



Received: 05.08.2017
Received in revised form: 03.09.2017
Accepted: 15.09.2017

Kucukali, E. (2017). Teacher identity and transnational experience: A case of an EFL teacher from Georgia teaching in Turkey. *International Online Journal of Education and Teaching (IOJET)*, 4(4), 458-473. <http://iojet.org/index.php/IOJET/article/view/269/183>

TEACHER IDENTITY AND TRANSNATIONAL EXPERIENCE: A CASE OF AN EFL TEACHER FROM GEORGIA TEACHING IN TURKEY

Emel Kucukali 

Marmara University, Turkey

emel.kucukali@marmara.edu.tr

Emel Kucukali is currently a Ph.D. student in the department of English Language Education, Yeditepe University. She is an instructor of English and Russian at Marmara University and is interested in multilingualism, L3 acquisition, intercultural competence and academic writing.

Copyright by Informascope. Material published and so copyrighted may not be published elsewhere without the written permission of IOJET.

TEACHER IDENTITY AND TRANSNATIONAL EXPERIENCE: A CASE OF AN EFL TEACHER FROM GEORGIA TEACHING IN TURKEY

Emel Kucukali

emel.kucukali@marmara.edu.tr

Abstract

The article presents a case study of an experienced non-native EFL teacher with educational background and teaching experience from her home country Georgia, and with a present EFL teaching position in her host country Turkey. Based on interview and graphic elicitation data, the study explored the changes which her teacher identity had undergone after interaction between her Georgian background and new Turkish context. These changes were investigated from social constructivist perspective in terms of culture, professional development, reflectivity, motivation, theory-practice integration and collaboration. Data were analyzed through structural, in vivo, open and theory-driven coding. The results indicated three main changes involving the following themes: (1) intercultural competence, (2) teacher development, and (3) collaboration. These transformations were identified with the development of three sub-identities respectively: intercultural, professional and social. The findings are consistent with multifaceted and dynamic nature of teacher identity. As for implementations, transnational teaching experience should be fostered by institutions and intercultural competency should be integrated into teacher education disciplines.

Keywords: intercultural context, social constructivism, teacher identity, transnational experience

1. Introduction

Identity has been interpreted (Sheridan, 2013) as a dynamic, constantly changing formation influenced by contexts and shaped by experiences (Beauchamp & Thomas, 2009; Sachs, 2005; Walkington, 2010). Therefore, teacher identity shifts and develops as a result of interaction with the classroom or institution (Beauchamp & Thomas, 2009; Beijaard, Meijer, & Verloop, 2004; Sheridan, 2013), and when exposed to new teaching experiences in these contexts (Conle, 1996). Previous research (Beijaard et al., 2004; Norton, 1997) emphasized the influence of context on teacher identity formation and the gap in the literature on this issue (Beijaard et al., 2004). The research (Menard - Warwick, 2008; Patricia & Uchida, 1997) on intercultural and international context and its impact on teacher identity seems to be even less. For this reason, the present case study will attempt to explore the effects of transnational experience on teacher identity by examining the transformations which a non-native EFL teacher undergoes after the interaction between the teaching contexts of her home country Georgia, and her host country Turkey. The changes will be explored from social constructivist perspective and aspects including intercultural competence, professional development, and teacher collaboration.

2. Literature Review

2.1. Social Constructivism and Teacher Identity

Teacher identity seems to be a very complex and dynamic concept because a single definition was not spotted but some features of it were underlined in literature. Based on

some sources (Beijaard et al., 2004; Lasky, 2005), teacher identity could be summarized as teachers' biographies, beliefs and concepts of their professional roles. In addition, a meta-analysis (Norton, 1997) of five articles on identity reveals the complex, and multifaceted nature of identity and finds out that identity is 'dynamic across time and place' (p. 419) because the participants from the examined studies have undergone significant changes after moving across countries and institutions. Similarly, moving across time results in pre-service teachers' perceptions change from teacher- to more student-centered approach during their degree (Sheridan, 2013). The complex and dynamic nature of teacher identity is supported by another meta-analysis (Beijaard et al., 2004) of 22 studies on teacher identity, in which some features of teacher identity development have been extracted. These features were summarized as, (1) being an ongoing learning process of framing and reframing experiences, (2) being affected by the context and personal preconceptions, (3) embracing sub-identities, which may cause identity conflicts in cases of context change and (4) the teacher acting as a self-agent in the process of constructing their professional identity.

Due to its dynamic nature, teacher identity construction has been associated (Abednia, 2012) with teachers' learning process and their professional development (Barrett, 2008; Varghese, Morgan, Johnston, & Johnson, 2005; Nguyen, 2008). Social constructivism itself explains learning of teachers as a process of change in their personal conceptions due to the interaction between their new learning, old experiences and their social context (Roberts, 2016). Therefore, from social constructivist view, teacher identity formation is a learning process through which identity shifts as constructed preconceptions are reframed when teachers are exposed to new contexts and experiences (Korthagen, Kessels, Koster, Lagerwerf, & Wubbles, 2008; Sheridan, 2013). Beijaard et al., (2004) also suggested that the process of teacher identity formation is in line with constructivism in terms of learning and changing conceptions with the interaction of context, beliefs, and experience.

Teacher identity develops through interactions with context which means communicating with others in the classroom and institution and learning by associating of prior and new teaching experiences (Conle, 1996). For this reason, in the present study, the changes in teacher identity will be approached from the aspects of collaboration, teacher development, and culture. Because teacher identity consists of multiple sub-identities (Beijaard et al., 2004) collaboration could be represented by the social sub-identity of teachers as their relationship with the school, institution, colleagues, and students (Norton, 1997). When teachers have long-term living experience in different countries, their multi-cultural viewpoint could be identified with their cultural sub-identity (Norton, 1997). Teacher development might be mirrored in their professional identity as their understanding of professional roles (Lasky, 2005) and improvement (Abednia, 2012).

2.1.1. Professional development, collaboration and reflectivity

From a constructivist point of view, teachers develop professionally when they apply their previous beliefs and experience in a new context, and when they take the role of "reflective practitioner", not the "technician" role of just following the standard procedures (Roberts, 2016). They undergo Dewey's reflective cycle through facing a dilemma, reframing problems, finding an alternative solution and, therefore, broadening and changing their perspective (Roberts, 2016). In addition, professional development could benefit from teacher research as it fosters teachers' reflective, critical, analytical and autonomous approach to their own teaching (Borg, 2010, p. 402). While connecting previous with new experiences, teachers need not only to reflect but also to integrate theory with practice for their professional development (Tang, Wong, & Cheng, 2016, pp. 57-58) and adequate decision-making process in the classroom (Borg, 2010, pp. 402-403).

Along with open-mindedness, responsibility, and wholeheartedness, the contribution of Dewey's reflective cycle to teacher development is teacher collaboration, as making a decision in collaboration with the other participants is required in the process (Zeichner & Liston, 1996). Teacher collaboration during a reflective process is in association with the social constructivist approach to learning within the social context (Roberts, 2016).

2.1.2. Intercultural competence

Because the study focuses on transnational teaching experience, concepts of intercultural competence and awareness are supposed to be presented beforehand. According to the Council of Europe (2003), intercultural competence is to manage the relationship and mutual understanding between home and others. Intercultural awareness is the objective understanding of similarities and differences between home and target culture, accepting cultural diversity, and objective knowledge and perspective to this cultural diversity. In addition, it is about interrelation and development of language and culture competence and becoming open to new cultural experiences (Council of Europe, 2001).

2.2. Previous Research

The research on intercultural context and its influence on teacher identity does not seem to be in a considerable amount. A study about Japanese EFL teachers and native English teachers teaching in Japan (Patricia & Uchida, 1997), indicates that biographical, professional and contextual factors transformed teachers' sociocultural identities. While adapting to their context and roles, teachers were solving problems in the classroom and were engaged with teaching culture. Another study (Menard - Warwick, 2008), focuses on cases of two bicultural (Latino-English) teachers of English with transnational teaching experience in the US and Latin America. The findings reveal that these teachers developed their intercultural identity and adopted a different approach to teaching cultural issues: one of the teachers focused mainly on subjective comparison of cultural differences, the other underwent cultural changes because of globalization.

The present study may contribute to researchers who are interested in teacher identity phenomenon and teacher education. This study may also add to the field by investigating the effects of international contexts on teacher identity and differently from the previous research, with a participant who is a non-native EFL teacher teaching in a non-English speaking country. The teachers from previous research are native or bilingual teachers exposed to two cultures, their own and that of the host country, while the teacher in the present study has to deal with three cultures: her own, that of the host country and English. In addition, the potential findings may give support to social constructivist approach to teachers' learning and development within a social context (Roberts, 2016).

2.3. Research Questions

From the literature review, it could be concluded that there is a gap in literature related to the cultural aspect of context and its influence on teacher identity. For the purpose of the present paper, the following question was posed:

RQ1: What is the impact of transnational teaching experience in Georgia and Turkey on the Teacher Identity of an EFL teacher from Georgia?

3. Method

3.1. The Participant

One participant was selected through purposeful intensity sampling as an in-depth and rich source of data (Patton, 2002). The participant is a 16-year experienced EFL teacher from

Georgia. She was born, did her BA and MA, and had eight-year teaching experience in Georgia. Now, she has been living and teaching English in Turkey for eight years, and she is a member of PDU (Professional Development Unit) in the institution she is working at. In order to keep participant's identity confidential, she will be referred to by a code (P), not by name in the study (See Appendix A for interview protocol).

3.2. Data Collection Methods

Data collection was conducted in June 2016, at a Turkish state university and lasted about an hour. Qualitative methods like an individual semi-structured interview (Frankel & Wallen, 2009) and two graphic elicitation tools (Bagnoli, 2009) were used to explore the phenomenon in-depth and get intense data (Rossman & Rallis, 2011). The individual interview was conducted once, was audio recorded and then transcribed. Interview questions were developed by the author and aimed to reveal the shifts in P's perceptions of teaching after she started to work in Turkey (See Appendix A for interview questions). The questions focused on the changes in P in terms of culture, professional development, motivation, reflectivity, theory-practice integration, teaching philosophy and collaboration as potential aspects of teachers' learning within a social context (Roberts, 2016). Right after the interview, participant completed two visual tasks (See Appendix B for graphic elicitation tasks). In task 1 the participant was asked to express the differences between Turkish and Georgian teaching contexts by drawing on a sheet of paper. In task 2 she was asked to draw her timeline and mark the critical events which have affected her perceptions of teaching in her professional biography. The aim of the visual tasks was to compare visually the two contexts and to assess their importance on a biography scale.

3.3. Data Analysis

Data were analyzed through structural, in vivo (Saldaña, 2013), open and theory-driven coding (De Cuir-Gunby, Marshall, & McCulloch, 2011) by two independent coders. The first reading was assisted by open and in vivo coding to elicit the key concept from the raw data. In the second reading, the key concepts were matched with the RQ and theory, and then reframed as codes by means of structural and theory-driven coding. After two coders compared each other's codes to check consistency, the inconsistent codes were negotiated and modified or added as sub-codes to larger coders, which after a unanimous decision resulted in the formation of nine codes in the final codebook (see Appendix C for final codebook). Then, the codes were categorized under three themes which gave an overall answer to the RQ of the present case study.

3.4. Validity and Reliability

The trustworthiness of the current study was supported by triangulation, member checking, and an inter-coder reliability analysis by using SPSS program. Triangulation was used to verify the findings through multiple data sources (Miles, Huberman, & Saldana, 2013): an individual interview (Frankel & Wallen, 2009) and two graphic elicitation tasks (Bagnoli, 2009) representing verbal and non-verbal data respectively. To support reliability, inter-coder reliability analysis using the Kappa statistic was performed to determine consistency between two independent coders of the data (Landis & Koch, 1977). The inter-coder reliability for 11 codes of interview data was found to be Kappa = 0.80 ("Sig" = ,000; $p < 0.001$), and for 10 codes of visual tasks was found to be Kappa = 0.78 ("Sig" = ,000; $p < 0.001$), which is a significant result and considered to be a substantial agreement between two coders (Viera & Garrett, 2005). What is more, in order to clarify and verify the interpretations of the data, the interview record and final codes were sent to the participant

for member checking (Sandelowski,1993), which resulted in confirmation by the participant herself.

4. Findings

The nine codes from the data analysis (See Appendix C for final codebook) were categorized under three main themes, which revealed three areas of development in the teacher identity of the participant: (1) Intercultural competence, (2) Professional development and (3) Collaboration. Both the individual interview and the graphic elicitation tasks were consistent with each other and supported the findings above.

4.1. Individual Interview

4.1.1. Intercultural competence

Three codes were grouped under the first finding: Higher “Language Awareness”, Higher Inter-Cultural Awareness and Higher “General Knowledge”. These three codes represent the changes in terms of culture and language. One of the first effects of teaching in a foreign country mentioned by P (the Participant) is that she had increased her language awareness because as a foreigner living in Turkey, she had to communicate in English and this improved her English and language skills:

P: I think the language awareness of mine has increased because I think my English has improved as well because here (in Turkey), although I am not in English speaking country I have to communicate in English. Especially for the first year when you don't speak any Turkish at all.

The next cultural change is that P has increased her inter-cultural awareness after some cultural conflicts, as she refers to herself as becoming more tolerant, ethical and open-minded to other cultures when teaching:

R: What kind of teaching approach you are using now in the classroom, as a result of all these (culture) conflicts?

P: Careful, interactive, less prejudicial, judgmental, more tolerant from psychological point of view but first time when teaching the language, you should not forget about that either, but of course, you become more open-minded to all the cultures and Turkey is such a huge country which is very diverse in cultures, it is like mosaic. [...]. So, you have to be very careful about touching upon your topics you are talking about.

One concrete advantage of this intercultural awareness in her EFL classroom according to P is the increase of students talking time because,

P: ... I am a foreigner, I come from different culture, I might not know something but also it gives a big advantage for me because I also increased students' talking time in the class because I am a foreigner I have the right to ask them ...about Turkish culture.

The last cultural effect of teaching abroad on P is that she has enlarged her general knowledge after experiencing different cultures, and P related it to her professional identity by stating that it made her better teacher with more objective and culturally rich profile:

P: I became more objective person, my general knowledge has increased a lot, I became a better teacher. And culturally I can look at my own culture from more objective point of view and here I can see the culture. It enriches you and good language teacher should have very high general knowledge.

4.1.2. Professional development

This finding embraces the changes in P in terms of her professional development, explained by P as positive ones, “So changing the country, contributed a lot to my development”. These positive changes are represented by three codes: More Practical Skills, More Reflectivity and “Drive” for Professional Development. As to the first change, P indicates improvement in her practical skills and integration of practice and theory in the classroom as a result of diverse student profile:

P: I have to improve my practical skills with the students and here I have to use it more because I am teaching in the prep school and the audience is very diverse, (...). Of course here in Turkey I use more practical skills of mine but still we should not forget that we should keep in mind that we should have good theoretical background.

The need to develop practical skills and strategies comes from the need as a foreigner to prove her professional skills and diploma grades in action:

P: You have to prove ...they (Turkish employers) don't care what diploma you have. My diploma is with honors...here they need to see not only your CV but they need to see you in action. They need to see you not on paper but how you are at the lesson, how you at the class, how communicative you are with the students, how interactive you are.

The next effect on P's professional identity is that she has become a more reflective teacher. P indicates that she has become more reflective to her teaching in the new context due to engagement with teacher research and teacher development activities such as, conducting action research, and being engaged with mentorship and in-class observations, as she explains:

P: Yes, so much more I reflect because while conducting this action research which I did in Turkey, in the new country here, I had to go through lots of literature and methodology [...] I felt like I went through a new school. [...] we had mentorship issue, we are with the newcomers, we have to attend classes, this lesson sharing procedure, and they attend your classes, as well, you are observed and when you observe somebody, gives you a different inside to your teaching.

The last but not least professional change is that she has become more motivated and active to develop herself as a teacher because she is a newcomer and foreigner. P calls her intrinsic motivation “drive” to prove her skills and meet the demands of the new context by attending conferences and seminars more frequently and becoming a member of PDU (Professional Development Unit) in her institution:

P: ... I wanted to develop myself more, I wanted to prove that although I am a foreigner and from Georgia, but I can do better, I can prove that I am not bad. (...). My professional development, my urge, my own drive inside because I am a foreigner, to have to improve myself more than I would have done it back in Georgia. [...]. And also I am a member of PDU (Professional Development Unit) because I want to do it. [...]. In Georgia I used to attend lots of seminars, conferences but here (in Turkey) I do it more frequently. Here I grasped any opportunity.

4.1.3. Collaboration

This finding includes the shifts related to professional collaboration represented by three codes: From “Individual” to “Team worker”, More Interactive, and Sharing Ideas with Colleagues. P supports the finding by confirming that she is more collaborative now in Turkey than she used to be in Georgia, “R: Could you compare where you are more

collaborative, in Georgia or here? P: Definitely here (in Turkey)". As for the first change, P refers to her attitude change from working individually in Georgia to working collaboratively in team in Turkey as a need to integrate to the new cultural context:

P: Back in Georgia I was more independent. I was not such a good team worker. [...]. May be it was because of my reputation was already well established but here (in Turkey) I have to integrate into the society first, culturally and professionally, as well.

For the next change in terms of collaboration, P indicates that in the new context she has given importance to interaction as a part of her teaching philosophy:

P: May be, good teaching is not only about teaching. It's about care. If you really teach from the bottom of your heart but you shouldn't also forget that you are there to teach and then establish some kind of relationship and the most important thing now for this generation is to be very interactive.

The final collaborative feature adopted in the new context is sharing ideas with colleagues, which was expressed by P as her increased desire to share her professional knowledge and ideas and help to her colleagues by presentations in seminars and conferences:

P: I completed some new courses and, you know, way of presenting and sharing new ideas with the audience. [...]. And also I am a member of PDU (Professional Development Unit) because I want to do it. I want to help people I want to share what I know more rather than what I did back in Georgia.

4.2. Graphic Elicitation Tasks

The visual data confirmed the findings derived from the individual interview. First of all, the timeline in Task 2 (see Appendix B2) reveals P's moving to Turkey as an important critical event on a biography scale. She has drawn more face expressions and phrases for this event than the others like graduation and first in-service experience. Task 1 (See Appendix B1) focuses on drawings and expressions about the differences between the contexts of the two countries and displays clearly the changes which P has undergone after moving to Turkey. Finding (1) Increased intercultural competence was expressed visually by P in task 2 through phrases like "open-mindedness", "plural culturalism", "tolerance" and face expressions in Turkish context displaying the cultural adaptation process of overcoming the cultural shock and becoming confident and satisfied at the end. Finding (2) Increased professional development was confirmed in task 1 through expressions and images drawn for Georgian and Turkish context. To emphasize the drive and dynamism for professional development in the Turkish context, P used symbols like a car, waves, and words like "self-improvement", "instability". In contrast, in the Georgian half of the paper, symbols like a boat, calm sea, flowers were drawn, and "stability", "steady" and "self-confidence" were written to show the stable routine in Georgia. For finding (3) Becoming more collaborative, in both task 1 and task 2, the phrase "team-work" was used for Turkish and "individual worker" for Georgian context.

4.3. Summary

To summarize, transnational change of context had an influence on participant's perceptions, and both verbal and non-verbal driven data indicated three main changes in her teacher identity: She has become a more intercultural, professional and collaborative teacher. The reasons for these positive changes are given by P herself as the need for integration and proof of qualifications in the new context:

R: Let's talk about your perceptions of "good teaching". How did they change after you started to teach in Turkey?

P: It has changed a lot. Changing the country gave me a special drive... [...] back in my country ...because everybody knew me, that I am good teacher... but here (in Turkey) you have to prove it... [...]. I have to integrate into the society first, culturally and professionally, as well.

5. Discussions

The overall findings were consistent with Social constructivism (Roberts, 2016) and features of teacher identity in the literature (Beijaard, Meijer, & Verloop, 2004; Lasky, 2005; Norton, 1997). Teacher identity formation as an ongoing learning process of framing and reframing experiences is supported by the visual tasks (See Appendix B), in which the reshaped conceptions of the participant are displayed on her timeline and contexts comparison. Teacher identity as being affected by the context and personal preconceptions is reflected in the changes of the participant after transnational experience and conflicts with the new context. The teacher acting as a self-agent in the process of constructing their professional identity is mirrored by the intrinsic "drive" and motivation of the participant to integrate culturally and prove herself professionally in the new context. Teacher identity as a dynamic system of conflicting sub-identities is represented by three main changes of the participant in terms of intercultural competence, professional development, and collaboration. They actually identify with her intercultural, professional and social sub-identities respectively, which are interrelated, constantly develop and coexist in a dynamic system of beliefs, concepts, and experiences. For this reason, this case study approached teacher professional identity from social constructivist view as a complex, dynamic and constantly developing formation, reshaped by internal and contextual factors.

Finding (1) Higher intercultural competence is consistent with previous research (Menard - Warwick, 2008; Patricia & Uchida, 1997) that transnational life experience helped teachers to develop intercultural competence. However, these valuable studies focused mainly on intercultural identity formation of the participants and the cultural aspects of their teaching. On the other hand, my study had a multi-perspective approach and explored teacher identity as a multifaceted system of cultural, professional and social sub-identities. My study revealed that teaching in culturally different contexts affected not only the intercultural sub-identity of the teacher but also her professional and social identity: along with her intercultural competence, the participant developed her professional qualifications and her interactive skills. Another difference from previous research (Menard - Warwick, 2008; Patricia & Uchida, 1997) is that the data from my study reported more handicaps and, therefore, efforts during the adaptation period of the teacher. The reason could be that P is a non-native EFL teacher, while the teachers from the previous studies are native or bilingual teachers teaching abroad. It seems that P had to work harder than her native counterparts to prove her qualifications because she is teaching a language which is neither her native, nor it is a part of her culture.

Finding (2) Active professional development, was in line with the study of Borg (2010), that action research as a part of teacher research contributes to teacher development by fostering reflective teaching. The teacher in my study mentioned becoming more reflective, objective and open-minded teacher due to conducting action research. This change is also supported by Dewey's role of "reflective practitioner", "reflective cycle" and three main attitudes of reflective teaching: open-mindedness, responsibility, and wholeheartedness (Zeichner & Liston, 1996).

Finding (3) Becoming more collaborative, is consistent with Dewey's reflective cycle as making decision in collaboration with the other participants in the process (Zeichner & Liston, 1996), and with the essential roles of social contexts and teacher collaboration in social constructivism and LTE (Language Teacher Education) (Roberts, 2016). Similarly, in the present study, the participant has become more interactive, collaborative and sharing as a result of reflective activities and interaction with her social and culturally different context.

From the discussion above it can be concluded that the present study is in line with literature in terms of social constructivism, professional development and the concept of teacher identity formation. The difference from previous research is the multi-perspective approach to the impact of the transnational experience. This impact is not only on the intercultural identity but also on professional and social identities, and on the whole complex "ecosystem" of sub-identities.

6. Conclusion

The aim of the present study is to explore the effects of transnational experience on teacher identity formation of an EFL teacher from Georgia, teaching in Turkish context. The findings revealed that teaching in culturally different contexts might have an important influence not only on teacher's intercultural but also on her professional and social identities. As a metaphor, this influence could be compared with that of the white ball in a billiard game: first, triggering closest to it intercultural sub-identity, then, activating the interaction with the other sub-identities and finally, reshaping the whole teacher identity.

The main limitation of the present study is that it is not supported by longitudinal data and multiple cases to gain more generalizable findings. In addition, qualitative data could have been enriched with other qualitative sources like personal narratives, diaries and in-class observations.

Considering the findings, some implications are suggested. Transnational exchange of teachers should be included as routine practice in Teacher Professional Development units of education institutions. This exchange should include not only theoretical training like seminars and workshops but also actual teaching sessions in the foreign context. What is more, disciplines like intercultural competence should be included or reinforced in Language Teacher Education.

For further research, investigations in different contexts and cases of teaching experience in multiple countries, with different teacher profiles such as native vs. non-native, mono- vs. multi-lingual for comparison, and with a deeper focus on the complexity of teacher identity are suggested.

References

- Abednia, A. (2012). Teachers' professional identity: Contributions of a critical EFL teacher education course in Iran. *Teaching and Teacher Education, 28*(5), 706-717.
- Bagnoli, A. (2009). Beyond the standard interview: The use of graphic elicitation and arts-methods. *Qualitative research, 9*(5), 547-570.
- Barrett, A. M. (2008). Capturing the difference: Primary school teacher identity in Tanzania. *International Journal of Educational Development, 28*(5), 496-507.
- Beauchamp, C., & Thomas, L. (2009). Understanding teacher identity: An overview of issues in the literature and implications for teacher education. *Cambridge Journal of Education, 39*(2), 175-189.
- Beijaard, D., Meijer, P. C., & Verloop, N. (2004). Reconsidering research on teachers' professional identity. *Teaching and Teacher Education, 20*(2), 107-128.
- Borg, S. (2010). Language teacher research engagement. *Language teaching, 43*(04), 391-429.
- Conle, C. (1996). Resonance in preservice teacher inquiry. *American Educational Research Journal, 33*(2), 297-325.
- Council of Europe. (2001). *Common European framework of reference for languages: Learning, teaching, assessment*. Cambridge, MA: Cambridge University Press.
- Council of Europe. (2003). *Guide for the development of language education policies in Europe from linguistic diversity to plurilingual education*. Strasbourg: Council of Europe.
- De Cuir-Gunby, J. T., Marshall, P. L., & McCulloch, A. W. (2011). Developing and using a codebook for the analysis of interview data: An example from a professional development research project. *Field Methods, 23*(2), 136-155.
- Frankel, J. R., & Wallen, N. E. (2009). *How to design and evaluate research in education*. NY: McGraw-Hill.
- Korthagen, F. A., Kessels, J., Koster, B., Lagerwerf, B., & Wubbles, T. (2008). *Linking practice and theory: The pedagogy of realistic teacher education*. New York: Library of Congress Cataloguing-in-Publication Data
- Landis, J. R., & Koch, G. G. (1977). The measurement of observer agreement for categorical data. *Biometrics, 33*(1), 159-174.
- Lasky, S. (2005). A sociocultural approach to understanding teacher identity, agency and professional vulnerability in a context of secondary school reform. *Teaching and teacher education, 21*(8), 899-916.
- Menard-Warwick, J. (2008). The cultural and intercultural identities of transnational English teachers: Two case studies from the Americas. *TESOL Quarterly, 42*(4), 617-640.
- Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative data analysis: A methods sourcebook*. London: Sage.
- Nguyen, H. T. (2008). Conceptions of teaching by five Vietnamese American preservice teachers. *Journal of Language, Identity, and Education, 7*(2), 113-136.
- Norton, B. (1997). Language, identity, and the ownership of English. *TESOL Quarterly, 31*(3), 409-429.

- Patricia, A. D., & Uchida, Y. (1997). The negotiation of teachers' sociocultural identities and practices in postsecondary EFL classroom. *TESOL Quarterly*, 31(3), 451-486.
- Patton, M. Q. (2002) *Qualitative research and evaluation methods*. Thousand Oaks: California.
- Rossmann, G. B., & Rallis, S. F. (2011). *Learning in the field: An introduction to qualitative research*. Thousand Oaks: Sage.
- Roberts, J. (2016). *Language teacher education*. Abingdon, Oxon: Routledge.
- Sachs, J. (2005). Teacher education and the development of professional identity: Learning to be a teacher. In M. Kompf & P. Denicolo (Eds.), *Connecting policy and practice: Challenges for teaching and learning in schools and universities* (pp. 5-21). Oxford: Routledge.
- Saldaña, J. (2013). *The coding manual for qualitative researchers*. Los Angeles: Sage.
- Sandelowski, M. (1993). Rigor or rigor mortis: the problem of rigor in qualitative research revisited. *Advances in Nursing Science*, 16(2), 1-8.
- Sheridan, L. D. (2013). Changes in pre-service teachers' perceptions of teacher qualities: Development from egocentric to student centric. *Australian Journal of Teacher Education*, 38(9), 55-75.
- Tang, S. Y., Wong, A. K., & Cheng, M. M. (2016). Examining professional learning and the preparation of professionally competent teachers in initial teacher education. *Teachers and Teaching*, 22(1), 54-69.
- Varghese, M., Morgan, B., Johnston, B., & Johnson, K. A. (2005). Theorizing language teacher identity: Three perspectives and beyond. *Journal of Language, Identity, and Education*, 4(1), 21-44.
- Viera, A. J., & Garrett, J. M. (2005). Understanding interobserver agreement: The kappa statistic. *Fam Med*, 37(5), 360-363.
- Walkington, J. (2005). Becoming a teacher: Encouraging development of teacher identity through reflective practice. *Asia-Pacific Journal of Teacher Education*, 33(1), 53-64.
- Zeichner, K. M., & Liston, D. P. (1996). *Reflective teaching: An introduction*. Mahwah, N.J: L. Erlbaum Associates.

Appendices

Appendix A: Interview Protocol

Interview: 1

Date : 06/06/2016

Interview Protocol

Welcome and thank you for your participation today. My name is Emel Kucukali and I am a PhD student at Yeditepe University conducting research study about teacher identity. This interview will take about 60 minutes and will include about 14 questions and two graphic elicitation tools regarding your professional experience and perceptions. I would like your permission to tape record this interview, so I may accurately document the information you convey. If at any time during the interview you wish to discontinue the use of the recorder or the interview itself, please feel free to let me know. All of your responses are confidential.

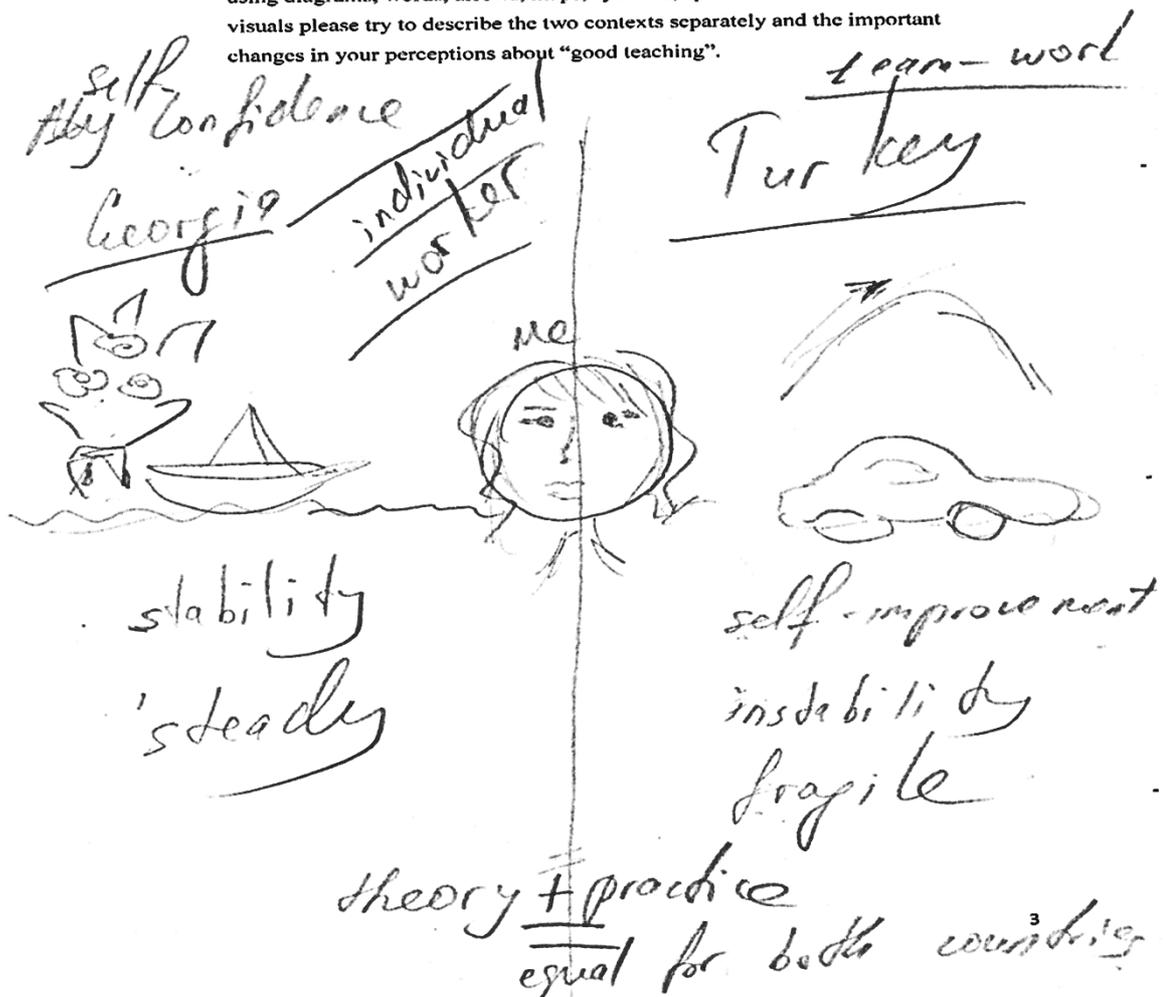
Your participation in this interview is completely voluntary. If at any time you need to stop and take a break please let me know. You may also withdraw your participation at any time without consequence.

1. How many years have you been working as an English teacher?
 2. Could talk about your professional career in brief? (from high school up until now)
 3. Where did you complete your BA?
 4. How long did you work as an English teacher in Georgia?
 5. How long have you been working as an English teacher in Turkey?
 6. What are the main differences between contexts in Georgia and Turkey, in terms of language teaching philosophy and policy?
 7. Let's talk about your perceptions of "good teaching". How did they change after you started to teach in Turkey?
 8. Are you more collaborative now? Why? Give an example.
 9. Are you more reflective? Do you conduct action research more? Give an example.
 10. Do you conduct and read more research about language teaching? Give an example.
 11. Which one do you rely more in the classroom here, theory or practice-based knowledge? Give an example.
 12. Do you take part more in professional development activities like workshops, conferences?
 13. What is the effect of TDU department, where you work, on your perceptions about "good teaching"?
 14. Did you have any identity conflicts as a teacher during your adaptation in Turkey? Give an example.
-

Appendix B: Graphic Elicitation Tasks

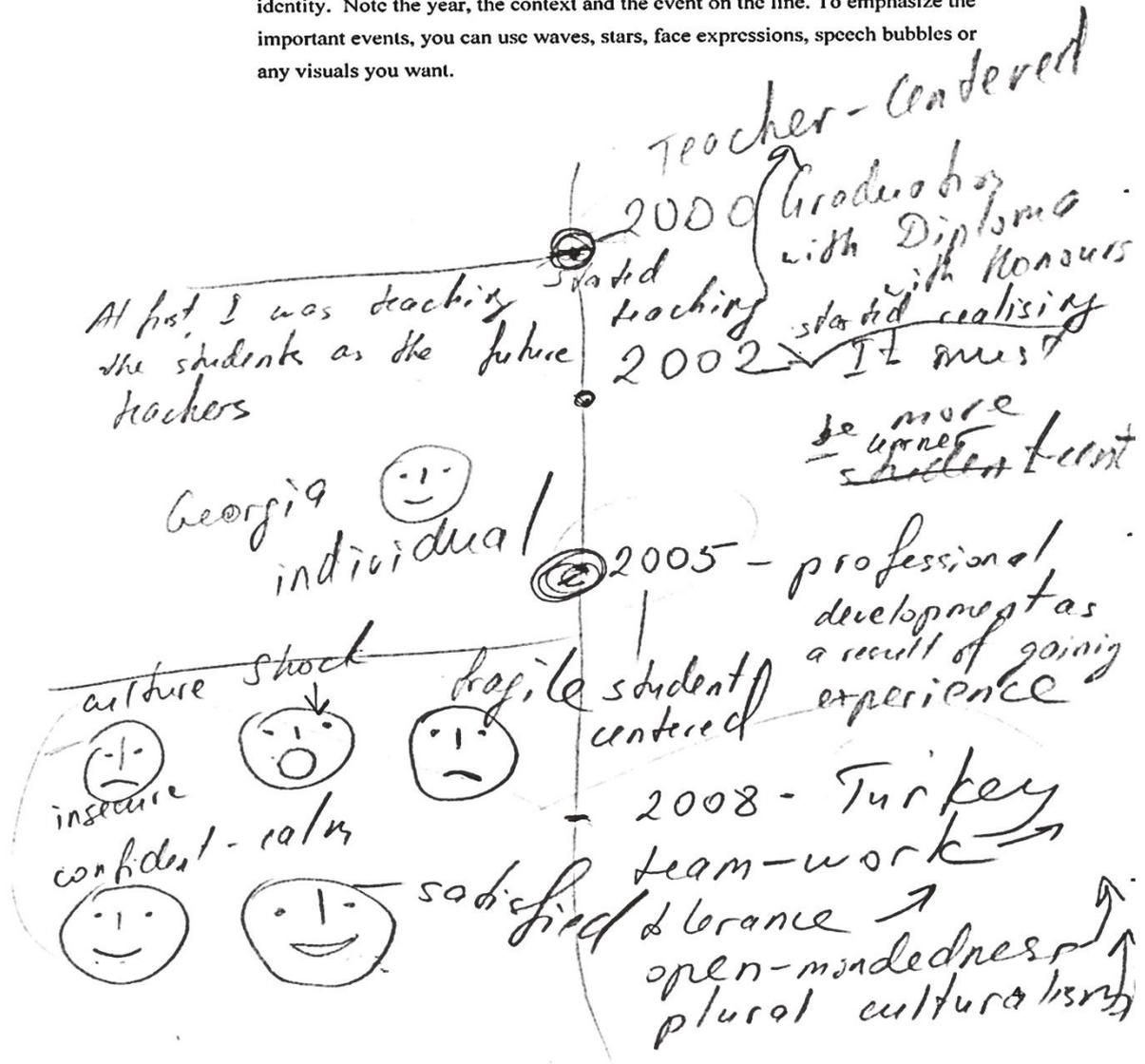
Appendix B1: Graphic Elicitation Task 1

Graphic elicitation 1: Please try to draw yourself in the middle of the paper and draw a vertical line so that separate the paper in two symmetric halves. Your left half is your experience in Georgia, your right half is the experience in Turkey. By using diagrams, words, arrows, maps, symbols, speech bubbles or any other visuals please try to describe the two contexts separately and the important changes in your perceptions about "good teaching".



Appendix B2: Graphic Elicitation Task 2

Graphic elicitation 2: Please draw a vertical line. Imagine this is your timeline up to now. Try to note your turning points/critical events in your teacher career in chronological order. These events must have influenced your perceptions about “good teaching” and played crucial role for the formation of your current teacher identity. Note the year, the context and the event on the line. To emphasize the important events, you can use waves, stars, face expressions, speech bubbles or any visuals you want.



Appendix C: Final codebook

Table C1

Final Codebook

Theme	Code	Definition	Example from the Text
Intercultural Competence	Code 1 Higher “Language Awareness”	Participant indicates that as a foreigner living in Turkey, she has to communicate in English and this has improved her English and language skills.	<i>P: I think the language awareness of mine has increased because I think my English has improved as well because here (in Turkey), although I am not in English speaking country I have to communicate in English. Especially for the first year when you don't speak any Turkish at all.</i>
Intercultural Competence	Code 2 Higher Inter Cultural Awareness	Participant refers to herself as becoming more tolerant, ethical and open-minded to other cultures	<i>R: What kind of teaching approach you are using now in the classroom, as a result of all these (culture) conflicts?</i> <i>P: Careful, interactive, less prejudicial, judgmental, more tolerant from psychological point of view but first time when teaching the language, you should not forget about that either, but of course, you become more open-minded to all the cultures and Turkey is such a huge country which is very diverse in cultures, it is like mosaic. (...). So, you have to be very careful about touching upon your topics you are talking about.</i>
Intercultural Competence	Code 3 Higher “General Knowledge”	Participant refers to herself as acquiring higher general knowledge after experiencing different cultures	<i>P: I became more objective person, my general knowledge has increased a lot, I became a better teacher. And culturally I can look at my own culture from more objective point of view and here I can see the culture. It enriches you and good language teacher should have very high general knowledge.</i>
Professional Development	Code 4 More Practical Skills	Participant indicates improvement in her practical skills and teaching strategies in class due to culturally different context and diverse student profile (e.g. more skillful integration of practice and theory in the classroom, developing flexible and ethical strategies for teaching in culturally diverse contexts)	<i>P: I have to improve my practical skills with the students and here I have to use it more because I am teaching in the prep school and the audience is very diverse, (...). Of course here in Turkey I use more practical skills of mine but still we should not forget that we should keep in mind that we should have good theoretical background.</i>
Professional Development	Code 5 More Reflective	Participant indicates that she has become more reflective to her teaching in the new context due to engagement	<i>P: Yes, so much more I reflect because while conducting this action research which I did in Turkey, in the new country here, I had to go through lots of literature and methodology (...) I felt like I went</i>

		with teacher research and teacher development activities (e.g., conducting action research, mentorship, in-class observations)	<i>through a new school.(...) we had mentorship issue, we are with the newcomers, we have to attend classes, this lesson sharing procedure, and they attend your classes, as well, you are observed and when you observe somebody, gives you a different inside to your teaching.</i>
Professional Development	Code 6 “Drive” for Professional Development	Participant refers to her “drive” to develop professionally in the new context, the need to prove her skills and meet the demands, because she is a newcomer and foreigner (e.g. attending conferences and seminars more frequently, being a member of PDU)	<i>P: ... I wanted to develop myself more, I wanted to prove that although I am a foreigner and from Georgia, but I can do better, I can prove that I am not bad. (...). My professional development, my urge, my own drive inside because I am a foreigner, to have to improve myself more than I would have done it back in Georgia.</i>
Collaboration	Code 7 From “Individual” to “Team worker”	Participant refers to her attitude change from working individually in Georgia to working collaboratively in a team in Turkey.	<i>P: Back in Georgia I was more independent. I was not such a good team worker. (...). May be it was because of my reputation was already well established but here (in Turkey) I have to integrate into the society first, culturally and professionally, as well.</i>
Collaboration	Code 8 More Interactive	Participant indicates that in the new context she has given importance to interaction as a part of her teaching philosophy.	<i>P: May be, good teaching is not only about teaching. It's about care. If you really teach from the bottom of your heart but you shouldn't also forget that you are there to teach and then establish some kind of relationship and the most important thing now for this generation is to be very interactive.</i>
Collaboration	Code 9 Sharing Ideas with Colleagues	Participant refers to her increased desire to share her professional knowledge and ideas and help to her colleagues (e.g., presentations to audience)	<i>P: [...]. And also I am a member of PDU (Professional Development Unit) because I want to do it. I want to help people I want to share what I know more rather than what I did back in Georgia</i>

P = Participant of the current study

PDU = Professional Development Unit

R = Researcher of the current study