her at least once. During the days that she was present, she "always goes down with her bags, smokes and she leaves at 16:20" (Jessy, Narrative Interview, 21st November 2017). This also took the attention of Ms. Ayshe. However, the administration kept silent about the issue. Later on, in the final week of November, a biometric scanner was placed in the entrance of the building for all the staff to check-in and out when they entered and left the building.

Excerpt 5. H (Fieldnotes; 28th November 2017)

- 1 This week I realised that there is a biometric scanner placed in
- 2 front of the desk of the secretary. When I asked about it to Anna
- 3 and Jessy, they said from now on they will scan their fingers
- 4 when they come to school and before they leave. I asked how
- 5 they feel about it. Without letting Anna speak, Jessy said her
- 6 thoughts right away. She gave examples about Miss Story and
- 7 said having a biometric scanner is something good as they had
- 8 nothing to take offense. She also added that they always come
- 9 and leave on time. They indeed look pleased with the situation.

The biometric scanner did not seem to be an issue of concern for Anna and Jessy at first, as they thought the rules would apply to all. As it can be seen in my fieldnotes, Jessy was comparing their leaving hour with Miss Story's

leaving hour and stated that they had nothing to be offended as they were right on time. A few weeks later, Jessy got so sick but came to school and conducted her lessons. When I asked her about it, she said:

Excerpt 5. I (Jessy Narrative Interview; 12th December 2017)

- 1 Jessy: Erm: °last week on Friday I was ill° so (.)
- 2 (@I had to come in late (.) for the first time@) I was so ill and
- 3 <I woke up (.) and I had stomach ache> (.) and then I vomited (.)
- 4 >and my lesson was starting at ten< (.) so I couldn't come (.)
- 5 I texted Ms. Ayshe (.)
- 6 I said “Can I come towards 10 o'clock (.) coz I need to rest a bit↑”
- 7 so I took my tablets↓ (.) I laid down (.) for like an hour↓ and then
- 8 I left home at nine (.) so (.) I was at school at about half nine(.)
- 9 I was very sick but I still came (.)
- 10 Erm >I still done my lessons< and
- 11 Miss Fiona offered “rest a bit <I can go into your lessons>”
- 12 but I didn't accept it ↓
- 13 I only had four lessons↑ and I had my lunch duty too (.)
- 14 >So I couldn't go downstairs (.) so Anna's done it for me<
- 15 I am glad that I came (.) though Anna said don't come but (.)
- 16 I think (1) it was good that I came (.) like
- 17 **Müdür bey** was quite (.) happy about it (.) like
- 18 “you still came and done your lessons”
- 19 I could have left early too
- 20 >but I didn't want to leave early< I stayed till five o'clock

In this excerpt, Jessy's usage of “still” (in line 10) indicated *despite everything* she was at school, and touched upon the fact that even though she was given a chance, she did not let a colleague of her substitute for her lessons or did not leave early but stayed until the last minute. Thus, it seemed that she wanted to imply that this was a responsible and committed teacher; someone who would prioritise her job over her health. In fact, she wanted to manage such an impression at the school towards her colleagues and the headmaster. What validated this was her utterances in line 17-19 where she talked about the response of the headmaster to her responsible and committed behaviour. The significance of the headmaster's utterance was his usage of “still,” which also entailed *despite everything*, and indicated that he was aware that Jessy was not making up excuses like Miss Story would do, but she was really sick and “still came and done” (line 18) her lessons. Jessy's utterances in line 16 as “I think it was good that I came,” showed her take on the appreciation of the headmaster.

As can be seen from the fieldnotes and Jessy's interview excerpt, up to this point it seemed that the perception regarding the biometric scanner was quite positive as Anna and Jessy expected that their commitment would stand out as the biometric scanner would keep records of their entrances to and exits from the school building. Foucault (1979) mentioned that "disciplinary apparatuses hierarchized the 'good' and the 'bad' subjects in relation to one another" (p. 181). Thus, Anna and Jessy at first saw the biometric scanner as a surveillance tool that would provide opportunities to the administration to assess teachers and take precautions or give penalties to the ones who would not be on time or skip school. Thus, their discourses were oriented towards their own performances and they perceived surveillance to be positive as they expected to stand out and appreciated. However, in time their discourses indicated resistance towards the surveillance system and they started complaining about the leaving hours due to the incidents that happened because of Miss Story's absenteeism.

Towards the end of the fall semester, the absenteeism of Miss Story became the only topic that the teachers were talking about during the lunch breaks, and the fact that they were not asked but *told to* substitute for her was making them quite frustrated and angry with the headmaster and Miss Natalie (Fieldnotes, March 2018). The issue of Miss Story's absence emerged frequently during our interviews with Anna and Jessy as well. In fact, in line with Miss Story being absent and leaving early, Anna and Jessy started complaining about the fact that they had to wait until 16:40 to leave the school. As Miss Story was not around, the other teachers had to substitute for her without prior notice and with no lesson plan. As Anna and Jessy complained about the situation, the "lack of a system" discourse emerged frequently during our interviews. For instance, Anna said "they say that they have everything, system, but they don't why do they keep us until 5 o'clock, you know, why?" (Anna Narrative Interview; 30th January 2017). Similarly in one of our interviews where Jessy was complaining about the rules at the school and she said "in a week they let us leave at 40 past 4, why not 4:30 it's the small stuff bothering me I think." (Jessy, Narrative Interview, 27th March 2018). As Miss Story kept avoiding coming to school and did not conduct her lessons, she

avoided surveillance. Perhaps this was her way of manifesting resistance. However, Anna and Jessy were at the school and had to replace her just because they were *told to* and eventually were still being surveilled. It also seems that the lack of actions taken by the administration due to the absence of Miss Story caused them to question and resist the whole system. Thus, the “lack of a system” discourse that emerged were Anna and Jessy’s way of questioning whether all rules applied to all and their way of challenging the surveillance system. It seemed that to them being surveilled based on their own responsibilities was not the source of a problem. However, when they were asked to substitute and take on the responsibilities of a colleague who was not as committed and responsible as they were, surveillance became an issue. This adhered to Foucault’s (1979) idea that “the laws must be inexorable, those who execute them inflexible” (p. 96) and that “nothing so weakens the machinery of the law than the hope of going unpunished” (p. 96). More specifically, realising that not all the teachers were doing their duties as expected, Anna and Jessy questioned the functioning of the disciplinary power within the school and resisted the system in their own subtle ways.

To sum up, as illustrated in the analysis within the highly panoptic system of the school, cameras were being used as “apparatus for supervising its own mechanisms” (Foucault, 1979, p. 204). More specifically, surveillance was practised on teachers’ in-class performances as well as other work related duties through cameras as digital means. Teachers were being surveilled by the administration such as the Head of the department as well as the headmaster himself and the presence of the cameras and the idea of being observed by a personnel of a high rank, were causing Anna and Jessy to regulate and modify their behaviours. Another point was that the hierarchies of power within the school, and the fact that the rules were not inflexible, as in the case of Miss Story and Ms. Natalie, weakened the disciplinary power of the administration in the eyes of Anna and Jessy as they started questioning the rules that did not apply to all and resisting them in their own subtle ways.

Surveillance through the Non-digital Gaze. During my visits, I noticed that although the cameras were the main source of surveillance, they were not the only means of surveillance. This particular section about the non-digital gaze was made up of two subsections where I analysed the discourses related to the disciplinary power exercised over Anna and Jessy and the other teachers at the school through the surveillance carried out via in person classroom observations done by administrative staff and other teachers as well as a team member who was given an extra status by Ms. Ayshe.

Classroom visits: “At least let me know before you come.” On the classroom doors, there were tiny class windows where one could see inside or outside which acted as “apparatus for observation” (Foucault, 1979, p. 172). These windows on the classroom doors were among the means used to surveil teachers through quick peek-ins. However, sometimes such peek-ins would turn into actual classroom visits and observations. In what follows, I analysed the discourses of Anna and Jessy about such visits which were done by different people at the school. I have written about how their discourses changed depending on the person who would observe them. First, I would like to turn my attention to the visits done by the headmaster who was positioned as the authority figure and then I continued with the impact of the visits of others on Anna and Jessy’s discourses. The data and analysis presented in this section was based on my fieldnotes and in-dept interviews that I conducted with Anna and Jessy.

During my visits, I noticed that the headmaster would sometimes prefer to observe the classrooms and classroom practices of teachers from the windows on the doors instead of the watching from the cameras. His observations done through the classroom windows seemed to be like quick peek-ins as they would usually last for a couple of minutes (Fieldnotes; 10th October 2017). The fieldnotes that followed were from one of my classroom observations where I noticed the gaze of the headmaster for the first time, observing the classroom of Jessy from the window on the classroom door.

Excerpt 5. J (Fieldnotes; 10th October 2017)

1 I sat at the back of the classroom. They listened to the “I’m happy, I’m

2 sad” song and as soon as the song was over, Jessy made them practice
 3 the feelings vocabulary which were on the poster right next to the IWB
 4 and asked how they were feeling. As I was taking notes within the first
 5 10 minutes, I looked up and saw the headmaster looking at me. I smiled
 6 at him and he smiled back. As he was moving his head from side to side
 7 as if he was trying to see something, I realised that he couldn't see Jessy
 8 because she was standing on a blind spot. He could only see me and the
 9 kids who were watching a video about alphabet. He stood there for a
 10 while and left. In fact, when I looked up again within 3 minutes, he was
 11 gone. When the lesson was over, we went to the park for Jessy’s recess
 12 duty and spend 10 minutes there. She told me that this was something
 13 that she didn’t like to do as some grades were allowed to enter there but
 14 she didn’t know all the kids quite well and couldn’t tell their grades to
 15 warn the others who were not allowed. As she talked about her
 16 feelings, I asked her whether she saw the headmaster peeking through
 17 the classroom door. She said “He would do that sometimes but I am not
 18 uncomfortable with it.” However, she started fidgeting and I could tell
 19 that she panicked as she asked me what she was doing when he was
 20 watching. I immediately asked why and she said “sometimes we lose
 21 control in the class and I wonder how my control of the classroom was
 22 at that time.”

As it can be seen from the excerpt above, at first it seemed that the headmaster’s gaze was internalised by Jessy as she stated that she wasn’t “uncomfortable” with it. However, she later on expressed her concerns regarding whether she was managing the class well or not during that time. Thus, she did not want the headmaster to see her “losing control” in class. It seemed that what Jessy conveyed was closely related to the idea that the performances of the performers were not always fixed (Goffman, 1956). Her curiosity to find out how she was managing the class seemed to show that she wanted to check whether she was able to “convey an impression to others which it is in” her “interests to convey” (Goffman, 1956, p. 3). This was to see whether she was able to manage the impression the headmaster has of her as well as the situation. In this instance the impression that she wanted to manage seems to be a teacher who was able to manage the class, thus who was in control.

Foucault argues that in Panoptic systems “each person depending on his place, is watched by all or certain of the others” (Foucault & Gordon, 1980, p. 158). In line with this, during my visits, I noticed that Anna and Jessy were not only being watched by an authority of a high rank such as the headmaster, but

also by other teachers at the school. Such observations would be done by sudden classroom visits with or without prior notice by different teachers. During my visits, I realized that the teachers who would visit and observe Anna and Jessy's practices were either Natalie, classroom teachers or assistant teachers at the school. They never provided feedback to Anna and Jessy about their practices. The significance of these visits to my study lied in the fact that depending on the person who was observing, how Anna and Jessy felt and talked about the situation changed. This had relevancies to the hierarchies of power within the panoptic system of the school, which has been discussed in detail in the following parts.

The excerpt below was from an interview, where I asked Jessy about an incident that I observed when we were in the classroom. The excerpt was significant as it contained her discourses regarding how she felt about being observed, this time by another teacher. As we were in the classroom, the door was opened and one of the teachers, Miss Lola who was passing by the door suddenly stopped and got inside and warned one of the students, Arya. Lola walked around the class, stood at the back as Jessy continued her teaching and then left (Fieldnotes, 6th March 2018). In the excerpt that followed Jessy disclosed how she felt about the visit.

Excerpt 5. K (Jessy Narrative Interview; 6th March 2018)

- 1 Yagmur: What happened today when we were in Butterfly Class?
- 2 Was she like the assistant teacher that came into class?
- 3 Jessy: Lola teacher is assistant teacher of age fours
- 4 <I don't know> (.) I think she was walking by
- 5 >maybe she saw something from the window↑<
- 6 <I don't know>
- 7 Yagmur: How did you feel?
- 8 Jessy: I was ok↑ (.) I am comfortable with that
- 9 I mean er:m (.) she just wanted to help me
- 10 Yagmur: So is it something usual that they just pop up
- 11 Jessy: No: no: (.) first time (.) yeah↑ but it was good because
- 12 >I don't think Arya was going to sit down<
- 13 >when she saw her she decided to sit down<
- 14 yeah↑ it was a good for me

As can be seen in the excerpt, her usage of “I don't know” in line 4 and line 6, clearly indicated her confusion about the purpose of the visit. However, her

utterances in lines 8, 10 and 14 showed that Jessy perceived this visit as something “good” (line 11) as she thought managing the student Arya would not be possible otherwise. Thus, she perceived the visit as an act of “help.” This seemed to be related to the status of Lola, as she was an assistant teacher, someone Jessy would consider as in the same or lower rank than her.

Towards the end of the same month, something similar happened. This time another personnel, Natalie, was passing by the classroom door, and she got in and sat down. The excerpt below was significant as it illustrated how Jessy felt, talked about and how her perceptions about the act changed when the visit was paid by someone with a higher rank.

Excerpt 5. L (Jessy Narrative Interview; 27th March 2018).

- 1 Yagmur: You said someone came to observe you
- 2 Jessy: Hi:m yesterday↑
- 3 Yagmur: Was it Miss Lola?
- 4 Jessy: Natalie teacher(.) When we finished our warming up (.)
- 5 I think 20 minutes past (.) the lesson and then I said ok ↑
- 6 take your books out (.) and then she came in↓
- 7 she just (.) °she didn't even say anything°
- 8 just sat down >the back of the classroom< for like↑ 5 minutes (.)
- 9 I gave my instructions but (.) Arya wasn't listening she was talking↓
- 10 so she had to warn Arya (.) it was a bit (.)
- 11 >I didn't like it< I was uncomfortable(.)
- 12 At least (.) let me know (.) before you come
- 13 >"I'm going to come"< tell me the reason ok? ↑
- 14 Erm her aim was to observe the children maybe (.) after this **toplanti**
- 15 erm but (.) tell me↑ before you come to class (.) or
- 16 I didn't <I didn't like it> I was uncomfortable
- 17 >it's like I was being observed< by (.) the (.)
- 18 she's like an assistant of the headmaster **ya**
- 19 >it wasn't nice I think< and then she left (.)
- 20 Yagmur: Would you feel the same if it was the headteacher observe you
- 21 Jessy: °Yeah (.) I would↓°
- 22 Yagmur: Ok

As the excerpt above illustrated, Natalie warned the same student and did not spend a lot of time in class as Lola did but Natalie’s act of warning the student and sitting at the back of the classroom for a while was interpreted unfavourably by Jessy. Instead of perceiving it as an act of “help” as she did with Lola, this time Jessy said she “didn’t like it” and that she “was

uncomfortable” (line 11). Touching upon the position of Natalie by saying that she was “the assistant of the headmaster” (line 18), she said she would rather be informed about the whole thing with a prior notice, and that she felt as if she was being *observed*. When I asked Jessy about the headmaster and if she would feel the same in line 20, she said “yeah” however, in the previous excerpt when the headmaster was observing her she said she was happy with it, although she in fact panicked. The reason why Jessy did not feel comfortable with Natalie’s visit might be because of her position at the school since Anna and Jessy perceived Natalie to be “like his right hand” (Anna, Narrative Interview, 17th October 2017). Such a position would situate Natalie in a higher rank than teachers.

When talking about surveillance practices, Foucault (1979) mentions that within the system of surveillance there would be “a specialized personnel [who] became indispensable, constantly present and distinct from the workers” (p. 174). Thus, here Natalie was perceived to be the distinct one. In fact, Natalie was also titled as the school counsellor and did not have any classes to teach. She would take part in the meetings of teachers with the parents, inform the teachers about problematic students and offer possible solutions. Natalie would also do the task division among the teachers for preparation of special days such as the 23rd April, or would tell them to substitute for another teacher by simply telling them “you are going in to this class” without any explanation (Jessy Narrative Interview, 12th December 2017). Natalie did not need to comply with the rules imposed on the teachers and this made Jessy question the fairness of the rules and show resistance (please see Excerpt 5. G).

Based on the analysis of the incidents as well as the discourses with particular attention on the ways in which people who paid the classroom visits were positioned, there are a few remarks to be made. As it was revealed in the analysis, both Lola and Natalie warned the same student, Arya, after they got in Jessy’s classroom when she was teaching and did not stay long in the class. Considering the three incidents presented in this section and how they were perceived by Jessy, it can be posed that when the observation was done by an authority figure or someone close to the authority figure, the act was perceived as threatening as it made her feel panicky and uncomfortable. This could be

understood from the ways in which Jessy immediately questioned her management of the class when the headmaster visited which showed that she had concerns about her impression. In the case of Natalie, she expected to be informed before the visit and felt quite uncomfortable even though she did the same thing as Lola did, i.e., warned Arya. However, when the observation was done by a teacher who was positioned in the same way as Jessy was at school, the act was perceived to be an “act of help.”

What was worthy of attention was that, as mentioned earlier in pages 127 and 133, during their education at the ELTEP, supervisors were in a powerful position and they would visit Anna and Jessy’s classrooms and conduct observations without prior notice. In addition, the visits would last around 40 minutes and would be done a couple of times in a semester. These unannounced visits would involve high stakes as they would involve being evaluated in the strictest sense of the word: they would receive credits for desirable performances. However, Anna and Jessy, did not perceive such visits as threats, and hence they neither resisted nor felt uneasy during these visits. The difference in terms of the visits in both concepts seemed to be the (lack of) feedback provided to Anna and Jessy.

The Leader and the Follower: The Impact of Invisible Surveillance.

Up to this point, I discussed about the ways in which power was being exercised on Anna and Jessy within a hierarchical system, the headmaster being at the top and teachers at the bottom. In addition, in the previous section, my analysis demonstrated how surveillance was being carried out in ways that were made visible to the teachers. In this section, I aimed to focus on the invisible ways that the surveillance was being carried out on Anna and Jessy as I analysed the discourses and instances and argued about the ways in which surveillance practices and changing power dynamics at the Rainbow Wings School affected Anna and Jessy as novice teachers. As I did so, my main objective was to demonstrate that the power and surveillance was not always hierarchical (Foucault, 1979), but as flows through a “net-like organization” (Hall, 1997, p. 50).

During my visits, I realized that the surveillance that was being carried out as well as the power being exercised at the Rainbow Wings School were not always visible or made obvious to Anna and Jessy. In fact, they were being led in the ways that they would fit in to a certain prototype without being made aware. This was being done by another colleague of them who was given a powerful position by Ms. Ayshe in the team. In order to explain how I came to such a conclusion it was important to focus on Anna’s discourses where being a “leader” and “follower” were drawn upon as she talked about her practices of the selves at the Rainbow Wings School during both fall and spring semesters. As revealed by the excerpts presented in this section, Anna’s discourse changed drastically from her first interview that took place in the fall semester to her last interview conducted at the end of the spring semester when the power dynamics started to change. These excerpts were significant as they also indicated how Anna positioned herself when she first started, and how she wished to see herself within the profession in the future. Among Anna’s interview excerpts, I also presented an excerpt from an interview that I had with Ms. Ayshe, which I believed to be relevant to the analysis of Anna’s interview data on leader/follower discourses. In my view, the analysis of all these excerpts provided information regarding changing power dynamics and their possible effects on novice teachers.

The excerpt that followed was from our first interview with Anna, that took place two weeks after Anna and Jessy started their profession at the Rainbow Wings School. In this part of the interview, Anna was talking about her colleagues, and this excerpt was from the part where she talked about Miss Emily.

Excerpt 5. M (Anna Narrative Interview; 13th September 2017)

- 1 Anna: Erm Miss Emily (.) she looked like a little bit snobbish so
- 2 I was like pulled away(.) I was like I'm not going to ask her
- 3 for help because↑ erm(.) >the first day we were talking about< ideas
- 4 and I was giving↑ i:deas and she was like “we did that last year” and
- 5 stuff(.) erm
- 6 Yagmur: She pushed you(.) away
- 7 Anna: Yeah↑ she pushed me away but then erm when the classes
- 8 were scheduled(.) we had to work together so after that we (.)
- 9 became quite good (.) erm colleagues let me say(.) not friends yet↑ but
- 10 we're with erm she's really↑ helpful like
- 11 I say something and she is like yes perfect go for it wonderful
- 12 you know↑ and erm I see how she is with the kids and
- 13 >that makes me want to be< (.) you know erm like her
- 14 with the kids as well(.)
- 15 So(.) I think number one (.) so far is my Jessy she is number one
- 16 but Miss Emily↑(.) I think she will be a great er:m (2)
- 17 she is already a great leader with everyone(.)
- 18 and I like that >I don't really like to be the leader myself<
- 19 I like it if you say you know >do this< and I'll
- 20 do that 100% (.) but she is ready and she's got the ideas
- 21 >I think that's because she was there< (.) last year as well
- 22 so she knows the whole gist of things (.)
- 23 (sigh)
- 24 but erm Miss Emily I think she is great (.) she is really helpful and
- 25 she is ready to (.) help (.) like she >if you say to her< like today I
- 26 wanted to create a puzzle as a erm ice breaker with the kids I
- 27 thought I could draw out faces and write our names and then
- 28 when everyone done it we could cut up as a puzzle erm
- 29 >we'll put it together and we'll stick it on the board< and
- 30 I was like >I don't know I'm going to cut this puzzle< and
- 31 she was like “>gel hemen<” (come immediately) and
- 32 >she cut it all for me↑< and
- 33 I was like >you didn't need to do that< and she was like
- 34 “Ne var be?” like she is happy (.) to help so
- 35 I really like her (.) she is number one for me so far↓

Anna referred to Emily as snobbish because she ignored Anna's suggestions which made Anna pull away from her. Owing to this, she stated “I am not

going to ask her for help” in lines 2-3. Her utterances might indicate that she resisted collaborating with Emily and did not see herself as a part of the team, yet. In lines 7-8, Anna brought up a change in the situation by referring to the scheduled classes. The classes that she referred were the first graders of the primary school and fives classes of the kindergarten. Anna and Emily were the main English teachers of those classes and had to work together when designing their lesson plans for fall semester. When the situation changed and that they had to work together, and when Emily started to accept her ideas by saying “perfect go for it” or “wonderful,” Anna felt that her ideas were accepted and this may mean that she developed a sense of belonging. This could be acknowledged by the fact that acceptance made way to sense of belonging in novice teachers. In line 9, Anna made a distinction between colleagues and friends by saying that they “are not friends yet”. This remark indicated how Anna wished to see her colleagues, as friends. When referring to Emily, in lines 10, 24, 25 and 34, Anna kept using the words “help” and “helpful.” Particularly, Anna presumed that Emily “really helps” (in line 10), and in line 17 she referred to Emily as “a great leader” and then again repeated it but this time she also mentioned that she was “really helpful” (line 24) and “ready to help” (line 25). When she referred to Emily being “a great leader” (line 17), and that “she helps,” and “she is helpful” her utterances indicated her conceptualization of how a leader should be, in this case, helpful. Therefore, helping others seemed to be among the qualities she assigned to a great leader. When talking about Emily, in line 13, Anna stated that she wanted “to be like her,” and added “with the kids as well.” Her utterances here seemed to be significant as the usage of “as well” functions like an additional aspect that she wished to highlight and that she wanted to be like Emily in other aspects too. Although in line 17 Anna stated that she found Emily a “great leader” and that she “wants to be like her”, she later on said “I don’t really like to be the leader myself” (line 18). I referred back to this utterance when I analysed the other two excerpts in the following parts.

From this excerpt, it could be deduced that Anna felt she lacked the experience the others had from the last year as in line 21 she specifically mentioned that Emily “was there last year” and that she “knows the whole gist

of things” with a sigh. In this utterance, sigh (line 23) followed by a “but” was quite significant as it seemed to take the attention away from the fact that Emily was there last year and to focus on the fact that she was “great” and “she is helpful.” Thus, Anna’s sigh in line 23 indicated that Anna was intimidated by Miss Emily’s experience, which was something that I referred to again in the following parts of this section.

These utterances suggested that, Anna was not pleased when her suggestions were not taken into account. The impact of this on the way Anna positioned herself as a teacher and reflection of it on her discourses were discussed in the following part where I presented the analysis of the next excerpt. The excerpt that followed was from an interview I had with Anna that took place at the end of Anna and Jessy’s first semester at the Rainbow Wings School. Although Anna’s discourse regarding not wanting to be a team leader did not change drastically, there were certain discourses that required specific attention in terms of the meanings that could be inferred. Although Anna’s discourses in this excerpt were like follow ups of what she said in our first interview, they also seemed to provide some sort of background for the interpretation of the discourses in our last interview.

Excerpt 5. N (Anna Narrative Interview; 30th January 2018)

- 1 Yagmur: In our first interview you said I don't really like to be the
- 2 leader myself, I like it if you say you know do this and I'll do that
- 3 100%, do you still think the same?
- 4 Anna: Yeah
- 5 Yagmur: Ok. Are there any situations that you felt that you had a better
- 6 idea? That you could lead the decision making?
- 7 Anna: Erm when I first started↓ I felt like(.) I had some(.) good ideas
- 8 >I don't remember what they were< but I remember with Jessy we
- 9 would talk on the way home and I would be (.) like(.) don't you think
- 10 that this was like good <you know> (.) I said something and then erm
- 11 Miss Ayse or Miss Emily would say "oh but we've done that last time"
- 12 but I had a different idea towards it >"oh we did that last year"<
- 13 they used to say and I was like oh it could have worked out
- 14 I just had a different idea of it↓.
- 15 Yagmur: What do you mean? The continuation you mean?
- 16 Anna: No like erm (2) what was it I think it was on when we were
- 17 decorating the doors and I was like we could do something like this and
- 18 Miss Ayse was like “oh but we’ve done that last year” and
- 19 I would say maybe we could decorate it this way
- 20 “oh but we’ve done that you know last year” and

21 I would be like “Jessy if you are aware whenever I say something
 22 they both say no” but
 23 I’m like “I didn’t have that idea I had a different idea” (.) to them(.)
 24 Yeah it only worked out once let me say when it comes to that door
 ((She is referring to the door that they decorated by taking
 into consideration her ideas and suggestions)).
 25 Yagmur: Moving back to this “I would do it %100” thing, is this
 26 relevant to you being a novice teacher, a new teacher or
 27 is it a general trait that you have in your life?
 28 Anna:I think it’s just a trait that I have (2)
 29 I don’t (3) like I said (.) erm (2)
 30 >I would never[↑] want to be< a team leader[↑]
 31 >I would never want to be< the head of the department because(.)
 32 I don’t feel like I would do great in those areas but(1) erm(1)
 33 like I said (.) this is the same at home as well
 34 like >even if I am making salad< (.) >if I go to my parents<
 35 I ask “should I cut it big or small?” my mum says it is just a salad cut
 36 however you want but I still look at her like for like
 37 do you want it big or small you know then if I cut it small, I cut all
 38 small and make it perfect (.) for example(.) yeah it’s just something that
 39 I have.

From both of the excerpts presented in this section, it seemed that although Anna wanted to lead the decision making when she first started working by providing ideas, she was discouraged by others at first as her suggestions were ignored. At the beginning of this excerpt when I asked Anna about decision making she referred back to the things that she mentioned in our first interview but this time by emphasising that she “had some good ideas” (line 7) and that she “had a different idea of it” (line 14). In this excerpt she was also referring to her conversations with Jessy which indicated that she was seeking for affirmation that her ideas were good. If she had believed that her ideas were not good enough to suggest or if she had accepted Emily’s and Ms. Ayshe’s indirect way of saying “no” to her right away, she would not have brought the issue up with Jessy on the way back home. All these exemplified that in her conceptualization she was sure of her own ideas and that they were good. However, she was intimidated by Miss Emily’s experience and had to agree when she was told that whatever she suggested was already done by the others last year. Thus, she was not confident in encouraging others or convincing them to accept her ideas.

In this excerpt, Anna was stating her reason for not wanting to be a team leader or the head of the department by saying “I don’t feel like I would do great in those areas” in line 32. Anna’s remarks in the first interview contradicted those in this interview regarding “wanting to be like” Emily and never wanting to be a team leader. More specifically, although Anna admitted that she wanted to be like Emily in our first interview (Excerpt 5. M, line 13), later on in the same interview (Excerpt, 5. M, line 18) and in this excerpt she declared that she would never want to be the team leader and the head of the department (lines 30-31). From both of these excerpts it could be inferred that Anna was positioning herself as an inexperienced teacher. She felt she lacked the experience the others had from last year and felt intimidated due to her lack of experience. However, when I asked whether it was because of the fact that she was a novice teacher or whether it was a personality trait, she replied by saying that it was something that she had and brought up a personal experience. It seemed like posing it as a personal trait was a defence mechanism for her and this became visible in our final interview where her discourse about not wanting to be a team leader completely changed. Before I presented that excerpt, I found it necessary to refer to what Ms. Ayshe said in an interview I had with her towards the end of the fall semester. When I asked Ms. Ayshe to describe her role in Anna and Jessy’s development, she had this to say:

Excerpt 5. O (Ms. Ayshe Interview 30th January 2018)

1 For me (.) >it’s important for me to< guide their (.) confidence
 2 really[↑]> more than anything< because they weren’t sure(.) I wanted
 3 them to start to make >decisions that they were sure about<
 4 <you know> (.) I wanted them to take control because they are teachers
 5 they are not students anymore (.) so it’s a bit like I threw them in
 6 the deep end and wanted them to swim to me (.) but they know that if
 7 >they are going to drown< my hand is there to save them (.) I haven’t
 8 really erm been in the classroom (.) <you know> to say to them this is
 9 how you teach (.) I’m not that kind of a erm (.) manager or a supervisor
 10 or team leader (.) >I am not that kind of< (.) that isn’t my style (.)
 11 >I wouldn’t go and tell anyone< “don’t teach like this, teach like me[↑]”
 12 <I want them to find their style>(.) So (.) in their development (.) I’m
 13 more like (.) in the back really for them (.) They know that I’m there
 14 if they need me (.) I’ve also erm tacked them on to >teachers like
 15 Miss Emily< who will be with them downstairs in the classroom (.)
 16 I put Emily in charge (.) as Emily has been given the drill >what she
 17 needs to do with them> So (.) as you know before they came

18 >I was like “Emily (.)you will team lead these girls< you'll be their
 19 mentor ok?↑ you will teach them <how the Rainbow Wings teacher>
 20 is going to be (.) without them realizing”(.)
 21 So (.) >what I wanted was little Emilies ok?↑< but with their own
 22 little (.) input (.)with their own little characters (.) their own positive
 23 aspects that they can bring into their job (.) because >they will also
 24 become teachers to other new teachers< in time (.) or they will be
 25 leaders themselves (.)
 26 It's not about me being their continuously leader (.) or
 27 headmaster being their continuous leader ↓
 28 The objective is (.) for them to become leaders (.) within the system
 29 not always be the teacher (.) but to learn to be mentors as well↓
 30 so (.) that's really how my role is with them

Ms. Ayshe was in the opinion that Anna and Jessy were not sure about what to do when they first started. She emphasized that she wanted Anna and Jessy “to take control” as they were “not students” anymore. This contradicted with what Jessy thought regarding “being treated like a student” (Jessy, Narrative Interview, 27th March 2018) (See my discussion in page 149). To enable teachers to take control, Ms. Ayshe stated that she “threw them in the deep end and wanted them to swim” to her. Her statements reinforced the idea that was put forward by Farrell (2016, p. 13), that novice teachers found themselves in “sink-or-swim type situation” when they started their profession (See Chapter D). However, Ms. Ayshe stated that she was there to “save them” (line 7) but also stated that she had a background role in their development. Considering her utterances in lines 8-9 which seemed to indicate that she was not interested in providing feedback to Anna and Jessy herself, and that she had a background role first seemed to imply that she perceived the development of teachers’ professional practices of selves as a personal process. However, her utterances that followed indicated the opposite. More specifically, although she did not go into the classroom with them to tell them “this is how you teach” (lines 8-9), she reported that she put Emily “who will be with them downstairs in the classroom” (lines 14-15) in charge of them. Here, it might be significant to highlight that Emily was the first employed English teacher at the school and “she is the only English teacher that they actually kept from last year” (Anna, Narrative Interview, 13th September 2017). This was related Foucault’s (1979) concept of hierarchical observations which had a pedagogical role. Although

he specifically talked about the task of assistant teachers with the students within a school, it could be applied to the teachers as well. To illustrate, the way that Ms. Ayshe positioned Emily as a “team leader” and “mentor,” was putting her in the position of an assistant, of someone who was “given the drill” before. Thus, Ms. Ayshe expected Emily to play a pedagogical role through the position that she gave her in the hierarchy, in Anna and Jessy’s development in the way to shape them. However, it seemed that the whole surveillance of Emily and exercise of power was not done in the way to help Anna and Jessy to “find their own style” as mentioned by Ms. Ayshe, but show them how to become like how Ms. Ayshe wanted to be, in this case like “little Emilies.” (line 21). Seen through the lens of systems of surveillance, it could be argued that in Anna and Jessy’s case, it was Ms. Emily who was “initiating newcomers into the customs of the school” (Foucault, 1979, p.176) and showing them how to fit into the prototype of “little Emilies” (line 21). In addition, all these were expected to be done “without them realizing” (line 21) which indicated that Emily’s exercise of power on Anna and Jessy was not blatant. Furthermore, Ms. Ayshe’s utterances in line 20, might be about her perception regarding the possibility of Anna and Jessy resisting to such power being exercised on them by another team member instead of Ms. Ayshe herself.

In Chapter IV page 113, when referring to Ms. Ayshe’s statements regarding her criteria to recruit teachers, I argued that she operated through specific discourses “within a system of power” regarding how teachers should be at the Rainbow Wings School, and wanted to transform the teachers into that matrix. Her statements here in this excerpt verified this argument. In addition to this, in this excerpt, her statement “I want them to find their own style” (line 12) contradicted her statements in line 21 where she asserted “What I wanted was little Emilies ok?” According to Ms. Ayshe, Emily was a prototype that she wanted to reproduce and a prototype that she wanted to use as “a vector of power” to conceal her own domination (Foucault, 1979, p. 30). Ms. Ayshe wanted to create the illusion that she was not leading Anna and Jessy but she was doing so through Emily. This was her strategy of exercising her power in a subtle way.

The excerpt that follows was from an interview that took place at the end of the spring semester, during Anna and Jessy's final week of their first year at the Rainbow wings School. Before I presented my analysis, a change that I observed towards the end of the fall semester needed to be highlighted. Right before the fall semester ended, Emily took maternity leave and a new teacher, Miss Fiona joined their team as a replacement. Therefore, Anna had to complete the fall semester by collaborating with Fiona. Particularly, Anna had to work with Miss Fiona in the first grade classes but Anna had to design her lesson plans for grade fives alone because Fiona did not have any classes to teach in the kindergarten. Although Emily was back in the mid-spring Semester, her classes were changed and Anna no longer had common classes that she would collaborate with Emily. This might be significant in terms of Anna's positioning as she talked about how she wished to see herself in two or three years' time.

Excerpt 5. P (Anna Narrative Interview; 11th June 2018)

- 1 Yagmur: Where do you see yourself in two or three years' time?
- 2 Anna: I would (3) love to be like (.) >I don't know<
- 3 >we haven't got anything like that here< but maybe (.) the head of
((laughs for a second))
- 4 and you know like how I'm (.) coordinating erm five year olds
- 5 >I would like to be the coordinator< of maybe
- 6 kindergarten (.) >you know< because (.)
- 7 erm I think that I know how to make learning English fun
- 8 >for the kids< (.) >what we are doing right now< is a lot of fun
- 9 for them but erm not in >two or three years<
- 10 but maybe let's say five or six years maybe (.)
- 11 erm >you know< do something like that erm
- 12 Yagmur: In our first interview you said I don't really like to be the
- 13 leader myself I like it if you say you know do this and do that and I
- 14 will 100% do it but today you said you like to be the coordinator of the
- 15 kindergarten in the future.
- 16 Anna: yeah
- 17 Yagmur: What has changed?
- 18 Anna: because >I think like< (.) I know now (.)
- 19 I don't know everything obviously[↑] but
- 20 I would like to see myself there (.) in a couple of years' time (.)
- 21 like 6-7 years' time (.) but (.) I still (.) >I believe that
- 22 I'm still a good follower< but I like to do my own things
- 23 as well (.) like (.) I like that I have kindergarten age fives
- 24 all to myself the planning (.) >you know<
- 25 I am the leader of that but

26 I don't mind when Miss Ayse said
 27 "can you add this and this as well" >you know< (.)
 28 "what do you say to this"(.)
 29 I think (@I have changed actually@) (.)
 30 I know what I want (.) and I do my best to (.)
 31 >you know< erm get to that stage(.)
 32 (3)
 33 That's weird (.) that I feel like
 34 (@"oh what an idiot" why would I say that@) (.)
 35 but yeah (.) hm: I think I have grown Miss
 36 Yagmur: In which sense?
 37 Anna: Which sense?↑ like personality wise (.)
 38 >I mean I< (.) still believe that erm (.) >you know< sometimes
 39 <I can feel very lo:w> (.) feel very do:wn (.) but once I erm (.)
 40 >set my mind to something< (.) especially with
 41 like (.) the kids↑ (.) with teaching them something (.)
 42 then I know that I will do that (.)
 43 if I say that "right today we are making crafts" then yes we will do that
 44 (3) erm (2) yeah >I think I have just< like
 45 ok I'm indecisive (.) sometimes (.) but erm
 46 now I think I'm more (0.2) like I'm getting towards
 47 (3)
 48 sorry **hocam °nasıl deyim°**
 49 because they are like
 50 "Oh you are a Libra how can't you decide" and
 51 my mum would be like
 52 "**dengesiz tarafındandır o**"
 53 >but now I feel like I'm more< **dengeli** (.)
 54 I am more decisive (.) and >you know<
 55 if I say I want this (.) and I want that (.)
 56 I will still ask your opinion (.) on it (.) and what you think (.)
 57 and if I like it maybe I will change my mind (.)
 58 but I'm (0.2) more set now (.) with what I want (.) **deyim**
 59 Yagmur: What happened?
 60 Anna: I don't know (.) just time (.) just
 61 (3)
 62 circumstances
 63 Yagmur: Such as?
 64 Anna: Such as (.) <you know> (.) ok (.)
 65 my age is 27↑ but (.) erm as you know
 66 >I left school and then I wanted to come back< and
 67 I was still in that (.) University mind
 68 >I don't know what kind of a mind that is< but[
 69 Yagmur: [You were or you are?
 70 Anna: I was (.) Erm (.) but now (.) >you know<
 71 >I 've graduated< and this is life (.) >you know<
 72 this is what (.) I would be doing (.) hopefully (.) for
 73 the next (.) 30 (.) or maybe more years (.)
 74 I don't know (.) it's just (.) (@I have changed@)

75 It's the school (.) it's the environment (.) my colleagues (.)
 76 my children (.) >you know< they are all my little kids

In this excerpt Anna's discourse regarding being a team leader and the head of the department completely changed compared to that of hers in the previous interviews. Although in the excerpt 5.M and excerpt 5.N she stated that she would never want to be a team leader or the head of the department, in this excerpt when I asked her about where she saw herself in two or three years' time she started her utterances by saying "maybe be the head of" and laughed. The laughter had a purpose of evading from what she was actually about to say (Nikopoulos, 2016) which referred possibly to becoming the head of the department, who was positioned in a higher rank in the hierarchy of power within the school. Thus, she was aspiring to move up in the hierarchy but was not willing to open up, yet. Although that utterance remained incomplete, she later on continued by stating that she liked that she now had the planning of the age fives "all to" herself and she was coordinating them. She stated that she wished to be "the coordinator" (line 5) of the kindergarten in "five or six years' time" in line 10. In line 22, she was referring to our previous conversations by stating that she was "still a good follower", but adds that she was doing the planning now and she was the "leader" (line 25) of that. This went in line with what Bernstein (2016) suggested as "given enough time and repeated interaction, a person may come to position herself, or others may come to position her, in increasingly stable or predictable ways" (p. 179) and that due to unstable properties of discourses that the subjects are constituted within, such positionings could be destabilized as well.

When I asked Anna about what had changed, she referred to her past by stating that her way of looking at things was "the university mind" and that it had changed and she attributed that to her profession and professional life. She was talking about her professional identity as a teacher and how it changed. In line 67, Anna mentioned that she was "still in that University mind". When I thought about the supervision sessions she had with her supervisors in the university setting, her supervisors used to give her ideas or change her ideas and she had to accept them right away. At the beginning of the fall semester, it seemed that she was still in that state of mind which she referred to as "The

University Mind”. However, within two semesters, her way of looking at things had changed as her transition from a student-teacher to being an actual teacher was completed in the last excerpt.

As illustrated by the excerpts in this section, Anna projected herself as a follower in the fall semester because that was what she thought was expected of her. The experience of being discouraged by others affected her and she tried to take on the role of an inexperienced follower, which looked like a cover and more of a projection. During her first semester, she let the others be the leaders and told her ideas to follow as she still had the “university mind” and replaced her supervisors in the university setting with Miss Emily the team leader and Ms. Ayshe, the head of the department. Because of this replacement, even though she felt discouraged she did not make any attempts to ask others to apply her ideas. Additionally, as she was new she did not want to position herself as a threat to Miss Emily or Ms. Ayshe within the team. However, during the spring semester, as Emily was no longer teaching in the same classes with her, she felt in charge and a change took place in her discourses regarding being the leader. She no longer had to project herself as a follower as with the absence of whom she called “a great leader” she could now lead the decision-making process in her lesson plans. When she looked back to her own discourses in our previous interviews, she then reported “what an idiot would say that” (line 34). It seemed that Anna always had some sort of leadership in her as even in her first semester she wanted to contribute ideas and wanted them to see applied, but was not given the opportunity and she had the University mind. In the second semester, without Emily’s presence, she was given the opportunity to lead the decision making in the kindergarten, which helped her get in to the role of the leader that she always wanted. In addition to these, in line 56 she also stated that she would “still ask your opinion”, which indicated that the whole experience of being discouraged by others had affected her a lot and she incorporated this in to her leadership position.

Regarding all these changes and interpretations, power and changing power dynamics impacted Anna and Jessy. Instead of resisting openly, Anna seemed to accept things right away. This might be because her transition period from a student-teacher to a teacher was not completed at the beginning of her

career during the first semester. She replaced her supervisors, who were in a powerful position in her teacher education program, with her team leader Emily. In the teacher education program, Anna as a student-teacher had to accept every suggestion made by her supervisors even if she did not agree. Being part of this transition period, she still felt the same way at the beginning, in terms of being powerless, accepting everything even though she did not agree. This was due to seeing others as more powerful and dominant in the setting, just because “they were there” before her, or maybe Emily was given an extra status as a “team leader” by Ms. Ayshe in the team. Emily was doing similar things as her supervisors in the ELTEP used to do, such as observing her and it seemed that it was difficult for Anna at the beginning to see things differently. However, in the second semester Anna was able to take on the power, and became dominant in the process of coordinating the kindergarten. Considering the power dynamics that occurred within her team, and Anna’s struggles in managing the situation, and the change in her discourse regarding her positioning, there are a few implications for teacher education programmes revealed in the final chapter.

Conclusion

In this chapter I presented my analysis of power and power relations in both educational settings as I analysed the instances and discourses that emerged due to surveillance practices that were being carried out in both contexts. As I did so, I talked about the impact of power relations and being surveilled on Anna and Jessy’s discourses and professional practices of the selves and vice versa.

I mentioned the supervisors’ powerful positions and how they were responsible from conduct, leading Anna and Jessy and their teaching related practices during the internship. While I referred to the ways in which surveillance was being carried out on teachers, and the ways in which power was organized at the Rainbow Wings School I demonstrated how power operated within hierarchy as well as a “net-like organization” (Hall, 1997, p. 50). Specifically, I mentioned how positioning of the people in the rank impacted the incidents and discourses of Anna and Jessy as they talked about

the practices of the selves. Based on my analysis here, it was posed that focusing on the power dynamics in the educational institutions and amending the practices at the teacher education programs accordingly might be one way of linking teacher education to real life. In order to amend the practices to link teacher education to real life, I believed it was significant to be wary of what teacher education lacked in terms of preparing student-teachers to their profession.

In the next chapter, I have provided my analysis of discursive formations that have emerged as Anna and Jessy talked about professional practices of the selves from teacher education to their first year of teaching. As I have done so, I have discussed the ways in which the positionings that have been ascribed to teachers as well as the positionings that they have taken in interaction and social encounters shaping the ways in which they (re)presented themselves to others in educational settings as individuals and as members of a team.

CHAPTER VI

The (Re)presentations of a Teacher: Attire, Performance and Gender

Introduction

I regard teaching as a performance that teachers execute at educational institutions. When referring to performance, I draw on Goffman (1956), who defines performance as “all the activity of a given participant on a given occasion which serves to influence in any way any of the other participants” (p. 8). When talking about the performances that we get involved in everyday encounters, Goffman (1956) talks about the presentation of one’s self and all the other assumptions that come with it which serve as a purpose to define what he calls the definition of the situation. More specifically, when a person gets involved in social encounters, the others would try to collect information about her based on the ways in which she presents herself, in order to come up with conclusions regarding their assumptions of her and what she may assume on them (Goffman, 1956). Goffman (1956) also adds that such assumptions can easily be controlled by the person, by manipulating the definition of the situation based on the impression that she wishes to convey. Thus, the ways in which she expresses herself to others can be intentional, unintentional, be reliable or deceptive (Goffman 1956). According to Goffman (1956) the performance is not always fixed as it changes depending on the audience and the setting however, there might be cases when the performance “functions in a general and fixed fashion to define the situation” (p. 13), and in such cases, it is called the front. Goffman (1956) defines the front as tool(s) used as “expressive equipment” (p. 13) which can be deliberately or unintentionally used but regardless gives an impression to the audience about the performer. As mentioned earlier in Chapter II, front contains the setting, appearance and manner, which are within the concept of *personal front*, which is related to the equipment that others tend to associate with the performers (Goffman, 1956). As Goffman (1956) talks about the ways in which performers present themselves to others, he also refers to teams and team performances. He adds that team members may work towards a common goal to achieve a certain definition of a situation, regardless of the roles that they have or are given. In addition, the team members may not always perform in harmony with the

team's performance and may distort the impression that the team wishes to make.

Considering my arguments in Chapter II regarding Goffman's face work and dramaturgical approach, one may argue that teachers have to deal with different actors and audiences at schools, i.e., students, administrators, parents, colleagues and so on and they have to (re)present themselves in many different ways depending on the definition of the situation that they wish to project. In addition to the (re)presentation of themselves individually as teachers, they may find themselves in situations where they may need to work towards projecting the definition of the situation that their team and/or the administration wishes to maintain in the eyes of the other parties, such as parents. In line with this, sometimes the expectations including their own and others in social encounters, regarding the (re)presentation of selves as teachers may prevent teachers from resisting power in open ways.

As I consider teachers performers, and teaching as a performance that teachers get involved, in this chapter, I have focused on the discourses emerged regarding teachers' (re)presentation of themselves in social encounters with others, as they talk about their professional practices. In this chapter I have demonstrated that the (re)presentation of the teacher selves, were mainly based on teachers' attire, stance and manner and emerged within the discourses that contained stereotypical conceptions of what it means to be a teacher as well as gender. As I present my analysis of the discourses which are related to (re)presentation of the teacher selves, I have also provided evidence regarding the ways in which gender appears in teachers' discourses as well as the ways in which gendered identities are manifested and performed. I believe that through my analysis of discourses, I have been able to offer a glimpse into the performances performed by teachers from the teacher education stage to their first years in profession.

Based on the analysis of the discourses, my main argument in this chapter is that the teacher education programs fail to prepare student-teachers regarding the ways to cope with problems that they may encounter during the (re)presentation of selves as well as the instances which may contain references

to gender. Before I present my analysis, I feel it is significant to highlight that as I mentioned in Chapter II, I see gender as performative following Butler's view. Similar to Goffman's (1956) theorization of presentation of selves, for Butler (1988), gender is part of a performance that performers prefer to perform. Thus, within the performance of the performer, gender becomes an identity position that is acted, or performed. In addition, the gendered performance might be bodily and/or discursively (Litosseliti, 2006) acted out and may conform or reject the assumptions, expectations, dispositions regarding gender in a society and culture. Gender is regarded as an important aspect of identity (Wardhaugh, 2006) and just like identities in general, gendered identities are constituted within discourse, and can be individually or socially performed within social contexts. Thus, the concept of fluidity as well as multidimensionality (Egan & Perry, 2001), which are discussed earlier in Chapter II, also apply to gendered identities in societies. Gendered identities are mainly about what a person does, than is or has (McConnell-Ginet, 2011) and is an important concept for teachers because, in fact, it is "one of the major identities that comes to the fore and affects one's teaching, one's relationship with students, colleagues and administrators, and one's sense of self in the academic world" (Barkhuizen, 2017, p. 230). According to Schwendenman (2012) "humans are constantly faced with situations that require characteristics attributed to the other gender" (p. 17). In line with this and the arguments that I mentioned about teachers as performers and the performances that they get involved when they (re)present themselves to others, this may mean that teachers may need to take on gendered identities depending on their goals in interaction and social encounters when (re)presenting themselves. In fact, throughout the analysis of the data that I have presented in this section, this was the case for Anna and Jessy. Thus, the whole (re)presentation of their teacher selves contained references to gender in the ways that I have explained below.

Discourses on Performing as a Teacher

Based on the analysis of the research data, particular discursive formations about the way a teacher should (re)present herself to others emerged as teachers talked about professional practices of the selves from

teacher education to their first year of teaching. The discourses were mainly directed on the (re)presentation of a teacher in terms of the ways in which a teacher created personal presence with particular links to gender and gendered identities. The relevant discourses did not only emerge when Anna and Jessy were student-teachers but also continued to emerge during their first year at the Rainbow Wings School during different time intervals. Some parts of the data that I presented in the sections that follow came from the first phase of the study; peer feedback sessions, post observation feedback sessions and expectation essays that Anna and Jessy wrote, and other parts came from the second phase of the study; the interviews conducted with them as well as the fieldnotes that I took during my observations at the Rainbow Wings School.

In their expectation essays written for the internship course, Anna and Jessy referred to their expectations as they talked about their aims and aspirations. To illustrate, in her expectation essay written for the School Experience course Jessy mentioned that when she observed her mentor teachers in the placement school, she specifically wished “to see if they are serious, friendly or both and how the students’ behaviour was towards these teachers” and she wrote that her “aim is to find out what kind of teacher I should be and how I should look in the classroom” (Jessy’s Expectation Essay, 7th October 2016, added emphasis). Similarly, Anna wrote that she “is looking forward to seeing the students and teachers’ relationship within the classroom and how teachers are with their colleagues” and she added that she expected to “improve the way I use my body, tone of voice, appearance, how I should be patient with students and my outlook as a potential teacher as these have effect on how students think and behave in the classroom” (Anna’s Expectation Essay, 7th October 2016). Such aspects were not among the requirement of the observation task that Anna and Jessy had to complete for the internship program, however, they were mentioned in their expectation essays as things that they would be paying specific attention to when observing their mentor teachers. How and why such aspects were considered to be significant for Anna and Jessy and their relevance to their professional practices of selves became clear in time as they continued to appear in their discourses. In the sections that follow, I have demonstrated my analysis of the discourses

regarding the conceptualisations of how a teacher should (re)present herself and explain the possible impact of such discourses and conceptualisations on teachers' professional practices.

Teacher Attire: Dress to Impress

Clothing as part of a person's attire is among the things that forms an impression on the minds of others during social encounters. Thus, it can be said that clothing can be considered as a tool that a person may choose to utilize in her own ways to (re)present who she is or to create an impression on the minds of others. For instance, clothing can be used to express professionalism in the area that one pursues her career by dressing in the ways that match with the "public image" (Lang, 1986, p. 277) of that profession. Indeed, depending on the profession of a person, there can be certain expectations of others regarding the way she *should* dress or look like. For instance, recently Vogue magazine was criticised for publishing a picture of the first female vice president of the United States, Kamala Harris wearing jeans and Converse shoes- what was said to be considered as "informal." (BBC News, 2021). As for teachers, the way they choose to dress surely has an impact on the way they are perceived by different actors and audience, i.e., students, administrators, parents, colleagues and so on. In fact, previous studies indicate that teachers' choice of outfit impacts their perception of the role of teaching (Workman & Freeman, 2010), classroom management (Freeburg, et. al., 2011) and students' attitude in learning (Kashem, 2019). In line with this, Lang (1986) states that in terms of dress code, clear rules may not always exist in educational institutions, and yet, a "hidden dress code does exist for administrators" (p. 279). This was the case for both contexts of my study. Particularly, as I mentioned in Chapter V, at ELTEP student-teachers were asked to dress *appropriately*, which indicated that supervisors had certain expectations in this regard. However, what this entailed was never explained in detail to the student-teachers, thus was hidden, and was never questioned by the student-teachers. Similarly, at the Rainbow Wings School, I noticed that there was a hidden dress code as it shaped teachers' discourses and caused them to resist the administration in different ways. When both contexts of the study were compared in terms of the dress code, resistance was not present during the student-teacher stage. In this

section, I have illustrated the relevant instances and my analysis of the discourses in this regard and presented how the discourses regarding the teachers' attire emerged in different ways in the two contexts of the study. The section is divided into two: and in the first part, I presented the analysis of the interview that took place during Anna and Jessy's education at the ELTEP, and the second part contained five excerpts that were elicited from the interviews I had with Anna and fieldnotes that I took during my visits to the Rainbow Wings School.

“Pretending that You Know We’re Teachers.” Although the discourses that I have presented in this section did not have references to gender, the excerpt that I have selected for the analysis has presented the first instance that teachers' attire discourse emerged in the study. Discourses regarding teacher's attire first emerged when clothing was used as an excuse that Anna and Jessy used to justify their reasons for behaving in a particular way in a particular context outside the classroom. The excerpt below was significant due to its relevance to the teachers' attire and its impact on teachers practices of the selves as well as and the impact of context it is being presented to others. It is also selected as it represents the ways in which Anna and Jessy wanted to manage the impression that their students have of them and contains references to the line that they wished to preserve in interaction with their students and supervisors.

The excerpt was from a post observation feedback session that took place three days after Jessy's final practice teaching session in the first semester of their final year in the teacher education program. This was within a standard procedure that aimed to help student-teachers reflect on their teaching experience and get feedback from their supervisors. The post observation feedback session took place in the supervisors' office, with both supervisors being present and seated behind their own separate tables and Anna and Jessy seated in front of the second supervisor right next to each other. Jessy was the first student-teacher of her group that taught in the adult classroom at the beginning of the semester. Prior to the interactional exchange given in the excerpt, Jessy reflected on her teaching session and Anna and the supervisors

gave her feedback. Later on, Jessy and Anna shared their concerns regarding the dropping student attendance by mentioning that in Jessy's first teaching session there were around 23 students but in the final one, there were only 10 students in the classroom. Anna puts forward the idea that the students in the classroom knew that they were interns and that was the reason why they were not taken seriously. Such concerns were also voiced in this particular excerpt which was a continuation of the same interaction with a reference to an incident that happened outside the classroom but the university setting.

Excerpt 6. A (Post observation feedback session, 28 October 2016)

- 1 Anna: One of the students said (.) is it your last year this year
- 2 I looked at her
- 3 ((looks at her right side quickly))
- 4 and I said yes
- 5 ((turns her head back to the centre))
- 6 [I couldn't [(.) tell (2)
- 7 but we've(.) like we saw them (.) a couple of weeks ago
- 8 when we went to print out somethings (.)
- 9 we saw a couple of the students which we haven't seen
- 10 (@in [the last lesson@) and (.) we >just (.)
- 11 we didn't know what to do with Jessy↑
- 12 <°I just said that° (.)> just walk pass them pretend that they are not
- 13 there<[
- 14 Jessy: [yeah [ih [(laughs) [(laughs)
- 15 Supervisor1: =No: why↓
- 16 Anna: =I don't know [I don't know
- 17 because we because we weren't wearing like
- 18 no↑ we were wearing shirts that day weren't we↑
- 19 [(everyone laughs)
- 20 Jessy: =°I don't know°
- 21 Anna: I don't know we were dressed nice but[
- 22 Supervisor1:[You weren't↑=
- 23 Anna: [=We were
- 24 ((looks at Jessy frowning))
- 25 Jessy: [=We were we were wearing(.) (@I was wearing this I think@)
- 26 ((shows her shirt by holding its front))
- 27 Anna: =It was on Monday↑ and Mondays are the days that we go to so
- 28 KYK (placement school) so we were dressed nice but (1)
- 29 (@Iwas like↓@) Jessy let's just walk pass
- 30 ((moves her fists up and down as if she is running))
- 31 and we didn't even talk to each other
- 32 we just walked passed them ↓ I don't know why (.)
- 33 I think it is because <we didn't want them to think that we were> (2)
- 34 but they know that we are students (2)

34 I think it was just (.) again seeing them (1)
 35 pretending that we're (.)
 36 you know teachers even
 37 (@tho they know we went we went to print out things@)
 38 actually they saw us printing
 39 Jessy: [(laughs) [(laughs)
 40 Supervisor1: I I go to the copy shop [all the time you could just said
 41 oh↑ hello↑ I haven't seen you ↑ in class for a while↑(.)
 42 [if if you just said that that would place you [in the place of a teacher[
 43 Jessy: [(laughs) [No it was after my first week tho[
 44 Supervisor2: [Hih
 45 Anna: [Yeah
 46 Jessy: It was a (.)[inaudible for two seconds] week after my first lesson
 47 Supervisor1: =So would you do something differently if you saw them
 48 now↑
 49 Jessy: (laughs)
 50 Supervisor1: (@No↑@)
 51 Jessy: (laughs)
 52 Anna: >We don't even say< hello↑ to them when we see them
 53 (@outside@) the classroom↓
 54 Supervisor1: Wh:y no:t↑
 55 Jessy: Yeah we say good morning ((looks and Anna))
 56 Anna: >Yeah we say< hello ↑ we say good morning ↑ but
 57 (6)
 58 [°I don't know °(.) I agree now that I think about it that was a bit silly
 59 Jessy: [(laughs)
 60 (everyone laughs)
 61 Anna: because (.)it was did you see first or [did I see first I was like
 62 >oh my God that girl< don't look (.)
 63 so we just walked pass them (.) and then
 64 again we walked around them instead of walking straight pass them

In this excerpt, Anna referred to a dialogue she had with one of the students when she was asked whether it was their “last year,” as in their last year of the university, which was an indirect way of asking whether they were students or not. Although she said “yes,” (line 4) her act of looking away gave her away that she wanted to end the conversation she had with the student. She later on continued by saying “I couldn't tell” (line 6) which remained incomplete followed by two seconds of pause instead of continuing the sentence by admitting openly and saying “we were students.” Her usage of “but” (line 7) as a conjunction to talk about an incident happened outside the classroom had references to what she refrained from telling openly to the student, and also to the supervisors during the interaction. It seemed that the *line* that she wishes to

take in her interaction with the student was that she was there as their *teacher*, not as a student-teacher who was in her final year at the university. As the student indirectly asked her about this, she realised that she would no longer be able to maintain the line that she wished to draw, but instead of explaining her role and position there, she evaded by quickly saying yes and ended the conversation by looking away. Goffman (1967) stated that “once the person initially presents a line, he and the others tend to build their later responses upon it, and in a sense become stuck with it” (p. 8). What happened in Anna’s case was that according to her and Jessy, after this incident some students stopped participating in their classed. Referring to the students that they did not see in the last lesson but had seen in the photocopy centre with a chuckle (line 10), indicated Anna’s anticipation regarding what she taught was the reason why students stopped participating in their class, which was something she was unpleasant with. After seeing the students, Anna mentioned that she led the action of ignoring the students by walking past them (line 12), which was later on confirmed by Jessy in line 13. When asked for their reasons for such an action in line 10, Anna tried to come up with reasons and repeated saying “because we because we” (line 16) as she tried to gain time to think about what she wanted to say. The first thing that came to her mind was the way they looked, particularly their outfit. However, immediately she remembered that they “were wearing shirts that day” (line 17) and to her this was perceived as “dressed nice.” (line 27) Her initial attempt in using clothing as an excuse for their behaviour was confuted by her own statements and confirmation coming from Jessy (line 24). Their clothing as part of their attire was the first thing that came to Anna’s mind when trying to find a justification for their behaviour in the photocopy centre.

After talking about the incident and thinking about the reasons why, Anna in line 32 said “we didn’t want them to think that we were” and paused for two seconds. She did not complete her utterance immediately and used “but” again as she did in line 7 above, but this time said that “they know that we are students” with two seconds pause again. In both line 7 and line 32, what Anna actually wanted to say but could not do so right away was the fact that they were student-teachers. It seemed that not only admitting it to the students

but also saying it out loud in the post observation feedback session was difficult for Anna. This indicated her own hesitations regarding her being a student-teacher and the role she performed as the teacher of the class. Indeed, from this excerpt, it could be seen that teaching was a role that Anna performed in the classroom. What validated this was her utterance “pretending that we are you know teachers” (lines 35-36). Her usage of “you know” right before “teachers” also signalled her hesitations regarding internalisation of her role as a teacher.

The fact that she continued by saying “tho they know we went to print out things,” showed her discomfort with the idea of being seen by the students in the photocopy centre. The act of trying to escape the gaze of the students they saw in the photocopy centre was significant as it indicated a couple of things. Goffman (1956) stated that “when an individual appears before others he will have many motives for trying to control the impression they receive of the situation” (p. 8). He also added that “those who would use a particular setting as part of their performance cannot begin their act until they have brought themselves to the appropriate place and must terminate their performance when they leave it” (p. 13). In line with this, Anna and Jessy used the classroom as part of their performance, i.e., teaching, and considered being a teacher as the role that they enact. Being seen by the students outside the classroom, in the copy centre while getting their notes copied, was considered as a threat to the role that they enacted previously in the classroom. This was a threat in the sense that they felt if they were seen in the photocopy centre, they would not be able to control the impression their students had of them as their teachers because their presence in the copy centre as students or student-teachers contradicted their role they wanted to enact in the classroom as teachers. This could be verified by Jessy’s comments that came in the following parts of this interaction as she said “We were like students that day going to the thingy the copy centre to print out our books that’s why I think we did what we did.” Jessy’s statement indicated that according to her going to the copy centre was among the things that a student would do and doing so and being seen by their students there, would make them look like students. Therefore, Anna and Jessy felt that they had to terminate their performance in

the photocopy centre by ignoring the students and walking past them quickly. This act of them is related to what Goffman (1956) called as “defensive practice” (p. 7), which implied that in order to preserve the impression that they gave previously as teachers, Anna and Jessy used ignoring and walking past as strategies to avoid being seen like students. According to Goffman (1955)

Once the person does chance an encounter, other kinds of avoidance practices come into play. As defensive measures, he keeps off topics and away from activities which would lead to the expression of information that is inconsistent with the line he is maintaining. (p. 218)

A person may have different reasons when trying to maintain her face, and power might be among such reasons (Goffman, 1967). In Anna’s case, she wanted to be seen as the teacher of the class; this was the line that she wished to take, as she wanted to be respected by taking the role of the teacher. However, this was something even she had hesitations about and this might be among the reasons why she led the act and encouraged Jessy to walk past the students together. As in the supervisor’s commented in lines 40-42, if they had said something similar, that would have placed them in a position of a teacher even outside the classroom, in the copy centre.

After this discussion, the supervisor made a pedagogical move in line 46 by expecting Anna and Jessy to reflect on the abruptness of the situation, however, there seemed to be no uptake of it as there was no direct verbal response but laughing. Later on, Anna’s response in lines 51-52 “we don’t even say hello” indicated an indirect way of saying “no” as an answer to this question. As soon as the second supervisor questioned the situation, Jessy in line 55 said the opposite by saying “we say hello we say good morning.” Goffman (1956), argued that “each participant is expected to suppress his immediate heartfelt feelings, conveying a view of the situation which he feels the others will be able to find at least temporarily acceptable” (p. 3). In line with this, Jessy’s utterance followed by Anna’s “yeah we say hello” followed by six seconds pause (line 56-57) was the opposite of what Anna had said previously and this was indicative of Anna and Jessy making distinctions

between the supervisors' expectations regarding evaluation of their enactment of the role. Further, Anna said "I agree" and "that was a bit silly" in line 58 and all of these utterances signalled Anna and Jessy's attempt to provide an answer that their supervisor would expect to hear. When I asked Anna about her utterances in a stimulated recall session, she said the following:

- 1 Anna: There was that one thing I mean "the student
 - 2 says what the teacher wants the the student says what the
 - 3 teacher what they think the teacher wants to hear"
 - 4 dežil? (right). So, sometimes I feel like I should be like that
 - 5 like I should behave in a way that I think that you would erm
 - 6 what's the word the way that you would want me to
 - 7 be but I don't know if you want me to be like that, right?
- (Anna's Stimulated Recall Session, 20th November 2017)

Particularly, Anna's contradicting utterances as well as the things that she said in the stimulated recall session signalled that she did not want to confront the definition of the situation projected by the second supervisor, and she wanted to manage the impression she wanted to convey to her supervisors as a student-teacher that agreed with the things that her supervisors suggested, to reach a consensus (Goffman, 1956).

As can be seen in the excerpt presented in this section, the discourses were built on how students would see Anna and Jessy, i.e., on the impression that Anna and Jessy wanted to convey to the students. In the second phase of the study, discourses were not built on the students but other parties that gained attention when managing their impression. I have presented my analysis of such discourses in the section that follows.

“Because it’s the stereotypical teacher.” As mentioned earlier, the attire of a teacher, particularly the way that she was dressed was among the discursive formations that emerged also during Anna and Jessy’s first year in the profession at Rainbow Wings School. However, this time their discourses were shaped by their understanding of professionalism, team performance, the conceptions regarding the “stereotypical teacher,” and resistance as Anna and Jessy questioned the institution’s unwritten rules, specifically about the hidden dress code policy, and the uncertainty of defying it. The data presented in this section came from the interviews that I had with Anna and fieldnotes taken during my visits. As I analysed the discourses of Anna and the headmaster, I also referred to the ways in which they contained references to stereotypical conceptions of gender.

The excerpt below was from one of the interviews that I had with Anna and it highlighted her complaints regarding one of her colleagues’ clothing and administration’s attitude towards it. My discussion in Chapter V regarding Anna and Jessy’s offstage talks about unfairness discourses based on their perception of unfairness of the rules, also appeared in this excerpt, which had references to attire, mainly clothing of teachers. What followed the excerpt was from my fieldnotes about another relevant incident regarding the dress code that highlighted the headmaster’s discourses and attitude towards clothing. The excerpts presented after the fieldnotes demonstrated the impact of the headmaster’s discourses on Anna’s conceptualisation of being “well dressed” and looking like a teacher.

During my visits, I realised that the teachers were not happy with the attitude of the administration regarding Miss Story’s absence as well as the unwritten dress code and resisted this among themselves off the stage (Scott, 1990), in subtle ways. Thus, they would complain about this among themselves without the presence of an authority figure until one day Anna gave an ultimatum to Ms. Ayshe about Miss Story which caused the headmaster to visit the office (see Appendix U for further details on the background to this incident).

The headmaster said he was aware of everything but nothing more. When I asked Anna about how she felt about their conversation, she said the

following, which indicated her resistance to the practices of the administration and contained discourses regarding clothing:

Excerpt 6. B (Anna Narrative Interview; 30th January 2018)

- 1 Anna: On the way home with Jessy,
- 2 **Uğraşırık haftasonlarımız yok**
- 3 **derim**↓(1) erm
- 4 <we get tired>
- 5 Jessy is **still** sick **yani**
- 6 **derim**
- 7 I mean really (.) like >is it really **worth**
- 8 it is it worth **spending** our petrol
- 9 spending our(.) **vocal cords**< you know (.)
- 10 everything on this school
- 11 >where they say that they have
- 12 they have a system< but they don't (.)
- 13 why↑ do they keep us until five o'clock
- 14 >you know< (.) why
- 15 why do they say “**işte çocuğa çok**
- 16 **yaklaşmacan bağırmaycan etmeycen**”.
- 17 Why do they say **kılık kıyafete önem**
- 18 **verecen** (.) **zaten dün sinirlerim bozuldu** (.)
- 19 **Gördüm o Sally’i afeden yolun kenarındaki**
- 20 **şeylere benzedi.**
- 21 **Batilde’da aynı şekilde** the French one [...]
- 22 it's not fair (.) it's not fair on anyone.

As it can be seen in the excerpt, dress code was among the discourses that emerged as Anna touched upon what she thought was inappropriate when referring to the way her colleagues were dressed. The reason why her colleagues’ clothing was among the discourses went in line with Goffman’s (1956) argument, who put forth that:

While a team-performance is in progress, any member of the team has the power to give the show away or to disrupt it by inappropriate conduct. Each team-mate is forced to rely on the good conduct and behaviour of his fellows, and they, in turn, are forced to rely on him. There is, then, perforce, a bond of reciprocal dependence linking team-mates to one another. (p.50)

Goffman (1956) also said that “it is apparent that if performers are concerned with maintaining a line they will select as team-mates those who can be trusted

to perform properly” (p. 56). Thus, based on this, in Anna’s case, she observed that there were discrepancies in the ways that her colleagues were dressed with the institutional expectations, i.e., hidden dress code, and more importantly with the conduct that she thought was appropriate in her team-performance. It seemed that to Anna, dressing like “thingys standing on the corner of the street” would distort the image of her team, thus, herself and the line that she wanted to maintain in her profession. Another point that was worthy of attention was about Anna resembling Sally’s clothing to the “thingys standing on the corner of the street” which was her indirect way of likening Sally to “prostitutes.” Such resemblance was about the way that she positioned her colleague and once seen through the lens of Goffman’s arguments mentioned above, had significance to Anna’s positionings as well. In fact, Anna once wrote “a great teacher maintains professionalism in all areas. From the way you dress to the way you walk and talk, these are very important to me. The respect that the teacher gets from his/her colleagues and students is utterly unique” (Anna’s Final Reflective Report, May 2017). When her utterances in the excerpt as well as in her final reflective report were put together, it seemed that Anna no longer had respect towards her colleagues or feelings of solidarity due to their outfits as she viewed it as a threat towards the line that she wished to maintain at school.

Discourses regarding the rules governing the dress code not being applied to all teachers at the school, emerged frequently during offstage talk of the team until one day the hidden transcripts became public in the presence of the headmaster. The fieldnotes that followed were about an incident that happened almost a month after what Anna said in the interview excerpt presented above. The incident that I mentioned in the fieldnotes took place in the office and demonstrated how hidden transcripts became public by Anna herself.

Excerpt 6. C (Fieldnotes; 6th March 2018)

- 1 We were sitting in the office with the other teachers.
- 2 Classes were over and students had left. The headmaster
- 3 entered the office. [...]The headmaster then asked if
- 4 there was anything the teachers wanted to tell him and

5 suddenly everyone in the office went quiet. The teachers
6 began to look at each other and when the principal
7 noticed this he said “tell me what’s on your mind” in a
8 very patient manner. Anna broke the silence
9 by saying “I don’t mean any disrespect, but the way
10 some of the teachers dress is not at all pleasant”. Along
11 with Anna, the other teachers unanimously agreed and
12 said yes, Jessy continued and said that some teachers
13 were not following ‘what was told’.
14 Anna gave examples and mentioned that other teachers
15 were wearing tights, jeans and fishnet stockings. The
16 principal mentioned he had made warnings and said “we
17 should assemble a committee.” Before he would tell the
18 details Emily chimed in and touched upon the fact that
19 the dress code was discussed in the meetings and
20 warnings were made, however, the ones who dress
21 appropriately have also took offence as those who do not
22 dress appropriately were not warned personally. The
23 principal stated that the reason this topic was brought up
24 in the meetings was that “everyone should know
25 everything” and said “the way one dresses and does his
26 job is the ‘identity’ one portrays to others. Everyone
27 charts out their own path – their career. When you dress
28 up in the morning and look in the mirror it is very
29 important for you to be able to say ‘I look like a teacher
30 today’. Your clothing should be appropriate for parent
31 meetings. Tights, stockings and jeans are the same things
32 to me. If we were to allow jeans, it would soon enough
33 turn into stonewashed or ripper jeans, just so you can
34 look different. Men of course don’t have such an issue.
35 Nevertheless, it is very difficult for a male personnel to
36 warn a woman”.

It was obvious that other teachers’ attire, precisely the way they dressed, was among the discourses of Anna and the other members of the team. However, these discourses were hidden transcripts as they would discuss and criticise such teachers among themselves and resist the administration’s approach towards such teachers offstage in subtle ways until the headmaster’s visit to the office. As Scott (1990) explains:

If we wish to move beyond apparent consent and to grasp potential acts, intentions as yet blocked, and possible futures that a shift in the balance of power or a crisis might bring to view, we have little choice but to explore the realm of the hidden transcript (p. 16).

In the meeting that Emily referred to, the headmaster warned all the teachers publicly and it seemed that this caused the team to feel that their face was threatened. This could be understood from Emily's utterances as she said that the others also "took offence," where she was clearly referring to the members of the team who were present in the office. As they took offence it seemed that they started to question whether they were dressed "properly" or not as the warnings were not made individually to those who weren't following the rules. Their confusion and resistance could be considered a crisis which Scott (1990) referred to, and it seemed that this was the motive behind Anna's move in breaking the silence (in lines 8-9). In addition, the incident also adhered to what Goffman (1955) said:

Should he sense that he is in wrong face or out of face, he is likely to feel ashamed and inferior because of what has happened to the activity on his account and because of what may happen to his reputation as a participant" (p. 214)

As illustrated in the fieldnotes, Anna was the one that made the hidden transcripts public, about the way other teachers were dressed in front of the headmaster. She did this as she wished to have the headmaster, take an action about the issue. She started her utterances by saying "I don't mean any disrespect" (line 9) which had two functions; first that she wanted to maintain her face among her team mates as she did not wait for others to comment, and secondly, she wanted to maintain her face as she was about to say something that could possibly offend headmaster. Considering the latter, she might also be implying that they expected the administration to do something about the issue. As others joined her by saying yes and as Jessy mentioned that the other teachers were not taking into consideration "what was told" she was referring to the things that were said by the headmaster in the meeting, which was mutual knowledge. However, instead of directly referring to the warnings made by the headmaster by saying "what you told us" Jessy wished to use passive voice and referred to headmaster's warnings indirectly by saying "what was told." It seems that here, Jessy also considered the face of the headmaster, and got involved with what Goffman (1956) calls "protective practices" which were strategies used "to save the definition of the situation projected by another" (p.7). Thus, Jessy wanted to save the headmaster's face in

the interaction instead of making him appear as a headmaster whose words are not taken seriously. In addition, perceiving the headmaster in a powerful position, maybe as a high ranking personnel, Jessy seemed to refrain from using direct language to sound mild, and to not offend him or not challenge his position by using “some teachers do not care about what *you* said in a meeting” discourse. What followed validated this as Emily chimed in and referred to the warnings made by the headmaster in the meeting by indirectly suggesting that those who did not follow the decisions could be approached individually (lines 20-22).

Another point that was worthy of attention in the fieldnotes was the headmaster’s attitude towards the dress code and how he thought “the way one dresses and does his job is the identity one portrays to others.” As mentioned in line 29, he specifically highlighted that the clothing should be *appropriate* when meeting with the parents. His utterances “when meeting with parents” were significant as he was referring to the instances when the teachers would be (re)presenting themselves to the others. Being concerned with the image that the teachers would give to the parents, which might eventually distort the image of the administration, it seemed that “look like a teacher” was the headmaster’s way of telling the teachers how to save their face in front of the parents, by self-policing themselves before they came to School. Thus, he left the decision to the teachers regarding what to wear, instead of clearly defining what he meant by “appropriate.” It is noteworthy that the word “appropriate” was used by Anna and Jessy’s supervisors (as mentioned in the previous chapter, page 127) during the informative meeting at the ELTEP and it was not questioned by the student-teachers. It seemed that there was a stereotypical understanding among the teachers that there was an “appropriate” way of dressing up as a teacher. In addition, here it was worthy to be wary of the gender related discourses that appeared in this excerpt. Particularly, the headmaster highlighted the “difficulty” of the situation where a male personnel (in this case him, as there were only two male personnel at the school, the other being the physical education teacher) warning a woman. As can be seen, the headmaster was differentiating men and women by making attributions to what he thought about women - wanting “just to look different” (line 33-34). This could be verified by his utterances that followed as he continued “men of course don’t have such an issue” (line 34). Thus, he was

referring to women wanting to “look different” as an issue. In addition, the headmaster ended his utterances by saying “it is very difficult for a male personnel to warn a woman” (line 35) when he was criticized of not warning the teachers who were perceived to be dressed inappropriately, individually. It seemed that the “women wanting to look different” discourse which was being drawn in the related excerpt by the headmaster regarding gender role expectations was his way of talking about his perceptions regarding differences of what was socially assumed of male and female teachers in the workplace. The headmaster was making use of such discourses to justify his reason for not warning the teachers individually. The headmaster’s discourses were related to gender role expectations, and were in line with Weatherall’s (2002) argument as;

Gender discourses, beliefs and ways of talking about gender can be thought of as producing power relations between men and women. The institutionalisation of those power relations through, amongst other things, education, the law and the division of labour reproduces the patterns of advantage and disadvantage evident in society. (p. 80)

More specifically, the headmaster’s utterances seemed to idealise/aggrandize men as he thought “they don’t have such an issue”, i.e., wanting to “look different” in the workplace. Considering that the male personnel are outnumbered by the females at the whole school, it also seemed that this was his way of self-aggrandising. The headmaster’s utterances in this particular incident caused even more confusion (see excerpt 6. C) as Anna and Jessy were not sure about what to wear in order to fulfil institutional obligations, which were unwritten in terms of the dress code.

The impact of the headmaster’s discourse on Anna’s conceptualisations and her discourses of what she called “stereotypical teacher” became visible in our last interview illustrated in excerpt 6.D below. A month after the headmaster’s speech in the office, Anna and Jessy texted me to say that the headmaster called all the teachers for a meeting and in that meeting he was “fuming” (Anna and Jessy, Informal conversations, 27th April 2018). (See Chapter V for the details and the analysis of the incident). When I asked Anna and Jessy how they felt about the

whole meeting Anna said they “were like traumatised with Jessy” (Anna Interview, 30th April 2018) and continued as follows:

Excerpt 6. D (Anna Narrative Interview; 30th April 2018)

- 1 Anna: I like this school
- 2 I am very happy I’m- I very
- 3 appreciate it that I am here
- 4 but (1)
- 5 things like this you know (.)
- 6 sometimes **bıktırır insanı**(.)
- 7 **Geydiğimiz kıyafetlere**
- 8 **da bazen der**
- 9 **“ben bakıyorum**
- 10 **işte” bilmem ne**(.)
- 11 **Gerçi bizde bişey yok**
- 12 **ama**↑ I am like worried(.)
- 13 Am I too casual now↑
- 14 for school(.)
- 15 **Mesela** (.)
- 16 ***bazıları çok süslü***
- 17 ***bazıları da çok*** casual(.)
- 18 **benda heralde** casual’ım
- 19 **bugün ama napayım** Miss
- 20 ***yaz geliyor*** if we can’t wear
- 21 shorts I don’t wanna wear
- 22 dress all the time
- 23 **öyle.**

This excerpt presented resistance to power exercised by the headmaster on the teachers. Anna continued by saying that “things like this” to refer to the incident “makes you fed up” however, she later on referred to the issue with “clothing” again by using conjunction “as well” with “our clothes.” The usage of “our” in line 7 indicated her understanding of being part of the “team.” As demonstrated in line 11, Anna was aware that her attire was appropriate however, her utterances “I am worried, am I too casual” indicated she perceived too casual as against the hidden dress code policy. Her utterances between lines 16-19, indicated her confusion about the hidden dress code policy. This was related to the impression that she wanted to give. According to Goffman (1956):

Performers tend to give the impression, or tend not to contradict the impression, that the role they are playing at the time is their most important role and that the attributes claimed by or imputed to them are their most essential and characteristic attributes. When individuals witness a show that was not meant for them, they may, then, become disillusioned about this show as well as about the show that was meant for them. The performer, too, may become confused. (p. 83)

Here, Anna positioned herself as casual, which would indicate not following what was expected of the teachers in terms of clothing. As seen in her statements in line 22, it seemed that Anna thought that teachers were expected to wear “dress all the time,” (line 22), which would indicate a stereotypical understanding of what a teacher should wear. It should be mentioned that although towards the end of this excerpt, Anna clearly mentioned that she did not want to wear “dress all the time” (line 22), her discourse completely changed almost after a month. To illustrate, in our last interview Anna said being “well dressed” was a source of confidence for her, which she defined as “wearing dresses everyday.”

Excerpt 6. E. 1 (Anna Narrative Interview; 11th June 2018)

- 1 Yagmur: Where would I see you in five years time?
- 2 Anna: You would see me happy hopefully(.)
- 3 in charge of kindergarten maybe (1)
- 4 Erm confident (.) maybe well dressed (.)
- 5 Yagmur: How is (.) well dressed? Can you define it?
- 6 Anna: >I don't know maybe better than just< wearing
- 7 (2)
- 8 like jeans and t-shirt (1)
- 9 like a nice
- 10 (2)
- 11 like(.) maybe wearing dresses everyday (.)
- 12 Yağmur: Hm
- 13 Anna: erm little heels↑
- 14 Yagmur: =Hı hi
- 15 Anna: >I don't know< >I don't know< er: why
- 16 Yagmur: =Wh:y?
- 17 Anna: @‘İşte because it's the (1) like(.) stereotypical teacher
- 18 I don't know@’
- 19 Yagmur: @
- 20 Anna: erm (2)
- 21 Yagmur: According to who? To you↑ or to someone else↑?

- 22 Anna: (3) maybe to me
 23 (1.5)
 24 or maybe
 25 (3.5)
 26 °I don't know°
 27 maybe to me >let's just say< me
 28 or @‘maybe others@’ (laughs)
 29 Yagmur: @‘others@’↑
 30 Anna: @‘I don't know@’
 31 Yagmur: Please clarify.
 32 Anna: (3) because I remember my:: teachers (.)
 33 Yagmur: =Hm
 34 Anna: When I was in primary school they were always well dressed
 35 Yagmur: Hm hm
 36 Anna: you know (.) mm I don't feel like I am- there is days where I am
 37 well dressed but there is days where I am not well dressed (.)
 38 for school (.)
 39 when I'm just wearing like jeans and a T-shirt (.)
 40 you know↑ my hair is like this ((she points to her hair))
 41 Yagmur: What happens at the end (.) if you are wearing jeans and t-
 42 shirt or a dress?
 43 Anna: Well↑ I still teach the same
 44 Yagmur: Hm hm
 45 Anna: but (.) when well dressed
 46 maybe I'm more confident maybe the way
 47 I walk is different
 48 (4)
 49 erm maybe the way I talk is even different (.)

In this excerpt when I asked Anna about her goals in five years' time, she mentioned being well dressed as one. In line 4 she used “confident” and being “well dressed” together and also in line 45 she admitted that when she was dressed well “maybe I’m more confident.” This clearly indicated that to Anna being “well dressed” was a source of confidence. As she defined well dressed in lines 6-9, right after a two second pause, she said it is “wearing a dress every day.” This illustrated a complete change in her discursive formations as a month ago (as illustrated in the previous excerpt) she clearly stated that she did “not wanna wear dresses all the time” (See Excerpt 6.D). As she continued her utterances, she admitted that “it is the stereotypical teacher,” but could not clearly state according to whom. Her utterances in line 34 regarding her teachers in primary school were significant as it validated what had been put forward by Rutherford, Conway and Murphy (2015) as “everyone has an image

of what teachers should look like, how they should dress and how they should behave. Such images are a composite of micromemories from one's own schooling and from macroculture" (p. 326). In Anna's case, Anna had her primary school teachers' attire in her memory which she mentioned when referring to "well dressed." Stating that there might not be any changes in the ways that she taught, Anna again referred to confidence and mentioned that the ways she walked, talked might be different. These aspects were part of her performance and belonged to the front (Goffman, 1956). Anna wanted to use these aspects to give an impression to others regarding her role as the teacher (Goffman, 1956) based on her stereotypical conceptualisations of how a teacher should dress. When I asked Anna to clarify, she said the following:

Excerpt 6. E. 2 (Anna Narrative Interview; 11th June 2018)

- 50 Yagmur: =How?
 51 Anna: How[↑] because hocam (.) when was it (.)
 52 we had our mastery exam on (.) Tuesday[↑] with the year ones (.)
 53 and that day I was wearing my orange and black dress
 54 and Müdür bey said to me "*ne güzel oldunguz hocam*"
 55 and I said *teşekkür ederim* to him (.)
 56 I also saw one of my student's mother that day
 57 and I felt quite confident
 58 °I don't know wh:y°
 59 >maybe the way I turned or something<
 60 but everyone was like "oh hello Miss Anna hello Miss Anna" and I was
 61 like °yes yes "hello"° just running and giving the paper to the lady
 62 and stuff and explaining myself and then another parent came and said
 63 "thank you for this year" and another parent came
 64 or maybe[↑] it was just you know
 65 (1)
 66 by chance that they that they saw me like that (.) but
 67 I felt like I was more of a teacher dressed like that.

As Anna referred to the incident, she specifically referred to that day she was "wearing her orange and black dress" (line 53). She remembered getting compliments from the headmaster about how beautiful she was that day. Linking the compliment with the dress she was wearing that day, she also revealed that she "felt quite confident" followed by "I don't know why" in a reduced volume like a whisper as if she was talking to herself.

These two excerpts could be discussed in relation to Goffman's (1967) argument which suggested:

When a person senses that he is in face, he typically responds with feelings of confidence and assurance. Firm in the line he is taking, he feels that he can hold his head up and openly present himself to others. He feels some security and some relief-as he also can when the others feel he is in wrong face but successfully hide these feelings from him. (p. 8)

As Anna gets compliments from the headmaster about her appearance that day, she felt she was in face (Goffman, 1967) which made her feel confident. Between lines 56 and 66 she talks about the social encounters she had with the parents and that "everyone was like oh hello Miss Anna" to her. Although she said "maybe it was by chance that they saw me like that" followed by "but" she said she felt like she was "more of a teacher dressed like that". According to Goffman (1956):

When an individual plays a part he implicitly requests his observers to take seriously the impression that is fostered before them. They are asked to believe that the character they see actually possesses the attributes he appears to possess, that the task he performs will have the consequences that are implicitly claimed for it, and that, in general, matters are what they appear to be. (p.10)

Thus, being appreciated by the headmaster and the parents and getting compliments and being referred to as "Miss Anna" and getting appreciations from the parents was significant for Anna as she linked the whole experience to the fact that she was wearing a dress that day. According to her, she looked like a teacher by wearing a dress and she was perceived as such by the parents and the headmaster, and that was the reason why she "felt more of a teacher dressed like that."

The change in Anna's discursive formation was because in time she observed that when she was well dressed she could maintain the line that she wished to take. However, this was not related to teaching in front of the students (as presented in Excerpt 6.A), but more about the line that she wished to maintain in front of the parents as well as the headmaster. According to

Smith (2006), “some consistency is expected between setting, appearance and manner. Discrepancies quickly arouse concern” (p. 43) and Smith (2006) added that such discrepancies caused professional competence to be questioned. Indeed, in Anna’s case, she did not want her professional competency to be questioned by other parties and wished to be in face by “looking like a teacher” as the headmaster once said, which meant being “well dressed” i.e., wearing a dress which had references to what Anna referred to as “the stereotypical teacher.” In Anna’s case, the expectations of the headmaster caused Anna to try to be in face by maintaining the image of a “stereotypical teacher” which was idealized. Although she clearly stated that she did not want to wear dresses all the time earlier (see Excerpt 6.D), later on she changed her discourse and she related wearing dresses to be well dressed which made her feel confident as she felt in face. In addition, it seemed that as she was appreciated by the parents, her professional competence was confirmed by their reactions and Anna relates this to being well dressed.

Although the context of teaching, i.e., the setting and the personal front were consistent in Anna’s case, the excerpt that followed presented a different picture as it illustrated that for Anna being seen as “the teacher” was not only significant within the context of school but also outside the school as well. So instead of trying to terminate her performance outside the class as in the first excerpt presented earlier in this chapter when she was in her final year at the ELTEP, this time Anna wished to “look like a teacher” outside the school context as well.

Excerpt 6. F (Anna Narrative Interview; 11th June 2018)

- 1 Yagmur: What makes you think this way?
- 2 Anna: For example (.) when I wear dresses ↑
- 3 I especially do not <take it off> when I go home (.)
- 4 because >I wait for my fiancé to come and see me< (.)
- 5 He is like (@‘oh Miss Anna’@)
- 6 but <on other days> he doesn't say anything (.)
- 7 >I don't know< maybe I find it important that
- 8 when you're dressed nice↑ and (.) you feel like a teacher
- 9 and maybe (.) when I go (.) like erm shopping after work ↓
- 10 I don't want people to think that (.) <I'm an ordinary person> (.)
- 11 because my mum is like “**bak bilirler bankacı olduğumu**”
- 12 When she goes shoe shopping they are like “**bankacı mısınız**”

- 13 and she is like “**müdürüyüm**”
 14 (laughs)
 15 Anna: So I think it's important <you know> when (.) someo-
 16 a normal person asks you "**ne iş yapan**" because
 17 >they think that maybe< you came from home
 18 >I don't know<
 19 so I think appearance is quite important (.)
 20 and hopefully I will be much better looking in five years' time.

In this excerpt, Anna clearly indicated that when she was dressed nice she felt like a teacher and compared being seen as a teacher to being seen as an “ordinary person” (line 10). Anna, wished to wear a dress to be well dressed and to look like a teacher at school as part of her routine, but she also wished “to dress nice” outside the school context, for instance when shopping to convey the image of a teacher in the minds of others. This was related to her understanding of the society’s ideal expectations regarding how a teacher should dress. Thus, she clearly wanted others to position herself as a teacher even during her encounters outside the school by looking at the way she was dressed. Considering that the setting was not within her control, she wished to use personal front, more specifically clothing, to create a definition of the situation regarding her profession that she wished to project to others.

*Teachers' Stance*⁴³

Discourses regarding how a teacher should perform in class were formed as Anna and Jessy interacted with their peers and supervisors and emerged frequently in their essays, reports and during our interviews. Particularly, two discourses of saying “no” and strictness (Raman & Çavuşoğlu, 2019b) in relation to teachers’ in class performances emerged throughout the analysis. Such discourses were specifically about error correction and classroom management as well as being strict and friendly with references to shouting and being liked and loved by the students.

⁴³ I define teachers’ stance as part of the performances that teachers present in interactional encounters within the educational contexts that have an aim of achieving an objective. For instance, teachers’ stance might be related to the way teacher wishes to correct an error in class, or the way a teacher chooses to manage students.

Discourses regarding the in-class performance of a teacher emerged in different time intervals when Anna and Jessy were in their third and final years in the ELTEP as well as during their first year at the Rainbow Wings School. More specifically, the discourses that emerged during their education in the ELTEP emerged; 1) in their third year in the ELTEP during their discussions in a peer feedback session regarding whether teachers should say “no” to correct errors with references to teacher stance, 2) in their final year in the ELTEP, starting from their expectation essays where they talked about their expectations from the internship program and continued to emerge frequently in their post observation feedback sessions with their supervisors as Anna and Jessy started to have their real teaching sessions for the internship program. However, this time teacher stance and saying “no” appeared differently in the context of classroom management than error correction. In addition, discourses on their concerns regarding shouting in class and being strict emerged as they talked about their expectations, assumptions and teaching practices in the internship program. Finally, when Anna and Jessy started working at the Rainbow Wings School, their discourses as well as practices indicated a change in the way that they perceived the impact of saying “no” to students. The analysis of the data showed that the ways in which Anna and Jessy wished to perform at the school contained links to the ways in which gender and gender role expectations were perceived in the Turkish society and culture that Anna and Jessy were part of. In this section, I illustrated my analysis of the discourses regarding the ways in which Anna and Jessy talked about professional practices of the selves with references made on the teacher stance and their expectations of their students regarding emotional aspects. As I did so, I also highlighted the incidents and/or discourses where the links were made to gender.

“Saying ‘No’ was Like a Swear Word, You Know.” The discourses regarding teacher stance first emerged when Anna and Jessy were in their third year in the ELTEP during one of the peer feedback sessions and were interwoven with saying “no.” The interaction below was elicited from a peer feedback session that took place right after one of Anna and Jessy’s classmates Betty’s micro teaching session. This excerpt played a role on the development of Anna and Jessy’s professional practices of the selves as this discussion was later on internalized and shaped their discursive formations regarding teacher stance. In the excerpt that followed, the discussion was built on the ways in which teachers should or should not respond to students’ responses by saying “no”, as Betty said “no” in order to correct an error made by a student during her micro teaching session:

Excerpt 6. G (Peer feedback Session; 15th February 2016)

- 1 Anna: For was it fifteen year olds you[r
- 2 Betty: [sixteen
- 3 Anna: sixteen[↑](1) for sixteen year old even me[↑]
- 4 if if a teacher said no[↓] to me [↑]
- 5 that would put me a bit (.) off like I’ll be hm:
- 6 Tom: =Self esteem
- 7 Anna: Yeah
- 8 Tom: would drop down
- 9 Betty: Which one is this[
- 10 Anna: [I won’t be[
- 11 Betty: [First one or
- 12 Teacher: Second one
(inaudible for 7 seconds)
- 13 Anna: It would while it wouldn’t encourage me to
- 14 come up to the board and write
- 15 Betty: =What would your answer be?
- 16 Anna: I would say[↑](.) I would say well[↑]
- 17 may[↑] be it could be this way instead
- 18 I would try to use an alternative instead of saying no[↑]
- 19 Betty: Yeah (1) coz I did say no[↓] and I could have said said like what
- 20 can it be or something (.)
- 21 Anna: Yeah
- 22 Betty: Yeah
- 23 Anna: Hah you used that after that was goo[d
- 24 Betty: [You are correct instead of no I just could have said so

As the excerpt illustrated, Anna suggested that “no[↓]” should not be given as a response when correcting a student in the classroom and expressed her

discomfort with it. Tom's utterances "self-esteem" (line 6), "would drop down" (line 8), also signalled his agreement with Anna's idea. Betty accepted Anna's suggestion (as she says "did say no" in line 19) and restates what Anna was suggesting only after questioning or asking for clarification (line 15). It seemed that Anna, Betty and Tom drew on the discourse which was particularly built on negotiation of the issue of saying "no↓" when correcting errors. Such negotiation eventually led them to construct a common understanding of how teachers should respond in such cases. After this interaction, Anna and Jessy appeared to have paid great attention to not to say "no↓" and even warned each other when correcting errors during their education in the ELTEP. The following excerpt was from another peer feedback session that took place right after Betty's second teaching in the same course. This time, Jessy was the one that questions Betty after Betty stated that she "said no↓ again" (line 2). As Jessy confirmed this by saying "yes" she appeared to show her awareness regarding the issue and said "why" followed by "don't do that" (line 4).

Excerpt 6. H (Peer feedback Session; 29th February 2016)

- 1 Teacher: E:rm (1) anything else let me check
- 2 Betty: and I said no↓ again ah: God
- 3 Jessy: Ye:s why (.)
- 4 don't do that just relax mm:
- 5 Anna: mm:
- 6 Betty: Because remember when we said knee
- 7 you can just say [we don't say the k
- 8 Anna: [we don't say the k
- 9 Jessy: We just say knee
- 10 Betty: I was like oh: I said no↓ again

After these two incidents discourses related to "teachers should not say no" was brought up repetitively by Anna and Jessy even after a year when they had their real teaching sessions in the School Experience and Practicum courses. The excerpt below was from a post observation feedback session that took place in the supervisors' office, two days after Anna's third real teaching session in the young learner's classroom in the spring semester.

Excerpt 6. I (Post Observation Feedback Session, 24th February 2017)

- 1 Anna: Yeah (.) it wasn't like what I thought ↑

2 I thought <it will be like> (.) calmer classroom and
 3 I would be calm as well (.)
 4 that day I had a migraine that's why I-
 5 >my mood kinda went low<
 6 I kept shouting "SH: BE QUI:TE LISTE:N SIT DOWN AND STOP"
 7 Jessy: No:
 8 Anna: yeah I said no↓ to them
 9 Jessy: Did you?
 10 Anna: Did I?
 11 Jessy: (@I don't know in which lesson @) (.) but in the others
 12 Anna: In the one before yeah (.)
 13 I must <probably did> because ah
 14 it's just (.) controlling them Miss like (.)
 15 I think↑ if I spoke (.) Turkish (.) to them (.)
 16 >more to them< maybe then they would be listening to me more
 17 >maybe like I warned them twice< (.)
 18 <I think in Turkish>
 19 I said >if you make noise you're going out< and
 20 in the other one (.) I said something again to them
 21 I'm not sure

In this excerpt, although Jessy says “no:” in line 7 to mean that she thought that Anna did not shout, Anna took it as if Jessy was referring to the fact that she said “no” to the students. Therefore, Anna in line 8, says “yes I said no to them” as if to confirm what she thought Jessy had said. However, Jessy’s question “did you” in line 9, validated that she used “no” in line 7 to refer to Anna’s shouting (in line 6) to indicate that she did not shout. Coming to an awareness right after Jessy’s question in line 9, Anna replied by “did I” which contradicted what she tried to confirm earlier in line 8. Jessy’s laughter as a response is followed by Anna’s quick attempt in change in the footing. As Anna changed the footing she talked about her usage of Turkish in the classroom for the sake of managing the students. This attempt in changing the footing indicated her effort in refraining from discussing the issue (Wadensjö, 1998).

In all these three excerpts, it seemed that the issue of saying “no↓” was internalized in the context of ELTEP, probably due to the feedback session experience, and it was transferred to other settings/cases too, where error correction involved “no.” The fact that suggestions were first confronted, questioned and at times refuted, and then accepted and transferred, signalled that peer interaction and negotiation of concepts related to the professional

practices of selves were critical in the internalisation process of certain practices, i.e. such discourses became a part of their professional practices of the selves in the ELTEP. However, concerns regarding saying “no” to students seemed to have disappeared when Anna and Jessy started their profession. In fact, in our second meeting that took place two weeks after Anna and Jessy started working at the Rainbow Wings School, Anna was the one that brought up the issue of saying “no.”

Excerpt 6. J (Anna Narrative Interview; 28th September 2017):

- 1 Yagmur: In one of the recordings you said
- 2 “I feel more like a caretaker”.
- 3 Anna: Yes, I still feel that (.) Ah this week[↑]
- 4 °it is kind of gone[°]
- 5 because now >now I feel like<
- 6 I have built a relationship with them (.)
- 7 so they know when I look at them and say hayır (no)
- 8 “no[↓]” does not affect them.
- 9 So when I say “**hayır**” to them (.) they all like pull their hands[↑]
- 10 from whatever they were doing (.)
- 11 So(.) now they all kind of know me[↑]
- 12 there is ones that love me, ones that are scared of me (.)
- 13 There is quite >a few students that are (.) scared of me< but that’s
- 14 because I keep repeating myself to them and I make it obvious
- 15 that they need to stop what they are doing.

In this excerpt, a point that was worthy of attention was the way Anna conceptualizes saying “no.” Particularly, Anna talked about her realisation of the different effects of saying “no” to students in two different languages being Turkish and English. According to her, saying “no” in English (line 8) was not effective as saying “no” in Turkish (line 9) which is students’ first language. This might be because students take speaking English as a performance that the teacher is performing in class. Being warned in Turkish which is the language that they have in common seems to make students take Anna seriously. In fact, Anna referred to the fact that saying no in Turkish was more effective in managing and controlling the students and related it to the fact that she built rapport with the students (line 6). She also linked the fact that students were scared of to the fact that she repeated herself which meant that she insisted on her stance to make students “stop what they are doing” (line 15). Her

discourses regarding “love” and “scared” were discussed in detail in the section that followed as they were among the discourses that emerged frequently as Anna talked about professional practices of the selves.

During my observations at the Rainbow Wings School, I noticed that saying “no” to students was no longer an issue of concern among Anna and Jessy. In our last interview of their first semester at the Rainbow Wings School, I asked Anna what had changed in her conceptualisations that she started using “no” in the classroom.

Excerpt 6. K. 1 (Anna Narrative Interview; 30th January 2018)

- 1 Yagmur: I have noticed that you are saying no to the students
- 2 Anna: Hm
- 3 Yagmur: This was an issue that we've discussed in our classrooms
- 4 Anna: [Oh yeah
- 5 Yagmur: previously during your teacher education program (.)
- 6 How do you feel about this?
- 7 Anna: Oh @I've totally forgot about that@
- 8 it changes↑ >I guess< (.)
- 9 you forget↑ like (.)
- 10 we were very against "no↓" (.)
- 11 I remember when (.) I would say no↓ to a chi-
- 12 When I-
- 13 hh:a ((opens her mouth and covers it with her right hand))
- 14 it was like a swear word↑ you know
- 15 but now it's so easy↑ to say erm
- 16 Yagmur: What happened (.) why?
- 17 Anna: I guess
- 18 (4.5)
- 19 >you know< you can't (.)
- 20 not say no to a child
- 21 if they're (.) doing something (.)
- 22 that they shouldn't be doing
- 23 (4)
- 24 it's weird↑
- 25 I forgot about that
- 26 you know >now I'm thinking about<
- 27 how I felt that time
- 28 oh: how can she say no↓
- 29 you just change >I guess< erm
- 30 (1.5)
- 31 you just have to say no↑

In the excerpt above Anna touched upon the fact that during their education in ELTEP, saying “no” was something that they were “very against” and they used to perceive it as a “swear word” (line 14). Anna’s relating saying no to a “swear word” was significant as swear words usually evoked emotions and in the very first excerpt of this section where Anna first brought on the issue she explained it as it “would put” her “off.” It seemed that to her “no” used to have a bad connotation and was internalized that way, however, now it was forgotten (in line 7 and line 25) during her first semester at the Rainbow Wings School. Reflecting on the whole experience, she said “it changes” (line 8) and “you just change” (line 29) followed by “I guess” in both statements. When I asked her about what happened, her usage of “have to” in line 31 was significant as it indicated that to her saying “no” has become a necessity in classroom, and was something that happened outside of her control based on the circumstances. Looking back, she found it “weird” (line 24) how she “felt that time” (line 27) about saying “no.” When I asked Anna to give examples regarding such cases where she felt she had to say “no”, in the first example with Mary (five year old), Anna referred to correcting something done wrong by a student. However, in other two instances with Kalen and Forest (seven year olds), she referred to incidents related to maintaining order and discipline in class.

Excerpt 6. K. 2 (Anna Narrative Interview; 30th January 2018)

- 1 Yagmur: Can you give examples?
- 2 Anna: Jerry,
- 3 Yagmur: Him
- 4 Anna: No (.) Jerry is not a good example (.) erm
- 5 Mary (.) If I do a colouring and she colours it wrong
- 6 I have to say no to her you know
- 7 because she doesn't >understand othewise< (.)
- 8 she doesn't understand from your facial features↓ (.)
- 9 she doesn't understand from your body language↓ (.)
- 10 you have to say no to that child(.)
- 11 Erm another example
- 12 (4)
- 13 °I don't know°(.)
- 14 Kalen (.) I have to say no to him
- 15 when he misbehaves even though I know that
- 16 he's going to get angry (.) with me↓ erm or
- 17 Forest↑ I say no to him

- 18 OPEN ALPHABLOCKS↑
 19 I'm not going to open Alphablocks when I'm doing a lesson(.)
 20 **No ona gayet gururnan deyebilirim hocam**
 21 because he deserves a no(.)
 22 Ha some children may not deserve it
 23 but some really do↓.

In the example of Mary, Anna talked about nonverbal expressions such as facial expressions and body language and mentioned that “she doesn’t understand” those. What Anna did not consider was that to a five year old child, interpreting such non-verbal expressions would be quite difficult. Later on she said that “some children may not deserve it” (line 22) but “some really do” (line 23). As she talked about Forest and how “he deserves a no” she said with pride she could say no to that child. Her usage of “deserve” in line 22 indicated that she regarded it as a reaction to punish a child and “pride” would indicate that if “no” was used to maintain discipline there was nothing wrong with it.

Along with Anna, as I observed a change in the way that Jessy practised saying “no”, in one of our interviews when I asked what changed about the issue of saying “no”, she explained in the excerpt below. The excerpt was significant as it also contains references to gender.

Excerpt 6. L (Jessy Narrative Interview; 30th April 2018)

- 1 Yagmur: I don't know if you remember but in your 3rd year and 4th
 2 year in the ELTEP there was an issue and you had concerns about
 3 saying no to the students (.) do you remember?
 4 Jessy: @Yeah@
 5 Yagmur: What happened to those concerns?
 6 Jessy: (laughs)
 7 @>I don't remember anything about that<@
 8 @I always say↑ almost every day↑@
 9 when I say no↓
 10 I'm not “no↓” ((short and straight forward))
 11 I'm like @no: ↑@
 12 (laughs)
 13 I think Dorothy's John is saying no like no:↑
 14 @so he is copying me@
 15 @I make it like a joke for them@ so
 16 I am not like “no↓” ((short and straight forward))
 17 it's not like that (1)
 18 it's like @funny@

19 Yagmur: What's the difference?
 20 Jessy: Well I am not strict when I say no↓
 21 I am not angry↑
 22 @I just say "no: ↑"@
 23 @So they don't get offended@
 24 **hatta** they laugh↑ when I say that to them sometimes↓(.)
 25 when we used to- like in university
 26 we said >you shouldn't say no to the students because<
 27 they feel demotivated but(.)
 28 when I say "no:↑"
 29 they don't understand↑ (.)
 30 they don't get demotivated(.)
 31 they still put their hand up (.)
 32 try to answer the question
 33 for example Arya she says something
 34 no: ↑
 35 ok↑ she is like this again ((puts her hand up))
 36 so it doesn't demotivate them↓ and
 37 I think >they are used to us< now
 38 so (.) it won't demotivate them

In this excerpt, similar to Anna, Jessy mentioned that she forgot about the discussion regarding saying "no" to the students and admitted that she said "no" in class. The significant point here was that Jessy made a distinction between saying "no↓" with a falling intonation (line 20), and saying "no:↑" with a rising intonation (line 22). As she admitted that she used the latter, by laughing she said that she made "it like a joke for them". Her utterances between line 16-24 seemed to indicate that she perceived "no↓" with a falling intonation as "strict" and "angry" which would offend the students (line 23), where the opposite "no:↑" seemed to be perceived as "funny" (line 18). In addition, she stated that instead of getting offended students "laugh" (line 24), and they did not shy away from participating. As she talked about her points of view she made references to saying "no:↑" to one of her students Arya, and basing her utterances to her observations in class, said that Arya continued to put her hand up again, therefore she concluded that "it doesn't demotivate them" repetitively in line 36 and line 38. This excerpt was significant as it had links to the gendered teacher identities that Jessy wished to enact in her kindergarten class where she wished to manage her students by saying "no." More specifically, in this excerpt, focusing on the changing pitch as she talked

about saying “no” to her students, Jessy referred to the fact that when the pitch of her voice went up when saying “no”, she was not being strict or angry but it was perceived as funny. Saying “no” with a high pitch voice, which was usually identified as a female tone (Weatherall, 2002), was linked with feminine gendered teacher identity that Jessy wished to enact in her class to manage behaviour in a way that would not be perceived as strict but funny by her students.

All the excerpts presented in this section regarding saying no clearly suggested that certain concepts that were internalised in the teacher education seemed to lose their effectiveness when teachers’ understanding of their performance changed. More specifically, when performing their role at the ELTEP as student-teachers, Anna and Jessy thought they were able to relate how students would be feeling regarding the ways in which teachers performed in class, in this case when she said “no.” Once they started their performance at the Rainbow Wings School, they were able to think about the definition of the situation (Goffman, 1956) and wanted to manage the classroom in their own ways (in Anna’s case she used “no” in Turkish and in Jessy’s case she used “no” in “funny” way).

Shouting and Strictness. In the previous section when referring to saying “no,” I discussed how it was being perceived like a swear word that would evoke emotions in class at ELTEP and how “no” was started to be used differently according to their purpose in their teaching performances at the Rainbow Wings School. In terms of evoking emotions, Anna and Jessy also referred to love and fear when talking about their professional practices of selves. Love and fear discourses were often interwoven with the acts of shouting and strictness and first they were not among the aspects that Anna and Jessy wished to have as teachers. Later on, shouting and being strict emerged in their discourses as things that they “have to” do in their classrooms. The data indicated that Anna and Jessy’s understandings of shouting and being strict were related to the ways in which they conceptualised gender roles in the culture that they were part of. In line with this, they felt the need to adopt either feminine or masculine gendered teacher identities to achieve their aims in classes. The excerpts in this section were from the post-observation feedback sessions that took place after Anna and Jessy’s teaching performances during their final year at the ELTEP were completed, as well as the interviews that I had with them at the Rainbow Wings School. These excerpts are selected as they contained references to discourses of shouting and being strict, used at different time intervals during the data collection in both contexts of the study.

The analysis of the data showed that Anna and Jessy drew on discourses of shouting and being strict as the opposites of being smiley faced, good, friendly and kind as they talked about professional practices of the selves. Such discourses also implicated their conceptualizations of their assumptions and expectations regarding their students, teaching in general, and their own teaching practices in particular. Discourses regarding shouting, being strict and their relevance to classroom management and emotional aspects first emerged when Anna and Jessy were in ELTEP.

As I mentioned previously, in the BB project, Anna and Jessy first completed their teaching sessions in the adult learners’ group; Jessy being the first teacher of the class followed by Anna. The excerpt below was from a post observation feedback session that took place after Jessy’s final teaching practice in the adults’ group. Although the session was about Jessy’s teaching

performance, towards the end of the session, Anna reflected on her thoughts as she would have a teaching session in the following week since Jessy's teaching sessions were over. As it can be seen in the excerpt below, she started her utterances by comparing herself with the way Jessy was i.e., "smiley faced" and highlighted her concerns about it. The excerpt was significant as it particularly contained references to how Anna conceptualized her assumptions and expectations right before she had her first teaching experience in the BB project. Her discursive formations indicated that in Anna's understanding loving/liking someone and being scared of someone were opposites, former being something positive and the latter being negative.

Excerpt 6. M (Post observation feedback session of Jessy; 21st October 2016)

- 1 Anna: I am scared that I won't be as smiley faced as Jessy
- 2 >I am scared that< <I might be a bit (.) you know (.) like this>
- 3 ((frowning))
- 4 with them (.) or if they talk to each other ↓
- 5 I might do something like this ↓
- 6 ((frowning and putting her both hands on her waist))
- 7 to get their attention (.)
- 8 Supervisor1: Why does that worry you?
- 9 Anna: Coz I want them to like me (.)
- 10 >I see how much they like like Jessy<
- 11 they do like (.)
- 12 they make (@small complements to her@)
- 13 "you are all ni:ce (.) see you next week te:acher"
- 14 "have a ni:ce day" and stuff (.)
- 15 <I am like what if> (.) (@ they don't say that to me@)
- 16 yeah ↑ it does worry me ↓ because (.)
- 17 >I am scared that I might be able to be strict be< like and
- 18 I say to Jessy that "I am scared that I might be like Ms. Hailey"
- 19 >the students would feel a little bit scared of me and staff< but (.)
- 20 again (.) >I want them to get used to that kind of teacher as well<
- 21 So (.) if they say to me >you know< why are you not smiling
- 22 I will say "oh we have teachers like this that's why"

It seemed that to Anna, being smiley faced was a quality that would make her likable by her students whereas frowning, being strict and being like Ms. Hailey, whom "students would feel a little bit scared of" was the opposite of being liked. In addition, to Anna, receiving compliments and hearing phatic

expressions (see line 13-14) from the students were also signs of being liked by the students. Her utterances about Ms. Hailey, who was a teacher educator at the ELTEP, and what she said in the excerpt below indicated that Anna had an example in her mind that she did not want to be like, i.e., Ms. Hailey whom students were scared and who shouts. Similar discourses continued to appear as Anna completed her teaching sessions for the first semester in the young learners' classroom. The excerpt below was from a post observation feedback session that took place after Anna's third teaching session in the young learners' group. As it can be seen in the excerpt, Jessy referred to an incident about one of the kids and Anna continued by explaining how she reacted; by raising her voice.

Excerpt 6. N (Post Observation Feedback Session, 24th February 2017)

- 1 Jessy: Rıdvan was sitting here (.) and Batuhan was trying to pass
- 2 and then I think he pushed him so Rıdvan fell on the floor and
- 3 Batuhan was really naughty (.) he was hiding under the table
- 4 all the time(.)
- 5 Anna: "BO:B BO:B" like "BO:B"
- 6 I was proper like >raising my voice at him< and (.)
- 7 I said I will never be a teacher like that (.)
- 8 Miss[↑] in my second lesson (.) I raised my voice and (.)
- 9 >someone said "hocam niye bagırıyorsunuz"<
- 10 and I wasn't aware of it (.)
- 11 Jessy: but you have to do that sometimes[↓]
- 12 Anna: Yes[↑]
- 13 Jessy: I like the way she is like
- 14 <she shouts at them but
- 15 she is good at the same time>
- 16 Anna: I try to be kind
- 17 Jessy: I like the way she is

In this excerpt in line 5, Anna imitated her own self as she said a kid's name in the class to control his behaviour. Anna referred to this by saying she "raised" (line 6) her voice, and then mentioned that one of the kids asked her why she was shouting (line 9). As soon as she said she wasn't aware of it, Jessy immediately said that it was sometimes necessary, by saying "have to" (line 11) to show her support with Anna's act of shouting. It seems that "have to" is being used when unwanted performance was being justified so as to indicate

that in other circumstances that would not be an ideal thing to do, but in this situation there was no other choice. After getting such a response from Jessy, Anna confirmed this (line 12). Such confirmation coming from Anna contradicted what she said earlier in line 7 as “I will never be a teacher like that” which indicated her disapproval in her own behaviour, i.e., shouting.

Another point that deserved attention is what Jessy says in lines 13-15. Jessy’s usage of “but” as a conjunction in line 14 right after “shouts,” indicated that to her shouting and being good were two opposites. I should mention that similar comparisons were made by Jessy in other instances as she made distinctions between being a strict and friendly teacher. For instance, as part of the critical reflective notes that Jessy wrote for the practicum course, she commented on the teacher that she observed for the internship by saying that he had a very good relationship with his students and that “he is both strict and good towards them,” and added that she “noticed that this is very important and I used the same thing with the young learners and I will continue to use it in the future.” (Jessy’s Critical Reflective Notes, October 2016). It appeared that she wanted to internalize the behaviour of teacher that she observed by taking him as a role model. Indeed, towards the end of final semester at the ELTEP, in her final report written for the practicum course she wrote “I believe that being both strict and friendly is the best and I will take this into consideration in my future career” (Jessy’s Final Reflective Report, May 2017). Thus, whereas Anna was clear about the ways in which she should not be like based on what she observed with a teacher educator, Ms. Hailey, at the ELTEP, Jessy took her mentor teacher as a role model for her future career.

The excerpts and discourses presented up to this point emerged during Anna and Jessy’s education in the ELTEP. It was important to mention that discourses of strictness and shouting continued to appear in their talk during their first year at the Rainbow Wings School. However, changes appeared in Anna’s discourses in her first and second semester at the Rainbow Wings School. In order to illustrate the changes I discussed how the related discourses first emerged when Anna started working and their relevance to the discourses at the ELTEP. In our first interview that took place when Anna started her profession at the Rainbow Wings School (see Excerpt 6.J) she talked about the

fact that she had students that “love” her and students that were “scared of” her (line 12). Instead of using “hate” which would be a dichotomous discourse, Anna preferred to use “scared” when comparing the students that loved her to the other ones. It seemed that just like Jessy, Anna made comparisons between being a teacher whose students liked/loved her and shouting, being strict and students’ being scared of her. As mentioned, a change occurred in Anna’s discourses regarding the ways in which she conceptualised shouting in time. More specifically, as the time passed, shouting was something that Anna wished to do to achieve the scare factor in the classroom. This was exactly the opposite of what she referred to in ELTEP as a teacher whom she would never be like. The excerpt below illustrated such a change and demonstrated Anna’s discourses about shouting that seemed to have references to masculine gendered teacher identity that Anna wanted to enact at the school. In addition, the excerpt also illustrated an example regarding the ways in which gender related expectations impacted teachers’ conceptualisations, discourses and practices, and eventually the way that they (re)presented themselves in social encounters.

Excerpt 6. O (Anna Narrative Interview; 17th October 2017)

- 1 Anna: I think my immune system
- 2 is shutting down because of
- 3 @this school@ I don’t feel like I am
- 4 getting hhh
- 5 ANY BETTER VOICE(.) wise because
- 6 (.)sessim gerçekten (2.5) gitti and I’ve
- 7 >QUIT smoking< as well because I
- 8 thought oh↓ maybe it’s because of
- 9 smoking and screaming but
- 10 that’s not working↑ so I am
- 11 getting a bit more stressed(.) now
- 12 because I can’t sm– well because I
- 13 don’t smoke I choose not toerm(.)
- 14 yeah↓ I just want to get better and I
- 15 want to be able to “Jerry^^” like I want
- 16 to SHOUT so the child can be scared
- 17 OF ME↑ you know. Like Madam Batilde
- 18 (.)at (.) nöbet tenefüs at tenefüs nöbeti
- 19 just now (.)bir bağırdı
- 20 “Michael^^!”
- 21 like it wasn’t her that was shouting
- 22 I said how would you do this I said↓(.)
- 23 “zamannan alıştı” dedi ses tellerim.

24 So I want that voice tone you know↑(.)
 25 when I shout it's not like
 26 "Jerry **otur yerine**"(.)
 27 it's like
 28 "Jerry^^" like a man!
 29 but there is nothing else (.)
 30 just my voice.

In this excerpt, Anna talked about losing her voice and referred to the fact that she wanted "to get better" (line 14) and "shout" (line 16). As she said that she wanted to shout, she referred to one of her misbehaving students, Jerry, and did so by using a low-pitch voice to indicate that that was the tone that she wished to shout at him. Anna added that she wanted to shout like that so that Jerry "can be scared" of her (line 16-17). Referring to one of her colleagues, Madam Batilde, whom she observed shouting with that tone during the recess duty, Anna mentioned "like it wasn't her that was shouting" (line 21). It appeared that for Anna, acting was considered as a part of the teaching profession and that teachers could perform their roles accordingly. The low pitched voice tone was perceived as a male tone as Anna said "like a man" (line 28) and she indicated that such a low pitched voice was something that she aspired to have as she said "I want that voice tone you know" (line 24). Weatherall (2002) stated that research on pitch differences of women and men suggested that women had higher pitch voice tone and she added that "individuals use their voice to accommodate towards perceived social norms of gender identity" (p. 52). In fact, Anna's statement "like a man" in line 28 was related to the way men were perceived in the Turkish culture and society, i.e., dominant (Eslen-Ziya & Koc, 2016), and were identified with concepts, such as "hard work, toughness, endurance, determinedness, success and power" (p. 802). In addition to this, contrary to how men were perceived, women were seen as passive and obedient (Bayar, Avcı & Koç, 2017). Thus, her wish to use what she perceived as a male tone to manage the student, to control him, was related to her wish to look dominant and exert authority. Such a wish contradicted the expectations regarding the female roles in the Turkish society. Hence, to appear as powerful, Anna wanted to adopt a masculine gendered teacher identity as a result of observing her colleague and finding her successful in doing so.

However, towards the end of their first year at the Rainbow Wings School, Anna's discourses regarding shouting and being strict completely changed as being loving and being kind gained more importance than being strict and shouting. In our last interview Anna said; "I don't think I am as strict as I thought I would be erm I think I'm more loving than I am strict" and when I asked her what happened, she referred to her primary school teachers and said she did not remember a primary school teacher who shouted at her and it made her evaluate her own self and behaviour in the classroom as a teacher. She said she didn't have patience and this was one of the reasons why she would shout at the students. She also said "they are just kids, I realized that it's not their fault, so I thought I need to be less strict and more kind to them but I think it has worked with them specially this term, Oh yeah it's changed a lot". (Anna Narrative Interview; 11th June 2018). It seemed that as time passed, Anna gained more confidence in classroom management, thus, it was no longer a necessity for her to enact strictness as a role in her performance.

Similar to Anna, during her first year at the Rainbow Wings school, being strict and shouting were part of the roles that Jessy felt she had to enact in her classroom. More specifically, as Jessy mentioned her conceptualisations regarding herself outside the school and her professional selves, strictness discourses also emerged. The excerpt below was significant as it demonstrated Jessy's conceptualization on the link between having rules and being strict. Jessy's utterances regarding the differences between Jessy and Miss Jessy as she said she was "different character wise" (line 9) at school, confirmed the fluidity (Akkerman & Meijer, 2011) of her identities. It also indicated the impact of context and different situations on adopting identities that would be in line with achieving her aims per se.

Excerpt 6. P (Jessy Narrative Interview; 30th January 2018)

- 1 Yagmur: Do you want them to like you as Jessy or
- 2 Miss Jessy?
- 3 Jessy: Miss Jessy
- 4 I'm not (.) am I different?
- 5 >I am not that different< so Miss Jessy because
- 6 I am Miss Jessy (0.1) at school
- 7 Yagmur: You said you're not different but then you

- 8 said (.) I'm Miss Jessy at school
 9 Jessy: I am different character wise.
 10 Yagmur: How?
 11 Jessy: (@Miss Jessy is the one who has rules in the
 12 classroom@) (.) is the one who is strict (.)
 13 <I know when to laugh> (.) < I know when to do jokes> and (.)
 14 <I know when I shouldn't do jokes with them>
 15 so the main difference is rules ↑
 16 when you look at Jessy ↑
 17 >I don't have rules (.) I am not strict<
 18 So (.) that's the main difference I think.

As seen in this excerpt, Jessy mentioned that Miss Jessy “has rules” (line 11) and “is strict” (line 12). Her utterances seemed to be related to the way that she positioned herself in class, as a teacher who had rules, and strict. Her comparison of her professional selves with Jessy outside the school brought out the significance of the setting on the performances of the teachers as I also discussed in page 184. In addition, her comparison is in line with what Goffman (1956) puts forward as;

when an individual projects a definition of the situation and thereby makes an implicit or explicit claim to be a person of a particular kind, he automatically exerts a moral demand upon the others, obliging them to value and treat him in the manner that persons of his kind have a right to expect. (p. 6)

Thus, in Jessy's case, at the school, she wanted to be seen as a strict teacher who had rules and that was the definition of the situation that she wanted to project and expected her students to see her this way.

Another point to mention was that teachers modified their professional selves according to their needs in their teaching contexts, i.e., setting even if such modification might not always be in line with their selves outside the school context. More specifically, although Jessy was not someone who was strict and rule conscious, strictness and having rules were within the impression that she wanted to manage as Miss Jessy, the teacher of the classroom who was the authority. In addition, it seemed that Jessy did not associate strictness with shouting. To Jessy being strict in class was a necessity to prevent or stop student misbehaviours but having been able to shout in class was something

that she hated about her job. The excerpt below demonstrated her discourses about shouting.

Excerpt 6. R (Jessy Narrative Interview; 30th January 2018)

- 1 Jessy: There are things that I hate about it too.
- 2 Yagmur: What do you hate about your job?
- 3 Jessy: <That I have to shout>
- 4 That's what I hate about it (.)
- 5 when they don't listen to me **yani** you get stressed
- 6 >when I go into Butterflies (.) I don't want to go into
- 7 Butterflies< because they don't listen to me so
- 8 I want students (.) who always listen to me ok ↑
- 9 sometimes they misbehave (.) it happens in Dandellions
- 10 but I- erm I think ↑
- 11 my energy is different <when I go into Butterflies>
- 12 because I need to be strict
- 13 so (.) they won't erm misbehave but it doesn't work (.)
- 14 So (.) I think only thing that I don't like about my job is
- 15 erm having been able to shout
- 16 and (@maybe lesson planning@)
- 17 Yagmur: You said shouting, why? How do you feel?
- 18 Jessy: I don't like sho:uting
- 19 if someone watches me from °the camera°
- 20 >they will say “what is she doing”< but (.)
- 21 I have to **yani** ok↑
- 22 >you can calm them down
- 23 like in a calmer way but (.)
- 24 I can't do that <
- 25 My- my personality is not like that
- 26 I have to raise my voice (.)
- 27 I can't be calm (.)
- 28 Maybe if you talk to them nicely <they will listen to you>
- 29 but I can't.

In this excerpt Jessy also touched upon the fact even though she did not like shouting, she could not keep calm as she did not have a calm personality. In addition, similar to Anna, Jessy's discourses about shouting and being strict seemed to have references to masculine gendered teacher identity that she wanted to enact at the school. What validates this argument was illustrated in the excerpt below which came from our conversational interview where I asked Anna and Jessy what they thought of gender and gender roles. The interview took place in the office and was interrupted a couple of times by phone calls.

Excerpt 6. S (Anna and Jessy, Conversational Interview; 12th May 2018)

- 1 Yagmur: What comes to your mind when we say feminine and masculine?
- 2 Jessy: Yeah (.) feminine I mean he is feminine(.)
- 3 he is soft(.) like that's what comes to my mind
- 4 Yagmur: But (.) what if we are referring to a woman?
- 5 Anna: Then you think that they are lesbian?
- 6 Jessy: No:
- 7 Anna: No?
- 8 Jessy: No nothing comes to my mind.
- 9 Anna: You just think that they have that masculine (.) thing like (.)
- 10 Miss Emily like she (.) erm: is more masculine I think (.)
- 11 Jessy: Hm:
- 12 Yagmur: Ok?
- 13 Anna: Or no (.) she is a woman but she is dominant like
- 14 Jessy: Dominant yeah
- 15 Yagmur: You said more masculine what is masculine about her?
- 16 Jessy: Attitude <heralde>
- 17 Anna: Attitude yeah
- 18 Yagmur: Ok (.) what makes you think this way?
- 19 Anna: [voice. >The ways she talks< (.)
- 20 Jessy: Yeah↑ the way she talks (.) her attitude (.)
- 21 Anna: Yeah↑ <like sometimes she would get really>
- 22 (2) >you know< in your face (2.5) and that's <quite> (1)
- 23 it's not- it's not what I see as feminine
- 24 Jessy: Ha: Feminine yeah↑ **bak şimdi** feminine (.)
(she touches her head with her forefinger to signal that she started to understand))
- 25 Anna: So feminine is more polite
- 26 more [kind more soft with their voice
- 27 masculine is mo:re (.) >you know< (.) hard (.)
- 28 Jessy: [Kind (.) Yeah↑ I agree
- 29 Yagmur: What made you think this way?
- 30 Anna: [(@Maybe our dads@) what were you gonna say
- 31 Jessy: (@'Because we are female@) **yani**
- 32 (0.6)
- 33 Anna: because (2.5) >our dads are masculine< (.) and
- 34 my dad (.) was the more >you know<(.) dominant one (.)
- 35 the more (.) >what I perceive as masculine being shouting
- 36 being more aggressive< (.)
- 37 but my mum (.) was the <more feminine> one
- 38 more soft (.) the more caring (.) and loving (.) one
- 39 Yagmur: What about you Jessy?
- 40 Jessy: **Hem aile hem** our society (.) our culture
- 41 coz men they are like more dominant **yani** in the house in the
- 42 house they set the rules and bla bla bla **yani** but(.) when you
- 43 think of the women (.) **hele eski kafalar nenelerimiz dedelerimiz**
- 44 **işte kadınlar evde oturur onu yapar bunu yapar**
- 45 they have to listen to their husbands bla bla bla

- 46 >I think that's what affects us<
 47 Yagmur: Hm: when you said culture which culture are you
 48 referring to? British or Cypriot Turkish?
 49 Jessy: Cypriot Turkish culture.

As can be seen in this excerpt, Anna referred to the ways in which the word feminine was perceived in the Turkish society as being kind, soft, obedient, dependent, and polite (Eslen-Ziya & Koc, 2016; Sakallı-Uğurlu et. al., 2018). Referring to Emily as masculine she specifically touched upon her being “dominant,” and “attitude” and specifying it to the way that she “talks” and used her voice. Her utterances seemed to imply that to Anna these qualities were perceived as masculine. This was later on confirmed by Jessy in line 27. After I found out what these concepts meant to them, I asked them about their teacher identities and which gender role they feel more close to. Jessy said both and made a distinction between the instances that she is in class with students and outside with parents by saying “I mean in the class we have that like strictness and which is masculine but outside the class near the parents we are like feminine,” (Jessy, Conversational Interview, 12th May 2018) and this was confirmed by Anna who said “I wish we didn't have to be feminine with the parents but you have to be feminine to the parents, but you have to be both masculine and feminine towards your students.” (Anna, Conversational Interview, 12th May 2018). Anna and Jessy's utterances indicated their understanding of feminine as being softer in stance and performance and it was this conceptualisation that led them to act feminine towards parents. When I asked why they felt the need to adopt masculine gendered identity in class, Jessy said “if you are soft all the time in the classroom especially with older students they won't listen to you I mean you need to have that, the rules the strictness” (Jessy, Conversational interview, 12th May 2018), and Anna said “Which is maybe masculine like you said if you're too feminine they would walk all over you” (Conversational Interview, 12th May 2018). When I asked them when they used masculine and feminine gendered identities in class, they said the following:

Excerpt 6. T (Conversational Interview; 12th May 2018)

- 1 Jessy: *Sınıfta? Yani (.) canım sıkıldığı zaman (.) yani*

- 2 >normal sınıfta gayet yani güler yüzlüyüm< (.) I am kind (.)
 3 şakalaşırım ama(.) en ufak bir yani iyiliğimi süistimal etsin (.)
 4 *mesela* (.) bu masculine şeyini gullanırım (.)
 5 yani artık geçerim değişirim (.)
 6 *daha sert olurum*
 7 Yagmur: *Peki*, Anna?
 8 Anna: Hm: When a student makes me angry↑
 9 beni dinlemediği zaman ↑
 10 *beni üzdüğü zaman* (.) arkadaşını üzdüğü zaman (.)
 11 *arkadaşına acı çekdirttiği zaman* (.) <*dersini ödevini hiçbirşeyini*
 12 *vaktinde yapmadığı zaman*>

Drawing on the analysed data, it could be posed that what shaped Anna and Jessy's practices were based on the ways in which women and men were perceived as binary opposites in the Turkish Cypriot society and culture. Once seen from this perspective it appeared that whole strictness, saying no as well as shouting and being kind discourses had links to gender role expectations of the society that impacted Anna and Jessy. All these excerpts presented in this section supported the idea that "how we understand ourselves as masculine and feminine varies according to time, place and circumstances" (Paechter, 2006, p. 20) and that "societal norms of ideal masculine and feminine person may inform our gender identity, when we compare our features with those from a gender category" (Badjanova, Pipere, Ilisko, 2017, p. 140). In addition, the analysis adhered to what was put forward by Butler (1986):

To 'choose' a gender in this context is not to move in upon gender from a disembodied locale, but to reinterpret the cultural history which the body already wears. The body becomes a choice, a mode of enacting and reenacting received gender norms which surface as so many styles of the flesh". (p.48)

This corroborated the ways in which teachers needed to perform in class, thus by adopting the gendered identity that would best suit their aims based on their conceptualisations. All the excerpts that I presented in this section, showed that such conceptualisations regarding gender roles were built on traditional gender stereotypes of the society and culture that Anna and Jessy were part of. More specifically, perceiving the masculine gendered teacher identity as dominant, serious and strict, Anna and Jessy felt the need to adopt it in their classes from

time to time where they needed to manage the students and exert their authority, power in class. As they also reported in our conversational interview, such conceptualisation regarding feminine being “soft, more caring, more loving” (Excerpt 6. S, line 38) and masculine being dominant, strict, shouting, and as rule setter rooted in their family structures and was considered to be part of Turkish Cypriot culture. All these indicated that “it is not possible to exist in a socially meaningful sense outside of established gender norms” (Butler, 1986, p. 41). The implications of these were discussed in the final chapter.

Conclusion

In this chapter, I presented my analysis of discursive formations that emerged as Anna and Jessy talked about professional practices of the selves from teacher education to their first year of teaching. As I did so, I discussed the ways in which positionings were ascribed to teachers as well as the positionings that they took in interaction and social encounters shaped the ways in which they (re)presented themselves to others in educational settings as individuals and as members of a team. I paid particular attention to the ways of teachers’ (re)presentations of selves as I analysed the instances and discourses that emerged regarding their performances that were carried out in both contexts. Specifically, I talked about the impact of stereotypical conceptualisations of Anna and Jessy on their discourses and professional practices of the selves and vice versa.

Gender being one of the themes of this chapter was quite significant for the current study as it acted as a response to Sunderland’s (2000) argument regarding the impreciseness of the ways in which gendered talk influenced the teaching practices of language teachers. Considering the fact that two decades had passed since she made her argument, I truly hope that my analysis of the findings would contribute to our understandings of teachers’ practices of the selves.

In the next chapter, I presented an overall discussion regarding my analysis, and listed the possible teaching and research implications that I drew out of the findings of this study as well as the limitations of my study.

CHAPTER VII

Conclusion

Introduction

My interest in the difficulties faced by novice teachers began during my first year in the profession. In time, I realised that I was not the only one facing challenges and that it was something common for novice teachers to try to find their way out from the “sink-or-swim’ type of situation” (Farrell, 2016, p. 13) in their initial years in the profession. Due to my role as a teacher educator, I tailed English as a foreign language (EFL) student-teachers during their education in the teacher education program and kept contact with most of them after graduation. What puzzled me the most was that some of them dropped out in their first year in the profession, regardless of how successful they were during their studies at the teacher education program. As I questioned the reasons, I came to realise that the concept of teachers’ selves played a huge role in the ways that teachers chose to act, interact and cope with challenges in certain ways.

The theoretical stance that I took made me see the link between teachers’ selves and discourses which aroused an interest in me regarding teachers’ discourses as they talked about their practices of the selves. In this regard, in my thesis, I was guided by two main questions: What discursive formations emerge as EFL teachers talk about professional practices of the selves from teacher education to their first year of teaching? How do professional practices of the selves of novice EFL teachers change over time from teacher education to their first year of teaching? While trying to find answers to these questions, my main goal has been to shed light on EFL teachers’ discourses and development processes and to provide descriptive accounts of the difficulties they have faced in northern Cyprus context by bringing a novel perspective to the existing literature. While doing so, my main motivation has been to suggest implementations to educational institutions to help novice teachers overcome the challenges they may face during their initial years in the profession. I believe that completing this study as an interdisciplinary one guided by multiple theories from other disciplines as my

conceptual/analytical tools (see Chapter II for details), and adopting a linguistic ethnographic (LE) approach (see Chapter III for details) have helped me bring a novel perspective to the literature on the difficulties faced by novice teachers and EFL language teachers' professional practices of selves. At this point, in this chapter I have summarised the main findings of this research in relation to the research questions and provide information regarding possible implementations (both for teaching and for research), as well as the limitations of the study.

Summary of Main Findings

In this study, in Chapter V, following Foucault (1982) and Scott's (1990) theories of power, I focused on the instances and discourses of resistance as well as compliance of teachers. In addition, I paid attention to the ways in which disciplinary gaze operated to modify behaviour, discipline teachers and improve their performances in both the teacher education program and in their initial employment. Particularly, by focusing on the instances of resistance, compliance and discourses around these instances, I discussed how surveillance was practised on participating teachers and its impact on their discourses and professional practices during their final year at the English language teacher education program (ELTEP) and first year in the profession. More specifically, I demonstrated that the surveillance practices in two internship courses at the ELTEP were intermittent, and aimed to regulate practice and improve teaching performance (Foucault, 1979, 1982). I also demonstrated that the surveillance practices at the Rainbow Wings School were highly panoptic and within the panoptic system of the school surveillance was being used as an "apparatus for supervising its own mechanisms" (Foucault, 1979, p. 204). The panoptic system impacted teachers' practices in a variety of ways. For instance, the presence of the cameras and the idea of being surveilled through the cameras by the administration caused Anna and Jessy to regulate their usage of Turkish in the English classrooms. This validates what has been put forward by Foucault as individuals become their own "overseer" due to the inspecting gaze in the panoptic system and regulate and modify their own behaviour (Foucault & Gordon, 1980, p. 155). In this chapter, I also explained

that the culture of the Rainbow Wings School was based on a hierarchical structure of decision-making depending on the position of the personnel. The one(s) in the high rank had hegemony on others and had the privileges of all kinds of decision-making due to their status. For instance, being in the high rank, the headmaster exercised power on the teachers at the school through surveillance and he was able to set rules or modify the existing ones. The others in the lower rank, for example teachers, did not have a say on the rules set, and were expected to obey and act accordingly. Establishment of rules, collective warnings instead of individual ones, collective punishments and unequal treatments in this regard caused the participants of the study to produce hidden transcripts and question and resist the power exercised on them in subtle ways. For instance, after the headmaster exercised his power through the discourses of imperative orders in the “scariest meeting,” teachers realised that some of the rules did not apply to all, and put up resistance by not obeying some of them. Thus, as suggested by Foucault (1979), the flexibility of the rules caused the disciplinary power of the administration to be weakened in the eyes of participating teachers and made them resist in subtle ways.

In Chapter V, I also demonstrated that even though the system at the school was based on a hierarchical rank, the power dynamics were not always hierarchical and centralised as surveillance practices, particularly non-digital surveillance, were being practised by people regardless of their rank in the hierarchy. When the classrooms were visited by a high ranking personnel such as Natalie, the act was perceived as threatening by the participants of the study. It should be mentioned that their supervisors at the ELTEP were also in a powerful position, but their visits were not considered as threats as participants used to get feedback from their supervisors. This meant that the lack of feedback on the part of Natalie, a high ranking personnel, caused Anna and Jessy to feel that the visits were done to judge them instead of helping them to improve their performances. In addition, at the Rainbow Wings School when the visits were carried out by a teacher who was positioned in the same way as the participants of the study were, the act was perceived as an act of help. I also discussed that teachers were led by another teacher in their team who was given additional status in their team to fit into a certain prototype set by the

Head of the department. Anna replaced her supervisors from the university with her team leader and the Head of the department and instead of resisting openly she accepted things they suggested right away in the first semester as if she preferred to be the “follower.” With the absence of the team leader in the second semester, Anna’s discourses changed in to being a “leader,” as this time she felt that she managed to get rid of the “university mind,” which showed that her transition from a student-teacher to a teacher was complete.

The findings presented in Chapter V showed that not knowing how to handle the changing power dynamics as well as the (in)flexible rules, and sometimes being seen at the lowest rank within the hierarchical structure of the highly panoptic school context caused Anna and Jessy to feel frustrated and show resistance in subtle ways during their first years in the profession. Based on the findings in this chapter, I argued that teacher education programs failed to equip teachers with knowledge regarding how to handle/approach/balance power related challenges in the workplace, such as changing power dynamics.

In Chapter VI, in addition to Scott’s theory of power, by following Goffman’s theorization of presentation of selves as well as Butler’s theory of performativity, I focused on the ways Anna and Jessy (re)presented themselves to others during their practices at ELTEP to their first year in teaching. Having discussed that I viewed teaching as a performance by drawing on Goffman (1956), I demonstrated that attire, stance and manner were among the ways that teachers preferred to (re)present themselves in certain ways to others in their social encounters. These aspects were interwoven with the positionings that were ascribed to teachers as well as the positionings that they took in interaction and during social encounters. In this chapter, I also illustrated that teachers’ discourses regarding teachers’ attire, stance and manner were related to stereotypical conceptions of what it meant to be a teacher and of gender.

Particularly, in Chapter VI, as I analysed the extracts from interviews that took place during the time when the participants were at ELTEP as well as during their first year at the Rainbow Wings School, I illustrated changes in the discourses as well as the ways in which they chose to use setting or the personal front (Goffman, 1956) to convey an impression that they wished to project to others during social encounters. Notably, in this chapter, I discussed

that when the teachers were in their final year at the ELTEP and were teaching in the adults group, they did not perceive themselves as teachers. However, classroom was perceived as a setting where they enacted the role of teaching and when they were seen by their students outside the classroom, they tried to escape their gaze in order to manage the impression that the students had of them as their teachers. In this chapter I also demonstrated that there was a stereotypical understanding among the teachers that there was an “appropriate” way of dressing up as a teacher. For instance, for Anna this was related to being well dressed which was linked to wearing dresses. Furthermore, to Anna this was a source of confidence and was her way of managing the impression that she wanted to convey to others as ‘the teacher,’ and doing the opposite would distort the image that she wanted to convey to others, particularly to the parents. Compared to her act of trying to escape the gaze of the students during the ELTEP outside the class, in her first year in the profession, Anna wished to continue her performance outside the school by being well dressed. All these clearly indicated that Anna wished to use personal front (Goffman, 1956) particularly her clothing to create a definition of the situation regarding her profession that she wished to project to others when her transition from a student-teacher to teacher was completed.

In Chapter VI, I also demonstrated that discourses regarding teachers’ attire were shaped by Anna and Jessy’s understandings of professionalism, team performance, and their conceptions regarding the “stereotypical teacher.” Within the school there was a hidden dress code policy set by the headmaster which was related to the stereotypical understanding of what was appropriate for teachers to wear. Among the teachers within the school, not all the members of the team followed the hidden dress code and there was uncertainty about defying it. The unwritten rules regarding the hidden dress code policy as well as the headmaster’s gendered talk impacted the discourses and shaped what it meant to be “well dressed,” and “look like a teacher.” In addition, colleagues who defied the hidden dress code policy were considered as threats to team’s performance by the teachers as well as a threat towards the line that they wished to maintain at the school as a team. Furthermore, lack of individual warnings given to colleagues who defied the hidden dress code

policy caused teachers to resist in subtle ways in hidden transcripts which later became public. More specifically, when the headmaster came to the office and asked teachers to share their concerns, the hidden transcripts regarding the way that other colleagues were dressed became public in front of the headmaster. In this chapter I also discussed that regarding teacher stance although Anna and Jessy were against saying “no” to the students during their teaching sessions at the ELTEP, their concerns disappeared when they started teaching at the Rainbow Wings School. This was due to the fact that there was a change in Anna and Jessy’s understanding of their performance as when they started working at the Rainbow Wings School they were able to think about the definition of the situation (Goffman, 1956) and preferred to say “no” in class with variety of ways and purposes to achieve their aims during their performances as teachers.

With the findings in Chapter VI, I also showed that participants were able to modify their professional selves according to their needs in their teaching contexts, i.e., the setting, even if such modification might not always be in line with their selves outside the school context. During their education at the ELTEP, Anna and Jessy indicated that they had concerns regarding being strict and shouting teacher and stated these as the unwanted performances to perform. However, during their first year being strict and shouting were part of the roles that Anna and Jessy wanted to enact at the Rainbow Wings School. Although for Anna, in time, the strictness and shouting roles changed into being kind and loving, for Jessy if deemed necessary being strict and shouting were the roles that she continued to enact in class even though they were the opposites of how she was outside the school context. In addition, in this chapter, I mentioned that teachers’ conceptualisations of being strict and shouting had links to the gendered identities that they wished to enact at the school. These gendered identities were related to the ways in which gender roles were stereotypically conceptualised traditionally in the Turkish Cypriot culture that Anna and Jessy were part of. For instance, in order to scare one of her students, Anna wanted to “shout like a man” with a low pitched voice which was perceived as a male tone. Thus, Anna wanted to enact masculine gendered teacher identity in this instance to control the student, to act strict and

to appear powerful. However, in time, towards the end of her first year at the Rainbow Wings School, Anna indicated that she no longer felt the need to act strict but be kind and loving which were typically associated with femininity. More specifically, discourses indicated Anna and Jessy's understanding of feminine as being softer in stance and performance. In addition, the findings illustrated that teachers took on gendered identities depending on their goals in interaction and social encounters when (re)presenting themselves. For instance, whereas in class they were able to adopt both feminine and masculine gendered teacher identities depending on their goals, when interacting with parents, they felt they had to act feminine.

Findings in Chapter VI clearly indicated that the definition of the situation that teachers wished to project impacted teachers' professional practices of the selves. In addition, the impression that they wanted to convey and manage at the school sometimes prevented teachers from acting as they wanted to and also caused them to resist power in open ways. Furthermore, the stereotypical conceptions of gender and gender roles impacted the professional practices and social interactions of teachers in educational institutions. The findings of this chapter show that teacher education programs fail to provide opportunities to student-teachers regarding awareness on the performances that they want to enact not only in the classroom but within the school context as a whole. This is also the case for the gender roles and their impact on teachers' professional practices, as well as the ways to cope with problems that teachers may encounter during the (re)presentation of selves in their social encounters.

Implications

EFL teachers' experiences in every school day, may it be in EFL teacher education or in profession, can be resembled to a new plot/play. The (student-)teacher as a performer puts on a mask to carry out the performances that she wishes or is asked to perform in certain ways to carry out her responsibilities in educational institutions along with teaching English. It can be said that through the performances that they carry out, EFL teachers (re)present themselves in certain ways within the profession. Depending on the goal, scene, setting, and other characters, the performance changes as well as the ways in which (student-)teacher (re)presents her selves to others (Goffman,

1956). Through the performance, a lot of (un)expected things happen, as the performance that takes place is also shaped by other factors; such as the performances of others involved, interactions that take place, and perhaps the changing power dynamics between the performers and problems that come along with it.

When the power and power dynamics are the matters of discussion, what power means for teachers along with its impact and how teachers respond to it is quite neglected in teacher education research in general and language teacher education research in particular. Power is significant as it is “traverses and produces things, it induces pleasure, forms of knowledge, produces discourse” (Foucault as cited in Hall, 1997, p. 50). Thus, discourses operate on power relations and vice versa, and the same applies to knowledge. In Foucault’s (1979) words, power “produces reality; it produces domains of objects and rituals of truth. The individual and the knowledge that may be gained of him belong to this production” (p. 194). Such a view point means that investigating discourse and power may help us peek into the ways; 1) language teachers come to position themselves in educational settings which may help us understand language teachers, and how their professional identities are (re)constituted, 2) language teachers talk about their practices and the meanings that they attach to their experiences in educational settings, 3) how language teachers’ performances can be improved, which also applies to the knowledge base and experience that language teacher education programs are accountable for providing to student-teachers in their becoming. Thus, I believe that future research needs to focus on these areas, specifically on the impact of power exerted and surveillance performed on language teachers in educational settings, and also on teachers’ stereotypical conceptions regarding gender and what it means to be a teacher. As the second phase of this study has been conducted in a private school, future research should focus on what is happening about surveillance practices in public schools with focus on EFL teachers’ discourses and their professional practices of selves. The possible similarities and differences between these two contexts may illustrate ways in which professional development of language teachers evolve in different

contexts. They may also help us design better ways of providing stimuli in both contexts to increase teacher performance and well-being.

The results indicate that the source of difficulty for the EFL novice teachers in their first year was due to their struggles in not knowing how to handle/approach/balance power related issues. This has kept them away from finding their own voice and caused them to resist in subtle ways. Sometimes not resisting openly has caused them to comply with the things that they do not agree, even eventually has made them lose their belief in the school's system. Based on my findings in Chapter V, I have a number of suggestions to make.

Considering my argument in Chapter V regarding changing power dynamics, and that hierarchized surveillance power “functions like a piece of machinery” (Foucault, 1979, p. 177), I suggest changing the ways that machinery operates at schools as well as EFL teacher education programs. Considering that the power dynamics have impacted EFL novice teachers in this study, shifting of roles within different periods may help them get used to and learn about ways to balance power dynamics. For instance, in their final year during the ELTEP, student-teachers need to be given opportunities to not just work in teams but to get used to the changing power dynamics of a team. For instance, instead of having a dominant, and powerful position, supervisors of student-teachers may empower student-teachers and give them opportunities to be in charge of their teams in the ELTEP. Thus, student-teachers can be given opportunities to work in teams and, be in charge of their teams in the internship program by being leaders of their teams in turns. Once they understand how they should give feedback and mentor each other, they can be asked to lead their own team in the second semester of their internship. As they take on the role of their supervisors, student-teachers not only work collaboratively and learn from each other but also may get used to the changing power dynamics of a team. In addition, shifting roles will also openly make things transparent and lead teachers to develop ownership in what they are doing. In addition, as the participants of the study had to collaborate with other team members when, for instance designing lesson plans, student-teachers can also be asked to design lesson plans as teams and teach accordingly. Being given such opportunities to lead their own team may help change “the

university mind” that Anna mentioned in their last year. It can be posed that such a change would also be in line with the 21st century skills as leadership is one of the skills that teachers in general and EFL teachers in particular need to have.

For EFL novice teachers, school administrators can provide opportunities to teachers at the school to shift their positions in the rank and act according to the responsibilities of the rank. Thus, within different time intervals, for instance every two weeks, each teacher can take on the role of a team leader, the head of the department, headmaster and so on. This would help them understand the responsibilities and the position of the rank and eventually cause them to carry out surveillance on each other and increase the productivity in a collaborative manner. Of course, after carrying out surveillance, feedback should be given based on the positive and negative aspects observed in the practices at the school, individually. In addition, when the decisions will need to be made and rules need to be set, those will be based open to voting of all the teachers at the school and should be negotiated accordingly. This would create a democratic environment and would give help teachers own their voice instead of resisting to the system in subtle ways.

Based on my findings in Chapter VI, regarding the ways that teachers (re)present themselves, becoming a teacher might not be about shifting from student-teacher to teacher but more about the ways in which one believes she is perceived by the others as such through the face, the impression and power she thinks she is believed to have. Thus, becoming an EFL teacher in the transition process might be more about managing the impressions that student-teachers want to convey as the teacher of the classroom. I believe this puts the nature and content of EFL teacher education to the centre of the discussion. This is because student-teachers need to see themselves as teachers to be able to enact the role in all settings with their students. Sending student-teachers to the field only in their final year makes it difficult for them to internalize the role earlier and this causes incidents such as the one that I have mentioned in Chapter VI, page 183. EFL teacher education needs to make certain adjustments to the internship courses by giving opportunities to student-teachers to enter the field earlier in their programs. Although letting them get involved in hands on

practice in earlier stages may not be possible as they would need practical and theoretical knowledge, they can be given opportunities to conduct observations and spend time in actual school cultures. Shadowing practices that would start in the second year of the EFL program and continue until the end of the third year may help student-teachers to engage in various activities, encounters and interactions with EFL teachers and students and other parties involved. This would eventually help them internalize the role of an EFL teacher earlier and they would be accustomed with the ways of (re)presenting themselves as EFL teachers. It is noteworthy that in the current context of northern Cyprus, it might be quite difficult to organise such practices when the number of the schools and teacher candidates are considered as there are limited number of schools. In addition, my experiences as a teacher educator have shown that not all EFL teachers at the schools have positive attitudes towards mentoring teacher candidates or letting teacher candidates observe their practices. Thus, if shadowing courses are to be added to the new EFL teacher programs, this needs to be done by collaborating with the Ministry of National Education and Culture as well as schools.

In addition, my discussions regarding the stereotypical understanding of teachers in Chapter VI clearly indicate a need for EFL teacher education programs to make student-teachers question the concepts regarding what it means to be a teacher in general and EFL teacher in particular. In addition, EFL teacher education programs need to make student-teachers aware of their own conceptualisations and encourage them to think critically regarding gender roles, gender role expectations as well as stereotypes. Student-teachers need to be taught about best possible ways to respond or behave in such instances where they encounter gender related discourses in their classrooms as all of their conceptions, responses as well as behaviours may impact their students and their language learning processes. This does not have to be limited to the student-teacher stage but can also be provided to EFL novice teachers, where the Ministry or Teacher Unions would provide the necessary education in preparing teachers for such instances. Another point to mention is that student-teachers and novice teachers need to be made aware of the gender roles, gender role expectations as well as stereotypes that exist in the societies in which they

are living. Butler (1986) says that “it is not possible to exist in a socially meaningful sense outside of established gender norms” (p. 41). Thus, if EFL teachers and student teachers are aware of gender norms they may find ways of limiting their negative impact on their language teaching practices as well as discourses in educational contexts. In order to do so, first they need to be taught to look at the expectations and stereotypes with a critical eye and investigate the impact of expectations and stereotypes on their own conceptualisation about these matters, and the way they (would) perform as EFL teachers.

Regarding my arguments in Chapter IV, when the current program outcomes are scrutinized considering my findings in Chapter V and VI, by taking together the suggestions made, it is necessary to revise the program outcomes of ELTEP by keeping the difficulties faced by teachers of the study in focus. For instance, leadership as well as awareness on aspects such as gender and stereotypes can be added to the program outcomes.

Limitations

This study provides new insights on the difficulties faced by EFL novice teachers during their transition period with a focus on the discursive formations and what has changed along the way in terms of their professional practices. However, there are a few limitations that have emerged throughout the process. First, investigating what happens along the transition period of EFL teachers from a student-teacher to a novice teacher requires a long term commitment. In line with this, I was able to follow participants from their third year until the end of their first year as novice teachers at the Rainbow Wings School. Thus, data collection process has taken place in five academic semesters. Considering the longitudinal nature of the study, this time period has given me huge data to analyse to answer the research questions that I have. Considering how I define novice teachers as teachers with no more than three years of experience (Farell, 2012), following teachers for the following two more years would still have provided richer data, though was not possible within the time frame of my study. Second, when the teachers started their profession at the Rainbow Wings School, I was able to observe them for two

days of the week only. Although I asked the teachers to keep reflective journals and take notes of significant events that happened during the other days of the week, I was not with them on all days of the week. Hence, there may be other discursive formations that escaped my attention. If I were to conduct a similar study, I would ask the teachers to use lapel microphones to record their interactions during the times that I was not with them. Third, throughout the data collection, I had multiple and shifting roles as the teacher educator and the researcher. Particularly, during the first phase of the study having the role of a teacher educator along with the researcher might have prevented me from accessing the offstage talk that Anna and Jessy had in the ELTEP. This could have been prevented again by utilizing lapel microphones. Fourth, in my study both participants were females. As there were gender related discourses, having male teachers as participants could have provided different stereotypes regarding what it means to be a teacher from their own perspective as well as gender.

Conclusion

In this chapter I presented the summary of the main findings and I also made suggestions for EFL teacher education, schools and research. I also mentioned the limitations of the study and explicated on the possible ways to eliminate such limitations for future research.

In this thesis, with a focus on discourses and professional practices of EFL teachers, I have tried to shed light on their experiences within the educational settings in order to understand what puts them in to the “sink-or-swim’ type situation” (Farrell, 2016, p. 13) in their initial years in the profession. The participants of my study had difficulties in handling/approaching/balancing power related challenges in their workplace. Nevertheless, they managed to survive their first years regardless of how much they resisted in subtle ways. I believe that my study provides a glimpse of how power functions for EFL teachers in educational settings and will bring a new perspective to the literature regarding novice EFL teachers and their practices. I hope that this thesis provides some insights to researching the ways in which

power operates within educational institutions further and the impact of power exercised on teachers in general and EFL teachers in particular.

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APPENDICES

APPENDIX A
English Language Teacher Education Program (ELTEP)
Courses

(1 st Semester)				(2 nd Semester)			
Course Name	CR	ECTS	Status	Course Name	CR	ECTS	Status
Contextual Grammar I	3	5	Compulsory	Contextual Grammar II	3	5	Compulsory
Advanced Reading and Writing I	3	5	Compulsory	Advanced Reading and Writing II	3	5	Compulsory
Listening and Pronunciation I	3	4	Compulsory	Listening and Pronunciation II	3	4	Compulsory
Oral Communication Skills I	3	4	Compulsory	Oral Communication Skills II	3	4	Compulsory
Effective communication	3	3	Compulsory	Lexical Competence	3	3	Compulsory
Introduction To Educational Science	3	4	Compulsory	Turkish II: Speech and Communication	2	2	Compulsory
Turkish I: Composition	2	2	Compulsory	Educational Psychology	3	4	Compulsory
Computer I	3	3	Compulsory	Computer II	3	3	Compulsory
	23	30			23	30	
(3 rd Semester)				(4 th Semester)			
Course Name	CR	ECTS	Status	Course Name	CR	ECTS	Status
English Literature I	3	4	Compulsory	English Literature II	3	4	Compulsory
Linguistics I	3	4	Compulsory	Linguistics II	3	4	Compulsory
Approaches to ELT I	3	5	Compulsory	Approaches to ELT II	3	5	Compulsory
English-Turkish Translation	3	5	Compulsory	Language Acquisition	3	3	Compulsory
Oral Expression and Public Speaking	3	5	Compulsory	Scientific Research Methods	2	3	Compulsory
Atatürk Principles & History of Turkish Revolution I	2	2	Compulsory	Atatürk Principles & History of Turkish Revolution II	2	2	Compulsory
Principles & Methods Of Teaching	3	5	Compulsory	Education Technology & Materials Design	3	4	Compulsory
				L T Methodology I	3	5	Compulsory
	20	30			22	30	
(5 th Semester)				(6 th Semester)			
Course Name	CR	ECTS	Status	Course Name	CR	ECTS	Status
Teaching English to	3	5	Compulsory	Teaching English to	3	5	Compulsory

APPENDIX B
Activity Criteria

VALIDITY										Av.	Rec.
Activates learners in the skill it claims to practice											
100%	75%	50%	25%	1%							
5	4	3	2	1						5	
ORIGINALITY											
Original		Adapted			Borrowed						
3		1			0					3	
PRE-LEARNING											
Preliminary knowledge and skills of students were taken into account											
100%	75%	50%	25%	1%							
5	4	3	2	1						5	
Learners are engaged in the activity all the time											
100%	75%	50%	25%	1%							
5	4	3	2	1							
SUCCESS ORIENTATION											
Learners are able to succeed in doing the task											
100%	75%	50%	25%	1%							
5	4	3	2	1						5	
HETEROGENITY											
Activities has been planned for all levels/intelligences/ages/genders											
Planned for all		3			2		1				
5		4			3		2			5	
TEACHERS ASSISTANCE											
Instructions are clear											
Instructions help learners do the activity successfully											
Teacher moves around the learning space											
Teacher uses guiding questions											
Teacher gives hints											
Teacher encourages continuation											
Teacher confirms the beginning and the end of the activity											
All observed 7		6	5	4	3	2	1	None observed 0		7	
INTEREST											
Activities are interesting											
Activities are challenging											
Material is attention-catching											
Materials appeal to learners' feelings											
All observed 5		3	2	1		None observed 0			5		
TOTAL										/35	

APPENDIX C**Ethics Review Board Approval**

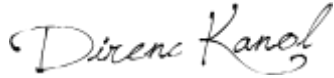
19.04.2017

Sayın Yağmur Raman

Bilimsel Arařtırmalar Etik Kurulu'na yapmıř olduėunuz YDÜ/EB/2017/3 proje numaralı ve **“A Longitudinal Study on EFL Teachers' Professional Identity Development”** başlıklı proje önerisi kurulumuzca deėerlendirilmiř olup, etik olarak uygun bulunmuřtur. Bu yazı ile birlikte, bařvuru formunuzda belirttiėiniz bilgilerin dıřına ıkmamak suretiyle arařtırmaya bařlayabilirsiniz.

Yardımcı Doent Doktor Diren Kanol

Bilimsel Arařtırmalar Etik Kurulu Raportörü



APPENDIX D

Informed Consent Form

A Longitudinal Study on EFL Teachers' Professional Identity

Dear Participant,

The aim of this study is to gain insights into the professional identity development of English language teachers. This will be done by tracing pre-service teachers until the end of their second year in the profession as novice teachers.

In the previously given briefing form, you were briefed about the aims and the things which will be expected from you. Please remember that participation in the study is voluntary. Participants' identity will be kept confidential before during and after the data collection process and onwards. All the gathered data will be kept in password protected flash drive of the researcher. Please know that you are free to quit the study anytime without any penalties. Should you have any concerns or questions, please contact my supervisor or me using the information below.

Assist. Prof. Dr. Çise Çavuşoğlu
English Language Teaching Department,
at Near East University (Office: 5H 112)
Tel: 0392 6802000-Ext: 354,
E-mail: cise.cavusoglu@neu.edu.tr

Yağmur Raman
English Language Teaching Department,
Near East University (Office: 5H 112)
Tel: 0392 6802000-Ext: 354,
E-mail: yagmur.raman@neu.edu.tr

Thank you in advance for your participation and contribution in this research.

By signing below you agree to take part in this study.

Full Name _____

Signature _____

Date _____

APPENDIX E

Ministry of Education and Culture Permission Letter



KUZEY KIBRIS TÜRK CUMHURİYETİ
MİLLİ EĞİTİM VE KÜLTÜR BAKANLIĞI
İLKÖĞRETİM DAİRESİ MÜDÜRLÜĞÜ

Sayı: İÖD.0.00-35/2017/1B-2706

Lefkoşa, 18 Eylül 2017

Sayın Yağmur RAMAN,
Yakın Doğu Üniversitesi,
Lefkoşa.

Müdürlüğümüze bağlı Doğa International Schools öğretmenlerine uygulamak istediğiniz "Mesleğe Yeni Başlayan İngilizce Öğretmenlerinin Mesleki Kimlik Gelişimleri" konulu çalışma Talim ve Terbiye Dairesi Müdürlüğü tarafından incelenmiş olup gizlilik ve gönüllülük ilkelerine riayet edilerek uygulanması uygun görülmüştür.

Çalışma uygulamadan önce okul müdürlükleri ile temas kurulması ve tamamlandıktan sonra da sonuçların Talim ve Terbiye Dairesi Müdürlüğü'ne iletilmesi hususunda gereğini saygı ile rica ederim.

Hakkı BAŞARI
Müdür Muavini
ve
Müdür (V)

ET /FB

Tel (90) (392) 228 3136 - 228 6893
Fax (90) (392) 228 7158
E-mail meb@mebnet.net

Lefkoşa-KKTC

APPENDIX E

Ministry of Education and Culture Permission Letter



KUZEY KIBRIS TÜRK CUMHURİYETİ
MİLLİ EĞİTİM VE KÜLTÜR BAKANLIĞI
GENEL ORTAÖĞRETİM DAİRESİ MÜDÜRLÜĞÜ

Sayı: GOÖ.0.00.35-A/17/18-3699

14.09.2017

Sayın Yağmur Raman,

İlgi: 08.09.2017 tarihli başvurunuz.

Talim ve Terbiye Dairesi Müdürlüğü'nün TTD.0.00.03-12-17/1157 sayı ve 13.09.2017 tarihli yazısı uyarınca "Mesleğe Yeni Başlayan İngilizce Öğretmenlerinin Mesleki Kimlik Gelişimi" konulu anketi Doğa International School'da görev yapan İngilizce öğretmenlerine gizlilik ve gönüllülük ilkelerine riayet edilerek uygulanması müdürlüğümüzce uygun görülmüştür.

Ancak anketi uygulamadan önce çalışmaya katılacak olanların bağlı bulunduğu okul müdürlüğüyle istişarede bulunulup, anketin hangi okulda ne zaman uygulanacağı birlikte saptanmalıdır.

Anketi uyguladıktan sonra sonuçlarının Talim ve Terbiye Dairesi Müdürlüğü'ne ulaştırılması yasa gereğidir.

Bilgilerinize saygı ile rica ederim.

Nahide Yalyah
Müdür Muavini
Ve
Müdür (V)

44.
MH/PC

Tel (90) (392) 228 3136 – 228 8187
Fax (90) (392) 227 8639
E-mail meb@mebnet.net

Lefkoşa-KIBRIS

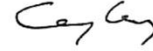
APPENDIX F
Rainbow Wings Permission Letter

9. EKİM.2017

Yakın Doğu Üniversitesi İngilizce Bölüm Başkanlığına;

Sayın Yağmur Raman'ın 2017-2018 eğitim-öğretim yılı içerisinde haftada 2 gün okulumuzda öğretmenlere yönelik "Mesleğe Yeni Başlayan İngilizce Öğretmenlerinin Mesleki Kimlik Gelişimleri" konulu çalışmasını uygulaması uygun görülmüştür.

Bilgilerinize Arz Ederim



Okul Müdürü

APPENDIX G

Staff Handbook Section 6.3

6.3. DELT's Expectations of Students and Discipline

Discipline in DELT has its basis in sound and consistent classroom management practice. Essential to successful classroom management is the agreement of expected codes of behaviour in the classroom and the Department:

- Students and instructors are expected to keep a professional relationship characterised by courtesy and mutual respect and avoid doing actions that may be disruptive towards such a relation.
- It is the responsibility of the instructor to maintain an appropriate academic atmosphere in the classroom and it is the responsibility of the student to cooperate in that attempt.
- The instructor is the best person to decide, in the first instance, whether such an atmosphere is present in the class.
- Students are expected to obey the general rules of conduct within the department and act respectfully towards their instructors and fellow students at all times.
- Students should also be on time, both for their classes and any appointments they may make with any departmental staff. This includes the appointments made during the office hours of the instructors.
- Students are responsible for checking their instructors' websites as well as the Department's website for any information and announcements regularly.
- It is the students' responsibility to check any updates to the course and exam schedules via the University's and/or individual instructors' websites.
- Students are expected to participate in the lessons. Participation includes answering questions posed by the instructor as well as taking part in and contributing to the class discussions.
- It is strictly forbidden to use mobile phones in the classrooms. Students should either turn their phones off when in class. If a mobile rings in the classroom, the instructor has the right to ask the student to leave the room.
- Students should refrain from talking in class unless they are asked to do so by their instructors. The instructors have the authority to ask any student to leave the classroom if they believe that the student(s) is interfering with the other students' learning.
- Students are discouraged from eating in the classroom although individual instructors may have different policies regarding eating and drinking in the classroom. Students should check with their instructors about their policies.
- Students are expected to come to class ready for the course. Students are required to bring the related material to the classroom. In many courses, the instructors require students to read the material before coming to class. Instructors will not accept students to class without their books/ materials.

APPENDIX H
Data Collection Table

Data Source		Amount / Hours	Data collection period	
Observations	Micro teachings	Five times for each participant (40 minutes each)	Teacher education	2015-2016 Spring Participants' 3 rd year, 2 nd semester in the ELTEP
	Practice teachings	Once for each participant (40 minutes each)		2015-2016 Spring Participants' 3 rd year, 2 nd semester in the ELTEP
		Four times for each participant (2 hours each)		2016-2017 Fall Participants' 4 th year, 1 st semester in the ELTEP
		Three times for each participant (2 hours each)		2016-2017 Spring Participants' 4 th year, 2 nd semester in the ELTEP
	Teaching context	Two semesters (33 weeks)	Rainbow Wings School	2017-2018 Participants' 1 st year in their teaching context
Ethnographic fieldnotes			Teacher education	2015-2018 Participants' 3 rd , 4 th year in the ELTEP

(based on observations and informal discussions)	Through out	Rainbow Wings School	Participants' first year in their teaching context
--	-------------	----------------------	--

APPENDIX H
Data Collection Table

Data Source		Amount / Hours	Data collection period	
Audio-recordings	Peer feedback sessions	Five hours in total	Teacher education	2015-2016 Spring Participants' 3 rd year, 2 nd semester in the ELTEP
	Post-observation feedback sessions	Four hours in total for first semester, Six hours in total for second semester		2016-2017 Fall & Spring Participants' 4 th year (both 1 st and 2 nd semesters) in the ELTEP
	In class teachings	Two semesters	Rainbow Wings School	2017-2018 Participants' first year in their teaching context
Reflective essays		6 Essays	Teacher education	2015-2016 Spring Participants' 3 rd year, 2 nd semester in the ELTEP
		12 Essays each in teaching portfolios (6 essays each semester)		2016-2017 Fall Participants' 4 th year, 1 st semester in the ELTEP
				2016-2017 Spring Participants' 4 th year, 2 nd semester in the ELTEP
Journal Entries		Every week	Rainbow Wings School	2017-2018 Participants' first year in their teaching context

APPENDIX H
Data Collection Table

Data Source		Amount / Hours	Data collection period	
Interviews	Stimulated-recall interviews	One hour in total	Teacher education	2015-2016 Spring Participants' 3rd year, 2 nd semester in the ELTEP
	In-depth interviews	2 hours (1hour with each participant)	Rainbow Wings School	
		4 times (1 hour with each participant)	Rainbow Wings School	At the end of each semester in their workplace
	Semi structured interviews	Every two weeks	Rainbow Wings School	2017-2018 Participants' first year in their teaching context
Documents	Lesson Plans	6	Teacher education	2015-2016 Spring Participants' 3rd year, 2 nd semester in the ELTEP
		4		2016-2017 Fall Participants' 4 th year, 1 st semester in the ELTEP
		5		2016-2017 Spring Participants' 4 th year, 2 nd semester in the TEP
		66 (33 for each participant)	Rainbow Wings School	2017-2018 Participants' first year in their teaching context

Autobiographies	Once		2017 At the end of participants' 4 th year in the ELTEP
Informal conversations	2015-2018 Throughout the data collection		

APPENDIX I

Essay Guidelines

Language Teaching Skills II Reflective Essay Guidelines

You are required to write five reflective essays on your own micro teaching in which you will discuss your methodology of teaching, the activities you chose and the reasons.

Soft copy of the lesson plan and reflective essays should be submitted via e-mail. Keep in mind that you should ask for confirmation.

School Experience Expectation Essay Guidelines

Please write an essay of maximum 500 words on what you consider to be your main objectives during this internship program and what you hope, personally, to have gained at the end. Think about the following guiding questions when organizing your essay but do not answer them directly:

1. What do you think is the purpose of this internship program?
2. In what areas of teaching as a profession do you expect to improve yourself?
3. How do you think the internship programme as a whole will impact your training as a prospective teacher of English?

Practicum Reflective Report Guidelines

Once all the teachings (both yours and your friends') are completed, think back and reflect on the experience. Write an essay on your reflections (1000-2000 words maximum).

Make sure that you incorporate evidence from your self-evaluations on your teaching practices as well as the instructor's and friends' feedback. Try to focus on the following points related to: (a) areas you feel you have improved yourself; (b) points that you believe you have learnt about teaching and learning in general, and teaching and learning of English in particular; (c) issues you faced as difficulties and ways in which you have dealt with them; (d) issues that were unexpected/different from what you expected; (e) points that you would change if you had another chance. In each case, you may provide examples from your experience. However, please make sure that you are not describing the experience; you should be reflecting on how you have improved yourself as well as how your experience has impacted the way you intend to teach.

APPENDIX J

Autobiography Guidelines

Instructions for Participants

The aim of this tool is to collect data about your personal background and to anticipate the possible effects of it on your professional identities. Please use the guiding questions to inform your thinking in your autobiography. Your autography should not simply provide answers to the following questions. Please also reflect on any other relevant things you believe are significant.

1. What made you choose this profession? Who and which events impacted your decision in choosing this profession and in what ways?
2. “From the teaching practices you have been exposed to throughout your education, describe both the effective and ineffective ones” (Narvaez, Ramirez, Vasco, 2013, p. 39).
3. What are your criteria for judging success in your teaching?

APPENDIX K

Reflective Journal Writing Guidelines

Instructions for Participants

The aim of this data collection tool is to gather data about your experiences as a teacher, the ways in which you reflect on such experiences along with the possible effects of these on your professional identity development. You may reflect on your experiences on daily or weekly basis depending on the things you believe are of significance.

Please reflect on the things you experienced today/this week in your teaching setting. You may refer to the reflections/thoughts/observations you had or any other significant event which has happened within the classroom context or during your interactions with your colleagues. You may also reflect on the things which happened outside the school setting which you believe had an effect on your professional identity and development.

APPENDIX L

Adapted Guidelines for Stimulated Recall Protocol

Instructions for Participants (to be read aloud by the researcher)

Now we are going to look at videos/my notes/your journal entries and/or listen to recordings. We will not read/listen to the entire entry. I am interested in what you said/wrote and why you said/wrote these statements. I am interested in what you were doing and why in these situations. I would like to know what these statements mean to you. I am also interested in what you think your students and/or colleagues meant, why, and what their activities mean to you and how these things are relevant to the things that you said/wrote here.

I am going to put the entry in front of you. So, if you want to comment on something/what you were doing or thinking at that moment, or if you want to comment on what your students and/or colleagues were doing, or if you want to tell me why you said/wrote a particular statement, please do so by any means.

Instructions for Researcher

Read the instruction to the participant. Show the statement written by the participant and ask the participant a question regarding the statements. Listen to what they say. If they stop ask something general like

- Can you tell me what was going on here?
- What did you think/write here?
- Why do you think you said/wrote this?
- How did you feel at this moment?
- How do you perceive this?
- What do you think at this moment?

Researcher should not give concrete reactions to participants' responses or give feedback because they may change the nature of the participants' comments. A preferred response is back channeling or non-response such as "uh-huh", "I see", "OK".

APPENDIX M

More Information about the Accreditation Procedures

According to HEC (1999), with these accreditation procedures it was aimed to increase and ensure the quality of teacher education by having internal and external assessments, and to assure the other parties involved that teacher education is based on certain standards (see Doğan, 1999 for the details of the steps followed by in this regard). Several issues were paid utmost attention when putting the accreditation procedures in practice. These were;

- to ensure that every child is educated by a qualified teacher,
- to have a system that supports development through meeting the standards,
- to pay attention to the differences of institutions in terms of their goals, resources, and historical developments,
- to have collaborative practices between primary/secondary education, university/school, as well as Higher Education Council (HEC) and Ministry of National Education (MONE),
- to have high quality input levels and provision of processes for high quality performance and outcome,
- those who determine the principles and policies related to teacher education are mainly responsible for the quality of the input, whereas instructors are responsible from the quality of the processes, and instructors together with the students are responsible for the quality of the outcome,
- to have the standards for accreditation of teacher education in Turkey be based on the designated education programmes, and teaching competencies required from newly graduated teachers,
- to inform the instructors and student-teachers at the beginning of the program about which standards are to be taken into

consideration when evaluating their performances (HEC, 1999, pp. 5-6).

In order to accredit a higher education institution, HEC followed certain procedures. Among those were; a) following certain standards, and basing the inspection on those standards by gathering documents that can act as proof and basing their evaluation on those documents, b) obtaining self-evaluation documents from the related faculty, c) organizing visits for group of experts⁴⁴ to inspect the relevant documents, and to meet and conduct interviews with the faculty members, students, dean and other relevant parties, d) obtaining a report on the evaluation of the experts with regards to the standards believed to be met by the faculty, the self-evaluation document of the faculty as well as experts' suggestions on the accreditation procedures of the faculty, e) obtaining a response from the dean in case of accreditation not taking place due to unmet requirements and suggestions made by the experts, f) reaching a decision based on the proof gathered from the faculty as well as the experts (HEC, 1999, p. 1.1).

When the accreditation is concerned, standards are considered as milestones as they help to put forward the necessities and determine what needs to be done in order to develop and maintain high quality undergraduate education (HEC, 1999, p. 1.7). The accreditation process in teacher education was based on three main groups of standards being preliminary standards, process standards and product standards⁴⁵ (HEC, 1999, p. 1.7). Accordingly, seven elements were taken into account in the accreditation standards which were quality instruction, quality and quantity of academic staff, quality and quantity of students, collaboration of

⁴⁴ Experts are the academics who have the disciplinary expertise and are the authorized ones to decide what is acceptable based on HEC's requirements of having the minimum conditions to be accredited by their inspection. Therefore, they are the ones who have the knowledge and hold power in deciding whether a program meets the requirements.

⁴⁵ Preliminary standards are related to the availability of certain resources such as the curriculum, qualification of the staff, management and students as well as collaboration between faculty-schools and availability of facilities (HEC, 2007, p. 47). Process standards deal with with the quality of teaching and learning processes, effective usage of the facilities as well as practices of the management (HEC, 2007, p. 47). Product standards are related to the teaching skills of newly graduated teachers, relevancy and quality of the research papers published by the faculty members and effectiveness of the quality assurance mechanisms (HEC, 2007, p. 47).

the faculty-school, facilities, administration, and quality assurance system (HEC, 1999, p. 1.7).

APPENDIX N

General Competencies for Teaching Profession of the Ministry of Education National Education (MONE)

A. Professional Knowledge	B. Professional Skills	C. Attitudes and Values
A1. Content Knowledge	B1. Planning of Educational and Teaching	C1. National, Moral and Universal Values
She/he has an advanced and critical perspective on theoretical, methodological and factual knowledge in his/her subject field.	She/he plans education and teaching processes effectively.	She/he observes national, moral and universal values.
A2. Pedagogical Content Knowledge	B2. Creating Learning Environments	C2. Approach to Students
She/he has a good knowledge of the curriculum and pedagogical content knowledge of her/his subject area	She/he prepares appropriate teaching materials and builds an healthy and safe learning environments, where effective learning can be achieved for all students.	She/he has an attitude that supports the development of students.
A3. Knowledge on Legislation	B3. Managing the Teaching and Learning Process	C3. Communication and Cooperation
As an individual and teacher, she/he conducts her/himself according to the legislation related to her/his duties, rights and responsibilities.	She/he manages the teaching and learning process effectively.	She/he establishes an effective communication and cooperation with students, colleagues, families, and other educational stakeholders.
	B4. Assessment and Evaluation	C4. Personal and Professional Development
	She/he uses the methods, techniques and tools of assessment and	By carrying out self appraisal she/he participates in personal

	evaluation that fit for purpose.	and professional development activities
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APPENDIX O
ELTEP Qualification and Program Outcomes


Area of Competence		Sub-Competencies					
A. Linguistic Competence		A1. Using English language effectively and correctly in all language skills.	A2. Gaining awareness and differentiate different accents of English.	A3. Using English correctly within the classroom.	A4. Using Turkish correctly.	A5. Using a foreign language effectively and correctly	
Competencies in the Field of English Language Teaching	B. Planning and Organisation of English Language Teaching Processes	B1. Making appropriate plans according to the principles of teaching English as a foreign language	B2. Organizing appropriate learning environments for teaching English as a foreign language	B3. Developing and using appropriate materials for teaching English as a foreign language	B4. Using appropriate methods and techniques in teaching English as a foreign language	B5. Using technological resources in teaching English as a foreign language	B6. Recognizing students' individual needs and taking these into consideration while planning the lessons
	C. Developing Students' Language Skills	C1. Guiding students in developing effective language	C2. Assuring that students use English language correctly and intelligibly	C3. Developing students' listening, writing, reading	C4. Taking students with special needs and those who need special	C5. Making use of creative drama, short stories, novel and literary	

		learning strategies		and speaking skills	education into consideration	works in developing students' language skills	
	D. Assessment and Evaluation of Language Development	D1. Identifying the purposes of assessment and evaluation applications in teaching English as a foreign language	D2. Using tools and methods of assessment and evaluation in teaching English as a foreign language	D3. Interpreting results of formative assessment and evaluation and providing feedback	D4. Reflecting the results of formative assessment and evaluation onto practice		
	E. Cooperating with the school, Families and the Community	E1. Cooperating with the families in developing students' language skills	E2. Cooperating with institutions and organizations in helping students embrace the importance of using a foreign language	E3. Cooperating with the community in turning schools into cultural and learning centres	E4. Preparing and implementing projects and lesson plans using cooperative approach	E5. Providing guidance in developing school-community relations	
	F. Professional Development	F1. Identifying professional competencies	F2. Developing personally and professionally in teaching English as a foreign language	F3. Making use of scientific methods and techniques in developing professionally	F4. Projecting his/her research in relation to professional development onto his/her practice	F5. Reflecting and thinking critically about his/her professional development and projecting	

						these onto his practice	
G. Competence in Learning	G1. Being competent in accessing, sharing and producing academic knowledge	G2. Prioritizing creative and critical thinking and reflecting these onto his/her teaching	G3. Being competent in using information technologies	G4. Having positive attitude towards life-long learning	G5. Reflecting universal values such as democracy, protecting the environment and human rights in his/her profession		
H. General Knowledge	H1. Having academic knowledge at least in one field other than English language teaching	H2. Being sensitive to and following the innovations and developments in his/her society and in the world	H3. Being open to learning about other cultures	H4. Acting professionally and ethically	H5. Implementing ideas that are supported by academic knowledge in real life contexts		

APPENDIX P


Teaching Practice Courses Course Outlines that contain Program Outcomes

NEAR EAST UNIVERSITY – FACULTY OF EDUCATION								
		Department of English Language Teaching Course Information Sheet 2018						
Course Code	Course Name	Credit	ECTS					
EDS 401	School Experience	3	6					
Pre-requisite: ELT 305 & ELT 354								
Language: English		Course Type: Compulsory	Year: Senior	Semester: 7				
Weekly Hours	Class Hours	Laboratory	Practicum	Learning Sessions				
	1	0	5	P	C	R	T	
				0	0	0	2	
Learning Outcomes	<p>After the completion of this course, the student will be able to</p> <ul style="list-style-type: none"> ▶ identify and critically evaluate “good practice” in relation to English language teaching by observing teaching and learning in real classrooms. ▶ identify and reflect on the processes involved in teaching and learning of English in real classrooms by focusing on a set of tasks. ▶ develop an understanding of how schools operate and what the responsibilities of an English language teacher are in schools. ▶ observe 30 hours of English language teaching in public & private schools. ▶ reflect on their experiences and learning in this course in a critical way. 							
Course Description	Observing schools and classroom activities, observing one teacher’s day, including how she/he makes plans, deals with classroom management issues, delivers lessons, communicates with students etc, observing students, understanding the organisation of schools and roles and responsibilities of teachers in real life, understanding the roles and responsibilities of school administrators.							
Course Objectives	The students are expected to observe and reflect on the practices of English language teachers in both public and private schools. The course aims to help students merge their theoretical knowledge that they gained in the department in the past three years with real life experiences of teachers through observational learning.							
Textbooks and/or References	1	EDS 401 Course Portfolio						
Course Content	Classroom language, classroom management, Instructions, feedback and error correction, teaching skills, teaching grammar, teaching communicatively, reflection on observations, lesson planning and materials development							
Assessment Breakdown	Type	%	Reference/Source	Relevant Competencies				
	1	Preliminary Tasks	10	1	A1, E2, E3, F5, G5, H4			
	2	Final Report	15	1	F1, F2, F3, F5, G2, G4, G5, H4,			
	3	Critical Response Notes	14	1	A1, B2, F2, F5, G2, G4, G5, H2			
	4	Observation Tasks	21	1	A1, B2, B4, B6, C1, C2, F1, F2, F5, G2			
5	Lesson Plans	12.5	-	A1, B1, B2, B3, B4, B5, B6, C1, C2, C3, C4, C5, D1, E2, E3, G2, G3, G5, H2, H4, H5				

	6	Teaching Sessions	37.5	-	A1, A3, B2, B4, B5, B6, C1, C2, C3, C4, C5, D2, D3, D4, E2, G4, G5
Learning Program					
Educational Tool	Amount	Student Work Load(Hours)	Educational Tool	Amount	Student Work Load (Hours)
Preliminary Tasks	2	2*2=4	Critical Reflective Notes	7	7*2=14
Collecting information for preliminary tasks	2	2*5=10	Preparation for Observations	15	15*1=15
Classroom Observations	15	15*2=30	Final Report	1	1*8=8
Teaching sessions	5	5*2=10	Lesson Planning	5	5*7=35
Preparation for the teaching sessions	5	5*5=25	Materials Development	5	5*5=25
			Total	176	
		Recommended ECTS Credit (Total Hours / 30):	176/30 = ~6		

APPENDIX P

Teaching Practice Courses Course Outlines that contain Program Outcomes

NEAR EAST UNIVERSITY – FACULTY OF EDUCATION								
 Department of English Language Teaching Course Information Sheet 2018								
Course Code	Course Name			Credit	ECTS			
EDS 406	Practicum			5	10			
Pre-requisite: EDS 401 – School Experience								
Language: English		Course Type: Compulsory		Year: Senior		Semester: 8		
Weekly Hours	Class Hours		Laboratory	Practicum	Learning Sessions			
	1		0	10	PS	C	R	T
					0	0	0	2
Learning Outcomes	After the completion of this course, the student will be able to <ul style="list-style-type: none"> ▶ identify and critically evaluate “good practice” in relation to English language teaching by observing teaching and learning in real classrooms ▶ identify and reflect on the processes involved in teaching and learning of English in real classrooms ▶ observe 30 hours of English language teaching in public & private schools & prepare lesson plans based on actual classroom teaching that they observe ▶ prepare a lesson plan based on a given topic for a given set of students ▶ teach a given topic to a given class by employing innovative/contemporary approaches to language teaching ▶ reflect on their experiences and learning in this course in a critical way 							
Course Description	Preparation and application of daily lesson plans, evaluation and assessment of this application by the school teacher, instructor and student teachers; portfolio preparation.							
Course Objectives	The students are expected to observe and reflect on the practices of English language teachers in both public and private schools at different levels. The course also aims to help students experience teaching in a real classroom before graduation and reflect on this first practice teaching experience in order to improve their skills by using the feedback they receive from their instructors as well as the class teachers.							
Textbooks and/or References	None							
Course Content	Classroom Observations, practice teaching sessions, materials development and adaptation, reflection on practice teachings and observations							
Assessment Breakdown	Type		%	Reference /Source	Relevant Competencies			
	1	School Teaching Session	25	-	A1, A3, B2, B4, B5, B6, C1, C2, C3, C4, C5, D2, D3, D4, E2, G4, G5			
	2	Reflective Report	20	-	F1, F2, F3, F5, G2, G4, G5, H4,			
	3	Critical Response Notes	5	-	A1, B2, F2, F5, G2, G4, G5, H2			
	4	Peer Evaluation Tasks	11	-	A1, B2, B4, B6, C1, C2, F1, F2, F5, G2			
	5	Lesson Plans	9	-	A1, B1, B2, B3, B4, B5, B6, C1, C2, C3, C4, C5, D1, E2, E3, G2, G3, G5, H2, H4, H5			
6	Teaching Sessions	30	-	A1, A3, B2, B4, B5, B6, C1, C2, C3, C4, C5, D2, D3, D4, E2, E3, E5, G4, G5				
Learning Program								

Educational Tool	Amount	Student Work Load(Hours)	Educational Tool	Amount	Student Work Load (Hours)
School Teaching Session	1	$1*2=2$	Critical Reflective Notes	15	$15*3=45$
Preparation for the School Teaching Session	1	$1*20=20$	Preparation for Peer Observations	15	$15*2=30$
Peer Observations	15	$15*2=30$	Final Report	1	$1*15=15$
Community Teaching Sessions	5	$5*2=10$	Feedback Sessions	5	$5*2=10$
Preparation for the teaching sessions	5	$5*15=75$	Lesson Planning & Materials Development	5	$5*10=50$
			Total		287
		Recommended ECTS Credit (Total Hours / 30):			$287/30 = \sim 10$

APPENDIX R

Former Requirements of the School Experience & Practicum Courses

Guidelines of the School Experience Course (before 2015 spring)

You will be directly working with English teachers who have volunteered to help you. You will have the opportunity to observe them in the classroom, seek advice and guidance from them, participate in planning meetings with them and so on. Please do not hesitate to contact them when you have a problem of any kind about your internship. These teachers are your tutors and will be responsible for all your activities during your internship.

During your internship, you will be asked to complete a total of 30 hours of classroom observation of experienced teachers. For each observation you will be asked to complete an observation form (see pages 6-53 of your portfolio).

You are also expected to write reflective journal entries, which you will be writing in after each day you spend at the school. In these essays, you will be reflecting on and making comments about your observation that you have completed that day, i.e. you will not be describing the lesson itself only.

Your Responsibilities:

- Be punctual for all scheduled activities.
- Dress properly when you are on the school premises.
- Inform your tutor and/or your supervisor well in advance if you are unable to fulfil any commitments.
- Write in your reflective journals soon after your observations and have it ready for your feedback meetings with your supervisor.
- Don't directly write or take notes in your portfolio. Make copies of the necessary pages and keep them neatly ordered in a file. Once you finish an observation task, fill in the task tables in the portfolio. You may use a pencil to fill in the portfolio but make sure it is very dark and readable (e.g. use 2B pencils).
- Familiarise yourself with the observation task you are going to complete before the actual observation. Read through it before you get into the classroom so that you know what you need to focus on during the lesson.
- Do not leave the completion of your portfolio to the end of the semester. Have your notes neatly copied in your portfolio at the end of each week/lesson and have your notes checked by your supervisor frequently for feedback.

Please read the following guidelines carefully and keep to them at all times

:

- Sit as unobtrusively as possible in the classroom.
- Make sure you switch your mobile phone off before entering the classroom. Do not put it on silence – turn it off!
- Avoid eye contact with the teacher.
- Do not talk to the students during the lesson.
- If there are two observers, they should not sit together.
- If you wish to move around the room at all during the lesson, or take part in the lesson, this must be agreed with the tutor beforehand.
- Find out about the lesson beforehand.
- Observe the students, not just the teacher.
- Build up a clear picture of the aim of the lesson and how the teacher will go about achieving it.

Have available copies of the observation schedule, pen and paper and the lesson materials. Take sufficient notes during the lesson so that you are able to complete your observation task. The whole process will fall to pieces if all you come away with is a “vague, general impression.” So, note down as many details as possible.

APPENDIX R

Former Requirements of the School Experience & Practicum Courses

Guidelines of the Practicum Course (before 2015 spring)

Guidelines for the Practicum Students

1. For successfully completing your practicum, you are required to do the following tasks throughout this semester:
 - a- Attend a total of 30 hours of English language lessons in the school that you are assigned. Your attendance sheet needs to be signed by your tutor throughout the semester.
 - b- Write down 5 lesson plans of the school tutor that you are observing and write down a reflective essay about each of these lesson plans. These reflective essays should include your comments about the effectiveness of the overall lesson plan and its implementation as well as teacher's in-class practices.
 - c- Have 2 practice teaching sessions (40 minutes each) in the classrooms that you are assigned. One of these sessions will be marked by your school tutor and the other one will be marked by your departmental supervisor.
 - d- Write 2 analytical/reflective essays about each of your practice teaching sessions, indicating where and how you can improve your teaching for the future.
2. You need to contact your cooperating teacher as soon as possible in order to arrange a date for your teaching.
3. At the beginning of the semester, you should fill in the contact sheet that will be given to you by your departmental supervisor and make two copies to be given to your tutor and departmental supervisor.
4. You need to inform your departmental supervisor about your scheduled teaching as soon as possible.
5. You are required to continue observing classes in the schools that you have visited last semester. Minimum 30 hours of observation is essential.
6. The observations can be completed before or after your practice teaching.
7. Before you do your practice teaching sessions, you need to be in close contact with your departmental supervisor and your tutor for your lesson planning and scheduling.
8. You must submit your lesson plans (with the materials to be used) to your departmental supervisor and your tutor at least 3 days before your scheduled practice teaching day. Based on their feedback you should be prepared to change/adapt your lesson plan and/or materials.

9. The 40- minute lesson that you will be teaching should be part of the syllabus that is being followed at the school that you are visiting.

You should be extra careful about the following points throughout your internship: Be punctual for all scheduled activities. Dress properly when you are on the school premises. Inform your tutor and/or your supervisor well in advance if you are unable to fulfill any commitments. Write in your reflective essays soon after your observations and have it ready for your feedback meetings with your supervisor.

APPENDIX S

Updated Requirements of the School Experience and Practicum Courses

(Building Bridges Project Guidelines)

School Experience Fall 2016-2017

The School Experience course is the first part of your internship programme at the Department of English Language Teaching. There are two phases in this course which will operate simultaneously throughout the semester. In the first phase, you will be assigned to secondary schools administered by the Ministry of Education and will be directly working with English language teachers in these schools. These teachers have volunteered to help you. You will have the opportunity to observe them in the classroom, seek advice and guidance from them, participate in planning meetings with them and so on. Please do not hesitate to contact them when you have a problem of any kind about your internship. These teachers are your tutors and will be responsible for all your activities within the assigned schools during your internship. During this phase, first, you are asked to write an essay on your expectations regarding the internship programme in general. This should not exceed 1000 words. Guiding questions for this essay will be provided. You will also be asked to complete a total of 10 hours of classroom observations of your tutors. *It is your responsibility to cooperate with your school tutor in organising your timetable to carry out these observations.* For each observation you will be asked to complete an observation form (see pages XX -YY of your portfolio). There are 5 observation forms to be filled in and each observation form should be filled in twice. Following each observation, you are also asked to write a critical evaluation of the lesson you have observed, keeping in mind the specific focus of that particular observation task. For example, if the observation task you have filled in for a specific lesson focused on classroom management, you should write a critical evaluation of the lesson discussing classroom management practices of the teacher in that particular lesson. Please make sure that you critically evaluate and DO NOT describe the lesson itself in these comments.

In the second phase of the School Experience course, you will be assigned to a group of learners as an English language teacher as part of the Building Bridges Project. This project aims to provide language instruction to diverse groups of learners. For the School Experience Course, you will be teaching for 5-6 consecutive weeks in one of the diverse groups. During these teaching sessions, you will be working in teaching-teams of two or three. Thus, while you carry out your teaching sessions, you will be observed by a peer and vice versa. After each of your teaching sessions, you are asked to fill in the “Teaching Session Reflection Form,” where you will only be making reflective notes regarding your teaching session. Guiding questions for these notes will be provided. These notes should be sent to the departmental supervisors to be used during the feedback sessions, which will be held after each teaching session and where you will receive feedback from your peers as well as your supervisors.

At the end of the course (end of the first semester), you will be asked to write a final report to talk about your reflections and critical evaluations regarding your experience in the School Experience. Your critical evaluations of your tutors’ teaching sessions as well as reflections on your own teaching sessions should be incorporated in this report. Guiding questions will also be provided for this task.

At the end of the term, you will be submitting a portfolio, which will include completed observation sheets, critical evaluations, lesson plans, peer feedback forms and the final report. You will be informed about the format of this portfolio in due time.

Professionalism is of utmost important throughout the internship programme. There will be points allocated to this in the assessment breakdown. By professionalism, what is meant is both acting professionally towards your colleagues, tutors, supervisors and students, and developing a professional attitude towards the teaching profession itself.

Your Responsibilities:

- Fill in the contact sheet (found in the portfolio) at the beginning of the term and make copies of these for your tutors and departmental supervisors.
- Be punctual for all scheduled activities.
- Dress properly when you are on the school premises.
- Inform your tutor and/or your supervisor well in advance if you are unable to fulfil any commitments.
- Don't directly write or take notes in your portfolio. Make copies of the necessary pages and keep them neatly ordered in a file. Once you finish an observation task, fill in the task tables in the portfolio. You may use a pencil to fill in the portfolio but make sure it is very dark and readable (e.g. use 2B pencils).
- Familiarise yourself with the observation task you are going to complete before the actual observation. Read through it before you get into the classroom so that you know what you need to focus on during the lesson.
- Do not leave the completion of your portfolio to the end of the semester. Follow the submission deadlines within the course outline. Have your notes neatly copied in your portfolio at the end of each week/lesson and have your notes checked by your supervisor frequently for feedback. Late submissions will not be accepted.
- Send your lesson plans for the teaching sessions to your supervisors and observers at least three days before the teaching session.
- Make sure that you keep your professional attitude and an equal distance with all parties involved, including your tutors and students.

Guidelines for Observations

Please read the following guidelines carefully and keep to them at all times:

- Sit as unobtrusively as possible in the classroom.
- Make sure you switch your mobile phone off before entering the classroom. Do not put it on silence – *turn it off!*
- Avoid eye contact with the teacher.
- Do not talk to the students during the lesson.
- If there are two observers, they should not sit together.
- If you wish to move around the room at all during the lesson, or take part in the lesson, this must be agreed with the tutor beforehand.

- Find out about the lesson beforehand.
- Observe the students, not just the teacher.
- Build up a clear picture of the aim of the lesson and how the teacher will go about achieving it.
- Have available copies of the observation schedule, pen and paper and the lesson materials. Take sufficient notes during the lesson so that you are able to complete your observation task. The whole process will fall to pieces if all you come away is a “vague, general impression.” So, note down as many details as possible.

APPENDIX S

Updated Requirements of the School Experience and Practicum Courses

(Building Bridges Project Guidelines)

Practicum Spring 2016-2017

Guidelines for the Practicum Students

1. At the beginning of the semester, you should fill in the contact sheet that will be given to you by your departmental supervisor and make two copies. One copy will be given to your tutor and departmental supervisor.
2. For successfully completing your practicum, you are required to do the following tasks throughout this semester:
 - a- Attend a total of **30 hours** of English language lessons. Half of these (**15 hours**) will be completed in the school that you are assigned. Your attendance sheet needs to be signed by your tutor throughout the semester. The remaining 15 hours will be covered during your involvement in teaching English as part of the projects organized by the department.
 - b- Fill in **8 observation forms for peer feedback** and mark your peers' teaching sessions. You will also be writing **reflective notes for each of these sessions**. Following each observation, you will be attending a feedback session with the person whom you observed and your supervisor to discuss the observed session and the performance of your peer(s).
 - c- Have **1 practice teaching session** (40 minutes) at the school that you are assigned. This session will be observed by both your school tutor and your supervisor in the department. You will need to write **a lesson plan**, which you need to show to your supervisor and get her approval at least three days before the arranged date, and **take reflective notes** following your teaching session.
 - d- Have **4-6 practice teaching sessions** (60 minutes each) in the classrooms that you will be assigned within the departmental projects. **Three** of these sessions will be marked by your departmental supervisors. You also need to prepare **lesson plans for each of these sessions**, which should be approved by your supervisors in a pre-teaching tutorial/via e-mail.
 - e- Take **analytical/reflective notes** about each of your practice teaching sessions within the projects, indicating where and how you can improve your teaching for the future. You will be asked to complete the intern self-evaluation form and attach this form to your notes.

3. You need to contact your school tutor as soon as possible in order to arrange a date for your teaching. You need to inform your departmental supervisor about your scheduled teaching as soon as possible. Make sure that this date is suitable for both of your teachers. The 40-minute lesson that you will be teaching should be **part of the syllabus** that is being followed at the school that you are visiting and should be in line with the evaluation criteria of the course.
4. You are required to continue observing classes in the schools that you have visited last semester. Minimum 15 hours of observation is essential. The observations at the school can be completed before or after your practice teaching. You will also be observing your peer's practice teaching sessions and scoring them.
5. You must submit your lesson plans (with the materials to be used) to your departmental supervisor and your tutor **at least 3 days before your scheduled practice teaching day**. After finalizing your draft lesson plan, you are expected to go over the guiding questions for the pre-teaching tutorial and be prepared to answer them during the session. Based on the feedback you receive during this session, you should be prepared to change/adapt your lesson plan and/or materials.
6. You will receive points for acting professionally throughout your internship. You should be extra careful about the following points:
 - Be punctual for all scheduled activities.
 - Dress properly when you are on the school premises.
 - Inform your tutor and/or your supervisor well in advance if you are unable to fulfill any commitments.
 - Write your reflective essays soon after your teaching sessions and try to incorporate the feedback you receive from both your supervisor and your peers.

APPENDIX T

School Experience & Practicum Evaluation Form

NEAR EAST UNIVERSITY FACULTY OF EDUCATION DEPARTMENT OF ENGLISH LANGUAGE TEACHING PRACTICE TEACHING EVALUATION FORM		
Student-Teacher:	Age of Class:	
School Mentor: -	Date:	
Supervisor:	Time:	
School:		
Any other relevant information:		
<p>Please enter your grade in every box. In case you can't make a specific item, write NA. Enter overall grade at the bottom. Please take your time to write comments in the space provided.</p>		
Grading Scheme		
Mark	Explanation	
4	Very good	
3	Good but has minor problems	
2	Borderline (=Pass,needs improvement in important areas)	
1	Inadequate (has major problems)	
0	Poor	
A. Personal qualities		
Presence (appearance, appropriate attire, posture)	Mark	Comment
Personality (general style, positive attitude towards teaching)		
Manner and rapport (positive attitude towards students, ability to establish rapport)		
Voice (audibility, ability to project)		
B. Command of Language		
Accuracy of teacher's language (correctness of structure, vocabulary, register)		

Fluency			
Relevant classroom language (short, clear instructions, appropriate use of language, sensitive to pupils' level of language)			
General intelligibility (pronunciation, stress, intonation, speed, audibility)			
Handling of his/her own mistakes, if any (aware of them? ignore them? self-correct?)			
Used L2 most of the time (and L1 when absolutely necessary)			
C. Implementation			
Usage of opening techniques (greeting, warm-up, informing the sts about objective/specification of aim)			
Teaching aids (materials, worksheets, handouts, pictures, visuals...) (appropriate for the students' age and level; lead to the target structure; interesting and stimulating)			
Demonstrates knowledge of content			
Use of body language, mimes, or/and gestures (to explain a structure or vocabulary)			
Progress through the lesson (follows a logical sequence -stays on topic)			
Checks for comprehension of instructions (asking questions, demo etc.)			
Uses smooth transitions between activities and/or stages of the lesson			
Provides opportunities for learners to apply their existing skills and knowledge			
Provides opportunities for learners to communicate in the target language (genuine language use)			
Questioning (divergent and convergent questioning, display/referential questions, checking of instructions/learning)			
Awareness and correction of pupils' errors (provides accurate and prompt feedback and error correction to students)			
Involvement and encouragement of learners (divides attention equally among students)			

Use of blackboard (clean board at the beginning of the lesson, write legibly etc...) or equivalent			
Eye-contact and proximity			
Deals with disruptive behavior effectively (using appropriate techniques)			
Holds attention of students (maintains interest)			
Minimizes teacher talking time			
Wait time (pauses after questions to allow student time to think of an answer)			
Monitors classroom activities (checking of learning)			
Teacher movement in the class (not standing at the same place all the time)			
Positive learning environment (good relations with students, good interaction with one another and the teacher, safe and supportive learning environment)			
Overall pace (flow of the lesson, appropriate timing for the presentation, activities etc...)			
Total	/128	= /10	
Observer's Full Name & Signature _____			

APPENDIX U

Background to the Incident

I find it important to give information regarding how the events happened led the formation of Anna's discourses of resistance regarding one of her colleagues' clothing. As mentioned earlier in Chapter V, during my visits, a particular English teacher, Ms. Story, in Anna and Jessy's team never prepared weekly lesson plans and was absent all the time or would leave school without prior notice by making up what Anna and Jessy thought excuses. Therefore, the other teachers had to substitute for her hours without a lesson plan and again without prior notice. This was something happening every week at least once. Every week, the headmaster used to call on a teacher who was available during the class hours that Ms. Story skipped, and tell her to substitute for her. The teachers would accept it right away even if they knew that their day would be hectic and in case of English teachers even if they knew they would not have a lesson plan to follow. In fact, during my observations, I observed that almost all the teachers who had to substitute for Ms. Story including the teachers of other departments were complaining about the issue amongst themselves from the offstage during the lunch breaks. In addition to the lunch breaks, this was also an issue of concern during the office hours of the team, i.e., Foreign language department. Therefore, all the team members including Anna, Jessy, Dorothy, Emily and Ms. Ayshe kept complaining about it among themselves in the office, i.e., off-stage. Their complaints were mainly about the administration as no action was being taken to prevent Ms. Story from skipping work. Towards the end of the semester Anna complained about this to Ms. Ayshe and in her complaint she mentioned what she thought was an unequal treatment of the administration since she was expecting the headmaster to give Ms. Story "a proper warning." Anna also said that "if this was in another school Ms. Story would have been kicked out" (Fieldnotes, 27th March 2018), and gave an ultimatum by saying "If I see that she is here next year I'll say no I'm not going to be here because we're getting paid the same she is not here for most of the days" (Anna's Narrative Interview, 27th March 2018). In this incident, Ms. Ayshe was the person that Anna gave the ultimatum due to her position in the rank of hierarchy in the team. Mainly, Ms. Ayshe was the Head

of the department, i.e., the person in charge of the team and she was the person who played a role in their employment as she was the one who interviewed Anna and Jessy and reported their performances to the headmaster to be considered for employment. During my visits, Ms. Ayshe never spend time in her private office but preferred to be with the team, kept saying that she had a background role, and would usually take part in offstage talk with the team. All these practices, especially taking part in the offstage talk would make her appear as equal of the teachers in the team than a team leader or a Head. However, it seems that this was also among the strategies that she used to conceal her domination, i.e., high position in the hierarchy. Considering her position and authority at the school, above all Ms. Ayshe had access to the cameras and as I argued in Chapter V did spot checks on the teachers and would report incidents to the headmaster. Using Ms. Ayshe's authority to her advantage, Anna gave the ultimatum to her knowing that it will reach the headmaster as Ms. Ayshe would not want to lose a teacher from her team. As expected, after this incident Ms. Ayshe informed the headmaster and he came to the office in the afternoon.

APPENDIX V

Translated Versions of the Excerpts

Excerpt 3. A (Reflective notes; 20th November 2017)

I felt that something was strange when I entered the school. It was that there weren't many cars in the parking lot, and that the secretary was wearing sweat pants. When I asked her the reason, she told me that it was due to the Republic Marathon. When I went up to the office, I saw Anna and Fiona. They were wearing sweat pants too. Anna told me that she missed me, since she couldn't see me the previous week because of her classes being cancelled due to November 15, the republic day. In the meantime, she was working on a word document to be delivered to the parents of the students, which contained contents of the classes of the month. She told me that everyone came with sportswear that day, but at that moment, I did not realize how that would make me feel. We first went downstairs to the tea shop and there, I realized it. All the other teachers were wearing sportswear and I was not, and at that moment I felt like a total stranger. My outfit was making this obvious, because I was not wearing sportswear like them. I had not met all the teachers yet, so some of them thought I started working there recently, but now it was made official that I was not one of them. I began to look around, in search for someone else who forgot to wear sportswear, but to no avail. It felt like all eyes were on me. I felt bad and left out. I couldn't help but to think to myself why Anna and Jessy didn't tell me about this, so that I could as well be prepared and dress like them. Why didn't they feel that they should tell me? I was not one of them. Perhaps they would never think of me as such. That must be why they didn't tell me. Even if they told me everything, or so I think, it was apparent that being with them for only two days a week, my role as a 'teacher' in their eyes and my current role as 'researcher' had precedence over our friendship.

Excerpt 3.D (Fieldnotes; 11th December 2017)

- 1 Meanwhile, Luna, a five year old girl, (the new student who came last
- 2 week) went next to Anna and asked for her permission to go to the
- 3 toilet. Anna sighed and by shaking her index finger, with a loud voice
- 4 said "*You go to the toilet during the break time, don't you know that?*"
- and
- 5 turned and looked at me and asked "*Should I let her go?*" I didn't know
- 6 what to say at first, so I said "*I don't know*" but when I looked at Luna
- 7 and saw that she was having a lot of difficulties in retention, I said
- 8 "*Yes!*". Anna asked me the question for the second time, and I said
- 9 "*Yes!*" again. However, she did not let Luna go to the toilet and poor
- 10 Luna ended up peeing on herself.

Excerpt 3.F (Fieldnotes; 28th November 2017)

1 Today I was alone with Anna in the office and I asked her if she
 2 noticed the situation during lunch the previous day. She immediately
 3 understood that I was talking about Madam Batilde and Emily. She said
 4 that she doesn't exactly know what is going on between the two but she
 5 could tell that there was animosity. She too came eye to eye with
 6 Madam Batilde just like me and she too found what was told a bit
 7 strange. She told me that Madam Batilde was close with the previous
 8 English teacher – who had either resigned or got dismissed after
 9 arguing with Emily. She said “Oh I wouldn't say anything to Miss
 10 Emily for all I care, because she is like a dog! I mean, she would bark.”
 11 When I asked what she means by that, she reminded me of the
 12 argument she had with the previous English teacher. It was really odd
 13 that she said Emily was like a dog. Didn't that contradict with their
 14 perception of Emily they had up until that day as a 'helpful, good'
 15 person? It's quite weird.

Excerpt 3. G (Anna Stimulated Recall Interview, 30th January 2018)

1 Anna: I feel like the recordings that we just listened to now are all
 2 similar responses that I gave to the children. I feel like I sounded like
 3 my dad here to be honest. Because my dad has no tolerance for rude
 4 words such as 'beh' or such disrespectful talk. And I too have no
 5 tolerance because of him. If the kid was to say 'what' to me in that
 6 manner, God knows I would- 'what' or 'beh', I mean there is no
 7 formality with him but other people too are against such words, they
 8 really are. Or he cannot tell me 'put that', for instance I tell my dad
 9 “Dad, can you put tutu as well?”. Because he didn't address me as 'Miss
 10 Anna' I found it disrespectful. I feel like all of them are similar because
 11 of disrespect so that's probably why I gave the reaction that I did to
 12 them there. Yeah.

Excerpt 3. I (Anna Conversational Interview; 12th May 2018).

1 Anna: I wish we didn't have to be feminine with the parents but you
 2 have
 3 to be feminine to the parents, but you have to be both masculine and
 4 feminine towards your students
 5 Jessy: Why?
 6 Anna: *E because*
 7 Jessy: [Why @@@@
 8 ((looks at me with a huge smile on her face and winks))
 9 Yagmur : Yeahh @@@@
 10 Anna: because **headmaster** has like (.)
 11 **headmaster** is like really kind to them so

Excerpt 5. A (Anna Narrative Interview; 28th September 2017).

- 1 Yagmur: Ok Anna let's start (.) with your first day (.) with the kids(.)
 2 I want to ask[↑] if there is anything you want to talk about
 3 particularly[↑]?
 4 Anna: The main thing that I want to emphasize on (.) is that
 5 we were told not to speak a word of Turkish (.) at all
 6 Yagmur: Who told you this?
 7 Anna: The headmaster.
 8 This was in the middle of the day[↓] he came to visit us and
 9 he said "if you have to speak in Turkish
 10 if the child does not understand whisper in their ear[↓]" *he said*
 11 And then we said ok (.)
 12 >And then when I went into the other lessons
 13 I realised that I have to speak in Turkish<
 14 because even there are some children
 15 >that dont know< any(.) English (.) at all (.)
 16 If I say "sit down stand-up"
 17 even when I use my bodylanguage
 18 which I use a lo:t now (.) with them (.)
 19 I would have to say some words in Turkish
 20 this was the first[↑] day(.) that was on Friday(.)
 21 From last week[↓] Monday to Friday
 22 I used (@so much Turkish@) and
 23 I asked the other teachers as well
 24 they said we have to use it(.)
 25 >Coz even when you are telling them off< which (.) happens a lot
 26 this maybe a reason for my ^ovoice^o going as well er:m (3)
 27 **I shout a lot hocam I mean she also said**
 28 Jessy said "Oh my God[↑]**Ms.Yagmur will come and observe us and**
 29 **think that these are not Anna and Jessy**
 30 Erm (.) I hit my hands on the cupboards on the tables on the wall
 31 I stamp my feet (.) coz they're very spoiled children
 32 they are all from rich families (.)
 33 I've realised that (.)
 34 (@I am an English teacher speaking in Turkish@)
 35 no[↑] (@I am teaching English in Turkish[↑] I've realized@)
 36 (@which I don't think is a good thing@) because (3)
 37 that thing is gone (.) they are so relaxed now (.)
 38 So (.) I feel like (.) I am not really an (@English teacher@)
 39 Yes Miss Anna is an English teacher (.) but she speaks in Turkish
 40 in class (@a lot@))

Excerpt 5. B (Anna Narrative Interview; 30th January 2018)

- 1 Yagmur: >Do you think you will change anything< in the second
 2 semester in your teaching[↑]?
 3 Anna: ^oI don't think so^o
 4 Yagmur: No?

5 Anna: No
 6 Yagmur: Why? I need to ask as an example.
 7 Anna: Why[↑]? maybe next term <you know>(.)
 8 I try to do this everyday (.) no Turkish[↑] but erm
 9 I find that I sometimes forget and I speak Turkish
 10 so next term[↑](.) erm I'm going to like do something(.) and say(.) that
 11 >you know< there is no Turkish when >the English teacher is in the
 class<
 12 you know (.) maybe put up a poster or something[↓]
 13 no Turkish in English lessons (.)
 14 For myself as well (.) not just for the children
 15 Yagmur: Why?
 16 Anna: Coz I am worried that (@^othe cameras are listening^o@)
 17 and you know it's not- >it's an English lesson[↑]< you know
 18 it- even tho they struggle[↓] (.) to erm put out >what they want to say<
 19 to me >**let them struggle a bit**< it's good.

Excerpt 5. E (Ms. Ayshe, In-dept Interview; 11th May 2018)

1 I am very fortunate that (.) at least with (.) my three four teachers[↑]
 2 ^oI don't need to^o monitor them off the (.)
 3 I do spot check on the camera[↑] <you know> (.)
 4 just **for my own comfort**.
 5 >I do little spot checks they are not even aware<
 6 but I hardly ever do it(.)
 7 Everytime I spot check (.) it's the same (.) it's the same (.) order
 8 it's the same (.) discipline <you know> >they're always working<
 9 they're not distracted so (.) I don't have to worry with them[↓]
 10 >which is good for me< because (.)
 11 >you have to make time to do that[↑] for 17 classes<
 12 but (.) **I am so happy** <you know>

Excerpt 5. F (Jessy Narrative Interview; 30th April 2018)

1 He was (@so angry@) he said “whatever we are speaking here[↑] erm
 2 in conference room (.) stays in here (.) you don't work on it[↓]
 3 you don't do stuff like (.)
 4 I say to you >you're not allowed to take your phone to
 5 your duty< when you're **on duty**[↑] but
 6 I'm seeing (.) I still see some of you (.) playing with your phones
 7 or sitting down (.) you shouldn't be sitting down
 8 >why are you there why are you not on duty<
 9 you need to walk around (.) and look if there is anything
 10 wrong with the children[↓]”
 11 so (.) >it was like small things< he was upset about [↑] and
 12 he said “until everyone sorts their self out
 13 <you are not allowed to leave early>” he said.
 14 >**Ha he said**< “I spoke about **tutorials** (.) every teacher in primary

15 should do tutorial (.) two or three times a week (.)
 16 I check and follow and see no one is doing tutorials (.)”
 17 hah he said “if you don't do it erm then
 18 (@everyone's going to leave at 5 o'clock from now on@)” he said
 19 so it was like erm (1) **threat**
 20 it was a **threat** miss

Excerpt 5. G (Jessy Narrative Interview; 27th March 2018)

1 I know >we don't take water to class<
 2 >I know that I should be going down<
 3 there's a reason why (.) I'm not downstairs
 4 I mean you don't need to say that to me
 5 at least say “is there anything wrong with you ↑
 6 why are you here” (.)
 7 I don't like ↓ when they do that or
 8 like “don't take water into the class” or
 9 “don't take water to **the Recess Duty**”
 10 Why?↑ I'm outside for 40 minutes I mean
 11 I don't like stuff like these
 12 Yagmur: Is it the lack of explanation?
 13 Jessy: No↑ I think it's °stupid rules°
 14 it's not necessary (1) to have these rules ↓(.)
 15 >students can drink< (.) water in class (.)
 16 But teachers can't? (@why?↑@) (.) °I don't know°
 17 Yagmur: Is this something new because
 18 I know that you drink water in class
 19 Jessy: I (.) I take my water (.) I (.) for example (.) it happened like
 20 I think a few months ago↓ I was <ill at that moment> so (.)
 21 and >I said to myself I need to take my water to class because
 22 I need to drink plenty of water<
 23 I still take my water (.) I'm not bothered↑ and
 24 (@I'm not going to listen to them@) if they say something to me (.)
 25 >I will say I am ill< I need to drink water
 26 that's not right↑
 27 °I just saw Natalie **teacher** downstairs°
 28 she was outside and she had water in her hand
 29 It is not fair (.)
 30 °I don't know° <it's just stuff like this>
 31 small things (.)
 32 It doesn't make me unhappy but (.)
 33 >sometimes it just upsets me<

Excerpt 5. L (Jessy Narrative Interview; 27th March 2018).

1 Yagmur: You said someone came to observe you

- 2 Jessy: Hi:m yesterday↑
 3 Yagmur: Was it Miss Lola?
 4 Jessy: Natalie teacher(.) When we finished our warming up (.)
 5 I think 20 minutes past (.) the lesson and then I said ok ↑
 6 take your books out (.) and then she came in↓
 7 she just (.) °she didn't even say anything°
 8 just sat down >the back of the classroom< for like↑ 5 minutes (.)
 9 I gave my instructions but (.) Arya wasn't listening she was talking↓
 10 so she had to warn Arya (.) it was a bit (.)
 11 >I didn't like it< I was uncomfortable(.)
 12 At least (.) let me know (.) before you come
 13 >"I'm going to come"< tell me the reason ok? ↑
 14 Erm her aim was to observe the children maybe (.) after this **meeting**
 15 erm but (.) tell me↑ before you come to class (.) or
 16 I didn't <I didn't like it> I was uncomfortable
 17 >it's like I was being observed< by (.) the (.)
 18 she's like an assistant of the headmaster **ya**
 19 >it wasn't nice I think< and then she left (.)
 20 Yagmur: Would you feel the same if it was the headteacher observe you
 21 Jessy: °Yeah (.) I would↓°
 22 Yagmur: Ok

Excerpt 5. M (Anna Narrative Interview; 13th September 2017)

- 1 Anna: Erm Miss Emily (.) she looked like a little bit snobbish so
 2 I was like pulled away(.) I was like I'm not going to ask her
 3 for help because↑ erm(.) >the first day we were talking about< ideas
 4 and I was giving↑ i:deas and she was like “we did that last year” and
 5 stuff(.) erm
 6 Yagmur: She pushed you(.) away
 7 Anna: Yeah↑ she pushed me away but then erm when the classes
 8 were scheduled(.) we had to work together so after that we (.)
 9 became quite good (.) erm colleagues let me say(.) not friends yet↑ but
 10 we're with erm she's really↑ helpful like
 11 I say something and she is like yes perfect go for it wonderful
 12 you know↑ and erm I see how she is with the kids and
 13 >that makes me want to be< (.) you know erm like her
 14 with the kids as well(.)
 15 So(.) I think number one (.) so far is my Jessy she is number one
 16 but Miss Emily↑(.) I think she will be a great er:m (2)
 17 she is already a great leader with everyone(.)
 18 and I like that >I don't really like to be the leader myself<
 19 I like it if you say you know >do this< and I'll
 20 do that 100% (.) but she is ready and she's got the ideas
 21 >I think that's because she was there< (.) last year as well
 22 so she knows the whole gist of things (.)
 23 (sigh)
 24 but erm Miss Emily I think she is great (.) she is really helpful and

25 she is ready to (.) help (.) like she >if you say to her< like today I
 26 wanted to create a puzzle as a erm ice breaker with the kids I
 27 thought I could draw out faces and write our names and then
 28 when everyone done it we could cut up as a puzzle erm
 29 >we'll put it together and we'll stick it on the board< and
 30 I was like >I don't know I'm going to cut this puzzle< and
 31 she was like ">gel hemen<" (come immediately) and
 32 >she cut it all for me[↑]< and
 33 I was like >you didn't need to do that< and she was like
 34 "**What's wrong with it?**" like she is happy (.) to help so
 35 I really like her (.) she is number one for me so far[↓]

Excerpt 5. P (Anna Narrative Interview; 11th June 2018)

1 Yagmur: Where do you see yourself in two or three years' time?
 2 Anna: I would (3) love to be like (.) >I don't know<
 3 >we haven't got anything like that here< but maybe (.) the head of
 4 ((laughs for a second))
 5 and you know like how I'm (.) coordinating erm five year olds
 6 >I would like to be the coordinator< of maybe
 7 kindergarten (.) >you know< because (.)
 8 erm I think that I know how to make learning English fun
 9 >for the kids< (.) >what we are doing right now< is a lot of fun
 10 for them but erm not in >two or three years<
 11 but maybe let's say five or six years maybe (.)
 12 erm >you know< do something like that erm
 13 Yagmur: In our first interview you said I don't really like to be the
 14 leader myself I like it if you say you know do this and do that and I
 15 will 100% do it but today you said you like to be the coordinator of the
 16 kindergarten in the future.
 17 Anna: yeah
 18 Yagmur: What has changed?
 19 Anna: because >I think like< (.) I know now (.)
 20 I don't know everything obviously[↑] but
 21 I would like to see myself there (.) in a couple of years' time (.)
 22 like 6-7 years' time (.) but (.) I still (.) >I believe that
 23 I'm still a good follower< but I like to do my own things
 24 as well (.) like (.) I like that I have kindergarten age fives
 25 all to myself the planning (.) >you know<
 26 I am the leader of that but
 27 I don't mind when Miss Ayse said
 28 "can you add this and this as well" >you know< (.)
 29 "what do you say to this" (.)
 30 I think (@I have changed actually@) (.)
 31 I know what I want (.) and I do my best to (.)
 32 >you know< erm get to that stage (.)
 33 (3)
 34 That's weird (.) that I feel like
 35 (@"oh what an idiot" why would I say that@) (.)
 36 but yeah (.) hm: I think I have grown Miss

36 Yagmur: In which sense?
 37 Anna: Which sense?↑ like personality wise (.)
 38 >I mean I< (.) still believe that erm (.) >you know< sometimes
 39 <I can feel very lo:w> (.) feel very do:wn (.) but once I erm (.)
 40 >set my mind to something< (.) especially with
 41 like (.) the kids↑ (.) with teaching them something (.)
 42 then I know that I will do that (.)
 43 if I say that “right today we are making crafts” then yes we will do that
 44 (3) erm (2) yeah >I think I have just< like
 45 ok I'm indecisive (.) sometimes (.) but erm
 46 now I think I'm more (0.2) like I'm getting towards
 47 (3)
 48 sorry °**how should I say**° Miss
 49 because they are like
 50 “Oh you are a Libra how can't you decide” and
 51 my mum would be like
 52 “**she is on the unbalanced side**”
 53 >but now I feel like I'm more< **balanced** (.)
 54 I am more decisive (.) and >you know<
 55 if I say I want this (.) and I want that (.)
 56 I will still ask your opinion (.) on it (.) and what you think (.)
 57 and if I like it maybe I will change my mind (.)
 58 but I'm (0.2) more set now (.) with what I want (.) **let me say**
 59 Yagmur: What happened?
 60 Anna: I don't know (.) just time (.) just
 61 (3)
 62 circumstances
 63 Yagmur: Such as?
 64 Anna: Such as (.) <you know> (.) ok (.)
 65 my age is 27↑ but (.) erm as you know
 66 >I left school and then I wanted to come back< and
 67 I was still in that (.) University mind
 68 >I don't know what kind of a mind that is< but [
 69 Yagmur: [You were or you are?
 70 Anna: I was (.) Erm (.) but now (.) >you know<
 71 >I 've graduated< and this is life (.) >you know<
 72 this is what (.) I would be doing (.) hopefully (.) for
 73 the next (.) 30 (.) or maybe more years (.)
 74 I don't know (.) it's just (.) (@I have changed@)
 75 It's the school (.) it's the environment (.) my colleagues (.)
 76 my children (.) >you know< they are all my little kids

Excerpt 6. B (Anna Narrative Interview; 30th January 2018)

1 Anna: On the way home with Jessy I said
 2 **We struggle we have no weekends**
 3 **I say**↓(1) erm
 4 <we get tired>
 5 Jessy is **still** sick **I mean**
 6 **I say**

7 I mean really (.) like >is it really **worth**
 8 it is it worth **spending** our petrol
 9 spending our(.) **vocal cords**< you know (.)
 10 everything on this school
 11 >where they say that they have
 12 they have a system< but they don't (.)
 13 why↑ do they keep us until five o'clock
 14 >you know< (.) why
 15 why do they say “**you should not get too**
 16 **close to a child should not shout et cetera**”.
 17 Why do they say **pay attention to your**
 18 **clothes** (.) **After all yesterday I got pissed off** (.)
 19 **I saw that Sally sorry to say looks**
 20 **like the thingys standing on the corner of the street**
 21 **Batilde as well** the French one [...]
 22 it's not fair it's not fair on anyone.

Excerpt 6.D (Anna Narrative Interview; 30th April 2018)

1 Anna: I like this school
 2 I am very happy I'm- I very
 3 appreciate it that I am here
 4 but (1)
 5 things like this you know (.)
 6 sometimes **make you fed up**
 7 **to the clothes that we wear**
 8 **as well he sometimes says**
 9 **“I am looking”**
 10 **whatever**(.)
 11 **though we have nothing**
 12 **but**↑ I am like worried(.)
 13 Am I too casual now↑
 14 for school(.)
 15 ***For instance*** (.)
 16 **some are too fancy**
 17 **some are too** casual(.)
 18 **I guess I am casual as well**
 19 **today but what can I do** Miss
 20 ***Summer is coming*** if we can't wear
 21 shorts I don't wanna wear
 22 dress all the time
 23 **so.**

Excerpt 6. E. 2 (Anna Narrative Interview; 11th June 2018)

50 Yagmur: =How?
 51 Anna: How↑ because hocam (.) when was it (.)
 52 we had our mastery exam on (.) Tuesday↑ with the year ones (.)
 53 and that day I was wearing my orange and black dress

54 and Müdür bey said to me "*how beautiful you look hocam*"
 55 and I said **thank you** to him (.)
 56 I also saw one of my student's mother that day
 57 and I felt quite confident
 58 °I don't know wh:y°
 59 >maybe the way I turned or something<
 60 but everyone was like "oh hello Miss Anna hello Miss Anna" and I was
 61 like °yes yes "hello"° just running and giving the paper to the lady
 62 and stuff and explaining myself and then another parent came and said
 63 "thank you for this year" and another parent came
 64 or maybe↑ it was just you know
 65 (1)
 66 by chance that they that they saw me like that (.) but
 67 I felt like I was more of a teacher dressed like that.

Excerpt 6.F (Anna Narrative Interview; 11th June 2018)

1 Yagmur: What makes you think this way?
 2 Anna: For example (.) when I wear dresses ↑
 3 I especially do not <take it off> when I go home (.)
 4 because >I wait for my fiancé to come and see me< (.)
 5 He is like (@'oh Miss Anna'@)
 6 but <on other days> he doesn't say anything (.)
 7 >I don't know< maybe I find it important that
 8 when you're dressed nice↑ and (.) you feel like a teacher
 9 and maybe (.) when I go (.) like erm shopping after work ↓
 10 I don't want people to think that (.) <I'm an ordinary person> (.)
 11 because my mum is like "**you see, they know that I am a banker**"
 12 When she goes shoe shopping they are like "**Are you a banker?**"
 13 and she is like "**I am the manager**"
 14 (laughs)
 15 Anna: So I think it's important <you know> when (.) someo-
 16 a normal person asks you "**What do you do?**" because
 17 >they think that maybe< you came from home
 18 >I don't know<
 19 so I think appearance is quite important (.)
 20 and hopefully I will be much better looking in five years' time.

Excerpt 6. J (Anna Narrative Interview; 28th September 2017):

1 Yagmur: In one of the recordings you said
 2 "I feel more like a caretaker".
 3 Anna: Yes, I still feel that (.) Ah this week↑
 4 °it is kind of gone°
 5 because now >now I feel like<
 6 I have built a relationship with them (.)
 7 so they know when I look at them and say hayır (no)
 8 "no↓" (in English) does not affect them.

9 So when I say “**no**” to them (.) they all like pull their hands↑
 10 from whatever they were doing (.)
 11 So(.) now they all kind of know me↑
 12 there is ones that love me, ones that are scared of me (.)
 13 There is quite >a few students that are (.) scared of me< but that’s
 14 because I keep repeating myself to them and I make it obvious
 15 that they need to stop what they are doing.

Excerpt 6. L (Jessy Narrative Interview; 30th April 2018)

1 Yagmur: I don't know if you remember but in your 3rd year and 4th
 2 year in the ELTEP there was an issue and you had concerns about
 3 saying no to the students (.) do you remember?
 4 Jessy: @Yeah@
 5 Yagmur: What happened to those concerns?
 6 Jessy: (laughs)
 7 @>I don't remember anything about that<@
 8 @I always say↑ almost every day↑@
 9 when I say no↓
 10 I'm not “no↓” ((short and straight forward))
 11 I'm like @no: ↑@
 12 (laughs)
 13 I think Dorothy's John is saying no like no:↑
 14 @so he is copying me@
 15 @I make it like a joke for them@ so
 16 I am not like “no↓” ((short and straight forward))
 17 it's not like that (1)
 18 it's like @funny@
 19 Yagmur: What's the difference?
 20 Jessy: Well I am not strict when I say no↓
 21 I am not angry↑
 22 @I just say “no: ↑”@
 23 @So they don't get offended@
 24 **even** they laugh↑ when I say that to them sometimes↓(.)
 25 when we used to- like in university
 26 we said >you shouldn't say no to the students because<
 27 they feel demotivated but(.)
 28 when I say “no:↑”
 29 they don't understand↑ (.)
 30 they don't get demotivated(.)
 31 they still put their hand up (.)
 32 try to answer the question
 33 for example Arya she says something
 34 no: ↑
 35 ok↑ she is like this again ((puts her hand up))
 36 so it doesn't demotivate them↓ and
 37 I think >they are used to us< now
 38 so (.) it won't demotivate them

Excerpt 6. K. 2 (Anna Narrative Interview; 30th January 2018)

- 1 Yagmur: Can you give examples?
- 2 Anna: Jerry,
- 3 Yagmur: Him
- 4 Anna: No (.) Jerry is not a good example (.) erm
- 5 Mary (.) If I do a colouring and she colours it wrong
- 6 I have to say no to her you know
- 7 because she doesn't >understand othewise< (.)
- 8 she doesn't understand from your facial features↓ (.)
- 9 she doesn't understand from your body language↓ (.)
- 10 you have to say no to that child(.)
- 11 Erm another example
- 12 (4)
- 13 °I don't know°(.)
- 14 Kalen (.) I have to say no to him
- 15 when he misbehaves even though I know that
- 16 he's going to get angry (.) with me↓ erm or
- 17 Forest↑ I say no to him
- 18 OPEN ALPHABLOCKS↑
- 19 I'm not going to open Alphablocks when I'm doing a lesson(.)
- 20 **No to him I can say it with honour Ms.**
- 21 because he deserves a no(.)
- 22 Ha some children may not deserve it
- 23 but some really do↓.

Excerpt 6. N (Post Observation Feedback Session, 24th February 2017)

- 1 Jessy: Ridvan was sitting here (.) and Batuhan was trying to pass
- 2 and then I think he pushed him so Ridvan fell on the floor and
- 3 Batuhan was really naughty (.) he was hiding under the table
- 4 all the time(.)
- 5 Anna: “BO:B BO:B” like “BO:B”
- 6 I was proper like >raising my voice at him< and (.)
- 7 I said I will never be a teacher like that (.)
- 8 Miss↑ in my second lesson (.) I raised my voice and (.)
- 9 >someone said "**teacher why are you shouting?**<
- 10 and I wasn't aware of it (.)
- 11 Jessy: but you have to do that sometimes↓
- 12 Anna: Yes↑
- 13 Jessy: I like the way she is like
- 14 <she shouts at them but
- 15 she is good at the same time>
- 16 Anna: I try to be kind
- 17 Jessy: I like the way she is

Excerpt 6. O (Anna Narrative Interview; 17th October 2017)

1 Anna: I think my immune system
 2 is shutting down because of
 3 @this school@ I don't feel like I am
 4 getting hhh
 5 ANY BETTER VOICE (.) wise because
 6 (.) **my voice is literally**(2.5) **gone** and I've
 7 >QUIT smoking< as well because I
 8 thought oh↓ maybe it's because of
 9 smoking and screaming but
 10 that's not working↑ so I am
 11 getting a bit more stressed (.) now
 12 because I can't sm- well because I
 13 don't smoke I choose not to erm (.)
 14 yeah↓ I just want to get better and I
 15 want to be able to "Jerry ^^"like I want
 16 to SHOUT so the child can be scared
 17 OF ME↑ you know. Like Madam Batilde
 18 (.) at(.) **duty recess at recess duty**
 19 just now (.) **shouted suddenly**
 20 "Michael^^!"
 21 like it wasn't her that was shouting
 22 I said how would you do this I said↓(.) she
 23 Said "my vocal cords got used to it in time".
 24 So I want that voice tone you know↑(.)
 25 when I shout it's not like
 26 "Jerry sit down"(.)
 27 it's like
 28 "Jerry^^" like a man!
 29 but there is nothing else (.)
 30 just my voice.

Excerpt 6. R (Jessy Narrative Interview; 30th January 2018)

1 Jessy: There are things that I hate about it too.
 2 Yagmur: What do you hate about your job?
 3 Jessy: <That I have to shout>
 4 That's what I hate about it (.)
 5 when they don't listen to me **I mean** you get stressed
 6 >when I go into Butterflies (.) I don't want to go into
 7 Butterflies< because they don't listen to me so
 8 I want students (.) who always listen to me ok ↑
 9 sometimes they misbehave (.) it happens in Dandellions
 10 but I- erm I think ↑
 11 my energy is different <when I go into Butterflies>
 12 because I need to be strict
 13 so (.) they won't erm misbehave but it doesn't work (.)
 14 So (.) I think only thing that I don't like about my job is
 15 erm having been able to shout
 16 and (@maybe lesson planning @)
 17 Yagmur: You said shouting, why? How do you feel?
 18 Jessy: I don't like sho:uting

19 if someone watches me from °the camera°
 20 >they will say “what is she doing”< but (.)
 21 I have to **I mean** ok↑
 22 >you can calm them down
 23 like in a calmer way but (.)
 24 I can't do that <
 25 My- my personality is not like that
 26 I have to raise my voice (.)
 27 I can't be calm (.)
 28 Maybe if you talk to them nicely <they will listen to you>
 29 but I can't

Excerpt 6. S (Anna and Jessy, Conversational Interview; 12th May 2018)

1 Yagmur: What comes to your mind when we say feminine and
 masculine?
 2 Jessy: Yeah (.) feminine I mean he is feminine(.)
 3 he is soft(.) like that's what comes to my mind
 4 Yagmur: But (.) what if we are referring to a woman?
 5 Anna: Then you think that they are lesbian?
 6 Jessy: No:
 7 Anna: No?
 8 Jessy: No nothing comes to my mind.
 9 Anna: You just think that they have that masculine (.) thing like (.)
 10 %Miss Emily% [like she (.) erm: is more masculine I think (.)
 11 Jessy: Hm:
 12 Yagmur: Ok?
 13 Anna: Or no (.) she is a woman but she is dominant like
 14 Jessy: Dominant yeah
 15 Yagmur: You said more masculine what is masculine about her?
 16 Jessy: Attitude <**most probably**>
 17 Anna: Attitude yeah
 18 Yagmur: Ok (.) what makes you think this way?
 19 Anna: [voice. >The ways she talks< (.)
 20 Jessy: Yeah↑ the way she talks (.) her attitude (.)
 21 Anna: Yeah↑ <like sometimes she would get really>
 22 (2) >you know< in your face (2.5) and that's <quite> (1)
 23 it's not- it's not what I see as feminine
 24 Jessy: Ha: Feminine yeah↑ **now look** feminine (.)
 25 ((she touches her head with her forefinger to signal that she started to
 understand))
 26 Anna: So feminine is more polite
 27 more [kind more soft with their voice
 28 masculine is mo:re (.) >you know< (.) hard (.)
 29 Jessy: [Kind (.) Yeah↑ I agree
 30 Yagmur: What made you think this way?
 31 Anna: [(@Maybe our dads@) what were you gonna say
 32 Jessy: (@'Because we are female@) **I mean**
 33 (0.6)

34 Anna: because (2.5) >our dads are masculine< (.) and
 35 my dad (.) was the more >you know<(.) dominant one (.)
 36 the more (.) >what I perceive as masculine being shouting
 37 being more aggressive< (.)
 38 but my mum (.) was the <more feminine> one
 39 more soft (.) the more caring (.) and loving (.) one
 40 Yagmur: What about you Jessy?
 41 Jessy: **Both family both** our society (.) our culture
 42 coz men they are like more dominant **I mean** in the house in the
 43 house they set the rules and bla bla bla **I mean** but(.) when you
 44 think of the women (.) **especially old minded people like our**
 45 **you see women need to stay at home and do stuff**
 46 they have to listen to their husbands bla bla bla
 47 >I think that's what affects us<
 48 Yagmur: Hm: when you said culture which culture are you
 49 referring to? British or Cypriot Turkish?
 50 Jessy: Cypriot Turkish culture.

Excerpt 6. T (Conversational Interview; 12th May 2018)

1 Jessy: In class? I mean (.) when I get angry (.) I mean
 2 >normally in class I am pretty smiley faced< (.) I am kind (.)
 3 I make jokes but (.) when my kindness is abused (.)
 4 for instance (.) I use this masculine thing (.)
 5 I mean I change ↑ I become though
 6 Yagmur: Okay, Anna?
 7 Anna: Hm: When a student makes me angry↑
 8 doesn't listen to me↑
 9 or upsets me↑ (.) upsets his friend (.)
 10 hurts his friend (.) <when he doesn't do his lessons or homework
 11 on time>

APPENDIX W

Originality Report

Source 1 (Near East University) is my own submissions of some sections.

Dissertation

ORIGINALITY REPORT

14%	%	%	14%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	Submitted to Yakın Doğu Üniversitesi <small>Student Paper</small>	13%
2	Submitted to University of Duhok <small>Student Paper</small>	<1%
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