T. C.

Marmara Üniversitesi

Eğitim Bilimleri Enstitüsü

Yabancı Diller Eğitimi Ana Bilim Dalı

İngilizce Öğretmenliği Bilim Dalı

İNGİLİZCE ÖĞRETMENİ ADAYLARININ UYGULAMA OKULLARINDAKİ UYGULAMA DERSLERİNDEKİ PERFORMANSLARININ İNANÇLARINA VE BEKLENTİLERİNE UYUMLULUĞU

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KISA ÖZET

İngilizce Öğretmeni Adaylarının Uygulama Okullarındaki Uygulama Derslerindeki Performanslarının İnançlarına ve Beklentilerine Uyumu

SEZEN SEYMEN

Bu çalışma aşağıdaki araştırma sorularını cevaplamayı hedeflemektedir:

1. Öğretmen adaylarının kendileri ve öğretme rolleri ile ilgili belirttikleri inançları nelerdir?
2. Öğretmen adaylarının kendileri ve öğretme rolleri ile ilgili belirttikleri beklentileri nelerdir?
3. Öğretmen adaylarının uygulama okullarında kendileri açısından gözlenen özellikleri nelerdir?
4. Öğretmen adaylarının kendileri hakkında belirttikleri inançları ile gözlenen davranışları arasındaki uyum nedir?
5. Öğretmen adaylarının kendileri hakkında belirttikleri beklentileri ile gözlenen davranışları arasındaki uyum nedir?

Araştırmanın katılımcılarını Kocaeli Üniversitesi İngilizce Öğretmenliği bölümünde 4. sınıfta okumakta olan 6 öğrenci oluşturmaktadır. Bu öğrencilerin hepsi bayandır. Yaş aralığı 21-23'tür.

Çalışmanın verisi iletişimsel konuşma ve grupların kameraya çekimiyle oluşmuş gözlemlerin dökümünden oluşmaktadır. İletişimsel konuşma verilerinin analizi için Miles ve Huberman'ın geliştirdiği desen kodlama tekniği kullanılmıştır. Kamera çekimlerinin analizi ise G. H. Mead'in hazırladığı bir kontrol listesi aracılığı ile yapılmıştır.

Yürütülen çalışmada, öğretmen adaylarının kendileri ve öğretme süreçleri ile ilgili beklentileri ve inançlarının olması savlanmıştır. Bunun yanı sıra, bu beklenti ve inançların uygulama okulundaki performansları ile de uyumlu olacağı savlanmıştır. Veri analizi sonucunda öğretmen adaylarının bir kısmının inançları ve beklentileri ile

uygulama okulundaki performansları arasında uyumluluk gözlenmiştir. Özellikle bir öğretmen adayının inançları ve beklentileri ile uygulama okulundaki performansının birbirinden çok farklı olduğu sonucuna varılmıştır.

Anahtar Kelimeler: İngilizce Öğretmen adayları, inanç, beklenti, kendi, öğretmenlik uygulaması

ABSTRACT

THE IMPACT OF THE PRE-SERVICE ENGLISH TEACHERS' BELIEFS AND EXPECTATIONS ABOUT SELF AND THEIR TEACHING ROLE TO THEIR OWN TEACHING PRACTICE IN PRACTICUM SCHOOLS

by

SEZEN SEYMEN

This study aims to find the answers of the following research questions.

1) What are the reported beliefs of the pre-service teachers about self and their teaching role about their own teaching?
2) What are the reported expectations of the pre-service teachers about self and their teaching role about their own teaching?
3) What are the observed features of those pre-service English teachers' teaching practice in terms of self in practicum schools?
4) What is the relevance of those pre-service English teachers' reported beliefs about self and their teaching role to their own teaching practice in practicum schools?
5) What is the relevance of those pre-service English teachers' reported expectations about self and their teaching role to their own teaching practice in practicum schools?

The participants of the study were 6 senior students from Kocaeli University English Language Teaching Department. All of the students were female. Their ages varied from 21 to 23.

The data of the study consisted of the interviews and observations which were video taped by the researcher. The transcriptions of those recordings were conducted. The interview transcripts were analyzed with the patent-coding method developed by

Miles and Huberman. The observation data was analyzed with the checklist prepared by G. H. Mead.

The study hypothesized that pre-service teachers have beliefs and expectations about self and their own teaching. In addition, those beliefs and expectations should be relevant to self and their own teaching performances at practicum schools. Data analysis showed that most of the pre-service teachers' beliefs and expectations are relevant to their practicum performances. Only one pre-service teachers' beliefs and expectations are very different from her performance at practicum school.

Key Words: Pre-service English teachers, beliefs, expectations, self, practicum.

ABBREVIATIONS

ELT: English Language Teaching

CHE: Council of Higher Education

MONE: Ministry of National Education

UK NARIC: The National Recognition Information Centre for the United Kingdom

I. INTRODUCTION

Phillipson (1992) and Crystal (1997) argue that English language has a world-wide effect in terms of learning and teaching a foreign language. Even though they differ in the aspects that they deal with the effect of English, they both argue that English is the world's most dominant language. The dominance of English increased the need for both learning and also teaching English in the world as claimed by Qin (1999) as follows: "…Although English language teaching (ELT) is a huge profession in the process of reform and renovation, it seems to fall far short of meeting the needs generated from the countries' rapid developments in the economy, science, and technology, and from increasing contact with the outside world" (p. 24). As many new research shows the need for English learning and teaching drive researchers to conduct more studies because of the importance of teacher development as well. One of the most important aspects of teachers and teacher development is their beliefs and expectations and how these may affect their classroom practices. Research in teacher beliefs and expectations is now an acclaimed concept because "teacher beliefs, therefore, are important considerations in conducting teacher education designed to help pre-service and in-service teachers develop their thinking and practices" as Zheng (2009, p. 73) claims. Similarly, pre-service teachers' beliefs and expectations and how these affect their classroom practices is also an eminent subject to study. Therefore, considering these facts, the aim of this study is to explore the relevance of the pre-service English teachers' beliefs and expectations about self and teaching role to their own teaching practice in practicum schools. The subjects of the study comprise the pre-service teachers from the Department of English Language Teaching in the Faculty of Education in Kocaeli University during the 2009-2010 academic year.

In the first chapter of the study, which is the Introduction, background of the study, the Turkish context, purpose of the study, research questions, research hypotheses, significance of the study, limitations of the study, definition of terms take part, then, in the second chapter, in the Review of the Related Literature, concepts and areas such as the progress of teacher development, the definition of teacher, pre-service

teacher beliefs, the role of self and practice in teacher development are examined. Then, the effects of beliefs and expectations about self and teaching role on teaching practice in practicum schools are explored in the same part. In the third chapter of the study, information about the participant pre-service teachers who involved in the study, data collection instruments and data analysis procedures are provided clearly and in detail. In the fourth chapter of the study, findings are presented according to the data instruments and data analysis procedures. In the fifth part of the study, which is the Discussion part, the interpretation of results are displayed and in the Implications part relevant and possible suggestions for the field and further research are provided.

1.1 BACKGROUND OF THE STUDY

As mentioned previously, it is claimed by many educators that English has had dominance in the world (Phillipson, 1992 and Crystal, 1997) and this dominance brings about the need for language teachers. As they suggest, the dominance of English worldwide have led many countries to give more importance to English teachers and English teaching education programmes. The importance of language teachers are also expressed by Phillipson (1992) as follows: "English Language Teaching (ELT) professionals are "... one of the key factors …which have propelled English forward" (p. 6). The need for English teachers was also expressed by Crystal (1997) pointing out the financial part of the issue as "…ELT business has become one of the major growth industries around the world in past half-century" (p. 112). According to him, the more EFL gains importance the more professionals are needed to be trained. In order to meet the demand of the increasing need for English teachers, the universities are to have more students to educate. Thus, it seems that the quality of their teaching is also a vital issue because "…teachers' classroom practices are based on their prior educational experiences, both prior to and during their teacher education, and this is also true of teacher educators" (DelliCarpini, 2009, p. 47). It can be inferred from the ideas mentioned above that it is important to improve teacher education because those pre-service teachers will be the ones who will

benefit from the experiences they have in teacher training institutions, that is educational faculties, in this case.

Various researchers have made different definitions of how teacher education should be. Richards (1990) describes it as follows: "In second language teaching, teacher education programmes include a knowledge base, drawn from linguistics and language learning theory, and a practical component, based on language teaching methodology and opportunity for practice teaching" (p. 3). Then Richards (1990) elaborates his views on teacher education programmes with the developments in language teacher profession as follows:

> One interpretation of the development of second language teaching in the last twenty years or so is that a substantial degree of professionalization has taken place. Thus, theoretical basis of the field has moved from the study of phonetics and grammatical theory-once considered a necessary (sometimes sufficient) basis to launch a student into a career as a language teacher-to include the study of pedagogical grammar, discourse analysis, second language acquisition, classroom-based research, interlanguage syntax and phonology, curriculum and syllabus design, and language testing. Language teaching has achieved a sense of autonomy, with its own language base, paradigms, and research agenda.
>
> (p. 3)

Another interpretation on how the content and definition of foreign language teacher education programmes evolved is given by Velez-Rendon (2002) as follows:

> The field of second/foreign language teacher education seems to have moved from a transmission approach of acquainting prospective teachers with classroom techniques and skills to an approach in which the prospective teachers develop their own philosophy of foreign language teaching and become reflective of their own learning-to-teach processes.
>
> (p. 459)

While considering teacher development, the distinction between teacher training and teacher development should be taken into consideration. According to Freeman (1992), teacher training focuses on building specific skills, such as sequencing a lesson or teaching a dialogue. Teacher development, on the other hand, deals with

the teacher individually in terms of reflection processes, examination, and any change that can direct the teacher to achieve personal and professional growth. Freeman (1982) further argues that training emphasizes on particular immediate needs; such as assisting a person to achieve some degree of confidence in what he is doing. Development, on the other hand, addresses to broader and long-term concerns such as the ways that a teacher can be encouraged to grow, or exploring new avenues and ideas and consequently avoiding professional rustiness or the feeling that one has done it all before.

The clarification of the distinction between teacher training and teacher development underlines the need for the ways to improve the quality of teacher training. The quality of ~~the~~ teacher training institutions and pre-service teachers' beliefs and expectations are the areas that have to be explored more as Sercu (2006) states as follows: "…research into teacher thought processes has underlined the importance of understanding teachers' beliefs in situations where teachers are expected to implement a proposed innovation" (p. 56).

Accordingly, there are various ways of improving teacher training process and one of them is identifying the beliefs and expectations of pre-service teachers because "…there is considerable evidence that the entering beliefs of teacher candidates strongly affect what and how they learn, eventually how they approach teaching in the classroom" (Calderhead, 1991, p. 9). Accordingly, beliefs of pre-service teachers constitutes an important issue to be studied since "…Pre-service teachers usually begin their training process with personal beliefs about teaching, images about good teachers, images about themselves as teachers and personal memories about their days as pupils in class" (Bennett, 1991; Bullough, 1991; Calderhead & Robson, 1991; cited in Fischl & Sagy, 2005, p. 59). Hence, these beliefs before the training process in practicum schools sets the ground for the new knowledge and beliefs and have an influence on the performance of those students during the practice they have (Fischl & Sagy, 2005, p. 60).

As Clark-Goff (2008) underlines "…research on pre-service teacher beliefs is important because it is valuable for informing teacher educators and shaping teacher

preparation programs". Moreover, the beliefs and expectations of pre-service teachers affect the performance they have in practicum schools as argued by Bandura (1986) "…Beliefs are highly consequential in that they are the most reliable predictors of behaviours" (p. 36). In terms of the relationship between beliefs and expectations of pre-service teachers and practicum performance Clark-Goff (2008) summarizes the ideas of Nespor (1987) as the following:

> Nespor (1987) has noted two ways that beliefs are relevant to classroom practice. First, beliefs are influential in teacher thought process as they direct task definition. This involves how teachers see problems and carry out tasks. Furthermore, Nespor asserts that these beliefs direct memory recall, the attitudes and emotions that colour those memories and the reconstruction of those memories when they are remembered. These factors have strong implications for teacher education and how teachers implement what they learn.
>
> (p. 43)

Practically, it can be told that pre-service teachers' beliefs and expectations should be taken into consideration in order to have efficient and subsequent practice in practicum schools. In this respect, research dealing with the beliefs about pre-service teachers have been conducted and "... qualitative differences in types of teacher beliefs and relate the role of each of them to teacher education was somehow ignored in field" (Zheng, 2009, p. 75). However, these five main areas in teachers' beliefs are defined by Calderhead (1996). These main areas are "... beliefs about learners and learning; about teaching; about subject; about learning to teach; about self and about teaching role, in which teachers have been found to hold significant beliefs" (Calderhead, 1996 cited in Zheng, 2009, p. 75).

Given this categorization of main areas in pre-service teachers' beliefs, which are defined by Calderhead (1996), the area about self and teaching role of pre-service English teachers and its relevance to their classroom practice during practicum classes in Kocaeli University will be analysed in this study. In other words, conceptually it is based on Calderhead's (1996) distinction. The following section acknowledges the Turkish context of teacher education programmes to exhibit how English language teacher education programmes are applied in Turkey.

1.2. THE TURKISH CONTEXT

Turkey was affected by the developments concerning the importance and need for teacher development as well as the other countries in the world. The need for more teachers has always been reported by educational authorities in Turkey. Along with the quantity, the quality of teachers and teacher education has been another issue. According to some researchers, the quality of teacher education/teacher training and education policies affected the quality of teachers to a great extent. For instance, Hamiloğlu (2005) claims that the relationship between the educational system including teacher education policies and the socio-political situation in Turkey is not stable and interchangeably influential. Therefore, historical background of teacher education in Turkey displays many changes within such a context.

Historically, the search for a modern and-or Western-European method in education throughout its history rooted back to the reign of Selim III (1789-1807), Mahmud II (1808-1839), and in the period of the Tanzimat (the Regulation which covered the era between 1839 and 1876) in Turkey. (CHE, 1998, cited in Hamiloğlu, 2002). During the pre-republican era, there was a duality in education system between the traditional–education and secular education and there were no official teacher education institutions. In the Tanzimat period, the first teacher training school was established in 1848. Following the pre-republican era, teachers and teacher education gained a lot of importance during the republican era because teachers were regarded as the most important instruments for the adoption of the new form of governing (Hamiloğlu, 2002). Thus, illiteracy courses and Village Institutes were established in order to educate the rural people in 1940 (CHE, 2007 cited in Hamiloğlu 2002, p. 201). The Village Institutes met the need of training teachers for Turkey from 1940 to 1953. During this period, "Village Institutes recruited approximately 15.000 teachers" (Öztürk, 1998, p. 299 cited in Hamiloğlu, 2002, p, 203). These institutes served as an original model of teacher training in terms of the methods and content of lessons and structure (Tütengil, 1948 cited in Hamiloğlu, 2002, p, 206).

After the Village Institutes were closed in 1952, the Teacher Training Schools for Primary Education (İlköğretmen Okulları), the Education Institutes (Eğitim

Enstitüleri), the Higher Education Schools (Eğitim Yüksek Okulları), and the Higher Teacher Training Schools (Yüksek Öğretmen Okulları) were established (CHE reports, 2007). Then, teacher training started to be carried out by Education Faculties within the Council of Higher Education (CHE) system in 1982. Following this, the CHE reorganized the teacher training programmes within the other education programmes in 1997. According to the CHE Teacher Handbook (2007), "innovations and changes were established in terms of teacher training model, the time allocated to teacher training in teacher training institutions, departments, programme names and connections, cooperation with the Ministry of National Education (MONE) education-employment situation, relationship between Faculty of Science and Letters and Education and so on" (p. 43). The most recent reorganization of Education Faculties in Turkey was carried out in the 2006-2007 academic year. The aim of this reorganization was to update the programmes and develop the defective parts of the 1997-1998 reorganization (CHE reports, 2007).

The UK NARIC's (The National Recognition Information Centre for the United Kingdom) Analysis Report on the Teacher Training in Turkey (2007), outlines the history of teacher education teacher in Turkey as follows:

> The Ministry of National Education (MONE) was placed in charge of all school education and teachers. In this role the MONE has the task of monitoring standards and teachers, their equipment and materials. It is also responsible for assigning teachers to a post on graduation. University education was developed in the 1940s and 1950s and, by the end of the 1970s there were 11 universities in Turkey. Universities are autonomous institutions but are co-ordinated by the Council of Higher Education (CHE)… Up until 1982, training education for prospective secondary school teachers lasted for three years resulting in the Associate Degree with the title "secondary education institute graduate". Up until 1991, elementary school teacher education lasted for two years and resulted in the Higher Technician Diploma with the title elementary education institute graduate. Training took place at Teacher Lycées for primary teachers and Higher Teacher Schools for prospective secondary school teachers.
>
> (p. 4-7)

In addition to the key features that shape the teacher education in Turkey, several reforms in teacher education took place. Those key dates which pinpoint the changes were reviewed by The UK NARIC's Analysis Report on the Teacher Training in Turkey (2007) as follows:

> 1982 – 1991:
>
> In 1982, most teacher training and education became the responsibility of universities, following the Law on Higher Education, which was introduced in that year. Up until 1991, primary school teacher education was still available and lasted for two years, resulting in the Associate Degree with the title of "primary education institute graduate"
>
> 1991 – 1998/9:
>
> From 1991, pre-primary, primary and secondary education programmes were offered by universities and were four years in duration. Primary programmes were either general to Classroom Teaching, or included specific subject study. In 1993, Turkey received funding from the World Bank for a project that would address current provision and propose reforms for teacher training and education faculties.
>
> As a result of this analysis, education faculties increased the practical component of their training programmes and developed curricula with the help of other education faculties, teachers and the MONE, to ensure better communication between the different organisations. In 1997, an accreditation process for teacher education was set up and tested in approximately ten faculties of education. Quality Assurance has been a significant topic of discussion over the last decade and is currently under development.
>
> 1998/9 – 2006
>
> In 1998-9, an additional requirement was introduced for secondary level teachers. Prospective teachers were required to undertake a first degree [Lisans Diplomasi] in a subject area for three and a half years, followed by an eighteen-month teacher training programme, leading to the award of a Teacher's Certificate [Ogretmenlik Sertifikasi]. Due to shortages of teachers in certain subjects, however, this scheme has not yet been implemented in all areas. The situation is therefore as follows:
>
> Training for pre-primary and primary school teachers with Bachelor degree equivalents [Lisans Diplomasi]
>
> (p. 8–9).

Apart from The UK NARIC's Analysis Report on the Teacher Training in Turkey (2007), EURODICE's report, which was the "Organisation of the education system in Turkey (2008/09)", the process of teacher education in Turkey after 1997 is presented as follows:

> By the year of 1997, Higher Education Council [Yükseköğretim Kurulu-CHE] rearranges teacher education, names of the departments, divisions and programs were reorganized, curricula are developed and teacher education for primary education (in 1997, compulsory education was expanded to 8 years, elementary schools and lower secondary schools were united under the name of primary education by the law numbered 4306) and secondary education were restructured. These are the basic rationales of reorganization.
>
> (p. 207)

As a result of the changes emerged in general teacher education in Turkey, foreign language teacher education programmes have experienced the same changes as well. These changes were defined by Deniz and Şahin (2006) as the following:

> Starting from the beginning of the last century, there have been many efforts to improve teacher education in Turkey. In 1973, the National Education Basic Law mandated higher education for all teachers. Since 1973, all teacher education in Turkey has been at the higher education level. Since 1981 with the Turkey's higher education reform law and the establishment of the Higher Education Council (CHE) in 1982 it has occurred at the universities. With the 1981 higher education reform, all 4-year teacher training institutions and 3-year foreign language high schools were transformed into 4-year faculties of education.
>
> (p. 21)

Deniz and Şahin (2006) have also stated that, along with the changes mentioned above, Turkish teacher training institutions started to try harder to keep up with European institutions. Deniz and Şahin (2006) state that "…integration in to the EU evokes new systemic changes in Turkish education. All this process of transferring teacher education to universities was parallel to the trends in the European countries" (p. 21). These trends in European countries were analysed by the Council of Higher

Education (CHE), and the CHE prescribed all faculties of education to follow "a standardized curriculum and included practice in practicum schools" (Deniz & Şahin, 2006, p. 22). Therefore, practice teaching is considered to be a very significant component of pre-service language teacher education programmes. The pedagogic and effective value of the practicum in language teacher education curricula is a widely accepted feature of teacher education. The impact of practicum on future teaching skills and professional development of pre-service language teachers are expressed by several researchers (Ergün, 2002; Hallbach 1999; Gebhard, 1990; Heyworth, 1982).

In general, the nature of EFL teacher education has some basic components such as schools, universities or courses. The curriculum is designed according to the proficiencies that pre-service teachers should have.

In Turkey, all of the language teacher education programmes are required to offer a core coursework for pre-service teachers and this coursework is suggested by the Council of Higher Education (CHE reports, 1998). Language teachers are educated through undergraduate programmes of four years in Turkey. This education intends to educate pre-service teachers for the schools of MONE, which has centralized curricula throughout the country (Çakıroğlu & Çakıroğlu, 2003). A nation-wide university entrance examination is applied to offer places to all who graduate from high schools and pre-service language teachers are also selected in the same way.

In order to develop the pre-service teacher education in Turkey, CHE proposed a model of university-school partnership from 1994 to 1999, especially in the areas of curriculum development, scholarship and competence in English (CHE reports, 1998). This model included reframing the accreditation and standardization processes as pre-requisites of accreditation in teacher training/education. After this programme was put into practice by CHE and the World Bank as the Education Development Project for Pre-service Teacher Education, faculties of education have been through several changes; particularly in their curricula. This change required the "Language Acquisition Courses" which took a total of 152 credit hours (CHE

reports, 1998). However, the latest developments in teacher education programmes of Turkey are done within the framework of the Bologna Process which started in 1999. According to the Bologna Process, the programmes of the universities are structured taking the accessibility, flexibility, quality and innovation. Within the framework of Bologna Process, pre-service teachers have to have 30 credits per term; a total of 60 credits per year. This means they have got 240 credits by the end of their 4 year education and the practice teaching holds a great portion of it, as 8 credits per term.

The courses which take place in the English Language Teaching (ELT) Programmes of the educational faculties are as follows: Contextual Grammar I / II, Listening and Pronunciation I/II, Oral Communication Skills I/II, Educational Psychology, Vocabulary Knowledge, Teaching Methods and Principles, Linguistics I/II, English Literature I/II, Approaches to English Teaching I/II, English-Turkish Translation, Teaching Technology and Materials Design, Special Teaching Methods I/II, Language Acquisition, Classroom Management, Drama, Teaching English to Young Learners I/II, Teaching Language Skills I/II, Literature and Language Teaching I/II, Evaluation and Assessment, Guidance, Special Education, Material Evaluation and Development in Foreign Language Teaching, School Experience, Teaching Experience (Practicum), Comparative Education and Evaluation and Assessment in Foreign Language Teaching.

The courses are designed to contribute to develop several skills of pre-service teachers. With these courses, they are trained to have professional skills such as preparing and analysing lesson plans, organizing classroom activities, giving feedback, managing classrooms, counselling, developing and analysing tests and examinations, organizing classroom activities and so on.

The applications of all these skills are believed to be performed during the practice teaching of pre-service teaching. The importance of practice teaching have been mentioned by several researchers such as Hallbach 1999; Gebhard, 1990; Heyworth, 1982).

According to CHE reports (2007), practicum in the educational faculties of Turkish universities generally takes from 6 to 12 weeks in each term of year 4 which is the last year at the university. In addition to the pre-service teachers, the supervisor teachers who are in charge of the pre-service teachers for helping them in preparing their lessons and materials and for making them observe lessons of different teachers in the English department; supervisor lecturers from the university faculty members who observe and mark pre-service teachers' teaching sessions and the administration of the practicum schools contribute to the whole process of the practicum. In the first term, pre-service teachers observe the lessons of the teachers who are assigned by the administration and their supervisor teachers before they observe them to see their styles and to have their own perspectives in teaching. In the second term, teaching sessions are designed as micro and macro sessions. Micro teaching sessions consists of a part of a lesson while the macro sessions are taken place in the whole of a lesson. Pre-service teachers teach for 3/5 hours per week commonly if they have an agreement with the school. After each teaching experience, pre-service teachers write their experiences on a practicum report which is to be presented to the faculty supervisor for the feedback. The faculty supervisor visits the pre-service teacher to see his/her performance and assesses that performance. A supervisor has to make many visits. It may differ according to different universities. In Kocaeli University, for example, they pay at least five visits throughout the second term of year 4. The pre-service teacher's performance is assessed by both the supervisor lecturer and the supervisor teacher and they give a common grade together. That grade is combined with the grade given by the lecturer who carries on the theoretical lesson for the practicum which is named as "Practice teaching" or "Practicum".

In the next section purpose of the study is presented.

1.3. PURPOSE OF THE STUDY

The purpose of this study is to explore the relevance of the pre-service English teachers' beliefs and expectations about 'self' and their 'teaching role' to their own teaching practice in practicum schools. This study, therefore, intends to explore what beliefs and expectations the pre-service teachers have about their 'self' and 'teaching role' and whether their beliefs are expectations about their 'self' and 'teaching role' are affected by their own teaching experiences in the practice teaching sessions at practicum schools. The aim of conducting this research is to contribute to filling the gap in the literature concerning the beliefs and expectations of pre-service English teachers and their relevance to their practice. Firstly, the study aims to identify the beliefs and expectations of the pre-service teachers related to 'self' and 'teaching roles' to compare them before and after the practicum. Secondly, the study aims to explore how the pre-service teachers who have some certain beliefs and expectations perform in the practice teaching sessions at the practicum school. Thirdly, it intends to find out the relevance of those beliefs and expectations about 'self' and 'teaching role' to their own teaching practice. Fourthly, it aims to whether the pre-service teachers' own teaching practices affect their beliefs and expectations about 'self' and 'teaching roles'. This study was conducted with year four students from the Department of English Language Teaching in the Faculty of Education in Kocaeli University, Kocaeli, during the 2009-2010 academic year.

1.4. RESEARCH QUESTIONS

1) What are the reported beliefs of the pre-service teachers about "self" and "their teaching role" about their own teaching?
2) What are the reported expectations of the pre-service teachers about "self" and their "teaching role" about their own teaching?
3) What are the observed features of those pre-service English teachers' teaching practice in terms of "self" in practicum schools?

4) What is the relevance of those pre-service English teachers' reported beliefs about "self" and "their teaching" role to their own teaching practice in practicum schools?
5) What is the relevance of those pre-service English teachers' reported expectations about "self" and their "teaching role" to their own teaching practice in practicum schools?
6) Is there a change in pre-service teachers' beliefs and expectations about 'self' and 'teaching role' because of their own teaching practices? How?

1.5. LIMITATIONS OF THE STUDY

One of the limitations in this study is the limited number of participant pre-service teachers in the study. As the study follows a qualitative data collection procedure, the number of the participants has to be limited. However, the limited number of the participants may make it difficult for the researcher to have generalizations related to the issue.

Apart from the limited number of participant students, the numbers of the observations may seem to be limited to the reader. The researcher was able to observe each participant student twice. The reason to put the number of observations limited is that he study did not focus on developing the teaching skills of the pre-service teachers by giving intervention, on the contrary, it only attempted to see whether there would be a change in their beliefs and expectations about self and the teaching role because of their own teaching practice. In other words, to see if they would be able to do some deductions from their own teaching.

Another limitation in this study is the gender of the participant students. All of the participants are female which makes it impossible to make comparisons between genders. This situation arose because of the high population of female pre-service teachers in the department of ELT, Kocaeli University.

In addition to these, the setting of the study constitutes as a limitation. The study was conducted at only one university, Kocaeli University. If the study had been conducted at various university settings, the results could have been more reliable.

Another limitation is the background of the participant pre-service teachers. The backgrounds of the participant pre-service teachers are similar as seen in the participants section. The situation emerged because of the education system in Turkey. Because most of the Anatolian Teacher Training High Schools prefer to attend Educational Faculties and this fact increase their numbers. If the backgrounds of the participants had been different, more different and reliable perspectives could have been received. However, the voluntary participation of the participants made it difficult to involve participants with possibly various backgrounds.

1.7. SIGNIFICANCE OF THE STUDY

In this thesis, the pre-service English teachers' beliefs and expectations about self and about teaching role and the relevance of their own teaching to those beliefs and expectations are studied during the 2009-2010 academic year. According to the examination on the present research studies, which is to the knowledge of the researcher, the relevance of beliefs and expectations of pre-service teachers about self in the Turkish university setting is a neglected issue. The only thesis dealing with this issue in Turkey which focused on the reflections of pre-service EFL teachers throughout their teaching practicum was written by Ali Merç in the Institute of Educational Sciences, Eskişehir Anadolu University in 2004. Besides, in that study, teacher beliefs and their relevance to the actual practicum situation were not emphasized. Another thesis which was written by Ali Avşar in 1999 in the Institute of Social Sciences, Adana, Çukurova University, focused on the EFL trainee teachers' perceived ideal and current professional roles in teaching practicum. This thesis, particularly, focuses on the professional roles that pre-service teachers have about their teaching, not self. Therefore, the distinctive aspects explored in the present study, which are the relevance of beliefs and expectations about self, could make this thesis significant for the related literature in the Turkish setting.

1.8. DEFINITIONS OF TERMS

The following terms are used in the present study and regarded as the theoretical basis.

Teacher training: Teacher training refers to the overall professional preparation of teachers; with a more mechanistic approach to teacher preparation, more akin to a craft apprenticeship involving the mastery of well defined routines (Calderhead, 1997)

Pre-service teacher: Undergraduate student in the field of education who is engaged in learning to teach through a formal educational setting such as practicum or training (Freeman, D., 1990).

Teacher practicum, teaching practice: Any portion of teaching from micro teaching to teaching an individual lesson to a sustained practicum, over which the pre-service teacher has direct and individual control under supervision of expert teachers (Freeman, D., 1990).

Belief: A belief is a proposition which may be consciously or unconsciously held, is evaluative in that it is accepted as true by the individual, and therefore imbued with emotive commitment (Borg, 1999)

Self: Self-concept refers to the descriptive information about an individual's cognitive and affective dimensions that he or she collects, interprets and can use to make predictions about future experiences (Wells, 1992).

Expectation: Expectations of pre-service teaches hold refer to the anticipations of those towards the profession. In other words, pre-service teachers hold expectations towards teaching and the teaching profession before they start teaching and expectations of the teacher preparation programme (Wang and Lang, 2006).

II. REVIEW OF THE RELATED LITERATURE

This study aims to discuss the relevance of the pre-service English teachers' beliefs and expectations about self and their teaching role to their own teaching practice in practicum schools. In this part of the study, a theoretical background of studies on the evolution of teacher development, the definition of teacher, pre-service teacher, beliefs, the role of self and practice in teacher development are examined through the previous studies conducted in teacher education and English language teacher education fields.

2.1. TEACHER DEVELOPMENT

As the importance of the educational practices of the pre-service teachers increased, the professional development of the teachers became more significant as Calderhead & Robson (1991) noted "one of the essential aims of teacher education is to enable student teachers to develop their knowledge and understanding of subject matter, children, teaching strategies, and the school curriculum, and to help them draw upon this knowledge in the shaping of their classroom practice" (p. 1). In addition to Calderhead and Robson (1991), Way, C. (2001) sees the teachers as "the agents of change for students and for schools" and believes that teacher development and professional growth is "one key to improving schools" (p. 3). Another definition of teacher development is suggested by Darling-Hammond (1994). According to Darling-Hammond (1994) teachers' professional development is a process of enhancing teachers' status through increased awareness and an expanding knowledge base. Evans (2002) also made a similar definition of teacher development. She defines teacher development as follows:

> [Teacher education is] an ideologically-, attitudinally-, intellectually and epistemologically-based stance on the part of an individual, in relation to the practice of the profession to which s/he belongs, and which influences her/his professional practice.
>
> (p.130)

The definitions of teacher development also made way to point out the importance of teacher development. One of the most significant instance on the importance of teacher development is expressed by Schifter (2008) as "one major reason for development for teachers has been effect change in practices in classrooms, either through policy changes or curriculum changes, among other forms of reform" (p. 42). The effect of teacher development on students' learning outcomes was also expressed by Steffy, Pasch, & Enz, Wolfe (2000) as follows:

> What teachers know and can do is the most important influence on what students can learn. We believe that the quality of teachers is a major factor in determining the quality of schools. Paying direct attention to ongoing teacher development is the key to maintaining quality in our profession.
>
> (p. i)

It can be inferred from the Wolfe's views that investing in effective teacher development is highly worthwhile in terms of the future performance of students; especially learning outcomes.

Even though several researchers made various definitions on teacher development, interest in teacher thinking and development has been increasing since the last two decades (Berliner, 1986; Bullough, 1989; Clandinin, 1986; Crow, 1987; Elbaz, 1983; Schon, 1983, 1987, Bullough JR, Robert V. & Knowles, J. Gary, 1991). The development of teachers was mostly dependent on in-service training that consisted of a series of "disjointed workshops and courses focused on information dissemination rather than stressing the use of information or appropriate practice in the classroom" (Wood and Thompson, 1980, p. 378). In further, Wilson and Berne (1999) regarded these applications as "scattered and serendipitous, rather than planned and deliberate" (p. 175). These scattered and unplanned teacher development processes was not very successful in terms of the knowledge base for teachers. Eventually, since 1980, there have been several innovative practices which were "brought to bear on teachers' classrooms, from inclusive classroom to the standards movement to Howard Gardner's learning styles to incorporation of computers into teaching and learning, to name but a few" (Schifter, 2008, p. 43).

Following these steps, Sparks suggested three factors for changing teacher development from the old traditional model to the new in 1994. These suggestions were summarized by Schifter (2008) as follows:

> Sparks (1994) discussed a paradigm shift in teacher development. He suggested three factors for changing teacher professional development from the old traditional model to the new. He posited these sessions be about results driven education, noting that student outcomes and not courses taken or grades earned should be the focus. He suggested professional development should be about systems thinking, looking at the sum of the parts of the professional development program, not at the individual pieces. And lastly, Sparks suggested teacher professional development should be about constructivism, with collaboration with peers, action research back in classrooms, and overall reflective practices regarding what worked, what did not work, and why.
>
> (p. 43)

According to Bullough JR, Robert V. & Knowles, J. Gary (1991), at this point, there are two questions most of the researchers ask; “How do teachers think? And how do persons come to think like teachers?” (p. 121). There are several insights about how teacher development should build on such as symbolic interactionism by Blumer (1969), problem of setting and framing by Schön (1983, 1987), metaphors in teacher thinking by Munby (1986), Hunt (1987), Connelly & Clandinin (1988) and Russell & Johnston (1988). According to Blumer (1969), symbolic interactionism is the emphasis on the significance of meaning making and interpretation of experience in human development. Blumer (1969) argues that there are three points which are necessary for proper teacher development. The first one is that "human beings act toward things on the basis of the meanings that the things have for them"; the second one is the "meaning... is derived from, or arises out of, the social interaction that one has with one's fellows" and the third point is that "meanings are handled in, and modified through, an interpretive process used by the person in dealing with the things he encounters” (p. 2). Blumer argues that during the process of before and after teaching, teachers have their inner thoughts and “internal conversation” during the teacher development process.

In addition to Blumer (1969), Schön (1987) offers another dimension to the teacher development within the framework of problem of setting and framing. The problem of setting and framing is paradoxical according to Schön (1987), in that;

> The paradox of learning a really new competence is this: that a student cannot at first understand what he needs to learn, can only learn it by educating himself through self-discovery, and can only educate himself by beginning to do what he does not yet understand.
>
> (p. 85)

Schön (1987) concludes that pre-service teachers are supposed to perform as teachers even though they are in the process of learning which constitutes an important effect on teacher education.

Apart from Blumer, Schön and other researchers, Fullan and Hargreaves (1992) concluded that "it is surprising how little systematic attention has been devoted to understanding the topic [teacher development] and taking appropriated action" (p. 1). They also argue that research on teacher development has two broad phases since 1975 which are "innovation-focused period" and "the total teacher and the total school" (p. 1).

2.2. THE INNOVATION-FOCUSED PERIOD

The innovation-focused period dealt with the relationship between teacher development and application of innovation. According to a review by Fullan and Pomfret (1977), it is obvious that teacher development and successful implementation of innovations were related. Fullan and Hargreaves (1992) argue that "effective implementation consists of alterations in curriculum materials, instructional practices and behaviour, and beliefs and understandings on the part of teachers involved in given innovations" (p. 1). This period focuses on the importance of the collaboration between teacher development and implementation.

Fullan and Hargreaves (1992) note that "teacher development should be innovation-related, continuous during the course of implementation, and involve a variety of

formal (e.g. workshops) and informal (e.g. teacher-exchange) components" (p. 2). Another reference to those processes was also made by Miles and Huberman (1984). They conducted twelve case studies which dealt with the relationship between the innovations in teacher development and their implementation as follows:

> Large-scale, change-bearing innovations lived or died by the amount and quality of assistance that their users received once the change process was under way…The forms of assistance were various. The high-assistance sites up external conferences, in-service training sessions, visits, committee structures, and team meetings. They also furnished a lot of ongoing assistance in the form of materials, peer consultation, access to external consultants, and rapid access to central office personnel. Although strong assistance did not usually succeed in smoothing the way in early implementations, especially for the more demanding innovations, it paid handsome dividends later on by substantially increasing the levels of commitment and practice mastery.
>
> (p. 273)

The studies conducted by Miles and Huberman, along with others, made very important contributions to the understanding of "the universal presence of early implementation problems in all cases of success, the role of pressure and support, the way in which change in practice frequently preceded change in beliefs and understanding, and the time-line of two or more years of active assistance during implementation" (Fullan and Hargreaves, 1992, p. 2).

Apart from Fullan and Pomfret (1977) and Miles and Huberman (1984), Stallings (1989) also conducted experimental studies to identify how staff development was connected to change in teacher practice and increases in student success. Stallings (1989) listed the findings about how teachers are more likely to change their behaviour as the following:

> They become aware of a need for improvement through their analysis of their own observation-profile.
>
> They make a written commitment to try new ideas in their classroom next day.
>
> They modify the workshop ideas to work in their classroom and school.
>
> They try the ideas and evaluate the effect.

> They observe in each other's classrooms and analyze their own data.
>
> They report their success or failure to their group.
>
> They discuss problems and solutions regarding individual students and/or teaching subject matter.
>
> They need a wide variety of approaches: modelling, simulations, observations, critiquing video tapes, presenting at professional meetings.
>
> They learn in their own way continuity to set new goals for professional growth.
>
> (p. 3-4)

Moreover, Stallings concludes that the most important features of the model are (1989) as follows:

> Learn by doing - try, evaluate, modify, and try again.
> Link prior knowledge to new information.
> Learn by reflecting and solving problems.
> Learn in a supportive environment - share problems and successes.
>
> (p. 4)

Apart from studies and theories mentioned above, Joyce and Showers (1988) also had a theory on how teacher development should be in their theory-demonstration-practice-feedback-coaching model. This model showed that teacher development is "central to change involving teaching models" (p. 3). A study supporting this model was conducted by Joyce et al. in 1989. This study reveals the connection between teacher development, implementation and student outcomes. The study included eighteen months of intensive training and follow-up activities with teams of teachers who focused on models of teaching. Joyce et al (1989) concluded that the implementation in classroom was strictly related to impact on student achievement and student promotion rates (p. 7).

In addition to the studies mentioned above, other several studies prove that teacher development is "closely related to successful change" (Mortimore et al., 1988 and Fullan, 1991). However, there are some studies which reveal particular deficiencies

of innovation-effectiveness within the framework of a project applied at a school. Pink (1989) points out these deficiencies as follows:

> An inadequate theory of implementation, including too little time for teachers to plan for and learn new skills and practices
>
> District tendencies toward new skills and practices
>
> Lack of sustained central office support and follow-through
>
> Understanding the project, or trying to do too much with too little support
>
> Attempting to manage the projects from the central office instead of developing school leadership and capacity
>
> Lack of technical assistance and other forms of intensive staff development
>
> Lack of awareness of the limitations of teacher and school administrator knowledge about how to implement the project.
>
> The turnover of teachers in each school
>
> Too many competing demands or overload
>
> Failure to address the incompatibility between project requirements and existing organizational policies and structures
>
> Failure to clarify and negotiate the role relationships and partnerships involving the district and the local university- which in each case had a role, albeit unclarified, in the project
>
> (p. 22)

Practically, the deficiencies mentioned by Pink (1989) brought a new dimension to the consideration of teacher development. However, this does not make innovation-focused approach a narrow or a weak approach in order to improve teacher development (Fullan and Hargreaves, 1992, p. 4). Thus, Fullan and Hargreaves (1992) pointed out different point of views to teacher education. They argue that "the contexts in which teachers work must be taken into account. Grade levels present very different contexts as do elementary compared to secondary panels, inner city as opposed to suburban and rural communities, the degree to which curriculum and testing is mandated" (p. 6).

Another dimension of teacher development discussed in the literature is how the teachers learn. Schifter (2008) supports and notes "how teachers learn goes to the very essence of who teachers are and how they practice" (p. 43). Furthermore, Ball (1996) listed nine factors that affect teacher learning as the following:

> Prior beliefs and experiences about the process of learning that shape future learning, bringing the teacher's own professional history into play.
>
> Subject-matter knowledge level, where the teacher's own command of, and confidence in using, the subject-matter is critical for supporting new learning.
>
> Knowing the students, their world view and perspectives on learning.
>
> Understanding the context (inner city, rural, private or public education), not just how these factors inhibit efforts, but how they facilitate as well.
>
> Competing demands on time, when new ideas or practices require unlearning old ideas and ways of practice and then learning the new.
>
> Ability to reflect on what works and what does not work and what facilitates the working and what inhibits.
>
> Follow-up on training, through long-term support, coaching, and/or ongoing interaction with peers.
>
> Modelling of behaviours; however, Ball reported this as "vague and variously interpreted" (Ball, 1996, p. 502)
>
> Teacher control of the agenda, determining the program scope and sequence.
>
> (p. 502)

Practically what Ball (1996) suggested was a more in-context teacher development rather than a more isolated teacher development process. Similar to Ball (1996), Wilson and Berne (1999) proposed three dimensions in order to understand teacher development through teacher learning. Firstly, teacher should have collegial support which calls for a redefinition for teaching practice. Secondly, teacher learning should be as active as possible in order to obtain maximum development instead of being delivering and passive receiving. The last but not the least, discussion between teachers and affective critique among teachers is essential.

Guskey (2000) also suggests three characteristics for teacher development. Those are intentional, ongoing and systematic. Schifter summarizes those characteristics as follows:

> Professional development as an intentional process means that there is clear direction, purpose and goals for the program, that the goals are worthwhile to all participants, and that the evidence of outcomes is known up front. Professional development as an ongoing process assumes that change occurs over time, reinforcing previous activities, reflecting on the relationship to classroom activities, and providing opportunities to collaborate with peers. And, professional development as a systemic process ties all the organizational variables together to support the teachers in their enterprise. When viewed systemically, professional development is seen as improving the entire organizational capacity. Lastly, he points out the major models of professional development as training, observation/assessment, involvement in a development/improvement process, study groups, inquiry/action research, individually guided activities, and mentoring. He notes that each model has "different assumptions, expectations, and beliefs about professional growth," (p. 28) and that because of the differences no single model will be effective for all teachers.
>
> (p. 45)

Apparently, Guskey (2000) points out the importance of the combination of organizational, professional and emotional factors which are eminent for teacher education. However, as the discussions go on how teacher development should be, more recent suggestions come to the foreground as DuFour (2004)'s suggestions about best practices in teacher development. He suggests that traditional teacher development practices are away from the classroom or school environment. He further notes that teacher development should focus on an increase in teachers' collective capacity, not the individual, challenge teachers to act in new ways, focusing on activities rather than results (e.g., student learning outcomes), and commitment to achieve goals. In addition DuFour (2004) noted that teacher development should include patience and sustained effort over time.

It can be inferred that DuFour's (2004) suggestions about teacher development is a more elaborated version of Bell and Gilbert's (1994) interpretation of teacher development as follows:

> Teacher development can be viewed as teachers learning, rather than as others getting teachers to change. In learning, the teachers were developing their beliefs and ideas, developing their classroom practice, and attending to their feelings associated with changing.
>
> (p. 493)

After interpreting the combination of practice, feelings and process, they identify and describe 'three main types of development': personal, professional and social as follows:

> The process of teacher development can be seen as one in which personal, professional, and social development is occurring, and one in which development in one aspect cannot proceed unless the other aspects develop also.
>
> (p. 494)

As the literature has shown, it is hard to reach a common definition of teacher development as Fullan and Hargreaves (1992) conclude "how little systematic attention has been devoted to understanding the topic (p. 1). However, a more well-coordinated summary of teacher development was suggested by Evans in 2002. "Elements and Dimensions of Teacher Development" included the two elements which are attitudinal development and functional development. Evans (2002) argues that "Each element reflects specific foci of change. I define attitudinal development as: the process whereby teachers' attitudes to their work are modified and I define functional development as: the process whereby teachers' professional performance may be improved" (p. 131). It can be inferred that Evans cares about both affective and professional attitudes of teachers in teacher development. Moreover, she suggests that attitudinal development consists of two change features which are intellectual and motivational. She explains these features as "A teacher who becomes more reflective and/or analytical, for example, would be manifesting intellectual development and one who becomes more highly motivated in general or in relation to specific aspects of her/his work would be manifesting motivational development" (p. 131). In addition to attitudinal development, Evans also elaborates the functional development as constant change in teacher development which is procedural and productive changes. She explains these as follows:

> These respectively refer to teachers' development in relation to the procedures they utilise and what and/or how much they 'produce' or 'do' at work. A teacher who, for example, changes her/his way(s) of carrying out some aspect-no matter how small-of her/his job would be manifesting procedural development, and one who starts to work longer hours and produce more resources-who begins to 'do' more-would be manifesting productive development.
>
> (pp. 131-132)

It can be inferred from Evans's and other contemporary scholars' suggestions that teacher development should include affective (Bell and Gilbert, 1994), functional and professional features in order to have positive effects on student outcomes (Guskey, 2000; Du Four, 2004).

2.3. THEORIES OF TEACHING IN LANGUAGE EDUCATION

After exploring a more general 'teacher development' concept, theories in teaching in language education will be analysed in more detail. Conceptions of teaching in language education cover Nunan's (1989) teacher as classroom researcher and Richards and Lockhart's (1994) the teacher as a reflective practitioner. The former conception focuses on the importance of the "classroom teacher's action as a researcher and observer" during the classes (Nunan, 1989). The latter supports Nunan's (1989) conception in that a classroom teacher should reflect his/her experience as he/she is the person who performs in the classroom (Richards and Lockhart, 1994). Apart from these conceptions, Zahorik (1986) suggested a framework on relationship between theories of teaching and teaching skills. This framework is divided into categories which are: science-research conceptions, theory philosophy conceptions, and art-craft conceptions. All these categories stand for different purposes and concepts.

2.3.1. Science-research conceptions

According to Richards (1998) "science-research conceptions of language teaching view teaching as a type of scientific activity, or at least one that is informed and

validated by scientific research and supported by experimentation and empirical investigation" (p. 34). There are sub-types of this conception which are audio-lingualism, task-based language teaching and learner training.

2.3.2. Theory-philosophy conceptions

Theory-philosophy conceptions of teaching are discussed by Richards (1998) as "They are built not on empirical research but on generally data-free theories and principles that are justified on logical, philosophical, political, moral, or other grounds" (p. 38). Richards further quotes Zahorik (1986) as "their truth is not based on posterior conditions or on what works. Rather, their truth is based on what ought to work or what is morally right" (p. 22).

2.3.3. Art-craft conceptions

Another type of teaching conceptualization is "to view teaching as an art or a craft and as something that depends upon the teacher's individual skill and personality" (Richards, 1998, p. 43). In addition to Richards, Zahorik (1986) notes these conceptions as follows: "The essence of this view of good teaching is invention and personalization. A good teacher is a person who assesses the needs and possibilities of a situation and creates and uses practices that have promise for that situation" (p. 22).

In order to be able to understand the three conceptions of teaching principles, the following summary suggested by Richards (1998) can be analysed as follows:

Science-research conceptions
- Understand the learning principles
- Develop tasks and activities based on the learning principles
- Monitor students' performance on tasks to see that desired performance is being achieved.

Theory-philosophy conceptions
- Understand the theory and the principles
- Select syllabuses, materials, and tasks based on the theory
- Monitor your teaching to see that it conforms to the theory

Art-craft conceptions
Treat each teaching situation as unique
Identify the particular characteristics of each situation
Try out different teaching strategies
Develop personal approaches to teaching

(pp. 46-47)

The conceptions mentioned above should be taken into consideration while studying about teacher education because they cover all features of the factors that affect teacher development process, which is a part of this study.

2.4. TEACHER COGNITION AND TEACHER THINKING IN LANGUAGE TEACHING

Teacher cognition and thinking has been an issue for researchers who work on teacher development for a long time. The importance of teacher think is vital because it effects what those teachers perform in classrooms. Richards and Lockhart (1994) argue "what teachers do is a reflection of what they know and believe, and...teacher knowledge and "teacher thinking" provide the underlying framework or schema which guides the teacher's classroom actions" (p. 29).

According to Clark and Peterson (1986), there are two major domains of teaching process. These are teachers' thought processes (i.e. teacher cognition) and teachers' actions and their observable effects. What is meant by teachers' thought processes are the things occur in teachers' minds and which are unobservable. According to Fang (1996) the phenomena involved in the teacher action domain include teacher behaviour, student behaviour and student achievement scores" (p. 48). Practically it can be inferred that the way teachers think affect the classroom experiences of teachers. This view is also supported by Kagan (1988) and Shulman (1986) in that "examinations of how teachers think about what they do have helped to demonstrate that teaching is more than behaviour" (Kagan & Shulman, 1986, p. 221) and it is indeed a "thoughtful work" (Freeman, 1990).

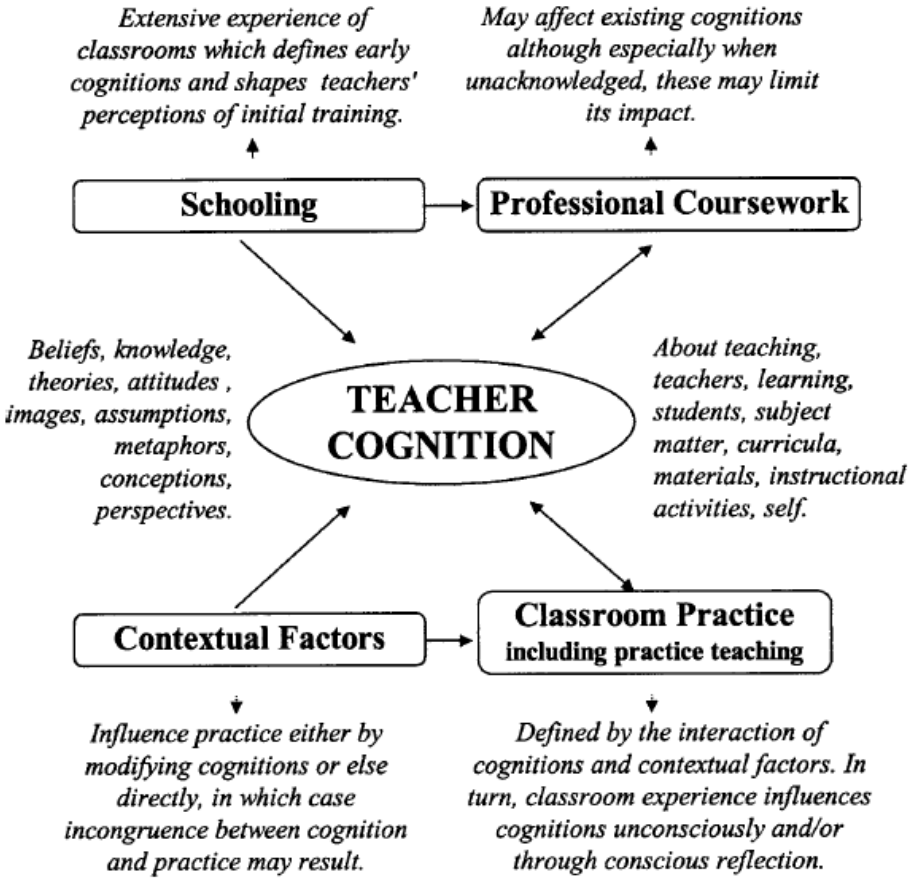
In a study by Clark and Peterson (1986), teachers' thought processes have been categorized into three types which are teacher planning, teachers' interactive thoughts and decisions and teachers' theories and beliefs.

Clark and Peterson (1986) also took this categorization from Jackson's (1968) conceptual distinction between the pre-active, interactive, and post-active phases of teaching. According to Fang (1996), "the first category represents a temporal distinction between whether the thought processes occur before (i.e. pre-active thoughts) or after (i.e. post-active thoughts) classroom interactions" (p. 49).

Similarly Clark (1992) argues that "research on teacher thinking is the source of information about the nature of teaching" (p. 75) which focuses on the importance of teacher thinking in teacher development.

Simon Borg is one of the pioneering researchers who explored the definition and the content of teacher cognition and thinking. He argues language teacher cognition research dates back to 30 years. He notes "I use the term teacher cognition to refer to the unobservable cognitive dimension of teaching-what teachers know, believe and think" (p. 81). Richards and Lockhart (1994) and Clark (1992) also have similar arguments for teacher cognition as mentioned above. Calderhead (1996), Carter (1990), Fenstermacher (1994), Richardson (1996), Verloop, Van Driel and Meijer (2001) made some reviews about teacher cognition and they came to common conclusions such as "teachers are active, thinking decision-makers who make instructional choices by drawing on complex, practically-oriented, personalised, and context-sensitive networks of knowledge, thoughts and beliefs" (Borg, 2003, p. 81). In addition, Borg (2003) represents the importance of teacher cognition and thinking in classroom practice in the following figure:

Figure 1. Teacher cognition, schooling, professional education, and classroom practice (Borg 1997)



(Resource: Borg, 2003, p. 82)

As seen in figure 1, teacher cognition includes schooling, professional coursework, contextual factors and classroom practice. Beliefs, knowledge, theories, attitudes, images, assumptions, metaphors, conceptions and perspectives are among the features that this study focuses on in addition to the classroom practice. Classroom practice also has a vital role in teacher cognition because during practice teaching, pre-service teachers find the chance to interact cognitions and contextual factors. These concepts were reached after a plenty of research. There are plenty of topics and contexts in language teacher cognition research.

2.5. TOPICS AND CONTEXTS IN LANGUAGE TEACHER COGNITION RESEARCH

As the present study's main focus is on the beliefs and expectations of pre-service teachers, which is a part of the teacher cognition research, there is a need to explore the topics and contexts of teacher cognition research briefly.

One of the most important studies on this field was conducted by Andrews (1997). Andrews studied teachers' meta-linguistic awareness and its role prospective in teachers' ability to explain grammar. In this study, there were 5 practicing English teachers and 9 teachers in a BEd in Hong Kong. One of his findings was the fact that teachers' meta-linguistic awareness and thinking had a role in their classroom practices. These thinking processes also included beliefs and expectations.

Similarly, Brumfit et. al. (1996) conducted a research on teachers' theories of language development and about the place of knowledge about language (KAL) in language education. The results of this study also reveal that teachers do produce thoughts about language learning.

In addition, the terms in language teacher cognition research are summarized by Borg (2003) in figure 2. The studies mentioned include the terms and the descriptions given to the research body of teacher cognition.

Generally speaking, the terms studied within the framework of teacher cognition cover personal pedagogical systems, pedagogic principles, theories for practice, routines, conceptions of practice, pedagogical knowledge, personal practical knowledge, images about teaching, theoretical beliefs, teaching maxims, culture of teaching, pedagogical reasoning, personal theories, specific pedagogical knowledge, beliefs, assumptions, and knowledge. The part of the terms studied in the present study includes beliefs, assumptions and knowledge of pre-service teachers. The study that focuses on beliefs and expectations was conducted by Woods (1996). The description of the findings of the study focuses on a "construct analogous to the

notion of schema, but emphasizing the notion that beliefs, assumptions, and knowledge are included" (p. 87).

Figure 2. Terms in language teacher cognition research (Borg, 2003)

Source	Term	Description
Borg (1998c)	Personal pedagogical systems	Stores of beliefs, knowledge, theories, assumptions and attitudes which play a significant role in shaping teachers' instructional decisions
Breen *et al.* (2001)	Pedagogic principles	Shaped and generated by underlying and more abstract beliefs, these service to mediate between beliefs and on-going decision-making in particular instructional contexts
Burns (1996)	Theories for practice	The thinking and beliefs which are brought to bear on classroom processes
Crookes & Arakaki (1999)	Routines	Habitualized patterns of thought and action which remove doubts about what to do next, reduce complexity, and increase predictability
Freeman (1993)	Conceptions of practice	A set of ideas and actions teachers use to organise what they know and to map out what is possible; they guide individual action but are also affected by new situations
Gatbonton (1999)	Pedagogical knowledge	The teacher's accumulated knowledge about the teaching act (e.g. its goals, procedures, strategies) that serves as the basis for his or her classroom behaviour and activities
Golombek (1998)	Personal practical knowledge	A moral, affective, and aesthetic way of knowing life's educational situations
	Image	A personal meta-level, organising concept in personal practical knowledge in that it embodies a person's experience; finds expression in practice; and is the perspective from which new experience is taken
Johnson (1992b)	Theoretical beliefs	The philosophical principles, or belief systems, that guide teachers' expectations about student behaviour and the decisions they make
Johnson (1994)	Images	General metaphors for thinking about teaching that not only represent beliefs about teaching but also act as models of action
Meijer *et al.* (1999)	Practical knowledge	The knowledge teachers themselves generate as a result of their experiences as teachers and their reflections on these experiences.
Richards (1996)	Maxims	Personal working principles which reflect teachers' individual philosophies of teaching
Richards *et al.* (1992)	Culture of teaching	The nature of teachers' knowledge and beliefs systems, their views of good teaching, and their views of the systems in which they work and their role within them
Richards *et al.* (1998)	Pedagogical reasoning	The process of transforming the subject matter into learnable material
Sendan & Roberts (1998)	Personal theories	An underlying system of constructs that student teachers draw upon in thinking about, evaluating, classifying, and guiding pedagogic practice
Spada (1992)	Specific pedagogical knowledge	Knowledge related specifically to the teaching of a particular subject
Woods (1996)	BAK	A construct analogous to the notion of schema, but emphasizing the notion that beliefs, assumptions, and knowledge are included

(Resource: Borg, 2003, p. 87)

2.6. TEACHER COGNITION AND TEACHER EDUCATION

The researches that have been conducted on teacher cognition and teacher education shows the fact that pre-service teachers have "inappropriate, unrealistic or naïve understanding of teaching and learning" (Brookheart and Freeman, 1992). Similarly, Cumming and Brown and McGannon (1998) support this idea in language teaching. Cumming, et.al. (1998) came to the conclusion that pre-service teachers have inadequate conceptions and thoughts about teaching and learning.

In contrast to Cumming, Brown and McGannon, a review by Kagan (1992) illustrated that there is not a direct relationship between teacher cognition and teacher education. However, Dunkin (1995, 1996) disagreed with Kagan's arguments, as many of the scholars studying on the relationship between teacher cognition and teacher education. Borg (2003) argues that "in most cases researchers have concluded that teacher education did impact on trainees' cognitions, though the precise nature of this impact varied across studies and indeed even amongst different trainees in the same study" (p. 89). It can be inferred that there is still a need for more studies in teacher cognition.

Another study worth mentioning is the one by Richards, Ho and Giblin (1996) which was conducted with five trainees in Hong Kong. The findings of their study included implications about the changes of pre-service teachers' cognition in relation to the following:

> (1) their conception of their role in the classroom, (2) their knowledge of professional discourse, (3) their concerns for achieving continuity in lessons, (4) common dimensions of the teaching they found problematic (e.g., timing, presenting new language), and (5) the manner in which they evaluated their own teaching.
>
> (Borg, 2003, p. 89)

Richards, Ho and Giblins' study reveal that pre-service teachers' cognition about their own lessons effect their performance, unlike Kagan (1992) argued that there is

no relationship between teacher cognition and teacher education, eventually their performance in classroom.

Similar to those, the studies conducted by Cabaroglu and Roberts (2000) and Sendan and Roberts (1998) illustrate as a proof of how the pre-service teachers' cognition affect their performance in practice schools. What is meant by 'cognition' in these studies include the pre-service teachers' thoughts and the structure of behaviours during the practice. Once more, unlike Kagan's thoughts, Borg's (2003) study made it obvious that "although there were no major changes in the content of his personal theories about effective teaching, there were clear developments in the organisation of this content" (p. 90).

Another study by Peacock (2001) was carried out about the changes in the beliefs about L2 learning with pre-service teachers. Their beliefs were compared and contrasted to more experienced teachers'. The most significant differences between the pre-service and more experienced teachers were about how language is learned. Experienced teachers thought that learning a language is mostly about learning vocabulary, learning grammar rules and people speaking more than one language are smart. On the contrary, pre-service teachers thought that learners' though processes were more effective in language learning.

A striking conclusion that the studies mentioned shows that there is a strong relationship between pre-service teachers' cognition, thinking and their practices in the classroom. In figure 3, there is a summary of studies that shows the cognitions shaping teachers' classroom practices explained in different ways which was prepared by Borg (2003). The features that these studies were grouped were acknowledged by Borg as follows:

> These practices have been accounted for in terms of instructional concerns or considerations teachers have, principles or maxims they are trying to implement, their thinking about different levels of context, and the pedagogical knowledge they possess. In addition, the bases of teachers' instructional practices have been explained in terms of their personal practical knowledge (Golombek 1998), beliefs (Smith 1996;Woods 1991),

> and, as shown by Lam's (2000) study of L2 teachers' use of technology, teachers' personal convictions.
>
> (p. 91)

When it comes to the studies conducted about pre-service teachers in Turkey, the recent research on pre-service English teacher education has focused on the perceptions and beliefs of pre-service language teachers (Demirkol, 2004; Tercanlıoğlu, 2004; Ergün, 2002; Paker, 2000), their skills development (Altıkulaçoğlu, 2003; Balbay, 2002; Kıray, 2002), their needs in the practice teaching experience (Yılmaz, 2003), the effects of collaborative dialogue between pre-service language teacher and the supervising teacher on the professional development of pre-service teachers (Atay, 2001), and the problems pre-service language teachers face during the practice teaching (Ekmekçi, 1984). To the knowledge of the researcher, there is no study focusing on the relationship between the beliefs and expectations of pre-service teachers and their self in Turkish EFL setting.

Figure 3. Cognitive influences on language teachers' classroom practices (Borg, 2003)

Source	Cognitive influences
Bailey (1996)	Teachers' in-class decisions to depart from their lesson plan were based on a number of *principles*: (1) serve the common good (2) teach to the moment (3) further the lesson (4) accommodate students' learning styles (5) promote students' involvement; and (6) distribute the wealth
Breen (1991)	*Seven pedagogic concerns*, focused on three main variables: Focus on the learners: concern with the learners' (a) affective involvement (b) background knowledge (c) cognitive processes assumed to facilitate learning. Focus on the subject matter: concern with language as (a) usage (b) use. Focus on the teacher: concern with (a) guidance (b) classroom management.
Breen *et al.* (2001)	Five superordinate *categories of teacher concern*: • a concern with how the learner undertakes the learning process • a concern with particular attributes of the learner • a concern with how to use the classroom and its human and material resources to optimize learning • a concern with the subject matter of learning — with what is being taught and learned • a concern with the specific contributions that they can make in their role as teacher
Burns (1996)	Three interacting *contextual levels* of teacher thinking: • thinking about the institutional culture • teachers' beliefs about language, learning, and learners • thinking about specific instructional activities
Gatbonton (1999)	Six general *domains of pedagogical knowledge*: • knowledge of how to manage specific language items so that students can learn them • knowledge about the students and what they bring to the classroom • knowledge about the goals and subject matter of teaching • knowledge about techniques and procedures • knowledge about appropriate student-teacher relationships • knowledge about evaluating student task involvement and progress during the lessons
Johnson (1992a)	Eight categories of *instructional considerations*: • student involvement and motivation • instructional management • curriculum integration • student affective needs • subject matter content • student understanding • student language skills and ability • appropriateness of teaching strategy

Source	Cognitive influences
Richards (1996)	Teachers explained their decisions in terms of *maxims*: • The maxim of involvement: follow the learners' interests to maintain student involvement • The maxim of planning: plan your teaching and try to follow your plan • The maxim of order: maintain order and discipline throughout the lesson • The maxim of encouragement: seek ways to encourage student learning • The maxim of accuracy: work for accurate student output • The maxim of efficiency: make the most efficient use of classroom time • The maxim of conformity: make sure your teaching follows the prescribed method • The maxim of empowerment: give the learners control

(Resource: Borg, 2003, pp. 92-93)

The body of research on teacher cognition and thinking and its relation to teacher development and training, leads the way to beliefs and expectations of pre-service teachers about their own role of self in practice classrooms. The following parts of the literature review will focus on the development of studies on beliefs, expectations and their relation to practice at schools and the understanding of self.

2.7. TEACHERS' BELIEFS

One of the most important dimensions in teacher thinking is the beliefs of teachers according to the body of researches conducted by the majority of scholars as Clark and Peterson (1986) claim "although research on teacher thinking is abundant and thriving.....another perspective is required from which to better understand teacher behaviours" (p. 307). Within this framework, Clark (1988), Cole (1989), Fenstermacher (1979, 1986), Nespor (1987), Pintrich (1990) suggests a new perspective focusing on the things and ways the teachers believe. The foundation of this view is based on the presumption that "beliefs are the best indicators of the decisions individuals make throughout their lives" (Bandura, 1986, Dewey, 1933, Nisbett and Ross, 1980, Rokeach, 1968).

While the earlier studies claimed that beliefs may not influence the teachers' behaviours and performance in classrooms, more contemporary studies suggest that beliefs are influential in teacher behaviours in classrooms. One of the first researchers who realised that beliefs are one of the key factors in teacher

effectiveness is Fenstermacher (1979). Following Fenstermacher, Pintrich (1990) suggested that beliefs are the most valuable psychological domain of teacher education. However, it was realised by some researchers that only beliefs of teachers were not enough to explain the teacher behaviours in the classrooms. Nespor (1987) argued that

> In spite of arguments that peoples' "beliefs" are important influences on the ways they conceptualize tasks and learn from experience….little attention has been accorded to the structure and functions of teachers' beliefs about their roles, their students, the subject matter areas they teach, and the schools they work in.
>
> (p. 317)

The combination of earlier and more recent accumulation of theories about the importance of beliefs of teachers required a definition of "belief". Researchers working in beliefs of teachers tried to give definitions for beliefs in teacher thinking. Clandinin and Connelly (1987) directed the attentions to this confusion when they explored the "origins, uses and meanings of personal knowledge constructs used in studies of teachers' beliefs" (Pajares, 1992, p. 309). Clandinin and Connelly (1987) confronted with a "bewildering array of terms" (p. 487)-including, teachers' teaching criteria, principles of practice, personal construct/theories/epistemologies, beliefs, perspectives, teachers' conceptions, personal knowledge, practical knowledge-in addition to their own term, personal practical knowledge. They defined this experiential knowledge as "embodied and reconstructed out of the narrative of a teacher's life" (p. 490). These findings lead researchers to make a clear distinction between beliefs and knowledge.

2.7.1. Beliefs and Knowledge

As it became more difficult for researchers to define the distinction between knowledge and beliefs, the researchers mostly suggested that some of the different terms actually meant the same thing (Pajares, 1992). However, there is still a need to pinpoint the differences between the suggestions of different researchers about beliefs and knowledge of teachers. No matter how "daunting is distinguishing

knowledge from belief" (Pajares, 1992, p. 309) is, Nespor (1987) suggested an identification of four features of beliefs in order to make a clarification of beliefs. Those features were existential presumption, alternativity, affective and evaluative loading, and episodic structure. Pajares (1992) mentioned Rokeach's (1968) suggestion as follows "…they [those features] are the taken-for-granted beliefs about physical and social reality and self and that to question them is to question one's own sanity" (p. 309). In other words, they can be teachers' own experiences and values which define the behaviours in class. This "knowledge" is not "learned" but simply exists.

Nespor (1987) further argues that knowledge is less affective than beliefs because beliefs emerge more independent than the knowledge. In this respect Nespor has a reference to self-concept in terms of the "relationship between knowledge of self and feelings of self-worth" (p. 309).

Another view on the distinction between knowledge and belief is by Nisbett and Ross (1980). According to Nisbett and Ross (1980), knowledge is a structure composed of a cognitive component, schematically organized while a belief is a component which possesses elements of evaluation and judgement. In other words, belief is a product of knowledge without knowledge, one can not have beliefs. Ernest (1989) also agrees with this notion in that knowledge is the cognitive product of thought and belief is the affective product.

Some of the researchers, on the contrary, do not agree that beliefs explain teacher behaviours more than knowledge. Roehler, Duffy, Herrmann, Conley and Johnson (1988) state that as knowledge emphasize on cognitive features of teaching and get "at the heart of the thought to practice" (p. 164) and "fluid nature of teacher thought in action" (p. 164), knowledge takes over the beliefs, which are more affective.

Following the mainstream body of research about the beliefs and knowledge of teachers, Lewis (1990) noted that all knowledge stems from beliefs. The values affect the knowledge of a person obtains. As a last remark, Pintrich (1990) states that

research shows that "knowledge and beliefs…influence a wide variety of cognitive processes including memory, comprehension, deduction and induction, problem representation, and problem solution (p. 836).

2.7.2. Defining Beliefs

Following the beliefs and the difference between beliefs and knowledge, there has been a similar challenge in defining teacher beliefs. The research on teachers' belief systems has not been able to come to a concrete definition of beliefs as Clark and Peterson (1986), Munby (1982), Nespor (1987). The lack of a common definition on teacher belief systems was expressed by Pajares (1992) as follows:

> Despite recent arguments that teachers' beliefs represent important influences on teachers' ways of thinking, understanding, and acting, little attention has been paid to the nature and origin of teachers' beliefs, or the ways in which teachers' beliefs manifest themselves within teachers' professional realities.
>
> (p. 439)

This is because beliefs are psychological constructs- in other words, changes from one person to another. However, "cognitive psychology defines beliefs as one's representation of reality that guides both thought and behaviour" (Abelson, 1979; Anderson, 1985; cited in Johnson, 1994, p. 439). This means that beliefs are somehow the combination of thoughts and realities. In addition, Rokeach (1968) defines a belief system, "as having represented within it, in some organized psychological but not necessarily logical form, each and every one of a person's countless beliefs about physical and social reality" (p. 2).

The common features of beliefs are summarized by Borg (2001) as follows:

> The truth element- drawing on research in the philosophy of knowledge, a belief is a mental state which has its content a proposition that is accepted as true by the individual holding it, although the individual may recognize that alternative beliefs may be held by others. This is one of the key differences between belief and

> knowledge, in that knowledge must actually be true in some external sense.
>
> The relationship between beliefs and behaviour- most definitions of belief propose that beliefs dispose or guide people's thinking and action.
>
> Conscious versus unconscious beliefs-on this point there is disagreement, with some maintaining that consciousness is inherent in the definition of belief, and others allowing for an individual to be conscious of some beliefs and unconscious of others.
>
> Beliefs are value commitments-many definitions of belief recognize an evaluative aspect to the concept.
>
> (p. 186)

In sum, Borg argues that "belief is a proposition which may be consciously or unconsciously held, is evaluative in that it is accepted as true by the individual, and therefore imbued with emotive commitment" (p. 186).

In addition to the definitions above, other scholars defined beliefs in other ways. Some have defined beliefs as "preconceptions" (Clark, 1988; Wubbels, 1992) and "implicit theories." (Clark, 1988; Munby, 1982; Weinstein, 1989) Others have preferred to use the term "teacher perspectives." (Goodman, 1988; Tabachnick & Zeichner, 1984). As mentioned in the section where knowledge is discussed previously, Kagan defines teacher beliefs as "a particularly provocative form of personal knowledge that is generally defined as pre- or in-service teachers' implicit assumptions about students, learning, classrooms, and the subject matter to be taught." (1992, pp. 65-66).

According to Abelson (1979), the beliefs should be regarded as the manipulation of knowledge for a particular purpose or for necessary circumstances. Similarly, Brown and Cooney (1982) defined beliefs as "dispositions to action and major determinants of behaviour, although the dispositions are time and context specific" (p. 313). In addition, Sigel (1985) defined beliefs as "mental constructions of experience – often condensed and integrated into schemata or concepts" (p. 351) that shapes the behaviour of teachers in the classroom. Another definition of beliefs was made by

Harvey (1986) which focused on the credibility to guide thought and behaviour. Nisbett and Ross (1980) argued that beliefs are "reasonably explicit propositions about the characteristics of objects and object classes" (p. 28).

2.8. TEACHERS' BELIEF SYSTEMS

All teachers hold their own beliefs regardless of their experience, defined or labelled, or explained. These beliefs are not isolated from each other and from the environment they emerge from. They exist in a circle of systems. Rokeach (1968) defined a belief system as "having represented within it, in some organized psychological but not necessarily logical form, each and every one of a person's countless beliefs about physical and social reality" (p. 2). According to Rokeach, every belief system has a centre and there are other beliefs which surround this central. These surrounding beliefs are called as peripheral beliefs. Peripheral beliefs are discussed by Clark-Goff (2008) as "…less influential and more open to change, whereas central beliefs are more intense, powerful, an incontrovertible" (p.29). The central beliefs form as the nucleus of the belief system and Rokeach refers them as primitive beliefs that a teacher has.

Rokeach (1968) also describes three more peripheral types of beliefs. Those beliefs include authority beliefs, derived beliefs and inconsequential beliefs. The authority beliefs are related to the influence of persons and groups of authority. Derived beliefs root from a source other than a direct experience. Inconsequential beliefs are simple matters of taste. These three types of beliefs can be regarded as less central to the structure of the belief system, less connected to other beliefs, and are therefore less significant but worth mentioning.

2.8.1. The Beliefs of Pre-Service Teachers

It is obvious that pre-service education provides the beginning of the professional development of teachers most of the time. Wilke (2004) states that pre-service education exposes pre-service teachers to new perspectives and prepares them with

knowledge and skills. This preparation for professional life involves some pre-conceptions and beliefs. According to Bennett (1991), Bullough (1991), Calderhead & Robson (1991), pre-service teachers usually begin their training process with personal beliefs about teaching, images about good teachers, images about themselves as teachers and personal memories about their days as pupils in class.

According to Fischl and Sagy (2005) there are two elements that might shape the beliefs and images of pre-service teachers. The first one is "teachers from the past who are seen as models" and the second one is "the students' self-images as learners" (p. 59).

It has been proved by plenty of researches that training and education period of pre-service teachers' effect those teachers' beliefs (Marso & Pigge, 1989; Weinstein, 1990; Woolfolk & Hoy, 1990). Thus, pre-service teachers' beliefs about teaching, before teacher education, might be regarded as a foundation for new and updated beliefs that have an influence on how pre-service teachers understand and explain the experiences that they have during the practicum.

As stated in previous sections, Kagan (1992) claimed that the prior beliefs of pre-service teachers are essential phases in the professional development. Following the previous models (Berliner, 1988; Fuller, 1969; Fuller & Bown, 1975), Kagan (1992) suggested a professional development model. According to this model, prior beliefs are situated in the process of professional development, and were considered as a baseline or as a growing stage (Kwo, 1999).

When analysed in more detail, it can be seen that Kagan's model focuses on the change in beliefs that is caused from the interaction between the former beliefs and beliefs formed during practicum. These changes enable pre-service teachers to obtain new knowledge in academic studies and to attain professional growth. Kagan's (1992) model has five components are listed below:

> An increase in metacognition through awareness to what they know and believe about pupils and classroom and how their knowledge and beliefs are changing.
>
> The acquisition of knowledge about pupils: idealised and inaccurate images of pupils are reconstructed. New knowledge about pupils is used to modify, adapt and reconstruct the pre-service's image of self as teacher.
>
> Shift of attention from self to the design of instruction to pupil learning.
>
> Development of standard procedures: standardised routines that integrate instruction and management and become increasingly automated.
>
> Growth in problem solving skills: eventually they are able to determine which aspects of problem solving repertoires can be generalised across contexts.
>
> (p. 156)

Another dimension of pre-service teachers' beliefs was illustrated by Holt-Reynolds' (1992) study of pre-service teachers. The findings of the study showed that pre-service teachers used their personal previous beliefs and knowledge as the standard to test new material introduced to them instead of testing their beliefs by the arguments and principles they were being taught. The results of other studies found that some pre-service teachers tend to graduate from university more comfortably with the beliefs they came with (Feiman-Nemser & Buchmann, 1987; Tabachnick & Zeichner 1984) instead of changing them. However, Zeichner & Tabachnick (1981) discuss a variety of studies that found that beliefs do change during university studies and practicum. As Pajares notes, beliefs typically endure unless deliberately challenged (1992). This challenge can be provided by teacher education and practicum.

2.8.2. Categories of EFL Pre-Service Teachers' Beliefs

Even though there is a great amount of research conducted in order to identify pre-service teacher beliefs, the differences between the teacher beliefs and their contribution to the literature has been ignored. In order to identify and illustrate this gap, Calderhead (1996) proposed a categorization of five main areas in teachers' beliefs by taking the qualitative differences in types of pre-service teacher beliefs

into consideration. These five main areas of belies are: beliefs about learners and learning; about teaching; about subject; about learning to teach; about self and about teaching role. Each area has the particular studies in relation to them.

2.8.2.1 EFL pre-service teachers' beliefs about EFL learners and EFL learning

Several studies were conducted about teachers' beliefs in order to understand the effects of their beliefs on teaching performance. In general, the researches have shown that the beliefs of teachers affect the practices of teachers in classes. As Johnson (1994) argues:

> Research on teachers' beliefs share three basic assumptions. First, teachers' beliefs influence both perception and judgment which, in turn, affects what teachers say and do in classrooms. Second, teachers' beliefs play a critical role in how teachers learn to teach that is, how they interpret new information about learning and teaching and how that information is translated into classroom practices. And third, understanding teachers' beliefs is essential to improving teaching practices and professional teacher preparation programs
>
> (p. 439)

As stated by Johnson (1994), teachers' assumptions and expectations are highly likely to affect their way of teaching. These beliefs also shape the way a pre-service teacher will teach to his/her classes in future. For instance, if a pre-service teacher believes that vocabulary learning is the most important part of learning a language, that teacher will tend to give importance to vocabulary teaching for the most cases (Horwitz, 1988).

2.8.2.2. EFL Pre-service teachers' Beliefs about EFL Teaching

According to a study conducted by McLean and Bullard (2000), it is stated that "one branch identifying stages of development from an initial focus on presentation of self as knowledge expert to a focus on facilitating student learning and the other seeing the continuum from teaching imparting information to teaching as a supporting

learning" (p. 83). As mentioned above, pre-service teachers hold different attitudes towards teaching language and their roles in a classroom. Pre-service teachers create these belief systems during their education and have the chance to apply these during the practicum. Several studies, including Peacock (2001) suggest that pre-service teachers often start professional training with views of "teaching as telling and learning as remembering, which poses difficulties when they are encouraged to conduct communicative language teaching" (p. 172).

2.8.2.3. EFL Pre-service Teachers' Beliefs about EFL Subject Matter, Pedagogical Knowledge

Pre-service teachers should have insight about the subject matter in order to be able to realize the importance of the content that they will be teaching. The most challenging issue for EFL students is that "Students who major in English spend much more time on the course studying the language than on how to teach it" (Zheng, 2009, p. 76). The pedagogical knowledge of pre-service teachers has an influential affect on pre-service teachers' performances in practicum. Freeman (1991) argues that teachers can have different views of their subject in different contexts. Teacher education, then, should neutralize these various concepts for subject matter and pedagogical constructs.

2.8.2.4. EFL Pre-service Teachers' Beliefs about Professional Development

Zheng (2009) argues that "pre-service teachers have also been found to hold beliefs about their own professional development but with very restricted accounts that teaching is largely a matter of personality together with a few managerial tactics that can be learned from observing other teachers" (p. 77). It can be argued that pre-service teaches' beliefs concerning their professional development might have an effect on their professional effectiveness. Sprinthall, et al. (1996) argues that professional development is personal development, and "getting satisfaction in

professional development would guarantee personal development in general" (p.667).

2.8.2.5. EFL Pre-service Teachers' Beliefs about Self

The last area of pre-service teacher beliefs suggested by Calderhead (1996) is the beliefs about self, which is the main focus of this study. Several studies illustrated how pre-service teachers' beliefs about self affects their classroom practice during practicum. According to study by Richards et al. (1996), pre-service teachers focus on their image in the students' minds more than on pedagogical issues. Borich (1999) claims that beliefs that pre-service teachers have of themselves have important factors in affecting their roles in practices.

2.9. EXPECTATIONS OF PRE-SERVICE TEACHERS

The research shows that pre-service teachers begin their education with a wide range of different experiences, opinions, beliefs and conceptions of teaching and learning (Booth, Abdulla, Lingham, Singh, Wilson and Armour, 1998). According to Wang and Lang (2006), pre-service teachers hold "expectations towards teaching and the teaching profession" and "expectations of the teacher preparation programme" (p. 3).

The expectations towards teaching and teaching profession are described as being able to motivate students, being warm and personable (Holt Reynolds, 1992; Collins, Selinger and Pratt, 2003). Another expectation is to be able to maintain interest and control to be an effective teacher (Joram and Gabrielle, 1998).

Pre-service teachers also have expectations towards the teacher preparation programme. According to Joram and Gabriele (1998), they do not expect to get much from their education classes. In addition they expect that the practical approaches in teaching are more useful for them rather than practice (Wubbels, 1992). They also expect to gain knowledge about teaching through practice in the field or through trial and error when they enter the classroom (Feinman-Nemster et al., 1989; Joram and Gabrielle, 1998).

After discussing the beliefs and expectations of pre-service teachers, the self concept is discussed in more detail.

2.10. THE ROLE OF SELF IN TEACHER DEVELOPMENT

One dimension of beliefs of pre-service teachers includes the pre-service teachers' perceptions of their role of self in classroom. Pre-service teachers have the opportunity of adopting this role during practicum as McGee, Ferrier-Kerr and Miller (2001) argue "experience to gain knowledge of how teachers go about the many and complex tasks involved in actual classroom practice" (p. 1). This experience that pre-service teachers get in actual classroom practice helps help them to grow images about their own teaching. According to the review of 27 empirical studies by Kagan (1992), two of the changes in the behaviour, beliefs or images of pre-service teachers is "the role played by pre-existing beliefs and images early in a teacher education programme" and "the central role played by a novice's image of self as teacher" (p. 133). Several empirical studies were conducted on the concept of self; however they will be discussed after the theoretical background of the self-concept in pre-service education.

2.10.1. Self-concept

Self concept has been considered an important variable in studying the achievements and outcomes of elementary, secondary, and college students (Calsyn and Kenny, 1977; Hansford and Hattie, 1982, Kubiniec, 1970; Pascarella and Terenzini, 1991). Tusin (1999) also agrees that "the issue of self-understanding has emerged in importance when viewing career choice in relation to pre-service and in-service teacher education" (p. 22). The importance of self-concept of pre-service teachers should be taken into consideration by educational policy makers because "understanding of self in relation to schools and teaching becomes essential" (p. 22).

Another understanding of self concept was suggested by humanistic psychologists Combs (1965) ; Combs, Avila, and Purkey (1973). They argued that "self concept is an essential aspect of teacher education and in the preparation of all helping professionals" (cited in Tusin, 1999, p. 27). They viewed understanding self as a significant aspect of teacher education as it has a personal nature of learning and

learning to teach. This personal nature of learning and learning to teach is related to the personality of the pre-service teacher. Combs (1965) makes a point about the affect of teacher's personality to self concept as "a unique human being who has learned to use himself effectively and efficiently to carry out his own and society's purposes in the education of others" (p. 9). It can be argued that pre-service teachers' personality affects his/her effectiveness while constructing a self concept.

2.10.2 Self-understanding

More recently teacher educators have started to work more on topics related with "self, self-esteem, and self-understanding" (Wilson, 1990; Pagano, 1991; Schubert and Ayers, 1992; Zehm and Kottler, 1993; Beattie, 1995). Several studies tried to define what self, self-esteem and self-understanding means. Zehm (1999) used the following definitions for these concepts.

> Self-esteem refers to an individual's ability to assess his/her understanding and appreciation of self-worth (Demo and Savin-Williams, 1992). Mutual esteem refers to an individual's ability to provide honest and supportive feedback regarding the peers (Zehm and Kottler, 1993). Self-concept refers to the descriptive information about an individual's cognitive and affective dimensions that he or she collects, interprets and can use to make predictions about future experiences (Wells, 1992).
>
> (p. 37)

The importance of self-development has been a matter of interest among researchers for a relatively recent time. Self-development in pre-service education is important because "if teachers do not invest time and energy in processing the feedback they receive from self and others regarding their individual self-concepts, they are less likely to be effective providers of feedback to support the development and maintenance of the self-concepts of their students" (Zehm, 1999, p. 38).

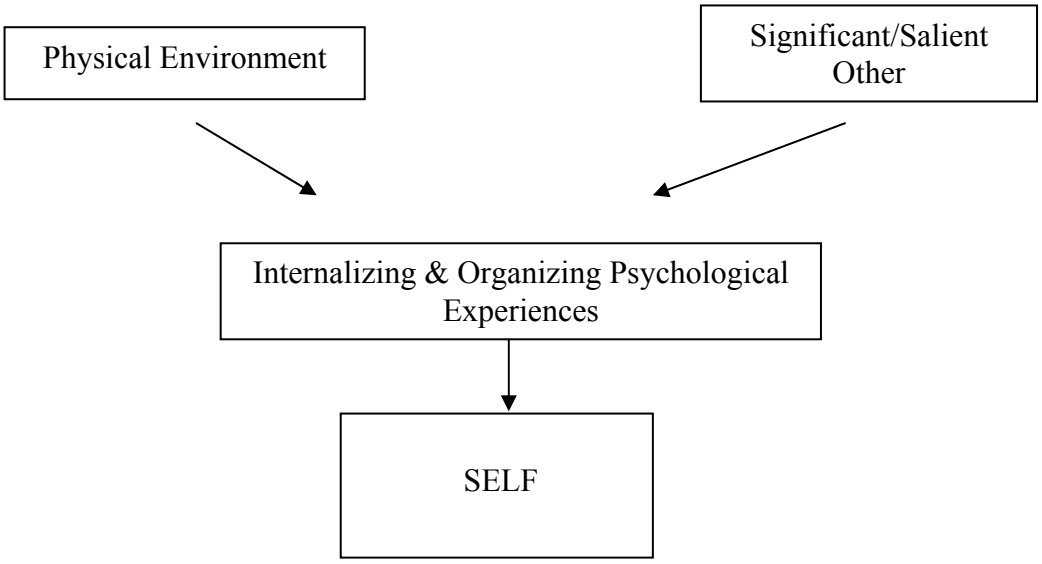
Another factor that illustrates the importance of self is related to the question that if pre-service teachers really want to be teachers (Zehm, 1999). The technical and theoretical work load of teacher education programs mentioned in previous sections leaves little or no time to pre-service teachers to think about "the importance of their

personal knowledge, their feelings, self-understanding, self-esteem, and personal ways of knowing" (Colton and Sparks-Langer, 1993). Similarly, Clandinin and Connelly (1995) suggests that "what we mean by teachers' knowledge is that body of convictions and meanings, conscious and unconscious, that have arisen from experience….and that are expressed in a person's practices….practice, broadly conceived to include intellectual acts and self-exploration, is all we have to go on" (p. 7). In addition to those, Jersild (1995) also agrees that "self-understanding is the most important requirement in any effort (for teachers) to know themselves and to gain healthy attitudes of self-acceptance" (p. 3).

2.10.3 Dimensions of Self that Influence Pre-service Teachers

After exploring self, self-concept and self understanding, the dimensions of self that have affect on pre-service teaches are to be discussed. One of the pioneering researchers who advanced the "self" theory in teacher education is G. H. Mead (1934). Mead argues that "the self is a social product formed through the process of internalizing and organising psychological experiences. These experiences are the result of the individual's exploration of his or her physical environment and the reflections of "self" considered significant others" (Borich, 1999, p. 92). These constructs are shown in figure 2.

Figure 4. Self as a Social Product Formed Through the Process of Internalizing and Organizing Psychological Experiences (Borich, 1999)



(Resource: Borich, 1999, p. 93)

Figure 4 shows that physical environment (the classroom and school) and significant others (principles, supervising teachers, teacher educators) enable pre-service teachers to internalize and organize psychological experiences to reach to "self". According to Borich (1999), "if the teacher values this image, that is, does indeed consider the principal, supervising teacher, the teacher educator a significant other, the teacher will internalize the psychological experience to influence the development of his or her self-concept" (p. 94). In this study, G. H. Mead's framework of self as social product formed through the process of internalization and organizing psychological experiences was used as a checklist to evaluate the experiences of pre-service teachers (See Appendix C).

In a study conducted by Borich (1999), alternative arguments for self were discussed such as self as process, self as doer, and self as object. The results show that self as process refers to the psychological processes of thinking, remembering and perceiving. On the other hand, self as doer stands for the physical acts or

performances that can be observed by self and the others. Lastly self as object describes the attitudes, feelings, and thoughts about one's self.

In addition to Mead's framework, Kash and Borich (1978) proposed a framework to "identify beliefs about the self that may distinguish effective teachers from general population, differentiate novice from experienced ones, and that influence pupil behaviour" (p. 96). The framework included following senses of self:

> *The Teacher's Sense of Bodily Self***:** The sense of bodily self is the awareness as a physical entity. In the process of the teacher's experiencing himself or herself in the context of the classroom, the bodily self performs the function of significant other and provides feedback to the self for further exploration and limitation.
>
> *The Teacher's Sense of Self-Identity***:** The sense of self-identity represents the teacher's sense of self in relation to significant others (e.g. School administration, peers, supervising teachers, and teacher education) – a sense of built upon the reflections and responses supplied by these external sources.
>
> *The Teacher's Sense of Self-Extension (The Performing Self):* The teacher's outward behaviour – his or her performing self- and the cognitive concepts that produce these visible behaviours together comprise the sense of self-extension.
>
> *The Teacher's Sense of Self-Esteem:* The teacher's name of self-esteem, sometimes called the sense of self-worth is the sum of all valued affirmation experienced in the behavioural dialogue of the school and classroom.
>
> *The Teacher's Sense of Self-Image:* The teacher's sense of self image represents perceptions of self formed from the dominant values pertaining to standards, beliefs, and goals set by and for the self.
>
> (pp. 98, 99)

Kash and Borich (1978) used this framework in a study they conducted with pre-service teachers and discuss the self concepts within the excerpts they presented in their study.

> My first thoughts before arriving to my first class were "What would the kids think of me?" Would I be attractive to them, would they like me, what would they think of what I was wearing, and would they notice that I was actually shorter than most of them? Silly as it may seem, these thoughts consumed many of my thoughts during my first days in the classroom. [Sense of bodily self]
>
> I've spent a lot of time wondering these first weeks if I really fit in. What I mean to say is that I'm having trouble thinking of myself as a teacher. Last month I was a student and, in some respects, a lot like kids I'm teaching. But, now I'm the authority, the "know it all", someone who can give advice to others – and I don't feel comfortable with that. I guess I'm having trouble learning to be someone else in front of my class. [Sense of self identity]
>
> Today I did the impossible. I got everyone to quiet down at the bell and actually begin their work on time. I finally figured out how to do it without getting everyone mad at me. I can't believe it, but I'm finally starting to get the hang of it. [Sense of self extension]
>
> Yesterday I peeked at the student evaluations of my teaching and I was surprised. I thought most of my students didn't really care if I lived or died, but they wrote the nicest things about me. [Sense of self esteem]
>
> I think a student teaching in this school has been good for me, even though I didn't want to be here. It brought out the best and the worst in me as a teacher – and I think I needed to see both sides. I'm more realistic about myself from having to cope with so many problems. I know I have to

> improve on but also what I'm good at – like relating to the personal problems of the kids. I'm begging to discover who I really am. [Sense of self image]
>
> (pp. 97, 98)

Both of the frameworks and the studies mentioned attempted to contribute to explore the understanding of self that pre-service teachers confront with. The theories and studies proposed have revealed the various effects and considerations on pre-service teacher development. However, to the knowledge of the researcher, there is not a single study dealing with the beliefs and expectations about self in Turkish context. Therefore, further research is still needed to shed some light on issues on beliefs of pre-service teachers about self during practicum.

III. METHOD

The purpose of this study is to explore the relevance of the pre-service English teachers' beliefs and expectations about self and their teaching role to their own teaching practice in practicum schools. In order to identify these issues, this study addressed the following questions:

1) What are the reported beliefs of the pre-service teachers (student teachers) about self and their teaching role about their own teaching?
2) What are the reported expectations of the pre-service teachers (student teachers) about self and their teaching role about their own teaching?
3) What are the observed features of those pre-service English teachers' teaching practice in terms of self in practicum schools?
4) What is the relevance of those pre-service English teachers' reported beliefs about self and their teaching role to their own teaching practice in practicum schools?
5) What is the relevance of those pre-service English teachers' reported expectations about self and their teaching role to their own teaching practice in practicum schools?
6) Is there a change in pre-service teachers' beliefs and expectations about 'self' and 'teaching role' because of their own teaching practices? How?

In this thesis, a qualitative research design was employed. A descriptive pattern of data analysis procedure was applied in the research. Data were collected and analysed via two different sources. Pre-service students' beliefs and expectations about language teaching and role as self were elicited by using interviews and observations. Their beliefs and expectations about their role as self and its consistency between the practices they conducted in practicum schools were examined, displayed and elicited through these observations and interviews.

In the following parts of the study, information about the context, the setting, the participants, data collection instruments and data analysis processes are discussed in more details.

3.1 THE CONTEXT AND THE SETTING

This study followed a descriptive pattern of data collection and analysis procedure. Six pre-service English teachers participated in the study. The selection of the participants was made randomly and only voluntary pre-service teacher took part in the study. The voluntariness was an important issue because the study included observations and interviews; during which people might feel intimidated and uncomfortable. In order to do this, pre-service teachers were told the details of the study, the procedures of data collection. 13 pre-service teachers out of 54 pre-service teachers expressed their acceptance to take part in the study. However, only six pre-service teachers' schedules of practice teaching were appropriate for the researcher.

3.1.1 The researcher

The researcher is a research assistant and an instructor at the same university and has been thought Teaching English to Young Learners II to third year students in the ELT Department during spring term. She has been a teacher for 3 years and before teaching at the university, she taught to young learners and kindergarten kids at a private high school for one year.

3.1.2. Research Settings

The kind of settings affected the study. These were the university setting in which the pre-service teachers were trained and the practicum schools where they had the practice teaching experience.

3.1.2.1. The University

Kocaeli University, the university at which pre-service teachers study, follows a standardized curriculum prescribed by the Higher Educational Council (CHE, 1998). The practice teaching experience in the university requires two sessions of field experience during the four-year teacher education program. The practice teaching course consists of a school experience course and a practice teaching experience course. The first practice teaching experience course is School Experience and it is taken in the first semester of the senior year. Practice teaching experience is taken in the second semester of the senior year. School Experience is a combination of one class hour at the faculty with the supervisors at the faculty during which students and supervisor discuss the observations the pre-service teachers make during the classes they attend at practicum schools.

The School Experience course is taken by the pre-service teachers during the seventh semester. During this course, they spend one day in practicum schools. The practicum schools are chosen by the department board. When they are at practicum schools, they observe structured classes presented by the cooperating teachers. After observation, they discuss their experiences with their peers and university supervisors at the faculty and prepare a portfolio including task related with their observations. These weekly assigned tasks include observations and comments of pre-service teachers on the topics such as class management, methods and materials used by the teacher they observe. Following the School Experience course, pre-service teachers have the Practice Teaching during the eighth semester. This time, pre-service teachers spend a day in the practicum schools every week. They do micro and macro teachings under the supervision of the university supervisors and cooperating teachers of the practicum schools. 10-12 pre-service teachers are sent per practicum school and there are 3-4 pre-service teachers per cooperating teacher. As the practicum schools were chosen by the department board of the university, researcher did not have any preference towards the practicum schools.

3.1.2.2. Practicum Schools

As discussed in the university section, the practicum schools in which the pre-service teachers had their practice teaching were determined by the English language teaching department of Kocaeli University. However, the grades, classrooms and the teachers they were going to teach were determined by the administration team of the practicum schools. The university sent pre-service teachers to 5 schools when the study was conducted. 3 of these practicum schools were private and 2 of them were state schools. The practicum school in this study was a private school which had Kindergarten, Primary school and High school divisions. The number of students at classrooms that pre-service teachers had their practice teaching ranged from 20 to 25. In addition, all of the classrooms were equipped with audio tape player and some of them were equipped with overhead projector. The teachers could use overhead projector on request.

3.2. PARTICIPANTS

The participants of this study were 6 female pre-service English teachers from the Department of English Language Teaching in Faculty of Education, Kocaeli University, Kocaeli. The study took place during the spring term of the 2009-2010 academic year. Participant students were doing their practicum course in two private schools for 12 weeks in Kocaeli when they participated in the study. The students were randomly chosen. Since most of the students of the department were female, this group of students who attended the chosen practicum schools happened to be females. The participant students were informed by the researcher about the design and the content of the study briefly. They were asked if they wanted to take part in the study or not and they stated that they did. The study began after receiving their approval.

All of the participant students were interviewed before and after the practice, which meant to be that they taught students themselves alone during the classes, and were observed by the researcher twice. As stated above, before taking the practicum

course and teaching at practicum schools in the spring term in year four, all students had taken all required methodology courses such as Effective Communication, Teaching Principles and Methods, Approaches in Language Teaching I-II, Teaching Technology and Materials Design, Language Acquisition, Linguistics, Classroom Management, School Experience, Teaching Methodology, and Teaching English to Young Learners I-II, Special Teaching Methods I-II, Teaching Language Skills, Counselling and Guidance, Testing and Evaluation in Foreign Language Teaching and School Experience throughout their education for four years at the Department of English Language Teaching. Therefore they were expected to exploit their theoretical knowledge practically while teaching in the classes during the practicum and this research attempted to observe how and to what extent these student teachers were able to transfer their theoretical knowledge into practice in terms of transferring their expectations and beliefs about 'self' and 'their teaching role' to their teaching practice. The following table (Table 1) shows the distribution of the participant students according to their gender and age.

Table 1. The Distribution of the Participant Students According to Gender and Age

Total number of participant students	Gender		Age	
	Female	Male	Minimum	Maximum
N= 6	6	--	21	23

Note. N: # of learners

As seen in Table 1, the total number of the participant students was 6 and all of them were female. Their ages varied from 21 to 23 with a mean of 22 (m=22).

Table 2 shows the distribution of the participant students according to the geographical region that they come from, type of high school they graduated from and the years they had been studying English.

Table 2. The distribution of the participant students according to the geographical region and the type of high school of graduation and the duration of studying English

Total number of participant students N= 6	Geographical Region	Type of High School	Years of English Study
	Marmara Region	English –medium High School	11-14
	6	6	6

Note. N: # of learners

As seen in Table 2, all of the participant students came from Marmara region in Turkey, all of them graduated from English-medium High Schools and had been studying English for 11-14 years with a mean of 12,5 (m=12,5). All of the pre-service teachers came from Marmara region because Kocaeli University is generally preferred by students who live in closer locations to Kocaeli. Due to its convenient transport connections with cities such as İstanbul,

Sakarya and Bursa, most of the students prefer to study at Kocaeli University as commuters. That is why all of the students come from cities in Marmara region of Turkey.

3.3. INSTRUMENTS

The research method employed in this study is qualitative as the instruments used and the aims of the study require the instruments and procedures of qualitative research design. Two different instruments were used in the study**.** These were interviews and classroom observations. The characteristics of the study are in accordance with the qualitative research method outlined by Fraenkel and Wallen (1990). The reasons why this study is a qualitative one are as follows:

1) The researcher described a phenomenon, namely, the relevance of the pre-service English teachers' beliefs and expectations about self and their teaching role to their own teaching practice in practicum schools.
2) The data were collected by conducting interviews before and after the teaching practice of the pre-service English teachers at practicum schools, by observing them in the classroom, by transcribing the videos of interviews held with them and by comparing their reported beliefs and expectations about self and their teaching role to their own teaching practice and the observed features of their teaching practice in terms of self in practicum schools.
3) The data collection instruments used in this study required the data to be verbal and in the form of written transcriptions.
4) Both the process and the product is cared by the researcher; which means the researcher aimed to find out the relevance of the reported and the observed features of pre-service teachers' beliefs and expectations about self.
5) The researcher came to a conclusion by collecting and analysing the data, in other words, inductively.

3.3.1. Interviews

The participant pre-service teachers were interviewed by the researcher in order to identify their beliefs and expectations about self and their own teaching role. At the beginning of the spring term, which is the second term of year four, the interviews were conducted before and after their classroom practice. As explained in the context of the study section above, the pre-service teachers start teaching in the second (spring) term of year four, therefore the first interviews were conducted before they started teaching at the practicum schools. Then the observation sessions were held two times. After the observations, participant students were interviewed again in order to identify the possible changes in their beliefs and expectations about self and their own teaching role of students between the first and the second interview due to their own experience related to their own teaching. Thus, it was planned to see

whether pre-service students changed their own views about self and teaching role because of their first official experience emerging from being a real and only teacher of a class. The face-to-face interviews were conducted in a semi-structured and in-depth way. The questions included questions about the beliefs and expectations of pre-service teachers about self (See Appendices A and B). The examination about pre-service teachers' beliefs and expectations about self and about teaching role were done within the framework of Calderhead's (1996) classification of five main areas in teachers' beliefs and G. H. Mead's (1932) self as a social product formed through the process of internalization and organizing psychological experiences framework of self conceptualization. The pre and post interviews were only audio-recorded.

3.3.2. Classroom observations

The observation technique as a qualitative data collection instrument was used in order to obtain the empirical data in the study. During the participant pre-service teachers' teaching presentations, the researcher observed each participant pre-service teacher twice in order to identify the relevance of those pre-service English teachers' reported beliefs and expectations about self and their teaching role to their own teaching practice in practicum schools. By this way, it was planned to observe whether their own practice at the practicum school changed the way they perceived 'self' and 'teaching role' in general and in particular. Each observation session took 25-35 minutes for each participant pre-service teacher twice during the spring (second) term of 2009-2010 academic year. The rationale behind recording 25-35 minutes out of 40 minutes of the whole lessons is that they had to do some regular things such as checking out the class attendance or making announcements for the day that the school administration wanted them to do and so on. The main purpose in conducting observations was to identify the relevance between the reported and observed beliefs and expectations of the participant pre-service teachers about self and their own teaching. The classroom observations were video-recorded and then transcribed word by word by the researcher.

3.4. DATA COLLECTION PROCEDURE

The present study was conducted during the spring term (second term) of the 2009-2010 academic year at the English Language Teaching department of Kocaeli University, in Kocaeli, Turkey.

As explained in 'the context and the setting of the study' section above, the study took place within the Teaching Experience course which is a compulsive lesson in ELT departments of Educational Faculties in Turkey. The content of the course consists of teaching practices of pre-service teachers at schools. The students are supposed to be in a practicum school for 6 class hours in one day per week according to the Higher Education Council (HEC) regulations. However, some universities may assign it as 4 class hours or 2 class hours. They are supposed to teach students themselves in these schools. The hours of teaching are arranged by the supervisor teachers who are in charge of the pre-service teachers in the practicum schools. According to the regulations of Kocaeli University, pre-school teachers are supposed to teach at least 2 class hours at the practicum schools. The classroom observations in this study consist of these particular teaching performances of pre-service teachers. Participant students were interviewed before and after each teaching session twice throughout the course. A descriptive research method by Selinger and Shohamy (1989) was followed in this study. Interviews were evaluated by Pattern-Coding technique which is a qualitative data analysis method proposed by Miles and Hubermann (1997). Data collected during the classroom observations were used in order to find out the relevance of pre-school teachers' answers to the interview questions and their actual performance during the practicum and how their own and actual teaching performance affected their beliefs and expectations related to 'self' and their 'teaching role'.

The researcher began carrying out the study from the beginning of the spring term of the 2009-2010 academic year until the end of the same term along with the Teaching Experience course. As the present study is a descriptive one, no experimental treatment was employed by the researcher. It was designed to see the present

situation related to the pre-service teachers' own beliefs and expectations and how their own teaching practices would change or not change those beliefs and expectations. The course included the pre-service students' performances of teaching every week at least 2 class hours. The students were divided into groups and each group had a supervisor assigned by the department at the practicum school. After each teaching session, the supervisor gave feedback to the pre-service teachers. The spring term lasted for 12 weeks at Kocaeli University and the data were collected in March and June. Table 3 shows the data gathering procedure with participant students.

Table 3. Data Collection Procedure with Participant Pre-service Teachers

STEPS	MONTH	AIM	DATA COLLECTION METHOD	DATA COLLECTION INSTRUMENT	TYPE OF DATA
STEP 1 BEFORE THE TEACHING PRESENTATIONS	MARCH	To identify the reported beliefs and expectations of pre-service teachers about self	Interview	Interview questions	Qualitative data obtained from the interview transcriptions

STEP 2 DURING THE TEACHING PRESENTATIONS	MARCH	To observe and be familiar with the pre-service teachers' teaching behaviours and performances during their teaching presentations and to observe how they relate to their beliefs and expectations	Observation	Video recordings	Qualitative data obtained from the transcriptions of the observations

STEP 3 AFTER THE TEACHING PRESENTATION	MARCH	To identify Whether there is a change in pre-service teachers' beliefs and expectations about self and teaching practice due to their own teaching practice.	Interview	Interview questions	Qualitative data obtained from the interview transcriptions
STEP 4 BEFORE THE TEACHING PRESENTATION	JUNE	The same as step 1	The same as step 1	The same as step 1	The same as step 1
STEP 5 DURING THE TEACHING PRESENTATION	JUNE	The same as step 2	The same as step 2	The same as step 2	The same as step 2
STEP 6 AFTER THE TEACHING PRESENTATION	JUNE	The same as step 3	The same as step 3	The same as step 3	The same as step 3

Table 3 shows the procedure of the data collection for the interviews and observations). As seen from table, the first part of the data collection took place in March, 2010. Participant pre-service teachers were interviewed by the researcher before the teaching presentations. During the presentations, the researcher video recorded the teaching performances of the pre-service–teachers. The researcher interviewed them again just after their teaching performance in order to identify whether their beliefs and expectations about self and teaching practice changed. In June, the second part of the data collection took place. The same procedure was applied as the one in March, 2010.

3.4.1 Data Collection Procedure of the Observations

The researcher used the observation technique for two times with each participant pre-service teachers. There were twelve observation sessions which lasted between 25-35 minutes each time and they were conducted twice with each 6 participant students.

3.4.2. Data Collection Procedure of the Interviews

Semi-structured face-to-face interviews were conducted as one of the two qualitative research data collection methods in this study. The participant students were randomly selected among the senior pre-service teachers from Kocaeli University ELT department. In March, two interviews with 5 questions were conducted with participant pre-service teachers. (See Appendices A and B). In June, the same interview questions were asked to participant pre-service teachers in order to see the differences in their answers. Interview questions before the practicum teaching were adapted from Richards & Lockhart (1994)'s questions used in the book called "Reflective Teaching in Second Language Classrooms". The questions from the original list were adapted according to the purposes of the study (See Appendix F for the original questions). The Interview questions after the practicum teaching were adapted from Avşar, 1999. Due to the differences between the purposes of the two

studies conducted, the interview questions that Avşar (1999) used were adapted to the purposes of the present study. (See Appendix G for the original questions).

3.5. DATA ANALYSIS

As two types of qualitative data collection instruments were employed in this study, two types of data were gathered. In the following sections, the results are presented under the headings of the data collection methods.

3.5.1. Data Collection Procedure of the Observations

In order to analyse the data from the observation the "Pattern Coding" suggested by Miles and Huberman (1997) was used in this study. The video recordings of the observation data was transcribed word by word by the researcher. The transcriptions were analysed according to G. H. Mead's (1932) "Checklist on Self as a Social Product Formed through the Process of Internalization and Organizing Psychological Experiences Framework of Self Conceptualization (See Appendix C). The reason and the rationale to adapt Mead's Checklist is its pioneering contribution to the recognization of self (Borich, 1999) and "rooted the self's perception and meaning deeply and sociologically in a common praxis of subjects" (Joas 1985, p. 166). The data were grouped, categorised and then categorisation tables were formed. Each category was coded to present the relevant information. The teaching performance of each pre-service teacher was analysed and the observed behaviours and actions of the students were compared to their reported beliefs and expectations about self and their teaching role in terms of their relevance. The differences between the first observation and the second observation was also analysed in terms of the any possible changes which occurred because of their own attempts emerged from the experience they gained during their teaching performances.

3.5.2. Data Collection Procedure of the Interviews

The researcher transcribed the semi-structured interview questions and constituted transcriptions. The transcriptions were evaluated by Pattern-Coding technique which is a qualitative data analysis method proposed by Miles and Hubermann (1997). Transcriptions were read, examined and categories were formed for the answers to the questions that participant pre-service teachers gave. Analyses of interviews were used in order to support the results gathered from the observation data by forming categories to the answers given to the questions. Steps to be followed in the study were as follows: Firstly, observation data and emerged transcriptions were studied and categorised to identify the reported and observed features of beliefs and expectations about self and their relevance to the practice in class. Secondly, each category representing a different instance ~~and~~ was coded and labelled according to its potential function. Thirdly, all the codes and labels seemed to be the same or similar were grouped together. The relationships between and among different codes were examined carefully. In order to suggest patterns, major categories were created by grouping the codes with similar nature. Finally, each pattern was examined again in order to ensure if it truly reflected the nature of its supporting data or not. Then, example(s) for representing each pattern were selected to illuminate the nature of the pattern.

IV. RESULTS

This section of the study comprises the results reached in two parts. The first part presents the data results obtained from the interviews. The second part presents the data results obtained from the classroom observations. The data results obtained from the interviews and the classroom observations were analysed according to the framework of "Self as Social Product formed through the Process of Internalization and Organizing Psychological Experiences" suggested by Mead (1934). The framework includes the following components: the developing self, the performing self, the environment, psychological experience, and the behavioural dialogue. The original framework includes two more components which are the salient other and the significant other. However, these components were not included to the analysis because they are emphasizing on the role of the interpreter, supervisor or the coordinating teachers at practicum schools, which are not involved in the purposes of the present study. The following sections present the results of the interviews and the observations.

4.1. THE RESULTS OF THE INTERVIEWS

The purpose of the interviews was to explore the pre-service teachers' beliefs and expectations about self and their own teaching role during practicum. The interviews were conducted before and after each teaching session at the practicum school. Interviews provided answers for the main research questions: "Question 1: What are the reported beliefs of the pre-service teachers about self and their teaching role related to their own teaching?" and "Question 2: What are the reported expectations of the pre-service teachers about self and their teaching role related to their own teaching?" and "Question 3: What is the relevance of those pre-service English teachers' reported beliefs about self and their teaching role to their own teaching practice in practicum schools?" and "Question 4: What is the relevance of those pre-service English teachers' reported expectations about self and their teaching role to their own teaching practice in practicum schools?" and "Question 6: Is there a

change in pre-service teachers' beliefs and expectations about 'self' and 'teaching role' because of their own teaching practices? How? "

Twelve interviews in total were conducted with pre-service teachers throughout the research. The first interviews were conducted in March, before and after the teaching sessions. The second interviews were conducted in June with the same procedure. Both of the interviews included 5 questions each (See Appendices A and B for interview questions)

4.1.1. Results of the First Interview Conducted Before the Teaching Performance at Practicum

The interview questions asked before the practicum teaching sessions consisted of 5 questions related to the beliefs, expectations and the role and self of a teacher in an EFL class. The interview questions were applied during the practicum twice to identify the pre-service teachers' awareness and perceptions about their beliefs and expectations related to self. The following questions were asked to the pre-service teachers which were adapted from Richards & Lockhart (1994) by excluding the fourth and fifth questions. Those particular questions were excluded because they were related to the expectations of student roles and classroom management, which were irrelevant to the purposes to the present study. In addition, some pre-service teachers stated more than one role whereas some of them stated only one. The questions are presented below:

1) What do you think is the role of an English teacher in an EFL class?
2) How would you define a teacher's role in an EFL class?
3) What do you think about the concept of "self" in ELT?
4) What are your beliefs about self in teaching English?
5) What are your expectations about self in teaching English?

Question 1 asked about the role of an English teacher in an EFL class. The purpose of this question was to identify whether the pre-service teachers have the knowledge

of the roles of a teacher and the roles that they are already familiar with and also how they perceive those roles. According to this analysis, 10 categories were emerged from the answers. The categorised results to the first question **"**What do you think is the role of an English teacher in an EFL class?" are shown in Table 4 as follows.

Table 4. Responses of the Pre-Service Teachers to Question 1 in the First Interview before the Practicum Teaching Session

Codes	Categories	The Number of Pre-Service Teachers	%
ETDWL	To make students be able to express themselves in English in daily and working life	4	66,6 %
FACI	To be a facilitator	3	50 %
CEVM	To be able to use the classroom environment as material and to use visual materials	2	33,3 %
CM	To be the controller/manager	2	33,3 %
STTE	To be the most significant tool to teach English	2	33,3 %
PAR	To be a participant	1	16,6 %
GUI	To be a guide	1	16,6 %
		1	16,6 %

RES	To be a resource		
DTH	To help students discover themselves	1	16,6 %
COUN	To be a counsellor	1	16,6 %

N=6

As seen in table 4, it was reported that making students be able to express themselves in English in daily and working life (66, 6 %) was the most commonly role expected from a teacher in an EFL class by 4 pre-service teachers. After that, being a facilitator (50 %) was reported to be the most important role of an EFL teacher by 3 pre-service teachers. Being able to use the classroom environment as material and to use visual materials, being the controller and/or the manager of the class and being the most significant tool to teach English (33, 3 %) was reported to be the most commonly expected role of an English teacher as accessed by 2 participants each time. Finally, the least preferred roles of EFL teachers were being a participant, being a guide, being a resource, helping students discover themselves and being a counsellor (16,6 %) as accessed by 1 participant each time.

As seen in the results, the pre-service teachers mostly expressed the importance of communication in target language while teaching. When analysed in terms of the self framework, it can be inferred that 'the developing self" is one of the components of self expressed by the pre-service teachers. According to Mead (1934), "the developing self conveys a dynamic concept of 'self', a concept always subject to change through the impact of experience" (p. 94). Pre-service teacher 5 emphasizes this 'change' through experience as follows:

"I think being participant also being a guide, being a resource. I think all of them are important for a teacher. Because sometimes students need information, sometimes they need a friend or they need help sometimes generally they need help so in these times we should change our role in the classroom, during the class".

Pre-service teacher 5 stated that the teacher should change his/her role according to the needs of the students, as sometimes a guide or sometimes a resource, which is an indication of developing self. The second self component expressed by the pre-service teachers is “the performing self” which is the concept of self-as doer, the self exhibiting behaviours and producing products. Pre-service teacher 6 states that when she can produce English in class, she feels she produced something which makes her happy as follows:

“Now I am, how can I say, I like my class very much because their levels are very good and I speak them English in a relaxed way. They understand me and so I trust myself better. I gain self esteem here. When I see they understand me, I am pleased. And I want to teach them more and more”.

As seen in the transcription, the mutual production of English in class made the pre-service teacher 6 develops the performing self because she felt she did something which created a production.

The third component of self expressed by the pre-service teachers was “the environment”. The environment component includes the physical milieu of the classroom, school and professional environment in which the developing self exists and the behavioural dialogue occurs. Pre-service teacher 6 expressed this as a distinction between the environments of the state and private schools as follows:

“I think it should be facilitator and counsellor, because, and you should apply communicative approach now because we can learn and teach the language by using it. So you should apply this. We can succeed this in private schools. The state schools are crowded and it would be I think difficult for management. When I talk to my other friends they teach in state schools they say they don't speak English”.

As seen in the transcription for pre-service teacher 6, the environment and the student profile affects the roles and the development of self during the practicum teaching. Those implications of the pre-service teachers also formed the occurrence

of the "psychological experience" which is another component of self. This component includes the responds, values, and internalization of the reflective, interpretive or informative stimuli offered by the environment create a self concept influencing behaviour, beliefs and attitudes.

Question 2: "How would you define or name a teacher's role in an EFL class?" aimed to make participant students to define or name a teacher's role in an EFL classroom. According to this analysis, 8 categories were emerged from the answers. The categories and the percentages of the participant students are shown in table 5.

Table 5. Responses of the Pre-Service Teachers to Question 2 in the First Interview before the Practicum Teaching Session

Codes	Categories	The Number of Pre-Service Teachers	%
FACI	To be a facilitator	4	66,6 %
HESCOR	To be a helper for self-correction	1	16,6 %
RIGHT	To do the right thing on right time	1	16,6 %
BST	To be a student himself/herself	1	16,6 %
DTH	To help students discover themselves	1	16,6 %
MULTIN	To make use of multiple intelligence theory	1	16,6 %
KEDIS	To keep a distance	1	16,6 %

	with students		
NEED	To meet students' needs	1	16,6 %
N= 6			

As seen in table 5, it was reported that being a facilitator (66,6 %) was the most commonly given definition by 4 pre-service teachers to the role of an EFL teacher. After that, enabling self-correction (16, 6 %) was reported to be the definition of the role of an EFL teacher by 1 pre-service teacher. In addition, doing the right thing on right time, teachers' being student himself/herself, helping students to discover themselves, making use of the Multiple Intelligence Theory, keeping a distance with students, and meeting students' needs (16,6 %) were reported to be the definitions of the roles an English teacher by 1 participant for each.

As table 5 shows, most of the pre-service teachers define the role of an English teacher as being a facilitator. Pre-service teachers 2, 3, 4 and 6 defined the role of an English teacher as facilitator at most and the other definitions as follows:

Pre-service teacher 2

"I think teacher should be a facilitator and she or he should be a good observer".

Pre-service teacher 3

"Facilitator. I think he should facilitator the teaching and learning".

Pre-service teacher 4

"I think an English teacher is a facilitator and she is also a student in the class learns with the students and teaches them"

Pre-service teacher 6

“We can facilitate them. Firstly give instructions and then examples. We start the activity and we should facilitate them make a peer collection or self correction I think”

Question 3, “What do you think about the concept of ‘self’ in ELT?” aimed to obtain the ideas of the participant students about the concept of “self” in ELT. According to this analysis, 9 categories were emerged from the answers. Categories and the percentages of the participant students are shown in table 6.

Table 6. Responses of the Pre-Service Teachers to Question 3 in the First Interview before the Practicum Teaching Session

Codes	Categories	The Number of Pre-Service Teachers	%
ACT	To act the way a teacher should do in the class	2	33,3 %
ENJ	To enjoy what s/he does in the class	2	33,3 %
AUTH	To be the authority in the class	1	16,6 %
BELBET	To believe to be better in the future	1	16,6 %
STAND	To be able to stand on one’s feet	1	16,6 %
STRG	To struggle with	1	16,6 %

	the difficulties in the class		
AMBT	To be ambitious	1	16,6 %
DIFFID	To have different identities in class	1	16,6 %
SEVFEED	To help for Self-evaluation and self feedback	1	16,6 %
N= 6			

As seen in table 6, it was reported that acting the way a teacher should do in the class is in class and enjoying what the teacher does in the class (33,3 %) were the most commonly thought ideas about the concept of self in ELT by 2 pre-service teachers for each. After that, being the authority in the class, believing to be better in the future, helping students for being able to stand on their feet, struggling with the difficulties in the class, being ambitious, having different identities in the class, helping for self-evaluation and self feedback (16, 6 %) were reported to be the ideas about the concept of self in ELT by 1 pre-service teacher each.

The results show that pre-service teachers have different definitions of self. For instance, pre-service teacher 2 states that "self" means the reflection of the English teacher's personality in class:

"I think it is the way teacher should reflect both her own personality and another personality. Sometimes his / her personal role. Sometimes he or she pretends to be someone in class and I think it is the best way".

Another definition is given by pre-service teacher 4. According to her, "self" is the strength she has to cope with the possible problems she would have.

“I think it is the way I act. Self means for me to be able to stand on your foot to be able to struggle with the difficulties I will have in class, that’s why it is what I reflect in the class, in my opinion”.

Pre-service teacher 5 expressed a “self” similar to the pre-service teacher 2 in terms of the changing identity during the class which can be regarded as an example of “the behavioural dialogue” component of the self framework. The changing self according to the content of the class is described as the behaviour of the teacher and others – students in that case- in the professional environment.

“According to the class or activity, I can take another identity. Sometimes I must be the authority, sometimes I should be another thing. For example in one class I made a drama activity and I became their children. They become my father. They enjoy this activity, so sometimes I need these things different identities”.

The definition of pre-service teacher 5 can be regarded as an example of the “psychological experience” component of the self framework.

“For now I am not enough. I don't feel myself well right now. But day by day by practicing I will be better”.

As presented in the transcription above, the behaviour of the pre-service teacher 5 and her beliefs and attitudes towards “self” could change with practice and thus emerge to a psychological experience.

Question 4, “What are your beliefs about self in teaching English?” aimed to obtain the ideas of the pre-service teachers about their beliefs about self in teaching English. According to the analysis, 9 categories were emerged from the answers. Categories and the percentages of the pre-service teachers are shown in table 7.

Table 7. Responses of the Pre-Service Teachers to Question 4 in the First Interview before the Practicum Teaching Session

Codes	Categories	The Number of Pre-Service Teachers	%
ADAPT	I will adapt the curriculum according to the needs and cultural backgrounds of my students	2	33,3 %
TALKENG	I will talk in English as much as possible	2	33,3 %
CURR	I won't be dependant on the curriculum	1	16,6 %
STRICT	I won't be so strict in the class	1	16,6 %
OBSERVE	I will observe my students	1	16,6 %
INTRODUCE	I will never start teaching without introducing myself to students	1	16,6 %
ACTIV	I will use enjoyable activities	1	16,6 %
SPACE	I will have a space between me and my	1	16,6 %

	students		
ORGNZ	I will organize the students well	1	16,6 %
N=6			

As seen in table 7, it was reported that the belief in adapting the curriculum according to the needs and cultural background of the students (33, 3 %) was one of the most commonly thought beliefs about self in teaching English by 2 pre-service teachers. After that, the belief in talking in English as much as possible (33, 3 %) is the other most commonly thought beliefs about self in teaching English by 2 pre-service teachers. Lastly, the belief in not being dependant on the curriculum, not being so strict in class, observing the students, not starting teaching without introducing herself to the students, using enjoyable activities, having a space between teacher and students, organizing the students well (16, 6 %) were reported to be beliefs about self in teaching English by 1 pre-service teacher for each.

The belief of adapting the curriculum according to the needs and cultural background of the students was stated as follows by pre-service teacher 6 as follows:

“I don't want to be a dependant to the curriculum. I want to make my own curriculum and I want to adapt the irrelevant parts that belong to the year. I think my learners need cultural background”.

The belief of using the target language in the classroom was expressed by pre-service teacher 3 as follows:

“My belief is I hope one day I should speak English fluently in class and then I can teach my students to speak it not grammar based only. I should teach them how to speak. Not exactly as native speakers but like a native speaker”.

Question 5 “What are your expectations about self in teaching English?” aimed to obtain the ideas of the participant students about their expectations about self in teaching English. According to the analysis, 4 categories were emerged from the answers. Categories and the percentages of the participant students are shown in table 8.

Table 8. Responses of the Pre-Service Teachers to Question 5 in the First Interview before the Practicum Teaching Session

Codes	Categories	The Number of Pre-Service Teachers	%
ADAPT	To adapt my teaching according to the students in private or state schools	3	50 %
RELAT	To have good relationships with my students	2	33,3 %
TYLE	To be able to teach young learners	2	33,3 %
TESK	To make some changes in her teaching skills	1	16,6 %
N=6			

As seen in table 8, it was reported that adapting their teaching according to the students’ needs in both private and state schools (50 %) was most commonly thought

expectation about self in teaching English by 3 pre-service teachers. One of the statements about adaptation about this was made by pre-service teacher 6 as follows:

"I studied at state schools throughout my student life and now I see in this school, students have more opportunities. I as a teacher, expect to turn this into an advantage because the materials chosen are appropriate as far as I can see. If I study at a state school, I expect to adapt the limited teaching materials into the way that will make things easier and more understandable for my students".

After that, having good relationships with students and teaching young learners (33, 3 %) are the other most commonly thought expectations about self in teaching English by 2 pre-service teachers each. Pre-service teachers 6 stated that it is important to have a good relationship with her students as follows:

"I need good relationship with my students because it affects me very much. If they say the course is very joyful or the course is very fine, I became very happy".

Lastly, making some changes in her teaching skills in lessons (16, 6 %) was the least reported expectation about self in teaching English by 1 pre-service teacher. Pre-service teacher 3 stated that improving her teaching skills was her expectation:

"I expect that it is important for me. Now, I am not a good teacher because I just started teaching. But I listen to my teachers' thoughts and observe students' reactions and I am trying to make some changes especially teaching skills. I am learning I think".

The following section presents the results obtained from the first interviews after the practicum teaching of the pre-service teachers.

4.1.2. Results of the First Interview Questions after the Practicum-Teaching

The first interview questions after the practicum teaching session consisted of 5 questions related to the roles of the participant pre-service teachers which were adopted during their teacher sessions, to what extent they were able to realize the role they had in their minds, whether the role about self they had in their minds affected their teaching, and whether the beliefs and expectations they had in their minds about self changed. The interview questions were applied to identify how the pre-service teachers' experiences affected their beliefs and expectations about self after the teaching sessions. The following questions were asked to the pre-service teachers which were adapted from Avşar (1999). There were seven questions in the original question list (See Appendix G) but the questions were adapted according to the purposes of the present study. The questions are as follows:

1) What roles did you adopt during the lesson?
2) To what extent were you able to realise the role you had in your mind while teaching in class?
3) Do you think your perceptions on self about your own teaching affected you while teaching in class?
4) Did your beliefs about self in teaching change? Give reasons.
5) Did your expectations about self in teaching change? Give reasons.

All of the responses that the participant pre-service teachers gave during the interview after their practicum teaching session were presented question by question.

Before the presentation of the results, information about the practicum teaching is given. The pre-service teacher 1 taught to 4th grade of primary school. She revised the vocabulary items of transportation and leisure time activities. Pre-service teacher 2 taught to 3rd grade students. She taught the "have got/has got" structure through some activities. Pre-service teacher 3 taught to 2nd grade students. She revised present continuous tense structures through story telling. Pre-service teacher 4 taught to 5th grade students. She covered the answers of the worksheet that the students

were given as homework and revised vocabulary items and tense structures. Pre-service teacher 5 taught to 5th grade students. She covered a reading passage about dinosaurs and revised 'if clause' structure. Pre-service teacher 6 taught to 3rd grade students and taught "have got/has got" structure through activities.

Question 1, "What roles did you adopt during the Lesson?" asked about the roles the participant students adopted during their teacher sessions. The purpose of this question was to identify whether the pre-service teachers have realized the roles while they were teaching. According to the results, 4 categories emerged. Categories for the roles and the percentages of the participant pre-service teachers who stated different roles are shown in table 9.

Table 9. Responses of the Pre-Service Teachers to the Question 1 in the First Interview after the Practicum Teaching Session

Codes	Categories	The Number of Pre-Service Teachers	%
INS	Instructor	3	50 %
FACI	Facilitator	2	33,3 %
CONT	Controller	1	16,6 %
GUID	Guide	1	16,6 %

N=6

As seen in table 9, it was reported that being an instructor (50 %) was the most commonly role that the pre-service teachers thought they adopted during the first lesson by 3 pre-service teachers. Being a facilitator (33, 3 %) was the other most commonly role that was reported to be adopted by 2 pre-service teacher. Lastly,

being a controller and a guide (16, 6 %) were the least reported role claimed to be adopted by 1 pre-service teacher.

Question 2 **"**To what extent were you able to realise the role you had in your mind while teaching in the class?" asked about the extent pre-service teachers were able to realise the role they had in their mind while teaching in class. The purpose of this question was to identify if the pre-service teachers has realized the roles they had in their mind while they were teaching. According to the results, 3 categories emerged. The results of the second question are shown in Table 10.

Table 10. Responses of the Pre-Service Teachers to Question 2 in the First Interview after the Practicum Teaching Session

Codes	Categories	The Number of Pre-Service Teachers	%
YES/MINORDIF	I realized everything I planned with only some minor differences such as changing the activities, production of target language and the usage of the blackboard	4	66,6 %
YES	I realized everything I planned	1	16,6 %
NO	I could not realize everything because of the noise in the class	1	16,6 %
N=6			

As seen in table 10, it was reported by 4 of the participant pre-service teachers that they could realize the roles they had in their minds with minor differences (50 %). These minor differences were thought as changing the activities, production of target language and the usage of the blackboard. For instance, the pre-service teacher 3 stated that she had difficulty at the beginning as follows:

"At the beginning I couldn't because I got excited but then I reached my aim. I think it's because I didn't use the board tidy. I should have drawn the steps longer, I mean, because the pictures are big, I should have thought that"

In addition, 1 pre-service teacher reported that she could realize everything as she planned in the class (16, 6 %) as follows:

"I aimed to make them listen and talk about their general things. At first I did not plan them to read the story; they wanted to read so I couldn't say you can't read so they read. For production and for pronunciation it can also be, I think beneficial. So in terms of listening, reading and answering questions, I got pleased"

Lastly, 1 participant student told that she could not realize the role she had in her mind due to the noise in class (16, 6 %).

Question 3 "Do you think your perceptions on self about your own teaching affected you while teaching in class?" asked if participant students' perceptions on self related to their own teaching affected them while teaching in the class. According to the analysis of the transcriptions, 2 categories emerged. These categories and the percentages for the responses of the participant pre-service teachers are shown in table 11.

Table 11. Responses of the Pre-Service Teachers to Question 3 in the First Interview after the Practicum Teaching Session

Categories	The Number of Pre-Service Teachers	%
Yes	5	83,3 %
No	1	16,6 %

N=6

As seen in table 11, it was reported by 5 of the pre-service teachers that their perceptions on self related to their own teaching affected them while teaching in class (83, 3 %) as stated by pre-service teacher 2.

"Yes, it affected me. Again, I tried to control the class, the whole class and I did the entire things which I planned yes."

In addition, pre-service teacher 3 stated that

"Yes, because I enjoyed that class, I enjoyed what I am teaching, I had the motivation. Sometimes I thought that I sucked, and then I work harder. But if I'm doing the right job, then I become happy and work hard too. In both cases I work.

In addition, 1 participant student reported that her perceptions on self related to her own teaching did not her while teaching in class (16, 6 %).

"No, it did not affect. I forget about myself while teaching in class, so it does not affect me."

Question 4, “Did your beliefs about self in teaching change?” asked whether the beliefs of pre-service teachers about self in teaching changed. According to the results, 4 categories emerged Categories and the percentages for the responses of the pre-service teachers are shown in table 12.

Table 12. Responses of the Pre-Service Teachers to Question 4 in the First Interview after the Practicum Teaching Session

Codes of the First Interview Before the Practicum Teaching	Categories	The Number of Pre-Service Teachers	%
ADAPT	Yes Every teaching session is different for me	2	33,3 %
TALKENG	No I still love teaching	2	33,3 %
CURR	No I can communicate with them	1	16,6 %
STRICT	Yes I will be better	1	16,6 %
OBSERVE			
INTRODUCE			
ACTIV			
SPACE			
ORGNZ			
N=6			

As Table 12 shows, 2 pre-service teachers reported that their beliefs did change after the teaching session (33, 3 %) because every teaching session was different for them in terms of the students' reactions to them. As seen in the comparative results, pre-service teachers stated that they believed that they would adapt the curriculum they would use according to the needs or the cultural background of their students. They stated that they would use the target language as much as possible during their lessons and according to the table 12, 1 pre-service teacher held that beliefs as follows:

"Yes, it changed because in our schools we did not have the chance to practice with real students and I had doubts whether I will teach or not. I was afraid if I can't interact with them at first but now I believe I can do it."

2 pre-service teachers reported that their beliefs did not change after the teaching session (33, 3 %) stating that they still love teaching as they stated before the practicum teaching. 1 pre-service teacher told that her beliefs did not change after the teaching session (16, 6 %) stating that she could still communicate with them. Lastly, 1 pre-service teacher reported that her beliefs did change after the teaching session (16, 6 %) stating that she believed she would be better. Pre-service teacher 1 states as follows:

"It has changed day by day. Every class, every time because the teaching environment changes. I learn a new thing every time I teach and fix my mistakes. My belief is that I will be better, develop myself".

Question 5, "Did your expectations about self in teaching change?" asked whether the expectations of participant students about self in teaching changed. According to the results, 4 categories emerged. Categories and the percentages for the responses of the pre-service teachers are shown in table 13.

Table 13. Responses of the Pre-Service Teachers to Question 5 in the First Interview after the Practicum Teaching Session

Codes of the First Interview Before the Practicum Teaching	Codes	Categories	The Number of Pre-Service Teachers	%
ADAPT	ATTIT	Yes Every class students change so my attitudes towards teaching change	4	66,6 %
RELAT	SPON	Yes Being spontaneous and having B plans are important	2	33,3 %
TYLE	ATTEN	Yes Students attended the classes more than I expected	1	16,6 %
TESK	SPEAK	Yes I expected them to speak and they did	1	16,6 %

N=6

Table 13 shows that 4 pre-service teachers reported that their expectations about self did change after the teaching session (66, 6 %) stating that every class students changed according to the content of the lesson, what they were learning as pre-service teacher 6 stated as follows:

“I sometimes feel I am in a completely different class. This is hard because I have different expectations and preparation about the class and myself, but then find something else. It is hard to guess sometimes.”

As can be seen from the transcription, there is a change between the before and after expectations about self of the pre-service teachers. Before the practicum teaching, the pre-service teachers mostly stated the importance of adapting the curriculum but after the teaching, they mostly stated more practical expectations such as being spontaneous or having B plans.

2 pre-service teachers reported that their expectations changed after the teaching session (33, 3 %) stating that being spontaneous and having B plans (additional activities).

“Sometimes I feel the need to give spontaneous reactions to the students’ actions. I expect to do something different in the class but have to change it. That’s why a teacher should have B plans all the time to be prepared”.

1 pre-service teacher reported that her expectations changed after the teaching session (16, 6 %) stating that students attended the classes more than she had expected.

“I didn’t expect them to be so in to the activities because while I was observing the class last term, I was a bit afraid because they did not attend too much. I am happy to make them active”

Lastly, 1 pre-service teacher reported that her expectations changed after the teaching session (16, 6 %) stating that she had expected them to speak and they did.

4.1.3. Results of the Second Interview Questions before the Second Practicum-teaching

The interview questions which were asked before the second practicum teaching sessions consisted of the same 5 questions that were asked in the first interview before the first teaching session and they related to the beliefs, expectations and the role of self of a teacher in an EFL class. Only the word 'now' was added to the questions to remind the participants their experience with the first teaching sessions. The reason behind the fact that the interview questions were applied twice before the first and second teaching session was to identify whether the pre-service teachers' awareness, beliefs and expectations about the 'self' and the role of teaching changed because of their own experience that they gained in their own teaching sessions. The following questions were asked to the pre-service teachers which were adapted from Richards & Lockhart (1994) except4th and 5th questions.

1) What do you think is the role of an English teacher in an EFL class now?
2) How would you define a teacher's role in an EFL class now?
3) What do you think about the concept of "self" in ELT now?
4) What are your beliefs about self in ELT now?
5) What are your expectations about self in ELT now?

All of the participant pre-service teachers were interviewed before their second practicum teaching session. The results were presented question by question below as follows.

Question 1, "What do you think is the role of an English teacher in an EFL class now?" asked about the role of an English teacher in an EFL class again to compare their responses with the responses that they gave in the first interview before their teaching sessions. The purpose of this question was actually to observe whether the pre-service teachers' beliefs about the knowledge of the "role of self" in teacher development and the roles that they were already familiar with changed because of

their experience with their own teaching sessions. The results related to the responses given to the first question are shown in Table 14.

Table 14. Responses of the Pre-Service Teachers to Question 1 in the Second Interview before the Second Practicum Teaching Session

Categories for the same question in the first interview	Codes	Categories	The Number of Pre-Service Teachers	%
To make students be able to express themselves in English in daily and working life (4)	FACIL	To be a facilitator	3	50 %
To be a facilitator (3)	DISAB	To discover students' abilities	2	33,3 %
To be able to use the classroom environment as material and to use visual materials (2)	PART	To be a participator	2	33,3 %
To be the controller/manager (2)	GUIDE	To be a guide	2	33,3 %
To be the most significant tool to teach English (2)	RMOD	To be a role model for the students	1	16,6 %
To be a participant (1)	RES	To be a resource	1	16,6 %
			1	16,6 %

To be a guide (1)	DESENG	To develop a tendency (desire) towards learning English		
To be a resource (1)	MIT	To apply the Multiple Intelligence Theory in class	1	16,6 %
To help students discover themselves (1)				
To be a counsellor (1)				

N=6

As seen in table 14, it was reported that being a facilitator (50 %) was the most commonly role expected from a teacher in an EFL class by 3 pre-service teachers. Being a facilitator was also reported by 3 pre-service teachers in the first interview before the first practice teacher.

"Again, the role of the English teacher, I think should be to be a facilitator."

After that, discovering students' abilities (33, 3 %) was reported to be another important role of an EFL teacher by 2 pre-service teachers. Discovering students' abilities was also reported to be a role of an English teacher by pre-service teaches during the first interview before the first practice teaching.

"The most important role, in my opinion, is to help students realise their abilities or potentials"

Being a participator (33, 3 %) was reported to be the most commonly expected role of an EFL by 2 pre-service teachers. The least reported roles of EFL teachers were applying the Multiple Intelligence Theory in class, being a role model for the

students, being a resource in class, developing a tendency and desire towards learning English and guiding students (16, 6 %) by 1 pre-service teacher each. Being a counsellor and using the materials according to the needs of the students and the lessons were not reported by the pre-service teachers during the second interviews before the second teaching practice, though reported during the first interview before the first teaching practice.

Question 2, "How would you define a teacher's role in an EFL classroom now?" aimed to make pre-service teachers to define a teacher's role in an EFL class. According to the results, 7 categories emerged. The categories and the percentages for the responses given by the pre-service teachers are shown in table 15.

Table 15. Responses of the Pre-Service Teachers to Question 2 in the Second Interview before the Second Practicum Teaching Session

Categories for the same question in the first interview	Codes	Categories	The Number of Pre-Service Teachers	%
To be a facilitator (4)	FACI	To be a facilitator	2	33,3 %
To be a helper for self-correction (1)	GUIDE	To be a guide	1	16,6 %
To do the right thing on right time (1)	OBSER	To be an observer	1	16,6 %
To be a student	DORIGH	To do a thing in a right time	1	16,6 %

himself/herself (1)				
To help students discover themselves (1)	STISAT	To give stimuli and satisfy their needs	1	16,6 %
To make use of multiple intelligence theory (1)	ADJLEV	To adjust himself / herself according to students' level	1	16,6 %
To keep a distance with students (1)	ROLMOD	To be a role model	1	16,6 %
N=6				

As seen in table 15, it was reported that being a facilitator (33, 3 %) was the most commonly definition given 2 pre-service teachers to the role of an EFL teacher. It was also the most commonly given definition by 4 pre-service teacher during the first interview before the first practicum teaching. After that, being a guide, being an observer, doing right thing in a right time, giving stimuli and satisfying their needs, adjusting himself / herself according to students' level and being a role model (16, 6 %) were reported to be the definition of the role of an EFL teacher by 1 pre-service teacher each. Being a guide and observer was reported by the pre-service teacher 6 as follows:

"I think the role of a teacher is to be a guide in class. In order to do this, she should observe the class and direct the students according to the situation"

Another role reported was to do the right thing on right time. This was reported by the pre-service teacher 5 in both interviews.

"Doing a right thing in a right time, and I am insisting on this idea. Because when you change the class your role is also changing. Everything is changing. Your aim is

different according to the level. You are trying to make them just listen something or another thing. But in some other classes you have to be more sophisticated, more knowledgeable. So it changes."

In addition, being a role model was also reported by the pre-service teacher 4 as follows:

"A teacher's role means a teacher who can be a role model for her students".

Apart from those, as seen on table, the reported definitions of pre-service teachers related to teacher roles in class show similarities.

Question 2, "How would you define a teacher's role in an EFL classroom now?" aimed to make pre-service teachers to define a teacher's role in an EFL class again to observe whether there was a change in their beliefs and expectations about a teacher's role after their first teaching experience that they gained in their teaching sessions. According to the results, 7 categories emerged. The categories and the percentages for the responses given by the pre-service teachers are shown in table 15.

Table 15. Responses of the Pre-Service Teachers to Question 2 in the Second Interview before the Second Practicum Teaching Session

Categories for the same question in the first interview	Codes	Categories	The Number of Pre-Service Teachers	%
To be a facilitator (4)	FACI	To be a facilitator	2	33,3 %
To be a helper for self-	GUID	To be a guide	1	16,6 %

correction (1)				
To do the right thing on right time (1)	OBSER	To be an observer	1	16,6 %
To be a student himself/herself (1)	DORIGH	To do a thing in a right time	1	16,6 %
To help students discover themselves (1)	STISAT	To give stimuli and satisfy their needs	1	16,6 %
To make use of multiple intelligence theory (1)	ADJLEV	To adjust himself / herself according to students' level	1	16,6 %
To keep a distance with students (1)	ROLMOD	To be a role model	1	16,6 %
To meet students' needs (1)				

N=6

As seen in table 15, it was reported that being a facilitator (33, 3 %) was the most commonly definition given 2 pre-service teachers to the role of an EFL teacher. Being a facilitator was also the most common definition given by the pre-service teachers in the first interview after the first teaching practice.

"I think the teacher shouldn't give the knowledge always. I mean she shouldn't give lecture always. Sometimes he should only direct students. She should give them tasks because students learn by doing. If you make them do something then they will

learn. So I think teacher should be facilitator."

After that, being a guide, being an observer, doing right thing in a right time, giving stimuli and satisfying their needs, adjusting himself / herself according to students' level and being a role model (16, 6 %) were reported to be the definition of the role of an EFL teacher by 1 pre-service teacher each.

"I think teacher should behave like students. She should understand their behaviours. She should behave according to their levels. And she shouldn't force them to learn. She should make them enthusiastic I think".

The results also reveal that the definitions of the role of the teacher in class reported by pre-service teachers are similar to the ones they reported in the first interviews.

Question 3, "What do you think about the concept of 'self' in ELT now?" aimed to obtain the ideas of the participant students about the concept of "self" in ELT. It was asked again to observe whether there was a change in their ideas about the concept of 'self' after their first teaching experience that they gained in their teaching sessions. According to the analysis of results, 10 categories emerged. The categories and the percentages for the responses given by the participant pre-service teachers are shown in table 16.

Table 16. Responses of the Pre-Service Teachers to Question 3 in the Second Interview before the Second Practicum Teaching Session

Categories for the same question in the first interview	Codes	Categories	The Number of Pre-Service Teachers	%
To act the way a teacher	ACRIGH	Acting the right way that a teacher should do in class	1	16,6 %

should do in the class (2)				
To enjoy what s/he does in the class (2)	PRET	Pretending to be someone else	1	16,6 %
To be the authority in the class (1)	OPCLE	Being open and clear	1	16,6 %
To believe to be better in the future (1)	CONF	Being confident	1	16,6 %
To be able to stand on one's feet (1)	MOT	Being a motivator	1	16,6 %
To struggle with the difficulties in the class (1)	DIR	Being a director	1	16,6 %
To be ambitious (1)	FEED	Being a feedback giver	1	16,6 %
To have different identities in class (1)		Enabling communication	1	16,6 %

To help for Self-evaluation and self feedback (1)	DEV	Being a developer	1	16,6 %
	STAN	Standing on his/her feet	1	16,6 %

N= 6

As seen in table 16, it was reported that acting the right way that a teacher should in class, pretending to be someone else, being open and clear, being confident, being a motivator, being a director, giving feedback, enabling communication, developing professionally, standing on his/her feet (16, 6 %) were reported to be the definition of the role of 'self' an EFL teacher by 1 pre-service teacher for each category.

According to pre-service teacher 3, the 'self' includes the way a teacher should behave in class.

"I think a good teacher's self can be understood from the way she acts. She knows what she is doing"

This idea was also reported at the first interview, too. In addition, enabling communication, standing on one's feet is among the ones which were reported by the pre-service teachers once again during the second interviews before the second practicum teaching. The roles defined such as being a developer, enabling communication and being a feedback giver are the examples of the "developing self" stated by Mead (1934).

Question 4, "What are your beliefs about self in teaching English?" aimed to obtain the ideas of the participant students about their beliefs about self in teaching English. It was asked again to observe whether there was a change in their beliefs about the concept of 'self' after their first teaching experience that they gained in their teaching

sessions. According to the results, 4 categories emerged. The categories and the percentages for the responses given by the participant pre-service teachers are shown in table 17.

Table 17. Responses of the Pre-Service Teachers to Question 4 in the Second Interview before the Second Practicum Teaching Session

Categories for the same question in the first interview	Codes	Categories	The Number of Pre-Service Teachers	%
I will adapt the curriculum according to the needs and cultural backgrounds of my students (2)	ACT	I am an active person and want to be in class	3	50 %
I will talk in English as much as possible (2)	ENCO	I am more encouraged and more eager to be a teacher	3	50 %
I won't be dependant on the curriculum (1)	STUD	I am like one of the students	2	33,6 %
I won't be so strict in the class (1)	GAMENJ	They will learn by playing games and enjoy the lesson	1	16,6 %

I will observe my students (1)	
I will never start teaching without introducing myself to students (1)	
I will use enjoyable activities (1)	
I will have a space between me and my students (1)	
I will organize the students well (1)	
	N=6

As seen in table 17, it was reported that believing to be an active person and the desire to be in class (50 %) were one of the most commonly thought beliefs about self in teaching English by 3 pre-service teachers. After that, the belief in being more encouraged and more eager to be a teacher (50 %) is the other most commonly thought beliefs about self in teaching English by 3 pre-service teachers. In addition, the belief in being like one of the students (33,6 %) were reported to be beliefs about self in teaching English by 2 pre-service teachers. Lastly, the belief in students'

learning by playing games and enjoying the lesson (16, 6) is the least thought by 1 participant student.

As seen in table 17, the categories reported by pre-service teachers concerning the beliefs declined at the second interviews before the second teaching practice. One of the statements by pre-service teaches belong to pre-service teacher 5 about being "oneself" in the class is as follows:

"My behaviours can change because I have to be like them. For example in other classes you have to be just like a child. But in this class it can be a bit funny or they can be just irritating. So you have to be balanced".

Another aspect reported by the pre-service teachers was the importance of communication. The following statement belongs to pre-service teacher 6:

"I try to communicate with students as possible I can but it sometimes, most of the times difficult because they are not eager to speak. I think the activities sometimes are too artificial for them. So I try to find more daily subjects. For example my class occurs of seven girls. Today's subject is I think is suitable for them."

As seen from the transcription, the pre-service teacher's belief is to make students more engaged to the class she is preparing to teach.

Question 5, "What are your expectations about self in teaching English now?" aimed to obtain the ideas of the participant students about their expectations about self in teaching English. It was asked again to observe whether there was a change in their expectations about the concept of 'self' after their first teaching experience that they gained in their teaching sessions. According to the results, 5 categories emerged. The categories and the percentages for the responses given by the participant pre-service teachers are shown in table 18.

Table 18. Responses of the Pre-Service Teachers to Question 5 in the Second Interview before the Second Practicum Teaching Session

Categories for the same question in the first interview	Codes	Categories	The Number of Pre-Service Teachers	%
	SUFFTE	To be sufficient for teaching my students	2	33,3 %
To adapt my teaching according to the students in private or state schools (3)	SHRDISC	To share ideas and to discuss with them	1	16,6 %
To have good relationships with my students (2)	FUN	To have fun while learning	1	16,6 %
To be able to teach young learners (2)	GENER	To be able to keep up with the new generation	1	16,6 %
To make some changes in her teaching skills (1)	COMMUN	To be able to communicate with students	1	16,6 %

N=6

As seen in table 18, it was reported that being sufficient for teaching the students (33, 3 %) was the most commonly thought expectation about self in teaching English by 2 pre-service teachers. The following transcription belongs to pre-service teacher 1.

"Before I teach, I am a bit afraid and think 'What if I will not be sufficient for my students?' I try to make my best and expect to be understood"

After that, sharing ideas and discussing them with the students, having fun and for learning, being able to keep up with the new generation and being able to communicate with students (16, 6 %) were the other expectations about self in teaching English by 1 pre-service teacher each. As seen in table 18, the number of categories between the first and the second interviews did not change and focus on communication with students.

The following section includes the results of the second interview questions after the second practicum teaching. Before that, information about the second lessons was provided. The information was given in order to make the context of the lessons more open. As this study does not focus on the content of the lesson, the details of the lessons were given for informative purposes. The pre-service teacher 1 taught to 5^{th} grade of primary school. She revised the vocabulary items of free time activities. Pre-service teacher 2 taught to 4^{th} grade students. She taught the vocabulary items of the clothes through some activities. Pre-service teacher 3 taught to 3^{rd} grade students. She revised the vocabulary items of direction finding. Pre-service teacher 4 taught to 10^{th} grade students. She covered a reading passage about the pollution. Pre-service teacher 5 taught to 5^{th} grade students. She covered a reading passage about the importance of physical activities. Pre-service teacher 6 taught to 10^{th} grade students and revised the tense structures.

4.1.4. Results of the Second Interview Questions after the Second Practicum-Teaching

The questions of the second interview conducted after the second practicum teaching session consisted of 5 questions related to roles the pre-service teachers which they adopted during their teacher sessions, to what extent they were able to realize the role they had in their minds, whether the role about the concept of 'self' they had in their minds affected their teaching, whether the beliefs and expectations they had in their minds about self changed because of their teaching experienced emerged from the teaching sessions. The interview questions were applied to observe whether there was any change in the pre-service teachers' beliefs and expectations about 'self' because of the experience that they gained in their teaching sessions. The following questions which were asked to the pre-service teachers were adapted from Avşar, (1999). The original questions were used in the Master Thesis of Avşar in 1999 (See Appendix H).

1) What roles did you adopt during the lesson?
2) To what extent were you able to realise the role you had in your mind while teaching in class?
3) Do you think your beliefs and expectations related to self about your own teaching affected you while teaching in class?
4) Did your beliefs about self in teaching change?
5) Did your expectations about self in teaching change?

In the following part, the results related to the responses of the pre-service teachers were presented question by question below as follows.

Question 1, "What roles did you adopt during the Lesson?" asked about the roles the participant students adopted during their teacher session. The purpose of this question was to identify whether the pre-service teachers realized what roles they adopted while they were teaching. According to the results, 6 categories emerged.

The categories and the percentages for the responses given by the participant pre-service teachers are shown in table 19.

Table 19. Responses of the Pre-Service Teachers to Question 1 in the Second Interview after the Second Practicum Teaching Session

Categories for the same question in the first interview	Codes	Categories	The Number of Pre-Service Teachers	%
	FACI	Facilitator	4	66,6 %
Instructor (3)	ACTIV	Activator	3	50 %
Facilitator (2)	ORGA	Organizer	3	50 %
Controller (1)	RESO	Resource	1	16,6 %
Guide (1)	COMMUN	Communicator	1	16,6 %
	GUIDE	Guide	1	16,6 %

N=6

As seen in table 19, it was reported that being a facilitator (66, 6 %) was the most commonly adopted role during the second lesson by 4 pre-service teachers. Being an activator (50 %) was the other most commonly adopted role by 3 pre-service teachers. Being an organizer (50 %) was the other most commonly adopted role by 3 pre-service teachers. Being a resource, a guide and a communicator (16, 6 %) were

the least reported roles adopted by 1 pre-service teacher for each. Pre-service teacher 1 reported as follows:

"I adopted controller role this time because they made some mistakes and I corrected. And sometimes I gave some clues. Sometimes I am facilitator, I wanted them to realise the correct answers"

As seen in table 19, the categories emerged from the first and the second interviews showed similarities.

Question 2, "To what extent were you able to realise the role you had in your mind while teaching in class?" asked to what extent pre-service teachers were able to realise the role they had had in their minds while teaching in class. The purpose of this question was to observe whether the pre-service teachers realized the roles they had in their mind while they were teaching. According to the analysis of results, 2 categories emerged. The categories and the percentages for the responses given by the participant pre-service teachers are shown in table 20.

Table 20. Responses of the Pre-Service Teachers to Question 2 in the Second Interview after the Second Practicum Teaching Session

Categories for the same question in the first interview	Categories	The Number of Pre-Service Teachers	%
I realized everything I planned with only some minor differences such as changing the activities, production of target language and the usage of the blackboard (4)	I applied everything I planned with only some minor differences such as changing the content, making lesson more fun.	3	50 %

I realized everything I planned (1)	I applied everything I planned	3	50 %
I could not realize everything because of the noise in the class (1)			

N=6

As seen in table 20, it was reported by 3 of the participant students that they were able to realize the roles they had had in their minds with minor differences (50 %). These differences were stated as changing the content and making lessons more fun according to the interests of the students. Pre-service teacher 5 reports as follows:

"Sometimes I needed to change my plan because I am trying to just make them think and talk. I just tried to think about it, and while thinking about it expressing ideas and using the language."

In addition, 3 participant students reported that she were able to realize everything that they planned in class (50 %). The comparison between the first and the second interview results show that pre-service teaches were more successful in realizing/applying the plan they had beforehand.

Question 3, "Do you think your beliefs and expectations related to self about your own teaching affected you while teaching in class?" asked if pre-service teachers' beliefs and expectations related to self about their own teaching affected them while teaching in class. According to the results, 2 categories emerged. The categories and the percentages for the responses given by the participant pre-service teachers are shown in table 21.

Table 21. Responses of the Pre-Service Teachers to Question 3 in the Second Interview after the Second Practicum Teaching Session

Categories for the same question in the first interview	Categories	The Number of Pre-Service Teachers	%
Yes (5)	Yes	5	83,4 %
No (1)	No	1	16,6 %

N=6

As seen in table 21, it was reported by 5 of the pre-service teachers that their beliefs and expectations related self about their own teaching affected them while teaching in class (83, 3 %). Pre-service 1 reported as follows:

"It definitely affects. I remember the first week. I didn't know what I was doing then. But then, day by day, I got used to the class and teaching. I figured out how to act in front of the students. I have a more serious attitude towards the students. This, of course, affects the way I am teaching in time",

In addition, 1 participant student reported that her perceptions related to self about her own teaching did not her affect her while teaching in class (16, 6 %).

"No. I do not change my expectations according to the classes."

As seen in table 21, there is no difference between the first and the second interviews in terms of the effect of beliefs and expectations on pre-service teachers.

Question 4, "Did your beliefs about self in teaching change?" asked if the beliefs of participant students about self in teaching changed. According to the results, 5 categories emerged. The categories and the percentages for the responses given by the participant pre-service teachers are shown in table 22.

Table 22. Responses of the Pre-Service Teachers to Question 4 in the Second Interview after the Second Practicum Teaching Session

Categories for the same question in the first interview	Categories	The Number of Pre-Service Teachers	%
Yes Every teaching session is different for me (2)	Yes Every teaching session was different. Every time I learned something new.	2	33,3 %
No I still love teaching (2)	No I wanted to be active and I was	1	16,6 %
No I can communicate with them (1)	No I was able to communicate with them	1	16,6 %
Yes I will be better (1)	No They will change with experience	1	16,6 %
	No Nothing unexpected happened	1	16,6 %

N=6

As table 22 shows, 2 pre-service teachers reported that their beliefs did change after the teaching session (33, 3 %) stating that every teaching session was different for them and every time they learned something new. 1 pre-service teachers reported that her beliefs did not change after the teaching session (16, 6 %) because of desiring to be active in class and she stated that she was. 1 pre-service teacher

explained that her beliefs did not change after the teaching session (16, 6 %) because still of being able to communicate with them. 1 pre-service teacher reported that her beliefs did change after the teaching session (16, 6 %) because of believing that they would change after their teaching experience.

"Actually it is sometimes up and down. It goes like that. But I never get disappointed. I say "Ok this can be next time I should take into my consideration." I say these because I affect negatively when I think otherwise. That's what I always think positively"

Lastly, 1 pre-service teacher said that her beliefs did not change after the teaching session (16, 6 %) stating that nothing unexpected happened.

Pre-service teacher 2 reported as follows:

"No. I believe my beliefs will change only with experience"

In addition pre-service 4 reported as follows:

"I think nothing unexpected happened. So it my beliefs did not change."

In addition, Table 22 shows that the pre-service teachers' beliefs did not change compared to the first teaching practice. There is a slight difference in the number of the pre-service teachers whose beliefs did not change.

Question 5, "Did your expectations about self in teaching change?" asked if the expectations of participant pre-service teachers about self in teaching changed. It was designed to see whether the pre-service teachers' second teaching experiences affected their expectations about self and caused a change. According to the results, 2 categories emerged. The categories and the percentages for the responses given by the participant pre-service teachers are shown in table 23.

Table 23. Responses of the Pre-Service Teachers to Question 5 in the Second Interview after the Second Practicum Teaching Session

Categories for the same question in the first interview	Categories	The Number of Pre-Service Teachers	%
Yes Every class students change so my attitudes towards teaching change	Yes I expect to be more effective	5	83,3 %
Yes Being spontaneous and having B plans are important	No I expect to go on to share ideas, use language	1	33,3 %
Yes Students attended the classes more than I expected			
Yes I expected them to speak and they did			
N=6			

Table 23 shows that 5 participant students reported that their expectations did change after the teaching session (83, 3 %) because they expect to be more effective in future.

Pre-service teacher 4 reported as follows:

"Every time I start teaching, I feel I have to change something. While I'm watching my friends I also ask "Am I effective enough?" So my expectations change each time".

1 participant student reported that her expectations did not change after the teaching session (16, 6 %) because she will go on to sharing ideas and using the language the way she did before.

“My expectations also didn’t change. I am happy to talk with people, sharing ideas and telling something extra things. My expectations didn’t change”

The comparative results show that pre-service teachers’ expectations changed with time and more practice. The expectations after the first and second teaching practice showed that expectations of the pre-service teachers changed according to the context and the class they taught.

4.2. THE RESULTS OF THE CLASSROOM OBSERVATIONS

The results obtained from the observation provided support for answering the following research questions: “What are the observed features of those pre-service English teachers’ teaching practice in terms of self in practicum schools? (Question 3)”, “What is the relevance of those pre-service English teachers’ reported beliefs about self and their teaching role to their own teaching practice in practicum schools? (Question 4)” and “What is the relevance of those pre-service English teachers’ reported expectations about self and their teaching role to their own teaching practice in practicum schools? Question 5”.

The observation instrument is the checklist for observation of pre-service English language teaching students by G. H. Mead (1932). The instances of the each item in the class will be marked with the supporting transcription from the observation.

4.2.1. Results of the Teaching Sessions Observation Transcripts

The following tables illustrate the results of the occurrence of the “self as a social product formed through the process of internalization and organizing psychological experiences” according to the checklist provided by G. H. Mead. The items are the

developing self, the performing self, the environment, psychological experience, and the behavioural dialogue. The significant other, the salient other was not included in the checklist because the study focuses on the pre-service teachers' themselves, not the others.

4.2.1.1. The Developing Self Item

The developing self item is the first item presented to reveal a pre-service teacher's Social Product formed through the Process of Internalization and Organizing Psychological Experiences by G. H. Mead. The developing self conveys a dynamic concept of "self", a concept always subject to change through the impact of experience.

Table 24 illustrates the occurrence of the developing self in the first teaching experiences of the pre-service teachers along with sample transcriptions.

Table 24. Occurrence of "The Developing Self" during the First Teaching Sessions of Pre-Service Teachers

The Pre-Service Teachers	Occurrence of "The Developing Self"	Sample Transcript
Teacher 1	Yes	39. T: OK. How many students? Eğer konumaya devam ederseniz 40. oynamayacağız. Herkes beni dinliyor mu? Ben şimdi ayarlayacağım [If you go on talking, we won't play. Everyone listening to me?] 41. Oyunu anlatacağım sonra başlayacağız tamam mı? Ama kesinlikle konuşmak yok, OK? [I will tell you the game and we will start. But do not speak at all, OK?] Be quiet. Be flowers.

		74. T: Yes, you are cop. OK please. Be quite.
		75: S10: Öğretmenim polis 76: olcam. [Teacher, I will be a cop] 77:T: Hayır, hiçbir şey olmayacaksınız. Çünkü çok ses yapıyorsunuz ve beni dinlemiyorsunuz. [No, you won't be anything because you make a lot of noise]
		8: T: OK. These cards. Listen to me carefully.
Teacher 2	Yes	9: S1: Bize vermediniz [You did not give us]
		10: T: Size vermeyeceğim çocuklar tamam mı? Siz diyalog yapacaksınız. [I won't give you OK? You will make dialogues] Please listen to me OK? Calm please.
		29: T: Give it to your friend. OK. Thank you. A stand up please.
		(Commotion)
		30: T: Geri almamı istiyor musunuz kartları? O zaman napıyorsunuz?
		31: Ss: (Quiet)
		32: T: Very good. OK. Ask your friend, "what have you got?"
		33: S: (murmur)

		34: T: I can't hear you.
Teacher 3	No	
Teacher 4	Yes	14: T: You said you watched a film. 15: S3: Hiç bir şey anlamadık ki. [We could not understand anything] 16: S4: Ben anladım. [I understood] 17: T: She understood. OK. Question 7.
Teacher 5	Yes	14: T: Before starting I want to ask something. Different questions. Did you look at 15: the pictures? It is interesting. They are dinosaurs. 16: S5: Öğretmenim bunu dinledik [Teacher we listened to this} 17: T: Are you sure? 18: S6: Okumadık, dinlemedik. [we didn't read, we didn't listen] 32: T: You listened to it before. So you will not listen to it again. Did you get any idea? 33: S10: Yes. 34:T: What is the subject of the story? 35: S10: Dinosaurs history.
Teacher 6	Yes	20: S4: Öğretmenim cumartesi gününü anlatayım

mı? [Teacher, shall I talk about Saturday?

21: T: Yes, very short please.

22: S4: Öğretmenim biz..

23: T: In English

24: S4: Ama ben bilmiyorum [But I don't know]

25: T: OK, then try to speak English

26: S4: Türkçe? [Turkish]

27: T: Try to speak please, just try. What did you do? Make a sentence.

28: S4: (silent)

29: T: OK first tell it in Turkish

The Codes Used: T-Teacher; S10- Student 10; Ss- Students; S4-Student 4; S5-Student 5; S6-Student 6

As shown in Table 24, the occurrence of "The Developing Self" during the first teaching sessions of pre-service teachers took place all of the teaching sessions of pre-service teachers except for the Teacher 3. The sample transcripts showed how pre-service teachers show their dynamic "self" during the classes by giving directions, showing initiatives towards the behaviours of the students and the usage of English in class.

Table 25 illustrates the occurrence of the developing self in the second teaching experiences of the pre-service teachers along with sample transcriptions.

Table 25. Occurrence of "The Developing Self" during the Second Teaching Sessions of Pre-Service Teachers

The Pre-Service Teachers	Occurrence of "The Developing Self"	Sample Transcript
Teacher 1	Yes	17: T: Mert, don't speak, OK? We take a ticket. We get on a toy and we go.. OK. Lunaparka gidiyoruz ve orada oyuncaklar var değil mi? [We are going to funfair and there are toys there, right?] 18: S4: Var. [Yes, there are] 19: T: Hani jeton atıyoruz içine geziyoruz. [We insert a coin in it and get around] 20: S5: Araba var. [there is a car] 21: T: Yes, there is a car. OK. Listen to me now. There is something, it has got wings, and its uuuuuuuu (shows with hands) 22:Ss: Uçaaaaak!! [Plane] 23: T: Yes. There is a plane!!
Teacher 2	Yes	25: T: Yes, Do you know Simspsons on TV? 26: S5: Yes. 27: T: So you know the characters. OK. Tell me who is she? What is her

		name? (shows the picture) 28: S6: Sister! 29: T: Yes, sister but what is her name? Do you know? OK. She is Lisa Simpson. Her name is Lisa. This is Lisa's wardrobe ok? 30: S7: Dolabı değil mi? [Isn't it her wardrobe?] 31: T: Yes. Lisa likes her clother. Let's open the wardrobe. Ohh!! My God. Where are the clothes? Elbiseler nerede biliyor musunuz? [Where are the clothes?] 32: S8: Hayır [no]
Teacher 3	No	
Teacher 4	No	
Teacher 5	No	
Teacher 6	No	

The Codes Used: T-Teacher; S8- Student 8; Ss- Students; S5-Student 5; S4-Student 4; S1-Student 1

As shown in Table 25, the occurrence of "The Developing Self" during the second teaching sessions of pre-service teachers took place at only 2 teaching sessions. These were at teacher 1's and teacher 2's classes. The sample transcripts showed how pre-service teachers show their dynamic "self" during the classes by giving warning, clarification and asking questions. The other sessions did not include any

instances of developing self because there was not a dramatic development from the beginning to the end of the session.

4.2.1.2. The Performing Self Item

The performing self item is the second item presented to reveal a pre-service teacher's Social Product formed through the Process of Internalization and Organizing Psychological Experiences by G. H. Mead. The performing self is the concept of "self-as-doer" the self exhibiting behaviours and producing products.

Table 26 illustrates the occurrence of the performing self in the first teaching experiences of the pre-service teachers along with sample transcriptions.

Table 26. Occurrence of "The Performing Self" during the First Teaching Sessions of Pre-Service Teachers

The Pre-Service Teachers	Occurrence of "The Performing Self"	Sample Transcript
Teacher 1	Yes	56: T: Hepiniz oynayacaksınız. Sırayla tamam mı? Eğer konuşmaya devam ederseniz bitecek burada oyun. Oynamayacağız tamam mı? [You will play one by one ok? If you go on talking the game will finih now. We won't play nay more, OK?] 58: Ss: Tamam [OK] 59: T: Herkes sessizce arkadaşlarını dinliyor [Everyone is listening to their friends] OK, let's start now.

Teacher 2	Yes	33: S4: What have you got? 34: T: I have got a robot 35: S5: I have got a robot 36: T: Can I have your robot? 37: S4: Can I have your robot? 38: S5: Yes 39: T: OK. Put it in my bag. Thank you. And Batu ask your friend. What have you got?
Teacher 3	Yes	33: T: And what is he doing? 34: S5: He is eating 35: T: He is eating a biscuit ok? 36: Ss: Yes, biscuits. 37: T: Do you know the meaning of biscuit? 38: S6: No

		39: T: (Shows the pocket in the book) This is a pocket of biscuit, OK? 40: S: OK.
Teacher 4	No	
Teacher 5	Yes	19: T: Yes. Ok. I want to ask a question. Can you imagine big dinosaurs? Dinosaurs are coming to school? 20: S6: Öğretmenim ben Amerika'ya gittim. Orda.. [Teacher, I went to America. There…] 21: T: Ohh, You went to America. It is very interesting. You need to guess the scary then. I am not afraid of them. 22: S7: Öğretmenim ben korkuyorum. [Teacher I am scared] 23: T: You are scared. Hm.. Well, I am also scared.. 43: T: OK then. What else can you see? Do you see lake when you go to the picnic? 44: S7: Yes.
Teacher 6	Yes	45: T: You can see maybe, ok. Can you see any lake around İzmit? Do you know Sapanca Lake?

46: Ss: Yes yes (enthusiastically)

47: T: Ok thank you. What else do you think? (shows the cards to students)

48: Ss: Flowers!!!

49: T: Yes, flowers.

The Codes Used: T-Teacher; S4- Student 4; Ss- Students; S5-Student 5; S6-Student 6; S7-Student 7

As shown in Table 26, the occurrence of "The Performing Self" during the first teaching sessions of pre-service teachers took place at all of the teaching sessions. The sample transcripts showed how pre-service teachers show their self as a doer, self exhibiting behaviours and producing new products of language different from the general class line.

Table 27 illustrates the occurrence of the performing self in the second teaching experiences of the pre-service teachers along with sample transcriptions.

Table 27. Occurrence of "The Performing Self" during the Second Teaching Sessions of Pre-Service Teachers

The Pre-Service Teachers	Occurrence of "Performing Self"	Sample Transcript
Teacher 1	Yes	26: T: It is big, very big., OK? And there is something smaller. It has got small wings, it's got.. 27: S7: Helicopter!!! 28: T: Yes, helicopter. 29: S8: Öğretmenim uçak plane diye mi yazılıyor? [Teacher, is plane written as plane?] 30: T: Yes, plane. OK, repeat after me, helicopter 31: :Ss: (Loudly) Helicopter!

Teacher 2	Yes	35: T: A pair of shoes. OK. Where are the clothes? Nerde elbiseler nerde? 36: S8: Yerlerde sürünüyor [They are all over the floor] 37: T: Hani ben göremiyorum. [Where is it I can't see?] 38: S8: Dolapta, çamaşırlıkta [In the wardrope, clothes box] 39: T: No, oh yes. They are in the washing machine. Now you listen to me, you are going to take the clothes and put it into the wardrobe, OK? 40: Ss: Yes..
Teacher 3	Yes	17: T: Where is Duffy Duck? 18: S4: Between the park… 19: T: Yes, very good. He is between the…park. But I want to ask you what is the weather like today? Look outside. What is the weather like? 20: S5: Sunny and windy. It's sunny and windy.

		21: T: It's sunny and windy. But the street on the board the weather is cloudy. It is going to rain in a few minutes. OK? So the hero and the characters are wet, OK? 22: S5: Kuru? [dry?] 23: T: Kuru is dry ok? 24: S5: Islak. 25: T: Yes, ıslak. [wet]
Teacher 4	Yes	1: T: you are on page 144. I am going looking at the pictures now. And the title. What do you think it means? What do you think the article is about? 2: S1: I guess it is about ban people or comment seeds for the future. 3: T: People that seeds for the future. What do you think of course ordinary people some certain people collect seeds?
Teacher 5	Yes	4: S1: Maybe because of global warming. 25: T: We talked about part 4. You can read the sentences and think about it and we can talk. Yes Why are deserts important? 26: S2: It is in ecosystem. 27: T: How deserts are affecting the climate

		change? 28: S2: Rainfall, maybe. 29: T: Yes, you said this before, thanks
Teacher 6	Yes	13: T: Yes, and there is one more except C 14: S2: A or D? 15: T: No. How would you decide it is C? 16: S2: From "is it eaten somewhere?" 17: S3: B? 18: T: Yes, who said B?

The Codes Used: T-Teacher; Ss- Students; S7-Student 7; S8- Student 8; S1-Student 1; S2-Student 2; S3- Student 3; S4-Student 4.

As shown in Table 27, the occurrence of "The Performing Self" during the second teaching sessions of pre-service teachers took place at all of the teaching sessions. The sample transcripts showed how pre-service teachers show their self as a doer, self exhibiting behaviours and producing new products of language different from the general class line.

4.2.1.3. The Environment Item

The environment item is the third item presented to reveal a pre-service teacher's Social Product formed through the Process of Internalization and Organizing Psychological Experiences by G. H. Mead. The environment consists of the physical milieu of the classroom, school, and professional environment in which the developing self exists and in which the behavioural dialogue occurs. This physical

milieu includes the developing self and all those who function as significant or salient others

Table 28 illustrates the environmental features in the first teaching experiences of the pre-service teachers.

Table 28. Occurrence of "The Environment" during the First Teaching Sessions of Pre-Service Teachers

The Pre-Service Teachers	The Environment	Features
Teacher 1	Yes	Date: 08.03.2010 Time: 09:00 AM The students sit in a circle-shaped type. All of them can see each other's face. The temperature and the lightning is appropriate for teaching Young learners
Teacher 2	Yes	Date: 08.03.2010 Time: 09:50 AM The students sit in a circle-shaped type. All of them can see each other's face. The temperature and the lightning is appropriate for teaching Young learners
Teacher 3	Yes	Date: 08.03.2010 Time: 13:05 AM The students sit in a circle-shaped type. All of them can see each other's face. The temperature and the lightning is appropriate for teaching

		Young learners
Teacher 4	Yes	Date: 09.03.2010 Time: 13:05 PM The students sit in a circle-shaped type. All of them can see each other's face. The temperature and the lightning is appropriate for teaching Young learners
Teacher 5	Yes	Date: 09.03.2010 Time: 14:20 PM The students sit in a circle-shaped type. All of them can see each other's face. The temperature and the lightning is appropriate for teaching Young learners
Teacher 6	Yes	Date: 09.03.2010 Time: 15:30 PM The students sit in a circle-shaped type. All of them can see each other's face. The temperature and the lightning is appropriate for teaching Young learners

As shown in Table 28, the occurrence of "The Environment" during the first teaching sessions of pre-service teachers took place at all of the teaching sessions. As it can be seen from the table, the environments of the all pre-service teachers are available and appropriate for them to realise their "self" during their teaching.

Table 29 illustrates the environmental features in the second teaching experiences of the pre-service teachers.

Table 29. Occurrence of "The Environment" during the Second Teaching Sessions of Pre-Service Teachers

The Pre-Service Teachers	The Environment	Features
Teacher 1	Yes	Date: 07.06.2010 Time: 09:00 AM The students sit in a circle-shaped type. All of them can see each other's face. The temperature and the lightning is appropriate for teaching Young learners
Teacher 2	Yes	Date: 07.06.2010 Time: 09:50 AM The students sit in a circle-shaped type. All of them can see each other's face. The temperature and the lightning is appropriate for teaching Young learners
Teacher 3	Yes	Date: 07.06.2010 Time: 13:05 PM The students sit in a circle-shaped type. All of them can see each other's face. The temperature and the lightning is appropriate for teaching Young learners
Teacher 4	Yes	Date: 08.06.2010 Time: 13:05 PM The students sit in a circle-shaped type. All of them can see each other's face. The temperature and the

		lightning is appropriate for teaching Young teenagers
Teacher 5	Yes	Date: 08.06.2010 Time: 14:20 PM The students sit in a circle-shaped type. All of them can see each other's face. The temperature and the lightning is appropriate for teaching Young teenagers
Teacher 6	Yes	Date: 08.06.2010 Time: 15:30 PM The students sit in a circle-shaped type. All of them can see each other's face. The temperature and the lightning is appropriate for teaching Young teenagers

As shown in Table 29, the occurrence of "The Environment" during the second teaching sessions of pre-service teachers took place at all of the teaching sessions. As it can be seen from the table, the environments of the all pre-service teachers are available and appropriate for them to realise their "self" during their teaching.

4.2.1.4. Psychological Experience Item

The psychological experience item is the fourth item presented to reveal a pre-service teacher's Social Product formed through the Process of Internalization and Organizing Psychological Experiences by G. H. Mead. The psychological experience occurs when the developing self receives, responds to, values, and internalizes the reflective, interpretive, or informative stimuli offered by others in the environment, incorporating these stimuli as aspects of self-concept that influence behaviour, beliefs and attitudes.

Table 30 illustrates the psychological experience in the first teaching experiences of the pre-service teachers.

Table 30. Occurrence of "The Psychological Experience" during the First Teaching Sessions of Pre-Service Teachers

The Pre-Service Teachers	The Occurrence of Psychological Experience	Sample Transcript
Teacher 1	Yes	44: T: (shows the group) you are cops and (shows the other group) you are 45: T: robbers ok? (showing robbers group) şimdi arkadaşlar ben 46: :T sizden oradan bir tane oyuncak çalıp bana getirmenizi isteyeceğim tamam mı? [Now , I will ask you to get one toy from over there and bring it to me, OK?] Söylediğim anda 47: T: oyuncağı alıp oradan bana getieceksiniz, yalnız mesela gelin şöyle (holds two students and moves them to the corner of the class) Başar'a hemen bir oyuncak adı söyleyeceğim. [you will bring the toy to me, for example, ok come here. I will tell a toy name to Başar now] 48: T: o oradan koşarak şöyle sınıfı dolanıp getirecek tamam mı? [He will turn around the class and bring it ok?] 49: S6: Hırsız? [robber?]

		50: T: Hırsız koşup bana getirecek tamam mı? [the robber will run and bring it to me ok? 51: S7: Polis? [cop?] 52: T: polis de o koşmaya başladıktan sonra 5'e kadar sayacağız, 1,2,3,4,5 dediğimizde hemen koşup yakalamaya çalışacaksın tamam mı? [cop will run after robber runs and we will count to 1,2,3,4,5. When we say 5 you will try to catch him ok?} Ok now we start..
		95: T: Yes. Herkes grubunu biliyor mu? [Does everyone know their groups?] 96: S12: Ben bilmiyorum. [I don't know]
Teacher 2	Yes	97: T: Çünkü çok konuşuyorsunuz. [Because you are talking too much] OK. Now you will choose… No.. Sit down please. (silence) Thank you. Barış, choose a card..
Teacher 3	Yes	5: T: Very good. I am very excited today. Because the smurfs are here today. Do you know the smurfs? 6: Ss: yes 7:T: They are, their skins are blue. Their faces are blue. Their bodies are in blue and they are usually

		wearing white shorts. They live in small village and they live in mushrooms. You know mushrooms? 8: Ss. Yes. 9:T: This is their houses ok? (shows the picture) What are they? You know? 10: S1: Yes, şirinler [smurfs]
Teacher 4	No	
Teacher 5	Yes	6: T: Is anyone sick today? Is everybody here? 7:S3: No, Eda isn't here. 8: T: Is there a problem? You know? 9: S4: Yes, she can't speak. 10: T: Oh yes. Say to her I'm very sorry for her. Let's start open your books..
Teacher 6	Yes	175: T: picnic, yes. They are having picnic. And Jane. The foods are on the blanket. They are going to eat them. Can you see the bread in Jane's hand? 176: S14: Öğretmenim ekmek bayat. [Teacher the bread is corny] 177: T: It's old and green yes. They can't eat it. But

		can you see Paul? Do you see him? What is he doing? 178: S13: Ördeklere yemek veriyor. [He is giving food to the ducks] 179: T: Yes he is feeding the ducks very good.

The Codes Used: T-Teacher; Ss- Students; S3-Student 3; S7- Student 7; S12-Student 12; S13-Student 13; S14- Student 14.

As shown in Table 30 the occurrence of "The psychological experience" during the first teaching sessions of pre-service teachers can be seen. At all teaching sessions except for the fourth session, the psychological experience took place. The sample transcripts showed how pre-service teachers show had exchanges with the students.

Table 31 illustrates the psychological experience in the second teaching experiences of the pre-service teachers.

Table 31. Occurrence of "The Psychological Experience" during the Second Teaching Sessions of Pre-Service Teachers

The Pre-Service Teachers	The Occurrence of Psychological Experience	Sample Transcript
Teacher 1	Yes	5: T: The summer's coming. We will go on a holiday. 6: S2: Dışarı mı çıkacağız? [Will we go out?] 7: T: No, tatile çıkacağız 1 ay sonra değil mi çocuklar?[We will go on a holiday after one month, won't we children?] OK listen to me now. Evet tatilde ne

		yapacağız çocuklar? [What are we going to do on holiday?] 8: S3: Yüzeceğiz [We will swim] 9: T: Yes, swimming.. What about funfair? (shows the Picture of a funfair) 10: S4: Funfair? 11: T: Yes, repeat after me, funfair.
Teacher 2	Yes	19: T: İzin almadan konuştuğunuzda teacher gets one point ok? [If you talk without permission…] Gürültü yapmadığınız zaman you will get one point ok? [If you do not make noise..] Anlaştık mı? [Deal?] 20: Ss: Anlaştık. Silmeyin silmeyin [Deal. Please don't erase our point]
Teacher 3	Yes	49: T: Yes, he is near the plant. (one student is coming to the board and stick the card) Micky Mouse is between the bookcases ok? Where is Mickey Mouse? 50: S15: Between the two bookcases. 51: T: Burak come here you are making too much noise. 52: S16: Ben konuşmuyorum sadece. [I

		am not the only one who is speaking] 53: T: OK. Grandma is behind the door. Tazmania is in the window:
Teacher 4	No	
Teacher 5	No	
Teacher 6	Yes	37: T: How did you find out it? 38: S6: I don't like the constant loud music coming from the aerobic classes. 39: T: Yes you do not like the constant loud music coming from the aerobic classes. I also do not like it.

The Codes Used: T-Teacher; Ss- Students; S2-Student 2; S3- Student 3; S4-Student 4; S6-Student 6; S15- Student 15; S16- Student 16.

According to table 31, the occurrence of "The psychological experience" during the second teaching sessions of pre-service teachers can be seen. At all teaching sessions except for the fourth or fifth sessions, the psychological experience took place. The sample transcripts showed how pre-service teachers show had exchanges with the students in terms of reflective and informative manner.

4.1.2.5 The Behavioural Dialogue Item

The behavioural dialogue item is the fifth item presented to reveal a pre-service teacher's Social Product formed through the Process of Internalization and Organizing Psychological Experiences by G. H. Mead. The behavioural dialogue is a

psychological concept of dyadic interaction encompassing the phenomenal field or subjective reality (Rogers, 1959), of both the developing self and significant / salient others. It also contains the observable, objective reality that can be perceived and described as the behaviour of teacher and in the professional environment-the participants in the dialogue.

Table 32 illustrates the behavioural dialogue in the first teaching experiences of the pre-service teachers.

Table 32. Occurrence of "The Behavioural Dialogue" during the First Teaching Sessions of Pre-Service Teachers

The Pre-Service Teachers	The Occurrence of The Behavioural Dialogue	Sample Transcript
Teacher 1	Yes	21: T: OK (she tells the names of the toys) t 22: T: teddy bear, dog, ball, car, (to students) you are perfect today 23: T: Now game time. OK. Do you want game time? 24: Ss: Yes!!!
Teacher 2	Yes	2: T: Yes, I'm Santa Claus. You know me? Noel Babalar ne yapar? [what does Santa Claus do?] 3: S2: oyuncak dağıtır [he gives presents] 4: T: Yes, ok. Ben de oyuncak dağıtacağım. [I will also give some presents] But my bag is… 5: S3: İçinde oyuncak

		yok [There are not toys in it] 6: T: Yes it's empty. Can you help me? Bunu doldurmak için bana yardım eder misiniz? [can you help me fill in this bag?] 7: Ss: Evet! [yes]
Teacher 3	No	
Teacher 4	No	
Teacher 5	Yes	26: S8: Öğretmenim internette 4 metre dinazor vardı [teacher, there is a 4 meter high dinasour on the internet] 27: T: Yes, listen to your friend 28: S8: Düğmeye basınca üzerine biniyordum böyle.. [I could get on it when pushed a button] 29: T: It's interesting. Now listen to the text…
Teacher 6	Yes	6: T: What did you do on Saturday or Sunday? 7: S1: Hmm I played computer. 8: T: You played computer, yes 9: S2: I played tennis. 10: T: You played tennis

		at the weekend. Can you sit down please?

The Codes Used: T-Teacher; Ss- Students; S1-Student 1; S2- Student 2; S3-Student 3; S8-Student 8.

According to table 32, the occurrence of "The behavioural dialogue" during the first teaching sessions of pre-service teachers can be seen. At all teaching sessions except for the third and fourth, the behavioural dialogue took place. The sample transcripts showed how behavioural dialogues between teachers and students took place.

Table 33 illustrates the behavioural dialogue in the second teaching experiences of the pre-service teachers.

Table 33. Occurrence of "The Behavioural Dialogue" during the Second Teaching Sessions of Pre-Service Teachers

The Pre-Service Teachers	The Occurrence of The Behavioural Dialogue	Sample Transcript
Teacher 1	Yes	55: T: Ok now, listen. I want a lorry. Herkes yerine oturuyor çocuklar. Kesme işlemini bırakıyorsunuz [Everybody is sitting to their seats. You stop cutting from now on] (Noise in class) 56: T: Beni dinler misiniz? Bu aktiviteyi yapmıyoruz çünkü dinlemiyorsunuz beni. Başka bir şey yapacağız [Can you listen to me please? We are not doing this activity because you are not listening to me. We will do something

		else]
Teacher 2	Yes	69: S8: She has got a jacket. 70: T: Thanks. You are great. Ok listen and look at me. Lisa is going to a party. Can you dress her? Lisa partiye gidecek. Onun giyinmesine yardım eder misiniz? 71: Ss: Eveet, yess 72: OK. Ahmet come here please. She has got a T-shirt
Teacher 3	Yes	(Student finds the T-shirt and sticks on the board) 55: T: Let's find them. He's in the middle of the room. OK? 56: S9: Middle of ne demek? [What does middle of mean] 57: T: (sınıfın ortasına giderek) Now I'm middle of the class. But he cannot see now because they are hiding. You will find the heroes ok? 58: S9: Ama görülüyor. [But it can be seen] 59: T: You can but he doesn't see.
Teacher 4	No	
Teacher 5	No	

Teacher 6	Yes	46: T: Is it important for you to make something like that? 47: S5: Fitness? No. 48: T: Why? But you go there being healthy. Which one you choose beauty or health? 49: S5: Beauty. (laughs)

The Codes Used: T-Teacher; Ss- Students; S5-Student 5; S8- Student 8; S9-Student 9.

According to table 33, the occurrence of "The behavioural dialogue" during the first teaching sessions of pre-service teachers can be seen. At all teaching sessions except for the fourth and fifth, the behavioural dialogue took place. The sample transcripts showed how behavioural dialogues between teachers and students took place.

V. DISCUSSION AND IMPLICATIONS

In this part, the discussion and interpretation of the results obtained from the data analysis were presented question by question taking the instruments used in the study into consideration.

As the results of the following research questions were in support to each other, the discussion of the first two research questions were conducted together.

Research Question 1: "What are the reported beliefs of the pre-service teachers about self and their teaching role about their own teaching?"
Research Question 2: "What are the reported expectations of the pre-service teachers about self and their teaching role about their own teaching?"

In order to answer these questions initially, the first interview question "What do you think is the role of an English teacher in an EFL classroom?" The answers of the pre-service teachers revealed totally 10 categories for the roles of an English teacher in an EFL classroom. Among these categories, making students to be able to express themselves in English in their daily and working lives was preferred by 4 (66, 6 %) teachers. This indicated that pre-service teachers mostly think that the oral production of the students that they taught during the practicum was important. This idea was expressed by Breen (1991) in terms of the concern with language as a usage. Secondly the most preferred role by the pre-service teachers was to be a facilitator by 3 (50 %) teachers. This idea behind to facilitate learners can be analysed under one of the categorizations suggested by Johnson (1992a). Facilitating student involvement and motivation is important according to him. Another category expressed by the pre-service teachers was to be able to use materials and visuals according to the needs of the students (33, 3 %). According to Breen et al. (2001) one of the concerns of the teachers is the concern with how to use the classroom and its human and material resources to optimize learning. The other role expressed by the pre-service teachers was to be the controller or the manager by 2 students (33, 3%).

This role of the teacher was also expressed by Breen (1991) as the teachers' concern with the classroom management. The other roles expressed by participant students were being participant, being a guide, being a resource of information, helping students discover themselves and being a counsellor by 1 student (16, 6%) each. These roles were also suggested by Bailey (1996), Breen (1991) and Gatbonton (1999). The results of the second interview made with the pre-service teachers with the same questions revealed 8 categories for the role of the English teacher in an EFL classroom. The most preferred role of an English teacher changed from the making students is able to express themselves to facilitator by 3 students (50 %). This shows that the pre-service teachers concerns about self changed during the time they had experience in class. Again, the second mostly preferred role by the students is to discover abilities which were expressed by 2 students (33, 3 %). Being a participator (33, 3) and a guide were the same items.

The second question "How would you define a teacher's role in an EFL classroom?" was asked to the participant students in order to take a definition of the teacher's role in an EFL classroom. The most preferred definitions were being a facilitator by 3 students (50%). The others were doing self-correction, doing the right thing on right time, teachers' being a student himself/herself, helping students to discover themselves, making use the multiple intelligence theory, having a distance with students and meeting students' needs by 1 student (16, 6%). The results of the second interview with the same question revealed that the pre-service teachers' answers composed 7 categories of the definition of the role of an English teacher. The most preferred role did not change according to the results. Being a facilitator (33, 3 %) was the most preferred definition of role by pre-service teachers. However, the other definitions of roles have changed. Those are being a guide, being an observer, doing things in a right time, giving stimuli to satisfy students' needs , arranging himself or herself according to the students' levels and being a role model by 1 student each (16, 6 %).

The third interview question "What do you think about the concept of "self" in ELT?" was asked to pre-service teachers in order to obtain their ideas about the self

concept. The most preferred answers were acting the way a person is by 2 students (33, 3 %) and enjoying what you do in class by 2 students (33, 3%). Some of these concerns were also expressed by Richards (1996) in teacher decision maxims. The categories expressed by pre-service teachers are included in the maxim of involvement, order, encouragement, and conformity. The second interview conducted with the pre-service teachers revealed 9 categories for the concept of self in ELT. The results did not reveal a most preferred definition of self-concept it ELT. Again, one of the preferred self concepts is acting way a person is in class. This definition of concept can be related to the self image suggested by G. H. Mead (1932) and Allport (1961).

The fourth interview question was "What are your beliefs about self in teaching English?" The first interview analysis showed that there were 9 categories. The most preferred belief expressed by pre-service teachers is adapting the curriculum according to the needs and cultural background of their students by 2 teachers (33, 3 %). The importance that pre-service teachers give to the speaking can be seen in these results, too. 2 students said that they would talk English as much as possible (33, 3 %). 1 student each told she won't be dependant on curriculum, another one reported that she won't be strict in classroom and she will deserve her students in class (16, 6 %) each. One student noted that she would never start a lesson without introducing herself, which is again related to the self-image of the teacher. Using enjoyable activities, having a space between her and students and organizing students well are other beliefs about self in practicum classes (16, 6 %).These beliefs are closely related to the roles expressed by the teachers. This may be inferred as pre-service teachers do not exactly know the distinction between the beliefs and the roles of an English teacher in a classroom.

The fifth interview question was "What are your expectations about self in teaching English?" The analysis of transcripts revealed 4 categories concerning the expectations about self. The most preferred expectation of pre-service teachers was adapting the classes both at private and state schools (50 %). It can be inferred from this result that pre-service teachers do not expect to find the flexible working

environment in terms of the curriculum adaptation. Secondly most preferred expectation was to have good relationships with students (33, 3%). Once again, it is clear that pre-service teachers care about the relationship with their students. Other 2 teachers reported that their expectation is to teach young learners (33, 3 %). Lastly 2 teachers noted that she would like to make some changes (16, 6 %) at the school she would teach at. The second interview results changed dramatically according to the results of the transcriptions. According to the results, the most preferred expectation expressed by the pre-service teachers is to be sufficient for the students by 2 teachers (33, 3 %). Following this expectation, sharing ideas and discussing those ideas with students was another expectation that was expressed by 1 teacher (16, 6 %). Having fun, being able to keep up with the new generation and being able to communicate with students were the other expectations noted by 1 teacher each (16, 6). It can be inferred that having a good communication with students and having fun while learning were the continuing expectations of the pre-service teachers.

Following the interviews conducted before the teaching session, interviews after the teaching sessions were conducted. The results of first post-teaching session interviews are discussed.

The first question of first the post-teaching session was "What roles have you adopted during the lesson?" This question aimed to find out if the pre-service teachers were aware of the roles they adopted during the lesson and the relevance of the roles they expressed during the pre-teaching session interview. According to the results, 4 categories of roles were identified. These categories were instructor (50 %), facilitator (33, 3 %), controller (16, 6 %) and guide (16, 6). When compared to the results obtained from the first interview by the students, it can be inferred that pre-service teachers are generally consistent in terms of the roles they expressed and adopted. Before the first teaching session, they expressed that the role of a teacher is to be facilitator, a controller, a guide and a resource. The results revealed that the pre-service teachers are aware of the roles they wanted to adopt during the teaching session. This consistency still went on during the second interview after the teaching session results were revealed. 4 pre-service teachers noted that the role they adopted

during the second teaching session was being a facilitator (66, 6 %), while the other 3 told to be an activator (50 %) while other 3 reported to be organizer. The least reported roles were being a resource, communicator and guide (16, 6 %).

The second question of post-teaching session was "To what extent were you able to realise the role you had in your mind while teaching in class?" According to the results of the pre-service teachers, 3 categories were identified. 4 of the pre-service teachers reported that they could realise everything they planned with only some minor differences from their plans (66, 6%). Only one pre-service teacher reported that she could realise everything she planned (16, 6 %). Finally, there is only one pre-service teacher who could not realise what she planned due to the noise in the class (16, 6 %). This result implies that pre-service teaches had the self-confidence of organizing and realising the plans they had before they started teaching. The results of the second interviews of the same question reported 2 categories. This time 3 pre-service teachers indicated that they realised everything they planned with only minor differences (50 %) whereas, the other 3 told that they realised everything they planned before the teaching session. The results implied that the time between the first and the second teaching experience affected the only one teacher who could not realise the plan she had beforehand. It can be referred that the continuing practicum made a positive affect on her in terms of the classroom management and plan implementation during the course.

The third question in the post-teaching interview which asked "Do you think your perceptions on self about your own teaching affected you while teaching in class?" aimed to find out the relevance between the perceptions about self before the teaching session and after the teaching session. According to the results of the first post-teaching session interview, 5 pre-service teachers told that their perceptions changed (83, 3 %) while only 1 pre-service teacher reported that her perceptions on self did not change after the teaching session.

The pre-service teacher who told this most probably thinks that she had more self-confidence to in herself in terms of the classroom management and communication.

At first, she prepared so many activities that she could not actually implement in class. This may be an indicator of the need for feeling secure. She thought that if she had enough activities, she could go on the lesson and finish it without a problem. However, she realized that the important thing is to have a good communication with the students. This also proved why pre-service teachers focused on the importance of the communication with children during the teaching session. Thus, that is why the results to the same question after the second teaching did not change. Once again, 5 pre-service teachers told that their perceptions on self affected their teaching (83, 3 %). On the other hand, there is one pre-service teacher who told that her perceptions did not change (16, 6 %).

The excerpts from the second interview conducted after the second teaching session revealed that some of the pre-service teachers still may not have enough perceptions about their own teaching. This perception can be regarded under the category of the teacher's sense of self identity and self esteem by Kash and Borich (1978).

The fourth question in the post-teaching interview was "Did your beliefs about self in teaching change?" According to the results of the first post-teaching session interview, 4 categories were identified. 2 pre-service teachers reported that their beliefs about self in teaching changed because every teaching session was different for them (33, 3 %). Other 2 pre-service teachers reported that their beliefs changed because they believe that they will be better (33, 3 %). On the other hand, 2 pre-service teachers stated that their beliefs did not change because they still loved teaching (33, 3 %). At this point, it may be argued that those pre-service teachers had a conception about beliefs in terms of the professional attitude. Therefore, they thought that if they said their beliefs changed about self, it would mean that they did not like teaching profession. Thus, those pre-service teachers do have wrong conception of what beliefs about self are. Similarly, 1 pre-service teacher stated that her beliefs about self did not change because she believed that she would be better. Again, the wrong conception of beliefs about self comes to the foreground.

This pre-service teacher thought that if her beliefs changed she would lose her motivation to teach, in other words the profession she chose.

After the first post-teaching session interview, the results of the second post-teaching session interview were discussed. According to the results, 5 categories were identified. As it was the case in the first interview, 2 pre-service teachers stated that their beliefs about self changed because every teaching session is different from each other (33, 3 %). However, more different categories emerged after the second interview. One pre-service teacher stated that her beliefs did not change because she wanted to be active during the lessons and she was. Another teacher noted that her beliefs did not change because she could communicate with the students. One teacher further added that her beliefs did not change because she understood that they could only change with experience. Lastly, one teacher stated that her beliefs did not change because nothing expected happened (16, 6). These results imply that, contrary to their statements, pre-service teachers believed that their beliefs could change only with experience because the number of pre-service teachers who said "yes" to the change in their beliefs after the second teaching session declined.

The fifth question in the post-teaching interview was "Did your expectations about self in teaching change?" According to the results of the first post-teaching session interview, 4 categories were identified. The results showed that 4 pre-service teachers stated that their expectations about self changed because the students at every class change (66, 6 %). 2 pre-service teachers stated that their expectations changed because being spontaneous and having B plans are important. It can be inferred that this teacher realised the importance of extra activities that she could prepare beforehand. 1 teacher stated that her expectations changed because students attended the classes more than she expected (16, 6 %). Lastly one teacher noted that her expectations changed because she expected the students to speak and they did (16, 6 %). In a way, she confirmed her expectations that she had before the teaching session.

After the first post-teaching session interview, the results of the second post-teaching session interview were discussed. The results were slightly different from the results of the first interviews after the teaching sessions. According to the results, 2 categories emerged. 5 pre-service teachers stated that their expectations about self changed because they expected themselves to be more effective (83, 3 %). This result illustrated that 5 pre-service teachers did not regard themselves to be effective enough. In addition, only 1 pre-service teacher stated that her expectations about self did not change because she had expected to go on to sharing ideas and the language.

In conclusion, the answers to the first research question showed that the pre-service teachers have some ideas on the beliefs about self and their teaching but there are some deficiencies and inconsistencies in this knowledge. This is supported by Fang (1996), in that there could be "a temporal distinction between whether the thought processes occur before (i.e. pre-active thoughts) or after (i.e. post-active thoughts) classroom interactions" (p. 49). The answer to the second research question was closely connected to the first research question. It can be inferred that pre-service teachers do not exactly distinguish between the beliefs and expectations they had about self and the most expressed expectation they have concerns their interactions with students. It can be referred that her expectation to have more communicative environment in class could not be achieved. Third research question aimed to identify the observed features of self during teaching sessions.

Research Question 3: "What are the observed features of those pre-service English teachers' teaching practice in terms of self in practicum schools?"

This question's purpose was to explore the observed features of the pre-service English teachers' teaching sessions in terms of self in practicum schools. The occurrence of self during the practicum was analysed by using G. H. Mead's framework of self as social product formed through the process of internalization and organizing psychological experiences was used as a checklist to evaluate the experiences of pre-service teachers. The framework included seven dimensions of "self" which are the developing self, the performing self, the environment,

psychological experience, the behavioural dialogue, the significant other, and the salient other. Due to the purposes of the study, the analysis of the observations were made according to the five dimensions of self which are the developing self, the performing self, the environment, psychological experience, and the behavioural dialogue.

Firstly, observation transcriptions were analysed within the framework of the first dimension item, the developing self. The developing self includes a dynamic concept of "self", a concept always subject to change through the impact of experience. The sample transcripts show that pre-service teacher 1, 2, 4, 5, and 6 showed a dynamic display of "self" during the first teaching session. According to the results of the second teaching session, only teacher 1 and 2 had inferences towards the developing self. The reason why the other pre-service teachers did not show may be related to the content and the atmosphere of the teaching sessions at that time.

The second dimension item was the performing self. The performing self includes the concept of "self-as-doer" the self exhibiting behaviours and producing products. The sample transcripts show that all pre-service teaches except for the 4th showed a self as doer and self exhibiting behaviours during the first teaching session.

The third dimension item was environment. The environment item consists of the physical milieu of the classroom, school, and professional environment in which the developing self exists and in which the behavioural dialogue occurs. The sample observation videos show that all pre-service teaches had similar environmental features as the teaching sessions were conducted at a private school in Kocaeli.

The fourth dimension item was the psychological experience dimension. The psychological experience occurs when the developing self receives, responds to, values, and internalizes the reflective, interpretive, or informative stimuli offered by others in the environment, incorporating these stimuli as aspects of self-concept that influence behaviour, beliefs and attitudes. The sample transcripts show that all pre-service teaches except for the 4th showed a reflective, interpretive or informative

stimulus to the students during the first teaching session. The sample extract taken from the first teacher's teaching class shows that the pre-service teacher shows reflective, informative and interpretive stimuli.

The fifth and last dimension item was the behavioural dialogue dimension. The behavioural dialogue is a psychological concept of dyadic interaction encompassing the phenomenal field or subjective reality (Rogers, 1959), of both the developing self and significant / salient others. It also contains the observable, objective reality that can be perceived and described as the behaviour of teacher and in the professional environment-the participants in the dialogue. The sample transcripts show that all pre-service teaches except for the 3rd and 4th showed a mutual and informative dialogue during the first teaching session.

In conclusion, the answers to the third research question showed that the features of the self of the pre-service teachers in practicum schools included the dimensions of self. However, 4th pre-service teacher had the least proportion of the features of self according to the results. This may be due to the lack of interaction between the teacher and the students. Additionally, the content of the lesson that the data collection was done might have also affected this lack of features in self but still, there might be more problems in terms of the self of 4th pre-service teachers should be analysed in more detail.

Fourth research question aimed to identify the relevance of those pre-service English teachers' reported beliefs about self and their teaching role to their own teaching practice in practicum schools.

Research Question 4: "What is the relevance of those pre-service English teachers' reported beliefs about self and their teaching role to their own teaching practice in practicum schools?"

In order to answer the fourth research question, the answers of the pre-service teachers gave in the interview sessions on beliefs about self and the results obtained from the observation were compared and contrasted.

According to both the first and the second interviews conducted with pre-service teachers, the mostly preferred definition of beliefs about self by pre-service teachers were adapting the curriculum according to the needs and cultural background of the students (33, 3%) talking English as much as possible during the lessons (33, 3), being active during lessons (50 %), being encouraged and eager to be a teacher (50 %) and being like one of the students (33, 6 %). According to the observation results it can be seen that apart from adapting the curriculum according to the needs and cultural background of the students, pre-service teachers mostly confirmed the beliefs they had before the teaching process. The reason why they could not be successful in adapting the curriculum could be related to the system that the schools use. During the practicum, pre-service teachers are supposed to continue and go on the curriculum given to them by the supervisor, the school curriculum or the curriculum offered by the National Education Ministry. Therefore, the relevance between the beliefs concerning the adaptation of the curriculum according to the cultural background of the students proved to be a distant aim that pre-service teachers could realise.

The purpose of the last research question was to identify the relevance of those pre-service English teachers' reported expectations about self and their teaching role to their own teaching practice in practicum schools.
Research Question 5: "What is the relevance of those pre-service English teachers' reported expectations about self and their teaching role to their own teaching practice in practicum schools?"

In order to answer the fifth research question, the answers of the pre-service teachers gave in the interview sessions on expectations about self and the results obtained from the observations were compared and contrasted.

According to both the first and the second interviews conducted with pre-service teachers, the mostly preferred definition of expectations about self by pre-service teachers were adapting the classes they have in both private and state schools (50 %), having good relationships with their students (33, 3 %), teaching young learners (16, 6 %), being sufficient for their students (33, 3 %) and sharing ideas and discussing them with the students (16, 6 %). The observation results revealed no reference to the adapting classes they had in both private and state schools. This expectation was not a very down-to-earth one in terms of the practicum procedure that the pre-service teachers who participated in this study because they *had to* have the practicum at the school that the faculty board arranged for them. Thus, they did not have the chance to compare and contrast the situation in both private and state schools. The observation results as presented before confirm that most of the pre-service teachers achieved to have good relationships and communication with students. The expectation for teaching to young learners in future was an expectation that can not be stated within this study because, again, it is beyond the wishes of the teachers, at least in Turkey. Expectation for being sufficient and sharing ideas and discussing with children were not always very relevant for all pre-service teachers as every classroom environment and the content of the classes were different from each other. In conclusion, it can be inferred that pre-service teachers did not have very realistic and related expectations according to the results obtained during the study.

Research Question 6: "Is there a change in pre-service teachers' beliefs and expectations about 'self' and 'teaching role' because of their own teaching practices? How?"

In order to answer the sixth research question, the answers of the pre-service teachers gave in the interview sessions on expectations about self and the results obtained from the observations were compared and contrasted.

The results of the research illustrated that there is a slight change in pre-service teachers' beliefs and expectations about 'self' and 'teaching role' because of their own teaching practices. In those terms, the present study confirms the results of the

study conducted by Borg (1999) in that practicum teaching has an effect on teachers' beliefs and expectations. However, it contradicts with Kagan's (1992) study, which claims that practicum does not have to effect pre-service teachers' beliefs.

5.1. IMPLICATIONS

The results which were presented thorough the study could be related to the several implications.

The pre-service teachers are not aware of the 'self' concept and therefore are not able to differentiate between their identity and their 'self'.

Some of the expectations of the pre-service teachers are not realistic in terms of the changing the content of the lessons, adapting the curriculum. The pre-service teachers should be informed or taught about the more realistic expectations.

Apart from these, the present study focused on an uncharted field in Turkish context. Thus, carrying out the same or similar studies with different participants, different settings could be recommended to researchers. The study could be conducted with more participants in order to generalise the results. In addition, the number of observations could be more than carried out in this study in order to track the differences or the relevance of the results within each other.

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APPENDICES

APPENDIX A

INTERVIEW QUESTIONS BEFORE THE PRACTICUM-TEACHING (ADAPTED FROM RICHARDS & LOCKHART (1994)

1) What do you think is the role of an English teacher in an EFL classroom?
2) How would you define a teacher's role in an EFL classroom?
3) What do you think about the concept of "self" in ELT?
4) What are your beliefs about self in teaching English?
5) What are your expectations about self in teaching English?

APPENDIX B

INTERVIEW QUESTIONS AFTER THE PRACTICUM – TEACHING (ADAPTED FROM AVŞAR, 1999, 36)

1) What roles have you adopted during the
    a. Lesson 1
    b. Lesson 2?
2) To what extent were you able to realise the role you had in your mind while teaching in class?
3) Do you think your perceptions on self about your own teaching affected you while teaching in class?
4) Did your beliefs about self in teaching change?
5) Did your expectations about self in teaching change?

APPENDIX C
THE CHECKLIST FOR OBSERVATION OF PRE-SERVICE ENGLISH LANGUAGE TEACHING STUDENTS

G. H. Mead's (1934) self as Social Product formed through the Process of Internalization and Organizing Psychological Experiences

The Developing Self: The developing self conveys a dynamic concept of "self", a concept always subject to change through the impact of experience

The Performing Self: The performing self is the concept of "self-as-doer" the self exhibiting behaviours and producing products. .

The Environment: The environment consists of the physical milieu of the classroom, school, and professional environment in which the developing self exists and in which the behavioural dialogue occurs. This physical milieu includes the developing self and all those who function as significant or salient others.

Psychological Experience: A psychological experience occurs when the developing self receives, responds to, values, and internalizes the reflective, interpretive, or informative stimuli offered by significant/salient others in the environment, incorporating these stimuli as aspects of self-concept that influence behaviour, beliefs and attitudes.

The Behavioural Dialogue: The behavioural dialogue is a psychological concept of dyadic interaction encompassing the phenomenal field or subjective reality (Rogers, 1959), of both the developing self and significant / salient others. It also contains the observable, objective reality that can be perceived and described as the behaviour of teacher and significant / salient others in the professional environment-the participants in the dialogue.

The Significant Other: The significant other is an individual selected and unconditionally valued by the developing self as a source of self reflection and an interpreter of the behavioural dialogue.

The Salient Other: The salient other is an individual, selected or accepted by the developing self and conditionally valued for a specific reflection of the self and for interpretation of specific events in the behavioural dialogue

APPENDIX D

SAMPLE CLASSROOM TRANSCRIPT

1. Ss: Fine thanks and you?
2. T: Be … please loudly. How are you?
3. Ss: Fine thanks and you? (louder)
4. T: Thank you. I'm fine. You just sit down. Ok. Do you like toys?
5. Ss: Yes.
6. T: Do you play with them?
7. Ss: Yes.
8. T: Me too. I have got a teddy bear. I have got a doll.
9. Ss: Yes.
10. T: What have you got?
11. (silence)
12. T: No teddy bear?
13. [yok mu bebeğin]
14. S1: Yes.
15. T: OK. Now there are toys here. Ok. What is this?
16. S2: Puppet.
17. T: Puppet. Yes. (Show the Picture)
18. Ss: Robot.
19. T: Robot, yes. That's right (another one)
20. Sts: Train.
21. T: Ok. (she tells the toys)
22. Teddy bear, dog, ball, car, (to students) you're perfect today.
23. Now game time. OK. Do you want game time?
24. Ss: Yes.
25. T: Where is your eraser? Very good game an Cops and Robbers Do you know cops?
26. Ss: No.
27. T: Cops ne demek biliyor musunuz?
28. Ss: Hayır. Evet.
29. T: Ne demek? Cops, Police. Do you know police?
30. Ss: Yes.
31. T: Same okey. Cops and police same. Ne demekmiş cops ? Police
32. arkadaşlar tamam mı? Robbers? Polis kimi yakalar?
33. S3: Hırsızı.
34. T: Right hırsız.
35. S4: Hırsız polis mi oynıycaz.
36. T: Evet. Hırsız Polis oynıycaz bugün. Şimdi grup oluyoruz. Ege come
37. here please and Yankı you are here and Kaan come here please and Idil and Yusuf , Çağrı. Sıralanalım arkadaşlar. Doğa and Yavuz, Ata, Batuhan and
38. (select the other students)
39. Okey, how many students? Eğer konuşmaya devam ederseniz
40. oynamıyacağız. Herkes beni dinliyor mu? Ben şimdi ayarlıycam.

41. Oyunu anlatıcam sonra oyuna başlayacağız tamam mı? Ama kesinlikle konuşmak yok tamam mı? Be quite. Big flowers.
42. Okey. Now you are cops. What is a cop?
43. S5: Police.
44. T: (Shows are grup) you are cops and (show the other grup) you are
45. Robbers ok? (robbers grubunu göstererek) şimdi arkadaşlar ben
46. sizden ordan bir tane oyuncak çalıp bana getirmenizi istiycem tamam mı? Söylediğim anda
47. oyuncağı alıp ordan bana getircaksiniz yalnız mesela gelin şöyle (iki
48. öğrenciyi tutarak sınıfın köşesine getirir) Başara hemen bir oyuncak söyleyeceğim
49. o ordan koşarak şöle şurdan sınıfı dolanıp getiricek tamam mı?
50. S6: Hırsız?
51. T: Hırsız koşup bana getirecek tamam mı?
52. S7: Polis?
53. T: Poliste o koşmaya başladıktan 5'e kadar sayıcaz 1,2,3,4,5
54. dediğimizde hemen koşup onu yakalamaya çalışcaksın tamam mı? Ok now
55. we start it. Everybody be quite and watch your friends. Then it's your turn.
56. Hepiniz oynıyacaksınız. Sırayla tamam mı? Eğer konuşmaya devam
57. ederseniz bitcek burada oyun oynamıycaz tamam mı?
58. Ss: Tamam.
59. T: Herkes sessizce arkadaşlarını dinliyor. Ok. Let's start now. Now
60. Başar, Can I have a ball? 1,2,3,4,5 (other students start to run) try to catch
61. Başar and the ball paper (Başar gave the paper to T) (T send
62. Başar to his seat)
63. Everybody, everybody be quite. Tamam konuşmuyoruz daha
64. fazla. Can I have a computer? 1,2,3,4,5 (Robber one didn't find the paper)
65. T: Ok students be quite. Thank you. Yiğit. Can I have teddy 1,2,3,4,5
66. run.(he took the Picture)
67. T: Ok Yankı. Can I have a doll? 1,2,3,4,5 run. (Yankı couldn't take
68. the photo) Ok Batuhan come here. Ok Batuhan.Can I have a car? 1,2,3,4,5 run. (cop couldn't catch the Robber)
69. Can I have a……..? 1,2,3,4,5 run. Cansu is the winner ok? She is here.
70. S8: Hayır o kazanamadıki.
71. T: Ok. Can I have a ball? 1,2,3,4,5 run. Şimdi siz kalanlarsınız sizinle
72. tekrar oynıycaz…?
73. S9: Polis miyim?
74. T: Yes, you are cop. Ok please. Be quite.
75. S10: öğretmenim polis
76. olcam.
77. T: Hayır hiçbirşey olmıyacaksınız. Çünkü çok ses yapıyorsunuz ve ….
78. Ok now applause the winners.
79. Ss: Biz kazandık huehe☺
80. T: Ok. Ok. Sit down please. Be quiet. The game has finished. Now

81. please ten second to be a flowers 10, 9, 8, 7, 6, 5, 4 ,3, 2, 1 ok be quiet.
82. T: (Clean the board and ask) Glue? (But students show the blue pencils
83. to their T) No. No. Bant var mı çocuklar bant? She finds it. (she shows
84. the papers to children) Ok. What is this?
85. S11: Train.
86. T: Train. OK. A train.
87. And this one, what is this?
88. S11: A computer
89. T: Yes tell me what is this?,
90. S12: Teddy
91. T: This one?
92. S12: Doll
93. T: Who has got a doll at home? At home? Who has got a doll? Idil? At
94. home? Bebeğin var mı senin?
95. S13: Benim var
96. T: Yankı has got a doll.
97. S14: Benim var.
98. T: Batuhan
99. S15: Var işte
100. T: You have got a doll? Ok. Ok. Batuhan has a car I
101. Think ok what is this?
102. S15: Ball
103. T: Yes Mert
104. S16: Bende ball var.
105. S17: Bende 999 tane var oyuncak araba var.
106. T: Wonderful. Öyle mi. What is this?
107. S15: Robot. Yes. Yes and Barış has a robot.
108. T: Yes.
109. T: And lastly (shows)
110. S14: Puppet
111. T: Puppet. (and you write their names) What is this?
112. S16: Ball
113. T: A ball yes. And this one?
114. S10: Robot
115. T: Robot. Yes and
116. S5: Doll
117. T: Doll. That's right
118. S14: Cars
119. T: Car. That' right
120. Ss: Train.
121. T: Repeat after me "train"
122. Ss: Train. computer
123. T: This one
124. Ss: Teddy, puppet.
125. T: Now let's match the words with the picture. Ok. Can you do
126. This?
127. Ss: Yes. Ok.

128. T: Who can match train words its word. Train. Ok.
129. Yiğit come here please. Ok. Draw a line. Is it right? Yes.
130. That's right.
131. T: Ok now. Kaan come here please.
132. Which one.
133. S15: Computer.
134. T: Ok computer. Is it true?
135. Yes.
136. Yes it is true.
137. Kim daha sessiz olursa onu kaldırıcam. Ok come here Mert tell me
138. Which one.
139. S16: Car
140. T: Car. Ok. Car
141. T: Ok. Thank you. Batuhan come here please. Ok Hamit tell me
142. which one? Who is Hamit?
143. S18: Robot
144. T: Yes, Batuhan. Yes. That's right. Ok. Thank you.
145. S19: Öğretmenim hiç yapmadım.
146. T: Yes Mert come here. Who wants to tell a word?
147. S20: Doll.
148. T: Where is doll? Is it wrong? Doll. Yes. That is right. Ok
149. Başar.
150. T: En uslu Başar onu seçicem o yüzden. Ok who wants to tell
151. Word? Idil?
152. S6: Ball
153. T: Ok. Başar. Ball. Where is ball? Is it true? Yes that's true.
154. Thank you Başar. Sude come here. And the last one.
155. S11: teddy… puppet, teddy
156. T: Batuhan tell me a word please.
157. S17: puppet
158. T: puppet. Yes. Where is puppet? Ok. Yes that' s true Hamit.
159. Come here please. Evet konuşmayan var mı? Söylemeyen.
160. Ss: Teddy. Teddy
161. T: Teddy I think that's finished he? Yes. Thank you Hamit.
162. You are all wonderful thank you.
163. S11: Öğretmenim neden yeniden yapmıyoruz. Ben hiç yapmadım.
164. Bende. Bende. Ben yaptım.
165. (T distributes papers to students)
166. T: This is both of you. Yes three of you. Evet arkadaşlar. Yes listen to me carefully please. Ok tell me your words.

APPENDIX E

SAMPLE INTERVIEW BEFORE THE TEACHING SESSION

Researcher: What do you think is the role of English teacher in an EFL classroom? Your role in the class?

Student 1: To make students be able to express themselves in English, in life, in daily life, in working life. When they need..

Researcher: OK. How would you define the teachers' role in an EFL classroom? Not yours but in general, how would you define it? What is a role in an EFL classroom?

Student 1: Not mine?

Researcher: Not mine, not yours, in general.

Student 1: Again to… enable…. to supply students needs in English what they need not just speaking, writing … when the teacher enters the classroom , he or she must know their his or students needs then his role to fill their needs.

Researcher: Hımmm ok. To meet their needs…

Student 1: Yes.

Researcher: Ok. What do you think about the concept of self in ELT? What comes into your mind when you think about teacher as a self …?

Student 1: Self evaluation, self correction…Students… self feedback. Well.., how can I put it, their friends' feedback to each other?

Researcher: What about the teacher's self?

Student 1: First of all his or her self confidence …… self confidence, personality…
Researcher: For example do you have a different kind of attitude of your personality when you come into class or do you have a difference, is there a difference between your own character or your own personality and the personality that you show in the class, is there a difference?

Student 1: Of course as an English teacher ….. I think, there must be because unlike maths or physics we should live in a lively environment. We should give the student a democratic atmosphere I think, because we learn Turkish from …

Researcher: When we are young.

Student 1: Yes, when we are young.

Researcher: If you want you can just say it in Turkish, if you have difficulty.

Student 1: Let me explain it in Turkish. For example, we learn Turkish in a family environment since we are babies because this is not learning a language exactly. I mean, we both live and learn our language. We acquire unconsciously. We have to treat English exactly the same. Instead of telling the rules one by one, we should live and do the activities with students. I believe students will learn better that way.

Researcher: Do you see your "self" like this?

Student 1: Yes.

Researcher: Self...

Student 1: Ever since I enter the classroom, I do not regard it as a class but part of our lives.

Researcher: Ok. What are your believes about self in teaching English? When you get in the class? What kind of believes do you have? I mean same criteria may be you believe or same in of the things that you are going to definitely use in lesson, for example what are your believes?

Student 1: Not all students are same. Their needs, their ability, their taste. They are not all same and they don't have to learn English as they don't want. Because we can't put their, put into their brain English words. If they don't want or they don't need I can't teach them so I know that not all the students are same so I should be according to this ……..

Researcher: Ok. So what are your expectations about the practical and the your identity for your future career actually. What are your expectations? Do you find what you are looking for in this school environment or were you disappointed or is it bound your expectations? What are your expectations?

Student 1: I think he is …. As possible as a teacher but I think same of teacher can't work as they want because of the department how can I … teacher and expect this I think students capacity and their behaviours activities are good.

Researcher: What did you expect to find when you started practicum here, or just when you saw in the course line hat school experience? What did you expect?

Student 1: Of course a bit afraid. I was afraid because our friends went to [goes on in Turkish] our friends went to the state schools in first term. They told us their observations and experiences they had at those schools. They mentioned the difficulties that the teachers had and asked "what are we going to do?" We discussed this lot. Actually, I was a bit scared for the following term. When I found out that I was at a private school, I felt more relaxed because we came here for observation and saw that the conditions are very good. For example we were at the 1st grade classes and saw that they are above the normal standards of the state schools.

Researcher: So, your expectations…

Student 1: Because of that my expectations were high. And I found what I expected actually. I was a bit nervous when I came here for the first time but after the first class, I saw I can do so much better.

Researcher: Thank you.

Student 1: Thank you very much.

APPENDIX F

ORIGINAL INTERVIEW QUESTIONS BEFORE THE PRACTICUM-TEACHING FROM RICHARDS & LOCKHART (1994, pp. 34, 36-37)

1. How do you see your role in the classroom? How would this be apparent to a visitor?
2. How would you define effective teaching?
3. What do you think are the qualities of a good teacher?
4. What roles are the students expected to adopt in your classroom?
5. What is your approach to classroom management?

APPENDIX G

ORIGINAL INTERVIEW QUESTIONS AFTER THE PRACTICUM – AVŞAR, 1999, 36

1. What roles have you adopted during the lesson?
2. How far were you able to realise the role you had in your mind?
3. If you think you have failed, what were the reasons?
4. Based on your perceptions of your ideal and current professional roles, do you think you need further professional development in any area of language teaching profession?
5. If yes, what are these? Give your reasons.
6. Do you plan to do anything new about your teaching next time you teach?
7. If yes, what do you plan to do?