A CASE STUDY ON PRE-SERVICE ENGLISH LANGUAGE TEACHERS'
COGNITIONS AND PRACTICES REGARDING MOST COMMONLY
EXPERIENCED IN-CLASS CHALLENGES

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ABSTRACT

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This study explores cognitions and practices of pre-service English language teachers in relation to dealing with most commonly experienced in-class challenges in foreign language teaching, the influences that shape their cognitions and practices, and the relationship between their cognitions and practices. Adopting qualitative research design, a case study was conducted to provide an account of pre-service English language teachers' cognitions and practices.

Data for this study were collected in two main stages. The first stage involves collection of the base-line data through an open-ended questionnaire with a view to identifying in-class challenges experienced by English language teachers. The second stage aims to collect data on the cognitions and actions of pre-service teachers. Data collection activities in this stage include scenario-based interviews, collection of field notes during classroom observations, and stimulated-recall sessions that were carried out after the practice teaching hours. Twenty English language teachers working at public secondary schools and six pre-service English language teachers at a state university make up the participants of this case study.

Results of the study reveal that (1) pre-service teachers generated various strategies in their pre-practicum cognitions, practices, and post-practicum cognitions; (2) courses in teacher education program, their own learning experiences, classroom observations at the host school, their practice teaching experiences, and mentor teacher's recommendations emerged as influences that shape their cognitions and practices in dealing with those challenges; and (3) pre-service teachers generated more strategies that have one-to-one correspondence in their cognitions and practices to deal with resource-related challenges than learner-related challenges.

Keywords: Teacher cognition and practice, pre-service English language teacher, in-class challenges, practicum, English Language teaching.

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ÖZ

HİZMET ÖNCESİ İNGİLİZCE ÖĞRETMENLERİNİN SIK KARŞILAŞILAN
SINIF İÇİ ZORLUKLARA İLİŞKİN BİLİŞ VE EYLEMLERİ ÜZERİNE BİR
DURUM ÇALIŞMASI

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Bu çalışma hizmet öncesi İngilizce öğretmenlerinin yabancı dil öğretiminde sık karşılaşılan sınıf içi zorluklarla başa çıkmalarına ilişkin biliş ve eylemlerini, biliş ve eylemlerini şekillendiren unsurları ve biliş ve eylemleri arasındaki ilişkiyi araştırmaktadır. Nitel araştırma deseni benimsenmiş ve hizmet öncesi İngilizce öğretmenlerinin biliş ve eylemlerine açıklama getirebilmek için bir durum çalışması yürütülmüştür.

Bu çalışma için gerekli veri iki ana aşama halinde toplanmıştır. İlk aşamada, İngilizce öğretmenlerinin deneyimlediği sınıf içi zorlukların saptanması amaçlanarak açık uçlu bir sormaca ile temel veri toplanmıştır. İkinci aşamada ise hizmet öncesi öğretmenlerin biliş ve eylemleri hakkında veri toplanması amaçlanmıştır. Bu aşamadaki çoklu veri toplama çalışmaları senaryo tabanlı görüşmeler, sınıf gözlemleri esnasında toplanan saha notları ve öğretmenlik uygulaması derslerinden sonra gerçekleştirilen çağrışım tekniğine dayalı görüşmelerden oluşmaktadır. Devlet ortaokullarında çalışan yirmi İngilizce öğretmeni ve altı hizmet öncesi İngilizce öğretmeni bu çalışmanın katılımcılarını oluşturmaktadır. Verinin çözümlenmesinde

sistematikliği sağlamak için, Miles ve Huberman'in ortaya koyduğu çerçeve (verilerin azaltılması, verilerin gösterimi ve sonuçları ortaya koyma /doğrulama) izlenmiştir.

Sonuçlar (1) hizmet öncesi öğretmenlerin bilişlerinde ve eylemlerinde sınıf içi zorluklarla baş etmek için çeşitli yöntemler ürettiklerini; (2) öğretmen yetiştirme programındaki dersler, kendi öğrenme deneyimleri, staj okulundaki sınıf gözlemleri, stajdaki öğretmenlik deneyimleri ve mentor öğretmenin önerileri bu zorluklarla başa çıkmaya ilişkin bilişlerini ve eylemlerini etkileyen unsurlar olarak ortaya çıktığını ve (3) hizmet öncesi öğretmenlerin müfredata bağlı zorluklarla başa çıkmada öğrenciye bağlı zorluklara göre biliş ve eylemlerinde daha çok birebir uyumlu başa çıkma yöntemi ürettiklerini ortaya koymuştur.

Anahtar kelimeler: Öğretmen bilişi ve eylemleri, hizmet ncesi İngilizce öğretmeni, sınıf içi zorluklar, staj, İngiliz Dili öğretimi.

To My Son Nusrat Kuzey

and

To My Nearest and Dearest…

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CHAPTER 1

INTRODUCTION

1.1. Overview of the Chapter

This chapter consists of an introduction to the topic, background to the study, purpose of the study, research questions addressed, problem statement, significance and the limitations to the study.

1.2. Introduction

Teacher cognition research, "the investigation of the hidden side of teaching to illuminate teaching behaviors and classroom processes" became a focus of educational research in the late 1960s and early 1970s, whereas studies of teacher cognition in the field of second/foreign language teaching began in the early 1990s (Tsui, 2011, p. 25). With this focus of investigation into teachers' psychological processes on which they establish their classroom practices, teaching started to be viewed as *thoughtful behavior,* rather than only behaviors; and in parallel, teachers as active, thinking decision-makers, not mechanical implementers of external prescriptions (Borg, 2006). It is apparently observed that the body of research in teacher cognition has also brought a "paradigm shift in teacher education from the identification of effective teaching behaviors to an understanding of the unobservable aspects of teaching from the participant's perspective rather than from the researcher's perspective" (Tsui, 2011, p. 25).

Borg's (2003) review of literature indicated that teacher cognition research has addressed the following key questions:

(a) What do teachers have cognitions about?
(b) How do these cognitions develop?
(c) How do they interact with teacher learning?
(d) How do they interact with classroom practice? (p. 81).

The present study, which is based on teacher cognition research, tries to address three of the key questions listed above –(a), (b), and (d)- with a focus on pre-service English language teachers. For question (a), what cognitions pre-service English language teachers have in relation to overcoming most commonly experienced in-class challenges were sought for; for (b), the development of pre-service English language teachers' cognitions was explored in a continuum of school-based practicum; and for (d), the relationship between their cognitions and actual classroom practices was observed. Question (c), on the other hand, is beyond the scope of this study since it requires a longer period of data collection with a greater number of observations of practicing teachers.

1.3. Background to the Study

Language teacher education, as observed by Crandall (2000), has been affected by the trends in general teacher education and undergone some major changes. Crandall (2000) asserts that those changes include (a) a shift from transmission, product-oriented theories to constructivist, process-oriented theories of learning, teaching, and teacher learning; (b) from decontextualized theory to a focus on situated teacher cognition and practice; (c) moving towards a growing recognition of the role of teachers' prior learning experiences and the importance of self-observation and reflection on practice; and (d) a growing concern for viewing teaching as profession. In parallel, Johnson (2006) makes reference to the noticeable change in teacher education over the past 40 years, and furthermore states the importance of teacher cognition research for the field with the following words:

> Many factors have advanced the field's understanding of L2 teachers'
> work, but none is more significant than the emergence of a substantial
> body of research now referred to as teacher cognition. This research has
> helped capture the complexities of who teachers are, what they know and
> believe, how they learn to teach, and how they carry out their work in
> diverse contexts throughout their careers (p. 236).

Teacher cognition research has been based on a key assumption that teachers and teaching cannot be properly understood without understanding the influence of teachers' thoughts, knowledge, and beliefs on what they do (Borg, 2009). This required "an understanding of teachers' mental lives rather than an exclusive focus on observable behaviors, (…) in a more holistic and qualitative manner" (Borg, 2006, p. 6). Therefore, researchers have studied different aspects of teaching in differing contexts of pre-service and in-service teachers under the title of teacher cognition research. Among those aspects are teachers' decisions making strategies (Bailey, 1996; Richards, 1996; Woods, 1996), their cognitions and classroom practices on the teaching of grammar (Farrell, 1999; Farrell and Patricia, 2005; Borg, 1998; Borg, 1999; Phipps and Borg, 2009), teachers' metalinguistic awareness (Andrews, 2007; Borg, 2005).

1.4. Purpose of the Study

The purpose of this study is to find out (a) what cognitions pre-service English language teachers have in relation to dealing with most commonly experienced in-class challenges in foreign language teaching before and after practicum, (b) what pre-service English language teachers do to deal with those challenges when they encounter them in teaching practices throughout practicum, (c) the influences that shape pre-service English language teachers' cognitions and practices, and (d) whether there is a relationship between their cognitions and practices.

An additional purpose of this study is to provide important information for foreign language teacher education programs in Turkey by putting different types of real in-class challenges experienced by practitioners forth and raising consciousness about those challenges that will probably be encountered by pre-service English language teachers when they start formal teaching after graduation. What the results of this study show may also be offered as course content in which those real in-class challenges can be worked on for possible, theory informed choices of solutions by pre-service teachers and teacher educators together with a case-based approach to foreign language teacher education.

1.5. Research Questions

With the above mentioned purposes, this study attempts to address the following research questions:

(1) What are pre-service English language teachers' cognitions in relation to dealing with most commonly experienced in-class challenges in foreign language teaching prior to and after practicum?

(2) What do pre-service English language teachers do to deal with the most commonly experienced in-class challenges in foreign language teaching in their classroom practices throughout practicum?

(3) What are the influences that shape pre-service English language teachers' cognitions and practices in relation to dealing with most commonly experienced in-class challenges?

(4) Is there a relationship between pre-service English language teachers' pre-practicum cognitions, classroom practices, and post-practicum cognitions in relation to dealing with most commonly experienced in-class challenges in foreign language teaching?

1.6. Statement of the Problem

Teacher cognition research has focused on different aspects of teaching process both in general education and second/foreign language education literature, such as teachers' decision making strategies (Woods, 1996; Richards, 1998; Bailey, 1996), teacher cognition in grammar teaching (Borg, 1998, 1999; Farrell, 1999) and in reading instruction (Grisham, 2000), teachers' pedagogical knowledge (Golombek, 1998; Gatbonton, 1999). However, there is a lack of research into teacher cognition regarding in-class challenges in foreign language teaching and dealing with them. Therefore, this study aims to contribute existing literature in teacher cognition by shedding light on English language teachers' perceived challenges in foreign language teaching and pre-service English language teachers' cognitions and their classroom practices in relation to dealing with those challenges.

1.7. Significance of the Study

The present study, investigating pre-service English language teachers' cognitions in relation to dealing with most commonly experienced challenges in foreign language teaching and their classroom practices throughout school-based practicum, attempts to shed light on how pre-service English language teachers' cognitions emerge and develop before, during, and after school-based practicum. Additionally, this study, by directing attention to actual challenges as experienced by practicing English language teachers may raise awareness of different stakeholders taking part in every kind of foreign language teaching business such as administrators, Ministry and Higher Education Council authorities, program development and evaluation specialists, teachers trainers, and teacher educators.

Furthermore, in line with Borg's (2003, p. 106) call for "making actual data from the body of research into teacher cognition and practices available to trainees and teachers as the basis of teacher education activities", this study may be beneficial to foreign language teacher education programs in Turkey.

1.8. Limitations of the Study

This study is designed to explore the case of pre-service English language teachers' cognitions and practices to deal with in-class challenges. One issue that might be limiting the study is about time and space. The study is bounded by space and therefore limited to secondary school teachers in Muğla area and pre-service teachers at the English Language Teaching Department of Muğla Sıtkı Koçman University. In addition, the study is also bounded by time, and limited to 2014-1015 academic year, fall semester. However, the exploratory nature of this study, the nature of qualitative case study research, which is defined as "in-depth description and analysis of a bounded system" and the particularistic feature of case studies, which means that "case studies focus on a particular situation, event, program or phenomenon" (Merriam, 2009, p. 43) already explain the phenomenon of boundedness.

Second, the sample size of the study, which consists of twenty English language teachers and one group of pre-service English language teachers might seem as

another limitation. However, what matters for qualitative research is the concept of transferability rather than generalizability. And, as Mackey and Gass (2005) suggest, "for transferability in qualitative research, the research context is seen as integral (…) and the extent to which the findings may be transferred depends on the similarity of the context" (p. 180). Therefore, it can be said that similar results can be reached in other groups of pre-service teachers taking practice teaching courses offered by different foreign language teacher education departments in Turkey due to the similarity of the contexts. Moreover, using thick desriptions in reporting the research context, participants, and the researcher's role in the research context can be seen as strength in determining the similarity of context.

1.9. Definition of Terms

In-class challenges in foreign language teaching: A problematic situation that causes difficulty in the classroom environment during language teaching practices of English language teachers.

Pre-practicum Cognition of Pre-service English Language Teachers: Pre-practicum cognition is pre-service teachers' beliefs, assumptions, and knowledge (related to an aspect of language teaching) before they are engaged in instructional practices in a host school for the practicum course.

Post-practicum Cognitions of Pre-service English Language Teachers: Post-practicum cognition is pre-service teachers' beliefs, assumptions, and knowledge (related to an aspect of language teaching) after they are engaged in instructional practices and completed their practicum in a host school.

Pre-service Teacher: Borg's (2006, pp. 50-51) definition of pre-service teacher as "those engaged in initial teacher education programmes and who typically have no formal language teaching experience" is adopted in this study. The terms 'pre-service teacher' and 'student-teacher' are used interchangeably throughout the study to refer to senior year students of a four-year foreign language teacher education program who are taking their practicum.

Teacher Cognition: In this study, Borg's (2003, p. 81) definition of the term teacher cognition as "the unobservable cognitive dimension of teaching – what teachers know, believe, and think" is adopted.

Teachers' mental lives, Teachers' thought processes: The terms that are used interchangibly to refer to the concept of teacher cognition.

Pre-service Teacher: Borg's (2006, pp. 50-51) definition of pre-service teacher as "those engaged in initial teacher education programmes and who typically have no formal language teaching experience" is adopted in this study. The terms 'pre-service teacher' and 'student-teacher' are used interchangeably throughout the study to refer to senior year students of a four-year foreign language teacher education program who are taking their practicum.

CHAPTER 2

LITERATURE REVIEW

2.1. Overview of the Chapter

In this chapter, the theoretical framework of language teacher cognition and practices with a focus on pre-service and in-service teachers of English is covered. The development of teacher cognition research, methodological issues, and studies carried out in the field are presented.

2.2. Research on Language Teacher Cognition

1990s was the time when research on language teacher cognition gained a momentum and continued to gather pace (Borg, 2003). Clark and Peterson (1984) summarize the aim in studying teacher cognition:

> The ultimate goal of research on teachers' thought processes is to construct a portrayal of cognitive psychology of teaching for use by educational theorists, researchers, policy makers, curriculum designers, teacher educators, school administrators, and teachers themselves … [and] to increase understanding of how and why the process of teaching looks and works as it does   (pp. 2-7).

In his 2003 review of research on language teacher cognition, Borg concluded that the study of teacher cognition "provided valuable insights into the mental lives of language teachers" (p. 81). The fundamental assumption of research into mainstream teacher thinking is that "teacher behavior is substantially influenced and even determined by teachers' thought processes" (Clark and Peterson, 1984, p. 1).

Exploring teacher cognition, namely the unobservable dimension of teaching, is noteworthy in order to account for the observable teacher behavior. The three main constructs scrutinized by the researchers studying language teacher cognition had been what language teachers think, know, and believe. However, the 'belief' aspect of language teacher cognition has been the one that gained more attention by the researchers. The study of teacher belief has produced a great amount of research literature as a result of this attention. Studies of teacher belief focused on "beliefs about learners and learning, beliefs about teaching, beliefs about subject, beliefs about learning to teach, and beliefs about self and the teaching role" (Öztürk, 2014, p. 22). Skott (2015) discussed the problem of a lack of consensus on conceptualizing teacher beliefs and suggested a common core to the concept in the literature that consists of four key aspects. They are:

(1) Beliefs are generally used to describe individual mental constructs, which are subjectively true for the person in question.
(2) There are cognitive as well as affective aspects to beliefs.
(3) Beliefs are generally considered temporarily and contextually stable reifications that are likely to change only as a result of substantial engagement in relevant social practices.
(4) Beliefs are expected to significantly influence the ways in which teachers interpret and engage in problems of practice (pp. 18-19).

Later, Borg (2012) included teachers' attitudes, identities and emotions as aspects of the unobservable dimension of teaching since he thinks that "our learning and actions as professionals are shaped by our emotional responses to our experiences" (p. 12). Metaphors teachers use have also been used as a means to investigate teachers' thinking and conceptualizations about teaching. Bullough (1991) used metaphor analysis to examine three pre-service teachers' conceptions of teaching throughout their student-teaching when they confront the realities of classroom teaching. Seferoğlu, Korkmazgil, and Ölçü (2009), with metaphor elicitation method, investigated pre-service and in-service English Language teachers' images of 'teachers' and differences between the participants based on the experience. McGrath (2006) is another researcher who used metaphors used by language teachers to gain insights into their views and beliefs about English Language course books. Saban,

Koçbeker, and Saban (2006), Sakui and Gaies (2003), Oxford et. al. (1998) are among other metaphor studies.

As for the methodology used in researching language teacher cognition and practice, Borg's (2012) methodological analysis of the twenty-five contemporary studies revealed that the field is international in scope, uses non-probability samples, involves non-native English speaking teachers, is modest in scale, uses mixed method or qualitative methods in either cross-sectional or longitudinal design, and is multi-method in nature. He also made a critical commentary and called for the need for greater specificity in the selection of participants, more concrete detail about how data are collected and analyzed. In his previous review, Borg (2006) divided data collection strategies of language teacher cognition studies into four broad groups: self-report instruments, verbal commentaries, observation, and reflective writing. Clark and Peterson (1984), stating that research on thought processes heavily depends on various forms of self-report by teachers, highlighted the methodological problem of "how to elicit and interpret valid and reliable self-reports about cognitive processes" (p. 14).

Moreover, Borg's (2003) review indicated that there is a lack of sense of unity in the cognition research terminology, in that "the study of teacher cognition is characterized by a multiplicity of labels (…) and a proliferation of terms [which] has led to a definitional confusion (p. 83). Breen et.al. (2001) highlighted the wide range of terms which are "diverse, sometimes overlapping or distinctive" in teacher cognition research (p. 472). Pajares (1992) also mentioned "a variety of meanings" in defining theoretical constructs in the field. Borg (2006) warned the field researchers about the consistent use of a shared set of concepts and definitions for the continuing development of the field. Some of the terms that have been used in language teacher cognition research so far are BAK –Beliefs, Assumptions, and Knowledge- (Wood, 1996), PPK –personal practical knowledge- (Golombek, 1998; 2009), practical knowledge (Meijer, Verloop, and Beijard, 1999; Gholami and Husu, 2010), epistemological beliefs (Flores, 2001), theories for practice (Burns, 1996), KAL – Knowledge About Language (Bartels, 2009; and Borg, 2005), folklinguistic theories (Warford and Reeves, 2003), and teachers' maxims in language teaching (Richards, 1996).

Studies on language teacher thinking have been centered on a number of issues such as teachers' and pre-service teachers' decision making processes, their cognitions on specific domains like grammar teaching and teaching reading, cognitions of novice teachers in the induction year, the influences that shape teacher cognition and practices, and the relationship between teachers' cognitions and instructional practices. The literature reviewed in this chapter will be limited to the scope of this dissertation, namely the influences that shape language teacher cognition and practices and the relationship between their cognitions and practices. Therefore under the title of *the influences on teachers' cognition and practices,* literature on the issues related to the impact of teachers' own experiences as students, whether teacher education program creates a change on teacher thinking and the effect of field experience as practicum on pre-service teacher thinking will be reviewed; and under the title of *the relationship between cognitions and practices*, existing literature on whether the cognitions and practices of language teachers correspond to each other and the extent to which they correspond will be presented.

2.2.1. The Influences that Shape Language Teacher Cognition and Practices

The influence of different entities in teachers' lives on their thought processes and instructional practices has been the subject of educational research since research into teacher cognition gained popularity. Borg (2003) reflects findings from the studies he reviewed and concludes that "a wide range of interacting and often conflicting factors shape language teachers' cognitions and instructional practices" (p. 91). He puts teacher cognition in the center of teaching and conceptualizes the influences that shape teachers' lives by the following model. According to the model, teachers' beliefs, knowledge, theories, etc. make up cognitions about teaching, teachers, leaning, subject matter, etc. There is a two way relationship between teacher cognition and professional coursework, and teacher cognition and classroom practice, that they influence each other. On the other hand, schooling has an influence on teachers' cognition and also on their engagement with the professional coursework in the teacher education program. Because, early cognitions constructed through previous schooling, as suggested by Bruner (1996) and Joram and Gabriele (1998), act as filters against newly introduced knowledge in the teacher education

program. Finally, contextual factors are shown to influence both teacher cognition and the classroom practice on the model, because both the act of teaching and thought about it are modified by the attributes of the context.
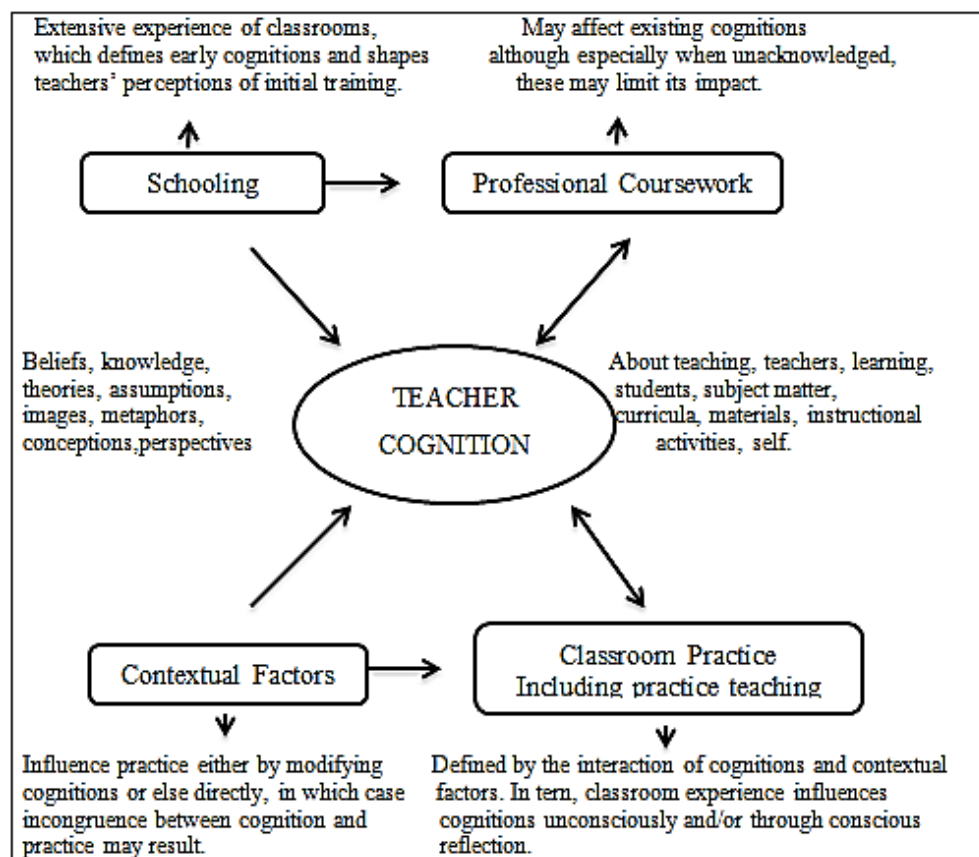
Figure 2.1. Teacher cognition, schooling, professional education, and classroom practice (Borg 1997, cited in Borg, 2003)

In line with Borg's model, Farrel (2008) regards learning teaching as a complex process and lists some influences that have impact on first year teachers. He accepts the influence of previous schooling that incudes long hours of watching their teachers and developing images, and teacher education program they have graduated from; and adds the influence of first year socialization into an established school culture to the existing list. In parallel, Urmston's (2003) longitudinal study results revealed that pre-service English language teachers own experiences as students and the time they pass in classrooms for practice teaching strongly influence their beliefs and knowledge about teaching English.

There are studies that found out the influence of teachers' own language learning experiences on their instructional practices. Starting from the point of view that "we

teach as we have been taught", Bailey et al. (1996, p. 11) examined the apprenticeship of observation with seven teacher-learners and one teacher educator through autobiography assignments and journal entries. They found traces of apprenticeship of observation in four aspects of teaching: teaching behaviors and beliefs, maintaining motivation, and affect and atmosphere. Numrich (1996) is another researcher who examined twenty-six novice teachers' diary entries and proposed that "the effect of learning an L2 is often carried over to the teaching of an L2" either by replicating or rejecting techniques used by previous teachers (p. 137). In her study, Numrich concluded that the teachers tend to avoid techniques used by previous teachers if they had caused a negative learning experience on them while they tend to use the techniques that had caused positive learning experience. For instance, teachers in her study avoided error correction since it had inhibited them from speaking and caused humiliation when they were students while they tended to integrate culture into the language lesson since it had created a positive atmosphere. Pajares (1992) blames educational beliefs of pre-service teachers that are unexplored for "the perpetuation of antiquated and ineffectual teaching practices" (p. 328). In the same line, Borg (2006) stated that "prospective teachers' prior language learning experiences establish cognitions about learning and language learning which form the basis of their initial conceptualization of second language teaching during teacher education" (p. 54).

Another study made a distinction between native and nonnative English speaking teachers. Warford and Reeves (2003), in their study with nine novice teachers of English, reported a difference between native and nonnative teachers in terms of falling back on their own language learning experiences, "folklinguistic theories" with their term, in their instructional practices. They found the evidence of "apprenticeship of observation" (Lortie, 1975) among nonnative teachers while native teachers couldn't have access to their language learning experiences in detail. They attributed the reason for this distinction to the fact that the nonnative teachers are still having language learning experience.

The influence of teacher education programs on teachers' cognition and practices and the extent of this influence have also been investigated but the results are controversial. There are studies claiming that teacher education has a limited or weak

impact on teachers' cognitions and practices. Richards and Pennington's (1998) study revealed interesting results regarding the reflection of teacher education program on teachers' teaching practices. Results of the study in which they studied with five M.A. students in their first year of teaching in Hong Kong suggested that the teachers mostly ignored and abandoned the principles they had been taught in their teacher preparation program. They commented on the possible causes of this phenomenon and listed "their prior experience as students in the Hong Kong school system" (p. 187) among other factors like varied cultural backgrounds of teachers, the influence of significant others (the panel chair who was guiding and monitoring new teachers' performance), and their inexperience in teaching. They referred to Lortie's (1975) assertion that teachers' own experience as students strongly affect their ways of teaching and concluded that the teacher preparation program could not make changes in the teachers' schema against cultural classroom tradition. In another study carried out again in Hong Kong, Pennington and Urmston (1998) concluded that "graduating English language teachers were not greatly affected by the coursework in the teacher preparation program" (p. 34) and they highlighted "the need for teacher education course planners to become more attuned where not only the language but also the culture of teaching is foreign" (p. 35). Similarly, Urmston (2003) expressed that "they [teachers' beliefs and knowledge about teaching] are changed relatively less by the training that they receive in their BA courses" (p. 112). Hobbs' (2007) dissertation results indicated that the short-term ELT teacher education program he studied needs a focus on behavioral change of the trainees since the participants underwent little change in behavior and beliefs, but developed in confidence and procedural knowledge about teaching. Kunt and Özdemir (2010), in a questionnaire study, found that pre-service teachers' engagement in methodology courses seems to have a little impact on the improvement of their beliefs on language learning.

In contrast, there are studies that reported strong influence of teacher education programs and courses on pre-service teachers' cognitions and practices. Gomez (1999) concluded that features of the teacher education program, together with a set of interrelated features of the school context, alter or challenge teachers' beliefs. Grisham (2000) looked at the influence of the teacher education program on pre-service teachers' cognitions regarding reading instruction and concluded that the

program has an impact on the pre-service teachers since they get more constructivist throughout the program. Richards, Ho, and Giblin (1996) traced changes in five trainee teachers' cognitive and behavioral activity in terms of their conceptions of their role as teachers, developing professional talk about teaching, problematic dimensions of teaching, and perspectives on successful lessons. Tüzel and Akcan's (2009) study investigating pre-service English language teachers' challenges in using the target language in their classroom practices during practicum revealed that "the language awareness training had a positive impact on the target language use" (p. 271). Tilemma's (1998) study revealed contradictory results that while beliefs of student-teachers hardly changed at the group level between the pre-test and post-test during the program, a considerable rate of student-teachers were found to change their position at the individual level, although not in one direction. This result was interpreted as "the program did change the student-teacher thinking but not necessarily in line with the program's intentions" (p. 219).

Comparing the influence of teacher education program and teachers' previous learning experiences on classroom practices, Williams and Burden (1997) claimed that previous experiences and deep-rooted beliefs about language learning might be more influential than a particular methodology learnt in a teacher education program. A more complex picture emerged in Almarza's (1996) study that student-teachers organized the teaching of subject matter during practice teaching as they were taught in the teacher education courses, which shows the influential role teacher education plays. However, pre-training knowledge of the student-teachers formed the basis for the discussions of their instructional activities. Almarza (1996) commented on the result that "student-teachers' development during pre-service programme cannot be attributed to one single influence. It is important to find out what particular experiences contribute, so that the learning process can be enhanced rather than hampered" (p. 72). And, she emphasized the need for more research to explore the influences on student-teachers' practice.

2.2.2. Relationship between Language Teachers' Cognitions and Instructional Practices

Studies on teacher cognition and practices are distinguished as "the cognitions and *reported* practices of in-service language teachers" and "the cognitions and *actual* practices of in-service language teachers" (Borg, 2006 p. 75). This dissertation study addressed (1) the cognitions and (2) actual practices of pre-service English language teachers and also (3) their thinking behind their actual practices, that is, why they did what they did.

In a methodological review of the studies on the relationship between teachers' beliefs and practices between 1966 and 1976, Hook and Rosenshine (1979) concluded that most of the studies employed paper-and-pencil questionnaires as instruments to research beliefs and self-reported practices. With a parallel point of view, Hoffman and Kugle (1982) aroused the problem of measurement and brought "the notion that we can validly assess beliefs through a paper-pencil type task" to question and called for the use of "systematic observations of teachers engaged in situational teaching, complemented by focused interviews" (p. 6). Then, as the teacher cognition research developed, the measurement issue in this field of research evolved and the researchers started to combine questionnaires and observations of classroom practices together with interviews. The study by Richardson, Andrews, Tidwell and Lloyd (1991), in which they used interviews to determine thirty-nine teachers' beliefs on teaching reading comprehension and classroom observations to understand the match and mismatch between their beliefs and practices, can be set as an example here.

The relationship between cognitions and practices are regarded as interactive and influencing one another as a result of teachers' testing out what they do in the classroom and in turn its reflection on their cognitions (Breen et.al, 2001). Clark and Peterson (1984) state that there is a reciprocal relationship between the domains of teacher thought and action. They explain that "teachers' actions are in a large part caused by teachers' thought processes, which in turn affect teachers' actions" (p. 13). Foss and Kleinsasser (1996) used the term "symbiotic relationship" to explain the relationship between pre-service teachers' conceptions and their instructional actions

(p. 441). On the other hand, Borg (2006) regards the relationship between cognition and practice as "neither linear nor unidirectional." He further explains that:

> It is not linear because cognitions and practices may not always concur, due to the mediating influence of contextual factors; and it is nor unidirectional because teachers' cognitions themselves are shaped in response to what happens in the classroom. Language teaching, than, can be seen as a process which is defined by dynamic interactions among cognition, context and experience (p. 275).

Borg (2006) warns that an isolated study of the relationship between cognition and practices from the contexts, namely the social, institutional, instructional and physical settings in which teachers work, may lead to superficial interpretations.

In their early state-of-the-art article, Clark and Peterson (1984) called for the research that bring the two domains, teachers' thoughts and actions, together and examine their relation to one another in order to fully understand the process of teaching. Later research on the relationship between teacher cognition and practices evolved in this direction and produced different results. Flores (2001), in an exploratory survey study with 176 bilingual teachers, found that there is an underlying belief behind a teacher behavior; and professional experiences and the teacher preparation background lie behind the formation of those epistemological beliefs of bilingual teachers. Similarly, Öztürk (2014) found patterns of connections between EFL instructors' cognitions and actions; and concluded that EFL instructors who are in favor of competence-oriented approach and an executive learner profile adhere to traditional pedagogy and diverge from communicative practices in planning and error correction. In an ESL literacy study, Johnson (1992) suggested that ESL teachers, who can clearly define their theoretical beliefs, instructionally perform in consistence with their theoretical orientation. Therefore, she concluded that the study is in line with "the notion that ESL teachers teach in accordance with their theoretical beliefs and that differences in theoretical beliefs may result in differences in the nature of literacy instruction" (p. 101).

On the contrary, Pearson (1985) found incongruency between two teachers' described beliefs and classroom behavior. However, "an apparent reason for this discrepancy" was also revealed by the study results, in that "the teachers' classroom performance reflected their desire to teach … rather than have a total consistency

between behavior and belief (p. 142). The connections between student-teachers' beliefs and practices in literacy assessment during a yearlong coursework was investigated by Powers, Zippay, and Butley (2006). The results indicated that "teacher beliefs and their classroom instruction are often inconsistent due to a variety of variables such as the pressure to conform to a particular school philosophy and/or government mandates" (p. 121). Phipps and Borg's (2009) study revealed that the three teachers' beliefs in teaching grammar were not always aligned with their practices; tensions emerged between teachers' beliefs and practices in inductive and contextualized presentation of grammar, meaningful practice and oral group-work. One step further, they explained the factors causing tensions between their beliefs and practices primarily as "student expectation and preferences, and classroom management concerns" (p. 387). The study by Üstünel (2008) showed that the trainee teachers had more than one view on dealing with three kinds of discipline problems, but they could reflect only one of their views in their classroom practices.

Skott (2015) comments that incongruence between teachers' beliefs and practices may carry connotations of the teacher being inconsistent. However, citing Schoenfeld (2011), Skott (2015) interprets the situation as "depend[ing] on classroom contingencies and subsequently on changing relationships between the orientations, resources, and goals brought to the classroom by the teacher and goals that arise in the situation" (p. 22). Basturkmen (2012) reviewed the literature to find out what the research suggests for the question why teacher beliefs and practices do not necessarily correspond. Research revealed that the beliefs and practices may not correspond due to the role played by situational constraints, a possible change process in teachers' beliefs, the existence of multiple belief systems, or due to research methods. The review also revealed that experienced language teachers' beliefs and practices are more in congruence when compared to less experienced language teachers and pre-service language teachers. It is suggested that pre-service teachers' beliefs may still be in the forming process and less experienced teachers may be undergoing a change process that is not yet reflected in practice. Similarly, Ogan-Bekiroğlu and Akkoç (2009) found that the pre-service teachers who have transitional beliefs (which was operationalized as a mix of constructivist and traditional beliefs) displayed inconsistency between their beliefs and practices. It can be said that "when teachers' beliefs are in flux, they may not necessarily align with

observed practice" (Buehl and Beck, 2015, p. 72). Buehl and Beck (2015) identified various factors as supports or hindrances to teachers' implementing their beliefs in their review of studies from 2008 to 2012. They made a distinction between factors that are internal and external. Internal beliefs are the ones within the teacher's self and are listed as knowledge, experience, and teacher's levels of self-reflection and awareness. External factors are the ones residing in the environment and are listed as classroom-context factors (such as student ability, attitudes, class size etc.), school-context factors (such as administration, available resources, etc.), and national-state-and district level factors (such as education policies, curricular standards, etc.).

Reviewing the aforementioned literature in the field of language teacher cognition and practices, it is possible to say that language teacher cognition and practices in relation to dealing with in-class challenges has not been referred to by the studies conducted in the field. Therefore, it is thought that the present study can contribute the literature by providing information on pre-service English language teachers' cognitions and practices in relation to dealing with in-class challenges and drawing conclusions with regard to the influences on their cognitions and practices and the relationship between them.

CHAPTER 3

METHODOLOGY

3.1. Overview of the Chapter

This chapter presents the design of the study and gives information about case study research. The chapter continues with thick description of the research context, role of the researcher in the study, data collection procedures, and instruments. It ends with detailed information about the analysis of the data and trustworthiness of the study.

3.2. Reseach Design

This study adopts qualitative research design to provide an account of pre-service English language teachers' cognitions and practices in relation to dealing with most commonly experienced in-class challenges. Creswell (2007) gives an inclusive definition of the qualitative research that brings together all the aspects of it mentioned in other definitions for instance by Denzin and Lincoln, 2005; Dörnyei, 2007; Ely et. al., 1991; Miles and Huberman, 1994; Seggie and Bayyurt, 2015; etc. Creswell's (2007) definition is as follows:

> Qualitative research begins with assumptions, a worldview, the possible use of theoretical lenses, and the study of research problems inquiring into the meaning individuals or groups ascribe to a social or human problem. To study this problem, qualitative researchers use an emerging qualitative approach to inquiry, the collection of data in a natural setting sensitive to the people and places under study, and data analysis that is inductive and establishes patterns or themes. The final written report or presentation includes the voices of participants, the reflexivity of the

researcher, and a complex description and interpretation of the problem, and it extends the literature or signal a call for action (p. 37).

In his explanation, he puts the emphasis on the process of the research by touching upon the approach to inquiry, data collection, data analysis and reporting of the results. Furthermore, he presents key characteristics of the qualitative research, which include *natural setting, researcher as key instrument, multiple sources of data, inductive data analysis, participants' meanings, emergent design, theoretical lens, interpretive inquiry,* and *holistic account* (pp. 37-39).

Dörnyei (2007), on the other hand, lists some issues as weaknesses of qualitative design, such as sample size and generalizability, researcher role, time consumed and intensive labour it requires.

This study adopts qualitative research design due to a number of reasons, such as the suitability of the research topic to this design, characteristics of qualitative research, and the convenience of those characteristics in addressing the research questions. Therefore, a case study was conducted to provide an account of pre-service English language teachers' cognitions and practices in relation to dealing with most commonly experienced in-class challenges.

3.2.1. Case Study

Case study research is defined, in general, as "a form of qualitative research that endeavors to discover meaning, to investigate processes, and to gain insight into and in-depth understanding of an individual, group, or situation" (Lodico, Spaulding, and Voegtle, 2007, p. 269). Some research methodologists (Stake (2005), Creswell (2007), and Chapelle and Duff (2003) among others) define *the case* in case study research as a "bounded system" or "multiple bounded systems" to be explored over time in a holistic manner through detailed, in-depth data collection involving multiple sources of information. Therefore, the orientation of case study researcher involves attempts to identify important patterns and themes in the data, rather than attempts to test a priori hypotheses (Chapelle and Duff, 2003).

In this case study, the case is specified as pre-service English language teachers' cognitions prior to and after school-based practicum and their practices in relation to overcoming most commonly encountered in-class challenges. The case here is bounded by space and time due to the limited data collection period and size of the informants who participated in the study. The present study attempts to explore the above mentioned *case* by addressing the following research questions.

3.2.2. Research Questions

Based on the qualitative research design and cased study methodology, this dissertation study addresses the following research questions:

(1) What are pre-service English language teachers' cognitions in relation to dealing with most commonly experienced in-class challenges in foreign language teaching prior to and after practicum?

(2) What do pre-service English language teachers do to deal with the most commonly experienced in-class challenges in foreign language teaching in their classroom practices throughout practicum?

(3) What are the influences that shape pre-service English language teachers' cognitions and practices in relation to dealing with most commonly experienced in-class challenges?

(4) Is there a relationship between between pre-service English language teachers' pre-practicum cognitions, classroom practices, and post-practicum cognitions in relation to dealing with most commonly experienced in-class challenges in foreign language teaching?

A table that incorporates the research questions, data collection techniques, data sources, and the rationale behind their use is presented below to demonstrate the relationship between the data and the research questions:

Table 3.1.The relationship between the research questions, and the data collection techniques, data sources, rationale behind their use

Research Questions	Data Collection Techniques	Data Sources	Rationale
0. Base-line Data Question: What are the most commonly experienced challenges in foreign language teaching by English language teachers working at secondary schools in Turkey?	Questionnaire for Determining In-class Challenges	English language teachers working at public secondary schools	- to obtain base-line data on real in-class challenges upon which case scenarios were created, - to save time both on the side of the researcher and the informants, - to reach more informants in a limited time.
1. What are pre-service English language teachers' cognitions in relation to dealing with most commonly experienced in-class challenges in foreign language teaching prior to and after practicum?	Scenario-based interviews (pre and post interviews for each ST)	Six student-teachers before and after they completed school-based practicum	- to get STs to think over real in-class challenges - to obtain information on STs' pre and post-practicum cognitions in relation to overcoming in-class challenges
2. What do pre-service English language teachers do to deal with the most commonly experienced in-class challenges in foreign language teaching in their classroom practices throughout practicum?	(a) Classroom observations (field notes) (b) Stimulated recall interviews (three recall interviews with each ST)	Six student-teachers throughout the school-based practicum	(a)-to form a basis to develop stimulated recall interview questions -to obtain information on *what* is happening and *how* (b)-to learn about the insights of STs, their thought processes about overcoming the in-class challenges -to obtain information on *why* things are happening as they are

Table 3.1 The relationship between the research questions, and the data collection techniques, data sources, rationale behind their use (cont'd)

Research Questions	Data Collection Techniques	Data Sources	Rationale
3. What are the influences that shape pre-service English language teachers' cognitions and practices in relation to dealing with most commonly experienced in-class challenges?	Questions in the scenario-based interviews and stimulated recall interviews	Six student-teachers	-to understand what STs refer to as a basis of their ways of thinking while generating strategies to deal with in-class challenges in their cognitions and practices
4. Is there a relationship between between pre-service English language teachers' pre-practicum cognitions, actual classroom practices, and post-practicum cognitions in relation to overcoming most commonly encountered in-class challenges in foreign language teaching?	Already collected qualitative data	Six student-teachers	Abstraction of the results for theory building about the relationship between STs' cognitions and practices in relation to dealing with most commonly encountered in-class challenges

In the table, data collection techniques and research questions seem to match one-to-one. Nevertheless, all the data gathered through different techniques were combined to address the research questions.

3.3. Research Context

In this part, the context in which this study was conducted will be explained under the titles of participants and sampling, setting, data collection procedures, and data collection instruments. Then, the researcher's approach to analysis of the data will be explained in detail.

3.3.1. Participants and Sampling

In-service EFL (English as a Foreign Language) teachers working at public secondary schools in Muğla and pre-service EFL teachers enrolled in a four-year language teacher education program at a state university make up the participants of this case study.

As for the sampling strategy, two types of strategies were used in this study. In-service EFL teachers were reached through snowball sampling. To reach "a principled list of key respondents" (Dörnyei, 2007, p. 129), who were EFL teachers working at public secondary schools, was the starting point of this type of sampling in this study. Therefore, school visits were planned and made to collect data from the in-service EFL teachers and then e-mailing was used to recruit further respondents with the help of teachers met at the school visits. Next, this study employed purposive sampling for the group of pre-service EFL teachers. In purposive sampling, participants are selected by the researcher "because they can purposefully inform an understanding of the research problem and central phenomenon in the study" (Cresswell, 2007, p. 125). That is, to reach a complete understanding of the process investigated in this study, the researcher consulted with the board of the department of foreign languages teaching at a state university to be admitted in a group of pre-service EFL teachers' practicum practices. As a result, the researcher was admitted to conduct observations and interviews in a group of six student-

teachers who were carrying out their school-based practicum at a public secondary school. Specifications of the participants are presented below.

3.3.1.1. In-service English Language Teachers

Respondents who provided the base-line data for the study were twenty EFL teachers working at seven different public secondary schools in the city center of Muğla. They were asked to give written responses to 'Questionnaire to Determine the In-class Challenges' (Appendix A). What was expected from them was to provide three in-class challenges that they most commonly experience while teaching English. They took part in the study on a voluntary basis. The table below summarizes the characteristics of the respondent teachers.

Table 3.2. Characteristics of in-service English language teachers (N=20)

Teacher I.D.	Gender	Year of Experience	Degree	Department
1	F	20+	B.A.	E.L.T.
2	F	11-15	B.A.	E.L.T.
3	F	11-15	B.A	Philology
4	M	11-15	B.A.	E.L.T.
5	F	11-15	B.A.	E.L.T.
6	F	16-20	B.A	Philology
7	F	0-5	B.A.	E.L.T.
8	F	11-15	B.A.	Philology
9	F	11-15	B.A	E.L.T.
10	M	6-10	B.A.	E.L.T.
11	M	11-15	B.A.	E.L.T.
12	M	16-20	B.A	E.L.T.
13	M	16-20	B.A.	Philology
14	M	11-15	B.A.	E.L.T.
15	F	20+	B.A	E.L.T.
16	M	6-10	M.A.	E.L.T.
17	M	6-10	B.A.	English Linguistics
18	M	11-15	B.A.	E.L.T.
19	M	16-20	B.A.	E.L.T.
20	M	11-15	M.A.	E.L.T.

As seen on the table, distribution of the categories of gender, year of experience and graduation among participants shows that there is a variety among the respondents. That is, it can be said that we have voices of EFL teachers of different characteristics as informants for the base-line data.

3.3.1.2. Pre-service EFL Teachers

With the aim of "find[ing] individuals who can provide rich and varied insights into the phenomenon under investigation" (Dörnyei, 2007, p. 126), main participants of this study were specified as pre-service EFL teachers enrolled in a four year language teacher education program at a state university in Turkey. Borg (2006, p. 50) defines pre-service teachers as "those engaged in initial teacher education programmes (…) who typically have no formal language teaching experience." Parallel to this definition, pre-service EFL teachers in this study consisted of six senior students who have not had any formal teaching experience before. Six of them together made a group of student-teachers who attended the same secondary school in the city center. They were the mentees of one mentor teacher at the host school and were instructed by one instructor at the faculty. The average of their ages was 21.5 and their GPAs ranged from 2.90 to 3.51. Five of the six student-teachers were females, and one was male. The researcher did not intervene in the formation of this group. The group was assigned to the instructor automatically by the student affairs system. After the admission of the researcher into this group, their consent was taken to participate in this study and they agreed to allocate time and energy for providing information for the research.

Table 3.3. Characteristics of pre-service English language teachers (N=6)

Pre-service Teacher I.D.	Gender	Age	G.P.A.	Type of Highschool
ST A	M	22	2,68	Teacher training high school
ST B	F	21	3,08	FL intensive highschool
ST C	F	21	3,51	FL intensive highschool
ST G	F	21	3,16	FL intensive highschool
ST N	F	22	3,30	FL intensive highschool
ST Ş	F	22	2,90	Teacher training high school

3.3.2. Setting

The study was conducted at Muğla Sıtkı Koçman University Department of Foreign Languages Education and at public secondary schools in the city center of Muğla Province. For the first step of the study, the setting was seven different public secondary schools in Muğla in which the baseline data were collected from EFL teachers. The second and the fourth steps, collection of data related to pre-practicum and post-practicum cognitions, were carried out with pre-service EFL teachers at the

department. The third step, observations of pre-service EFL teachers' actual classroom practices, proceeded at a secondary school in Muğla, whereas the stimulated recall interviews with the pre-service teachers were carried out at the department. Therefore, data collection setting was natural. Below is presented information on the four-year language teacher education program and the course 'school experience.'

3.3.3. Language Teacher Education Program

The language teacher education program at Muğla Sıtkı Koçman University is a four-year teacher preparation program. The main components of the program, (as set by the Council of Higher Education) consist of (a) Methodology (involving courses such as Approaches and Methods in English Language Teaching, Teaching Language Skills, Teaching English to Young Learners, etc.), (b) Linguistics (involving courses such as Linguistics I & II, Sociolinguistics, Pedagogical Grammar, etc.), and (c) Pedagogy (involving courses such as Introduction to Educational Sciences, Educational Psychology, Instructional Technologies and Material Design, etc.) (d) Literature (involving courses such as English Literature, Selections from the Contemporary American Literature, etc.) together with (e) Practicum (involving the courses School Experience and School-based Practicum). Graduates of the program are qualified to teach English as a foreign language at primary, secondary and tertiary levels of education.

3.3.4. School Experience

Pre-service EFL teachers go to actual schools, observe EFL teachers and students in actual classrooms, write down reports of observations, and carry out teaching tasks in actual classrooms to complete requirements for the school-based practicum. They are evaluated both for their task reports and teaching practices by their mentor teacher at the host school and the instructor at the faculty. This course is offered both in the fall and spring terms of the fourth year in the program. The one offered in the fall semester is called 'School Experience' and the other one is called 'Practicum'. Due to the fact that "there is no certain course outline offered by the Council of Higher

Education (1998)" (Rakıcıoğlı-Söylemez, 2012), different programs at different universities design the content of the courses the way they find beneficial for their students. Therefore, the program in which this study was conducted has designed both courses in the same way and the student-teachers carry out both observations and practice teaching sessions at the secondary schools (four hours per week) for the fall term and at the high schools (six hours per week) for the spring term. Additionally, each week the student-teachers meet their instructors for the seminar hour (for one-hour period during the fall term and for two-hour period during the spring term) at the department. They share their experiences, discuss various topics and express their opinions on the topics that arise.

3.4. Role of the Researcher

To clarify possible questions related to the researcher's position in the study, some information will be given in this part. I have been working as a research assistant at the department in which this research study is being conducted. I have a detailed understanding of the program because of several reasons. First, I am a graduate of the program. Second, I have been involved in departmental duties such as preparation of schedules, proctoring of the exams, attending departmental meetings, etc. since I started to work here. Third, I have taught some courses in the program as a substitute when needed and as an instructor. Therefore, my position may be counted as an insider. On the other hand, I may be counted as a partial outsider, since it was not me who taught the seminar for practicum to the pre-service teacher group. My position was only an observer, an interviewer, and a research assistant at the department for the pre-service teachers. Hence, they did not have any pressure to take part in my study. In addition, there was not a power relationship between me and the student-teachers since I was neither an instructor nor an evaluator for them. Furthermore, they stated to be happy being involved in the stimulated recall interviews to have a reflection on their own teaching practices and also in cognition interviews before and after the practicum to become familiar with real classroom situations. As a final word, my position both as an insider and outsider may balance possible risks of each position to the study.

3.5. Data Collection Procedures

For this qualitative case study, data were obtained through multiple activities, as suggested by Lodico et.al (2007) for triangulation and validity purposes. Hence, sources of data included written statements, oral responses to case scenarios, classroom observations, field notes, and stimulated recall interviews.

In this study, along with the qualitative research traditions, data collection procedure was iterative in nature, "moving back and forth between data collection and analysis" (Dörnyei, 2007, p. 126). By this way, it was thought that, analysis of a previous set of data would open up new areas to be considered and shape the collection of a following set of data. The cyclical process of the data collection activities is displayed in the figure below.
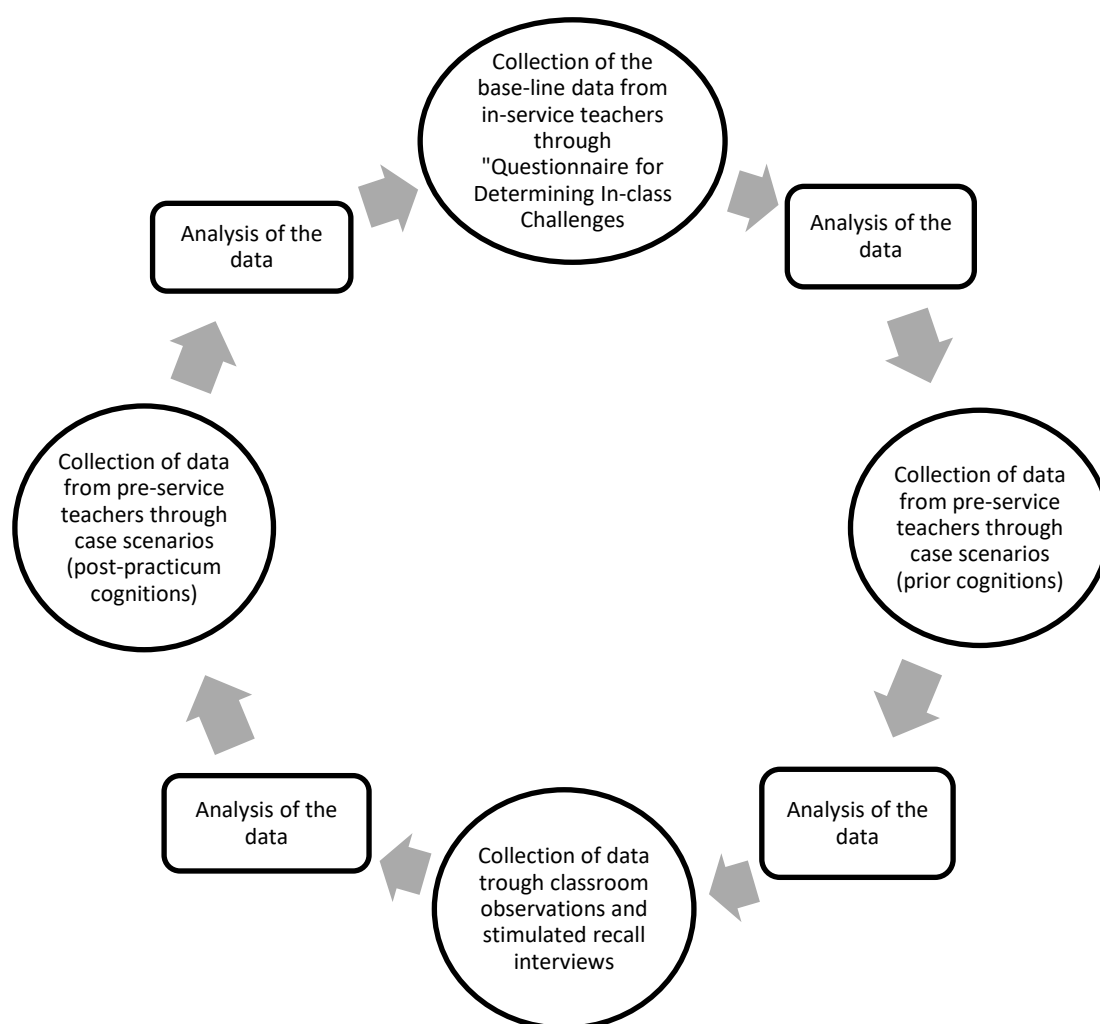
Figure 3.1.The cyclical process of data collection

Data for this study were collected in two main stages. The first stage involves collection of the base-line data. In this study, base-line data is regarded as the initial step of data collection to identify in-class challenges experienced by in-service EFL teachers, which served as a basis for creating case scenarios. A questionnaire with an open-ended item was developed to elicit in-class challenges encountered by in-service EFL teachers working at public secondary schools in Muğla. Each informant teacher provided three in-class challenges and the researcher obtained descriptions of approximately sixty in-class challenges, which were used as case scenarios for the next step of the data collection. At the second stage of data collection, there were multiple activities for collecting data. First, pre-service EFL teachers were interviewed in order to obtain information on their pre-practicum cognitions in relation to overcoming most commonly encountered challenges in EFL teaching. Case scenarios of in-class challenges were used for the interviews, which took place before the pre-service teachers begin school-based practicum. Second, classroom observations of student-teachers' instructional practices at the host school took place with the aim of seeing how they react to and overcome in-class problems they encounter while teaching. Their practice teaching sessions were video-recorded, field notes were taken, and stimulated-recall interviews were carried out with the student-teachers after the sessions. This set of data was collected three times for each of the six student-teachers. Third, student-teachers, having completed their practicum, were interviewed for the second time for obtaining information on their post-practicum cognitions in relation to overcoming most commonly experienced challenges in EFL teaching. This time, parallel case scenarios of in-class challenges were used for the interviews. The stages and the steps of data collection process are shown by the figure below.
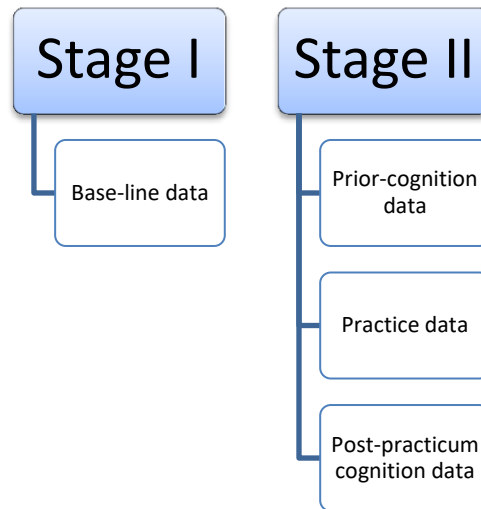
Figure 3.2. The stages and the steps of data collection

In this study, data collection period was planned to last for two semesters, which started in 2013-2014 Spring semester, and ended at the end of 2014-2015 Fall semester. The table below shows the timeline of data collection activities for this study.

Table 3.4. Timeline of Data Collection

Date	Data collection activity
February 2014	Preparing '*Questionnaire for Determining In-class Challenges'* to obtain base-line data
March 2014	Piloting the questionnaire
April 2014	Refining the questionnaire
May 2014	Distributing and Collecting the questionnaire
September 2014	Writing down the Case Scenarios (both for pre-practicum cognitions and post-practicum cognitions)
	Studying on the case scenarios for validity purposes
	Pilot interviews using case scenarios
October 2014	Interviews for pre-practicum cognitions
November 2014	First practice teaching sessions (Classroom observations + Field notes + Stimulated-recall interviews)
December 2014	Second practice teaching sessions (Classroom observations + Field notes + Stimulated-recall interviews)
January 2015	Third practice teaching sessions (Classroom observations + Field notes + Stimulated-recall interviews)
February 2015	Interviews for post-practicum cognitions

The next section describes each of the data collection instruments in detail.

3.6. Data Collection Instruments

The data for this study were obtained through *Questionnaire for Determining In-class Challenges* (Appendix A), case scenarios for the cognition data, and classroom

observations together with stimulated recall interviews. It is important to note here that, the language used in the data collection techniques in this study was Turkish, since it is thought that individuals can best convey the meaning in their native languages.

3.6.1. Questionnaire for Determining In-class Challenges

Questionnaire for Determining In-class Challenges (Appendix A) was first designed using pre-determined categories adapted from Wright (2005), and the teachers were expected to write in-class challenges they experience according to the categories related to the aspects of classroom management, which are time and space, engagement, and classroom participation. With the categories, definitions of aspects of classroom management and examples of challenges were provided for teachers. However, when the questionnaire was piloted with a group of ten teachers, it was observed that informant teachers were influenced by the examples provided in the questionnaire and explained similar challenges. Then, a new version of the questionnaire was written in order to obtain real challenges as experienced by teachers, and the questionnaire was designed with no pre-existing categories in order not to limit teachers. In the new version of the questionnaire (without pre-determined categories of in-class problems), teachers were free to describe 3 in-class challenges they mostly experience while teaching English. By this way, approximately sixty descriptions of in-class challenges were obtained for later use in developing scenarios of in-class challenges.

The questionnaire has two sections. In the first section, teachers are expected to think of in-class challenges they experience while teaching English and describe three of the challenges they most commonly encounter in detail. An example case is also provided for them. In the second section, there is a background information form that asks about their year of experience, graduate degree, type of B.A. program they graduated from, gender, and contact information.

3.6.2. Scenario-based Interviews

For this study, scenarios can be operationalized as "brief descriptions of typical instructional situations" and scenario-based interviews as "semi-structured interviews that participants are invited to respond to orally through a series of prompts" (Borg, 2006, p. 192). The base-line data –in-class challenges English language teachers experience while teaching- served as a basis to create case scenarios for the collection of data on student-teachers' pre-practicum and post-practicum cognitions. After the descriptions of in-class challenges were analyzed and classified, frequencies were calculated. The in-class challenges with four and more frequency were transformed into case scenarios, which made nine case scenarios in total. Four of the case scenarios exemplified learner-related challenges, four exemplified resource-related challenges, and one exemplified educational policy related challenges. The case scenarios were the contextualized versions of in-service English language teachers' descriptions of challenges they experience. (Please see Appendices B & C for the scenarios). Therefore, the scenarios included concrete contextual detail of the events, such as fictitious names of teachers and students, grade levels, topics that are taught together with the teaching techniques and activity types. Namely, events representing specific types of in-class challenges were described in detail. Standards for scenario writing suggested by Santoro and Allard (2008) were taken into consideration while creating the scenarios. They suggest that scenarios (a) "should be 'realistic' and reflective of situations that practitioners are likely to encounter in their particular fields, (b) "must be sufficiently 'removed' from the participants' personal contexts (…) so that they can reflect upon and interrogate their own beliefs and practices with minimum threat to their personal integrity", (c) "must resonate with a range of participants on an individual level [and] incorporate multiple perspectives which participants can draw upon in relation to themselves" (p. 174). Two sets of case scenarios were created: one set of nine case scenarios to collect data on student-teachers pre-practicum cognitions in relation to overcoming in-class challenges, and one set of parallel case scenarios to collect data on their post-practicum cognitions. For validation purposes, views of experts were taken. Three departmental instructors at the faculty and three English language teachers were asked to work through the case scenarios and to give a running commentary on what

kind of a challenge they think the researcher is trying to exemplify in each case. In more detail, the experts and the teachers were asked (1) to identify the challenge experienced by teachers in the cases, and (2) to group the cases in terms of the source of challenge experienced. The aim in doing so was to find out whether the type and source of the challenge in each case check out with what is intended to be described by the researcher. The case scenarios took their final forms after some refinements in wording; and one pilot interview was carried out with a different ST to see how much time is required and if a problem occurs in the interview process.

Two interviews for each student-teacher were arranged: first interview prior to the practicum and the second after they completed the practicum. Namely, twelve interviews were carried out in total for the cognition data. During the interviews, the student-teachers were provided with the written versions of case scenarios on separate pieces of paper. What was expected from them was to read (aloud or silently, how ever they felt comfortable) the case scenarios one by one and then answer four questions the researcher asked orally following each of the case scenarios. The questions were as follows:

1. Please choose the source of in-class challenge experienced by the teacher in the case scenario you have just read? Then, please specify the reasons for your choice.
   (a) Learner-related
   (b) Resource-related
   (c) Educational policy related

2. What would you do to overcome this challenge if you were in X teacher's shoes?
3. What would you do in order not to meet the challenge again?
4. What is/are the idea(s) behind the way of your thinking?

The first question was asked in order to check if the student-teachers truly understood the challenge described. The second and the third questions asked for the student-teachers' strategies to overcome the challenge. And finally, the basis of their ways of thinking was asked with the fourth question. The student-teachers were free to use the time to read and understand the case scenarios and to respond to the questions. Interviews took place in the researcher's office and were audio-recorded

for later use in the analysis process. The average length of one interview for the cognition data was twenty four minutes, and transcriptions of the interviews took a hundred and three pages in total.

3.6.3. Classroom Observations, Field Notes and Stimulated-Recall Interviews

Multiple techniques were employed to obtain the practice data for this study. The first one was classroom observations. Observation is accepted by Borg (2006: 227) as "an increasingly common data collection strategy in studies of language teacher cognition." It is a valuable tool in this area of research since what researchers need is to account for teachers' actual practices together with what they think and believe (Borg, 2003). Therefore, observation has a central role "by providing concrete descriptive basis in relation to what teachers know, think, and believe" (Borg, 2006: 231).

In this study, classroom observations include the student-teachers' practice teaching sessions and the classes were video-recorded. The camera was placed at the back of the classroom to view the student-teacher. Three classroom observations were carried out for each of the student-teachers. The first practice teaching session was a twenty-minute mini lesson for each student-teacher. The second and the third practice teaching sessions were forty-minute full lessons. The number and length of the practice teaching sessions were determined by the program. The researcher didn't have any manipulations about this. At the time of the observations, field notes focusing on the student-teachers' actions when the researcher thought they encountered an in-class challenge were taken. Borg (2006, p. 247) states that "observation, in the study of language teacher cognition, is never the sole form of data, but is commonly combined with interviews." In the present study, classroom observations of ST practice teaching sessions were combined with stimulated recall interviews with the aim of penetrating into STs' thought processes. Classroom observations together with the field notes established a basis for the stimulated recall interview questions and served as stimuli for the recall activities in the interviews.

Stimulated recall is described by Cohen and Macaro (2010) as an event, such as a teacher's behavior, that is video-recorded and re-presented to the participants some

time later and almost always in a different place, in order to stimulate what was going through their minds at the time of the event. The method was originally used by Bloom in 1954 to recollect and report on the viewer's (usually the teacher of the episode) thoughts and decisions during the teaching episode (Clark and Peterson (1984). It is categorized under introspective research methodology and differs from think aloud in that "it involves the verbalization of cognition retrospectively rather than concurrently" (Gass, 2012, p. 145). Borg (2011) presents two conceptualisations of the video stimulated recall; the first is retrospectively eliciting and cathing teachers' interactive thinking during a lesson and the second is facilitating discussion of the thinking behind teachers' work. Stimulated recall is most often used to elicit data on teacher cognition, learner cognition, language processing, and learner reflection to explore thought processes in performing an action (Gass, 2012).

The researcher, being aware of the criticisms raised about stimulated recall methodology, followed the principles listed by Gass and Mackey (2000) in their book entitled 'Stimulated Recall Methodology in Second Language Research', and the recommendations by Mackey and Gass (2005, pp. 78-79), Brown and Rodgers (2002, p. 55), and Borg (2006, pp. 209-220) related to the issues of memory and retrieval, timing, and instructions when carrying out the stimulated recall interviews. Gass and Mackey (2000) report results of Garner's and Bloom's early studies related to stimulated recall methodology which show that 95% accurate recall can be reached within forty-eight hour time after the original event but fewer cognitive events are recalled after that time. Therefore, all the stimulated recall interviews in this study were carried out in twenty-four hours' time after the practice teaching sessions to prevent forgetting. Next, Gass and Mackey (2000) emphasize the importance of instructions to be unambiguous, clear, and detailed. Standardization of instructions is also regarded as essential for "orienting the participant to the actual time period under recall" (p. 58). Therefore, the researcher acted in accord with those recommendations. The instruction given to the student-teachers in the interviews was as follows:

> *Now, we are going to watch the video-recording of the class you taught. Please keep in mind that this activity has no purposes of criticizing or commenting on your teaching. I am only interested in what you were thinking <u>at the time</u> you encountered/experienced any kind of a challenge while you were teaching the class. I can hear and see what you were*

doing by watching the video but I don't know what you were thinking, what was in your mind <u>at that time</u>. What is expected from you is to pause the video any time you wish, and then you can vocalize/describe anything you want about that moment. I may also pause the recording if I have a question about what you were thinking at any of your teaching moments.

In order to gain further insights into what and why they did to overcome in-class challenges and to explore their mental activities, their thoughts at the time of their instructional practices were recalled through some questions. The questions were based on the classroom observations and field notes. Examples of recall questions are as follows:

- Can you tell me what you thought in this segment of your teaching? Did you have any aims?
- Did you have any reasons for your behavior? What did you think of while doing this?
- I see you hesitated/looked confused/raised your voice here? What were you thinking then?
- Did you think you experienced any challenges at this point?
- Can you remember thinking anything when she did that?
- Do you remember what affected you in deciding to do this?

The researcher paid extra attention during the interview to keep the emphasis on the thought processes during the event itself and avoided questions focusing on the current thinking of the student-teachers, as recommended by Gass and Mackey (2000). The researcher also avoided to give "concrete reactions" to the student-teachers and preferred only "back channeling" with such expressions like '*I see, ok...*' in order not to direct their responses (P. 60). As for the issues about the recording, a shared control of when to stop the recording was adopted during the interviews. That is both the researcher and the participants had the control. Additionally, replaying the entire recording during the interviews was aimed. However, some portions of the recordings involving the segments in which students were self-studying were skipped. Most of the recall interviews were carried out right after the practice teaching session, after a thirty to sixty-minute break during which the researcher and the participants left the host-school and arrived at the department.

The participants were given some time to relax. Meanwhile, the researcher transferred the video recordings to a computer to be watched during the interview and set the audio-recording equipment. Stimulated recall interviews took place in the researcher's office and tea/coffee was offered to provide for a comfortable atmosphere for the student-teachers.

3.7. Analysis of the Data

In the analyses of each set of data, the framework provided by Miles and Huberman (1994) –that is (a) data reduction, (b) data display, and (c) conclusion drawing/verification – was followed in order to have systematicity in the analyses. Miles and Huberman explains that *data reduction* "refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions" (p. 10). It is not separate from analysis, but a part of analysis, which continues until a final report is completed. *Data display*, "an organized, compressed assembly of information that permits conclusion drawing and action" (p. 11), enables the analyst to access the data immediately and see what is happening. The third stream of analysis, *conclusion drawing/verification* begins at the start of data collection, during which the analyst decide on what things mean by noting regularities, patterns, explanations, possible configurations, causal flows, and propositions. Conclusions are vague at first but then increasingly explicit and grounded. Miles and Huberman (1994) view data collection and the three types of analysis activity as an interactive, cyclical process. They represent their view with the Interactive Model, which is shown below. With this model, Miles and Huberman emphasize the researcher's moving among four actions during the study.
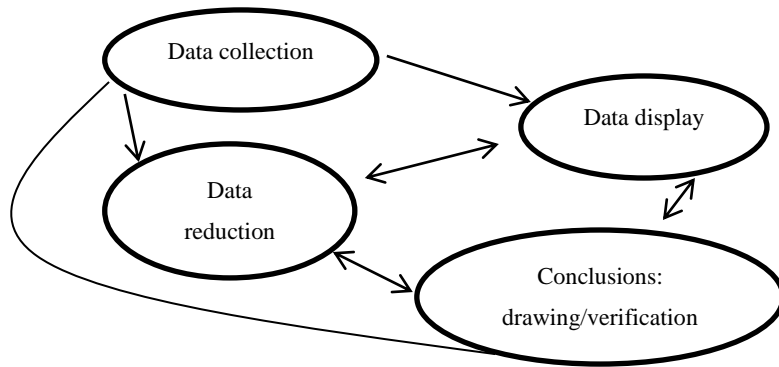
Figure 3.3. Components of Data Analysis: Interactive Model (Miles and Huberman, 1994, p. 12)

In this study, data reduction included transforming the data (from written-up field notes or audio files to transcriptions) and coding/categorizing. In the coding process of all sets of data, first, *initial coding* was carried out and the data were broken down into discrete parts, they were closely examined, and compared for similarities and differences (Strauss and Corbin, 1998, cited in Saldana, 2011). Charmaz (2006, p. 46) states that the goal of initial coding is "to remain open to all possible theoretical directions indicated by your readings of the data." And, Saldana (2011, p. 81) sees it as an opportunity for the researchers for reflecting deeply on the contents and nuances of the data and to begin taking the ownership of your codes. During the initial coding, different types of codes emerged for the questionnaire data, and the cognition/practice data. Then, processed data were displayed in the form of tables, figures, and charts, which then permitted the researcher to draw conclusions and make assertions. In brief, the analytic progression started from what is happening and how, and it proceeded to why it is happening, as suggested in Miles and Huberman (1994). For the analysis of the data in this study, the qualitative data analysis software, 'Nvivo 10' was used. Detailed information on the analysis process of each set of data is presented in the following parts.

3.7.1. Analysis of the Base-line Data

The base-line data obtained from English language teachers through '*questionnaire for determining in-class challenges*' were analyzed through qualitative content analysis. In the initial coding process of this set of data, *descriptive codes* were developed out of the teacher statements of in-class challenges. Descriptive coding is

summarizing the basic topic of a passage of qualitative data in a word or short phrase (Saldana, 2011). Descriptive codes "entail little interpretation" (Miles and Huberman, 1994, p. 57), and are applied to the data when you begin the study with such a basic question as 'what is going on here?' (Saldana, 2011). As the next step in the analysis of the questionnaire data, a typological analysis was carried out. Cohen, Manion, and Morrison (2007, p. 473) define typological analysis as "a classificatory process wherein data are put into groups, subsets, or categories on the basis of some clear criterion." In Miles and Huberman's (1994) terms, it is the process of "second coding", and in Saladana's (2011) terms "second cycle coding". In this process, major categories that were grounded in the data were determined, and emergent codes of in-class challenges were classified on the basis of the underlying reasons for occurrence. Revising the coded and categorized data, the researcher noticed "clusters of coded data that merit further refinement into subcategories" (Saldana, 2015, p. 11). Therefore, subcategories consisting of codes that have similarities in terms of the type of challenges emerged. To illustrate the creation of codes and categories, the coding process is turned into a hierarchical tree as follows:

Category 1: *Learner-related challenges*

    Code: Off-task behavior

    Code: Variety in English Language levels

    Code: Difficulty in understanding English-medium T-talk

    Code: Limited study at home

Category 2: *Resource-related challenges*

    Code: Lack of instructional aids

    Code: Interest value of course book content

    Code: Complexity of course book content

    Code: Grammar-oriented course book content

    Code: Vocabulary size in course book content

Category 3: *Educational policy-related challenges*

    Code: Negative backwash effect of the high school placement exam

    Code: Limited weekly course hours

Category 4: *Physical environment-related challenges*

    Code: Over-crowded classes

As the last step, enumeration was done and frequencies of the codes, namely types of in-class challenges, were counted. The in-class challenges with four and more frequency were transformed into case scenarios to collect data on student-teacher cognitions in relation to overcoming those in-class challenges.

3.7.2. Analysis of the Cognition Data

Cognition data obtained from six pre-service English language teachers through scenario-based interviews were examined as pre-practicum cognitions and post-practicum cognitions. Two scenario-based interviews were carried out with each individual student-teacher, one for the pre-practicum cognitions before they started practicum and one for the post-practicum cognitions after they completed the practicum. The audio-recordings of the interviews were transcribed in the form of tables to be able to study easily on them (Please see Appedix E for a sample transcribed interview table).

The interview data were dealt with in terms of the types of in-class challenges. That is, the unit of analysis for the cognition data was the types of in-class challenges. In the initial coding process, *process codes* were developed out of the responses of pre-service teachers in explaining their strategies to overcome in-class challenges. "Process coding uses gerunds ("-ing" words) exclusively to connote action in the data" (Charmaz, 2002, cited in Saldana, 2011, p. 77), and it is "particularly appropriate for qualitative studies that search for ongoing action/interaction/emotion taken in response to situations, or problems, often with the purpose of reaching a goal or handling a problem" (Corbin and Strauss, 2008, pp. 96-97). Process codes can be applied to simple observable activity or general conceptual action (Saldana, 2011), as the cognition data in this study. Next, the number of process codes was reduced as a result of the researcher reflection through the reanalysis of the initial coding work by merging the codes that looked very similar (e.g. the process codes 'revising the topic' and 'reviewing the topic' were merged under the process code of 'reviewing the topic'). As the last step of analyzing the cognition data, models of the student-teacher strategies and charts displaying

comparisons of those strategies by number of reoccurrence were created by running Nvivo, the qualitative data analysis software.

3.7.3. Analysis of the Practice Data

Practice data were obtained through stimulated recall interviews that were based on classroom observations of student-teachers' practice teaching sessions. The audio recordings of stimulated recall sessions were transcribed in the form of tables including columns giving information on the recall episode, summary of the video segment, stimulated recall prompts and the recall activity of the student-teachers. (Please see Appendix F for a sample transcribed stimulated recall data)

During the initial coding of the practice data, *process codes* were developed out of the recall activities of the student-teachers that explain what and why they did to overcome in-class challenges they encountered at the time of their practice teaching sessions. Process coding was appropriate also for the practice data for above mentioned reasons. Next, the codes were refined after the reanalysis of the initial coding work. And lastly, models displaying student-teachers' actions for overcoming challenges and the charts displaying comparisons of those actions by number of reoccurrence were created by running Nvivo program.

It is significant to note that, a two dimensional analysis – cross-theme analysis and cross-subject analysis – were carried out in an embedded way, as illustrated in the figure below. That is, student-teachers' way of overcoming types of in-class challenges both in their cognitions and practices were treated/regarded as themes where student-teachers were treated as the subjects.
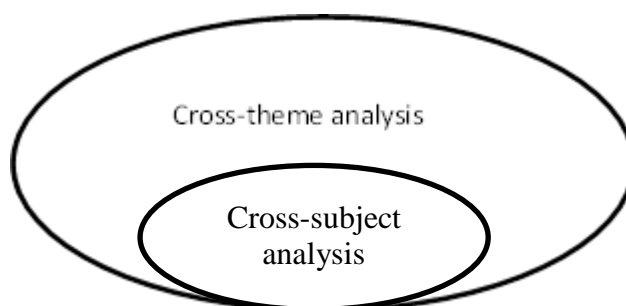
Figure 3.4. Two dimensional analysis carried out in the study

Therefore, the results regarding the commonalities and differences in student-teachers' ways of overcoming in-class challenges were integrated into the results regarding what emerged as student-teachers' ways of overcoming challenges in their cognitions and practices.

3.8. Trustworthiness of the Study

In consideration of the trustworthiness of this study, a number of principles suggested by Lincoln and Guba (1985, cited in Cohen, Manion, and Morrison, 2007) for conducting naturalistic research were followed. To ensure *the credibility* of the findings, the researcher, as suggested by Lincoln and Guba (1985), had prolonged engagement in the research context for getting to know her cases and building rapport. She also involved in persistent observation in order not to miss any relevant characteristics for the focus of the research. As explained above, multiple data sources were used for triangulation. Transcriptions of scenario-based interviews and stimulated recall sessions were made available to the informants in order to prevent any possible misunderstandings and the researcher invited the informants for further comments through member checking. Debriefing sessions, in which the researcher shared information with peers about the ongoing interpretation of the obtained data, were arranged at certain intervals. As for the *transferability and comparability* of the study, the researcher thought about the sample, aimed for a thick, in-depth description of the research context and looked for connections in the existing literature by asking herself the following questions as suggested by Richards (2003, pp. 289-290):

- Is this situation typical and if so how? Is it exceptional and if so why?
- Is the description sufficiently detailed and richly articulated to allow readers to respond to it in terms of their own experience?
- Are there connections with other research, other situations, and other cases that we can usefully point to?

Other important points to be considered for trustworthiness are *confirmability and dependability*. For confirmability, the researcher provided transparency of the whole data and procedures and presented richer representation with participants' voices.

Additionally, she created analytic memos, using the software 'Nvivo' during the analysis process and also kept a researcher diary, in which she took notes of any changes and events that could affect the results of the study in a way. For dependability, she questioned the research context and methods to collect data and provided information on how they are combined and analyzed, as suggested by Richards (2009).

Furthermore, information on the role and the position of the researcher in the study was also provided as the researcher is the key instrument in qualitative research (Creswell, 2005). Also, skills required of case study researchers as specified by Yin (2003, cited in Heigham and Croker, 2009) such as the ability to ask good questions, the ability to be unbiased by preconceived notions, the ability to be adaptive and flexible, etc. were taken into consideration since they are shaping the study.

CHAPTER 4

RESULTS

4.1. Overview of the Chapter

This chapter, first, presents the results of the base-line data, which involves the most commonly experienced in-class challenges in foreign language teaching at secondary school context. Next, results addressing the research questions are reported successively, that consists of pre-practicum and post-practicum cognitions of pre-service English language teachers and their practices in relation to dealing with those challenges. The chapter finalizes with the presentation of results regarding the relationship between pre-service English language teachers' cognitions and practices regarding the topic that is investigated.

4.2. Most Commonly Experienced In-class Challenges at Secondary School EFL Classes

This part reports the results of the base-line data regarding the in-class challenges experienced by English language teachers at public secondary schools. Before the analysis, in-class challenges teachers experience were expected to be discipline related problems and the research was thought to intersect classroom management literature. However, the data gathered from English language teachers revealed that the in-class challenges they reported experiencing instructional problems related to, for instance, learners' proficiency level or content of the course book. Therefore, the research topic of this dissertation evolved to be a pre-service language teacher

cognition and practice study bearing on instructional challenges in foreign language teaching.

The data obtained from twenty English language teachers through '*Questionnaire for Determining In-class Challenges'* were analyzed through qualitative content analysis. The steps of the analysis were as follows: First, initial coding was done and descriptive codes were developed out of teacher statements of in-class challenges. In the second cycle, typological analysis was carried out and in-class challenges were 'sorted' (term used by Saldana, 2011) on the basis of underlying reasons for occurance. Four major categories were developed out of the codes. The major categories of in-class challenges are *learner-related challenges, resource-related challenges, educational policy related challenges,* and *physical environment-related challenges*. The table below displays classification and types of in-class challenges experienced by English language teachers working at secondary schools.

Table 4.1. Classification and types of in-class challenges experienced in public secondary schools in Muğla and their frequencies[1]

Classification of in-class challenges	Types of in-class challenges	*f*
Learner-related challenges	Off-task behavior	13
	Variety in English Language levels	7
	Difficulty in understanding E-medium T-talk	7
	Limited study at home	5
	Total	32
Resourse-related challenges	Lack of instructional aids	8
	Interest value of course book content	6
	Complexity of course book content	6
	Grammar oriented course book content	4
	Vocabulary size in course book content	3
	Total	27
Educational policy-related challenges	Negative backwash effect of the high school placement exam	7
	Limited weekly course hours	7
	Total	14
Physical environment-related challenges	Over-crowded classes	3
	Total	3

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[1] The types of in-class challenges are based on how the informant teachers perceive and categorize them.

4.2.1. Learner-related Challenges

The data revealed that learner-related challenges are the mostly experienced ones by English language teachers in this study. This category involves challenges in relation to off-task behavior, language proficiency, and study habits of learners. The following types of in-class challenges form this category: *off-task behavior, variety in English Language levels of students, difficulty in understanding English-medium teacher talk (T-talk)*, and *limited study at home.*

English language teachers who experience challenges related to students' *off-task behavior* mention problematic student behaviors such as chatting with class mates, playing games during the class, watching outside through the window, scratching something on the paper, etc. Some of them relate this to students' lack of motivation and interest in learning English and find the situation demoralizing. Below are given samples of teacher responses. (Please see Appendix G for all the original and translated forms of the quoted data).

> [2] One of the in-class challenges that I usually experience is students' off-task behavior. Maybe this is a result of lack of interest toward the lesson and they are distracted easily. Teaching a group of students who look out of the window or chat with desk mates is really difficult and demoralizing for me. (Teacher 7)

> Students don't have sufficient level of interest toward English classes. They play games with their desk mates during the classes, or they chat with each other. They don't disturb anyone, they do that silently. This doesn't cause discipline problems, they are respectful but they obviously have no motivation. And, these kinds of students are high in number. (Teacher 12)

Variety in English Language levels of students is the next type of challenge in this category. Teachers explain that they have difficulty in establishing the balance between the students of higher-levels and lower-levels. Most of them complain about the difficulty of deciding on according to whom to set the pace. Some teachers believe that English Language levels should be the criteria to place the students in English classes.

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[2] Before reporting the translated forms, peer checking of the translations was carried out for reliability purposes.

> Classrooms are crowded and there are students of different levels in one class. This causes a low level or medium level progress in our classes. High achievers get bored when we address lower level students. On the contrary, when we teach according to higher-level students, lower-level students complain about not understanding. And this situation is a problem for both the students and me. And I think the only solution for this is placing students in English classes according to their levels. (Teacher 8)

> One of my problems is the difference between the language levels of students. This creates a problem for me because I have to go back in the schedule and repeat the previously taught topics. This slows down the pace of the class. There is no different program for lower level students, and it is difficult to help them. Most of the time, they only sit in the class and don't or can't participate in class activities. (Teacher 4)

Another challenge experienced by English language teachers is students' *difficulty in understanding English-medium teacher talk* (T-talk). This situation leads to English classes dominated by L1 (Turkish) and some teachers are not comfortable with that.

> Students are not happy with English-medium classes. They complain about not understanding and even talk to their families about that. So, I can't speak in English all the time during my classes. (Teacher 14)

> All the time, I have to translate instructions for activities, or my questions, or anything I talk into Turkish. When I do this I don't enjoy what I do. I don't feel comfortable. But the students don't understand or have difficulty in understading me when I speak in English in the class. (Teacher 12)

Limited study at home, which includes insufficient study at home, not revising the topics and not doing homework, is among the in-class challenges faced by teachers in this study. They regard the situation as a challenge because they state that students can't recall the previously taught topics and they have to go back in the schedule and re-teach them.

> (…) They don't have the habit of revising the topics at home and so they can't recall the topics even a short time later they are taught in the class, and I have to repeat what I taught before. (Teacher 3)

The second category of in-class challenges can be attributed to English curriculum in the country.

4.2.2. Resource-related Challenges

Problems due to instructional resources constitute another category of challenges. Types of challenges considered under this category are *lack of instructional aids, interest value of course book content, complexity of course book content, grammar oriented course book content,* and *large vocabulary size in the content.*

Lack of instructional aids such as audio-visual materials, CD players, speakers, and even course book CDs is reported as a challenge by majority of English language teachers. They believe that students' listening skill can't develop due to this problem.

> Our classrooms are not adequate in terms of teaching equipments. Even if we ourselves bring cd players to the class, we can't carry out listening activities because the ministry doesn't send the CDs to schools. Or, they reach schools at the end of the first semester. For example, teachers generally read the listening texts from the teachers' books and what the students only listen to is their teachers' voice. Personally, what I do is that for listening. Some of our collegues don't carry out listening activities at all. Because of this, their listening skill can't develop and they are unsuccessful in listening activities. (Teacher 8)

Another challenge in this category is related to the *interest value of the course book content,* that is both teachers and students find some topics in the course book boring. Teachers complain that topics and themes are not up-to-date and they don't appeal to students' interest. They also commented on using supplementary resources yet regarded that as inconvenient due to keeping up with the schedule and complying with the curriculum. Therefore, it can be said that teachers are not comfortable with using different resources in the class and also they don't believe in its feasibility.

> The course book we have to use in our classes is awfully boring. Students learn more easily by enjoying. However, the book is so inadequate, the activities are so boring, and most of the themes and topics are out-of-date. Even I try to use different materials in my classes, but this book is compulsory and we have to use it. (Teacher1)

> Monotony and flatness of the course book makes the lesson boring. Let alone the students, even I, myself, get bored. When I plan using extra materials I can't catch up with the schedule. Besides this, questions of the centralized exam (TEOG) are based on the course book, so I have to use the course book in a way. (Teacher 3)

In addition, English language teachers find the *course book content complicated* since it focuses on more than one topic to be taught in a unit. They believe that the course book isn't student friendly. Moreover, they report having difficulty in the process of decision making over putting the topics to be presented in the class in an order due to some restrictions of the program like keeping up with the curriculum or planning joint exams with other teachers.

> Course books that are written and provided by the Ministry of Education is so complex. They are far from being student friendly that students have difficulty in establishing relationship between the topics. And we, as teachers, have to follow the course book step by step since we have to keep up with the curriculum. For example, one unit involves the teaching of the present continuous tense, the future tense, and the near future. Think about how complicated it can be for the pupils of that age! (Teacher 10)

> Both the curriculum and content of the course book are very complicated and they expect the students to comprehend more than one topic at a time. I, as a teacher, have trouble in deciding whether to follow the units in the way they are programmed, or to reorder them according to my students' levels and needs. However, this is a fact that we have to proceed congruent with the curriculum due to the joint exams at school. (Teacher 2)

Another challenge that is related to the course book is that they *contain too much grammar*. Teachers believe that the course book content is incompatible with the main goal of language learning, which is communicating in that language.

> Although the main goal of learning English is speaking and communicating with foreigners, the course books that have been made compulsory by the Ministry of Education are very far from this goal. Because of those books and their content, we have to teach mostly grammar in our classes. (Teacher 11)

Some of the teachers believe that the *vocabulary size of the course book* is not manageable both on the side of the teachers and the learners. They say that they have to deal with all of the new words in the units because of the tendency of students to understand the meaning of them. And this leads their classes be dominated by vocabulary learning in an unnecessary way, which may be waste of energy for both sides.

> Each unit of the course books has a large number of vocabulary items, and sometimes they are above the students' level. I don't expect my

students to learn all of them, but the curriculum does. Although I don't want to focus on all of them, the students have a tendency to ask the meaning of every single word they see in reading passages or other activities. And this is why I always have to tell Turkish meaning of words. I don't know how to deal with this situation. (Teacher 13)

4.2.3. Educational Policy-Related Challenges

Negative backwash effect of the high school placement exam and *limited weekly course hours* are thought to be originating from the educational policy in the country. These two types of challenges are classified under the category of educational policy related challenges because they are big scale challenges that stem from the regulations in the country and teachers cannot possibly manipulate them.

Backwash effect is defined by Prodromou (1995) as "the direct or indirect effect of examinations on teaching methods" (p. 13). The concept is divided as the positive and negative backwash effect and, as their names suggest, they affect the teaching process positively and negatively. Most of the teachers in this study report having problems stemming from the negative backwash effect of the placement exam. Teachers believe that the exam influences students' point of view towards language learning, which turns out to be equating answering multiple-choice questions to learning a foreign language.

> The fact that students have to sit for a centralized placement exam at the 8th grade results in an exam-oriented language learning approach. Their main aim is not learning a foreign language but being able to answer multiple choice questions asked in the English section. (Teacher 4)

Another negative effect of the exam on English classes is that English as a school subject is undervalued by some of the students compared to other subjects. Teachers state that, for some students, succeeding in other subjects in the exam is regarded as more important than their success in English. They think that students' attitudes toward the English course negatively affect their motivation and success. Moreover, they believe that explaining the benefits of learning a foreign language may not make a difference in students' attitudes.

> Students consider other 4 subjects like mathematics, science and technology, etc. more important and so learning English is in the second

place for some of them. Sometimes I find those students studying other subjects during my class. This fact decreases their motivation and level of success in English learning. From time to time I have to explain the benefits of learning English to them, but I am not sure if it works for them. (Teacher 5)

Another challenge teachers experience is due to *limited weekly course hours* and they think that students have concentration problems due to this. As mentioned before, teachers do not have much to do about this challenge.

Decreasing the weekly class hours in each grade has created problems in teaching English effectively. Students have difficulty in concentrating on English learning. (Teacher 9)

4.2.4. Physical Environment-Related Challenges

Overcrowded classrooms, which can be a result of restrictions of the physical environment of schools, create challenges on the side of the teachers. Some teachers regard the size of their classes as a source of challenge in terms of carrying out skills-based classes. Therefore, it can be said that they believe that skills-based classes are hard to carry out in crowded classrooms.

Our classes are overcrowded. We are trying to teach English to 35 – 40 students and it is really impossible to prepare ideal lessons with listening, speaking activities. (Teacher 6)

This part presented the types of in-class challenges experienced by English language teachers in this study. The next part presents cognitions of student-teachers in relation to dealing with those challenges.

4.3. Cognitions of Pre-service English Language Teachers in relation to Dealing with In-class Challenges Experienced in Secondary School Context

This part addresses the following research question:

RQ 1: What cognitions do pre-service English language *teachers have in relation to dealing with the most commonly experienced challenges in foreign language teaching prior to and after practicum?*

In this part, pre-service English language teachers' cognitions in relation to dealing with in-class challenges they meet in secondary school context, i.e. what they think they would do to cope with such challenges, is presented. Student-teacher cognitions are dealt with in two parts: (A) Student-teachers' cognitions prior to practicum (pre-practicum cognitions) and (B) their cognitions after practicum (post-practicum cognitions).

4.3.1. Pre-practicum Cognitions of Pre-service English Language Teachers

The student-teachers (STs) (*N*=6) in this study have no actual teaching experience until they were engaged in the practicum. Therefore, their pre-practicum cognitions have no traces of classroom teaching experience since this set of data was obtained before they begin the school-based practicum. STs' pre-practicum cognitions are presented under the headings of types of in-class challenges.

4.3.1.1. Pre-practicum Cognitions in Relation to Dealing with Learner-Based Challenges

Types of in-class challenges that were classified under learner-based in-class challenges were (1) off-task behavior, (2) variety in English language levels of learners, (3) difficulty in understanding English medium T-talk, and (4) limited study at home. Student-teachers' pre-practicum cognitions in relation to overcoming them are presented below.

Dealing with Off-Task Behavior: STs were asked to elicit through case scenarios how those challenges stemming from learners' off-task behavior would be dealt with, their responses emerged in three dimensions. They would deal with such a challenge by *warning and changing the seats, using the exam as a tool to call for attention,* and *asking questions*. The Figure 1 below shows STs' ways of dealing with this type of challenges.
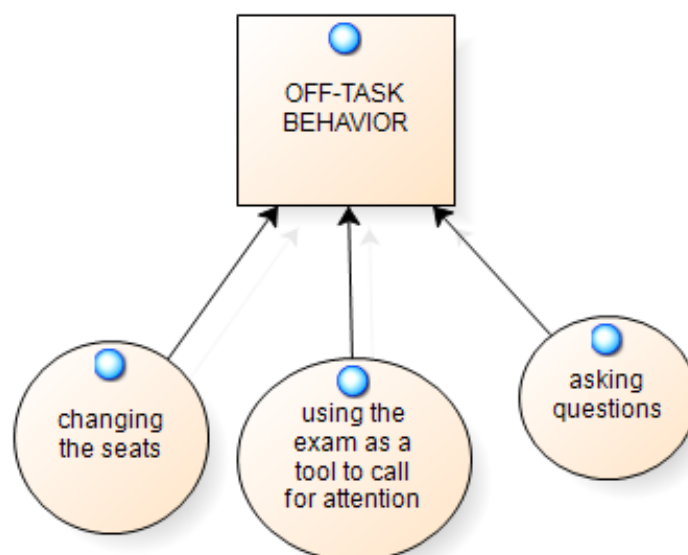
Figure 4.1. STs' pre-practicum cognitions in relation to dealing with off-task behavior

Changing the seats: Five of the STs explicitly stated that they would change students' seats to deal with students' off-task behavior. Examples of ST responses are given below:

> If I were the teacher in this class, first I would warn the students verbally and tell them to be engaged in the lesson. And, if they went on doing the same thing, **then I** would try changing their seats and separating them from their desk mates. (ST A)

> First, I would warn them. I would tell them to be engaged in the lesson. **Then, I would change** their seats. They may listen to the teacher if they sit in different places than their desk mates. (ST G)

> **First, I can change** their seats; I can make students who are not interested in the class sit on the front raw. If I do this way, they can't spoil each other. (ST N)

> As a simple method, I **would change their seats**. As a result of having little contact with others, they might keep their interest in the lesson.(ST S)

Two of the STs (ST A and ST G) thought that they would use this strategy as a second step after warning the students verbally. However, other three (ST N, ST S, and ST B) considered directly changing the seats to solve the problem of off-task behavior. The extract by ST N is a sample for other STs' responses. Additionally, all of them thought that students' off-task behavior is triggered by desk-mates, and so they thought separating them may be a solution and prevent the student from engaging in off-task behavior.

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Using the exam as a tool to call for attention: One of the STs tends to use the exam to call for student attention. It can be said that the power of grades comes to the fore in the response of this ST.

> … I can **tell them that I would ask what I teach and what I write on the board as questions in the exam**. Because students generally study with an exam-oriented approach, if I talk and warn them about the exam, I can arouse their interest so that they listen to me during the class. (ST G)

Asking questions: Two of the STs regarded asking questions as a way to arouse student attention and involve them in the lesson. One of them further thinks that by this way students may notice their own deficiencies and their motivation level may increase.

> I would **ask questions** to students who are not interested in the lesson. Namely, by asking questions, I would try to involve them in the lesson (ST B)

> I would **ask questions** to the students who don't want to be involved in the lesson and who are engaged in some other things; I would try to engage them in the lesson through questions. I think, if they can't answer the questions, they stop and think about what is being learnt in the class. Maybe their motivation level may increase when they see the students participate in the class and answer the questions. By this way, they may be aware of their own deficiencies. (ST C)

As for the frequency of strategies generated to cope with off-task behavior of learners, it is obvious that changing the seats (5) is the mostly generated strategy. Then comes asking questions (2) and intimidating with the exam (1). The frequencies are illustrated in the figure below.
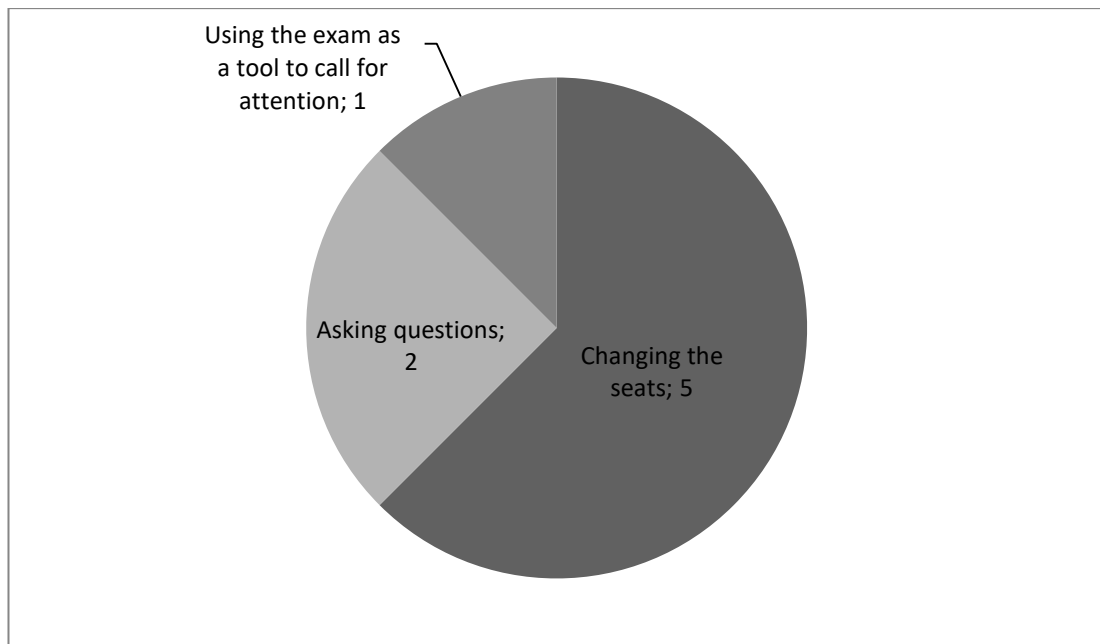
Figure 4.2. Strategies compared by number of reoccurrence for off-task behavior

Dealing with Variety in English Language Levels of Students: STs' thought processes revealed seven different strategies to deal with in-class challenges caused by variety in English Language levels of students. They are: *turn giving, not forcing students, encouraging, organizing peer-learning, and preparing extra material*. The strategies STs generated are shown in the Figure 4.3..
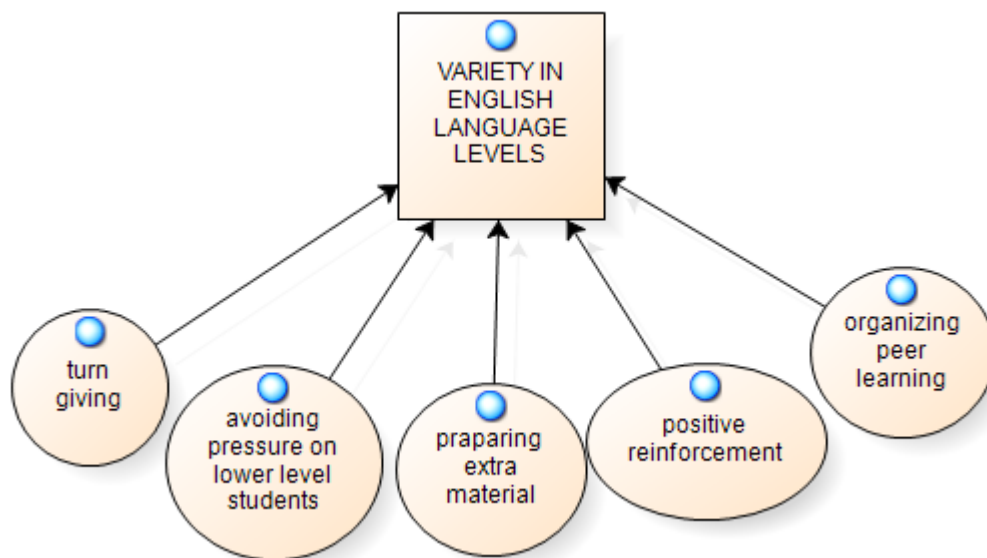
Figure 4.3. STs' pre-practicum cognitions in relation to dealing with variety in English Language levels of students

Preparing extra material: Three STs' reponses revealed that they would prepare extra materials and activities for passive, lower-level students. As is clear from the

extracts, they aim to eliminate the difference, support those students and compensate for their incompetencies by this way.

> I would try to employ different techniques for passive students. I would **develop special activities**, the ones which are not found in the course book, for example drama activities, to **equate** their language levels. (ST G)

> I would **prepare extra materials** for lower level students such as activities or work sheets, by which they can **compensate** their incompetencies. (ST S)

Organizing peer learning: One ST thinks that she can deal with this challenge by organizing peer learning through pair and group work activities. She reflects on this and explains that sparing too much time on a lower-level student may distract others and slows down the progress of the class.

> It is not a good idea to spend much time on a student and distract others. This would slow down the progress of the class. If there were such students in my class, I would organize group work. I could place them in a hardworking, higher-level group of students and by this way; I could enable them to learn from their peers and be more active in the group and participate in the lesson. I would sort it out through pair work and group work. *(ST N)*

Positive reinforcement: Two STs regard giving positive reinforcement as a strategy to eliminate level differences. They think that they would reinforce students by (1) showing that not knowing something or making mistakes is normal in the learning process, encouraging, and giving clues.

> First, I would encourage those students by saying that not knowing something or making mistakes is normal in learning a language. Most probably,they hesitate to participate in the lesson either because they do not know or they have the fear of making mistakes. I would tell them that not knowing something is normal; I would find out their mistakes and try to compensate for their deficiences by analyzing those mistakes. For example, I would ask easy questions to make them motivated, and then I would encourage them by saying 'welldone, good job'. I would help them **build self-confidence** step by step. *(ST S)*

What is more, they anticipate building self-confidence in lower-level students by giving positive reinforcement to them. Therefore, we can clearly say that the STs take affective side into consideration in their teaching.

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Turn giving: ST A and ST S say they would frequently give turns to lower-level students with an aim to make them participate in the lesson. As seen in their responses, their common opinion is forcing and activating lower level students by giving turns to them.

> If I were this teacher, I would **give turns** to lower level students who avoid raising hands in the class. If they can't answer, I would try to help them, I would **force them** a little … I would try getting an answer in a way. *(ST A)*

Avoiding pressure on lower level students: Two of the STs think they would avoid pressure on lower-level students, contrary to what ST A and ST S think in the above extracts. They would prefer this way for such situations in which the students cannot answer a question or so. In this way of dealing with such challenges, the STs have in mind that forcing may make students feel under pressure, which is undiserable for them. STs' responses communicate their feeling of sympmpathy towards learners.

> If a student can't answer, it is bad to insist on that student and to force him/her. It means that s/he doesn't know the answer. **There is no need to force** them. I think I can get the answer from another student. (*ST C*)

> I think we **shouldn't force** a student who is an under achiever, for example to answer a question. This may suppress him or her. (*ST G*)

When we examine STs' thoughts about dealing with challenges that stem from variety in language levels of students, we find that mostly generated strategy is *preparing extra materials* (3) for lower-level students in a class. This strategy is followed by *turn giving (2), avoiding pressure on lower level students (2),* and *positive reinforcement (2)* with equal frequencies. Then *organizing peer learning (1)* follows. Figure 4 illustrates the strategies compared by number of reoccurance.
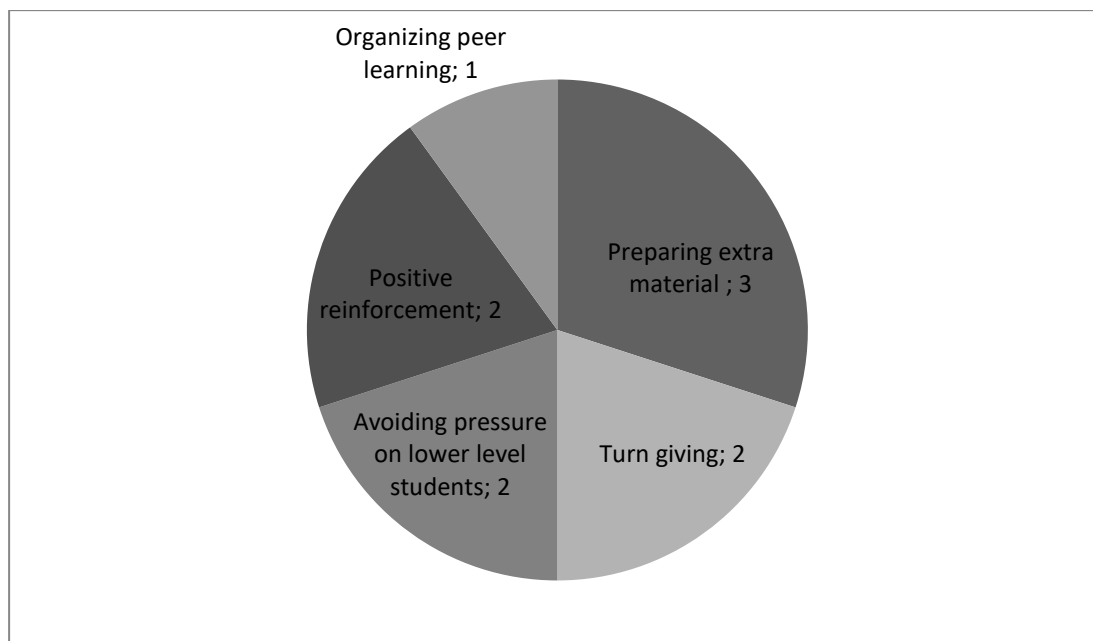
Figure 4.4. Strategies compared by number of reoccurrence for variety in English Language levels of students

Dealing with Difficulty in Understanding English Medium Teacher Talk: STs considered ways of dealing with in-class challenges caused by students' difficulty in understanding English medium teacher-talk (T-talk). Questioning their mental lives through case scenarios of in-class challenges of this type brought out four different strategies they would employ to deal with such challenges. The strategies are shown in Figure 4. 5 below:
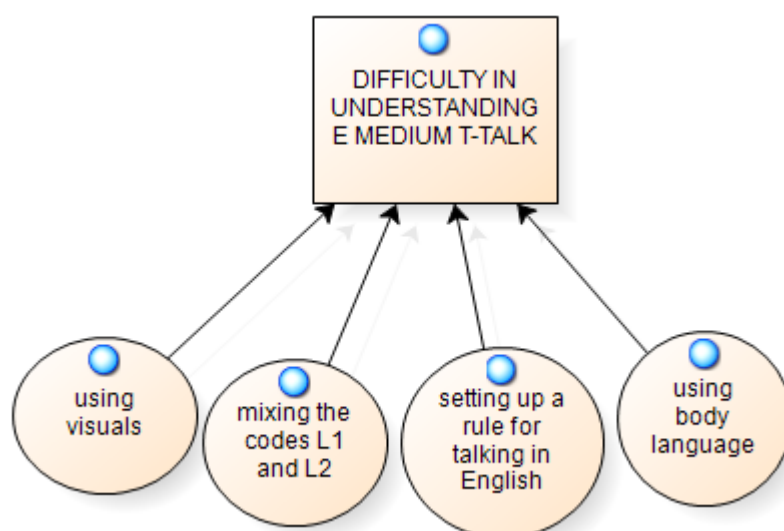
Figure 4.5. STs' pre-practicum cognitions in relation to dealing with difficulty in understanding E medium T-talk

The overcoming strategies they generated are *using visuals, mixing the codes L1 and L2, setting up a rule for talking in English* during the classes*, and *using body language*.

Using visuals: Three STs regard using visuals as a way to support T-talk and make students understand English medium talk in the classroom.

> If I were the teacher here, I would explain through **visuals, pictures**, etc. Of course it is normal that they can't understand every single word the teacher says, but when the language used is **suitable to their level**, there is no reason that they don't understand what I say.(ST S)

> I would support my speech through **pictures**. Additionally, I would use **simple expressions**; I would talk using familiar grammar structures, for example in the present simple tense. I would teach in that way. (ST C)

They share the idea that, in addition to visuals, using simple expressions suitable to their levels would facilitate their understanding.

Mixing the codes L1 and L2: One of the STs thinks that he would mix Turkish and English to explain the topics, to give instruction, etc… According to him, mixing L1 and L2 includes using certain, well-known words and simple sentences in English, and using Turkish for more complex explanations.

> If I experienced such a situation, I would **mix the codes Turkish and English**. For example, there must be some English words that pupils already know. I would try to teach the topic by using those words together with Turkish words.   (ST A)

Setting up a rule for talking in English: In two STs' opinion, setting up a classroom rule to talk in English during the class would eliminate challenges in understanding. They associate this strategy with concepts of 'habit formation' and 'persistence'and believe that they are effective tools to overcome this problem. This can be inferred from their expressions like 'solving completely' and 'being stubborn' in the extracts below.

> I would try to **form a habit** that both the students and I **persistently** talk in English during the classes to solve this problem completely. I would try to establish this habit **as a rule**. (ST B)

> For the solution, I would try to establish the understanding that English should be the medium of English classes. I would try to show that I

would **speak in English all the time** and I could be more **stubborn** then the students. Seeing this might create a kind of **habit** in the class. (ST C)

Using body language: Half of the STs mention using body language among other strategies to make the T-talk more understandable. What is more, they used expressions like 'forcing students', 'go on talking in English', and 'resist' that shows they would be determined to keep English as the medium rather than switching to L1.

> I would try to explain everything through simple utterances, **body language** and gestures, and pictures. They may have difficulty at first, but I think, in time they can get accustomed to the situation. For this reason, we should **force** the students. Therefore, I would **go on talking** in English during the classes. (ST N)

> If I were the teacher in that situation, I would **resist** more; instead of switching to Turkish, I would use the **body language**, and I would teach the class by moving around the class and making eye contact with the students.(ST C)

> There are techniques for instructing in English such as using the **body language**, using gestures, demonstrating, etc… Teachers should **try everything to accomplish** this. Additionally, we should make the language we use simpler. It is necessary to choose words with which they are familiar. (ST G)

Having uncovered STs' pre-practicum cognitions in terms of strategies to cope with students' difficulty in understanding English medium T-talk, we compared them by number of preference and came up with the following figure. As the pie chart suggests, *using body language* (3) and *using pictures* (3) are the mostly generated strategies. They are followed by *setting up a rule for talking in English* (2) and *mixing the codes L1 and L2* (1) successively.
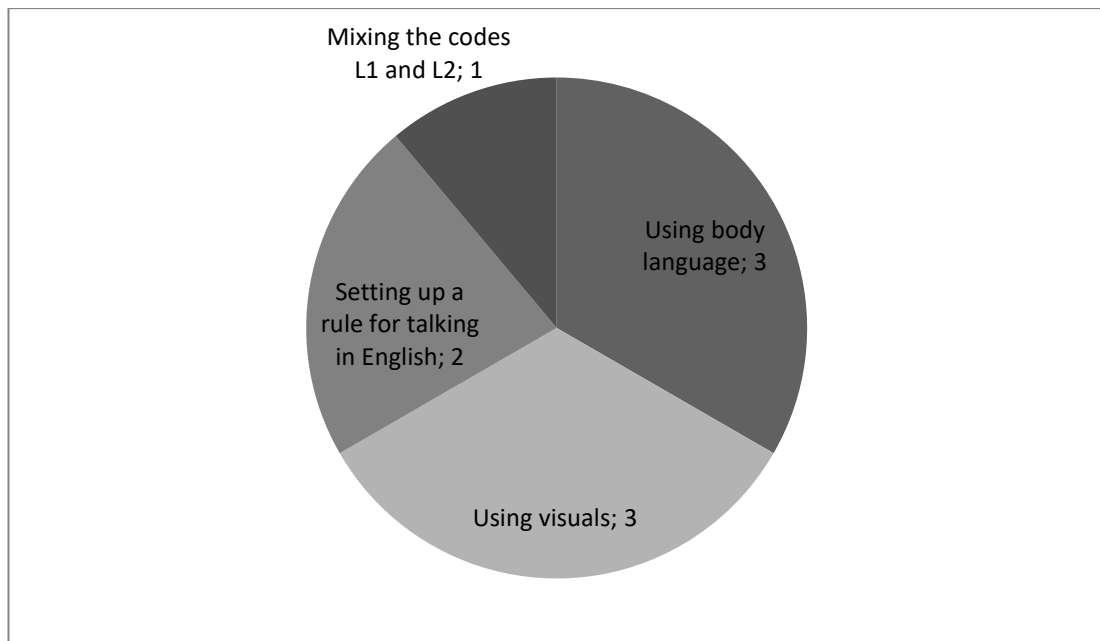
Figure 4.6. Strategies compared by number of reoccurrence for difficulty in understanding English medium T-talk

Dealing with Limited Study at Home: STs were asked about dealing with challenges stemming from students' limited study at home and they generated various strategies they would use. Their strategies include *giving a quiz to students, reviewing the topic in the class, questioning his/her own teaching style*, and *assigning performance project to students*.
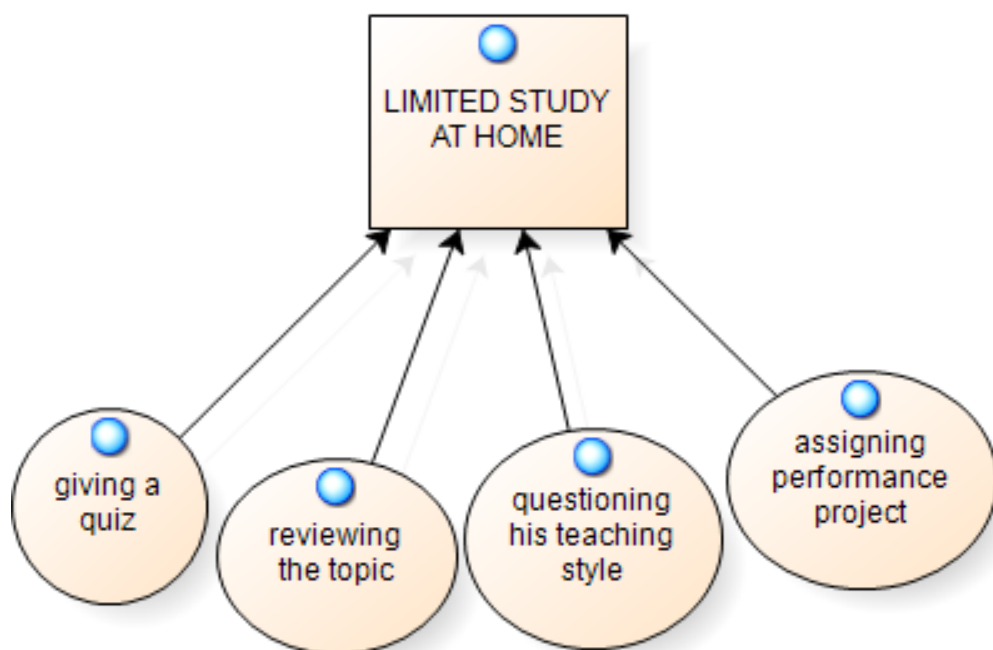
Figure 4.7. STs' pre-practicum cognitions in relation to dealing with limited study at home

Giving a quiz: STs (n=3) preferred giving a quiz to students to make them study at home. STs commonly emphasized that they would use enforcement of marks to eliminate problems such as not revising and forgetting a previously studied topic. The below extract sets an example for other ST responses.

> I would tell them that I would give **pop-quiz** from time to time to make them revise what they learn at home. (…) I would say "come to the class by revising everything you learn. Make revisions periodically. The pop-quiz will **affect your grades** positively or negatively." (ST A)

Reviewing the topic: Most of the STs (n=4) considered reviewing the topic that students can't recall as an overcoming strategy. They believe that they cannot teach a new language point over a forgotton one. A sample of the STs' responses is given below.

> If I were the teacher, I would never pass on to a new unit. Ok, maybe we should catch up with the schedule, still I would spare at least one class hour for revising. (ST N)

Questioning his/her teaching style: One of the STs would question her teaching style. That is, she feels responsible for students' unwillingness to practice the language at home and forgetting the topics. Additionally, she thinks she would hang charts and tables on the walls and address their visual memory.

> I would re-consider my teaching style. I would think that there is something going wrong and so they don't want to revise the topics or they can't recall what is studied in the class. I would hang charts, reminders, and illustrations on the walls and try to address their visual memory. First, I would evaluate myself as a teacher. (ST C)

Assigning performance project: Half of the STs regard assigning projects or homework would lead students to study and revise the topics at home. One of them, ST S, further thinks that she would assign homework that could enable students to use the previously thought structures so that she would ensure permanent learning.

> If I were the teacher, I would **assign performance project** to make them revise the topics. And I would want them to study in groups. (ST A)

> I could **assign homework**. By this way, I could make them revise the topics outside the class. (ST G)

> I think the reason why they can't recall the topics is that they cannot put into practise what they have learnt. Only on paper practice is not enough for retention; they easily forget because they don't use the recent knowledge. I would prepare activities to make them use what they have learnt. I would **assign them homework** to use the language outside the class.

As for the preference rates of the strategies to cope with challenges caused by students' limited study at home, *reviewing the topic (4)* is the mostly generated one by the STs. *Giving a quiz* (3) and *assigning performance project* (3) follow it with equal rates. Last comes *questioning his teaching style* (1). The results are shown in the chart below.
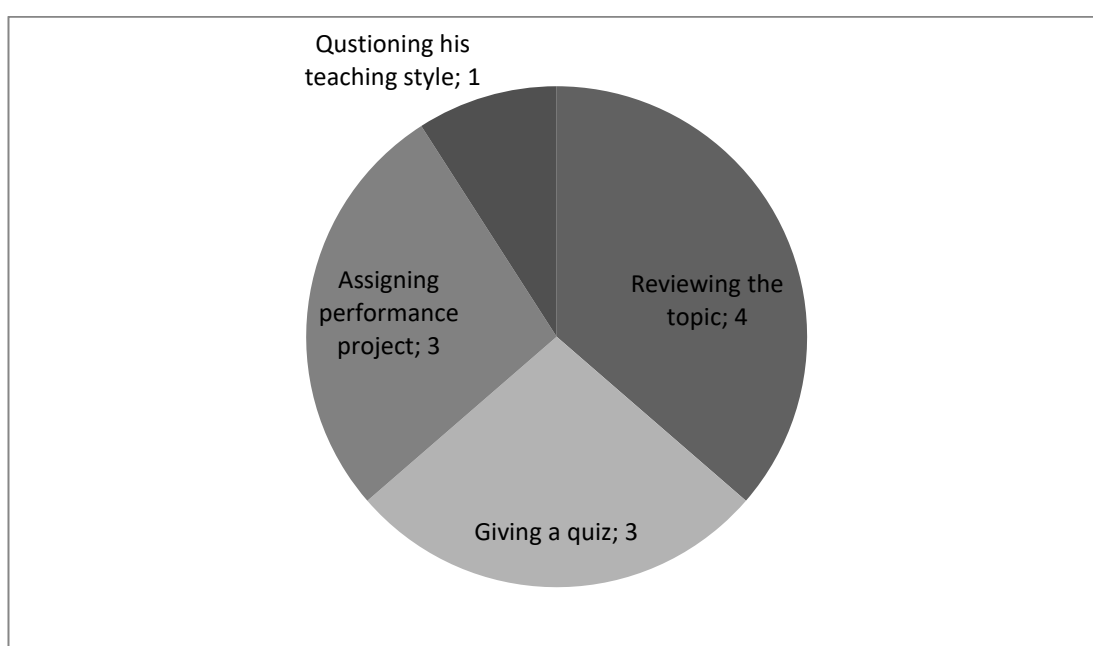
Figure 4.8. Strategies compared by number of reoccurrence for limited study at home

4.3.1.2. Pre-practicum Cognitions in Relation to Dealing with Resource-related Challenges

Types of challenges this category includes are: (1) lack of instructional aids, (2) interest value of course book content (3) complexity of course book content, , and (4) grammar oriented course book content. Pre-practicum cognitions of STs in relation to dealing with in-class challenges of this category are presented below.

Dealing with Lack of Instructional Aids: Lack of instructional aids such as CDs, recorders, speakers, etc. creates challenges for effective teaching. When STs were

asked to consider what to do to eliminate those challenges, they came up with four strategies. They are *using internet to play the listening text, reading the listening text himself/herself,* and *bringing his/her own equipment*. The figure illustrating the strategies is below.
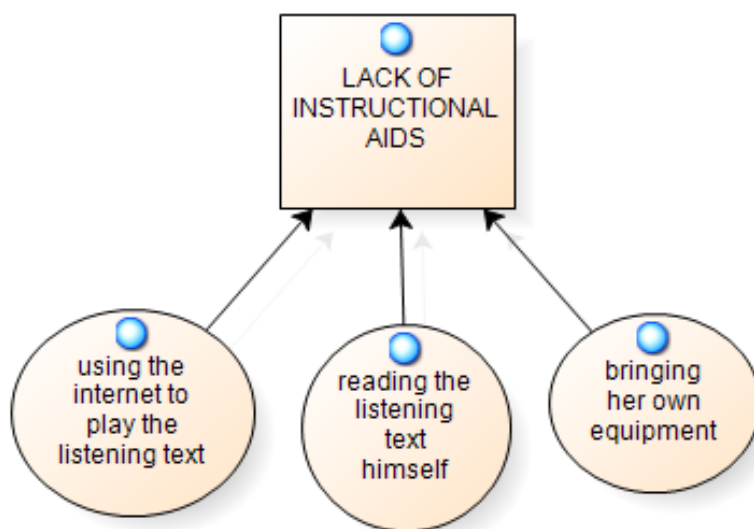
Figure 4.9. STs' pre-practicum cognitions in relation to dealing with lack of instructional aids

Using the Internet to play the listening text & Bringing her own equipment: All of the STs said they would bring their own equipment and use the Internet to compensate for the lack of instructional aids. What they list as equipments to be used in their classes are smart phones, CD players, speakers, personal computers, and voice recorders. They would use the Internet to download listening texts, podcasts, songs, etc… Additionally, they commented that today it is easy to access technology and tools, so they should make use of them in the classes. The below extract is an example response:

> Technology has become easily accessable now. Even if the equipment isn't available at school, I would compensate the situation by **using my own equipment**, for example I can use my smart phone. I would choose listening texts, prepare listening activities and make my students listen to them **via the internet** on my mobile. Now this is not impossible as it was in the past. It is **easier to reach what we need**. And, it is not difficult to transfer those possibilities to classroom environment. (ST B)

Reading the listening text himself/herself: For a listening activity, to read the text himself/herself from the teacher's book and enable students to do the activity is considered as a strategy by half of the STs. What their thought processes have in

common is that they would prefer this as a second option, on condition that they couldn't find any of the equipments. A sample response is given below.

> … Even if I can't find anything, I would not ignore listening activities; I would **at last read the listening text aloud** and make them complete the activity. It wouldn't be much effective, but it is better than nothing. (ST C)

When the strategies STs would employ to compansate the situations caused by lack of instructional aids are compared, we see that *using his/her own equipment* (5) and *using the Internet to play the listening texts* (5) have the highest rate of preference. *Reading the listening text himself/herself* (3) is the second mostly generated strategy.
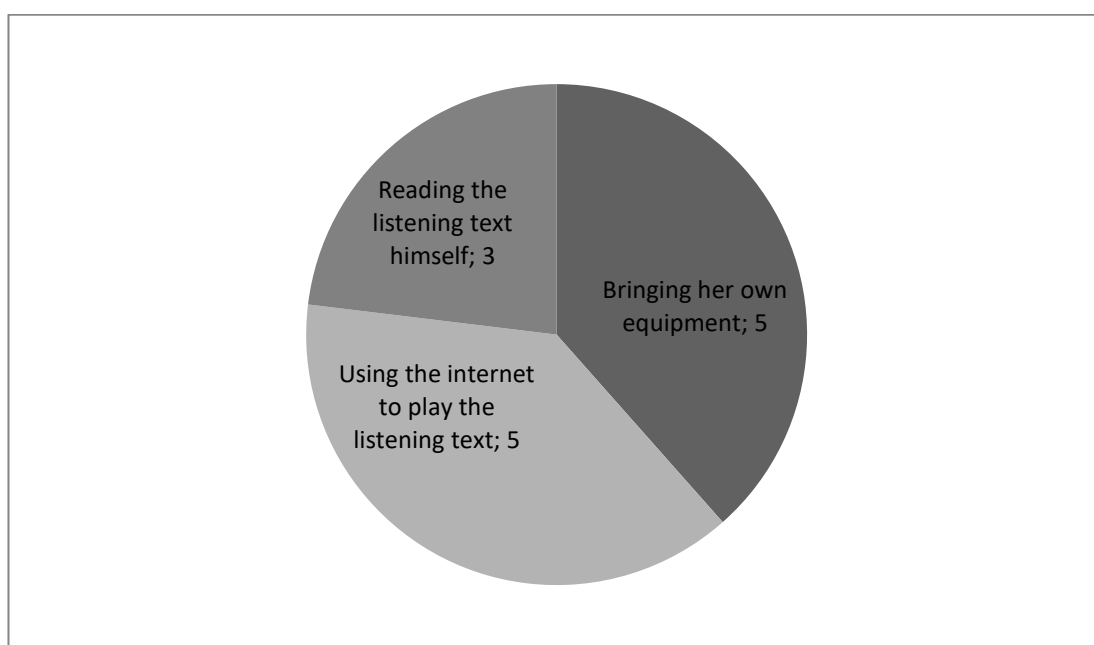
Figure 4.10. Strategies compared by number of reoccurrence for lack of instructional aids

Dealing with Interest Value of Course Book Content: Boring course book content leads to students' unwillingness to carry out activities or participate in the lesson. STs thought about the ways of coping with in-class challenges stemming from interest value of the content and came up with different strategies. The strategies they generated are *giving a refreshing break, modifying the material, changing the course book, omitting and adding material*, and *using the exam as a tool to call for attention*.

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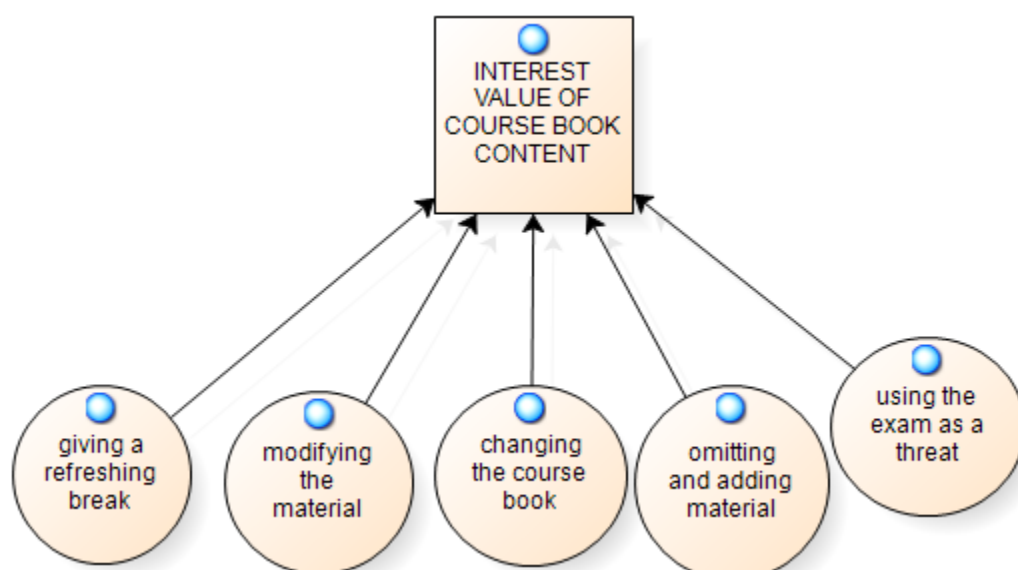
Figure 4.11. STs' pre-practicum cognitions in relation to dealing with interest value
        of course book content

Giving a refreshing break: Two of the STs thought that giving a refreshing break for some time might increase their interest for the class. They also considered asking for students' choice about what to do.

> If I saw they got bored, I would have a **five minute break**. I would talk about daily life issues. I would provide a refreshing time for them; I would **ask what they'd like to do**. I would make an agreement with them and say that "we will definitely complete this part but now you are free." By this way they can come to the next class more willingly. (ST C)

> To deal with such a situation, I would ask students what they'd like to do…I would **have a break** and **ask what kind of an activity they'd choose** to do. (ST A)

Modifying the material: One ST considered modifying the material to make it more enjoyable for the students, for example by adding role plays to a reading activity.

> What would I do? For example, I would turn a reading activity into fun. I could **add something** different to this reading activity to prevent them from getting bored. Because some reading passages are really boring. So, I would **prepare the activity in a different way**, for example, by adding a role-playing activity to it. (ST S)

Changing the course book: Changing the course book and using another one that better serves their goals was considered as s strategy by another ST. However, it is clear that she is not sure about the convenience of changing the course book as a strategy.

I don't know if it is possible but I would change the course book and use the one I choose instead. After I find a book that best serves my aims, I would make students buy that book. (ST N)

Omitting and Adding material: Omitting and adding new material and activities were thought to be an overcoming strategy for all of the STs. They all considered omitting boring texts, activities, etc and bringing new materials like video, pictures to the class or preparing new activities like game playing.

I would prepare additional materiasl to catch their attention and prevent them from getting bored. I would start the class by using **video** or **pictures**, but not with boring reading passages. (ST N)

I would skip the boring parts in the course book and prepare new activities instead. For example I would make them play **games**… (ST G)

Since I see that they are bored with the tasks in the book, I can look through the book to see whether there are any other boring parts, and try to find different activities instead of them. I **would prepare activities** that students migt enjoy. (ST B)

Using the exam as a threat: One of the STs regards using the exam as a threat by telling students that the topic would be asked as exam questions. She believes that this may be enforcement for them to be engaged in the topics evethough they find them boring.

Even if they get bored with the topic, I would **use the exam as a threat**. By this way, they would listen to me and complete the activities even if they are bored. (ST G)

If we are to compare the strategies STs came up with by the number of preference, we find out the following rates, as the chart below illustrates.
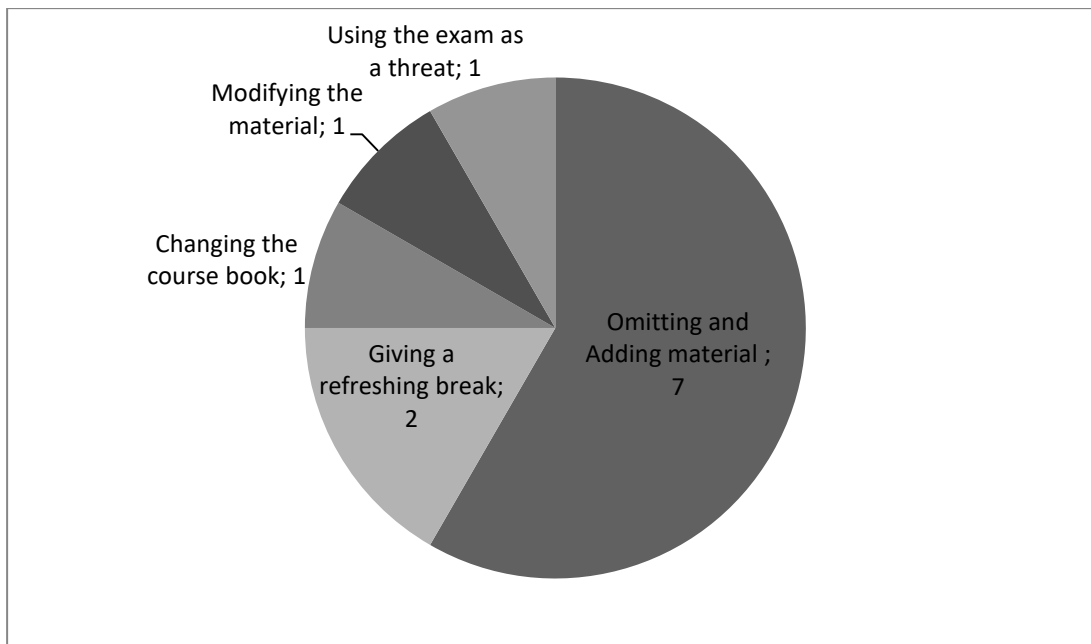
Figure 4.12. Strategies compared by number of reoccurrence for interest value of course book content

As the chart shows, *omitting and adding material* (7) has the highest frequency of reoccurance by far. *Giving a refreshing break* (2) has the second highest frequency. Then, *changing the course book (1), modifying the material (1)*, and *using the exam as a threat* (1) follow.

Dealing with Complexity of Course Book Content: Course book content that is complicated in terms of the order of topics introduced has been found to cause challenges on the side of both learners and teachers. When STs were asked to think about those situations (though case scenarios), two overcoming strategies emerged from their responses. They include *re-ordering the unit* and *omitting and adding material*.
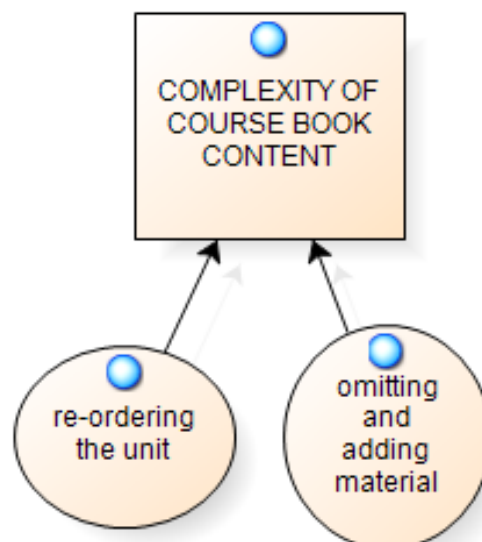
Figure 4.13. STs' pre-practicum cognitions in relation to dealing with complexity of course book content

Re-ordering the unit: Three of the STs would re-order the topics in the units to eliminate the challenges stemming from the complexities in the content. Additionally, they think they would divide the topics into manageable parts and provide a more understandable order for the students. The below extract examplifies other ST responses.

> I would begin with the easier topic, teach it , and then teach the other topic. I would divide the unit and re-order it and make it more **manageable** and **understandable** for students. (ST C)

Omitting and Adding material: Majority of the STs (*N*=4) think they would prefer omitting some parts of the unit or course book and add new content instead of them. They consider making use of parts of different books, bringing teacher-prepared activities, and limiting the course book use in their classes.

> I don't have to use the book all the time. I would use some parts of **other books and resources** to teach or I would prepare worksheet. Sometimes, I would **use my teacher skills** and teach using my own examples. I wouldn't let the book confuse the students. (ST B)

> I don't think I will use the course book all the time when I become a teacher. And I think that we will experience the difficulties explained in these scenarios. Course book may involve irrelevant examples or words and grammar structures that are unconnected. If I face such a situation, I would change the order of the activities and try to overcome the problem by **adding new activities**. (ST G)

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As for the comparison of two strategies by frequency of reoccurrence, *omitting and adding material* (4) is preferred more than *re-ordering the unit* (3) with a slight difference.
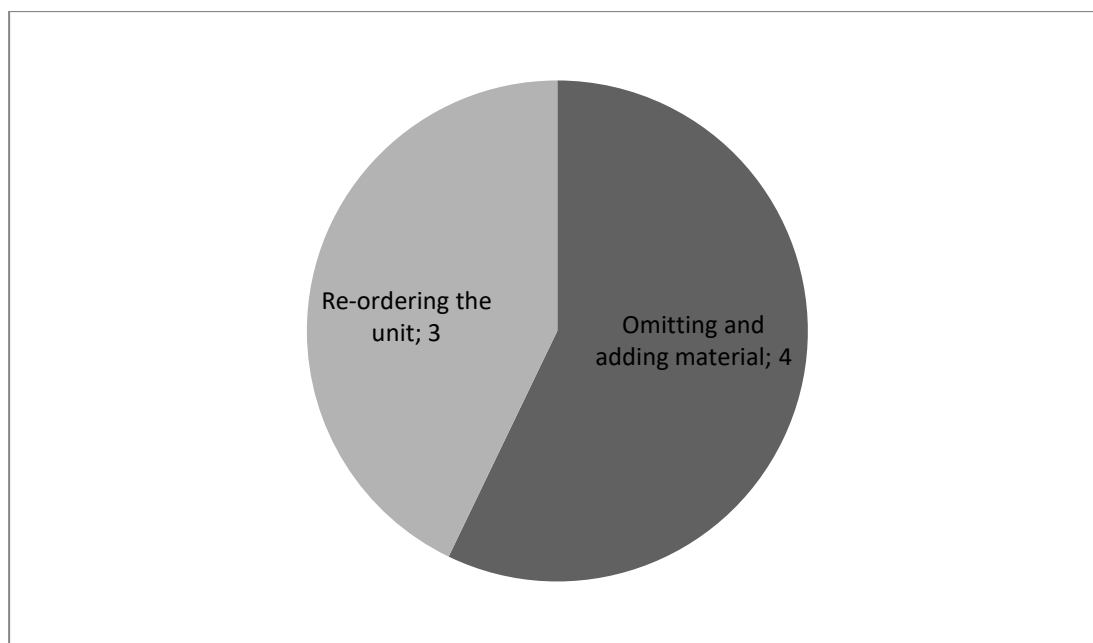
Figure 4.14. Strategies compared by number of reoccurrence for complexity of course book content

Dealing with Grammar-Oriented Course Book Content: Development of productive skills lags behind grammatical development in students' language learning process due to grammar-oriented course book content unless teachers do something for compensation. STs were asked about the ways to deal with such a challenge and their thought processes revealed one strategy, o*mitting and adding new material,* to deal with.
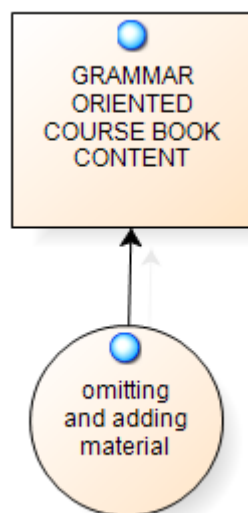
Figure 4.15. STs' pre-practicum cognitions in relation to dealing with grammar-oriented course book content

Omitting and Adding material: All of the STs thought they would omit some parts of the course book and add new material and activities to their lesson plans. Extracts below examplify the responses of other STs.

> Maybe I can give a writing homework and want them bring it to class and **turn this writing homework into a speaking activity**. All the students can share what they write. (…) As for the listening, I can find some listening activities on the internet and practice the topic which is when/while expressions here. Even I can **integrate the listening activity with the writing activity**. (…) Additionally, the students can create a dialogue and role play it as pairs. (ST N)

> I would make an arrangement in the book and **omit** the grammar-only parts. (…) If I am a hardworking teacher, I can **prepare teaching materails** and by using using them I can provide practice for other skills in my classes. I would be careful about establishing **balance** between grammar teaching and the teaching of four skills. (ST G)

STs shared the opinion that they should balance the distribution of time and energy for all aspects of language, i.e. grammar teaching and development of language skills. However, one of them, ST A, further thought about integrating the language skills. She considered transforming a writing homework into a speaking activity or turning a listening activity into a writing activity and then a speaking activity. Therefore, they all care about addressing all language components in their classes.

4.3.1.3. Pre-practicum Cognitions in Relation to Dealing with Educational Policy-Related Challenges

Negative backwash effect of the high school placement exam in language classes is the type of challenge classified in this category. This phenomenon leads to the feeling of pressure both on the side of the teachers and the students, which creates a need for exam-oriented teaching/learning of the target language. That is, the aim in learning the English Language becomes being able to answer multiple choice questions asked in the exam rather than being able use to the language. The pressure also results in a clash, on the side of the teachers, between what is believed to be true for foreign language teaching processes and what is believed to be needed by entrants of the exam.

When asked, STs came up with some strategies to cope with such challenges caused by the negative backwash effect of the exam in secondary schools. Their strategies are *dividing the class hour, cooperating with the counselor*, and *explaining the benefits of teacher's way of teaching* and are shown on Figure 21.
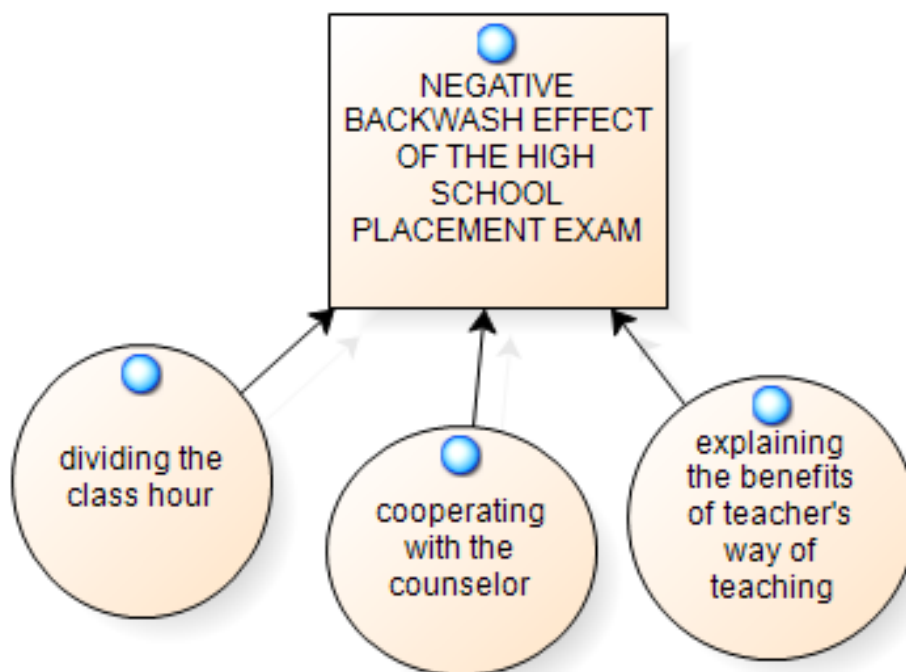
Figure 4.16. STs' pre-practicum cognitions in relation to dealing with negative backwash effect of the high school placement exam

Dividing the class hour: Four of the STs thought they would try to establish a balance between the language teaching processes and student needs. They would do

this by dividing the weekly class hours and teach the target language communicatively for some of the time and practice through multiple-choice questions for the rest. STs emphasized the importance of student expectations and stated that even if they ignore the centralized exam and teach English communicatively in the desired way, students would not benefit from this since they are highly motivated for the exam.

> If I were the teacher, I would both carry out activities and provide multiple-choice type questions for students, for example I would **divide the weekly class hours**. I would **spare some of the class** hours for answering multiple choice questions together with the students and some for classroom activities as an ideal way of teaching. It is a fact that the students are right because they are evaluated via multiple-choice questions all the time. However, if teachers teach to this aim all the time, than this will hinder learning a language with all its aspects. (ST A)

> First thing that comes to my mind is that I wouldn't leave this to their choice. I wouldn't be defeated against students' exam-oriented study habits. However, if the students resist, this means that they won't do what I want. Namely, they won't listen to the teacher, or react this by being passive and not participating the class. So, I may need to make an agreement with them. (…) for example, I can **spare 2 class hours out of 4 for studying multiple choice question type and the rest 2 class hours for practicing listening and writing**. (ST C)

Cooperating with the counselor: ST B believes that centralized exams and exam-oriented approach is a serious problem in the education system. Therefore, she tought that she would cooperate with the counselor in order to raise the awareness of students in this point.

> I would **cooperate with the counselor** to change the attitude of students. I think that the students' awareness should be raised starting from the 5th or 6th grades. I think this is a serious problem of schools and the educational system. Having an exam-oriented approach to education is not true. (ST B)

Explaining the benefits of teacher's way of teaching: Four of them think that they would explain the benefits of four-skills-based, communicative way of teaching the target language and try to convince the students to eliminate the challenges.

> I would explain them that these are useful activities, they will benefit from them in the future, and the fact that they shouldn't do everything for the sake of exam. However, I don't know how effective I could be. (ST B)

If I were the teacher, I would go on with what I am doing. Yes, they have to sit for a centralized exam, I wouldn't ignore this fact. I would make use of multiple choice question type also. But I would never give up studying four language skills in my classes. At the beginning of the term, I would give a speech which explains that only being able to answer grammar-oriented multiple choice questions does not mean they are learning English. (ST S)

As for the comparison of number of reoccurrence of the strategies, *dividing the class hour* (4) and *explaining the benefits of teacher's way of teaching* (4) have the highest frequency and next comes *cooperating with the counselor (1).*
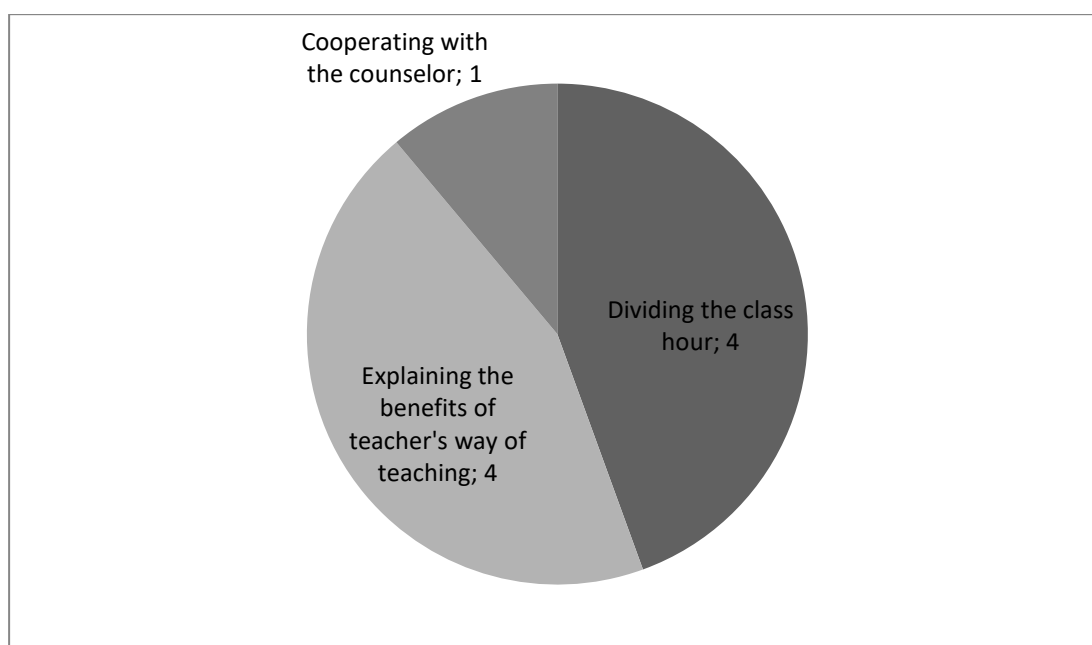
Figure 4.17. Strategies compared by number of reoccurrence for negative backwash effect of the high school placement exam

4.4. Post-practicum Cognitions of Pre-service English Language Teachers

Student-teacher cognitions after they completed the practicum were examined and strategies they generated to deal with the in-class challenges were identified.

4.4.1. Post-practicum Cognitions in Relation to Dealing with Learner-related Challenges

In-class challenges that can be attributed to learners are, as mentioned above, (1) off-task behavior, (2) variety in English Language levels of learners, (3) difficulty in understanding English medium T-talk, and (4) limited study at home.

Dealing with Off-task Behavior: STs thought again how to deal with challenges stemming from students' off-task behavior after they completed practicum and came up with four strategies they would employ. They are *varying the materails and activities, asking questions, giving quiz,* and *playing games* in the class, and are shown on the figure below.
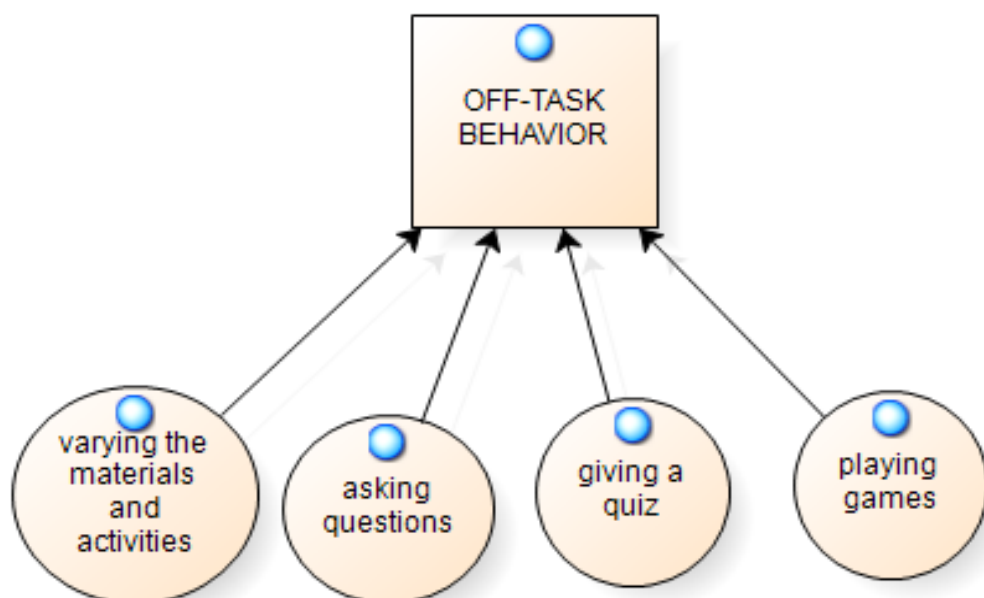
Figure 4.18. STs' post-practicum cognitions in relation to dealing with off-task behavior

Varying the materials and activities: Half of the STs would include various materials and activities in their lesson plans to catch the attention of uninterested students. They prefer motivating students through various activities together with pictures, videos, etc. instead of only warning them since they think it wouldn't work.

> I would redirect them to the lesson by introducing **a different activity** that could activate them; I would start the lesson with motivating activities and throughout the class I would make use of pictures, videos, etc. Because I think **only warning the students doesn't work**; the lesson should be appealing. (ST C)

> **Instead of warning** the students, I would employ **activities or teaching techniques that can activate** uninterested students. This would work better I guess. Or, I would start the lesson with using more attractive materials that could address the whole class. I would try to engage students who are not interested in the class by using various materials and activities. **Getting angry** with them or **shouting** at them **doesn't work** because they seem to be listening for a short time and then go on with what they are doing leater. (ST S).

Asking questions: Two of the STs thought that they would ask questions related to the topic to uninterested students and try to attract their attention by this way. One of them, ST N, further considered giving a 'plus' to the students who can answer the questions, which means that she would make use of marking to take student attention.

> If I were the teacher, I would **ask questions** that are related to the topic to students who are distracted. I would try to attract their attention by this way. (ST B)

> I would start by motivating the students. I would tell them that I would **ask questions** throughout the lesson and the ones who could answer would get <u>extra points</u>. And by this way, I could keep their attention on the lesson. (ST N)

Giving a quiz: One ST thinks giving a quiz for the last ten minutes of class could be a way of cathching student attention. This is another way of making use of marking to keep students on track.

> I would give a quiz at the last ten minutes of the class. In this way, they would keep their attention on the lesson and this would be a way of consolidating for them. (ST S)

Playing games: ST B considers organizing games in the class as an overcoming strategy to eliminate students' lack of interest and motivation. She thinks pupils like playing games in the class and so they can learn better through games.

> I would make use of **games**, and I would try to catch their interest through games because they like playing games. They can learn better when they do something they like. I would limit the time I explain things on the board and prepare enjoyable activities that they can be engaged in. (ST B)

If we examine the overcoming strategies STs genetated in terms of the rates of reoccurrence, we come up with the following pie chart. Varying the materials and

activities (3) is what most of the STs consider employing as a strategy. It is followed by asking questions (2), giving a quiz (1), and playing games (1) respectively.
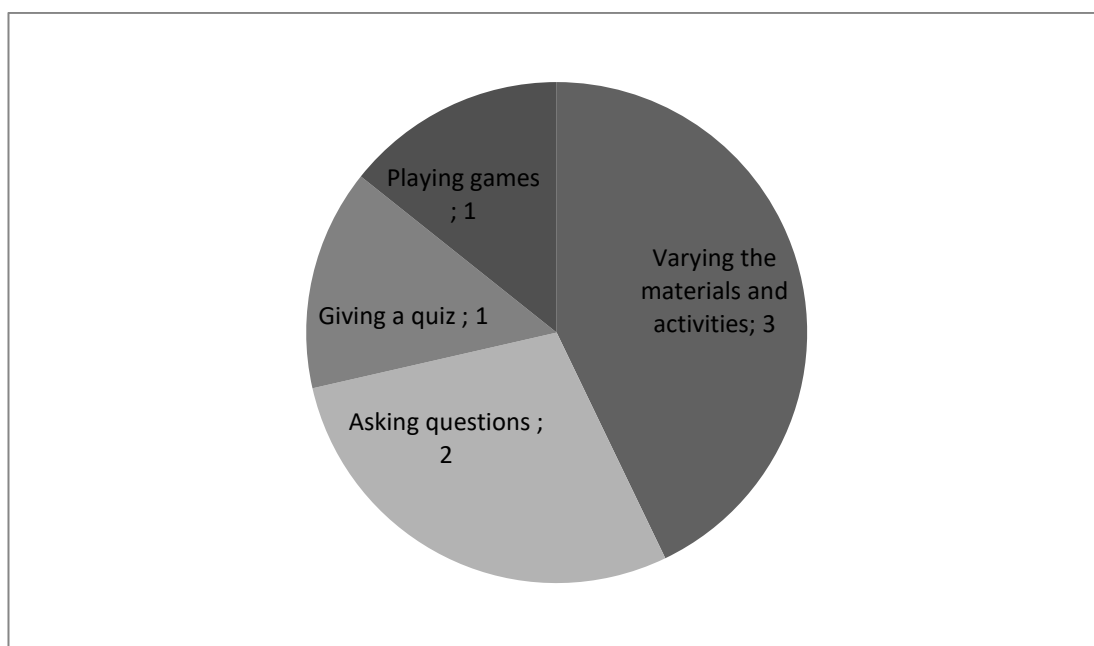
Figure 4.19. Strategies compared by number of reoccurrence for off-task behavior in post-practicum cognitions

Dealing with Variety in English Language Levels of Students: STs re-thought about the ways of dealing with challenges caused by different language levels of students after completing practicum, and they generated the following strategies: *varying the materials and activities, organizing peer learning, switching to L1*, and *preparing extra materials*.
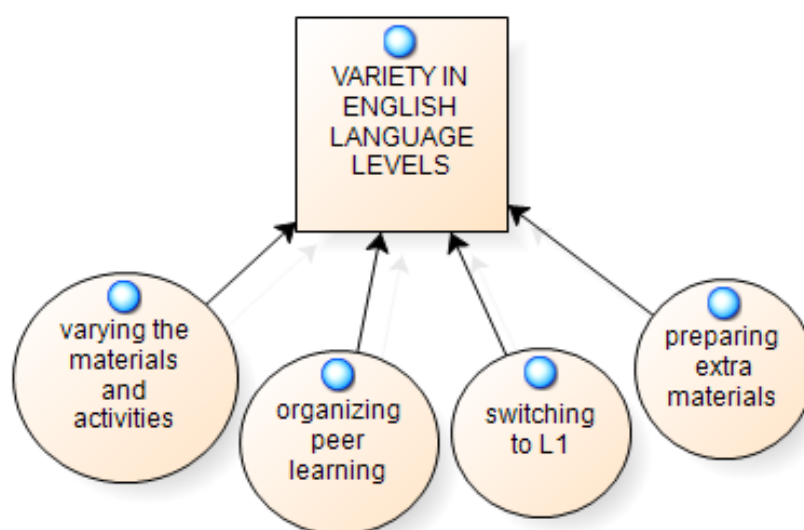
Figure 4.20. STs' post-practicum cognitions in relation to dealing with variety in English Language levels of students

Varying the materials and activities: STs' post-practicum cognitions revealed that some STs take learning styles into consideration and they would vary their materials and activities accordingly. It can be inferred from their responses that STs relate variety in students' language levels to their different learning styles. Therefore, they would cater for this need in their classes to eliminate variety in students' language levels.

> I would try to **employ various techniques** for different intelligence types of students according to the Multiple Intelligences theory or for different learning styles. I would be careful about **varying activities and teaching materials**, and would try to reach all the students. (ST G)

> If I notice that there are students whose learning pace is different or whose level is lower, I would re-teach in way that they can understand. If, for example, visuals don't work, I would make use of kinesthetic activities or role playing. I would bring **different materials and activities** suitable for different **learning styles** of students. I would consider **varying** the classroom activities. (ST S)

Organizing peer learning: Some of them share the idea that students who have lower-language-levels can benefit from studying together. Therefore, they would organize activities that provide peer learning to eliminate the challenges of that type.

> Students can be grouped as higher level students and lower level students and **pair work activities** can be organized. If students get into the habit of pair work activities, lower level students can be supported by their peers. Here my aim is enabling peer learning for the lower level students, and to provide them with effective ways of learning. Therefore, they can make progress through varied teachniques and with the help of their peers. (ST N)

> I would make lower level students sit together with higher level students and organize activities for which they can **study together**. (ST B)

Switching to L1: ST A considers switching to Turkish for explanations and giving examples to address students of lower-language-levels. He thinks he would support his teaching by using Turkish and wouldn't avoid using L1 if needed.

> I would build one-to-one relation with lower level students and I wouldn't avoid teaching through **Turkish explanations and examples**. To overcome such a difficulty, I would address two different levels. I would teach through examples and **explaining in Turkish.** (ST A)

Preparing extra materials: ST C, at first, considers specifying her students' language levels and getting to know them. Then, she thinks she would prepare extra materials sometimes for higher-level and sometimes for lower-level students and use them in her classes to overcome problems stemming from differences.

> First, I would identify the language level of my students and then try to get acquainted with them. Then, I would continue teaching with suitable lesson plans and always **bring extra materials and exercises** to the class. I can use those materials which I've prepared for the lower level or higher level students. (ST C)

When the strategies are compared by number of reoccurrence, as Figure 21 shows, STs generated the strategies of *organizing peer learning* (2) and *varying the materials and activies* (2) more than *switching to L1* (1) and *preparing extra materials* (1).
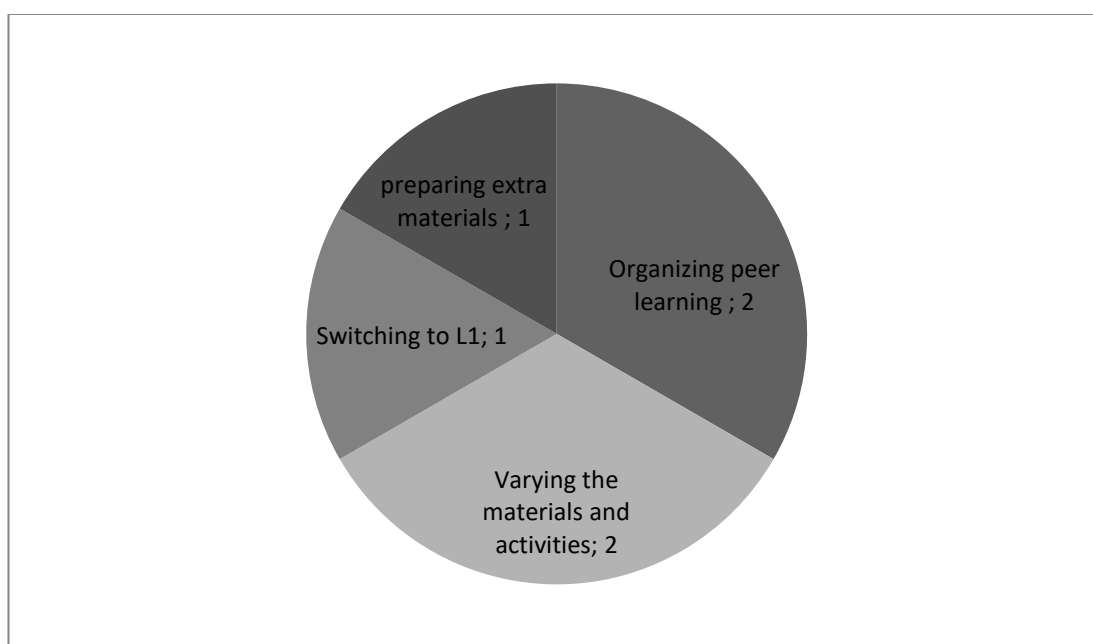
Figure 4.21. Strategies compared by number of reoccurrence for variety in English Language levels of students

Dealing with Difficulty in Understanding English Medium Teacher Talk: The thick data from STs' responses regarding how they dealt with difficulty in understanding English-medium T-Talk revealed that they would employ five different strategies. Their strategies include *insisting on talking in English, setting up a rule for talking in English, using body language, switching to L1*, and *using visuals in the class,* as shown on Figure 22.

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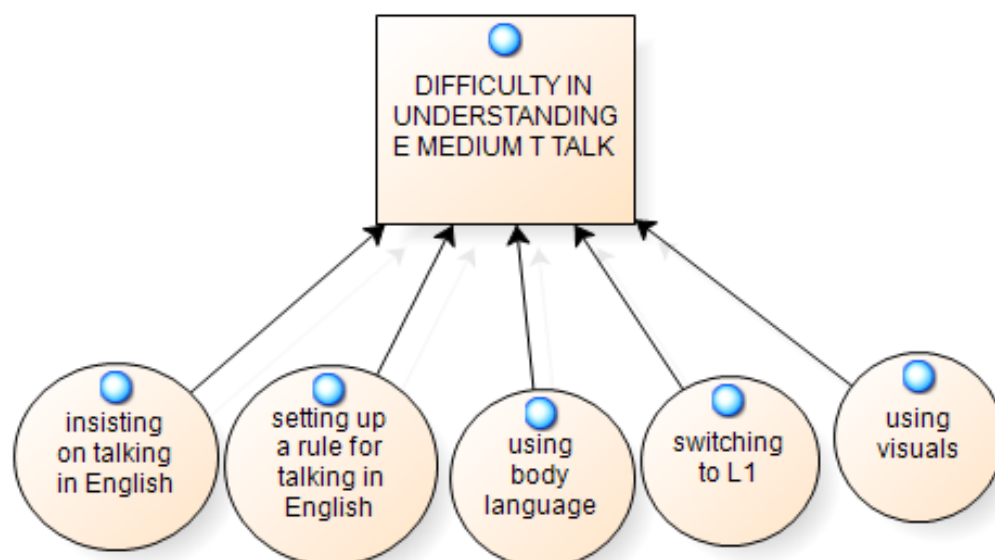
Figure 4.22. STs' post-practicum cognitions in relation to dealing with difficulty in
understanding E-medium T-talk

Insisting on talking in English: Three STs think they would insist on English-medium teacher talk and expect students to go with it. Moreover, they would like to show that they are determined to create an English-speaking atmosphere in the class.

> I would **insist on talking in English** in my classes. By this way, they would understand that English classes should be carried out in English and this would **continue in this way**. (ST C)

> I **wouldn't give up talking in English**; I would insist on this and show them that I am **determined** to do this. (ST G)

> I would **persistently go on talking in English** for a couple of weeks and show that in fact they can understand classroom talk in English. By this way, they would get accustomed to it. (ST N)

Setting up a rule for talking in English: Two STs regard setting up a classroom rule as a strategy for overcoming students' complaints in terms of understanding English medium talk. They think they would benefit from the enforcement of the rule.

> I would declare that **talking in English** throughout the classes **is a classroom rule**; I would set up some other rules and even make it fun for the children. I would say that they would get a plus when they interact in English; and I would set it as a rule that the ones who have more plus would be rewarded. (ST N)

> I would say that talking in Turkish in the classroom is forbidden and by this way I would reinforce the students to talk in English. I would ensure that I wouln't talk in Turkish. If this is set up as a **classroom rule,** this would provide enforcement and they would obey the rule. (ST S)

Using body language: Using body language to make English-medium T-talk more understandable is thought to be an overcoming strategy by the majority of the STs (n=4). Additionally, as the sample responses suggest, STs commonly say they would use simpler expressions.

> I would use **simple expressions** while talking in English; I would make it more understandable through gestures and **body language**. (ST G)

> I would go on talking in English, yet I would use **simple expressions**. I would consider using **body language** more. (ST B)

Switching to L1: Two of the STs think they would switch to Turkish partially when students don't understand something, but they think they wouldn't teach the class all in Turkish.

> I would first try to eliminate any bias by talking in simple English that is appropriate to their level. I **would talk in Turkish when they don't understand**. However, as the time goes by, I would increase the amount of talk in English by using the structures they have learned. (ST S)

> I would **switch to Turkish when needed**, but I wouldn't teach all in Turkish. (ST A)

Using visuals: ST A considers preparing and bringing visual materials to the class to support students' understanding as a way of dealing with this challenge. He would also take the level of his speech into consideration.

> I would prepare **visual materials** before the class and bring them to the class to support students' understanding, and I would give the lesson in English using a language observing the students' level.(ST A)

As for the rates of reoccurrence of overcoming strategies, the following chart summarizes the findings.
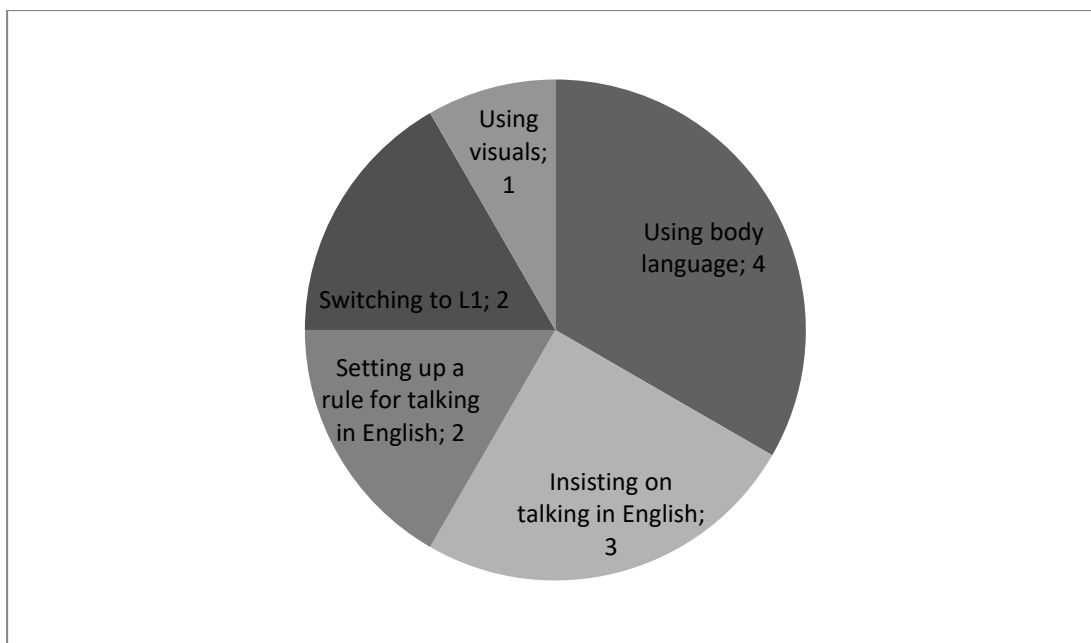
Figure 4.23. Strategies compared by number of reoccurrence for difficulty in understanding E-medium T-talk

As obvious from the chart, *using body language* has the highest reoccurrence rate (4) as a strategy and it is followed *by insisting on talking in English (3), setting up a rule for talking in English (2)* and *Switching to L1* (2)*respectively*. *Using visuals* (1) has the lowest rate of preference.

Dealing with Limited Study at Home: STs' post-practicum cognitions revealed that they would employ four different strategies to deal with students' limited study at home. The strategies they used are *giving a quiz, grading, assigning a performance project*, and *reviewing the topic* in the class.
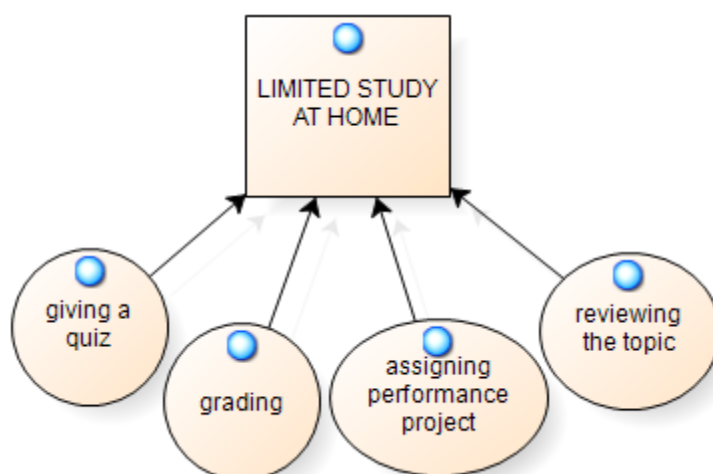
Figure 4.24. STs' post-practicum cognitions in relation to dealing with limited study at home

Giving a quiz: Three of the STs have in mind as a way to make students study at home is giving quiz periodically. They think this would lead them to practice at home, review the topics or do homework.

> Before starting a new unit, I would **give a quiz** for consolidation. The quiz that is given in certain intervals would inform us about their progresses and weaknesses.And, this would reinforce the students to revise and study the topics at home. (ST C)

Grading: ST N thinks she would check the students if they are practicing the language items they learn outside the classroom and grade them (by using oral exam marks or a plus) to reinforce students.

> If the students notice that the teacher checks homework or follows what is going on with the students' progress, they become more cautious and study at home. To maintain this, I would introduce **a system with oral marks and plusses** (ST N)

Assigning performance project: Two STs would assign homework or project work. They believe that this would force students to study at home and review the topics while preparing the project.

> I would assign **project work** to eliminate this problem. Assignments would force them to study at home. (ST A)

> (…) I would give **comprehensive homework** that they would study in groups. By this way, I would ensure that they also study out of the class. (ST G)

Reviewing the topic: A majority of the STs (n=4) say they would review the topic that students could not recall together in the class instead of getting them to review on their own. Some would make revision through games and fun activities, and some would do that through examples and questions. The below extracts are example responses of STs.

> Rather than making them revize the topic in the book, I would **organize an enjoyable activity for them to recall** the topic. … I would remind the previous topic through enjoyable games in each class. (ST B)

> I would re-teach the topic instead of saying them revise it in the book or notebook. Of course, the second-time teaching wouldn't be so detailed. After a short revision, I would make them **recall** the topic and **consolidate through examples and questions**. (ST C)

When we compare ST strategies by number of reoccurrence, we find that STs mostly came up with *reviewing the topics* (4) in the class as a way to deal with students' limited language practice. This is followed by *giving a quiz* (3) periodically. The last two strategies that emerged are *assigning performance project* (2) and *grading* (1) successively. The Figure 24 below illustrates the results.
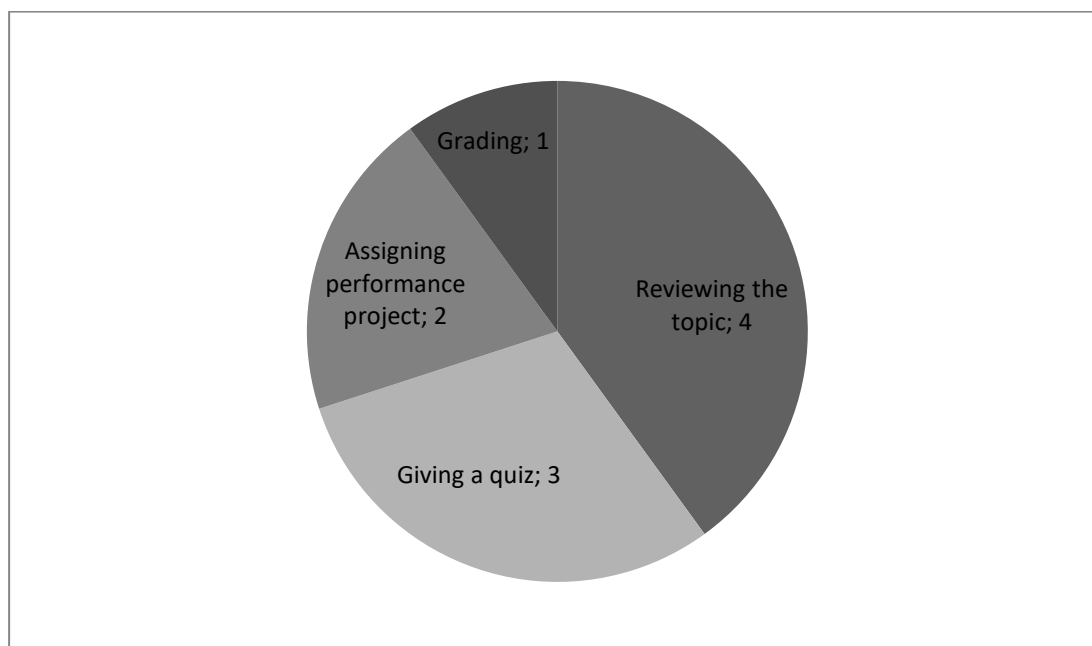
Figure 4.25. Strategies compared by number of reoccurence for limited study at home

4.4.2. Post-practicum Cognitions in Relation to Dealing with Resourse-related Challenges

Types of challenges that can be attributed to resources were due to instructional aids and course book content. They are lack of instructional aids, interest value of course book content, complexity of course book content, and grammar-oriented course book content.

Dealing with Lack of Instructional Aids: Disclosing STs' post-practicum cognitions in terms of dealing with in-class challenges caused by lack of instructional aids led us to three strategies: *using the internet to play the listening text, using his/her own equipment*, and *reading the listening text himself/herself*.
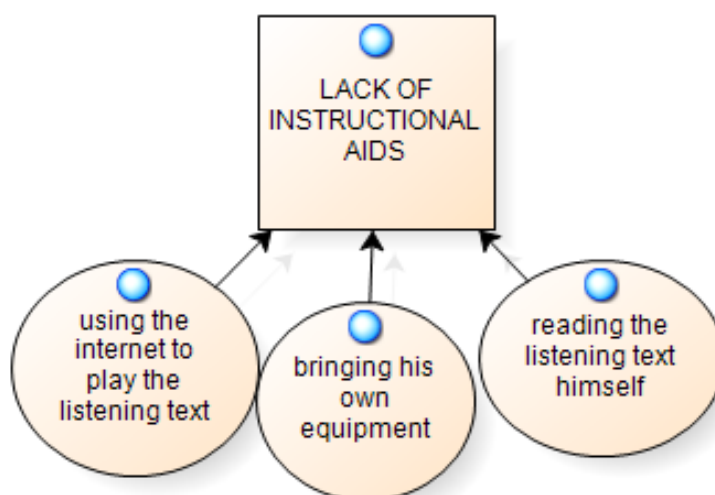
Figure 4.26. STs' post-practicum cognitions in relation to dealing with lack of instructional aids

Using the Internet to play the listening text & Bringing her own equipment: Four STs would use the Internet to download the material and play it in the class. Further, they would bring the necessary equipment like speakers to the class and provide the students to carry out the activities.

> I would **download the tapescripts** from the official platform of MEB, (the Ministry of National Education), where all texts are accessible and then find **the best tool** within my own means to employ them for use in class. (ST B)

> I would acquire a small size loudspeaker, which is not expensive at all, and make it possible to implement the listening activities using my **mobile phone** after **download**ing **the tapescripts** on it.Alternatively, I would do recording with my own voice.(ST G)

Reading Out the listening text himself: Three STs would, instead of leaving the activities undone, read the listening texts himself/herself in teacher's book and get the students to carry out the activities.

> I would **read out the tapescript** from the coursebook for **the students** and have them do the activities. (ST A)

> Giving up and not giving the listening activities is choosing the more comfortable. I would at least **read out the tapescripts myself** and run my class. (ST C)

When we compare the strategies they would employ in terms of number of reoccurrence, we see that *using the Internet to play the listening texts* and *using his/her own equipment* are equally thought to be employed by the STs. That is, those

who would *use the Internet* (4) think they would also *bring their own equipment (4)* to the class. *Reading the listening text himself* (3) follows those two strategies.
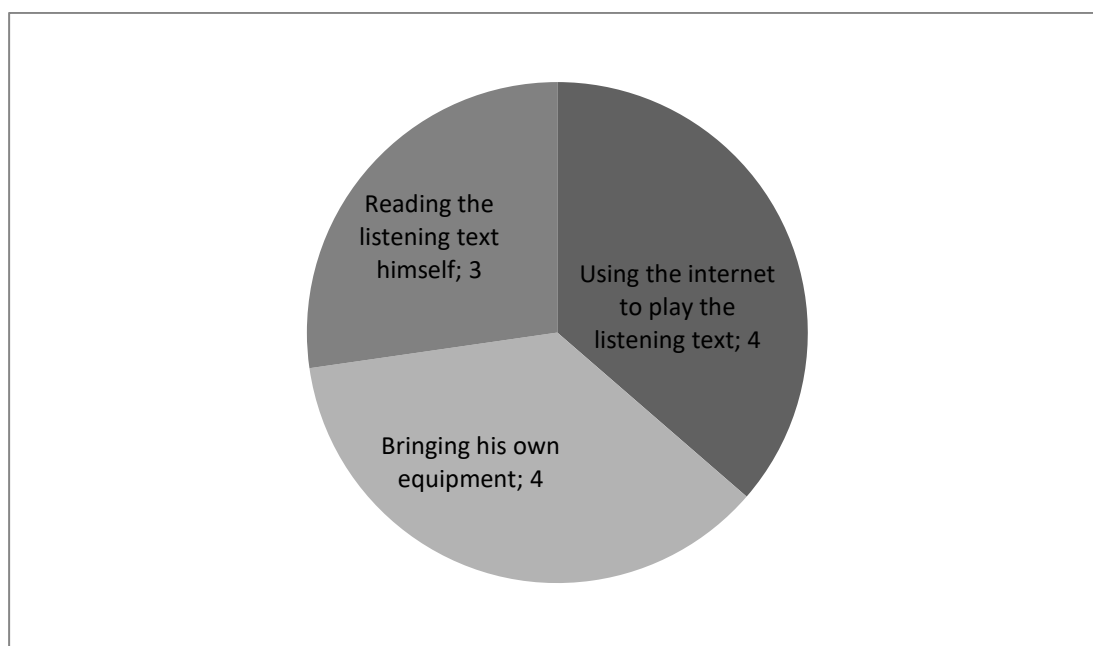
Figure 4.27. Strategies compared by number of reoccurrence for lack of instructional aids

Dealing with Interest Value of Course Book Content: Strategies STs think they would use to deal with challenges stemming from interest value of course book content are *omitting and adding material* and *modifying the material*.
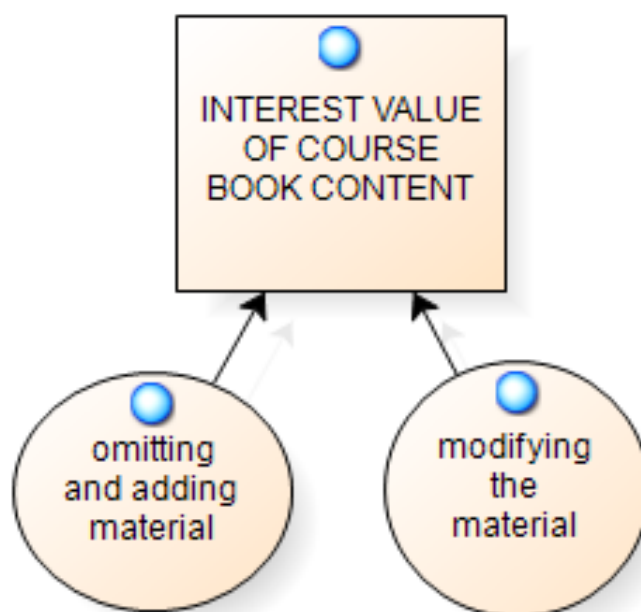
Figure 4.28. STs' post-practicum cognitions in relation to dealing with interest value of course book content

Omitting and Adding Material: One of the STs thinks he would omit what is boring in the course book, and add new materials and activities and he would get prepared for this before the class.

> I would preview the book and decide on the **parts to be omitted, if there are, and replace them with alternative activities**. Of course, I would prepare for these. (ST A)

Modifying the material: Five of the STs think they would modify the course book content that students find boring. What is common in their responses is to modify the activities in a way students would like and enjoy. One of them further considers providing a meaningful aim and context for the activities. And, one of them considers using successive approximation, a technique that requires the teacher to teach the topic step by step through reinforcement until the student reaches perfection in that topic.

> I would either **modify the writing activity given** here to make it **enjoyable** or change it into a **game.**(…) I would make it enjoyable for the students through successive approximation, thanks to which I could integrate unfavorable activities into favorable ones. (ST B)

> I would **not adopt the activity of the book. Instead, I would modify it to make it favorable** for the students.As for the writing activity provided here; I would keep the intended pattern but modify the content. (ST C)

> Regarding the writing activity provided here, I would create a meaningful context to provide the students with a meaningful process in which they have certain objectives.For example; I could ask them to send whatever they have created to a friend. I would try to make it **more favorable for the students through modification** of the content in the book. (ST S)

A comparison of the strategies that would be employed shows that five of the STs would *modify the course book content* and one of them would *omit and add new material* to his lesson plan. The pie chart below illustrates the results.
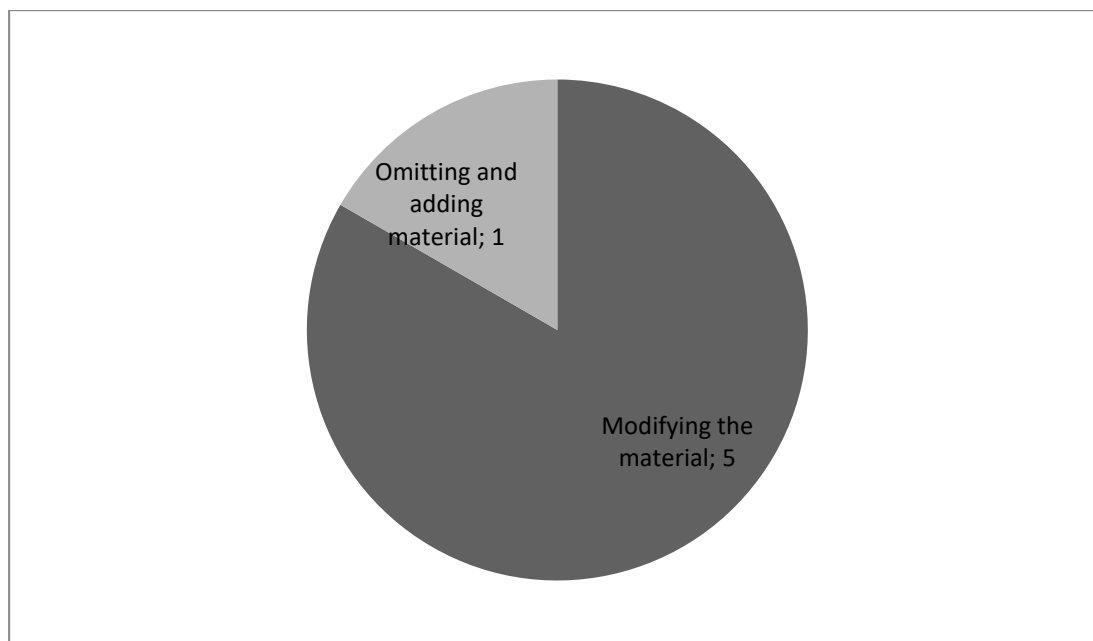
Figure 4.29. Strategies compared by number of reoccurrence for interest value of course book content

Dealing with Complexity of Course Book Content: STs generated 2 strategies to deal with challenges caused by the complexity of course book content in their post-practicum cognitions. They are *omitting and adding material*, and *re-ordering the unit*, as shown on the figure below.
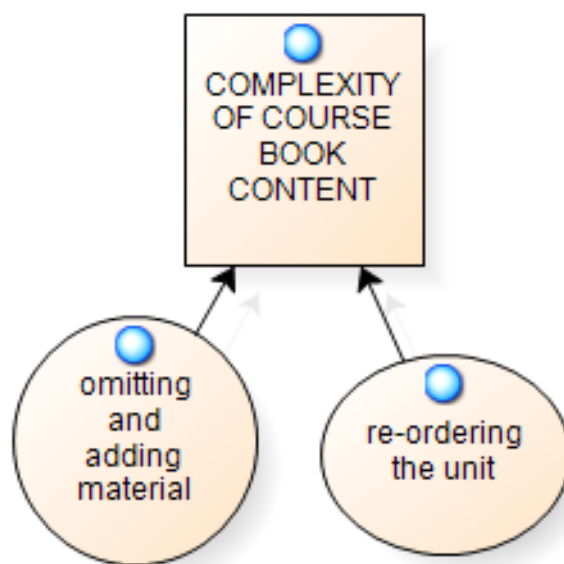
Figure 4.30. STs' post-practicum cognitions in relation to dealing with complexity of course book content

Omitting and Adding material: Omitting and adding new material is thought to be a strategy for dealing with this type of challenge in the class by four of the STs. STs

mention bringing new materials to the class and use them to compensate for the deficiencies and complexities of the course book.

> To me,the most important point here is to be well-organized.It is important that the books provided at the beginning of the academic year be evaluated and **modifications, addings and ommissions** should be fulfilled.As for my part,I would run my classes after **omitting unnecessary parts** and **using additional activities** to compensate for the weaknesses of the material. (ST C)

> I would find **other activities** and bring them to the class as the content provided by the coursebook may be complicated and irrelevant. (ST S)

Re-ordering the unit: Three of the STs would re-order the unit to overcome such challenges. They think they would change the order of presentation of topics that could cause complexity on the side of the students. The below extract is an example of ST responses.

> I would **re- order the topics in the book myself.** I would present the content observing my own schedule and order. (…) I would make this decision and re-ordering before class. (ST G)

When we compare the strategies by number of reoccurance, we find out that there is a slight difference between the rates. Nevertheless, *re-ordering the unit* (4) would be employed as a strategy more than *omitting and adding material* (3) to deal with complexity of course book content.
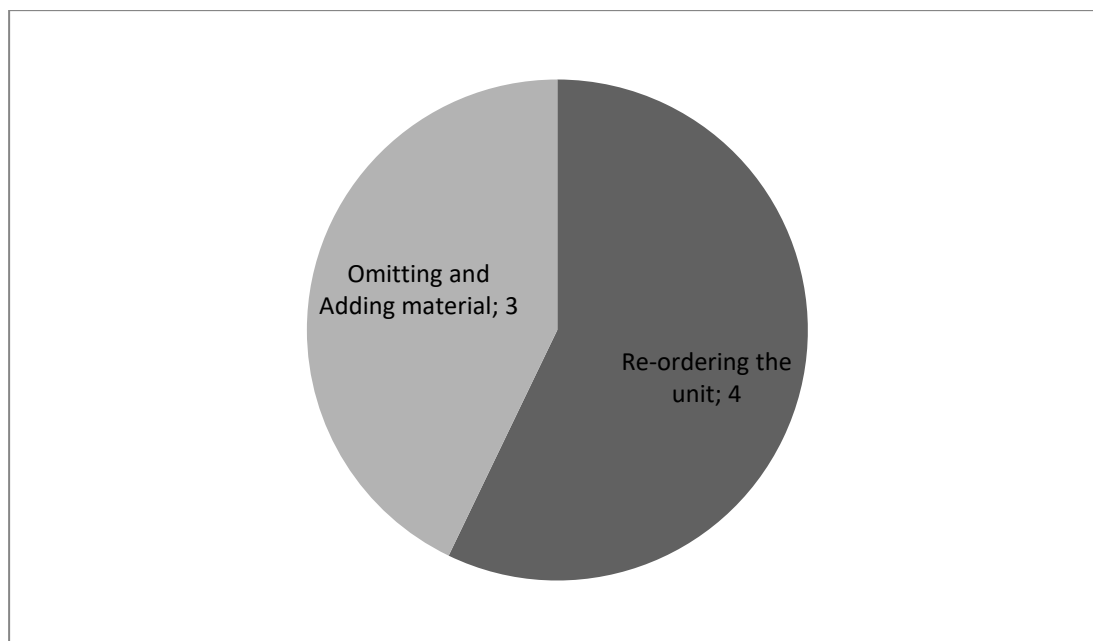
Figure 4.31. Strategies compared by number of reoccurance for complexity of course
book content

Dealing with Grammar Oriented Course Book Content: Questioning what STs would do to deal with challenges caused by grammar-oriented course book content generated only one strategy: *omitting and adding material*.
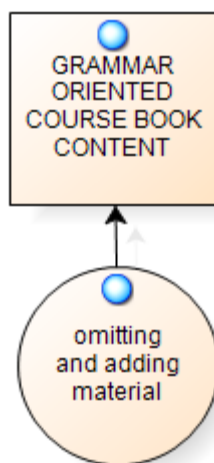
Figure 4.32. STs' post-practicum cognitions in relation to dealing with grammar oriented course book content

Omitting and Adding material: STs think that they would deal with this type of challenge a by omitting and adding new material in their lesson plans. They believe that they could compensate for the deficiencies of the course book in terms of practicing language skills by bringing new materials and activities to the class and support the language learning process of their students.

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I would **preview the book** and determine its weaknesses. I would include speaking and listening skills by supporting the lesson with using **various materials** and **additional activities**. I would **omit** unnecessary grammar **content**. (ST C)

I would find speaking and listening activities myself. (…) I would **predetermine weaker points** in the book and make modifications myself. I would try to compensate for the weakneeses of the book by **preparing self-made materials**. (ST S)

All of the STs considered *omitting and adding new material* as an overcoming strategy against grammar-oriented course book content. Furthermore, they commonly share the idea that they would examine the course book before the class and determine the problematic aspects.

4.4.3. Post-practicum Cognitions in Relation to Educational Policy-Related Challenges

When STs rethought over dealing with the negative backwash effect of the high school placement exam on students, they came up with two strategies. They are: *explaining the benefits of teacher's way of teaching*, and *dividing the class hour*.
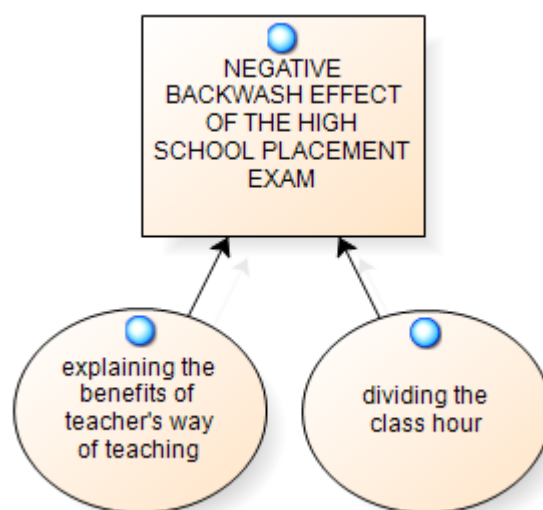
Figure 4.33. STs' post-practicum cognitions in relation to dealing with negative backwash effect of the high school placement exam

Explaining the benefits of teacher's way of teaching: ST S believes that studying a foreign language in an exam-oriented way is not beneficial. Therefore, she regards explaining this fact to her students by giving concrete examples as an overcoming

strategy. She thinks she would go on her way of teaching by practicing language skills and giving place to production-oriented activities.

> I would **continue carrying out my way of teaching** with activities that aim to develop language skills. Because I think that they would benefit from those activities in both getting prepared for the exam and developing their language skills. I would **explain that they would benefit** from them in the future, and that they shouldn't study only for the exam. I would give concrete examples to explain this. (ST S)

Dividing the class hour: Rest of the STs (n=5) share the belief that it's better to be understanding and tolerable towards students and find a middle ground. Most of them think they would divide the weekly class hours and teach the target language giving place to productive activities and language skills during one part, and teach through an exam-oriented approach during the other part. Sample responses are as follows:

> I would **be tolerant** to students rather than being tough on them. I think that I can lose them all by being though on them. So, I would **divide the class hour** and **teach for the half of the time** and **leave the rest of the time** for them to study what they want. (ST A)

> I think it is necessary to **understand** this demand of students. I would try to **find a middle ground** with them. For example, I would tell that we can carry out our activities effectively for some time and then we can carry out activities for getting prepared for the exam. (…) This kind of problems may arise because of the educational system. To me, talking to students at the beginning and finding a middle ground is the most logical solution. (ST C)

As for the comparison of ST strategies with regards to number of reoccurance, *dividing the weekly class hours* (5) is the mostly suggested strategy. Then follows *explaining the benefits of teacher's way of teaching* (1).
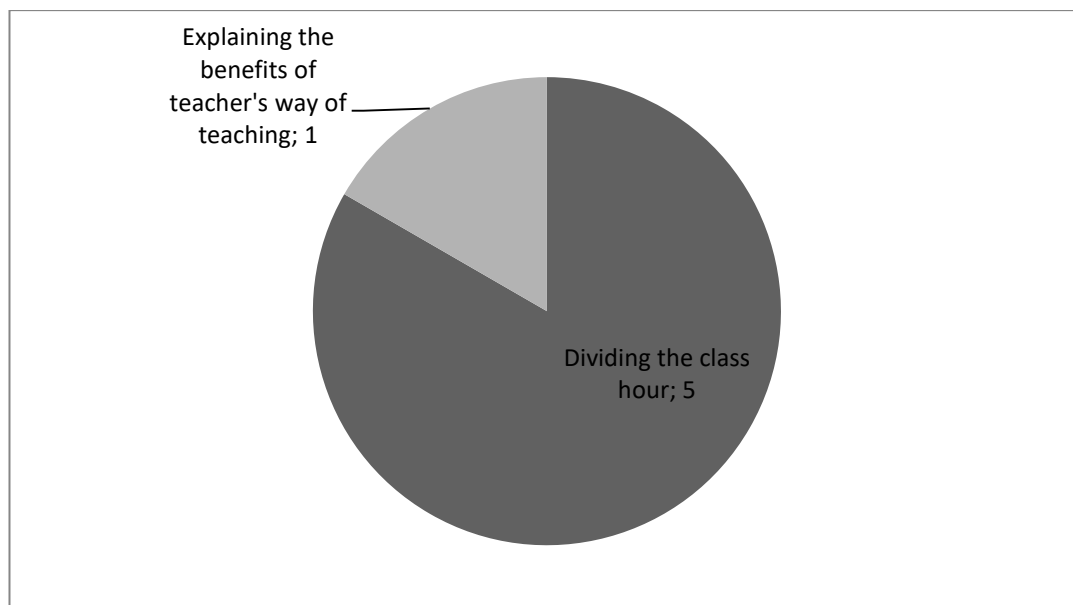
Figure 4.34. Strategies compared by number of preference for negative backwash effect of the high school placement exam

The following part presents student-teacher practices, that is, what STs did to deal with the challenges in their actual teaching practices, under Research Question 2.

4.5. Practices of Pre-service English Language Teachers to Deal with Most Commonly Experienced In-class Challenges in Secondary School Context

This part addresses the following research question:

R.Q.2: What do pre-service English language teachers do to deal with the most commonly experienced challenges in foreign language teaching in their classroom practices throughout school-based practicum?

In this part, pre-service EFL teachers' actual practices to overcome in-class challenges they experience throughout practicum are presented. Findings are presented in terms of the types of in-class challenges.

4.5.1. Practices of Pre-service Teachers to Deal with Learner-Related Challenges

Types of in-class challenges STs experienced in this category are *variety in English Language levels of students, difficulty in understanding English medium T-talk, off-teask behavior, and limited study at home.*

Table 4.2. Types of in-class challenges in the category of learner-related challenges and the frequencies

Type of in-class challenges	Frequency
Variety in English Language levels of students	27
Difficulty in understanding English medium T-talk	15
Off-task behavior	11
Limited study at home	2

The table above shows the types of in-class challenges experienced by student-teachers (STs) in this study in their practice teaching sessions in a secondary school and their frequencies. In the following parts, each type of in-class challenges will be examined one by one together with STs' practices to overcome them.

Dealing with Variety in English Language Levels of Students: The data revealed that student-teachers, as shown on Table 1, mostly experienced challenges stemming from *variety in English Language levels of students*. Student-teachers described what happened when they encountered this type of challenge with following explanations:

> Some students sitting near the wall didn't participate in the lesson; they didn't raise their hands either. … It was obvious that the others understood the topic, but I thought that this group didn't understand anything. I thought that if they didn't understand the topic, if I give turns to them without volunteering and if they can't answer, they could be embarrassed and this could affect them in a negative way. (ST N)

> There were students who were raising their hands and their number was not small, but they were the same students raising their hands all the time. The others were passive throughout the class. (ST A)

> I recognized that student throughtout the class. She was like not understanding. It seemed that she wasn't able to catch up, but I didn't want to teach more slowly just for her. (ST C)

> I think that there is a variety in language levels of students. and I thought that I had to choose between the two groups. Then, I preferred the lower level group and tried to address that group because I thought that if I had

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addressed the more active group all the time, I could have lost the other students. (ST G)

When there is a variety in language levels and interest of students, one can't feel comfortable as a teacher. I didn't want to carry out the class only with active and more successful students who were always raising hands, and ignore the other students. (ST S)

Student-teachers specified that the problem of variety in English language levels of students reveals itself in student behavior such as 'being passive throughout the classes', 'slower learning of topics', 'not to raise hands', and 'no participation in class activities'. These are similar to what was stated by English language teachers in the base-line data. Variety in English Language levels of students can be explained by individual student differences in learning a foreign language. There may be various reasons behind this problem, such as different learning paces, laziness, learning disabilities, familial problems, etc… However, the reasons are beyond the scope of this study. In this part, I will focus on what the STs did, namely their practices, to overcome challenges stemming from variety in students' English Language levels. The figure below summarizes the STs' practices to cope with such challenges in their practice-teaching sessions.
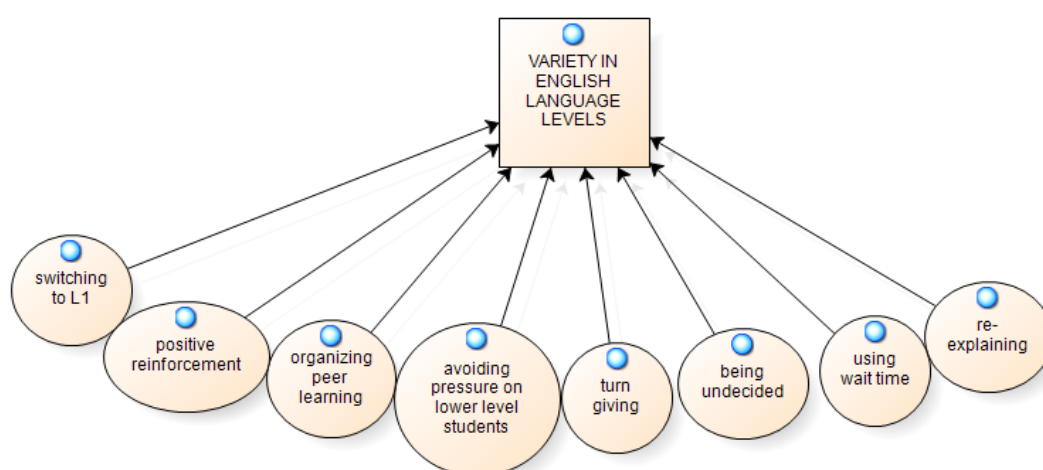
Figure 4.35. Strategies used by STs to deal with variety in English Language levels of students in their practices

In their practices, STs employed strategies such as *re-explaining, positive reinforcement, turn giving, organizing peer learning, switching to L1, using wait-time, and avoiding pressure on lower level students*. Some of them reported to *be undecided* when they encountered such a challenge. They are examined in detail below.

Organizing peer learning: One ST used peer learning to eliminate the challenge stemming from variety in language levels of students. As seen in the extract, she organized groups for a contest to benefit peer learning, having in mind that lower-level students could be positively affected by higher-level students and learn from them.

> For example, here I was **careful about grouping** the students for the competition and group **passive**, **lower level students together with active, higher level students**. As a result of this, I saw that passive students also eagerly raised their hands and tried to contribute the group. I thought that they could learn something from more successful students at the time of the group work. (ST N)

Additionally, she observed that she reached her aim and lower-level students tried to contribute.

Switching to L1: It was identified that one of the strategies STs used was switching to L1 (Turkish) to make all the students understand what is taught in the classroom. Situations in which STs experienced difficulty and their practices to deal with them are given in the below extracts:

> I made my **first presentation in English**. Some of the students understood but some said that they didn't. Thus, I **switched to Turkish**. I experienced a challenge here. And I overcame it by talking in Turkish. (ST A)

> I thought that the group of students sitting by the wall didn't understand the topic. (…) Those students were passive during the class, that's why I wanted to **re-teach** the topic (**in Enlish**) for them even if I saw that the others understood. Finally, I **tought in Turkish** to be sure that they understood. (ST N)

> I tought in Turkish for those who still didn't understand because time was passing. (ST B)

> I mostly talked in Turkish. First I **started in English** but then, when I saw that they didn't understand, I **explained in Turkish**. Lower level students really don't understand. (ST G)

STs' common practice in dealing with variety in English language levels is that first they explained the topics in English, and if they observed differences in students in terms of understanding the topics, they switched to Turkish. One of them did this to

save class time, and one aimed to make sure that the topic was understood by all the students. This strategy was employed four times in total by the STs.

Using wait-time: Wait time is defined as "…the time teachers' allow students to answer questions, before, for example, asking another student, rephrasing the question, or even answering their own question themselves" (Thornbury, 1996, p.282). STs used wait time to elicit answers from passive, lower level students in the following situations:

> I deliberately gave the turn to thim since he didn't participate in the lesson. I was observing him since the beginning of the class. I **waited for one or two minutes**, I wa**nted him to read aloud**, I **moved away** for him to feel relaxed. But he couldn't answer. Then I gave the turn to somebody else and continued tha lesson. (ST A)

> In fact, I regret that I didn't wait for a while for the first student and so **allowed** the second student **think for some time** and tried to help her. She tried to answer by the help of me. (ST G)

> This student was one of those who were sitting silently. I wanted to give her a chance thinking that maybe she knew the answer but couldn't raise hands because she was shy. But, she couldn't answer. I **waited for a while**, **gave time**, I asked "can you try again?" but when she couldn't answer I gave the turn to another student. (ST S)

It is seen that what is common in STs' practices is waiting for some time and trying to help the student in a way to elicit the correct answer, and then asking the question to another student. Using wait-time was used five times in ST practices.

Positive reinforcement: Some STs used giving positive reinforcement as a strategy to eliminate the differences in the class. The students in the examined situations were lower level students and showed problematic behavior as exemplified above. Here, positive reinforcement can be explained as encouraging them as a way to build self-confidence in students in order to create initiation for engaging in classroom activities. The following extracts describe the practices of STs to cope with such situations.

> Even if they didn't raise hands, I tried to encourage them by saying things like "just try, you can do it!". I tried to carry out those activities with the ones who were not raising hands. (ST N)

Some of them could carry out the tasks well but some couldn't. I tried to help by saying "let's try together; I know you can do it; what can be said here?" There were students who didn't know anything, but I **tried to encourage** them. (ST S)

I was happy that those students participated in a task even if it was an easy task. Then, I wanted to encourage them by saying "well-done, super!" (ST N)

As obvious from the extracts, STs used stimulating expressions to get students to start doing a classroom activity, because it is seen that the students didn't even try. By this way, STs may be trying to show students that they believe in them and this seems to cause an initiation in pupils. Additionally, STs emphasized 'supporting' students to elicit the answers of the questions they asked. They also gave 'prompts' to make the students complete the utterances that can be the correct answers. In the last extract, the ST tried to encourage the students by giving 'positive reinforcement' after they answered something. That is, giving positive reinforcement as an overcoming strategy includes *stimulating*, *giving clues, supporting* and *giving prompts* for the STs in this study. Sts gave positive reinforcement to the students eight times in total to eliminate this kind of a challenge.

Avoiding pressure on lower level students: In some situations, STs preferred avoiding pressure on lower level students for some reasons. For the STs in these situations, avoiding pressure means skipping a student who can't answer a question and not insisting on teaching something.

I gave the turn to another student when he couldn't answer. I **didn't want to force** that student because I thought that his **motivation might decrease** and he **might dislike** the lesson. (ST A)

They were carrying out a grammar exercise here, fill-in-the-blanks type exercise; I deliberately went towards the silent students sitting by the wall and asked silently in Turkish "would you like to go on?" and they said "no." I didn't want to force them and said "ok then" and gave the turn to somebody else. I **didn't want them to be emberassed** before their friends and so didn't insist. (ST N)

I didn't force the ones who didn't participate in the class for participating in harder activities like speaking. I asked them "Do you want to read?" and said ok to them when they said no, because it was apperant that they **didn't believe in themselves** and **weren't sure** about what they wrote. (ST N)

STs in three situations above chose reacting in this way because they considered students' affective domain and thought that they didn't want to offend or hurt students' feelings.

> They tried to write something but they couldn't. I tried a little more with them but then left them on their own. This was going to be **waste of time**, so I went on teaching the class in its usual pace. (ST S)

> Actually, if the time hadn't been limited, I could have spare more time to make him talk, but **time was passing**. Others were eager to answer. For this reason, I didn't force him more and gave the turn to another one. (ST G)

Another reason for preferring not to force is preventing time loss. In two situations above, STs skipped the students who couldn't answer and continued teaching. STs employed this strategy eight times in their practices.

Turn giving: Student-teachers used turn giving, i.e. giving the turn to a student to talk or answer a question, to eliminate the imbalance (in turn allocation) that results from different language levels. They described such situations as follows:

> There were students who were raising hands, the number of them wasn't small but they were the same student, all the time raising their hands. I wanted the others who didn't raise their hands to participate; looked at them; had **eye-contact** with them and said "raise your hands." This worked and a few of them raised their hands in a shy way. I immediately gave the turn to one of them. (…) I thought that when the teacher carries out the lesson with the same students who raise hands all the time, and ignore other students, they all the more refrain from the class. (…) **Participation of all the students was important** for me. If teachers ignore those students, this situation may negatively affect them; they **may feel worhless.** (ST A)

> I first gave the turn to Mert. I asked him twice but he didn't want to answer; then I gave the turn to another student. Later, I asked the next question to Mert again **by making eye-contact**; this time he wanted to answer, he stood up and answered. He wanted to answer when he saw that his friend did it. I wanted to **make passive students that didn't raise hands participate** in the lesson. (ST C)

> I was aware of that student throughout the class. She was like not understanding, but I didn't want to slow down the pace just for him. Still I deliberately gave the turn to him. He wasn't raising hands at all. However, I **made eye-contact** with him and walked towards him to ask if he wanted to answer. His friend showed the answer on the book and he could answer. I got happy to make him participate. (ST C)

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In the first three extracts, it is remarkable that the STs offered turns to students through making eye contact. This way of offering turns may reveal that STs are checking students' willingness to talk or answer a question.

> Some students sitting by the wall didn't participate in the class, they didn't raise hands either. (…) **This activity was easier**; they were only supposed to write the correct form of the verb on the board. I gave turn to some of those students and I got happy since they could **participate in at least an easy activity.** (ST N)

> I had made a distinction in my mind between students who were participating in the class eagerly and the ones who were unwilling to participate. **This activity was easier** than the others. For this reason I gave the turn especially to students who were passive in the class. I thought that they could carry out the activity since it was easier. By this way I could **make them paricipte in the class** and this was a **pleasure** for me. (ST G)

Student-teachers, in two extracts above, took the difficulty level of activities into consideration and wanted passive students to participate in easier activities. They valued those students' contributions to the class and expressed this through the words 'happiness' and 'pleasure'. Other situations of turn giving are shown in the following extracts.

> His name was Ege. He was not participating in the class, but he was not noisy either. He was quiet. He seemed to have a lower level of English compared to others. I gave the turn to him; I **wanted to make him participate** in the class and **eliminate his shyness** if he had been shy. He thought for some time but couldn't answer. (ST B)

> This child was a passive one; I saw that he was so silent though he was sitting in the front raw; he was unresponsive; he was not raising hands, at all. (…) I wanted to involve him in the lesson; I gave the turn to him to **eliminate his silence** and make him gain **self-confidence**. (ST C)

> There was an obvious difference between girls and boys in this class. Boys were more actively participating in the class, and girls were sitting passively. For this reason I wanted to **involve them in the class** and gave the turn to this girl. When she couldn't answer, I gave the turn to another passive student. (ST G)

> This student was not raising hands, at all; so I **asked him to make him talk**. But, he didn't answer; I insisted on him; wanted him to try; reworded the question, but then he said that he didn't want to say anything. (ST G)

Yes, this student was not raising hands. When I asked the first question, he said "I didn't understand" and sat down. He didn't want to answer. Then I focused on that child; I tried to **keep him active** by giving turns many times; I wanted to help him to understand. My aim was to keep him on track. (ST S)

It is obvious from the extracts that all the STs considered every student's participation important and tried to involve lower level students who are passive during the classes. Some of them (STA and ST C) also emphasized the affective side of students by telling that they thought ignoring lower level students in classes may cause self-depreciation and harm their self-confidence. Turn giving, as a strategy, emerged fourteen times in ST practices.

Re-explaining: Re-explaining the topic was another strategy STs used to deal with language level differences of students.

Those students were passive during the class. That's why I wanted to re-explain for them even though I saw that the others understood the topic. (…) since the others had already understood, I **addressed this group of students; I got closer to them to have a better communication** with them. (ST N)

This time I explained to the ones who didn't understand **one by one**. I **re-explained** how they would carry out the activity in Englih. (ST B)

I re-explained for the ones who didn't understand or I helped the ones who couldn't carry out the exercise, by this way there were no students who couldn't complete it. It was better to **help lower level students individually**. (ST B)

I thought that **taking care** of lower level student groups **one by one** was the best choice and I did it that way. (…) There were students who didn't understand. That's why I went up to those groups, and **re-explained** the topic. (ST G)

I re-explained when there were somebody who didn't understand, or I went up to them and **re-explained individually**. (ST G)

The extracts reveal that in all situations, STs preferred to address certain groups or individual students instead of whole class while re-explaining the topic. That is, it can be said that STs believe that individual or small group explanations are more effective in dealing with lower level students. Re-explaining was used five times in total.

Being undecided: Being undecided is not a strategy they employed to cope with challenges but it is a state of thought they developed when they are in such

situations. STs experienced this in three situations, which are shown in the following extracts:

> Actually, I showed the weather conditions on the board via pictures before the activity. Some of the students were complete strangers to the class and there was also difference between their levels. For example, those two girls were not doing anything in theclass, they were not participating, and they didn't understand. Under such a condition, I was **undecided to re-explain or not**. (ST S)

> When there is a variety in language levels and interest of students, one can't feel comfortable as a teacher. I didn't want to carry out the class only with active and more successful students who were always raising hands, and ignore the other students. In this situation, I thought that passive and uninterested students might become all the more disinterested in the lesson. In fact, I tho**ugt about re-explaining the topic** but this time this was going to be a waste of time. Namely, I **couldn't decide on which group I should have addressed.** Then, I decided to let the things flow. (ST S)

> Actually, I **couldn't make up my mind about how to behave**. I **couldn't decide on whether I should have forced them, helped them, or re-explained the topic**. I couldn't also decide on how to force them. Then, I continued since I couldn't find a way out. (ST B)

In all the situations, it is a common point that STs could not decide whether to explain the topic again for the lower level students or not. They reported to be undecided four times in their practices. One of them, ST S, further stated that she could not decide to which group she would address, to the lower-level or to the higher-level group. In those situations, the STs went on the lesson without solving the problem. Therefore, it can be deduced that STs may have difficulty in establishing a balance between different language levels of students in a classroom.

As for the comparison of strategies used in practices of STs to overcome in-class challenges stemming from variety in English Language levels of students, the figure below displays the number of emergence of strategies in ST practices .
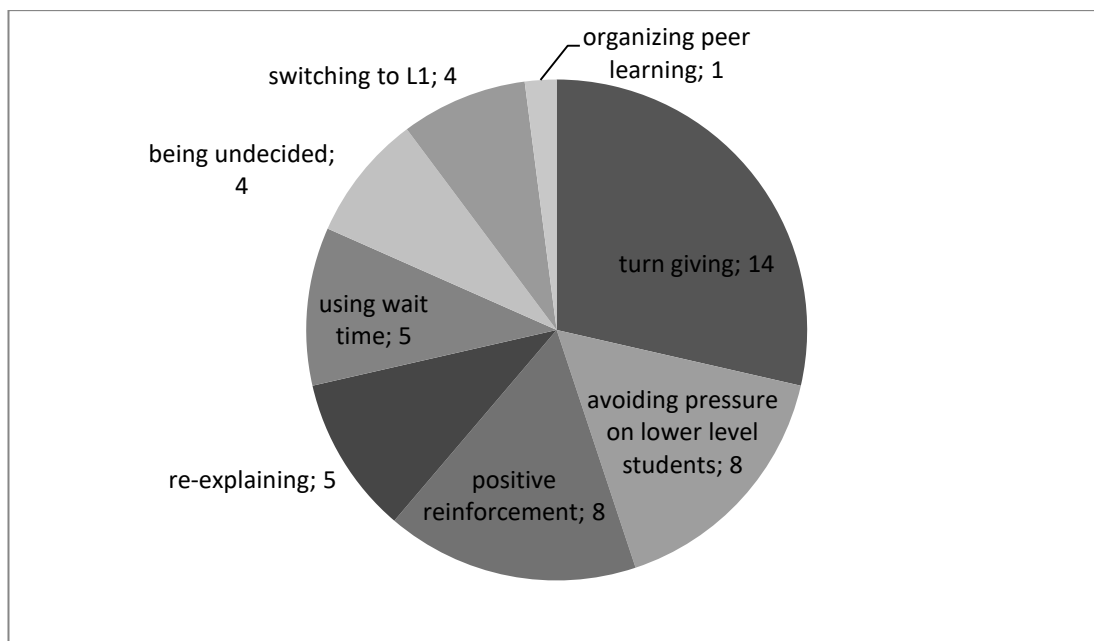
Figure 4.36. Strategies compared by number of use for variety in English Language levels of students

The results show that t*urn giving* (14) is the mostly employed one by STs. *Avoiding pressure on lower level students* (8) and *positive reinforcement* (8) follow it in the second rank. *Re-explaining* (5) and *using wait time* (5) share the third rank. Then comes *being undecided* (4) and *switching to L1* (4) with an equal number of usage. The last strategy is *organizing peer learning* (1).

Dealing with Difficulty in Understanding English Medium T-Talk: Student-teachers experienced challenges that stem from students' *difficulty in understanding English medium T-talk*. They mention experiencing such problems as follows:

> I showed pictures and tried to explain using simple present tense while giving instruction. Still they said that they didn't understand. (ST A)

> Here, I thought that they didn't understand what to do. They were staring blankly. Probably they didn't understand because I was teaching in English. (ST N)

> Here, students didn't undertand the instructions I was giving. I immediately understood that they didn't understand. (ST B)

> While I was giving instructions about how to carry out the activity, I wondered whether they undersdood or not. … When I asked whether they undersdood or not, they said yes but I knew that they didn't. They seemed not to have understood, they had no reactions or they were asking each other what to do. … I experienced a difficulty here. (ST S

In-class challenges stemming from students' *difficulty in understanding English medium T-Talk* is identified by student-teachers as 'not understanding instructions in English' and supervening student behaviors are described as 'telling that they do not understand', 'giving no reactions', and 'asking each other what to do.'

Some of the STs believe that the students, in fact, could understand English medium talk. They stated that as follows:

> I had already chosen simple expressions, used simple present tense, and I **thought that they did understand** me. However, they reacted by saying that they hadn't understood **since they hadn't been accustomed to an English medium class**. I thought that it was necessary to **go on regardless of what they were saying**, and did this way. (ST C)

> Their teacher said that they didn't understand English medium talk. He even said that "they don't understand when I speak English in the class so I teach in Turkish." But to me, **teachers should start talking in English in a way**. There is **no reason for students not to understand.** (ST S)

Additionally, they believe that the reason why they have difficulty in understanding is that they are not accustomed to a teacher speaking English during classes. They share the idea that they should speak English in the class.

When STs' practice teaching sessions were examined, it was found out that seven different strategies were used to cope with this type of problem. They are illustrated in the figure below.
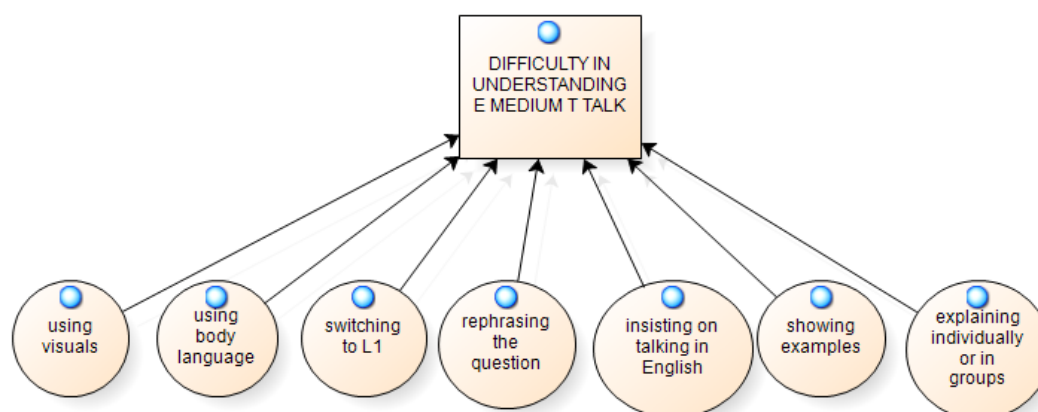
Figure 4.37. Strategies used by STs to deal with students' difficulty in understanding English medium T-talk in their practices

The practices of STs to eliminate problems caused by students' difficulty in understanding English medium T-talk are *using visuals*, *using body language*, *switching to L1*, *rephrasing the question*, *insisting on talking in English*, *showing examples*, and *explaining individually or in groups*. Detailed explanations of the strategies follow this part.

Using visuals: One of the STs showed pictures while giving instruction to the class. He explained this as follows:

> Here, while I was giving instruction, I both **explained through pictures** and tried to use simple expressions with the present simple tense… (ST A)

Together with showing pictures, he also used simple expressions in order to be understood by the students.

Using body language: Using body language as a strategy was used in two situations by STs. The situations are as follows:

> I tried to utter simple sentences as far as possible, and supported my speech with **body language**. Still they didn't understand; some students asked "What is it? What are we doing" kind of questions. (ST N)

> (…) I also thought that I could make it easier by using the **body language**. For example, I asked one student "do you drink orange juice?" First, he didn't understand. Then, I made the gesture of drinking and he understood what I said and answered "yes, I drink orange juice." (ST S)

ST N said that she supported her speech with body language but this didn't work and the students still asked what they would be doing. However, in ST S's experience, using body language worked and the student understood her question and gave the correct answer.

Switching to L1: STs switched to Turkish in five situations to solve problematic situations caused by not understanding. Their aims in using this strategy were to reach all the students and not wasting time.

> I tried to explain in simple terms while I was giving instruction. Still they said that they didn't understand. I **had to switch to Turkish because I wanted them all to undersdand**. (…) I eliminated the difficulty I experienced here by switching to Turkish. (ST A)

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> I gave an instruction for the writing activity. (…) but, they didn't understand what to do. In fact, they talked about the same topic in the previous speaking activity, but I couldn't understand why they couldn't understand what to do when it turned to be a writing activity. Then, I went up to those who didn't understand and **explained** one by one **in Turkish**.   (ST N)

> Here I needed to wrap up since there were points that they couldn't understand and the time was passing. I switched to Turkish **because I didn't want to waste much time**. In fact, I didn't use Turkish much. **I only switched a few times when I really had difficulty.** (ST C)

> In this part I mostly talked in Turkish. First I started in English, but then **switched to Turkish seeing that they didn't understand**. (ST G)

As inferred from the extracts, a common practice of STs is that first they tried to instruct in English, but when they noticed that there were points that were not understood, they switched to Turkish.

Rephrasing the question: Rephrasing the question was another way of overcoming challenges of that type. Two of the STs employed this strategy. The STs changed the way of asking something and elicited responses for questions that were unclear for students.

> I asked a question but she didn't understand. That time I thought that he couldn't remember the meaning of "how do you feel?" and changed the question and asked "how are you?". (…) he answered when he remembered its meaning. I thought what to do to make him understand but then **I rephared my question**. I **didn't want to translate it into Turkish** because I don't feel comfortable when I do this in my classes. (ST C)

> For example the students in this part didn't understand the question "do you have a bike?" Then, when I **changed the question and asked** "have you got a bike?" he could understand, and he answered "yes, I have." By this way, we carried out the dialogue **without saying the Turkish meaning**.

Both of the STs avoided translating the questions into Turkish and, instead rephrased. One of them further stated that she feels bad when she has to translate into Turkish in her classes.

Insisting on talking in English: In similar situations (in which instructions given in English were not understood or misunderstood) STs chose repeating the explanations in English in five situations. They insisted on talking in English. Some of them stated

that they considered explaining in Turkish, but then changed their minds thinking that this is not the correct way.

> I thought that here they didn't understand what to to. They were staring blankly. Probabaly they didn't understand because I tought in English. Then, I **tried to explain again**, of course **in English**. I talked slowlier and more clearly. (ST N)

> Here, I wanted to carry out a warm-up activity to make the students prepared for the class. I tried to explain students where to stand but they misunderstood me. (…) I couldn't arrange the placement of students in no way. They didn't understand what I tought in English, but I didn't want to speak in Turkish. I **went on teaching in English repeatedly**. I **didn't want to speak Turkish** because I thought it was **not the correct way** to employ in English classes. (ST N)

> The instruction I gave was not understood again. I thought about how to explain, whe**ther to swtich to Turkish or not**, for a few minutes. Then, I tried to explain step by step from the very beginning. Namely, I **tought again in English.** (ST B)

> For example, some students misunderstood; the others were asking "what are we doing?" (in Turkish). I decided to re-explain. In fact I had explained as slowly as possible, and with simple expressions but they didn't understand first time. Then, I **explained slowlier for the second time**, but thet were still looking at each other. This is a challenge; students who didn't understand created a real challenge for me. I thought **whether I should explain in Turkish for the third time** for a second, but then I thought that there should be a way of explaining it in English. (ST S)

Moreover, when the reason for changing her mind was asked, ST S responded in the following way:

> I thought that explaining in Turkish might have created the habit of an expectation of Turkish explanations on the side of students. I tried my best to explain in English and I thought that by this way at least some of them would understand and there would be an interaction in the class. My general idea is that, as well. (ST S)

Therefore, it can be concluded that STs in this study do not feel comfortable with speaking Turkish in the classroom and they consciously avoid doing it.

Showing examples: Showing examples was another strategy employed to make understanding easier. STs used this strategy in five situations.

Here I told students that "Now, each of you will create a sentence about this picture." When I saw that they didn't understand, because most of them seemed to be not understanding, I **uttered an example sentence.** I said "she is reading a book" and asked two successful students sitting in the front raw "what about this picture?" I wanted them to utter some sentences. Then, when they saw those examples, the understood and we went on. (ST N)

Here, I thought that they didn't understand. I tried to **examplify** it concretely. (ST N)

They asked eachother what to do instead of listening to me and understanding what I say. Maybe they thought that they wouldn't understand me. (…) I tried to teach by demonstrating, I **wrote an example on the board**. I didn't want to switch to Turkish because they didn't speak English any way and they biased that they wouldn't understand English medium talk. So, I needed to teach **by demonstrations and showing examples**. I invited two students in front of the board and demonstrated with them. (ST S)

STs, in above mentioned situations, explained what is not understood by using examples instead of repeating the explanation or switching to Turkish.

Explaining individually or in groups: STs used explaining individually or in groups as a strategy in four situations when they encountered a problem related to difficulty in understanding.

Here, I moved and walked among the desks because I noticed that some students were not carrying out the activity since they didn't understand what to do. I thought that they didn't understand and **explained them one by one.** I made all of them complete the activity. (ST N)

I went up to the ones who didn't understand and **explained them what to do one by one in Turkish**. (ST N)

I thought that **taking care of them in groups and one by one** was the best option. They were having difficulty in understanding the instructions given. For this reason, I went up to them and explained them in groups. (ST G)

Instead of a teacher-to-the-whole-class interaction pattern, they preferred teacher-to-individual-students or teacher-to-small-groups interaction patterns. Therefore, it can be said that STs found this way more manageable than explaining the whole class.

If we compare the practices of STs to overcome in-class challenges stemming from students' difficulty in understanding English medium T-talk in terms of the rates of

use, mostly employed ones are *insisting on talking in English (5)*, *switching to L1*(5), and *showing examples* (5). Second mostly used one is *explaining individually or in groups* (4). *Rephrasing the question* (2) and *using body language* (2) follow them in the third place. And, *showing pictures* (1) is the least used strategy. The findings of the rates are illustrated in the figure below.
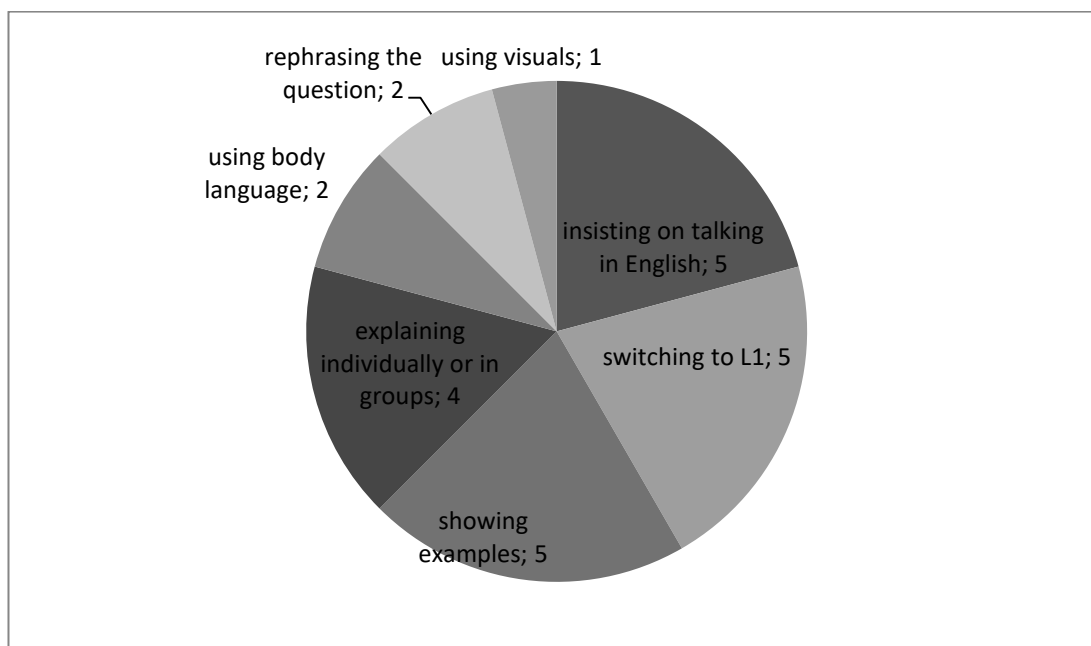
Figure 4.38. Strategies compared by number of use for difficulty in understanding English medium T-talk

Dealing with Off-Task Behavior: The third type of in-class challenge that follows is students' *off-task behavior* towards learning English. Examples for this type of challenge are worded by student-teachers as in the extracts below:

> Yes, this student didn't participate in the class. She was chatting with her friends. I asked a question to make her stop talking and be involved in the lesson. I thought that if he had continued talking, he could have spoiled the lesson. I wanted to prevent this. (ST A)

> That student was **reluctant**; she **didn't seem to be listening,** so I preferred her. Actually I didn't think she was unsuccessful but that time she was indifferent. (ST A)

> By the way, there was a **difference in students' motivation and interest** level. Some of them were really indifferent. This **made me sad**. I thought that I wasn't able to catch their attention and draw their interest. (ST B)

> Those three students who were sitting together on a desk **demotivated me** because they **were always chatting**. They caused a whispering noise

in the class and distracted others. They were already **not interested** in the lesson. (ST S)

Those students who were sitting in the back raw were **always chatting** and they **weren't interested** in the lesson. (…) they were distracted all the time, talking to eachother; and this continued throught the class. (ST S)

Chatting with desk mates and not listening to the teacher were defined as the typical behavior of students who have low motivation and disinterest. Their lack of interest and motivation negatively affected two of the STs (ST B and ST S); one of them expressed that she was sad and one said her motivation decreased because of that situation.

As for what STs did to overcome off-task behavior, they used seven different strategies. The figure below shows the strategies used.
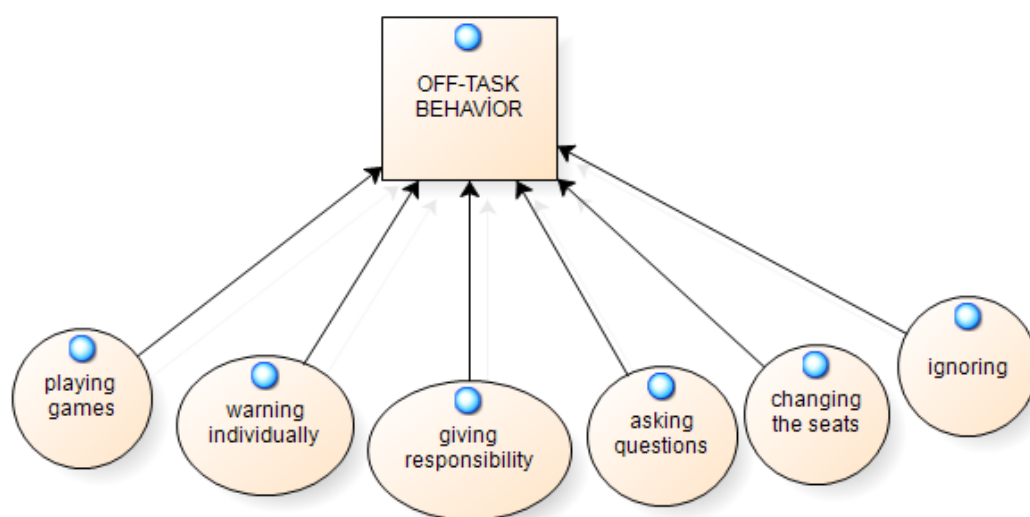
Figure 4.39. Strategies used by STs to deal with off-task behavior in their practices

The strategies are *playing games, warning individually, giving responsibility, asking questions, changing the seats,* and *ignoring*.

Playing games: One of the STs, ST B, used this strategy to draw student interest in her different classes. When we look at the extracts below, we see that she believes that students like playing games in the class. And so, when she noticed that students were not interested in the subject taught, she questioned her teaching and, departing from her plan, she arranged games in her different classes.

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Some of them were really indifferent. This made me sad. I thought that I **wasn't able to catch their attention and draw their interest**. For this reason, I decided to organize a game. I knew that **they liked playing games**. As I said, some of them were really interested in the lesson but most of them weren't. I tried my best to make them be involved in the class. Still some of them didn't get involved.   (ST B)

According to my lesson plan, activities after this one were more challenging for the students. that time, they really had low motivation and they weren't able carry out even this activity; they were so unwilling. Then I thought that they wouldn't have gained anything in such a class. I **stopped the lesson** and decided to organiz**e a game that could boost them**. They **generally liked playing games** in the class. However, they had such low motivation that they even didt want to participated in the game first. But then they all wanted to participate. (ST B)

Warning individually: STs individually warned disinterested students by going near their desks and tried to eliminate problematic student behavior of this type. This strategy was used in three situations.

Here, most of the students were chatting; the group sitting by the wall was more interested in the class. I **went up to the groups of students and told them "Come on, why aren't you doing it? Start immediately." I wanted to go and warn them individually rather than warn the whole class.** Then, they start doing. I couldn't have reached every single student by addressing the whole class and warning them. This would have affected only the ones sitting in the front raw. I thought that going up to the students, looking into their eyes and saying "comes on, please start doing it" would have been more effective. By this way, they **even felt embarassed since they were chatting and not filling in the exercise**. To be closer to the students, walking among them seemed to work better. (ST B)

Those students who were sitting in the back raw were always chatting and they weren't interested in the lesson. **Warning** them from in front of the board **didn't work**; I had to **get closer to them and warn individually** by saying **"be silent, please", "listen to your friends."** They were always distracted and talking to eachother and this continued throughout the class. (ST S)

It is clear from both their practices and statements that they had the idea that whole class warning doesn't work. This belief of theirs is similar to their belief for the above mentioned strategy (explaining individually or in groups) to deal with their difficulty in understanding English medium T-talk. ST B further stated that when warned individually, students feel embarrassed and become engaged in the lesson,

and it is more useful to be near and among the students. Therefore, we can say that STs found the strategy of warning individually more effective in some situations.

Giving responsibility: One of the STs, ST C preferred giving responsibility to a student who had little or no interest in the lesson. She thought that she could catch his attention by this way. And she observed that the strategy worked.

> This student seemed to be indifferent. I decided to make him read the dialogue aloud. I thought that his interest may have increased if I **had given responsibility** to him. Then, he started to listen to me and be involved in the lesson. (ST C)

Asking questions: Asking questions as a sort of warning was used three times to deal with student behavior resulting from negative motivational dispositions.

> Yes, this student didn't participate in the class. She was chatting with her friends. I **asked a question** to make her stop talking and be involved in the lesson. I thought that if he had continued talking, he could have spoiled the lesson. I wanted to prevent this. (ST A)

> That student was **reluctant**; she **didn't seem to be listening,** so I preferred her. Actually I didn't think she was unsuccessful but that time she was indifferent. Actually, I wanted the other students to see that I could ask students even they weren't volunteered and they could experience this situation if they didn't follow the class. (ST A)

In two situations above, ST A gave turn to disinterested students and asked questions to eliminate their behavior. What is more, in the second situation, he also aimed to use this as a prevention strategy to set an example for other students' lack of interest towards the lesson.

Changing the seats: Changing the seats of students was used as a strategy in one situation. When warning through establishing eye contact didn't work, ST S thought that sending them to separate desks could solve the problem. And when asked whether it stopped their behavior, she said that it worked.

> Those three students who were sitting together on a desk **demotivated me because they were always chatting**. They caused a whispering noise in the class and distracted others. They were already not interested in the lesson. I **had to chage one's seat** because warning them through eye-contact didn't work. I made the most talkative child sit in the fron raw. I thought that he couldn't have talked if he had sit in a different place. (ST S)

Ignoring: One ST preferred ignoring the problem of lack of interest and motivation and continued the class with the ones who were interested. She regarded the situation as normal for an after-lunch-class and expected the situation to fade on its own.

> There was a concentration problem with the students here. The ones sitting in the front raw were listening but the rest were distracted. They were chatting with each other while I was teaching. I **didn't intervene** that moment since I thought that it was the 6th hour after the lunch and this behavior of students could be normal. I expected the situation fade away after some time. I continued with the participating ones. I thought that warning them to stop talking wouldn't have worked. (ST B)

When it comes to the comparison of rates of ST practices to cope with learners' negative motivational dispositions, *warning individually* (3) and *asking questions* (3) were mostly employed strategies. *Playing games* (2) is the second mostly employed strategy. And, *giving responsibility* (1), *changing seats* (1), and *ignoring* (1) are the following ones. Figure 37 illustrates the rates.
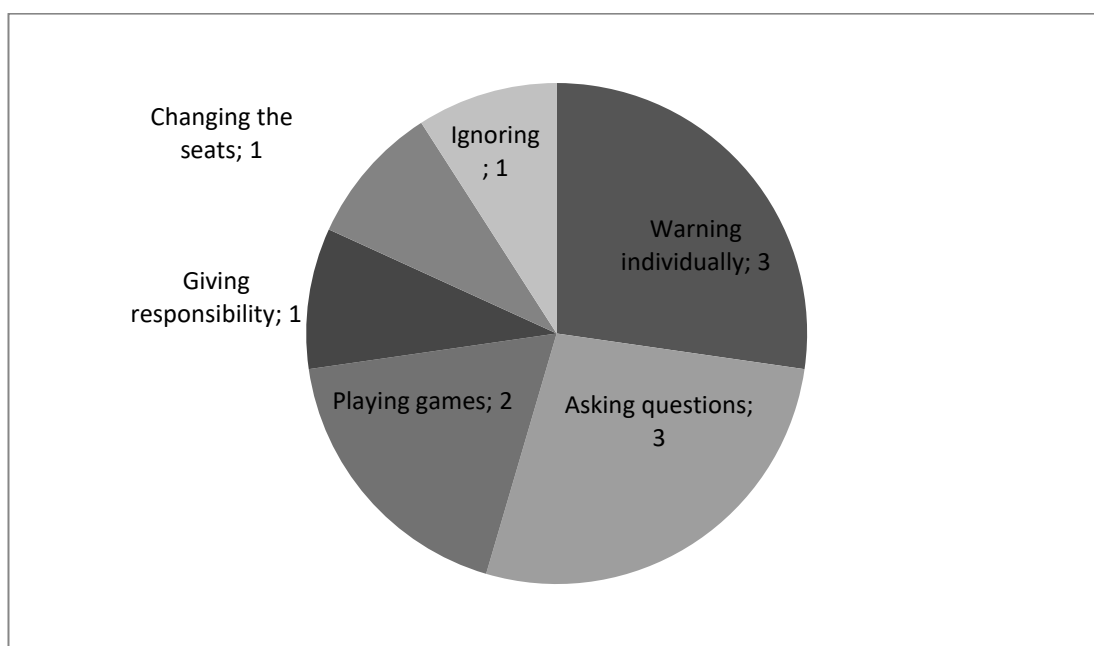
Figure 4.40. Strategies compared by number of use for off-task behavior

Dealing with Limited Study at Home: The next frequently encountered challenge in this category is related to the situations that are caused by students who do not study sufficiently at home. This type of challenge was experienced in STs' practice teaching sessions since students could not recall a previously learnt topic because of not revising. The figure below shows the only overcoming strategy STs used: *reviewing the topic*.
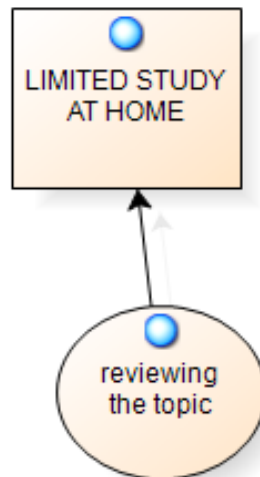
Figure 4.41. Strategies used by STs to deal with limited study at home

In the stimulated-recall inteviews, student-teachers mentioned that they experienced such situations in their practices:

> I wanted to remind the usage of verb 'to be' here. I expected them to recall it by the help of examples and answer correctly; but they insistently they were using 'it is' instead of 'it was.' In fact, this was a previously tought topic and they learned it. So, I expected them to recall it immediately. Then, when I saw that they forgat it all I **decided to review the topic** for them to recall. I thought that they didn't have the habit of studying and reviewing at home. (ST B)

> Although the topic was tought last week, half of the students were asking "where are we supposed to use was/were?" ıt was obvious that they didn't revise the topic and forgat or they even didn't understand it, at all. For this reason, I cleaned the board and **reviewed the topic briefly**. (ST C)

All of the STs, in above situations, noticed that the students couldn't recall a previously learnt topic. Then, they decided to review the topic, having in mind that they can't continue the class in this circumstance.

4.5.2. Practices of Pre-service Teachers to Deal with Resource-related Challenges

In this category, student-teachers experienced four different types of in-class challenges in their practice teaching sessions in secondary school context. They are *interest value of course book content, lack of instructional aids, grammar oriented course book content, and complexity of course book content.*

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Table 4.3. Types of in-class challenges in the category of resource-related challenges
        and their frequencies

Type of in-class challenges	Frequency
Interest value of course book content	8
Lack of instructional aids	5
Grammar oriented course book content	4
Complexity of the course book content	2

The Table 2 displays the types of challenges and their frequency of occurrence in STs' practice teaching sessions. In the following part, each type of challenge and the student-teachers' overcoming strategies will be examined in detail.

Dealing with Interest Value of Course Book Content: Student-teachers experienced challenges stemming from course book content that was found boring by students in their practice teaching sessions and this type was the mostly encountered one in the category of instructional resources-based challenges. STs explained the situations of that kind in the following extracts:

> The **students seemed to be bored** while we were at the first two questions of the activity in the book.I thought that they could have been more interested if had turned the activity into something they could move. For this reason, I wanted them to find the picture and stick it on the board. And it worked. After that, I saw that more students were raising hands and willing to do it. (ST A)

> My aim was to **prevent students from getting bored**. (…) They were already bored because of the content of their book; this was obviously seen in the classes. I thought that they would have gotton bored all the more if we had studied the book all the time. For this reason, I didn't use the book much. (STA)

> Students gained what they could from the book about past simple and the activities in the book **didn't catch their attention** any more. I thought that activities in the book like fill in the blanks type were became ordinary for them. (ST N)

> This was, in fact, an activity that was found in the course book. But I thought that in this way it would have been boring and **wouldn't have cought students' attention**. (…) I saw in previous classes that the students got bored of the course book after a while. By this way, I tried to make them participate in the activities more willingly (ST G)

STs observed that students got bored with the activities in the course book, and lost their attention to the class after a while. For this reason, STs aimed to attract student

attention back and used different strategies to overcome this challenge. The strategies they used are shown in the figure below:
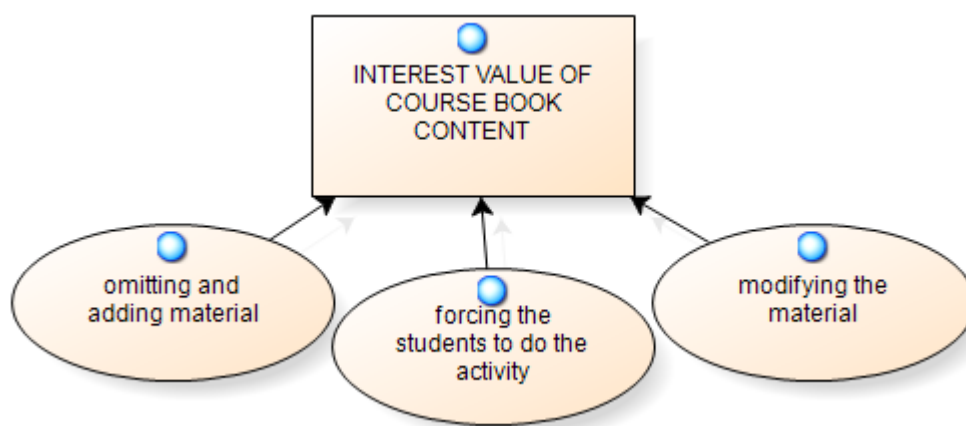
Figure 4.42. Strategies used by STs to deal with interest value of course book content in their practices

As seen on the figure, STs used *adding material, forcing the students to do the activity*, and *modifying the material* as strategies in their practices.

Omitting and Adding material: Adding material as a strategy includes preparing and bringing new study sheets, activity sheets, pictures, and flash cards to the class. Therefore, the STs employing this strategy preferred totally quitting the part/activity that was boring in the course book and added new material. Examples for new materials were flash cards, stories, and pictures. This strategy was used three times.

> The students got bored of the book after some time since they always studied with it. I **added different activities that they could enjoy so that they wouldn't have been bored and would have participated in the class**. (ST A)

> Yes, I found the exercises about the present continuous tense in the book boring and monotonous. For this reason, I p**repared an activity with flash cards** thinking that it would have been **more beneficial and more enjoyable**. (ST N)

> Students gained what they could from the book about past simple and the activities in the book **didn't catch their attention** any more. I thought that activities in the book like fill in the blanks type were became ordinary for them. I aimed to catch their attention with this material. I wanted to **address their visual intelligence and develop their reading skills at the same time through stories and pictures**. I thought that by this way **they could learn** past forms of verbs **better**. Additionally, I thought that the story they were going to make up about Tom's weekend

could be catchy since it was **a topic that is parallel to their lives**. (ST N)

STs brought new materials to their classes aiming that the new material would be more beneficial, the class would be more enjoyable, and they would address students' visual intelligence.

Forcing the students to do the activity: One of the STs forced the students to do the activities they found boring in two situations. He thought that they had to cover those parts in the course book.

> They must have been bored of the book activities of this type, they murmured. But, we ha**d to carry out this activity in a way**. For this reason, I **forced them**; I said "stop murmuring and do it!" then, they were convinced to complete the activity. (ST A)

> Here, they reacted in the same way; some of them showed signs of getting bored. If their reaction had continued, I **would have gotten tough** with them; I **would have raised my voice**. But, they didn't react any more, and I didn't say anything. (ST A)

Modifying the material: In some situations, STs modified parts of the course book that were boring for students. Modifying, in this case, included adding some movement to the activity, sticking pictures on the board, and using colorful cards. It was used three times by the STs.

> The students seemed to be bored while we were at the first two questions of the activity in the book.I thought that they could have been more interested **if had turned the activity into something they could move.** For this reason, I wanted them to find the picture and stick it on the board. And it worked. After that, I saw that more students were raising hands and willing to do it. (ST A)

> The students get bored if they only study the activities in the book. (…) All of them, except from the ones who have special interest towards English get bored. But, those **pictures that were sticked on the board** increased their interest. The ones who were not successful also got interested in the topic. I did this to increase their motivation. (ST A)

> This was, in fact, an activity that was found in the course book. But I thought that in this way it would have been boring and wouldn't have cought students' attention. For this reason, I **prepared those colourful cards with pictures and modified the activity accordingly.** I saw in previous classes that the students got bored of the course book after a while. By this way, I tried to make them participate in the activities more

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willingly. I thought that I reached my goal because even the reluctant students raised hands and tried to participate. (ST G)

In all the situations, it is obvious that STs reached their aim because participation to the activities increased after such modifications.

As for the comparison of strategies employed by the STs, the pie chart below illustrates the results.
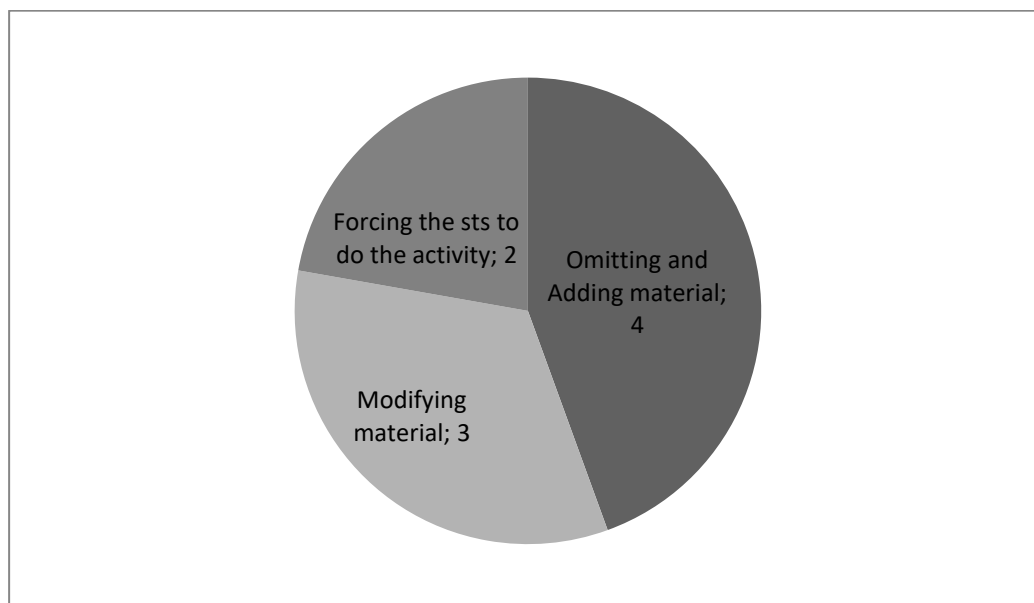
Figure 4.43. Strategies compared by number of use for interest value of course book content

If we look at the rate of use for strategies, it goes in descending order as *omitting and adding material* (4), *modifying material* (3), and *forcing the students to do the activity* (2).

Dealing with Lack of Instructional Aids : Lack of instructional aids, such as the CD of the course book, CD player, and speakers, created challenges in terms of carrying out listening activities. What STs did to overcome such challenges is shown on the figure below:
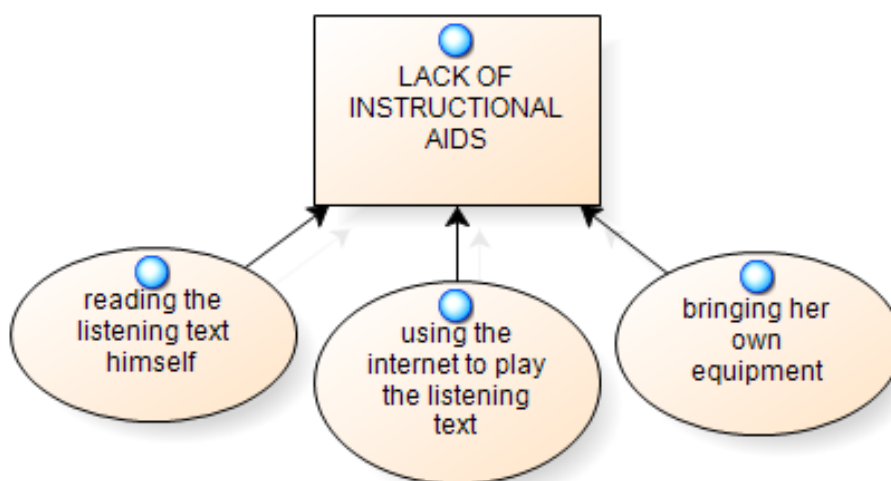
Figure 4.44. Strategies used by STs to deal with lack of instructional aids in their practices

STs used three different strategies when they needed some equipment and couldn't find it. They were: *reading the listening text himself/herself*, *using the internet to play the listening text*, and *bringing his/her own equipment*.

Reading the listening text himself: Two of the STs decided to read aloud the text to be able to carry out the listening activity.

> I did this because the CD of the course book hasn't been sent to school. And because I wouldn't find the listening text in the course book somewhere else or on the internet, I **preferred reading it out myself**. (ST A)

> I learned from the school that the CD of the course book wasn't available. (…) However, I couldn't have passed without carrying out listening activities. So, I **decided to read the listening text out**. I thought that at least we could complete the activity by listening to something related to the topic. (ST N)

Using the internet to play the listening text & Bringing her own equipment: The STs used the internet to find the listening text and brought their PC and speakers to the classroom.

> **There are a lot of songs like this on the internet**. (…) I searched for this song on the net and found it easily. First, I was sad when I couldn't find the CD but then I got happy after finding it on the net and decided to use it in the class. I **brought my PC** and used it for playing the song. (ST N)

> The CD of the course book was not available at school. I thought that the **course book could be uploaded on the internet;** I think I learned that

from one of my friends. Then, I searched the website of MEB (Ministry of Education) and found the same listening text. I downloaded it and used it for the listening activity in the class. There were no loudspeakers at school, so I **brought my loudspeakers** to the class. (ST S)

When we compare the ST strategies, we see that bringing her/his own equipment (3) was the mostly employed strategy, and it was followed by reading the listening text herself/himself (2), and using the internet to play the listening text (2).
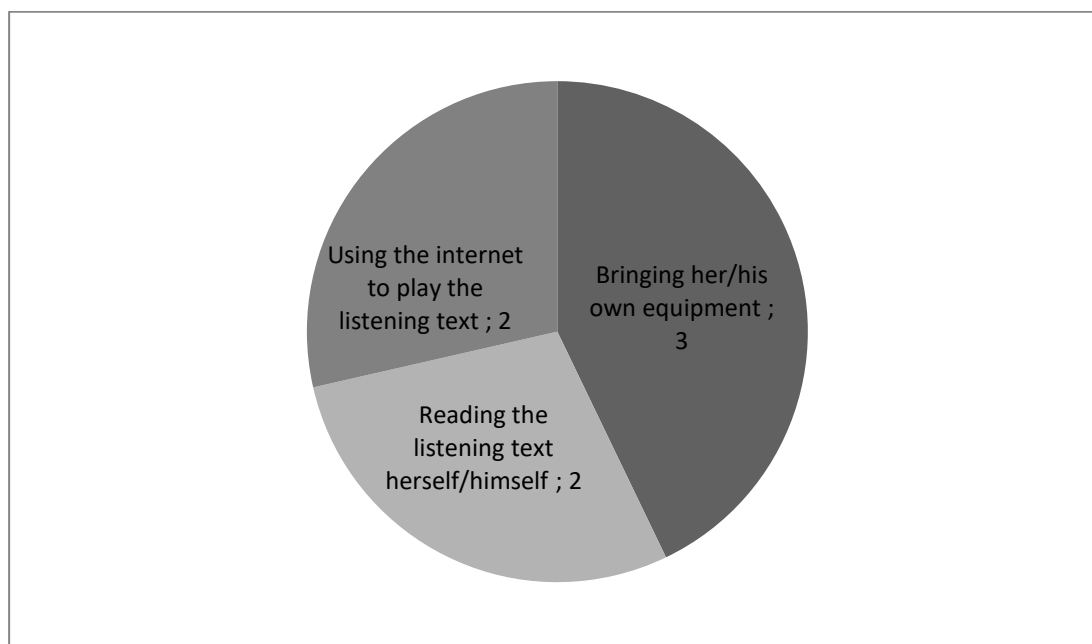
Figure 4.45. Strategies compared by number of use for lack of instructional aids

Dealing with Grammar-Oriented Course Book Content: STs generally complained about the content of the course book which was full of grammar exercises like fill-in-the-blanks and included no activities to practice meaning and language use.

There were no such reading textx or reading activities in their course book. Usually there were listening parts or **grammar based activities**. (ST A)

There were only **fill-in-the-blanks type exercises** thet had **grammar-based content** in the book to practice the present continuous tense. (ST N)

Our grammar focus here was 'past forms of be' but the content presented by the coursebook failed to meet the desired amount of it.To specify, **there were no activities focusing on meaning** such as reading activities. (ST C)

Therefore, feeling uncomfortable with the situation, they used *omitting*, and *adding material* as a strategy to overcome this problem.
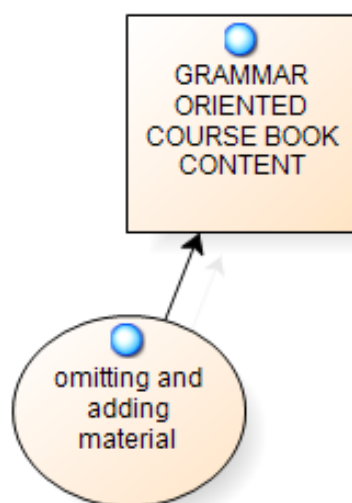
Figure 4.46. Strategies used by STs to deal with grammar-oriented course book content in their practices

Adding Material & Omitting: STs added new material to their classes and omitted some course book content since they found them repetitive and deficient.

> … there were generally listening activities or exercises that were grammar-based. I did this way to **develop students' reading skill** and to **compensate** for the book's deficient point. I **found a reading text** about Mozart, it was convenient for their level; I prepared comprehension questions and used this in the class. (ST A)

> While I was planning for the class, I didn't like the way course book presented the present conituous tense. The book directly gave the grammar rule of the structure and involved grammar-based exercises. Because I didn't like it and to wake the students, I **prepared an activity with bodily movements**. I thought that **using present continuous tense to explain the bodily movements** they were supposed to make would have **attracted their attention** more. (ST N)

> There was a part in the course book which repeated same kind of grammar exercises and which I didn't find useful. I **omitted** this part; I prepared this study sheet instead **so that they could use it in a sentence and see the use of it in a context.** I did this since this was a more useful activity than that part of the course book. (ST C)

When they encountered such a diffculty, STs added a reading activity about Mozart's life, a speaking activity with actions, and a production activity to use the structure in their lesson plans. What STs took into consideration in adding those materials were

developing students' reading skill, drawing their attention, and providing a meaningful context for the structure.

Dealing with Complexity of Course Book Content: In some situations, STs found the course book content complex and so they *added* some new, more student-friendly materials to make understanding easier.
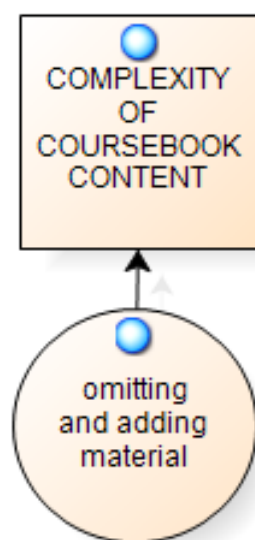
Figure 4.47. Strategies used by STs to dealing with complexity of course book content in their practices

Omitting and Adding material: The STs added materials they prepared in their lesson plans. ST C considered meaning and usage of the structure in adding the new material while ST S took students' learning styles into consideration. Below extracts are examples for their explanations of what they did.

> Content of the course book was complex. It involved this structure in a part of it but it was complicated for the children to understand. We already had difficulty in adapting the course book because of its complexity. For this reason I prepared this. (…) My aim was to show them **the use of was/were in a text with a meaning focus** so that they could understand it and answer the questions. (ST C)

> The topic was presented in an unfavorable way in the course book. This could confuse the students. For this reason, I wanted to use the material I prepared for them. I aimed to make it suitable for their **learning style**. (ST S)

4.5.3. Other Challenges Experienced in Secondary School Context

Student-teachers not only encountered above mentioned in-class challenges but also other types of challenges emerged in their practice teaching sessions. The Figure 45 summarizes other types of challenges together with STs' practices to overcome them.
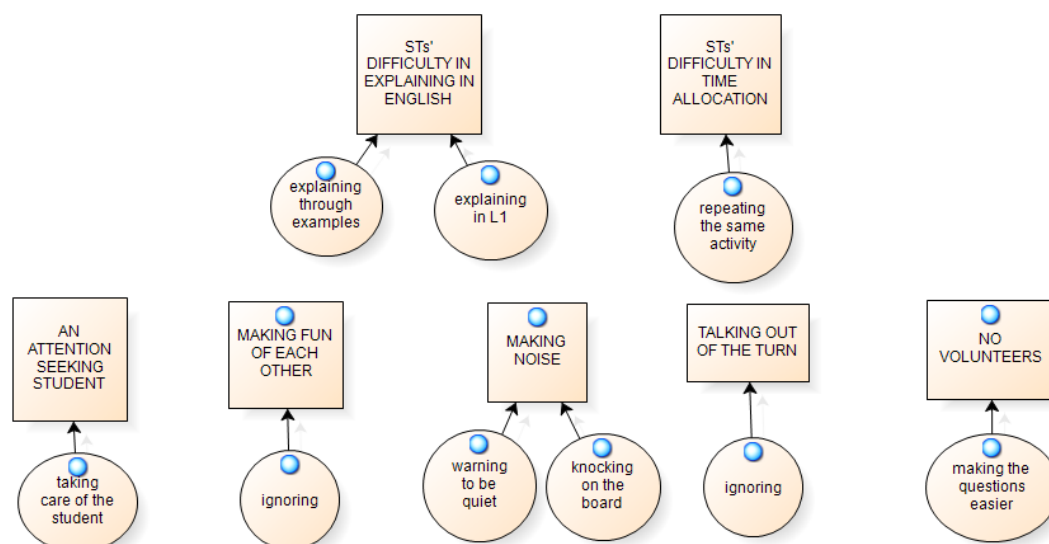
Figure 4.48. Other challenges and STs' practices to deal with them

In the figure, two challenges shown at the top were related to STs' teaching skills. They are: *student-teachers' difficulty in explaining something in English* and *difficulty in time allocation*. To overcome the former difficulty, they explained through examples, and explained in L1; and for the latter difficulty, they repeated the same activity till the bell rang. The rest are generally discipline related problems. They are caused by an *attention seeking student* who cried in the classroom, students' *making fun of each other*, *making noise* in the class, *talking out of the turn*, and finally *no volunteers* found for an activity. To eliminate those problems, STs successively took care of the attention seeking student, ignored the behavior of making fun of, warned the noise-making students or knocked on the board, again ignored the one talking out of the turn, and made the questions easier. What is more that can be said is that in-service teachers have not reported experiencing such kind of discipline related challenges. The reason for this can be explained by in-service teachers' experience. That is, they can be familiar with this type of student behaviors and so they have not regarded them as in-class challenges. On the contrary, STs are

inexperienced in classroom teaching and so they have regarded such behaviors as challenges.

STs did not experience challenges that can be attributed to the educational policy, such as negative backwash effect of the central exam. Because practice teaching sessions couldn't be planned in the 8th grades, which is the year secondary school students sit for the central exam in Turkey. The reason for this is that both the teachers, students, and the parents feel under pressure because of the exam, and practice teaching sessions by the student-teachers are not welcomed for this grade by the school administration and the mentor teacher.

4.6. Influences that Shape Pre-service English Language Teachers' Cognitions and Practices in relation to Dealing with In-class Challenges

This part addresses the following research question:

R.Q.3: What are the influences that shape pre-service English language teachers' cognitions and practices in relation to dealing with most commonly experienced in-class challenges?

4.6.1. Influences that Shape Student-Teachers' Pre-practicum Cognitions

Student-teachers, when thinking about the situations in case-scenarios and trying to generate strategies to deal with in-class challenges, touched upon some reasons behind the ways of their thinking. Their thought processes revealed that their pre-practicum cognitions are shaped by their *own learning experiences* and *courses they take in teacher education program*. The chart below illustrates the influences and their intensity in STs' pre-practicum cognitions compared to each other.

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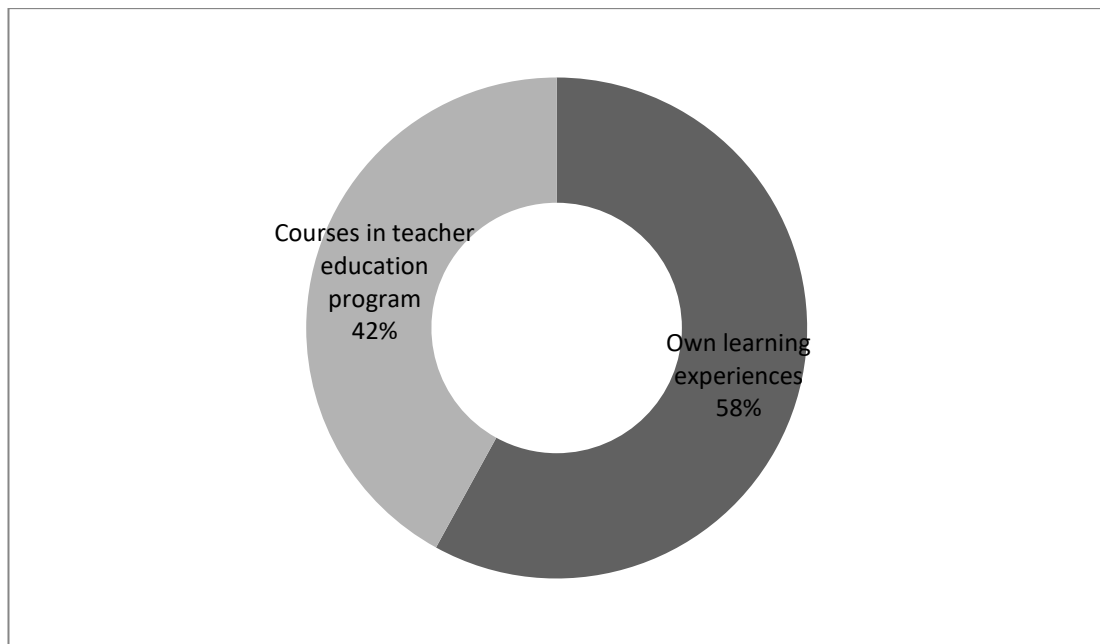
Figure 4.49. Influences that shape STs' pre-practicum cognitions in secondary school
context

STs' own learning experiences more intensely affect ST cognitions than courses they take in teacher education program. *Own learning experiences* has a 58% rate of reference while *courses in teacher education program* has 42% rate of reference in STs' thought processes to deal with in-class challenges. Nevertheless, by looking at the rates, one should not infer that own learning experiences is a more important influence that shape STs' pre-practicum cognitions than courses in teacher education program. All the influences that shape STs' ways of thinking is equally valuable for this study.

STs relate the overcoming strategies they come up with to their *own learning experiences*. They refer to them for dealing with nearly all types of in-class challenges. The following extracts set examples for other responses of the STs:

> What caused me think in this way was that my previous teachers did the same thing; they changed our seats when we chatted in the class; they made us sit with someone we didn't like. We couldn't talk with somebody we didn't like and so listened to the teacher, or at leat sat silently. (ST A, for off-task behavior)

> In conclusion, I would care about the exam more then anything if I were a secondary school student. For example, we, currently, care about KPSS (The exam for selection of state employees). Therefore, I can't ignore students' needs and worries as a teacher. (ST A, for negative backwash effect of the high school placement exam)

The reason why I think in this way is that I myself didn't study without a requirement. But, when I had a forcing teacher, I studied since I was afraid of getting low marks. So, I think that forcing students really work. For example, when I was a student in the preparatory class, we took quiz every week and so I had to get prepared for it every week and it contributed a lot in terms of recalling the topics. Additionally, by this way you can really learn without memorization. You can recall everting. (ST N, for limited study at home)

The reason why I would use the exam as a tool is that we are still students and when an instructor says that some content is important for the exam, we immediately care about the lesson. This was the same with my previous experiences as a student. (ST G, for off-task behavior)

As obvious from the above extracts, a majority of the STs benefit from their own learning histories and their own teachers' practices. They revealed that they would behave in parallel with their teachers to cope with challenges. However, STs, in some situations, criticize their prior teachers' practices and approaches. In the following responses, STs again relate their ways of thinking to their own teachers' practices, but this time they think they would behave in a different way from them.

Teachers ought to make self-criticism but it is not the case generally. When I think about my previous teachers, I notice this was not the case as well. They behave as if the problem is with the students all the time. But, self-criticism is an important skill in teaching. If things are not going on properly, it is also necessary that we make self-criticism. (ST C, for limited study at home)

CDs of the course books are not usually used in classes, no teacher uses them. Our past teachers didn't use them as well. For this reason, if I want to be an effective and successful teacher, I need to make some effort. I think that I can do this by finding different materials, using better publications, etc. (ST S, for lack of instructional aids)

Besides their own learning experiences, STs' pre-practicum cognitions are based upon the *courses they take in teacher education program*. They refered to what they have learned in the courses to deal with in-class challenges caused by especially grammar-oriented course book content and variety in language levels of students. The following extracts are examples:

What causes me think in this way is the 'methodology' and 'approaches and methods in ELT' courses here, at my university. We have learned in the theory of those courses that language can't be tought by only presenting grammatical information. It is necessary to teach a language

by developing all the skills. (ST A, for grammar-oriented course book content)

There is no sense in teaching a language without developing speaking and listening skills in it. The education I have taken tought me this. Communicating is tha main aim of language learning. Knowing about the grammar of a language is meaningless if it is not used in communicating. Contemporary language teaching approaches always say this. (ST C, for grammar-oriented course book content)

The four-year teacher education program I have been engaged in has tought me this; the necessity of varying the class and teaching techniques. We have seen this especially in the 'approaches and methods in ELT' course. I have learned that especially young learners learn better by having fun, (…) the need to address all types of learners, good or bad in a class. I also think that it is necessary to win all the students. (ST G, for variety in language levels of students)

STs sometimes refer to a specific course, for instance 'approaches and methods in foreign language teaching' course, and sometimes to the whole program for the strategies they generate. They think they would behave in parallel with what they have learned, i.e. language teaching theories and theories of educational sciences, throughout the four-year program.

4.6.2. Influences that Shape Student-Teachers' Post-practicum Cognitions

Student-teachers' post-practicum cognitions generated many strategies to deal with different types of in-class challenges. Uncovering their thought processes leads us to influences that shape STs' ways of dealing with challenges. The chart below illustrates the influences and their intensity in STs' post-practicum cognitions.
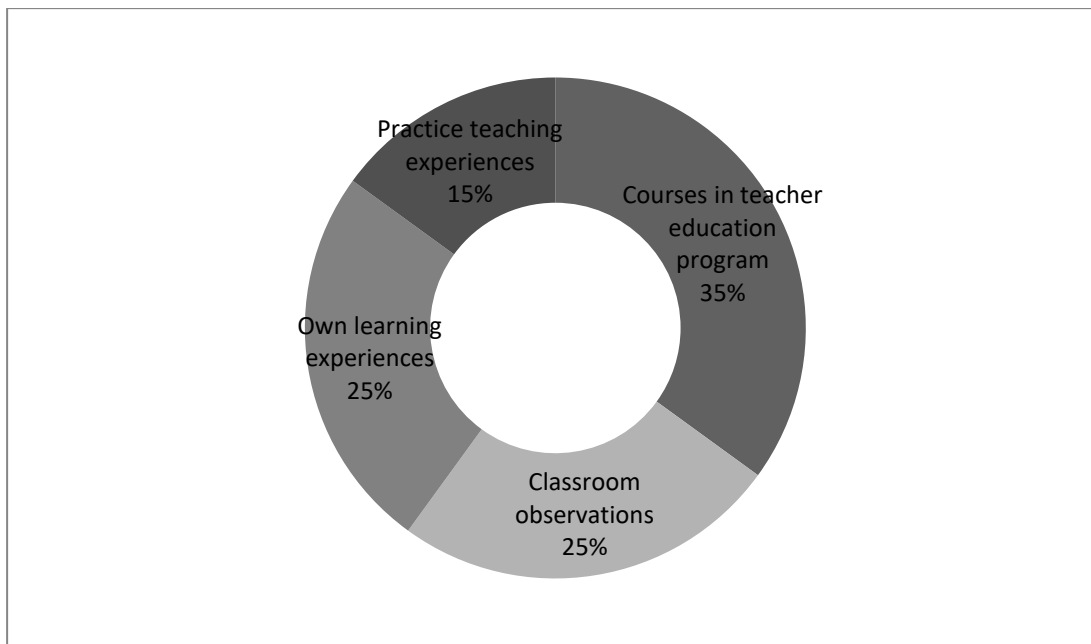
Figure 4.50. Influences that shape STs' post-practicum cognitions in secondary school context

Influences that shape the ways STs suggest to deal with in-class challenges (after they completed the practicum) include *courses in teacher education program*, *classroom observations* at the host school, their *own learning experiences*, and their *practice teaching experiences* at the host school. *Courses in teacher education program* was found to effect the ST cognitions the most intensely, with a 35% rate. Then, STs referred to *classroom observations* at the host school they made for the practicum for suggesting ways to deal with challenges, with a 25% rate. With the same percentage rate, STs fell back upon their *own learning experiences* to come up with possible solutions for the challenges. Lastly, their *practice teaching experiences* at the host school became a source of reference for STs to develop overcoming strategies, with a 15% rate. However, as stated previously, identification of the rates of influences does not mean that the influences having more percentage rates are more important than the ones having less percentage rates. Each of the influences on STs' post-practicum cognitions is regarded as equally valuable for this study. The reason why the rates are given is to present complete information about the composition of the data. This approach of the researcher is also valid for the following parts of the study where the rates and the results of any comparison are presented.

STs establish a relationship between the strategies they develop and the *courses they have taken in teacher education program*. Some of them referred to the key facts of education and the points emphasized during the program to support their opinions, as in the following extracts.

> …If the kids are engaged all the time, they wouldn't lose their interest; this is **a well-known fact of education**. (ST G, Lack of interest and motivation)

> Each student is unique and learn in different ways. This has been **one of the most important things that is emphasized throughout our four-year education**. (ST G, for Variety in English Language levels of students)

Moreover, STs pointed to some specific courses they have taken in the teacher education program. The courses they referred to were materials development and evaluation in language teaching, teaching language skills, and educational psychology when thinking about how to deal with challenges especially related to instructional resources. They believe that teachers should make use of theory&information in those fields to find a way out of the challenges encountered in the class.

> There is no such rule that the books are correct or they have a correct approach all the time. One of my responsibilities as a teacher is to evaluate this and make necessary arrangements. The one who knows a classroom best is the teacher; and it should be under a teacher's authorization to use a book or not. We should **benefit the courses 'material development and evaluation'** we have taken at the university and **behave in the light of them**. (ST S, for Complexity of course book content)

> Those listening activities are important. Listening, reading, writing, speaking skills are all necessary for language learning and they shouldn't be ignored in classes as if they were unimportant. We should do our best. **We haven't been engaged in a teacher preparation program in vain; we haven't taken specific courses that focus on the teaching of language skills teaching in vain.** The habitual application is that listening activities are not carried out and so speaking skill is not developed. Then, we pay for this and become individuals who know about the grammar but can't talk anything in English. (ST C, for Grammar-oriented course book content)

> **Students don't want to do boring things that they don't like.** And to overcome this, it is necessary to know about some strategies and use them. For this, it is necessary to benefit from branches of **educational**

sciences like **educational psychology**. (ST B, for Interest value of course book content)

Classroom observations at the host school, i.e. observing mentor teacher's classes gave ideas to STs which they would use in dealing with challenges. For instance, ST N criticized some teaching practices of the mentor teacher and those views of her shaped the way she thought over dealing with challenges after the practicum. Below extracts exemplify the case.

> It is wrong to teach the topics one after another in such a short academic period. The topics should be presented through sufficient and varied activities for a permenant learning. But, this is not the case in schools; teachers may just present a topic for the sake of having taught it and then move on to the next. Then, students try to adapt themselves to the newly presented topic without having learnt the previous one properly.There were cases of this kind ,at least, at the school I went for practicum. (ST N, for Complexity of course book content)

> We can't achieve permanent learning of grammar points if we teach them only through paper and pencil activities without supporting them through speaking, writing, etc. They are memorized and then forgotten in this way. However, **this is what is done in classes. It is taken for granted that the topic has been learnt once several fill in the blanks exercises have been done.** (ST N, Grammar-oriented course book content)

Additionally, STs drew out some of the incidents in the classroom and those observations formed a know-how that influence their ways of overcoming challenges after the practicum. The following extracts explain the idea behind STs' overcoming strategies.

> Things that are not revised are forgotton. Revision that is made through enjoyable ways is more beneficial. **I have observed that students especially of this age like learning through games very much**. For this reason, I would deal with this problem by the help of games. (ST B, for Limited study at home)

> … I would do this because I know that students don't revise and don't do homework if you set them free. **I observed this in the class in person.** They don't do anything if there is no forcing reason. (ST A, for Limited study at home)

> As I said before, we have to be tactful. We will already experience a lot of unexpected challenges with students. **We have observed that how much changeable is the classroom atmosphere. One classroom isn't the same as another one.** Course books can be more fruitful if we make

up their deficiencies beforehand and we can enhance the use of them. (ST C, for Grammar-oriented course book content)

Own learning experiences is another powerful influence on STs' thought processes. It can be clearly inferred from their responses that STs fall back on their prior experiences as a student and this obviously helps them emphatize with students. The following responses show that they put themselves in students' place while finding out overcoming strategies for different in-class challenges.

> We have been students and **experienced the same situation many times**. Trying to write something meaningless makes no sense. First, students should be directed to writing through enjoyable activities for increasing motivation and a meaningful context is required. (ST C, for Interest value of course book content)

> Being in the position of sitting for an exam is **a really bad feeling**. Their focus wouldn't change even if we explain the benefit of those. Having an exam shapes a person in this way. (ST C, for Negative backwash effect of the high school placement exam)

> Doing the same things all the time results in unwillingness. It is in a teacher's hands to color learning. We have seen such teachers that could do this or couldn't do this in our years of experiences as students. (ST A, for Interest value of course book content)

Practice teaching experiences, which are first actual teaching practices of the STs in this study, have become a source of reference for them in finding out ways to overcome in-class challenges. It is seen that they reflect on the incidents and student attitudes that took place during their practice teaching sessions. Further, they benefit from them in generating strategies for dealing with different in-class challenges. The following extracts set examples for the case.

> Students who have been accustomed to the use of Turkish in English classes may have difficulty, so it is necessary to support teaching through visuals and bodily movements. **They really don't understand** when you teach through plain talk. But, they can understand better when you support your talking. I experienced this when I taught at the practicum school. (ST A, Difficulty in understanding E-medium T-Talk)

> It **would be boring** for them to write about something they already know. **Children like writing about new things, doing new things more**. They **enjoyed** when I presented a different activity than their teachers in the classes I tought at the host school. (ST N for Boring course book content)

Students would get rid of their **negative attitudes** if we persuade them that they could understand classroom talk in English. They get accustomed to it in time; for example in the class I tought at the host school, their teachers thought that they didn't understand and always talked in Turkish. But, I talked in English in all three classes I tought. First they complained a lot, they said that they didn't understand, but this faded gradually. They **got accustomed to my style**. Most of them understood. (ST N, for Difficulty in understanding E-medium T-Talk)

4.6.3. Influences that Shape Student-Teachers' Practices

Student-teachers, when recalling their practices to overcome the in-class challenges they encountered, mentioned influences that shape their practices. Five main influences were identified. They are: (1) student-teachers' own learning experiences, (2) classroom observations at the host school for the school-based practicum, (3) courses they have taken during the teacher education program, (4) their practice teaching experiences, and (5) mentor teacher's recommendations. The figure below shows the influences compared by number of reference (by STs in stimulated recall interviews).
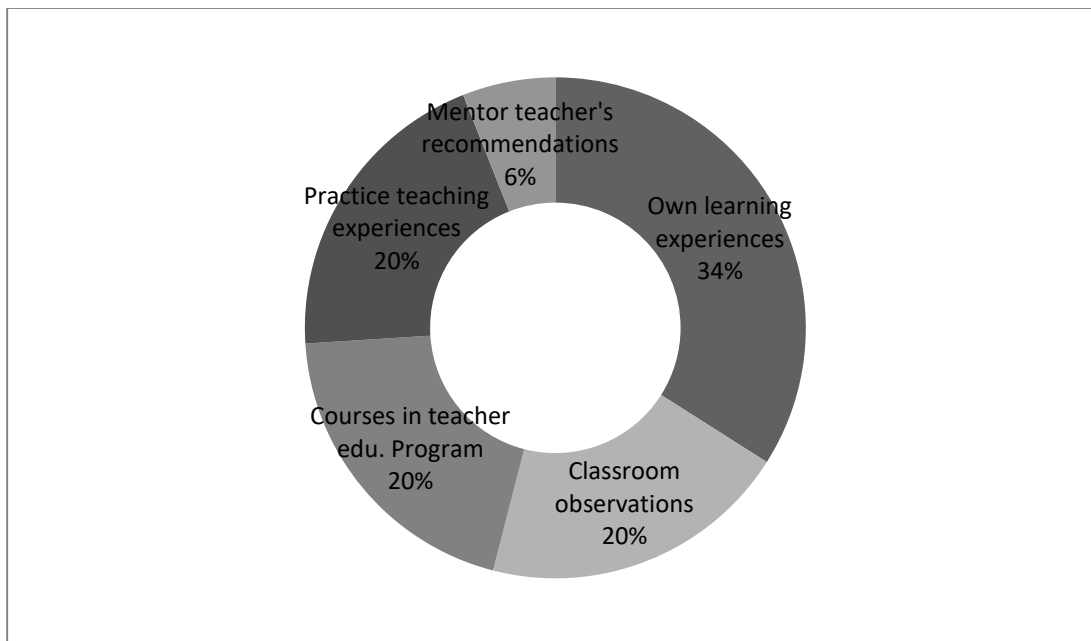
Figure 4.51. Influences that shape ST practices in secondary school context

According to the diagram, STs' *own learning experiences* play the biggest role in shaping their practices with a 34 % rate. STs referred to their own learning experiences in the following situations:

Knocking on the the board or table was a technique my previous teachers employed when I was a student and it always worked. That time I did the same thing. (ST A, to overcome making noise)

This was the same when we were students; we only followed the book; different activities weren't carried out. Everybody except from the ones who had special interest in English got bored. (ST A, to deal with Interest value of course book content)

We behaved in the same way when we were students. We were bored of the course book because course books were not prepared well. (ST A, to deal with Interest value of course book content)

Under that condition, I thought that I had to choose between two groups. And, I focused on the group that had difficulty in understanding. I tried to address them because I thought that if I had always addressed the higher level students, I could have lost the other students. For example, **I was a high achiever at school**, and I even observed that I was disliked since my teachers frequently gave the turn to me. (ST G, to overcome variety in language levels of students)

As seen from the extracts, STs were inspired by their learning experiences, such as previous teachers' practices, classroom routines, and their own studentship to find a way to overcome in-class challenges. Lortie (1975) termed this as "apprenticeship of observation" and explained this phenomenon with his following words:

> (…) There are ways in which being a student is like serving an apprenticeship in teaching; students have protracted face-to-face and consequential interactions with established teachers. (…) we can estimate that the average student has spent 13.000 hours in direct contact with classroom teachers by the time he graduates from high school. (…) The interaction, moreover, is not passive observation – it is usually a relationship which has consequences for the student and thus is invested with affect (p. 61).

Classroom observations at the host school, **c***ourses in the teacher education program*, and *their practice teaching experiences* equally influence STs' practices with 20% rate. They benefited from them and made their decisions accordingly. Examples for each are given in the following extracts:

> When a teacher goes with the ones who raise hands all the time and ignores others, they mostly get completely distracted from class. I even observed that they closed their books and just sat in the class. (ST A, to ovsercome Variety in Language Levels)

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O observed in my previous classes that students got bored with the course book after a while. (ST G, for Interest value of course book content)

We used those songs a lot while preparing activities for our 'Teaching English to Young Learners' course at the third grade of our teacher preparation program. Having this in mind, I googled this song while getting prepared for the lesson. (ST N, to overcome lack of teaching aids)

Practice may be very different from theory. We pretend to do something in theory, but things are not same in practice at schools. Everything is natural and real. A student asks something and you get stuck. So, Turkish can be used for points that are not understood at all. However, using English is necessary and important. (ST C, to overcome Difficulty in Understanding E-medium T-talk)

The last thing STs were affected was *mentor teacher's recommendations* with 6% rate. One ST reported that her reaction in a situation was as the way her mentor teacher advised.

There were students who didn't want to study in the same group. But, I convinced them. I thought that a teacher shouldn't do whatever students want. Our mentor teacher at school recommended that. (…) he said if you do whathever they want they may take advantage of it and also all the others would like to have it. So, I behaved in this way. (ST G)

To sum up, STs' pre-practicum and post-practicum cognitions, and practices in relation to dealing with most commonly experienced in-class challenges host various considerations, beliefs, views and purposes originating from different entities in student-teacher lives. The next part presents if there is a relationship between STs' pre-practicum cognitions, their practices, and post-practicum cognitions.

4.7. Relationship between Pre-service English Language Teachers' Cognitions and Practices

This section addresses the following research question:

R.Q. 4: Is there a relationship between pre-service English language teachers' pre-practicum cognitions, classroom practices, and post-practicum cognitions in relation to dealing with the most commonly experienced in-class challenges in foreign language teaching?

Searching for a relationship between pre-service teachers' cognitions and instructional practices is thought to be meaningful to gain insights into different dimensions of teaching profession, such as transition from being a student to being a teacher, very first experiences in teaching and making sense of them, learning teaching, novice teacher development, etc. With this purpose in mind, this part attempts to search for a relationship between pre-service English language teachers' cognitions prior to involving in an instructional environment, their actual classroom practices, and their cognitions after involving in such an environment as an active agent. First, types of in-class challenges and student-teachers' ways of dealing with them are cross-tabulated and examined to determine if there is a correspondence between student-teachers' thinking processes and practices. Then, by looking at student-teachers' overcoming strategies, conclusions are drawn in terms of their ways of dealing with the categories of in-class challenges.

4.7.1. Learner-Related Challenges

There is a great variety of overcoming strategies student-teachers employed or considered employing to deal with learner-related challenges. The table below summarizes the strategies student-teachers came up with in their pre-practicum cognitions, classroom practices, and post-practicum cognitions according to the types of in-class challenges. When we search for a relationship between the strategies student-teachers employed in their instructional practices and the ones they considered employing in their mental lives prior to and after practicum, three patterns emerge. In the first pattern, it is observed that student-teachers generated strategies that have **one-to-one correspondence in three states** (pre-practicum cognitions, practices, and post-practicum cognitions). That is, same strategies emerged in STs' pre-practicum cognitions, practices, and post-practicum cognitions. Strategies that have one-to-one correspondence in three states are shown with bold font on the table. In the second pattern, student-teachers generated strategies that have **one-to-one correspondence in two states**. That is, same strategies emerged in student-teachers' pre-practicum cognitions – post-practicum cognitions, pre-practicum cognitions – practices, or practices – post-practicum cognitions. Namely, two out of three

strategies are the same. On the table, strategies that have one-to-one correspondence in two states are underlined.

Frequencies of strategies that have one-to-one correspondence in three states and one-to-one correspondence in two states were also counted. It was found out that student-teachers came up with *fifty-five* strategies in total to deal with in-class challenges, *thirty-three* of which are totally different and the rest are re-occurring. *Five* strategies (asking questions, organizing peer learning, using body language, using visuals, and reviewing the topic*)* emerged in all the three states of STs, which creates *one-to-one correspondence* between their cognitions and practices. For instance, 'organizing peer learning' emerged as a strategy in pre-practicum cognitions, practices, and post-practicum cognitions of the student-teachers to deal with 'variety in language levels of students' or 'using visuals' appeared as a strategy to deal with 'difficulty in understanding English medium T-talk' in STs' pre-practicum cognitions, practices and post practicum cognitions. This shows the existence of one-to-one correspondence between ST cognitions and practices. Besides that, *twelve* strategies create *one-to-one correspondence in two states* between STs' cognitions and practices by appearing in two out of three states. To exemplify, 'playing games' was generated as a strategy to deal with 'off-task behavior' in STs' practices and post-practicum cognitions but not in their pre-practicum cognitions. However, *sixteen* strategies have *no correspondence* since they appeared only in their pre-practicum cognitions, practices, or post-practicum cognitions. For example, 'using wait time' was employed as a strategy in dealing with 'variety in English language levels of students', yet it didn't emerge in either pre-practicum cognitions or post-practicum cognitions. For other examples, please study the Table below.

Table 4.4. Relationship between pre-service English language teachers' cognitions and practices in relation to dealing with learner-related challenges

In-class challenges	ST strategies	PRE-PRACTICUM COGNITIONS						f	PRACTICES						f	POST-PRACTICUM COGNITIONS						f
		G	C	A	N	B	Ş		G	C	A	N	B	Ş		G	C	A	N	B	Ş	
1.Off-task behavior	Changing the seats	x		x	x	x	x	5						x	1							-
	Asking questions		x			x		2			xx			x	3				x	x		2
	Using the exam as a tool	x						1							-							-
	Ignoring							-					x		1							-
	Warning individually							-					x	xx	3							-
	Playing games							-					xx		2				x			1
	Giving responsibility							-		x					1							-
	Varying mats. and acts.							-							-	x	x				x	3
	Giving a quiz							-							-						x	1
2.Variety in English Language levels of students	Turn giving			x			x	2	xxx	xxxxx	xx	x	x	xx	14							-
	Avoiding pressure on lower level students	x	x					2	x		xx	xxxx		x	8							-
	Preparing extra mats.	xx					x	3							-		x					1

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Table 4.4 Relationship between pre-service English language teachers' cognitions and practices in relation to dealing with learner-related challenges (cont'd)

Challenge	Practice																				
	Organizing peer learning				x			1				x			1				x	x		2
	Positive reinforcement					x	x	2	xx		x	xx	x	xx	8							-
	Switching to L1							-	x		x	x	x		4			x				1
	Using wait time							-	x		xx	x		x	5							-
	Re-explaining							-	xx			x	xx		5							-
	Being undecided							-					xx	xx	4							-
	Varying mats.and acts.							-							-	x					x	2
3.Difficulty in understanding E-medium T-talk	Mixing the codes		x					1							-							-
	Using body lang.	x	x		x			3			x		x		2	x	x	x		x		4
	Setting up a rule		x			x		2							-				x			1
	Using visuals	x	x				x	3		x					1		x					1
	Switching to L1							-	x	x	x	x		x	5				x			1
	Showing examples							-				xx		xxx	5							-
	Explaining individually or in groups							-	xx			xx			4							-
	Insisting on talking in English							-				xx	x	xx	5	x	x					-
	Rephrasing the question							-		x				x	2							-
4.Limited study at home	Assigning performance project	x		x			x	3							-	x		x				2
	Giving a quiz	x		x	x			3							-		x	x			x	3
	Reviewing the topic		x		x	x	x	4		x			x		2	x	x	x		x		4
	Questioning his teaching style		x					1							-							-
	Grading							-							-				x			1

4.7.2. Resource-related Challenges

Several strategies emerged in student-teachers' cognitions and classroom practices for dealing with challenges due to the curriculum. The table below summarizes the strategies found. Student-teachers generated *twenty-seven* strategies in total to overcome four types of challenges in this category. Of them, *ten* strategies are different and the rest are re-occuring ones. As for the relationship between student-teachers' mental processes and practices in terms of their ways of dealing with challenges in this category, *one-to-one correspondence in three states* is observed with *seven* strategies that emerged in pre-practicum and post-practicum cognitions and in their practices. For instance, to deal with grammar-oriented course book content, STs considered using *omitting and adding material* as a strategy in their pre-practicum and post-practicum cognitions and employed this in their practices. They are shown in bold font on the table. *One* strategy created *one-to-one correspondence in two states* by appearing in pre-practicum and post-practicum cognitions, but not in their practices. That is, they thought making use of 're-ordering the unit' as a way to deal with complexity of the course book content, yet they didn't employ this in their practices. That is underlined on the table. *Four* of the strategies have *no correspondence* between cognitions and practices since they emerged only in student-teachers' cognitions or practices. To exemplify, STs regarded 'using the exam as a threat' as a strategy to deal with interest vaue of course book content in their pre-practicum cognitions, but it didn't appear again in their practices and post-practicum cognitions.

Table 4.5. Relationship between pre-service EFL teachers' cognitions and practices in relation to dealing with resource-related challenges

In-class challenges	ST strategies	PRE-PRACTICUM COGNITIONS						f	PRACTICES						f	POST-PRACTICUM COGNITIONS						f
		G	C	A	N	B	Ş		G	C	A	N	B	Ş		G	C	A	N	B	Ş	
1.Lack of instructional aids	**Bringing own equip.**	x	x	x	x	x		5				x	x	x	3	x			x	x	x	4
	Using the internet	x	x	x		x	x	5				x		x	2	x			x	x	x	4
	Reading the text himself	x	x		x			3			x	x			2	x	x	x		x		4
2.Interest value of course book content	**Omitting & Adding mat.**	x	x	x	xx	xx		7			xx	xx			4			x				1
	Modifying the mat.						x	1	x		xx				3	x	x		x	x	x	5
	Changing the course book				x			1							-							-
	Giving a refreshing break		xx	x				3							-							-
	Using the exam as a threat	x						1							-							-
	Forcing the sts to do the act.							-			xx				2							-
3.Complexity of course book content	**Omitting & Adding mat.**	x	x	x		x		4		x				x	2		x		x		x	3
	Re-ordering the unit	x	x				x	3							-	x		x	x	x		4
4.Grammar-oriented course book content	**Omitting & Adding mat**.	x	x	x	x	x	x	6		xx	x	xx			5	x	xx			x	x	5

4.7.3. Educational Policy -Related Challenges

Negative backwash effect of the high school placement exam was the type of challenge that was worked through in this category and the STs generated a few strategies to deal with it in their pre-practicum and post-practicum cognitions. However, we could not observe their ways of dealing with this type of challenge in their practices since – as mentioned before- practice teaching sessions couldn't be arranged with the 8th graders due to above mentioned reasons. Therefore, in this category, we search for a relationship between pre-practicum cognitions and post-practicum cognitions of the student-teachers but not their practices. Examining their ways of dealing with negative backwash effect, we found out that *two* strategies (dividing the class hour and explaining the benefits of teacher's way of teaching) have *one-to-one correpondence* between their pre-practicum cognitions and post-practicum cognitions. One strategy (cooperating with the counselor) emerged only in pre-practicum cognitions but not in post-practicum cognitions. Therefore, it can be said that cognitions of pre-service teachers remained the same before and after the practicum.

Table 4.6. Relationship between pre-service English language teachers' cognitions in relation to dealing with educational policy-related challenges

In-class challenges	ST strategies	PRE-PRACTICUM COGNITIONS						*f*	POST-PRACTICUM COGNITIONS						*f*
		G	C	A	N	B	Ş		G	C	A	N	B	Ş	
1.Negative backwash effect of the high school placement exam	**Dividing the class time**	x	x	x	x			4	x	x	x	x	x		5
	Explaining the benefits of teacher's way of teaching	x	x			x	x	4						x	1
	Cooperating with the counselor					x		1							-

We studied the rate of correspondence between STs' cognitions and practices according to the categories of in-class challenges. The rates were found by calculating the rate of strategies that have one-to-one correspondence in three states and one-to-one correspondence in two states in percentages. It can be said that student-teachers' ways of dealing with *resource-related challenges,* that have a 59% rate of one-to-one correspondence in three states, established a stronger relationship compared to their ways of dealing with *learner-related challenges* that have a 15% rate of one-to-one correspondence in three states. On the other hand, if we compare the categories of *learner-related challenges* and *resource-related challenges* in terms of the rate of strategies that have no correspondence between cognitions and practices, we see that the rate of strategies that have no correspondence is higher (49%) for the former category than the latter (33%). It can be said that this also supports the finding that strategies generated to deal with resource-related challenges establish a stronger relationship. The category of educational policy - related challenges was not included here since a three way relationship (between pre-practicum cognitions, practices, and post-practicum cognitions) is not applicable for this category.
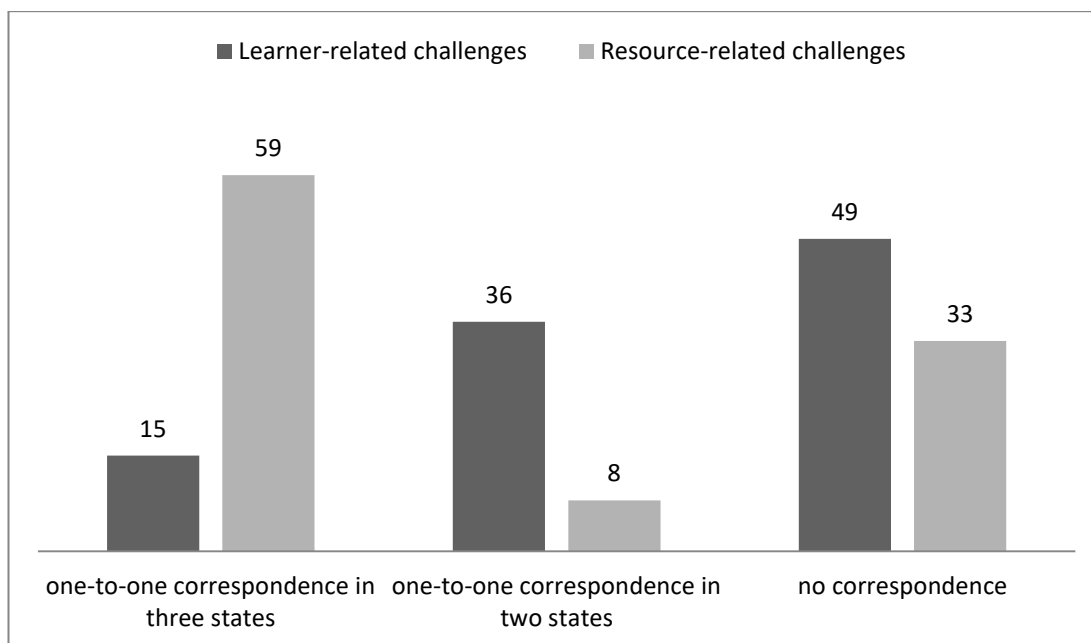
Figure 4.52. Comparison of correspondence rates in percentage between STs' cognitions and practices according to the categories of in-class challenges

The reason why student-teachers establish a stronger relationship between their cognitions and practices in dealing with resource-related challenges than learner-related challenges may depend on the very *human factor*. Challenges due to learners may embody various aspects to consider when finding ways to deal with them and every individual teacher may have different points of view in doing that. Those aspects may have psychological, sociological, educational, etc. backgrounds that affect both learners and teachers in a decision-making process. And, this variety is thought to account for weaker relationship between student-teachers' overcoming strategies in their cognitions and practices in learner-related challenges compared to resource-related challenges. As for the challenges due to the resources, stronger relationship between strategies student-teachers came up with in their cognitions and practices may be due to more systematic and formulaic ways those types of challenges seem to evoke for solution. Simply, there are many reference books that present ways like formulas to deal with such challenges on the market and student-teachers most probably contact with those publications, at least in the courses of the teacher education program.

Moreover, when we consider the results regarding the correspondence between cognitions and practices of pre-service teachers in this study, and look at the individual pre-service teachers' strategies generated to deal with the challenges; it is observed that they generated discrete strategies, especially in dealing with learner-related challenges, in their cognitions and practices. The reason for this is thought to be the lack of teaching experience and the fact that they have not yet built up piles of classroom teaching routines that they tested before. Therefore, it can be concluded that this phenomenon, together with the human factor in dealing with learner-related challenges, results in a fluctuation in individual pre-service teachers' ways of dealing with the challenges in their cognitions and practices.

Another unit of comparison for establishing relationship between student-teachers' cognitions and practices is the influences that shape their ways of thinking. The figure below illustrates the relationship.
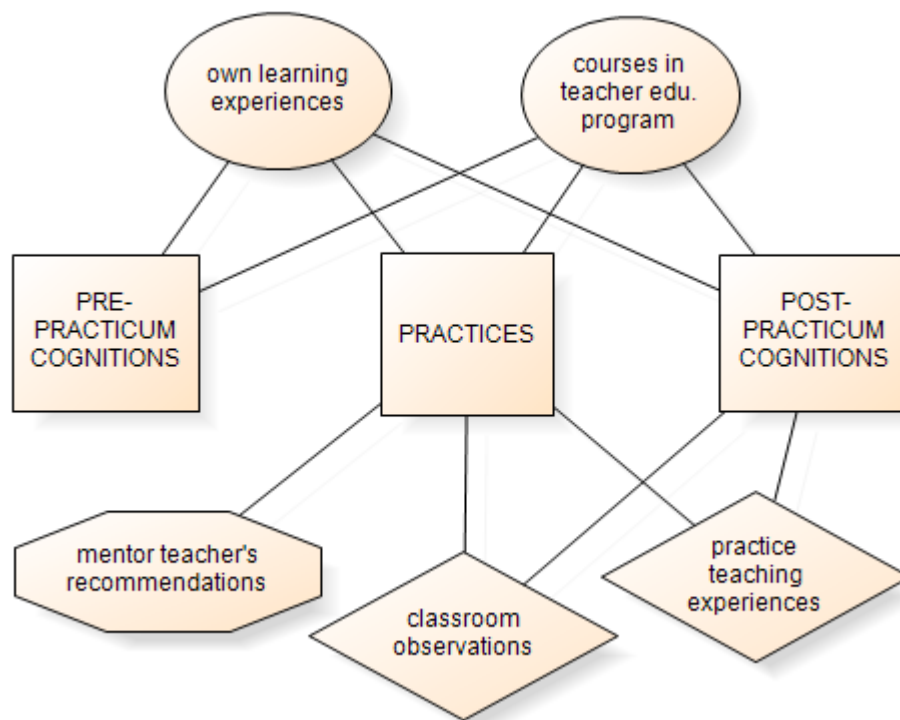
Figure 4.53. Network explaining the relationship between STs' cognitions and practices in terms of the influences that shape their ways of thinking

The lines symbolize the influences that emerged in their cognitions and practices. In the figure, influences written in *ellipse* shape mean that they emerged in all pre-practicum cognitions, practices, and post-practicum cognitions. Therefore, it can be said that student-teachers' *own learning experiences* and *courses* they take *in teacher education program* commonly shape their ways of thinking before and after they experience the school environment and when practicing as a teacher. The influences written in *diamond* shape mean that they emerged in their practices and post-practicum cognitions, but not in the pre-practicum cognitions. As a matter of fact, those two influences, *classroom observations* and *practice teaching experiences*, can't possibly shape their pre-practicum cognitions, since they don't have any such experiences before the practicum. Therefore, it can be said that school-based practicum does shape student-teachers' both instructional practices and cognitions in relation to dealing with in-class challenges. The influence written in *octagon* shape means that it emerged only in student-teachers' practices, but not in their pre-practicum or post-practicum cognitions. That is, *mentor teachers' recommendations* slightly shape student-teachers' practices in this study. However, it is clear that they don't consider mentor teacher recommendations while dealing with challenges in their mental lives.

Furthermore, if we compare the influences that shape pre-service English language teachers' cognitions and practices and present the results in percentages, it is clear that pre-service teachers' own learning experiences is the strongest influence on their pre-practicum cognitions and practices. However, own learning experiences has a relatively less impact on pre-service teachers' post-practicum cognitions. Courses in teacher education program come out as the strongest influence shaping their post-practicum cognitions. Classroom observations at the host school and practice teaching experiences are considerable influences that shape the pre-service teachers'instructional practices and post-practicum cognitions. They are already not expected to influence pre-practicum cognitions since pre-service teachers do not have any such experiences before the practicum. Finally, mentor teacher recommendations have the weakest influence only on pre-service teachers' practices. The following table displays the results of the comparion in percentages.

Table 4.7. Comparison of influences that shape pre-service teachers' cognitions and practices in percentages

Influences that shape pre-service teachers' cognitions and practices	Pre-practicum cognitions	Practices	Post-practicum cognitions
Own learning experiences	58 %	34 %	25 %
Courses in teacher education program	42 %	20 %	35 %
Classroom observations	-	20 %	25 %
Practice teaching experiences	-	20 %	15 %
Mentor teacher recommendations	-	6 %	-

CHAPTER 5

CONCLUSION

5.1. Overview of the Chapter

This chapter includes discussion of the main results of the study and comparison of the results with previous research in the teacher cognition literature. The chapter continues with the implications of the results in terms of the foreign language teacher education programs in Turkey, and suggestions for further research in the area.

5.2. Discussion of the Study

This qualitative study started with an attempt to investigate cognitions and practices of pre-service English language teachers in dealing with most-commonly experienced in-class challenges and then was expanded to search for the influences that shape their ways of thinking in their cognitions and practices, together with the correspondence between their ways of dealing with the challenges in their cognitions and practices. With this aim, four research questions were addressed and the study revealed the following major results:

(1) Pre-service teachers generated various strategies to deal with in-class challenges in their pre-practicum cognitions, practices, and post-practicum cognitions.

(2) Courses in teacher education program, their own learning experiences, classroom observations at the host school, their practice teaching experiences, and mentor

teacher's recommendations emerged as influences that shape their cognitions and practices in dealing with those challenges.

(3) Pre-service teachers generated more strategies that have one-to-one correspondence in their cognitions and practices to deal with resource-related challenges than learner-related challenges. Pre-service teachers also generated strategies that have one-to-one correspondence to deal with educational policy-related challenges in their pre-practicum and post-practicum cognitions (we could not obtain practice data for educational policy-related challenges because of aforementioned reasons).

The results of the study and the assertions made according to the results are summarized on the following network. On the network, the ellipses that are identified as number 1 include the types of in-class difficulties and rounded rectangles identified as number 2 include the categories of in-class challenges. The note squares identified as number 3 are the list of strategies generated by pre-service teachers to deal with in-class challenges in their cognitions and practices. The rectangles identified as number 4 are the results regarding the correspondence between cognitions and practices in dealing with the challenges. The octagons shown as number 5 are the assertions drawn in relation to the correspondence between cognitions and practices. The circle in number 6 tells about the influences that shape the pre-service teachers' cognitions and practices in dealing with the challenges.
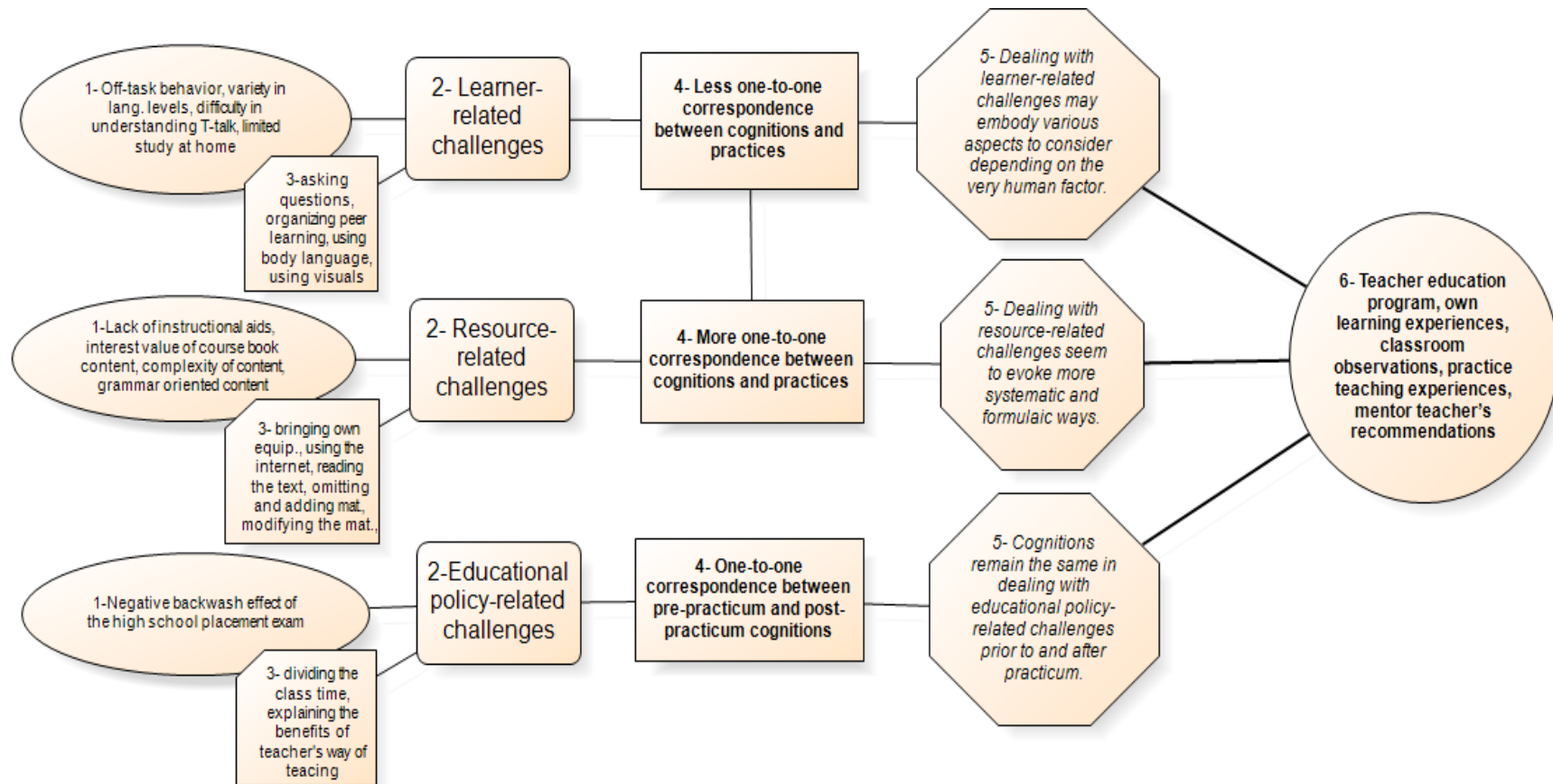
Figure 5.1. Network that explains the results and assertions of the study

5.2.1. Discussion of the Results Regarding Pre-service English Language Teachers' Cognitions and Practices in relation to Dealing with In-class Challenges

In the study, six pre-service teachers' ways of dealing with in-class challenges in teaching English were examined both on the cognition and practice dimensions. Pre-service teachers generated a multitude of strategies to deal with learner-related challenges, resource-related challenges, and educational-policy related challenges.

There seems to be no studies focusing on the personal accounts of pre-service English language teachers' cognitions and practices in relation to dealing with most commonly experienced in-class challenges. However, studies focusing on other aspects of teaching in the field of pre-service teacher cognition reveal that there is a fluctuation of pre-service teachers' cognitions and practices, which can be attributed to the lack of teaching experience, not yet developed classroom routines, and their beliefs that are still forming (Basturkmen, 2012; Buehl and Beck, 2015; Ogan-Bekiroğlu and Akkoç, 2009). Therefore, it is thought that the multitude of strategies generated to deal with in-class challenges in their cognitions and practices may be due to those facts about pre-service teachers.

5.2.2. Discussion of the Results Regarding Influences that Shape Pre-service English Language Teachers' Cognitions and Practices

The results of the present study indicate that there are some influences that shape pre-service English language teachers' cognitions and practices in dealing with in-class challenges. They are pre-service teachers' *own learning experiences*, *courses they take in teacher education program*, *classroom observations* at the host school during practicum, their *practice teaching experiences*, and finally *mentor teacher recommendations*. It is clear that pre-service teachers' own learning experiences and courses in teacher education program have the strongest influence on their cognitions and practices in dealing with challenges since they emerged in all the pre-practicum cognitions, practices and the post-practicum cognitions. Moreover, pre-service

teachers referred to these two phenomena relatively more in percentage compared to others in their cognitions and practices.

The results of this study regarding influences that shape pre-service English language teachers' cognitions and practices find support from the existing literature on teacher thinking. Parallel to the results of this study, a general consensus has been reached that foreign language teacher education, teachers' prior language learning experience, and their classroom experience are affecting teachers' thought processes (Zheng, 2009). Research carried out in different contexts expands the list of influences. For instance, Farrel (2008) reported that he found out teachers' previous schooling, teacher education program, and their first year socialization in the school culture impacting on first year teachers' instructional practices. On the other hand, some of the researchers evaluated the extent to which those influences impact on their cognitions. Urmston (2003) found out the strong influence of pre-service teachers' own learning experiences and time passed in classrooms for the practicum, while he regarded the influence of training taken in teacher education programs as relatively less according to the results of his longitudinal study. Furthermore, if we re-examine the results of this study regarding influences that shape cognitions and practices of pre-service teachers, it is possible to consider classroom observations at the host school and practice teaching experiences as 'time passed in the classrooms' and regard this as a strong influence on pre-service teachers' post-practicum cognitions and practices. A more complex picture emerged in Almarza's (1996) study that student-teachers organized the teaching of subject matter during practice teaching as they were taught in the teacher education courses, which shows the influential role teacher education plays. Surprisingly, pre-training knowledge of the student-teachers formed the basis for the discussions of their instructional activities, which she regarded as a sign of conflict between what they do and think. However, in this study, pre-service teachers' cognitions and practices are found to be influenced by a combination of the teacher education program and the pre-service teachers' own learning experiences, rather than in a conflicting manner in the discussions and practices of pre-service teachers in Almarza's study.

There are studies that focus only on the influence of teachers' own experiences as students on their beliefs and instructional practices. In fact, the effect of (pre-service)

teachers' own learning experiences is fairly uncontroversial in the body of work addressing the influences on teacher thinking and practice. Research by Bailey et.al. (1996) is among the studies which examined the apprenticeship of observation with seven teacher-learners and identified the impact of this phenomenon on four aspects of teaching. Warford and Reeves (2003) also traced apprenticeship of observation in the instructional practices of nonnative English speaking teachers. Numrich (1996) reported that the effect of learning an L2 is often carried over to the teaching of an L2, either by "replicating" or "rejecting" techniques used by previous teachers. This finding of Numrich's (1996) research is fully in line with the present study in that pre-service teachers in this study praised and replicated some of their previous teachers' approaches to language teaching, while they criticized and rejected some of them in their cognitions and practices in dealing with in-class challenges.

There are varying conclusions about the impact of teacher education programs on teacher thinking and the extent to which the programs change teachers' beliefs. Richards and Pennington's (1998) study revealed that the teachers mostly ignored and abandoned the principles they had been taught in their teacher preparation program and they concluded that the teacher preparation program could not make changes in the teachers' schema against cultural classroom tradition they had experienced as students. In another study, Pennington and Urmston (1998) claimed that graduating English language teachers were not greatly affected by the coursework in the teacher preparation program but rather by the teaching culture of the local education context, in which they involved as students for many years and as student-teachers during the program. Nevertheless, in this study teacher education program was found to be a strong influence on pre-service teachers' pre-practicum and post-practicum cognitions and practices. That is, in the post-practicum cognitions of pre-service teachers, who are in the position of graduating and being qualified as teachers of English, courses in teacher education program have the strongest influence (with 35%) that shape their cognitions in dealing with challenges. Similar to that, the effect of the program on pre-service teachers' beliefs and practices regarding an aspect in language teaching –reading instruction- was investigated by Grisham (2000) and the evidence of the influence of the program was found in that the participants' turned out to be more constructivist as the program progressed.

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As for the influence of mentor teachers at the host school on pre-service teachers' cognitions and practices, this study have traced a relatively less influence of mentor teacher on pre-service teachers' practices. The possible reason for this little influence may be due to the pre-service teachers' perceptions of the mentor teacher they worked with. Because it was observed during the stimulated recall interviews that they sometimes criticized the mentor teacher's classroom applications, such as the extent to which L1 is used in the classroom. On the contrary, Rakıcıoğlu (1012) found that pre-service teachers' sense of efficacy beliefs regarding classroom management had a significant relationship with the personal practical attributes of the mentor teachers.

The next section discusses the results regarding the relationship between pre-service English language teachers' cognitions and practices in dealing with in-class challenges.

5.2.3. Discussion of the Results Regarding the Relationship between Pre-service English Language Teachers' Cognitions and Practices

There are three patterns of relationship emerging between pre-service teachers' cognitions and practices in dealing with in-class challenges. They are *one-to-one correspondence in three states* in which same strategies emerged in STs' pre-practicum cognitions, practices, and post-practicum cognitions; *one-to-one correspondence in two states* in which same strategies emerged in student-teachers' pre-practicum cognitions – post-practicum cognitions, pre-practicum cognitions – practices, or practices – post-practicum cognitions; and *no correspondence* in which the strategies appeared only in their cognitions or practices. The data revealed that student-teachers' ways of dealing with *resource-related challenges* showed a stronger relationship compared to their ways of dealing with *learner-related challenges.*

The reason why pre-service English language teachers generated more strategies that have one-to-one correspondence in their cognitions and practices to deal with resource-related challenges than learner-related challenges (namely, the reason for the stronger relationship for the resource-related challenges) may depend on the very

human factor. Challenges due to learners may embody various aspects to consider when finding ways to deal with them and every individual teacher may have different points of view in dealing with them in different occasions. Those aspects may have psychological, sociological, educational, etc. backgrounds that affect both learners and teachers in a decision-making process. As Clandinin and Huber (2005) state "teachers teach what each situation, each encounter pulls out of their knowing" (p. 43). Borg (2006), with an inclusive point of view, highlights "the mediating influence of contextual factors" to explain the non-linear characteristic of the relationship between cognitions and practices and the fact that cognitions and practices may not always concur (p. 275). Therefore, dealing with in-class challenges, which is an aspect of teaching, has a situation specific nature. And, this is thought to account for the relatively weaker relationship between pre-service teachers' cognitions and practices in overcoming learner-related challenges. As for the challenges due to the curriculum, stronger relationship between strategies pre-service teachers came up with in their cognitions and practices may be due to more systematic and formulaic ways those types of challenges seem to evoke for solution. Simply, there are many reference books that present ways like formulas to deal with such challenges on the market and they most probably contact with those publications, at least in the courses of the teacher education program.

Moreover, when we consider the results regarding the relationship between cognitions and practices of pre-service teachers in this study, and look at the individual pre-service teachers' strategies; it is observed that they generated diverse strategies, especially in dealing with learner-related challenges, in their cognitions and practices. Basturkmen (2012) found that experienced language teachers' beliefs and practices are more in congruence when compared to less experienced language teachers and pre-service language teachers. The reason for this is thought to be the lack of teaching experience and the fact that they have not yet accumulated piles of classroom teaching routines that they tested before. Breen et.al. (2001) called this "a repertoire of classroom practices" that have been tested out and reflected upon (p. 493); and in Kennedy's (2004) terms it is "accumulated principles of practice" about how to respond to certain situations (p. 11). Moreover, the place of routines in decision-making has been revealed by the existing research into teachers' decision making processes. Joyce (1978-79) stated that teachers rely on their routines in their

instructional decisions and further found out that "teachers are reluctant to change their routines, even if they are not proceeding as well as expected" (cited in Shavelson, 1993: 408). Leinhardt and Greeno (1986) also mention "teacher behavior in particular settings" as *routines* (cited in Joram and Gabriele, 1998; p. 177). Shavelson, (1993) explains why teachers tend to rely on routines and not willing to vary their reactions. Çimen and Karaman (2014) focused on interactive decisions of English language teachers and found similar results that the majority of teachers participating in their study stated that they rely on routines while making interactive decisions because routines provide consistency both on the side of the teachers and students. Therefore, it can be concluded that this phenomenon, together with the human factor (i.e. contextual factors) in dealing with learner-related challenges, results in a fluctuation in individual pre-service teachers' ways of dealing with the challenges in their cognitions and practices. However, when we look at the strategies generated by them as a cohort, more correspondence is observed between their cognitions and practices. Parallel to this, Breen et. al.'s (2001) study revealed relatively more individual diversity in the practices and underlying principles of language teachers compared to the diversity of the whole group principles and practices since "the whole group data revealed a particular pattern in the links that the teachers made between principles and practices" (p. 470). Similarly, Powers, Zippay, and Butley (2006) investigated the connections between student-teachers' beliefs and practices in literacy assessment during a yearlong coursework. The results indicated that "teacher beliefs and their classroom instruction are often inconsistent due to a variety of variables such as the pressure to conform to a particular school philosophy and/or government mandates" (p. 121).

5.3. Implications for Foreign Language Teacher Education Context in Turkey

There are a number of implications that can be drawn in this study for English language teacher educators, foreign language teacher preparation programs, and the practice teaching component of those programs in Turkey. Firstly, this study put forward the commonly experienced in-class challenges in teaching English at secondary school context. Types and classifications of in-class challenges determined in this study can be used for raising the awareness of pre-service English

language teachers, especially in school experience and practicum classes. Further, pre-service English language teachers may be trained in terms of dealing with those challenges and theory-informed solutions may be suggested. Case-based methods can be adopted in training pre-service teachers and scenarios of in-class challenges may be used for this aim. The use of real in-class challenges explained in scenarios may provide opportunities for pre-service teachers to think over them and produce ideas for solutions which they may benefit in their induction year. This may also be an effective way for developing their instructional skills. Further, cases can be analyzed by integrating theories in discussions, and by this way pre-service teachers' knowledge of theory can be extended, tested, and consolidated (Sykes and Bird, 1992).

Moreover, the study contributes the literature on the influences that shape cognitions and practices of pre-service English language teachers. The overall results of the study indicate that pre-service teachers' own learning experiences, courses they take in teacher education program, classroom observations at the host school during practicum, their practice teaching experiences, and finally mentor teacher recommendations are the influences shaping their cognitions and practices in dealing with in-class challenges. Teacher education programs can create opportunities for pre-service teachers to be conscious of their own thought processes, because what shapes their instructional practices is their thinking. In some courses such as school experience and the practicum, teacher educators can provide opportunities to make pre-service teachers' thought processes explicit and work on them. Only by this way can they reconstruct their cognitions. There are researchers who recommend examining pre-service teachers' prior knowledge about teaching and their own learning experiences in teacher preparation courses. Öztürk (2014), based on the results of his dissertation, suggests that "it is essential to create awareness in cognitions to be able to create changes in actions" (p. 188). Almarza (1996) also recommends that "teacher education courses should aim to provide space and means by which student teachers can bring up and examine their pre-training knowledge in order to see how it relates to teacher education knowledge, so that learning is more meaningful" (pp. 73-74). Farrel (1999, p. 1) arose an important question as "how these prior experiences (…) can be made more conscious and integrated into the curriculum?" and suggested incorporating self-reflection in teacher education courses

with the aim of bringing the prior experiences to the level of awareness, and then evaluating those prior beliefs in light of alternative views presented in the course. Because, as Zheng (2009) claims, EFL pre-service teachers can identify and assess their beliefs when their unexamined and tacit beliefs turn into explicit beliefs, and by this way, EFL teacher education programs can be informed. If the beliefs of pre-service teachers are not examined or are not brought to consciousness, they remain hidden and implicit (Burnes, 1993 as cited in Farrel, 1999). This is important because as Kagan (1992) states, pre-service teachers' beliefs act as filters and "the filters created by prior beliefs can make effective communication between pre-service teachers and teacher educators problematic" (Joram and Gabriele, 1998, p. 176).

However, the real question here is how to provide opportunities for real self-reflection. Reflection needs to be re-built. Academic advisors need to give pre-service teachers more than a prompt for their reflection to take place because this leads to generic self-reports of pre-service teachers in their practicum reports or in class discussions. Teacher educators should encourage them to think about their beliefs, practices, and the theory. This can be done through stimulated recall sessions as in this dissertation, yet it does not seem to be practical due to the time and energy it requires for both the advisors and the STs. Providing opportunities of reflection on some video-recorded segments of their practices, even three seconds segment that shows their decision making in a situation, can work well for STs and their academic advisors in digging into their thoughts and actions. Teacher educators need to focus on such short segments rather than reflecting on the whole lesson. One further step in enhancing the effectiveness of practicum in shaping STs'cognitions and practices can be collaborating with mentors at host schools and finding ways of developing mentorship. One way of doing this can be mentors' bringing their own videos of their classrooms and studying over them with STs and their academic advisors.

Another striking point is that, the relationship between pre-service teachers' cognitions and practices changes depending on the category of in-class challenges. Namely, it was found that there was more one-to-one correspondence between pre-service English language teachers' cognitions and practices in dealing with resource-related challenges compared to learner-related challenges. Additionally, when examined on an individual bases, the relationship between their cognitions and

practices was even weaker since the pre-service teachers generated diverse strategies in their cognitions and practices to deal with the in-class challenges. Therefore, it can be suggested that teacher educators should gain insights into the link between pre-service teachers' cognitions and instructional practices and should guide and assist them in reflecting what they have in their cognitions to their practices. This could be done by providing more opportunities for practicing teaching through micro-teaching sessions in teacher preparation courses or in real classes throughout the practicum. This is because it is thought that correspondence between thought and action is essential for effective teaching. Teacher educators can guide pre-service teachers in exploring the relationship between their cognitions and practices through reflection activities and feedback and discussion sessions. As Zheng (2009) asserts, such exploration can provide valuable information for teacher education programs for eliminating unfavorable beliefs that influence their practices before pre-service teachers start teaching.

To sum up, this study and a considerable body of research suggest that teacher education programs and teacher educators should take pre-service teachers' cognitions into account and raise pre-service teachers' awareness about their own thought processes; they should systematically examine the link between their cognitions and practices in relation to specific aspects of teaching and by this way try to create opportunities for change in their thinking and behavior if necessary.

5.4. Recommendations for Further Research

It is thought that this study contributes the teacher cognition literature by investigating a rarely studied aspect of English Language teaching: dealing with in-class challenges. The main concerns of this study are pre-service teachers' cognitions and practices in dealing with in-class challenges, the relationship between their cognitions and practices, and the influences that shape theirs cognitions and practices. Still, some other aspects can be added to the current study. For instance, emotional inclinations of pre-service English language teachers in dealing with in-class challenges can additionally be explored.

Another step that can be taken to make the study go further includes the sample and the data source. Sample size can be increased and more in-service English language teachers working at secondary schools can be reached to obtain in-class challenges. Additionally, participation of teachers from other cities than Muğla can be arranged and whether different cities create a difference in terms of the in-class challenges experienced can be sought for. As for the data source, this study can be replicated and future studies can be conducted in all layers of education, such as primary schools, high schools and universities, to determine in-class challenges in different levels and to explore pre-service teachers' cognitions and practices in different English teaching contexts.

Finally, it can be recommended that cognitions and practices of pre-service English language teachers in relation to different aspects of teaching can be studied, such as corrective feedback, learner uptake, or classroom management. It is possible to extend the list of aspects of teaching that can be examined.

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APPENDICES

A: QUESTIONNAIRE FOR DETERMINING IN-CLASS CHALLENGES

GÖNÜLLÜ KATILIM FORMU

Bu çalışma, Şeyda Selen Çimen tarafından Orta Doğu Teknik Üniversitesi Yabancı Diller Eğitimi Bölümü'nde yürütülen doktora tez çalışmasının bir bölümünü oluşturmaktadır. Çalışmanın ilgili bölümü, **ortaokullarda çalışan İngilizce öğretmenlerinin İngilizce öğretimi esnasında karşılaştıkları sınıf içi zorlukların belirlenmesi ve bu zorluklardan sık olarak karşılaşılanlarının saptanmasını** amaçlamaktadır. Sizin tarafınızdan cevaplanması beklenen bu formda, kimlik belirleyici hiçbir bilgi istenmemektedir. Verdiğiniz cevaplar ve kimliğiniz tamimiyle gizli tutulacak ve sadece araştırmacılar tarafından değerlendirilecektir; elde edilecek bilgiler ise bilimsel yayımlarda kullanılacaktır.

Anket, genel olarak kişisel rahatsızlık verecek soruları içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden ötürü kendinizi rahatsız hissederseniz cevaplama işini yarıda bırakmakta serbestsiniz. Bu çalışmaya katıldığınız için şimdiden teşekkür ederim.

Çalışma hakkında daha fazla bilgi almak için Muğla Üniversitesi, Eğitim Fakültesi, Yabancı Diller Eğitimi Bölümü Araştırma Görevlisi Şeyda Selen Çimen (Tel: 211 1821; E-posta: seydaselen@mu.edu.tr) ile iletişim kurabilirsiniz.

Bu çalışmaya tamamen gönüllü olarak katılıyorum. Verdiğim bilgilerin kimliğim gizli tutularak sadece bilimsel amaçlı yayımlarda kullanılmasını kabul ediyorum.

itfen kutucuğu işaretleyiniz.)

Sınıf İçi Zorlukların Saptanması Anketi

Bu anket ilköğretim ve lisede çalışan İngilizce öğretmenlerinin İngilizce öğretimi esnasında karşılaştıkları sınıf içi problemlerin belirlenmesi için hazırlanmıştır.

Katılımcılardan **İngilizcenin öğretimi esnasında sınıf içerisinde sıkça karşılaştıkları zorlukları düşünmeleri ve bunlardan <u>en sık</u> olarak yaşadıkları 3 farklı sınıf içi zorluğu <u>detaylı</u> olarak anlatmaları** beklenmektedir. Aşağıda bir örnek anlatım da sağlanmıştır. Ancak örnek sizleri sınırlandırmamalıdır.

Değerli deneyimlerinizi paylaşacak olduğunuz katılımınız, çalışmanın sürmesi açısından araştırmacı için oldukça önemli ve değerlidir. Bundan dolayı katılımınız ve ayırdığınız zaman için şimdiden çok teşekkürler.

Şeyda Selen Çimen

<u>Örnek:</u>

Son yıllarda sık yaşadığım bir sınıf içi problem özellikle son sınıflardaki öğrencilerin sınav kaygısından kaynaklanmaktadır. Bazı öğrenciler kendileri için daha önemli buldukları derslere daha fazla zaman ayırma amacıyla, İngilizce dersi esnasında önlerinde başka derslerin test kitaplarını açık tutup, dersi dinlemek ya da derse katılmak yerine test kitabındaki soruları çözmeye çalışmaktadırlar. Bazı öğrencilerin bu ilgisiz davranışı benim sınıf içerisindeki öğretme motivasyonumu olumsuz etkilemekte ve dikkatimin dağılmasına sebep olmaktadır.

1.

2.

3.

Kişisel Bilgi Formu: Lütfen aşağıdaki seçeneklerden size uygun olanını yuvarlak içine alınız.

1. Çalıştığınız okul	
2. Mesleki tecrübe yılınız	a) 0-5 yıl b) 6-10 yıl c) 11-15 yıl d) 16-20 yıl e) 20+
3. Mezun olduğunuz lisans programı	a) İngilizce Öğretmenliği b) İngiliz Dili ve Edebiyatı / Amerikan Kültürü c) Mütercim Tercümanlık d) Diğer *(Lütfen Belirtiniz)* ………………………………………………
4. En son mezun olduğunuz program	a) Lisans (4 yıllık) b) Yüksek lisans c) Doktora
5. Cinsiyetiniz	a) Kadın b) Erkek
6. İletişim bilgileriniz (Gerekli görüldüğü durumda daha fazla bilgi edinebilmek amacıyla size ulaşabilmek için)	E-posta Adresiniz: Telefon Numaranız:

Katılımınız için teşekkür ederim.

B: CASE SCENARIOS FOR PRE-PRACTICUM COGNITIONS

Okuyacak olduğunuz örnek olaylar bir devlet ortaokulunda, 2014-2015 eğitim – öğretim yılının birinci döneminde ve farklı sınıfların İngilizce derslerinde geçmektedir. Her bir örnek olayı okuyup anladıktan sonra hazır olduğunuzu belirtmeniz ve araştırmacının örnek olaylarla ilgili soracağı sorulara cevap vermeniz beklenmektedir. Katkılarınız için teşekkür ederiz.

1. Çiğdem Öğretmen 6/A sınıfında ders işlemektedir. Dersin teması "A Day in my City" ve öğretilmesi hedeflenen konu ise "Present Continuous Tense" dir. Çiğdem Hoca tahtaya yazmış olduğu örnek ifadeleri anlatmakta ve bir önceki derste sunmuş olduğu konunun pekişmesini amaçlamaktadır. Bu esnada, orta sırada oturan Burak ve Emre'nin ve arka sırada oturan Merve ve Halil'in kendi aralarında sessizce konuştuklarını ve oyun oynadıklarını gözlemler. Bu davranış karşısında Çiğdem Hoca şşşttt… der ve tahtadaki örnekleri açıklamaya devam eder.

2. Erkan Öğretmen 7/C sınıfında ders işlemektedir. Ders kitabındaki ünitenin teması "Biographies", öğretilmesi hedeflenen konu ise "Simple Past Tense" dir. Sınıfta ders kitabının ilgili ünitesinde bulunan okuma parçasının sorularını cevaplandırmaktadırlar. Erkan Hoca dönem başından beri girdiği bu sınıfta Mete, Pelin, Alara, Tuna, Melek, Ahmet ve Murat isimli öğrencilerin sürekli parmak kaldırdığını, sorulara cevap verdiğini ve etkinliklere katıldığını; fakat Melis, Alp, Mehmet, Tuğçe ve Emel isimli öğrencilerin de içinde bulunduğu bir grup öğrencinin parmak kaldırmadığını, genellikle sorulara cevap veremediğini ve etkinliklere katılmaktan kaçındığını gözlemler. Bu durum karşısında Erkan Hoca "hiç parmak kaldırmayanlar var" deyip sorulardan biri için Melis'e söz verir. Melis soruya cevap vermekte zorlanınca "peki, sen söyle" diyerek başka bir öğrenciye döner.

3. Pınar Öğretmen 8/B sınıfında ders işlemektedir. Ders kitabındaki ünitenin teması "Road to Success: Study Skills"; öğretilmesi hedeflenen konu ise "If clauses" dır. Pınar Hoca bu ünitede bulunan ve öğrenme stillerini ele alan bir okuma parçasını işlemektedir. Amacı, if clause içeren cümlelere dikkat çekerek bu yapının

kullanım alanlarını bir bağlam içerisinde öğrencilere göstermektir. Ancak, öğrencilerin oflama/puflama davranışında bulunduklarını ve cümleleri takip etmediklerini gözlemler.

4. Levent Öğretmen 6/A sınıfında ders kitabının 3. ünitesini işlemektedir. Ünitenin teması "At The Fair" dır. Ünitedeki etkinlikleri yaparak derse devam etmekte olan Levent Hoca "must/mustn't'" ve "comperative/superlative " konularının aynı ünitede ve karmaşık bir şekilde sunulduğunu fark eder. Bu durum karşısında Levent Hoca önce ünitenin "must/mustn't" konusunu içeren etkinliklerini daha sonra da "comperative/superlative " konusunu içeren etkinliklerini işler.

5. Özge Öğretmen 8/A sınıfında ders kitabının 4. ünitesini işlemektedir. Ünitenin teması "Dreams"; öğretilmesi hedeflenen konu ise "When/While Clauses" dur. Özge Hoca bu ünitede gramer etkinliklerinin çoğunlukta olduğunu buna karşın konuşma/dinleme/yazma etkinliklerine az yer verildiğini gözlemler. Bu durum karşısında Özge Hoca öğrencilere bir yazma ödevi verir ve evde yapmalarını ister.

6. Selçuk Öğretmen 8/C sınıfında ders işlemektedir. Dersin teması "Personal Experiences", öğretilmesi hedeflenen konu ise "Present Perfect Tense" dir. Selçuk Hoca öğrencilerinin Present perfect tense'i okurken, yazarken, dinlerken ve konuşurken doğru bir şekilde kullanabilmelerini hedeflemiş ve her bir yetiyi içeren çeşitli etkinliklerle bu konuyu pekiştirmeyi planlamıştır. Ancak, öğrenciler TEOG (Temel Eğitimden Orta Öğretime Geçiş) sınavına gireceklerini ve bu tür etkinliklerin onlara sınavda kolaylık sağlamayacağını söyleyerek İngilizce derslerinde çoktan seçmeli sorular çözmek istediklerini belirtirler. Bu durum karşısında Selçuk Hoca planlamış olduğu etkinliklerden vaz geçerek öğrencilere çoktan seçmeli sorular çözdürür.

7. Betül Öğretmen 7/A sınıfında ders işlemektedir. Yeni bir üniteye geçmeden önce son iki haftadır derslerinde öğretmiş olduğu konuları tekrar etmeyi hedeflemektedir. Bu amaçla, öğrencilere, bir sohbet ortamı yaratarak, öğrenmiş oldukları kelimeleri ve "should/shouldn't" ve "must/mustn't" yapılarını içeren sorular yöneltmektedir. Ancak, öğrencilerin soruları cevaplamakta zorlandıklarını çünkü öğrenmiş oldukları konuları unuttuklarını gözlemler. Bu durum karşısında Betül Hoca "bu soruları cevaplayabiliyor olmanız lazım, evde 2. ve 3. üniteleri tekrarlayıp öyle gelin" der ve yeni üniteye geçiş yapar.

8. Önder Öğretmen 5/B sınıfında ders işlemektedir. Dersin teması "Games and Hobbies", öğretilmesi hedeflenen konu ise "Likes and Dislikes" dır. Önder Hoca ders süresince, konu anlatımında ve etkinlik yaptırırken basit ifadeler kullanarak İngilizce konuşur. Fakat kısa sürede öğrencilerin kendisini ve etkinliklerde neler yapılacağını anlamadıklarını gözlemler. Bu durum karşısında Önder Hoca derse Türkçe konuşarak devam eder.

9. Filiz Öğretmen 5/A sınıfının İngilizce öğretmenidir. Derslerinde gerek ders kitabında bulunan gerekse kendi hazırlamış olduğu dinleme etkinliklerini kullanmayı planlıyor. Ancak okulun açılmasının üzerinden birkaç hafta geçmesine rağmen ders kitabına ait CD'nin hala okula gönderilmemiş olduğunu öğrenir. Ayrıca sınıfta işitsel materyalleri kullanabileceği donanım da yoktur. Bu durum karşısında Filiz Hoca ders kitabındaki dinleme etkinliklerinin metinlerini öğretmen kitabından kendisi okuyarak öğrencilerin yapmasını sağlar.

C: CASE SCENARIOS FOR POST-PRACTICUM COGNITIONS

Okuyacak olduğunuz örnek olaylar bir devlet ortaokulunda, 2014-2015 eğitim – öğretim yılının birinci döneminde ve 6. sınıfların farklı şubelerindeki İngilizce derslerinde geçmektedir. Her bir örnek olayı okuyup anladıktan sonra hazır olduğunuzu belirtmeniz ve araştırmacının örnek olaylarla ilgili soracağı sorulara cevap vermeniz beklenmektedir. Katkılarınız için teşekkür ederiz.

1. Hatice Öğretmen sınıfında ders işlemektedir. Dersin teması "A Day in my City" ve konusu ise "Present Continuous Tense" dir. Hatice Öğretmen tahtada bir resim üzerinde hikaye oluşturarak bu tense'in kullanımını örneklendirmektedir. Bu esnada öğrencilerin önde oturan bir kısmının kendisini dinlediğini ancak geri kalan bir kısmının pencereden dışarı bakıp daldığını, bir kısmının da önündeki kâğıda bir şeyler karaladığını gözlemler. Bu durum karşısında Hatice Öğretmen elindeki kalemle tahtaya vurarak "burayı dinleyin, sonra sınavda yapamıyorsunuz!" der ve kaldığı yerden anlatmaya devam eder.

2. Fırat Öğretmen 6/C sınıfında ders işlemektedir. Dersin teması "At the Fair" ve konusu ise "Can/Can't" dır. Fırat Öğretmen tahtaya yapıştırdığı renkli göstergeler aracılığıyla can ve can't in kullanımını anlatmaktadır. Bu esnada, genellikle olduğu gibi sorduğu sorulara verdikleri cevaplardan bir grup öğrencinin konuyu hemen kavradığını diğer bir grubun ise kavrayamadığını ve anlamakta zorlandıklarını gözlemler. Bu durum karşısında Fırat Öğretmen "bakın tekrar anlatıyorum, iyi dinleyin!" der ve konuyu tekrar anlatmaya başlar.

3. Işıl Öğretmen 6/A sınıfında ders kitabının 4. ünitesini işlemektedir. Ünitenin teması "Vacation" ve konusu ise "Simple Past Tense" dir. Işıl Öğretmen, öğrencilerinden ders kitabının bir bölümünde bulunan "Write a paragraph about your last weekend" konulu yazma etkinliğini yapmalarını ister. Ancak öğrencilerden hep bir ağızdan "offf, ne sıkıcı konu ya.." şeklinde sesler yükselir. Bu durum karşısında Işıl Öğretmen "Şşşttt! Şikayet etmeyin ve yapın!" der ve derse devam eder.

4. Mehmet Öğretmen 6/D sınıfında ders kitabının 2. ünitesini işlemektedir. Ünitenin teması "Friendship" dir. Kitaptaki etkinliklere devam ederken Mehmet Öğretmen

"should/shouldn't" ve "used to" konularının aynı ünite içerisinde, karmaşık ve birbiriyle bağlantısız olarak sunulduğunu fark eder. Bu durum karşısında Mehmet Öğretmen kitaptaki "should/shouldn't" konusunu içeren etkinlikleri işler; "used to" konusunu içeren etkinlikleri ise daha sonra işlemek üzere geçer.

5. Seçil Öğretmen 6/C sınıfında ders kitabının 3. ünitesini işlemektedir. Unitenin teması "Hello"; öğretilmesi hedeflenen konu ise "introducing oneself and other people" dır. Seçil Öğretmen bu ünitede boşluk doldurma, karışık kelimelerden cümle kurma, doğru seçeneği işaretleme gibi gramer odaklı etkinliklerin çoğunlukta olduğunu, buna karşın dinleme, yazma, konuşma etkinliklerine yer verilmediğini gözlemler. Bu durum karşısında, Seçil Öğretmen öğrencilerinden konu ile ilgili bir metin hazırlamalarını ve konuşma etkinliği yapmak üzere bir sonraki derse getirmelerini ister.

6. Özkan Öğretmen 8/A sınıfında ders işlemektedir. Dersin teması "Dreams", konusu ise "If clasuses" dır. Özkan Öğretmen, öğrencilerinin "If clauses" yapısını okurken, yazarken, konuşurken ve dinlerken doğru bir şekilde kullanabilmeleri ve anlayabilmelerini hedeflemiş ve her bir yetiyi içeren çeşitli etkinliklerle bu konuyu pekiştirmeyi planlamıştır. Ancak öğrenciler TEOG (Temel Eğitimden Orta Öğretime Geçiş) sınavına gireceklerini ve bu tür etkinliklerin onlar için zaman kaybı olacağını belirterek sınava yönelik çalışmalar yapmak istediklerini söylerler. Bu durum karşısında Özkan Öğretmen "bunlar da sınava yönelik, ben istiyorsam yapılacak" diyerek derse devam eder.

7. Deniz Öğretmen 6/B sınıfında ders işlemektedir. Yeni bir üniteye geçmeden önce, önceki önceki derste işlemiş oldukları "Occupations" temasına ait kelimeleri ve "can/can't" yapısını tekrarlamak amacıyla öğrencilere sorular yöneltmektedir. Ancak, öğrencilerin soruları cevaplamakta zorlandıklarını, çünkü öğrenmiş oldukları konuları tekrarlamadıkları için unuttuklarını gözlemler. Bu durum karşısında Deniz Öğretmen öğrencilerine "hemen defterlerinizi ve kitaplarınızı açın ve bunları tekrar edin" der ve öğrencilerin verdiği görevi bitirmesini bekleyerek derse devam eder.

8. Orhan Öğretmen 6/D sınıfında ders işlemektedir. Sıradaki ünitenin gramer konusu olan "Simple Past Tense" i öğretirken ders süresince konu anlatımında ve etkinlik yaptırırken İngilizce konuşur. Fakat kısa sürede öğrencilerin kendisini ve etkinliklerde neler yapılacağını anlamadıklarını ve "Niye Türkçe konuşmuyorsunuz? Biz anlamıyoruz" şeklinde yorum yaptıklarını gözlemler. Bu

durum karşısında Orhan Öğretmen dersi Türkçe konuşarak anlatmaya devam eder.

9. Ayşe Öğretmen 6/A sınıfının İngilizce öğretmenidir. Derslerinde ders kitabında bulunan ve kendi hazırlamış olduğu dinleme etkinliklerine yer vermeyi planlıyor. Ancak okulun ders kitabına ait CD'nin okula gönderilmemiş olduğunu öğrenir. Ayrıca sınıfta işitsel materyalleri kullanabileceği CD çalar vs. gibi donanım da yoktur. Bu durum karşısında Ayşe Öğretmen derslerinde dinleme etkinliklerine yer vermekten vaz geçer.

D: QUESTIONS ASKED IN THE SCENARIO-BASED INTERVIEWS

1. Okumuş olduğunuz örnek olaydaki öğretmenin karşılaştığı zorluğun kaynağı sizce seçeneklerden hangisidir? Lütfen sebebini açıklar mısınız?

   (a) Öğrenci temelli
   (b) Kaynak temelli
   (c) Eğitim politikaları temelli

2. Buradaki öğretmenin yerinde siz olsaydınız bu durum/zorluk karşısında ne yapardınız?

3. Bu durumu tekrar yaşamamak için, önlem olarak ne yapardınız?

4. Böyle düşünmenizin sebebi nedir?

E: SAMPLE TRANSCRIBED SCENERIO-BASED INTERVIEW

Case Scenarios	Interview Questions (for post-practicum cognitions)	Respondent's Answers (ST B)
1.Hatice Öğretmen sınıfında ders işlemektedir. Dersin teması "A Day in my City" ve konusu ise "Present Continuous Tense" dir. Hatice Öğretmen tahtada bir resim üzerinde hikaye oluşturarak bu tense'in kullanımını örneklendirmektedir. Bu esnada öğrencilerin önde oturan bir kısmının kendisini dinlediğini ancak geri kalan bir kısmının pencereden dışarı bakıp daldığını, bir kısmının da önündeki kâğıda bir şeyler karaladığını gözlemler. Bu durum karşısında Hatice Öğretmen elindeki kalemle tahtaya vurarak "burayı dinleyin, sonra öğrenemiyorsunuz!" der ve kaldığı yerden anlatmaya devam eder.	1. Okumuş olduğun örnek olaydaki öğretmenin karşılaştığı zorluğun kaynağı sence seçeneklerden hangisidir? Lütfen sebebini açıkla. a) Öğrenci temelli b) Öğretim kaynakları temelli c) Eğitim politikaları temelli	Sebebin öğrenci temelli olduğunu düşünüyorum. Çünkü öğretmen elinden geldiğince dersi farklı bir şekilde işlemeye çalışmış, hikaye ile öğrencilerin dikkatini çekmek istemiştir.
	2. Buradaki öğretmenin yerinde olsaydın bu durum/zorluk karşısında ne yapardın?	Öğretmen yerinde olsam dikkatlerinin dağınık olduğunu fark ettiğim öğrencilere bireysel olarak konuyla alakalı sorular sorar dikkatlerini çekmeye çalışırdım.
	3. Bu durumu/zorluğu tekrar yaşamamak için, önlem olarak ne yapardın?	Onları da derse katabileceğim farklı yöntemler izlemeye çalışırdım. Oyunları sık kullanırdım, çünkü oyun oynamayı çok seviyorlar. Tahtada konu anlattığım zamanı kısıtlar, onları meşgul tutacak şeyler planlardım.
	4. Böyle düşünmenin sebebi nedir?	Öğrencilerin derse ilgisizliğinin farklı nedenleri olabileceği gibi öğretmenin ve konu işleyişinin yeteri kadar dikkatlerini çekemeyişi de bir sebep olabilir. Bu yüzden farklı yöntemler denemek ve onları sırada oturup dinlemek yerine meşgul tutmak mantıklı olabilir.
2. Fırat Öğretmen sınıfında ders işlemektedir. Dersin teması "At the Fair" ve konusu ise "Can/Can't" dır. Fırat Öğretmen tahtaya yapıştırdığı renkli göstergeler aracılığıyla can ve can't in kullanımını anlatmaktadır. Bu esnada, genellikle olduğu gibi sorduğu sorulara verdikleri cevaplardan bir grup öğrencinin konuyu hemen kavradığını diğer bir grubun ise kavrayamadığını ve anlamakta zorlandıklarını gözlemler. Bu durum karşısında Fırat Öğretmen "bakın tekrar	1. Okumuş olduğun örnek olaydaki öğretmenin karşılaştığı zorluğun kaynağı sence seçeneklerden hangisidir? Lütfen sebebini açıkla. a) Öğrenci temelli b) Öğretim kaynakları temelli c) Eğitim politikaları temelli	öğrenci temelli bir problemdir. Bazı öğrenciler anlarken diğer öğrenciler anlamamaktadır.

anlatıyorum, iyi dinleyin!" der ve konuyu tekrar anlatmaya başlar.	2. Buradaki öğretmenin yerinde olsaydın bu durum/zorluk karşısında ne yapardın?	Anlayamadıklarını düşündüğüm öğrencileri anladıklarını bildiğim öğrencilerin yanına oturtarak beraber yapabilecekleri bir aktivite hazırlardım.
	3. Bu durumu/zorluğu tekrar yaşamamak için, önlem olarak ne yapardın?	Anlamadıklarını fark ettiğim öğrencilerimle daha yakından ilgilenir asıl problemin ne olduğunu kavramaya çalışırdım. Öğrenme şekli mi farklı, zeka seviyesi mi farklı, yoksa başka bir problem mi var diye araştırırdım. Gerekirse aileleri işin içine katardım.
	4. Böyle düşünmenin sebebi nedir?	Dersi anlamamalarının bir çok nedeni olabilir ve bu sorunu onları sadece ders ortamında gözlemleyerek anlamam mümkün değil. Yakından tanımam için de aile ile işbirliği yapmak en iyi çözüm galiba. Şimdi de öyle mi bilmiyorum ama benim orta okul lise zamanlarımda öğretmenlerimiz bir sorunumuz olunca ailelerimizle görüşürdü ve o sorun bu şekilde daha kolay çözülürdü.
3. Işıl Öğretmen sınıfında ders kitabının 4. ünitesini işlemektedir. Ünitenin teması "Vacation" ve konusu ise "Simple Past Tense" dir. Işıl Öğretmen, öğrencilerinden ders kitabının bir bölümünde bulunan "Write a paragraph about your last weekend" konulu yazma etkinliğini yapmalarını ister. Ancak öğrencilerden hep bir ağızdan "offf, ne sıkıcı konu ya.." şeklinde sesler yükselir. Bu durum karşısında Işıl Öğretmen "Şşşttt! Şikayet etmeyin ve yapın!" der ve derse devam eder.	1. Okumuş olduğun örnek olaydaki öğretmenin karşılaştığı zorluğun kaynağı sence seçeneklerden hangisidir? Lütfen sebebini açıkla. a) Öğrenci temelli b) Öğretim kaynakları temelli c) Eğitim politikaları temelli	Problem tamamen öğretim kaynakları kaynaklı. Öğrencilerin uzak olduğu ve sevmedikleri bir aktiviteye böyle yaklaşmaları çok normal.
	2. Buradaki öğretmenin yerinde olsaydın bu durum/zorluk karşısında ne yapardın?	Yazma etkinliğini değiştirir ve eğlenceli bir hale getirir ya da oyuna dönüştürürdüm.
	3. Bu durumu/zorluğu tekrar yaşamamak için, önlem olarak ne yapardın?	Öğrencilere kademeli yaklaştırma yaparak sevmedikleri etkinlikleri sevdikleri etkinliklerin içine yerleştirerek eğlenceli hale getirirdim.
	4. Böyle düşünmenin sebebi nedir?	Çünkü öğrenciler sıkıcı gelen ve sevmedikleri şeyleri yapmak istemezler. Bununla başa çıkmak için de bazı stratejileri bilmek ve kullanmak gerekebilir. Bunun için de eğitim bilimlerinden öğrenme psikolojisi falan gibi alanlara başvurulabilir.
4. Mehmet Öğretmen sınıfında ders kitabının 2. ünitesini işlemektedir. Ünitenin teması "Friendship" dir. Kitaptaki etkinliklere devam ederken Mehmet Öğretmen "should/shouldn't" ve "used to" konularının aynı ünite içerisinde, karmaşık ve birbiriyle bağlantısız olarak	1. Okumuş olduğun örnek olaydaki öğretmenin karşılaştığı zorluğun kaynağı sence seçeneklerden hangisidir? Lütfen sebebini açıkla.	öğretim kaynakları yani ders kitabı temelli bir sorundur. Alakasız konuları bir arada vermiştir.

sunulduğunu fark eder. Bu durum karşısında Mehmet Öğretmen kitaptaki "should/shouldn't" konusunu içeren etkinlikleri işler; "used to" konusunu içeren etkinlikleri ise daha sonra işlemek üzere geçer.	a) Öğrenci temelli b) Öğretim kaynakları temelli c) Eğitim politikaları temelli	
	2. Buradaki öğretmenin yerinde olsaydın bu durum/zorluk karşısında ne yapardın?	Aynısını yapardım. Önce bir konuyu işler, diğerini daha sonraya bırakırdım.
	3. Bu durumu/zorluğu tekrar yaşamamak için, önlem olarak ne yapardın?	Ders kitabı gerçekten kötüyse onu takip etmez kendi materyalimi hazırlardım. Böylece bu tip sorunlarla karşılaşmazdım.
	4. Böyle düşünmenin sebebi nedir?	Öğrencilerin etkili öğrenimini sağlamada kullanılan materyal önemli bir yer tutuyor, kötü bir kitap da bana sürekli sorun demektir. Sürekli kitabı düzeltmeye çalışmaktansa kendi materyalimi hazırlamam daha etkili olur diye düşünüyorum.
5. Seçil Öğretmen sınıfında ders kitabının 3. ünitesini işlemektedir. Unitenin teması "Hello"; öğretilmesi hedeflenen konu ise "introducing oneself and other people" dır. Seçil Öğretmen bu ünitede boşluk doldurma, karışık kelimelerden cümle kurma, doğru seçeneği işaretleme gibi gramer odaklı etkinliklerin çoğunlukta olduğunu, buna karşın dinleme, yazma, konuşma etkinliklerine yer verilmediğini gözlemler. Bu durum karşısında, Seçil Öğretmen öğrencilerinden konu ile ilgili bir metin hazırlamalarını ve konuşma etkinliği yapmak üzere bir sonraki derse getirmelerini ister.	1. Okumuş olduğun örnek olaydaki öğretmenin karşılaştığı zorluğun kaynağı sence seçeneklerden hangisidir? Lütfen sebebini açıkla. a) Öğrenci temelli b) Öğretim kaynakları temelli c) Eğitim politikaları temelli	Ders kitabı kaynaklıdır bütün skillere yer verilmemiştir.
	2. Buradaki öğretmenin yerinde olsaydın bu durum/zorluk karşısında ne yapardın?	Aynısını yapar, bazı skiller için eve ödev verir mesela yazma gibi, bazılarını da sınıfta yaptırırdım, mesela dinleme etkinliğini sınıfta yaptırırdım.
	3. Bu durumu/zorluğu tekrar yaşamamak için, önlem olarak ne yapardın?	Derse ders kitabını önceden inceleyerek gelir ve ona göre bir plan yapardım. Eksik noktalar için hazırlık yapar onları kendim telafi etmeye çalışırdım.
	4. Böyle düşünmenin sebebi nedir?	Derse hazırlıklı gelmek dersi kurtarır. Kitaptaki her şey doğru olacak diye bir şey yok, önceden bakıp tedbir almak gerekebilir. Kitaba güvenip gramer odaklı bir öğretim yapmak dil öğretmek değildir.
6.Özkan Öğretmen 8/A sınıfında ders işlemektedir. Dersin teması "Dreams", konusu ise "If clasuses" dır. Özkan Öğretmen, öğrencilerinin "If clauses" yapısını okurken, yazarken, konuşurken ve dinlerken doğru bir şekilde kullanabilmeleri ve anlayabilmelerini hedeflemiş ve her bir yetiyi içeren çeşitli etkinliklerle bu konuyu pekiştirmeyi	1. Okumuş olduğun örnek olaydaki öğretmenin karşılaştığı zorluğun kaynağı sence seçeneklerden hangisidir? Lütfen sebebini açıkla. a) Öğrenci temelli b) Öğretim	Eğitim politikaları temellidir. Öğrenciler hayatlarını etkileyecek bir sınava hazırlanmak isterler.

planlamıştır. Ancak öğrenciler TEOG (Temel Eğitimden Orta Öğretime Geçiş) sınavına gireceklerini ve bu tür etkinliklerin onlar için zaman kaybı olacağını belirterek sınava yönelik çalışmalar yapmak istediklerini söylerler. Bu durum karşısında Özkan Öğretmen "bunlar da sınava yönelik, ben istiyorsam yapılacak" diyerek derse devam eder.	kaynakları temelli c) Eğitim politikaları temelli	
	2. Buradaki öğretmenin yerinde olsaydın bu durum/zorluk karşısında ne yapardın?	Zorla dayatma yapmak yerine onların sınavda faydalanabilecekleri konuları öğretmeye çalışırdım.
	3. Bu durumu/zorluğu tekrar yaşamamak için, önlem olarak ne yapardın?	Milli eğitime sınavların kaldırılmasını talep edemeyeceğime göre sınava hazırlamaktan başka yapacak bir şey yok.
	4. Böyle düşünmenin sebebi nedir?	Öğrencilerin kafalarının içine giremediğimiz için sınav olduğu sürece sınavları düşünmeleri kaçınılmaz. Sınav sonuçta bir öğrenci için en büyük motivasyondur.
7.Deniz Öğretmen sınıfında ders işlemektedir. Yeni bir üniteye geçmeden önce, önceki önceki derste işlemiş oldukları "Occupations" temasına ait kelimeleri ve "can/can't" yapısını tekrarlamak amacıyla öğrencilere sorular yöneltmektedir. Ancak, öğrencilerin soruları cevaplamakta zorlandıklarını, çünkü öğrenmiş oldukları konuları unuttuklarını gözlemler. Bu durum karşısında Deniz Öğretmen öğrencilerine "hemen defterlerinizi ve kitaplarınızı açın ve bunları tekrar edin" der ve öğrencilerin verdiği görevi bitirmesini bekleyerek derse devam eder.	1. Okumuş olduğun örnek olaydaki öğretmenin karşılaştığı zorluğun kaynağı sence seçeneklerden hangisidir? Lütfen sebebini açıkla. a) Öğrenci temelli b) Öğretim kaynakları temelli c) Eğitim politikaları temelli	öğrenci biraz da öğretmen temellidir. Öğrenci tekrar etmemiş olabilir, öğretmen de konuyu düzgün edindirememiş olabilir.
	2. Buradaki öğretmenin yerinde olsaydın bu durum/zorluk karşısında ne yapardın?	Kitaptan tekrar etmelerini istemek yerine onlarla birlikte konuyu hatırlatıcı eğlenceli bir etkinlik yapardım.
	3. Bu durumu/zorluğu tekrar yaşamamak için, önlem olarak ne yapardın?	Her ders bir önceki dersin eğlenceli oyunlarla tekrarını yapar arada önceki haftalara da değinirdim.
	4. Böyle düşünmenin sebebi nedir?	Tekrar edilmeyen şeyler unutulur. Eğlenceli yollarla yapılan tekrarlar daha akılda kalıcı olur. Özellikle bu yaştaki öğrencilerin oyunlarla öğrenmekten çok hoşlandığını gözlemledim.
8. Orhan Öğretmen sınıfında ders işlemektedir. Sıradaki ünitenin gramer konusu olan "Simple Past Tense" i öğretirken ders süresince konu anlatımında ve etkinlik yaptırırken İngilizce konuşur. Fakat kısa sürede öğrencilerin kendisini ve etkinliklerde neler yapılacağını anlamadıklarını ve "Niye Türkçe konuşmuyorsunuz? Biz anlamıyoruz" şeklinde yorum yaptıklarını gözlemler. Bu durum karşısında Orhan Öğretmen dersi Türkçe konuşarak anlatmaya devam	1. Okumuş olduğun örnek olaydaki öğretmenin karşılaştığı zorluğun kaynağı sence seçeneklerden hangisidir? Lütfen sebebini açıkla. a) Öğrenci temelli b) Öğretim kaynakları temelli c) Eğitim politikaları temelli	Biraz öğrenci biraz öğretmen temellidir. Öğrenciler ön yargılı davranarak anlamadıklarını söylüyorlar, öğretmen de onları buna alıştırmış olabilir.

eder.	2. Buradaki öğretmenin yerinde olsaydın bu durum/zorluk karşısında ne yapardın?	İngilizce kullanmaya devam ederdim ama daha basit bir dil kullanırdım, body language ı da kullanmaya özen gösterirdim.
	3. Bu durumu/zorluğu tekrar yaşamamak için, önlem olarak ne yapardın?	Öğrencilerin İngilizce dersinde olduklarını ve bu derin gereğinin İngilizce konuşmak olduğunu kavramalarını sağlardım. Onlar bu duruma alışana kadar çabalardım.
	4. Böyle düşünmenin sebebi nedir?	Dil öğretiminde target language kullanılması gerektiğine inanıyorum. Öğretmenin bu anlamda iyi bir model olması onları da öğrenmeye karşı güdüleyecektir.
9. Ayşe Öğretmen sınıfının İngilizce öğretmenidir. Derslerinde ders kitabında bulunan ve kendi hazırlamış olduğu dinleme etkinliklerine yer vermeyi planlıyor. Ancak okulun ders kitabına ait CD'nin okula gönderilmemiş olduğunu öğrenir. Ayrıca sınıfta işitsel materyalleri kullanabileceği CD çalar vs. gibi donanım da yoktur. Bu durum karşısında Ayşe Öğretmen derslerinde dinleme etkinliklerine yer vermekten vaz geçer.	1. Okumuş olduğun örnek olaydaki öğretmenin karşılaştığı zorluğun kaynağı sence seçeneklerden hangisidir? Lütfen sebebini açıkla. a) Öğrenci temelli b) Öğretim kaynakları temelli c) Eğitim politikaları temelli	öğretim kaynakları temellidir, öğretim için gerekli araç gereç yoktur.
	2. Buradaki öğretmenin yerinde olsaydın bu durum/zorluk karşısında ne yapardın?	Meb in sitesinden parçaları indirir, kendi imkanlarımla uygun aracı bulur dersimi işlerdim. Çünkü sitede bütün dinleme metinleri var.
	3. Bu durumu/zorluğu tekrar yaşamamak için, önlem olarak ne yapardın?	Okul müdürlüğüne bildirir gerekli aracın temin edilmesi için ısrarcı olurdum.
	4. Böyle düşünmenin sebebi nedir?	Öğrencilerin etkili ders işlemesi için okul görevlileri iş birliği içinde çalışmalı gerekli araçları temin etmelidir. Zaten bir CD çalar artık lüks ve ayrıcalıklı bir araç değildir günümüzde ve aslında sınıflarda bundan fazlası var olmak zorundadır, örneğin hem görsel hem işitsel araçlar. Biz derslerimizde bir sürü aktivite çeşidi ve bunları uygulayabileceğimiz donanım öğreniyoruz, ama sınıfa gidince bir CD çalar bile olmaması çok moral bozucu. Böyle olunca da dil öğretiminde çağın gerisinde kalmaya mahkum oluyoruz.

F: SAMPLE TRANSCRIBED STIMULATED-RECALL INTERVIEW

RECALL EPISODE	INITIATED BY PARTICIPANT OR RESEARCHER	SUMMARY OF VIDEO SEGMENT	STIMULATED RECALL PROMPTS	RECALL
1	P	(1:36) The ST asks a student who doesn't raise her hand and participate in the lesson. The student can't answer and exeeds the ST's wait time.		Burada mesela hiç parmak kaldırmayan birine sordum. O da ya anlayamadı, ya toparlayamadı. O an "how do you feel?" sorusunu çıkaramadı diye düşündüm ve hemen "how are you?" diye değiştirdim ve "when one says how are you, we say I am fine" diye hatırlattım. Hatırlayınca cevap verdi. Ne yapsam acaba anlaması için diye düşündüm ve sorumu değiştirip daha kolay bir soru sordum. Bu şekilde bunu çözmüş oldum.
			Peki böyle yapmanın altında bir sebep var mıydı?	Bu öğrencinin zaten çekinik kaldığını ve belki de anlamadığı için hiç parmak kaldırmadığını düşündüm. Cevabı bilemeyince ona bir şans vermeden başka öğrenciye dönseydim kendini kötü ve başarısız hissedeceğini düşündüm. Onun için ondan bir cevap almaya çalıştım.
2	R	(2:24) The ST says a sentence in Turkish "hava güneşli değil mi?" (it's sunny, isn't it?) and the students disrupt the lesson by shouting in Turkish "Türkçe konuşabiliyormuş" (she can speak Turkish), "Öğretmen Türkçe biliyormuş" (teacher can speak Turkish), o zaman neden Türkçe konuşmuyorsunuz? Biz İngilizce anlamıyoruz" (then why don't you	Bu bölümde öğrencilerin bu tepkisi karşısında bir an durakladığını gözlemliyorum. Bu kısımda ne düşündün?	Aslında bu gibi tepkilerle ders boyunca en ufak bir Türkçe kullanımında karşılaştım. Neden Türkçe konuşmuyorsunuz? Hoca Türkçe biliyormuş vs diye bir kargaşa oluyor. Ben zaten basit ifadeler seçiyorum, geniş zaman kullanıyorum ve beni anladıklarını biliyorum. Ama gene de, alışık olmadıkları için, böyle tepki veriyorlar. Ben durakladığımda nasıl sustursam acaba diye düşündüm. Ve gene İngilizce kullanarak, biraz

		speak Turkish? We don't understand) and this causes noise and distraction in the classroom.	Peki, bu kısımda olduğu gibi, Türkçe'ye dönmeyi tercih ettiğin zamanlarda ne düşünerek buna karar verdin?	yüksek sesle "şşşt be quiet. Sometimes I can speak in Turkish" diye uyarınca ve açıklama yapınca sustular zaten. Böyle İngilizce konuşmaya devam ederek dirençlerini kırabileceğimi düşünüyorum. Burada küçük bir toparlama yapmam gerekti, çünkü zaman boşa geçiyordu. Zamanı daha fazla harcamak istemediğim için Türkçe kullandım. Çok fazla Türkçe'ye dönüş yapmadım aslında. Birkaç kere, çok sıkıştığım anlarda böyle yaptım.
3	P	(5:10) The ST organizes an activity at the board. The students come to the board and stick the pictures of weather conditions on the approprriate place. She calls a silent student to the board and wants him do the activity.		Bu kısımda, bu çocuk çok çekingen bir çocuk, en önde oturmasına rağmen çok sessiz olduğunu gördüm, hiçbir tepki vermiyordu, parmak kaldırmıyordu, bir an düşündüm kaldırsam yapabilir mi acaba diye ama, onu da derse katmak istedim, pasif kalmasın, kendine güvensin diye onu kaldırdım. Tahtaya çıkıp yapabilince de mutlu oldu zaten.
4	P	(5:46) The ST and the students carry out an activity together at the board. Among the students, there is a boy who talks all the time and says "niye Türkçe konuşmuyorsunuz?" (why don't you speak in Turkish?), "Biz İngilizce anlamıyoruz" (we don't understand English sentences) etc.. She bids the turn to this boy and calls him to the board.		Bu çocuğu özellikle kaldırdım çünkü benim İngilizce konuşmama sürekli tepki gösteriyordu. Aslında anlayabiliyordu, hem hareketleriyle hem derse katılımıyla anladığını gösteriyordu. Ama inatla tepki göstermeye devam ediyordu. Zaten sınıfta iki grup vardı, bir kabul edenler bir de neden İngilizce konuşuluyor diye kabul etmeyenler. Öğretmeni zorlamak mı, eğlenmek mi amacı bilmiyorum ama çok yapıyordu bunu. "ben hiçbir şey anlamıyorum, ne diyorsunuz" diyordu sürekli. Tepki koymaya çalışıyordu. Ben de tepkisine yönelik onu kaldırdım. Yaptı da zaten soruyu, yapabiliyor biliyorum. Sonra oturduğunda artık sürekli bu şekilde konuşmayı bıraktı.
5	P	(8:52) While the ST is having her class, one student always answers the questions without raising his hand.	Ne yapmak istedin? Bu sefer bu çocuğa söz vermende bir amaç var mıydı?	Bu önde oturan çocuk çok hareketli ve yaramazlık yapmaya meğilli. Sürekli soruları oturduğu yerden cevaplıyor ama parmak kaldırmadan. İlk önce bakıyorum geçiyorum, tekrar oluyor bakıp geçiyorum. Yani duymamazlıktan geliyorum. En sonunda cevap vermeden önce parmak kaldırdı. Bilerek ona söz verdim ben de.

					Parmak kaldırmadığı zaman ona söz vermeyeceğimi, ancak parmak kaldırırsa söz vereceğimi göstermek istedim. Neden beni dikkate almıyor diye düşündüyse eğer, parmak kaldırdığında ve ben sözü ona verdiğimde bunu çözmüştür. Kelimelerle değil davranışımla bu kuralı anlatmak istedim.
6	R		(11:21) The ST starts handing out a worksheet.	Bu kısımda bir çalışma kağıdı dağıtıyorsun. Bu senin ekstra olarak hazırladığın bir materyal sanırım. Bu çalışma kağıdını hazırlamanda bir amacın var mıydı?	Ders kitabında bir bölüm vardı, aynı şeylerin tekrarı olan ve yararlı bulmadığım bir bölüm. Bu bölümü çıkardım, onun yerine bu çalışma kağıdını hazırladım ki öğrenilen yapıyı tam bir cümle olarak yazabilsinler, bir bağlam içinde kullanımını görsünler diye. Kitaptaki bölüme göre bu daha yararlı bir etkinlik olduğu için bunu yaptım.
7	R		(16:30) The ST walks towards a student who sits silently throughout the lesson. She asks him "Do you want to answer?", and the student answer silently "it is sunny"	Bu kısımda, bu öğrenciye söz verdiğini hatırlıyor musun?	Ders boyunca o öğrencinin farkındaydım. Pek anlayamıyor gibiydi. Daha geriydi sanki ama bir tek onun için de daha yavaş anlatmak istememiştim. Ama gene de özellikle ona söz verdim. Parmak kaldırmıyordu zaten. Ama göz teması kurdum ve sen de yapmak ister misin diye yanına gittim. Arkadaşı parmağıyla gösterdi, ve cevap verdi. Yapmış zaten. Söyledi hemen. Çekingen de bir öğrenci sanırım. Ama dersin bu noktasına kadar fark etsem de ona söz vermedim, tedigin olmasını istemedim. Zaman verdim, bir anlasın toparlasın kafasında konuyu diye. Aktivitenin ortalarına gelince ona da söz vereyim dedim, örnekleri görmüştür anlamıştır diye. İyi ki de vermişim. Onu da dahil edince ben de mutlu oldum.

G: ORIGINAL AND TRANSLATED INTERVIEW DATA DISPLAY

1

Original Data	Translated Data
Sık yaşadığım sınıf içi sorunlardan biri öğrencilerin ders dışı şeylerle ilgilenmesidir. Belki bu derse karşı ilgi eksikliğinden kaynaklanıyordur; dikkatleri kolaylıkla dağılabiliyor. Pencereden boş boş dışarıyı seyreden, ya da arkadaşıyla konuşan öğrencilere ders anlatmak gerçekten zor ve benim için moral bozucu oluyor.	One of the in-class challenges that I usually experience is students' off-task behavior. Maybe this is a result of lack of interest toward the lesson and they are distracted easily. Teaching a group of students who look out of the window or chat with desk mates is really difficult and demoralizing for me. (Teacher 7)
Öğrenciler İngilizce derslerine gerektiği kadar ilgi duymuyorlar. Ders anlatırken sıra arkadaşlarıyla oyun oynuyorlar ya da konuşuyorlar. Hiç kimseyi rahatsız etmiyorlar, sessizce, fısıltıyla yapıyorlar bunu. Bu herhangi bir displiin sıorununa da yol açmıyor; saygılı çocuklar hepsi ama motivasyonları yok ve böyle çocukların sayıları gerçekten az değil.	Students don't have sufficient level of interest toward English classes. They play games with their desk mates during the classes, or they chat with each other. They don't disturb anyone, they do that silently. This doesn't cause discipline problems, they are respectful but they obviously have no motivation. And, these kinds of students are high in number. (Teacher 12)

2

Original Data	Translated Data
Sınıflar kalabalık ve aynı sınıfta farklı seviyeden öğrenciler var. Bu da düşük seviyede ya da ancak orta seviyede bir ilerlemeye olanak sağlıyor. Dersi seviyesi daha düşük olan öğrencilere göre ayarladığımızda seviyesi yüksek olan öğrenciler sıkılıyor. Tam tersine seviyesi daha yüksek olan öğrencilere gore ders anlattığımızda da bu öğrenciler bir şey anlamadıklarından yakınıyorlar. Ve bu durum hem öğrenciler hem de benim açımdan bir problem. Ve bence tek çözüm yolu seviye sınıfları yapmaktan geçiyor.	Classrooms are crowded and there are students of different levels in one class. This causes a low level or medium level progress in our classes. High achievers get bored when we address lower level students. On the contrary, when we teach according to higher-level students, lower-level students complain about not understanding. And this situation is a problem for both the students and me. And I think the only solution for this is placing students in English classes according to their levels. (Teacher 8)
Benim sorunlarımdan bir tanesi öğrencilerin İngilizce seviyeleri arasındaki farklar. Bu benim için bir problem çünkü sürekli planda geri dönmek ve zaten öğretmiş olduğum konuları tekrar anlatmak zorunda kalıyorum. Bu da sınıfın ilerleme hızını düşürüyor. Seviyesi daha düşük olan öğrenciler için farklı bir program yok ve onlara yardım etmek çok zor. Genellikle sınıfta sadece oturuyorlar ve sınıf etkinliklerine katılmıyorlar ya da katılamıyorlar.	One of my problems is the difference between the language levels of students. This creates a problem for me because I have to go back in the schedule and repeat the previously taught topics. This slows down the pace of the class. There is no different program for lower level students, and it is difficult to help them. Most of the time, they only sit in the class and don't or can't participate in class activities. (Teacher 4)

3

Original Data	Translated Data
Öğrenciler öğretmenin ders boyunca İngilizce konuşmasından hoşlanmıyorlar. Anlamamaktan şikayet ediyorlar ve hatta ailelerine de bu şekilde anlatıyorlar. Dolayısıyla ben de derslerimde sürekli İngilizce konuşamıyorum.	Students are not happy with English-medium classes. They complain about not understanding and even talk to their families about that. So, I can't speak in English all the time during my classes. (Teacher 14)
Sürekli olarak yönergeleri, sorularımı, ya da konuştuğum her şeyi Türkçeye çevirmek zorunda kalıyorum. Ve böyle yapınca da yaptığım işten zevk almıyorum. Kendimi rahat hissetmiyorum. Fakat digger türlü de öğrenciler konuştuklarımı anlamıyorlar ya da anlamakta zorlanıyorlar.	All the time, I have to translate instructions for activities, or my questions, or anything I talk into Turkish. When I do this I don't enjoy what I do. I don't feel comfortable. But the students don't understand or have difficulty in understading me when I speak in English in the class. (Teacher 12)

4

Original Data	Translated Data
(…) Öğrendikleri konuları evde tekrar etme alışkanlıkları yok ve dolayısıyla sınıfta işlendikten kısa bir süre sonra bile konuları hatırlayamıyorlar ve ben de öğrettiklerimi sürekli tekrarlamak zorunda kalıyorum.	(…) They don't have the habit of revising the topics at home and so they can't recall the topics even a short time later they are taught in the class, and I have to repeat what I taught before. (Teacher 3)

5

Original Data	Translated Data
Sınıflarımız araç-gereç bakımından yeteri kadar donanımlı değil. Sınıfa kendimiz CD çalar getirsek bile dinleme aktivitelerini yapamıyoruz çünkü bakanlık DC leri okullara göndermiyor. Ya da, okullara ulaşması ilk dönemin sonunu buluyor. Mesela, öğretmen arkadaşlar genellikle dinleme parçalarını öğretmen kitabından okuyorlar ve bu durumda öğrencilerin dinledikleri sadece kendi öğretmenlerinin konuşması oluyor. Kişisel olarak benim dinleme aktivitelerinde yaptığım şey bu. Bazı meslektaşlarımız da dinlemeyi hiç yapmıyorlar. Bu yüzden öğrencilerin dinleme yeteneği gelişemiyor ve dinleme aktivitelerinde başarısız oluyorlar.	Our classrooms are not adequate in terms of teaching equipments. Even if we ourselves bring cd players to the class, we can't carry out listening activities because the ministry doesn't send the CDs to schools. Or, they reach schools at the end of the first semester. For example, teachers generally read the listening texts from the teachers' books and what the students only listen to is their teachers' voice. Personally, what I do is that for listening. Some of our collegues don't carry out listening activities at all. Because of this, their listening skill can't develop and they are unsuccessful in listening activities. (Teacher 8)

6

Original Data	Translated Data
Sınıfta kullanmak zorunda olduğumuz course booklar gerçekten çok sıkıcı. Öğrenciler eğlenerek daha kolay öğreniyorlar fakat kitap çok yetersiz, aktiviteler çok sıkıcı ve temaların ve konuların çoğu güncel değil. Ben kendi sınıflarımda farklı materyallar kullanmaya çalışıyorum ama bu kitaplar zorunlu ve bunları kullanmak zorundayız.	The course book we have to use in our classes is awfully boring. Students learn more easily by enjoying. However, the book is so inadequate, the activities are so boring, and most of the themes and topics are out-of-date. Even I try to use different materials in my classes, but this book is compulsory and we have to use it. (Teacher1)

Original Data	Translated Data
Kitabın monotonluğu ve tek düzeliği dersi sıkıcı yapıyor. Öğrencileri bırakın ben kendim bile sıkılıyorum. Ekstra materal kullnmaya kalktığımda da programa uyamıyorum, yetişemiyorum. Bunun yanı sıra, TEOG soruları da kitaptan geliyor. Yani her şekilde kitabı kullanmak durumundayım.	Monotony and flatness of the course book makes the lesson boring. Let alone the students, even I, myself, get bored. When I plan using extra materials I can't catch up with the schedule. Besides this, questions of the centralized exam (TEOG) are based on the course book, so I have to use the course book in a way. (Teacher 3)

7

Original Data	Translated Data
Bakanlıkça yazılan ve bize gönderilen kitaplar çok karmaşık. Öğrenciye kolaylık sağlamaktan çok uzaklar ve konular arasında bağlantı kurmakta zorluk çekiyorlar. Bizler de öğretmenler olarak kitabı adım adım takip etmek zorundayız çünkü müfredata uymak ve yetişmek durumundayız. Örneğin, present continuous tense, future tense ve near future hepsi bir ünitede verilmiş. Bunun o yaştaki çocuklar için ne kadar karmaşık olabileceğini siz düşünün!	Course books that are written and provided by the Ministry of Education is so complex. They are far from being student friendly that students have difficulty in establishing relationship between the topics. And we, as teachers, have to follow the course book step by step since we have to keep up with the curriculum. For example, one unit involves the teaching of the present continuous tense, the future tense, and the near future. Think about how complicated it can be for the pupils of that age! (Teacher 10)
Hem müfredat hem de kitabın kendi içeriği çok karışık ve öğrencilerin bir anda bir çok şeyi anlamasını bekliyorlar. Ben bir öğretmen olarak üniteleri verildiği şekilde mi işlemeliyim yoksa öğrencilerin durumuna ve seviyesine göre bir sıra mı izleyeyim karar veremiyorum. Fakat şu da bir gerçek ki okulda yapılan ortak sınavlar sebebiyle müfredata uygun olarak ilerlemek zorundayız.	Both the curriculum and content of the course book are very complicated and they expect the students to comprehend more than one topic at a time. I, as a teacher, have trouble in deciding whether to follow the units in the way they are programmed, or to reorder them according to my students' levels and needs. However, this is a fact that we have to proceed congruent with the curriculum due to the joint exams at school. (Teacher 2)

8

Original Data	Translated Data
İngilizce öğrenmenin asıl amacı yabancılarla konuşmak ve iletişim kurmak olmasına rağmen bakanlık tarafından zorunlu kılınan course book lar bu amaçtan çok uzaklar. Kitaplar ve içerikleri yüzünden sınıflarımızda çoğunlukla gramer işlemek zorunda kalıyoruz.	Although the main goal of learning English is speaking and communicating with foreigners, the course books that have been made compulsory by the Ministry of Education are very far from this goal. Because of those books and their content, we have to teach mostly grammar in our classes. (Teacher 11)

9

Original Data	Translated Data
Kitabın her ünitesi çok sayıda kelimeyle dolu ve bazen kelimeler öğrenci seviyesinin üzerinde. Ben öğrencilerimin hepsini öğrenmesini beklemiyorum fakat müfredat bekliyor. Hepsine odaklanmak istemesem de öğrencilerin okuma parçalarında ve aktivitelerde gördükleri her bir kelimenin anlamını sorma gibi bir eğilimleri var. Bu yüzden sürekli kelimelerin Türkçe anlamlarını söylemek zorunda kalıyorum. Bu durumla nasıl baş edeceğimi de bilemiyorum.	Each unit of the course books has a large number of vocabulary items, and sometimes they are above the students' level. I don't expect my students to learn all of them, but the curriculum does. Although I don't want to focus on all of them, the students have a tendency to ask the meaning of every single word they see in reading passages or other activities. And this is why I always have to tell Turkish meaning of words. I don't know how to deal with this situation. (Teacher 13)

10

Original Data	Translated Data
Haftalık ders saatlerinin düşürülmesi etkili İngilizce öğretimi açısından sorunlara sebep oldu. Öğrenciler İngilizce öğrenmeye konsantre olmada zorluk çekiyorlar.	Decreasing the weekly class hours in each grade has created problems in teaching English effectively. Students have difficulty in concentrating on English learning. (Teacher 9)

11

Original Data	Translated Data
Sınıflarımız çok kalabalık. 35 – 40 kişiye İngilizce öğretmeye çalışıyoruz ve bu durumda dinleme, konuşma etkinlikleri olan ideal dersler hazırlamak gerçekten imkansız.	Our classes are overcrowded. We are trying to teach English to 35 – 40 students and it is really impossible to prepare ideal lessons with listening, speaking activities. (Teacher 6)

12

Original Data	Translated Data
Öğrencilerin sekizinci sınıfta merkezi bir sınav olan TEOG a girecek olmaları sınav odaklı dil öğrenme yaklaşımına sebep oluyor. Burada asıl amaçları yabancı dil öğrenmek değil sınavın İngilizce kısmında çıkan test sorularına cevap verebilmek oluyor.	The fact that students have to sit for a centralized placement exam at the 8th grade results in an exam-oriented language learning approach. Their main aim is not learning a foreign language but being able to answer multiple choice questions asked in the English section. (Teacher 4)

13

Original Data	Translated Data
Öğrenciler matematik, fen ve teknoloji gibi diğer 4 dersi daha önemli görüyor ve İngilizce öğrenmek onlar için ikinci planda yer alıyor. Bazen bu gibi öğrencileri derslerimde diğer derslere çalışırken buluyorum. Bu durum motivasyonlarını ve İngilizce başarılarını düşürüyor. Zaman zaman onlara İngilizce öğrenmenin yararlarını anlatmak zorunda kalıyorum fakat işe yarıyor mu bilemiyorum.	Students consider other 4 subjects like mathematics, science and technology, etc. more important and so learning English is in the second place for some of them. Sometimes I find those students studying other subjects during my class. This fact decreases their motivation and level of success in English learning. From time to time I have to explain the benefits of learning English to them, but I am not sure if it works for them. (Teacher 5)

14

Original Data	Translated Data
Bu sınıftaki öğretmen ben olsaydım, ilk olarak öğrencileri sözlü olarak uyarırdım ve dersle ilgilenmelerini söylerdim. Eğer aynı şeyi yapmaya devam ederlerse yerlerini değiştirmeyi denerdim ve onları sıra arkadaşlarından ayırırdım.	If I were the teacher in this class, **first I would warn** the students verbally and tell them to be engaged in the lesson. And, if they went on doing the same thing, **then I would try changing** their seats and separating them from their desk mates. (ST A)
Ilk olarak onları uyarırdım. Dersle ilgilenmelerini söylerdim. Sonra, yerlerini değiştirirdim. Sırar arkadaşlarından ayrılırlarsa belki öğretmeni dinlerler.	**First, I would warn** them. I would tell them to be engaged in the lesson. **Then, I would change** their seats. They may listen to the teacher if they sit in different places than their desk mates. (ST G)
Öncelikle yerlerini değiştirebilirim; dersle ilgilenmeyen öğrencileri ön sıraya oturtabilirim. Böylelikle birbirlerini olumsuz etkileyemezler.	First, I can change their seats; I can make students who are not interested in the class sit on the front raw. If I do this way, they can't spoil each other. (ST N)
Basit bir yöntem olarak yerlerini değiştirirdim. Diğerleriyle daha az iletişim içinde olacakları için dersle ilgilenebilirler.	As a simple method, I would change their seats. As a result of having little contact with others, they might keep their interest in the lesson.(ST S)

15

Original Data	Translated Data
(…) Onlara öğrettiklerimi ve tahtaya yazdıklarımı sınavda soracağımı söylerdim. Öğrenciler genellikle sınav odaklı düşündükleri için, sınav konusunda konuşur ve onları uyarırsam ilgilerini çekebilirim ve böylece ders boyunca beni dinlerler.	(…) I can tell them that I would ask what I teach and what I write on the board as questions in the exam. Because students generally study with an exam-oriented approach, if I talk and warn them about the exam, I can arouse their interest so that they listen to me during the class. (ST G)

16

Original Data	Translated Data
Dersle ilgilenmeyen öğrencilere sorular sorardım. Yani, sorlar sorarak onları derse dahil etmeye çalışırdım.	I would ask questions to students who are not interested in the lesson. Namely, by asking questions, I would try to involve them in the lesson (ST B)
Derse katılmak istemeyen ve başka işlerle uğraşan öğrencilere sorular sorardım; onları sorular yoluyla derse çekmeye çalışırdım. Sorularımı cevaplayamazlarsa bir dururlar ve sınıfta neler öğretildiğine bir bakarlar bence. Belki digger öğrencilerin derse katıldığını ve soruları cevaplayabildiğini görürlerse motivasyonları artabilir. Bu şekilde kendi eksikliklerinin farkına varabilirler.	I would ask questions to the students who don't want to be involved in the lesson and who are engaged in some other things; I would try to engage them in the lesson through questions. I think, if they can't answer the questions, they stop and think about what is being learnt in the class. Maybe their motivation level may increase when they see the students participate in the class and answer the questions. By this way, they may be aware of their own deficiencies. (ST C)

17

Original data	Translated data
Pasif öğrenciler için farklı teknikler uygulamaya çalışırdım. Dil seviyelerini eşit hale getirmek için ders kitabında bulunmayan özel aktiviteler geliştirirdim, mesela drama aktiviteleri gibi.	I would try to employ different techniques for passive students. I would **develop special activities**, the ones which are not found in the course book, for example drama activities, to **equate** their language levels. (ST G)
Daha düşük seviyedeki öğrenciler için ekstra materyaller hazırlardım, eksiklerini giderecek materyaller, mesela aktiviteler ya da çalışma kağıtları gibi.	I would **prepare extra materials** for lower level students such as activities or work sheets, by which they can **compensate** their incompetencies. (ST S)

18

Original data	Translated data
Bir öğrencinin üzerinde fazla zaman harcamak ve diğerlerinin ilgisini dağıtmak iyi bir fikir değil bence. Bu sınıfın ilerleme hızını düşürecektir. Eğer sınıfımda böyle öğrenciler varsa grup çalışmaları düzenlerdim. Bu tip öğrencileri çalışkan, yüksek seviyedeki öğrencilerin grubuna koyardım be bu yolla sınıf arkadaşlarından bir şeyler öğrenmelerini, grupta aktif olmalarını ve derse katılmalarını sağlardım. Bu sorunu pair work ve group work ile çözerdim.	It is not a good idea to spend much time on a student and distract others. This would slow down the progress of the class. If there were such students in my class, I would organize group work. I could place them in a hardworking, higher-level group of students and by this way; I could enable them to learn from their peers and be more active in the group and participate in the lesson. I would sort it out through pair work and group work. *(ST N)*

19

Original data	Translated data
Daha çok mesela parmak kaldıran katılan öğrencilerden çok, parmak kaldırmayan katılmayanları biraz daha aktif kılmaya çalışırdım. Ve yanlış bilseler de bunun normal bir şey olduğunu göstererek hataları nedir, eksikliklerini bulmayı sağlardım. Çünkü büyük ihtimalle öğrenciler bilmedikleri için parmak kaldırmaktan çekiniyorlar, hata yapmaktan korktukları için. Bilememenin, yapamamanın normal bir şey olduğunu anlatırdım; hatalarını bulurdum ve bu hatalar üzerinden eksiklerini gidermeye çalışırdım. Ya da ilk etapta mesela basit sorular sorardım, biraz motive olsun diye; ondan sonra öğrenci yapabildiğinde güzel feedback verirdim aferin, çok iyi diye. Ondan sonra Yavaş yavaş o öğrenciye güven kazandırmaya çalışırdım, tabi biraz basit sorular sorarak öğrenciyi parmak kaldırsın diye motive ederdim. Öz güvenlerini arttırmak için çabalardım.	First, I would encourage those students by saying that not knowing something or making mistakes is normal in learning a language. Most probably,they hesitate to participate in the lesson either because they do not know or they have the fear of making mistakes. I would tell them that not knowing something is normal; I would find out their mistakes and try to compensate for their deficiences by analyzing those mistakes. For example, I would ask easy questions to make them motivated, and then I would encourage them by saying 'welldone, good job'. I would help them **build self-confidence** step by step. *(ST S)*
Soru sorduğum öğrenci cevap veremezse onu geçip başka öğrenciye söz vermek yerine bu öğrenciden cevap almak için, sorunun cevabını bulması için ona yardımcı olurdum. Bilemediyse cevaba götüren başka bir şey sorardım ve beraber çözmeye çalışırdım. İpuçları verirdim ve onu cesaretlendirmeye çalışırdım. Burada amacım öğrencinin öz güvenini yükseltmek olurdu.	If a student to whom I ask a question can't answer, I would help him/her find the answer to this question instead of passing that student and giving the turn to another one. If s/he doesn't know the answer, I would ask a different question to direct him/her to the answer. I would give clues and try to encourage. Here, the aim is **to increase the student's self-confidence**. *(ST B)*

20

Original data	Translated data
Bu öğretmen yerinde ben olsam parmak kaldırmayan, düşük seviyeli öğrencilere direk olarak söz verirdim, eğer yapamıyorlarsa yardımcı olmaya çalışırdım, zorlardım biraz çocukları, mutlaka cevap almaya çalışırdım yani, yardımlarla da olsa.	If I were this teacher, I would **give turns** to lower level students who avoid raising hands in the class. If they can't answer, I would try to help them, I would **force them** a little (…) I would try getting an answer in a way. *(ST A)*

21

Original data	Translated data
Öğrenci cevap veremiyorsa, sürekli onun üzerinde durmak, söyletmeye çalışmak kötü bir şey bence, yani demek ki bilmiyor. **Zorlamaya gerek yok**. Ben başka bir öğrenciye geçebilirdim o an.	If a student can't answer, it is bad to insist on that student and to force him/her. It means that s/he doesn't know the answer. **There is no need to force** them. I think I can get the answer from another student. *(ST C)*
Derste başarısız olduğunu bildiğim bir öğrenci, bir soruyu cevaplayamazsa mesela, çok fazla **üzerine gidilmemesi, zorlanmaması gerektiğini** düşünüyorum, bu onu baskı altına alabilir.	I think we **shouldn't force** a student who is an under achiever, for example to answer a question. This may suppress him or her. *(ST G)*

22

Original data	Translated data
Buradaki öğretmen ben olsaydım daha öğrencilerin anlayacağı bir şekilde, mesela **görsellerle, resimlerle** vs anlatırdım. Tabi bir anda hocanın her dediğini anlamamaları çok normal, ama onların **seviyelerine göre kullanıldığında** anlamamaları için bir sebep yok bence…	If I were the teacher here, I would explain through **visuals, pictures**, etc. Of course it is normal that they can't understand every single word the teacher says, but when the language used is **suitable to their level**, there is no reason that they don't understand what I say.(ST S)
Resimlerle desteklerdim konuşmamı. Ayrıca **Basit ifadeler** kullanırdım, öğrenmiş oldukları kelime ve gramer yapılarını mesela geniş zamanı kullanarak İngilizce konuşurum onlarla, dersi bu şekilde anlatırdım.	I would support my speech through **pictures**. Additionally, I would use **simple expressions**; I would talk using familiar grammar structures, for example in the present simple tense. I would teach in that way. (ST C)

23

Original data	Translated data
Ben olsaydım böyle bir durumda **Türkçe ile İngilizceyi karıştırarak** kullanırdım. Örneğin, çocukların bildikleri belli başlı İngilizce kelimeler vardır. Bu kelimelerle, basit cümlelerle, arada Türkçe de kullanarak konuyu anlatmaya çalışırdım.	If I experienced such a situation, I would **mix the codes Turkish and English**. For example, there must be some English words that pupils already know. I would try to teach the topic by using those words together with Turkish words. (ST A)

24

Original data	Translated data
Böyle bir sorunu tamamen yok etmek için hem benim hem de öğrencilerin derslerde **sürekli İngilizce konuşmamız** konusunda bir **alışkanlık** kazandırmaya çalışırdım. Bu alışkanlığı bir **kurala** dönüştürürdüm.	I would try to **form a habit** that both the students and I **persistently** talk in English during the classes to solve this problem completely. I would try to establish this habit **as a rule**. (ST B)
Çözüm için İngilizce derslerinin dili İngilizce olur anlaayışını oturtmaya çalışırdım. Benim **her zaman İngilizce konuşacağımı** ve bu konuda öğrencilerden daha **inatçı** olabileceğimi göstermeye çalışırdım. Bunu görmeleri sınıfta bir çeşit **İngilizce konuşma alışkanlığı** yaratabilir.	For the solution, I would try to establish the understanding that English should be the medium of English classes. I would try to show that I would **speak in English all the time** and I could be more **stubborn** then the students. Seeing this might create a kind of **habit** in the class. (ST C)

25

Original data	Translated data
Ben basit ifadelerle, **vücut dilini**, jest ve mimikleri ve de resimleri kullanarak açıklamaya çalışırdım her şeyi. Başta zorluk çekebilirler, fakat bence zamanla bu duruma alışırlar. Bu nedenle öğrencileri **zorlamalıyız**. Sonuç olarak, derlerde **İngilizce konuşmaya devam** ederdim.	I would try to explain everything through simple utterances, **body language** and gestures, and pictures. They may have difficulty at first, but I think, in time they can get accustomed to the situation. For this reason, we should **force** the students. Therefore, I would **go on talking** in English during the classes. (ST N)
Bu durumu yaşayan öğretmen ben olsaydım **direnirdim**; Türkçe'ye dönmek yerine **vücut dilini** kullanır ve sınıfta dolaşarak ve öğrencilerle göz teması kurarak öğretmeye	If I were the teacher in that situation, I would **resist** more; instead of switching to Turkish, I would use the **body language**, and I would teach the

çalışırdım.	class by moving around the class and making eye contact with the students.(ST C)
İngilizce ders anlatmak için **vüct dili** kullanmak, jest ve mimikleri kullanmak, demonstrayon gibi teknikler var. öğretmenler bunu başarmak için **her şeyi denemeliler** bence. Ayrıca, kullandığımız dili basitleştirmeliyiz. Öğrencilerin bildiği, aşina olduğu kelimeleri tercih etmemiz gerekiyor.	There are techniques for instructing in English such as using the **body language**, using gestures, demonstrating, etc… Teachers should **try everything to accomplish** this. Additionally, we should make the language we use simpler. It is necessary to choose words with which they are familiar. (ST G)

26

Original data	Translated data
Öğrenmiş olduklarını evde, ders dışında tekrar etmelerini sağlamak için öğrencilere **quizler** yapacağımı ve zamanını söylemeden yapacağımı söylerdim. (…) O yüzden "öğrendiğiniz her şeyi evde çalışarak gelin, sürekli tekrar edin. Quizler **notunuzu o**lumlu ya da olumsuz olarak **etkileyecektir**" derdim.	I would tell them that I would give **pop-quiz** from time to time to make them revise what they learn at home. (…) I would say "come to the class by revising everything you learn. Make revisions periodically. The pop-quiz will **affect your grades** positively or negatively." (ST A)

27

Original data	Translated data
Ben olsaydım kesinlikle yeni üniteye geçmezdim. Tamam, belki konular yetişmek zorundadır, ama en azından bir saati tekrar hatırlatmaya ayırırdım.	If I were the teacher, I would never pass on to a new unit. Ok, maybe we should catch up with the schedule, still I would spare at least one class hour for revising. (ST N)

28

Original data	Translated data
Kendi öğretme tarzımı gözden geçirirdim. Bir yerde bir yanlışlık var ve bu yüzden tekrar etmek istemiyorlar ya da sınıfta öğretilen konuları hatırlayamıyorlar diye düşünürdüm. Duvarlara chart lar, hatırlatıcılar, resimler asardım ve görsel hafızalarına hitap etmeye çalışırdım. Öncelikle bir öğretmen olarak kendimi değerlendirirdim.	I would re-consider my teaching style. I would think that there is something going wrong and so they don't want to revise the topics or they can't recall what is studied in the class. I would hang charts, reminders, and illustrations on the walls and try to address their visual memory. First, I would evaluate myself as a teacher. (ST C)

29

Original data	Translated data
Ben olsaydım, konuların tekrar edilmesini sağlamak için öğrenmiş oldukları ünitelerden, konularla ilgili çocuklara **performans ödevi verirdim**. Ve kendi aralarında, beraber çalışarak, grup olarak yapmalarını isterdim.	If I were the teacher, I would **assign performance project** to make them revise the topics. And I would want them to study in groups. (ST A)
Ödevler verebilirdim, böylece ders dışında da tekrar etmelerini sağlardım.	I could **assign homework**. By this way, I could make them revise the topics outside the class. (ST G)
Bence bu tarz yapıların unutulma sebebi öğrenciler öğrendiklerini kullanamıyor. Sadece kağıt üzerinde kullanmak kalıcı değil, kullanamadıkları için hemen unutuyorlar, teorik olarak kalıyor. Ben kullanmalarını sağlayacak etkinlikler yapardım.	I think the reason why they can't recall the topics is that they cannot put into practise what they have learnt. Only on paper practice is not enough for retention; they easily forget because they don't use the recent knowledge. I

	would prepare activities to make them use what they have learnt. I would **assign them homework** to use the language outside the class. (ST Ş)

Öğrendiklerinin sınıfta kalmaması için kullanıma yönelik **ödevler verirdim**.

30

Original data	Translated data
Artık teknolojiye ulaşım çok kolaylaştı, okulda yoksa en azından **kendi araçlarımı** mesela akıllı telefonumu bile kullanarak bu açığı kapatmaya çalışırdım. Dinlemeler için parçalar seçer **internetten** telefonla bile olsa öğrencilere dinletip etkinlik hazırlardım. Artık imkansızlıklar eskisi kadar değil. İstediğimiz şeye **ulaşmamız çok kolaylaştı**. Bunu da **derslere aktarmak** çok zor değil.	Technology has become easily accessible now. Even if the equipment isn't available at school, I would compensate the situation by **using my own equipment**, for example I can use my smart phone. I would choose listening texts, prepare listening activities and make my students listen to them **via the internet** on my mobile. Now this is not impossible as it was in the past. It is **easier to reach what we need**. And, it is not difficult to transfer those possibilities to classroom environment. (ST B)

31

Original data	Translated data
(…) Ama hiç bir şey bulamasam da, gene de dinleme aktivitelerini geçmezdim, **en azından** dinleme metnini **kendim okuyup** o şekilde yaptırırdım. Aynı etkiyi vermeyecektir ama hiç yoktan iyidir.	(…) Even if I can't find anything, I would not ignore listening activities; I would **at last read the listening text aloud** and make them complete the activity. It wouldn't be much effective, but it is better than nothing. (ST C)

32

Original data	Translated data
Ben olsaydım, baktım ki sıkılıyorlar bir **5 dakika ara verebilirdim**. Günlük hayattan konuşurdum, günleriniz nasıl geçiyor, vs. gibi.. öğrencilere bir rahatlama imkanı tanırdım, bırakırdım dersi, **ne yapmak istiyorsunuz diye sorardım**. Anlaşma yapardım onlarla, bu dersi işleyeceğiz ama şimdi serbestsiniz istediğinizi yapın derdim. ve sonra derse daha istekli gelebiriler böylece.	If I saw they got bored, I would have a **five minute break**. I would talk about daily life issues. I would provide a refreshing time for them; I would **ask what they'd like to do**. I would make an agreement with them and say that "we will definitely complete this part but now you are free." By this way they can come to the next class more willingly. (ST C)
Bu durum karşısında ben olsaydım… çözüm olarak… çocuklara şunu sorabilirdim.. yani.. **biraz ara verelim** derse, şu an sıkılmayacağınız bir aktivite ne yapabiliriz diye **önerilerini alabilirdim**.	To deal with such a situation, I would ask students what they'd like to do…I would **have a break** and **ask what kind of an activity they'd choose** to do. (ST A)

33

Original data	Translated data
Ne yapardım?.. Mesela, bir okuma aktivitesini eğlenceye çevirirdim. Sıkılmalarını önlemek için bu okuma aktivitesine **farklı bir şey katardım**. Çünkü bazı okuma parçaları gerçekten çok sıkıcı olabiliyor. Bu yüzden bu aktiviteleri **değişik şekillerde hazırlardım**. Örneğin role-playing eklerdim.	What would I do? For example, I would turn a reading activity into fun. I could **add something** different to this reading activity to prevent them from getting bored. Because some reading passages are really boring. So, I would **prepare the activity in a different way**, for example, by adding a role-playing activity to it. (ST S)

34

Original data	Translated data
Bu ne kadar doğru olabilir bilmiyorum ama, Ders kitabı yerine kendim belirlediğim bir kitabı takip edebilirim. Ve iyi bir kitap, amaçlarıma uyan bir kitap belirledikten sonra öğrencilere aldırabilirim bu kitabı.	I don't know if it is possible but I would change the course book and use the one I choose instead. After I find a book that best serves my aims, I would make students buy that book. (ST N)

35

Original data	Translated data
Ek materyaller sunmaya çalışırım, ilgilerini çekmek ve öğrencileri sıkmamak için. **Video** kullanırım ya da **resimler** kullanarak başlayabilirim derse. Sıkıcı okuma parçalarıyla değil ama.	I would prepare additional materiasl to catch their attention and prevent them from getting bored. I would start the class by using **video** or **pictures**, but not with boring reading passages. (ST N)
Gerçekten sıkıcı konular için ders kitabındaki o kısmı geçip başka bir etkinlik düzenleyebilirim. **Oyunlar** oynatırdım mesela…	I would skip the boring parts in the course book and prepare new activities instead. For example I would make them play **games**… (ST G)
Kitaptaki okuma parçasındaki gibi konulardan sıkıldıklarını gördüğüm için kitapta tekrar bu gibi bölümler olup olmadığına bakıp onlar yerine başka şeyler bulmaya çalışırdım, kitap dışı ve öğrencilerin daha çok ilgilenebileceği şekilde **aktiviteler** getirirdim derse.	Since I see that they are bored with the tasks in the book, I can look through the book to see whether there are any other boring parts, and try to find different activities instead of them. I **would prepare activities** that students migt enjoy. (ST B)

36

Original data	Translated data
Konudan sıkılsalar da sınavda çıkacak olduğunu söyleyerek **tehtid edebilirim**. Böylece sıkılsalar da konuyu dinlerler ve etkinlikleri yaparlar.	Even if they get bored with the topic, I would **use the exam as a threat**. By this way, they would listen to me and complete the activities even if they are bored. (ST G)

37

Original data	Translated data
Ben ilk önce bir konuyu anlatırdım, önce kolay olan konudan başlardım, onu anlatırdım ondan sonra diğer konuyu anlatırdım. Ayırırdım yani kitabın ünitesini kendime göre bölerdim ve öğrenciler için **başa çıkılabilir** bir hale **anlaşılır** bir hale getirirdim.	I would begin with the easier topic, teach it , and then teach the other topic. I would divide the unit and re-order it and make it more **manageable** and **understandable** for students. (ST C)

38

Original data	Translated data
Yani her konuyu kitabı kullanarak öğretmek zorunda değilim. **Başka kitaplardan** ve **kaynaklardan** bölümler kullanarak konuları öğretirdim, ya da worksheet ler hazırlardım. O anda **kendimi kaynak olarak kullanıp** kendi örneklerimle öğretirdim konuyu. Kitabı kullanarak hiç kafalarını karıştırmazdım.	I don't have to use the book all the time. I would use some parts of **other books and resources** to teach or I would prepare worksheet. Sometimes, I would **use my teacher skills** and teach using my own examples. I wouldn't let the book confuse the students. (ST B)
Ben zaten öğretmen olduğumda da sürekli course book kullanmayacağımı düşünüyorum. Çünkü bu örnek olaylarda anlatılan zorlukların çoğuyla da karşılaşacağımızı düşünüyorum. Kitaplarda bazen çok alakasız örnekler verilebiliyor, ya	I don't think I will use the course book all the time when I become a teacher. And I think that we will experience the difficulties explained in these scenarios. Course book may involve irrelevant examples or words and grammar

da birbirinden bağımsız kelime ve gramer konuları işlenebiliyor. Böyle bir durumda ben kitaptaki konu ve aktivite sıralamasını değiştirirdim ve de **dışarıdan aktivitelerle** sıkıntıyı gidermeye çalışırdım.	structures that are unconnected. If I face such a situation, I would change the order of the activities and try to overcome the problem by **adding new activities**. (ST G)

39

Original data	Translated data
Belki bir yazma ödevini evde yaptıktan sonra okula getirmelerini sağlayıp, bu **yazma ödevini konuşma becerisi için bir etkinliğine dönüştürebilirdim**. Herkes yazdıklarını paylaşabilir, (…) Dinleme aktivitesi olarak da internetten kısa kısa bölümler bulup, konu yani when/while ifadeleri dinletilerek pekiştirilebilir. **Hatta dinleme aktivitesi yazma ile birleştirilebilir**. (…) Ayrıca gene aynı konuyu içeren kısa bir diyalog hazırlayıp, pairwork şeklinde öğrenciler role playing de yapabilirler.	Maybe I can give a writing homework and want them bring it to class and **turn this writing homework into a speaking activity**. All the students can share what they write. (…) As for the listening, I can find some listening activities on the internet and practice the topic which is when/while expressions here. Even I can **integrate the listening activity with the writing activity**. (…) Additionally, the students can create a dialogue and role play it as pairs. (ST N)
Kitapta düzenleme yapardım ve tamamen gramer içeren kısımları **atardım**. (…) Daha öncesinden hazırlıklı gelirsem, çalışkan olursam bir öğretmen olarak **dışarıdan hazırlayacağım aktivitelerle** bu diğer becerileri de geliştirebilirim sınıfımda. Bu becerileri ve gramer öğretimi **dengeli** bir şekilde dağıtmaya çalışırdım.	I would make an arrangement in the book and **omit** the grammar-only parts. (…) If I am a hardworking teacher, I can **prepare teaching materals** and by using using them I can provide practice for other skills in my classes. I would be careful about establishing **balance** between grammar teaching and the teaching of four skills. (ST G)

40

Original data	Translated data
Ben olsaydım çoktan seçmeli sorularla birlikte aktiviteler yapardım, örneğin **haftalık ders saatlerini bölerdim**. Bir kısmını çoktan seçmeli sorularla, bir kısmını da aktivitelerle kendi doğru bulduğum şekilde işlerdim. Her dersi çoktan seçmeli testlerle veya her dersi aktivitelerle geçirmezdim. Sonuçta öğrenciler de haklı, her zaman çoktan seçmeli sorularla sınanıyorlar. Ama öğretmenler de sadece buna yönelik ders işlerlerse bu da öğrenmeye, gerçek anlamda dili öğrenmeye engel olur.	If I were the teacher, I would both carry out activities and provide multiple-choice type questions for students, for example I would **divide the weekly class hours**. I would **spare some of the class** hours for answering multiple choice questions together with the students and some for classroom activities as an ideal way of teaching. It is a fact that the students are right because they are evaluated via multiple-choice questions all the time. However, if teachers teach to this aim all the time, than this will hinder learning a language with all its aspects. (ST A)
Aslında ilk aklıma gelen şey bunu öğrencilerin seçimine bırakmazdım. Bu sınav odaklı öğrenme alışkanlığına yenik düşmek istemem. Ama öğrencilerden aşırı bir direnç, aşırı bir zorlama gelirse, bu da yapmayacaklardır anlamına geliyor. Yani dersi dinlemeyeceklerdir, derste pasif kalarak, katılmayarak tepkilerini göstereceklerdir bence. O yüzden onlarla ortak bir yol bulmam gerekiyor (…) Mesela 4 ders ise, **iki dersi multiple choice yaparak, kalan bir dersi listening, bir dersi writing** yaparak geçirirdim.	First thing that comes to my mind is that I wouldn't leave this to their choice. I wouldn't be defeated against students' exam-oriented study habits. However, if the students resist, this means that they won't do what I want. Namely, they won't listen to the teacher, or react this by being passive and not participating the class. So, I may need to make an agreement with them. (…) for example, I can **spare 2 class hours out of 4 for studying multiple choice question type and the rest 2 class hours for practicing listening and writing**. (ST C)

41

Original data	Translated data
Öğrencilerin bu tutumunu değiştirmek için rehber öğretmenle beraber çalışırdım. Rehber öğretmenle birlikte, daha 5., 6. sınıftan itibaren belki de, öğrencilerin bilinçlendirilmesi gerektiğini düşünüyorum. Bu bence okullardaki, eğitim sistemindeki ciddi bir sorun, sınav odaklı bir eğitim anlayışı çok yanlış.	I would **cooperate with the counselor** to change the attitude of students. I think that the students' awareness should be raised starting from the 5th or 6th grades. I think this is a serious problem of schools and the educational system. Having an exam-oriented approach to education is not true. (ST B)

42

Original data	Translated data
Derste öğrencilere, bunların faydalı aktiviteler olduğunu, ileride faydalanacaklarını ve her şeyi sınav için yapmamaları gerektiğini içeren konuşmalar yapardım. Fakat ne kadar etkili olabilirdim bilmiyorum.	I would explain them that these are useful activities, they will benefit from them in the future, and the fact that they shouldn't do everything for the sake of exam. However, I don't know how effective I could be. (ST B)
Ben olsaydım yine yaptığım şeyi yapmaya, yani burada speaking ya da writing yaptırmaya devam ederdim. Sınavları var; bu bir gerçek; bunu da göz ardı etmezdim. Sınava yönelik test vb de kullanırdım. Ama kesinlikle dört dil becerisinden vazgeçmezdim. En başta, dönem başında, sadece gramer odaklı testler çözmenin İngilizce öğrenmek olmadığını anlatan bir konuşma yapardım.	If I were the teacher, I would go on with what I am doing. Yes, they have to sit for a centralized exam, I wouldn't ignore this fact. I would make use of multiple choice question type also. But I would never give up studying four language skills in my classes. At the beginning of the term, I would give a speech which explains that only being able to answer grammar-oriented multiple choice questions does not mean they are learning English. (ST S)

43

Original data	Translated data
Onların aktif katılabilecekleri **başka tür bir aktivite** ile tekrar derse yönlendirirdim, derse motive edici aktiviteler ile başlardım ve ders esnasında da resim, video vb. materyaller kullanmayı denerdim. Sadece **dinleyin demek bir işe yaramaz** çünkü, ders öğrenciyi içine çekmeli.	I would redirect them to the lesson by introducing **a different activity** that could activate them; I would start the lesson with motivating activities and throughout the class I would make use of pictures, videos, etc. Because I think **only warning the students doesn't work**; the lesson should be appealing. (ST C)
Öğrencileri **uyarmak yerine** ilgisi düşük olan öğrencileri derse dahil edebilecek **aktiviteler ya da ders anlatım yöntemleri** kullanırdım, bu daha çok işe yarardı sanırım. Yahut sınıfın geneline hitap edebilecek daha ilgi çekici materyallerle derse başlayabilirdim. Derse katılmayan öğrencileri çeşitli aktivitelerle ve araçlarla derse çekmeye çalışırdım; **kızmayla bağırmayla olmuyor** çünkü iki dk dinliyor görünüp sonra gene bildiklerini yapıyorlar.	**Instead of warning** the students, I would employ **activities or teaching techniques that can activate** uninterested students. This would work better I guess. Or, I would start the lesson with using more attractive materials that could address the whole class. I would try to engage students who are not interested in the class by using various materials and activities. **Getting angry** with them or **shouting** at them **doesn't work** because they seem to be listening for a short time and then go on with what they are doing leater. (ST S).

44

Original data	Translated data
Öğretmen yerinde olsam dikkatlerinin dağınık olduğunu fark ettiğim öğrencilere bireysel olarak **konuyla alakalı sorular** sorar dikkatlerini çekmeye çalışırdım.	If I were the teacher, I would **ask questions** that are related to the topic to students who are distracted. I would try to attract their attention by this way. (ST B)
Öğrencileri derse motive ederek başlardım. Konuyla ve gerekli yerlerde **soru sorabileceğimi** söyler bilen artı <u>puan</u> alacak diyebilirdim. Böylece baştan itibaren dikkatleri derste olabilirdi.	I would start by motivating the students. I would tell them that I would **ask questions** throughout the lesson and the ones who could answer would get <u>extra points</u>. And by this way, I could keep their attention on the lesson. (ST N)

45

Original data	Translated data
Dersin son 10 dakikasında anlatacağım konuyla ilgili quiz yapardım, böylece öğrenci ders boyunca hem derse dikkatini verir hem de öğrendiğini pekiştirmiş olurdu.	I would give a quiz at the last ten minutes of the class. In this way, they would keep their attention on the lesson and this would be a way of consolidating for them. (ST S)

46

Original data	Translated data
Oyunları sık kullanırdım, ilgisiz öğrencileri oyunla kazanmaya çalışırdım çünkü oyun oynamayı çok seviyorlar ve severek yaptıkları bir şeyi daha kolay öğreniyor çocuklar. Tahtada konu anlattığım zamanı kısıtlar; onları meşgul tutacak ve eğlendirecek şeyler planlardım.	I would make use of **games**, and I would try to catch their interest through games because they like playing games. They can learn better when they do something they like. I would limit the time I explain things on the board and prepare enjoyable activities that they can be engaged in. (ST B)

47

Original data	Translated data
Çoklu zeka kuramına göre **öğrencilerin farklı zeka tarzları ve farklı öğrenme stilleri** için **farklı teknikler** kullanmayı denerdim. Her derste **aktivite ve materyal çeşitliliğini** sağlamaya özen gösterirdim ve tüm öğrencilere ulaşmaya çalışırdım.	I would try to **employ various techniques** for different intelligence types of students according to the Multiple Intelligences theory or for different learning styles. I would be careful about **varying activities and teaching materials**, and would try to reach all the students. (ST G)
Sınıfta öğrenme hızı farklı veya seviyesi daha düşük öğrenciler olduğunu görürsem onlara hitap edecek şekilde tekrar anlatırdım, görsel materyal işe yaramadıysa konuya uygun kinestetik aktiviteler, role play falan eklerdim. **Farklı öğrenme sitillerini** de göz önüne alıp, sınıfa **farklı learning style lara uygun materyal ve aktivitelele** gelirdim. Dersin işlenişini çeşitlendirmeye dikkat ederdim.	If I notice that there are students whose learning pace is different or whose level is lower, I would re-teach in way that they can understand. If, for example, visuals don't work, I would make use of kinesthetic activities or role playing. I would bring **different materials and activities** suitable for different **learning styles** of students. I would consider **varying** the classroom activities. (ST S)

48

Original data	Translated data
Öğrenciler iyi seviyedekiler ve düşük seviyedekiler olarak gruplara ayrılıp **pair work aktiviteleri** verilebilir. Pair work bir alışkanlık haline getirilirse zayıf olanların öğrenmeleri peer ları tarafından desteklenebilir. Buradaki amacım düşük seviyedeki öğrencilerime daha etkili yollar sunmak, ve arkadaşları ile çalışarak peer learning'i sağlamak. Böylece hem benim çeşitlendirdiğim anlatım şekli hem de arkadaşlarının desteğiyle daha ileri gidebilirler.	Students can be grouped as higher level students and lower level students and **pair work activities** can be organized. If students get into the habit of pair work activities, lower level students can be supported by their peers. Here my aim is enabling peer learning for the lower level students, and to provide them with effective ways of learning. Therefore, they can make progress through varied teachniques and with the help of their peers. (ST N)
Anlayamadıklarını düşündüğüm daha düşük seviyeli öğrencileri anladıklarını bildiğim öğrencilerin yanına oturtarak **beraber çalışabilecekleri** aktiviteler hazırlardım.	I would make lower level students sit together with higher level students and organize activities for which they can **study together**. (ST B)

49

Original data	Translated data
Zayıf öğrencilerle birebir kontak kurmaya çalışır hatta gerekirse Türkçe açıklama ve örneklerle anlatmaktan kaçınmam. Bu gibi sorunları çözmek için iki farklı öğrenci grubuna da yönelik ders anlatırdım. Gerekirse dersi örnek olaylarla ve **Türkçe açıklamalarla** destekleyerek anlatırdım.	I would build one-to-one relation with lower level students and I wouldn't avoid teaching through **Turkish explanations and examples**. To overcome such a difficulty, I would address two different levels. I would teach through examples and **explaining in Turkish.** (ST A)

50

Original data	Translated data
Öncelikle en başta öğrencilerimin seviyelerini belirleyerek ve onları tanıyarak döneme başlarım. Buna uygun bir plan yaparak derslerime devam ederim ve yanımda her daim **ekstra materyal ya da alıştırmalar hazır ederim**. Duruma göre daha ileride olan ya da daha geride olan öğrenciler için hazırladığım ekstra materyalleri o anda kullanabilirim.	First, I would identify the language level of my students and then try to get acquainted with them. Then, I would continue teaching with suitable lesson plans and always **bring extra materials and exercises** to the class. I can use those materials which I've prepared for the lower level or higher level students. (ST C)

51

Original data	Translated data
Ben çocuklar ne kadar ısrar ederlerse etsinler derslerimi İngilizce olarak işlemeye devam ederdim. Onlar da bu dersin böyle olması gerektiğini ve **bu şekilde devam edeceğini** anlardı.	I would **insist on talking in English** in my classes. By this way, they would understand that English classes should be carried out in English and this would **continue in this way**. (ST C)
İngilizce konuşmaktan vaz geçmezdim, bu konuda ısrar ederdim ve **kararlı olduğumu** gösterirdim.	I **wouldn't give up talking in English**; I would insist on this and show them that I am **determined** to do this. (ST G)
Birkaç hafta İngilizce konuşmaya **ısrarla devam ederdim** ve aslında anlayabildiklerini onlara gösterirdim. Böylece zamanla alışacaklar ve yadırgamayacaklardır.	I would **persistently go on talking in English** for a couple of weeks and show that in fact they can understand classroom talk in English. By this way, they would get accustomed to it. (ST N)

52

Original data	Translated data
Sınıf kuralı olarak İngilizce konuşulacağını dile getirirdim ve belli kurallar koyardım, hatta eğlenceli bir hale bile getirebilirdim. Onların da İngilizce karşılık verdiklerinde artı alacaklarını ve yılın sonunda en fazla artı alanın ödüllendirileceği bir kural koyabilirdim.	I would declare that **talking in English** throughout the classes **is a classroom rule**; I would set up some other rules and even make it fun for the children. I would say that they would get a plus when they interact in English; and I would set it as a rule that the ones who have more plus would be rewarded. (ST N)
Sınıfta Türkçe kullanılmasının yasak olduğunu söyler bu şekilde Türkçe konuşanları İngilizce konuşmaya yönlendirirdim ve benden Türkçe konuşmamı beklememelerini sağlardım**. Sınıf kuralı** olunca bir yaptırımı olur ve kurala uyarlar diye düşünüyorum.	I would say that talking in Turkish in the classroom is forbidden and by this way I would reinforce the students to talk in English. I would ensure that I wouln't talk in Turkish. If this is set up as a **classroom rule,** this would provide enforcement and they would obey the rule. (ST S)

53

Original data	Translated data
İngilizce konuşurken **basit bir dil** kullanırdım, jest ve mimiklerle, **vücut diliyle**, daha anlaşılır hale getirirdim.	I would use **simple expressions** while talking in English; I would make it more understandable through gestures and **body language**. (ST G)
İngilizce kullanmaya devam ederdim ama **daha basit bir dil** kullanırdım, **body language** ı da kullanmaya özen gösterirdim.	I would go on talking in English, yet I would use **simple expressions**. I would consider using **body language** more. (ST B)

54

Original data	Translated data
İlk olarak onların seviyelerine uygun basit İngilizce konuşup önyargılarından kurtulmalarını sağlardım. **Anlamadıkları yerde Türkçe kullanırdım** fakat zaman ilerledikçe öğrendikleri şeyleri de katarak kullanmaya devam ederdim.	I would first try to eliminate any bias by talking in simple English that is appropriate to their level. I **would talk in Turkish when they don't understand**. However, as the time goes by, I would increase the amount of talk in English by using the structures they have learned. (ST S)
Yeri geldiğinde Türkçeye döner, fakat dersi tamamen Türkçe olarak işlemezdim.	I would **switch to Turkish when needed**, but I wouldn't teach all in Turkish. (ST A)

55

Original data	Translated data
Bunu çözmek için önceden dersi destekleyici **görsel materyaller** hazırlarım ve çocukların anlayabileceği seviyede İngilizce anlatırım dersi.	I would prepare **visual materials** before the class and bring them to the class to support students' understanding, and I would give the lesson in English using a language observing the students' level.(ST A)

56

Original data	Translated data
Yeni üniteye geçmezden önce bitirilen üniteler ile ilgili tarama sınavları yapılabilir. Böylelikle ara ara yapılan bu **küçük sınavcıklar** bizi onların gelişimi, eksikleri hakkında bilgilendirecektir. Onları da ara ara tekrar yapmaya, evde çalışmaya yönlendirecektir.	Before starting a new unit, I would **give a quiz** for consolidation. The quiz that is given in certain intervals would inform us about their progresses and weaknesses.And, this would reinforce the students to revise and study the topics at home. (ST C)

57

Original data	Translated data
Öğrenci eğer öğretmenin kontrol edeceğini, dersini takip ettiğini fark ederse daha temkinli oluyor ve evde çalışıyor, bunu kalıcı hale getirmek için de tabi **sözlü notu ve artı puan sistemi** getirirdim.	If the students notice that the teacher checks homework or follows what is going on with the students' progress, they become more cautious and study at home. To maintain this, I would introduce **a system with oral marks and plusses** (ST N)

58

Original data	Translated data
Proje ödevleri verirdim. Proje ödevi olunca evde çalışmaya zorlayıcı olur.	I would assign **project work** to eliminate this problem. Assignments would force them to study at home. (ST A)
(…) Grup çalışmaları şeklinde **kapsamlı ödevler** verirdim. Ödev yaparken okul dışında çalışmış olmalarını sağlardım.	(…) I would give **comprehensive homework** that they would study in groups. By this way, I would ensure that they also study out of the class. (ST G)

59

Original data	Translated data
Kitaptan tekrar etmelerini istemek yerine onlarla **birlikte konuyu hatırlatıcı eğlenceli bir etkinlik** yapardım. (…) Her ders bir önceki dersin tekrarını eğlenceli oyunlarla yapardım.	Rather than making them revise the topic in the book, I would **organize an enjoyable activity for them to recall** the topic. (…) I would remind the previous topic through enjoyable games in each class. (ST B)
Kitap defter açın tekrar edin demek yerine, kendim bizzat kalkıp anlatırdım. Tabi ki en bastan ve çok ayrıntılı olmayacaktır anlatılanlar. Kısa bir tekrardan sonra **örneklerle ve sorularla hatırlatmalar, pekiştirmeler** yapardım.	I would re-teach the topic instead of saying them revise it in the book or notebook. Of course, the second-time teaching wouldn't be so detailed. After a short revision, I would make them **recall** the topic and **consolidate through examples and questions**. (ST C)

60

Original data	Translated data
Meb in sitesinden **parçaları indirir**, kendi imkanlarımla **uygun aracı bulur** dersimi işlerdim. Çünkü sitede bütün dinleme metinleri var.	I would **download the tapescripts** from the official platform of MEB, (the Ministry of National Education), where all texts are accessible and then find **the best tool** within my own means to employ them for use in class. (ST B)
Kendime küçük bir hoparlör alırdım ki bu çok pahalı bir şey değil ve **dinleme kayıtlarını telefonuma indirip** sınıfta dinleme aktivitesini yaparım ya da kendi sesimi kaydederdim.	I would acquire a small size loudspeaker, which is not expensive at all, and make it possible to implement the listening activities using my **mobile phone** after **download**ing the tapescripts on it. Alternatively, I would do recording with my own voice.(ST G)

61

Original data	Translated data
Öğretmen kitabından **dinleme parçasını çocuklara okur** ve etkinlikleri yaptırırdım.	I would **read out the tapescript** from the coursebook for **the students** and have them do the activities. (ST A)
Vazgeçmek, işlememek işin en kolay yanıdır bence. **Metinleri kendim okurdum** ve dersime devam ederdim.	Giving up and not giving the listening activities is choosing the more comfortable. I would at least **read out the tapescripts myself** and run my class. (ST C)

62

Original data	Translated data
Kitaba önceden göz atıp **çıkarılması gereken yerler varsa çıkartır yerine farklı aktiviteler** koyardım. Bunlar için hazırlık yapardım.	I would preview the book and decide on the **parts to be omitted, if there are, and replace them with alternative activities**. Of course, I would prepare for these. (ST A)

63

Original data	Translated data
Buradaki **yazma etkinliğini değiştirir** ve **eğlenceli** bir hale getirir ya da **oyuna** dönüştürürdüm. (…) Öğrencilere kademeli yaklaştırma yaparak sevmedikleri etkinlikleri sevdikleri etkinliklerin içine yerleştirerek eğlenceli hale getirirdim.	I would either **modify the writing activity given** here to make it **enjoyable** or change it into a **game.**(…) I would make it enjoyable for the students through successive approximation, thanks to which I could integrate unfavorable activities into favorable ones. (ST B)
Ben öncelikle kitaptaki aktiviteyi **birebir yapmak yerine onların seveceği bir şekle getirirdim**, mesela buradaki yazma etkinliği için pekiştirmek istediğim yapı aynı kalacak şekilde konuyu değiştirirdim.	I would **not adopt the activity of the book. Instead, I would modify it to make it favorable** for the students.As for the writing activity provided here; I would keep the intended pattern but modify the content. (ST C)
Mesela bu örnekteki yazma aktivitesi için meaningful context yaratıp öğrencilerin writinglerini daha amaçlı ve anlamlı olmasını sağlardım. Örneğin; writinglerini bir arkadaşlarına göndermelerini isteyebilirdim. Kitap üzerinde **değişiklikler yaparak sevdirmeye** çalışırdım.	Regarding the writing activity provided here, I would create a meaningful context to provide the students with a meaningful process in which they have certain objectives.For example; I could ask them to send whatever they have created to a friend. I would try to make it **more favorable for the students through modification** of the content in the book. (ST S)

64

Original data	Translated data
Buradaki en önemli şey bence planlı olmaktır. Sene başında gelen kitaplar incelenmeli ve gerekli görülen şekilde kitaplarda da **uyarlamalar, ekleme, çıkarmalar** yapılmalıdır. Ben de eksik yerleri tamamlayıcı **ek aktiviteler kullanarak, gereksiz şeyleri çıkararak** olsun gerekli düzenlemeleri yaparak devam ederdim.	To me,the most important point here is to be well-organized.It is important that the books provided at the beginning of the academic year be evaluated and **modifications, addings and ommissions** should be fulfilled.As for my part,I would run my classes after **omitting unnecessary parts** and **using additional activities** to compensate for the weaknesses of the material. (ST C)
Kendim **başka etkinlikler** bulup sınıfa getirirdim. Kitaptaki konular karmaşık ve bağımsız olduğu için kendim o konular hakkında daha başka materyal kullanırdım.	I would find **other activities** and bring them to the class as the content provided by the coursebook may be complicated and irrelevant. (ST S)

65

Original data	Translated data
Ben kitaptaki **konuları kendim düzenlerdim**, bazılarının yerlerini ve sunuş sırasını değiştirirdim. Bazılarını sonraya bırakırdım. (…) Kitapları ders öncesinde inceleyip düzenlemeyi dersten önce yapardım.	I would **re- order the topics in the book myself.** I would present the content observing my own schedule and order. (…) I would make this decision and re-ordering before class. (ST G)

66

Original data	Translated data
Daha **önceden kitabı inceler** ve eksiklikleri tespit ederdim. Dersleri **çeşitli materyaller ve ek aktivitelerle destekleyerek** konuşma dinleme gibi becerilere de yer verirdim.Fazla olan gramer **içeriğini eksiltirim**.	I would **preview the book** and determine its weaknesses. I would include speaking and listening skills by supporting the lesson with using **various materials** and **additional activities**. I would **omit** unnecessary grammar **content**. (ST C)
Kendim speaking ya da listening aktiviteleri bulurdum (…) Eksik olarak ele alınan aktiviteleri **önceden belirler** ona göre kendim ayarlamalar yapardım. Bu açığı **kendi hazırladığım materyallerle** kapatmaya çalışırdım.	I would find speaking and listening activities myself. (…) I would **predetermine weaker points** in the book and make modifications myself. I would try to compensate for the weakneeses of the book by **preparing self-made materials**. (ST S)

67

Original data	Translated data
Bu tarz etkinliklerin de onları geliştireceğini düşündüğüm ve bunların da onları sınava hazırladığına inandığım için uygulamalarıma, yani dil becerilerini geliştirmeye yönelik **etkinliklere devam ederdim**. Öğrencilere bu etkinliklerin ileride de **işlerine yarayacağını**, sadece sınav için çalışmaları gerektiğini, bunun faydalı olmayacağını belirtirdim. Bunu anlatmak için somut örnekler vererek açıklamalar yapardım.	I would **continue carrying out my way of teaching** with activities that aim to develop language skills. Because I think that they would benefit from those activities in both getting prepared for the exam and developing their language skills. I would **explain that they would benefit** from them in the future, and that they shouldn't study only for the exam. I would give concrete examples to explain this. (ST S)

68

Original data	Translated data
Öğrencilere sert durmak yerine daha **toleranslı** bir şekilde dersi işleme yoluna giderdim. Çünkü öğrencilere bu şekilde sert olursanız öğrencilerinizi tamamen kaybedebilirsiniz. Bunun yerine **dersin yarısını işleyip** çocukları fazla sıkmadan **diğer yarısını da öğrencilerin istediği şekilde** verirdim.	I would **be tolerant** to students rather than being tough on them. I think that I can lose them all by being though on them. So, I would **divide the class hour** and **teach for the half of the time** and **leave the rest of the time** for them to study what they want. (ST A)
Öğrencilerin bu talebini **anlayışla karşılamak** gerekir bence. Beraberce bir **ortak çözüm geliştirmeye** çalışırdım. Mesela, ders saatimizin belli bir kısmında bu etkinlikleri etkin şekilde yapıp; diğer saatleri de sınava yönelik olarak devam ettirebileceğimizi söylerdim. (…) Sistem bu şekilde olduğu için bu ve benzeri sorunlar olacaktır. Ancak çocuklarla en baştan konuşarak bir orta yol bulmak en akılcı çözüm gibi geldi bana.	I think it is necessary to **understand** this demand of students. I would try to **find a middle ground** with them. For example, I would tell that we can carry out our activities effectively for some time and then we can carry out activities for getting prepared for the exam. (…) This kind of problems may arise because of the educational system. To me, talking to students at the beginning and finding a middle ground is the most logical solution. (ST C)

69

Original data	Translated data
Duvar kenarında oturan öğrencilerin bir kısmı derse katılmadı; parmak da kaldırmadılar hiç. (…) Diğerlerinin konuyu anladığı açıkça belli oluyordu fakat bu grubun hiç bir şey anlamadığını düşündüm. Konuyu anlamadılarsa ve ben onlara parmak kaldırmadan söz verirsem ve cevaplayamazlarsa utanabilirler, mahçup hissederler diye düşündüm. Bu olay da üzerlerinde kötü bir etki bırakabilir diye düşündüm.	Some students sitting near the wall didn't participate in the lesson; they didn't raise their hands either. (…) It was obvious that the others understood the topic, but I thought that this group didn't understand anything. I thought that if they didn't understand the topic, if I give turns to them without volunteering and if they can't answer, they could be embarrassed and this could affect them in a negative way. (ST N)
Parmak kaldıran öğrenciler vardı, sayısı az da değildi ama aktivite boyunca hemen hemen aynı öğrencilerdi. Diğerleri ders boyunca pasifti.	There were students who were raising their hands and their number was not small, but they were the same students raising their hands all the time. the others were passive throughout the class. (ST A)
Ders boyunca o öğrencinin farkındaydım. Pek anlayamıyor gibiydi. Daha geriydi sanki ama bir tek onun için de daha yavaş anlatmak istememiştim.	I recognized that student throughtout the class. She was like not understanding. It seemed that she wasn't able to catch up, but I didn't want to teach more slowly just for her. (ST C)
Öğrenciler arasında seviye farkı olduğunu düşünüyorum. Bu durumda da iki grup arasında tercih yapmak zorunda olduğumu düşündüm. Ve daha zor anlayan gruba yöneldim, onlara hitap etmeye çalıştım. Çünkü sürekli aktif öğrencilere yönelirsem diğer öğrencileri kaybederim diye düşündüm	I think that there is a variety in language levels of students. and I thought that I had to choose between the two groups. Then, I preferred the lower level group and tried to address that group because I thought that if I had addressed the more active group all the time, I could have lost the other students. (ST G)
Sınıfta öğrenciler arasındaki ilgi ve seviye farkı açık olunca, aslında insanın içi rahat etmiyor. Aktif ve başarılı öğrenciler sürekli parmak kaldırdığı ve katıldığı için dersi sadece onlarla işliyor gibi görünüp, diğer öğrencileri göz ardı etmek istemedim.	When there is a variety in language levels and interest of students, one can't feel comfortable as a teacher. I didn't want to carry out the class only with active and more successful students who were always raising hands, and ignore the other students. (ST S)

70

Original data	Translated data
Mesela burada yarışma **gruplarını oluştururken** pasif, **düşük seviyedeki öğrencileri aktif öğrencilerle beraber gruplamaya** dikkat ettim. Bunun sonucunda pasif öğrencilerin de parmak kaldırıp istekli olduğunu ve gruba katkı yapmaya çalıştığını gördüm. Grup çalışması esnasında aktif ve daha iyi durumdaki öğrencilerden bir şeyler öğrenirler, onlardan etkilenirler diye düşündüm.	For example, here I was **careful about grouping** the students for the competition and group **passive**, **lower level students together with active, higher level students**. As a result of this, I saw that passive students also eagerly raised their hands and tried to contribute the group. I thought that they could learn something from more successful students at the time of the group work. (ST N)

71

Original data	Translated data
İlk sunumumu **İngilizce yaptım**. Sınıfın birazı anladı, birazı anlamadım dedi. Onun için **Türkçe konuşmaya döndüm**. Burada bir zorluk yaşadım. Onu da Türkçe konuşarak çözdüm.	I made my **first presentation in English**. Some of the students understood but some said that they didn't. Thus, I **switched to Turkish**. I experienced a challenge here. And I overcame it by talking in Turkish. (ST A)
Duvar kenarında oturan öğrenci grubunun konuyu anlamadığını düşündüm. (…) bu öğrenciler biraz pasifti ders boyunca, onun için diğerlerinin anladığını görsem de onlara **bir daha anlatmak** istedim, yani **İngilizce olarak**. En sonunda da anladıklarından emin olmak için **İngilizce anlattıktan sonra Türkçesini anlattım**.	I thought that the group of students sitting by the wall didn't understand the topic. (…) Those students were passive during the class, that's why I wanted to **re-teach** the topic (**in Enlish**) for them even if I saw that the others understood. Finally, I **tought in Turkish** to be sure that they understood. (ST N)
Hala anlamayanlara da **Türkçe anlattım**. Çünkü zaman geçiyordu…	I tought in Turkish for those who still didn't understand because time was passing. (ST B)
Türkçe konuştum çoğunlukla. İlk gruba anlatırken **İngilizce başladım** "you are the professor, you will ask questions, and you are the students…" falan diye, ama daha sonra anlamadıklarını görünce gruplara Türkçe anlattım. Seviyesi daha düşük öğrenciler gerçekten anlamıyorlar.	I mostly talked in Turkish. First I **started in English** but then, when I saw that they didn't understand, I **explained in Turkish**. Lower level students really don't understand. (ST G)

72

Original data	Translated data
O derse katılmadığı için bilerek ona söz verdim, o da yapsın diye. Onu gözlemliyordum zaten dersin başından beri, derse katılmıyordu. **Bir iki dakika bekledim, sesli okumasını istedim, biraz uzaklaştım yanından**, rahat olsun diye. Ama cevap veremedi. Onun için başkasına döndüm, başkasına söz verdim ve derse devam ettim.	I deliberately gave the turn to thim since he didn't participate in the lesson. I was observing him since the beginning of the class. I **waited for one or two minutes**, I wa**nted him to read aloud**, I **moved away** for him to feel relaxed. But he couldn't answer. Then I gave the turn to somebody else and continued tha lesson. (ST A)
Aslında ilk öğrenciye biraz zaman vermeden hemen başka bir öğrenciye geçtiğim için o an pişman oldum ve ikinci öğrenciye **biraz daha zaman tanıyıp** yardımcı olmaya çalıştım. Benim yardımımla cevaplamaya çalıştı.	In fact, I regret that I didn't wait for a while for the first student and so **allowed** the second student **think for some time** and tried to help her. She tried to answer by the help of me. (ST G)
Bu öğrenci de sessizce oturanlardan biriydi. Belki cevabı biliyordur ama çekingen olduğu için parmak kaldırmıyordur diye bir şans vermek istedim. Ama cevabı söyleyemedi. **Biraz bekledim, zaman tanıdım**, "can you try again?" diye sordum ama bir şey söyleyemeyince başka bir öğrenciye söz verdim.	This student was one of those who were sitting silently. I wanted to give her a chance thinking that maybe she knew the answer but couldn't raise hands because she was shy. But, she couldn't answer. I **waited for a while**, **gave time**, I asked "can you try again?" but when she couldn't answer I gave the turn to another student. (ST S)

73

Original data	Translated data
Parmak kaldırmasalar da "just try, you can do it!" falan diyerek **cesaretlendirmeye çalıştım**. Hatta bu tip aktiviteleri hep parmak kaldırmayanlarla yapmaya çalıştım.	Even if they didn't raise hands, I tried to encourage them by saying things like "just try, you can do it!". I tried to carry out those activities with the ones who were not raising hands. (ST N)
Bazısı çok iyi yapıyordu, bazı öğrenciler hiç yapamıyordu. Yardımcı olmaya çalıştım, "hadi beraber yapalım, bence biliyorsun, burada ne söylenebilir?" diye sordum. Hiç bilmeyenler de vardı mesela, ama onları **cesaretlendirmeye çalıştım**.	Some of them could carry out the tasks well but some couldn't. I tried to help by saying "let's try together; I know you can do it; what can be said here?" There were students who didn't know anything, but I **tried to encourage** them. (ST S)
Bu öğrencilerin de en azından basit bir şeye de olsa katılmış olmaları beni mutlu etti. Sonra da "well-done, super!" diyerek **cesaretlendirmek** istedim.	I was happy that those students participated in a task even if it was an easy task. Then, I wanted to encourage them by saying "well-done, super!" (ST N)

74

Original data	Translated data
Söyleyemeyince başka bir öğrenciye söz verdim. O öğrenciyi **daha fazla sıkmak istemedim**, daha fazla **zorlarsam motivasyonu kırılır ve dersi sevmez** diye düşündüm.	I gave the turn to another student when he couldn't answer. I **didn't want to force** that student because I thought that his **motivation might decrease** and he **might dislike** the lesson. (ST A)
Mesela burada bir gramer alıştırması yapıyorlardı, boşluk doldurma, özellikle yanlarına gittim, duvar kenarında oturan sessiz çocukların ve Türkçe olarak, sessizce "siz devam etmek ister misiniz?" dedim ve "hayır" dediler. Böyle olunca zorlamak istemedim "tamam o zaman" dedim ve başka birine söz verdim. Arkadaşlarının arasında **rencide olmalarını istem**edim ve ısrar etmedim.	They were carrying out a grammar exercise here, fill-in-the-blanks type exercise; I deliberately went towards the silent students sitting by the wall and asked silently in Turkish "would you like to go on?" and they said "no." I didn't want to force them and said "ok then" and gave the turn to somebody else. I **didn't want them to be emberassed** before their friends and so didn't insist. (ST N)
Mesela konuşma aktivitesi gibi daha zorlayıcı olanlarda katılmayanları çok zorlamadım. "Do you want to read?" diye sorduğumda istemeyenlere tamam deyip geçtim. Çünkü yazdıklarından emin değildi ve **kendine güvenmiyordu**, bu belliydi.	I didn't force the ones who didn't participate in the class for participating in harder activities like speaking. I asked them "Do you want to read?" and said ok to them when they said no, because it was apperant that they **didn't believe in themselves** and **weren't sure** about what they wrote. (ST N)

75

Original data	Translated data
Bir şeyler yazmaya çalıştılar ama tam olarak yapamıyorlardı. Biraz denedim, ama daha sonra kendi hallerine bıraktım. **Zaman kaybı** olacaktı; dersi normal akışında anlatmaya devam ettim.	They tried to write something but they couldn't. I tried a little more with them but then left them on their own. This was going to be **waste of time**, so I went on teaching the class in its usual pace. (ST S)
Aslında zamanım kısıtlı olmasaydı biraz daha çaba harcardım konuşması için, ama **zaman geçiyordu**. Diğer öğrenciler de istekliydi cevap vermek için. Onun için daha fazla üzerine gitmeyip başka bir öğrenciye geçtim.	Actually, if the time hadn't been limited, I could have spare more time to make him talk, but **time was passing**. Others were eager to answer. For this reason, I didn't force him more and gave the turn to another one. (ST G)

206

Original data	Translated data
Parmak kaldıran öğrenciler vardı, sayısı az da değildi ama aktivite boyunca hemen hemen aynı öğrencilerdi. Ben diğerlerinin de katılmasını istediğim için parmak kaldırmayanlara bakıp, onlarla **göz teması kurup** "raise your hands" dedim. Biraz etkili oldu, bir iki tanesi çekingen bir şekilde de de olsa parmak kaldırdı. Ben de hemen onlardan birini seçtim zaten. (…) Öğretmen parmak kaldıranlarla ders işleyip diğerlerini boş verdiğinde o çocuklar tamamen kopuyorlar dersten diye düşündüm. (…) **Herkesin derse katılımı önemliydi** benim için. Öğretmenler bunu göz ardı ederse bu durum bu öğrencileri olumsuz etkiler, öğretmen beni nasıl olsa boş veriyor diyerek **kendini değersiz hissedebilir**.	There were students who were raising hands, the number of them wasn't small but they were the same student, all the time raising their hands. I wanted the others who didn't raise their hands to participate; looked at them; had **eye-contact** with them and said "raise your hands." This worked and a few of them raised their hands in a shy way. I immediately gave the turn to one of them. (…) I thought that when the teacher carries out the lesson with the same students who raise hands all the time, and ignore other students, they all the more refrain from the class. (…) **Participation of all the students was important** for me. If teachers ignore those students, this situation may negatively affect them; they **may feel worhless.** (ST A)
Burada önce Mert'e söz verdim. İki kere sordum cevaplamak istemedi, ben geçtim ve başkasına sordum. Sonra bir sonraki soruyu tekrar Mert'e yönelttim, **göz temasıyla yönelttim**, bu sefer yapmak istedi, kalktı ve cevapladı. Arkadaşının yaptığını görünce o da yapmak istedi, bu öğrenciyi de derse katmış oldum. **Derste pasif olup da parmak kaldırmayanları da derse katmak istedim.**	I first gave the turn to Mert. I asked him twice but he didn't want to answer; then I gave the turn to another student. Later, I asked the next question to Mert again **by making eye-contact**; this time he wanted to answer, he stood up and answered. He wanted to answer when he saw that his friend did it. I wanted to **make passive students that didn't raise hands participate** in the lesson. (ST C)
Ders boyunca o öğrencinin farkındaydım. Pek anlayamıyor gibiydi. Daha geriydi sanki ama bir tek onun için de daha yavaş anlatmak istememiştim. Ama gene de özellikle ona söz verdim. Parmak kaldırmıyordu zaten. Ama **göz teması kurdum** ve sen de yapmak ister misin diye yanına gittim. Arkadaşı cevabı parmağıyla gösterdi, ve cevap verdi. Onu da dahil edince ben de mutlu oldum.	I was aware of that student throughout the class. She was like not understanding, but I didn't want to slow down the pace just for him. Still I deliberately gave the turn to him. He wasn't raising hands at all. However, I **made eye-contact** with him and walked towards him to ask if he wanted to answer. His friend showed the answer on the book and he could answer. I got happy to make him participate. (ST C)

Original data	Translated data
Duvar kenarında oturan üç – beş öğrenci derse katılmıyordu, parmak da kaldırmıyorlardı. (…) **Buradaki aktivite biraz daha kolaydı**, yani sadece tahtaya gelip fiilin uygun halini yazacaklardı. Bir ikisine söz verdim ve onların da en azından **basit bir şeye de olsa katılmış olmaları** beni **mutlu etti**.	Some students sitting by the wall didn't participate in the class, they didn't raise hands either. (…) **This activity was easier**; they were only supposed to write the correct form of the verb on the board. I gave turn to some of those students and I got happy since they could **participate in at least an easy activity.** (ST N)
Bu aktivitede şöyle yaptım, dersin başından beri derse daha çok katılan, daha istekli öğrencilerle pek katılmayan, isteksiz duran öğrencilerin ayrımını yapmıştım kafamda. **Bu aktivite diğerlerine göre daha kolaydı**. Bu sebeple bu soruları cevaplamak için özellikle katılım göstermeyen öğrencileri seçtim hep. Daha kolay olduğu için yapabilirler diye düşündüm, böylece yavaş yavaş onları da dersin içine çekebildiğime **sevindim**.	I had made a distinction in my mind between students who were participating in the class eagerly and the ones who were unwilling to participate. **This activity was easier** than the others. For this reason I gave the turn especially to students who were passive in the class. I thought that they could carry out the activity since it was easier. By this way I could **make them paricipte in the class** and this was a **pleasure** for me. (ST G)

Original data	Translated data
Onun adı Ege'ydi. Pek katılmıyordu derse, ama gürültü falan da yapmıyordu. Kendi halindeydi. Diğerlerinden biraz daha geriydi sanki. O da **katılsın ve çekingenliği varsa bunu kırsın** diye söz verdim. Düşündü ,düşündü cevap veremedi, sonra başkasına söz verdim.	His name was Ege. He was not participating in the class, but he was not noisy either. He was quiet. He seemed to have a lower level of English compared to others. I gave the turn to him; I **wanted to make him participate** in the class and **eliminate his shyness** if he had been shy. He thought for some time but couldn't answer. (ST B)
Bu kısımda, bu çocuk çok pasif bir çocuk, en önde oturmasına rağmen çok sessiz olduğunu gördüm, hiçbir tepki vermiyordu, parmak kaldırmıyordu. (…) Onu da **derse katmak istedim**, **pasif kalmasın, kendine güvensin** diye ona söz verdim.	This child was a passive one; I saw that he was so silent though he was sitting in the front raw; he was unresponsive; he was not raising hands, at all. (…) I wanted to involve him in the lesson; I gave the turn to him to **eliminate his silence** and make him gain **self-confidence**. (ST C)
Bu sınıfta kız öğrenciler ve erkek öğrenciler arasında bariz bir fark vardı. Erkek öğrenciler daha aktif derse katılıyor, kız öğrenciler de pasif oturuyorlardı. Bu nedenle **pasif öğrencileri de derse dahil etmek istedim** ve bu kız öğrenciyi seçtim. Cevap veremeyince diğer bir öğrenciye – o da pek katılmıyordu- söz verdim.	There was an obvious difference between girls and boys in this class. Boys were more actively participating in the class, and girls were sitting passively. For this reason I wanted to **involve them in the class** and gave the turn to this girl. When she couldn't answer, I gave the turn to another passive student. (ST G)
Burada bu öğrenci hiç parmak kaldırmıyordu, ben de **belki ona söz verirsem konuşturabilirim diye ona sordum**. Ama cevap vermedi, biraz üzerinde durdum, denemesini falan istedim, soruyu farklı bir şekilde sordum, ama istemediğini söyledi.	This student was not raising hands, at all; so I **asked him to make him talk**. But, he didn't answer; I insisted on him; wanted him to try; reworded the question, but then he said that he didn't want to say anything. (ST G)
Evet, bu öğrenci pek parmak kaldırmıyordu. İlk soruyu sorduğumda "ben anlamadım" deyip oturmuştu, cevap vermek istememişti. Ben de bunu düşünerek biraz bu çocuğa yoğunlaştım, anlaması için söz vererek onu sürekli **aktif tutmaya çalıştım** ve dersten kopmasını engellemek istedim. Amacım buydu.	Yes, this student was not raising hands. When I asked the first question, he said "I didn't understand" and sat down. He didn't want to answer. Then I focused on that child; I tried to **keep him active** by giving turns many times; I wanted to help him to understand. My aim was to keep him on track. (ST S)

Original data	Translated data
Bu öğrenciler biraz pasifti ders boyunca, onun için diğerlerinin anladığını görsem de onlara **bir daha anlatmak** istedim. (…) diğerleri zaten anlamıştı, **bu gruba hitaben anlattığım için, daha iyi iletişim kurmak için onlara doğru yaklaşarak** anlattım.	Those students were passive during the class. That's why I wanted to re-explain for them even though I saw that the others understood the topic. (…) since the others had already understood, I **addressed this group of students; I got closer to them to have a better communication** with them. (ST N)
Bu sefer **tek tek gezerek anlamamış olanlara** açıklama yaptım ve nasıl yapacaklarını İngilizce olarak tekrar anlattım.	This time I explained to the ones who didn't understand **one by one**. I **re-explained** how they would carry out the activity in Englih. (ST B)
Anlamayan varsa tekrar anlattım ya da alıştırmayı yapamayanlara yardımcı oldum, böylece yapamayan öğrenci	I re-explained for the ones who didn't understand or I helped the ones who couldn't carry out the exercise, by this way

kalmadı. Seviyesi daha düşük öğrencilere **birebir yardım etmek** daha iyi oldu.	there were no students who couldn't complete it. It was better to **help lower level students individually**. (ST B)
Ben o an **gruplarla tek tek ilgilenmenin** en iyisi olduğunu düşündüm ve öyle yaptım. (…) anlamayan öğrenciler vardı. Onun için gittim grupların yanına, yeniden anlattım.	I thought that **taking care** of lower level student groups **one by one** was the best choice and I did it that way. (…) There were students who didn't understand. That's why I went up to those groups, and **re-explained** the topic. (ST G)
Bir şeyi anlamayanlar olduğunda tekrar açıklama yaptım, ya da **yanlarına gidip onlara özel anlattım** mesela.	I re-explained when there were somebody who didn't understand, or I went up to them and **re-explained individually**. (ST G)

80

Original data	Translated data
Aslında aktiviteden önce hava durumu isimlerini resimlerle tahtada gösterdim. Öğrencilerin bazısı tamamen ilgisiz olabiliyor ve seviye farkı da vardı. Mesela iki kız öğrenci hiçbir şey yapmıyordu, katılmıyordu, anlamıyordu. Bu durumda **tekrar anlatsam mı anlatmasam mı, burada kararsız kaldım**.	Actually, I showed the weather conditions on the board via pictures before the activity. Some of the students were complete strangers to the class and there was also difference between their levels. For example, those two girls were not doing anything in theclass, they were not participating, and they didn't understand. Under such a condition, I was **undecided to re-explain or not**. (ST S)
Sınıfta öğrenciler arasındaki ilgi ve seviye farkı açık olunca, aslında insanın içi rahat etmiyor. Aktif ve başarılı öğrenciler sürekli parmak kaldırdığı ve katıldığı için dersi sadece onlarla işliyor gibi görünüp, diğer öğrencileri göz ardı etmek istemedim. Bu durumda katılmayan, ilgisiz, öğrenciler nasıl olsa bizi kaldırmıyor diye derse karşı ilgilerini iyice kaybedebilirler diye düşündüm. Aslında **anlattıklarımı tekrar anlatsam mı diye de düşündüm** ama bu sefer de zaman kaybı olacaktı. Yani **hangi gruba yönelik ders işleyeceğime karar veremedim**. Daha sonra akışına bırakmaya karar verdim.	When there is a variety in language levels and interest of students, one can't feel comfortable as a teacher. I didn't want to carry out the class only with active and more successful students who were always raising hands, and ignore the other students. In this situation, I thought that passive and uninterested students might become all the more disinterested in the lesson. In fact, I thougt about **re-explaining the topic** but this time this was going to be a waste of time. Namely, I **couldn't decide on which group I should have addressed.** Then, I decided to let the things flow. (ST S)
Nasıl davranacağımı çok kestiremedim açıkçası. Karar veremedim, zorlasam mı, konuyu tekrar mı anlatsam, yardım etsem mi? Nasıl zorlayacağıma da karar veremedim, o an bir yol bulamadığım için pas geçtim ve devam ettim.	Actually, I **couldn't make up my mind about how to behave**. I **couldn't decide on whether I should have forced them, helped them, or re-explained the topic**. I couldn't also decide on how to force them. Then, I continued since I couldn't find a way out. (ST B)

81

Original data	Translated data
Burada instruction verirken hem resimlerle gösterdim, hem, simple present ile anlatmaya çalıştım. Yine de anlamadıklarını söylediler, (…)	I showed pictures and tried to explain using simple present tense while giving instruction. Still they said that they didn't understand. (ST A)
Burada ne yapacaklarını anlamadıklarını düşündüm. Boş boş bakıyorlardı çünkü. Heralde İngilizce olarak anlattığım için anlamadılar.	Here, I thought that they didn't understand what to do. They were staring blankly. Probably they didn't understand because I was teaching in English. (ST N)
Burada verdiğim yönergeyi öğrenciler	Here, students didn't undertand the

	instructions I was giving. I immediately understood that they didn't understand. (ST B)
Aktivitenin nasıl yapılacağını anlatırken bir yandan da anlıyorlar mı acaba diye düşündüm. (…) Anladınız mı diye sorduğumda evet dediler ama anlamadılar. Anlamamış gibi bakıyorlardı, tepki yoktu ya da birbirlerine soruyorlardı ne yapacaklarını. (…) Burada zorlandım açıkçası.	While I was giving instructions about how to carry out the activity, I wondered whether they undersdood or not. (…) When I asked whether they undersdood or not, they said yes but I knew that they didn't. They seemed not to have understood, they had no reactions or they were asking each other what to do. (…) I experienced a difficulty here. (ST S)

82

Original data	Translated data
Ben zaten basit ifadeler seçtim, geniş zaman kullandım ve beni **anladıklarını düşünüyordum**. Ama gene de**, alışık olmadıkları için, anlamıyoruz** diye tepki verdiler.**buna aldırmadan devam etmek** gerek diye düşündüm ve öyle yaptım.	I had already chosen simple expressions, used simple present tense, and I **thought that they did understand** me. However, they reacted by saying that they hadn't understood **since they hadn't been accustomed to an English medium class**. I thought that it was necessary to **go on regardless of what they were saying**, and did this way. (ST C)
Öğretmenleri anlamadıklarını söylüyordu. Hatta "derste İngilizce konuşunca anlamıyorlar, onun için dersi Türkçe işliyorum" dedi. Ama bence **İngilizce konuşmaya bir yerden başlamak gerek. Anlamamaları için bir sebep yok**.	Their teacher said that they didn't understand English medium talk. He even said that "they don't understand when I speak English in the class so I teach in Turkish." But to me, **teachers should start talking in English in a way**. There is **no reason for students not to understand.** (ST S)

83

Original data	Translated data
Burada instruction verirken hem **resimlerle anlattım**, hem, simple present ile yani basit ifadelerle anlatmaya çalıştım…	Here, while I was giving instruction, I both **explained through pictures** and tried to use simple expressions with the present simple tense… (ST A)

84

Original data	Translated data
Mümkün olduğunca basit cümleler kullanmaya çalıştım, ve **vücut diliyle** de destekledim sözlerimi. Ama gene de anlamadılar sanırım, "neymiş, ne yapacağız?" gibi sorular yükseldi bazı öğrencilerden.	I tried to utter simple sentences as far as possible, and supported my speech with **body language**. Still they didn't understand; some students asked "What is it? What are we doing" kind of questions. (ST N)
(…) Bir de **vücut diliyle** de anlamalarını sağlayabiliriz diye düşündüm. Mesela, bir öğrenciye "do you drink orange juice?" dedim. Önce anlamadı. Sonra elimle içme işareti yaptım, ve anlayıp "yes, I drink orange juice" diye cevap verdi.	(…) I also thought that I could make it easier by using the **body language**. For example, I asked one student "do you drink orange juice?" First, he didn't understand. Then, I made the gesture of drinking and he understood what I said and answered "yes, I drink orange juice." (ST S)

Original data	Translated data
Burada instruction verirken basitçe anlatmaya çalıştım. Yine de anlamadık dediler, mecburen **Türkçe ye döndüm, çünkü hepsinin anlamasını istiyordum**. (…) Burada yaşadığım zorluğu Türkçe'ye dönerek çözdüm.	I tried to explain in simple terms while I was giving instruction. Still they said that they didn't understand. I **had to switch to Turkish because I wanted them all to undersdand**. (…) I eliminated the difficulty I experienced here by switching to Turkish. (ST A)
Burada ben yazma aktivitesi için instruction verdim. (...) Ama ne yapacaklarını anlamadılar. Aslında bir önceki speaking activitesinde benzer konuda konuşmuşlardı, yazmaya gelince niye anlayamadılar bilmiyorum. Ben de anlamayanların yanına gidip **bir bir Türkçe olarak anlattım** ne yapacaklarını.	I gave an instruction for the writing activity. (…) but, they didn't understand what to do. In fact, they talked about the same topic in the previous speaking activity, but I couldn't understand why they couldn't understand what to do when it turned to be a writing activity. Then, I went up to those who didn't understand and **explained** one by one **in Turkish**. (ST N)
Burada küçük bir toparlama yapmam gerekti, çünkü anlamadıkları noktalar vardı ve zaman boşa geçiyordu. **Zamanı daha fazla harcamak istemediğim** için Türkçe kullandım. Çok fazla Türkçe'ye dönüş yapmadım aslında. **Birkaç kere, çok sıkıştığım anlarda böyle yaptım**.	Here I needed to wrap up since there were points that they couldn't understand and the time was passing. I switched to Turkish **because I didn't want to waste much time**. In fact, I didn't use Turkish much. **I only switched a few times when I really had difficulty.** (ST C)
Buralarda Türkçe konuştum çoğunlukla. İlk anlatırken İngilizce başladım, ama daha **sonra anlamayınca konuyu Türkçe anlattım**.	In this part I mostly talked in Turkish. First I started in English, but then **switched to Turkish seeing that they didn't understand**. (ST G)

Original data	Translated data
Soru sordum ama anlayamadı. O an "how do you feel?" sorusunu çıkaramadı diye düşündüm ve hemen "how are you?" diye değiştirdim. (…) Hatırlayınca cevap verdi. Ne yapsam acaba anlaması için diye düşündüm ve **sorumu değiştirip tekrar sordum**. **Türkçe'ye çevirmek istemedim** çünkü derslerde bunu yapınca kendimi kötü hissediyorum.	I asked a question but she didn't understand. That time I thought that he couldn't remember the meaning of "how do you feel?" and changed the question and asked "how are you?". (…) he answered when he remembered its meaning. I thought what to do to make him understand but then **I rephared my question**. I **didn't want to translate it into Turkish** because I don't feel comfortable when I do this in my classes. (ST C)
Mesela buradaki öğrenci 'Do you have a bike?' sorusunu anlamamıştı. Orada ben tahtada gösterip, "Have you got a bike?" diye **değiştirip sorunca** anlamı çıkardı ve 'yes, I have' diyerek cevap verdi. Böylece **Türkçe'sini söylemeden** cevabı almış oldum.	For example the students in this part didn't understand the question "do you have a bike?" Then, when I **changed the question and asked** "have you got a bike?" he could understand, and he answered "yes, I have." By this way, we carried out the dialogue **without saying the Turkish meaning**. (ST Ş)

87

Original data	Translated data
Burada ne yapacaklarını anlamadıklarını düşündüm. Boş boş bakıyorlardı çünkü. Heralde İngilizce olarak anlattığım için anlamadılar. Sonra **tekrar anlatmaya** çalıştım, tabi **gene İngilizce konuşarak**. Biraz daha yavaş ve tane tane anlattım.	I thought that here they didn't understand what to to. They were staring blankly. Probabaly they didn't understand because I tought in English. Then, I **tried to explain again**, of course **in English**. I talked slowlier and more clearly. (ST N)
Burada öğrencileri derse hazırlamak için bir warm-up aktivitesi yaptırmak istedim. Öğrencilerin durmaları gereken yerleri anlatmaya çalıştım ama yanlış anladılar. (…) yerleşim düzenini bir türlü oturtamadık. İngilizce anlattıklarımı da anlamadılar, ben de Türkçe konuşmak istemedim. **tekrar tekrar İngilizce anlattım. Türkçe konuşmak istemedim** çünkü İngilizce sınıflarında bunun **doğru olmadığını düşündüm**.	Here, I wanted to carry out a warm-up activity to make the students prepared for the class. I tried to explain students where to stand but they misunderstood me. (…) I couldn't arrange the placement of students in no way. They didn't understand what I tought in English, but I didn't want to speak in Turkish. I **went on teaching in English repeatedly**. I **didn't want to speak Turkish** because I thought it was **not the correct way** to employ in English classes. (ST N)
Verdiğim yönerge gene anlaşılmadı. Birkaç saniye nasıl anlatsam, **Türkçeye mi dönsem diye düşündüm**. Sonra baştan, adım adım anlatmaya çalıştım **yani bir kez daha İngilizce anlattım.**	The instruction I gave was not understood again. I thought about how to explain, whe**ther to swtich to Turkish or not**, for a few minutes. Then, I tried to explain step by step from the very beginning. Namely, I **tought again in English.** (ST B)
Mesela bir kaç öğrenci yanlış anladı, diğerleri "ne yapıyoruz?" diye soruyorlardı. Tekrar anlatmaya karar verdim. Aslında olabildiğince yavaş ve basit ifadelerle konuştum bence ama olmadı ilk seferde. Sonra **ikinci kez daha yavaş anlattım** ama hala birbirlerine bakıyorlardı. Bu bir zorluk, anlamamaları bir zorluktu gerçekten benim için. Üçüncü defada **Türkçe mi anlatsam diye** düşündüm bir an, ama vaz geçtim, anlatmanın bir yolu olmalı diye düşündüm.	For example, some students misunderstood; the others were asking "what are we doing?" (in Turkish). I decided to re-explain. In fact I had explained as slowly as possible, and with simple expressions but they didn't understand first time. Then, I **explained slowlier for the second time**, but thet were still looking at each other. This is a challenge; students who didn't understand created a real challenge for me. I thought **whether I should explain in Turkish for the third time** for a second, but then I thought that there should be a way of explaining it in English. (ST S)

88

Original data	Translated data
Türkçe anlatmak alışkanlık yaratır diye düşündüm o an, anlamazsak öğretmen nasıl olsa Türkçe anlatır diye bir alışkanlık oluşur diye düşündüm. Elimden geldiği kadar İngilizce konuşarak anlatmaya çalışırsam en azından birileri anlar mutlaka, sınıfta bir etkileşim olur diye düşündüm. Genel fikrim de bu zaten.	I thought that explaining in Turkish might have created the habit of an expectation of Turkish explanations on the side of students. I tried my best to explain in English and I thought that by this way at least some of them would understand and there would be an interaction in the class. My general idea is that, as well. (ST S)

Original data	Translated data
Burada öğrencilere "Now, each of you will create a sentence about this picture" dedim. Anlamadıklarını görünce, çünkü çoğu anlamamış gibi duruyordu, kendim bir **örnek cümle söyledim**, "she is reading a book" dedim ve önde oturan iyi öğrencilerden iki tanesine sırayla "what about this picture?" dedim ve onların da cümle söylemesini istedim. Daha sonra bu örnekleri görünce hepsi anlamış oldu ve devam ettik.	Here I told students that "Now, each of you will create a sentence about this picture." When I saw that they didn't understand, because most of them seemed to be not understanding, I **uttered an example sentence.** I said "she is reading a book" and asked two successful students sitting in the front raw "what about this picture?" I wanted them to utter some sentences. Then, when they saw those examples, the understood and we went on. (ST N)
Burada ne yapacaklarını anlamadıklarını düşündüm. Somut bir şekilde **örneklemeye çalıştım**.	Here, I thought that they didn't understand. I tried to **examplify** it concretely. (ST N)
Anlamayacaklarını düşündükleri için mi bilmiyorum, beni dinleyip anlamaya çalışmak yerine ne yapacaklarını direk birbirlerine soruyorlar. (…) Göstererek anlatmaya çalıştım, tahtada bir **örnek yaptım**. Türkçe'ye geçmek istemedim, çünkü zaten İngilizce konuşmuyorlardı ve anlamayacakları konusunda ön yargı vardı. Ben de göstererek ve örnekleyerek anlatma ihtiyacı hissettim. Öndeki iki çocuğu tahtaya çıkarıp onlar üzerinden örnekle anlattım.	They asked eachother what to do instead of listening to me and understanding what I say. Maybe they thought that they wouldn't understand me. (…) I tried to teach by demonstrating, I **wrote an example on the board**. I didn't want to switch to Turkish because they didn't speak English any way and they biased that they wouldn't understand English medium talk. So, I needed to teach **by demonstrations and showing examples**. I invited two students in front of the board and demonstrated with them. (ST S)

Original data	Translated data
Burada şarkıyı dinlerlerken aralarda gezdim çünkü bazı öğrencilerin aktiviteyi anlamadığı için yapmadığını, fark ettim. Onların anlamadıklarını düşündüm ve burayı yapıyoruz diye **anlattım tek tek**. Hepsinin yapmasını sağladım.	Here, I moved and walked among the desks because I noticed that some students were not carrying out the activity since they didn't understand what to do. I thought that they didn't understand and **explained them one by one**. I made all of them complete the activity. (ST N)
Anlamayanların yanına gidip **tek tek Türkçe olarak anlattım** ne yapacaklarını.	I went up to the ones who didn't understand and **explained them what to do one by one in Turkish**. (ST N)
Ben o an gruplar halinde **tek tek ilgilenmenin** en iyisi olduğunu düşündüm ve öyle yaptım. Zaten instruction ları da anlamada zorluk yaşıyorlardı. Onun için gittim grupların yanına, anlattım.	I thought that **taking care of them in groups and one by one** was the best option. They were having difficulty in understanding the instructions given. For this reason, I went up to them and explained them in groups. (ST G)

Original data	Translated data
Evet bu öğrenci derse katılmıyordu. **Arkadaşıyla konuşuyordu**, konuşmasını engelleyip derse katılmasını sağlamak için ona soru sordum. Biraz daha devam ederse dersin akışını bozacağını düşündüm. Bunu da engellemek istedim	Yes, this student didn't participate in the class. She was chatting with her friends. I asked a question to make her stop talking and be involved in the lesson. I thought that if he had continued talking, he could have spoiled the lesson. I wanted to prevent this. (ST A)
Çocukta **bir isteksizlik** vardı, **dersi dinlemiyor** gibiydi, onun için özellikle	That student was **reluctant**; she **didn't seem to be listening,** so I preferred her.

seçtim onu ve soru sordum. Aslında başarısız bir öğrenci olduğunu düşünmüyordum ama dediğim gibi **biraz ilgisizdi**.	Actually I didn't think she was unsuccessful but that time she was indifferent. (ST A)
Bu arada, **sınıfta motivasyon ya da ilgi bakımından öğrenciler arasında fark vardı.** Bazıları hiç ilgili değillerdi gerçekten. **Bu durum beni üzdü.** Dikkatlerini, ilgilerini çekemiyorum galiba diye düşündüm.	By the way, there was a **difference in students' motivation and interest** level. Some of them were really indifferent. This **made me sad.** I thought that I wasn't able to catch their attention and draw their interest. (ST B)
Bu üç kişi oturan grup **sürekli konuştuğu için** benim **motivasyonumu çok bozdu.** Sınıfta sürekli bir fısıltıya sebep oldular ve dikkat dağıttılar. Kendileri de pek **ilgili değildi** zaten dersle.	Those three students who were sitting together on a desk **demotivated me** because they **were always chatting.** They caused a whispering noise in the class and distracted others. They were already **not interested** in the lesson. (ST S)
Bu arka tarafta oturan öğrenciler **sürekli birbirleriyle konuşuyor** ve derse **karşı ilgisiz duruyorlardı.** (…) Sürekli dersten kopuk, kendi muhabbetlerindelerdi, bu davranışları ders boyunca devam etti.	Those students who were sitting in the back raw were **always chatting** and they **weren't interested** in the lesson. (…) they were distracted all the time, talking to eachother; and this continued throught the class. (ST S)

92

Original data	Translated data
Bazıları hiç ilgili değillerdi gerçekten.Bu durum beni üzdü. **Dikkatlerini, ilgilerini çekemiyorum galiba diye düşündüm.** Hatta bundan dolayı da bir oyun oynatma kararı aldım. **Oyunu her zaman sevdiklerini** biliyordum çünkü. Dediğim gibi bazıları gerçekten ilgiliydi ama çoğu ilgisizdi. Onları da derse katmaya çalıştım elimden geldiğince, ama yapmayan yapmadı yani.	Some of them were really indifferent. This made me sad. I thought that I **wasn't able to catch their attention and draw their interest.** For this reason, I decided to organize a game. I knew that **they liked playing games.** As I said, some of them were really interested in the lesson but most of them weren't. I tried my best to make them be involved in the class. Still some of them didn't get involved. (ST B)
Planımda bu etkinlikten sonraki kısımlar öğrencileri daha da zorlayacak bir noktaya gidiyordu. O an motivasyonları o kadar düşüktü ki yapıyor olduğumuz aktiviteyi bile yapamıyorlardı, çok isteksizlerdi. Ben de böyle zorla sürdürülen bir dersi bir şey kazandırmayacağını düşündüm ve **yarıda kesip onları biraz canlandırabilecek** bir oyun oynatmaya karar verdim. **Çünkü genelde çocuklar derste oyun oynamaya bayılıyorlardı.** Ama motivasyonları o kadar düşüktü ki ilk önce oyuna bile katılmak istemediler. Ama daha sonra, birileri yaptıkça, hepsi heyecanla katılmak istedi.	According to my lesson plan, activities after this one were more challenging for the students. that time, they really had low motivation and they weren't able carry out even this activity; they were so unwilling. Then I thought that they wouldn't have gained anything in such a class. I **stopped the lesson** and decided to organize **a game that could boost them.** They **generally liked playing games** in the class. However, they had such low motivation that they even didt want to participated in the game first. But then they all wanted to participate. (ST B)

93

Original data	Translated data
Burada çoğu öğrenci yapmıyordu, sadece konuşuyorlardı, duvar kenarındaki grup daha çok ilgileniyordu. **Grup grup yanlarına gidip "Haydi, niye yapmıyorsunuz? Başlayın çabuk" dedim. Sınıfa toplu olarak hitap etmek**	Here, most of the students were chatting; the group sitting by the wall was more interested in the class. I **went up to the groups of students and told them "Come on, why aren't you doing it? Start immediately." I wanted to go and warn**

yerine birebir yanlarına gidip uyarmak istedim. Bunun üzerine yapmaya başladılar. Toplu olarak sınıfın önüne geçip "haydi yapın" diyerek her öğrenciye ulaşamazdım. Öndekilerle sınırlı kalırdı. Ama sıralar arasına girip, eğilip, üçer dörder öğrenciye gözlerinin içine bakıp "haydi bakalım, başlayın, yapın" demek daha etkili oluyor diye düşündüm. Hatta bu şekilde davranınca başlamadıkları veya konuştukları için **mahcup oluyorlar ve yapmaya çalışıyorlardı.** Öğrenciye yakın olmak, aralarında dolanmak daha çok işe yarıyor gibiydi.	**them individually rather than warn the whole class.** Then, they start doing. I couldn't have reached every single student by addressing the whole class and warning them. This would have affected only the ones sitting in the front raw. I thought that going up to the students, looking into their eyes and saying "comes on, please start doing it" would have been more effective. By this way, they **even felt embarassed since they were chatting and not filling in the exercise.** To be closer to the students, walking among them seemed to work better. (ST B)
Bu arka tarafta oturan öğrenciler sürekli birbirleriyle konuşuyor ve derse karşı ilgisiz duruyorlardı. **Uzaktan uyarmak bir işe yaramadı, yanlarına kadar gidip bireysel olarak "be silent, please", "listen to your friends" diyerek uyarmak zorunda kaldım.** Sürekli dersten kopuk, kendi muhabbetlerindelerdi, bu davranışları ders boyunca devam etti.	Those students who were sitting in the back raw were always chatting and they weren't interested in the lesson. **Warning** them from in front of the board **didn't work;** I had to **get closer to them and warn individually** by saying **"be silent, please", "listen to your friends."** They were always distracted and talking to eachother and this continued throughout the class. (ST S)

94

Original data	Translated data
Bu öğrenci de ilgisiz gibi görünüyordu. Diyaloğu ona okutmaya karar verdim, bir **görev verince** belki ilgisi artar diye düşündüm. Daha sonra dinlemeye başladı, derse döndü yani.	This student seemed to be indifferent. I decided to make him read the dialogue aloud. I thought that his interest may have increased if I **had given responsibility** to him. Then, he started to listen to me and be involved in the lesson. (ST C)

95

Original data	Translated data
Evet bu öğrenci derse katılmıyordu. Arkadaşıyla konuşuyordu, konuşmasını engelleyip dersle ilgilenmesini sağlamak için **ona soru sordum.** Biraz daha devam ederse dersin akışını bozacağını düşündüm. Bunu da engellemek istedim.	Yes, this student didn't participate in the class. She was chatting with her friends. I **asked a question** to make her stop talking and be involved in the lesson. I thought that if he had continued talking, he could have spoiled the lesson. I wanted to prevent this. (ST A)
Çocukta bir isteksizlik vardı, dersi dinlemiyor gibiydi, onun için **özellikle seçtim onu ve soru sordum.** Aslında başarısız bir öğrenci olduğunu düşünmüyorum ama dediğim gibi biraz ilgisizdi. Biraz da diğer arkadaşlarına örnek olsun istedim, onlar parmak kaldırmadan da soru sorabilirim ve dersi takip etmezlerse bu duruma düşebileceklerini görsünler istedim.	That student was **reluctant;** she **didn't seem to be listening,** so I preferred her. Actually I didn't think she was unsuccessful but that time she was indifferent. Actually, I wanted the other students to see that I could ask students even they weren't volunteered and they could experience this situation if they didn't follow the class. (ST A)

96

Original data	Translated data
Bu üç kişi oturan grup sürekli konuştuğu için benim motivasyonumu çok bozdu. Sınıfta sürekli bir fısıltıya sebep oldular ve dikkat dağıttılar. Kendileri de pek ilgili	Those three students who were sitting together on a desk **demotivated me because they were always chatting.** They caused a whispering noise in the class and

| değildi zaten dersle. En sonunda **birinin yerini değiştirmek** zorunda kaldım çünkü göz temasıyla uyarmak işe yaramadı ve en çok konuşanı öne aldım. Sıra arkadaşlarından ayrı oturursa konuşamaz diye düşündüm. | distracted others. They were already not interested in the lesson. I **had to chage one's seat** because warning them through eye-contact didn't work. I made the most talkative child sit in the fron raw. I thought that he couldn't have talked if he had sit in a different place. (ST S) |

97

Original data	Translated data
Burada bir odaklanma sorunu vardı öğrencilerde. Ön sıradakiler dinliyordu ancak geri kalanı kopmuştu. Ben anlatırken mesela onlar da kendi aralarında konuşuyorlardı. Ben **pek müdahale etmedim o an**. 6. ders olduğu için yemek sonrası böyle olması normal olabilir diye düşündüm. Bir süre sonra durumun kendiliğinden geçmesini bekledim. Katılanlarla devam ettim. Susun vs diye uyarmanın bir faydası olmaz diye düşündüm.	There was a concentration problem with the students here. The ones sitting in the front raw were listening but the rest were distracted. They were chatting with each other while I was teaching. I **didn't intervene** that moment since I thought that it was the 6th hour after the lunch and this behavior of students could be normal. I expected the situation fade away after some time. I continued with the participating ones. I thought that warning them to stop talking wouldn't have worked. (ST B)

98

Original data	Translated data
Burada "be" fiilinin geçmiş zaman kullanımını hatırlatmaya çalıştım. Örnekler üzerinden hatırlamalarını ve doğru cevap vermelerini bekledim, ama ısrarla "it was" yerine "it is" i kullanıyorlardı. Aslında bu sınıfta işlenmiş olan bir konuydu ve öğrenmişlerdi. Dolayısıyla ben de biliyor olmalarını ya da hemen hatırlamalarını bekledim. Daha sonra baktım ki unutmuşlar, sanırım evde pek tekrar etme alışkanlıkları yok, hatırlamaları için **konuyu tekrar etmeye** karar verdim.	I wanted to remind the usage of verb 'to be' here. I expected them to recall it by the help of examples and answer correctly; but they insistently they were using 'it is' instead of 'it was.' In fact, this was a previously tought topic and they learned it. So, I expected them to recall it immediately. Then, when I saw that they forgat it all I **decided to review the topic** for them to recall. I thought that they didn't have the habit of studying and reviewing at home. (ST B)
Geçen hafta konu anlatılmasına rağmen sınıftan yarı yarıya "hocam was'ı were'ü nerede kullanıyorduk?" diye sorular geliyordu. Belli ki ya tekrar etmeyip unutmuşlardı ya da zaten anlamamışlardı. Onun için ben de tahtayı silip **kısaca tekrar etmek** istedim.	Although the topic was tought last week, half of the students were asking "where are we supposed to use was/were?" ıt was obvious that they didn't revise the topic and forgat or they even didn't understand it, at all. For this reason, I cleaned the board and **reviewed the topic briefly**. (ST C)

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Original data	Translated data
Kitaptaki aktivitenin ilk iki sorusunda baktım ki **öğrenciler sıkılmış gibi duruyorlardı.** Ben de tahtaya kaldırıp hareketli bir şey yaptırırsam daha ilgili olurlar diye düşündüm. Onun için resmi onların bulup yapıştırmasını istedim. Öyle de oldu, değişiklikten sonra daha çok öğrencinin parmak kaldırdığını ve istekli olduğunu gördüm.	The **students seemed to be bored** while we were at the first two questions of the activity in the book.I thought that they could have been more interested if had turned the activity into something they could move. For this reason, I wanted them to find the picture and stick it on the board. And it worked. After that, I saw that more students were raising hands and willing to do it. (ST A)
Amacım çocukların daha fazla **sıkılmamasını sağlamaktı**. (…) Çocuklar	My aim was to **prevent students from getting bored**. (…) They were already

kendi kitaplarının içeriğinden zaten sıkılıyorlar, bu açıkça görülüyordu derslerde. Sürekli de kitaptan çalışırsak daha fazla sıkılacaklarını düşündüm. Onun için kitabı fazla kullanmadım.	bored because of the content of their book; this was obviously seen in the classes. I thought that they would have gotton bored all the more if we had studied the book all the time. For this reason, I didn't use the book much. (STA)
Öğrenciler derslerde bu konu için, yani 'past simple' için kitaptan alabileceklerini almışlardı ve artık kitaptaki etkinlikler **dikkatlerini çekmiyordu**. Ders kitabındaki boşluk doldurma vs. aktiviteleri sıradanlaştı diye düşündüm.	Students gained what they could from the book about past simple and the activities in the book **didn't catch their attention** any more. I thought that activities in the book like fill in the blanks type were became ordinary for them. (ST N)
Bu aslında ders kitabında olan bir aktiviteydi. Ama bu haliyle sıkıcı olacağını ve öğrencilerin **dikkatini çekmeyeceğini** düşündüm. (…) Önceki derslerde de öğrencilerin ders kitabından bir süre sonra sıkıldığını gördüm. Bu şekilde öğrencilerin daha istekli olmasını hem de aktiviteye zevk le katılmasını sağlamaya çalıştım.	This was, in fact, an activity that was found in the course book. But I thought that in this way it would have been boring and **wouldn't have cought students' attention**. (…) I saw in previous classes that the students got bored of the course book after a while. By this way, I tried to make them participate in the activities more willingly (ST G)

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Original data	Translated data
Öğrenciler devamlı kitabı gördüğü için kitaptan belli bir süre sonra sıkılıyorlar. Araya böyle **farklı ve öğrencilerin zevk alacağı aktiviteler** koydum ki çocuklar sıkılmasın ve **derse katılsınlar**.	The students got bored of the book after some time since they always studied with it. **I added different activities that they could enjoy so that they wouldn't have been bored and would have participated in the class**. (ST A)
Evet, kitapta "present continuous tense" le ilgili egzersizleri sıkıcı ve tekdüze buldum. Bu yüzden yani hem daha **yararlı hem de daha eğlenceli** olur diye **flash card larla bir aktivite hazırladım**.	Yes, I found the exercises about the present continuous tense in the book boring and monotonous. For this reason, I p**repared an activity with flash cards** thinking that it would have been **more beneficial and more enjoyable**. (ST N)
Öğrenciler derslerde bu konu için, yani 'past simple' için kitaptan alabileceklerini almışlardı ve artık kitaptaki etkinlikler dikkatlerini çekmiyordu. Ders kitabındaki boşluk doldurma vs. aktiviteleri sıradanlaştı diye düşündüm. Bu materyal ile dikkatlerini çekmeyi amaçladım, **hikaye ve de resimlerle** aynı anda hem **görsel zekalarına hem de okuma becerilerine hitap etmek** istedim. Böylece fiillerin geçmiş zaman hallerini de **daha iyi öğrenirler** diye düşündüm. Ayrıca oluşturacakları hikaye, Tom'un hafta sonu, **kendi hayatlarıyla da paralel**, kendi yaptıkları ile ilgili olunca daha çok akıllarında kalır diye düşündüm.	Students gained what they could from the book about past simple and the activities in the book **didn't catch their attention** any more. I thought that activities in the book like fill in the blanks type were became ordinary for them. I aimed to catch their attention with this material. I wanted to **address their visual intelligence and develop their reading skills at the same time through stories and pictures**. I thought that by this way **they could learn** past forms of verbs **better**. Additionally, I thought that the story they were going to make up about Tom's weekend could be catchy since it was **a topic that is parallel to their lives**. (ST N)

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Original data	Translated data
Bu tür kitap aktivitelerinden herhâlde çok sıkılmışlar, of pof yaptılar. Ama burayı da bir şekilde yapmak zorundaydık, yani aktiviteyi **yapmak**	They must have been bored of the book activities of this type, they murmured. But, we ha**d to carry out this activity in a way**. For this reason, I **forced them**; I said "stop

zorundaydılar. O yüzden yani **sertliği kullandım** açıkçası, yani "susun ve yapın" dedim ve çocukları öyle susturdum. Onlar da zaten ikna oldular sonra.	murmuring and do it!" then, they were convinced to complete the activity. (ST A)
Burada da benzer bir tepki verdiler, birkaç kişi sıkılma belirtisi gösterdi. Tepkileri devam etseydi biraz daha **sert davranacaktım, sesimi yükseltecektim**. Ama tepkilerinin uzun sürmediğini görünce ben de bir şey demedim.	Here, they reacted in the same way; some of them showed signs of getting bored. If their reaction had continued, I **would have gotton tough** with them; I **would have raised my voice**. But, they didn't react any more, and I didn't say anything. (ST A)

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Original data	Translated data
Aktivitenin ilk iki sorusunda baktım ki öğrenciler sıkılmış duruyorlardı. Ben de **tahtaya kaldırıp hareketli bir şekilde yaptırırsam** daha ilgili olurlar diye düşündüm. Öyle de oldu, değişiklikten sonra daha çok öğrencinin parmak kaldırdığını ve istekli olduğunu gördüm.	The students seemed to be bored while we were at the first two questions of the activity in the book.I thought that they could have been more interested **if had turned the activity into something they could move.** For this reason, I wanted them to find the picture and stick it on the board. And it worked. After that, I saw that more students were raising hands and willing to do it. (ST A)
Çocuklar sadece kitaptakini görürse dersten sıkılıyor. (…) Birkaç İngilizceye özel ilgisi olanlar dışında herkes sıkılıyor. Ama bu **resimlerin tahtaya yapıştırılmasıyla** birlikte herkesin ilgisi arttı. Yani çalışkan olmayanlar bile ilgilendi. Çocukların motivasyonunu arttırmak amacıyla böyle bir yola başvurdum.	The students get bored if they only study the activities in the book. (…) All of them, except from the ones who have special interest towards English get bored. But, those **pictures that were sticked on the board** increased their interest. The ones who were not successful also got interested in the topic. I did this to increase their motivation. (ST A)
Bu aslında ders kitabında olan bir aktiviteydi. Ama bu haliyle sıkıcı olacağını ve öğrencilerin dikkatini çekmeyeceğini düşündüm. Onun için kendim bu **renkli ve resimli kartları hazırladım ve aktiviteyi buna göre yeniden uyarladım**. Önceki derslerde de öğrencilerin ders kitabından bir süre sonra sıkıldığını gördüm. Bu şekilde öğrencilerin daha istekli olmasını hem de aktiviteye zevkle katılmasını sağlamaya çalıştım. Amacıma da ulaştığımı düşünüyorum çünkü genelde isteksiz olan öğrenciler bile parmak kaldırıp katılmaya çalıştılar.	This was, in fact, an activity that was found in the course book. But I thought that in this way it would have been boring and wouldn't have cought students' attention. For this reason, I **prepared those colourful cards with pictures and modified the activity accordingly.** I saw in previous classes that the students got bored of the course book after a while. By this way, I tried to make them participate in the activities more willingly. I thought that I reached my goal because even the reluctant students raised hands and tried to participate. (ST G)

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Original data	Translated data
Böyle yaptım çünkü ders kitabının CD si henüz okula gönderilmemiş. Kitaptaki bir dinleme metnini de başka bir yerde, internette falan, bulamayacağım için **kendim okumayı** tercih ettim.	I did this because the CD of the course book hasn't been sent to school. And because I wouldn't find the listening text in the course book somewhere else or on the internet, I **preferred reading it out myself**. (ST A)
Okuldan ders kitabının dinleme aktiviteleri için CD sinin olmadığını öğrendim. (…) Ama dinleme yapmadan	I learned from the school that the CD of the course book wasn't available. (…) However, I couldn't have passed without

da geçemezdim, konu eksik kalırdı. Onun için **kendim okumaya** karar vermiştim. En azından konu ile ilgili bir şey dinleyip aktiviteyi yapmış olurlar diye düşündüm.	carrying out listening activities. So, I **decided to read the listening text out**. I thought that at least we could complete the activity by listening to something related to the topic. (ST N)

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Original data	Translated data
İnternette bu tür şarkılardan çok fazla var (…) bu şarkıyı google dan aradım ve hemen buldum. CD yi bulamayınca üzülmüştüm ama bu şarkıyı internette bulunca çok sevindim ve derste kullanmaya karar verdim. **Bilgisayarımı getirip** oradan dinlettim.	**There are a lot of songs like this on the internet**. (…) I searched for this song on the net and found it easily. First, I was sad when I couldn't find the CD but then I got happy after finding it on the net and decided to use it in the class. I **brought my PC** and used it for playing the song. (ST N)
Ders kitabının CD si okulda yokmuş. Ben de ders kitabının **internette yüklü olabileceğini** düşündüm, bir arkadaşımdan duymuştum sanırım. Onun için MEB in sayfasından arayıp aynı dinleme metnini buldum, indirdim ve bu şekilde yaptırmaya karar verdim. Okulda speaker yokmuş, bilgisayarın kendi sesi de yetmeyeceği için **kendim bulup getirdim.**	The CD of the course book was not available at school. I thought that the **course book could be uploaded on the internet;** I think I learned that from one of my friends. Then, I searched the website of MEB (Ministry of Education) and found the same listening text. I downloaded it and used it for the listening activity in the class. There were no loudspeakers at school, so I **brought my loudspeakers** to the class. (ST S)

105

Original data	Translated data
Kendi kitaplarında bunun gibi okuma aktiviteleri, okuma parçaları falan yoktu. Genellikle listening parts vardı, ya da **gramere dayalı alıştırmalar** vardı.	There were no such reading textx or reading activities in their course book. Usually there were listening parts or **grammar based activities**. (ST A)
Evet, kitapta "present continuous tense" in pekişmesi için sadece boşluk doldurma tarzında, **gramer içeren egzersizler** vardı.	There were only **fill-in-the-blanks type exercises** thet had **grammar-based content** in the book to practice the present continuous tense. (ST N)
Burada konumuz "past forms of be" idi. Kitapta buna yeteri kadar yer verilmemişti, reading falan gibi **anlama yönelik bir aktivite yoktu** kitapta.	Our grammar focus here was 'past forms of be' but the content presented by the coursebook failed to meet the desired amount of it.To specify, **there were no activities focusing on meaning** such as reading activities. (ST C)

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Original data	Translated data
(…) Genellikle listening parts var, ya da gramere dayalı alıştırmalar var. Çocukların **okuma becerisini de geliştirmek** ve kitaptaki bu **eksikliği gidermek için** böyle yaptım. Mozartla ilgili bir **okuma parçası** buldum, seviyelerine uygun, onla ilgili sorular hazırladım ve sınıfta bunu kullandım.	(…) there were generally listening activities or exercises that were grammr-based. I did this way to **develop students' reading skill** and to **compensate** for the book's deficient point. I **found a reading text** about Mozart, it was convenient for their level; I prepared comprehension questions and used this in the class. (ST A)
Bu kısımda, ders öncesinde planlama yaparken ders kitabının konuyu yani present continuous tense'i sunuş şeklini beğenmedim. Direk olarak gramer kuralını vererek ve ardından gramer içerikli etkinlik ile başlamış konuya. Ben	While I was planning for the class, I didn't like the way course book presented the present coniituous tense. The book directly gave the grammar rule of the structure and involved grammar-based exercises. Because I didn't like it and to wake the students, I

bunu beğenmediğim için, çocukları uyandırmak için kendim **hareketli bir aktivite** hazırladım. Bu şekilde, onlara hareketler yaptırıp bu hareketleri present continuous tense kullanarak **sözlü olarak anlatmak** daha çok **ilgilerini çeker** diye düşündüm.	**prepared an activity with bodily movements**. I thought that **using present continuous tense to explain the bodily movements** they were supposed to make would have **attracted their attention** more. (ST N)
Ders kitabında bir bölüm vardı, aynı tip gramer egzersizlerinin tekrarı olan ve yararlı bulmadığım bir bölüm. Bu bölümü **çıkardım,** onun yerine bu çalışma kağıdını hazırladım ki öğrenilen yapıyı tam bir **cümle olarak yazabilsinler, bir bağlam içinde kullanımını görsünler ve kullansınlar** diye. Kitaptaki bölüme göre bu daha yararlı bir etkinlik olduğu için bunu yaptım.	There was a part in the course book which repeated same kind of grammar exercises and which I didn't find useful. I **omitted** this part; I prepared this study sheet instead **so that they could use it in a sentence and see the use of it in a context.** I did this since this was a more useful activity than that part of the course book. (ST C)

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Original data	Translated data
Karmaşıktı ünite, past tense'i anlatırken bir yerinde bunu ele almış ama çocukların anlaması açısından karmaşıktı. Zaten daha önceki ünitelerde de ders kitabını ayarlamak açısından zorluk çekmiştik, karışıklığından dolayı. Onun için bunu hazırladım. (…) Was/were ün **kullanımını bütün bir metin içinde ve anlamlı olarak görmelerini** ve anlayıp soruları cevaplayabilmelerini amaçladım.	Content of the course book was complex. It involved this structure in a part of it but it was complicated for the children to understand. We already had difficulty in adapting the course book because of its complexity. For this reason I prepared this. (…) My aim was to show them **the use of was/were in a text with a meaning focus** so that they could understand it and answer the questions. (ST C)
Ders kitabında konu biraz kötü ele alınmış gibi geldi. Bu öğrencilerin kafasını karıştırabilirdi. Onun için konuyu bir de benim hazırladığım materyalle çalışsınlar diye düşündüm. Onların **öğrenme şekline uygun** hale getirmeyi amaçladım.	The topic was presented in an unfavorable way in the course book. This could confuse the students. For this reason, I wanted to use the material I prepared for them. I aimed to make it suitable for their **learning style**. (ST S)

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Original data	Translated data
Böyle düşünmeme sebep olan, eskiden ben öğrenciyken öğretmenlerimiz böyle yapardı, biraz konuşunca yerimizi değiştirirdi, hoşlanmayacağımız biriyle oturturdu mesela. Böyle olunca da konuşacak bir şey bulamaz dersi dinlerdik ya da en azından sessiz otururduk.	What caused me think in this way was that my previous teachers did the same thing; they changed our seats when we chatted in the class; they made us sit with someone we didn't like. We couldn't talk with somebody we didn't like and so listened to the teacher, or at leat sat silently. (ST A, for off-task behavior)
Sonuçta ben de olsam, orta okul öğrencisi olarak sınavı her şeyden daha çok önemserdim. Şimdi de KPSS yi önemsiyoruz mesela. Dolayısıyla öğretmen olarak öğrencinin isteklerini ve kaygılarını göz ardı edemem.	In conclusion, I would care about the exam more then anything if I were a secondary school student. For example, we, currently, care about KPSS (The exam for selection of state employees). Therefore, I can't ignore students' needs and worries as a teacher. (ST A, for negative backwash effect of the high school placement exam)
Böyle düşünmemin sebebi, ben de öğrenciliğimde gerek olmadan çalışmazdım. Ama zorlayan bir öğretmenim olduğu zaman, düşük not almaktan korktuğum için çalışıyordum.	The reason wht I think in this way is that I myself didn't study without a requirement. But, when I had a forcing teacher, I studied since I was afraid of getting low marks. So, I think that forcing students really work.

Original data	Translated data
Ve ben öğrenciyi zorlamanın çok işe yaradığını düşünüyorum. Ben hazırlıkta okurken her hafta quiz oluyorduk mesela, böyle olunca her hafta hazırlıklı gitmek zorundaydım ve bunun bana çok katkısı olduğunu düşünüyorum. Sürekli hatırda tutma açısından, bir de böylece ezber yapmadan gerçekten öğreniyorsun. Kalıyor insanın aklında.	For example, when I was a student in the preparatory class, we took quiz every week and so I had to get prepared for it every week and it contributed a lot in terms of recalling the topics. Additionally, by this way you can really learn without memorization. You can recall everting. (ST N, for limited study at home)
Sınavı kullanmamın sebebi biz de şu an hala öğrenciyiz ve bir hocamız bu kısım sınav için önemli dediğinde ilgilenmeye başlıyoruz dersle. Bu benim daha önceki öğrencilik yaşantılarımda da böyleydi.	The reason why I would use the exam as a tool is that we are still students and when an instructor says that some content is important for the exam, we immediately care about the lesson. This was the same with my previous experiences as a student. (ST G, for off-task behavior)

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Original data	Translated data
Öğretmenlerin öz eleştiri yapabilmesi lazım ama genelde bu böyle değil. Kendi geçmişteki öğretmenlerimi de düşündüğümde bunun böyle olmadığını görüyorum. Sorun hep karşıdaymış, öğrencilerdeymiş gibi davranılıyor. Ama öz eleştiri öğretmenlikte gerekli bir yetenek, bir şeyler yolunda gitmiyor ise sebebi kendimizde de aramak lazım.	Teachers ought to make self-criticism but it is not the case generally. When I think about my previous teachers, I notice this was not the case as well. They behave as if the problem is with the students all the time. But, self-criticism is an important skill in teaching. If things are not going on properly, it is also necessary that we make self-criticism. (ST C, for limited study at home)
Genelde ders kitaplarındaki cd ler çok fazla kullanılmıyor derslerde, hiçbir öğretmen kullanmıyor. Bizim öğretmenlerimiz de kullanmazdı mesela. Bu yüzden, eğer etkili ve başarılı bir öğretmen olmak istiyorsam, biraz çaba sarf etmem lazım. Onun için kendim farklı yerlerden bularak mesela başka kaynaklardan, daha iyi yayınlardan, vs. bularak bunu sağlayabilirim diye düşünüyorum.	CDs of the course books are not usually used in classes, no teacher uses them. Our past teachers didn't use them as well. For this reason, if I want to be an effective and successful teacher, I need to make some effort. I think that I can do this by finding different materials, using better publications, etc. (ST S, for lack of instructional aids)

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Original data	Translated data
Bu düşüncemin sebebi, buradaki methodology ve aproaches and methods dersleridir. Bu dersler boyunca aldığımız teorik bilgide bir dilin sadece gramer sunularak öğrenilemeyeceğini gördük. Diğer bütün becerileri kullanarak öğretilmesi gerekir.	What causes me think in this way is the 'methodology' and 'approaches and methods in ELT' courses here, at my university. We have learned in the theory of those courses that language can't be tought by only presenting grammatical information. It is necessary to teach a language by developing all the skills. (ST A, for grammar-oriented course book content)
Konuşma ve dinleme becerileri olmadan dil öğretmenin bir anlamı yok. Aldığım eğitim bana bunu öğretti. İletişim kurmak dil öğrenmenin ana amacıdır, bir dilin gramerini bilmek bunu iletimde kullanamadıktan sonra anlamsız. Güncel dil öğretim yaklaşımları bize hep bunu söylüyor.	There is no sense in teaching a language without developing speaking and listening skills in it. The education I have taken tought me this. Communicating is tha main aim of language learning. Knowing about the grammar of a language is meaningless if it is not used in communicating. Contemporary language teaching

Original data	Translated data
	approaches always say this. (ST C, for grammar-oriented course book content)
Benim 4 sene boyunca aldığım öğretmenlik eğitimi bunu öğretti bana, dersi ve öğretim tekniklerini çeşitlendirmek gerektiğini. Özellikle İngilizce öğretiminde yaklaşımlar dersinde bunu gördük. Özellikle küçük yaştaki öğrencilerin eğlence yoluyla daha iyi öğreneceğini, (…) bir sınıf içerisinde her gruptan, iyi kötü, bütün öğrencilere hitap etmek gerektiğini öğrendim. Ve bütün öğrencileri kazanmak lazım diye düşünüyorum.	The four-year teacher education program I have been engaged in has tought me this; the necessity of varying the class and teaching techniques. We have seen this especially in the 'approaches and methods in ELT' course. I have learned that especially young learners learn better by having fun, (…) the need to address all types of learners, good or bad in a class. I also think that it is necessary to win all the students. (ST G, for variety in language levels of students)

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Original data	Translated data
(…) çocuklar sürekli meşgul olursa ilgilerini kaybetmeyeceklerdir, **bu eğitimin en bilinen gerçeğidir.**	(…) If the kids are engaged all the time, they wouldn't lose their interest; this is **a well-known fact of education**. (ST G, Lack of interest and motivation)
Her öğrenci tektir ve farklı şekilde öğrenir. Bu bize **4 yıllık eğitimimizde emphasize edilen** en önemli şeylerden bir tanesi.	Each student is unique and learn in different ways. This has been **one of the most important things that is emphasized throughout our four-year education**. (ST G, for Variety in English Language levels of students)

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Original data	Translated data
Kitaplar her zaman doğru olacak, doğru bir yaklaşıma sahip olacak diye bir kural yok. Öğretmen olarak benim bir görevim de bunu değerlendirip gerekli düzenlemeleri yapmak. Sonuçta bir sınıfı en iyi öğretmen tanır, kitabı da ona göre kullanmak, hatta gerekirse kullanmamak öğretmenin yetkisinde olmalıdır. Üniversitede aldığımız **materyal geliştirme, materyal değerlendirme derslerinden faydalanmalı ve bunların ışığında hareket etmeliyiz**.	There is no such rule that the books are correct or they have a correct approach all the time. One of my responsibilities as a teacher is to evaluate this and make necessary arrangements. The one who knows a classroom best is the teacher; and it should be under a teacher's authorization to use a book or not. We should **benefit the courses** 'material development and evaluation' we have taken at the university and **behave in the light of them**. (ST S, for Complexity of course book content)
O dinleme parçaları gereklidir. Dinleme okuma yazma konuşma becerilerinin hepsi dil öğrenimi için gereklidir ve derslerde önemsizmiş gibi geçilmemelidir. Elimizden gelenin en iyisini yapmalıyız. **Boşuna öğretmenlik okumadık, dil becerileinin öğretimi gibi bu konuya odaklanan spesifik dersler almadık.** Alışılagelmiş düzen genelde bu şekilde, dinleme etkinlikleri yapılmıyor, dolayısıyla konuşma da eksik kalıyor. Sonra bunun bedelini ödüyoruz ve grameri bilen ama İngilizce konuşamayan insanlar oluyoruz.	Those listening activities are important. Listening, reading, writing, speaking skills are all necessary for language learning and they shouldn't be ignored in classes as if they were unimportant. We should do our best. **We haven't been engaged in a teacher preparation program in vain; we haven't taken specific courses that focus on the teaching of language skills teaching in vain.** The habitual application is that listening activities are not carried out and so speaking skill is not developed. Then, we pay for this and become individuals who know about the grammar but can't talk anything in English. (ST C, for Grammar-oriented course book content)
Öğrenciler sıkıcı gelen ve sevmedikleri şeyleri yapmak istemezler. Bununla başa	**Students don't want to do boring things that they don't like.** And to overcome this,

çıkmak için de bazı stratejileri bilmek ve kullanmak gerekebilir. Bunun için de **eğitim bilimlerinden öğrenme psikolojisi** falan gibi alanlara başvurulabilir.	it is necessary to know about some strategies and use them. For this, it is necessary to benefit from branches of **educational sciences** like **educational psychology**. (ST B, for Boring course book content)

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Original data	Translated data
Bu kadar kısa bir öğretim yılı içinde konuların ard arda verilmesi yanlış. Kalıcı bir öğrenme için yeteri kadar ve çeşitli etkinliklerle konular öğretilmeli. **Ama okullarda böyle olmuyor, öğretmenler sırf konuyu anlatmış olmak için anlatıp geçebiliyorlar, öğrenciler de bir öncekini tam öğrenmeden yeni sunulan bilgiye uyum sağlamaya çalışıyor, en azından benim gittiğim okulda böyle durumlar vardı.**	It is wrong to teach the topics one after another in such a short academic period. The topics should be presented through sufficient and varied activities for a permenant learning. But, this is not the case in schools; teachers may just present a topic for the sake of having taught it and then move on to the next. Then, students try to adapt themselves to the newly presented topic without having learnt the previous one properly.There were cases of this kind ,at least, at the school I went for practicum. (ST N, for Complexity of course book content)
Yani gramer konularını konuşma, yazma vs ile desteklemeden sadece kağıt üzerinde aktivitelerle öğretirsek asla kalıcı olmaz, ezberlenir ve unutulur. **Ama sınıf ortamında yapılan genelde bu, gramer konusu ve ardından iki üç fill in the blanks aktivitesiyle konu öğrenilmiş sayılıyor.**	We can't achieve permanent learning of grammar points if we teach them only through paper and pencil activities without supporting them through speaking, writing, etc. They are memorized and then forgotten in this way. However, **this is what is done in classes. It is taken for granted that the topic has been learnt once several fill in the blanks exercises have been done.** (ST N, Grammar-oriented course book content)

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Original data	Translated data
Tekrar edilmeyen şeyler unutulur. Eğlenceli yollarla yapılan tekrarlar daha akılda kalıcı olur. **Özellikle bu yaştaki öğrencilerin oyunlarla öğrenmekten çok hoşlandığını gözlemledim.** Onun için bu sorunu oyunlarla çözerdim.	Things that are not revised are forgotton. Revision that is made through enjoyable ways is more beneficial. **I have observed that students especially of this age like learning through games very much.** For this reason, I would deal with this problem by the help of games. (ST B, for Limited study at home)
(…) Öğrencilerin kendilerine bırakınca tekrar etmeyeceğini ve hatta ödev yapmayacaklarını bildiğim ve **sınıfta da bizzat gördüğüm için** böyle yapardım. Zorlayıcı bir şey olmadan hiç bir şey yapmıyorlar.	(…) I would do this because I know that students don't revise and don't do homework if you set them free. **I observed this in the class in person.** They don't do anything if there is no forcing reason. (ST A, for Limited study at home)
Çünkü daha önce de söylediğim gibi planlı olmak zorundayız. Zaten öğrencilerle ilgili birçok beklenmedik sıkıntı yaşayacağız. **Sınıf ortamının ne kadar değişken olduğunu gördük. Bir sınıf bir sınıfa uymuyor.** Önceden eksikleri gidererek daha verimli olabilir ve onları her yönüyle geliştirebiliriz.	As I said before, we have to be tactful. We will already experience a lot of unexpected challenges with students. **We have observed that how much changeable is the classroom atmosphere. One classroom isn't the same as another one.** Course books can be more fruitful if we make up their deficiencies beforehand and we can enhance the use of them. (ST C, for Grammar-oriented course book content)

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Original data	Translated data
Çünkü bizler de öğrenci olduk ve **bu durumu çok kez yaşadık**. Öylesine bir şeyler yazmaya çalışmak anlamsız. İlk önce motivasyon için zevkli aktivitelerle ve belli bir bağlam içinde çocuklar yazmaya yönlendirilmelidir.	We have been students and **experienced the same situation many times**. Trying to write something meaningless makes no sense. First, students should be directed to writing through enjoyable activities for increasing motivation and a meaningful context is required. (ST C, for Boring course book content)
Sınav yılında olmak **çok kötü bir duygu**, ne kadar bunların yararını da anlatmaya çalışsak odak noktaları değişmeyecektir. Sınav insanı bu hale getiriyor.	Being in the position of sitting for an exam is **a really bad feeling**. Their focus wouldn't change even if we explain the benefit of those. Having an exam shapes a person in this way. (ST C, for Negative backwash effect of the high school placement exam)
Sürekli aynı şeyleri yapmak öğrencileri isteksizliğe sürükler. Öğrenmeyi renklendirmek öğretmenin elindedir, bunca yıldır öğrencilik hayatımızda bunu yapabilen öğretmenler de gördük yapamayan da.	Doing the same things all the time results in unwillingness. It is in a teacher's hands to color learning. We have seen such teachers that could do this or couldn't do this in our years of experiences as students. (ST A, for Boring course book content)

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Original data	Translated data
Daha önceden İngilizce derslerini Türkçe anlatımla görmüş öğrenciler **zorlanırlar**, onun için anlatımın görseller ve hareketlerle desteklenmesi gerekir. Sadece düz konuşmayla İngilizce anlatıldığı zaman **anlamıyorlar gerçekten**, ama konuşma desteklendiği zaman anlamaları kolaylaşıyor. Yani benim staj okulunda anlattığım derslerde de bunu somut olarak yaşadım.	Students who have been accustomed to the use of Turkish in English classes may have difficulty, so it is necessary to support teaching through visuals and bodily movements. **They really don't understand** when you teach through plain talk. But, they can understand better when you support your talking. I experienced this when I taught at the practicum school. (ST A, Difficulty in understanding E-medium T-Talk)
Zaten bildikleri bir şeyi yazmak **onlar için sıkıcı olacaktır**. Çocuklar yeni şeyler yazmaktan, yeni şeyler yapmaktan **daha çok hoşlanıyorlar**. Staj okulunda yaptığımız derslerde de öğretmenlerinden farklı bir aktivite sunduğumda çok **hoşlarına gidiyordu**.	It **would be boring** for them to write about something they already know. **Children like writing about new things, doing new things more**. They **enjoyed** when I presented a different activity than their teachers in the classes I tought at the host school. (ST N for Boring course book content)
Öğrenciyi İngilizce anlayabileceğine ikna edersek **olumsuz tutumlarından** kurtulacaktır. Zaten zamanla buna alışıyorlar, mesela girdiğim sınıfta kendi öğretmenleri anlamıyorlar diyerek Türkçe konuşuyordu, ama ben 3 dersimde de İngilizce konuştum, ilkinde çok şikayet ettiler, anlamıyoruz dediler, ama bu giderek azaldı ve benim bu yaklaşımıma **alışmaya başladılar**. Çoğu da anlıyordu.	Students would get rid of their **negative attitudes** if we persuade them that they could understand classroom talk in English. They get accustomed to it in time; for example in the class I tought at the host school, their teachers thought that they didn't understand and always talked in Turkish. But, I talked in English in all three classes I tought. First they complained a lot, they said that they didn't understand, but this faded gradually. They **got accustomed to my style**. Most of them understood. (ST N, for Difficulty in understanding E-medium T-Talk)

Original data	Translated data
Sınıfta tahtaya veya masaya vurmak benim **öğrenciliğimde de öğretmenlerin kullandığı bir yöntemdi** ve işe yarardı hep. O an bunu düşünerek ben de aynı şeyi yaptım.	Knocking on the the board or table was a technique my previous teachers employed when I was a student and it always worked. That time I did the same thing. (ST A, to overcome making noise)
Bu **bizim zamanımızda da böyleydi**, sadece kitaptan işliyorduk, böyle değişik aktiviteler yapılmıyordu. Birkaç İngilizceye özel ilgisi olanlar dışında herkes sıkılıyordu.	**This was the same when we were students**; we only followed the book; different activities weren't carried out. Everybody except from the ones who had special interest in English got bored. (ST A, to overcome boring course book content)
Yani **biz de öyleydik öğrenciyken**, ders kitabından sıkılırdık, bunun sebebi de ders kitaplarının iyi hazırlanmamış olması.	**We behaved in the same way when we were students.** We were bored of the course book because course books were not prepared well. (ST A, to overcome boring course book content)
Bu durumda da iki grup arasında tercih yapmak zorunda olduğumu düşündüm. Ve daha zor anlayan gruba yöneldim, onlara hitap etmeye çalıştım. Çünkü sürekli aktif öğrencilere yönelirsem diğer öğrencileri kaybederim diye düşündüm. Örneğin **okulda ben de çok aktiftim**, hep bana söz verildiğinde arkadaşlarımın beni sevmediğine bile şahit oldum.	Under that condition, I thought that I had to choose between two groups. And, I focused on the group that had difficulty in understanding. I tried to address them because I thought that if I had always addressed the higher level students, I could have lost the other students. For example, **I was a high achiever at school**, and I even observed that I was disliked since my teachers frequently gave the turn to me. (ST G, to overcome variety in language levels of students)

Original data	Translated data
Öğretmen parmak kaldıranlarla ders işleyip diğerlerini boş verdiğinde o çocuklar tamamen kopuyorlar dersten. Hatta kitabını kapatıp oturanları bile gördüm gözlemlerimde.	When a teacher goes with the ones who raise hands all the time and ignores others, they mostly get completely distracted from class. I even observed that they closed their books and just sat in the class. (ST A, to ovsercome Variety in Language Levels)
Önceki derslerde de öğrencilerin ders kitabından bir süre sonra sıkıldığını gördüm	O observed in my previous classes that students got bored with the course book after a while. (ST G, for boring course book content)
Universite 3. sınıftaki çocuklara yabancı dil öğretimi dersimizde etkinlik örnekleri hazırlarken bu şarkılardan çok kullanmıştık. Oradan yola çıkarak, dersi planlarken bu şarkıyı google dan aradım.	We used those songs a lot while preparing activities for our 'Teaching English to Young Learners' course at the third grade of our teacher preparation program. Having this in mind, I googled this song while getting prepared for the lesson. (ST N, to overcome lack of teaching aids)
Uygulamayla teori çok farklı olabiliyor. Teoride mış gibi yapıyoruz ama okullarda öyle değil. Her şey doğal ve gerçek. Öğrenci bir soru soruyor ve kalıyorsunuz yani. Onun için hiç anlaşılmayan noktalarda Türkçe de kullanılabilir- ama derslerde İngilizce kullanmak hem gerekli ve de önemli.	Practice may be very different from theory. We pretend to do something in theory, but things are not same in practice at schools. Everything is natural and real. A student asks something and you get stuck. So, Turkish can be used for points that are not understood at all. However, using English is necessary and important. (ST C, to overcome Difficulty in Understanding E-medium T-talk)

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Original data	Translated data
"Biz aynı grupta olmak istemiyoruz" diyen öğrenciler vardı. Ama onları ikna ettim. Çünkü öğrencinin her dediğini yapmamak gerekiyor diye düşündüm. Okuldaki mentör öğretmenimiz böyle tavsiye etmişti.(…) öğrencinin her istediğini yaparsanız bunu kullanabilirler, diğerleri de aynı şeyi ister demişti. Ben de bu şekilde davrandım.	There were students who didn't want to study in the same group. But, I convinced them. I thought that a teacher shouldn't do whatever students want. Our mentor teacher at school recommended that. (…) he said if you do whathever they want they may take advantage of it and also all the others would like to have it. So, I behaved in this way. (ST G)

H: OFFICIAL PERMISSION FROM METU HUMAN SUBJECTS ETHICS COMMITTEE

Sayı: 28620816/29-354

16.01.2015

Gönderilen : Prof. Dr. Ayşegül Daloğlu
              Rektör Danışmanı

Gönderen : Prof. Dr. Canan Sümer
            IAK Başkan Vekili

İlgi   : Etik Onayı

Danışmanlığını yapmış olduğunuz Yabancı Diller Eğitimi Bölümü öğrencisi Şeyda Selen Çimen'in "Pre-service EFL Teachers' Cognitions and Practices in Relation to Overcoming Most Commonly Encountered In-Class Problems: A Qualitative Study" isimli araştırması "İnsan Araştırmaları Komitesi" tarafından uygun görülerek gerekli onay verilmiştir.

Bilgilerinize saygılarımla sunarım.

Etik Komite Onayı

Uygundur

16/01/2015

Prof.Dr. Canan Sümer
Uygulamalı Etik Araştırma Merkezi
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HİZMET ÖNCESİ İNGİLİZCE ÖĞRETMENLERİNİN SIK KARŞILAŞILAN
SINIF İÇİ ZORLUKLARA İLİŞKİN BİLİŞ VE EYLEMLERİ ÜZERİNE BİR
DURUM ÇALIŞMASI

Giriş

Öğretmen davranışı ve sınıf ortamı süreçlerini aydınlatmayı amaçlayan öğretme
sürecinin gizli yanlarının araştırılması şeklinde tanımlanan öğretmen bilişi
araştırmaları 1960 ların sonu 1970 lerin başında eğitim araştırmalarının odak noktası
olmuşken, ikinci/yabancı dil öğretimi alanında öğretmen bilişi üzerine çalışmalar
1990 ların başında başlamıştır (Tsui, 2011, p. 25). Öğretmenlerin sınıf
uygulamalarını yapılandıran psikolojik süreçlerinin araştırma odağı haline gelmesiyle
öğretme eylemi sadece davranış olarak görülmekten çıkmış, *düşünce tabanlı bir
davranış* olarak görülmeye başlanmış ve buna parallel olarak da öğretmenler, harici
talimatların mekanik uygulayıcısı olarak değil; aktif, düşünen, karar verme yetkisine
sahip kimseler olarak algılanmaya başlanmıştır (Borg, 2006). Öğretmen bilişi üzerine
yapılan çalışmaların, aynı zamanda öğretmen eğitiminde de etkili öğretmen
davranışlarının belirlenmesinden öğretme sürecinin gözlemlenemeyen boyutlarını
araştırmacının bakış açısından ziyade katılımcının bakış açısından anlamaya doğru
bir paradigma değişikliğine yol açtığı açıkça gözlemlenmektedir (Tsui, 2011, p. 25).

Borg'un (2003) alanyazın taraması öğretmen bilişi araştırmalarının aşağıdaki anahtar
soruları irdelediğini göstermiştir:

  (e) Öğretmen bilişleri neler hakkındadır?
  (f) Bu bilişler nasıl gelişir?
  (g) Bu bilişler öğretmen öğrenmesiyle nasıl etkileşirler?
  (h) Bu bilişler sınıf uygulamalrıyla nasıl etkileşirler? (p. 81).

Öğretmen bilişi araştırmalarını temel alan bu çalışma hizmet öncesi İngilizce
öğretmenlerine odaklanarak yukarıda listelenen anahtar sorulardan (a), (b) ve (d)

olmak üzere üç tanesine değinmektedir. İlk soru olan (a) soruda hizmet öncesi İngilizce öğretmenlerinin sık karşılaşılan sınıf-içi zorluklarla başa çıkmalarına ilişkin bilişleri araştırılmış; (b) sorusunda hizmet öncesi İngilizce öğretmenlerinin bilişlerinin staj sürecindeki gelişimi keşfedilmiş; (d) sorusunda da bilişleriyle gerçek sınıf uygulamalarının arasındaki ilişki gözlemlenmiştir. Öte yandan (c) sorusu ise öğretim süreci esnasında daha fazla sınıf gözlemi içeren daha uzun bir veri toplama süreci gerektirdiği için bu çalışmanın kapsamı dışında kalmaktadır.

Çalışmanın Amacı

Bu çalışmanın amacı (a) hizmet öncesi İngilizce öğretmenlerinin yabancı dil öğretimi esnasında sık karşılaşılan sınıf-içi zorluklarla başa çıkmalarına ilişkin staj öncesi ve staj sonrası bilişlerini; (b) hizmet öncesi İngilizce öğretmenlerinin staj süresince yürüttükleri öğretmenlik uygulamalarında bu zorluklarla başa çıkmak için neler yaptıklarını; (c) hizmet öncesi İngilizce öğretmenlerinin bilişlerini ve uygulamalarını nelerin şekillendirdiğini ve (d) bilişleri ve uygulamaları arasında bir ilişki olup olmadığını incelemektir.

Problem Durumu

Öğretmen bilişi araştırmaları hem eğitim bilimleri yazını hem de ikinci/yabancı dil eğitimi yazınında, öğretme sürecinin öğretmenlerin karar verme stratejileri (Woods, 1996; Richards, 1998; Bailey, 1996), dilbilgisi öğretimi (Borg, 1998, 1999; Farrell, 1999) ve okuma eğitimine (Grisham, 2000) dair öğretmen bilişleri, öğretmenlerin pedagojik bilgisi (Golombek, 1998; Gatbonton, 1999) gibi farklı boyutlarına odaklanmıştır. Fakat, sınıf-içi zorluklar ve bu zorluklarla başa çıkmaya ilişkin öğretmen bilişi üzerine yapılan çalışmaların eksik olduğu görülmüştür. Bu sebeple, bu çalışma İngilizce öğretmenlerinin yabancı dil öğretimi esnasında deneyimlediği zorluklar ve hizmet öncesi İngilizce öğretmenlerinin bu zorluklarla başa çıkmalarına ilişkin bilişleri ve uygulamalarına ışık tutatarak öğretmen bilişi yazınına katkı sağlamayı amaçlamaktadır.

Literatür Taraması Özeti

Öğretmen Bilişi Üzerine araştırmalar

Dil öğretmeni bilişi çalışmaları 1990'larda yükselişe geçmiş ve hız kazanmaya devam etmiştir (Borg, 2003). Clark ve Peterson (1984) öğretmen bilişi üzerine çalışmaların amacını aşağıdaki gibi özetlemiştir:

> Öğretmenlerin düşünme süreçleri üzerine yapılan araştırmaların ana amacı eğitim teoristleri, araştırmacılar, karar vericiler, program geliştirme uzmanları, öğretmen eğitimcileri ve öğretmenlerin kendileri tarafından kullanılmak üzere öğretme işinin bilişsel psikolojisinin portresini çizmek … [ve] öğretme sürecinin işleyişinin 'nasıl' ve 'neden'ini anlama oranını arttırmaktır (s. 2-7).

Borg 2003'de dil öğretmeni bilişi üzerine araştırmaları taramış ve öğretmen bilişi çalışmalarının dil öğretmenlerinin düşünce hayatlarının içeriğini anlamaya yönelik değerli bir bilgi sağladığını belirtmiştir. Öğretmen düşünmesi üzerine yapılan araştırmaların esas çıkarımı öğretmen davranışının öğretmenlerin düşünme süreçleri tarafından etkilendiği hatta belirlendiği olmuştur (Clark ve Peterseon, 1984). Öğretmen bilişinin, yani öğretme işinin gözlemlenemeyen boyutlarının derinlemesine araştırılması gözlemlenebilir öğretmen davranışını anlayabilme konusunda önem teşkil etmektedir.

Dil öğretimi gerçekleştiren öğretmenlerin bilişini ele alan araştırmacılar tarafından incelenen üç ana unsur dil öğretmenlerinin ne düşündükleri, ne bildikleri ve nelere inandıkları idi (Öztürk, 2014). Ancak sonrasında araştırmacıların ilgisini daha fazla cezbeden dil öğretmeni unsuru, "öğretmenlerin nelere inandıkları" olmuştur. Bu ilgi yoğunlaşması sonucunda da bu unsur, literatürde yoğun şekilde yer almıştır.   Skott (2015) Öğretmen inançlarının kavramsallaştırılması konusunda fikir birliği olmayışını bir sorun olarak arz eder ve literatüre dört ana unsuru olan bir ortak temel önerir. Bunlar ağağıdaki gibidir:

1. İnançlar genellikle söz konusu kişi için geçerli olan bireysel fikri yapıları temsil eder.
2. İnançların duygusal olduğu gibi bilişsel yönleri de vardır.
3. İnançlar genellikle geçici ve sadece ilgili sosyal eylemlerle önemli ölçüde meşgul olma sonucu değişebilen bağlamsal olarak sabit somutlaştırmalar olarak değerlendirilir.
4. İnançların öğretmenlerin uygulamaya yönelik sorunları yorumlama ve sorunlarla meşgul olma yöntemlerini önemli ölçüde etkilemesi beklenmektedir (s. 18-19).

Dil Öğretmeni Bilişi ve eylemlerini Şekillendiren Unsurlar

Öğretmen bilişi üzerine araştırmalar popülerlik kazandığından beri öğretmenlerin hayatlarındaki farklı unsurların onların düşünce süreçleri ve eğitimsel faaliyetleri üzerinde yarattığı etkiler eğitim araştırmalarının konusu olmuştur. Borg (2003) taradığı araştırmaların sonuçlarını yansıtarak, geniş bir yelpazedeki birbiriyle ilşki içinde olan ve genellikle de zıtlaşan faktörlerin dil öğretmenlerinin biliş ve eğitimsel faaliyetlerini şekillendirdiğini belirtmiştir (s. 91). Öğretmen bilişini öğretme işinin merkezine koyarak, öğretmenlerin inançları, bilgileri, teorileri vs den oluşan ve öğretme, öğretmenler, öğrenme, konu alanı vs ile ilişkili düşünsel yapılarını şekillendiren faktörlerin birbiriyle de iki yönlü iletişim içinde olduğunu ortaya koyar.

Borg (2003)'e parallel olarak Farrel (2008) de öğretmeyi öğrenmeyi karmaşık bir süreç olarak değerlendirir ve ilk yıllarında öğretmenleri şekillendiren unsurları listeler. Kendi okul geçmişlerinde kendi öğretmenlerini gözlemleyerek geçen uzun saatlerin ve bunun sonucunda oluşan imgelerin, mezun oldukları öğretmen yetiştirme programının etkilerini kabul eder ve çalışmaya başladıkları okulun kültürünü ve ilk yıldaki bu okulla olan sosyal etkileşimini de listeye ekler. Aynı doğrultuda, Urmston (2003)'un yürüttüğü uzun soluklu çalışmanın sonuçları da hizmet öncesi İngilizce öğretmenlerinin öğrenci olarak kendi yaşantıları ve staj dönemi boyunca sınıflarda geçirdikleri zamanın onların İngilizce öğretme üzerine inançları ve bilgilerini güçlü bir şekilde etkilediğini göstermiştir.

Başka bir çalışma İngilizce'yi anadil olarak konuşan ve konuşmayan İngilizce öğretmenleri arasında bir ayrım yapmıştır. Warford ve Reeves (2003) dokuz yeni öğretmenle çalışmış ve öğretmenlik uygulamalarında kendi dil öğrenme geçmişlerine bağlı kalma konusunda anadili olarak İngilizce'yi konuşan ve knouşmayan öğretmenler arasında bir farklılık olduğunu rapor etmiştir. İngilizce'yi anadili olarak konuşmayan öğretmenlerde, İngilizce'yi anadili olarak konuşan öğretmenlerin aksine, Lortie (1975)'nin terimiyle 'gözlemlemenin çıraklığı'na ait izler tespit etmişlerdir. Bunun sebebi olarak da İngilizce'yi anadili olarak konuşmayan öğretmenlerin aslında hala dili öğrenme sürecine devam etmeleri olarak göstermiştir.

Öğretmen yetiştirme programlarının öğretmenlerin biliş ve eylemleri üzerine etkisi ve bu etkinin oranı da araştırılan bir konudur. Ancak, sonuçlar tartışmalıdır. Öğretmen eğitiminin öğretmenlerin biliş ve eylemleri üzerine sınırlı veya zayıf bir etkisi olduğunu savunan çalışmalar vardır. Örneğin, Richards ve Penington (1998)'in çalışması öğretmen yetiştirme programının öğretmenlerin eylemlerine yansımasına ilişkin ilginç sonuçlar ortaya koymuştur. Hong Kong'da yüksek lisans öğrencisi olan ve öğretmenliklerinin ilk yılında olan beş öğretmenin öğretmen yetiştirme programında aldığı teori ve prensipleri çoğunlukla görmezden geldiği vey ok saydığı saptanmıştır. Richards ve Penington bunun sebebini bu öğretmenlerin kendi Hong Kong okul sistemindeki kendi öğrencilik yaşantıları, öğretmenlerin çeşitli kültürel alt yapıları, kendi performanslarını değerlendirmekte olan panel görevlilerinin etkisi şeklinde yorumlamışlardır.

Buna karşılık, öğretmen yetiştirme programlarının ve bu programlarda alınan derslerin hizmet öncesi öğretmenlerin biliş ve eylemleri üzerindeki güçlü etkisini rapor eden çalışmalar da bulunmaktadır. Örneğin Gomez (1999) okul bağlamının kendi içinde birbirini etkileyen yönleriyle birlikte öğretmen yetiştirme programının öğretmenlerin inançlarını değiştirdiğini ya da zorladığını bulmuştur. Grisham (2000) de öğretmen yetiştirme programının hizmet öncesi öğretmenlerin okuma öğretimine ilişkin bilişleri üzerindeki etkisini araştırmış ve program devam ettikçe git gide daha da yapılandırmacı olduklarından dolayı programın hizmet öncesi öğretmenler üzerinde etkili olduğuna karar vermiştir.

Öğretmen yetiştirme programının ve öğretmenlerin geçmişteki öğrenme yaşantılarının öğretme eylemleri üzerine etkisini karşılaştıran Williams ve Burden

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(1997) ise geçmişteki yaşantıların ve dil öğrenme üzerine kalıplaşmış inançların öğretmen yetiştirme programında öğrenilen belli bir yöntemden daha etkili olabileceğini savunmuştur.

Dil Öğretmenlerinin Biliş ve Eylemleri arasındaki İlişki

Hook ve Rosenshine (1979) öğretmenlerin inaçları ve eylemleri arasındaki ilişkiyi çalışan 1966 ve 1976 yılları arasındaki araştırmaları yöntemsel açıdan taramış ve çalışmaların çoğunun inanç ve katılımcılar tarafından beyan edilen eylemlerini araştırmak için ölçme aracı olarak anket doldurma yöntemini kullandığı sonucuna ulaşmıştır. Parallel bir bakış açısıyla, Hoffman ve Kugle (1982), bu şekildeki ölçmenin sorun olduğunu ileri sürmüş ve inançları kalem kağıtla anket doldurarak ölçmemizin ne kadar geçerli olabileceğini sorgulamış odaklı görüşmelerle tamamlanacak bağlamsal öğretme ortamlarının sistematik gözlemlerinin kullanılmasının gerekliliğini ortaya atmıştır (s. 6). Daha sonra, öğretmen bilişi araştırmaları geliştikçe ölçme mevzusu evrilmiş ve araştırmacılar anketleri sınıf uygulamalarının gözlemleri ve görüşmeler ile tamamlamaya başlamışlardır. 1991 yılında Tidwell ve Lloyd tarafından yapılan, otuz dokuz öğretmenin okuma öğretimi üzerine inaçları ve sınıf uygulamalarını belirlemek için görüşme tekniğini kullandıkları; inançları ve uygulanaları arasındaki uyum ve uyumsuzlukları anlamaya yönelik olarak da sınıf gözlemlerini kullandıkları çalışma örnek olarak verilebilir.

Biliş ve eylemler arasındaki ilişkinin etkileşimli olduğuna ve öğretmenlerin sınıfta uyguladıklarını test etmeleri ve bunun sonucunun bilişleri üzerine yansıması sonucu birbirini etkilediğine karar verilmiştir (Breen vd., 2001). Clark ve Petersın (1984), öğretmen düşüncesi ve eylemleri arasında karşılıklı bir ilişki olduğunu belirtmiştir. Öğretmenlerin eylemlerinin büyük ölçüde düşünce süreçleri tarafından yönetildiğini ve karşılığında eylemlerini etkilediğini açıklamışlardır (s. 13). Foss ve Kleinsasser (1996) hizmet öncesi öğretmenlerin kavramları ve eğitimsel faaliyetleri arasındaki ilişkiyi betimlemek için "simbiotik ilişki" terimini kullanmıştır (s. 441). Diğer yandan, Borg (2006) biliş ve eylemler arasındaki ilişkiyi "ne doğrusal, ne de tek yönlü" olarak açıklamıştır. Doğrusal değildir çünkü biliş ve eylemler her zaman kesişmez; tek yönlü de değildir çünkü öğretmenlerin bilişleri sınıfta ne olduğuna bağlı olarak şekillenir. Bu durumda, dil öğretimi biliş, bağlam ve deneyim arasındaki dinamik ilişki olarak ile açıklanan bir süreç olarak görülebilir (s. 275).

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Borg (2006), biliş ve eylemler arasındaki ilişkiyi inceleyen bağlamdan yani öğretmenin içinde çalışıyor olduğu sosyal, kurumsal, öğretimsel ve fiziksel varoluşlardan soyutlanmış bir çalışmanın yüzeysel yorumlara yol açabileceği konusunda araştırmacıları uyarmıştır.

Clark ve Peterson (1984) erken tarihli bir durum değerlendirme makalesinde iki alanı, yani öğretmenlerin düşünce ve eylemlerini, bir araya getiren araştırmalara çağrı yapmış ve öğretme sürecini tamamıyla anlayabilmek için bunlar arasındaki ilişkinin incelenmesi gerektiğini savunmuştur. Daha sonra gelen biliş ve eylemler arasındaki ilişkiyi araştıran çalışmalar bu doğrultuda evrilmiştir ve değişik sonuçlar üretmiştir. Flores (2001) yüz yetmiş altı ikidilli öğretmenle yaptığı bir anket çalışmasında, her öğretmen davranışının arkasında yatan bir inanç olduğunu ve ikidilli öğretmenlerin bu bilimsel inançlarının oluşmasının altında da mesleki deneyimlerinin ve öğretmen yetiştirme alt yapılarının bulunduğunu bulmuştur. Benzer bir şekilde Öztürk (2014) de yabancı dil olark İngilizce öğreten öğretmenlerin biliş ve eylemleri arasında belirli bağlantılar tespit etmiş ve bazı öğretmen bilişlerinin arkasında geleneksel eğitim yaklaşımlarının olduğunu bulmuştur.

Buna karşılık, Pearson (1985) iki öğretmenin betimlenmiş inançları ve eylemleri arasında tutarsızlık tespit etmiştir. Fakat, bu tutarsızlığın açık nedeni de, çalışmanın sonucunda öğretmenlerin öğretmeye karşı duyduğu istek ile alakalı olarak açıklanmıştır. Stajyer öğretmenlerin okuma öğretimi ve değerlendirilmesine ilişkin inanç ve eylemleri bir yıl süren bir çalışma ile Powers, Zippay, and Butley (2006) tarafından araştırılmış ve öğretmen inaçları ve sınıf uygulamalarının belirli bir okul felsefesi ya da devlet yaptırımlarına uyma konusunda hissedilen baskı gibi çeşitli değişkenler sebebiyle genellikle uyumsuz olduğu bulunmuştur. Phipps ve Borg (2009) da üç öğretmenin dilbilgisi öğretimi konusundaki inançlarının uygulamalarıyla her aman uyuşmadığını, öğretmenlerin inanç ve eylemleri arasında gerilimler olduğunu ortaya çıkarmıştır. Bir adım daha giderek, inanç ve eylemler arasındaki bu gerilimlerin esas olarak öğrenci beklentileri ve tercihleri ile sınıf yönetimi ile ilgili kaygıların sebep olduğunu açıklamışlardır. Üstünel (2008) tarafından yapılan bir çalışma sonucunda, stajyer öğretmenlerin üç tip olarak belirlenmiş disiplin problemini çözmede birden fazla görüşleri olduğunu, ancak eylemlerinde bu görüşlerden yalnızca birini yasıtabildikleri saptanmıştır.

Yukarıda taranmış olan öğretmen bilişi ve eylemleri alanındaki yazına bakarak, dil öğretmenlerinin sınıf içi zorluklarla başa çıkmaya ilişkin biliş ve eylemlerinin alanda yürütülen çalışmalar tarafından değinilmediğini söylemek mümkündür. Bu nedenle, bu çalışmanın hizmet öncesi İngilizce öğretmenlerinin sınıf içi zorluklarla başa çıkmalarına ilişkin bilgi sağlayarak ve bu konudaki bilişleri ve eylemlerini şekillendiren unsurlar ile biliş ve eylemleri arasındaki ilişki konularında sonuçlar çıkararak alanyazına katkı sağladığı düşünülmektedir.

Yöntem

Bu çalışma, hizmet öncesi İngilizce öğretmenlerinin sık karşılaşılan sınıf içi zorluklarla başa çıkmalarına ilişkin biliş ve eylemlerine açıklama getirebilmek için nitel araştırma desenini benimsemiştir. bu çalışma, araştırma konusunun desene uygunluğu, nitel araştırmanın özellikleri ve bu özelliklerin araştırma sorularına hitap etmedeki uygunluğu gibi bazı nedenlerden dolayı nitel araştırma desenini benimsemiştir. Bu nedenle, hizmet öncesi İngilizce öğretmenlerinin sık karşılaşılan sınıf içi zorluklarla başa çıkmalarına ilişkin biliş ve eylemlerini araştımak için bir durum çalışması yürütülmüştür.

Nitel araştırma deseni ve durum çalışması yöntemini baz alarak bu tez aşağıdaki araştırma sorularına cevap aramıştır:

(5) Hizmet öncesi İngilizce öğretmenlerinin yabancı dil öğretiminde sık karşılaşılan sınıf-içi zorluklarla başa çıkmalarına ilişkin staj öncesi ve staj sonrası bilişleri nelerdir?

(6) Hizmet öncesi İngilizce öğretmenlerinin yabancı dil öğretiminde sık karşılaşılan sınıf-içi zorluklarla başa çıkmalarına ilişkin eylemleri nelerdir?

(7) Hizmet öncesi İngilizce öğretmenlerinin yabancı dil öğretiminde sık karşılaşılan sınıf-içi zorluklarla başa çıkmalarına ilişkin biliş ve eylemlerini şekillendiren unsurlar nelerdir?

(8) Hizmet öncesi İngilizce öğretmenlerinin yabancı dil öğretiminde sık karşılaşılan sınıf-içi zorluklarla başa çıkmalarına ilişkin staj öncesi bilişleri, sınıf uygulamaları ve staj sonrası bilişleri arasında bir ilişki var mıdır?

Bu durum çalışmasının katılımcılarını Muğla ili devlet orta okullarında çalışmakta olan İngilizce öğretmenleri ile bir devlet üniversitesinde dört yıllık İngiliz Dili Eğitimi programına kayıtlı hizmet öncesi İngilizce öğretmenleri oluşturmaktadır.

Örnekleme yöntemi olarak iki tip yöntem kullanılmıştır. Çalışmakta olan İngilizce öğretmenlerine kartopu örnekleme yöntemiyle ulaşılmıştır. hizmet öncesi İngilizce öğretmenleri grubu ise amaçlı örnekleme yöntemiyle oluşturulmuştur.

Bu çalışmanın verisi iki ana aşamada tolanmıştır. İlk aşama temel verinin toplanması aşamasıdır. Bu çalışmada temel veri, veri toplama sürecinin başlangıç aşaması olarak kabul edilmiş olup senaryo yaratılmasına temel sağlamak amacıyla İngilizce öğretmenleri tarafından deneyimlenen sınıf içi zorlukları saptamak için kullanılmıştır. Sınıf içi zorlukların saptanması için açık uçlu bir sorunun sorulduğu bir anket geliştirilmiştir. her bir İngilizce öğretmeninden sıklıkla yaşadığı üç sınıf içi zorluğu anlatmaları beklenmiştir ve sonuçta altmışa yakın sınıf içi zorluk anlatımına ulaşılmıştır. İkinci aşamada ise verinin toplanması için bir kaç farklı teknik kullanılmıştır. İlk olarak, hizmet öncesi İngilizce öğretmenleriyle, sık karşılaşılan sınıf içi zorluklarla başa çıkmaları ile ilgili staj öncesi bilişleri hakkında bilgi edinmek amacıyla görüşmeler yapılmıştır. Hizmet öncesi öğretmenler staj sürecine başlamadan önce yürütülen bu görüşmelerde sınıf içi zorlukları örnekleyen seneryolar kullanılmıştır. Daha sonraki adım olarak, öğretme esnasında karşılaştıkları sınıf içi zorluklarla başa çıkma yöntemlerini incelemek amacıyla staj okulunda yürüttükleri uygulama dersleri gözlemlenmiştir. Uygulama dersleri video kaydına alınmış ve araştırmacı tarafından alan notları tutulmuştur. uygulama derslerinden heme sonra ise uyarılmış hatırlama tekniği kullanılarak görüşmeler yapılmıştır. Bu veri grubu altı hizmet öncesi İngilizce öğretmeninin her birinden üçer kez toplanmıştır. Son adım olarak, staj sürecini tamamlayan hizmet öncesi öğretmenler ile sınıf içi zorluklarla başa çıkmalarına ilişkin staj sonrası bilişleri üzerine bilgi edinmek amacıyla tekrar görüşmeler yürütülmüştür. Bu defa görüşmelerde staj öncesi yapılan görüşmelerdeki senaryolara paralel senaryolar kullanılmıştır.

Veri gruplarının analizinde Miles ve Huberman (1994) tarafından oluşturulan (a) verinin indirgenmesi, (b) verinin gösterimi ve (c) sonuç çıkarma / doğrulama aşamaları benimsenmiştir. Verinin kodlanması sürecinde *ilk kodlama* yapılmış ve very parçalara bölünerek yakından incelenmiş ve benzerlikler ve farklılıklar açısımndan karşılaştırılmıştır. İlk kodlama aşamasında anket verisi ve biliş/eylem very gruplarında farklı kodlar meydana çıkmıştır. Daha sonra, işlenmiş veri tablo, figür ve grafik formlarında gösterilmiş ve bunun sonucunda sonuç çıkarma ve açıklama getirme aşamalarına geçilmiştir. Kısacası, çözümleme süreci Miles ve Huberman (1994) tarafından da önerildiği gibi ne & nasıl sorularıyla başlamış, neden sorusuyla devam etmiştir. Bu çalışmadaki verinin analizi için 'Nvivo 10' bilgisayar programı kullanılmıştır.

Sonuçlar ve Tartışma

Bu nitel çalışma, hizmet öncesi İngilizce öğretmenlerinin İngilizce öğretiminde sık karşılaşılan sınıf içi zorluklarla başa çıkmalarına ilişkin biliş ve eylemlerini araştırma amacıyla başlamış, daha sonra hizmet öncesi öğretmenlerin biliş ve eylemlerindeki düşünce yapılarını şekillendiren unsurların araştırılması ve biliş ve eylemleri arasındaki ilişkinin incelenmesi boyutlarıyla genişlemiştir. bu amaçla, dört araştırma sorusu sorulmuş olup çalışma aşağıdaki ana sonuçları ortaya koymuştur:

(4) Hizmet öncesi İngilizce öğretmenleri staj öncesi bilişlerinde, eylemlerinde ve staj sonrası bilişlerinde sınıf içi zorluklarla başa çıkmak için çeşitli stratejiler üretmişlerdir.

(5) Öğretmen yetiştirme programında alınan dersler, kendi öğrenme yaşantıları, staj okulundaki ders gözlemleri, uygulama derslerindeki deneyimleri ve mentor öğretmenin tavsiyeleri hizmet öncesi öğretmenlerin sısınf içi zorluklarla başa çıkmaya ilişkin biliş ve eylemlerini şekillendiren unsurlar olarak ortaya çıkmıştır.

(6) Hizmet öncesi öğretmenler kaynak temelli zorluklarla başa çıkmada öğrenci temelli zorluklara oranla biliş ve eylemlerinde daha çok birebir örtüşen stratejiler üretmişlerdir. Hizmet öncesi öğretmenler ayrıca, eğitim politikası temelli zorluklarla başa çıkmada da staj öncesi ve staj sonrası bilişlerinde birebir örtüşen stratejiler üretmişlerdir (bahsi geçen sebeplerden dolayı eğitim politikası temelli zorluklar için uygulama verisi toplanamaıştır).

Öneriler

Bu çalışmadan İngiliz Dili Eğitimi öğretmen yetiştiricileri, yabancı dil öğretmeni yetiştirme programları ve bu programların Türkiye'deki bir bileşeni olan öğretmenlik uygulaması dersi açısından öneriler çıkarılabilir. İlk olarak, bu çalışma orta okul bağlamında İngilizce öğretirken sık karşılaşılan sınıf içi zorlukları ortaya koymuştur. Türleri belirlenen ve sınıflandırmaları yapılan bu sınıf içi zorluklar hizmet öncesi öğretmenlere, özellikle okul deneyimi ve öğretmenlik uygulaması derslerinde, farkındalık yaratmak için kullanılabilir. Daha sonra, hizmet öncesi öğretmenler bu zorluklarla başa çıkma konusunda eğitilebilir ve teori bazlı çözüm önerileriyle donatılabilir. Hizmet öncesi öğretmenleri eğitmede durum temelli yöntemler benimsenebilir ve bu çalışmada üretilen ve kullanılan sınıf içi zorlukları betimleyen senaryolardan bu amaçla yararlanılabilir. Senaryolarda betimlenen gerçek sınıf içi zorluklar hizmet öncesi öğretmenlere bu zorluklar üzerinde düşünmeleri ve çözümleri için öğretmenliklerinin ilk yılında kullanabilecekleri fikirler üretmeleri açısından olanak sağlayabilir. Bu aynı zamanda onların öğretmenlik becerilerini geliştirmede etkili olabilir. Dahası, örnek durumlar tartışmalara teoriyi de ekleyerek analiz edilebilir ve buy olla hizmet öncesi öğremenlerin teori bilgisi genişletilebilir, test edilebilir ve pekiştirilebilir (Sykes ve Bird, 1992).

Bunlara ek olarak, bu çalışma hizmet öncesi öğretmenlerin bilş ve eylemlerini şekillendiren unsurlar üzerine olan yazına katkıda bulunmuştur. Çalışmanın genel sonuçları hizmet öncesi öğretmenlerin sınıf içi zorluklarla başa çıkmadaki biliş ve eylemlerinin kendi öğrenme yaşantıları, öğretmen yetiştirme programında aldıkları dersler, staj okulundaki ders gözlemleri, staj boyunca yaptıkları uygulama dersi deneyimleri ve son olarak da mentor öğretmenin önerileri tarafından şekillendirildiğini göstermektedir. Öğretmen yetiştirme programları hizmet öncesi öğretmenleri kendi düşünme süreçleri konusunda bilinç kazandırma açısından fırsatlar yaratabilir çünkü eylemlerini şekillendiren düşünce sistemleridir. Okul deneyimi ve öğretmenlik uygulaması gibi derslerde öğretmen eğiticileri hizmet öncesi öğretmenlerin düşünce sistemlerini açık hale getirip onların üzerinde çalışabilirler. Sedece bu yolla bilişleri yeniden yapılandırılabilir. Öğretmen yetiştirme programlarında hizmet öncesi öğretmenlerin öğretme ve kendi öğrenme yaşantıları üzerine olan ön bilgilerinin incelenmesi gerektiğini savunan araştırmacılar vardır. Öztürk (2014) doktora tezinin sonuçlarını temel alarak eylemlerde değişiklik

yaratabilmek için bilişde farkındalık yaratmanın esas olduğunu belirtmiştir. Almarza (1996) da öğretmen eğitimi derslerinin hizmet öncesi öğretmenler için ön bilgilerini masaya yatırıp incelemeleri ve öğretmen eğitimi bilgileriyle ne ölçüde örtüştüğünü görebilmeleri açısından zaman ve fırsat yaratmaları gerektiğini savunmaktadır ki öğrenme süreci daha anlamlı olabilsin. Farrel (1999) 'bu ön bilgiler konusunda nasıl farkındalık yaratılmalı ve bunlar programa nasıl entegre edilmelidir?' şeklinde çok önemli bir soru ortaya atmış ve öğretmen eğitimi derslerine ön bilgilerin ve ön deneyimlerin farkındalık seviyesine yükseltilmesi ve daha sonra da derste sunulacak olan alternatif görüşler doğrultusunda değerlendirilmesi için derslere özdüşünüm boyutu katılmasını önermiştir. Çünkü, Zheng'in (2009) de iddia ettiği gibi, hizmet öncesi İngilizce öğretmenleri ancak incelenmemiş ve örtük inançları açık hale getirilirse onları belirleyip değerlendirebilirler ve ancak bu yolla öğretmen yetiştirme programları bu konuda bilgilenebilirler. Eğer hizmet öncesi öğretmelerin inançları incelenmez ve farkındalık seviyesine yükseltilmezse saklı ve örtük kalır (Burnes, 1993, aktaran Farrel, 1999). Kagan (1992) ın da belirttiği gibi bu önemlidir çünkü hizmet öncesi öğretmenlerin inançları filtre gibi işlev görür ve ön bilgiler/inançlar hizmet öncesi öğretmenler ve öğretmen eğitimcileri arasındaki etkili iletişim açısından sorun yaratır.

Diğer bir göze çarpan konu ise, hizmet öncesi öğretmenlerin biliş ve eylemleri arasındaki ilişkinin sınıf içi zorlukların kategorisine göre değişiyor olmasıdır. Yani, öğrenci temelli zorluklara oranla hizmet öncesi öğretmenlerin kaynak temelli zorluklarla başa çıkmadaki biliş ve eylemleri arasında daha fazla bire bir örtüşme gözlemlenmiştir. Ek olarak, bireysel bazda incelendiğinde bilişleri ve eylemleri arasındaki ilişki daha da zayıftır çünkü hizmet öncesi öğretmenler biliş ve eylemlerinde sınıf içi zorluklarla başa çıkmak için farklı farklı stratejiler üretmişlerdir. Dolayısıyla, öğretmen eğitimcilerinin hizmet öncesi öğretmenlerin biliş ve eylemleri arasındaki ilişkiyi anlamaları ve bilişlerinde var olanları eylemlerine yansıtmaları konusunda onları yönlendirmeleri ve desteklemeleri önerilebilir. Bu, öğretmen eğitimi derslerindeki mikro-öğretim oturumlarıyla ve staj süresince yürütecekleri gerçek derslerle öğretme işini pekiştirecek fırsatlar yaratarak gerçekleştirilebilir. Çünkü düşünce ve eylem arasındaki örtüşmenin etkili öğretme için esas olduğu düşünülmektedir. Öğretmen eğiticileri hizmet öncesi öğretmenlere bilişleri ve eylemleri arasındaki ilişkiyi keşfetmede özdüşünme etkinlikleri ve dönüt

ve tartışma oturumlarıyla rehberlik edebilir. Zheng (2009) in ileri sürdüğü gibi, bu keşif hizmet öncesi öğretmenler öğretme işine başlamadan önce eylemlerini etkileyen istenmeyen inançları gidermede öğretmen yetiştirme programları için değerli bilgi sağlayabilir.

Özetle, bu çalışma ve kaydadeğer nicelikteki araştırmalar bütünü öğretmen yetiştirme programlarının ve öğretmen eğiticilerinin hizmet öncesi öğretmenlerin bilişlerini dikkate almaları gerektiğini ve kendi düşünce süreçleri konusunda farkındalık yaratmaları; öğretmenin belirli boyutlarına ilişkin biliş ve eylemleri arasındaki ilişkiyi sistematik olarak incelemeleri gerektiğini ve bu yolla düşünmelerinde ve davranışlarında gerekli ise değişiklik yaratma fırsatları sağlamaları gerektiğini ortaya koymuştur.

İleride Yapılacak Araştırmalara Yönelik Öneriler

Bu çalışmanın öğretmen bilişi yazınına İngiliz dili öğretiminin az çalışılan bir boyutu olan sınıf içi zorluklarla başa çıkma konusunu çalışarak katkıda bulunduğu düşünülmektedir. Bu çalışmanın odak noktaları hizmet öncesi öğretmenlerin sınıf içi zorluklarla başa çıkmalarına ilişkin biliş ve eylemleri, biliş ve eylemleri arasındaki ilişki ve biliş ve eylemlerini şekillendiren unsurlar olarak belirlenmiştir. Ancak gene de bu çalışmaya başka boyutlar da eklenebilir. Örneğin, hizmet öncesi öğretmenlerin sınıf içi zorluklarla başa çıkmadaki duygusal eğilimleri de ek olarak araştırılabilir.

Çalışmayı ileri taşıyacak başka bir adım da örneklem ve veri kaynağı açısından alınabilir. Örneklem sayısı arttırılabilir ve sınıf içi zorlukların saptanması için orta okullarda çalışan daha fazla İngilizce öğretmenine ulaşılabilir.Ek olarak, Muğla dışındaki diğer illerden öğretmenlerin katılımı sağlanabilir ve öğretmenlerin deneyimlediği sınıf içi zorlukların illere göre değişiklik gösterip göstermediği araştırılabilir. Veri kaynağına gelince, bu çalışma tekrarlanabilir ve ilk okullar, liseler ve hatta üniversiteler gibi eğitimin diğer katmanlarında hizmet öncesi öğretmenlerin biliş ve eylemlerini farklı İngilizce öğretim bağlamlarında gözlemlemek için bu çalışma tekrar yürütülebilir.

Sonuç olarak, hizmet öncesi öğretmenlerin öğretme işinin düzeltici dönüt verme, öğrencinin kavraması ya da sınıf yönetimi gibi farklı boyutlarına ilişkin biliş ve

eylemlerinin çalışılması önerilebilir. Öğretme işinin incelenebilecek olan boyutlarını içeren bu listeyi genişletmek mümkündür.

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PUBLICATIONS

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2- Çimen, Ş.S. (2015). A Comparative Study on Language Learning Beliefs of Pre-service and In-service EFL Teachers. *ELT Research Journal*. 4(4), 266 - 285.

3- Kömür, Ş. & Çimen, Ş. S. (2007). İngilizce Öğrenen Üniversite Öğrencilerinin Otonom Öğrenme Üzerine Görüşleri (Muğla Üniversitesi Örneği). Türkiye'de Yabancı Dil Eğitimi Ulusal Kongresi. 22-23 Kasım, Gazi Üniversitesi, Ankara.

4- Çimen, Ş.S.(2013). Acquisition of English Article System by Turkish Learners in an EFL Setting. *Muğla Sıtkı Koçman Ünivesritesi Sosyal Bilimler Enstitüsü Dergisi*. 31, 90-105.

5- Çimen, Ş.S. (2012). Features of T-Talk: The Aspect of Learner Involvement. 11th METU Internation ELT Convention. 31 May – 02 June, METU, Ankara.

6- Çimen, Ş.S. (2011). The Analysis of Aspects in Turkish Narratives: A Case Study of a Turkish Monolingual Child's Narration. The 8th METU Postgraduate Coference on Linguistics and Language Teaching. 24 – 24 November METU, Ankara.

7- Çimen, Ş.S. & Kömür, Ş. (2011). Cross Linguistic and Cross Subject Investigation of Speech Acts of Refusals. 6th International Symposium on Politeness: Corpus Approaches. 11 – 13 July, METU, Ankara.

8- Kömür, Ş. & Çimen Ş.S. (2009). Using Conceptual Metaphors in Teaching Idioms in a Foreign Language Context. *Muğla University Journal of Social Sciences*. 23(1). 205-221.

9- Üstünel, E. & Çimen, Ş.S. (2008). Reflecting on Individual Learning Styles in English Language Classroom Practice. The 5th International ELT Research Conference. 23 – 25 May, Çanakkale Onsekiz Mart University, Çanakkale.

SCHOLARSHIPS

Red Cross Nordic United World College Full Scholarship   2001/2002

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TEZİN TÜRÜ : Yüksek Lisans ☐   Doktora   X

1. Tezimin tamamından kaynak gösterilmek şartıyla fotokopi alınabilir. ☐

2. Tezimin içindekiler sayfası, özet, indeks sayfalarından ve/veya bir bölümünden kaynak gösterilmek şartıyla fotokopi alınabilir.   X

3. Tezimden bir bir (1) yıl süreyle fotokopi alınamaz.   X

TEZİN KÜTÜPHANEYE TESLİM TARİHİ:
                26.05.2017