

THE MULTI-DIMENSIONAL NATURE OF TEACHER COGNITION: THE CASE OF
EFL TEACHERS

A THESIS SUBMITTED TO
THE GRADUATE SCHOOL OF SOCIAL SCIENCES
OF
MIDDLE EAST TECHNICAL UNIVERSITY

BY

ÖZLEM UTKU BİLİCİ

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR
THE DEGREE OF DOCTOR OF PHILOSOPHY
IN
THE DEPARTMENT OF ENGLISH LANGUAGE TEACHING

JULY 2024

Approval of the thesis:

**THE MULTI-DIMENSIONAL NATURE OF TEACHER COGNITION: THE
CASE OF EFL TEACHERS**

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ABSTRACT

THE MULTI-DIMENSIONAL NATURE OF TEACHER COGNITION: THE CASE OF EFL TEACHERS

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July 2024, 261 pages

Teacher cognition is an umbrella phenomenon that comprises what teachers think, know, believe, and perceive. Thus, it can be noted that this abstract notion is concerned with the unobservable dimension of teaching, and in this vein, it requires elaborate attention because it cannot be directly observed or tested. Several studies have been conducted to throw light on the varied facets and ingredients of the concept of teacher cognition, and they unitedly put a special emphasis on the critical importance of comprehending the constituents of teacher cognition in maximising student learning and improving teachers' professional development process. However, the related literature illustrates that the number of studies focusing on the experiential components of teacher cognition is relatively scarce. In this connection, the current study aims at examining the constituents of teacher cognition by centring on the experiential facets of teacher cognition for EFL teachers, working at public schools in Turkey. Six in-service female EFL teachers participated in the present research, and the data were collected through varied data collection tools, including semi-structured interviews, real classroom observations, think-aloud protocols, documents, and weekly reflective journals. Besides, the analysis was performed via the constant comparative data

analysis method. The findings demonstrated that the participants' prior language learning encounters, undergraduate education incidents, and professional teaching experiences have had a substantial impact on the formation and maturation of their teacher cognition. Consequently, it is argued that teacher cognition is a comprehensive conceptualisation that occupy a fundamental role in enhancing teachers' pedagogical competencies, perceptions, and attitudes.

Keywords: Language Teacher Cognition, EFL Teachers, Multiple Instrumental Case Study



ÖZ

ÖĞRETMEN BİLİŞİNİN ÇOK YÖNLÜ DOĞASI: İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRETEN ÖĞRETMENLERİN ÖRNEĞİ

UTKU BİLİCİ, Özlem

Doktora, İngiliz Dili Öğretimi Bölümü

Tez Yöneticisi: Doç. Dr. Nurdan ÖZBEK GÜRBÜZ

Temmuz 2024, 261 sayfa

Öğretmen bilişi, öğretmenlerin düşündüklerini, bildiklerini, inandıklarını ve algıladıklarını kapsayan çatı bir olgudur. Dolayısıyla, bu soyut kavramın öğretimin gözlemlenemeyen boyutuyla ilgili olduğu ve bu bağlamda, doğrudan gözlemlenemediği veya test edilemediği için özenli bir dikkat gerektirdiği belirtilebilir. Öğretmen bilişi kavramının çeşitli yönlerine ve bileşenlerine ışık tutmak için çeşitli çalışmalar yapılmıştır ve bu çalışmalar, öğrenci öğrenmesini en üst düzeye çıkarmak ve öğretmenlerin mesleki gelişim sürecini iyileştirmek için öğretmen bilişinin bileşenlerini anlamanın kritik önemine özel bir vurgu yapmaktadır. Ancak ilgili literatür, öğretmen bilişinin deneyimsel bileşenlerine odaklanan çalışmaların sayısının nispeten az olduğunu göstermektedir. Bu doğrultuda, bu çalışma, Türkiye'deki devlet okullarında görev yapan İngilizce öğretmenleri için öğretmen bilişinin deneyimsel yönlerine odaklanarak öğretmen bilişinin bileşenlerini incelemeyi amaçlamaktadır. Bu araştırmaya altı hizmet içi kadın İngilizce öğretmeni katılmış ve veriler yarı yapılandırılmış görüşmeler, gerçek sınıf gözlemleri, sesli düşünme protokolleri, belgeler ve haftalık yansıtıcı günlükler olmak üzere çeşitli veri toplama araçlarıyla toplanmıştır. Ayrıca analiz, sürekli karşılaştırmalı veri analizi yöntemiyle

gerçekleştirilmiştir. Bulgular, katılımcıların önceki dil öğrenimi yaşantılarının, lisans eğitimi vakalarının ve profesyonel öğretmenlik deneyimlerinin öğretmen bilişinin oluşumu ve olgunlaşması üzerinde önemli bir etkiye sahip olduğunu göstermiştir. Sonuç olarak, öğretmen bilişinin, öğretmenlerin pedagojik yeterliliklerini, algılarını ve tutumlarını geliştirmede temel bir rol oynayan kapsamlı bir kavramsallaştırma olduğu savunulmaktadır.

Anahtar Kelimeler: Dil Öğretmeni Bilişi, İngilizceyi Yabancı Dil Olarak Öğreten Öğretmenler, Çoklu Enstrümantal Durum Çalışması



*To my sweetest colleagues, the light of my eyes, my dearest children,
Fatma Mihra and Muhammed Fatih*



ACKNOWLEDGMENTS

From the very beginning of my PhD process to this stage, there have been many valuable people to whom I owe sincere thanks. The first and, definitely, the most important of all is my very valuable supervisor, Assoc. Prof. Dr. Nurdan ÖZBEK GÜRBÜZ. She has always supported and motivated me with her encouraging attitude since the moment she accepted me as a supervisee. I would like to express my endless thanks and gratitude to her for her everlasting support she has reflected on me throughout every step of my dissertation and my PhD journey.

I also would like to send my sincere and heartfelt thanks to dear thesis committee members, Prof. Dr. Ayşegül DALOĞLU, Prof. Dr. Nuray ALAGÖZLÜ, Prof. Dr. Paşa Tevfik CEPHE, and Asst. Prof. Dr. Müge GÜNDÜZ. Thanks to their insightful comments as well as constructive and supportive feedback, I was able to overcome the shortcomings of my study and improve the findings of my research.

Of course, I am infinitely grateful to my precious participant teachers who contributed to my research. At a time when I had great difficulty in finding participants for my dissertation, thanks to their kind participation, my dissertation process was revitalised and finalised. I sincerely appreciate each and every one of them. I would also like to extend my deepest gratitude to TÜBİTAK for their financial support during my PhD. Last but by no means least, I want to send my sincerest thanks to my nearest and dearest, namely all the precious members of my beloved big family, especially my dearest life mate, İlhan BİLİCİ, and my sweetest colleagues, the light of my eyes — Fatma Mihra BİLİCİ and Muhammed Fatih BİLİCİ. I wholeheartedly and sincerely thank you all for your endless support, without which I cannot have succeeded.

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CHAPTER 1

INTRODUCTION

1.1. Background to the Study

As noted by Burns et al. (2015, p. 586), fundamental shifts in psychological perspectives on the mind and meaning-making, originating from the cognitive revolution (e.g., Heider, 1958), as well as in anthropological approaches to the study of activity, affected by ethnographic methods (e.g., Geertz, 1962), have contributed to the idea that teachers could be involved in cognitive activities rooted in meaning and influenced by the social dynamics of their classroom environment. The concept of *principled or enlightened eclecticism*, which was coined to the literature of mainstream education by Brown (1994) and the scope of which was broadened with the invaluable efforts of Larsen-Freeman (2000), Larsen-Freeman and Anderson (2011), and Mellow (2000), has also placed an outstanding role in comprehending the act of teaching in a more meaningful and grounded manner. The concept primarily focuses on forming a customised and successful solution to teaching challenges by meticulously choosing and integrating multiple elements, techniques, or ideas from various theories or sources. Thus, it can be clearly recognised that the process of teaching does not continue in an effortless way, instead, it necessitates a set of cognitive abilities and deliberate actions.

Subsequently, Kumaravadivelu's (1994) notion of *post-method condition* has validated and expanded upon the methodological cognitive innovation that took place throughout the 1990s. This notion puts a strong emphasis on "classroom-oriented" approaches of teaching and acknowledges the capability of teachers to possess not just the knowledge of effective teaching methods but also the ability to autonomously navigate within the constraints imposed by academic and administrative structures, as well as institutional guidelines, curricula, and textbooks (Kumaravadivelu, 1994, pp.

29-30). He further introduced the term of *principled pragmatism* to the literature by claiming that it emphasises “how classroom learning can be shaped and managed by teachers as a result of informed teaching and critical appraisal” (Kumaravadivelu, 1994, p. 31). Based on what was highlighted by Kumaravadivelu (1994), the cognitive workload of teaching can be also properly understood seeing that teachers are active decision-makers and are highly affected by contextual pressures, e.g., curriculum, testing policies, organizational context, and varied learner profiles.

Burns et al. (2015, pp. 587-596) also directed the attention to the conceptualizations of the language-teaching mind in their robust article by examining the ontological moves that have been in the process of a comprehensive evolution since 1996. They claimed that initially, there was a focus on individualistic and cognitive terms, but later, a shift towards social context within the classroom environment has been observed (Burns et al., 2015, pp. 587-588). Accordingly, by providing a table giving a clear explanation of “ontological generations in studying the language-teaching mind” (Burns et al., 2015, p. 589), they noted that the language-teaching mind is seen as socially located, building on concepts from situated cognition and sociocultural thinking with recent viewpoints underlining the inherently chaotic and complex structure of sociohistorical systems in teaching–learning interactions.

Table 1. *Ontological Generations (Burns et al., 2015, p. 589).*

Individualist [1990 ff]	Decisions, thoughts, beliefs
Social [1995 ff]	Meaning and explanations, situated in social contexts
Sociohistorical [2000 ff]	Thinking as a function of place and time, through interaction and negotiation with social and historical contexts
Complex, chaotic systems [2010 ff]	Dynamic, emergent systems that involve the interaction of multiple interconnected elements

As summarised in Table 1 above, the way that cognition is conceptualised in the context of language teaching has changed significantly over time. The individualist viewpoint emphasised choices, ideas, and convictions as essential elements, and the cognitive facets of teaching and learning were highlighted within this paradigm.

Turning forward to a social approach, the focus expanded to include interpretations and meanings, stressing how crucial it is to ensure these in social contexts. With an emphasis on interaction and negotiation within social and historical contexts, the sociohistorical turn further developed the concept of thought through exhibiting thinking as a consequence of place and time. Lastly, in the present period, the discourse acknowledges disorganised and complicated structures and further presents cognition as emergent and dynamic. Besides, according to this current viewpoint, education and learning are seen as complex processes that include the interplay of several interrelated components inside dynamic systems. A wide range of studies conducted on language teacher cognition in the realm of applied linguistics and second and foreign language teaching have clearly demonstrated the transitions that occurred as a result of these ontological moves (Burns et al., 2015, p. 588). Moreover, as underlined by Borg (2003, pp. 81-83), the landscape of research on teacher cognition in language teaching experienced a notable surge in the 1990s, gaining significant momentum in the latter half of the decade and continuing to advance today. Hence, it can be implied that the period from 1990 to 2000 stands out as a pivotal decade marked by substantial changes in the analysis of teacher cognition in the field of language teaching, and over the past 25 years, conventional educational research has acknowledged the influence of teacher cognition on the professional experiences of teachers, which has led to the development of a significant body of research in this research domain.

1.2. Statement of the Problem

Substantial evidence from a variety of recent studies (e.g., Channa, 2020; Gray, 2020; Högqvist, 2016; Moodie, 2016; Rahman et al., 2020; Westrick & Morris, 2016) indicates that teachers' experiences as learners play a pivotal role in shaping their cognitions about teaching and learning and their prior learning experiences may exert a lasting impact on their professional journeys. The insights gained from these exemplar studies collectively highlight how important it is to explore past learning experiences of teachers in order to support their ongoing professional development and design more efficient methods of instruction. Besides, specifically, because teachers' language learning journeys are full of intricacies and problem, understanding these variables better is of critical importance so that educators and educational institutions can better adapt professional development programmes to meet the requirements of

their students and improve overall teaching efficacy. Recognising and leveraging their prior language learning experiences, teaching professionals can improve their pedagogical abilities and cultural awareness in addition to their language competency. In the end, this all-encompassing method can promote a more customised and holistic approach to teacher development, which is advantageous to both teachers and pupils they instruct.

It is unambiguous that professional preparation has an impact on prospective teachers' cognitive processes, and training programmes that ignore or neglect pre-existing views of teacher trainees may not ensure successful program outcomes or realistic teaching experiences, as demonstrated in several studies carried out within the realms of mainstream education and specifically language teaching (e.g., Contreras et al., 2020; McNeely & Mertz, 1990; Mertz & McNeely, 1991; Sheridan, 2016; Shooshtari et al., 2017; Yang, 2019; Yuan & Lee, 2015). As a conclusion of his review article, Chmarkh (2021, p. 498) suggested that "preservice teacher cognitions are complex, multifaceted, recursive, sometimes impenetrable, and usually related to preservice teachers' own experiences as language learners," and further directed the attention to the importance of teacher education programmes in preparing prospective teachers for teaching in real classrooms and enhancing their professional growth. In an opposing manner, an earlier study by Borg (2003, p. 91) clarified that research focusing on the content of pre-service teachers' cognitions (i.e., their attitudes, beliefs, and knowledge) revealed the ineffectiveness of the teacher training programs, whereas more process-oriented studies that aimed to investigate the changes in prospective teachers' cognitions demonstrated "significant changes in trainees do take place during teacher education." In this connection, it can be noted that the potential of teacher cognition research lies in elucidating and comprehending the early classroom experiences of pre-service teachers, shedding light on the challenges they encounter, and exploring their responses to these difficulties. Besides, it can be implied that further research can gain valuable insights by both focusing on the content, construction, and developmental processes associated with cognitive changes in language teacher trainees and elaborating on the elements of language teacher cognition attributed to experience.

Seeing the utmost importance attached to the place of experience in the formation of teachers' cognitions, Borg (2003) gave wide coverage to the impact of

teaching experiences on the cognitions of in-service teachers, and he concluded that “cognition not only shapes what teachers do but is in turn shaped by the experiences teachers accumulate” (p. 95). In this context, teachers’ prior language learning experiences and years of teaching experience were reported as the key factors affecting their cognitions, in addition to the type and form of their professional training and their participation in professional associations. Similarly, as claimed by Nespor (1987, p. 317), it has been widely acknowledged that teachers’ cognitive processes and comprehension are essential to the success of what they do. However, although the related literature recognises the crucial role of teachers’ cognitive processes in influencing the manner they perceive their teaching responsibilities and the insights gained from their teaching experiences, the foundations and patterns of their cognitions in relation to the experience-oriented factors have been somehow neglected (Borg, 2009; Nespor, 1987).

Borg (2009, p. 168) further noted that teachers’ cognitive growth may be more influenced by their past language learning experiences, practice teaching, and early teaching experiences than by the coursework that they have been involved in official training programmes. Thus, it can be underlined that the experiences teachers have before and during their actual teaching practice, along with their early exposure to teaching responsibilities, play a more pivotal role in shaping their cognitions compared to the theoretical aspects covered in formal training programs, so this perspective challenges the conventional viewpoint implying that coursework in teacher training programs is the primary driver of a teacher’s development. In this vein, carrying out further research studies to investigate the associative impact of varied experiences on teachers’ cognitions was suggested. The guiding light, namely starting point, of the current study was the suggestion put forward by Borg (2009) ensuring that there is a need in the teacher education literature regarding the effect of personal and professional experiences (i.e., prior language learning experiences, experiences that teachers gain as pre-service teachers during their undergraduate education, and professional teaching experiences) on the cognitions of language teachers.

As a conclusion, it can be implied that there is a notable gap in the teacher cognition literature within the realm of language teaching concerning the pivotal role of experiences in shaping language teachers’ cognitions and the effects of them in altering their cognitive attributes. Besides, as underscored by Borg (2009) and Nespor

(1987), there is a limited exploration into how specific experiences, such as prior learning, practice teaching, and early teaching encounters, contribute to the development of language teachers' cognitions, whereas various studies acknowledge the significance of teacher beliefs, knowledge, and practices. More precisely, because the literature predominantly relies on broader conceptual frameworks or is bound to specific cases, a comprehensive understanding of the complicated interaction between experiential factors and the formation of teacher cognitions might be hindered. Therefore, this discrepancy highlights the necessity for further investigation to clarify how and to what extent the experiential elements of language teachers' personal and professional trajectories affect their cognitions. Through further analysis on the place of experiences in comprehending language teachers' cognitions, valuable implications can be offered for practitioners and teacher educators to sustain more influential plans for professional development of language teachers.

1.3. Significance of the Study

At any juncture in their professional lives, the thoughts, knowledge, and beliefs of second and foreign language teachers are connected to their cognitions. Thus, examining real classroom activities, throwing light on their beliefs, attitudes, and inclinations, and analysing the associations between teachers' beliefs and teaching practices have a determinant place in providing insights into the varied nature of their cognitions (Borg, 2003). Furthermore, considering that their cognitions are influenced by their experiences that they have gained as a language learner, a pre-service teacher, as well as an in-service teacher, delving into the comprehensive and multifarious scope of language learning and teaching experiences gains much importance within the realms of language teaching and teacher education.

Although a variety of studies have been conducted on Lortie's (1975) apprenticeship of observation (Borg, 2004; Mewborn & Tyminski, 2006; Smagorinsky & Barnes, 2014), the effects of prior language learning experiences on teachers' cognitions (Channa, 2020; Ellis, 2006; Höggqvist, 2016; Moodie, 2016), the cognitions of pre-service language teachers (Ma & Luo, 2021; Macalister, 2012; Yang, 2019), the impact of professional training, namely formal teacher education, on teachers' beliefs, attitudes, and professional growth (Dunkin et al., 1994; Kochem, 2022; Renzaglia et al., 1997; Qui et al., 2021), and the influence of professional teaching experiences on

teachers' current cognitions (Calderhead, 1983; Kim & Klassen, 2018; Sanchez, 2010), a discernible gap exists in the existing literature on teacher cognition within the context of language education regarding the thorough exploration of the place and effects of experiences in shaping language teachers' cognitions.

As retrieved from the Council of Higher Education's database, seven PhD dissertations (Arıkan, 2022; Çınarbaş, 2022; Gülden, 2013; Nural, 2012, Öztürk, 2015; Somuncu, 2021; Şarlanoğlu Vural, 2015) have been conducted within Turkish EFL context by focusing on the concept of teacher cognition so far, but each one of them aimed to depict a different aspect of teachers' cognitions and none were specifically designed with the purpose of exploring the role of experiences on teachers' cognitions. However, considering that language learning and teaching experiences take an essential role in shaping the cognitions of language teachers (Borg, 2009, p. 168), it becomes relatively crucial to carry out a comprehensive study on the effects of experiences (i.e., prior language learning experiences, experiences gained throughout undergraduate education or formal teacher education programs, and professional teaching experiences) on the unobservable dimension of teachers' minds, namely what they think, know, believe, and accordingly do. The present study has been motivated by the notion that there is a gap in the related literature concerning how and to what extent experience-oriented components of teachers' professional trajectories influence their cognitions. Hence, it can be suggested that it will make a substantial contribution to the literature of teacher cognition within the realm of language teaching by shedding light on the impact of personal and professional experiences on Turkish EFL teachers' cognitions.

1.4. Purpose of the Study and Research Questions

Borg (2015, p. 52) directed the attention to the classification of research on language teacher cognition within his pre-eminent book, entitled *Teacher Cognition and Language Education: Research and Practice*, and noted that numerous criteria (e.g., “chronological, methodological or geographical” as well as “thematic” or “domain specific”) can be utilised in working on the notion of teacher cognition because the context of research is diversified. Upon recognising the notable need in the teacher cognition literature within the context of language teaching for further investigation of experience-related constituents of language teachers' cognitions, the

current study was designed to encompass thematic classifications on the notion of language teacher cognition.

In this vein, considering the suggestions put forward by prominent figures of the related literature, e.g., Borg (2009, 2015, 2019), Burns et al. (2015), Nespor (1987), and Yang (2019), concerning the growing importance of emphasising personal and professional experiences in ensuring a thorough understanding of the varied aspects of teacher cognition, the purpose of the study is determined as exploring the experiential facets of in-service Turkish EFL teachers' cognitions. More precisely, it is aimed to investigate how Turkish EFL teachers' prior language learning experiences, experiences that they have gained as pre-service teachers throughout their undergraduate education, and professional teaching experiences influence and shape their cognitions. With this goal in mind, the multiple instrumental case study design is utilised as the primary research design (Cresswell, 2015), along with the hermeneutic approach (Freeman, 1996). Six in-service Turkish EFL teachers participated in the study, and the data were collected through semi-structured interviews, classroom observations, retrospective think-aloud protocols conducted right after the real-time classroom observations, documents (i.e., lesson plans as well as primary and additional teaching materials), and weekly reflective journals. In light of the fundamental purpose of the study, the answers to the following research questions were sought:

1. What are the primary constituents of the EFL teachers' language teacher cognition?
 - 1.1. How do prior learning experiences influence the EFL teachers' language teacher cognition?
 - 1.2. How do undergraduate education experiences influence the EFL teachers' language teacher cognition?
 - 1.3. How do professional teaching experiences influence the EFL teachers' language teacher cognition?

1.5. Organization of the Chapters

The current dissertation comprises six main chapters: introduction, review of literature, methodology, findings, discussion, and conclusion. The first chapter, introduction, includes a sort of background information regarding the concept of teacher cognition, indicates the salient reason of conducting the present study, namely

statement of the problem, clarifies the significance of the study, involves the purpose and research questions of the study, and displays the definitions of the terms used in the study. The second chapter consists of the comprehensive and detailed information on the origins of teacher cognition and aspects of language teacher cognition as well as research on the effects of prior language learning experiences, undergraduate education, and teaching experiences on teacher cognition. The third chapter comprises basic information on the methodological details of the study, including research design, sampling method and participants, data collection instruments, procedure, data analysis, and trustworthiness. The fourth chapter involves the findings of the study, and both within-case analyses and cross-case analyses are displayed and discussed within this chapter. Lastly, the fifth one is determined as the discussion chapter, and includes the elaboration of the findings in light of the previous studies conducted on similar conceptualizations, whereas the sixth chapter comprises the conclusion as the umbrella heading, along with methodological and pedagogical implications, suggestions for further research, and limitations of the study.

1.6. Definitions of the Terms Used in the Study

Teacher cognition is “understanding, with reference to the personal, professional, sociocultural, and historical dimensions of teachers’ lives, how becoming, being, and developing as a teacher is shaped by (and in turn shapes) what teachers (individually and collectively) think and feel about all aspects of their work” (Borg, 2019, p. 1152).

Teacher cognition research refers to “inquiry which seeks, with reference to their personal, professional, social, cultural and historical contexts, to understand teachers’ minds and emotions and the role these play in the process of becoming, being and developing as a teacher” (Borg, 2019, p. 1167).

Language teacher cognition describes the mental processes, beliefs, attitudes, inclinations, perceptions, and knowledge that language teachers possess concerning their teaching and the elements that affect the way they perform teaching.

Lortie’s (1975) **apprenticeship of observation** refers to “the influence of teachers’ prior learning on pedagogy” (Moodie, 2016, p. 29).

Pre-service teachers represent individuals who have not yet begun working in a position of teaching but are currently undergoing the preparation process to become

certified and qualified teachers. The terms of *pre-service teachers*, *prospective teachers*, and *teacher trainees* were used interchangeably in the present study.

In-service teachers encompass educators who have completed their undergraduate education process to become certified and qualified teachers and are currently teaching in a teaching position.

Collective case study describes a case study in which multiple cases are described and compared to provide insight into an issue.

Interpretative hermeneutic approach necessitates identifying and defining the themes, subjects and facts related to the document that constitutes the sample of the research and focuses more on explanation rather than understanding (Giarelli & Tulman, 2003).

Constant comparison method as a stand-alone analytic method “assures that all data are systematically compared to all other data in the data set” (O’Connor et al., 2008, p. 41).

CHAPTER 2

REVIEW OF LITERATURE

The study of teacher cognition is concerned with clarifying what teachers think, know, and believe. Hence, the notion of teacher cognition mainly concentrates on the unobservable elements that constitute teaching, specifically teachers' mental lives (Borg, 2003, 2009). The crucial role that teacher cognition plays in teachers' learning, teaching, and professional development can be readily understood when the fundamentals of teaching are taken into consideration (Burns et al. 2015; Golombek, 2015; Kubanyiova & Feryok, 2015; Ngo, 2018; Öztürk & Gürbüz, 2017; Öztürk & Yıldırım, 2019). Moreover, the breadth and depth of teacher cognition can be further appreciated considering that there is a set of distinct concepts and multiple perspectives regarding the cognitive processes occurring in humans (Öztürk & Yıldırım, 2019, p. 147).

Borg (2009, p. 163) states that teachers and the act of teaching cannot be properly understood without understanding the thoughts, knowledge, and beliefs that influence what teachers perform. In a similar vein, he suggests that teachers' experiences of learning to teach cannot be adequately explained without throwing light on the unobservable mental dimension of this learning process (Borg, 2009, p. 163). What is emphasized by Borg (2009) can be noted as the key factors in the growth of teacher cognition research. Though the history of teacher cognition stretches back over 30 years, second and foreign language teacher cognition is a more recent phenomenon, which emerged in the mid-1990s and has grown rapidly ever since (Borg, 2005, 2009; Burns et al. 2015; Li, 2019), when compared to the umbrella term—teacher cognition. Several studies have contributed to the existing literature on language teacher cognition by focusing on different aspects and attributes of language teacher cognition (e.g., Golombek, 2015; Kagan, 1990; Kubanyiova & Feryok, 2015; Ngo, 2018; Öztürk & Gürbüz, 2017; Öztürk & Yıldırım, 2019; Somuncu, 2021; Zembylas, 2005).

Öztürk and Gürbüz (2017) investigated the main sources of EFL teachers' cognitions, their classroom practices, and the impact of institutional context on these practices in their study. Their findings revealed prior language learning experiences, the pre-service education, the years spent as a novice teacher, institutional atmosphere, experienced colleagues in the past and all teaching experiences as the main sources of their cognitions on language teaching, which were also the origin of their classroom practices. Besides, it was found that the learner profile, institutional factors including the organizational atmosphere, testing and curriculum policies, and the participants' improvisational teaching acts were the other factors shaping their practices. In addition to these comprehensive findings, the study of Öztürk and Gürbüz (2017) has also contributed to the existing language teacher cognition literature by proposing a language teacher cognition model, Clusters of Language Teacher Cognition, which is quite useful in understanding the domains of language teacher cognition.

Öztürk and Yıldırım's (2019) study, on the other hand, aimed to examine the relationship between language teachers' cognitions and their actions. With a large number of participants, namely instructors teaching English in various higher education institutions in Turkey, they questioned in what way language teachers' language learning cognitions may predict their language teaching practices (Öztürk & Yıldırım, 2019). The results demonstrated that the participants having competence-oriented approaches and executive learner preferences would exhibit adherence to traditional (conservative) pedagogy, but divergence from communicative practices in instructional planning and error correction.

Being one of the most recent studies in the literature on language teacher cognition, Somuncu's (2021) study also gives a new impulse to the existing literature by focusing on the formative assessment teacher cognition with a sociocultural perspective. The findings uncovered three major factors as the main sources of pre-service language teachers' formative assessment cognition (i.e., prior language learning experiences, teacher education, and contextual factors).

The aforementioned studies (Öztürk & Gürbüz, 2017; Öztürk & Yıldırım, 2019; Somuncu, 2021) are the three of seven PhD dissertations that were conducted on the notion of teacher cognition in Turkish EFL context, and they correspondingly suggest carrying out further studies to shed light on the different constituents of language teacher cognition. In parallel, Borg (2009, p. 168) argues that

prior learning experience, practice teaching, and early teaching experience may exert a more powerful influence on the development of teachers' cognitions than input from course work on formal training programs. Continuing research into these issues is required, in particular into the relative impact of the experiential and theoretical components of teacher education on what L2 teachers know, believe, think, and do.

Taking utmost cognizance of what was suggested by Öztürk and Gürbüz (2017), Öztürk and Yıldırım (2019), and Somuncu (2021), and being motivated by Borg's (2009, p. 168) excerpt, this study is based on the experiential facets of language teacher cognition because it is what remains relatively unknown, as it was noted by Borg (2009). In this sense, throughout this heading, firstly, the origins of the concept of teacher cognition will be addressed. Subsequently, research on the impact of prior language learning experiences, undergraduate education, and teaching experiences on cognitions of language teachers will be discussed. Last but not least, the studies conducted in Turkish EFL context on language teachers' cognitions will be handled.

2.1. Overview of the Teacher Cognition Research's Origins

The concept of language teacher cognition has got assiduous attention from researchers for more than three decades (Borg, 2015, p. 5), and it is basically the circular outcome of a tradition that has externalised the findings of a great many quintessential studies conducted on both teacher thinking and teacher cognition, interchangeably (Burns et al., 2015, p. 585). Borg (2015, p. 7) directs attention to Jackson's (1968) study that marked a change in the way of teaching and indicated that teachers and the work of teaching could be the foci of educational research. A critical emphasis was put on the mental workload of teaching throughout Jackson's (1968) forward-looking masterpiece, and it was also concluded that the mental aspect of teaching was somehow neglected or ignored so far. In a similar vein, Clark and Peterson (1986, p. 255) interpreted Jackson's (1968) study as "a striking departure from contemporary research on teaching" and "one of the first studies that attempted to describe and understand the mental constructs and processes that underlie teaching behaviour." They further discussed the new dimensions of teachers' thought processes in their study and threw light on "the many ways in which teaching is complex, demanding, and uniquely human" (Clark & Peterson, 1986, p. 293). Burns et al. (2015, p. 585), likewise, advocated that the intellectual part of teaching had to be

foregrounded comprehensively so that the work of teaching that necessitates a complex and problematic fullness could be fully comprehended.

Having acknowledged the necessity of understanding the intellectual and mental aspects of the work of teaching, Dunkin and Biddle (1974) put forward a model which was “the dominant conceptual model of teaching in the 1970s,” according to Borg (2015, p. 6). The model comprises four variables, including “presage variables, context variables, process variables, and product variables” (Dunkin & Biddle, 1974, p. 38), as the figure below briefly demonstrates:

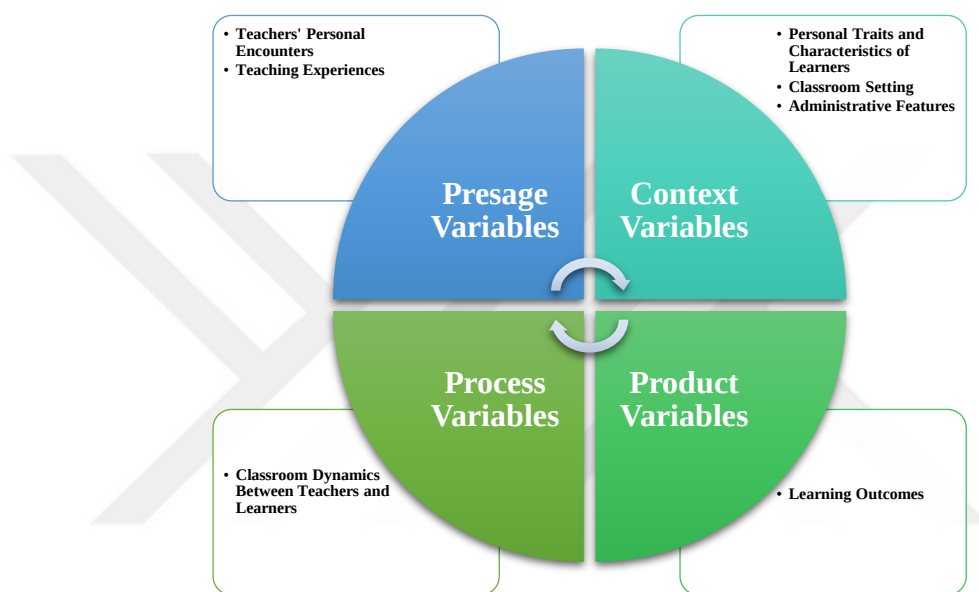


Figure 1. *The Representative Model of Teaching (Dunkin & Biddle, 1974).*

The model of Dunkin and Biddle (1974) clarifies that the work of teaching is an interconnected procedure that cannot be explained only through a separate variable. In the panel, organized by the National Institute of Education of the United States (1975, p. 10), it was highlighted that “what teachers do is directed in no small measure by what they think” and it was accordingly stated that

To the extent that observed or intended teaching behaviour is ‘thoughtless’, it makes no use of the human teacher’s most unique attributes. In so doing, it becomes mechanical and might well be done by a machine. If, however, teaching is done and, in all likelihood, will continue to be done by human teachers, the question of relationships between thought and action becomes crucial.

Connectedly, as emphasised by Burns et al. (2015, p. 586), similar to any notion, the way the concept of mind evolves is affected by a confluence of definition-related internal elements and external trends in pertinent social science fields. Thus, it can be implied that in the realm of research that focuses on the thought process and cognition of teachers, the notion of the mind is fluid and perpetually changing, too. To exemplify, the 1970s can be described as the term that did not primarily include cognition-oriented studies because the Audio-Lingual Method (ALM) was the dominant approach within that term, and it basically “stresses the mechanistic aspects of language learning and language use” (Richards & Rogers, 1986, p. 61). In this vein, due to automated nature of the ALM, the cognitive effort of teachers remained limited since the ultimate purpose underlined within the ALM was drilling that required “less thought and more patterned behaviour” (Burns et al., 2015, p. 586).

However, though they were not high in number, there were also certain studies (e.g., Clark & Yinger, 1977; Shulman & Elstein, 1975) that concentrated on the cognitive domain of the work of teaching. In Shulman and Elstein’s (1975) study, what was seen critical is directly related to the appreciation of the need to comprehend the internal cognitive states that underpin a behaviour. More precisely, it was implied that it would be quite inadequate to make a decision concerning a problematic situation only through considering the observable or visible behaviour. Instead, what remains essential is associated with the manners in which individuals analyse the circumstances, frame the issue, distinguish between relevant and irrelevant information, and decide whether sources of data are important or unimportant. In line with the implications of Shulman and Elstein’s (1975) study, Clark and Yinger (1977, p. 77) also proposed a “new approach to the study of teaching assumes that what teachers do is affected by what they think.” In their study, they channelled a great deal of effort into exploring the thinking processes of teachers. Based on the points highlighted in the study of Clark and Yinger (1977), Borg (2015, p. 10) notes that “teachers’ thinking and behaviours are guided by a set of organized beliefs and that these often operate unconsciously.”

Heretofore, the studies of the 1970s were mainly addressed and the implication was that despite the studies focused on the cognitive domain of teaching, what underlies teachers’ act of teaching had not been delicately examined or even acknowledged. Nonetheless, with the innovative approaches to language teaching,

aiming to encourage innovation and change in language instruction (Blair, 1982), a critical shift occurred within the scope of language teaching. With these innovative shifts, thinking was begun to be seen as a component of a classroom and the supplement of the work of teaching (Freeman, 2007). In this connection, Ben-Peretz et al. (1986) discussed three crucial areas of teacher thinking research within their editorial book, namely prominent metaphors implying and shaping the concept of teacher thinking, substance and procedure of teacher thinking within varied tasks, and developments in the research methods utilised to explore the cognitive domain of teacher thinking. Christopher M. Clark's chapter in Ben-Peretz et al.'s (1986) book put a special emphasis on the advances seen within the research focusing on teacher cognition, and it was concluded that in 1986, the perception concerning teachers evolved from being logical decision-makers, similar to medical professionals identifying and resolving issues, to a more constructivist and introspective sense-maker. Accordingly, Shulman (1987) introduced seven types of teacher knowledge in his study, which was evaluated as the new teaching reform, emphasising "comprehension and reasoning, transformation and reflection" (p. 1). These categories of teachers' knowledge base were explained as follows:



Figure 2. *Categories of Teachers' Knowledge Base (Shulman, 1987, p. 8).*

The way the knowledge base is categorised clearly indicates that teaching is not an automated or mechanic work, but instead, it requires a great deal of cognitive effort and includes a variety of aspects, as Borg (2015, pp. 21-22) also notes.

The 1980s have also hosted numerous high-quality and prestigious publications that hand-in-hand demonstrated the value of exploring the cognitive domain of teaching (e.g., Calderhead, 1987, 1988; Clandinin & Connelly, 1987; Mitchell & Marland, 1989). Calderhead's (1987) editorial masterwork, entitled "Exploring Teachers' Thinking," comprised of prominent papers marking a critical contribution to the field of teacher cognition. The work, which centred around teaching as a professional thinking activity, investigated three key themes (i.e., the scope of teachers' professional knowledge, how that knowledge is put to use in teaching tasks, along with how teachers' knowledge and thinking affect educational change processes). Besides, the work's overarching conceptual focus was teacher knowledge, even if the title stresses teachers' thinking, and it showed that research interest in the study of teachers' subject-matter knowledge was boosted, and it then began to take shape as a separate field within the study of teacher cognition. Therefore, with the positive effect of Calderhead's (1987) editorial masterwork, teacher knowledge has emerged as a prominent idea in the research of teacher cognition since the late 1980s when it started to overtake teacher thinking as the phrase most firmly linked with it (Borg, 2015, p. 22).

Calderhead's editorial book published in 1988 also made a substantial contribution to the evolving framework of teacher cognition research, by concentrating on comprehending the intricate process of *learning to teach*, a term that gained prominence in the literature of teacher education during the 1990s. Another assessment of studies on teacher thinking was given by Clandinin and Connelly in 1987, albeit with a particular focus on the theories and beliefs of teachers. Their review indicated that the majority of research on teacher thought had failed to provide enough reference to the teachers' personal backgrounds and classroom behaviours. Besides, Clandinin and Connelly (1987) prioritised the cognitive as well as affective components of teachers' personal practical knowledge by adopting a more holistic approach, which offered deeper insights into the work of teaching.

Mitchell and Marland's (1989) study focuses exclusively on the association between decision-making and teaching. It was concluded that describing the act of teaching only through a process of decision-making would be problematic (Mitchell & Marland, 1989, p. 117), and they connectedly implied that the notion of decision-making could be utilised to describe certain conscious processing in the work of

teaching, but it would be inadequate and invalid to fully explain the essence of teachers' interactive thinking processes solely via decision-making.

In light of the abovementioned representative studies of the 1980s, it can be argued that that period was an intensive one within which teacher cognition research grew considerably, the term of teacher knowledge emerged as a key concept, and a different dimension was attributed to decision-making. Interdependently, as noted by Borg (2015, p. 25), a series of important reviews covering different facets of the teacher cognition literature arose also in the 1990s, in response to the extensive research on teacher cognition that had been conducted in the late 1980s and 1990s (e.g., Calderhead, 1996; Carter, 1990; Fenstermacher, 1994; Pajares, 1992; Richardson, 1996). Carter's (1990) work contributed to the literature of teacher cognition by emphasising and exploring three dimensions of teacher knowledge (i.e., teachers' information-processing, teachers' practical knowledge, and pedagogical content knowledge). She further proposed a distinction between practical knowledge and pedagogical content knowledge, noting that "pedagogical content knowledge is to a greater extent grounded in disciplines and in formulations related to school curriculum and the collective wisdom of the profession than practical knowledge" (Carter, 1990, p. 306). Fenstermacher (1994) also concentrated on the *knowledge* aspect of teacher cognition, as Carter (1990) did. He put a strong emphasis on the "epistemological problems in identifying as knowledge that which teachers believe, imagine, intuit, sense, and reflect upon" (Fenstermacher, 1994, p. 47). Correspondingly, he drew the conclusion that verifying teachers' knowledge is more challenging in teacher knowledge research than just showing them to be thinking, believing, or holding ideas, because teachers "know that they know" (Fenstermacher, 1994, p. 51).

Pajares (1992) study, on the other hand, dealt with teacher beliefs, specifically the definition of beliefs and how this definition differs from knowledge. Upon providing a precise and unified definition of belief and probing the fundamental characteristics of belief systems, he concluded that "attention to the beliefs of teachers and teacher candidates can inform educational practice in ways that prevailing research agendas have not and cannot" (Pajares, 1992, p. 329). Thus, conducting further research on the belief structures of in-service and pre-service teachers was advocated. In this vein, Richardson (1996) directed attention to the leading part of beliefs and

attitudes in the process of teacher education, investigating the “facets of individual pre-service and in-service teachers that affect the way they process new information, react to the possibilities of change, and teach and the focus of change in teacher education programs” (Richardson, 1996, p. 102). Likewise, by using an analysis of methodological approaches, empirical investigations, historical foundations, and potential implications for education stakeholders, Calderhead (1996) offered a thorough grasp of the topic of teachers’ beliefs and knowledge within his review. An in-depth discussion of potential future directions and methodological issues enhanced the review and promoted a comprehensive comprehension of the dynamic environment in which teachers’ knowledge and beliefs change. Additionally, it was claimed that research on teacher cognition had thrown light on the complicated aspects of teaching and learning processes, namely teachers’ knowledge and belief structures, the impact of their past experiences, and even their experiences outside of the classroom environment (Calderhead, 1996, p. 721). Therefore, it can be concluded that conducting research on teacher cognition is of critical importance in understanding the act of teaching, as echoed throughout the abovementioned studies and reviews.

Borg (2015, p. 37) noted that the interest shown towards the concept of teacher cognition has been still alive in the new millennium. The ground-breaking studies, which will be further addressed in the relevant subheading following this current one, lend weight to the continuing motivation for conducting research on the varied domains of teacher cognition (e.g., Borg, 2003; Golombek, 2015; Gregoire, 2003; Swain, 2013).

2.2. Aspects of Language Teacher Cognition

Teachers are individuals who actively and thoughtfully make decisions about instruction, and they rely on intricate, practical, customized, and situation-specific networks of knowledge, ideas, and convictions to do so (Borg, 2003, p. 81). Accordingly, it can be noted that the act of teaching is not a mechanic work that does not include any cognitive effort. Instead, it necessarily requires certain amount of “cognitive capacity governing [their pedagogical] choices and decisions” (Burns et al., 2015, p. 587). Borg (2019, p. 1150) uses the metaphor of *iceberg* to explain teachers’ cognitive effort that they expend while teaching:

Icebergs have an exposed surface beneath which lies a significant hidden mass, teachers' behaviours are also powerfully shaped by a complex range of unseen influences. Some of these are obviously external – explicit school policies which prescribe the way learning is organized or assessed, for example – but many are internal to the teacher, such as their beliefs, knowledge, feelings, perceptions, attitudes, and thoughts.

Besides, it has been emphasised that “teacher cognition is the established term for describing these personal, unseen aspects of teachers’ work” (Borg, 2019, p. 1150). In previous magnificent works of Borg (2003, 2009), the concept of teacher cognition was briefly explained via what teachers think, know, and believe, and comprehending “the unobservable dimension of teaching – teachers’ mental lives” (Borg, 2009, p. 163) is the fundamental focus of research conducted to shed light on what teacher think, know, and believe, and the invisible effect of such constraints on what teachers do and how they improve as professionals. However, because of its unseen feature, clarifying the notion of teacher cognition necessitates a great deal of research effort. In other words, as claimed by Borg (2019, p. 1152), teacher cognition can be challenging to define because of its broad scope, which makes it difficult to establish clear boundaries and creates room for various non-behavioural aspects of a teacher’s life to be included. A variety of distinguished works have been addressed in the previous subheading, and correspondingly, they have made a substantial contribution to the agenda of teacher cognition by providing a critical insight into a different dimension of teacher cognition. Besides, thanks to these quintessential studies, multifarious pivotal terms have been gained to the literature of teacher cognition. Borg (2015, pp. 42-45) proposes a summary of the terms utilised in describing varied dimensions of the notion of teacher cognition, as demonstrated in Table 2 below:

Table 2. *The Concepts in Teacher Cognition Research (Borg, 2015, pp. 41-45).*

Belief	A form of personal knowledge consisting of implicit assumptions about students, learning, classrooms and the subject matter to be taught	Kagan (1992)
Beliefs	Convictions or opinions that are formed either by experience or by the intervention of ideas through the learning process	Ford (1994)
Case Knowledge	Knowledge of specific, well-documented and richly defined events, which enable new situations to be	Shulman (1986)

	identified and help guide teachers' practice	
Cognition	teachers' self-reflections; beliefs and knowledge about teaching, students and content; and awareness of problem-solving strategies endemic to classroom teaching	Kagan (1990)
Conceptions of Subject Matter	Conscious or subconscious beliefs, concepts, meanings, rules, mental images and preferences concerning the discipline to be taught	Thompson (1992)
Conceptions of Teaching	The set of ideas, understandings and interpretations of experience concerning the teacher and teaching, the nature and content of the subject matter and the learners and learning that the teacher uses in making decisions about teaching, both in planning and execution	Hewson, Kerby, & Cook (1995)
Conditional/Situational Knowledge	Knowledge about how to act and react during specific events and situations	Roehler et al. (1988)
Content Knowledge	Factual information, organizing principles, central concepts of a discipline	Grossman, Wilson, & Shulman (1989)
Craft Knowledge	A rubric for describing a number of different approaches to studying the psychological context of teaching	Zeichner, Tabachnick, & Densmore (1987)
General Pedagogical Knowledge	Knowledge of pedagogical principles and techniques that is not bound by topic or subject matter	Wilson, Shulman, & Richert (1987)
Images	General metaphors for thinking about teaching; overall concepts of a lesson; memorized snapshots of particular experiences; conceptions of a subject; ideas about how students learn	Calderhead & Robson (1991)
Implicit Theories	The complex aggregate of cause-effect propositions, rules of thumb, generalizations based in personal experiences, beliefs, values, and assumptions that teachers use to guide their behaviours	Dirkx & Spurgin (1992)
Knowing-in-action	Actions, recognitions and judgements which professionals carry out spontaneously and based on their tacit knowledge of the situation	Schön (1983)
Lay Theories	Beliefs developed naturally over time without the influence of instruction	Holt Reynolds (1992)

Orientations to Teaching	Beliefs and opinions about teaching	Brousseau, Book & Byers (1988)
Personal Practical Knowledge	An individual's particular way of reconstructing the past and intentions for the future to deal with the exigencies of a present situation	Connelly & Clandinin (1988)
Personalized Pedagogy	A belief system that constrains the teachers' perception, judgement and behaviour	Kagan (1992)
Perspective	A coordinated set of ideas and actions which a person uses in dealing with some problematic situation; perspectives differ from attitudes since they include actions and not merely dispositions to act; similar to beliefs and implicit theories	Tabachnick & Zeichner (1986)
Practical Knowledge	The knowledge that is directly related to action, that is readily accessible and applicable to coping with real-life situations, and is largely derived from teachers' own classroom experience	Calderhead (1988)
Practical Theories	The conceptual structures and visions that provide teachers with reasons for acting as they do, and for choosing the teaching activities and curriculum materials they choose in order to be effective; they are the principles or propositions that undergird and guide teachers' appreciations, decisions and actions	Sanders & McCutcheon (1986)
Professional Craft Knowledge	Knowledge, which is embedded in, and tacitly guiding, teachers' everyday actions in the classroom; related to the intuitive, spontaneous, and routine aspects of teaching rather than to the more reflective and thoughtful activities in which teachers may engage at other times	Brown & McIntyre (1986)
Prototypical/Case Knowledge	Knowledge of significant events, people, places and procedures which act as typifications, enabling teachers to readily identify the situations they confront	Calderhead (1991)
Schema	An ordered representation of objects, episodes, actions or situations that contain slots or variables into which specific instances of experience in a particular context can be fitted	Carter & Doyle (1987)
Situated Knowledge	Contextually developed automatic knowledge consisting of a highly	Leinhardt (1988)

	efficient collection of heuristics for the solution of very specific problems in teaching	
Subject-Matter Knowledge	Knowledge of the facts of a discipline	Shulman (1986)
Pedagogical Content Knowledge	Knowledge of the ways of representing and formulating the subject that makes it comprehensible to others	Shulman (1986)
Teaching Criteria	Personal values a teacher tries to pursue or keep constant while teaching	Halkes & Deijkers (1984)
Theoretical Orientations	Belief systems and philosophical principles employed by teachers to develop expectations about students and make decisions about classroom life	Harste & Burke (1977)

The inclusive and comprehensive nature of the concept of teacher cognition can be easily recognised upon seeing the variety of the terms included in Table 2 above, and each of them allows researchers to gain a remarkable understanding of what constitutes teacher cognition. On the other hand, as noted by Borg (2019, p. 1151), although these terms summarised in Table 1 provide important and valuable data on what is included within the comprehensive nature of teacher cognition, the concept of teacher cognition has been introduced to the relevant literature via Woods's (1996, as cited in Borg, 2019, p. 1151) *Teacher Cognition in Language Teaching*, align with Freeman and Richards's (1996, as cited in Borg, 2019, p. 1151) *Teacher Learning in Language Teaching*. Borg (2019, p. 1154) also underlines the complexity and significance of teacher cognition in comprehending the art of teaching as follows:

individual teacher cognition does not originate or operate in a vacuum and it is influenced in powerful ways by a range of personal, physical, sociocultural, and historical milieus which interact, in both remote and immediate ways, to shape who teachers are and what they do.

At this point, it should be noted that even though the aforementioned terms, hand-in-hand, set light on a different aspect of the notion of teacher cognition, crystallising the distinction among them can be rather challenging due to the overlaps in their zone boundary. Alexander et al. (1991) underscored the mismatches and complicatedness concerning the use of terms related to knowledge and accordingly devoted meticulous attention to “organizing and relating terms that pertain to select knowledge constructs” (p. 315). As a result, they argued that “as research in cognition and in literacy continues to mature, it becomes increasingly important for those engaged in that research to have

a shared basis for communicating their thinking about knowledge” (Alexander et al., 1991, pp. 335-336). Connectedly, Verloop et al. (2001, p. 446) emphasised that “in the mind of the teacher, components of knowledge, beliefs, conceptions, and intuitions are inextricably intertwined.” As a solution to the proliferation of terms related to teacher cognition, Borg (2003) acknowledged the conceptual antecedents in mainstream educational literature, highlighted the personal nature of teacher cognition and its multidimensional complexity in his article, and proposed using the concept “teacher cognition” as an inclusive term that encompass the complexity of teachers’ mental lives. Thus, the term “teacher cognition” are used as an all-encompassing term in the present study to embrace the complexity of teachers’ mental lives, as done throughout Borg’s (2003, 2019) studies.

Borg (1997, as cited in Borg, 2003, p. 82) further presented Figure 1 below that provides an in-depth analysis of the cognitive processes of teachers within all facets of their profession, including common labels for psychological concepts that are collectively known as teacher cognition. The figure also shows the relationships amongst teacher cognition, classroom practice, and teacher learning that occur via formal education and professional development. Besides, most importantly, it outlines a framework of teaching in which the cognitive abilities of teachers remain fundamental, serving as the foundation for language teacher cognition research rooted in general education research (Borg, 2003, pp. 81-82).

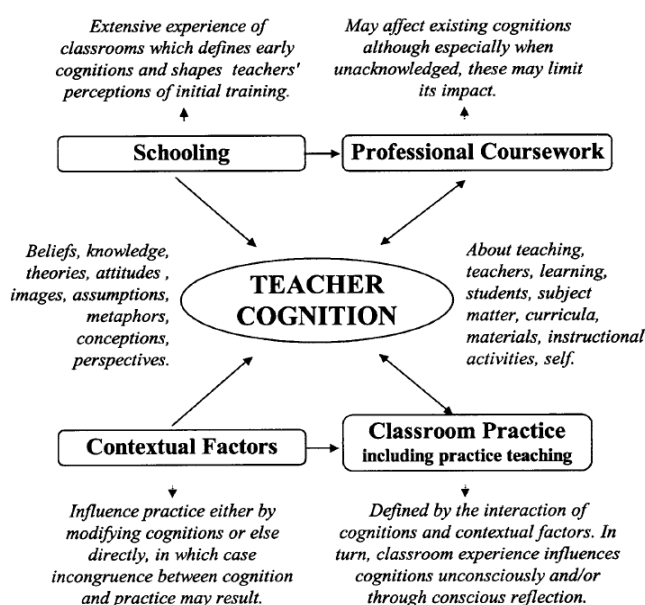


Figure 3. Ingredients of Teacher Cognition (Borg, 1997, as cited in Borg, 2003).

In accordance with his previous suggestion regarding the multiplicity of the terms related to the notion of teacher cognition as well as his comprehensive figure of teacher cognition, he also explains cognitions as “instructional concerns or considerations teachers have, principles or maxims they are trying to implement, their thinking about different levels of context, the pedagogical knowledge they possess, their personal practical knowledge and their beliefs” (Borg, 2015, p. 103). In this connection, it can be concluded that teaching is a sophisticated and artful endeavour and that they are not merely automated machines that carry out pre-programmed lessons, but rather, they are actively involved in making decisions that greatly influences the learning process within the classroom.

2.3. The Effect of Prior Language Learning Experiences on Teacher Cognition

In their book, Nisbett and Rose (1980) identified the origins of inferential errors in two main tendencies: the excessive reliance on generally reliable intuitive strategies and the insufficient use of formal, logical, and statistical methods. They claimed that intuitive strategies involve applying preexisting knowledge structures like schemas, theories, and beliefs, as well as employing heuristics such as representativeness and availability (Nisbett & Ross, 1980, p. 15). From this claim, it can be concluded that even in the face of contradicting information, beliefs that were formed early in life tend to remain unchanged (Borg, 2003, p. 86). On the other hand, putting an emphasis on the notion of belief systems, Nespor (1987) directed the attention to the key role of beliefs in comprehending teachers’ cognitive processes. As an interesting finding, it was noted that early-formed beliefs are preserved in the form of episodic data that is drawn from significant experiences in an individual’s life (Nespor, 1987, p. 320).

At this point, the concept of the “apprenticeship of observation” that was introduced to the existing literature of education by Dan Lortie within his prominent book entitled “Schoolteacher: A Sociological Study” published in 1975 should be underlined. Lortie’s (1975) theory is based on the premise that individuals who want to become teachers frequently spend a lot of time watching and witnessing the act of teaching as students before they start working as teachers. In this vein, it is suggested that the experiences of teachers as learners might have an impact on their way of teaching when they begin their teacher career as in-service teachers. The essential

details summarising Lortie's (1975) apprenticeship of observation can be demonstrated in Figure 4.

It can be suggested that acknowledging the apprenticeship of observation proves essential for teacher educators because it emphasises how pre-service experiences play a critical role in shaping methodologies for instruction (Mewborn & Tyminski, 2006, p. 32). In addition, because the notion stresses the value of reflecting on practices and the awareness of how one's educational history affects one's teaching style, it merits a great deal of attention. In a similar way, Borg (2003, p. 88) also concluded that past language learning experiences of teachers form beliefs about learning and language acquisition, and these beliefs serve as the foundation for their initial conceptualizations of teaching L2 during teacher education and may exert a lasting influence on their professional practices throughout their careers. Thus, as underlined by Lortie (1975, p. 66), anticipating that any group of prospective teachers will have uniform perspectives or inclinations might seem unwarranted.

Informal Learning

- The amount of time spent observing the teaching styles, classroom dynamics, and the overall culture of schools

Influence on Teaching Styles

- The impact of pre-observations on the teaching styles and approaches to be used when teaching in real classrooms as professionals

Implicit Learning

- The latent and deep-rooted learning that occurs throughout the apprenticeship of observation

Challenges for Teacher Education

- The acknowledgement of the pre-observations and their possible impacts on the teaching practices of prospective teachers

Long-Lasting Impact

- The perennial influence of the apprenticeship of observation on the pedagogical choices and professional identity of teachers

Figure 4. *The Concept of the Apprenticeship of Observation (Lortie, 1975).*

Influenced by the notion of the apprenticeship of observation, Smagorinsky and Barnes (2014) examined the tenets of Lortie's (1975) sociology of teaching in their study. Contrary to expectations, post-hoc interviews with 19 teacher candidates revealed comparable opinions on teaching. Candidates demonstrated optimism for modern teaching approaches despite disparities in programmes. Given changes in leadership and the availability of progressive ideas since the 1970s, the study implied

that Lortie's findings may be influenced by the era in which they were published. It also advocated for updated perspectives. Reevaluating the apprenticeship of observation—which has historically been associated with conservatism—calls for more research on the younger generation of teachers and changing educational environments. As a critical conclusion, the study emphasised the significance of reevaluating presumptions regarding instructional strategies and not generalising about schools as being exclusively traditional (Smagorinsky & Barnes, 2014, p. 50).

Placing particular emphasis on the disruptive facets of prior learning experiences, Westrick and Morris (2016) initially focused on the difficulties that teacher educators encounter in guiding pre-service teachers who might have been affected by their long and naïve apprenticeships of observation. They utilised the three-level model of teacher learning (i.e., gestalt, schema, and theory) (Korthagen, 2010, as cited in Westrick & Morris, 2016, p. 159) and highlighted the importance of challenging experiences that engage with new concepts mid-way between settled knowledge and abstract ideas. Their findings revealed five key components for an effective teacher education pedagogy: introducing new concepts, utilising affect, providing opportunities for metacognition through writing, encouraging engagement with concepts from the new schema, and addressing complex teaching topics with easily understandable resources. The study serves as a successful example, contributing to the development of a pedagogical framework for teacher educators.

Another mainstream educational research by Gray (2020) also explored the effects of prior learning experiences on the teaching practices of in-service teachers, specifically their classroom management systems. The findings demonstrated that first-year teachers used a combination of traditional and progressive influences, e.g., concepts from teacher preparation programmes, observations of more experienced colleagues, and recollections of their personal previous learning. The study recommends that to strengthen and cement the knowledge gained during the programme, teacher preparation programmes should continue to interact with their graduates.

As a study conducted in a subject-specific domain, Moodie (2016) approached the notion of the apprenticeship of observation from a negative perspective, and it was aimed at “exploring the apprenticeship of observation with non-NESTs [non-native English-speaking teachers] whose experiences as learners spanned a changing national

education context” (p. 31). In this study, 18 in-service English teachers’ reflective writings were used to collect data. Four participants—two novice and two experienced teachers—were then interviewed. The participants’ English learning experiences in public schools functioned as an anti-apprenticeship of observation, according to the grounded theory analysis. More precisely, it was implied that their past public-school teachers unintentionally provided models of what not to do as professional language teachers. Therefore, Moodie (2016, p. 39) suggested incorporating *instructor-mediated reflection* into the agenda of ELT programmes to “help English teachers recognize the significance of their experiences and move beyond them.”

Höggqvist’s (2016) research also aimed to inquire into how students majoring in English at a university in mainland China were affected by their past experiences and the data were gathered from 117 undergraduate English major students via a questionnaire. The study aligns with previous research, including Bailey et al. (1996), Gutiérrez Almarza (1996), Urmston (2003), and Moodie (2016), which concluded that prior student experiences significantly influence beliefs about teaching, reinforcing the idea that the apprenticeship of observation can have varying effects. Specifically, the study of Höggqvist (2016) found that the participants considered methods for English teaching, content, and lesson planning as the areas most affected by their previous English learning experiences.

Although it did not focus on investigating whether prior language learning experiences would have an impact on the current teaching practices of teachers, the study of Vinogradova and Ross (2019) contributed to the relevant literature by offering reflective activities to be used in enabling teachers to comprehend the associations between their past language learning experiences and current teaching acts. The study delved into the professional development requirements of volunteer English teachers in community-based programs in the United States, a group often without a background in language education. It emphasised the need for reflection on self-perception, evolving teacher identity, and teaching practices and proposed using the apprenticeship of observation as a framework to establish clear connections between their learning experiences, current identity as language teachers, and teaching methods.

Laying a heavy emphasis on teachers’ lived experiences, Channa (2020) threw light on to what extent Pakistani primary school teachers’ English learning experiences

influenced their learning to teach English that became a mandatory subject after the recent curricular reforms and how their prior learning experiences formed their English teacher identity. Three government primary school teachers working at rural schools at the rural upper Sindh province of Pakistan participated in the study, and the data were gathered through semi-structured interviews and reflective journals. The findings were quite eye-opening because it was seen that instead of teaching English in the manner they were taught, the participants preferred teaching it the way they enjoyed learning it (Channa, 2020, p. 117). It was further found that their English teacher identities had been formed even before they became in-service teachers, while they were learning English as students.

Rahman et al. (2020) dealt with the concept of teacher cognition in their multiple case study carried out with two novice teachers from Bangladesh. In a word, they examined how the teachers' personal language learning histories shaped their cognition of teaching by utilising a narrative framework. The findings identified a mixed influence of apprenticeship of observation (Lortie, 1975) and anti-apprenticeship of observation (Moodie, 2016) on the participants' cognition of teaching, with positive and negative experiences affecting their teaching attitudes and practices. The results also indicated that novice teachers either replicated or avoided teaching practices based on their perceptions of past experiences. In conclusion, it was emphasised that there is a live connection between teachers' prior language learning experiences and their current teaching dispositions, which support the idea that teacher cognition is an evolving notion. Table 3 below also provides a summary of the studies discussed within the framework of the effect of prior language learning experiences on in-service teachers' current teaching practices and cognitions, and they correspondingly suggest that comprehending teachers' prior language learning experiences is of great importance to foster their professional development and cultivate their teaching acts.

Table 3. *The Effect of Prior Learning Experiences on Teacher Cognition.*

Researcher(s)	Purpose	Participants	Key Finding(s)
Smagorinsky and Barnes (2014)	to examine the tenets of Lortie's (1975) sociology of teaching	19 teacher candidates	⇒ comparable opinions on teaching

			⇒ optimism for modern teaching approaches despite disparities in programmes
Westrick and Morris (2016)	to explore “one ‘educative experience purposefully embedded in meaningful pedagogical experiences’ using the three-level model of teacher learning” (p. 156)	Pre-service teachers	⇒ a range of learning from the educative experience, most of which were found to be surfacing, confronting, and beginning to replace naïve notions of teaching, learning, and assessment
Moodie (2016)	to shed light on “the apprenticeship of observation with non-NESTs [non-native English-speaking teachers] whose experiences as learners spanned a changing national education context” (p. 31)	18 in-service teachers	⇒ an anti-apprenticeship of observation
Höggqvist (2016)	to inquire into how students majoring in English at a university in mainland China were affected by their past experiences	117 undergraduate English major students	⇒ a varied apprenticeship of observation
Vinogradova and Ross (2019)	to offer reflective activities to be used in enabling teachers to comprehend the associations between their past language learning	n/a	⇒ a strong need for reflection

	experiences and current teaching acts		
Gray (2020)	to investigate the effects of prior learning experiences on the teaching practices of in-service teachers, specifically their classroom management systems	10 newly graduated teachers	⇒ a combination of traditional and progressive influences
Channa (2020)	to understand how teachers learn to teach English	3 Pakistani government primary school teachers who teach in Grades 1 to 5	⇒ an agentic apprenticeship of observation and English teacher identity
Rahman et al. (2020)	to examine how teachers' personal language learning histories shaped their cognition of teaching by utilising a narrative framework	2 Bangladeshi novice teachers of English	⇒ a mixed influence of apprenticeship of observation (Lortie, 1975) and anti-apprenticeship of observation (Moodie, 2016)

2.4. The Effect of Undergraduate Education on Teacher Cognition

Brookhart and Freeman's (1992) mainstream educational study focused on the fundamental reasons of starting a teaching career, and they suggested that students can begin teacher education courses with misconceptions about teaching and learning that are incorrect, exaggerated, or immature. Likewise, Cumming's (1989) more specific study, conducted within the context of language teaching, highlighted the significance of researching and comprehending the evolution of second language teachers' expertise, especially when making decisions on curricula. The findings gleaned from Cumming's (1989) study echoed the implications of Brookhart and Freeman's (1992) research regarding student teachers' fallacies about teaching and learning. In a similar vein, the results of Brown and McGannon's (1998) research, examining the changes occurring in the beliefs of pre-service teachers throughout their formal training, provided evidence for the claim that pre-service teachers might hold unrealistic

opinions in the beginning of their teacher training program. According to Borg (2003, p. 91), the concepts of unique developmental paths and variable outcomes appear to be essential to comprehending how teacher education affects language teachers' cognitive abilities. Each pre-service teacher interprets training programmes differently and experiences them in different ways. Therefore, it is important to support further and long-term research on the growth of individual trainees throughout teacher education courses. Table 4 below summarises the studies conducted on varied ingredients of pre-service teachers' cognitions that they possess before, during and after undergraduate education, all of which will be discussed further within the current subheading.

Table 4. *The Effect of Undergraduate Education on Teacher Cognition.*

Researcher(s)	Purpose	Participants	Key Finding(s)
McNeely & Mertz (1990)	to investigate the ideas and practices of student teachers before they started their experience, the connection between their beliefs and actions, and the evolution of their beliefs during their undergraduate education	11 pre-service secondary teachers	⇒ (in the beginning) greater attention to the teaching context, and the fulfilment of such responsibilities ⇒ (upon experiencing the classroom realities) more attainment to survival issues, e.g., managing the classroom, and handling the needs of the pupils
Mertz & McNeely (1991)	to explore student teachers' pre-existing ideas about teaching, identify their constructs, and track the evolution of these constructs and teaching behaviours throughout their teacher	10 prospective teachers	⇒ diverse and entrenched cognitive constructs

	preparation program		
Yuan & Lee (2015)	to explore “the cognitive, social and emotional processes of [pre-service teachers’] teacher identity construction” (p. 469)	3 pre-service English language teachers	⇒ identity development via “engaging in cognitive learning, interacting with different socialising factors and experiencing various emotions in university coursework and teaching practicum” (p. 469)
Sheridan (2016)	to track the development of pre-service secondary teachers’ pedagogical beliefs by investigating how their initial conceptions of fundamental pedagogy alter as they pursue their degrees	“pre-service teachers from each year of the four-year degree” (p. 1)	⇒ transformation of pedagogical beliefs
Shooshtari et al. (2017)	to determine the pre-service EFL teachers’ cognitive processes and follow any potential shifts that the candidates may have mentioned	64 pre-service EFL teachers	⇒ a need of adjustments concerning pre-service teachers’ cognitions
Yang (2019)	to shed light on “the nature of the emotion-cognition nexus of pre-service teachers during professional experience” by	31 prospective teachers	⇒ the influence of pre-service teachers’ students and supervising teachers on their emotional patterns ⇒ a “dialectical relationship

	using “Vygotsky’s sociocultural theory” (p. 799)		between pre-service teachers’ emotion-cognition” (p. 799)
Contreras et al. (2020)	to investigate in-service and pre-service teachers’ cognitions regarding lesson planning	28 in-service & 86 pre-service English language teachers	⇒ alterations in cognitive processes while planning a lesson

As summarised in the table above, McNeely and Mertz (1990) undertook a study to gain a greater insight into the beliefs and methods of 11 pre-service secondary teachers prior to the start of their teaching careers. The main goals of the study were to follow the prospective teachers’ ideas as they developed during their undergraduate studies and to look at the relationship between their beliefs and the activities they took afterwards. The preliminary results showed that there was an early emphasis on comprehending the educational context and carrying out related tasks. However, as the pre-service teachers transitioned into facing the realities of the classroom, their attention switched towards more urgent and pragmatic concerns, e.g., effectively managing the classroom and addressing the needs of the students. In a similar connection, in their 1991 study, Mertz and McNeely aimed to determine the cognitive constructs that supported the pre-existing beliefs of 10 pre-service teachers concerning teaching. Monitoring these constructs’ development and the related teaching behaviours of the participants during their teacher preparation programme was the main objective of the research. The findings demonstrated that the prospective teachers possessed a wide range of deeply ingrained cognitive structures. Besides, the research highlighted the significance of comprehending and resolving these fundamental ideas to improve the efficacy of teacher training programmes in promoting significant pedagogical progress. It also clarified the intricacy of these predetermined attitudes.

Being a recent study conducted within a similar scope to those of McNeely and Mertz (1990) and Mertz and McNeely (1991), Sheridan’s (2016) mainstream educational study aimed at monitoring how pre-service secondary teachers’ pedagogical beliefs evolved. The study delved into how pre-service teachers’ initial ideas about fundamental pedagogy change throughout their four-year degree

programme. The study sought to capture the subtle changes in educational views that occur along the academic journey of the participants by looking at individuals from every year of the degree. The research's conclusions provide important new understandings of the dynamic nature of pre-service secondary teachers' evolving views on foundational pedagogy as they progress through their academic preparation.

In 2019, Yang conducted a more subject-specific study intending to provide insight into "the nature of the emotion-cognition nexus of pre-service teachers during professional experience" utilising Vygotsky's sociocultural theory (p. 799). Examining the influence of prospective teachers' students and supervising teachers on their emotional patterns was the main goal of the research, which involved 31 pre-service teachers. The study examined the dialectical link between emotion and cognition and the findings implied that these components dynamically interact with one another during prospective teachers' professional experiences.

In a connected manner, Yuan and Lee (2015) investigated how 3 pre-service English teachers constructed their teacher identities through cognitive, social, and emotional processes. By concentrating on how these teachers participate in cognitive learning, interact with a variety of socialising variables, and experience a range of emotions during their university coursework and teaching practicum, the research aimed to understand the complex aspects of identity development. The results shed light on how pre-service English teachers' teacher identities were shaped by the linked nature of cognitive, social, and emotional processes, and offered critical insights into the comprehensive development of pre-service teachers' professional identities.

By expanding the scope of the participants involved, Shooshtari et al. (2017) conducted a thorough analysis of 64 pre-service EFL teachers' cognitive processes. The principal aim of their study was to identify and examine the cognitive processes of these prospective teachers and monitor any possible changes in their viewpoints. To comprehend any modifications or adjustments in the pre-service EFL teachers' thought processes during their training, the researchers set out to acquire important insights into the changing cognitive landscape of these teachers. The study's conclusions demonstrated a clear need for modifications with regard to pre-service

EFL teachers' cognitive processes, underlining the significance of focusing on particular areas to improve the efficacy of their training and education.

As a more recent study, the main goal of Contreras et al.'s (2020) research was to find out the lesson planning cognitions of pre-service and in-service English language teachers. The study included 86 pre-service teachers and 28 in-service teachers, making up a heterogeneous sample. Their study aimed to inquire about the complex cognitive processes that are involved in lesson planning and to identify any differences or modifications that might occur between the two groups. The researchers sought to shed light on possible changes in cognitive approaches to lesson planning by looking at the viewpoints of instructors at various phases of their careers. The findings of the study offered insightful information on how training and experience as a teacher affect the cognitive components of planning, which could help shape methods for improving teacher education and professional development in the field of English language teaching.

In line with the studies discussed above, it can be implied that research in teacher education has made significant strides in examining pre-service teachers' beliefs and the interplay between these beliefs and their teaching practices over the past three decades. Moreover, within the framework of teacher cognition, the findings of the studies specifically conducted between 2005 and 2021 connectedly illustrated that the cognitions of pre-service ESL/EFL teachers are intricate, multidimensional, recursive, and often connected to their experiences as language learners (Chmarkh, 2021, p. 487). As a conclusion, it can be noted that "the student-teacher is a learner who is actively constructing views of teaching and learning based on personal experiences strongly shaped by perceptions held before entering the program" (Loughran & Russell, 1997, pp. 165-166). Thus, as concluded by Borg (2003), the ongoing exploration of pre-service language teacher cognition signifies a sustained and significant area of interest in academic inquiry.

2.5. The Effect of Teaching Experiences on Teacher Cognition

In the field of mainstream education, numerous studies have highlighted a close relationship between teachers' actual classroom practices and their thoughts and understanding, namely teacher cognition (Copeland et al., 1994; Hoekstra et al., 2009; Housner & Griffey, 1985; Mahnaz, 1994). Accordingly, Foss and Kleinsasser (1996,

p. 441) observed that teachers' ideas about teaching and their practical application of those ideas are often described as "symbiotic." This term underscores the mutual dependence of these two elements within the context of teaching and learning. In a similar vein, various studies focusing on a different dimension of the notion of teacher cognition revealed that there is a vivid association between what teachers think, know, and believe and what they perform in their classes (Breen et al., 2001; Burns, 1996; Rahmani Doqaruni, 2017; Gatbonton, 1999; Karimi & Norouzi, 2017). As noted by Borg (2003, p. 91), a variety of interrelated and occasionally antagonistic elements have an impact on language teachers' instructional strategies, but teachers' thoughts continue to be a major influence on their practices in spite of this complexity. Nevertheless, it is essential to emphasise that these methods do not necessarily line up with the educational ideals, personal ideas, or openly declared beliefs of teachers, as demonstrated in the studies, which is summarised in Table 5 below and will be accordingly addressed in the present subheading.

Table 5. *The Effect of Teaching Experiences on Teacher Cognition.*

Researcher(s)	Purpose	Participants	Key Finding(s)
Housner & Griffey (1985)	to explore the decision-making procedures used by both inexperienced and experienced teachers as they prepared and delivered two physical education lessons	"8 elementary physical education teachers with five or more years of teaching experience and eight elementary teachers in training" (p. 46)	⇒ divergence in the decision-making strategies utilised by both groups of teachers
Mahnaz (1994)	to examine how an experienced and competent teacher thought and taught in the social and cultural setting of the classroom	an "experienced master teacher" (p. 13)	⇒ an interactive relationship between teacher's thinking and teaching, and ⇒ reflection as "an integral component of the experienced and competent teacher's thought process" (p. 1)

Copeland et al. (1994)	to characterise the understanding and interpretation of teaching and learning that teachers employ in the classroom	a total of 28 respondents i. 7 neophytes ii. 7 apprentices iii. 7 masters iv. 7 laics (pp. 169-170)	Along with more training and teaching experience, ⇒ a heightened ability to articulate and interpret observed classrooms, ⇒ a greater quantity and complexity of linkages among ideas, and ⇒ a shift towards issues central to teaching
Burns (1996)	to shed light on “how the underlying thinking and beliefs the teacher brings to the classroom shape the processes and interactions that occur” (p. 154)	1 skilled, experienced, and committed language teacher	⇒ a vital influence of thinking and beliefs on the facilitation of classroom interactions ⇒ a critical impact of changes and advances in professional growth on the classroom processes
Gatbonton (1999)	to find out “(a) what patterns of pedagogical knowledge operate when experienced ESL teachers teach and (b) whether there is consistency among teachers in their use of these patterns” (p. 36)	7 experienced teachers	⇒ unified reporting of predominant pedagogical thoughts among experienced teachers
Breen et al. (2001)	to investigate how the teachers interpreted the tasks they assigned in the classroom considering the	18 experienced ESL teachers	⇒ “individual and group diversity in the practices they adopted and in their underlying principles” (p. 470)

	specific connections they perceived between principle and practice		
Hoekstra et al. (2009)	to track “changes in conceptions and behavio[u]r regarding students’ active and self-regulated learning, and relations with the teachers’ learning activities” (p. 663)	32 experienced teachers	⇒ limited correlations between behaviour changes and learning activities in teachers, highlighting the influence of conceptions and the need for tailored workplace support
Rahmani Doqaruni (2017)	to investigate how experience may affect the forms and frequency of communication techniques teachers employ when teaching	3 less experienced & 2 experienced EFL teachers	⇒ patterns of code-switching use in talk ⇒ consistency among inexperienced teachers, decreased usage by experienced teachers ⇒ a shift in teacher cognition over time
Karimi & Norouzi (2017)	To examine the potential growth of novice L2 teachers’ pedagogical knowledge base as a consequence of professional mentorship programmes	4 novice & 4 experienced teachers	significant disparities in pedagogical thought units and categories before and after mentoring program among participants

Through a variety of viewpoints, the studies summarised in Table 5 above have illustrated the cognitions impacting language teachers’ classroom practices. The techniques utilised by teachers have been explained in terms of instructional concerns, the guiding principles, or maxims that they hope to put into practice, the numerous dimensions of context that they consider, and the pedagogical expertise that is

ingrained in their methods of instruction. To exemplify, Housner and Griffey (1985) conducted a study to investigate the decision-making procedures employed by both prospective and experienced teachers in the preparation and delivery of two physical education lessons. The study involved a sample of eight elementary physical education teachers with five or more years of teaching experience, alongside eight elementary teachers in training. The analysis of their decision-making strategies revealed a notable divergence between the two groups, highlighting distinct approaches in the way inexperienced and experienced teachers navigate the decision-making process in the context of physical education instruction (Housner & Griffey, 1985, pp. 51-52). Likewise, Copeland et al. (1994) attempted to discover the nuanced realm of understanding and interpretation of teaching and learning strategies employed by teachers in the classroom. They conducted a thorough examination of 28 participants, who were divided into four groups, namely four distinct levels of expertise: 7 novices, 7 trainees, 7 experts, and 7 laics (Copeland et al., 1994, pp. 169-170). The conclusions drawn from the findings of the study indicated that teachers showed an enhanced capacity to explain and analyse what they saw in observed classes as their training and experience in the classroom increased. There was also a noticeable trend, characterised by more connections between concepts and a higher degree of intricacy between them, which suggests a deeper comprehension. Importantly, there was an obvious change in emphasis towards topics essential to instruction. Copeland et al.'s (1994) study is quite crucial in highlighting how experience shapes teachers' complex knowledge of teaching and learning and illuminating the constantly changing development of educational viewpoints.

The study of Mahnaz (1994) involved one "experienced master teacher" (p. 13) to throw light on how an experienced and competent teacher thought and taught in the social and cultural setting of the classroom. The findings demonstrated that there exists an interactive relationship between teachers' thinking and teaching, and the study also underscored reflection as "an integral component of the experienced and competent teacher's thought process" (p. 1). Hoekstra et al. carried out a more comprehensible study with 32 experienced teachers to monitor "changes in conceptions and behavio[u]r regarding students' active and self-regulated learning, and relations with the teachers' learning activities" (2009, p. 663). The results highlighted the substantial effect of conceptions on teaching practices by revealing

weak connections between behavioural adjustments and learning activities among teachers, which emphasises how critical it is to provide customised workplace support to help teachers close the gap between their beliefs and their actual teaching behaviours. These findings can be used to improve professional development strategies in the field of education.

In Burns's (1996) subject-specific and influential study, which provided valuable insights into the importance of professional development, the goal was to disentangle the complex relationships that exist in the field of education. The study sought to illuminate "how the underlying thinking and beliefs the teacher brings to the classroom shape the processes and interactions that occur" (Burns, 1996, p. 154) via the eyes of a qualified, experienced, and dedicated language teacher. The study reported an important finding, highlighting the critical impact of a teacher's ideas and ways of thinking on ensuring the success of classroom interactions. Moreover, it underlined a significant effect resulting from modifications and advancements in professional development on the procedures used in classrooms. Burn's (1996) research offers a thorough understanding of the multifaceted connections that occur between teachers' views, professional growth, and the dynamic character of classroom interactions. It additionally features instructive details about effective pedagogical techniques.

Gatbonton (1999) initiated an essential investigation to disentangle the complex network of pedagogical expertise used by experienced ESL teachers. The principal aims of the study were twofold: first, to identify the various trends that support the instructional approaches employed by these experienced teachers, and second, to determine if there was any consistency among teachers regarding the way these patterns were applied (Gatbonton, 1996, p. 36). The present study examined the teaching methods of seven experienced teachers, with a particular focus on identifying the dominant pedagogical ideas that influenced their instructional approaches. After a thorough investigation, Gatbonton's (1999) research resulted in a cohesive reporting of the most common pedagogical patterns, which highlighted the pedagogical approaches of these experienced ESL teachers.

Another study conducted with experienced ESL teachers was Breen et al.'s (2001) comprehensive research, the aim of which was to investigate the subtle differences in how experienced ESL teachers understood and carried out given

assignments in the classroom. Their research was primarily concerned with comprehending the complex relationships that teachers identified between theoretical frameworks and practical teaching methods. Through interactions with a group of 18 experienced ESL teachers, the study revealed a wide range of experiences that surfaced in both individual and group settings, and the results highlighted an array of approaches used by these teachers, demonstrating the unique ways in which they managed the complex interaction between theoretical ideas and the real-world constraints of the classroom (Breen et al., 2001, p. 470).

Karimi and Norouzi (2017) included an element of mentorship in the process of their study, and they aimed at examining how professional mentorship programmes could contribute to the pedagogical knowledge base of novice L2 teachers. In the study, four inexperienced teachers and four experienced teachers were paired. The study offered insightful information about how mentoring transformed the participants' pedagogical thought units and categories. Importantly, the results showed clear differences between the pedagogical thought units and categories prior to and subsequent to the mentorship programme, highlighting the significant impact of professional mentorship on the development of the pedagogical knowledge base of novice teachers. The study of Karimi and Norouzi (2017) critically stresses the value of mentorship in promoting professional growth as well as the quantifiable improvements in novice teachers' conception and application of pedagogical knowledge as a consequence of mentoring programmes.

Different from the studies by Burns (1996), Breen et al. (2001), and Karimi and Norouzi (2017), Rahmani Doqaruni's (2017) recent study involved EFL teachers. A mixed group of two experienced and three less-experienced EFL teachers participated in this study, which aimed to examine the effect of teaching experience on the types and frequency of communication strategies employed by EFL teachers and to identify patterns in the use of code-switching during instructional interactions. The results provided highly remarkable new information, displaying that less experienced teachers consistently used code-switching as a communication technique. Experienced teachers, on the other hand, indicated a noticeable decline in the frequency of code-switching. This observed change in communication styles may point to a possible long-term evolution in the cognitive processes of teachers. Therefore, the study not only clarifies how experienced and less experienced teachers use code-switching

differently, but it also suggests that teachers' cognitive attributes dynamically change as they gain more teaching experience.

These collective studies, which draw on ideas from a larger body of literature, provide a comprehensive picture of how a variety of interacting and perhaps opposing influences intricately shape language teachers' classroom practices. In the middle of this complex web, teachers' minds continue to be a powerful influence on how they teach. However, it soon becomes clear that these cognitive characteristics are not always consistent with the clearly stated ideas, personal theories, and pedagogical ideals of teachers. This contradiction highlights how difficult it is to reconcile teachers' professional beliefs with the choices they actually make in the ever-changing classroom environment. In this connection, the conclusions of the abovementioned studies drew attention to the need for further investigation into the complex interactions that occur between the cognitive processes of teachers and the various factors that weave together the diverse repertoire of language teaching approaches.

2.6. Related Studies Conducted in Turkish EFL Context

Within the field of EFL teaching in Turkey, investigating teacher cognition provides a vital method of understanding the complex relationships that mould classroom practices. Teacher cognition, which comprises teachers' ideas, convictions, and expertise, is a critical factor affecting the choices and strategies used in teaching, and recognising the cognitive attributes of language teachers is becoming more and more important as Turkish EFL classrooms adapt to various educational reforms and societal shifts. Numerous studies have attempted to decipher the intricate interactions between variables that shape teachers' viewpoints and methods of instruction so far (Alagözlü & Saraç Süzer, 2010; Arpacı & Bardakçı, 2016; Başar, 2020; Çetin, 2023; Çimen & Daloğlu, 2019; Gürsoy, 2013; Kavanoz et al., 2017; Korkut & Çelik, 2020; Öztürk, 2021; Öztürk & Gürbüz, 2017; Öztürk & Yıldırım, 2019; Malkoç & Kesen Mutlu, 2019; Nural, 2012; Somuncu, 2021; Yağız, 2018; Yüksel & Başaran, 2019). These studies collectively illuminate the particular difficulties and advantages associated with teaching English in this particular setting of instruction and specifically elucidate how teachers' cognitions manifest in actual classroom practices. In this vein, they accordingly provide detailed comprehension of successful language

instruction and the professional growth of language teachers in Turkish EFL context, as briefly displayed in Table 6 below.

Table 6. *The Notion of Language Teacher Cognition within Turkish EFL Context.*

Researcher(s)	Purpose	Participants	Key Finding(s)
Alagözlü & Saraç Süzer (2010)	to investigate Turkish pre-service English teachers' critical thinking skills as demonstrated by written texts in both Turkish (L1) and English (L2)	30 prospective English language teachers	⇒ a tight relationship among culture, language, and cognition
Nural (2012)	to examine the relationship between the lexis teaching methods and cognitions of language teachers	2 English for Academic Purposes teachers working at separate preparatory schools	⇒ a “difference in their tendencies towards provision of lexical knowledge” ⇒ a “relationship between teachers' cognitions and practices of lexis teaching” (p. i)
Gürsoy (2013)	to explore the beliefs of 1 st and 4 th year teacher trainees concerning language teaching and learning	170 pre-service teachers enrolled in an ELT department	⇒ grade-related disparities regarding language teaching and learning ⇒ influence of prior learning experiences and education on the formation of beliefs
Kavanoz et al. (2017)	to determine what attitudes prospective teachers of English have regarding learning and teaching, as well as how the program's courses affect those attitudes	23 1 st & 21 4 th year teacher trainees	⇒ the impact of program on increasing awareness and improving understanding of the processes ingrained in foreign language teaching and learning

Öztürk & Gürbüz (2017)	to explore the primary sources of EFL teachers' cognitions, their classroom practices, and the influence of the institutional setting on these practices	3 EFL instructors	⇒ a language teacher cognition model (Clusters of Language Teacher Cognition)
Yağız (2018)	to examine the classroom practices and L2 pronunciation cognitions of English language teachers	164 English language teachers and academics working in the field of English language teaching	⇒ self-confidence in English pronunciation knowledge ⇒ emphasis on correct pronunciation ⇒ limited subject matter content knowledge in pronunciation instruction ⇒ need for assistance in teaching and assessment ⇒ considerable neglect of suprasegmental features in classroom practices (p. 187)
Çimen & Daloğlu (2019)	to give a description of the cognitive processes of prospective teachers of English with regard to handling the most typical in-class problems	20 in-service & 6 pre-service EFL teachers	⇒ pre-service teachers' strategy generation in pre- and post-practicum cognitions ⇒ practicum-induced shifts in cognitions ⇒ teacher education program courses, personal learning experiences, and practicum experiences as the factors shaping

			cognitions of pre-service EFL teachers
Yüksel & Başaran (2019)	to investigate how the cognitions of ELT pre-service teachers alters during their teaching practicum concerning language instruction, becoming a teacher, and practicum dynamics	61 senior students enrolled in an ELT department	⇒ practicum-induced changes in pre-service teachers' beliefs, encompassing awareness, elaboration, addition, re-ordering, and reversal
Korkut & Çelik (2020)	“to uncover teacher cognitions on student understanding during their teacher education” (p. 57)	13 pre-service EFL teachers pursuing their internships at varied high schools	⇒ unified construct of pre-service teachers' cognition on student understanding, encompassing diverse meanings of the word “understand,” and incorporating their beliefs and pedagogic knowledge (p. 57)
Başar (2020)	to find out how much the beliefs and practices of teachers interact with one another and with the environmental and cognitive elements that influence their cognition	4 EFL teachers working at a preparatory school	⇒ the impact of “course book-based beliefs, experience-based beliefs, lack of theoretical knowledge and inclination for communicative activities” on teachers' cognitions of grammar teaching (p. 57) ⇒ Differences in teachers' attitudes and practices that are incongruent or

congruent,
depending on
background
knowledge,
unconscious
choices, and
external
circumstances

As exemplified in Table 6, numerous studies have demonstrated that teachers' cognitions are dynamic and malleable. Besides, through particular interactions, the dynamic character of cognitive growth with its emergent aspects enables observable changes in teachers' cognitions over time (Öztürk, 2021, p. 189). In the study of Alagözlü and Saraç Süzer (2010), for instance, the associations among language, culture, and cognition were revealed to shed light on an up-to-date aspect of teacher cognition, namely critical thinking. Their findings highlighted how the elements of language, culture, and cognition are interrelated and to what extent cultural notions affect language and cognition.

As another subject-specific study, Nural's (2012) study, conducted within his PhD dissertation, aimed to find out how language teachers' cognitions and lexis teaching techniques correlated. Two English for Academic Purposes teachers from different preparatory schools participated in the study. The research results suggested a significant variation in their propensity to contribute lexical knowledge. Furthermore, Nural (2012) discovered a measurable connection between teachers' practices and their cognitions when teaching lexicon, which underscores the relationship between the attitudes of teachers and their actual methods of instruction, illuminating the complex nature of lexis teaching in language education.

Gürsoy (2013) carried out a more comprehensive study investigating the perspectives of first- and fourth-year teacher candidates on language teaching and learning. 170 prospective teachers enrolled in an ELT program participated in the study. The study indicated that teacher candidates' opinions on language instruction and acquisition varied depending on their grades. Gürsoy (2013) also stressed the impact of educational background and past learning experiences on the development of these concepts. The results placed a strong emphasis on how crucial it is to envision both personal experiences and academic advancement when attempting to comprehend the variety of viewpoints held by pre-service teachers in the context of language

teaching. Similar to that of Gürsoy (2013), Kavanoz et al.'s (2017) research also involved first- and fourth-year teacher trainees in their study to both examine the perspectives of prospective English language teachers on learning and teaching and delve into how the program's courses shaped their attitudes towards learning and teaching English. Their findings emphasised the program's beneficial effects on raising awareness and deepening comprehension of the mechanisms involved in teaching and learning foreign languages. Based on this conclusion, the essential role of a well-structured, comprehensive, and up-to-date curriculum in enhancing prospective teachers' perceptions of L2 teaching and learning can be implied.

To investigate the primary attributes of EFL teachers' cognitions, their classroom practices, and the influence of the institutional context on these practices, Öztürk and Gürbüz (2017) carried out an extensive study with the participation of three EFL instructors. The study discovered that pre-service education, novice teaching years, institutional atmosphere, and previous experiences with colleagues are the main factors influencing language teachers' cognitions. These cognitions, in turn, impact the classroom practices of language teachers. Other elements that influenced the development of the instructors' practices were found to be learner profiles, institutional elements including testing and curricular policies, organisational climate, and the teachers' impromptu teaching techniques. The study also contributed to the development of a model of language teacher cognition referred to as "Clusters of Language Teacher Cognition" (Öztürk & Gürbüz, 2017, p. 17). This model undoubtedly offers an organised framework for comprehending and classifying the different sources affecting the cognitive processes and instructional strategies of EFL teachers.

Yağız (2018) specified the domain of his research by focusing on the cognitions of EFL teachers regarding L2 pronunciation. 164 English language teachers and academics pursuing their career in the field of ELT got involved in his research, and the findings revealed varied self-confidence, emphasis on correctness, limited content knowledge, perceived need for assistance, and notable neglect of suprasegmental features (Yağız, 2018, p. 187). On the other hand, Çimen and Daloğlu (2019) sought to give a thorough explanation of the cognitive processes that prospective English teachers possess in dealing with the most common in-class challenges. Twenty in-service and six pre-service EFL teachers participated in the study, and the results

demonstrated how important pre-service teachers' formation of strategies is to their pre- and post-practicum cognitions. The study also emphasised the significant changes in thinking generated by the practicum experience. The courses taken in teacher education programmes, individual learning experiences, and practicums were determined as the factors influencing the cognitions of pre-service EFL teachers, which concludingly highlights the complex interplay between these factors and how prospective teachers handle challenges in the classroom.

In a similar context, Yüksel and Başaran's (2019) aimed to examine how pre-service EFL teachers' cognitions change throughout their teaching practicum. Specifically, the study focused on language instruction, the teaching profession, and the practicum's dynamics. Sixty-one senior ELT students participated in the study. The results showed that the practicum significantly altered the pre-service teachers' beliefs in ways that included greater awareness, elaboration, addition, reordering, and even reversal of some views. This emphasises how the process of teaching practicum modifies the prospective English language teachers' cognitive processes. Accordingly, Korkut and Çelik (2020) conducted a study with prospective EFL teachers pursuing their internships at varied high schools with the purpose of uncovering their cognitions concerning student understanding. The results showed that pre-service teachers' beliefs and pedagogical expertise were incorporated into a cohesive construct of their cognition about student comprehension that included a variety of definitions of the word "understand." In the framework of their teacher education, this highlighted the holistic and linked ways in which pre-service teachers approach and conceptualise the idea of student comprehension.

Different from the study of Korkut and Çelik (2020), Başar's (2020) research included four EFL instructors working at a preparatory school. The purpose of the study was to investigate how teachers' practices and beliefs relate to the cognitive and environmental factors that affect their cognition. The results underlined how teachers' perceptions of teaching grammar were significantly impacted by "course book-based beliefs, experience-based beliefs, lack of theoretical knowledge, and inclination for communicative activities" (Başar, 2020, p. 57). The study additionally disclosed differences in the attitudes and actions of teachers, emphasising inconsistencies or congruencies that are impacted by outside conditions, unconscious decisions, and prior

knowledge, which emphasises how teachers' cognitive processes are shaped by a complex interaction of factors when teaching grammar.

Ultimately, a wide range of insights into the cognitive mechanisms underlying language education are provided by the extensive body of research on language teachers' cognition, which spans numerous studies and approaches, as illustrated in Table 5 above and accordingly discussed. The body of research highlights the dynamic and ever-evolving nature of teacher cognition, with studies ranging from the effects of practicum experiences on the beliefs of pre-service teachers to the multifarious influences on the cognitions of EFL teachers. These studies not only deepen existing understanding of the variables influencing the attitudes and behaviours of language educators, but they also highlight the necessity of ongoing professional development and focused interventions to match instructional approaches to changing cognitive frameworks. As the field advances, these research initiatives add to the continuing discussion regarding successful language teaching and lay the groundwork for better practices and developments in teacher preparation. Thus, each one of them is of critical importance in comprehending the varied dimensions of the notion of language teacher cognition.

CHAPTER 3

METHODOLOGY

3.1. Research Design

The process of gathering and evaluating data to improve the understanding of a subject or problem can be described as research, and the process of research comprises three main steps, namely “posing a question, collecting data to answer the question, and presenting the answer to the question” (Creswell, 2015, p. 3). The following question was determined as the fundamental research question of the current dissertation: What are the primary constituents of the EFL teachers’ language teacher cognition? Accordingly, the data were gathered via semi-structured interviews, classroom observations, retrospective think-aloud protocols, weekly reflective journals, and documents covering lesson plans and teaching materials, and the method of constant comparison was utilised to find out the answer to the primary research question as well as the sub-questions.

John W. Creswell and J. David Creswell (2018, p. 42) described research approaches as the “plans and the procedures for research that span the steps from broad assumptions to detailed methods of data collection, analysis, and interpretation.” They further suggested that a research approach comprises numerous decisions that need to be meticulously considered in each step of the research, and the overall decision, in turn, consists of “the philosophical assumptions the researcher brings to the study, procedures of inquiry (called research designs), and specific research methods of data collection, analysis, and interpretation (Creswell & Creswell, 2018, p. 42). From three main research approaches (i.e., quantitative, qualitative, and mixed method), the qualitative research approach was selected within the present study, and in this vein, the constructivist worldview can be noted as the philosophical assumption guiding the decisions taken within the design of the research. As the name suggests, being rooted in the philosophy of constructivism, the constructivist worldview is basically based on

the notion that individuals construct the knowledge they possess depending upon their personal experiences, social interactions, and reflections (Magoon, 1977). Considering that the current study was designed to shed light on the experiential facets of language teachers' cognitions, the selection of the constructivist worldview seems a sensible decision. In line with the research approach and the worldview determined, the collective (multiple) case study design (Stake, 1995; Creswell & Poth, 2018) was chosen as the research design of the current study. In a word, a collective case study signifies "studying several cases within the same project" (Stake, 1995, p. 169). "It might be either intrinsic or instrumental, but its defining feature is that the researcher examines several cases" synchronically within a research study (Creswell & Poth, 2018, p. 414). Figure 5 demonstrates a summary of the collective case study design.

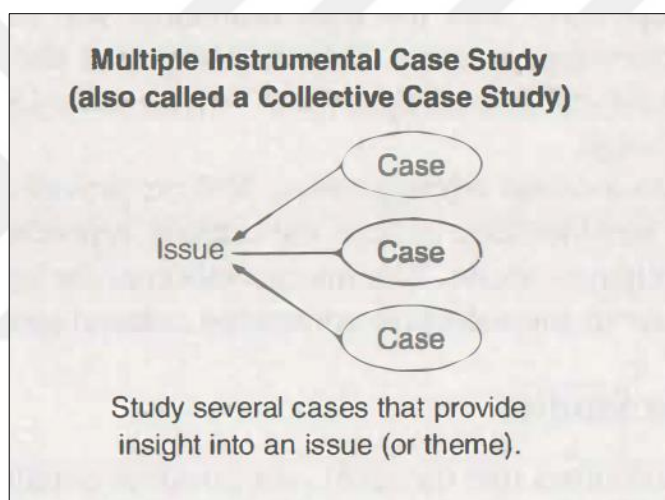


Figure 5. *Collective Case Study (Creswell, 2015, p. 470).*

Besides the collective (multiple) case study design, the interpretative hermeneutic approach was also adopted in the study to ensure that the obtained data were comprehensively and thoroughly explained and discussed. Being coined into the mainstream literature of social sciences by Hans-Georg Gadamer via his outstanding article published in 1960, the hermeneutic approach necessitates understanding the acts of humans and interpreting the collected data. With the interpretative hermeneutic approach, the researcher tends to identify and define the themes, subjects and facts related to the document that constitutes the sample of the research (Giarelli & Tulman, 2003, p. 951). Likewise, McCaffrey et al. (2012, pp. 225-226) explained hermeneutics

as an approach to conduct research by granting “a hearing to those living in important, complicated relationships and offers possibilities of reinvention,” and attached critical importance to the hermeneutic approach. The reason why the present study involved Hans-Georg Gadamer’s (1960) hermeneutic approach is closely related to its aim of exploring and meaningfully comprehending what were gathered via the data collection tools. More precisely, because it was aimed at providing an utmost understanding of language teachers’ cognitions, the hermeneutic approach was also included in the study, along with the collective case study design.

3.2. Sampling Method and Participants

Probability, purposive, convenience, and mixed methods sampling strategies are the four prominent sampling methods that are commonly used in social and behavioural sciences (Teddlie & Yu, 2007) but varied methods of sampling are also in use, e.g., criterion sampling (Patton, 2002), cluster random sampling (Fraenkel, Wallen, & Hyun, 2012), snowball sampling (Etikan & Bala, 2007; Taherdoost, 2016), and multistage sampling (Acharya et al., 2013; Etikan & Bala, 2007; Taherdoost, 2016). In line with the main research design of the study, convenience sampling (Creswell, 2015) was determined as the sampling method.

Convenience sampling method necessitates “selecting participants who are willing and available to be studied” (Creswell, 2015, p. 144). This sampling method can be used when the researcher “does not aim to generate results that will be used to create generalizations pertaining to the entire population” (Etikan, Musa, & Alkassim, 2016, p. 1). However, “methods to improve the dependability of convenience sampling” (Stratton, 2021, p. 374) and “quality criteria” (Farrokhi & Mahmoudi-Hamidabad, 2012, p. 784) are available in the related literature to promote the credibility of results obtained via convenience sampling. In this vein, it can be noted that though the sample group may not be “representative of the population in convenience sampling,” but “provide useful information for answering questions and hypotheses” (Creswell, 2015, p. 144).

In the current study, the main characteristic of the sample group was determined as being in a teaching position as a professional in-service teacher of English, and in this connection, four basic criteria were utilised in selecting the participant teachers of the current research. These can be listed as follows:

- ⇒ Having earned his/her bachelor's degree from the Department of English Language Teaching (ELT) or English Language and Literature (ELIT) and obtained teaching formation certificate,
- ⇒ Currently working as a full-time English language teacher at a state school in Turkey,
- ⇒ Having at least 12 hours of weekly course load, and
- ⇒ Being eager to participate on a voluntary basis.

In accordance with the primary characteristic of the participant group and the abovementioned criteria, six in-service Turkish EFL teachers took part in the study. Table 7 below demonstrates the summary data regarding the participant group:

Table 7. *Summary Data Concerning the Participant Teachers.*

Participant	Gender	Age	Graduation	Years of Teaching Experience	Institutional Context
Teacher 1 (Asya)	Female	30	ELT Department	7	Secondary School
Teacher 2 (Büşra)	Female	29	ELT Department	7	Secondary School
Teacher 3 (Esra)	Female	33	ELT Department	11	Centre of Science and Art
Teacher 4 (Leyla)	Female	30	ELIT Department & Teaching Formation Certificate	3	Secondary School
Teacher 5 (Parla)	Female	37	ELT Department	11	Secondary School
Teacher 6 (Şifa)	Female	36	ELT Department	15	High School

Note. The names of the participants are pseudonyms.

As displayed in Table 7, all the participant teachers were female, their ages range between 29 and 37. Five of them reported that they have graduated from the ELT Department, whereas one teacher has been a graduate of the ELIT Department, but have got a teaching formation certificate, which ensures that she was found qualified

to teach. On the other hand, it was seen that the participant group involved both novice and experienced teachers, with varied years of teaching experience, ranging from 3 to 15 years. In this context, it can be suggested that the variety detected in the participants' years of teaching experience can allow researcher to throw more light on the complex nature of language teacher cognition by providing detailed insights into how cognitions are formed and alter based on the year(s) of teaching experience. Lastly, as it is evident in Table 7, the workplaces of the participant teachers are also slightly varied. Four of them were working at a secondary school at the time when the current study was conducted, one teacher reported that she worked at a high school, and one of the teachers was working at the Centre of Arts and Science. To represent the uniqueness of the six cases, the following sub-headings will provide detailed explanation concerning the characteristics and distinctive contexts of each case.

3.2.1. The Case of Asya

A 30-year-old female teacher, Asya, holds encouraging attitudes towards English teaching and learning. She began learning English when she was a fourth grader, and fortunately, she met motivated and dedicated English language teachers. She went to a school which was located in a small city of Turkey and where the number of students was not very high and collected relatively good memories from both her primary and secondary school experiences although she experienced multigrade class learning. She was also affected positively from her English teachers since they were mostly committed novice teachers who had started their professional teaching careers at her primary and secondary schools. She also mentioned that she still sees her past English teachers.

After being exposed to English for five years of her schooling, she continued her education journey at an Anatolian Teacher Training High School, and at this school, she chose the language department, subsequent to the foundational ninth-grade education that encompasses general knowledge and general aptitude skills. Her high school encounters and memories were as encouraging and engaging as the ones she gathered during her primary and secondary school education. Besides, because she was enrolled in a language department, the materials utilised by her teachers varied and the quality of her English learning process improved. Her high school memories and experiences were influential in fostering her motivation towards becoming an

English teacher. A specific moment, in which she communicated with foreign students who visited her school within the framework a Comenius project, boosted her intrinsic motivation to select the language department at high school and the English language teaching department after the nation-wide university entrance examination. She got extra points on the university entrance exam because she attended a teacher training high school, which made it easier for her to get into a university. Though she described the department of English language teaching as her dream department, she also expressed her regret concerning not selecting the department of translation and interpreting. Nonetheless, she went to a major state university founded in 1975 in a big city located in the Black Sea Region of Turkey and earned her bachelor's degree in English language teaching successfully in five years. She also completed one-year intensive preparatory program that aimed at improving her English language competencies before continuing her subject-specific undergraduate education.

In Turkey, teacher candidates are obliged to take a nation-wide public personnel selection examination to be assigned as teachers at state schools, so Asya also took this exam to begin her professional teaching career at a governmental school. Getting a satisfactory point from the public personnel selection exam, she was assigned as an English teacher to a state secondary school. However, meanwhile the results of the examination were announced, and the legal procedures were being completed, she also worked as a part-time English teacher at a private language school. Although she wanted to be assigned to governmental schools because personal services and benefits were better at such schools, she interpreted her private language school experiences as more suitable to her professional being. More precisely, because the teaching environment was more advantageous at private schools and the levels of the students were higher and more harmonious, she expressed her preference concerning working at private schools. She has already had seven years of teaching experience and she currently works at a governmental secondary school. While the data were being collected, she was teaching English to the fifth, sixth, and seventh graders.

3.2.2. The Case of Büşra

Being the youngest participant of the participant group, Büşra can be also considered as the most dedicated and motivated teacher among the participant teachers. Büşra is a 29-year-old female teacher. She paid utmost attention to each phase

of the current dissertation and made a meaningful contribution to the overall findings of the study. Like Asya, Büşra started learning English at the fourth grade as well. She, unfortunately, does not hold many vivid memories concerning her primary school years. However, she recalls her secondary school years when she was exposed to various styles of English teaching because a variety of English teachers taught English at her class. She still has two of the teachers in her mind. One of them used to use colourful post-its, and she was dreaming of becoming a teacher like her when she was in the secondary school. The other one used to get angry with them and yell at them when they mispronounced the word ‘because.’ These two distinctive models actually have formed her dreams about being an English teacher because one of them served as an ideal model of a teacher, whereas the other one reflected an undesired language teacher model.

After secondary school, she went to an Anatolian High School within which intensified English instruction was provided at the ninth grade. Büşra noted that her interest in learning English became more prominent when she was a ninth grader because of the intense English instruction she was exposed to (First Interview – Friday, March 10, 2023). Besides, since she selected the language department at the tenth grade and completed her high school education at this department, her close relationship with the English language remained intense throughout her high school education. However, even though she herself had motivating reasons to choose the language department, e.g., the fact that she started understanding and speaking the language and she would be able to get a regular job easily if she became an English teacher, she expressed her loss of motivation due to her high school English teacher. Thus, she evaluated her high school education as an inadequate language learning process and further noted that she learnt English, especially how to speak English, during her undergraduate education.

Being the first students of a newly-founded department, she went to a large university, located in the southeastern region of Anatolia after taking the university entrance examination. Though she completed her undergraduate education having good and pleasant memories, in fact, she had to go to that university because of a selection mistake that had been made by her high school teacher. More precisely, she might have gone to a different university, whose acceptance point and rate were higher, but her high school teacher guided her in a wrong way, and she made a mistake

concerning the university selection order. Thus, she underlined that guiding students is of utmost importance because a teacher's ideas and suggestions may correspond to a critical place from a student's perspective (First Interview – Friday, March 10, 2023).

Upon graduation, she also took the public personnel selection examination as Asya did and was successfully appointed to a state Anatolian high school in Erzurum. Because she was a new graduate and seemed quite young, she was perceived as a new student at first, but in time, she maintained an acceptable level of discipline and left her first school with satisfactory recollections. When the data were collected, Büşra was working at a state secondary school and teaching the fifth and seventh graders. Besides, she has had a total of seven-year teaching experience.

3.2.3. The Case of Esra

Esra had a different educational background from the other participant teachers. More precisely, she started learning English at the fifth grade in Germany because at that time she was living in Germany due to her father's occupation. Thus, she was exposed to different language teaching methods, techniques, and approaches but unfortunately, she could not share many memories concerning her language learning process in Germany since her learning encounters were not vivid in her mind. She stayed in Germany for four years and when she was back to her home country, she did not have any difficulties in learning English. Actually, as she mentioned in the first interview (First Interview – Saturday, March 18, 2023), she got bored from time to time during the English courses held in the Turkish state schools because she found them too easy for her proficiency level. She also shared certain incidents illustrating her German learning process, noting that it was very challenging for her to learn German when compared to learning English. She further described herself as a 'capable' learner of English, whereas she stated that German was extremely hard for her. Besides, when she first started learning English in Turkey, she characterised it as "a piece of cake" (First Interview – Saturday, March 18, 2023) and hence, she did not have any difficulty in learning English in Turkish EFL context.

Even though Esra did not describe the language learning process in high school as challenging or problematic and stated that it was easy for her, she also remarked that her grammatical competence was strengthened especially during the high school preparatory class thanks to her language learning practices she was exposed to in the

high school. In addition, because she believed in her capability in English, she chose the language department in the high school and decided to pursue a career which—as she uttered—would include an element of the English language (First Interview – Saturday, March 18, 2023). In this connection, Esra preferred English language teaching at the university and completed her undergraduate education at a large university in the Marmara Region of Turkey. Her decision to be an English teacher was also supported by her parents and the fact that she got extra points upon choosing the teaching departments because she was graduated from an Anatolian Teacher Training High School served as a source of motivation when deciding to be an English teacher. Moreover, because she was the first girl who went to the university among all her cousins, she also became a source of motivation for her cousins and a source of pride for her family.

After successfully obtaining her bachelor's degree in the field of English language teaching, she also took the compulsory public personnel selection examination because she wanted to work at state schools. As a result of the examination, she was appointed to a secondary school, located in a district of her hometown. When the present study was being conducted, she was working at the Centre of Art and Science and teaching English to gifted children. Besides, at the time of data collection, she has accumulated 11 years of teaching experience. Because her English learning process is dissimilar when compared to the ones of other cases and her current workplace is an outstanding school, the findings of her case also slightly differentiated but it would not be reasonable to suggest that it is versatile in terms of diversity.

3.2.4. The Case of Leyla

Among all participants, Leyla's processes of learning English and completing her undergraduate education can be expressed as unique and unusual examples. She stated that her teachers in primary and secondary school did not leave any impression on her and that she was not a diligent student at that time. However, when she was at high school, the situation differentiated because she had a teacher, who constantly spoke English in the classroom, and she was very impressed by her teacher. She further stated that although she was exposed to two or four hours of English lessons in primary and secondary schools, those lessons did not contribute to her academically, but she

started to learn English in a real sense during her high school education. In this respect, she noted that her primary and secondary school teachers were not very competent and did not impress her in any way, while she underlined that her high school teacher influenced her by drawing attention to her teacher's use of second language in the classroom.

At this point, it would be appropriate to note that Leyla did not attend a high school such as Anatolian High School, Anatolian Teacher Training High School or Science High School where English education was prioritised. She graduated from a Health Vocational High School and received education to become a nurse during her high school education. Eventually, after graduating from high school, she obtained her bachelor's degree in nursing, successfully took the public personnel selection exam, and started working as a nurse in a public hospital. Leyla described this decision as the choice of her parents. In other words, although she did not voluntarily decide to pursue a career in nursing, her parents considered nursing as a 'guaranteed' profession and guided and encouraged Leyla in this sense, in order to ensure that Leyla could have a profession and would not have economic difficulties in the future. As a nurse, Leyla expressed that even though she was in a good economic situation, she felt a lack, restlessness, or disconnection somewhere in her heart. In other words, although she worked as a nurse for two years, she thought that she was not suitable for this profession. In the end, she decided to take the university entrance exam again in order to pursue her 'dream job' as an English teacher. She also stated that she could not get used to the nursing profession because she paid more attention to English language learning and loved speaking English and underlined that she made maximum effort to fulfil her dream profession.

Although she obtained a good score in the university entrance exam, she had to choose the Department of English Language and Literature instead of the Department of English Language Teaching because she graduated from a different type of high school and had to choose a university close to the city where she was currently working as a nurse. Therefore, she could not be exposed to methodology courses due to the department she graduated from, but she received pedagogical formation training in the last year of her undergraduate education. The pedagogical formation education in question is of course not as comprehensive as the undergraduate English language teaching programme. It can be expressed as a process in which certain education

courses are offered and students are exposed to a short-term internship experience. Leyla's undergraduate education process was a productive and enjoyable process for her, but at first, she had a very difficult time as she was simultaneously working as a nurse. Subsequently, she decided that her dream profession was already English language teaching, resigned from nursing and focused fully on her undergraduate education. Since she had a pedagogical formation certificate in addition to her bachelor's degree in English Language and Literature, she was appointed as an English teacher in a public school as a result of the public personnel selection exam and thus fulfilled her dream. Leyla, 30 years old, is the least experienced teacher in the participant group with three years of teaching experience.

3.2.5. The Case of Parla

Parla, who has 11 years of teaching experience, is a 37-year-old female teacher. Parla, whose parents are also teachers, grew up being intimately involved in educational processes. Although she started learning English in the fifth grade, she stated that the education given in the first year was at a moderate level. However, it can be stated that Parla was more fortunate in terms of second language exposure compared to her peers as she was educated in a private school in the fifth grade. After her short-term private school experience, Parla took the secondary school exams and won an Anatolian Imam Hatip Secondary School, which offered English-medium education. In this school, Parla received English preparatory education for one year and successfully completed this process. Parla, who mentioned her high school education with positive examples in general, underlined that the preparatory education given in secondary school formed the basis of her English language proficiency. Parla continued her education at this school until the eighth grade, and then took the high school exams and was accepted to Anatolian Teacher Training High School. Although preparatory education was also given at this school, Parla skipped the high school preparatory class given in the ninth grade and moved on to the next grade since she had successfully completed the preparatory education and received English-oriented education at her previous institution. From the tenth grade onwards, she continued her education in the language class and was exposed to intensive second language education. This intensive language education enabled Parla to learn both English and German.

After a fulfilling high school education, Parla enrolled in the English teaching department at a well-established university in the Marmara Region as a result of the university entrance exam. Although English preparatory education was also given in this department, Parla was exempted from studying this preparatory class by successfully passing the language exemption exam and started her undergraduate education directly. She expressed that she was satisfied with her undergraduate education and her university department. However, she also stated that she encountered ideology-based problems during her undergraduate education, and for this reason, she underlined that she would have preferred to have received her undergraduate education at another university in a different city where people closer to her religious view were more dominant. Nevertheless, she reported that her undergraduate education was a productive process with the contribution of qualified academics.

Immediately after her graduation, she gave private lessons and worked as a part-time English teacher in public schools. However, in her words (Third Interview – Wednesday, April 5, 2023), she started her professional career as a teacher when she was officially appointed as an English teacher as a result of the public personnel selection exam. Since the first school she was assigned to was a vocational high school, it was a relatively challenging start for Parla, but her desire to teach motivated her. Parla's current school is Anatolian Imam Hatip Secondary School, which is a part of a project high school. Although students are not admitted to the secondary school where Parla works after an examination, the student profile is quite good as it is affiliated to a project high school. When the factors forming Parla's language teacher cognition are analysed, it can be argued that both the experiences she accumulated as a language student and the experiences she gained during her undergraduate education have a role in shaping her cognition. In addition, considering her 11 years of teaching experience, it can be deduced that her professional teaching experiences also have a significant effect on her teacher cognition.

3.2.6. The Case of Şifa

Şifa, 36 years old, is a female teacher with 15 years of teaching experience and is the most experienced teacher in the participant group. Although she started learning English in primary school, she stated that she did not like English lessons because she

did not like her English teacher, so she did not have any background knowledge concerning her primary school years. Therefore, she emphasised that she started learning English in the sixth grade. Şifa also expressed that she accumulated more positive memories of learning English when she started secondary school. Her English teacher in secondary school played a big role in Şifa's collecting more favourable memories regarding learning English. Describing her primary school teacher and her English language learning experiences in primary school as 'terrible' and her secondary school teacher and her language learning experiences in secondary school as 'wonderful' (First Interview – Thursday, March 9, 2023), Şifa is of the opinion that the teacher has a very big mission in the language learning process.

Şifa, who also chose the language department in high school, mentioned her language learning process in high school as 'moderate' (First Interview – Thursday, March 9, 2023). In this respect, she again emphasised the importance of the teacher and mentioned that she did not like her high school English teacher very much, but she still paid utmost attention to her language learning process because of her personal interest in the English language. Although she was not very satisfied with the teaching styles and attitudes of her teachers in high school, Şifa successfully graduated from the language department and was enrolled in the Department of English Language Teaching as a result of the university entrance examination. She stated that her English teacher in secondary school had a great influence on her decision and underlined that she chose the Department of English Language Teaching to get her bachelor's degree by trying to imitate that teacher.

Şifa, who went to the same university as Parla, was generally satisfied with her undergraduate education, but she also stated that she experienced various problems due to the political atmosphere of the period. Before starting her undergraduate education, Şifa attended one year of intensive English preparatory education and after successfully completing this education, she continued her undergraduate education in the department. Right after earning her bachelor's degree, she took the public personnel selection examination and was appointed as an English teacher to an industrial vocational high school, where she had difficult times as a novice teacher. However, over time, her teaching competencies improved to a greater extent. When the data of the present study were being collected, she was working at a high school, whose student population is quite high. The findings revealed that Şifa's language

teacher cognition has been affected by past language learning experiences more extensively. However, her undergraduate education experiences and professional teaching incidents have also influenced the formation of her teacher cognition.

3.3. Data Collection Instruments

The concept of teacher cognition is a notion that cannot be directly observed or tested. Hence, it can be challenging to make teachers' cognitions visible, observable, or interpretable. With the aim of transforming cognitions into discernible and evident conceptualizations, a variety of data collection instruments can be utilised. In this connection, Borg (2009, p. 167) proposes four major methods that can be used in the data collection process of a teacher cognition study to make complex nature of teachers' cognitions clearer and more perceivable:

1. *Self-report instruments* such as questionnaires and tests,
2. *Verbal commentaries* elicited through structured and semi-structured interviews, repertory grid interviews, stimulated recall interviews, and think-aloud protocols,
3. *Observation*, of simulated or real classroom practices, and
4. *Reflective writing* in the form of journals, autobiographical accounts, retrospective accounts, and concept maps.

Taking what is suggested by Borg (2009) into consideration, this study involved five data collection instruments:

1. *Semi-structured interviews* were conducted face-to-face and included open-ended questions to elicit views and opinions from the participants. The first interview (see Appendix A for the first interview form and questions) focused on the participants' background information and previous experiences regarding learning English. More precisely, the aim of the first interview was to explore the participant's prior language learning experiences and the relationship between their past language learning experiences and their current teaching practices. On the other hand, the second interview (see Appendix B for the second interview form and questions) focused on the experiential gains that the participant teachers brought to their teaching contexts from their undergraduate education (e.g., methodological courses, micro teaching experiences, or practicum

process). The third interview (see Appendix C for the third interview form and questions) had also a specific base comprising the teachers' professional teaching experiences, so the goal of the third interview was to throw light on the participants' professional teaching histories and trajectories. Lastly, the fourth interview (see Appendix D for the fourth interview form and questions) was an evaluative interview that was conducted after the data collection process ended, and it was aimed to perform a discussion-oriented session, based on the participants' language teaching agenda and philosophies. Semi-structured interviews were conducted with all participants online using an interactive application and each interview was video-recorded via this application. For each participant, four semi-structured interviews were conducted, totalling 24 semi-structured interviews. The timeline and duration of the interviews are available in the appendices of the current study (see Appendix E).

2. ***Qualitative observations*** (see Appendix F for the observation form) were made four times to explore in order to observe all the behaviours and practices demonstrated by the teachers in their natural classroom environments since the aim of the present study was to examine the components of participant teachers' language teacher cognition thoroughly by adopting a holistic approach. In more precise terms, four real classroom observations were performed to shed light on the teachers' teaching methods, pedagogical approaches, interaction and communication with their students, and classroom management attitudes. Throughout the observations, detailed and comprehensive observation field notes were kept, and each lesson was audio-recorded. The number of lessons observed was four for each teacher, which corresponds to 160 minutes for each teacher and 960 minutes in total. The timeline and duration information for the observations can be found in the appendices section of the study (see Appendix G).
3. ***Documents (lesson plans and materials)*** were used to shed light on the participants' current language teaching agenda. The lesson plans and materials of the participant teachers were analysed to obtain clues about their pedagogical approaches and to understand to what extent they were

able to integrate the attitudes and views they expressed in the semi-structured interviews into their classroom environments.

4. ***Think-aloud protocols*** (see Appendix H for the think-aloud protocol form) were carried out right after each observation retrospectively. Through utilising retrospective think-aloud protocols, it was aimed at eliminating the possibility of task interference and maximising the reflection on the real classroom practices. For each participant, four retrospective think-aloud protocols were conducted, totalling 24 think-aloud protocols. The timeline and duration of the think-aloud protocols are available in the appendices of the current study (see Appendix I).
5. ***Weekly reflective journals*** (see Appendix J for the template for the weekly reflective journal entries) utilised to inquire into the participants' current teaching acts, previous experiences of learning and teaching English, their teaching agenda, and philosophies. Although the participant teachers were constantly reminded throughout the study that they were completely free and independent in terms of their reflective diaries, it was realised as a result of the findings that they tried to stick to the questions in the template report shared with the participants at the beginning of the study. Therefore, the data obtained in the context of self-reflective reports are weaker than the data collected from the other four data collection tools, but they were included in the data collection and analysis processes as they provided critical clues about the facets of teachers' teacher cognition.

3.4. Procedure

After the ethics committee approval (see Appendix K for the ethics committee approval) was obtained with the protocol number 0065-ODTÜİAEK-2023, and subsequently, permission was got from the Provincial Directorate of National Education to be able to collect data from the state schools (see Appendix L for the permission obtained from the Provincial Directorate of National Education), the process of data collection begun. The whole process covered one academic semester, namely the Spring Semester of 2022-2023 Academic Year. Firstly, the participants were informed concerning the data collection procedure and instruments. Subsequently, the first and second interviews were conducted, and simultaneously the

weekly reflective journal entries were being collected. The first and second real classroom observations and, accordingly, the first and second think-aloud protocols were carried out right after the first and second interviews. The third interviews were conducted following the first and second observations and think-aloud protocols, and the third and fourth real classroom observations and think-aloud protocols were held after the third interviews. Finally, the last week's weekly reflective journal entries were obtained, and the data collection procedure was completed upon the fourth interviews.

3.5. Data Analysis

This study adopted the constant comparative data analysis method to analyse the qualitative data. Originally, the constant comparison is an inductive (from specific to broad) data analysis procedure in grounded theory research of generating and connecting categories by comparing incidents in the data to other incidents, incidents to categories, and categories to other categories (Creswell, 2015, p. 437). It is also defined as “an analytic process where all units of data are compared to all other units to raise questions and discover properties and dimensions in the data” (O'Connor et al., 2008, p. 31). In the current study, the constant comparative method was utilised outside of the grounded theory (Fram, 2013)— as a stand-alone analytic method (O'Connor et al., 2008). The following excerpt from O'Connor et al.'s (2008, p. 41) study clarifies the distinctive nature of the constant comparative method as a stand-alone analytic method:

It must be clear that constant comparison, the data analysis method, does not in and of itself constitute a grounded theory design. Nor does the process of constant comparison ensure the grounding of data whether “grounding” is used in a positivistic or interpretive sense. Simply put, constant comparison assures that all data are systematically compared to all other data in the data set. This assures that all data produced will be analyzed rather than potentially disregarded on thematic grounds. It is the timing and the process of this constant comparison that determines whether the analysis is deductive and will produce a testable theory or whether the analysis is inductive and will build a theory for a particular context.

Besides, because multiple cases were chosen in this study, Creswell and Poth's (2018) format was used to provide a detailed description and interpretation of the cases.

[This] typical format is to provide first a detailed description of each case and themes within the case, called a *within-case analysis*, followed by a

thematic analysis across the cases, called a *cross-case analysis*, as well as assertions or an interpretation of the meaning of the case (Creswell & Poth, 2018, p. 159).

Figure 7 displays the format, which was proposed by Creswell and Poth (2018) and was adopted in this study. Besides, The MAXQDA software, which is “a computer software program that helps the researcher to systematically evaluate and interpret qualitative texts” (Creswell & Poth, 2018, p. 286), was used in analysing the data. Utilising Creswell and Poth’s (2018) format and the MAXQDA software, it was aimed to ensure that the obtained data would not be lost, overseen or neglected.

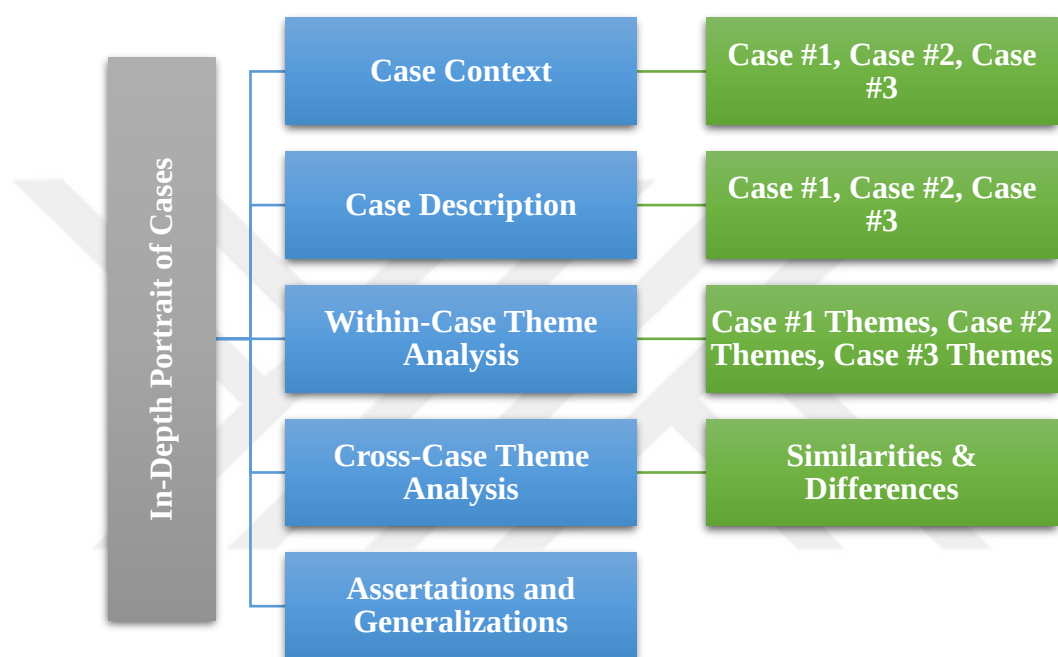


Figure 6. *Template for Coding a Case Study.*

As a summary, Table 8 shows research questions, data collection tools, data analysis method and format, and rationale behind them.

Table 8. *Summary Table for the Methodological Framework.*

Research Questions	Data Collection Instruments	Data Analysis Method and Formats	Key Rationale
What are the primary constituents of the EFL teachers' language	⇒ Semi-structured interviews (1 st , 2 nd , 3 rd , & 4 th) ⇒ Qualitative observations	⇒ The constant comparative method ⇒ Within-case theme analysis	⇒ To explore what factors or motives influence the EFL teachers'

teacher cognition?	(1 st , 2 nd , 3 rd , & 4 th) ⇒ Documents (lesson plans and materials) (1 st , 2 nd , 3 rd , & 4 th) ⇒ Think-aloud protocols (1 st , 2 nd , 3 rd , & 4 th) ⇒ Weekly reflective journals	⇒ Cross-case theme analysis	language teacher cognition ⇒ To shed light on what the concept of language teacher cognition means for the EFL teachers
How do prior learning experiences influence the EFL teachers' language teacher cognition?	⇒ Semi-structured interviews (1 st & 4 th) ⇒ Qualitative observations (1 st , 2 nd , 3 rd , & 4 th) ⇒ Documents (lesson plans and materials) (1 st , 2 nd , 3 rd , & 4 th) ⇒ Think-aloud protocols (1 st , 2 nd , 3 rd , & 4 th) ⇒ Weekly reflective journals	⇒ The constant comparative method ⇒ Within-case theme analysis ⇒ Cross-case theme analysis	⇒ To find out whether and to what extent the EFL teachers' prior experiences as language learners affect their current language teacher cognition ⇒ To provide insights into how the EFL teachers' prior learning experiences as language learners have influenced their language teacher cognition
How does undergraduate education influence the EFL teachers' language teacher cognition?	⇒ Semi-structured interviews (2 nd & 4 th) ⇒ Qualitative observations (1 st , 2 nd , 3 rd , & 4 th) ⇒ Documents (lesson plans and materials) (1 st , 2 nd , 3 rd , & 4 th) ⇒ Think-aloud protocols (1 st , 2 nd , 3 rd , & 4 th)	⇒ The constant comparative method ⇒ Within-case theme analysis ⇒ Cross-case theme analysis	⇒ To understand whether and to what extent the EFL teachers' experiences that they have gained throughout their undergraduate education has an impact on their language teacher cognition ⇒ To reveal what knowledge the EFL teachers have gained in

	⇒ Weekly reflective journals		their undergraduate education and how this theory-oriented knowledge has affected their language teacher cognition
How do teaching experiences influence the EFL teachers' language teacher cognition?	⇒ Semi-structured interviews (3 rd & 4 th) ⇒ Qualitative observations (1 st , 2 nd , 3 rd , & 4 th) ⇒ Documents (lesson plans and materials) (1 st , 2 nd , 3 rd , & 4 th) ⇒ Think-aloud protocols (1 st , 2 nd , 3 rd , & 4 th) ⇒ Weekly reflective journals	⇒ The constant comparative method ⇒ Within-case theme analysis ⇒ Cross-case theme analysis	⇒ To explore whether and to what extent the EFL teachers' teaching experiences influence their language teacher cognition ⇒ To provide insights into how the EFL teachers' teaching experiences as language learners have influenced their language teacher cognition

3.6. Trustworthiness

As highlighted by Elo et al. (2014, p. 8), ensuring the reliability of qualitative research findings depends primarily on having ample, suitable, and thoroughly examined data. In addition, because there exists an interconnected relationship among designing the research, collecting the data, analysing the obtained data, and reporting the findings, taking a well-considered step towards the data collection and analysis procedures is of critical importance in having a reliable, valid, and trustworthy data. More accurately, “thorough preparation prior to the study” and researchers’ “advanced skills in data gathering, content analysis, trustworthiness discussion, and result reporting” enhance the trustworthiness of a qualitative study (Elo et al., 2014, p. 8). Shenton (2004, pp. 63-75) also directed the attention to having a trustworthy study within the realm of qualitative research and proposed four criteria (i.e., credibility, transferability, dependability, and confirmability) that can be utilised to enable

researchers to carry out their research in a reliable and valid manner. Shenton (2004) associated credibility with internal validity and put forward several strategies to ensure that the results of a qualitative study are credible. “The adoption of research methods well established,” “triangulation,” “tactics to help ensure honesty in informants when contributing data,” “iterative questioning,” “frequent debriefing session between the researcher and his or her superiors,” “the researcher’s reflective commentary,” “background, qualifications and experience of the investigator,” “member checks,” “thick description of the phenomenon under scrutiny,” and “examination of previous research findings” are the ones that were involved in the process of the present study. To be more precise, firstly, the research design and associated methods were determined based on the fundamental purpose of the research as well as the research questions by getting feedback from experts (i.e., her supervisor, the thesis committee members, her colleagues, and superiors). Besides, throughout the study, both her supervisor and the thesis committee members were informed concerning both the general situation and the details of the research, and the researcher herself continuously questioned her acts and decisions in terms of the trustworthiness of the research, the obtained data, and the findings. In addition to the involvement of the researcher’s self and her superiors, the participants were also included in the process when checking the straightforwardness of the collected data. Moreover, they were informed about the procedure of the study in the beginning and at each step of the data collection process and participated in the study on a voluntary basis. Apart from these, the notion of teacher cognition was investigated in detail upon designing the research and carrying out the study as well as the related studies and their findings were thoroughly examined to depict the concept of language teacher cognition in all its aspects. Last but not least, triangulation of the data was ensured by obtaining the data utilising a variety of data collection tools, including semi-structured interviews, classroom observations, think-aloud protocols, documents, and weekly reflective journals.

To ensure the reliability and validity of the data obtained within the present research, the strategy of the inclusion of an external audit (Creswell, 2015, p. 259) was also used in the current study. The external audit needs to be a person outside the study, and his or her primary tasks are to review the study thoroughly by considering its strengths and weaknesses as well as evaluating the overall design of the study, the collected data, and results reporting. In the current study, a colleague who hold a PhD

in social sciences and currently works at a state university in Turkey as assistant professor was determined as the external audit, and reviewed the whole procedure of the study, provided feedback regarding the research approach, design, and methods, and evaluated the data via “consensus coding” (De Gagne et al., 2019; Hays & Singh, 2011) within which the data are synchronically checked by a group of researchers to reach full consensus on the codes obtained. Throughout the data analysis process of the current research, the researcher and the external audit worked on the themes and codes with the aim of ensuring a high level of reliability, validity, and trustworthiness.

Concludingly, it can be highlighted that the current dissertation incorporated several tactics and approaches to guarantee a solidly constructed qualitative collective case study and enable the accurate and legitimate collection of data. Through the application of a rigorous methodology, the study included a range of data collection strategies, strict control protocols, and extensive analytical methodologies. Consistent techniques were employed in all stages of data collection and analysis to improve dependability and ensure that the results could be repeated in a similar setting. This included rigorous training for the researcher who performed data gathering, as well as standardised processes for performing observations, interviews, and document analysis. Besides, various validation procedures were implemented to verify the validity of the study and ensure that the phenomenon it aimed to quantify was appropriately recorded. By using recognised theoretical frameworks and scrutinised instruments, construct validity was guaranteed. Experts in the field reviewed the data collection instruments to make sure they thoroughly covered all pertinent facets of the research issue, which helped maintain content validity. The study additionally deployed triangulation, which is the process of combining data from several sources and categories to cross-check results and lower the possibility of systematic errors. This involved putting observations, think-aloud protocols, semi-structured interviews, weekly reflective journal entries, and document analysis together to give a thorough grasp of every case.

CHAPTER 4

FINDINGS

4.1. Introduction

In this section of the present dissertation, the findings are comprehensibly displayed, interpreted, and discussed by shedding light on each aspect of the results. In this connection, firstly, the six cases, namely Asya, Büşra, Esra, Leyla, Parla, and Şifa, are introduced and their particular educational and personal backgrounds as well as learning and teaching contexts are described. Subsequently, their relevant findings are presented separately, within three main headings (i.e., prior language learning experiences, undergraduate education experiences, and professional teaching experiences), to form an apprehensible picture of the codes found as a result of the data analysis. After the case-based findings are elaborated, a cross-case analysis is performed and the results are presented by touching upon the matching, different and characteristic features of each case so as to explain and comment on the harmonious and conflicting sides of the participant language teachers' cognitions.

4.1.1. Contexts of the Cases

Each of the cases included in the present study represents a separate context. As discussed in detail in the previous section, the learning and teaching processes that each case experienced as a language learner are different. Each of them pursued their language learning in different learning institutions and in different settings and subsequently earned their bachelor's degrees at different universities. Only two of the participants, Parla and Şifa, graduated from the same university, but their years of attendance and graduation were also different. Moreover, the schools and even the cities where the participants started their teaching careers are completely different from

each other, and each of them was working in different schools at the time of data collection for the present study.

In this respect, it can be argued that the learning contexts of each case, which constitute the data source incorporated in the present research, have their own unique characteristics and these unique characteristics have influenced the formation of their language teacher cognition at different fractions. On the other hand, since the participants' undergraduate education experiences also took place in diverse settings, they reflected on the components of language teacher cognition in different degrees and different ways. Ultimately, the professional teaching journeys of the participant teachers were also individualistic in nature, just like their language learning processes and undergraduate education stages, and these unique professional experiences of the participants acted on the formation and maturation of language teacher cognition in different and critical ways. In the secondary sub-heading following the present tertiary sub-heading, the findings obtained specifically from each case are discussed and analysed in detail.

4.1.2. Descriptions of the Cases

The present study aims to examine and analyse the components of language teacher cognition in the light of the professional experiences and educational settings of teachers who graduated from English Language Teaching (ELT) or English Language and Literature (ELIT) departments. Within the scope of the study, the professional backgrounds of six female teachers working in different educational institutions, the departments in which they were educated, the duration of their teaching and the institutions in which they have been working were evaluated. Each of these teachers shows significant variations and overlaps in terms of their professional experiences and teaching environments. Personal introductions of each teacher are provided in the following paragraphs.

Asya is a 30-year-old English teacher and has been working as a qualified teacher for seven years. She has a degree in ELT and was working at a secondary school at the time of data collection for the present research. The experiences and challenges she has encountered in her teaching career have contributed significantly to her professional development.

Büşra, 29 years old, similar to Asya, has seven years of teaching experience. She also graduated from the ELT Department and her current workplace was a secondary school. Her professional experiences have shaped her perspective on education and effectively developed her approach to teaching English to students.

Esra is a 33-year-old professional English teacher and holds a degree in ELT. She has 11 years of experience in her profession and a Science and Art Centre was her present workplace. Her teaching methods and practices have been developed in accordance with the needs of gifted students.

Leyla, 30 years old, graduated from the ELIT department and also obtained a Teaching Formation Certificate. She has 3 years of experience in the field and was working as a teacher at a secondary school at the time of data collection for the present research. She endeavours to transfer her extensive knowledge gained throughout her education journey to her students and support their language development.

Parla is 37 years old and graduated from the ELT department. She has 11 years of experience in the profession and was teaching at a secondary school at the time of data collection for the present research. Parla's vast teaching experience has enriched her teaching methods and enabled her to effectively develop her students' language skills.

Şifa, 36 years old, has been teaching for fifteen years after graduating from the ELT Department. Her workplace at the time of data collection for the present research was a high school. Her teaching experiences have given her a deep knowledge and expertise in English language teaching, especially for high school students.

Each of these teachers makes a valuable contribution to English language teaching in different age groups and levels of education. Their professional journeys offer diversity and richness of experience in education. In the following sub-headings, the extent and proportion to which teachers' characteristic educational and professional experiences affect their language teacher cognition is addressed further. The following table also demonstrates a summary of the findings obtained as a result of the data analysis, revealing 3 main themes, 25 codes and 11 sub-codes. The main themes were named as 'prior language learning experiences,' 'undergraduate education experiences' and 'professional teaching experiences.' Each of the themes incorporated unique and critical dimensions of the phenomenon of language teacher cognition,

which, hand-in-hand, contributed to comprehending the multifaceted nature of teacher cognition.

Table 9. *Summary of the Findings.*

Themes & Codes & Sub-Codes	Frequencies
Prior Language Learning Experiences	165
Influence of Prior Language Teachers	12
Support of Prior Language Teachers	12
Attitudes of Prior Language Teachers	12
Characteristics of Prior Language Teachers	12
Apprenticeship of Observation	29
Attitudes of L2 Use	1
Anti-Apprenticeship of Observation (Learning Despite the Teacher)	49
Monotonous Way of Assessment	3
Unstructured Way of Teaching English	3
Personal Language Learning Attributes	5
Peer Impact	6
Individual Beliefs	1
Intrinsic Motivation	4
Curiosity Towards the Language	4
Individualistic Way of Learning English	6
Undergraduate Education Experiences	63
Paradox Related to Teaching Approaches	4
Utopian Mismatch	19
Micro-Teaching Experiences	4
Influence of Academics	5
Teaching Agenda of Academics	2
Balanced Combination of Theory and Practice	4
Observed Gap Between Theory and Practice	20
Practicum Experiences	5
Influence of Mentorship	1
Theory Adaptation	2

Professional Teaching Experiences	66
Humanistic Nature of Teaching	3
Trial and Error	4
Balanced Attitude Towards Teaching	1
Idealistic Attitude Towards Teaching	1
Effect of Colleagues	2
Influence of Motherhood	3
Lack of Practical Knowledge	6
Novicehood-Related Deficiencies	7
Classroom Dynamics	13
Alteration of Teaching Routines	7
Technology Orientation	4
Insight Into Real Life	2
Feedback From Learners	13

4.2. The Case of Asya

4.2.1. Prior Language Learning Experiences

The data analysis revealed that Asya's language teacher cognition has been influenced by her prior language learning experiences to a greater extent. Especially, her prior language teachers as well as their teaching principles, practices, and agenda have a critical impact on the formation of her language teacher cognition. Under the title of prior language learning experiences, all the dimensions of Asya's language teacher cognition, namely influence of prior language teachers, apprenticeship of observation, anti-apprenticeship of observation, and characteristics of prior language teachers, are presented and explained.

4.2.1.1. Influence of Prior Language Teachers

The findings indicated that what Asya thinks, knows, believes, and does as a professional English language teacher was positively influenced by her previous language teachers who taught her English at primary, secondary, and high schools. Their impact goes well beyond the classroom environment because they enabled her not only to establish a good level of English proficiency but also to possess intellectual profundity towards cultural diversity and connectivity on a global scale. She touched

on her prior language teachers' professional entelechy within the first interview which was conducted to throw light on her prior language learning experiences:

I think my teachers were really good in their fields. They were really high-quality teachers. I wish I could thank them all right now. I can say that they were really high-quality teachers, both intellectually and professionally. (First Interview – Monday, March 20, 2023)

She further noted that she still sees her prior language teachers, and directed a special attention to her secondary school English teacher because she encouraged her to choose the language department at high school and motivated her to speak English by emphasising her personal and natural inclination towards the English language. Correspondingly, during the first classroom observation, it was observed that she made remarkable effort to increase her students' motivation towards learning English (First Classroom Observation – Wednesday, March 22, 2023). The first think-aloud protocol subsequently revealed that she tried to pattern herself on her secondary school English teacher as it can be understood via the following extract:

I had positive experiences of learning English at secondary school. My teacher had pointed out that I had an inclination towards language learning and motivated me. This class is actually a relatively problematic class, there are many different profiles of students, but I try to help my students gain positive attitudes towards English language learning with simple online applications and games such as word games. (First Think-Aloud Protocol – Wednesday, March 22, 2023)

Asya is currently working in a small secondary school and, as she stated in the first think-aloud protocol, the student profiles and classroom dynamics of the classes she is currently teaching are quite complex. However, all the four classroom observations clearly showed that the complexity of her classes and teaching environment did not demotivate her, on the contrary, what she was experiencing strengthened her teaching competencies and enabled her to continuously revise her teaching practices. In the second think-aloud protocol (Second Think-Aloud Protocol – Wednesday, March 29, 2023), she put a special emphasis on her use of L2 during her teaching and previously noted in the first interview (First Interview – Monday, March 20, 2023) that she was not exposed to English orally during primary and secondary schools, though her high school teacher spoke English in the classroom within certain activities, such as role-play and discussion. Accordingly, she stated that her previous language teachers should have provided more activities within which students needed to speak English, so she holds the belief that English teachers should use L2 in the

classroom. The following extract below demonstrates the association between her previous language teachers' L2 use and her current teaching principles:

As I mentioned before, I went to primary school in a unified class, and in secondary school I was in a small school. I think my teachers were very good, but they did not use English much in the classroom. As I was in a language class in high school, our teacher used to speak English and I used to enjoy it very much. Now, as a teacher, I try to speak English in the classes without boring and overwhelming the students. My students also enjoy it. Some of them say, "Let me be your assistant, let me be a translator, let me translate what you say into Turkish." Others say, "English is our red line." (Second Think-Aloud Protocol – Wednesday, March 29, 2023)

To summarise, as it can be understood from the above quotations and explanations, two of the factors that have formed and shaped Asya's language teacher cognition are the attitudes of prior language teachers towards her and their language teaching practices. In the following sub-headings, it is emphasised how and to what extent prior language teachers have influenced Asya's language teacher cognition in a more specific context.

4.2.1.1.1. Characteristics of Prior Language Teachers

Teachers' characteristics may substantially determine their interactions with students in the classroom and mould their teaching methods. Traits, such as empathy, patience, flexibility, a motivating attitude, and leadership help them to establish healthy relationships with students and support the learning process. On the contrary, negative personal features might have a negative effect on learners' motivation towards learning and ultimately influence the classroom environment in an unfavourable manner. Therefore, it can be implied that teachers' communication skills have a critical place in comprehending students' attitudes towards learning, their problem-solving and communication skills as well as their engagement in classroom activities. To this end, it can be also concluded that teachers' passion can encourage students to be more engaged in the learning process. The findings of the present dissertation correspondingly demonstrated that the characteristics of the participants' prior language teachers greatly influenced the dynamics of the classroom environment and had a profound impact on their academic achievement and personal development. To exemplify, in the case of Asya, both positive and negative attributes of her prior language teachers were exemplified.

These lessons were mostly grammar and vocabulary lessons. Our teacher was actually a very static woman. I mean, although she was a very well-equipped and knowledgeable teacher, I can say that her character was a bit static, and this was reflected in the lessons. That's why I think her teaching was a bit deficient. (First Interview – Monday, March 20, 2023)

I really enjoyed that class. As I said, it was more fun. Actually, because of the teacher's personality, she was more of an active woman. That's why it was more fun. The structure of the lesson was also suitable for this. We were talking about ourselves. It was an area where we could apply our skills. (First Interview – Monday, March 20, 2023)

Based on the above-mentioned statements, Asya further emphasised the association between teachers' personal traits and teaching styles and accordingly noted that two different types of characteristics influenced her learning motivation and classroom context in varied manners. Thus, it was implied that teachers should consider to what extent their characteristic features affect their approaches to teaching and their students' reactions to their ways of teaching. For instance, she was observed as an energetic young teacher who preferred walking around the classroom while teaching and in this connection, her students also seemed highly motivated during her classes. Hence, it is of critical importance that teacher should try to redress a balance between their personal attributes and professional traits.

4.2.1.2. Apprenticeship of Observation

In parallel with the relevant literature, within the present dissertation, the code 'apprenticeship of observation' refers to teachers' propensity to see their own language learning experiences as students as the main source of knowledge for comprehending teaching and learning. This notion emphasises how the views and teaching methods of teachers are formed by their prolonged exposure to learning and teaching as students. In essence, teachers frequently make preconceptions concerning effective instruction and teaching strategies based on what they have experienced as students, even though they are not aware of it. This has the potential to both enhance and limit their pedagogical practices, as they could unintentionally duplicate elements of instruction that they encountered, irrespective of its efficacy. Gaining consciousness of this idea highlights how critical reflective practice and continuous professional development are in encouraging teachers to overreach their own learning experiences. The findings revealed that Asya has been also affected by her previous language learning

experiences, as demonstrated via the following extract taken from the first interview conducted with Asya:

My high school English teacher used to try to involve the students who were not listening to her using various approaches and helped them to be active in the class. She also allowed us to make mistakes when we spoke English. In other words, she opened the door for us to make mistakes and this method worked well in high school. I also try to keep my disinterested students who are very active in the classroom close to me, and I try to keep them active with games. To put it differently, I do my best to keep my students involved in the lesson by allowing them to have fun and learn at the same time. (First Interview – Monday, March 20, 2023)

It can be concluded that Asya recalls her previous language learning experiences while teaching and her memories about her prior language teachers also appear in her classes. Although the concept ‘apprenticeship of observation,’ covers both conscious and unconscious recollection of the prior learning processes, Asya’s specific case shows that she is quite aware of her past learning encounters as well as her previous language teachers’ teaching acts and attitudes, and she has been influenced by these encounters, acts and attitudes while teaching in her own classes. The next sub-heading deals with the negative impact of Asya’s past language learning experiences on her current professional being and teaching agenda.

4.2.1.3. Anti-Apprenticeship of Observation

In the current dissertation, the phenomenon of ‘anti-apprenticeship of observation’ specifically refers to the negative impact of past learning experiences on teachers’ current teaching acts, styles, ways, and approaches. Hence, this notion can be also described as ‘learning despite the teacher.’ The reason why a separate sub-heading was allocated for the adverse influence or previous learning encounters on professional teachers’ present teaching practices is closely linked to the participant teachers’ comments on the relationship between what they do as teachers and what was done by her teachers. To exemplify, in the first interview, Asya put a special emphasis on one of her prior language teachers concerning his/her reactions to mistakes by uttering that

unlike our teacher in high school, that teacher did not accept mistakes and we were afraid to speak and participate in the class. (First Interview – Monday, March 20, 2023)

However, as it was concluded especially from the third classroom observation, she puts a special effort to involve all the students and offers varied opportunities to

participate in the activities, contribute to the classroom discussions, and make mistakes. To put it more clearly, during the third classroom observation, it was observed that a student wanted to participate but hesitated to raise his finger. However, Asya noticed the student's hesitation and encouraged the student to raise his finger and helped the student on the board during the time he answered the related question (Third Classroom Observation – Friday, April 7, 2023). Accordingly, she provided the following explanation regarding her student's hesitation and her encouraging teaching attitude:

If a student, especially a student with a low level of cognition, does not want to participate in the lesson, I do not insist and force him/her. However, if I have a student who wants to participate but hesitates, I try to encourage him/her. We actually experienced this in class today. One of my students wanted to participate but was not sure, and when I realised this, I wanted to encourage him to come to the board and answer the question. (Third Think-Aloud Protocol – Friday, April 7, 2023)

As it was noted above, the notion of “anti-apprenticeship of observation” covers practicing teachers' past learning experiences and their impact on their present teaching acts and inclinations. Within Asya's case, it can be concluded that negative language learning experiences have also influenced what she performs in her current classes as well as what she perceives concerning the ideal teaching environment. Thus, it can be implied that there is a living connection between what teachers experienced as students and what they think, know, believe, and do currently as professionals.

4.2.2. Undergraduate Education Experiences

In the previous sub-heading, the impact of Asya's past language learning experiences as a student on her language teacher cognition, namely what she thinks, knows, believes, and does as a professional teacher was explained and discussed. Connectedly, within the current sub-heading, Asya's undergraduate education experiences are clarified, and it is aimed to shed light on how and to what extent they affected her language teacher cognition.

4.2.2.1. Paradox Related to Teaching Approaches

Before explaining the code itself and demonstrating Asya's relevant arguments, it is necessary to make the meaning of the word ‘paradox’ clear. In APA Dictionary of Psychology (2018), paradox is defined as “a surprising or self-contradictory statement that may nevertheless be true.” In this vein, it can be stated that paradox is a term often

used to describe logical or intellectual contradictions. Thus, a paradox refers to a situation that appears to be logical or true at first glance, but upon deeper reflection, it seems to be contradictory or unresolvable. Within Asya's specific case, the academics who gave subject-specific lectures on language studies and language education during her undergraduate education were reflecting certain nuances of paradox related to teaching approaches, and they collectively influenced her understanding of teaching approaches and use of them in her current classes. The following extract, for example, clearly displays her confusion regarding the academics' lectures on utilising innovative approaches to teaching and their lectures' inclusion of no materials necessitating creativity, imagination, or even interaction.

I think this [the academics' lectures on utilising innovative approaches to teaching and their lectures' inclusion of no materials necessitating creativity, imagination, or even interaction] is a bit of a paradox. For example, there are method courses, and we actually learn how to conduct a lesson there. However, even some professors and teachers at the university could be very bad in terms of [using] techniques or methods. For example, in some lectures the instructor would just go through the slides. Well, of course, it depends on the course, according to the way the lessons are taught but some of them did not have that kind of material at the university. They usually followed a slide presentation. I can mention them as methods. They [the lectures] were more teacher-centred. (Second Interview – Monday, March 20, 2023)

This extract alone clearly shows the contradiction between the instructors' lectures on teaching approaches and their teaching without using any approaches, which can cause a misunderstanding concerning the effectiveness of using varied techniques, methods, or approaches while teaching English on the side of Asya. To put it in a different way, in the second interview, Asya directed an utmost attention to the mismatch between what is taught during undergraduate education and what is performed at real classes as professional language teachers and argued that the methods, techniques, or approaches that she learned during her undergraduate education may not be used in real classroom environments because of classroom realities and dynamics:

I mean... The lectures are satisfactory and, you know, the methods are taught comprehensively. However, when we consider Turkey's educational conditions, educational mass, and student profile, I really don't think that the level is exactly equal. I mean, we talk about this in the teachers' room. I can't remember the names of the methods right now, but I think an eclectic approach would probably be the most appropriate one, because when you consider the conditions of the country, you can't take one and apply it one-to-one, but it might be better if you adopt the eclectic

one. Especially considering the metropolises and the crowded classes of 40 students, if you pay attention to each student even for a minute, the lesson is over. Also, their level of readiness can be very low. Therefore, I never think that those methods are perfectly useful and applicable. (Second Interview – Monday, March 20, 2023)

As it is quite evident, Asya holds the opinion that the methods, techniques, or approaches she have gained during her undergraduate education are not based on realistic arguments. It is hence relatively impossible to effectively make use of them while teaching, according to her. Besides, correspondingly, she points out that the fact that urging practitioners to use those methods, techniques, and/or approaches may seem artificial without experiencing teaching in a state school with varied levels of students (Second Interview – Monday, March 20, 2023). In this vein, she puts an emphasis on the critical role of gaining teaching experience in using what has been lectured during the undergraduate education in a productive manner.

4.2.2.2. Utopian Mismatch

Within the previous sub-heading, an utmost attention was directed to whether and to what extent Asya makes use of the coursework and the experiences that she has gained during her undergraduate education while teaching in her current classes. The findings revealed that she may not be able to utilise the methods, techniques, and approaches that she has learnt during her undergraduate education efficiently in her classes because of the heterogeneity of her classes, levels of her students, and varied classroom dynamics, even though she believes that they were taught comprehensively. She also argues that though they were practised within the methodology courses, evaluating the effectiveness of those methods, techniques, or approaches by practising in real classrooms with real students can result in completely different outcomes (Second Interview – Monday, March 20, 2023). Accordingly, she devoted a close attention to having teaching experience:

I don't know. I see those methods as a bit of fiction. At that point, the role of practice and experience comes into play. I mean, the experiences we gain as teachers are also important. Even our experiences from student years are very valuable. I mean, this [effective use of methods, techniques, ways, and approaches] is something that can develop over time, but at first their use can be a bit utopian. (Second Interview – Monday, March 20, 2023)

The extract above displays that Asya considers the use of what she has learnt and practised within the methodology courses during her teaching at real classrooms as a

utopian teaching fact. Therefore, it can be suggested that more attention should be given to the efficiency of the methods, techniques, and approaches that are lectured during the undergraduate education because some of them may be perceived as unrealistic or even utopian by practising teachers.

4.2.2.3. Observed Gap Between Theory and Practice

In connection with the previously-discussed codes, namely paradox related to teaching approaches and utopian mismatch, the results also revealed an observed gap between theory and practice. To put it more precisely, as the data analysis demonstrated, Asya believes that what she has learnt within the theoretical courses during her undergraduate education might not have a practical equivalent in real classes. The following statement of Asya clearly shows her confusion and disappointment regarding the gap between what she has learnt as a prospective teacher and what she is doing as a professional teacher:

You know, we were actually fully informed about those methods, but when we started working, if I were to speak for myself, the first class I entered in Diyarbakır was a class of 45 students. Currently, these methods do not find a match there. I mean, it is as if the imagined system is the Finnish education system, and you have to apply those methods according to the Finnish education system. But you know, those methods can be useless depending on the conditions and the situation. (Second Interview – Monday, March 20, 2023)

She further highlights that even micro-teaching and practicum experiences may not reflect real classroom environment and thus, a novice teachers may have to start his/her teaching career with a great level of disappointment concerning her background knowledge and professional readiness because of the evident gap between what is suggested within the courses taught at the university and what needs to be done in real classroom environments. In this connection, the following sub-headings subsequently touch upon the findings concerning the influence of micro-teaching and practicum experiences on Asya's language teacher cognition.

4.2.2.4. Micro-Teaching and Practicum Experiences

Micro-teaching practices are the practices within which teacher candidates have the opportunity to practise the approaches, methods and techniques whose theoretical frameworks are formed within methodological courses, i.e., teaching English to young learners, teaching language skills, and approaches to ELT. More

precisely, during micro-teaching, prospective teachers are expected to prepare a lesson for a previously-determined level of students to teach a topic, skill, or language area. However, because they prepare the lessons as if they were teaching at real classes to real students, yet the audience are their classmates, namely other prospective teachers, they may not get realistic feedback from the learners' side and might not evaluate the efficacy of a technique, approach, or method objectively. Conversely, practicum experience, an important stage for the professional development of a pre-service teacher, provides the pre-service teacher with the opportunity to practice in a real classroom and apply theoretical knowledge in a rather practical manner. Skills, e.g., interacting with students, lesson planning, managing learning processes, affect the development of prospective teachers during the practicum process. This experience is also expected to increase pre-service teachers' self-confidence. Connectedly, upon completing the practicum, it is anticipated that teacher candidates get prepared for different scenarios that they may encounter in the classroom because this experience can allow them to manage the teaching process more effectively and increase their professional achievement. In addition, the practicum experience is presumed to provide pre-service teachers with the ability to better understand the needs of students and adapt their teaching accordingly. Therefore, it can be concluded that the practicum experience is an important step that deepens a teacher's cognition and shapes his/her professional identity.

In the case of Asya, both micro-teaching experiences and practicum experiences were detected, and it was seen that she could not get the most benefit from micro-teaching practices. The following extract demonstrates the nature of her micro-teaching experiences:

I mean, we actually did micro-teaching. When I say we did it, I mean we applied it in those method lessons. The whole class acted like the group of students we were going to teach. I mean, they were asking the questions such students would ask, for example. If they were five years old, our classmates acted like five-year-old kids. If they were adults, they behaved like adults. As teachers, we were preparing lessons in that way, or the materials we prepared had to be suitable for this. (Second Interview – Monday, March 20, 2023)

Subsequently, she described her practicum process as follows again in the second interview which was specifically conducted to shed light on the participants' undergraduate education experiences:

Actually, our internship process was a bit difficult, I mean, our task was difficult because we went to a school in the centre, and it was a crowded classroom. In a crowded classroom, we learnt about classroom management, that there might be an unexpected reaction from the students and that we really had to teach something despite all the odds. (Second Interview – Monday, March 20, 2023)

As demonstrated in the extracts above, Asya's micro-teaching experiences seem more fictional by nature than the practicum experiences. Thus, she noted that practicum process was more beneficial for her professional development. Nonetheless, because she was getting prepared for the public personnel selection examination during the time when the practicum was being conducted, both the mentor teachers and the academics did not expect much from them, namely her and her classmates. Thus, she only got the opportunity to comprehensively observe mentor teachers' teaching but she could not teach as a prospective teacher at those classes. She interpreted this as a weakness of her practicum process. However, the data obtained from the think-aloud protocols revealed that her practicum process has been influential in comprehending the classroom dynamics when she first started her teaching career and modifying her teaching in accordance with the levels of her students (Third Think-Aloud Protocol – Friday, April 7, 2023). On the contrary, she considers micro-teaching experiences as unnecessary elements of undergraduate education (First Think-Aloud Protocol – Wednesday, March 22, 2023).

4.2.3. Professional Teaching Experiences

In addition to prior language learning experiences that Asya collected as a student and her encounters that she gained during her undergraduate education, the findings showed that her professional teaching experiences have also shaped her language teacher cognition. In this sub-heading, the codes of balanced attitude towards teaching and career stagnation are explained to throw light on how Asya's language teacher cognition has been formed in connection with her professional teaching experiences.

4.2.3.1. Balanced Attitude Towards Teaching

Within the sub-heading of undergraduate education experiences, the factors that have influenced Asya's language teacher cognition were demonstrated and discussed, and it was evident that there is a contradiction between what was taught

within the methodology courses during her undergraduate education and what she has been performing in her classes as a professional English teacher. From the findings, it was also implied that she has been in search of a balance between her teaching ideals and realities, and she approaches the act of teaching via realistic idealism:

Well, actually, yes, at first, of course, everyone can approach more idealistically. But now that I started my teaching career in a bigger school, it was, in fact, the opposite for me. Since I had more difficulties at first, it can fade out more quickly and you may have difficulties. I mean, it can be more difficult to teach something in crowded classes. At first, you give a normal education to the child, language is in the second plan. I also had difficulties at first, but what motivated me has never changed because I love teaching someone something and seeing their language development over time. However, of course, even if there are motivating things, we may not always be able to reach the whole class. So, I try to teach with a realistic idealism. I mean, I don't think "I will teach everyone this!" but I still try to do my best. (Third Interview – Monday, April 10, 2023)

The phenomenon of realistic idealism should be highlighted at this point because it clearly displays Asya's understanding regarding the admissible manner of teaching. As its name suggests, realistic idealism proposed a balanced synthesis of realism and idealism. To put it more clearly, according to this view, while reality is constructed or interpreted mentally, a balance between the subjectivity and objectivity of reality should be maintained in line with this construction process. In the specific case of Asya, it was also found that she sees the missing points in idealism and considers that a perfect adoption of idealism is impossible. Thus, she tries to maintain a balance between realism and idealism, by having a more balanced attitude towards teaching.

4.3. The Case of Büşra

4.3.1. Prior Language Learning Experiences

The findings displayed that Büşra has been affected by her prior language learning experiences to a great extent. Especially, her previous language teachers have influenced what she thinks as a professional teacher and how she performs her teaching in her current classes. In this connection, within this sub-heading, firstly, the influence of Büşra's prior language teachers on her language teacher cognition is explained. Correspondingly, the roles of her language learning experiences in forming her language teacher cognition are highlighted.

4.3.1.1. Influence of Prior Language Teachers

It was unfortunate that Büşra could not recall her primary school English teachers vividly. However, she has shared featured instances concerning her secondary school English teachers:

When I think back to my secondary school years, I remember one of our teachers who used colourful post-its. That was the first time I said, “If I become an English teacher one day, I will use such colourful post-its.” But we had another teacher. He would get very angry and shout when we could not pronounce the word ‘because’ correctly. (First Interview – Friday, March 10, 2023)

The above-mentioned extract alone can be enough to understand the attitudes of teachers and their impact on students’ motivation to continue learning because teachers’ attitudes and behaviours have noticeable consequences on their students. To put it more clearly, if a teacher approaches his/her students in a sincere, supportive and motivating manner, his/her positive attitudes automatically increase his/her student self-confidence and motivation, and in turn, their academic achievement is also influenced positively. Besides, teachers’ fair, understanding, respectful, and balanced behaviours are naturally perceived as having safe and supportive classroom environment from the perspective of students. On the contrary, a negative and undesired attitude and behaviour can result in varied unfavourable outcomes, e.g., loss of self-confidence and motivation, feelings of failure and learnt helplessness. Thus, teachers should pay utmost attention to their attitudes and behaviours in the school environment. Even though they may have certain personal problems, they should try their best not to reflect their problems into the classroom environment because their behaviours and attitudes deeply and directly affect the quality of the learning process.

In the case of Büşra, it was also found that the attitudes and behaviours of her prior language teachers had a direct effect on her attitudes towards learning and the quality of her learning process. More precisely, as it is evident in the extract above, Büşra stated that she wanted to be a teacher like her secondary school teacher who used to use colourful post-its, whereas she implied that she tried to abstain interacting with her teacher, who paid unnecessarily excessive attention to the pronunciation of the word ‘because.’ Furthermore, the real classroom observations clearly demonstrated that Büşra succeeded her dream of becoming a teacher using colourful post-its. Her positive attitudes and fair behaviours were also clearly observed during the classroom

observations. Besides, it was realised that her students respect to her and her teaching as well as they have a high opinion of what she says to them either both an instruction in the classroom context and as a suggestion outside of the classroom.

4.3.1.2. Apprenticeship of Observation

The phenomenon of ‘apprenticeship of observation’ was explained in the previous case. However, it needs to be reminded again for a clear understanding concerning its way of perception within the specific case of Büşra. In a word, the notion of ‘apprenticeship of observation’ covers teachers’ previous learning encounters’ impacts on their manner of teaching, and in the present dissertation, it is used to describe to what extent the participant teachers’ language learning instances and experiences have influenced what they think, believe, know, and do as professional language teachers. In Büşra’s case, the secondary school English teacher who served as an ideal model for her also corresponds to a positive example whose way of teaching affected Büşra’s perceptions regarding well-planned manner of teaching. To explain what she was exposed to has influenced her understanding and way of teaching in greater detail, Büşra’s recurrent mentions of her secondary school English teachers should be underlined. She kept referencing her secondary school teacher’s positive attitudes towards teaching English and how effective her teacher’s approach was to increase her intrinsic motivation (First Interview – Friday, March 10, 2023). Moreover, all the four classroom observations clearly demonstrated that she tries to modify her teaching in accordance with her students’ reactions towards her teaching. More precisely, as her teacher used to do, she makes an effort to adopt motivating and supportive attitudes towards her students and sees each of her students as a chance with whom she can develop her individualistic way of teaching (Third Think-Aloud Protocol – Monday, April 3, 2023). With reference to Büşra’s repeated mentions of her secondary school language teacher as well as her teaching acts that were observed during the real classroom observations, it can be clearly concluded that her early learning experiences have influenced her current teaching practices and attitudes. Thus, it can be argued that it is not possible to draw a line between teachers’ past learning encounters as students and their present teaching acts and behaviours because they are in connected existence in teachers’ professional lives.

4.3.1.3. Anti-Apprenticeship of Observation

The phenomenon of ‘apprenticeship of observation’ actually comprises the notion of ‘anti-apprenticeship of observation,’ namely the apprenticeship of observation does not only focus on positive learning instances’ impacts on teachers’ current teaching acts or understanding of teaching and learning. Nonetheless, the findings revealed a specific reference to the influence of negative learning incidents on the participants’ perceptions of teaching learning, and in turn, it was found that their unfavourable learning memories and encounters have affected their language teacher cognition. Hence, it was seen necessary to allocate a specific place for the concept of ‘anti-apprenticeship of observation’ within the findings of the current study in order to better understand how and to what extent undesirable learning incidents influence the participant teachers’ language teacher cognition.

Büşra’s case also exemplifies the notion that negative learning incidents might have a direct impact on teachers’ teaching acts and attitudes:

I don’t remember any different activities in high school. I mean, the simplest reading part was conducted through reading and answering questions. A calm teacher, a teacher who never raised his voice. Most of the time he was lecturing from his seat. We liked our teacher, we valued him because he was a very good person, but he was more of a coursebook-orientated teacher. I regret to say that I didn’t enjoy the lessons either. However, for example, I also taught a language class, and there were times when I was in the classroom for 18 hours. It was necessary to add some dynamism to the classroom. I used to carry out group work activities, I used to organise vocabulary competitions. Even a slight change in the tone of the teacher’s voice might be enough. (First Interview – Friday, March 10, 2023)

As understood from the extract above, Büşra’s encounters that she collected in the language class when she was in the high school have resulted in trans effect within her present teaching practices. To put it more accurately, Büşra did not experience a dynamic language learning process when she was in the high school because of her teacher’s teaching preferences. However, she has chosen to be a teacher who tries to bring varied activities and materials to the classroom environment to make her students active, motivated and engaged in the learning process. In a similar vein, she put an emphasis on the conventional type of assessment that were used in her high school years and noted that she attempted to change the nature of assessment when teaching

English at a high school because she had a desire to make an innovative contribution to her learners' academic development:

They [our past learning experiences as students] definitely affect [our teaching today]. I work in a secondary school now, but last year I was a teacher in a science high school. We never did different activities during my high school life, but the fact is that students will need English in today's world. Even though I didn't experience it as a student, I was giving practical exams to my students. Not only exams, but also listening activities, debates... (First Interview – Friday, March 10, 2023)

It can be clearly noticed that Büşra tried to turn her negative experiences as a student into positive examples in her own teaching life. In this regard, and especially in terms of measurement and evaluation, the innovations she endeavoured to bring to her classes can be clearly observed in the following excerpt as well:

For example, last year I was teaching six classes, and I had each of them keep a portfolio, and I was reading each student's file one by one and making notes on each one. Then I was talking about each one with my students. We were even doing in-class competitions and - maybe it sounds funny - activities using toys with high school students. Of course, I was also doing plain lecturing, but I was trying to include such things in the process. In other words, I was trying not to reflect my negative experiences. I tried to turn my negative experiences into positive ones as much as possible. (First Interview – Friday, March 10, 2023)

As it can be clearly inferred from the excerpt above, the language learning routines that Büşra experienced especially in high school life have influenced the teaching methods and techniques that she is currently applying as a teacher. Even though the previous sub-heading has shown positive effects, Büşra inferred that she has also had negative experiences, but she tries to reflect these experiences in a differentiated way in her current teaching approaches. In this context, it can be deduced that the events and situations that teachers experience as students in the language learning process directly affect the teaching methods and techniques they apply and the teaching attitudes and approaches they adopt as professional teachers.

4.3.2. Undergraduate Education Experiences

Considering Büşra's undergraduate education process, it can be stated that she was exposed to more positive experiences in terms of teacher attitudes and approaches compared to her high school life. However, since she was "educated in a cosmopolitan class," she sometimes had to be in undesirable teaching environments, which she described as 'a source of stress' (Second Interview – Friday, March 17, 2023). In

addition, the attitudes of some of her professors caused her to question the relationship between theory and practice, but thanks to the professional development opportunities offered to the prospective teachers by her department during her undergraduate education, she was able to engage in various forums, symposiums, and conferences, and she could find varied opportunities to improve professionally. Within the following sub-headings, her perceptions concerning the theoretical and practical components of her undergraduate education and their impacts on her language teacher cognition, her insights into her professors' influence on her current teaching practices behaviours, and micro-teaching experiences' effects on what she thinks, believes, knows, and does as a professional teacher are explained and discussed.

4.3.2.1. Balanced Combination of Theory and Practice

Undergraduate teacher education should be based on a balance in which theoretical knowledge provides a solid foundation and practical skills are reinforced by experience. On the one hand, the theoretical dimension provides prospective teachers with an understanding of topics, e.g., educational psychology, learning theories, and curriculum development, which connectedly support teacher candidates to understand learning processes and to apply different teaching strategies. The practical strand, on the other hand, provides students with experience in real classroom settings through internships, classroom practice and mentoring programmes. These experiences help pre-service teachers to improve their classroom management skills, communicate effectively with students and use teaching materials productively. In this vein, it can be deduced that a balanced combination of theoretical and practical aspects is the key to training a qualified and effective teacher. The case of Büşra can serve as a good example of undergraduate education process in which theory and practice could be combined in a balanced manner, as she argues as follows:

Our methodology courses were really useful. For example, our lecturer would distribute whatever approaches or techniques were available to each group. If we were lecturing on that topic in one lesson, we would practise it in the other lesson. This practice was really very effective and very useful. Besides, we were recording the practice sessions. Afterwards, we used to watch and write a reflection paper and there used to be a feedback session attended by the whole class and our lecturer. In fact, I still have those recordings, that is, the recordings of my friends. I look at them from time to time and use the activities we used there in my own classes. (Second Interview – Friday, March 17, 2023)

As it is stated in the excerpt above, Büşra emphasises that theoretical and practical components were included in a balanced way in the undergraduate education process. She also states that this balanced combination was very effective and beneficial for her academic competence. The fact that she still uses the methodological practices she was exposed to during her undergraduate education in her own classrooms clearly shows the impact of her undergraduate education experiences on her current teaching practices.

4.3.2.2. Observed Gap Between Theory and Practice

In the previous sub-heading, it was stressed that the theory-oriented and practice-based knowledge presented in Büşra's undergraduate education was combined in a balanced way and this balanced combination affected Büşra's language teacher cognition. However, when Büşra's undergraduate education experiences were analysed, it was found that she experienced a dilemma on this issue. To put it more clearly, although Büşra stated that theory and practice were offered in a balanced way in the methodological courses given during her undergraduate education and this balanced combination positively affected her professional competence, the findings obtained during the second interview also revealed a gap and incompatibility between theory and practice, from the perspective of Büşra.

At that time [when I was first appointed as a teacher] I realised that those methods were completely useless. Unfortunately, I realised that they in no way reflect the reality of Turkey. For example, yes, you should speak English in the classroom, but I spoke English, I was reported to the school administration, or the children did not understand at all. For example, I was saying, "I should apply those methods and techniques," and I was trying to apply them. I tried different methods, I tried different activities, but at that time it was a completely outrageous idea. I mean, it was a very different environment. Imagine, there were classes of forty students, and the "Hababam" class was nothing compared to those classes. Even male teachers had difficulties in classroom management. You couldn't even do an exam on your own. The students were already adopting an attitude towards English as "What use will it be to us?" and hence, methods and theories were all meaningless. (Second Interview – Friday, March 17, 2023)

When the above statement is compared with the quotation given in the previous subheading, the understanding of 'practice' that Büşra had during her undergraduate education and the understanding of 'practice' that she has as a professional teacher are actually different from each other. In other words, during her undergraduate education,

Büşra saw ‘practice’ as the application of the theoretical knowledge presented in methodology courses in artificial classrooms, but after starting to work as a teacher and experiencing the real classroom environment, she realised that the term ‘practice’ includes many variables, such as classroom dynamics and learners’ readiness and motivation, which are comprehensively explained in the sub-headings entitled “classroom dynamics” and “feedback from learners” under the main title of “professional teaching experiences.”

4.3.2.3. Utopian Mismatch

Taking the specific case of Büşra into consideration, it was observed that she made the utmost effort to use the knowledge she gained in her undergraduate education effectively after she was appointed as a teacher. In both the classroom observations and the think-aloud protocols conducted right after the real classroom observations, it was clearly noticed that Büşra tried to facilitate the learning processes of her students by enriching the methods, techniques and approaches she used in her lessons. However, as she emphasised in the second think-aloud protocol, sometimes the facts taught and emphasised in undergraduate education do not find their counterparts in the real classroom environment:

In fact, we learnt in our undergraduate education: “No matter how much your students challenge you, do not give up speaking English.” When I first started working, the lessons were always in English. I mean, I was always lecturing in English. Then, I realised that the children were completely detached from the lesson. Thus, I decided to balance the use of English and Turkish. (Second Think-Aloud Protocol – Thursday, March 30, 2023)

As the excerpt above clearly illustrates, when Büşra was first appointed as a teacher, she was strictly adhering to the general truths taught in her undergraduate education and was making a great effort to apply the principles she had learnt as a student teacher. However, over time, as she tried to teach English to real students in real classrooms, she realised that some of the insights gained in her undergraduate education might not be meaningfully applied in practice and she emphasised that it would be ‘utopian’ to achieve a one-to-one correspondence between the knowledge taught in undergraduate education and the practices in real classrooms (Second Interview – Friday, March 17, 2023). Therefore, she also noted that academics should make a meaningful effort to comprehend what is evident in real classroom

environments and provide useful insights into teaching in real classroom contexts to help prospective teachers not to overestimate teaching as professional teachers (Second Think-Aloud Protocol – Thursday, March 30, 2023). In this vein, she directed a close attention to one of her professor's statement regarding teachers' role in understanding the classroom realities, which will be highlighted in the following sun-heading.

4.3.2.4. Influence of Academics

Following her explanation of the mismatch between what she learnt as a prospective teacher and what she has been doing as a professional teacher, Büşra put a critical emphasis on the argument of a professor who influenced her professional improvement process to a great extent:

As I said, I try to find a balance when I use English in the class. This was also told to us by a lecturer in our undergraduate programme. He used to say, "Don't let your students walk around like chickens with their heads cut off while you are lecturing." It's a bit of a vulgar expression, but I think it's very true. For example, in that lesson, I first taught in English, but then I realised that the children were looking at me with blank eyes because they could not fully understand what I was saying and what I wanted. So, I had to translate what I was saying in English into Turkish. (Second Think-Aloud Protocol – Thursday, March 30, 2023)

This extract actually focuses only on the use of L2 in the classroom, but it illustrates to what extent Büşra's undergraduate education incidents have affected her current teaching acts, attitudes, and behaviours, namely her language teacher cognition. In addition to this incident which Büşra still recalls, she shared another critical encounter which she has never forgotten and has a formative effect on her perceptions concerning the use of additional materials in her teaching:

I can't remember the topic exactly now, but it was a micro-teaching practice. I think I chose the unit on animals. We did micro-teaching. My teacher liked it very much. I mean, it was one of the presentations he showed as an example, but I never forget, our teacher told us something like this. Well, we were preparing a lot of materials to teach a unit on animals. Our lecturer asked, "How much time did you spend to be prepared to teach this lesson?" We said, "2 - 3 hours." He said, "How much money did you spend for these materials?" We said, "This much." And our teacher said, "When you really become a teacher, how many classes will you teach? Maybe 5, maybe 10. Well, is it possible to prepare materials for hours for each class, for each lesson? Then, be a little more realistic when preparing the materials, or make it a habit to use more technology and computer-based applications." I never forget what that lecturer said. I

mean, those sentences he said are always going round and round in my mind. Because this is really the case, when we come home in the evening, we cannot prepare new materials, we use the existing materials. (Second Interview – Friday, March 17, 2023)

As it was also detected during the classroom observations, Büşra preferred to use additional materials which do not require much time or money to be prepared. More precisely, in the first and second classroom observations, she conducted an activity which she prepared using paper cups and colourful cards made from plain and simple paper. Besides, accordingly, she noted that she learnt that activity from one of her colleagues via a social media platform and utilised repeatedly because it needed hardly any effort and quite little money (First Think-Aloud Protocol – Thursday, March 30, 2023). Her students' reactions towards the activity were also highly encouraging for the future use of it. Therefore, it can be deduced that simpler and plainer materials can also be used effectively and work well instead of complex materials prepared by spending extra effort and money. Moreover, it can be underlined that Büşra's current teaching practices have been influenced by her professor's suggestion, which clarifies the link between language teacher cognition and undergraduate education experiences.

4.3.3. Professional Teaching Experiences

Professional teaching experiences have significant effects on teachers' cognitive processes. The practical knowledge and experience they accumulate over time allows teachers to develop deeper understandings in areas, e.g., lesson planning, student assessment, classroom management, and student relationships. Besides, teachers gain a better understanding of classroom dynamics and become more sensitive to their students' learning needs. Professional teaching experiences have also facilitative effects in the development of teachers' self-reflection skills and they, in turn, enable them to continually review their own teaching practices. Thus, this process actually helps teachers to identify their strengths and improve their weaknesses. All in all, professional teaching experiences deepen teachers' pedagogical knowledge, effectively guide learning and teaching processes, and ultimately contribute to improving student achievement. The case of Büşra also displayed the impact and role of professional teaching experiences in forming her language teacher cognition and the facets of her professional teaching experiences in shaping what she thinks,

believes, knows, and does as a professional teacher are elucidated within the following sub-headings.

4.3.3.1. Classroom Dynamics

Classroom dynamics are the first dimension of Büşra's professional teaching experiences that have affected her language teacher cognition. Since she was first appointed as an English teacher, she has worked at various schools and taught English to a variety of students with different backgrounds and language proficiency levels. Considering that she has been exposed to dissimilar teaching contexts, it can be concluded that her teaching acts, attitudes and behaviours has also undergone momentous changes in accordance with the classroom context in which she has taught. The following excerpt gives a crucial clue regarding Büşra's attempts to modify her teaching acts and attitudes because of the classroom dynamics that she had not kept in her mind at the first stage:

Now, actually, in the high school where I first worked, the level of the children was already very low. Also, it was not a good high school in terms of discipline. I mean, I say Anatolian High School, but it was not a high school of that quality. Besides, the fact that I was young and looked quite young, like a student, created a perception that was open to abuse. We had many teachers like that. In other words, we had many teachers who could not manage the classroom and came to the school administration crying, because in such areas, students can use such situations very easily. Therefore, even though I could not comprehend this situation at first and got excited, I tried to keep discipline in my hands over time. My students also realised this. At that time, I adopted a slightly more authoritarian, slightly more teacher-centred attitude. (Third Interview – Thursday, April 6, 2023)

From this extract above, it can be understood that Büşra was not conscious of how school environment, namely students, may influence her teaching. However, over time, she clearly realised that she had to pay utmost attention to the classroom dynamics and her students' behaviours to have a healthy and productive teaching and learning environment. Thus, she adopted a teacher-centred approach to be able to manage her classes effectively. In fact, her cognition concerning the classroom management have not undergone fundamental changes because both the first and second classroom observations that were conducted in her teaching to the sixth graders illustrated that Büşra has certain classroom management habits, e.g., attaching particular importance to the students' turn to speak, stopping the activity when a

student breaks the turn to speak or speaks without permission during his/her friend's turn, or ending the activity abruptly when there are too many students speaking without permission and there is noise in the classroom. The third and fourth classroom observations also confirmed that Büşra pays close attention to the classroom management and some classroom management routines even though the third and fourth classroom observations were conducted while she was teaching to the language class, having a rather calm and homogeneous structure. She provided the following explanation for her decision of prioritizing the classroom dynamics and managing the class efficiently:

Unfortunately, I was not exposed to such a thing in high school, in other words, there was a very flat teaching method, and it was not revised according to the demands or situation of the class. However, I have learnt over time to change a practice in my own classes by taking into account the dynamics of the class if it is not going well. When I do this, the students actually respect me more and I do not have problems in terms of maintaining discipline. (First Think-Aloud Protocol – Thursday, March 30, 2023).

When Büşra's attitude towards classroom dynamics and classroom management is considered alone, it can be understood that there are three different experiential aspects that affect her language teacher cognition. In the excerpt above, firstly, the incomplete experiences she had in high school were referred to, then the practicum experience she was involved in during her undergraduate education was mentioned, and finally, by focusing on her past teaching experiences, it was noticed that she revised her current teaching attitudes and behaviours by taking these three different experiences into consideration.

4.3.3.2. Feedback From Learners

In the previous sub-heading, to what extent Büşra place an emphasis on her students' reactions to her teaching was indirectly mentioned. Nonetheless, within this sub-heading, how she altered her teaching and to what extent her language teacher cognition was affected by her students' feedback on her teaching performance are stressed because the findings displayed that Büşra has had an inclination towards changing her teaching acts, attitudes, and behaviours in accordance with her students' responses and comments. To exemplify, the following extract demonstrates the alteration of her language teacher cognition concerning the use of L2 in the classroom:

I insistently did not speak Turkish for a few months. Then a rumour spread in the school: “The teacher does not speak Turkish.” Then I was also reported to the principal. In fact, I was persistently speaking English because there was no other place where they would be exposed to English, they were only hearing it from me. Even later, one of my colleagues said, “You were always speaking English in class, the students reported you to the principal.” I told him that this was my method. I told him that this was my method, but unfortunately, I was defeated at that time. After a certain period of time, I was defeated because I realised that children were getting detached from the context too greatly. I could only address one or two students. When this was the case, I had to change it. Therefore, I was first teaching in English and then explaining in Turkish. (Third Interview – Thursday, April 6, 2023)

The fourth real classroom observation reveals the effects of feedback from her students on Büşra's language teacher cognition on a different issue. More specifically, it was observed that Büşra was constantly watching her students and monitoring their reactions during the lesson. When her students were hesitant to participate in the lesson though they came prepared, it was noticed that she cautiously approached her students and tried to support them, but she did not insist if her students felt uncomfortable. Accordingly, she put the following explanation for her teaching attitude within the fourth think-aloud protocol:

This class of mine is actually a special class. I mean, they came here as a result of an exam and their level is quite good. They all come to class prepared and do their homework, but some of my students are a bit shy even though they are prepared. In this sense, I try to watch their reaction. If they are not very willing to participate or if they are hesitant, I do not insist. But of course, I was not like this at first, I was more insistent because I had a more idealistic attitude, but over time I realised that this did not produce very good results. (Fourth Think-Aloud Protocol – Thursday, May 4, 2023)

This change in Büşra's cognition about student participation can actually be interpreted as a sign that she is progressing by trial and error, which is discussed under the following sub-heading in detail.

4.3.3.3. Trial and Error

Teachers constantly revise their teaching methods through trial and error. Classroom experiences provide important information about the different learning styles and needs of students. Using this information, teachers continually refine their teaching materials and strategies. The process of trial and error gives teachers the opportunity to better understand students' interests and capacities and to adapt their

teaching accordingly. When a teaching method does not produce the expected results or students do not understand it, teachers try different approaches to provide more effective teaching. This process allows teachers to continuously improve themselves and maximise the success of their students. In the case of Büşra, both of the codes ‘classroom dynamics’ and ‘feedback from learners’ co-ordinately showed that she revises her teaching methods and techniques by considering the interests and needs of her students and constantly questions herself in terms of the effectiveness of her teaching approach. In the last interview, she also expressed her satisfaction with being observed by a second set of eyes and made it clear that she is in a process of continuous reflection on her teaching (Fourth Interview – Thursday, May 21, 2023). Moreover, she also shared a specific teaching incident which illustrated her revision of teaching methods and approaches via trial and error in the third interview:

Yes, I was preparing some activities, making lesson plans, but sometimes it didn’t go as well as I had planned. My classes were very crowded, that is, I was teaching in classes of 40 students. For example, I used this application in those classes, but because the class was very crowded, there was chaos and confusion. I thought it would be very enjoyable, I sat down and prepared it with excitement. But what happened? It was different from what I wanted, what I imagined. After that, when it doesn’t work as I want, of course I change the activity I use. (Third Interview – Thursday, April 6, 2023)

Following this incident, Büşra emphasised her past teaching experiences and stated that she used the same activity in several classes and made the necessary changes by taking into account the feedback she received in each class. In addition, during the third interview, she underlined that the findings obtained through trial and error shaped her teaching and concluded that it was inevitable to make use of this strategy at every stage of her teaching (Third Interview – Thursday, April 6, 2023).

4.3.3.4. Idealistic Attitude Towards Teaching

Teaching is one of the professions where idealism finds its strongest and most effective place. Idealism encourages teachers to see themselves as individuals who shape the future and add value to society and a teacher’s idealism is nurtured by his/her belief in students and his/her desire to guide them. Teachers believe in the potential of each student and encourage them to achieve success. Because idealism makes teachers advocates of equality, justice, and human values, idealism in teaching aims both to impart knowledge and to equip students with life skills, such as character development,

empathy, and responsibility. Accordingly, the case of Büşra revealed that she made a significant attempt to turn negative teaching situations into positive ones, support her students academically and increase both their self-esteem and intrinsic motivation because of her idealistic attitude towards teaching. To exemplify, the following excerpt clearly demonstrates that she does not perceive the act of teaching only as profession because she allocates more responsibilities to what she performs:

Actually, something forced me, but these things did not push me back negatively. I mean, I always asked the question “What can I do?” The biggest problem these children had with English was their prejudices. So, I thought, “What can I do to overcome this prejudice?” We organised English theatre performances, song competitions, dance performances. There had never been such events in the history of that school before, and there will not be any after that. Thanks to those events, their prejudices were broken. And, when I did all these things, I was a very new teacher. I made an effort on my own. I opened a language class. I took care of every single student for two years. I am talking about students whose mother tongue was not Turkish, by the way. It was a great honour for me to have a language class and send all twelve of these students to university. While counting so many negativities, let me say it again, I never thought, “These students don't understand anything anyway, they are already prejudiced.” I always asked myself, “What can I do?” (Third Interview – Thursday, April 6, 2023)

As it is quite evident in the extract above, Büşra’s continuous self-questioning helped her to improve herself professionally. Furthermore, because she attached immense importance to the improvement of her student’ intrinsic motivation towards learning English, she always asked reflective questions to her professional self so as to facilitate their learning processes.

All in all, it can be concluded from Büşra’s case that teaching is a profession that has the potential to make positive and lasting changes in students through the power of idealism. Therefore, idealism in teaching should be perceived not only as a passion but also as a source of guidance and inspiration, which hand-in-hand influence what a teacher think, believes, knows, and does.

4.4. The Case of Esra

4.4.1. Prior Language Learning Experiences

Esra’s past language learning experiences have influenced her language teacher cognitions within three dimensions. The first dimension is related to her previous language teachers’ attitudes toward teaching English. The findings illustrated two

distinctive examples of Esra's prior language teachers and it was found that her teaching attitudes, practices, behaviours, and perceptions have been affected by both of them. Besides, a specific finding concerning Esra's prior language learning incident was revealed. Within the sub-heading of 'anti-apprenticeship of observation,' how her previous language learning encounters have taken a place in the formation of her language teacher cognition is discussed comprehensively. Lastly, the results displayed that the personal language learning attributes, especially her intrinsic motivation towards learning English, have had an essential impact on the constitution of her language teacher cognition, which is addressed thoroughly within the last sub-heading under the title of Esra's past language learning experiences.

4.4.1.1. Attitudes of Prior Language Teachers

The attitudes of teachers' prior teachers can profoundly influence their current understanding of teaching. A teacher's experiences and learning methods used during his/her own education period can shape the teaching strategies he/she applies today. For example, if a teacher has observed his/her own teachers adopting an authoritarian attitude, he/she may exhibit a similar approach in his/her current teaching approach. Similarly, the shortcomings or successes of teachers in older models of education may influence the pedagogical understandings of today's teachers. However, these influences can be not only negative but also positive. To exemplify, a previous teacher's adoption of a student-centred approach may encourage today's teachers to approach their students with the same dedication and flexibility. In conclusion, while the attitudes of prior teachers can have a far-reaching influence on current teaching knowledge and practice, the nature and consequences of these influences are complex and varied.

The specific case of Esra, in fact, showed both negative and positive instances. To be more precise, she had a past language teacher who was approaching learners with an unmotivated manner, especially concerning the issue of speaking English. On the one hand, her teacher's unmotivated manner affected the development of her speaking skill in a negative manner but as a professional teacher, she directs a special attention to the improvement of her students' motivation to speak English, as the findings of the real classroom observations illustrated. However, on the other hand, she had another teacher who tried to constantly motivate her and her classmates to

make an attempt to speak English and she took that motivated and dedicated teacher as a positive example in her professional teaching life. The following extract from the first interview provides an introductory explanation about the issue in question, whereas a further clarification is subsequently mentioned:

Our high school teachers were generally demotivated. For example, we had a teacher who never motivated us to speak English or gave us the opportunity to do so. However, I think we were in the 11th grade, a new teacher had come, and he would bring us different resources and encourage us to speak English but unfortunately, if I do not remember wrongly, she was in our class for one or two semesters. (First Interview – Saturday, March 18, 2023)

The above-mentioned excerpt from the first interview clearly shows two different examples of teaching attitudes towards a single subject matter. However, as Esra stated in the third think-aloud protocol (Third Think-Aloud Protocol – Friday, April 7, 2023), she attaches key importance to having her students engaged in her lessons and she can maximise their level of participation and motivation in learning English by ensuring a supportive and motivating classroom environment in which her students feel themselves comfortable to make mistakes while speaking English, which actually represents the completely opposite scenario considering her prior language teachers' attitudes. Therefore, it can be concluded that Esra, as a teacher, devotes the greatest amount of time and effort to the learning process of her students, despite the fact that as a student she was not exposed to very favourable language learning experiences, which directs the attention to the phenomenon of 'anti-apprenticeship of observation.'

4.4.1.2. Anti-Apprenticeship of Observation

Esra's case provides snapshots of the phenomenon of 'anti-apprenticeship of observation' in the context of grammar teaching. She reflects on how much importance she attaches to grammatical structures in her classes, taking into account her grammar learning processes as a language learner. This excerpt recorded in the first interview captures Esra's experiences of grammar learning as a student and her cognition of grammar teaching as a teacher:

I remember being very bored in grammar classes, so I try not to focus too much on grammar in my classes. In this sense, being exposed to too much grammar teaching as a student affected me. In other words, I don't want my students to be bored in my classes, so I don't give too many details about grammar in my classes. (First Interview – Saturday, March 18, 2023)

As it can be understood from this reflection, the negative teaching approaches that Esra experienced as a language learner have affected her current teaching. Even though she was exposed to grammar teaching when she was a language learner, she does not prefer incorporating grammatical components into her teaching routines because she thinks that her students get bored due to the grammar-based activities.

To conclude, it can be argued that the negative learning experiences of language learners can affect current teacher cognition in several ways. Firstly, these experiences may prevent teachers from developing a student-centred and responsive approach. Negative experiences may reduce teachers' sensitivity in understanding students' needs and providing them with appropriate learning environments. It can also make it difficult for teachers to recognise language learners' different learning styles and develop a variety of teaching strategies. Such experiences may lead to teachers' prejudices and stereotypes, and thus to low expectations towards language learners. Consequently, negative learning experiences may affect teachers' professional development and prevent them from implementing effective teaching strategies for language learners. Therefore, in order to understand and support language learners' experiences, it is important for teachers to adopt an approach that focuses on sensitivity and the learning process.

4.4.1.3. Personal Language Learning Attributes: Intrinsic Motivation

Right after sharing her experiences in terms of grammar teaching and learning, Esra noted that she liked to learn English on her own, which in turn eliminated the teacher-related problems she was encountering in her individual process of language learning:

For example, I had English reading books, exam preparation books, but I didn't read the books because I had to, so doing homework, studying, doing English activities, or doing anything to learn English was a pleasure for me. I also liked watching English TV series on TV, and even though I find it risky to watch a TV series or a film now, because sometimes you may encounter sensitive content, I like to show short videos to students. (First Interview – Saturday, March 18, 2023)

Esra further put a fundamental emphasis on her “inner motivation” to learn English and its significant importance in the process of language learning, pointing out that teachers cannot force students to acquire an L2 if their students do not want to learn it intrinsically ((First Interview – Saturday, March 18, 2023). Moreover, she directed a

close attention to her capability of learning English throughout the first interview and stated that she did not have any difficulty in learning English thanks to her natural talent. Esra's self-confident demeanour actually coincides with the attitudes of the students at the school where she is currently working. To put it more clearly, the students at the school where she is currently teaching are gifted and talented children who are entitled to study there as a result of an exam. In all four classroom observations, it was clearly noticed that the students were quite self-confident. Although the working hours are rather different from normal schools—students come to this school after 3 pm on weekdays and all day on weekends after they finish their classes at their main schools—Esra stated that she enjoyed working at this school and did not experience any problems in terms of working hours. As a result, the fact that she continues to work in this institution despite working in a school with highly variable working hours and interacting with a more 'influential' group of students and parents compared to other public schools can be explained by the fact that Esra sees the reflections of her self-confidence as a language student in her current students (Third Think-Aloud Protocol – Friday, April 7, 2023).

As a result, considering also Esra's self-reflections about her own learning experiences and her cognition as a teacher, it was observed that the intrinsic motivation she had as a student facilitated and made the language learning process easier and more enjoyable, and it was concluded that this motivation was important for the formation and development of Esra's language teacher cognition in terms of making sense of and shaping the learning processes of her current students.

4.4.2. Undergraduate Education Experiences

The findings obtained regarding Esra's undergraduate education process share similarities with the results reported in the cases of Asya and Büşra. Esra, like Asya and Büşra, emphasised that the practice-based knowledge she acquired during her undergraduate education could not actually gain a realistic place in the real classroom environment and stated that this incongruity affected her language teacher cognition, that is, what she thought, believed, knew and what she did as a result of these. In addition, in light of the findings, it was found that the micro-teaching experiences that Esra was exposed to in her undergraduate education had an impact on her language teacher cognition. Besides, the analysis also showed that the teaching agenda of her

professors in her undergraduate education had a slight effect on Esra's language teacher cognition.

4.4.2.1. Utopian Mismatch

As it was explained before in the methodology section, the second interview was designed to shed light on the participants' undergraduate education process and experiences, whereas the third interview focused on their professional teaching experiences. Thus, it was expected that the data regarding the association between the undergraduate education and current teaching practices would be mentioned during the second interview because specific questions were addressed to the participants to comprehend their opinions and perceptions concerning the link between what they have gained as a prospective teacher and what they are performing as a professional teacher. However, Esra prefer emphasising the relationship between her present teaching activities and behaviours and undergraduate education process within the third interview, noting that her undergraduate education had a weak impact on what they think and do as a practising teacher. The following excerpt demonstrates her dilemma that she experienced in terms of using the course book provided by the Ministry of National Education:

Our education is very idealised, but when we come to the real environment, real teaching environment, we see that nothing is idealised. And, for example I mentioned that in our course book evaluation class at the university, our teachers said that we could not evaluate the book provided by the Ministry. It was not meeting our needs and we didn't evaluate this book in the university years but then next year you're a teacher and you should use that book and you don't have a choice like "Ohh, you have a booklet and choose whichever book you want." I would choose the Oxford book and its graded readers, but they would say "That's not your choice. You have to use that, yeah. Unfortunately." So, you have no other choice but to use that course book and you realise that the course book is all you have. Actually, if you want to do something else, it's all your effort to do a different activity. And for example, in my first teaching year I had 32 hours of classes, and it was too much for a new teacher and very tiring, I guess. (Third Interview – Tuesday, April 11, 2023)

It is quite apparent that Esra was obliged to use the course book given by the Ministry of National Education although she was not given an opportunity to evaluate or at least see it within the course of course book evaluation during her undergraduate education. To put it differently, as a novice teacher, she had to use a course book which she had not seen before despite the fact that she had a chance of evaluating it as a

teacher candidate. She further explained the mismatch between what she was taught during her undergraduate education and what she has been experiencing as a practitioner in real classrooms as follows:

Actually, for example, we were taught that language teaching should be very natural, not filtered, not grammar based. We should use language as naturally as possible. We should use not targeted forms only, but language as a whole. Students learn this language as a whole but when you go to class and you try to do this and you try to speak only English and just expect students to learn from that, you get that that's not gonna work. It's very hard for them because students hear English just from you. Yeah, I don't think it's possible to expect this to work because there are two, three or four hours of English classes a week. It's very hard I can say and I learnt that the language input should be according to their level and it should go form by form, which is how it's gonna work. For example, we learned that we should focus on functions, not just forms. For example, not teaching past simple tense, but teach talking about past. But they don't know how to express themselves, and it's very hard to make them to do so without not just focusing on one form. For example, among the sixth graders, there are some students they are very confident in speaking, and they make a lot of errors, but they have this confidence, and they just speak fluently but have lots of errors. But others are not so, and they are more focused on "What should I say? How should I say it?" I don't know what to say, and they feel more confident if they have some language structures in front of them. (Third Interview – Tuesday, April 11, 2023)

At this point, a special attention should be devoted to the issue of teaching language structures because it was mentioned in the sub-heading 'apprenticeship of observation' that Esra prefers not incorporating grammatical elements into her teaching since she thinks excessive focus on grammar can make her students bored. Nonetheless, it was also observed throughout all four classroom observations that she gave an emphasis on certain chunks or sentence structures in her lessons if her students had a difficulty in forming an expression. Therefore, to ensure a clarity concerning her cognition of grammar teaching, the following excerpt taken from the first think-aloud protocol needs to be comprehended:

I don't use the blackboard all the time. I mean, in their own schools, things can be formulated and written on the blackboard. At the science and art centre, I write the structures that they can confuse on the board if I deem it necessary. (First Think-Aloud Protocol – Wednesday, March 22, 2023)

To conclude, based on the above-mentioned extracts given within the current sub-heading as well as the aforementioned excerpts concerning the issue of grammar teaching, it can be suggested that even though Esra has been affected by her negative grammar learning experiences and tries to eliminate the inclusion of grammar-oriented

activities in her teaching, she also attempts to create a secure environment for her students and writing certain chunks or structures on the board as clues to speak in front of the class is one of her strategies that she adopts to create a supportive classroom context. Hence, it can be deduced that despite having unpleasant memories in terms of being exposed to grammatical structures when learning English, she may prefer making use of them because she does not believe in the effectiveness of the idealised learning context that was taught in her undergraduate education (Third Interview – Tuesday, April 11, 2023).

4.4.2.2. Micro-Teaching Experiences

During undergraduate education, pre-service teachers usually encounter micro-teaching experiences. These experiences both play an important role for individuals preparing to enter the teaching profession and provide them with the opportunity to practice their teaching skills in the classroom even though it may sound artificial. Besides, the micro-teaching experiences serve as a platform not only for teaching practice but also for increasing pre-service teachers' awareness of teaching and learning processes. Thus, micro-teaching experiences during the undergraduate education process seem to play an important role in shaping teachers' core teacher cognitions regarding pedagogical knowledge, student-centred approach, and classroom management because these entry-level experiences deepen pre-service teachers' teaching practices and pedagogical understandings, preparing them for their future teaching careers.

Esra's micro-teaching experiences also reflect the argument that she benefitted from the micro-teaching practices during her undergraduate education, but she found a completely different scenario when she was first appointed as a teacher and started working in a state school. The following extract implies her confusion concerning what she experienced within the micro-teaching practices and what was apparent in the real classroom setting:

During micro-teaching practices, we are actually teaching any subject in idealised environments. In other words, when we think about it, they are actually not very effective because our peers pretend to be students, but in fact they are not. Therefore, when I was first appointed, I questioned the necessity and validity of those practices. (Third Interview – Tuesday, April 11, 2023).

In the second think-aloud protocol (Thursday, March 30, 2023), Esra referred to teaching language structures by providing contexts and stated that although she experienced teaching language in meaningful contexts during her micro-teaching experiences, providing a meaningful context via presenting a story or a dialogue may not be possible and realistic in real classrooms, especially considering that she works at a very busy pace and teaches students at very different levels. In this connection, it can be deduced that even though the micro-teaching experiences that pre-service teachers collect during their undergraduate education can be useful for the improvement of their pedagogical content knowledge and subject matter knowledge as a prospective teacher, these experiences may not find an objective and robust place when the prospective teachers start their teaching career as a professional teacher at real classrooms. Nevertheless, the micro-teaching experiences require utmost attention because they can give critical clues regarding a teacher's teaching habits or routines.

4.4.2.3. Influence of Academics

Although Esra experienced learning English at a variety of contexts and was exposed to varied language teachers, she did not define any of her prior language teachers as a role model and inspiring prominent figure for her professional development. However, in the second interview, she mentioned two of her professors as an impressive role model who showed a different and innovative teaching approach:

We had a teacher who gave us phonetic and contextual grammar. courses He was very methodological and—How can I say?—very disciplined. Maybe because I liked his lessons too much, I also like now linguistic and phonetics so much. He affected me positively and also like I said, teaching English with literature teacher was very open to different ideas and encouraged us to do different things. For example, we should prepare a short movie for his class. It was a great, for example, different experience for all of us. (Second Interview – Saturday, March 18, 2023)

Based on Esra's statement, it can be inferred that in addition to the teachers she was exposed to as a language learner, the academics who taught her during her undergraduate education also affected her cognition first as a candidate teacher and then as a professional teacher. She explicitly stated that she was influenced by the methodological attitude and discipline of her teacher who taught phonetics and contextual grammar. She was also influenced by another lecturer's inclusion of novel practices in his lessons. Esra's endeavour to use different and innovative materials, which was recorded in the third lesson observation and then expressed in the third

think-aloud protocol, can be explained by this attitude that she was exposed to in her undergraduate education and experienced as a ‘third eye.’ The intrinsic motivation she expressed in this context and the statement that she was influenced by the academic agenda of her university lecturer also support this inference.

4.4.3. Professional Teaching Experiences

Esra’s case is comparable to the cases of Asya and Büşra discussed earlier in terms of professional teacher experiences. However, the case of Esra revealed a different code which comprises the changes in her teaching methods and techniques because of the factors in her varied teaching environments that influenced her teaching approach, understanding and ultimately her cognition. In the following sub-headings, the findings related to Esra’s professional teaching experiences’ impacts on her teacher cognition are addressed extensively.

4.4.3.1. Classroom Dynamics

The effects of classroom dynamics on teachers’ classroom practices, attitudes, behaviours and ultimately cognition have been discussed in detail in the previous cases. Both Asya’s and Büşra’s cases revealed that classroom dynamics are highly variable and that this variability and dynamism can significantly influence and shape teachers’ decisions and teaching approaches. In the same vein, Esra’s case also demonstrated that classroom dynamics play a role in shaping the language teacher’s cognition.

In fact, as it was mentioned before, Esra’s school is a school that admits students after an exam and where gifted and talented students are educated. Therefore, it can be expected that the levels of the students overlap with each other. However, as a result of the four lesson observations, it was found out that the number of students was quite limited, and the small number of students demonstrated the learning and personality differences among the students in a more striking way. Esra also mentioned this situation in both the third and fourth think-aloud protocols (Friday, April 7, 2023; Friday, May 5, 2023) and stated that the self-confident attitudes of the students also affected the flow of her lessons. Moreover, based on the self-reflections obtained, it was concluded that Esra has valued classroom dynamics at every stage of her profession and revises her teaching ways, methods, and approaches by taking

classroom dynamics into consideration. In this respect, it would be appropriate to emphasise the effects of classroom dynamics on teachers' cognition because in all three cases discussed so far, it has been observed that teachers attach utmost importance to classroom dynamics and it has been clearly seen that they shape what they think, believe, know, and practice in order to ensure maximum learning by accounting for classroom dynamics.

4.4.3.2. Feedback From Learners

When Esra's case was examined, it was found that she paid more attention to the feedback that she received from her students, especially after she started working at her current institution, the science and art centre. As she noted during both interviews and think-aloud protocols, her current students clearly articulate their demands, which inevitably formulates the teaching attitudes and approaches she adopts in the classroom. The following extract illustrates her point more explicitly:

It [starting to work at the centre of art and science] was actually quite different for me in the first place, so it was a major step for my teaching career. It was already very difficult to establish a teaching routine. Especially my first year at the centre of art and science was quite difficult for me because we didn't use a textbook and I wasn't quite sure how I should teach. There was also a pressure to prepare activities that were different and of a quality that could be presented to the outside. However, this changed over time, and I realised that we didn't need to do that to teach English because it was too time consuming, and they had no content in terms of language output. Then I discovered the role play videos and I thought a lot about how to use them in my classes and I got positive feedback from my students in this sense. And I discovered that my students love these role play activities, they love acting out these dialogues, so they love role playing. Therefore, over time, I started to use such activities frequently. (Third Interview – Tuesday, April 11, 2023)

As it can be inferred from the above-mentioned explanation, when she started working in her current institution, Esra had difficulty in establishing a teaching routine and it took time to clarify her mind in this respect. However, over time, the feedback she received from her students and the insights she gained through trial and error—as she also mentioned in the third think-aloud protocol (Friday, April 7, 2023) and the third interview (Tuesday, April 11, 2023) in the continuation of the comprehensive quotation above—helped her to shape her teacher cognition and reach her best version. In this respect, the role of Esra's trial and error findings in moulding her language teacher cognition will be discussed in the next sub-heading.

4.4.3.3. Trial and Error

Establishing a routine and agenda through trial and error can help teachers plan their teaching processes effectively and respond better to the needs of their students. This approach allows teachers to learn from their experiences in the classroom and continuously improve their pedagogical practices. Routines and agendas are important tools for clarifying teaching objectives, organising lesson plans, and tracking student progress. However, each class and group of students is different, and it can be difficult to create one perfect routine or agenda. A trial-and-error approach enables teachers to test different strategies and identify the most effective ones. In addition, teachers' use of trial-and-error approach in establishing their routines and agendas can contribute to both improving the quality of teaching and supporting teachers' professional development. This process, in turn, allows teachers to review their teaching practices and continuously make improvements. Teacher cognition underpins this process because teachers use their experiences, knowledge, and insights to guide the learning process and try to increase their students' achievement.

In the case of Esra, it was observed that she created her own teaching routines by utilising the trial-and-error approach. As she noted within her self-reflections, she has added many different teaching attitudes and approaches to her agenda so far and reached her current state by experiencing these attitudes and approaches in different teaching environments with different student groups. In this context, the finding that Esra's language teacher cognition was influenced by the teaching attitudes, behaviours and approaches she had developed as a result of the trial-and-error approach emerged both in the first think-aloud protocol (Wednesday, March 22, 2023) and in the third interview (Third Interview – Tuesday, April 11, 2023) where her teaching experiences were discussed. In addition, it was deduced from the findings of Esra's case that the trial-and-error process enriches teacher cognition by increasing teachers' interactions with students and helping them to identify strengths and weaknesses in teaching practice more clearly. Thus, it requires critical attention if the ultimate purpose is to provide a more effective learning environment in which students' achievement can be facilitated.

4.4.3.4. Alteration of Teaching Routines

Changing teaching routines can substantially affect teachers' cognitive processes. The transition from a traditional classroom environment to one in which digital technologies and alternative teaching methods are used more frequently may alter teachers' teaching strategies and ways of thinking and this change may test teachers' adaptability and openness to innovations. The adoption of new technologies and teaching methods may also make a difference to the way teachers process information, i.e., increasing the speed of access to information or encouraging student-centred teaching approaches. However, this process of change can initially cause uncertainty or anxiety in some teachers as well. Nevertheless, by adapting to new methods over time, teachers can develop more effective teaching strategies and enrich students' learning experiences. This process can also emphasise teachers' ability to continuously learn and develop, so that they can prepare both themselves and their students for a better future.

In Esra's specific case, the reason for the change in teaching routines was associated with the change in her teaching environment and the profile of the students she taught. To put it more clearly, after transferring from a normal public school to a science and arts centre, she felt obliged to change her teaching routines because she started to teach English to students at a higher level and she thought that she could get negative feedback from both the school administration and the parents if she did not incorporate innovative or different teaching materials into her lessons. Consequently, this sense of obligation she felt in this regard caused her to revise what she thought, believed, knew, and did as a professional teacher. When Esra's teaching journey is considered from this point of view, it can be clearly recognised that the changing classroom dynamics and the possible negative feedback have resulted in the alteration of her teaching routines, which, in turn, have affected her language teacher cognition. The following self-reflection excerpt illustrates the interactive cycle among classroom dynamics, feedback from learners, parents and school administration, alteration of teacher routines, and language teacher cognition:

When I first came to the science and art centre, I actually had a hard time and I forced myself to do something different. I felt that I needed to do something different because I was faced with students whose levels were better than the students in my previous school, and I thought that I would receive such feedback from the outside. Therefore, I had to change the

practices I had done before, and in fact, at this point, I constantly questioned the effectiveness of what I was doing. (Self-Reflection Report – Week 3)

4.5. The Case of Leyla

4.5.1. Prior Language Learning Experiences

As it was mentioned in the previous sub-heading, Leyla did not accumulate many memories regarding her primary and secondary school years. She also attributed her English learning process to her high school years and stated that she had no prior experience of learning English, even though she had taken 2 or 4 hours of English lessons in both primary and secondary schools. Therefore, all findings presented under the heading ‘prior language learning’ encompass Leyla’s high school education and her individual efforts to learn a language.

4.5.1.1. Influence of Prior Language Teachers

The findings showed that Leyla was highly influenced by the attitudes of her ‘favourite’ English teacher who taught English in high school because she constantly mentioned the teacher during the first interview in which her previous language learning experiences were discussed:

Actually, you can understand. My favourite teacher was my English teacher in high school, as you have already noticed, I am always talking about that teacher, but he really had a great influence on me. Both his attitudes and practices in class motivated me a lot as a student, and I still remember him. (First Interview – Friday, March 10, 2023)

The influence of the high school teacher that Leyla constantly mentioned can be explained by the supportive and safe teaching attitudes and behaviours he adopted in the classroom. However, Leyla was also affected by the fact that her teacher always and only spoke English in the classroom, which she attributed great importance to:

Of course, I had English teachers in primary and secondary school, but I don't remember them much. However, I never forget my English teacher in high school. She always spoke English in class. Even when I was out of class, he used to communicate with me in English, he never spoke Turkish at school. That teacher was a source of inspiration and a role model for me. (First Interview – Friday, March 10, 2023)

During the classroom observations, it was observed that Leyla paid utmost attention to using English in the classroom and attached great importance to this issue. In this context, the fact that she was so attentive to speaking English in the classroom

can be explained by the fact that she was influenced by her high school teacher. The think-aloud protocol conducted immediately after the first classroom observation clearly indicates this point:

Here's the thing... I'm trying to put English into use as much as I can. As much as I can. But of course, there are points that children do not understand or do not know. When I need to make them do something, I first explain it in English. Then I look at the facial expressions of the children. If they really don't seem to understand, I try to explain it using a little Turkish, but if they seem to understand, I continue only in English without interfering too much and without ever returning to Turkish. (First Interview – Friday, March 10, 2023)

In fact, among all the schools observed, Leyla's school can be defined as the school with the weakest student profile. The fact that there is one inclusion student in each class makes the work of the teachers working in that school more difficult and increases their responsibility. Despite this, Leyla's attention to using English in the classroom is an admirable teaching behaviour. In addition, the fact that she continued to use English in the classroom even though she was previously reported for speaking English in the classroom when she was working in a different institution can be explained by her admiration for her high school teacher. Leyla touched upon this issue in the second think-aloud protocol:

I mean, what I want to express is that the class size was quite low this week due to the snow, some students were absent, and some of the fifth graders have learning difficulties. Even though this is the case, when I speak full English in the classroom, the children are not allowed to speak Turkish. For example, in such moments, I give homework as a small punishment if they accidentally speak Turkish. My students are aware of this, and they warn each other when they speak Turkish. They also warn each other when they speak Turkish even among themselves. By the way, in my previous school, I was reported for speaking English all the time. But despite this, I continue to speak English in my classes because I believe that the use of English is very important. (Second Think-Aloud Protocol – Friday, March 31, 2023)

To conclude, all the extracts above clearly display Leyla's cognition about second language use in the classroom. Considering the attitude of her high school teacher who "impressed her a lot" (First Interview – Friday, March 10, 2023) towards using English within the school boundaries, it would be quite reasonable to conclude that prior language teachers influence teachers' cognition.

4.5.1.2. Apprenticeship of Observation

In the three cases that preceded by Leyla's case, the phenomenon of 'apprenticeship of observation' and its impact on language teacher cognition were already presented. In the case of Leyla, the influence of her past learning experiences on her cognition was also explicitly recognised. The excerpt below is a robust explanation that exemplifies the relationship between apprenticeship of observation and language teacher cognition:

I remember some methods. One of my teachers was a speaking teacher in high school and he always brought his radio to the classroom, and he wanted us to listen to the radio and the tracks of the book, and we always listened to the radio, but we didn't understand anything. But we were still listening to the radio, to the tracks of the book. But, even if we did not understand anything from a track, we were still learning because we were learning the pronunciation of the words by listening. Our teacher also wanted us to play drama in the classroom. I always wanted to play drama in front of the classroom and speak. We were also reading some books. I also want to speak English in all of my classes because they have to learn, and they have to listen to the English language. And, if I don't speak English in the classroom, they cannot hear it from any other places. (First Interview – Friday, March 10, 2023)

As it can be clearly inferred from this extract, both Leyla's past language learning experiences and her current language teacher cognition are heavily centred on L2 use. In addition, as this excerpt suggests, Leyla finds the teaching principles of her high school English teacher to be correct and situated. The fact that she was able to share such positive experiences although the high school she graduated from was a health vocational high school also explains why Leyla was so interested in English that she gave up her nursing profession and took the university exam again.

4.5.1.3. Anti-Apprenticeship of Observation

Until this sub-heading, it has been mentioned that Leyla had relatively positive language learning experiences and these experiences affected teacher cognition in a positive way. However, considering Leyla's primary and secondary school years, which she refrained from sharing, it should be taken into account that there may be positive snapshots as well as experiences that she does not want to remember. To illustrate, during the third think-aloud protocol, she shared an anecdote concerning one of her prior language teachers:

I remember having two or three different English teachers during my primary and secondary school years, but I still do not have many memories of those times. I think our first English class was taught by an old woman. We did not have a very warm relationship. I don't remember her giving me the right to speak, but in the sixth, seventh and eighth grades, another teacher taught English. That woman was actually a woman who got along well with her students and understood them well. I mean, when I had the right to speak, I would respond properly and she would give proper feedback, but once we had a small incident with that teacher. She was teaching the adjective 'lazy,' she gave an example like 'Leyla is lazy' and I was really offended by what she said. Now, if I am going to give an example during the lesson, I do not choose the name of any student from my class for bad examples. (Third Think-Aloud Protocol – Friday, April 7, 2023)

After Leyla shared this negative incident and the impact of it on her current teaching manner, a specific attention was devoted to this issue, namely to what extent she will be able to manage to use a different name while exemplifying a negative expression. Consequently, it was found that she truly made a point of using her students' names to give examples for pleasant expressions, whereas she used unknown names for exemplifying unpleasant expressions or situations.

Leyla also argued that she gave utmost importance to the attitude she adopted towards both her students and parents during and after the lesson. While expressing this point, she referred to one of her prior language teachers and underlined that this teacher adopted a very rude attitude both inside and outside the classroom and that this attitude negatively affected Leyla's motivation to learn English as a language learner. This self-reflection, which was stated by Leyla herself and mirrored in her teaching environment, essentially explains the effect of the learning experiences that a teacher is exposed to as a student on the teacher's self and, of course, on her cognition.

4.5.1.4. Personal Language Learning Attributes

Considering Leyla's high school graduation and her preparation process for the university entrance examination, it can be understood that her language learning process would be quite different from the participants who chose the language department in high school and then received their bachelor's degree in English language teaching. Leyla graduated from a health vocational high school, so she did not complete her high school education in the language department. Subsequently, she prepared for the university entrance examination while working as a nurse and eventually had to manage this process within her own efforts with a more

individualistic approach since she came from a different academic discipline. However, the motivation that led Leyla to pursue her dream of becoming an English teacher, even though she already had a profession, can be explained by the fact that she had a more individualistic learning experience. Although she did not encounter supportive examples in primary and secondary schools, the teacher she met in high school was a source of inspiration for Leyla and the methods and techniques he used shed light on Leyla's language learning process even though she and her teacher went their separate ways. She described her intrinsic motivation and how it affects her teacher cognition as follows:

For example, for a while I always worked as a tourist guide. I worked as a volunteer tourism delegate in the most famous places in Istanbul, for example in Sultan Ahmet, because my only goal was to improve my English and I could achieve this by communicating with tourists. Unfortunately, there may not be such opportunities [in our city], but I still try to motivate my students because I believe that language skills can improve through only practicing. (First Interview – Friday, March 10, 2023)

In addition to nurturing her students' intrinsic motivation to learn English, Leyla also stated that she shares with her students the individual learning methods and practical tips that she herself has used and benefited from in her language learning process, which is demonstrated in the following excerpt:

When I was learning English, I had developed some tactics or methods for myself. For example, when I was learning a word, I used to code it by thinking of a relative who reminded me of its meaning. Now, for example, I explain this tactic to my students, especially to my eighth-grade students who are preparing for the high school exam, because nowadays it is getting harder for children to grasp something. I mean, there are so many distractions and tricks around them, so I think that teaching them a few simple tactics that make their work easier may make the process more attractive. (Fourth Interview – Thursday, May 19, 2023)

Leyla did not share any information about whether her students benefited from these methods and tactics that she shared. However, in her self-reflections, she referred to her own individual language learning story and reported that she thought about the learning routines she had produced as a language learner in the past while creating her teaching plans. This finding confirms that the individual dynamics in Leyla's personal language learning journey may have a critical influence on what she thinks, believes, knows, and accordingly, what she does as a professional teacher.

4.5.2. Undergraduate Education Experiences

Unlike the other participants, Leyla earned her bachelor's degree in English Language and Literature, so it is actually quite difficult to elaborate on her undergraduate education experiences or methodologically based memories she has accumulated. Therefore, the sub-codes under this main theme are relatively limited. However, it can be stated that the pedagogical formation training she completed in the last year of her undergraduate education shaped the findings obtained under the main theme of 'undergraduate education experiences.' At this point, however, it would not be possible to compare this training with the set of courses offered in the Department of English Language Teaching, which aim to increase the pedagogical competences of prospective teachers, because the courses offered in teaching departments have a very comprehensive content and the material, topics, lessons, and resources covered within these courses are meticulously prepared. In this respect, as Leyla stated in the second interview (Thursday, March 16, 2023), the pedagogical formation training process can be described as a one-year certification process in which education courses are presented in an introductory level.

4.5.2.1. Observed Gap Between Theory and Practice

In this sub-heading of the study, Leyla's practical experiences in the light of the theoretical knowledge she acquired during her undergraduate education and the effects of these experiences on her language teacher cognition are discussed. In the APA Dictionary of Psychology (2018), 'theory' is defined as "a principle or body of interrelated principles that purports to explain or predict a number of interrelated phenomena" but Leyla's understanding of 'theory' is slightly different from this definition. To illustrate, Leyla defines the issue of rewarding and punishing students during the lesson as a theory. Obviously, this issue has a theoretical basis, but she explains the issue of rewarding and punishing on the basis of her personal views, not on the basis of the knowledge she acquired during her pedagogical formation education. In this context, she claimed that the theoretical knowledge she acquired during her pedagogical formation education was not consistent and underlined that this inconsistency significantly affected her cognition about the matter of praise and punishment:

I think they [the theories I learnt in my pedagogical formation training] are not entirely realistic. For example, I just want to give a short example, in the university they told us not to punish or reward students. I mean, they said that students can get used to this reward system, but I don't think this is very true or realistic because at every stage of life, even when we die, there is a situation of reward or punishment. I mean, you have received or will receive a punishment as a result of a wrong behaviour, or a reward is waiting for you when you do something good. So, I think there is not a balance between what is theoretically said and what is actually practised because, as I explained, theoretical and practical knowledge are very different from each other. That's why I couldn't apply the theoretical knowledge I learnt at university. (Third Interview – Thursday, April 13, 2023)

As it is apparent in the case of Leyla, the imbalance between theory and practice may affect teachers' cognitive processes and affect the quality of their teaching. On the one hand, receiving an education filled with predominantly theoretical knowledge may not adequately equip prospective teachers with the situations they may encounter in real classroom settings, which can make it challenging for teachers to develop lesson planning and implementation skills in the classroom in accordance with student needs. On the other hand, an education based solely on practical experience may also prevent teachers from understanding pedagogical theories and basing their teaching strategies on a scientific basis. Unless a balanced approach is adopted, it can be quite difficult for teachers to effectively guide students and maximise learning outcomes. Therefore, achieving an appropriate balance between theory and practice in teacher education is vital to optimise teachers' cognitive processes and develop effective teaching practice.

4.5.2.2. Utopian Mismatch

In the previous sub-headings, Leyla's cognition of L2 use has been discussed in detail and it has been underlined that she was influenced by her high school teacher, whom she adopted as a 'role model.' Furthermore, during the real classroom observations, Leyla's cognition of L2 use and the factors affecting this cognition were clearly recognised in her natural environment. Despite Leyla's outstanding attention to the use of English in the classroom, the findings obtained from both the think-aloud protocols and the weekly reflection entries revealed a mismatch between what was offered in the pedagogical formation training process regarding the use of L2 in the classroom environment and what was implemented in the real classroom environment.

To put it in a more detailed and understandable way, during her high school education, Leyla was exposed to an English teacher who constantly spoke English in the school environment. Subsequently, being influenced by that teacher, she worked as a volunteer tourist guide and tourism delegate during her undergraduate education only to improve her speaking skills. In addition, although she received negative feedback from her parents by applying the reward and punishment system, she adopted the full use of English in the classroom as her teaching principle. However, despite all these considerations, she expressed her disappointment regarding the use of English due to the discrepancy between what her university lecturers recommended and what she was able to implement in the classroom as follows:

By the way, recently, I was reported for always speaking English in class and giving students a small punishment if they spoke Turkish. So, I actually attach great importance to speaking English in this class, I have already explained this. What I do exactly matches what was taught and recommended during my pedagogical formation process, but the classroom environment is so different. Sometimes I regret, "I'm trying in vain." (First Think-Aloud Protocol – Thursday, March 23, 2023)

Considering the sense of regret and remorse experienced by Leyla, it can be clearly comprehended how much the imbalance she observed between what she learned as an undergraduate student and what she applied as a teacher affected her teaching behaviours and perceptions. Therefore, while focusing on teacher cognition, it is very essential to take into account the undergraduate education process in order to comprehensively understand all the dimensions that constitute teacher cognition.

4.5.3. Professional Teaching Experiences

Professional teaching experiences can have a deep impact on teachers' cognition. These experiences increase teachers' pedagogical knowledge, develop their classroom management skills, shape the teaching approaches and techniques they utilise, and thereby contribute to their students' learning success. The case of Leyla also displayed that her professional teaching experiences have had a critical impact on the formation of her language teacher cognition from several perspectives. However, because Leyla is a novice teacher with only 3 years of teaching experience, clarifying the dimensions of her language teacher cognition in relation to her professional teaching experiences can be relatively difficult. Nonetheless, the aim adopted within

the following sub-headings is to shed light on to what extent her professional teaching experiences have influenced Leyla's teacher cognition.

4.5.3.1. Classroom Dynamics

The first factor that has an effect on Leyla's language cognition is associated with the classroom setting, namely the dynamics evident in the classroom environment. Because as a novice teacher, she has to teach at various schools, such as village schools and schools located in the city centre, her teaching attitudes, practices, and behaviours have also revealed alterations and differences. To exemplify, on the way to the third classroom observation, a fight between two students was witnessed. While going to the classroom for her lesson, Leyla noticed that two students were fighting and intervened immediately to calm and separate the students. After stabilising the students, she started her lesson. In the think-aloud protocol conducted immediately after the lesson, Leyla explained this situation as follows:

In our school there are constantly arguments between these two different groups. I mean, some of our students are from this city and some of them have migrated here from another city. Those who migrated here are actually our students who had to come here because of the earthquakes of 6 February. So, we need to understand them too, because suddenly their whole lives and routines have changed. Our students who are from this city are also friendly, but for some reasons these two groups could not get along, especially the male students. I am actually a teacher who tries to establish good relations with the students, but I also want there to be a line between us. However, I had to intervene in such a situation because there was no school principal or a substitute fellow teacher nearby. (Second Think-Aloud Protocol – Friday, March 31, 2023)

As Leyla also mentioned in her last interview (Fourth Interview – Thursday, May 19, 2023), students' behaviours were very variable, and this changeable structure also shaped her teaching attitudes and practices. In addition, she stated that the relationships between students affected the classroom environment as well. Based on this statement, it can be concluded that classroom dynamics affect teachers' ideas, interpretations, approaches, practices as well as cognition because in Leyla's case, the impact of a school with different dynamics on her teaching attitudes and practices was clearly observed during the classroom observations and confirmed during the interviews and the think-aloud protocols.

4.5.3.2. Feedback From Learners

When Leyla's professional teaching experiences were analysed, it was found that she gave utmost importance to the feedback she received from her students. The fact that she attaches such importance to the feedback provided by her students may be related to the fact that she is a new teacher. In addition, since she was not comprehensively exposed to micro-teaching or internship practices during her undergraduate education, she may have attached so much importance to her students' interpretations. In the third interview, for instance, she clarified how she altered her teaching routines taking into account the feedback coming from her students:

Sure, my teaching practices might have changed because of my students. I mean, they can change my mind. The students can give you clues about where to go, how to go, what to do, so you may have to change your routines according to your students. (Third Interview – Thursday, April 13, 2023)

Besides, as she noted in her self-reflection reports, she feels herself obliged to modify her way of teaching taking the varied nature of her classes. More precisely, as it was mentioned previously, there are some students having learning difficulties in the village school where the real classroom observations were also conducted and the teachers at this school are expected to provide teaching assistance to the students with learning difficulties, even though it is not their responsibility. Therefore, Leyla both support these students outside the classroom environment and alter her teaching practices in accordance with the feedback taken from the students. The following excerpt demonstrates how feedback received from the learners influences Leyla's teacher cognition:

In the lesson you can understand that your students cannot understand this topic and all the efforts you give may not working, so you may have to change the activity. Among my lessons, of course, I faced with this problem. I can understand that students do not understand the topic and I'm changing the activity or my teaching method, actually I am changing my mind. It's a possible problem. It can happen all the time. (Third Interview – Thursday, April 13, 2023)

In a situation like Leyla's experience, where students' feedback forces the teacher to change planned activities, his/her teacher cognition is naturally affected because the students' feedback may require adjusting lesson content and teaching strategies to better respond to their learning needs. However, once the teacher interacts with the learners and evaluates their reactions, he/she can develop new approaches to make the

teaching process more effective. Thus, it can be deduced that student feedback allows the language teacher to improve his/her pedagogical practices and develop students' language skills more effectively.

4.5.3.3. Technology Orientation

The impact of technology on language teacher cognition has become more evident, especially during the pandemic period. Teachers have had to move away from traditional classroom environments and switch to online platforms. In this process, the need to use technological tools has become a new necessity for teachers. However, this change has also brought many opportunities. Technology has enabled language teachers to present teaching materials more effectively, interact with students via different tools and diversify learning experiences. For example, as clarified in Leyla's extract below, teachers had to learn online applications, such as Zoom, and this situation enabled teachers to develop their digital skills while strengthening their adaptation skills.

In fact, my first term of appointment coincides with the pandemic period. At that time, as you know, online education was given. At first, I was not even aware of the Zoom application, for example, and I did not know how to use it, but of course I got used to it and learnt it over time. Since the language of the application, that is, the interface is in English, I did not have any difficulty. (Third Interview – Thursday, April 13, 2023)

Leyla also noted in her self-reflection reports that the use of technological instruments helped her to get improved professionally because she was able to get access to several tools and applications, via which she could become more aware of teaching methods and activities. Hence, it can be implied that the impact of technology on language teacher cognition has the potential to provide teachers with more diverse and effective teaching experiences while making the learning process more flexible and productive. To conclude, it would be appropriate to emphasise that the use of technology in language teaching has an important role in terms of student achievement and teaching quality.

4.6. The Case of Parla

4.6.1. Prior Language Learning Experiences

Parla's educational journey began at a public primary school, followed by a one-year experience at a private school. She, then, attended an English-medium

secondary school, and after that school, she enrolled in a high school, which was recognised as a high-quality high school in her city. The fact she attended different schools also diversified her language learning experiences, which in turn made a varied impact on the formation of her language teacher cognition. To illustrate, her prior language teachers influenced her cognitions from a variety of perspectives and for a variety of reasons, ranging from their support to their characteristics. Besides, previous language learning incidents were also found to be effective in shaping her language teacher cognition. Furthermore, Parla's personal language learning efforts also exerted a far-reaching impact on her language teacher cognition. The following sub-headings subsequently attempt to throw light on to what extent Parla's past language learning experiences have influenced the multidimensional nature of her language teacher cognition.

4.6.1.1. Influence of Prior Language Teachers

Teachers, as an essentially important part of educational life, play a vital role in the development of students' wisdom, knowledge, and character. Teachers' teaching styles, personalities and behaviours can deeply influence their students and shape their future teaching practice. Parla's reflection below, whilst assessing the impact of prior teachers on teacher cognition, makes clear the complexity of this interaction.

When I think about it, I don't have a teacher that I exactly copy. However, I have teachers that I have been inspired by. I mean, I take the positive characteristics of my past teachers and think, "I need to be such a teacher." For example, if a teacher has a good relationship with his/her students, I try to keep my communication with my students good and healthy by thinking about those moments, or if my teacher is a competent teacher in terms of conveying the content, I pay attention to my teaching methods by thinking about him/her. I mentioned my bad teachers before, I think about them, of course, but I always think, "I should not be like them." I do not want to carry their negative characteristics. I mean, of course, I don't want to be like them. (Fourth Interview – Wednesday, May 21, 2023)

From Parla's remarks above, it can be inferred that prior teachers have a profound effect on an individual's learning experience and understanding of teaching. More precisely, the inspiration, confidence, and guidance that 'good' teachers offer to students positively affect their learning process by increasing their self-confidence, which in turn has a favourable impact on their professional lives. In other words, these positive characteristics can be integrated into the future teaching practice of current students, helping them to connect more meaningfully with their students. However,

bad experiences are equally important. Negative examples of prior ‘bad’ teachers can help teachers to understand what mistakes should be avoided in their future teaching practices. It is therefore worth learning from these mistakes in order to better respond to students’ needs and to create a more robust learning environment.

In addition to the characteristic teaching practices and personality traits of the teachers, Parla also touched upon the physical characteristics of the teachers and in this context, she underlined that one of the English teachers in her high school had a speech problem and this discomfort negatively affected the teaching process (First Interview – Wednesday, March 8, 2023). In relation to this, she stated that she paid utmost attention to her pronunciation while teaching in her current classes. This issue provides a clue to the extent to which prior teachers can affect the cognition of current teachers.

Parla also extensively elaborated on the support of her prior language teachers. Her teachers’ supporting comments motivated her as a language learner, supported her academic development in a positive way and shaped her current teaching experiences. The following extract expresses Parla’s insights into this issue:

In fact, the main teacher who influenced my career was my teacher named H**** B****. I mean, I normally did not have the idea of studying English language teaching in my mind, but that teacher supported me by saying “You can do it, you will be a very good teacher.” Apart from that, my high school teacher supported me positively and helped me to discover my talent for English. In fact, high school is a time when people try to get to know themselves, so I find it very valuable for teachers to help their students get to know themselves. For example, I had the following experience with that teacher. During the lesson, an unknown word was mentioned, and it was a bit extreme word. Only I knew that word, it was the word ‘handlebar.’ After that, my teacher motivated me a lot. She said, “How can you know that word? It is a very difficult word. You can be an English teacher.” and supported me all the time. So, my past teachers influenced me not only in terms of teaching techniques and methods, but also in terms of motivating and supporting me. I think this is very valuable. I mean, I think an English teacher should also try to increase his/her students’ motivation to learn a language. (First Interview – Wednesday, March 8, 2023)

During the classroom observations, it was observed that Parla adopted a supportive and motivating attitude. In the first think-aloud protocol (Friday, March 24, 2023), she also touched upon this issue and stated that although she had a very large group of students, she knew the names of each one of her students—she even asked which name they preferred for those with two names and endeavoured to use the name they

preferred. She underlined that this sincere and supportive attitude she adopted had a rather optimising effect on her students and that she experienced a productive teaching process, which corroborates the network of positive relationships Parla experienced as a language learner. In this respect, it can be inferred that the experiences accumulated as a language learner can have diverse and intensive effects on the cognition of current teachers.

4.6.1.2. Apprenticeship of Observation

In relation to the concept of ‘apprenticeship of observation,’ Parla touched upon two points. The first of these is the extracurricular activities she has experienced in the past. To put it more clearly, she defined a “good teacher” as a teacher who “sticks to the curriculum and completes the topics planned to be covered in the curriculum on time” (First Interview – Wednesday, March 8, 2023). However, she stated that during the language learning process, some of her teachers sometimes made her watch movies or do activities with songs, though such activities were not included in the curriculum, and that these experiences increased her motivation to learn English a lot. Correspondingly, within the first week self-reflection report, it was seen that she and her students watched a movie all together. She further explained the reason why she wanted to incorporate a movie-watching activity into her lessons as follows:

This week was a rough one because I was extremely ill at the beginning and couldn’t use my voice properly. I wasn’t able to attend half of the Monday and all Tuesday, but I could go Thursday, Friday, and Saturday. So, I want to use this negativity for my advantage. I gave them more opportunity to read texts aloud. In times of these even if they are shy to read, they want to help you because your sound is off and maybe somehow, they feel a necessity for it. But it was challenging with 8th graders because I have to explain most of the questions/solutions. Besides, for this week we were planning to see some movies for the 5th graders (because of their curriculum) and the 6th and 7th graders because I promise them. Sometimes changing environment is an evolving thing if there is a boredom. They were full of life after I told them we go to the cinema room. (Our school has a little cinema room.) So, with the 5th and 6th grades we watched “Zootopia” and with the 7th grades “How to Train Your Dragon - Hidden World.” I remind them trying to catch familiar dialogues while watching. That event was positive mostly but in one of our 6th grades we couldn’t go to cinema room because our lessons overlapped with others, so they disappointed even though we watched it on the smartboard. So, I thought how ungrateful they are for the opportunities they have that we can’t even imagine in our studenthood. (Self-Reflection Report – Week 1)

As it is apparent in the self-reflection extract above, Parla makes a substantial effort to eliminate the negative incidents in her teaching context and try to utilise a variety of strategies to achieve this. Because she thinks that she can facilitate her students' English learning motivation, she attempts to make use of innovative activities. Her students' reactions towards the movie-watching activity supported the idea that such activities can make the learning environment more favourable from the students' perspectives. Besides, as she argued in the first interview (First Interview – Wednesday, March 8, 2023), she used to look forward to different activities when she was a language learner, and for this reason, as a professional English teacher, she tries to make some instant changes in her way of teaching to facilitate her students' learning processes.

Parla also mentioned a different encounter, which clearly exemplifies how prior language learning experiences can shape teachers' current teaching practices, perceptions, and behaviours, namely their teacher cognition:

A teacher of mine taught a pantomime class, I will never forget that. In other words, he explained a text in English using gestures and facial expressions. I enjoyed it very much. Then one day, while I was preparing material for class, I came across that story, and then I realised that it was actually a joke. In fact, our teacher conveyed those feelings to us very well. After I found that text, I implemented the same pantomime in my classes. My students really enjoyed it too. (First Interview – Wednesday, March 8, 2023)

The excerpt above gives a crucial clue concerning the impact of previous learning impressions on a practicing teacher's teaching practices and perceptions. In the specific case of Parla, it was also found that she has been influenced by one of her past language learning encounters and make use of it in her teaching because she holds the view that it can result in positive outcomes in terms of learning English.

All in all, based on the explanations and Parla's reflections, it can be deduced that Parla's past language learning incidents, impressions, and experiences have influenced her language teacher cognition. Hence, it is of great importance to throw a comprehensive light on the notion of 'apprenticeship of observation' in examining the dimensions of teacher cognition.

4.6.1.3. Anti-Apprenticeship of Observation

The importance of student experiences in shaping teaching practice is indisputable. These experiences can influence teachers' attitudes, expectations, and

teaching approaches. However, the concept of ‘anti-apprenticeship of observation’ emphasises the negative implications of student experiences. In this context, it is important to understand how students’ negative experiences are reflected in their future teaching practices. The teaching attitudes she experienced during and after her secondary school projects exemplify the phenomenon of ‘anti-apprenticeship of observation’ within the specific case of Parla:

After the fifth grade, that is, in the preparatory class, we used to do many projects. I used to work really hard on the projects, put a lot of effort and work diligently. However, no matter what I did, I had a teacher who always gave me three points. In other words, each of my projects was different from each other in my eyes and it was not possible to give the same score to all of them. There was no feedback or anything like that. Now I think as a teacher, of course, it might not have been possible to give feedback to such a large number of students, but I still think it is very important to adopt a fair attitude in teaching because students can immediately perceive anything done or not done personally, even if we do not notice it. (First Interview – Wednesday, March 8, 2023)

In the case described in the excerpt, although Parla thought that she had done good work by making an effort, her teacher consistently gave her low grades and did not provide feedback, which led to the development of negative feelings on her side. This experience has moulded Parla’s perceptions and attitudes towards her teaching practice and, as it was reflected in her classroom observations, she has become more sensitive to providing her students with fair assessment and creating a supportive learning environment with positive feedback.

As a result, it can be concluded that the experiences gained as a language learner play an important role in the construction of teaching practice. In this respect, the concept of ‘anti-apprenticeship of observation’ also emphasises the negative effects of student experiences and reveals how these experiences can affect future teaching practices. In Parla’s case, her negative experiences led her to pay more attention to issues of fairness, evaluation, and feedback in her teaching practices. Therefore, it is of utmost importance for teachers to understand their own learning experiences in order to shape their future teaching practices in a more conscious way.

4.6.1.4. Personal Language Learning Attributes

The personal language attributes that a student has specifically within the context of his/her learning experiences can play a decisive role in shaping his/her future teaching career. In Parla’s case, the role of her personal language characteristics

in shaping her own teaching practices, attitudes and ideas is quite evident. Parla's intense curiosity about language learning is an important factor shaping her decision to become a language teacher. At the same time, her language learning experiences determined her motivation and attitude towards language teaching. In addition, Parla's initiative to open a language class with her friends revealed her language teaching abilities and leadership qualities and increased her interest in the teaching profession. The following extract taken from the first interview conducted with Parla demonstrates to what extent her personal language learning attributes affected her teacher cognition:

At that time, for example, I used to watch some English-language channels on television or listen to songs and I wanted to understand and make sense of what was being expressed in those channels. Then, when I was a child, the Kosovo War and the Iraq War broke out. Especially after the Iraq War, I realised this: "There are people who do not speak the same language and they can communicate through a common language." It was actually like an enlightenment. And of course, in high school, my friends had attempted to open a language class. They had a slogan: "There is life in language [in the language department]". I was actually thinking of a verbal department like sociology, but I can say that the intense curiosity I felt combined with this slogan made me decide to become an English teacher. I still try to keep that sense of curiosity alive, and I try to instil it in my students because when they realise that it is something that is really needed, they will be able to learn English more easily. (First Interview – Wednesday, March 8, 2023)

Parla's personal experience shows the influence of personal language characteristics and learning experiences on a teacher's teaching practices. Accordingly, it would be appropriate to infer that a teacher's curiosity about language learning and language learning attributes can, as a whole, shape his/her own teaching style, while at the same time they can enhance his/her competence in providing better guidance to his/her students. Therefore, teachers should pay utmost attention to understanding their personal language characteristics and learning experiences because making sense of their characteristics as learners can help them develop their teaching practices more consciously and explore their teacher cognitions.

4.6.2. Undergraduate Education Experiences

While referring to her undergraduate education, Parla gave positive examples in general, but she repeatedly mentioned the existence of certain points that had never been emphasised in her undergraduate education. According to Parla, these deficiencies are more practice-orientated and the fact that she lacked this practical

knowledge challenged Parla especially when she started to work and led her to question her professional competences. In this section of the study, it will be tried to shed light on the extent to which Parla's experiences during her undergraduate education affected her cognition as a language teacher.

4.6.2.1. Lack of Practical Knowledge

While describing her undergraduate education and the experiences she gained in this process, Parla constantly emphasised and underlined many times that the practical knowledge in undergraduate education was not based on realistic foundations. To put it more clearly, Parla stated that she had learnt about the 'e-school' system, which is a part of today's teaching system, after she started teaching and emphasised that it was quite meaningless to have graduated as an English teacher without learning this system properly. Likewise, she also noted that sufficient practical knowledge in terms of classroom management was not provided in her undergraduate education and only the theoretical framework was given in this context, which was quite challenging for her as a 'novice' teacher. She provides the following explanations to clarify the problems she has encountered due to the lack of practical knowledge and to throw light on how this lack has influenced her teacher cognition:

I really had a hard time when I first started working. I said, "This wasn't shown to us. I didn't learn this." You don't have any difficulty in teaching—I mean, when I started teaching, I experienced this in my whole teaching life—teaching English, conveying the subject. You have no difficulty in method and technique. You have difficulty in the practical side of the job. For example, you have difficulty in classroom management. You have difficulties in communicating with parents and students. You have difficulties in bureaucracy. I mean, I have not experienced all the difficulties in teaching English. There is no problem in that regard. I have experienced all the difficulties more in the social, economic, and family dimension, so in fact, the difficulties are related to these, and no method, technique or theory works at this point. Only facts work. (Third Interview – Wednesday, April 5, 2023)

As shown in the extract above, although Parla considered herself academically adequate and competent as a teacher, she experienced some communication-based problems in terms of practice. She also mentioned these difficulties she experienced in her self-reflection diaries and noted that what she experienced necessarily changed her. In addition, she stated in many parts of her self-reflection notes that she wished she

had graduated equipped with this practical knowledge when she received her bachelor's degree.

In this context, in the light of the findings obtained from Parla's case, it would be appropriate to describe the term 'practical knowledge' as practice-based knowledge within the context of the present study. This term may stand for knowledge derived from one's experiences, direct observations and expertise and is expected to be gained through real world experiences rather than academic training or theoretical knowledge. In the case of Parla, it was found that she truly needed 'practical knowledge' especially when beginning her teaching career because of the deficiencies caused by her undergraduate education. More importantly, the findings also revealed that this lack of practical knowledge resulted in obligatory modifications in her teacher cognition. To illustrate, in the very beginning of her teaching career, she adopted a rather idealistic attitude and was in the opinion that she knew everything that would need throughout her teaching journey. However, over time, she realised that it was impossible to include a content related to all the incidents that a practising teacher may experience in real classrooms. Thus, she has changed her mind and thanks to her helpful colleagues and parents, who are teachers as well, she could manage to overcome the difficulties associated with the lack of practical knowledge.

4.6.2.2. Utopian Mismatch

In the third interview, Parla shared an encounter in which one of her students helped her to use an online tool. Because she was thinking that she needed to be the most knowledgeable person in the classroom, she felt a sense of disappointment and concern in terms of her competencies as a professional teacher:

Once, probably when I had just started working, the deputy director told me that I had to enter the grades into the e-school system, but unfortunately, I did not know how to enter grades into the system, I mean, this was never mentioned to us at the university, it was never shown to us at the internship. When I said that I didn't know, the deputy director assigned a student to help me and teach me the system. I mean, how healthy is that? A student teaching his/her teacher something that is his/her teacher's responsibility... Or, for example, how to fill in the class notebook, how to fill in the duty book or what to pay attention to during the duty shift? I see these as missing parts of undergraduate education. I mean, very unrealistic examples can be given. Instead of them, I think it would be much more logical to address the issues that correspond and match with

something in the real teaching environment. (Third Interview – Wednesday, April 5, 2023)

As it is quite evident in the extract above, Parla has a concern regarding the mismatch between what is taught during the undergraduate education and what is performed in the real classrooms. In this vein, she puts forwards the following suggestion concerning to ensure a logical and practical balance between the content of the undergraduate education and the responsibilities of the real classroom environments:

Some of the events I have encountered this week have opened a door for me to question the knowledge I have acquired in my undergraduate education. As you know, our classes are always made up of male students, and their energy is quite high. Although I have not had any serious problems in terms of classroom management so far, this week I had decided to use the six-hat thinking technique we learnt in undergraduate education. However, there was a huge discrepancy between what I thought and what I could do in the classroom. For example, everything was great in the micro-teaching practices in the undergraduate programme, we could get appropriate feedback from the students (actually our friends) whenever we wanted, but the situation is so different with real students in the classroom environment. Therefore, I think these points should also be addressed when presenting such techniques at the university. In fact, I wish university lecturers could experience teaching English in real classrooms, then they can provide more realistic information based on more realistic foundations and more suitable for the conditions in Turkey. (Self-Reflection Report – Week 3)

Parla's suggestion can indeed be considered as a very seminal one. To put it more clearly, although undergraduate education includes teaching processes in which theoretical and practical knowledge are blended, from time to time, the inability to experience the theoretically presented knowledge in the classroom environment may cause the acquired knowledge to lose its consistency. In other words, even though pre-service teachers graduate with a self-intuition that "I am a qualified teacher who has equipped knowledge in every subject, and I will teach everything in my class as I have planned" based on micro-teaching practices, the scenery they face when they start to work as a teacher may be very different. Therefore, building a realistic bridge between undergraduate education and real classroom environments based on experience can be very useful, and in fact, it is recommended to graduate prospective teachers by preparing them for the situations they may encounter in the real classroom environment in order to provide consistent teaching practices.

4.6.2.3. Influence of Academics

The influence of university lecturers on student teachers is not only limited to transferring course materials. Academics also play a decisive role in shaping students' self-image and motivating them to perform their best. The encouraging expressions they will hear instil faith in prospective teachers, boosting their self-confidence and increasing their belief in success, which, in turn, enables prospective teachers to make more effort, cope with difficulties and focus on their goals. In Parla's case, this described situation was experienced literally and affected her cognition as a candidate teacher as well as her cognition as a professional teacher. More precisely, during her undergraduate education, a native teacher congratulated her for explaining the term 'centrifugal' in a very comprehensive and understandable way during a presentation and said, "You know, I am English, but even I could not explain this term so well. You explained it very well. You will be a very good teacher. You will do very good work." and motivated Parla with praise sentences. This incident shared by Parla during the fourth interview strengthened her belief in her success as a candidate teacher and increased her motivation. In addition, as a professional teacher, Parla stated that she still remembers this incident she experienced during her undergraduate education and reminds herself when her motivation decreases.

When it is considered in this context, it can be clearly understood that the influence of university lecturers on student teachers is not limited to academic success. Their mentoring and guiding roles help prospective teachers to reach their career goals and support their personal development. Moreover, the fact that professors not only transfer academic knowledge to pre-service teachers but also prepare them for life and set an inspiring example increases pre-service teachers' self-confidence and enables them to look to the future in a more hopeful way. Therefore, it is reasonable to conclude that university professors play a critical role in enhancing the self-confidence of future teachers and have a profound impact on their academic and personal achievements. Accordingly, in Parla's case, it was also revealed that the academics from whom she took courses has had a crucial role in forming her teacher cognition, as illustrated in the following excerpt taken from the third think-aloud protocol:

When I think back to my university years, I recall some critical moments. For example, once, one of our professors told her an outstanding story about her academic career. I mean, she had many difficulties but again

insisted on pursuing her career. And, those times, I was also having hard times about my academic journey, so what she said was a great source of motivation for me. And, as a teacher, I still have some challenges and sometimes I may be fed up with all my teaching responsibilities. However, when feeling overwhelmed by what I am doing, I try to remember what our professor told me when we were only teacher candidates. (Third Think-Aloud Protocol – Thursday, April 13, 2023)

4.6.3. Professional Teaching Experiences

Parla's professional teaching experiences have influenced her teacher cognition from a variety of perspectives. Besides, the constituents of her language teacher cognition differentiated from the previously-discussed cases, namely Asya, Büşra, Esra, and Leyla, although they also have matching points to a certain extent. Within the following sub-headings, the differentiated codes will be explained and discussed to throw light on the characteristic features of Parla's language teacher cognition.

4.6.3.1. Influence of Motherhood

Since all the participants of the present study are females, it should not be ignored that their unique characteristics may have affected their teaching journeys. In this context, it was also tried to shed light on the effects of individual life stories on teacher cognitions. In this respect, in Parla's case in particular, it was found that her teaching life became quite different after she became a mother. Parla explains this point in detail during the third interview:

My teaching before I became a mother and my teaching after I became a mother are very different. When you become a mother, you witness the growth and upbringing of a child and all the efforts spent on it. Of course, you love your students very much even if you are not a mother, but after becoming a mother, you value them very differently. I mean, loving them is different, valuing them is different. To think that each one of them is the child of a parent... I think this is very important. I mean, after I became a mother, when I was making my students do something, I always asked, "Is this for the benefit of the child? How can I provide the highest benefit?" And after a while, I tried to remove things that were incompatible with my motherly instincts from my practices because teaching English is less important after a while. Of course, it is my duty to teach English, but after a while you think, "There is a person I meet, I have to take care of him/her." And you can't do it like this: "Let me teach the subjects in the curriculum and go home." because teaching is not such a profession, after all, we are in a social relationship. In addition, today's children are not what we pass over by simply calling them 'children,' they ask questions, they are

questioning. I don't know, were we like that? (Third Interview – Wednesday, April 5, 2023)

As it can be clearly inferred from this excerpt, Parla approaches her students very sensitively. This caring and dedicated attitude of Parla was also clearly observed in all the observations. In this respect, it is clearly understood that not only the experiences gained as a language student and the undergraduate education process have an effect on teacher cognition. In addition to past language learning experiences and the undergraduate education process, the changes and transformations in a teacher's personal life, which can be described as the 'cornerstone,' are also reflected in teaching practices and these differences, which are ultimately subject to change, critically and greatly affect teacher cognition.

4.6.3.2. Effects of Colleagues

Colleagues occupy an important role in an individual's professional life and often determine the atmosphere of the organisational environment. In that sense, considering the place and role of colleagues in a teaching environment, the influence of them on teacher cognition cannot be ignored. Teacher cognition encompasses the sum of mental processes that guide, shape, and influence the teaching practices, attitudes, perceptions, and knowledge, so it is a linked, interrelated, and allied notion. Therefore, the behaviours, attitudes, and communication styles of colleagues are of great importance to comprehend the constituents of a teacher's teacher cognition. In the case of Parla, it was also found that her previous and current colleagues have influenced her language teacher cognition from varied perspectives, as she noted in the third interview:

I would like to open a parenthesis at this point. As for how my teaching developed... Maybe before, that is, in the classical period, there were not many examples of teachers in front of us. I mean, for example, I had a colleague, when I was first appointed, she was the only person I could learn the profession from, and my attitudes, opinions and practices as a teacher were shaped according to her behaviour. However, now there are many kinds of teachers on the internet, and they all have different styles. You follow the one you want to follow, and you can get something from each one's style. For example, my first co-teacher was a teacher with the mentality of "You are trying, you are making an effort, but never mind, they will not learn." This view would also lower my motivation. She had positive contributions, but she also affected me negatively. In other words, she was putting a wedge in front of me. Maybe I wanted to experience my first excitement as a teacher at a higher level, but when she gave different

feedback, my enthusiasm would fade. In that sense, I think colleagues can affect you a lot because they guide you and can determine how much you will be sharpened or how much you will be polished. I mean, a teacher can blossom somewhere, for example, if he/she has colleagues who support him/her and if the working environment is good. (Third Interview – Wednesday, April 5, 2023)

Parla also mentioned this issue in the last interview (Wednesday, May 21, 2023) where the general evaluation was performed and underlined that her colleagues have influenced what she does, thinks and believes as a teacher and caused her to question what she knows.

Based on the abovementioned statements and in light of Parla's case, it can be concluded that colleagues have a significant impact on teacher cognition and are important building blocks that determine the quality of the workplace environment. While a positive work environment increases individuals' motivation to teach through the supportive attitude and effective communication of colleagues, a negative environment may negatively affect their teaching endeavours. Therefore, managing social relations in workplaces in a balanced and healthy way is vital to support learning processes and enhance teacher cognition. Moreover, providing a positive and supportive atmosphere in workplaces increases the individual and organisational success of employees and encourages their learning and development. Consequently, it can be suggested that the influence of colleagues on teacher cognition is an important aspect of workplace culture and managing this influence in the best way is essential to increase productivity and success in workplaces.

4.7. The Case of Şifa

4.7.1. Prior Language Learning Experiences

Before proceeding with the findings obtained from Şifa's case, it would be appropriate to mention a distinctive characteristic feature of her that came to the fore during the observations, because making explanations and interpretations of the findings by ignoring this feature may lead to misinterpretation of the data. Şifa is a teacher who wants to be known as a 'guide' rather than a teacher and she is very sensitive to her students. As she expressed herself, language can be learnt in some way, but the important thing is to be able to touch the lives of the students (Fourth Interview – Monday, July 24, 2023). In this context, it can be concluded that Şifa's teacher

cognition is also based on very sensitive foundations because being a mentor and a guiding figure is more important than being a figure who only conveys knowledge, as Şifa correspondingly emphasised in the interviews, think-aloud protocols, and self-reflection notes.

4.7.1.1. Influence of Prior Language Teachers

Şifa's prior language teachers have affected her teacher cognition in three ways. Firstly, the attitudes of her prior teachers influenced both the attitudes of Şifa as a language learner and the attitudes she adopted towards her students as a professional teacher. She expressed this point in the first interview as follows:

I think it's all about the teacher. I mean, for example, in our school there are 5 English teachers now, and I am one of them, but the language classes are always asking for me, they even go to the principal all together, which can sometimes cause problems. For example, if one of my students has a problem that day, I don't start the lesson without solving it. In the meantime, of course, I do not neglect my lessons, in other words, I always finish every single source I have made my students buy in every aspect. This attitude is also part of my personal nature, but my teacher, whom I take as an inspiration, used to do the same, that is to say, that teacher may not have been very competent, but she was very sincere and affectionate towards us. That attitude of hers also affected me a lot. (First Interview – Thursday, March 9, 2023)

In addition to the attitudes of part language teachers, the findings also revealed that the characteristics of her prior teachers have a critical effect on Şifa's teacher cognition. As she stated in the following excerpt, the characteristics of her prior teachers not only shaped Şifa's language learning experiences but also influenced her practices as a teacher and the views she held.

My English teachers in primary school were teachers who only focused on teaching, I don't know, maybe their characters were like that, but I remember that they were very dull. In secondary school, I had the opposite situation, my teacher was so sweet that I decided to do something with English when I grew up. In high school, unfortunately, the picture was not very encouraging, but I was still able to discover my own curiosity at that time and I was able to do something on my own. Now I think how important the teacher was, I mean, when I was a little child, I didn't like one lesson because of the teacher, but I started to like it thanks to another teacher. So, I try to approach my students with the same care. Maybe I am not a very funny teacher, but I am really attentive. Only female students study at our school. Therefore, I can understand the problems they face, and this is very well received by them and reflects very positively on the class. (First Interview – Thursday, March 9, 2023)

Finally, it was also found that the support of one of her prior teachers in particular was reflected in her teaching principles and behavioural routines in a very comprehensive way. As stated in the extract below, although Şifa thought that her teacher was not competent in her field, she appointed that teacher as a role model because of her teacher's supportive words.

I have mentioned my teacher at secondary school a lot, but she has a special place in my mind, so I have mentioned her over and over again. For example, she was not at a great level in terms of language proficiency or pedagogy, but her style was very supportive, and she motivated and encouraged me that I could succeed. I think what she did was very valuable. I actually have many students in my class who are in this situation right now. In fact, our students are not very lucky in terms of the department, in other words, due to the type of high school they are studying, English lesson hours are less than other high schools, but despite this, I have supported many of my students to enrol in university with courses, studies, voluntary lessons. In fact, one of them is currently studying at the university I graduated from. It is really an honour for me. (First Interview – Thursday, March 9, 2023)

When each of the excerpts from Şifa is considered, it is clear that teachers of the past continue to be present in today's classrooms. In other words, both the characteristics and attitudes of prior teachers influence the attitudes and perceptions of today's teachers, which in turn influence their current practices. In addition, witnessing a teacher's supportive attitudes as a student is likely to have a role in determining a teacher's current approaches. In this respect, it can be deduced that prior language teachers have an influence on the cognition of today's teachers to an extent that cannot be ignored.

4.7.1.2. Individualistic Way of Learning English

Although a separate sub-heading is devoted for the notion of 'anti-apprenticeship of observation,' the case of Şifa revealed that the negative language learning incident has also affected her teaching attitudes and practices, and respectively her teacher cognition. Besides, the unpleasant learning experiences has resulted in creating certain unique ways of learning English. To put it more clearly, during her high school education, Şifa was able to discover her own wonder and interest towards the English language and started to search for useful techniques to facilitate her learning process. She had an intrinsic motivation to do so but her prior language teachers' unmotivated and uninterested teaching behaviours also caused her

to inquire into individualistic ways of learning English. Consequently, she found some personal techniques effective to be used while learning English. She described one of them and how she utilises it in her classes currently within the fourth interview as follows:

For example, I was never one of the hardest students in my high school class, but when I returned from the summer break of the preparatory class, my teachers were very surprised by my improvement. I actually improved myself by using a reading book during the summer holiday after the preparatory class. In other words, it was a book that we were asked to buy, paid for, but it was not used in the classroom and was thrown away in a corner. I decided to read the reading passages in that book during that summer holiday, but I was never reading it with the intention of memorising it. If there were any unknown words while reading, I just wrote them down in a notebook. By the time I finished the book, I had a vocabulary booklet, and this method actually supported my language development very well and I was not aware of it. When we started first grade after the summer break, my teachers were extremely surprised, and they all asked, “Did you go to a course in the summer? Which course did you go to?” I gave the same assignment to my students during the last summer holiday because I believed in the benefits of this method. (Fourth Interview – Monday, July 24, 2023)

Şifa also confirmed the influence of her individualistic language learning techniques on her formation of teaching practices and teacher cognition within the second think-aloud protocol as follows:

I believe very much in the power of reading in language learning. I have received a lot of support from reading passages while learning a language by myself and I have improved myself a lot with this method. Therefore, I also use such texts in my lessons. I also provide interesting things such as the lives of celebrities or magazine events so that the students can be interested in them. This is also something that I have experienced and benefited from. (Second Think-Aloud Protocol – Friday, March 31, 2023)

Şifa had actually experienced the ‘extensive reading’ method in her own language learning process without realising it and offered it as a suggestion to her own students because she believed in its benefits. When it is considered in this context, it can be seen that a teacher may transfer his/her past learning experiences to the teaching environment without even realising it. In Şifa's case, although this is seen mainly in the practical dimension, her views and insights about her past individualistic learning methods are also reflected in her classes (Second Classroom Observation – Friday, March 31, 2023), which indicates the role of individualistic language learning stories on language teacher cognition.

4.7.2. Undergraduate Education Experiences

Although Şifa did not share concrete examples related to her undergraduate education process, she provided various explanations about how and to what extent she used the knowledge she acquired during her undergraduate education. In this section of the study, the effects of the experiences gained during undergraduate education on language teacher cognition are discussed with a particular focus on Şifa's case.

4.7.2.1. Observed Gap Between Theory and Practice

The code of 'observed gap between theory and practice' was apparent within all the six cases. In the case of Şifa, it was also found that her language teacher cognition has been influenced by the gap between the theoretical foundations of the undergraduate education and the real classroom practices. As she noted in the third interview, as a professional in-service teacher, she has made an attempt to utilise what was provided within her undergraduate education yet seeing that she could not make use of them effectively because of her students' reactions, she needed to modify the theoretical information that she learnt as a pre-service teacher:

At this point, I would like to talk about a difficulty I had with classroom management. At university, we were taught that if your students talk in the class and disrupt the flow of the lesson, first try to make eye contact with them, and if eye contact does not work, we can go to their desks and touch them, so that the problem can be easily solved. However, in the real classroom environment, this is not the case at all. So, I have tried this method and other theoretical classroom management strategies in my classes, and I have seen that they are all useless. Then, over time, I realised that talking to my students works much better. I mean, talking to students and finding a common ground is much more effective. When students feel close to you, they don't want to upset you and they do what you say. (Third Interview – Thursday, April 13, 2023)

What Şifa expressed clearly shows the unbalanced incompatibility between what is taught and what is practised. This realised imbalance caused Şifa to question the knowledge she had accumulated throughout her undergraduate education and subsequently led her to modify her existing views on teaching methods and approaches. In other words, the mismatch between theory and practice that Şifa, as a professional English teacher, experienced and realised in her own classrooms resulted in revisions in her teacher cognition. In this context, it can be inferred that the gap between the theoretical knowledge delivered during undergraduate education and the

practices performed in classroom settings affects the formation of language teacher cognition.

4.7.2.2. Theory Adaptation

Within the current dissertation, the code of ‘theory adaptation’ refers to making adaptations in the approaches, techniques, and methods that are taught within the courses provided in undergraduate education in accordance with the varied classroom dynamics and distinctive learner profiles. During the classroom observations, it was clearly recognised that Şifa has settled into a teaching routine because she has been teaching English in the language classes for a long time and over time, she has established fixed, familiar, and secure teaching patterns to which her students have also reacted positively. Thus, she suggested that it is not logical to accept all the information that is provided during undergraduate education without making alterations because every teaching context is unique. In this connection, she claimed that academics should also pay attention to providing information concerning how to make adaptations in the approaches, techniques, or methods that are provided on a theoretical basis in undergraduate education taking different classroom settings into account. She explained her perception regarding the adaptation of theoretical information provided during undergraduate education in accordance with changing teaching environments as follows:

In fact, I cannot say that I use only one of the methods or approaches we learnt. At the moment, I have to use the grammar translation technique more in my class, but in general, I probably integrate a piece of each of the methods we have learnt. How and how much I use is determined by the environment of the class and the student profiles. So, my opinion on this issue is a bit variable, but I am very clear on this: I think that our university professors should teach us how to adapt these methods, techniques, and approaches to the ever-changing dynamic classroom environment. I mean, yes, we know that they are all very valuable methods and effective in language teaching, but sometimes they do not work in practice, which confuses me as a teacher and makes my job difficult. (Second Interview – Thursday, March 16, 2023)

What Şifa mentioned is also closely related to ‘the observed gap between theory and practice’ discussed in the previous sub-heading. In other words, although Şifa once again states that the contents she learnt during her undergraduate education are valuable, she expresses that she cannot find an equivalent for those methods, techniques, and approaches in the real classroom environment and in this context, she

seeks an equalisation, balancing and adaptation. This adaptation process, as indicated in the excerpt above, requires Şifa to change what she thinks, believes, knows, and practices as a practicing teacher.

4.7.3. Professional Teaching Experiences

When Şifa's professional teaching experiences are examined, it is evident that she considers the teaching profession as a social process. In other words, Şifa considers teaching not only as an act of transferring knowledge but also as an active process and a social task in which individuals are in contact with each other. In this connection, the codes found under the main theme of 'professional teaching experiences' are associated with Şifa's humanistic perception of teaching, and they correspondingly suggest that her teacher cognition have been greatly affected by the social dimension of teaching and learning.

4.7.3.1. Humanistic Nature of Teaching

Teaching is a profession that goes beyond the transfer of knowledge and contributes to the emotional, social, and mental development of students. Taking the teaching profession from a humanistic perspective, teachers focus on providing education by considering not only the course content but also the individual needs of students because understanding and supporting students' emotional needs plays an important role in increasing their self-esteem and developing their self-confidence. In this context, a teacher's abilities to offer empathy, understanding and support cannot be ignored in increasing students' success in the learning process. Therefore, it can be inferred that teaching not only involves the transfer of knowledge, but also is of great importance for the development of students as human beings.

Şifa also approaches teaching from a humanistic perspective. More precisely, she perceives her students not only as individuals who need to transfer knowledge, but also as people who need to think about their emotional and social needs. In this context, although she gives utmost importance to the transfer of knowledge, she prioritises the emotional needs of her students. This point, which Şifa emphasised many times, was clearly observed during the classroom observations. To exemplify, during the second classroom observation, she noticed that one of her students did not volunteer to participate in the lesson and offered to meet with her one-on-one after the lesson

because she thought that she had a personal problem. She also paid special attention to encourage and motivate her student during the lesson. In the same direction, during the fourth interview, she shed light on this issue as follows:

I will be modest. I think I am a good teacher. I mean, I know the problems of my students, I know their troubles, I try to talk to them and understand them. Of course, it is easier to just give a lecture and leave, but I work in a high school, and it is very easy to lose students here, I mean, you win very hard, but you can lose them very easily. For this reason, I also try to touch their lives. I get very good feedback because this increases their interest in the lesson, and they want to see me in their lessons all the time. On the other hand, I also closely follow their learning process. For example, I take special notes of the words they confuse, explain them, and send them to WhatsApp groups. Even if I do not have a course, I voluntarily exceed my time limit and try to finish the books I have them buy. In other words, I try to look at the process from their point of view in every way. (Fourth Interview – Monday, July 24, 2023)

It was also apparent in the weekly reflective journal entries that Şifa devotes meticulous attention to the issue of ‘humanism’ and prioritises the social and emotional requirements of her students, which also influences her teacher cognition. More comprehensively, the fact that Şifa regards her students as emotional, social, and cognitive individuals, and not only as instruments of knowledge transfer, has necessitated her to continuously revise her teacher cognition in order to be more empathetic, understanding and supportive towards her students. Moreover, viewing teaching from a humanistic framework enabled Şifa to personalise her teaching processes by taking into account the personal interests and strengths of her students. Therefore, the humanistic approach enabled Şifa to establish more meaningful connections with her students and provide a more effective learning environment by influencing her teacher cognition. This, in turn, contributed positively to the cognitive development of her students and made her teaching experiences richer and more satisfying.

4.7.3.2. Influence of Motherhood

Among the participant group, there are two teachers who are mothers, one of them is Parla and the other one is Şifa. When all the data obtained are analysed, there are again two cases where the effect of motherhood on teacher cognition stands out: Parla’s case and Şifa’s case. The correlation between motherhood and teacher cognition is quite remarkable as it is distinctive from the common factors. Şifa

mentioned the effect of motherhood on teacher cognition in the fourth interview as follows:

At first, I had a more idealistic attitude. I had no tolerance for the bad. That is, when a student did not get a good score in an exam or could not answer a question correctly, I thought, “How can he not do it? I had explained this subject. How can he not learn?” But of course, every student is different, there are individual differences, after all, we see this theoretically in every book. We understand this fact better on the job. I actually developed this understanding after having a child. Before I became a mother, I was not aware of the fact that the person in front of me was a child. In other words, I did not realise that he/she might not learn immediately or might make mistakes. However, after my son was born, I understood the nature of children and realised that students were not yet adults, they were children. I revised my teaching approaches accordingly and I am still doing so. (Fourth Interview – Monday, July 24, 2023)

As it can be understood from Şifa’s case, mothers’ experiences with their own children can influence teachers’ approach to students because the experience of motherhood can essentially help teachers to better understand and meet students’ emotional needs. Moreover, mothers’ approaches to their children can influence teachers’ classroom management and communication skills. The motherhood experience can provide teachers with important skills including patience, empathy and understanding. As a result, a more positive atmosphere can be created in the classroom and healthier relationships can be established with students. Nevertheless, the effects of motherhood on teacher cognition may differ for each teacher because each mother may have different experiences and approaches that may vary from person to person. In general, however, it can be inferred that the experience of motherhood can increase teachers’ sensitivity and help them build a deeper connection with students.

4.8. Cross-Case Analysis: Similarities and Differences

Within the previous sub-headings of the findings section, all the six cases were described, and the prominent codes related to each case were comprehensively explained and respectively discussed. However, even though similarities and differences of the cases were slightly mentioned within each participant when a matching or diversifying point was apparent for the specific cases, a general description and explanation is needed to shed more light on the similarities and differences among all the six participants considering their unique learning backgrounds and teaching environments. In this connection, the aim of the current sub-

heading is to provide a cross-case analysis via which homogeneity and heterogeneity of the cases can be enlightened.

4.8.1. Prior Language Learning Experiences

The first umbrella theme that was evident as a result of the data analysis was ‘prior language learning experiences’ and a variety of codes and sub-codes were found in relation to the relationship between the participant teachers’ past language learning experiences and their language teacher cognition. To be more precise, the data analysis revealed 4 codes and 10 sub-codes under the theme of ‘prior language learning experiences.’ The most frequently mentioned code was found to be ‘anti-apprenticeship of observation’ whereas the code of ‘personal language learning attributes’ was the least frequently mentioned one. In addition, the findings also showed that the notion of ‘apprenticeship of observation’ and the issue of ‘influence of prior language teachers’ were included in the multidimensional nature of language teacher cognition. Each code also included various sub-codes, all of which threw light on a different and unique dimension of the concept of language teacher cognition.

As it was explained and discussed in detail in the previous sub-headings with reference to each case, the participants' negative language learning experiences influenced their teacher cognitions. More precisely, the negative exemplary experiences and trajectories that the participant teachers had accumulated as language learners were manifested in their language teacher cognitions in an essentially positive sense. To illustrate, Büşra stated during the first interview (Friday, March 10, 2023) that she took utmost care not to reflect the negative practices she experienced as a language learner, which she did not approve of as a professional teacher, to her own classes and teaching. Similarly, Parla noted during the fourth interview (Wednesday, May 21, 2023) that she constantly questioned herself and tried to renew herself in order not to include the undesirable incidents she experienced as a language learner in her teaching. In the same context, Asya, referring to her past language learning experiences, emphasised that she remembers negative examples as well as positive examples and these unfavourable examples also appear in her classes from time to time (Asya – Self-Reflection Report – Week 5). Similarly, Şifa underlined that negative language learning experiences can also affect her teaching experiences, attitudes, and

practices by using the following statements with respect to the code of anti-apprenticeship of observation:

I was in a language class in high school. You know, in a language class there are a lot of English lessons, and it is actually a very good opportunity for us to have a supportive and motivating relationship with our teachers. However, when I remember those times, I don't have such memories. I mean, I don't remember listening to the lessons with pleasure. They were more like normal and static lessons taught entirely in Turkish. At the moment, I teach English in the language class and there are students who choose the language department only because I teach that class. In other words, the student does not actually have a special interest in English, but he/she chooses that department because he/she likes me and wants to be close to me. I think this is very valuable because unfortunately I never saw such a situation when I was in high school. (First Interview – Thursday, March 9, 2023)

Conclusively, it can be argued that all the participants agreed on the common ground that negative language learning experiences have an impact on what they think, believe, know, and practise as professional teachers. However, Büşra and Parla have addressed two more issues in this context, thereby adding further insights into the code of 'apprenticeship of observation.' To put it more explicitly, on the one hand, Büşra referred to the 'monotonous way of assessment' and expressed that she had not been subjected to a different type of assessment as a language learner (First Interview – Friday, March 10, 2023). However, this negative situation that she experienced as a language learner has turned out to be a positive example in her own teaching journey and Büşra professionally incorporates different assessment techniques and methods into her teaching environments and processes, both as she mentioned in the first interview and as it was clearly observed during the classroom observations. On the other hand, Parla touched upon the issue of 'unstructured way of teaching English' and expressed that she had not been exposed to a planned teaching process when she thought about her past language learning experiences. However, contrary to her past experiences, the data analysis showed that she emphasised the importance of following a plan in her classes and she also formed a 'structured' teaching routine in this direction.

As for the influence of prior language teachers on the participants' language teacher cognition, the analysis also revealed a consensus. To put it more clearly, all the six participants correspondingly argued that their viewpoints, beliefs, knowledge, and practices as professional teachers include certain nuances of their previous language

teachers. To exemplify, Leyla repeatedly mentioned her high school teacher during the interviews and think-aloud protocols and stated that she chose to be an English teacher thanks to her high school teacher (First Interview – Friday, March 10, 2023). Besides, she put a strong emphasis on the issue of L2 use in the classroom and noted that she has been highly influenced by her high school teacher, who also paid utmost attention to using English in the school environment. In a similar vein, when she was only at the secondary school, Şifa had already decided to deal with the English language when she grew up because she was motivated by her secondary school English teacher's acts and attitudes (First Interview – Thursday, March 9, 2023). Parla also suggested that she tries to combine the positive sides of her prior language teachers while teaching as a professional teachers (Fourth Interview – Wednesday, May 21, 2023). Likewise, focusing on the attitudes of her prior language teachers, Esra expressed that she attaches priority to her attitudes in the school environment considering her prior language teachers' attitudes and how they affected her language learning process (First Interview – Saturday, March 18, 2023).

Not surprisingly, the code of 'apprenticeship of observation' was also quite apparent in the process of data analysis and how the participants' previous language learning encounters have affected their teaching practices, behaviours, routines, and beliefs was already comprehensively addressed in the previous sub-headings with reference to each case when necessary. Nonetheless, within the present sub-heading, it should be confirmed that the participants found their prior language learning incident influential in the formation of their teacher cognition. Although they mostly preferred concentrating on their language learning experienced that they had accumulated in the school environment, they also touched on the personal language learning incidents that occurred outside the school. To put it more clearly, Leyla described a vocabulary learning strategy that she herself formed during the fourth interview (Thursday, May 19, 2023) and noted that she used to utilise that strategy when she was a student and now, she, as a practicing teacher, presents it to her students by encouraging them to use it when learning new vocabulary items.

To conclude, as it is also evident in Figure 14, the participants' past language learning experiences have affected their language teacher cognition from a variety of perspectives. Considering that each case has a unique story of learning English, it is quite captivating to explore to what extent and how their previous language learning

incidents that they have collected as language learners have influenced their teacher cognition as professional teachers. Thus, it can be inferred that what the findings of the current study revealed is of substantial importance to extensively comprehend the multidimensional nature of teacher cognition.

4.8.2. Undergraduate Education Experiences

The second main theme that emerged as a result of the data analysis was ‘undergraduate education experiences.’ The current theme comprises 8 codes and 1 sub-code. Considering the past language learning experiences discussed in the previous subheading and the effects of these experiences on teacher cognition, it is clear that undergraduate education experiences are not particularly complex. Nevertheless, it can be clearly noticed that the experiences gained during the undergraduate education largely and critically influenced the language teacher cognition of the participant teachers.

The most repeated and therefore emphasised issue is the inconsistency and incompatibility between the knowledge acquired during undergraduate education and the knowledge put into practice in the real classroom environment. Each of the participants firstly emphasised that the theory-based knowledge taught theoretically during undergraduate education, but not applied in real classroom environments, was quite incomplete on the practical dimension. The phenomenon labelled as ‘observed gap between theory and practice’ in the current study directly affected their language teacher cognition. In this respect, they tried to put the theoretical knowledge they had learnt as prospective teachers in their undergraduate courses into practice with real students in real classroom environments but realising that the knowledge they had learnt could not be fully put into practice in the real classroom environment, they had to revise their views, beliefs, knowledge, and practices as professional teachers. This situation naturally affected their language teacher cognition.

In the same direction, another code that emerged as a result of data analysis was ‘utopian mismatch.’ This code also contains a parallel message with the code of ‘observed gap between theory and practice,’ but the two codes differ in terms of the participants’ beliefs about the knowledge they acquired during their undergraduate education. To put it more clearly, on the one hand, the code of ‘observed gap between theory and practice’ can be specified as the participants' realisation that the theoretical

knowledge taught in the courses given during their undergraduate education could not be applied in real classroom environments. The gap created by this realisation subsequently affected their language teacher cognition. On the other hand, 'utopian mismatch' emphasises the participants' lack of belief in the knowledge presented in the undergraduate programme and reveals that this unrealistic mismatch also reflects on their language teacher cognitions. To put it more specifically, the message emphasised in the context of the code 'observed gap between theory and practice' can be summarised as follows: the participants tried to apply the knowledge that was only presented theoretically during their undergraduate education when teaching in real classes with real students as professional teachers, but they could not achieve the results they hoped for, which led to revisions in their language teacher cognition. As for the code of 'utopian mismatch,' the participants questioned the usefulness of all the information given in the undergraduate education. In other words, all participants uniformly stated that the knowledge and experience they gained during their undergraduate education were not based on realistic foundations. In addition, they stressed that the experiences they obtained as prospective teachers did not have a consistent equivalent in real classroom environments due to the current classroom dynamics and student profiles. This incompatibility, which they characterised as 'utopian mismatch,' caused them to question what they think, believe, know and practice as professional teachers and to change them if necessary.

As professional teachers, the participants constantly question the knowledge they have acquired during their undergraduate education. The reason for this is the difficulties they face in the real classroom environment, as partially explained when explaining the 'observed gap between theory and practice' and 'utopian mismatch' codes. For instance, Asya expressed her mental discrepancy coded as 'paradox related to teaching approaches' within the scope of the current study as follows:

I think this [the academics' lectures on utilising innovative approaches to teaching and their lectures' inclusion of no materials necessitating creativity, imagination, or even interaction] is a bit of a paradox. For example, there are method courses, and we actually learn how to conduct a lesson there. However, even some professors and teachers at the university could be very bad in terms of [using] techniques or methods. For example, in some lectures the instructor would just go through the slides. Well, of course, it depends on the course, according to the way the lessons are taught but some of them did not have that kind of material at the university. They usually followed a slide presentation. I can mention

them as methods. They [the lectures] were more teacher-centred. (Second Interview – Monday, March 20, 2023)

As elaborated in detail in Asya's case, Asya characterised how the information presented to her as a student teacher as a 'paradox' and this inequality became more apparent in the real classroom settings. This perception, which she experienced as a result of her undergraduate education, has, in turn, influenced Asya's language teacher cognition and necessitated a review and renewal of her teaching practice, as she confirmed in her fifth self-reflection report:

This week I actually thought of using a technique I learnt in my method courses in university, but to be honest, I realise that those methods are sometimes invalid. I mean, it can sometimes be tiring for me to try to make use of them in a challenging classroom environment when even the instructor who gave the course did not use those methods. Nevertheless, I do my best to use what I have learnt in the fullest and most efficient way, even if they are not exactly the same. (Self-Reflection Report – Week 5)

Other factors affecting the participants' language teacher cognition were their micro-teaching experiences and internship experiences, as shown in the figure above. Since each case had a different and unique undergraduate education process, the micro-teaching and internship practices they experienced during their undergraduate education shaped their language teacher cognition in different ways. However, it can be stated as a common view that both internship and micro-teaching practices should be embedded more comprehensively and carefully in the content of undergraduate education. In addition, it is also among the findings that the participants were influenced by their micro-teaching and internship experiences to determine their current teaching approaches, although they were not utilised or influenced in a purely one-to-one way.

Lastly, academics were also found to influence the participants' language teacher cognition. To illustrate, Büşra was highly influenced by the attitudes and work discipline of a professor she took courses from during her undergraduate education and tended to organise her attitude and practices as a teacher in parallel with this example (Second Interview – Friday, March 17, 2023). Similarly, Parla was influenced by the supportive attitudes of one of her professors, which strengthened her belief in the profession and her self-confidence as a teacher (Second Interview – Wednesday, March 15, 2023). On the contrary, Asya, however, was influenced by the negative attitudes of one of her instructors and experienced intense emotional confusion when she was a candidate teacher, especially in terms of speaking English, but she improved

her English-speaking skills by trying to minimise the effect of this negative situation after she started her teaching career (Second Interview – Monday, March 20, 2023; Third Think-Aloud Protocol – Friday, April 7, 2023).

As a consequence, it can be deduced that language teacher cognition will inevitably be influenced by the incidents experienced, knowledge acquired, and experiences gathered during undergraduate education. In the present study, it was tried to investigate to what extent the undergraduate education experiences as a whole have affected the language teacher cognition of the participants and finally, the findings revealed that the undergraduate education experiences affected the language teacher cognition of the participant teachers at different rates and in different ways.

4.8.3. Professional Teaching Experiences

The third main factor affecting the participants' language teacher cognition was found to be 'professional teaching experiences.' Within this main theme, 13 codes emerged as a result of the analysis. Among all the codes included in the theme of 'professional teaching experiences,' the most frequently repeated codes were 'classroom dynamics' and 'feedback from learners.' These codes were followed by 'novicehood-related deficiencies' and 'alteration of teaching routines.' 'Lack of practical knowledge' and 'trial and error' were also found to be influential in the formation of the participants' language teacher cognition, though their frequencies are less when compared to those of the previously-mentioned codes. Besides, as the data analysis revealed, the codes of 'humanistic nature of teaching,' 'balanced attitude towards teaching,' 'effect of colleagues,' 'influence of motherhood,' 'technology orientation,' and 'insight into real life' were also among the factors shaping the participants' language teacher cognition, despite their case-specific features.

The findings displayed that the factors of 'classroom dynamics' and 'feedback from students,' as the most prominent codes, had a comprehensive influence on the language teacher cognition of the participant teachers. For instance, Leyla stated that she constantly watched and listened to her students and revised her teaching attitudes and approaches based on her students' reactions (Third Think-Aloud Protocol – Friday, April 7, 2023). Similarly, Esra emphasised that changing classroom dynamics were highly influential in shaping and transforming her teaching style and views (Self-Reflection Report – Week 4). In the same context, Şifa, who attaches great importance

to the ‘humanistic’ dimension of teaching, underlined that the feedback she receives from her students is very effective on her teaching experiences and practices and has a determining mission on her teaching attitudes and behaviours (Fourth Interview – Monday, July 24, 2023).

Only one of the teachers who participated in the study has less than five years of teaching experience, so there is only one teacher who can be labelled as ‘novice’ in the study. However, as a result of the analysis, it was found that the other participant teachers were highly influenced by their experiences when they first started to work and the teaching attitudes and approaches, they gained at that time. To illustrate, Büşra, who had 7 years of teaching experience at the time of data collection within the scope of the study, perceived the difficulties she experienced and the problems she observed in terms of classroom management in her first place of assignment as a new graduate as a chance to improve her teaching practices and tended to designate classroom management in her current classrooms by reflecting on those times (Third Interview – Thursday, April 6, 2023). Likewise, with 7 years of teaching experience, Asya had to revise the idealistic attitude she adopted when she first started to work due to the problems arising from the incompatibility of theory and practice that she experienced as a ‘novice’ teacher. Thus, she characterised her current teaching attitude as ‘balanced’ (Third Interview – Monday, April 10, 2023). Parla, the second most experienced teacher of the participant group, also expressed that she had quite different problems as a ‘novice’ teacher and repeatedly stated that these problems were related to the social dimension of teaching. In this respect, the data showed that she was able to solve the problems arising from ‘lack of practical knowledge’ by making sense of them over time and she, like Asya, describes her current teaching practices as ‘balanced’ (Third Interview – Wednesday, April 5, 2023).

Parla and Şifa, who approached the issue of teaching practices and approaches from a different perspective, as the two mothers of the participant group, insistently mentioned the phenomenon of ‘motherhood’ while explaining their teaching practices and attitudes, as well as their behaviours in the classroom environment and the approaches they adopted towards their students. In this context, Parla has divided her teaching journey into two parts as ‘before becoming a mother’ and ‘after becoming a mother’ and noted that the attitude she adopted towards her students has gained more value and depth after she became a mother (Third Interview – Wednesday, April 5,

2023). In the same way, Şifa underlined that motherhood has a supportive and affirmative effect on her teacher cognition by pointing out that her tolerance towards her students' mistakes increased after she became a mother and a 'parent' (Fourth Interview – Monday, July 24, 2023).

Another finding of the analysis was found to be the effect of technological developments on language teacher cognition. Leyla, who began her teaching career during the pandemic period when the lessons were offered online, remarked that this compulsory situation supported her technological competencies (Third Interview – Thursday, April 13, 2023). In this respect, even if she was not exposed to a specific course on technology integration in language teaching during her undergraduate education (Second Interview – Thursday, March 16, 2023), her compulsory situation as a 'novice' teacher caused her to revise her teaching practices, plans, and attitudes and in this way, her competencies as a teacher increased. In the same vein, Parla, who was observed to use the smart board very effectively and efficiently during the real classroom observations, endeavoured to improve her technological competence by attending several in-service trainings during her 11 years of teaching experience because of 'feedback from learners' and 'effects of colleagues' (Third Interview – Wednesday, April 5, 2023; Fourth Interview – Wednesday, May 21, 2023). These changes she experienced caused Parla to revise what she thinks, believes, knows, and practises as a professional teacher.

Taking into account all the factors included in the professional teaching experiences and demonstrated in the figure above, it can be deduced that the participant teachers' language teacher cognition has a multifaceted nature which has been affected by a variety of incidents that they have accumulated as professional in-service teachers. Therefore, it can be suggested that utmost attention should be devoted to shedding light on the varied dimensions of professional teaching experiences in order to comprehensively comprehend the phenomenon of 'language teacher cognition.'

4.9. Assertions and Generalisations

The ultimate purpose of the current study has been determined to explore the constituents of language teacher cognition by putting a special emphasis on past language learning experiences, undergraduate education experiences, and professional teaching experiences. The data obtained qualitatively from six cases have displayed

that there are various ingredients of language teacher cognition. To put it more clearly, the findings illustrated that the participant teachers' language teacher cognition has been influenced by their previous language learning incidents, including their prior language teachers' acts, attitudes, practices, and approaches, their unique language learning styles, and attributes as well as positive and negative language learning encounters. Besides, the results showed that the participants' undergraduate education process and the experiences they gained as pre-service teachers have had a substantial impact on what they think, believe, know, and do as in-service teachers. Lastly, it was found that what they have experienced as professional teachers also affected the participant teachers' perceptions, approaches, and attitudes towards teaching as well as their teaching practices. In this connection, in light of the findings and discussions performed to comprehend the findings of the current study, it can be inferred that the notion of 'language teacher cognition' has a multifaceted nature and it can sometimes be relatively challenging to propose a meaningful justification regarding all its components.



Figure 7. *The Building Blocks of Language Teacher Cognition.*

The present dissertation has been designed to offer a comprehensive and notable contribution to the relevant literature by focusing on the experiential essence of teacher cognition by cognising the multi-dimensional nature of language teacher cognition. To this end, as highlighted above, the participant teachers' language teacher cognition comprises three fundamental dimensions, namely prior language learning

experiences, undergraduate education experiences, and professional teaching experiences. The findings also revealed a total of 25 codes and 11 sub-codes, which collectively attempt to clarify the unique constituents of teacher cognition. The figure below demonstrates the themes and codes involved in the results of the current study.



CHAPTER 5

DISCUSSION

There may exist numerous variables that shape language teachers' teaching approaches, beliefs, knowledge, and classroom practices. Among these variables, teachers' experiences as language learners, the knowledge they acquire during their undergraduate education and the practices they encounter during their professional teaching life occupy an eminent place. The difficulties and successes teachers experience in their own language learning processes deepen their perspectives on language teaching and their understanding of student needs. Similarly, the pedagogical training and theoretical knowledge acquired during undergraduate education also assume a critical role in the formation of teachers' professional cognition. Moreover, the experiences gained in professional life can directly influence teachers' classroom management skills, student interaction and teaching strategies.

Considering the three experience-oriented dimensions of language teacher cognition (i.e., prior language learning incidents, undergraduate education encounters, and professional teaching experiences), the aim of this study was to explore how language teachers' own language learning processes, undergraduate education and professional teaching experiences are reflected in their teacher cognition. In this context, the previous section elaborated on how personal experiences encountered in the language learning process are integrated with academic and professional knowledge and how they shape teachers' classroom practices. In addition, in the previous section, it was also emphasised how the insights gained by the participant teachers from their own learning experiences, blended with pedagogical theory, shape their professional practice. In this connection, the present discussion section aims to offer new perspectives for comprehending language teachers' professional development processes and optimising their teaching practices by shedding light on the constituents of language teacher cognition.

5.1. Prior Language Learning Experiences

Under the heading of ‘findings,’ how and to what extent the participants’ past language learning experiences shaped their language teacher cognition is clarified both specifically for each case and under the heading of cross-case analysis by comparing the six cases and trying to provide assertions. The findings, which were analysed under four main codes, showed that the participant teachers’ experiences and trajectories obtained as language learners have affected their language teacher cognition in various aspects. In this section of the current study, the findings specifically related to each code, namely influence of prior language teachers, apprenticeship of observation, anti-apprenticeship of observation, and personal language learning attributes, are interpreted and discussed in the light of the data of prominent and current studies on the impact of previous language learning experiences on teacher cognition.

5.1.1. Influence of Prior Language Teachers

In the current study, the data were collected through five main data collection tools: semi-structured interviews, real classroom observations, think-aloud protocols, weekly reflective journal entries, and supplementary materials consisting of lesson plans, core materials and additional resources. As a result of the findings obtained from the six teachers who participated in the study, it was finalised that the participants’ past language learning experiences have influenced their teacher cognition in a three-fold manner. These factors were characterised as ‘attitudes of prior language teachers,’ ‘characteristics of prior language teachers’ and ‘support of prior language teachers’ and included in the findings under the theme of ‘prior language learning experiences.’

When the related literature is reviewed, it can be noticed that there are several studies (Davin et al., 2018; Gray, 2020; Gao & Cui, 2021; Vinogradova & Ross, 2019) focusing on the effects of past language learning experiences on teachers’ current approaches and practices. However, the vast majority of studies are centred around the phenomenon of ‘apprenticeship of observation’ (Channa, 2020; Höggqvist, 2016; Moodie, 2016; Rahman et al., 2020) and there is a limited number of studies that examine the role of prior language teachers on what current teachers think, believe, know or practice as professional teachers. To illustrate, the findings of Davin et al.’s

(2018) study are closely related to the existing literature that examines how past language learning experiences of teachers influence their current teaching practices, especially those of experienced teachers. Within the scope of the study, it is emphasised that there is a connection between past language learning experiences and current teaching practices and attitudes, and revealing this connection is presented as the primary goal. The results of the study revealed that the participant teacher's positive experiences in learning French, thanks to the friendly attitudes of her prior teachers, enabled her to provide a warm and structured learning environment for her students. However, the findings also indicated that her negative experiences with explicit grammar teaching may have contributed to her focusing too little on grammar in the classroom.

One of the participants of the current study, Esra also touched upon the same issue concerning the integration of grammar into teaching English and suggested that she prefers including grammar-oriented elements in her lessons due to the strict attitude of one of her prior language teachers towards grammar teaching (First Interview – Saturday, March 18, 2023). In a similar vein, another participant teacher of the present study, Leyla expressed that in the secondary school, she had an English teacher who was very rude and strict to her students and her undesirable teaching attitudes resulted in the loss of motivation and a sense of anxiety from her perspective (First Interview – Friday, March 10, 2023). Conversely, it was clearly recognised that she, as an in-service English teacher, pays utmost attention to creating a secure and supportive classroom environment because she has a strong motivation towards increasing her students' interest in learning English. Hence, from the case of Leyla, it can be also inferred that prior language teachers' attitudes may form today's teachers' acts, attitudes, behaviours, and classroom practices.

As the pioneer review of the studies examining the relationship between teacher characteristics and student achievement gains, the study of Wayne and Youngs (2003) revealed a living connection between teachers' characteristics and students' success. To put it more clearly, as a result of the comprehensive literature review, they concluded that teachers' academic competencies, namely their college ratings, test scores, degrees and coursework, and certification status, might have a determining impact on learners' academic performance. However, on the contrary, the current study illustrated a mismatch between teacher's academic competence and student's

academic performance within the scope of Şifa's case. More precisely, when mentioning her secondary school English teacher who was also Şifa's role model as a professional, she repeatedly stated that her teacher was not highly competent in teaching English and had certain weaknesses in terms of using different techniques and approaches in teaching English or managing the classroom, but her sincere and supportive behaviours enabled Şifa to improve her intrinsic motivation towards learning English (First Interview – Thursday, March 9, 2023). Besides, she emphasised that she had decided to become an English teacher only because of her teacher's positive characteristic features when she was only in the secondary school. On the one hand, this case-specific finding actually contradicts the conclusions put forward within the study of Wayne and Youngs (2003). Nonetheless, on the other hand, within their integrative review research, Bardach et al. (2022) argued that teachers' psychological characteristics, such as motivation and personality, have a significant impact on a wide range of dimensions, including teacher effectiveness, well-being, and relationships with other key stakeholders involved in the teaching process. Thus, it was suggested that a particular attention should be given to comprehending the role of teacher characteristics in the process of teaching and learning. Because the case of Şifa confirmed that teachers' characteristic features play a critical role in forming learners' individual learning processes and even their future teaching journeys, it can be deduced that the psychological characteristics of teachers are as vital as their academic characteristics and play a decisive role in the students' learning experiences firstly, and subsequently have a lasting impact on their professional experiences as teachers.

In conclusion, considering the points highlighted in the current and pioneering studies discussed in this chapter and the findings of the present study, it would be appropriate to state that teachers' attitudes and characteristics have a decisive role in the attitudes and behaviours adopted by their students. In addition, when the cases discussed in the present study are analysed, it can be clearly seen that the aforementioned characteristics of prior teachers not only have shaped the participant teachers' language learning experiences, but also have influenced their views, beliefs and dispositions they hold as professional English teachers.

5.1.2. Apprenticeship of Observation

The phenomenon of ‘apprenticeship of observation,’ which emphasises that learning and teaching experiences gained as a student have an impact on what individuals conduct as professional teachers, has been the subject of several studies since it was introduced to the literature by Lortie in 1975. As an exemplary study, Smagorinsky and Barnes’s study (2014) aimed to scrutinise the components of the concept of ‘apprenticeship of observation’ with the participation of 19 pre-service teachers and it was found that, contrary to what was suggested by Lortie (1975), past learning experiences did not have an effect on pre-service teachers’ teaching attitudes and preferences. This finding suggested by Smagorinsky and Barnes (2014) can be explained by the fact that the participants did not start their professional teaching careers yet. More precisely, as the data of the present study demonstrated, various differences can be found in the views, attitudes and approaches of individuals held as ‘pre-service teachers’ and ‘in-service teachers.’ These differences were combined under the codes of ‘observed gap between theory and practice,’ ‘utopian mismatch,’ and ‘paradox related to teaching approaches’ in the context of the current study, and it was collectively emphasised that there are differences between the participants’ teacher cognition that they possessed as pre-service teachers and the cognition they possess as professional teachers in terms of the mismatch between theory and practice. This finding, in fact, clarifies the result obtained in the study of Smagorinsky and Barnes (2014) and makes the findings obtained within the scope of the current study more meaningful.

Höggqvist (2016), who conducted his study with pre-service teachers pursuing their undergraduate education in the field of English language teaching, also examined the relationship between past learning experiences and achievements and current teaching attitudes, opinions, and behaviours. As a result, he reached a variant ‘apprenticeship of observation’ phenomenon. In the current study, it was observed that past learning experiences also influenced what teachers think, believe, know and practice as professional teachers in various dimensions. For instance, Parla, who was observed to focus on grammar topics by using a ‘concept map’ during her third classroom observation, stated that she had seen this practice from a former high school teacher and integrated it into her own lesson because she thought it would be useful

(Third Think-Aloud Protocol – Thursday, April 13, 2023). Likewise, Leyla, who was clearly noticed during all the classroom observations that she paid utmost attention to speaking English with her students both in and out of the classroom environment, underlined that her cognition towards second language use in the school environment was influenced by the attitudes of her high school teacher whom she adopted as a ‘role model’ (First Interview – Friday, March 10, 2023).

Focusing on “non-native English-speaking teachers,” Moodie (2016) also investigated the impact of past learning experiences on teachers' current teaching practices, attitudes, behaviours, and approaches. Consequently, the concept of “anti-apprenticeship of observation” was identified and it was pointed out that negative learning experiences can have profound effects on the current teaching implementations. One of the most basic and prominent findings of this study is actually in line with the finding obtained as a result of Moodie’s (2016) study. To be more precise, each of the participants in the present study argued that the negative incidents they experienced as language learners in the past shaped their current professional teaching. To illustrate, Büşra referred to the negative language learning situations she experienced in the past and stated that she “tried to be a good teacher by not engaging in bad practices in those cases” and emphasised that she “actually tried to use bad situations and examples to her advantage, that is, she tried to turn bad experiences into good examples” (Self-Reflection Report – Week 4). Feiman-Nemser (2001) contends further that teachers’ professional development processes are significantly influenced by their personal learning experiences and ideas. Teachers bring the principles and techniques they have acquired and embraced throughout their schooling into their professional lives, according to Feiman-Nemser (2001). In a similar vein, this study demonstrated that the foundation of teachers’ professional knowledge and abilities comprises their individual learning histories. This result supports the contention that teachers’ personal learning experiences exert an immense impact on their professional identities and instructional practices.

The “core reflection” paradigm originated by Korthagen and Vasalos (2005) concurs with the results of the current study as well. By examining teachers’ professional experiences and thoughts that resulted from these experiences, Korthagen and Vasalos (2005) highlighted the significance of personal experiences in forming teacher identity and professional knowledge. This paradigm holds that core attitudes

and values that impact teachers' professional practices and behaviours are mostly formed as a consequence of their prior learning experiences. The findings of this study also demonstrate how teachers' previous involvement with learning may shape their beliefs and approaches that they incorporate in their professional teaching careers. In a related vein, as a previous pioneering notion, Bandura's (1977) theory of social learning also places significant emphasis on the process of observing people and learning about their behaviours. According to Bandura's (1977) hypothesis, pre-service teachers' professional beliefs and knowledge are shaped by the teaching strategies and attitudes they encounter throughout their time as students. In this connection, the present study also illustrates how practicing teachers' professional teaching thoughts, beliefs, knowledge, and practices are influenced by their experiences as students and validates Bandura's (1977) social learning theory. As an example, Şifa referred to the sincere, sincere, understanding, and supportive attitude of her secondary school teacher many times and mentioned that this positive treatment she received from her teacher also shaped the relationship network between her and her students (First Interview – Thursday, March 9, 2023). In this respect, she emphasised that she paid utmost attention to the 'humanistic nature of teaching' and stated that if her students had an individual problem, she focused on solving this problem first because she believed that learning could not take place effectively without solving that problem (Fourth Interview – Monday, July 24, 2023).

Lastly, the results of this investigation are also corroborated by Richardson's (1996) study on teacher beliefs. According to Richardson (1996), the assumptions held by teachers are fundamental to the processes of teaching and learning, and they are mostly derived from their unique learning incidents. He further asserts that educators mould their professional behaviours in accordance with the understanding and convictions they obtain from their personal learning encounters. By stressing the influence of teachers' prior language learning experiences on the formation of their teacher cognition, this study aligns with Richardson's (1996) findings because, as discussed, explained and discussed in detail in the previous section, the findings of this study reveal that in-service teachers' past language learning experiences have a determining effect on their professional thoughts, beliefs, knowledge, and practices. Based on this main finding, a greater emphasis can be laid on better comprehending the impact of teachers' personal experiences on their professional credentials and

conceptions because understanding the living relationship between past learning experiences and teacher cognition is of great importance for designing and implementing teacher education programmes more efficaciously. Further research can provide a more in-depth examination of this relationship and shed more light on teachers' professional development processes.

5.1.3. Personal Language Learning Attributes

In addition to prior language learning experiences and prior language teachers, the present study also found that individual language learning processes have an influence on the formation of the participants' teacher cognition. Although this finding was not as dominant as 'influence of prior language teachers,' 'apprenticeship of observation' and 'anti-apprenticeship of observation,' it was still able to significantly shape the thoughts, beliefs, knowledge, and practices of the participants as professional teachers. This code includes 4 sub-codes within its scope: 'intrinsic motivation,' 'peer impact,' 'individual beliefs,' and 'individualistic way of learning English.' The findings displayed that the individual characteristics highlighted in each sub-code revised the participants' views, attitudes and behaviours as teachers and moulded their practices.

Within the scope of Deci and Ryan's (1985) study, which stands as one of the first investigations into the phenomenon of motivation, the "self-determination theory" was established. The theory basically highlights the significance of intrinsic motivation in the process of learning and claims that people who are motivated by intrinsic factors are more likely to be engaged, adaptable, and enthusiastic learners. In a similar vein, when learners who are intrinsically motivated while learning a language become teachers in the future, they typically pass on their innate desire to their students. The conclusions of the present study drawn as a result of the findings also illustrated how teachers' intrinsic motivation for learning a foreign language influences their professional actions and attitudes. For instance, Leyla, who had a quite different language learning process and undergraduate education experience compared to the other five participants, decided to retake the university entrance exam after graduating from a health vocational high school and receiving her bachelor's degree in nursing. Thanks to her intense curiosity about the English language and her intrinsic motivation to teach English, she earned her second bachelor's degree in English language and

literature and simultaneously obtained her formation certificate and was appointed as an English teacher in a public school following the public personnel selection examination. She takes utmost care to transfer these feelings of curiosity and motivation to her classes because she believes that students can benefit from the language learning process at the highest level only through their individual interest (Self-Reflection Report – Week 2).

The findings also indicated that Leyla's curiosity and motivation that she possessed throughout her language learning journey led her to develop various learning techniques, games, and activities as a learner, even when she was not exposed to formal language education, and now as an in-service teacher, she endeavours to use these learning techniques, games and activities in her own classrooms and recommend them to her students (Fourth Think-Aloud Protocol – Monday, May 8, 2023). Similarly, Esra, Parla and Şifa stated that the sense of curiosity they adopted as language learners increased their intrinsic motivation for language learning. In addition, they emphasised that this sense of curiosity and motivation had a positive impact on their current teaching approaches and attitudes (Esra – First Interview – Saturday, March 18, 2023; Parla – First Interview – Wednesday, March 8, 2023; Şifa – First Interview – Thursday, March 9, 2023). Especially Şifa's supportive and welcoming communication with her students both in and out of the classroom environment supports this finding. In his thorough analysis of the literature on teacher beliefs and professional knowledge, Borg (2003)—who has been cited numerous times in both the 'introduction' and 'review of literature' sections—also placed a major emphasis on the effect of teachers' individual learning experiences on their teaching practices. More precisely, Borg (2003) claims that teachers of languages who possess a high level of intrinsic motivation often create methods to motivate their students more frequently. The results of this study also demonstrate that in-service teachers' ideas, beliefs, knowledge, and practices as professionals are influenced by their former intrinsic drive to learn a foreign language.

The role of peers is another critical issue highlighted by Borg (2003) in his extensive literature review. He claims that teachers who are receptive to peer impact typically incorporate cooperative learning and group projects into their lesson plans. In a similar vein, the present study's conclusions showed how peer impact affects teachers' professional practices and attitudes. To exemplify, Parla stated during the first

interview (Wednesday, March 8, 2023) that she chose the language department in high school thanks to the motivating attitudes and support of her two friends and underlined that peers can play an important role in the language learning process. Parla, who was working in a secondary school consisting entirely of male students at the time of data collection for the current study, stated that her students had a competitive attitude due to their gender and stressed that she made special efforts to integrate cooperative activities such as group games into her lessons in order to prevent this competitive attitude from turning into competition, as she herself had experienced as a language learner. Likewise, within the framework of his “social development theory,” Vygotsky (1978) underscores that education is a communal endeavour and people acquire knowledge through their interactions with peers. To put it more clearly, Vygotsky (1978) notes that social connections and peer support are essential for an individual’s cognitive growth. In a similar connection, the study’s conclusions revealed how teachers’ professional perceptions and initiatives are formed by the peer impact they were exposed to during their language learning stages, and it was inferred that teachers who are subjected to peer influence typically offer their student similar possibilities to ensure social learning.

In their study on language teachers’ advancement as professionals, Bailey, Curtis, and Nunan (2001) also recognised the role that teachers’ own language learning experiences have in their professional development. Accordingly, the results of Bailey et al.’s (2001) study illustrated the significance of teachers’ individual language learning experiences in shaping their professional identities and pedagogical strategies. Similarly, the current study’s conclusions, which aimed to throw an intense light on to what extent teachers’ prior language learning experiences mould their professional thoughts, beliefs, knowledge, and practices, are consistent with those of Bailey et al. (2001). Hence, it can be deduced that the individual and unique attitudes, approaches, and perspectives individuals have adopted as language learners in the past will not only influence the language learning process, but these unique qualities accumulated as language learners will also shape their cognition they hold as professional teachers. Therefore, it is particularly essential to shed light on the spiral of relationships between language learning attributes and language teacher cognition, so that teachers’ current attitudes, approaches and practices can be more effectively

understood, their professional development can be supported, and students' learning processes can be optimised.

5.2. Undergraduate Education Experiences

The findings obtained within the scope of the current study revealed that the knowledge acquired by the participants during their undergraduate education and the experiences they accumulated affected their teacher cognitions in many different ways. The most salient codes identified within the study were 'observed gap between theory and practice' and 'utopian mismatch,' and within the context of these codes, it was emphasised that the participant teachers experienced various difficulties while applying the theory-based knowledge they learned in their undergraduate education in the real classroom environment and these negative experiences shaped their attitudes, approaches, and implementation tactics they possess as professional teachers. This specific finding of the present study corroborated with the conclusions asserted by Kennedy (1999). To be more precise, Kennedy (1999) also claimed that while most teacher education programmes are theoretical in nature, there is insufficient reflection of this theoretical knowledge in actual teaching methods that are utilised in real classroom contexts. Besides, according to Kennedy (1999), the lack of practical application of the theoretical knowledge pre-service teachers receive can have a detrimental impact on their professional identities and pedagogical convictions. Likewise, the conclusions of the current study displayed that teachers' professional attitudes and behaviours may be shaped by the incompatibility they encounter within their undergraduate education process. For example, during the third interview (Monday, April 10, 2023), Asya drew attention to the incongruence between the knowledge she acquired in her undergraduate education and what she actually applies in her classes and reported that she had discussed this issue with her colleagues many times. She also expressed that as a candidate teacher, she relied on and believed in the theoretical knowledge she acquired during her undergraduate education, whereas as a professional teacher, she questioned the usefulness of the knowledge she acquired during her undergraduate education.

It was also mentioned by Kagan (1992) that teachers typically pick up their professional knowledge and ideas through their own experiences in the classroom and their pedagogical beliefs. Besides, she argued that classroom practices might be

negatively modified by the disjunction between theoretical knowledge and practical application. In a similar manner, Day (1999) also recognised the detrimental effects of the imbalance between theoretical knowledge and practical application on the professional growth of teachers processes within his research conducted on lifelong learning and the professional development of practitioners. In this vein, he asserted that teachers' motivation to adopt cutting-edge teaching strategies and engage in ongoing professional development may be diminished by the inapplicability of theoretical knowledge in non-real-world situations. Correspondingly, within the scope of the current study, it was also concluded that the incompatibility between theoretical knowledge and practical application, which was expressed by the code 'utopian mismatch,' have shaped the thoughts, beliefs, knowledge, and approaches of the participant teachers as professional teachers and had a determining effect on their teaching practices. This inference obtained as a result of the present study is also compatible with the conclusion obtained within the framework of Hagger and McIntyre's (2006) study. More specifically, Hagger and McIntyre (2006) shed light on teachers' pedagogical beliefs by focusing on their classroom practices, and the findings showed that when teachers could not find a practical equivalent for the theoretical knowledge, they acquired within the formal education programmes, this mismatch led them to question the pedagogical benefits of the theoretical knowledge and its effects remained limited. Furthermore, Hagger and McIntyre (2006) underlined that the lack of theoretical knowledge to support practical applications can negatively affect teachers' pedagogical approaches and teaching practices in the classroom. As discussed in detail in both the 'within-case analysis' and 'cross-case analysis' sub-headings of the previous section, it was found that even though the participant teachers started their professional careers theoretically equipped after their undergraduate education, they experienced a sense of disappointment when they started teaching English in the real classroom environment, which is directly related to the fact that the theory-based knowledge they had accumulated during their undergraduate education could not be applied in real classroom environments in the way they 'imagined.'

A further finding of the current study concerns the fact that micro-teaching experiences and practicum experiences have a critical impact on the participant teachers' language teacher cognition. To be more precise, the findings suggested that participant teachers can reflect both micro-teaching practices and practicum

experiences that they were exposed to during their undergraduate education to their current teaching practices. Micro-teaching, which is characterised as a method of teaching that enables prospective teachers to undergo small-scale instructional practices, has been introduced to the literature as an efficacious method for enhancing the pedagogical skills of teacher candidates (Allen & Ryan, 1969). Since it is a method developed for prospective teachers in terms of its scope and purpose, the leading studies on micro-teaching method (Bell, 2007; Borko & Mayfield, 1995; Kılıç, 2010; Korthagen & Kessels, 1999; Saban & Çoklar, 2013) centred on the micro-teaching practices that prospective teachers experienced and all of them, in a consistent manner, emphasised that micro-teaching practices positively affected the pedagogical competencies and professional development by ensuring ‘secure’ teaching environments. However, considering that these studies focused on micro-teaching implementations that prospective teachers encountered during their undergraduate education, it can be stated that these studies may be insufficient in terms of understanding and exploring the link between micro-teaching experiences and the pedagogical attitudes, approaches, and practices of in-service teachers. Based on this conclusion, the current study aimed to reveal to what extent micro-teaching practices experienced during undergraduate education affect what the participant teachers think, believe, know, and practice as professional teachers. In this respect, the findings showed that while the participants had positive views about micro-teaching practices when they were prospective teachers, their beliefs about these practices were damaged when they graduated and started to teach English in real classroom settings. In this context, it can be concluded that the findings and inferences obtained within the scope of the current study do not corroborate with the findings of the pioneering studies in the literature (Bell, 2007; Borko & Mayfield, 1995; Kılıç, 2010; Korthagen & Kessels, 1999; Saban & Çoklar, 2013). However, it should be kept in mind and emphasised that the scope of these studies was micro-teaching practices performed specifically within undergraduate education, and the findings were focused on the pedagogical competencies and characteristics of prospective teachers. Therefore, comparing the findings of these studies with the findings of the present study may not provide useful inferences in practical terms.

Taking into account the studies on practicum experiences undertaken during undergraduate education (Beck & Kosnik, 2002; Smith & Lev-Ari, 2005; Tuli & File,

2007; Zeichner, 1996, 2010), it can be argued—similar to the studies conducted on the micro-teaching experiences—that these studies were also shaped on the basis of prospective teachers’ pedagogical beliefs, views and practices. A common finding and insight expressed within the scope of these studies is that the experiences gained as part of the practicum have made a critical contribution to the professional development of pre-service teachers. As an exemplary study emphasising the impact of practicum experience on the formation of prospective teachers’ professional identities, the findings of Smith and Lev-Ari’s (2005) study reveal the value of practicum experiences for teachers’ professional development processes. In this context, it was inferred that practicum can assist teachers to continuously improve themselves and embrace innovative teaching methods. In a similar way, Zeichner (2010, p. 89) also put a strong emphasis on “the connections between campus courses and field experiences” offered within the undergraduate education, and he noted that the new epistemology for teacher education, which aims at creating new spaces to sustain a practical relationship between campus courses and field experiences, “create expanded learning opportunities for prospective teachers that will better prepare them to be successful in enacting complex teaching practices.” However, the fundamental focus of the current study was placed on the formation of in-service teachers’ teacher cognition, so it differs from the studies of Smith and Lev-Ari (2005) and Zeichner (2010) with regard to the features of participants. Hence, it may be inappropriate to compare the findings of the present study with those of the previously-mentioned ones (Beck & Kosnik, 2002; Smith & Lev-Ari, 2005; Tuli & File, 2007; Zeichner, 1996, 2010). Nevertheless, based on the insights gained from the cases of Asya, Leyla and Şifa, it can be deduced that the participant teachers characterised their practicum incidents as valuable opportunities to recognise the strengths and weaknesses of their profession, especially in terms of classroom management skills, which echoes the conclusion drawn as a consequence of Beck and Kosnik’s (2002) study.

In conclusion, considering the findings and inferences of the studies discussed under this subheading and the results and implications of the current study, it can be remarked that the undergraduate education process can affect teachers’ professional journeys in a variety of ways. In the current study, these factors were often shaped around the incompatibility between theoretical knowledge and practical application, and in the related literature, it has also been found that the lack of a practical equivalent

of the theoretical knowledge learnt in undergraduate education in real classroom environments has significant effects on the pedagogical views, beliefs and approaches that teachers adopt as professional teachers. In addition, within the scope of the current study, it was determined that micro-teaching practices and practicum experiences also have an important role on the formation of teacher cognition, but when the relevant literature was analysed, no study was found to overlap with this specific finding of the current study. Nevertheless, when the codes positioned under the theme of ‘undergraduate education experiences’ are considered, it would be appropriate to infer that the incidents that teachers experienced during their undergraduate education as prospective teachers have a mission on how they cognise as professional teachers.

5.3. Professional Teaching Experiences

Within his masterpiece, entitled “Experience and Education,” Dewey (1938) asserts that experience is a vital element of education and has the potential to mould teachers’ pedagogical approaches and professional attitudes all throughout their teaching careers. Professional experiences, as pointed out by Dewey (1938), reinforce and enhance the attitudes and perceptions of practitioners about effective classroom management techniques as well as teaching methods and approaches. In the present study, it was also identified that professional teaching experiences shaped the pedagogical thoughts, beliefs and knowledge of the participant teachers and led to changes and revisions in their teaching approaches and classroom practices. Shulman (1987), who aimed to shed light on the foundations of the knowledge base of teaching by following in the footsteps of earlier scholars, also stated that the experience factor has an important role in the formation and maximisation of teachers’ knowledge base. Moreover, Shulman (1987) expressed that one of the pillars of a teacher’s knowledge base is practice and emphasised that although it is the least coded factor, practice has a distinct mission in the comprehensive exploration of teachers’ accumulation of knowledge. In this context, he characterised the final source of the teacher’s knowledge base as “wisdom of practice” (Shulman, 1987, p. 11).

Within the scope of the present study, the multifaceted aspect of the professional teaching experiences was revealed. In other words, the findings displayed that many incidents experienced by the teachers during their professional teaching journey affected their pedagogical views, attitudes, behaviours, and approaches in

many ways. In this context, the most prominent aspects were found to be ‘classroom dynamics’ and ‘feedback from learners.’ To put it more clearly, on the one hand, the participant teachers emphasised that classroom dynamics shaped their teaching practices to a great extent by stating that they were exposed to various positive and negative situations due to changing classroom dynamics. On the other hand, they also underscored that the feedback they receive from their students have a critical importance in their professional lives. In his book, entitled “The Dynamics of the Language Classroom,” Ian Tudor (2001) placed a special interest in exploring the constituents of language classrooms and argued that “providing teachers with guidelines for negotiating a shared and sustainable approach to teaching within their classrooms” (p. 10) occupies a vital role in ensuring a balanced and supportive language learning environment. Referring to the variable nature of ‘classroom dynamics,’ Büşra made an explanation parallel to Tudor’s (2001) argument and remarked that each of her classes had unique qualities and that she had difficulties from time to time because she was not aware of these differences before she started teaching (Third Interview – Thursday, April 6, 2023). In other words, Büşra expressed that when she started teaching upon earning her bachelor’s degree, she thought that her classes would have a homogeneous structure as she experienced in micro-teaching practices, but she realised right after the very first lesson that the real classroom environments were far from this homogeneous structure. In this connection, she underlined that the components of the real classroom environment should be introduced to prospective teachers more comprehensively before starting the profession in order to minimise the negative experiences that teachers may have due to changing classroom dynamics (Third Interview – Thursday, April 6, 2023). Likewise, Parla pointed out that she had participated in many in-service trainings throughout her professional life and these trainings acted as a “guide” for her to solve the problems she experienced due to the variable structure of teaching (Third Interview – Wednesday, April 5, 2023).

The findings obtained in this study also demonstrated that ‘feedback from learners’ has a remarkable effect on what teachers think, believe, know and do as professional practitioners and it is apparent that this result is consistent with various studies conducted in the mainstream educational literature. To exemplify, as per Brookhart’s (2008) assertion, proficient feedback serves as a beneficial instrument for

professionals and helps them in shaping their pedagogical approaches. Besides, Brookhart (2008) also highlighted that teachers are able to evaluate and enhance their teaching methods thanks to the input obtained from their students. In a similar vein, the conclusions drawn as a consequence of the present study indicated that the participant teachers' professional practices, perceptions, approaches, and habits are influenced by the feedback they have taken from their students. Furthermore, as noted by Hattie and Timperley (2007), even though feedback plays a crucial role in the learning process, teachers might derive a great deal of benefit from it as well. More precisely, utilising the feedback they get from their students, teachers can assess and refine their teaching methods and approaches on a regular basis. Similarly, within her extensive study, Shute (2008) also aimed at exploring to what extent feedback influences pedagogical identities and educational perceptions of professional teachers. As explained by Shute (2008), positive and constructive feedback enables teachers to build more successful teaching practices by boosting their professional self-esteem. In this context, it can be inferred that student evaluation has a significant impact on the formation of teachers' pedagogical thoughts, beliefs, behaviours, and approaches. The findings of the present study correspond to prior research throwing light on the relevance of learner feedback on the professional growth of teachers, and they collectively offer a substantial contribution to have an enhanced comprehension concerning the association between feedback obtained from learners and teachers' thoughts, beliefs, knowledge, and practices.

The findings of this study also revealed that modifying teaching methods and routines through trial and error dramatically affects what teachers think, believe, know and do as professional practitioners. To be more precise, as Asya, Büşra and Şifa particularly stressed, the teaching routines that they basically amended through trial and error due to the problems they experienced in real classroom environments during their teaching journeys led to transformations in their teacher cognition as well. However, these procedural alterations, which resulted in modifications and revisions in their teacher cognition, favourably affected their professional development and enabled them to better understand the dimensions of the teaching profession. In this regard, Asya reported during the fourth interview (Monday, May 27, 2023) that she developed a teaching routine that took into account the sequence-oriented problems and student-based factors she experienced in the classroom environment, and her

thoughts and insights as a professional teacher constantly changed during the process of creating this routine. As a result, this modification and transformation procedure that Asya has experienced has enabled her to be a teacher who is satisfied with her current situation as a teacher. Additionally, Putham and Borko (2000) also contended that attempting new teaching techniques and giving up established patterns of teaching is a beneficial step that can be taken so as to foster the professional growth of teachers. In a similar vein, Clarke and Hollingsworth's (2002) research demonstrated that altering teaching routines can have considerable effects on classroom dynamics. They also underlined how trial and error can improve student engagement, foster stronger teacher-student relationships, and increase classroom interactions. In this context, it may be concluded from the results of Putham and Borko's (2000) and Clarke and Hollingsworth's (2002) studies as well as the implications of the current study that modifications made via trial and error can optimise teachers' pedagogical perceptions and improve their comprehension of the variables influencing student learning.

Another interesting finding of the present study is that the phenomenon of motherhood is also strongly reflected in teacher cognition. To put it more clearly, as Parla and Şifa underlined numerous times, their teaching journey consisted of two separate episodes, namely 'before becoming a mother' and 'after becoming a mother,' and they unitedly stressed that after becoming a mother, the 'motherhood instinct' became evident in the classroom environment. In the related literature, there are various studies on the relationship between motherhood and teaching, and each of them has revealed that the phenomenon of motherhood has an essential place in educational environments within the framework of their own contexts. For instance, O'Connor (2008) claimed that being a mother improves a teacher's emotional intelligence and capacity for empathy. Besides, O'Connor (2008) also noted that the empathy that comes with being a mother enables teachers to form closer relationships with their pupils and have an increased awareness of their needs, which can, in turn, influence teachers' instructional perspectives and classroom management skills in a positive manner. The findings of Elbaz-Luwisch's (2004) study also demonstrated how parenting fortifies the qualities that teachers value most, including understanding and patience. More precisely, these attributes enable professionals to better regulate classroom dynamics and show a deeper understanding regarding the special requirements of every pupil, as underscored by Elbaz-Luwisch (2004). In this

connection, it can be deduced that teachers' professional identities and practices are profoundly shaped by these attributes that come with becoming a mother, which is also consistent with the findings and implications of the present study.

Within the scope of the present study, it was also revealed that the lived experiences of the teachers accumulated during the period when they were characterised as 'novice' had a formative effect on their current cognition. In other words, although only one participant (Leyla) was defined as a novice teacher with three years of teaching experience, the pedagogical challenges that the other six participants were exposed to when they were novice teachers enabled them to keep their motivation as professional teachers alive and made their professional thoughts, beliefs and approaches more robust and consolidated. Although Parla, for instance, did not experience any difficulties in terms of teaching methods and approaches when she first began teaching as an in-service teacher, she encountered many difficulties in terms of social and bureaucratic relations and practical applications (e.g., the use of online systems, filling in lesson schedules, or sustaining a healthy communication with students and parents). However, she expressed that she solved these difficulties with the support of her colleagues and made an individual effort in this sense and she also emphasised that the problems she experienced as a 'novice' teacher had a substantial role in her becoming a 'teacher who is satisfied with her teaching' today (Third Interview – Wednesday, April 5, 2023). At this point, it would be appropriate to mention the study conducted by Tait (2008) with the participation of 'novice' teachers. Tait (2008) aimed to explore the impact of providing support to novice teachers on their professional satisfaction and cognition. Accordingly, the data presented that mentor support and professional development programmes have a positive impact on novice teachers' self-confidence with regard to classroom management and pedagogical strategies, and mentor support, in collaboration with professional development programmes, also contributes constructively to their professional cognition. Therefore, it can be argued that a special attention should be devoted to the 'novice' years of practicing teachers because the incidents that they are exposed to upon their fresh start to the profession of teaching may have a lasting effect on their ongoing pedagogical actions and inclinations.

In conclusion, the data clearly showed that professional teaching experiences influenced participant teachers' teacher cognition in many different aspects in a

variable manner. In the previous section of the study, these factors were discussed in detail by analysing all the findings separately for each case and comparing all cases, and in this current section, the data obtained within the scope of the study are discussed by comparing and contrasting them with the findings of prior studies. Ultimately, it can be asserted that understanding and making sense of professional teaching experiences is critical for exploring the essence and components of language teacher cognition. Therefore, future studies can be planned around the aim of examining how and to what extent each factor included in the main theme of professional teaching experiences is reflected in teacher cognition.



CHAPTER 6

CONCLUSION

The primary purpose of the present study can be characterised as shedding light on the basic constituents of EFL teachers' teacher cognition from an in-depth perspective. Numerous studies (Golombek, 2015; Kagan, 1990; Kubanyiova & Feryok, 2015; Ngo, 2018; Öztürk & Gürbüz, 2017; Öztürk & Yıldırım, 2019; Somuncu, 2021; Zembylas, 2005) have jointly stated that there are a wide variety of factors that constitute teacher cognition and that it has a multi-dimensional structure by nature. Moreover, as Borg (2009) particularly emphasised, both the incidents experienced by teachers in their own learning processes and the events they experience in the process of building and consolidating their professional competences have a decisive mission on teacher cognition. The main motivation and starting point of the current study is essentially the phenomenon underlined by Borg (2009). To put it more clearly, when the relevant literature is analysed, it becomes apparent that teacher cognition has an experiential dimension and this multifaceted phenomenon is influenced by professional teachers' learning experiences (Channa, 2020; Ellis, 2006; Höggqvist, 2016; Moodie, 2016; Smagorinsky & Barnes, 2014), the theory-oriented knowledge they are exposed to during their undergraduate education and social and pedagogical incidents (Ma & Luo, 2021; Macalister, 2012; Renzaglia et al., 1997; Qui et al., 2021; Yang, 2019), as well as all the experiences they accumulate during their professional teaching processes (Calderhead, 1983; Kim & Klassen, 2018; Sanchez, 2010) at varying rates. In this direction, the current study aims to comprehend and contextualise the multi-dimensional nature of language teacher cognition while it simultaneously delves into the experience-oriented nature of teacher cognition. In line with this objective, one main research question and three sub-questions were identified. The first question was formulated as a question to investigate the fundamental components of language teacher cognition. The sub-questions centred on

examining the experience-oriented building blocks situated within the multi-dimensional structure of language teacher cognition. In this respect, the first sub-question is orientated towards exploring to what extent and how the participant teachers' experiences accumulated while they were language learners influenced their teacher cognition. The second sub-question focuses on the participant teachers' undergraduate education and is intended to shed light on the effects of their experiences acquired during their undergraduate education on their teacher cognition. The last sub-question concentrates on recognising the living and ongoing interaction between the participants' professional teaching experiences and teacher cognition.

The study was designed as a "multiple instrumental case study" (Creswell, 2015) and was conducted with the participation of six female EFL teachers working in varied educational institutions whose years of experience ranged from 3 to 13 years. In order to triangulate the findings objectively, the data were collected through a total of five data collection tools: semi-structured interviews, real classroom observations, retrospective think-aloud protocols, weekly reflective journal entries, and lesson materials, i.e., lesson plans, textbooks and supplementary supporting materials. The data obtained were analysed via the "constant comparative method" which can be described as a stand-alone analytic method (O'Connor et al., 2008).

The findings revealed that the language teacher cognition of the participant teachers was grounded on three main strands of lived experiences. These were characterised by three themes, namely prior language learning experiences, undergraduate education experiences and professional teaching experiences. Each theme encompasses a wide range of phenomena. Considering that each of the six teachers who participated in the study was involved in a different language learning process and had taught and were teaching in different schools following a different undergraduate education process, it may be quite pragmatic to understand and make sense of these different and diverse findings. More precisely, although the ages and years of experience of the participants are not very widely divergent, each of them learnt English in different ways from different teachers in different institutions. Subsequently, although Parla and Şifa graduated from the same university and the same department, they pursued their undergraduate education in different years and the other four participants also received their bachelor's degrees from different higher education institutions. In addition, each of the participants' first workplaces were in

different organisations, even in different cities, and their current organisations were also different from each other. To summarise, each participant had their own unique learning experiences and teaching journeys, and therefore the data obtained represents purely case-specific findings.

The findings obtained within the scope of the study have uncovered the case-specific characteristic properties and experiences of the participants. On the one hand, within the context of prior language learning experiences, the participants' teacher cognition was found to be influenced by both positive and negative language learning experiences that they have undergone in the past, and these influences were discussed in detail under the codes of 'apprenticeship of observation' and 'anti-apprenticeship of observation.' On the other hand, it was also critically identified that the participants were also affected by the attitudes, characteristics, and support of their prior language teachers. Moreover, the results illustrated that the personal attributes of the participants as language learners, irrespective of the school environment or their teachers, also played a decisive role in their teacher cognition.

Under the second main theme of 'undergraduate education experiences,' as indicated in Table 9, many different aspects were included, and it was clearly observed that each phenomenon or reality had an important place in shaping and maturing the participants' language teacher cognition. In this respect, the most emphasised issue by the participant teachers was the inability to apply the theory-based knowledge they acquired during their undergraduate education in real classroom settings and the practice-based problems that this imbalance between theory and practice, which they observed and experienced first-hand, caused in their professional journeys. These incompatibilities were pictured in different dimensions under the codes of 'observed gap between theory and practice' and 'utopian mismatch' and the difficulties experienced by the teachers were revealed under the code of 'lack of practical knowledge.' Ultimately, these 'gaps' and 'mismatches,' which the participants mentioned many times, created the perception that they as teachers 'lacked practical knowledge' and forced them to revise what they thought, believed, knew, and practised as professional teachers. The participants also touched upon the micro-teaching practices and practicum experiences they were exposed to during their undergraduate education and expressed that these practice-based experiences were instrumental first steps for their professional development, although they did not think that these

experiences reflected reality. In addition, it was also found that teachers tended to shape their professional teaching approaches and practices by being influenced by the teaching approaches, especially the teaching agendas, of the academics they took courses from during their undergraduate education. To conclude, it can be inferred that the experiences and incidents that the participant teachers were exposed to during their undergraduate education had a significant impact on their language teacher cognition.

According to the findings, the final theme included in the study was 'professional teaching experiences.' Within this theme, the participants identified 'classroom dynamics' and 'feedback from learners' as the most effective themes for the formation of their language teacher cognition. More precisely, the teachers reported that throughout their teaching careers, they remained sensitive to opinions of their students and voices coming from their classes. Eventually, they were motivated by these comments, which they did not disregard, to modify their attitudes, opinions, and methods as professional teachers. Furthermore, the circumstances which teachers were accumulated as novice teachers and the events they experienced during those periods also played a role in the transformation of their teacher cognition. In other words, when the teachers first started teaching, they faced various pedagogical problems, in the context of classroom management, and some bureaucratic problems, especially in social relations. They tried to solve these problems with their own personal efforts or with the support of their colleagues, and this process resulted in changes their attitudes, beliefs, and approaches they hold as professional teachers. Another result included in the study and mentioned many times in the previous sections was the effect of motherhood on teacher cognition. The cases of Parla and Şifa clearly demonstrated how maternal instinct can shape teaching attitudes, behaviours, approaches, and practices. Moreover, the findings showed that the idealistic attitude towards teaching might fade over time, allowing teachers to approach teaching with a more balanced attitude. Hence, it can be noted that on the one hand, the attitudes of the teachers, especially when they first started working, was idealistic, but they needed to temper this idealistic attitude over time due to environmental realities, which, in turn, necessitated changes in their teacher cognition. On the other hand, the findings displayed that adopting a more balanced attitude towards teaching also reduced the burden on the teachers in this process. In conclusion, within the scope of the current study, both idealistic and balanced attitudes were seen with examples and their roles

in shaping language teacher cognition were realised. Within the scope of the study, it was also noticed that technology has a mission on the notion of teacher cognition. To be more specific, in Leyla's and Parla's cases, it was clearly observed that the technology-based problems they were necessarily exposed to after starting teaching as in-service teachers caused them to review their competencies as professional teachers. In addition, the findings also showed that the participants, when preparing their teaching programs and plans, attach importance to their correspondence with real life and organise their teaching approaches and practices in this regard. As a result, it can be concluded that professional teaching experiences can affect language teacher cognition at varying rates in many different directions, just as language learning experiences and undergraduate education experiences do. In this connection, it can be stated that language teacher cognition is a multi-dimensional concept with many different components. Understanding this versatile and multi-dimensional concept is very important in order to discover the building blocks of the teaching profession and make the profession more realistic and meaningful. In the next section, the implications of the current study will be explained and discussed specifically for each theme.

6.1. Methodological and Pedagogical Implications

Considering the research conducted in the field of mainstream education, several studies examining teachers' attitudes (Earthman & Lemasters, 2009; Mitchell, 1976), beliefs (Fang, 1996; Tatto & Coupland, 2003), identity formation processes (Arvaja, 2016; Derakhshan & Nazari, 2022; Taylor, 2017) and approaches can be observed. In addition, there is a wide range of research in the literature that focuses on the components of teacher cognition in different contexts (e.g., Barnard & Burns, 2012; McAuliffe et al., 2009; Zembylas, 2005). These valuable studies were conducted with the aim of shedding light on teacher cognition of both 'pre-service' teachers (Baleghizadeh & Rezaei, 2010; Buss, 2017; Esen-Aygün, 2018) and 'in-service' teachers (Atai et al., 2018; Jarvis & Pell, 2004) by approaching the formation processes of teacher cognition from different perspectives. Furthermore, various studies conducted within the framework of specific areas of teacher cognition have also been contributed to the educational literature. To illustrate, while Nishimuro and Borg (2013) addressed teachers' cognition towards grammar teaching in the Japanese

context within their remarkable research, Başar (2020), who was similarly motivated by Nishimuro and Borg (2013) in his current study, questioned teachers' cognition towards grammar teaching in Turkish EFL context. In addition, it is also quite obvious that significant studies in the related literature have been carried out to explore the basic components that make up the teacher cognition of prospective and professional teachers and to address the differences between the two groups of teachers in terms of these basic components (e.g., Contreras et al., 2020; Meschede et al., 2017; Sanchez, 2013). When the doctoral dissertations conducted in Turkish EFL context were also examined, it was seen that there were seven dissertations focusing on teacher cognition as reported in the Council of Higher Education Database (i.e., Arıkan, 2022; Çınarbaş, 2022; Gülден, 2013; Nural, 2012, Öztürk, 2015; Somuncu, 2021; Şarlıanoğlu Vural, 2015). However, as discussed in the second main chapter of the present thesis, the 'Review of Literature' section, it was noticeable that the number of studies examining the building blocks of professional teachers' language teacher cognition was quite limited. Besides, it has been remarked that the number of studies examining the role of the experience factor in the formation and maturation processes of teacher cognition is relatively scarce. Accordingly, the present study was designed to explore the role and place of experiences on teacher cognition, which Borg (2009) described as a literature gap and suggested conducting further research on.

Within the scope of the present study, the construct of 'teacher cognition' is described as 'the umbrella phenomenon that encompasses the thoughts, beliefs, and knowledge that teachers have as professional teachers and their practices based on these three aspects' with reference to Borg's (2003, 2009) pioneering and comprehensive studies that have a very important place in the specific literature on teacher cognition. In this context, the findings clearly showed that the components that constitute the participant teachers' teacher cognition are quite diverse and the factors affecting the shaping and maturation processes of their teacher cognition are also complicated and wide-ranging. The first finding that came to the fore within the study was the deep-rooted relationship between past language learning experiences and teacher cognition. More specifically, the results indicated that the incidents and experiences that the participants accumulated as language learners deeply influenced their pedagogical thoughts, beliefs, knowledge, approaches, and practices. Based on this finding, it can be suggested that teacher education programmes should place more

emphasis on prospective teachers' language learning experiences so that the value of these experiences for the professional development of pre-service teachers can be underscored and the effective integration of prior language learning experiences into professional teaching environments can be ensured. To be more precise, it can be stated that a better internalisation between prior language learning experiences and teacher cognition can be very useful for the development of teachers' pedagogical knowledge and skills. In this context, the findings of the present study demonstrated that when teaching English in real classroom settings, the participants remembered the attitudes, emotions, and pedagogical approaches they had been exposed to as language learners in the past and tended to reflect the positive attitudes, emotions, and approaches to their own teaching styles. On the contrary, the participants stated that they took utmost care not to reflect their negative experiences on their own students and classrooms. That is to say, while the positive experiences in the past expanded and supported their language teacher cognition, the negative experiences opened a critical door for them in terms of reflection and enabled them to continuously question and improve their teaching attitudes, behaviours and approaches. In this respect, it would be beneficial for the development of teachers' professional competences if undergraduate education programmes were designed to include and emphasise the element of 'self-reflection.' The ability of teachers to recognise the relationship between their past learning experiences and their future teaching attitudes, ideas, beliefs, and approaches while they are still prospective teachers may enable them to enter the teaching profession with a more confident and knowledgeable mindset. Furthermore, it is also worth emphasising that self-reflection-based in-service trainings can be organised for current professional teachers to enable them to make sense of the living relationship between past language learning experiences and current teacher cognition and to apply them positively to their teaching practices. In this way, through in-service trainings, teachers may be facilitated to keep their classroom practices up-to-date and adopt a more meaningful teaching approach for themselves.

The second main theme found within the current research was 'undergraduate education experiences' and within this main theme participants specifically referred to the confusion caused by the gap and mismatch between theoretical knowledge and practical application. In this connection, they collectively voiced that undergraduate education programmes should be based on more realistic foundations, which can be

described as the most prominent and important implication revealed by the data of the present study. In other words, as discussed in detail in the findings section, the participants experienced a sense of disappointment when they started teaching in real classroom settings as professional teachers after receiving their bachelor's degrees and could not find the opportunity to effectively utilise the theoretical knowledge they had learned during their undergraduate education. These negative emotions experienced by the teachers consequently led them to change and revise their pedagogical attitudes, thoughts, and beliefs. In this respect, the practicum opportunity, which is currently offered in the last year of undergraduate education, could be extended to previous years so as to ensure that undergraduate education programmes have a more concrete and realistic basis and reflect more objectively the learning and teaching conditions in which prospective teachers will engage as professional teachers in the future. In addition, field courses where prospective teachers can come together with in-service teachers and exchange ideas to increase their awareness of the obligations of teaching in real classroom settings can also be included in the curriculum of undergraduate education programmes. In this respect, it is actually very crucial that university professors take an active role in this process. To be more precise, it is therefore essential that academic instructors clarify and provide examples of how the theoretical knowledge they impart in their classes can be applied in real-world situations. By achieving this, a more meaningful and insightful undergraduate education curriculum can be offered for pre-service teachers and the challenges they may encounter upon starting their teacher career can be minimised.

The third main theme apparent as a consequence of the data analysis was 'professional teaching experiences' and it was recognised that the participants' unique teaching experiences, namely personal and professional attributes and context-related factors, have a substantial impact on the formation of the teachers' language teacher cognition. The participants put a special emphasis on the role of classroom dynamics and uttered that they need to get the most benefit of what is evident in their classrooms so that a more supportive and inclusive learning environment can be sustained. In this vein, taking into account the connection between classroom dynamics and practices, it can be suggested that in-service teachers should be provided with collaborative training sessions in which they can reflect on their own pedagogical attitudes and approaches and exchange opinions with their colleagues. By doing so, the mental

workload of in-service teachers can also be diminished because they will be able to have a place for self-reflection. Additionally, it can also be argued that in-service teachers' professional development has a major mission in comprehending the ongoing relationship between professional teaching experiences and teacher cognition. To put it differently, if teachers are open to extend the scope of their professional competencies, their teaching practices can also be positively influenced by their improving pedagogical competencies. Besides, getting more informed of their pedagogical competencies and contextual factors, in-service teachers can maximise their commitment to teaching and learning, which may, in turn, enable them to better understand constituents of their teacher cognition. In this regard, it may be an appropriate decision to include professional development units within institutions, because thanks to these units, solutions can be cooperatively found to problems that professional teachers experience but cannot fully perceive.

In addition to in-service training and professional development units, focusing on teachers' research skills will be a very important step in discovering the cornerstones of teacher cognition. Although there are many studies in the relevant literature focusing on teachers' attitudes, opinions, beliefs, and practices, the number of studies in which teachers are actively involved in the research process is quite limited. However, considering that the studies in question have been conducted to explore teachers' professional realities, approaches, perceptions, and ultimately their cognition, carrying out especially action research studies in which practicing teachers are personally engaged in the process will be very useful in terms of making an original contribution to the literature. As a result, as discussed in detail in the present sub-heading, the current dissertation can be described as a comprehensive study that has a realistic counterpart in real teaching and learning environments, and in this sense, it can be stated that it makes an up-to-date contribution to the relevant literature. In the next sub-heading, suggestions will be made for future studies based on the purpose and findings of the present study.

6.2. Suggestions for Further Research

The current study was conducted with the aim of revealing the components of language teacher cognition and concentrated specifically on the experiential facets of teacher cognition. Although it is underlined that the study makes an up-to-date and

original contribution to the relevant literature in terms of research design, findings, and inferences, it would be appropriate to put forward suggestions for future studies that will provide a more detailed understanding of varied fractions of teacher cognition. In this regard, suggestions that can be made based on the current study for further research can be expressed as follows:

- ⇒ The present research was carried out adopting a holistic approach so as to ensure that all the constituents of the participants' language teacher cognition can be enlightened. However, further research can be conducted by centring on a specific facet of teacher cognition. To put it differently, the current study focused on the three experience-oriented aspects of teacher cognition, namely prior language learning experiences, undergraduate education experiences, and professional teaching experiences but future studies can be designed in a way that can shed light on a specific experiential dimension of teacher cognition.
- ⇒ The findings of the current study illustrated that novicehood-related deficiencies also have a pivotal effect on the formation of the participants' language teacher cognition. In this vein, it can be noted that further research can be performed in order to discover the building blocks of novice teachers' teacher cognition.
- ⇒ In connection with the previous suggestion, it can be argued that future studies can also involve both experienced and novice teachers and attempt to compare and contrast the constituents of experienced and novice teachers' teacher cognition. Besides, as it is also asserted by Borg (2003, p. 98), longitudinal studies can be carried out to explore the transformations occurring in teachers' teacher cognition, which provides more in-depth insights into the fractions of teacher cognition.
- ⇒ The present study did not specifically aim to address the association between teachers' teacher cognition and pedagogical practices even though how their classroom practices and teacher cognition interrelated was highlighted upon explaining and discussing the findings. However, further research can concentrate on the relationship between pedagogical implementations and teacher cognition.

- ⇒ Considering the diversity of the studies on the phenomenon of teacher cognition, it can be clearly noticed that there have been certain studies focusing on a specific type of teacher cognition as well, e.g., teacher cognition of grammar teaching and teacher cognition concerning assessment. In this vein, carrying out further research by specifying the type of teacher cognition can be applicable for scholars who may need topic-specific insights into the nature of teacher cognition.
- ⇒ Although the building blocks of language teacher cognitions were clarified within the last sub-heading of the ‘findings’ section, a specific attempt was not made to put forward a framework or a cluster to better depict the notion of language teacher cognition. Hence, conducting quantitative studies to portray the constituents of language teacher cognition can be suggested.
- ⇒ As noted in the previous sub-heading, it can be easily recognised that the number of studies involving in-service or pre-service teachers in the research procedure as researchers is highly scarce. However, taking into consideration that teachers are the stakeholders that are primarily affected by the outcomes and implications of the academic studies, designing further action research studies can be quite beneficial so that more engaging and meaningful findings can be obtained. To put it more clearly, practitioners may sometimes find what is suggested within the studies meaningless or useless because they may not be aware of the practical dimensions of what is performed within the studies. Therefore, designing further studies which necessitate the participation of practicing teachers can result in more productive implications.

The research suggestions presented above were expressed with the aim of better understanding and assimilating the complex and multifaceted nature of teacher cognition, and it can be stated that each of them will offer an effective and valuable contribution to the relevant literature along with the current study.

6.3. Limitations of the Study

The current study was designed as a collective case study and was conducted with the participation of six teachers. The data obtained within the scope of the study

was collected using five different data collection tools, and the aim was to effectively triangulate the data by including different data collection instruments. In addition, the study aimed to examine the basic components of language teacher cognition by adopting a holistic approach, and since the role of the experience factor in teacher cognition is emphasised in the relevant literature, the present research specifically focused on teachers' learning and teaching experiences. Therefore, considering the purpose of the study, the number of participants and data collection tools, the size and scope of the data obtained within the scope of the study can be easily recognised. Although the study was analysed using the constant comparative method and many techniques were included in the scope of the study in order to ensure the reliability and validity of the data, this issue can be expressed as a limitation of the study, as the abundance of data may have led to missing or overlooked findings.

Furthermore, as noted in the 'methodology' section previously, all the participants involved in the study were females, and gender-focused findings such as motherhood were also obtained as a result of the study. Since each of the participating teachers was involved in the data collection process with great devotion, the findings obtained resulted in very useful results and provided very comprehensive insights. However, including male teachers alongside female teachers would also be interesting to explore a different dimension of teacher cognition. In this context, the fact that all participants who contributed to the study were females can be described as a positive limitation of the study.

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APPENDICES

A. THE FIRST INTERVIEW FORM AND QUESTIONS

Dear Participant,

This interview will be conducted within the scope of a PhD dissertation aiming to examine experiential and theoretical facets of language teacher cognition for novice EFL teachers, working at public schools in Turkey.

Your answers to the questions to be asked during the interview are extremely important in terms of the reliability of the data to be obtained as a result of the study.

Your participation in the interview is on a voluntary basis. In this context, if you agree to participate in the interview, you must fill in the information below and give your consent.

If you participate in the interview, the answers you will share will only be used within the scope of the relevant research and no data containing your personal information will be shared.

Thank you for your support and participation,

Instructor & PhD Student Özlem UTKU BİLİCİ

Researcher's Name & Surname : Özlem Utku Bilici

Date :

Start – End Time :

Participant's Name & Surname :

Name of the School :

I voluntarily agree to participate in this interview, which will be held within the scope of a PhD dissertation aiming to examine experiential facets of language teacher cognition for EFL teachers, working at public schools in Turkey.

Signature:

Interview Questions:

1. When did you start learning English?
2. Could you tell me about your experiences as a language learner in primary school/secondary school/high school?
 - 2.1. Did you enjoy English classes?
 - 2.2. What were your motives in English classes?
 - 2.3. How did you learn English?
 - 2.4. What kind of activities were used by your teachers?
 - 2.5. Do you remember any specific moment in which you liked and/or disliked learning English?
 - 2.6. Do you recall what approaches or techniques were used?
3. Could you tell me about your English teachers in the past?
 - 3.1. Did you have a favourite teacher? If so, did she/he affect your career decisions?
 - 3.2. How were their attitudes towards teaching English?
 - 3.3. To what extent do you think they were good teachers?
 - 3.4. Can you recall an experience about your teachers that you never forget?
 - 3.5. How were your teachers' approaches to teaching English?
4. If you were in the language department in the high school, could you tell me why you chose the language department? What factors influenced your decision?
5. Could you tell me about your experiences that you had in the language department when you were in the high school?
 - 5.1. How were the classes delivered?
 - 5.2. What were the main activities that your teachers utilised in your English classes?
 - 5.3. Did you enjoy the time that you were spending in English classes?
 - 5.4. If you recall, could you share the flow/sequence of a daily usual lesson?
 - 5.5. Were the classes exam-oriented? Did you have any speaking activities?
 - 5.6. How were your teachers' attitudes towards the university entrance examination? Did you have any activities that were specifically planned for the exam?
6. How were your language skills assessed and evaluated when you were in the primary school/secondary school/high school? Could you share a type of examination that you recall?
7. Do you think that your past experiences as a language learner have influenced or are influencing your teaching attitude, style, agenda, or approaches?
 - 7.1. If so, what are the activities, techniques, or approaches that you are currently using in your English classes?
 - 7.2. Could you please specify your reason(s) of utilising these activities, techniques, or approaches?
 - 7.3. Do you think that they result in positive outcomes in your classes?

- 7.4.** How have been/are your students' reactions towards these activities, techniques, or approaches?
- 8.** Do you have anything that you would like to add?



B. THE SECOND INTERVIEW FORM AND QUESTIONS

Dear Participant,

This interview will be conducted within the scope of a PhD dissertation aiming to examine experiential and theoretical facets of language teacher cognition for novice EFL teachers, working at public schools in Turkey.

Your answers to the questions to be asked during the interview are extremely important in terms of the reliability of the data to be obtained as a result of the study.

Your participation in the interview is on a voluntary basis. In this context, if you agree to participate in the interview, you must fill in the information below and give your consent.

If you participate in the interview, the answers you will share will only be used within the scope of the relevant research and no data containing your personal information will be shared.

Thank you for your support and participation,

Instructor & PhD Student Özlem UTKU BİLİCİ

Researcher's Name & Surname : Özlem Utku Bilici

Date :

Start – End Time :

Participant's Name & Surname :

Name of the School :

I voluntarily agree to participate in this interview, which will be held within the scope of a PhD dissertation aiming to examine experiential facets of language teacher cognition for EFL teachers, working at public schools in Turkey.

Signature:

Interview Questions:

- 1.** Why did you choose the ELT Department to gain your bachelor's degree?
 - 1.1.** Did you have any special or specific reason/motive to study at an ELT Department after taking the university entrance exam?
 - 1.2.** Was the ELT Department your dream department or did you have any other options?
 - 1.3.** Did you take any guidance while deciding on studying ELT? If so, how did the guidance process influenced your decision?
 - 1.4.** Did you have a specific reason to choose the university from which you have gained your bachelor's degree?
- 2.** Could you please share your initial feelings when you began your undergraduate education?
- 3.** Did you attend the participatory class before the first of your undergraduate education?
- 4.** Can you recall the first class of your first year in the ELT Department as an undergraduate student? How did you feel?
- 5.** Could you please tell me about your experiences that you had in your undergraduate education?
 - 5.1.** What courses did you take? If you recall, can you please name at least the most influential ones for you?
 - 5.2.** How were the courses delivered? Can you please tell me about the techniques and approaches that were used by your instructors?
 - 5.3.** Do you think that the courses were delivered effectively enough for your professional development? Were the methodology courses effective in developing your skills?
 - 5.4.** As prospective English language teachers, were you given chance to experience teaching English? If so, can you please specify a moment you recall?
 - 5.5.** Do you think that theory and practice were integrated effectively in undergraduate courses? If so, can you please exemplify a situation which you found effective?
 - 5.6.** What were the critical and crucial concepts that you have gained in your undergraduate education? Do you think that you are utilising them properly in your English classes currently?
 - 5.7.** Were there any teacher educators who influenced you positively or negatively as a teacher?
- 6.** Could you please tell me about your experiences that you had in your school experience courses?
 - 6.1.** How was the practicum conducted?
 - 6.2.** How was your mentor teacher's approach and attitude towards you as a pre-service teacher and teaching English?

C. THE THIRD INTERVIEW FORM AND QUESTIONS

Dear Participant,

This interview will be conducted within the scope of a PhD dissertation aiming to examine experiential and theoretical facets of language teacher cognition for novice EFL teachers, working at public schools in Turkey.

Your answers to the questions to be asked during the interview are extremely important in terms of the reliability of the data to be obtained as a result of the study.

Your participation in the interview is on a voluntary basis. In this context, if you agree to participate in the interview, you must fill in the information below and give your consent.

If you participate in the interview, the answers you will share will only be used within the scope of the relevant research and no data containing your personal information will be shared.

Thank you for your support and participation,

Instructor & PhD Student Özlem UTKU BİLİCİ

Researcher's Name & Surname : Özlem Utku Bilici

Date :

Start – End Time :

Participant's Name & Surname :

Name of the School :

I voluntarily agree to participate in this interview, which will be held within the scope of a PhD dissertation aiming to examine experiential facets of language teacher cognition for EFL teachers, working at public schools in Turkey.

Signature:

Interview Questions:

1. How long have you been teaching?
2. Did you recall the first lesson that you delivered as an in-service English language teacher?
 - 2.1. Could you please share in which school and grade did you deliver your first lesson?
 - 2.2. How did you feel when starting the lesson?
 - 2.3. Did the lesson go as you had planned before?
 - 2.4. What about your students' reactions towards you and your teaching?
3. Could you please tell me about your experiences that you had in your first years of teaching?
 - 3.1. Did you prepare your lesson plans daily, weekly, monthly, or termly?
 - 3.2. How often did you prepare teaching materials? What kind of materials did you prefer to prepare?
 - 3.3. Did you pay attention to following the coursebook? Did you feel obliged to finish the coursebook by the end of the year?
 - 3.4. How do you describe your classes? Were they mostly teacher-oriented or student-oriented?
 - 3.5. Did you feel urged, motivated, or obliged to make use of techniques, methods, approaches, and theoretical information that you had gained within your undergraduate education in your first classes?
 - 3.6. To what extent do you think that you utilised the techniques, methods, approaches, and theoretical information that you had gained within your undergraduate education in your first classes?
 - 3.7. To what extent do you think that you utilised the techniques, methods, or approaches that you had seen/learnt from your teachers as a language learner in your first classes?
4. Could you please share your ideas about teaching by trial and error? Do you recall any teaching moment in which your teaching plan did not work effectively, and you had to change it to gain better results?
5. Do you think that you had to reconceptualize your teaching agenda and already existing knowledge upon starting your teaching career?
 - 5.1. What were your initial feelings, thoughts, and ideal teaching practices right after you had obtained your bachelor's degree?
 - 5.2. During your first years of teaching, do you think that there was a balanced or realistic relationship between what you had gained during your undergraduate education and what you were performing as an in-service teacher?
 - 5.3. How did your initial feelings, thoughts, and ideal teaching practices evolve throughout your teaching years?
 - 5.3.1. If evolved, how did your decisions influence your teaching style, attitude, and agenda?

6. Do you think you have established a teaching routine in time?
- 6.1. If yes, what factors affected your decisions in settling into a teaching routine?



D. THE FOURTH INTERVIEW FORM AND QUESTIONS

Dear Participant,

This interview will be conducted within the scope of a PhD dissertation aiming to examine experiential facets of language teacher cognition for novice EFL teachers, working at public schools in Turkey.

Your answers to the questions to be asked during the interview are extremely important in terms of the reliability of the data to be obtained as a result of the study.

Your participation in the interview is on a voluntary basis. In this context, if you agree to participate in the interview, you must fill in the information below and give your consent.

If you participate in the interview, the answers you will share will only be used within the scope of the relevant research and no data containing your personal information will be shared.

Thank you for your support and participation,

Instructor & PhD Student Özlem UTKU BİLİCİ

Researcher's Name & Surname : Özlem Utku Bilici

Date :

Start – End Time :

Participant's Name & Surname :

Name of the School :

I voluntarily agree to participate in this interview, which will be held within the scope of a PhD dissertation aiming to examine experiential facets of language teacher cognition for EFL teachers, working at public schools in Turkey.

Signature:

Interview Questions:

- 1.** How did your past language learning experiences shape/influence your current teaching philosophy and practices? To what extent have your past experiences as a language learner affected your teaching philosophy and agenda?
 - 1.1.** Could you please elaborate on the effect of your teachers in the past and their way of teaching on your current teaching philosophy, agenda, and practices?
 - 1.2.** Could you please elaborate on your studying and language learning habits as a language learner and their relationship with your current teaching philosophy, agenda, and practices?
 - 1.3.** Do you recall any memorable moments as a language learner?
- 2.** To what extent has your pre-service education been effective on you as a teacher? How did it contribute to your growing up as a professional teacher? Can you please elaborate on it?
 - 2.1.** You are kindly encouraged to focus and/or elaborate on the following:
 - 2.1.1.** Methodology courses,
 - 2.1.2.** Micro-teaching experiences,
 - 2.1.3.** School experience tasks,
 - 2.1.4.** Classroom observations,
 - 2.1.5.** Teacher educators and mentor teachers, and
 - 2.1.6.** Practicum process.
- 3.** What do you think about the role of teaching experience in your development as a professional teacher?
 - 3.1.** What did you learn from your experiences?
 - 3.2.** Have you experienced any negative or positive things as you get more experienced as a teacher?
 - 3.3.** You are kindly encouraged to focus and/or elaborate on the following:
 - 3.3.1.** Real classroom environment (after the undergraduate education),
 - 3.3.2.** Working in different contexts,
 - 3.3.3.** Different learner profiles,
 - 3.3.4.** Colleagues,
 - 3.3.5.** Curriculum and testing policies,
 - 3.3.6.** Organisational discipline, and
 - 3.3.7.** Changes in your teaching philosophy, agenda, and practices as you have been getting experienced.
- 4.** In your opinion, what are the main factors that have made you the teacher you are now?
 - 4.1.** How do you feel about the teacher you are now?
 - 4.2.** How do you feel about your current teaching philosophy and practices? Do you want to change or reconsider any aspects of your current teaching philosophy or practices?

4.3. If you had a chance, would you change any step of your language learning process, your undergraduate education, or your teaching career? If yes, could you please elaborate and exemplify your ideas?



E. SCHEDULE AND TOTAL DURATIONS OF THE INTERVIEWS

SCHEDULE AND TOTAL DURATIONS OF THE INTERVIEWS			
Participant	Interview	Date	Total Duration
Asya	First	Monday, March 20, 2023	32 min 24 s
	Second	Monday, March 20, 2023	39 min 36 s
	Third	Monday, April 10, 2023	27 min 15 s
	Fourth	Monday, May 27, 2023	26 min 4 s
Büşra	First	Friday, March 10, 2023	35 min 30 s
	Second	Friday, March 17, 2023	43 min 10 s
	Third	Thursday, April 6, 2023	45 min 39 s
	Fourth	Thursday, May 21, 2023	41 min 31 s
Esra	First	Saturday, March 18, 2023	49 min 54 s
	Second	Saturday, March 18, 2023	30 min 13 s
	Third	Tuesday, April 11, 2023	32 min 26 s
	Fourth	Tuesday, May 17, 2023	48 min 44 s
Leyla	First	Friday, March 10, 2023	30 min 59 s
	Second	Thursday, March 16, 2023	34 min 18 s
	Third	Thursday, April 13, 2023	39 min 27 s
	Fourth	Thursday, May 19, 2023	41 min 2 s
Parla	First	Wednesday, March 8, 2023	54 min 47 s
	Second	Wednesday, March 15, 2023	55 min 36 s
	Third	Wednesday, April 5, 2023	50 min 2 min
	Fourth	Wednesday, May 21, 2023	35 min 47 s
Şifa	First	Thursday, March 9, 2023	48 min 14 s
	Second	Thursday, March 16, 2023	47 min 42 s
	Third	Thursday, April 13, 2023	34 min 49 s
	Fourth	Monday, July 24, 2023	40 min
TOTAL DURATION: 16 h 5 min 9 s			

F. THE OBSERVATION FORM

Dear Participant,

This observation will be made within the scope of a PhD dissertation aiming to examine experiential and theoretical facets of language teacher cognition for novice EFL teachers, working at public schools in Turkey.

Your consent to the observation is on a voluntary basis. In this context, if you agree to be observed, you must fill in the information below and give your consent.

If you give your consent to the observation, the data obtained in the observation will only be used within the scope of the relevant research and no data containing your personal information will be shared.

Thank you for your support and participation,

Instructor & PhD Student Özlem UTKU BİLİCİ

Researcher's Name & Surname : Özlem Utku Bilici
Date :
Start – End Time :

Participant's Name & Surname :
Name of the School :

I voluntarily agree to be observed within this observation, which will be held within the scope of a PhD dissertation aiming to examine experiential facets of language teacher cognition for EFL teachers, working at public schools in Turkey.

Signature:

OVERVIEW OF THE LESSON TO BE OBSERVED

I.	
Date	
Teacher's Name and Surname	
Students' Level of Proficiency	
Students' Age	
Class Size (Number of the Sts)	
Duration of Lesson	
Institution	

II.	
Lesson Topic/Theme	
Lesson Focus (Teaching Point)	
Materials and Textbooks Used	
Audio-visual Aids	
Goal(s)	
Objectives	

Name of the Observer:

III. TEACHING/LEARNING AREAS TO BE FOCUSED BY THE OBSERVER:	
1.	
2.	
3.	
4.	
5.	

IV. ADDITIONAL COMMENTS TO THE OBSERVER BEFORE THE LESSON:

OBSERVATION SCHEDULE/FORM

Activity/Task/Topic/ Skill	Teacher Activity/Speech	Student Activity/Speech	Examples/Further Notes for Clarification

(Several blank copies of this page will be made before the lesson.)

G. SCHEDULE AND TOTAL DURATIONS OF THE OBSERVATIONS

SCHEDULE AND TOTAL DURATIONS OF THE CLASSROOM OBSERVATIONS			
Participant	Observation	Date	Total Duration
Asya	First	Wednesday, March 22, 2023	40 min
	Second	Wednesday, March 29, 2023	40 min
	Third	Friday, April 7, 2023	40 min
	Fourth	Friday, May 5, 2023	40 min
Büşra	First	Thursday, March 30, 2023	40 min
	Second	Thursday, March 30, 2023	40 min
	Third	Monday, April 3, 2023	40 min
	Fourth	Thursday, May 4, 2023	40 min
Esra	First	Wednesday, March 22, 2023	40 min
	Second	Thursday, March 30, 2023	40 min
	Third	Friday, April 7, 2023	40 min
	Fourth	Friday, May 5, 2023	40 min
Leyla	First	Thursday, March 23, 2023	40 min
	Second	Friday, March 31, 2023	40 min
	Third	Friday, April 7, 2023	40 min
	Fourth	Monday, May 8, 2023	40 min
Parla	First	Friday, March 24, 2023	40 min
	Second	Friday, March 31, 2023	40 min
	Third	Thursday, April 13, 2023	40 min
	Fourth	Thursday, May 4, 2023	40 min
Şifa	First	Friday, March 24, 2023	40 min
	Second	Friday, March 31, 2023	40 min
	Third	Friday, April 14, 2023	40 min
	Fourth	Friday, May 5, 2023	40 min
TOTAL DURATION: 16 h			

H. THE THINK-ALoud PROTOCOL FORM

Dear Participant,

This think-aloud protocol will be conducted within the scope of a PhD dissertation aiming to examine experiential and theoretical facets of language teacher cognition for novice EFL teachers, working at public schools in Turkey.

Your consent to the protocol is on a voluntary basis. In this context, if you agree to participate in the think-aloud protocol, you must fill in the information below and give your consent.

If you give your consent to the think-aloud protocol, the data obtained in the protocol will only be used within the scope of the relevant research and no data containing your personal information will be shared.

Thank you for your support and participation,

Instructor & PhD Student Özlem UTKU BİLİCİ

Researcher's Name & Surname : Özlem Utku Bilici
Date :
Start – End Time :

Participant's Name & Surname :
Name of the School :

I voluntarily agree to participate in this think-aloud protocol, which will be held within the scope of a PhD dissertation aiming to examine experiential facets of language teacher cognition for EFL teachers, working at public schools in Turkey.

Signature:

I. OVERVIEW OF THE THINK-ALOUD PROTOCOL	
Date	
Teacher's Name and Surname	
Institution	
Related Observation's Date and Number	

II. THE THINK-ALOUD PROTOCOL PLAN FOR THE RESEARCHER
1. What is the purpose of this think-aloud?
2. What acts or activities of the teacher will be the focus of this think-aloud?

III. SAMPLE GUIDING QUESTIONS FOR THE TEACHERS
1. Which parts of the lesson did you like the most? Please, give specific examples and state why?
2. Which parts of the lesson did you like the least? Please, give specific examples and state why?
3. (By specifying an activity) why did you prefer making use of this activity? How did you learn this activity? Was it an activity that you experienced as a language learner or pre-service teacher?

I. SCHEDULE AND TOTAL DURATIONS OF THE TAPS

SCHEDULE AND TOTAL DURATIONS OF THE THINK-ALOUD PROTOCOLS			
Participant	TAP	Date	Total Duration
Asya	First	Wednesday, March 22, 2023	18 min 18 s
	Second	Wednesday, March 29, 2023	21 min 21 s
	Third	Friday, April 7, 2023	10 min 59 s
	Fourth	Friday, May 5, 2023	6 min 59 s
Büşra	First	Thursday, March 30, 2023	19 min 18 s
	Second	Thursday, March 30, 2023	19 min 12 s
	Third	Monday, April 3, 2023	20 min 6 s
	Fourth	Thursday, May 4, 2023	15 min 26 s
Esra	First	Wednesday, March 22, 2023	22 min 26 s
	Second	Thursday, March 30, 2023	20 min 15 s
	Third	Friday, April 7, 2023	12 min 38 s
	Fourth	Friday, May 5, 2023	9 min 40 s
Leyla	First	Thursday, March 23, 2023	24 min 20 s
	Second	Friday, March 31, 2023	25 min 46 s
	Third	Friday, April 7, 2023	18 min 32 s
	Fourth	Monday, May 8, 2023	14 min 5 s
Parla	First	Friday, March 24, 2023	31 min 18 s
	Second	Friday, March 31, 2023	20 min 48 s
	Third	Thursday, April 13, 2023	9 min 30 s
	Fourth	Thursday, May 4, 2023	9 min 14 s
Şifa	First	Friday, March 24, 2023	17 min 15 s
	Second	Friday, March 31, 2023	18 min 37 s
	Third	Friday, April 14, 2023	12 min 51 s
	Fourth	Friday, May 5, 2023	9 min 24 s
TOTAL DURATION: 6 h 73 min 3 s			

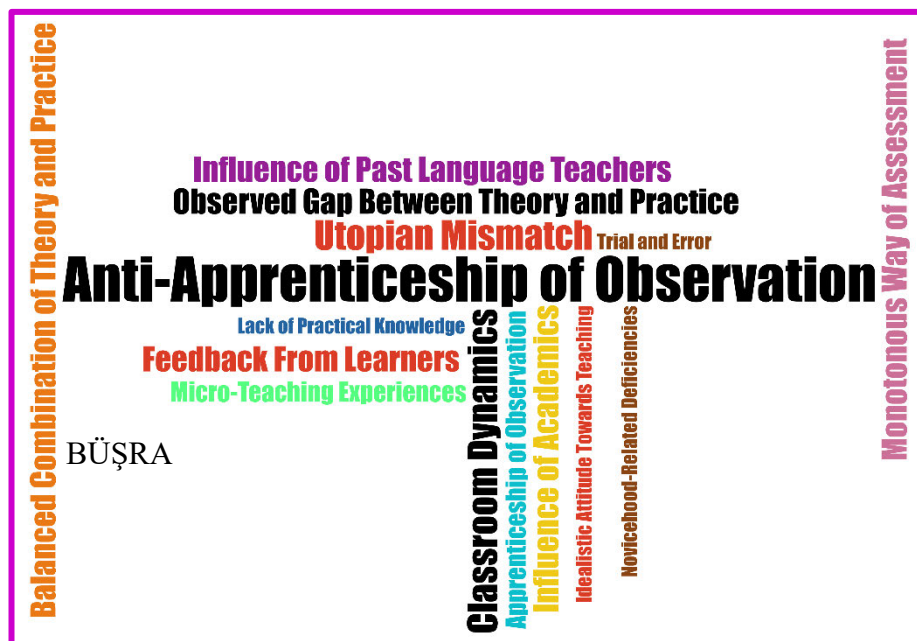
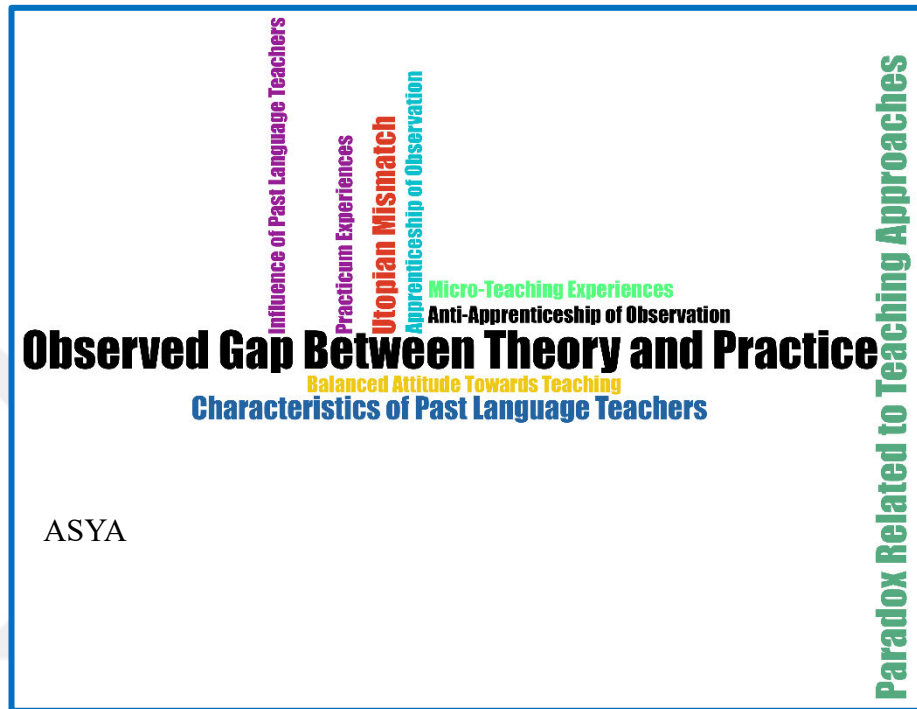
J. TEMPLATE FOR THE WEEKLY REFLECTIVE JOURNAL ENTRIES

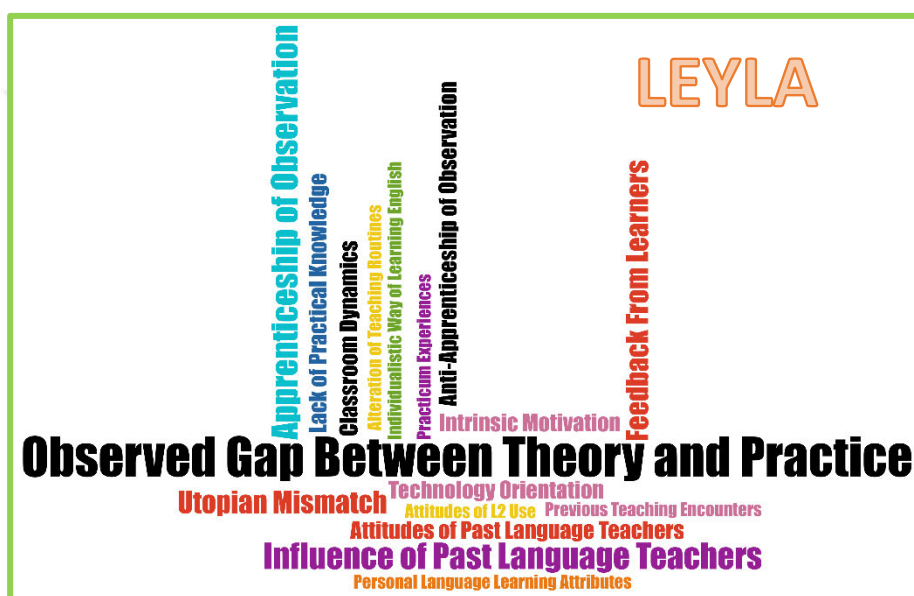
Week: ____/____/____ - ____/____/____

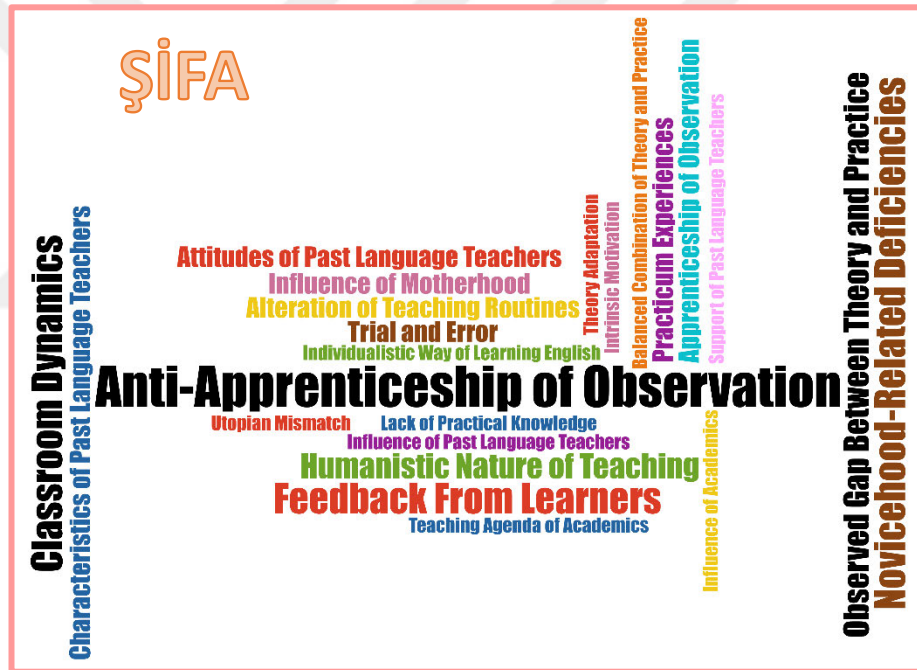
This weekly reflective journal entry aims to shed light on what you have experienced in your English classes throughout a week. You are kindly encouraged to share your most enjoyable and challenging teaching moments while writing your weekly reflection report. In this vein, you could consider the following questions as guiding questions, but please remember that you are as free as a bird while keeping your weekly reflection journal.

- ✦ What was your most successful teaching moment this week? Why do you think it worked?
- ✦ What was your most challenging teaching moment this week? Why did you learn about yourself, teaching, or learning through it?
- ✦ Did you use any approach, activity, or technique that you were exposed to as a language learner in your classes this week? If so, could you share what it was and how it worked?
- ✦ Did you use any approach, activity, or technique that you learned in your undergraduate education in your classes this week? If so, could you share what it was and how it worked?
- ✦ Did you have any comparison moments in which you compared yourself and your students as language learners? If so, could you verbalize your feelings and implications?
- ✦ Did you have any comparison moments in which you compared your professional knowledge with your colleagues' professional knowledge and undergraduate education? If so, could you verbalize your feelings and implications?
- ✦ Considering what you have experienced this week, did you have anything that you want to change? If so, what was it?

K. THE CODE CLOUDS







L. THE ETHICS COMMITTEE APPROVAL

UYGULAMALI ETİK ARASTIRMA MERKEZİ
APPLIED ETHICS RESEARCH CENTER

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ORTA DOĞU TEKNİK ÜNİVERSİTESİ
MIDDLE EAST TECHNICAL UNIVERSITY

Konu: Değerlendirme Sonucu

27 OCAK 2023

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi: İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Nurdan Özbek GÜRBÜZ

Danışmanlığımı yürüttüğünüz Özlem Utku Bilici'nin "Dil öğretmeni bilişinin deneysel ve teorik yönleri: Göreve yeni başlayan İngilizce öğretmenleri örneği" başlıklı araştırmanız İnsan Araştırmaları Etik Kurulu tarafından uygun görülerek 0065-ODTÜİAEK-2023 protokol numarası ile onaylanmıştır.

Bilgilerinize saygılarımla sunarım.

Prof. Dr. Sibel KAZAK BERUMENT
Başkan

Prof. Dr. İ. Semih AKÇOMAK
Üye

Doç. Dr. Ali Emre Turgut
Üye

Dr. Öğretim Üyesi Şerife SEVİNÇ
Üye

Dr. Öğretim Üyesi Murat Perit ÇAKIR
Üye

Dr. Öğretim Üyesi Süreyya ÖZCAN KABASAKAL
Üye

Dr. Öğretim Üyesi Müge GÜNDÜZ
Üye

M. THE PROVINCIAL PERMISSION



T.C.
RİZE VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : E-57774812-605.01-70839117
Konu : Tez Çalışması İzni

22.02.2023

VALİLİK MAKAMINA

İlgi : a) Orta Doğu Teknik Üniversitesi Rektörlüğünün Bilâ tarihli ve 353 sayılı yazısı.
b) Millî Eğitim Bakanlığının 21/01/2020 tarihli ve 1563890 (2020/2) sayılı Genelgesi.

Orta Doğu Teknik Üniversitesi İngiliz Dili Eğitimi Anabilim Dalı İngiliz Dili Öğretimi Matematik Eğitimi doktora programı öğrencisi Özlem UTKU BİLİCİ'nin "Dil Öğretmeni Bilişinin Deneyisel ve Teorik Yönleri Göreve Yeni Başlayan İngilizce Öğretmenleri Örneği "konulu bilimsel araştırması kapsamında ekte sunulan Tez önerisi formlarını 2022-2023 Eğitim Öğretim Yılında ilimiz ve ilçelerdeki ilkokul, ortaokul ve liselerde görev yapmakta olan İngilizce öğretmenlere uygulama isteği ilgi yazı ile bildirilmektedir.

Söz konusu Tez önerisi formlarını 2022-2023 Eğitim Öğretim Yılında denetimi okul idaresinde olmak üzere, kurum faaliyetlerini aksatmadan, gönüllülük esasına göre ilimiz ve ilçelerdeki ilkokul, ortaokul ve liselerde görev yapmakta olan İngilizce öğretmenlere uygulanması Müdürlüğümüzce uygun görülmektedir.

Makamlarınızca da uygun görülmesi halinde olurlarınıza arz ederim

Ahmet GÜRBÜZ
Müdür a.
Müdür Yardımcısı

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Adres : İl Millî Eğitim Müdürlüğü RİZE

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N. CURRICULUM VITAE

Özlem UTKU BİLİCİ

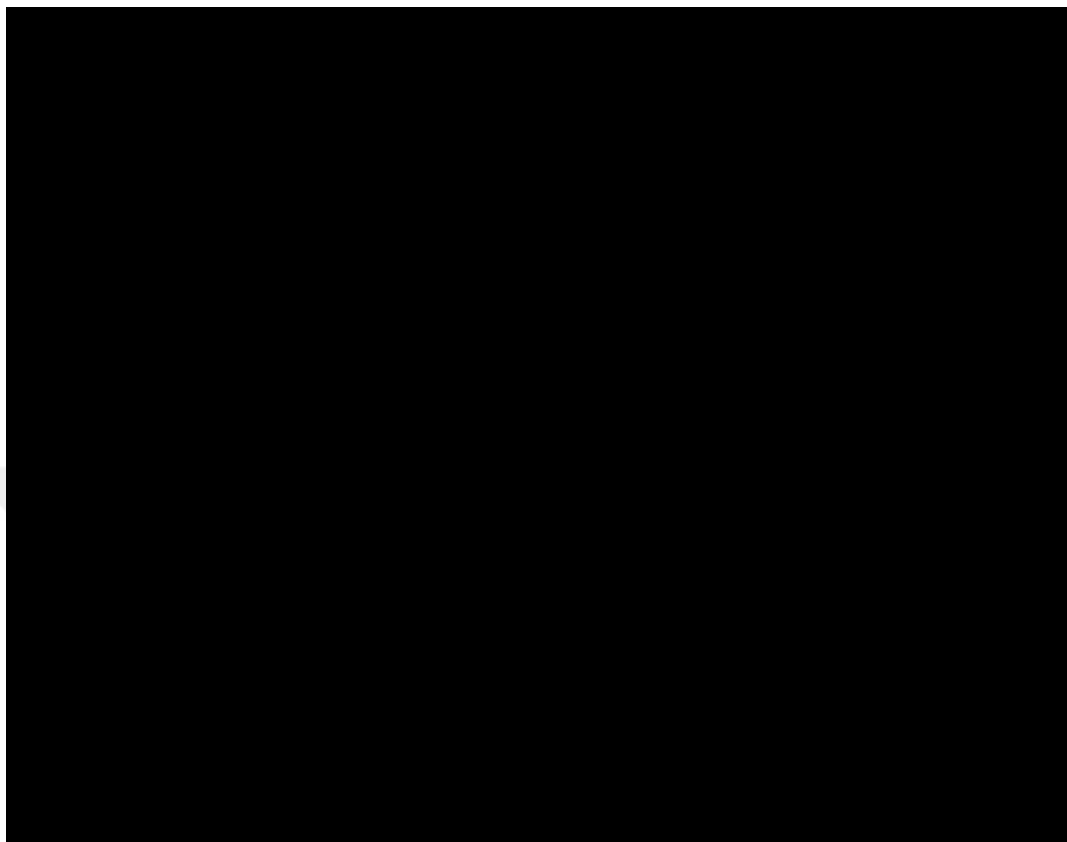
PERSONAL INFORMATION

EDUCATION

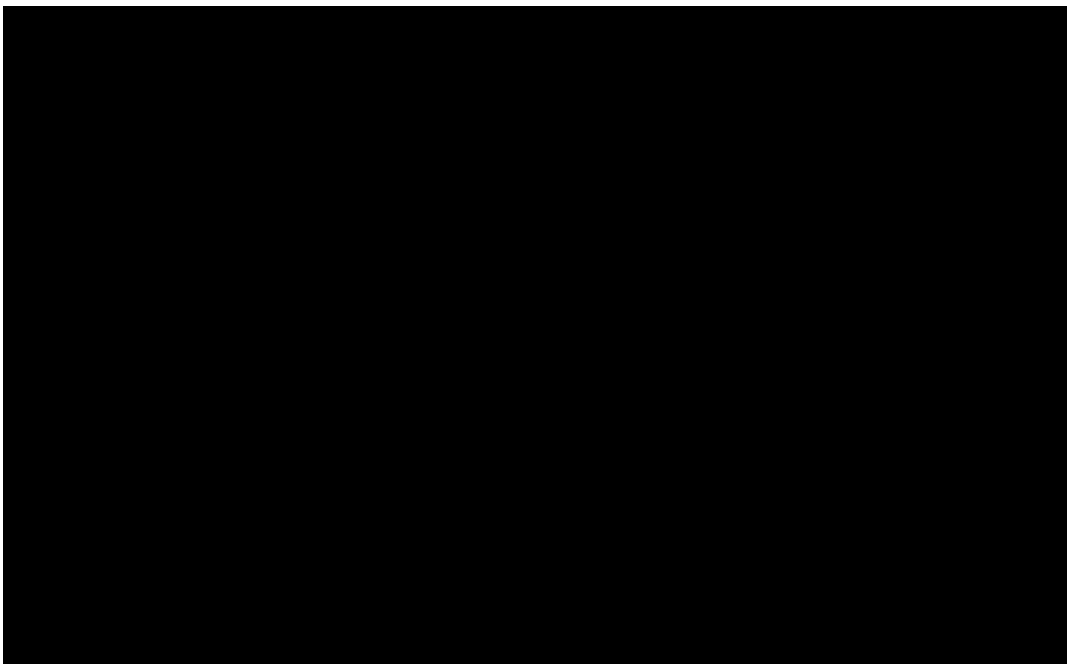
EMPLOYMENT

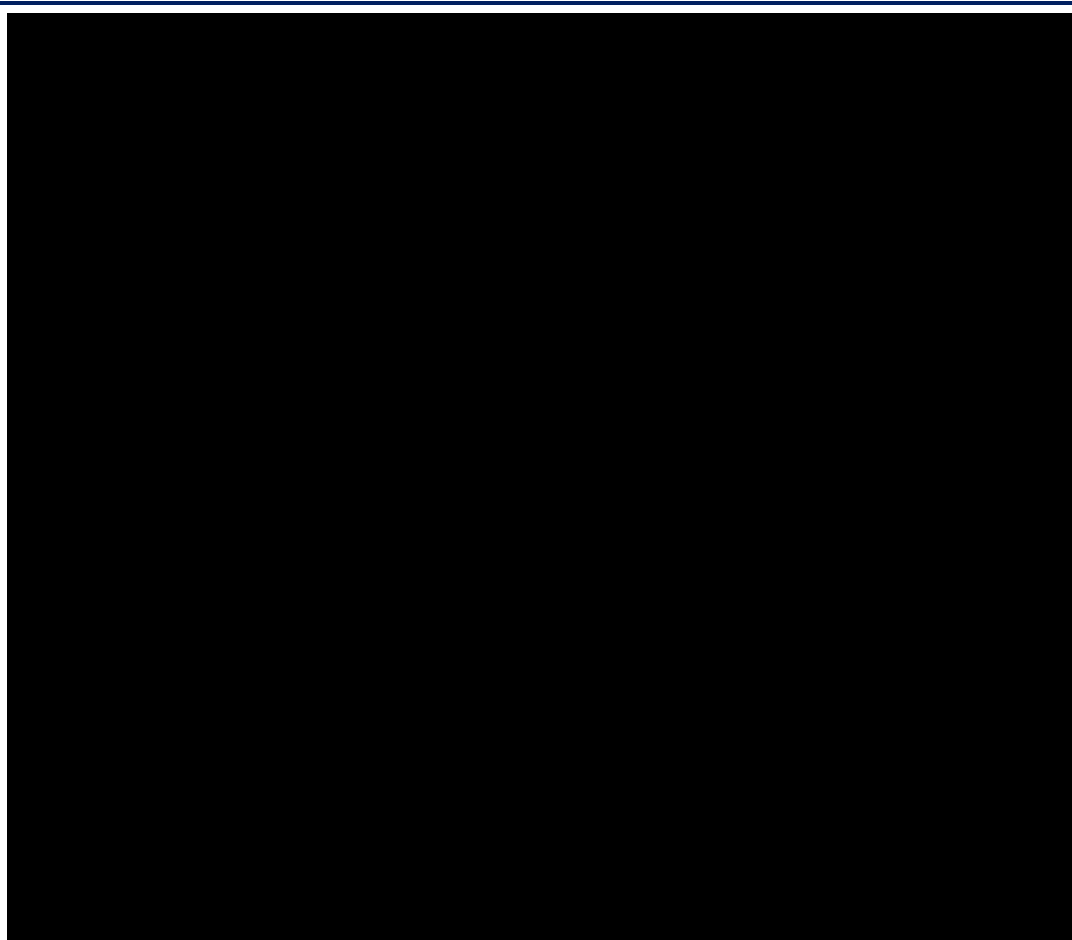
PUBLICATIONS

Articles Published in International Refereed Journals:

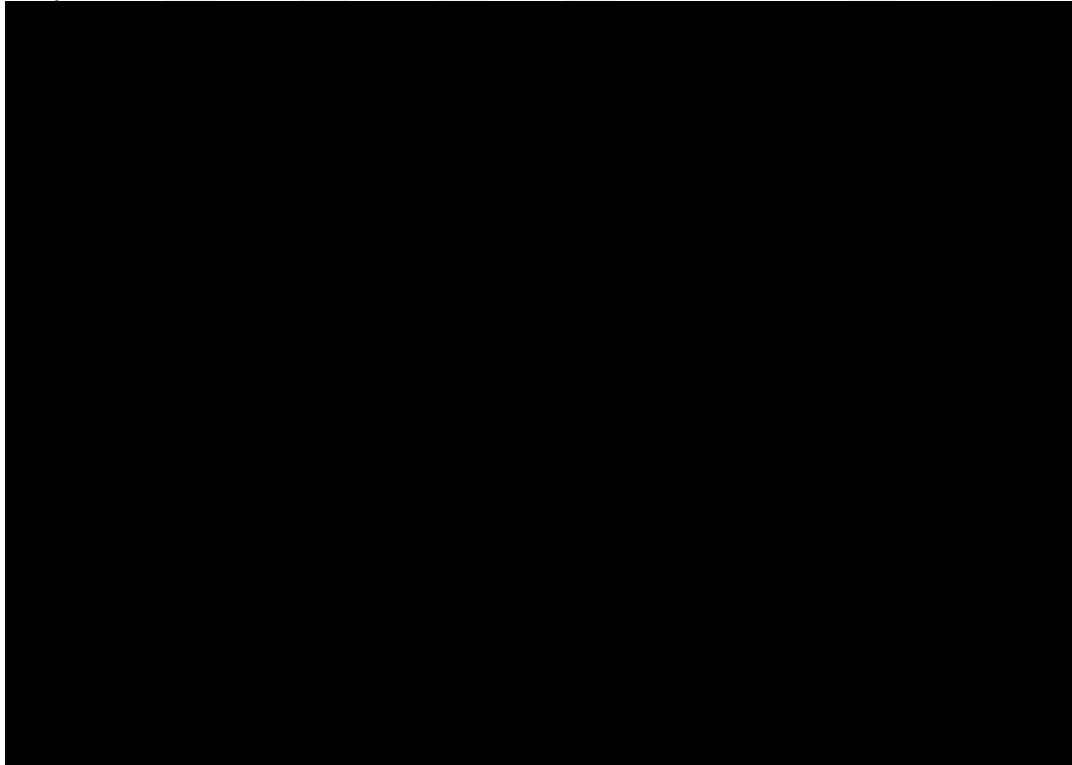


Papers Presented at International Scientific Meetings and Published in Proceedings Books:





Chapters in National/International Books:



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COURSES AND PROJECTS

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CERTIFICATES

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O. TURKISH SUMMARY / TRKE ZET

1. Giriř

ğretmen biliřinin incelenmesi, ğretmenlerin ne dřndklerini, bildiklerini ve neye inandıklarını aıklığa kavuřturmakla ilgilidir. Dolayısıyla, ğretmen biliři kavramı temel olarak ğretimi oluřturan gzlemlenemeyen unsurlara, zellikle de ğretmenlerin zihinsel yařamlarına odaklanır (Borg, 2003, 2009). ğretmen biliřinin ğretmenlerin ğrenme, ğretme ve mesleki geliřimlerinde oynadıęı nemli rol, ğretimin temelleri gz nnde bulundurulduęunda kolayca anlařılabilir (Burns vd. 2015; Golombek, 2015; Kubanyiova ve Feryok, 2015; Ngo, 2018; ztrk ve Grbz, 2017; ztrk ve Yıldırım, 2019). Ayrıca, insanlarda meydana gelen biliřsel srelere iliřkin bir dizi farklı kavram ve oklu bakıř aısı olduęu dřnldęnde, ğretmen biliřinin geniřlięi ve derinlięi daha fazla takdir edilebilir (ztrk ve Yıldırım, 2019, s. 147).

ztrk ve Grbz (2017) alıřmalarında, İngilizce ğretmenlerinin biliřlerinin ana kaynaklarını, sınıf ii uygulamalarını ve kurumsal baęlamın bu uygulamalar zerindeki etkisini arařtırmıřlardır. Bulguları, nceki dil ğrenme deneyimlerinin, hizmet ncesi eęitimin, aday ğretmen olarak geirilen yılların, kurumsal atmosferin, gemiřteki deneyimli meslektařların ve tm ğretim deneyimlerinin sınıf ii uygulamalarının da kaynaęı olan dil ğretimine iliřkin biliřlerinin ana kaynakları olduęunu ortaya koymuřtur. İlaveten, ğrenen profili, kurumsal atmosfer, sınav ve mfredat politikalarını ieren kurumsal faktrler ve katılımcıların doęalama ğretim eylemlerinin uygulamalarını řekillendiren dięer faktrler olduęu da bulunmuřtur. Bu kapsamlı bulgulara ek olarak, ztrk ve Grbz'n (2017) alıřması, dil ğretmeni biliřinin alanlarını anlamada olduka yararlı olan "Dil ğretmeni Biliř Kmeleri" adlı bir dil ğretmeni biliř modeli nererek mevcut dil ğretmeni biliři literatrne de katkıda bulunmuřtur.

Öztürk ve Yıldırım'ın (2019) çalışması ise dil öğretmenlerinin bilişleri ile eylemleri arasındaki ilişkiyi incelemeyi amaçlamıştır. Türkiye'deki çeşitli yükseköğretim kurumlarında İngilizce öğreten öğretim elemanlarından oluşan çok sayıda katılımcı ile dil öğretmenlerinin dil öğrenme bilişlerinin dil öğretim uygulamalarını ne şekilde yordayabileceğini sorgulamışlardır (Öztürk ve Yıldırım, 2019). Sonuçlar, yeterlilik odaklı yaklaşımlara ve yönetici öğrenen tercihlerine sahip katılımcıların geleneksel (muhafazakâr) pedagojiye bağlılık sergileyeceğini, ancak öğretim planlaması ve hata düzeltmede iletişimsel uygulamalardan uzaklaşacağını göstermiştir.

Dil öğretmeni bilişi üzerine literatürdeki en yeni çalışmalardan biri olan Somuncu'nun (2021) çalışması, biçimlendirici değerlendirme öğretmeni bilişine sosyokültürel bir bakış açısıyla odaklanarak mevcut literatüre yeni bir ivme kazandırmıştır. Bulgular, dil öğretmeni adaylarının biçimlendirici değerlendirme bilişinin ana kaynakları olarak üç ana faktörü ortaya çıkarmıştır (önceki dil öğrenme deneyimleri, öğretmen eğitimi ve bağlamsal faktörler).

Yukarıda bahsedilen çalışmalar (Öztürk ve Gürbüz, 2017; Öztürk ve Yıldırım, 2019; Somuncu, 2021), Türkiye'de İngilizce öğretmenliği bağlamında öğretmen bilişi kavramı üzerine yapılan yedi doktora tezinden üçünün ürünüdür ve buna bağlı olarak, dil öğretmeni bilişinin farklı bileşenlerine ışık tutmak için daha fazla çalışma yapılması önerilmektedir. Buna paralel olarak, Borg (2009, s. 168) şunları savunmaktadır:

Önceki öğrenme deneyimi, uygulama öğretimi ve erken öğretmenlik deneyimi, öğretmenlerin bilişlerinin gelişimi üzerinde örgün eğitim programlarındaki derslerden elde edilen girdilerden daha güçlü bir etkiye sahip olabilir. Bu konulara, özellikle de öğretmen eğitiminin deneyimsel ve teorik bileşenlerinin ikinci dil öğretmenlerinin bildikleri, inandıkları, düşündükleri ve yaptıkları üzerindeki göreceli etkisine ilişkin araştırmaların sürdürülmesi gerekmektedir.

Öztürk ve Gürbüz (2017), Öztürk ve Yıldırım (2019) ve Somuncu (2021) tarafından önerilenleri dikkate alarak ve Borg'un (2009, s. 168) alıntısından hareketle, bu çalışma dil öğretmeni bilişinin deneyimsel yönlerine dayanmaktadır çünkü Borg'un (2009) belirttiği gibi, öğretmenlik mesleğinin nispeten bilinmeyen unsuru budur. Mevcut bölümün akabinde, çalışmanın metodolojik çerçevesi ele alınacak ve bu minvalde araştırmaya dair detaylı bilgi sağlanacaktır.

2. Metodolojik Çerçeve

2.1. Araştırma Deseni

Bir konu ya da sorunun daha iyi anlaşılması için veri toplama ve değerlendirme süreci araştırma olarak tanımlanabilir ve araştırma süreci “soru sorma, soruyu yanıtlamak için veri toplama ve sorunun yanıtını sunma” olmak üzere üç ana adımdan oluşur (Creswell, 2015, s. 3). Mevcut tezin temel araştırma sorusu olarak şu şekilde belirlenmiştir: İngilizce öğretmenlerinin dil öğretmeni bilişinin temel bileşenleri nelerdir? Bu doğrultuda, veriler yarı yapılandırılmış görüşmeler, sınıf içi gözlemler, geriye dönük sesli düşünme protokolleri, haftalık yansıtıcı günlükler ve ders planları ile öğretim materyallerini kapsayan dokümanlar aracılığıyla toplanmış ve birincil araştırma sorusunun yanı sıra alt soruların yanıtını bulmak için sürekli karşılaştırma yöntemi kullanılmıştır.

John W. Creswell ve J. David Creswell (2018, s. 42) araştırma yaklaşımlarını “geniş varsayımlardan ayrıntılı veri toplama, analiz ve yorumlama yöntemlerine kadar uzanan adımları kapsayan araştırma planları ve prosedürleri” olarak tanımlamıştır. Ayrıca, bir araştırma yaklaşımının, araştırmanın her adımında titizlikle ele alınması gereken çok sayıda kararı içerdiğini ve genel kararın da “araştırmacının çalışmaya getirdiği felsefi varsayımlar, sorgulama prosedürleri (araştırma tasarımları olarak adlandırılır) ve veri toplama, analiz ve yorumlama için belirli araştırma yöntemlerinden oluştuğunu” öne sürmüşlerdir (Creswell & Creswell, 2018, s. 42). Bu çalışmada üç ana araştırma yaklaşımından (nicel, nitel ve karma yöntem) nitel araştırma yaklaşımı seçilmiştir ve bu doğrultuda, yapılandırmacı dünya görüşü, araştırmanın tasarımında alınan kararlara rehberlik eden felsefi varsayım olarak belirtilebilir. Adından da anlaşılacağı üzere, kökleri yapılandırmacılık felsefesine dayanan yapılandırmacı dünya görüşü, temelde bireylerin sahip oldukları bilgiyi kişisel deneyimlerine, sosyal etkileşimlerine ve düşüncelerine bağlı olarak yapılandırdıkları fikrine dayanmaktadır (Magoon, 1977).

Mevcut çalışmanın dil öğretmenlerinin bilişlerinin deneyimsel yönlerine ışık tutmak için tasarlandığı düşünüldüğünde, yapılandırmacı dünya görüşünün seçilmesi yerinde bir karar olarak değerlendirilmektedir. Araştırma yaklaşımı ve belirlenen dünya görüşü doğrultusunda, mevcut çalışmanın araştırma deseni olarak kolektif

(çoklu) durum çalışması deseni (Stake, 1995; Creswell ve Poth, 2018) seçilmiştir. Kısacası, kolektif vaka çalışması “aynı proje içinde birden fazla vakanın çalışılması” anlamına gelmektedir (Stake, 1995, s. 169). “İçsel ya da araçsal olabilir, ancak tanımlayıcı özelliği araştırmacının bir araştırma çalışması içinde eş zamanlı olarak birkaç vakayı incelemesidir” (Creswell & Poth, 2018, s. 414).

Kolektif (çoklu) durum çalışması tasarımının yanı sıra, elde edilen verilerin kapsamlı ve derinlemesine açıklanmasını ve tartışılmasını sağlamak için çalışmada yorumlayıcı hermeneutik yaklaşım da benimsenmiştir. Hans-Georg Gadamer’in 1960 yılında yayınladığı olağanüstü makalesi ile sosyal bilimlerin ana akım literatürüne giren hermeneutik yaklaşım, insan eylemlerinin anlaşılmasını ve toplanan verilerin yorumlanmasını gerektirmektedir. Yorumlayıcı hermeneutik yaklaşımla araştırmacı, araştırmanın örneklemini oluşturan belgeye ilişkin temaları, konuları ve olguları belirleme ve tanımlama eğilimindedir (Giarelli & Tulman, 2003, s. 951). Benzer şekilde, McCaffrey ve diğerleri (2012, s. 225-226) hermeneutiği “önemli, karmaşık ilişkiler içinde yaşayanlara kulak veren ve yeniden keşfetme olanakları sunan” bir araştırma yapma yaklaşımı olarak açıklamış ve hermeneutik yaklaşıma kritik bir önem atfetmiştir. Bu çalışmanın Hans-Georg Gadamer’in (1960) hermeneutik yaklaşımına yer vermesinin nedeni, veri toplama araçları aracılığıyla toplananları keşfetme ve anlamlı bir şekilde anlama hedefiyle yakından ilişkilidir. Daha açık bir ifadeyle, dil öğretmenlerinin bilişlerinin en üst düzeyde anlaşılmasını sağlamayı amaçladığı için kolektif durum çalışması tasarımıyla birlikte hermeneutik yaklaşım da çalışmaya dahil edilmiştir.

2.2. Katılımcılar

Olasılıklı, amaçlı, elverişli ve karma yöntem örnekleme stratejileri sosyal ve davranışsal bilimlerde yaygın olarak kullanılan dört önemli örnekleme yöntemidir (Teddlie & Yu, 2007) ancak ölçüt örnekleme (Patton, 2002), küme rastgele örnekleme (Fraenkel, Wallen ve Hyun, 2012), kartopu örnekleme (Etikan ve Bala, 2007; Taherdoost, 2016) ve çok aşamalı örnekleme (Acharya vd., 2013; Etikan ve Bala, 2007; Taherdoost, 2016) gibi çeşitli örnekleme yöntemleri de kullanılmaktadır. Çalışmanın ana araştırma tasarımı doğrultusunda örnekleme yöntemi olarak elverişli örnekleme (Creswell, 2015) belirlenmiştir.

Elverişli örnekleme yöntemi “üzerinde çalışılmaya istekli ve müsait olan katılımcıların seçilmesini” gerektirir (Creswell, 2015, s. 144). Bu örnekleme yöntemi, araştırmacının “tüm evrene ilişkin genellemeler oluşturmak için kullanılacak sonuçlar üretmeyi amaçlamadığı” durumlarda kullanılabilir (Etikan, Musa ve Alkassim, 2016, s. 1). Bununla birlikte, ilgili literatürde elverişli örnekleme yoluyla elde edilen sonuçların güvenilirliğini artırmak için “elverişli örneklemin güvenilirliğini artıracak yöntemler” (Stratton, 2021, s. 374) ve “kalite kriterleri” (Farrokhi & Mahmoudi-Hamidabad, 2012, s. 784) mevcuttur. Bu doğrultuda, örneklem grubunun “kolay ulaşılabilir örneklemede evreni temsil etmeyebileceği” ancak “soruların ve hipotezlerin yanıtlanması için faydalı bilgiler sağlayabileceği” belirtilebilir (Creswell, 2015, s. 144).

Bu çalışmada, örneklem grubunun temel özelliği, hizmet içi İngilizce öğretmeni olarak öğretmenlik pozisyonunda olmak olarak belirlenmiş ve katılımcıların seçiminde aşağıdaki kriterlerden yararlanılmıştır:

- ⇒ Lisans eğitimini İngiliz Dili Eğitimi (ELT) veya İngiliz Dili ve Edebiyatı (ELIT) bölümlerinde tamamlamış ve öğretmenlik formasyon sertifikası almış olmak,
- ⇒ Şu anda Türkiye’de bir devlet okulunda tam zamanlı İngilizce öğretmeni olarak çalışmak,
- ⇒ Haftalık ders yükünün en az 12 saat olması ve
- ⇒ Gönüllülük esasına dayalı olarak katılmaya istekli olmak.

Katılımcı grubunun birincil özelliklerine ve yukarıda belirtilen kriterlere uygun olarak, altı hizmet içi Türk İngilizce öğretmeni çalışmaya katılmıştır. Katılımcı öğretmenlerin tamamı kadındır ve yaşları 29 ile 37 arasında değişmektedir. Öğretmenlerden beşi ELT bölümünden mezun olduklarını belirtirken, bir öğretmen ELIT bölümünden mezun olmasına rağmen öğretmenlik formasyon sertifikasına sahiptir. Öte yandan, katılımcı grubun hem acemi hem de deneyimli öğretmenlerden oluştuğu ve öğretmenlik deneyimlerinin 3 ila 15 yıl arasında değiştiği görülmüştür. Bu bağlamda, katılımcıların öğretmenlik deneyim yıllarında tespit edilen çeşitliliğin, bilişlerin öğretmenlik deneyim yıllarına göre nasıl oluştuğu ve değiştiğine dair ayrıntılı bilgiler sağlayarak, araştırmacının dil öğretmeni bilişinin karmaşık doğasına daha

fazla ışık tutmasına olanak tanıyabileceği söylenebilir. Son olarak, katılımcı öğretmenlerin çalışma alanları da değişkenlik göstermektedir. Öğretmenlerden dördü mevcut araştırmanın yapıldığı dönemde bir ortaokulda çalışmaktadır, bir öğretmen lisede, bir öğretmen de Bilim ve Sanat Merkezi'nde çalıştığını bildirmiştir.

2.3. Veri Toplama Araçları

Öğretmen bilişi kavramı doğrudan gözlemlenemeyen veya test edilemeyen bir kavramdır. Bu nedenle, öğretmenlerin bilişlerini görünür, gözlemlenebilir veya yorumlanabilir kılmak zor olabilir. Bilişlerin fark edilebilir ve belirgin kavramsallaştırmalara dönüştürülmesi amacıyla çeşitli veri toplama araçlarından yararlanılabilir. Bu bağlamda Borg (2009, s. 167), öğretmenlerin bilişlerinin karmaşık doğasını daha açık ve algılanabilir hale getirmek için bir öğretmen bilişi çalışmasının veri toplama sürecinde kullanılabilecek dört ana yöntem önermektedir:

- ⇒ Anketler ve testler gibi öz bildirim araçları,
- ⇒ Yapılandırılmış ve yarı yapılandırılmış görüşmeler, repertuar ızgarası görüşmeleri, uyarılmış hatırlama görüşmeleri ve sesli düşünme protokolleri aracılığıyla elde edilen sözlü yorumlar,
- ⇒ Simüle edilmiş veya gerçek sınıf uygulamalarının gözlemlenmesi ve
- ⇒ Günlükler, otobiyografik anlatımlar, geriye dönük anlatımlar ve kavram haritaları şeklinde yansıtıcı yazılar.

Borg (2009) tarafından önerilenler dikkate alınarak, bu çalışmada beş veri toplama aracı kullanılmıştır:

- ⇒ Yarı yapılandırılmış görüşmeler yüz yüze gerçekleştirilmiş ve katılımcıların görüş ve düşüncelerini ortaya çıkarmak için açık uçlu sorulara yer verilmiştir. İlk görüşme (İlk görüşme formu ve sorular için Ek A'ya bakınız.) katılımcıların geçmiş bilgileri ve İngilizce öğrenmeye ilişkin önceki deneyimlerine odaklanmıştır. Daha açık bir ifadeyle, ilk görüşmenin amacı, katılımcıların önceki dil öğrenme deneyimlerini ve geçmiş dil öğrenme deneyimleri ile mevcut öğretim uygulamaları arasındaki ilişkiyi keşfetmektir. Öte yandan, ikinci mülakat (İkinci mülakat formu ve soruları için Ek B'ye bakınız.) katılımcı öğretmenlerin lisans eğitimlerinden (örneğin, metodoloji dersleri,

mikro öğretim deneyimleri veya uygulama süreci) öğretim bağlamlarına getirdikleri deneyimsel kazanımlara odaklanmıştır. Üçüncü görüşme (Üçüncü görüşme formu ve sorular için Ek C'ye bakınız.) öğretmenlerin mesleki öğretmenlik deneyimlerini de içeren belirli bir temeli vardır, bu nedenle üçüncü görüşmenin amacı katılımcıların mesleki öğretmenlik geçmişlerine ve yörüngelerine ışık tutmaktır. Son olarak, dördüncü görüşme (Dördüncü görüşme formu ve soruları için Ek D'ye bakınız.) veri toplama süreci sona erdikten sonra gerçekleştirilen değerlendirici bir görüşmedir ve katılımcıların dil öğretimi gündemi ve felsefeleri temelinde tartışma odaklı bir oturum gerçekleştirmeyi amaçlamıştır. Yarı yapılandırılmış görüşmeler tüm katılımcılarla interaktif bir uygulama kullanılarak çevrimiçi olarak gerçekleştirilmiş ve her bir görüşme bu uygulama aracılığıyla videoya kaydedilmiştir. Her katılımcı için dört yarı yapılandırılmış görüşme yapılmış ve toplamda 24 yarı yapılandırılmış görüşme gerçekleştirilmiştir. Görüşmelerin zaman çizelgesi ve süresi mevcut çalışmanın eklerinde mevcuttur (Bakınız Ek E.).

⇒ Nitel gözlemler (Gözlem formu için Ek F'ye bakınız.), öğretmenlerin doğal sınıf ortamlarında sergiledikleri tüm davranış ve uygulamaları gözlemek amacıyla dört kez gerçekleştirilmiştir çünkü bu çalışmanın amacı bütüncül bir yaklaşım benimseyerek katılımcı öğretmenlerin dil öğretmeni bilisinin bileşenlerini derinlemesine incelemektir. Daha açık bir ifadeyle, öğretmenlerin öğretim yöntemlerine, pedagojik yaklaşımlarına, öğrencileriyle etkileşim ve iletişimlerine ve sınıf yönetimi tutumlarına ışık tutmak amacıyla dört gerçek sınıf gözlemi gerçekleştirilmiştir. Gözlemler boyunca detaylı ve kapsamlı gözlem notları tutulmuş ve her ders ses kaydına alınmıştır. Gözlemlenen ders sayısı her öğretmen için dört olup bu da her öğretmen için 160 dakikaya ve toplamda 960 dakikaya karşılık gelmektedir. Gözlemlere ilişkin zaman çizelgesi ve süre bilgileri çalışmanın ekler bölümünde bulunabilir (Bakınız Ek G.).

⇒ Belgeler (ders planları ve materyalleri) katılımcıların mevcut dil öğretim gündemine ışık tutmak için kullanılmıştır. Katılımcı öğretmenlerin ders planları ve materyalleri, pedagojik yaklaşımları hakkında ipuçları elde etmek ve yarı yapılandırılmış görüşmelerde ifade ettikleri tutum ve görüşleri sınıf

ortamlarına ne ölçüde entegre edebildiklerini anlamak amacıyla analiz edilmiştir.

⇒ Sesli düşünme protokolleri (Sesli düşünme protokolü formu için Ek H'ye bakınız.) her gözlemden hemen sonra geriye dönük olarak gerçekleştirilmiştir. Geriye dönük sesli düşünme protokolleri kullanılarak, görev müdahalesi olasılığının ortadan kaldırılması ve gerçek sınıf uygulamalarına yansımının en üst düzeye çıkarılması amaçlanmıştır. Her bir katılımcı için dört adet geriye dönük sesli düşünme protokolü, toplamda 24 adet sesli düşünme protokolü gerçekleştirilmiştir. Sesli-düşünme protokollerinin zaman çizelgesi ve süresi mevcut çalışmanın eklerinde mevcuttur (Bakınız Ek I.).

⇒ Haftalık yansıtıcı günlükler (Haftalık yansıtıcı günlük girişlerinin şablonu için Ek J'ye bakınız.), katılımcıların mevcut öğretim eylemlerini, önceki İngilizce öğrenme ve öğretme deneyimlerini, öğretim gündemlerini ve felsefelerini sorgulamak için kullanılmıştır. Çalışma boyunca katılımcı öğretmenlere yansıtıcı günlükleri konusunda tamamen özgür ve bağımsız oldukları sürekli hatırlatılsa dahi çalışmanın başında katılımcılarla paylaşılan şablon rapordaki sorulara sadık kalmaya çalıştıkları bulgular sonucunda fark edilmiştir. Dolayısıyla öz-yansıtıcı raporlar bağlamında elde edilen veriler, diğer dört veri toplama aracından toplanan verilere göre daha zayıf olmakla birlikte, öğretmenlerin öğretmen bilisinin yönleri hakkında kritik ipuçları sağladığı için veri toplama ve analiz süreçlerine dahil edilmiştir.

2.4. Araştırma Süreci

0065-ODTÜİAEK-2023 protokol numarasıyla etik kurul onayı (Etik kurul onayı için bakınız Ek K.) alındıktan ve ardından devlet okullarından veri toplayabilmek için İl Milli Eğitim Müdürlüğü'nden izin alındıktan sonra (İl Milli Eğitim Müdürlüğü'nden alınan izin için bakınız Ek L.) veri toplama süreci başlamıştır. Tüm süreç bir akademik dönemi, yani 2022-2023 Akademik Yılı Bahar Dönemini kapsamıştır.

2.5. Veri Analizi

Bu çalışmada nitel verileri analiz etmek için sürekli karşılaştırmalı veri analizi yöntemi benimsenmiştir. Aslen, sürekli karşılaştırma, verideki olayları diğer olaylarla,

olayları kategorilerle ve kategorileri diğer kategorilerle karşılaştırarak kategoriler oluşturmaya ve bunları birbirine bağlamaya yönelik temellendirilmiş teori araştırmasında tümevarımsal (özelden genele) bir veri analizi prosedürüdür (Creswell, 2015, s. 437). Ayrıca “soru sormak ve verilerdeki özellikleri ve boyutları keşfetmek için tüm veri birimlerinin diğer tüm birimlerle karşılaştırıldığı analitik bir süreç” olarak da tanımlanmaktadır (O’Connor vd., 2008, s. 31). Bu çalışmada, sürekli karşılaştırma yöntemi, temellendirilmiş teorinin (Fram, 2013) dışında, tek başına bir analitik yöntem olarak kullanılmıştır (O’Connor vd., 2008).

2.6. Geçerlilik ve Güvenirlik

Elo ve diğerlerinin (2014, s. 8) de vurguladığı gibi, nitel araştırma bulgularının güvenilirliğinin sağlanması, öncelikle yeterli, uygun ve derinlemesine incelenmiş verilere sahip olunmasına bağlıdır. Ayrıca, araştırmanın tasarlanması, verilerin toplanması, elde edilen verilerin analiz edilmesi ve bulguların raporlanması arasında birbirine bağlı bir ilişki bulunduğundan, veri toplama ve analiz süreçlerine yönelik adımların iyi düşünülerek atılması, güvenilir, geçerli ve sağlam verilere ulaşılmasında kritik bir öneme sahiptir. Daha doğru bir ifadeyle, “çalışma öncesinde yapılan kapsamlı hazırlık” ve araştırmacıların “veri toplama, içerik analizi, güvenilirlik tartışması ve sonuç raporlama konularında gelişmiş becerileri” nitel bir çalışmanın güvenilirliğini artırmaktadır (Elo vd., 2014, s. 8). Shenton (2004, s. 63-75) da nitel araştırma alanında güvenilir bir çalışmaya sahip olmaya dikkat çekmiş ve araştırmacıların araştırmalarını güvenilir ve geçerli bir şekilde yürütmelerini sağlamak için kullanılabilecek dört ölçüt (inandırıcılık, aktarılabilirlik, güvenilirlik ve teyit edilebilirlik) önermiştir.

Shenton (2004) güvenilirliği iç geçerlilikle ilişkilendirmiş ve nitel bir çalışmanın sonuçlarının güvenilir olmasını sağlamak için çeşitli stratejiler ortaya koymuştur. “Yerleşik araştırma yöntemlerinin benimsenmesi”, “üçgenleme”, “veri sağlayanların dürüstlüğüne sağlamaya yardımcı olacak taktikler”, “yinelemeli sorgulama”, “araştırmacı ve üstleri arasında sık sık yapılan bilgilendirme oturumları”, “araştırmacının yansıtıcı yorumu”, “araştırmacının geçmişi, nitelikleri ve deneyimi”, “üye kontrolleri”, “incelenen olgunun kalın bir tanımı” ve “önceki araştırma bulgularının incelenmesi” bu çalışmanın sürecinde yer alan stratejilerdir. Daha açık

olmak gerekirse, ilk olarak, araştırma tasarımı ve ilgili yöntemler, araştırmanın temel amacına ve araştırma sorularına dayalı olarak uzmanlardan (örneğin, danışmanı, tez komitesi üyeleri, meslektaşları ve amirleri) geri bildirim alınarak belirlenmiştir. İlaveten, çalışma boyunca hem danışmanı hem de tez komitesi üyeleri araştırmanın hem genel durumu hem de detayları hakkında bilgilendirilmiş, araştırmacının kendisi de davranışlarını ve kararlarını araştırmanın, elde edilen verilerin ve bulguların güvenilirliği açısından sürekli olarak sorgulamıştır. Araştırmacının kendisi ve üstlerinin katılımına ek olarak, toplanan verilerin doğruluğu kontrol edilirken katılımcılar da sürece dahil edilmiştir. Ayrıca, katılımcılar çalışmanın başında ve veri toplama sürecinin her aşamasında çalışmanın prosedürü hakkında bilgilendirilmiş ve çalışmaya gönüllülük esasına göre katılmışlardır. Bunların dışında, araştırma tasarlanırken ve yürütülürken öğretmen bilişi kavramı detaylı bir şekilde araştırılmış, dil öğretmeni bilişi kavramını tüm yönleriyle betimlemek için ilgili çalışmalar ve bulguları derinlemesine incelenmiştir. Son olarak, yarı yapılandırılmış görüşmeler, sınıf gözlemleri, sesli düşünme protokolleri, belgeler ve haftalık yansıtıcı günlükler gibi çeşitli veri toplama araçları kullanılarak veriler elde edilerek verilerin üçgenlenmesi sağlanmıştır.

Mevcut araştırmanın güvenilirliğini sağlamak için, dış denetimin dahil edilmesi stratejisi (Creswell, 2015, s. 259) de bu çalışmada kullanılmıştır. Dış denetçinin araştırmanın dışında bir kişi olması gerekmektedir ve başlıca görevleri, araştırmanın genel tasarımını, toplanan verileri ve sonuç raporlamasını değerlendirmenin yanı sıra güçlü ve zayıf yönlerini göz önünde bulundurarak araştırmayı kapsamlı bir şekilde gözden geçirmektir. Bu çalışmada, sosyal bilimler alanında doktora yapmış ve Türkiye’de bir devlet üniversitesinde doktor öğretim üyesi olarak çalışan bir meslektaşımız dış denetçi olarak belirlenmiş ve çalışmanın tüm sürecini gözden geçirmiş, araştırma yaklaşımı, tasarımı ve yöntemlerine ilişkin geri bildirimde bulunmuş ve verilerin bir grup araştırmacı tarafından eş zamanlı olarak kontrol edildiği ve elde edilen kodlar üzerinde tam bir fikir birliğine varıldığı “konsensüs kodlama” (De Gagne vd., 2019; Hays ve Singh, 2011) yoluyla verileri değerlendirmiştir. Mevcut araştırmanın veri analizi süreci boyunca araştırmacı ve dış denetim, yüksek düzeyde güvenilirlik, geçerlilik ve inanılabilirlik sağlamak amacıyla temalar ve kodlar üzerinde çalışmıştır.

3. Bulgular ve Tartışma

Veri analizi sonucunda ortaya çıkan ilk ana tema ‘önceki dil öğrenme deneyimleri’ olmuş ve katılımcı öğretmenlerin geçmiş dil öğrenme deneyimleri ile dil öğretmeni bilişleri arasındaki ilişkiye dair çeşitli kodlar ve alt kodlar bulunmuştur. Veri analizi sonucunda ‘önceki dil öğrenme deneyimleri’ teması altında 4 kod ve 10 alt kod ortaya çıkmıştır. En sık dile getirilen kod ‘gözlem çıraklığı karşıtlığı’ olurken, ‘kişisel dil öğrenme nitelikleri’ kodu en az dile getirilen kod olmuştur. Buna ek olarak, bulgular ‘gözlem çıraklığı’ kavramının ve ‘geçmiş dil öğretmenlerinin etkisi’ konusunun dil öğretmeni bilişinin çok boyutlu doğasına dahil olduğunu da göstermiştir. Katılımcıların olumsuz dil öğrenme deneyimleri öğretmen bilişlerini etkilemiştir. Daha açık bir ifadeyle, katılımcı öğretmenlerin dil öğrencisi olarak biriktirdikleri olumsuz örnek deneyimler ve yörüngeler, dil öğretmeni bilişlerinde esasen olumlu bir anlamda tezahür etmiştir. Örneğin, Büşra ilk görüşmede (10 Mart 2023 Cuma) dil öğrenen olarak deneyimlediği ve profesyonel bir öğretmen olarak onaylamadığı olumsuz uygulamaları kendi sınıflarına ve öğretimine yansıtmamaya azami özen gösterdiğini belirtmiştir. Benzer şekilde Parla da dördüncü görüşmede (21 Mayıs 2023 Çarşamba) dil öğrencisi olarak yaşadığı istenmeyen olaylara öğretiminde yer vermemek için kendini sürekli sorguladığını ve yenilemeye çalıştığını belirtmiştir. Aynı bağlamda Asya, geçmiş dil öğrenme deneyimlerine atıfta bulunarak olumlu örneklerin yanı sıra olumsuz örnekleri de hatırladığını ve bu olumsuz örneklerin zaman zaman derslerinde de yer aldığını vurguladı (Asya - Öz-Yansıtma Raporu - 5. Hafta). Benzer şekilde Şifa da olumsuz dil öğrenme deneyimlerinin kendi öğretmenlik deneyimlerini, tutumlarını ve uygulamalarını da etkileyebileceğinin altını çizerek gözlem çıraklığı karşıtı kodla ilgili olarak aşağıdaki ifadeleri kullanmıştır:

Lisede bir dil sınıfındaydım. Bilirsiniz, dil sınıfında çok fazla İngilizce dersi vardır ve aslında öğretmenlerimizle destekleyici ve motive edici bir ilişki kurmamız için çok iyi bir fırsattır. Ancak o zamanları hatırladığımda böyle anılarım yok. Yani dersleri keyifle dinlediğimi hatırlamıyorum. Daha çok normal ve durağan, tamamen Türkçe işlenen dersler gibiydi. Şu anda dil sınıfında İngilizce dersi veriyorum ve sadece o dersi verdiğim için dil bölümünü seçen öğrenciler var. Yani öğrencinin aslında İngilizceye özel bir ilgisi yok ama beni sevdiği ve bana yakın olmak istediği için o bölümü seçiyor. Bunun çok değerli olduğunu düşünüyorum çünkü maalesef ben lisedeyken böyle bir durumla hiç karşılaşmadım. (İlk Görüşme - 9 Mart 2023 Perşembe)

Sonuç olarak, tüm katılımcıların olumsuz dil öğrenme deneyimlerinin profesyonel öğretmenler olarak düşündükleri, inandıkları, bildikleri ve uyguladıkları şeyler üzerinde etkisi olduğu konusunda ortak bir zeminde buluştukları söylenebilir. Ancak, Büşra ve Parla bu bağlamda iki konuya daha değinmiş ve böylece ‘gözlem çıracılığı’ koduna daha fazla içgörü katmıştır. Daha açık bir ifadeyle, Büşra bir yandan ‘tekdüze değerlendirme biçimine’ atıfta bulunarak dil öğrenen biri olarak farklı bir değerlendirmeye tabi tutulmadığını ifade etmiştir (Birinci Görüşme - 10 Mart 2023 Cuma). Ancak, dil öğrencisi olarak yaşadığı bu olumsuz durum, kendi öğretmenlik serüveninde olumlu bir örneğe dönüşmüş ve Büşra hem ilk görüşmede belirttiği hem de sınıf gözlemleri sırasında açıkça gözlemlendiği üzere, farklı değerlendirme teknik ve yöntemlerini profesyonel bir şekilde öğretim ortam ve süreçlerine dahil etmiştir. Öte yandan Parla, ‘yapılandırılmamış İngilizce öğretme biçimi’ konusuna değinmiş ve geçmiş dil öğrenme deneyimlerini düşündüğünde planlı bir öğretim sürecine maruz kalmadığını ifade etmiştir. Ancak veri analizi, geçmiş deneyimlerinin aksine, Parla’nın derslerinde bir plana uymanın önemini vurguladığını ve bu doğrultuda ‘yapılandırılmış’ bir öğretim rutini oluşturduğunu göstermiştir.

Geçmişteki dil öğretmenlerinin katılımcıların dil öğretmeni bilişi üzerindeki etkisine gelince, analiz aynı zamanda bir fikir birliği ortaya koymuştur. Daha açık bir ifadeyle, altı katılımcının tamamı, profesyonel öğretmenler olarak bakış açılarının, inançlarının, bilgilerinin ve uygulamalarının önceki dil öğretmenlerinin belirli nüanslarını içerdiğini savunmuştur. Örnek vermek gerekirse, Leyla görüşmeler ve sesli düşünme protokolleri sırasında lise öğretmeninden defalarca bahsetmiş ve İngilizce öğretmeni olmayı lise öğretmeni sayesinde seçtiğini belirtmiştir (Birinci Görüşme - 10 Mart 2023 Cuma). Ayrıca, sınıfta L2 kullanımı konusuna güçlü bir vurgu yapmış ve lise öğretmeninden oldukça etkilendiğini, onun da okul ortamında İngilizce kullanımına azami dikkat gösterdiğini belirtmiştir. Benzer şekilde, henüz ortaokuldayken Şifa, ortaokuldaki İngilizce öğretmenin davranış ve tutumlarından motive olduğu için büyüdüğünde İngilizce ile ilgilenmeye karar vermiştir (Birinci Görüşme - 9 Mart 2023 Perşembe). Parla ayrıca, profesyonel bir öğretmen olarak ders verirken önceki dil öğretmenlerinin olumlu yönlerini birleştirmeye çalıştığını belirtmiştir (Dördüncü Görüşme - 21 Mayıs 2023 Çarşamba). Aynı şekilde, geçmişteki dil öğretmenlerinin tutumlarına odaklanan Esra, önceki dil öğretmenlerinin tutumlarını

ve bunların dil öğrenme sürecini nasıl etkilediğini göz önünde bulundurarak okul ortamındaki tutumlarına öncelik verdiğini ifade etmiştir (Birinci Görüşme - 18 Mart 2023 Cumartesi).

Beklenebileceği gibi, ‘gözlem çıraklığı’ kodu veri analizi sürecinde de oldukça belirgindi ve katılımcıların önceki dil öğrenme karşılaşmalarının öğretim uygulamalarını, davranışlarını, rutinlerini ve inançlarını nasıl etkilediği, gerektiğinde her bir vakaya atıfta bulunularak önceki alt başlıklarda kapsamlı bir şekilde ele alınmıştı. Bununla birlikte, bu alt başlık kapsamında, katılımcıların öğretmen bilişlerinin oluşumunda önceki dil öğrenme olaylarını etkili buldukları teyit edilmelidir. Çoğunlukla okul ortamında biriktirdikleri dil öğrenme deneyimlerine odaklanmayı tercih etseler de okul dışında gerçekleşen kişisel dil öğrenme olaylarına da değinmişlerdir. Daha açık bir ifadeyle, Leyla dördüncü görüşme sırasında (19 Mayıs 2023 Perşembe) kendi oluşturduğu bir kelime öğrenme stratejisini anlatmış ve bu stratejiyi öğrenciyken kullandığını, şimdi ise bir öğretmen olarak öğrencilerine sunduğunu ve onları yeni kelimeler öğrenirken bu stratejiyi kullanmaya teşvik ettiğini belirtmiştir.

Sonuç olarak, katılımcıların geçmiş dil öğrenme deneyimleri, dil öğretmeni bilişlerini çeşitli açılardan etkilemiştir. Her bir vakanın kendine özgü bir İngilizce öğrenme hikayesi olduğu düşünüldüğünde, dil öğrencisi olarak biriktirdikleri önceki dil öğrenme olaylarının profesyonel öğretmenler olarak öğretmen bilişlerini ne ölçüde ve nasıl etkilediğini keşfetmek oldukça ilgi çekicidir. Bu nedenle, mevcut çalışmanın bulgularının ortaya koyduklarının, öğretmen bilişinin çok boyutlu doğasını kapsamlı bir şekilde kavramak için büyük önem taşıdığı sonucuna varılabilir.

Veri analizi sonucunda ortaya çıkan ikinci ana tema ‘lisans eğitimi deneyimleri’ olmuştur. Bu tema 8 kod ve 1 alt koddan oluşmaktadır. Bir önceki alt başlıkta ele alınan geçmiş dil öğrenme deneyimleri ve bu deneyimlerin öğretmen bilişi üzerindeki etkileri göz önünde bulundurulduğunda, lisans eğitimi deneyimlerinin çok karmaşık olmadığı açıktır. Bununla birlikte, lisans eğitimi sırasında edinilen deneyimlerin katılımcı öğretmenlerin dil öğretmeni bilişini büyük ölçüde ve eleştirel bir şekilde etkilediği dile getirilebilir. En çok tekrarlanan ve bu nedenle üzerinde durulan konu, lisans eğitimi sırasında edinilen bilgi ile gerçek sınıf ortamında uygulamaya konulan bilgi arasındaki

tutarsızlık ve uyumsuzluktur. Katılımcıların her biri öncelikle lisans eğitimi sırasında teorik olarak öğretilen ancak gerçek sınıf ortamlarında uygulanmayan teori temelli bilginin pratik boyutta oldukça eksik olduğunu vurgulamıştır. Mevcut çalışmada ‘teori ve pratik arasında gözlemlenen boşluk’ olarak adlandırılan olgu, dil öğretmenlerinin bilişlerini doğrudan etkilemiştir. Bu bağlamda, öğretmen adayları olarak lisans derslerinde öğrendikleri teorik bilgileri gerçek sınıf ortamlarında gerçek öğrencilerle uygulamaya çalışmışlar, ancak öğrendikleri bilgilerin gerçek sınıf ortamında tam olarak uygulamaya geçirilemediğini fark ederek profesyonel öğretmenler olarak görüşlerini, inançlarını, bilgilerini ve uygulamalarını gözden geçirmek zorunda kalmışlardır. Bu durum doğal olarak dil öğretmeni bilişlerini etkilemiştir.

Aynı doğrultuda, veri analizi sonucunda ortaya çıkan bir diğer kod da ‘ütopik uyumsuzluk’ olmuştur. Bu kod da ‘teori ve pratik arasında gözlenen boşluk’ koduyla paralel bir mesaj içermektedir fakat iki kod, katılımcıların lisans eğitimleri sırasında edindikleri bilgiye ilişkin inançları açısından farklılaşmaktadır. Daha açık bir ifadeyle, bir yandan ‘teori ve pratik arasında gözlemlenen boşluk’ kodu, katılımcıların lisans eğitimleri sırasında verilen derslerde öğretilen teorik bilgilerin gerçek sınıf ortamlarında uygulanamayacağının farkına varmaları olarak belirtilebilir. Bu farkındalığın yarattığı boşluk, daha sonra dil öğretmeni bilişlerini etkilemiştir. Öte yandan, ‘ütopik uyumsuzluk’ katılımcıların lisans programında sunulan bilgiye olan inançsızlıklarını vurgulamakta ve bu gerçekçi olmayan uyumsuzluğun dil öğretmeni bilişlerine de yansıdığını ortaya koymaktadır. Daha açık bir ifadeyle, ‘teori ve pratik arasında gözlenen boşluk’ kodu bağlamında vurgulanan mesaj şu şekilde özetlenebilir: katılımcılar, lisans eğitimleri sırasında sadece teorik olarak sunulan bilgileri, profesyonel öğretmenler olarak gerçek sınıflarda gerçek öğrencilerle ders verirken uygulamaya çalışmışlar, ancak umdukları sonuçları elde edememişler, bu da dil öğretmeni bilişlerinde revizyonlara yol açmıştır. ‘Ütopik uyumsuzluk’ koduna göre ise katılımcılar lisans eğitiminde verilen tüm bilgilerin yararlılığını sorgulamıştır. Başka bir deyişle, tüm katılımcılar aynı şekilde lisans eğitimleri sırasında edindikleri bilgi ve deneyimlerin gerçekçi temellere dayanmadığını belirtmiştir. Ayrıca, öğretmen adayları olarak edindikleri deneyimlerin, mevcut sınıf dinamikleri ve öğrenci profilleri nedeniyle gerçek sınıf ortamlarında tutarlı bir karşılığının olmadığını vurgulamışlardır. ‘Ütopik uyumsuzluk’ olarak nitelendirdikleri bu uyumsuzluk, profesyonel öğretmenler

olarak düşündüklerini, inandıklarını, bildiklerini ve uyguladıklarını sorgulamalarına ve gerekirse değiştirmelerine neden olmuştur.

Profesyonel öğretmenler olarak katılımcılar, lisans eğitimleri sırasında edindikleri bilgileri sürekli olarak sorgulamaktadır. Bunun nedeni, 'teori ve uygulama arasında gözlenen boşluk' ve 'ütopik uyumsuzluk' kodlarını açıklarken kısmen açıklandığı gibi, gerçek sınıf ortamında karşılaştıkları zorluklardır. Örneğin Asya, mevcut çalışma kapsamında 'öğretim yaklaşımlarına ilişkin paradoks' olarak kodlanan zihinsel tutarsızlığını şu şekilde ifade etmiştir:

Bence bu [akademisyenlerin yenilikçi öğretim yaklaşımlarından faydalanmaya yönelik dersler vermeleri ve derslerde yaratıcılık, hayal gücü ve hatta etkileşim gerektiren hiçbir materyale yer vermemeleri] biraz paradoks. Örneğin yöntem dersleri var ve orada aslında bir dersin nasıl yürütüleceğini öğreniyoruz. Ancak üniversitedeki bazı profesörler ve öğretmenler bile teknik ya da yöntem [kullanma] konusunda çok kötü olabiliyor. Örneğin bazı derslerde hoca sadece slaytlar üzerinden gidiyor. Tabii ki bu dersin işleniş şekline göre değişiyor ama bazılarının üniversitede bu tür materyalleri yoktu. Genellikle slayt sunumunu takip ediyorlardı. Yöntem olarak bunlardan bahsedebilirim. Onlar [dersler] daha çok öğretmen merkezliydi. (İkinci Görüşme - 20 Mart 2023 Pazartesi)

Asya'nın vakasında ayrıntılı olarak ele alındığı üzere Asya, öğretmen adayı olarak kendisine sunulan bilgileri bir 'paradoks' olarak nitelendirmiş ve bu eşitsizlik gerçek sınıf ortamlarında daha da belirgin hale gelmiştir. Lisans eğitiminin bir sonucu olarak deneyimlediği bu algı, Asya'nın dil öğretmeni bilişini etkilemiş ve beşinci öz-yansıtma raporunda da teyit ettiği gibi, öğretmenlik uygulamasının gözden geçirilmesini ve yenilenmesini gerektirmiştir:

Bu hafta aslında üniversitede yöntem derslerimde öğrendiğim bir tekniği kullanmayı düşündüm ama dürüst olmak gerekirse bu yöntemlerin bazen geçersiz olduğunu fark ettim. Yani, dersi veren hoca bile bu yöntemleri kullanmazken, zorlu bir sınıf ortamında bunları kullanmaya çalışmak bazen benim için yorucu olabiliyor. Yine de birebir aynı olmasa da öğrendiklerimi en eksiksiz ve en verimli şekilde kullanmak için elimden geleni yapıyorum. (Öz-Yansıtma Raporu - 5. Hafta)

Katılımcıların dil öğretmeni bilişini etkileyen diğer faktörler, yukarıdaki şekilde gösterildiği gibi, mikro-öğretim deneyimleri ve staj deneyimleridir. Her bir vaka farklı ve özgün bir lisans eğitimi sürecine sahip olduğundan, lisans eğitimleri sırasında deneyimledikleri mikro-öğretim ve staj uygulamaları dil öğretmeni bilişlerini farklı şekillerde şekillendirmiştir. Lakin, hem staj hem de mikro öğretim

uygulamalarının lisans eğitiminin içeriğine daha kapsamlı ve dikkatli bir şekilde yerleştirilmesi gerektiği ortak bir görüş olarak ifade edilebilir. Ayrıca, katılımcıların mikro öğretim ve staj deneyimlerinden, tamamen bire bir şekilde yararlanılmasa ya da etkilenilme dahi mevcut öğretim yaklaşımlarını belirlemede etkilendikleri de bulgular arasındadır.

Sonuç olarak, dil öğretmeni bilişinin lisans eğitimi sırasında yaşanan olaylardan, edinilen bilgilerden ve edinilen deneyimlerden kaçınılmaz olarak etkileneceği sonucuna varılabilir. Bu çalışmada, lisans eğitimi deneyimlerinin bir bütün olarak katılımcıların dil öğretmeni bilişlerini ne ölçüde etkilediği araştırılmaya çalışılmış ve sonuçta, lisans eğitimi deneyimlerinin katılımcı öğretmenlerin dil öğretmeni bilişlerini farklı oranlarda ve farklı şekillerde etkilediği bulgularına ulaşılmıştır.

Katılımcıların dil öğretmeni bilişini etkileyen üçüncü ana faktörün ‘profesyonel öğretmenlik deneyimleri’ olduğu tespit edilmiştir. Bu ana tema kapsamında, analiz sonucunda 13 kod ortaya çıkmıştır. ‘Profesyonel öğretmenlik deneyimleri’ temasında yer alan tüm kodlar arasında en sık tekrarlanan kodlar ‘sınıf dinamikleri’ ve ‘öğrencilerden alınan geri bildirimler’ olmuştur. Bu kodları ‘acemilikle ilgili eksiklikler’ ve ‘öğretim rutinlerinin değiştirilmesi’ takip etmiştir. ‘Pratik bilgi eksikliği’ ve ‘deneme yanılma’ kodlarının da katılımcıların dil öğretmeni bilişinin oluşumunda etkili olduğu görülmüştür, ancak bu kodların frekansları daha önce bahsedilen kodlara kıyasla daha düşüktür. Ayrıca, veri analizinin ortaya koyduğu üzere, ‘öğretimin insancıl doğası’, ‘öğretime yönelik dengeli tutum’, ‘meslektaşların etkisi’, ‘anneliğin etkisi’, ‘teknoloji yönelimi’ ve ‘gerçek hayata bakış’ kodları da vakaya özgü özelliklerine rağmen katılımcıların dil öğretmeni bilişini şekillendiren faktörler arasında yer almıştır.

Bulgular, en öne çıkan kodlar olan ‘sınıf dinamikleri’ ve ‘öğrencilerden alınan geribildirim’ faktörlerinin katılımcı öğretmenlerin dil öğretimi bilişleri üzerinde kapsamlı bir etkiye sahip olduğunu göstermiştir. Örneğin Leyla, öğrencilerini sürekli izlediğini ve dinlediğini, öğrencilerinin tepkilerine göre öğretim tutum ve yaklaşımlarını gözden geçirdiğini ifade etmiştir (Üçüncü Sesli-Düşünme Protokolü - 7 Nisan 2023 Cuma). Benzer şekilde Esra da değişen sınıf dinamiklerinin öğretim

tarzını ve görüşlerini şekillendirmede ve dönüştürmede oldukça etkili olduğunu vurgulamıştır (Öz-Yansıtma Raporu - 4. Hafta). Aynı bağlamda, öğretmenliğin ‘insancıl’ boyutuna büyük önem veren Şifa, öğrencilerinden aldığı geri bildirimlerin öğretmenlik deneyimleri ve uygulamaları üzerinde çok etkili olduğunu ve öğretmenlik tutum ve davranışları üzerinde belirleyici bir misyona sahip olduğunun altını çizmiştir (Dördüncü Görüşme - 24 Temmuz 2023 Pazartesi).

Çalışmaya katılan öğretmenlerden yalnızca birinin öğretmenlik deneyimi beş yıldan azdır, dolayısıyla çalışmada ‘acemi’ olarak nitelendirilebilecek yalnızca bir öğretmen bulunmaktadır. Ancak analiz sonucunda, diğer katılımcı öğretmenlerin mesleğe ilk başladıkları dönemdeki deneyimlerinden ve o dönemde edindikleri öğretmenlik tutum ve yaklaşımlarından oldukça etkilendikleri ortaya çıkmıştır. Örneğin, çalışma kapsamında veri toplandığı sırada 7 yıllık öğretmenlik deneyimine sahip olan Büşra, yeni mezun olarak ilk görev yerinde sınıf yönetimi konusunda yaşadığı zorlukları ve gözlemlediği sorunları öğretmenlik uygulamalarını geliştirmek için bir şans olarak algılamış ve şu anki sınıflarında sınıf yönetimini o dönemleri yansıtarak belirleme eğiliminde olmuştur (Üçüncü Görüşme - 6 Nisan 2023 Perşembe). Benzer şekilde, 7 yıllık öğretmenlik deneyimine sahip olan Asya, acemi bir öğretmen olarak yaşadığı teori ve pratik uyumsuzluğundan kaynaklanan sorunlar nedeniyle mesleğe ilk başladığında benimsediği idealist tutumu gözden geçirmek zorunda kalmıştır. Bu nedenle şu anki öğretmenlik tutumunu ‘dengeli’ olarak nitelendirmiştir (Üçüncü Görüşme - 10 Nisan 2023 Pazartesi). Katılımcı grubun en deneyimli ikinci öğretmeni olan Parla da ‘acemi’ bir öğretmen olarak oldukça farklı sorunlar yaşadığını ifade etmiş ve bu sorunların öğretimin sosyal boyutuyla ilgili olduğunu tekrar tekrar belirtmiştir. Bu bağlamda, veriler ‘pratik bilgi eksikliğinden’ kaynaklanan sorunları zaman içinde anlamlandırarak çözebildiğini göstermiştir ve Asya gibi o da mevcut öğretim uygulamalarını ‘dengeli’ olarak tanımlamaktadır (Üçüncü Görüşme - 5 Nisan 2023 Çarşamba).

Öğretmenlik uygulamaları ve yaklaşımları konusuna farklı bir perspektiften yaklaşan Parla ve Şifa, katılımcı grubun iki annesi olarak öğretmenlik uygulamalarını ve tutumlarını, sınıf ortamındaki davranışlarını ve öğrencilerine karşı benimsedikleri yaklaşımları açıklarken ısrarla ‘annelik’ olgusundan bahsetmişlerdir. Bu bağlamda Parla, öğretmenlik serüvenini ‘anne olmadan önce’ ve ‘anne olduktan sonra’ olarak

ikiye ayırmış ve öğrencilerine karşı benimsediği tutumun anne olduktan sonra daha fazla değer ve derinlik kazandığını belirtmiştir (Üçüncü Görüşme - 5 Nisan 2023 Çarşamba). Aynı şekilde Şifa da anne ve ‘ebeveyn’ olduktan sonra öğrencilerinin hatalarına karşı hoşgörüsünün arttığına işaret ederek anneliğin öğretmen bilişi üzerinde destekleyici ve olumlayıcı bir etkisi olduğunun altını çizmiştir (Dördüncü Görüşme - 24 Temmuz 2023 Pazartesi).

Analizin bir diğer bulgusunun da teknolojik gelişmelerin dil öğretmeni bilişi üzerindeki etkisi olduğu tespit edilmiştir. Öğretmenlik kariyerine derslerin çevrimiçi olarak sunulduğu pandemi döneminde başlayan Leyla, bu zorunlu durumun teknolojik yeterliliklerini desteklediğini belirtmiştir (Üçüncü Görüşme - 13 Nisan 2023 Perşembe). Bu bağlamda, lisans eğitimi sırasında dil öğretiminde teknoloji entegrasyonuna ilişkin özel bir ders almamış olsa da (İkinci Görüşme - 16 Mart 2023 Perşembe), acemi bir öğretmen olarak içinde bulunduğu zorunlu durum, öğretim uygulamalarını, planlarını ve tutumlarını gözden geçirmesine neden olmuş ve bu şekilde bir öğretmen olarak yetkinlikleri artmıştır. Aynı şekilde, gerçek sınıf gözlemleri sırasında akıllı tahtayı çok etkili ve verimli bir şekilde kullandığı gözlemlenen Parla, 11 yıllık öğretmenlik deneyimi boyunca ‘öğrencilerden gelen geri bildirimler’ ve ‘meslektaşlarının etkileri’ nedeniyle çeşitli hizmet içi eğitimlere katılarak teknolojik yeterliliğini geliştirmeye çalışmıştır (Üçüncü Görüşme - 5 Nisan 2023 Çarşamba; Dördüncü Görüşme - 21 Mayıs 2023 Çarşamba). Yaşadığı bu değişimler Parla’nın profesyonel bir öğretmen olarak düşündüklerini, inandıklarını, bildiklerini ve uyguladıklarını gözden geçirmesine neden olmuştur. Mesleki öğretmenlik deneyimlerinde yer alan ve yukarıdaki şekilde gösterilen tüm faktörler dikkate alındığında, katılımcı öğretmenlerin dil öğretmeni bilişinin çok yönlü bir yapıya sahip olduğu ve profesyonel hizmet içi öğretmenler olarak biriktirdikleri çeşitli olaylardan etkilendiği sonucuna varılabilir. Bu nedenle, ‘dil öğretmeni bilişi’ olgusunu kapsamlı bir şekilde kavrayabilmek için mesleki öğretmenlik deneyimlerinin çeşitli boyutlarına ışık tutmaya azami dikkat gösterilmesi önerilebilir.

4. Sonuç

Bu çalışmanın temel amacı, İngilizce öğretmenlerinin öğretmen bilişinin temel bileşenlerine derinlemesine bir bakış açısıyla ışık tutmak olarak nitelendirilebilir. Çok

sayıda çalışma (Golombek, 2015; Kagan, 1990; Kubanyiova ve Feryok, 2015; Ngo, 2018; Öztürk ve Gürbüz, 2017; Öztürk ve Yıldırım, 2019; Somuncu, 2021; Zembylas, 2005) öğretmen bilişini oluşturan çok çeşitli faktörler olduğunu ve doğası gereği çok boyutlu bir yapıya sahip olduğunu ortak bir şekilde ifade etmiştir. Dahası, Borg'un (2009) özellikle vurguladığı gibi, hem öğretmenlerin kendi öğrenme süreçlerinde yaşadıkları olaylar hem de mesleki yeterliliklerini inşa etme ve pekiştirme sürecinde deneyimledikleri olaylar öğretmen bilişi üzerinde belirleyici bir misyona sahiptir. Mevcut çalışmanın temel motivasyonu ve çıkış noktası esasen Borg'un (2009) altını çizdiği olgudur. Daha açık bir ifadeyle, ilgili literatür incelendiğinde, öğretmen bilişinin deneyimsel bir boyutu olduğu ve bu çok yönlü olgunun profesyonel öğretmenlerin öğrenme deneyimlerinden (Channa, 2020; Ellis, 2006; Höggqvist, 2016; Moodie, 2016; Smagorinsky ve Barnes, 2014), lisans eğitimleri sırasında maruz kaldıkları teori odaklı bilgilerden ve sosyal ve pedagojik olaylardan etkilendiği görülmektedir (Ma ve Luo, 2021; Macalister, 2012; Renzaglia vd, 1997; Qui vd., 2021; Yang, 2019) ve profesyonel öğretmenlik süreçlerinde biriktirdikleri tüm deneyimleri (Calderhead, 1983; Kim ve Klassen, 2018; Sanchez, 2010) değişen oranlarda kullanmaktadırlar. Bu doğrultuda, mevcut çalışma, dil öğretmeni bilişinin çok boyutlu doğasını anlamayı ve bağlamsallaştırmayı amaçlarken aynı zamanda öğretmen bilişinin deneyim odaklı doğasını da araştırmaktadır. Bu amaç doğrultusunda, bir ana araştırma sorusu ve üç alt soru belirlenmiştir. İlk soru, dil öğretmeni bilişinin temel bileşenlerini araştırmaya yönelik bir soru olarak formüle edilmiştir. Alt sorular, dil öğretmeni bilişinin çok boyutlu yapısı içinde yer alan deneyim odaklı yapı taşlarının incelenmesine odaklanmıştır. Bu bağlamda ilk alt soru, katılımcı öğretmenlerin dil öğrenirken edindikleri deneyimlerin öğretmen bilişlerini ne ölçüde ve nasıl etkilediğini araştırmaya yöneliktir. İkinci alt soru, katılımcı öğretmenlerin lisans eğitimlerine odaklanmakta ve lisans eğitimleri sırasında edindikleri deneyimlerin öğretmen bilişleri üzerindeki etkilerine ışık tutmayı amaçlamaktadır. Son alt soru ise katılımcıların mesleki öğretmenlik deneyimleri ile öğretmen bilişi arasındaki canlı ve devam eden etkileşimi tanımaya odaklanmaktadır.

Çalışma “çok araçlı durum çalışması” (Creswell, 2015) olarak tasarlanmış ve farklı eğitim kurumlarında görev yapan, deneyim yılları 3 ila 13 yıl arasında değişen 6 kadın İngilizce öğretmenin katılımıyla gerçekleştirilmiştir. Bulguları objektif bir

şekilde üçgenlemek için veriler toplam beş veri toplama aracı aracılığıyla toplanmıştır: yarı yapılandırılmış görüşmeler, gerçek sınıf gözlemleri, geriye dönük sesli düşünme protokolleri, haftalık yansıtıcı günlük kayıtları ve ders materyalleri, yani ders planları, ders kitapları ve yardımcı destekleyici materyaller. Elde edilen veriler, tek başına bir analitik yöntem olarak tanımlanabilecek “sürekli karşılaştırma yöntemi” ile analiz edilmiş (O’Connor vd., 2008) ve analiz sonucunda 3 ana tema, 25 kod ve 11 alt kod ortaya çıkmıştır.

Katılımcı öğretmenlerin dil öğretmeni bilişi, üç ana yaşanmış deneyim dizisine dayandırılmıştır. Bunlar, önceki dil öğrenme deneyimleri, lisans eğitimi deneyimleri ve profesyonel öğretmenlik deneyimleri olmak üzere üç tema ile karakterize edilmiştir. Her bir tema geniş bir olgu yelpazesini kapsamaktadır. Araştırmaya katılan altı öğretmenin her birinin farklı bir dil öğrenme sürecine dahil olduğu ve farklı bir lisans eğitimi sürecinin ardından farklı okullarda öğretmenlik yaptığı ve yapmakta olduğu düşünüldüğünde, bu farklı ve çeşitli bulguları anlamak ve anlamlandırmak oldukça pragmatik olabilir. Daha doğrusu, katılımcıların yaşları ve deneyim yılları çok farklı olmasa da her biri İngilizceyi farklı kurumlarda farklı öğretmenlerden farklı şekillerde öğrenmiştir. Akabinde, Parla ve Şifa aynı üniversiteden ve aynı bölümden mezun olmalarına rağmen, lisans eğitimlerini farklı yıllarda sürdürmüşler ve diğer dört katılımcı da lisans derecelerini farklı yükseköğretim kurumlarından almışlardır. Ayrıca, katılımcıların her birinin ilk iş yerleri farklı kuruluşlarda, hatta farklı şehirlerdedir ve mevcut kuruluşları da birbirlerinden farklıdır. Özetlemek gerekirse her katılımcının kendine özgü öğrenme deneyimleri ve öğretim yolculukları bulunmaktadır ve bu nedenle elde edilen veriler tamamen vakaya özgü bulguları temsil etmektedir.

Çalışma kapsamında elde edilen bulgular, katılımcıların vakaya özgü karakteristik özelliklerini ve deneyimlerini ortaya çıkarmıştır. Bir yandan, önceki dil öğrenme deneyimleri bağlamında, katılımcıların öğretmen bilişlerinin geçmişte yaşadıkları hem olumlu hem de olumsuz dil öğrenme deneyimlerinden etkilendiği tespit edilmiş ve bu etkiler ‘gözlem çıracılığı’ ve ‘gözlem karşıtlığı’ kodları altında ayrıntılı olarak tartışılmıştır. Öte yandan, katılımcıların geçmişteki dil öğretmenlerinin tutumlarından, özelliklerinden ve desteklerinden de etkilendikleri eleştirel bir şekilde tespit edilmiştir. Ayrıca sonuçlar, okul ortamından veya öğretmenlerinden bağımsız

olarak, katılımcıların dil öğrenen olarak kişisel özelliklerinin de öğretmen bilişlerinde belirleyici bir rol oynadığını göstermiştir.

İkinci ana tema olan ‘lisans eğitimi deneyimleri’ altında birçok farklı boyuta yer verilmiş ve her bir olgu ya da gerçekliğin katılımcıların dil öğretmeni bilişinin şekillenmesinde ve olgunlaşmasında önemli bir yere sahip olduğu açıkça gözlemlenmiştir. Bu bağlamda, katılımcı öğretmenlerin en çok üzerinde durduğu konu, lisans eğitimleri sırasında edindikleri teori temelli bilgileri gerçek sınıf ortamlarında uygulayamamaları ve birinci elden gözlemleyip deneyimledikleri teori ve pratik arasındaki bu dengesizliğin mesleki yolculuklarında yol açtığı uygulama temelli sorunlar olmuştur. Bu uyumsuzluklar ‘teori ve pratik arasında gözlemlenen boşluk’ ve ‘ütopik uyumsuzluk’ kodları altında farklı boyutlarda resmedilmiş ve öğretmenlerin yaşadıkları zorluklar ‘pratik bilgi eksikliği’ kodu altında ortaya konmuştur. Nihayetinde, katılımcıların birçok kez dile getirdiği bu boşluklar ve uyumsuzluklar, öğretmen olarak kendilerinin ‘pratik bilgiden yoksun’ oldukları algısını yaratmış ve onları profesyonel öğretmenler olarak düşündüklerini, inandıklarını, bildiklerini ve uyguladıklarını gözden geçirmeye zorlamıştır. Katılımcılar, lisans eğitimleri sırasında maruz kaldıkları mikro-öğretim uygulamaları ve staj deneyimlerine de değinmiş ve her ne kadar bu deneyimlerin gerçeği yansıtmadığını düşünseler de uygulamaya dayalı bu deneyimlerin mesleki gelişimleri için önemli ilk adımlar olduğunu ifade etmişlerdir. Buna ek olarak, öğretmenlerin lisans eğitimleri sırasında ders aldıkları akademisyenlerin öğretim yaklaşımlarından, özellikle de öğretim gündemlerinden etkilenecek şekilde mesleki öğretim yaklaşımlarını ve uygulamalarını şekillendirme eğiliminde oldukları da tespit edilmiştir. Sonuç olarak, katılımcı öğretmenlerin lisans eğitimleri sırasında maruz kaldıkları deneyim ve olayların dil öğretmeni bilişleri üzerinde önemli bir etkisi olduğu söylenebilir.

Bulgulara göre, çalışmada yer alan son tema ‘profesyonel öğretmenlik deneyimleri’ olmuştur. Bu tema kapsamında, katılımcılar ‘sınıf dinamikleri’ ve ‘öğrencilerden alınan geri bildirimler’ hususlarını dil öğretmeni bilişlerinin oluşmasında en etkili temalar olarak tanımlamıştır. Daha açık bir ifadeyle, öğretmenler öğretmenlik kariyerleri boyunca öğrencilerinin görüşlerine ve sınıflarından gelen seslere duyarlı kaldıklarını belirtmişlerdir. Sonunda, göz ardı etmedikleri bu yorumlar, profesyonel öğretmenler olarak tutumlarını, görüşlerini ve yöntemlerini değiştirmek

için onları motive etmiştir. Ayrıca, öğretmenlerin acemi öğretmen olarak biriktirdikleri koşullar ve bu dönemlerde yaşadıkları olaylar da öğretmen bilişlerinin dönüşümünde rol oynamıştır. Başka bir deyişle, öğretmenler öğretmenliğe ilk başladıklarında, sınıf yönetimi bağlamında çeşitli pedagojik sorunlarla ve sosyal ilişkiler başta olmak üzere bazı bürokratik sorunlarla karşılaşmışlardır. Bu sorunları kendi kişisel çabalarıyla ya da meslektaşlarının desteğiyle çözmeye çalışmışlar ve bu süreç, profesyonel bir öğretmen olarak sahip oldukları tutum, inanç ve yaklaşımlarda değişikliklere yol açmıştır. Çalışmada yer alan ve önceki bölümlerde birçok kez değinilen bir diğer sonuç da anneliğin öğretmen bilişi üzerindeki etkisidir. Parla ve Şifa'nın vakaları, annelik içgüdüsünün öğretmenlik tutum, davranış, yaklaşım ve uygulamalarını nasıl şekillendirebileceğini açıkça ortaya koymuştur. Ayrıca bulgular, öğretmenliğe yönelik idealist tutumun zamanla azalabileceğini ve öğretmenlerin öğretmenliğe daha dengeli bir tutumla yaklaşabileceğini göstermiştir. Dolayısıyla, bir yandan öğretmenlerin özellikle mesleğe ilk başladıklarındaki tutumlarının idealist olduğu, ancak zaman içinde çevresel gerçekler nedeniyle bu idealist tutumu yumuşatmak zorunda kaldıkları ve bunun da öğretmen bilişlerinde değişikliklere yol açtığı söylenebilir. Öte yandan bulgular, öğretmenliğe karşı daha dengeli bir tutum benimsemenin bu süreçte öğretmenlerin üzerindeki yükü de azalttığını göstermiştir. Sonuç olarak, mevcut çalışma kapsamında hem idealist hem de dengeli tutumlar örneklerle görülmüş ve dil öğretmeni bilişinin şekillenmesindeki rolleri fark edilmiştir. Çalışma kapsamında teknolojinin öğretmen bilişi kavramı üzerinde bir misyonu olduğu da fark edilmiştir. Daha spesifik olmak gerekirse, Leyla ve Parla'nın durumlarında, hizmet içi öğretmen olarak göreve başladıktan sonra zorunlu olarak maruz kaldıkları teknoloji temelli sorunların, profesyonel öğretmen olarak yeterliliklerini gözden geçirmelerine neden olduğu açıkça gözlemlenmiştir. Ayrıca bulgular, katılımcıların öğretim program ve planlarını hazırlarken bunların gerçek hayatla örtüşmesine önem verdiklerini ve öğretim yaklaşım ve uygulamalarını bu doğrultuda düzenlediklerini de göstermiştir. Sonuç olarak, profesyonel öğretmenlik deneyimlerinin, tıpkı dil öğrenme deneyimleri ve lisans eğitimi deneyimleri gibi, dil öğretmeni bilişini birçok farklı yönde değişen oranlarda etkileyebileceği sonucuna varılabilir. Bu bağlamda, dil öğretmeni bilişinin birçok farklı bileşeni olan çok boyutlu bir kavram olduğu söylenebilir. Bu çok yönlü ve çok boyutlu kavramı anlamak, öğretmenlik mesleğinin yapı taşlarını keşfetmek ve mesleği daha gerçekçi ve anlamlı kılmak için oldukça önemlidir.

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TEZİN ADI / TITLE OF THE THESIS (İngilizce / English): THE MULTI-DIMENSIONAL NATURE OF TEACHER COGNITION: THE CASE OF EFL TEACHERS / ÖĞRETMEN BİLİŞİNİN ÇOK YÖNLÜ DOĞASI: İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRETEN ÖĞRETMENLERİN ÖRNEĞİ

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