REBUPLIC OF TÜRKİYE
ÇUKUROVA UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE TEACHING

PERSPECTIVES ABOUT TEACHING PROFESSION IN AN ELT CONTEXT: A JOURNEY FROM PRE-SERVICE TO IN-SERVICE

Muhammed Salih TAŞDEMİR

PhD DISSERTATION

ADANA / 2024

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PhD DISSERTATION

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To Çukurova University Institute of Social Sciences,

We certify that this thesis is satisfactory for the award of the Degree of Doctor of Philosophy.

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Muhammed Salih TAŞDEMİR

ÖZET

İNGİLİZ DİLİ EĞİTİMİ BAĞLAMINDA ÖĞRETMENLİK MESLEĞİ İLE İLGİLİ BAKIŞ AÇILARI: HİZMET ÖNCESİNDEN HİZMET İÇİNE BİR YOLCULUK

Muhammed Salih TAŞDEMİR

Doktora Tezi, İngiliz Dili Eğitimi Ana Bilim Dalı
Danışman: Prof. Dr. Rana YILDIRIM
Şubat 2024, 305 sayfa

Bu çalışma, 2012 yılında İngilizce Öğretmenliği bölümünden mezun olan ve halihazırda Türkiye'nin çeşitli şehirlerindeki okullarda görev yapan 9 yıllık deneyime sahip öğretmenlerin bakış açılarının doğasını ve gelişimini araştırmayı amaçlamaktadır. Çoklu durum çalışması olarak yürütülen bu çalışma aynı zamanda bakış açılarının değişimine veya değişmemesine hangi faktörlerin katkıda bulunduğunu tespit etmeyi hedeflemektedir.

Araştırmada yorumlayıcı paradigmayı temel alan nitel bir araştırma deseni kullanılmıştır. Nitel araştırma ilkeleri doğrultusunda çoklu durum çalışması yöntemi seçilmiştir. Bu araştırma deseni, çalışmanın keşfedici, betimleyici ve açıklayıcı amaçları doğrultusunda seçilmiştir. Araştırmanın katılımcıları, hizmet öncesi yıllarına ait yansıtıcı günlükleri mevcut olan, 9 yıllık deneyime sahip 5 öğretmendir. Bilgi açısından daha fazla veri sağlayacak vakaları seçmek için amaçlı örneklemenin bir türü olarak ölçüt örnekleme yöntemi kullanılmıştır. Veri toplamak için katılımcıların staj deneyimleri sırasında yazdıkları yansıtıcı günlükler ve mezuniyetten 9 yıl sonra gerçekleştirilen yarı yapılandırılmış görüşmeler kullanılmıştır. Araştırma verilerinin analizi ve yorumlanmasına Korthagen'in Soğan Modeli ve Cabaroglu'nun inançlardaki değişime ilişkin sunduğu gelişim modelinden faydalanılmıştır. Verilerin tematik analiz süreciyle analiz edilmesi ve yorumlanması aşamalarında bu çerçevelerin kullanımında abdüktif bir yaklaşım benimsenmiştir.

İlk araştırma sorusuna ilişkin bulgular, bakış açılarının Soğan Modeli'ndeki tüm katmanların kapsayan çeşitliliğini, davranış ve yeterlilik katmanlarındaki bakış açılarının azlığını, eleştirel düzeyde yapılan yansıtıcı düşüncelerin yoğunluğunu ve pedagojik inanç

düzeyindeki bakış açılarının yaygınlığını göstermiştir. İkinci araştırma sorusuna ilişkin elde edilen bulgular, öğretmen adaylarının bakış açılarını değiştirme eğiliminde olduklarını göstermiştir. Bakış açılarındaki bu evrimin nasıl gerçekleştiğine ilişkin sekiz tür tespit edilmiştir: *koruma*, *açıklığa kavuşturma, pekiştirme, yeniden çerçeveleme, güçsüzleşme, hafifletme, basitleştirme,* ve *uyuşmazlık.* Bu değişim süreçleri arasındaki ilişki de göz önüne alınarak, çalışmada bir değişim modeli sunulmuştur. Üçüncü ve son araştırma sorusu doğrultusunda katılımcı öğretmenlere bakış açılarının değişmesine veya değişmemesine sebep olan faktörler sorulmuştur. Bu kapsamda elde edilen bulgular ışığında iki ana başlık altında şu etkenler tespit edilmiştir: bağlamsal faktörler (*yoğun bir özel hayat, finansal zorluklar, olgunlaşma ve yaşlanma*) ve mesleki deneyimler (farkındalık (*öğrenci gerçekliğinin farkına varılması ve sınıf gerçekliğinin farkına varılması*), *kritik olaylar, pratikte yaşanan güçlükler, pozitif deneyimler, diğer öğretmenlerden öğrenme ve statü değişimi*). Diğer yandan, bakış açılarında değişiklik olmamasının nedenleri olarak *teori ve uygulama arasındaki tutarlılık, dünya görüşü, öğrenci olarak deneyim, kişilik* ve *öğretmen olarak deneyim* gösterilmiştir.

Katılımcıların öğretmenliğe bakış açıları, idealist bir yaklaşımdan daha pragmatik bakış açısına doğru evrilmiştir. Başlangıçta idealist olan yaklaşımlardan ılımlı ve gerçekçi bir duruşa geçiş, öğretmenlik mesleğinin çeşitli yönlerinde kendini göstermiştir. Bulgular ışığında, öğretmen eğitiminin hem pratik ve teorik yönlerine hem de mesleki gelişime yönelik çeşitli çıkarımlara varılmış ve sistemin paydaşları ve daha sonraki çalışmalar için önerilerde bulunulmuştur. Araştırmada katılımcıların her birinin yapılandırmacı öğrenme yaklaşımlarının ilkeleri doğrultusunda benzersiz ve dinamik bir gelişim sürecinden geçtiği sonucuna varılmıştır. Çalışma, öğretmenlik mesleğinin dinamik ve çok yönlü doğasını destekleyen verilerle alana katkı sağlamayı hedeflemektedir.

Anahtar Kelimeler: Bakış açıları; hizmet öncesi; hizmet içi; çoklu durum çalışması; öğretmen gelişimi

ABSTRACT

PERSPECTIVES ABOUT TEACHING PROFESSION IN AN ELT CONTEXT: A JOURNEY FROM PRE-SERVICE TO IN-SERVICE

Muhammed Salih TAŞDEMİR

Ph.D. Thesis, English Language Teaching Department
Supervisor: Prof. Dr. Rana YILDIRIM
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The study aims to investigate the nature and evolution of perspectives of the teachers who graduated from the English Language Teaching department in 2012 and are currently working in schools across cities in Türkiye with nine years of experience. The study, conducted as a multiple case study, also investigates what factors may have contributed to changes or non-changes in their perspectives.

A qualitative research design, which is based on an interpretive paradigm, was employed in the study. In line with the principles of qualitative research, the multiple case study method was selected. This research design was chosen in accordance with the exploratory, descriptive, and explanatory nature of the study. The participants of the study were five in-service teachers with nine years of experience whose reflective journals from their pre-service years were available to the researcher. Criterion sampling as a type of purposive sampling was employed to select information-rich cases. The research instruments used for data collection were reflective journals written by the participants during their practicum experience and semi-structured interviews conducted nine years after graduation. The layers of reflection, as proposed in the Onion Model by Korthagen and Cabaroglu's model on the process of belief change, served as a guide in the initial understanding of the data. The research adopted an abductive approach in the utilisation of these frameworks in the stages of analysing and interpreting the data through a thematic analysis process.

The findings for the first research question highlighted the diversity of perspectives across all layers in the Onion Model, scarcity of perspectives at behaviour and competency layers, dominance of critical reflection over surface level, and prevalence of perspectives at the level of pedagogical belief. It was also found that pre-

service teachers tended to modify their perspectives more than they preserved them. Eight distinct patterns of (non-)change were observed in this process of change, which included *conservation*, *clarification, consolidation, reframing, weakening, moderation, simplification,* and *disagreement*. The interrelationship between these patterns was explained by a model of change. For the final research question, the participant teachers referred to a set of factors while explaining the changes and non-changes in their perspectives. These factors were contextual factors (*a busier private life, financial difficulties, growing mature, and getting older*) and professional experiences (*awareness* (which included *awareness of student reality* and *awareness of classroom reality*), *critical incidents, challenges in practice, positive experiences, learning from other teachers,* and *change in status*). On the other hand, the cited reasons for non-changes were *consistency between theory and practice, worldview, experience as a student, personality,* and *experience as a teacher.*

The participants shifted from idealistic to more pragmatic perspectives in their approaches to teaching. This transition from an initially idealistic to a tempered, realistic stance was evident across various aspects of the teaching profession. In light of the findings, several implications were proposed for both the practical and theoretical aspects of teacher education and professional development, and recommendations for further studies were provided. It was concluded in the study that each of the participants has been through a unique and dynamic process of evolution in line with tenets of the constructivist approaches to learning. This study provided evidence as to the nature and outcomes of this dynamic and multifaceted process.

Keywords: Perspectives; pre-service; in-service; multiple case-study; teacher development

DEDICATION

Dedicated to the lives lost in the February 6, 2023, earthquakes.

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Adana, 2024

TABLE OF CONTENT

ÖZET ..... **iv**
ABSTRACT ..... **vi**
ACKNOWLEDGEMENTS ..... **ix**
ABBREVIATIONS ..... **xvi**
LIST OF TABLES ..... **xvii**
LIST OF FIGURES ..... **xix**
LIST OF APPENDICES ..... **xx**

CHAPTER I
INTRODUCTION

1.1. Background to the Study 1
1.2. Statement of the Problem 3
1.3. Purpose and Research Questions 5
1.4. Significance of the Study 6
1.5. Limitations 8
1.6. Operational Definitions 9

CHAPTER II
LITERATURE REVIEW

2.1. Introduction 12
2.2. Teacher Cognition 14
2.2.1. The 1970s 15
2.2.2. The 1980s 20
2.2.3. Transitioning Through Mid to Late 1980s: The Advent of Teacher Knowledge 23
2.2.4. Acknowledging the Role of Prior Knowledge in Teacher Cognition Research: Insights from the Late 1980s 27
2.2.5. The 1990s: Teacher Knowledge and Teacher Beliefs 28
2.3. Reflection 30
2.3.1. Defining Reflection 30

2.3.2. Reflection in Professional Practice 32
2.3.3. Reflection in Models of Professional Learning 35
2.3.3.1. Background of the Onion Model 37
2.3.3.2. The Onion Model of Reflection 39
2.4. Teacher Identity 41
2.5. Belief 45
2.5.1. General Characteristics of Beliefs 49
2.6. Examining Beliefs 53
2.6.1. Importance of Beliefs in Education 53
2.6.2. Distinguishing Teacher Beliefs from Teacher Knowledge 55
2.7. Focus of Research on Teacher Beliefs 56
2.7.1. Beliefs of Pre-Service Foreign Language Teachers 57
2.7.2. Tracking Changes in Beliefs 60
2.7.3. Nature of Changes in Pre-Service Teachers' Beliefs 61
2.7.4. Factors Leading to Changes in Pre-Service Teachers' Beliefs 64
2.7.4.1. Impact of Previous Learning Experiences 65
2.7.4.2. Impact of Teacher Education Programme 67
2.7.4.3. Impact of Practicum Experiences 69
2.7.4.4. Personal Experiences 71
2.7.4.5. Indirect Experiences 72
2.7.4.6. Personal factors 72
2.7.4.7. Socio-Cultural Effects 74
2.7.4.8. Impact of Transition from Pre-service to Classroom 74
2.8. Similar Studies 76
2.9. Conclusion 83

CHAPTER III
METHOD OF THE STUDY

3.1. Introduction 84
3.2. Research Questions 84
3.3. Research Design 85
3.3.1. Case Study 87
3.4. Research Setting 89

3.5. Selection of the Participants 90
3.6. Data Collection Tools 94
3.6.1. Reflective Journals 95
3.6.2. The Semi-Structured Interviews 96
3.6.2.1. Procedures followed for the Semi-Structured Interviews 100
3.7. Data Analysis 103
3.7.1. Within-Case Analysis Process 106
3.7.1.1. Analysis of the Reflective Journals 106
3.7.1.2. Analysis of Interview 1 Data 111
3.7.1.3. Analysis of Interview 2 Data 117
3.7.2. Cross-case Analysis 122
3.8. The Researcher's Positioning 122
3.9. Trustworthiness of the Study 124
3.10. Ethical Considerations 127
3.11. Conclusion 129

CHAPTER IV

FINDINGS

4.1. Introduction 130
4.2. Case 1: Gaye 130
4.2.1. Background 130
4.2.2. The Transition Experienced by Gaye 131
4.2.3. Case Summary 145
4.3. Case 2: Nur 147
4.3.1. Background 147
4.3.2. The Transition Experienced by Nur 147
4.3.3. Case Summary 158
4.4. Case 3: Tuba 160
4.4.1. Background 160
4.4.2. The Transition Experienced by Tuba 161
4.4.3. Case Summary 169
4.5. Case 4: Selma 171
4.5.1. Background 171

4.5.2. The Transition Experienced by Selma 172
4.5.3. Case Summary 188
4.6. Case 5: Alp 191
4.6.1. Background 191
4.6.2. The Transition Experienced by Alp 191
4.6.3. Case Summary 203
4.7. Cross-Case Analysis 205
4.7.1. The Transition Experienced Across Cases 206
4.7.1.1. The Transition in the Perspectives about Mission: What inspires me? 207
4.7.1.2. The Transition in the Perspectives about Identity: Who am I (in my work)? 209
4.7.1.3. The Transition in the Perspectives about Competency: What am I competent at? 213
4.7.1.4. The Transition in the Perspectives about Environment: What do I encounter/What am I dealing with? 215
4.7.1.5. The Transition in the Perspectives about Pedagogical beliefs: What do I believe about 'good teaching'? 217
4.7.2. Reasons for (Non-)Changes in the Perspectives (RQ 3) 223
4.7.2.1. Cross-Case Analysis for the Reasons for Changes 223
4.7.2.2. Cross-Case Analysis of Reasons for Non-Changes 226
4.8. Cross-Case Summary 227
4.9. Conclusion 228

CHAPTER V
DISCUSSION

5.1. Introduction 229
5.2. Pre-Service ELT Teachers' Initial Perspectives about their Profession 229
5.3. Consistencies and Changes in the Perspectives about the Teaching Profession 236
5.4. Reasons for Changes in Perspectives 247
5.5. Reasons for Non-Changes in Perspectives 257
5.6. Conclusion 260

CHAPTER VI
CONCLUSION

6.1. Introduction 261
6.2. Overview of the Study 261
6.3. Implications 265
6.4. Limitations 270
6.5. Recommendation for Further Studies 271
6.6. Personal Reflections 272

REFERENCES 275

ABBREVIATIONS

CoHE: Council of Higher Education, which stands for YOK, Yüksek Öğretim Kurulu

EFL: English as a Foreign Language

ELT: English Language Teaching

MoNE: Ministry of National Education, which stands for MEB, Milli Eğitim Bakanlığı

OECD: The Organization for Economic Cooperation and Development

RJ: Reflective Journal

SLTE: Second Language Teacher Education

TALIS: The Teaching and Learning International Survey

LIST OF TABLES

Table 1. Types of processes, objects, and rationales of reflective practice identified by Beauchamp 31
Table 2. Definitions for Beliefs in Reviewed Literature 46
Table 3. Categorisation of Beliefs in terms of their Content 51
Table 4. Categories of Belief Change 62
Table 5. Overview of the Study 87
Table 6. Characteristics of the Participants 93
Table 7. Linkage between the Research Instruments and Research Questions 94
Table 8. Summary of Interview Dates, Duration and Participants 98
Table 9. Participant of the Interview Piloting Procedure. 101
Table 10. Process of Coding Reflective Journal Data 109
Table 11. Process of Coding Interview 1 Data 113
Table 12. Process of Categorization Interview I Data 115
Table 13. Process of Coding Interview 2 Data 119
Table 14. Process of Generating Themes 120
Table 15. The Transition Experienced by Gaye 146
Table 16. The Transition Experienced by Nur 159
Table 17. The Transition Experienced by Tuba 170
Table 18. The Transition Experienced by Selma 189
Table 19. The Transition Experienced by Alp 204
Table 20. Prevalence of Pre-Service Teachers' Initial Perspectives about Teaching Profession 206
Table 21. Transition observed in the Perspectives about Mission across Cases 208
Table 22. Transition observed in the Perspectives about Identity across Cases 211
Table 23. Transition observed in the Perspectives about Competency across Cases 214
Table 24. Transition observed in the Perspectives about Environment across Cases 216
Table 25. Transition observed in the Perspectives about Pedagogical Beliefs across Cases 218
Table 26. Patterns of (Non-)Change in the Participants' Perspectives about Teaching Profession 221
Table 27. Prevalence of Patterns of (Non-Change) across Cases 222
Table 28. Reasons for Changes Across Different Cases with their Distinctive

Features 224

Table 29. Prevalence of Reasons for Non-Changes Across Different Cases with their Distinctive Features 226

LIST OF FIGURES

Figure 1. Organisation of Literature Review Section 13
Figure 2. The process-product research paradigm 16
Figure 3. The hermeneutic research paradigm 19
Figure 4. A model of teacher thought and action 26
Figure 5. The ALACT model describing a structured process of reflection 38
Figure 6. The Onion Model Describing Different Levels on which Reflection Can Take Place 39
Figure 7. Dynamics Interaction of Teachers Identity Construction 42
Figure 8. Development of professional identity in teachers 44
Figure 9. A Moment from Interview 1 102
Figure 10. A Sample Section from the Transcription Document of Interview 2 118
Figure 11. Reasons for Changes 225
Figure 12. A Dynamic Model of Change in Teacher Perspectives 244

LIST OF APPENDICES

Appendix A. Teacher Consent Form 304
Appendix B. Ethical Committee Approval 305

CHAPTER I

INTRODUCTION

1.1. Background to the Study

The purpose of this study is to investigate the perspectives about various aspects of the teaching profession in an ELT context. The study specifically focuses on whether and how the EFL teachers' perspectives develop from pre-service to in-service when they have nine years of teaching experience. The nature and evolution of the perspectives of pre-service teachers who graduated from the English Language Teaching department in 2012 and are currently working in schools across cities in Türkiye with nine years of teaching experience. The study, conducted as a multiple case study, also investigates what factors may have contributed to changes or non-changes in their perspectives. Different from several studies, this research not only explores the content of these changes but also how these perspectives evolved or remained the same alongside with the underlying reasons.

The first reason why I was interested in this topic arose from my personal experience of the journey from pre-service to in-service. My teaching experience started when I was awarded the Bachelor of Arts degree certificate, which claims I have "satisfactorily completed all requirements of the English Language Teaching program". In the following months, after completing all the requirements of the program, I was in a classroom of a public high school in a remote area of Türkiye, which is commonly known for its low socio-economic background. As I became more involved in the practice of teaching and other related demands, I began to realise that the requirements and skills necessary for teaching in that particular school were different from those I mastered during my training. My initial teaching career was full of challenges and difficulties in maintaining effective interaction with students, colleagues, and school administration, using the coursebook, preparing and delivering exams suitable for the profile of the students, misbehaving students, and more. Now, as a teacher with 10 years of experience in different learning settings, I am aware of how much I have evolved since my pre-service days and my early professional experiences as a newly qualified teacher. However, the stakeholders, including the Council of Higher Education, Departments of Foreign Language Teaching, Ministry of National Education, and other related national and local authorities, seem not to have adequate knowledge of the teachers' dynamic and

evolving beliefs and practices in the years following graduation from their teacher training departments. This knowledge of how teachers shape their beliefs and practices throughout their careers and possible reasons for and sources of such changes is of great importance for Türkiye and the Turkish education system, which is on its way for 2023 Education Vision Document in which teachers are seen as the most important actors in the educational settings (MEB, 2018). In short, I had a personal assumption that the educational settings and unique classroom realities that I have faced over my career have had a great influence on who I am and how I behave. Therefore, I had a sincere curiosity about how teachers change over time after graduation and what mainly contributes to these changes.

My second reason for conducting this research stemmed from a fruitful conversation that I had with my supervisor. We were both inspired by the reflective journals written by pre-service teachers years ago who have become experienced teachers over time. These journals provided a wealth of stories and experiences, highlighting aspects of the initial stages of their journey into the teaching profession. As we delved deeper into these journals, we started to wonder how different working environments and contexts outside the schools may have influenced these teachers and shaped their perspectives after they graduated. This thought brought the question of 'How do these beliefs, emotions, fears or dreams of teachers evolve in response to what they encounter in real classroom settings with their students?' This question constituted the foundation of the research purpose and design.

A third reason why I was motivated to conduct this study was my sincere curiosity in such fields as psychology, sociology, and education and how they are interconnected. At the beginning of the study, I knew that I would need to benefit from these areas to understand the nature of (non-)changes in the perspectives and interpret them. I was fascinated by the research plan that would integrate several aspects of these disciplines into the journey from pre-service to in-service, as teaching as a profession would be overlooked if only viewed from the aspect of educational issues and theories. With this approach and attitude, my purpose was to provide a comprehensive lens into the teachers' experiences through the combination of educational, psychological, and sociological considerations, as suggested by Vygotsky (1978).

The purpose of this chapter is to provide a framework for the study. It aims to explain why we are investigating this topic, outline the objectives and scope of the study, define the key terminology, and outline the structure of the following chapters.

1.2. Statement of the Problem

The problem to be addressed in this study is the lack of comprehensive follow-up and evaluation of English as a Foreign Language (EFL) teachers after they graduate and enter the teaching profession and the resulting insufficient level of correspondence between the SLTE programs and the daily reality of teaching environments. The experience in the initial years of the teaching career is well-documented as a 'reality shock' characterised by novice teachers' struggles to apply what they have learned in the training to actual classroom situations once they begin teaching (Farrel, 2012). However, the challenges and complexities of the teaching profession are not limited to the first year of teaching. It is known that the process from the initial years also presents several challenges. Şahan and Sahan (2021) see these challenges as follows:

> In addition to this shock experienced in the initial years of their careers, teachers can also face additional complexities and difficulties such as globalisation, rapidly developing technology, societal mobility, migration, and an increase in crime and terrorism worldwide (Madalin Łska-Michalak & Bavli, 2018). Furthermore, even within the same nation, these difficulties could manifest in different ways and under different circumstances. (p.87).

For example, Türkiye's education system is characterised by challenges and inequalities. According to the Program for International Student Assessment (PISA) conducted by the Organisation for Economic Co-operation and Development (OECD), Türkiye exhibits an unusual distribution of schools and student profiles, with the high-achiever students often clustering in certain schools while their low-achieving peers are in others (OECD, 2019, p.4). Recognising that teachers often work in multiple environments throughout their careers, each school change can bring new challenges. Similarly, the COVID-19 pandemic, which went global in 2020, exemplifies how emerging phenomena can bring new challenges in education, impacting both teacher and student performance. During this period, as virtual environments became prevalent, there was concern both in Türkiye and internationally about whether teachers had the necessary digital and pedagogical competencies (De la Calle et al., 2021; Istenic, 2021). Furthermore, the migration from Syria has also contributed to the challenges and complexities faced by teachers in Turkey. The influx of Syrian refugee students into Turkish schools has added strain to an already overburdened education system, requiring teachers to accommodate diverse linguistic and cultural backgrounds in their classrooms (Aydın & Kaya, 2019; Çelik & İçduygu, 2019). Additionally, this situation has

highlighted the need for additional resources and support for teachers to effectively address the needs of refugee students while ensuring the quality of education for all learners.

In the face of such a dynamic profession, these enduring challenges that teachers face significantly influence their cognitive development and pedagogical approaches throughout their careers. New experiences, together with emerging challenges about issues such as classroom management and relationships with students, are known to cause significant shifts in teachers' cognition (Borg, 2015; Pajares, 1999). Consequently, as teachers navigate through their careers in a complex teaching environment like Türkiye with its unique and distinct characteristics, their journeys include a continuous reconstruction and reshaping of perspectives both personally and professionally. However, it is still unclear and not adequately explored whether and how these specific contexts and emerging challenges influence the way teachers think and how their understandings are impacted accordingly. Although several researchers explored the transformation of teachers' beliefs or perspectives (Akbulut, 2007; Albaba, 2017; Cabaroglu, 1999; Debreli, 2012; Erkmen, 2014; Sadler & Klosterman, 2009; Veenman, 1984; Yuan & Lee, 2014), these studies were conducted both outside Türkiye and focused mainly on the final year of teacher education programs or tracked the changes from the final year of training into the first year of teaching career. These studies were often limited to a single academic year. They provided limited insights into the evolution of teachers' beliefs and perspectives after they have completed teacher education programs and become experienced teachers, particularly in the Turkish context.

The absence of knowledge related to the further stages in the journey from pre-service to in-service may have a role in the ongoing debates and criticisms on the disconnect between the teacher education programs reported to appear as "dissonance between knowledge developed in the academic program and candidates' experiences in the field placements" (Gambhir et al., 2008, p. 200). Universities frequently face criticism for offering teacher education programs that lack practical application, as highlighted in studies by Beck and Kosnik (2002), Fraser (2007), Levine (2011), and Muğaloğlu and Doğanca (2009). A comprehensive body of research has been dedicated to the mismatch and inconsistency that teachers experience between what they learned or anticipated during their training and what they are able to accomplish in real classroom settings (Basturkmen, 2012; Basturkmen et al., 2004; Eick & Reed, 2002; Levin & Ammon, 1992; Sadler & Klosterman, 2009; Simmons et al., 1999). The absence of this knowledge can

also be among the reasons for the perceived inefficiency of the in-service trainings. It has been reported in the latest OECD Teaching and Learning International Survey (2019) that participation in in-service activities for professional development is below average in Türkiye. It has been evidenced that the teachers in Türkiye find in-service trainings valuable and satisfactory (Ay, 2022; Doğan, 2009; Kaleci, 2018; Nemli, 2017). However, in-service trainings have also been criticised in terms of their centralised and standard approach without adequately addressing the needs of the teachers and in terms of the insufficient number and competency of teacher trainers (Arslan, 2015; Özer & Suna, 2023). It appears, relying on sociocultural understanding, that teachers mostly construct their learning and modify or extend their beliefs, educational values, and priorities in their educational settings, as suggested by Johnson (2009). This process underscores the dynamic nature of teaching practice and the continuous development of teachers within their professional contexts.

1.3. Purpose and Research Questions

This study has three main objectives. First, it seeks to identify the initial perspectives of the participants when they were pre-service teachers to be obtained from the reflective journals they wrote during their practicum experience. Based on these findings, the study aims to elicit the current perspectives of the participants on the same issues in their reflective journals through semi-structured interviews with the purpose of understanding in what ways their current perspectives are similar or different from their initial perspectives. With the comparison of both data, we seek to investigate the (non-)changes in their perspectives. Finally, the study aims to reveal the possible factors that have led to these (non-)changes. Different from several other studies which investigated the transformation in perspectives during the stage of teacher training or the early stages of a teaching career, the current study's scope of analysis extends beyond the initial teaching career, covering a journey over a period of nine years of experience. Answers to the following research questions will be sought in the study:

1. What were the initial perspectives of the pre-service EFL teachers about teaching profession at the end of their teacher training program?
2. How have the perspectives of the EFL teachers evolved or remained consistent over their 9-year teaching career?

3. What factors do the EFL teachers attribute to the evolution or consistency in their perspectives over their teaching career?

1.4. Significance of the Study

Several considerations will be addressed in this section to justify why the current study is significant. These considerations will be about (a) the gap in the related literature, (b) contradictory findings reported in earlier similar studies, (c) the role of the methodological approach of the current study in comparison to those employed in similar studies and (d) the focus of the study that extended beyond the investigation of only beliefs as in similar studies.

First, there seems to be no study in the literature that investigates the evolution of EFL teachers' perspectives in the long term, covering the period after graduation in comparison to their initial perspectives. Although several researchers explored the transformation of teachers' beliefs or perspectives (Akbulut, 2007; Albaba, 2017; Cabaroglu, 1999; Debreli, 2012; Erkmen, 2014; Sadler & Klosterman, 2009; Veenman, 1984; Yuan & Lee, 2014), these studies were mainly conducted during the final year of teacher education programs or tracked the changes from the final year of training into the first year of teaching career. The scope of these studies, therefore, was often limited to a single academic year, and far, little attention has been paid to the evolution of teachers' beliefs or perspectives after they have completed teacher education programs and become experienced teachers. However, it is a widely acknowledged fact that individuals are in a continuous journey of adjusting their thinking systems and cognitions based on new information and experiences, which is not limited to their education or initial career experiences (Dewey, 1986; Korthagen, 2004; Mezirow, 1991; Schön, 1983). It is, therefore, plausible to assume that teachers continue to reshape and evaluate their understandings as they gain more experience in their classrooms throughout their careers. However, to the best of our knowledge, there appears to be no study in literature, both in national and international contexts, which is devoted to investigating this possible transformation of teachers over a longer period. Aspects of teachers' cognitions, including their beliefs, perspectives, presumptions, or personal theories, are known to play a significant role in their engagement with the teaching practice, influencing a wide array of elements from their decisions and actions in the classroom to student performances (Borg, 2004; Pajares, 1992). Therefore, an investigation into the journey

from pre-service to in-service is expected to provide invaluable insights into the several aspects of teaching tasks.

Secondly, these studies, while focusing on changes in the beliefs or perspectives of teachers during training or in their first year of teaching, have reported contradictory findings. While there have been some conclusions that pre-service teachers' beliefs are not likely to change or the scope of change is limited (Altan, 2006; Grijalwa & Barajas, 2013; Peacock, 2001), some other studies on the development of teacher cognition reported evident changes in pre-service teachers' beliefs or perspectives mainly as a result of teaching practicum (Cabaroglu & Roberts, 2000; Debreli, 2012; Liu & Fisher, 2006; Mattheoudakis, 2007; Neetle, 1998; Nguyen & Sheridan, 2016; Yuan & Lee, 2014). These inconclusive and contradictory findings present a need for further research on the exploration of beliefs and perspectives throughout a teacher's career.

The reason why the study is significant can also be attributed to the qualitative nature and data collection methods of the study, as they are intended to provide a better insight into the unique experiences and evolution of teachers, which would be impossible, superficial, and deceptive through quantitative, descriptive or cross-sectional methods (Stake, 1995). According to Stake (1995), a quantitative or descriptive analysis of such concepts as cognition would only provide a superficial analysis and be unable to reveal the depth and richness inherent in it. Therefore, an intensive inquiry into individuals' mental lives is required to provide a thick description of the process of evolution, which might be deceptive when attempted to analyse through questionnaires as in some studies (Akbulut, 2007; Grijalwa & Bajaras, 2013; Mattheoudakis, 2007; Nettle, 1998). This study, designed as a multiple-case study, aims to bring a broader and in-depth understanding of teachers' mental lives and their experiences over their careers.

The fourth reason is that the findings of the study are expected to be helpful and guiding to have a deeper understanding of the evolution of teachers' perspectives as they will eventually shed light on the content of in-service teacher trainings. These trainings are planned to be conducted more frequently by the Ministry of National Education. In this sense, the study is particularly significant mainly because of its broader focus on perspectives, unlike traditional approaches. Several studies in the existing literature (Borg, 2011; Cabaroglu & Roberts, 2000; Debreli, 2012; Levin, 2014; Mansour, 2009; Teng, 2016) have embarked on the concept of belief, which mainly included teachers' perspectives about pedagogical issues thus partly overlooking certain professional and personal aspects. However, in the study, this concept of belief is enriched by integrating

several other personal and professional aspects, such as fears, emotions, dreams, or ideals of teachers. In other words, the study is particularly significant due to its focus on enhancing the understanding of teacher cognition by incorporating a range of aspects about teaching as a profession. The reflective journals employed in this study as a data source add further significance to the teachers' mental lives as rich repertoires. It was through these reflective journals that the participants had the opportunity and area to express their views and experiences freely and voluntarily. The journal content not only included the participants' pedagogical understandings but also their inner world and daily professional experiences. Therefore, the use of reflective journals is expected to offer wider information and contribute to the significance of the study in extending beyond beliefs.

In summary, the considerations addressed above as to the gap in the related literature, contradictory and inconclusive findings reported in earlier similar studies and the need for further investigation, the functional role of the methodological approach of the current study in obtaining a comprehensive picture and finally the focus of the study which extends beyond the investigation of only beliefs are primary reasons for why this study is significant and expected to offer contributions to the literature as well as the enhancement of the teacher training programs.

1.5. Limitations

The present study was designed as a qualitative one. Therefore, it is not intended to generalise its findings to other diverse contexts. The primary objective of qualitative research is to offer an understanding of how individuals form meaning and how this meaning is shaped within the settings and contexts they belong to. Hence, further investigations are needed in various contexts with diverse norms, values, and cultures to gain a broader understanding of the phenomenon.

The participants in the study were chosen through purposive sampling. They were all EFL teachers who graduated from the same university and currently work in state schools in different cities in Türkiye. It is therefore necessary to acknowledge that different findings may be acquired if the study is conducted in different settings with participants who have different profiles and backgrounds. Such a limitation is an integral and inevitable part of qualitative inquiries that explore phenomena within a given context without any concerns about generalisation. Additionally, it is worth mentioning that the

study relied on self-reported data acquired through written reflective journals and interview transcripts. It is possible that the data could be influenced by desirability bias as individuals may sometimes tend to express positive and socially acceptable responses rather than giving honest responses (Grimm, 2010). Despite the efforts to maintain confidentiality and anonymity during the interview sessions and for the reflective journals, there may remain some risks associated with dependence on self-reported data.

1.6. Operational Definitions

The field of teacher cognition is often characterised by the terminological plurality, and some fundamental concepts are described as 'messy constructs' (Pajares, 1992). In such an inquiry into teacher cognition, it is, therefore, vital to maintain a consistent interpretation and terminological choices throughout the study. Two significant considerations guided the terminological stance in this study. Firstly, we should acknowledge that how we conceptualise different terms, including 'teacher perspectives 'beliefs or 'personal theories', can significantly influence the endeavours of comprehension and interpretation of the findings (Pajares, 1992). It appears that several scholars referred to these concepts as attaching different layers of meaning. Secondly, these concepts are also interconnected in nature, each of which may refer to another aspect of the same phenomenon. Therefore, the 'operational definitions' section in this study was handled with care to minimise any possible misunderstandings and inconsistencies. The following terms and associated definitions are expected to clarify their use in this study to better match what we intend to articulate and what the reader understands.

Teacher Perspectives: The terminology choice played a crucial role in this study, particularly when examining the content in the reflective journals. Our initial position to the data in the journals was towards classifying and interpreting the journal excerpts in line with the concept of 'beliefs.' However, thanks to Pajares's (1992) influential review of the concept and the guidance from the thesis committee members, we gained a better understanding that this term is not without its complexities. We also delved more into the other concepts used in teacher cognition research, including perspectives, personal constructs, practical theories, assumptions, attitudes, and values. In line with Pajares' argument and conclusion, we became aware of how these concepts were used in the literature was a source of confusion and ambiguity. With this increased awareness and

understanding of the discussion in literature, we paid more attention to ‘what the participants were saying’ in the reflective journals, and it became evident that the content was beyond ‘beliefs’ as commonly defined in the literature. The content in the journals encompassed reflections from the participants about their feelings, ambitions, fears, reasons for choosing the profession and some others. We have decided to use the term ‘perspectives’ to capture their depth and richness. ‘Perspective’ as a term is originally rooted in the works of Adler (1984) and Becker (1961), who refer to thoughts or mental representations that individuals have about the outer world, influenced deeply by their experiences, education, and personal background. In the context of teacher cognition, the term ‘teacher perspectives’ was utilised to refer to the thoughts and reflections of teachers on a broad array of subjects, including their students, self, pedagogical viewpoints, school, and feelings. However, the reader should acknowledge that there will be instances in the further sections of this study where the term ‘perspectives’’ is used interchangeably with ‘belief’ especially when referring to findings and conclusions from other studies on ‘belief.’ Still, we do not wish to deepen the terminological disparities but focus on the nature and content of the journey from pre-service to in-service.

According to Becker et al. (1961, p. 34), the term ‘perspectives’ refers to a “coordinated set of ideas and actions a person uses in dealing with some problematic situation.” The term represents how individuals think, feel or behave in certain contexts or situations. Within this study, ‘teacher perspectives’ will be used as a construct referring to ‘understandings and reflections of teachers developed through their personal experiences, beliefs and feelings not only in their teaching environment but also their personal life.’

Beliefs: ‘Individual’s judgment of the truth or falsity of a proposition, a judgment that can only be inferred from a collective understanding of what human beings say, intend, and do.’ (Pajares, 1982,p. 316)

Pedagogical beliefs: The definition and use of this concept in this study are guided and inspired by Maaranen and Stenberg (2017). In line with their understanding, ‘pedagogical beliefs’ are statements that reflect assumptions about good teaching and learning. Opinions about effective teaching strategies and preference for some approaches over others can be considered as parts of pedagogical beliefs (Fives & Buehl, 2012). Although pedagogical beliefs are similar to the conventional concept of ‘beliefs’ in cognition

literature, the adjective ‘pedagogical’ was intentionally added to emphasise the focus of the term on instructional issues and to avoid any possible confusion with other terms.

Core qualities: A core quality is an innate attribute that shapes a person’s character, principles and sense of self. These qualities can include sincerity, honesty, compassion, bravery or determination (Korthagen, 2004).

Reflection: An active and deliberative cognitive process involving sequences of interconnected ideas which take account of underlying beliefs and knowledge (Hatton & Smith, 1995, p.34)

Pre-Service Teacher: A prospective teacher in the process of preparing to become a certified teacher as a part of a teacher education program. These individuals do not teach full-time but may conduct micro-teachings. However, as a part of their practicum, they are often actively engaged in fieldwork and observation in educational settings.

In-service Teacher: A certified teacher who is already employed within a school.

Novice teacher: An in-service teacher who has recently completed his or her training and is just starting a full-time teaching career.

Practicum School: A school where pre-service teachers perform their teaching practicum in the final year of their teacher training programs.

CHAPTER II

LITERATURE REVIEW

2.1. Introduction

The literature review section aims to investigate a set of interrelated concepts and frameworks in teacher cognition research. These theoretical understandings served as ground in all stages of this study, from planning to the conclusion. The most essential elements of this theoretical framework are reflection, beliefs, and identity as leading concepts in the research on teacher cognition. The review starts with a historical look into the research on teacher cognition, highlighting crucial phases in its development from the 70s to the present. This part is followed by the exploration of the idea of reflection in teaching as a significant element of teachers' professional development. This emphasis on reflection results from using reflective journals as a critical tool in the current study with the purpose of eliciting the initial perspectives on the pre-service teachers. Several models of reflection, including the Onion Model, will be addressed in this section, together with definitions of reflection, its applicability in teacher education and its significance to the professional practice of the teaching task.

The next focus area in the review is teacher identity. The concept of teacher identity will be included in the review as a result of the recent developments in beliefs people have about themselves as the fifth level in Korthagen's Onion Model. Following identity, a significant portion will be dedicated to the concept of beliefs. Special attention will be given to the section on beliefs, as it is often viewed as a messy construct due to the terminological plurality. Therefore, a comprehensive account of its definitions, characteristics and differences from similar constructs will be provided. Subsequently, an overview of research and findings on changes in beliefs will be presented, as well as factors leading to changes as one of the most frequently inquired aspects of teacher beliefs. This section aims to shed light on the available understanding and trends into how teachers' cognition evolves and alters over time and what factors contribute to these changes during their training, practicum or first year of their careers. Figure 1 below provides an overview and flow of the information and organisation in this section:

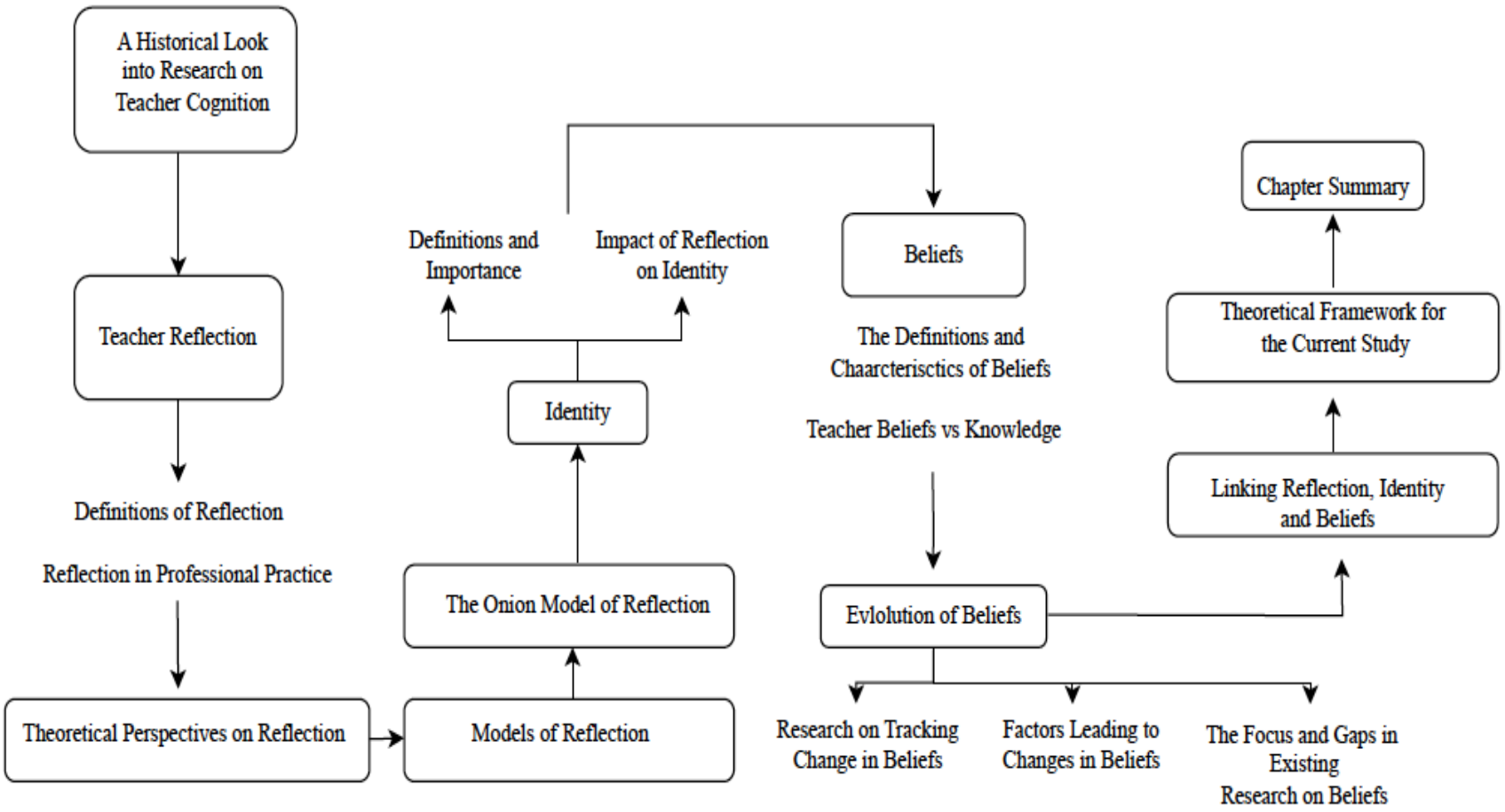

Figure 1. Organisation of Literature Review Section

2.2. Teacher Cognition

The discussion of learning to teach until the 70s was dominantly addressed from a process-product approach, primarily focusing on teacher behaviours without acknowledging teachers' mental lives. From this perspective, teachers' behaviours in the class were the main focus and effective teaching was associated with certain expected behaviours (Birello, 2012). Mental processes as a factor influencing teacher behaviours became evident in the late 1960s, indicating that it was necessary to understand cognitive processes to comprehend teacher behaviours better. In the 1970s, when cognitive psychology suggested a strong link between people's actions and what they know and believe, it became clear that this could also explain the impact of teachers' mental lives on their educational choices (Borg, 2006).

The knowledge teachers have, how they acquire and store this knowledge and how this knowledge informs their practice in classrooms are fundamental questions that have attracted the interest of those engaged in the teacher education field for about fifty years. (Borg, 2009). This domain is generally called 'language teacher cognition' and is defined as "what language teachers think, know and believe and of its relationship to teachers' classroom practices" by Borg (2006, p.1). Formerly, teacher education programs were chiefly guided by psychology and linguistics in addressing how teaching task was to be conducted. However, the emergence of the need to better understand the nature of teaching in connection with the role of teachers in the learning process has resulted in a new paradigm rooted in classroom research focusing on the task of teaching (Richards et al., 1996). For a better insight into the essentials of learning, it is first crucial to understand the teaching task and its complex nature. In order for somebody to gain insights into teaching, it is necessary to acknowledge the role of teacher-related and often hidden elements that direct and guide how teachers behave in classrooms (Borg, 1999). This 'unobservable dimension of teaching' is often referred to as teachers' mental lives (Borg, 2009, p. 163). These mental lives have been the main focus of the research on teacher cognition due to a clear and simple distinction between behaviour and thought, which first started in the 70s and gained a broader scope in the 90s with more research in the ELT context (Borg, 2019). The following sections will provide an overview of the research on teacher cognition from the 1970s until now.

2.2.1. The 1970s

In the 1960s, the primary focus of research was on process-product models that explored effective behaviour patterns as factors that would enable effective learning. However, in the 1970s, this perspective began to be questioned, and it was considered that the mental lives of teachers could explain educational preferences, as cognitive psychology suggested a strong link between people's actions and what they know and believe (Borg, 2009). Similarly, according to Freeman (2002), the 1970s was a turning point for the history of research on teacher cognition, during which teaching and teachers, as well as teachers and learners, were reconceptualised as a result of a transition from process-product approaches towards a hermeneutic perspective.

The 1970s were also influential as the concepts of 'teacher thinking' and 'teacher's mental lives' were first addressed by Walberg (1977). Before focusing on teacher thinking and mental aspects, the dominant theory was Behaviourism with a process-product approach, which was the primary outcome of the positivist approach that explained human learning through observable behaviours grounded in imitation, practice, and reinforcement. Within the framework of this model, teacher competence and efficiency were described as the mastery of targeted teaching skills founded on the principles of Behaviourism by means of practice and imitation (Roberts, 1998).

For the process-product approach and related research, 'process' referred to teacher behaviours, while 'the product' represented the expected learning outcomes. These behaviours and learning outcomes were considered aspects to study, quantify and assess as a part of the process-product research paradigm (Freeman, 1996). As a part of this paradigm, four essential elements were identified:

> These are (A) the perceptual and cognitive processes of the teacher, which eventuate in (B) action elements on the teacher's part. The teacher's actions are followed by (C) perceptual and cognitive processes on the pupil's part, leading to (D) actions on the part of the pupils.
>
> (Freeman, 1996, p.353)

Within this framework, the opinions and beliefs held by teachers result in teachers' classroom behaviours and actions, which are from (A) to (B). These outcomes, such as behaviour and action, are considered to influence student thoughts, which in turn trigger students' classroom actions and behaviours. These expected actions and behaviours as the final step are viewed as learning outcomes in this paradigm. These four elements and the interrelationship between them is illustrated in the Figure 2 below:

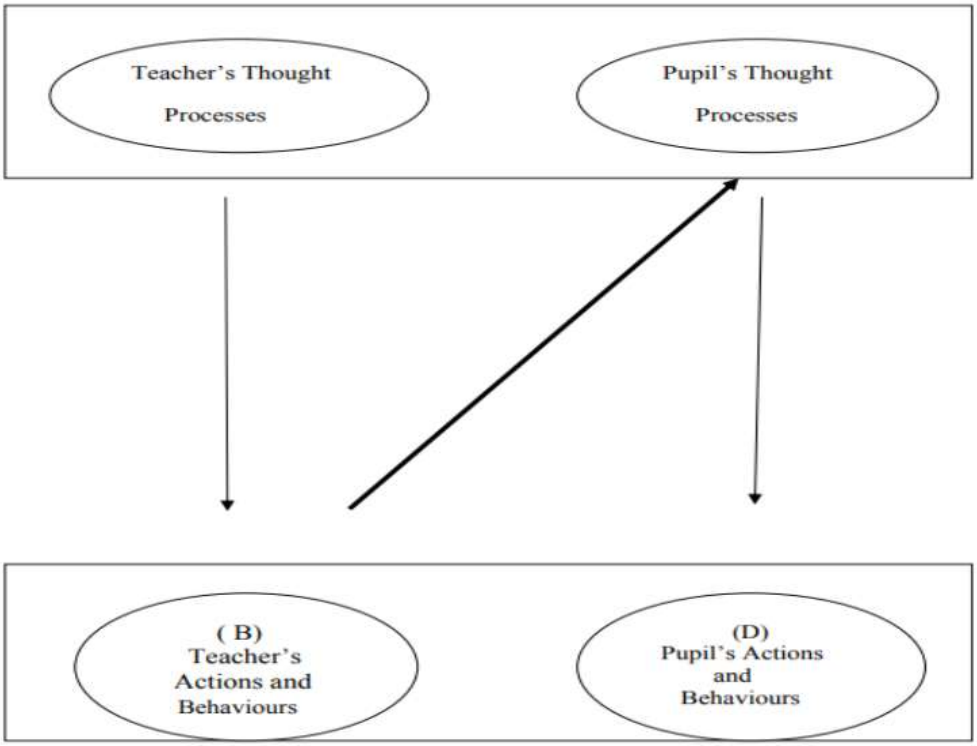

Figure 2 The process-product research paradigm
Source: Freeman, 1996, p.354

However, there have been criticisms of the process-product paradigm mainly because it was not enough to explain the teaching and learning process, which is a complex task. Moreover, broader criticisms of the principles of behaviourist learning theory were also influential in the transition to the cognitive paradigm (Borg, 2006). The major criticism of these models is the dependence on imitation for the learning and teaching approach, which is built and defined with a behavioural and prescriptive point of view (Stone & Morris, 1972, as cited in Roberts, 1998). The criticisms presented by Roberts (1998) on the role of imitation in learning process are summarised as follows:

- Although the focus is on enacting behaviours in trainees, the skill to use these behaviours at appropriate times and for appropriate students is ignored. Situations in classrooms and teacher decisions should, therefore, be analysed and practised in the process of teacher training.
- In model-based teaching approaches, trainees are exposed to a single teaching model. Thus, they are unable to experience alternative teaching strategies, which may give the impression that teaching can be performed best only in

one way.

- Skills of planning and self-evaluation do not develop as a consequence of imitating behaviours.
- Individual differences regarding the beliefs and values held by trainees are neglected in modal-based teacher education.
- The craft knowledge that the master teacher has accumulated based on his/her past experiences may not be enough for or comply with the emerging needs in LTE.
- Model-based training does not provide pre-service teachers with a flexible way of teaching since trainees are equipped only for assumed conditions and not prepared to deal with new conditions in a teaching setting.
- Some behaviours enacted in model-based training may not yield the same responses in different cultures as meanings may vary from culture to culture.

Secondly, the emergence of studies on teacher cognition was also triggered by the developments in cognitive psychology. One of the significant shifts in the understanding of teaching tasks was acknowledging the effect of teacher thought and thinking on teacher behaviours and actions. Although previously viewed from the perspective of mere behaviour, teaching was started to be regarded as a behaviour which included thoughts. The underlying thoughts and assumptions behind teacher behaviours were recognised as a field of interest. Therefore, mental processes as a factor influencing teacher behaviours became evident in the late 1960s, indicating that it was necessary to understand cognitive processes for a better comprehension of teacher behaviours. In line with this new area of interest, Freeman and Richards (1996) referred to three essential elements to be investigated as a part of teacher learning: (a) the knowledge possessed by teachers about language teaching, (b) their thoughts on their practices in the classroom and (c) the way that this knowledge and cognitive processes are acquired in the process of teacher education and as a result of teaching experience.

As a result of criticisms of the process-product approach about its limitation and insufficiency in understanding teacher learning and developments in the area of cognitive psychology, as explained above, a more integrative, comprehensive and interpretive model was needed. Therefore, a hermeneutic paradigm was a further developmental stage in the research on teacher cognition after “a strict dependence on the process-product

paradigm", which established a strong link between teacher behaviour and student performance (Freeman, 1996, p.361). The hermeneutic paradigm, on the other hand, "focuses on the perspectives of participants, offers a means to examine the purposes, meanings, and interpretations of teaching" (Shulman, 1986, as cited in Freeman, 1996, p.361). In contrast with the process-product approach, the hermeneutic paradigm with an interpretive stance is essentially focused on the teaching task itself, teachers and the cognitive process as its primary interest rather than behaviour and performance.

The primary inquiry of the hermeneutic paradigm is related to "what people think and how they understand the worlds in which they live and act" (Freeman, 1996, p.361). Within this paradigm, the researchers are interested in "(a) teachers' mental processes, (b) teachers' interpretations of their actions, (c) of students' behaviours and (d) what teachers think students think or believe from the teachers' point of views (p.361). These significant elements of the hermeneutic paradigm and the relationship between them are illustrated in Figure 3:

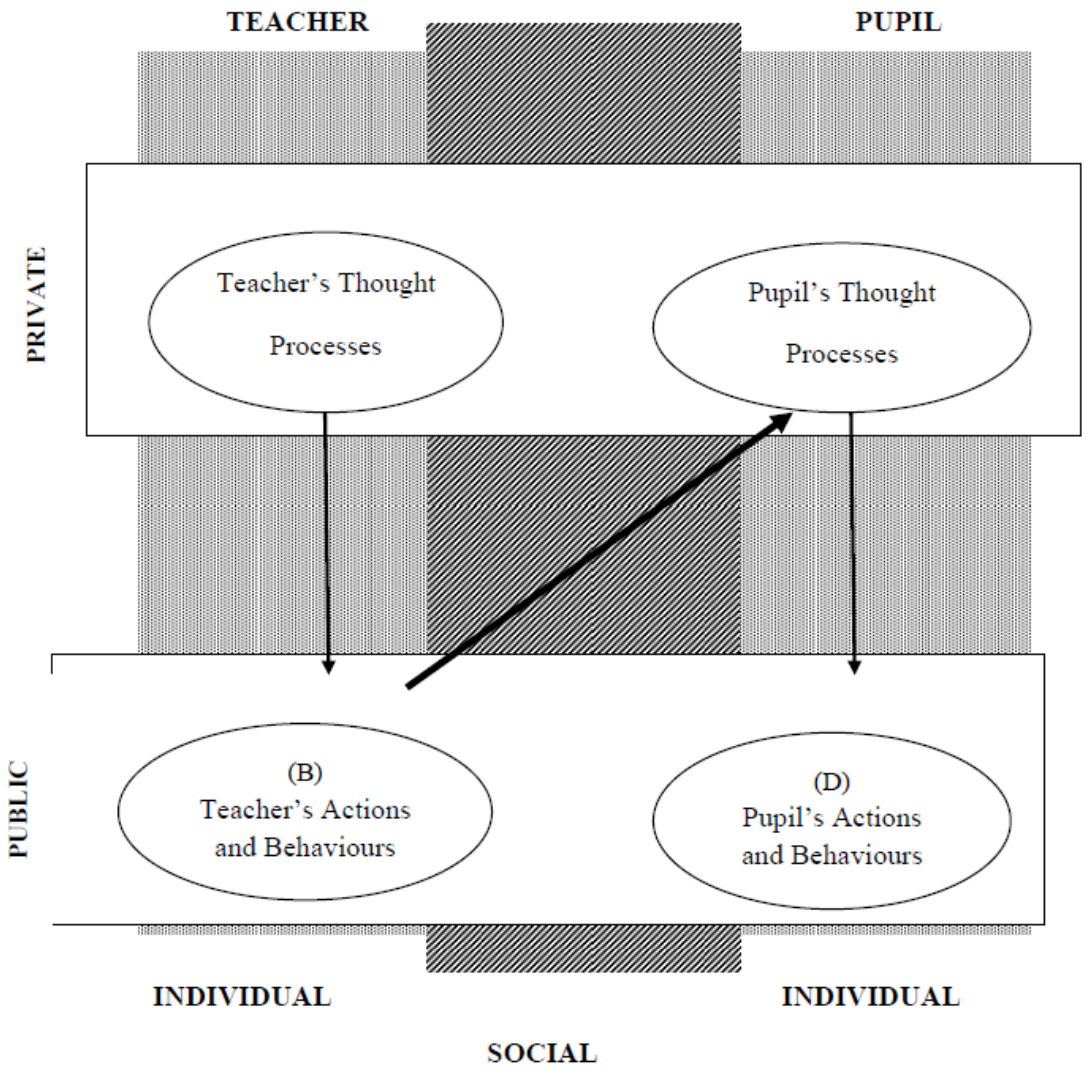

Figure 3 The hermeneutic research paradigm
Source: Freeman, 1996, p.361

The hermeneutic paradigm aims to define how teachers deal with difficulties and complexities rather than explaining the complexity of the teaching task. With this understanding, teachers were not considered objects but subjects, and the teacher's behaviours and actions were viewed from the teachers' lenses, their point of view. For the first time in research on teacher learning, teachers were considered active components of the teaching task (Freeman, 2002). For a better insight into the teaching and learning process, the hermeneutic paradigm was influential as teachers were given the right to speak about their actions and behaviours in the classroom, referring to why they are doing what they are doing. In sum, the shift from a process-product approach to a hermeneutic and interpretive paradigm can be exemplified as the shift from behaviours of teaching to teacher thinking.

As one of the first implications of this paradigm shift, Shulman's remarks on educational research are well-known as one of the most cited studies (1986). In the introduction section of the study, Shulman defined the process-product paradigm as a behaviour-oriented perspective and underlined the need for a new paradigm introducing teacher cognition and decision-making. Borg (2006) reports on Shulman's perspective that the relationship between human thought and action is significant, which makes it a different phenomenon from a mechanical work carried out by a machine.

As in the discussion above on the paradigmatic change, the interest was now in teachers' interpretations and perspectives of the events in the classroom. Teachers' thinking, decision-making and mental lives were now regarded as crucial elements of research on the teaching process. As a result of this paradigm shift, teaching was not regarded as a task, including merely teacher actions and behaviour, but also was viewed as a 'thoughtful' process, including the relationship between thought and action (Gebhard & Oprandy, 1999). Therefore, this new perspective on teaching and teachers has resulted in further research in the fields of teacher cognition, thinking, decision-making, and knowledge.

2.2.2. The 1980s

For Freeman (2002), the decade of the 1980s was an era of change in terms of the increasing research on teacher cognition. The primary challenge in this decade was the transformation of the methodological framework based on the paradigm shift rooted in the previous decade. This methodological transformation included an emphasis on teachers' mental lives and the adoption of qualitative field research.

In the early years, the researchers' main interest was teacher decision-making. The term' decision-making' originated in the 1930s, when it was first used in American management literature (Youwen, 2017). For Borg (2003), teacher decision-making is the most investigated area of language teacher cognition. Teachers as decision-makers were viewed as active participants in the teaching and learning environments as they were assumed to solve problems and complexities in their teaching environments through their cognitive capacity and regarding the educational context (Clark & Peterson, 1986; Clark & Yinger, 1977; Shavelson & Stern, 1981). During this decision-making process, Nespor (1985) noted that teachers act in a subjective form rather than an objective condition as they interpret the conditions of the teaching environment. Within this understanding,

Shavelson and Stern's study was crucial in elucidating the relationship between teachers' decisions and judgements and their behaviours and actions in the classroom. They claimed that teachers did not act in line with the models promoted by the theorists in the curriculum. Instead, they organised their classroom activities on tasks and activities that would provide a flow of interaction. Some other researchers also contributed to this argument, indicating that the practical knowledge teachers referred to in the classroom was greatly influenced by their personalised theories resulting from their "unique experiences, individual conceptions, and their interactions with local context" (Cumming, 1989, p.46). Thus, the innovative perspective during the early 1980s included the acknowledgement that classroom practices were informed by teacher cognition and that classroom practice shaped teacher cognition concerning the interactive nature of decision-making.

Shavelson and Stern's (1981) overview of research on teacher thinking was, therefore, a significant development in conceptualising the interrelationship between teacher cognition and classroom practices. The elements in his framework included (a) antecedent conditions, (b) teacher characteristics, (c) information selection and integration, (d) consequences for teachers, (e) consequences for students and (e) teacher evaluation. The framework's organisation was not linear but circular as an indication that the factors that influence teachers' decisions are likely to be changed by resulting teacher behaviour. Borg (2015) argues that the two-way interaction between teacher thinking and practices in classroom behaviour was a significant development as a more sophisticated view of teaching compared to linear, product-based approaches.

Shavelson and Stern's research revealed that teachers' decisions and judgements were influenced by several factors, such as information about students, classroom and school environment, and classroom behaviours, and that teachers made decisions and judgements considering a set of alternatives and options (as cited in Borg, 2006, p.11). It was also revealed through the interactive model of teacher decision-making that teachers had 'routinised mental scripts' that teachers did not volunteer to abandon or change (Richards, 1998). It was noted that teachers had concerns about the smoothness of the activity flow during classes. Abandoning this routine flow would cause undesired interruptions (Borg, 2006). As a result, Shavelson and Stern (1981) suggested that teachers made use of well-form and acknowledged routines that they applied. They continually observed whether these routines worked well, as planned, or if any interruption was necessary. However, according to Borg (2006), one limitation of this

model was that information acquired through the observation of leaner behaviour was considered the only source of information for decision-making, ignoring several other factors that would influence teacher decisions. Nevertheless, the proposed model triggered further research.

The emergence of routinised mental scripts as a novel term and concept led to a reframed understanding and interpretation of the difference between novice and expert teachers. Research on mental scripts has revealed that the range of the scenarios, descriptions for different types of students, usual activities, and challenges in classrooms possessed by experienced teachers is wider than that of novice teachers, which were presumed to explain the success of expert teachers to a large extent (Tigchelaar & Korthagen, 2004). On the other hand, it becomes more time and energy-consuming for novice teachers as they are often distracted and interrupted by unpredicted and undesired situations or problems for which they must find a solution. Resolving these problems makes it difficult for them to maintain the flow of lessons. Several researchers have investigated the ways and strategies that novice and expert teachers resort to while dealing with unexpected problems in classrooms and reported that there are significant differences between novice and experienced teachers in their competency in coming up with solutions for such problems (Livingston & Borko, 1989; Richards et al., 1998). In these studies, expert teachers were found to be "more elaborate, more complex, more interconnected, and more easily accessible" when compared to those with less or no experience (Richards, 1998, p.75). The difference among teachers in terms of their success in improvisational techniques was attributed to the scope of the mental scripts that teachers possessed.

Considering the research on teacher thinking and cognition from the abovementioned aspects, the 80s had a profound effect. It was during the early part of this decade that teachers' decision-making was acknowledged. While the interactive decision-making model was significant in gaining an understanding of teacher cognition, the circular relationship between teacher thinking and behaviour, the role of well-established routines and the importance of experience in widening the mental scripts to address in dealing with problems, the model by Shavelson and Stern was also criticised. However, it is crucial to acknowledge the limitations inherent. The description of teaching as a decision-making process and teachers as only decision-makers was criticised by several researchers. One of the criticisms was from Mitchel and Marland (1989), who noted that an attempt to explain the teaching process through decision-making is analogous to the

representation of Christmas for Christians with only the act of exchanging gifts. As also reported by Borg (2015) in his review, the only moderator of the decision-making process is observing behaviours exhibited by the students. However, several other factors may influence decisions made by the teachers. An overemphasis and excessive stress on learner behaviours may, therefore, have misled further research on teacher thinking, while learner behaviours are only one of the variables influencing teacher decision-making.

With our current understanding today and as the main focus of inquiry of this study, another significant criticism of the decision-making model is its little or no emphasis on beliefs or perspectives held by teachers (Nisbett & Ross, 1980). For human perception, beliefs, schema, and constructions possessed by the perceivers are significant elements in their understanding of the phenomena. Therefore, the recognition of teaching and teachers from the process of decision-making did not last long as it addressed only one component of teachers' mental lives and did not grasp the whole picture of the phenomenon. Therefore, the late 80s and early 90s were a period of transition for teacher cognition research from the view of teaching as a decision-making process to a focus on teacher knowledge and acquisition of this knowledge.

2.2.3. Transitioning Through Mid to Late 1980s: The Advent of Teacher Knowledge

According to Freeman and Johnson, by the mid-1980s, emergent perspectives began to feature complex aspects related to teachers and teaching, which included prior experiences as students (Lortie, 1975), 'pedagogical content knowledge' (PCK) by Schulman (1987), 'personal practical knowledge' (PPK) by Connelly and Clandinin (1988) and values and beliefs (Pajares, 1992).

The term Pedagogical content knowledge (PCK) was first coined by Shulman (1986,1987) during the mid-1980s to stress the significance of research on teacher knowledge. PCK was first conceptualised within the framework of teacher content knowledge, while the others were subject matter content knowledge and curricular knowledge. For Shulman (1986), PCK "goes beyond knowledge of subject matter per se to the dimension of subject matter knowledge for teaching" and includes "the most regularly taught topics in one's teaching area" (p.9). Schulman argues that teaching is a sort of expertise which is grounded in "the capacity of the teacher to transform the content knowledge he or she possesses into forms that are pedagogically powerful and yet adaptive to the variations in ability and backgrounds presented by the students" (1987,

p.15). In his second article on the same matter, Shulman (1987) referred to PCK as one of seven categories: (a) subject-matter content knowledge, (b) pedagogical content knowledge, (c) curricular knowledge, (d) general pedagogical knowledge, (e) knowledge of learners and their characteristics, (f) knowledge of educational contexts and (g) knowledge of educational ends. Among these areas of knowledge, the one that has attracted attention the most has been studied from several perspectives and, therefore, influenced the research on teacher cognition to a great extent: pedagogical content knowledge (Gülden, 2013). During the period of early developments in teacher knowledge and beliefs, this conceptualisation was a significant contribution (Hashweh, 2013).

Another significant construct that appeared during the 80s was practical knowledge as an outcome of a case study. The term was first used by Elbaz (1981) "in an effort to conceptualise more adequately the role of the teacher as holding and using practical knowledge" (p.43). Elbaz stressed that teachers have an active role by creating instructional arrangements rather than being "a passive transmitter of knowledge" (ibid., p.43) or "cog in the educational machine" (p.45). The underlying assumption behind Elbaz's view of teacher knowledge as practical knowledge is that most of the teacher knowledge is rooted in practice and utilised for understanding and dealing with practical problems. An important feature differentiating Elbaz's work from process-product and decision-making views is the methods she adopted. Borg (2015) underlies that Elbaz made use of in-depth interviews and observations for her research rather than focusing on the decisions in the classroom made by the participants in her study. She concluded that teachers' practical knowledge has situational, social, personal, experiential and theoretical orientations as sources of actions. Thus, Elbaz can be considered the starting point of a new trend in research on teacher cognition and teacher beliefs, as teacher beliefs were alternatively labelled as practical knowledge by researchers in the 1980s (Levin, 2014).

In later parts of the decade, studies on practical knowledge further revealed the inefficiency of process-product and decision-making models in explaining the teaching process. Mitchell and Marland (1989) argued that only one-quarter of teacher thinking could be explained by decision-making. Practical knowledge, on the other hand, was criticised as well, as it tended to ignore the subject matter knowledge in teaching, and knowledge teachers possessed was not necessarily merely 'practical' (Wilson et al., 1987). The importance of subject-matter knowledge was also emphasised as a significant

component that informs and is informed by the task of teaching. Moreover, during this decade, Clandinin and Connelly (1987) further developed the work and reframed the notion of practical knowledge into personal practical knowledge in their review of research on teacher cognition. Their review was significant in drawing attention to teachers' professional and personal backgrounds, including their experiential history in understanding the components of the knowledge held by teachers from a more holistic point of view. These concepts of pedagogical content knowledge (PCK) and personal practical knowledge (PPK) emerged during the 80s as two distinctive segments of the knowledge held by teachers.

As we progress into the late-1980s, it is necessary to refer to Clark (1988) and Clark and Peterson (1986) and their comprehensive literature reviews conducted by explicitly focusing on teachers' thought processes. An extensive review of the literature during the mid-1980s on teachers' thought processes was provided by Clark (1988) and Clark and Peterson (1986), which deserves special consideration as it served a valuable purpose in portraying the dramatical shift from behavioural research with simple prescriptions to a "stimulus of thought in support of self-directed development" (Clark & Lampert, 1986, p.30). These two studies seem significant as a fundamental criticism of the previous work on decision-making, in which descriptions and interpretations of teachers' actions were made without considering related social and psychological backgrounds (Borg, 2015). Clark's primary argument was against the view of research on teachers' thought processes from a laboratory setting through descriptive and static studies with no regard to contextual elements. Clark (1986) described this transition as moving away from the objective of "making good teaching easier" and toward the goal of "portraying and understanding good teaching in all of its irreducible complexity and difficulty" (p.14).

Another leading work is Clark and Peterson (1986) as a review and synthesis of the research literature on teacher cognition. This review highlighted the role of teacher's thought processes in interpreting the curriculum, which can be understood by a complete description of the mental lives of teachers within the framework of cognitive psychology (Clark & Peterson, 1986). In the same review, a model of teacher thought and action was presented consisting of two domains, as shown in Figure 4:

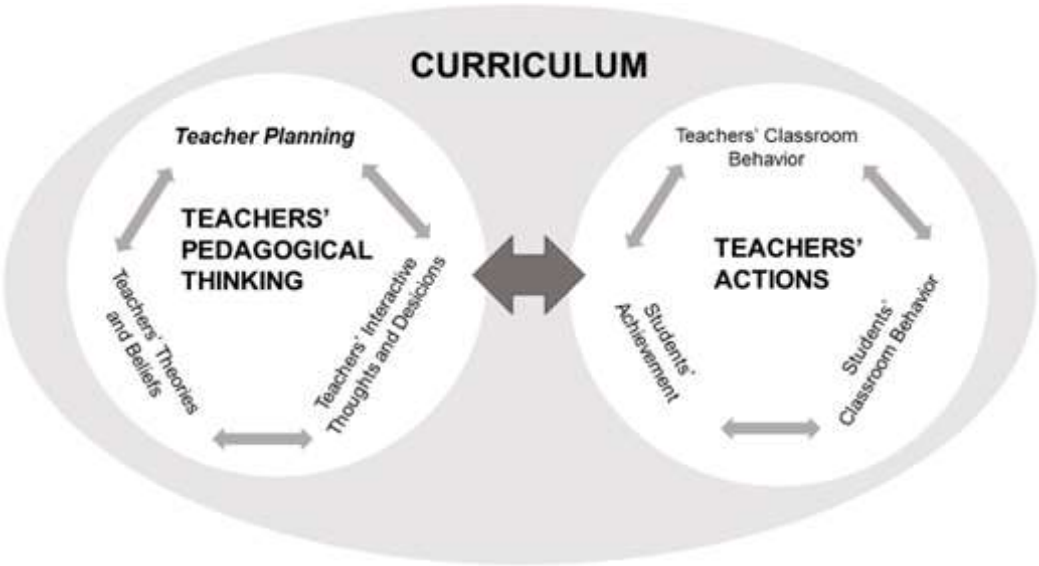

Figure 4 A model of teacher thought and action
Source: Clark and Peterson,1986, p. 8

Two significant components of the model, each shown by a large circle, are (a) teachers' thought processes and (b) teachers' actions and their observable effects. Clark and Peterson argue that these two domains are different regarding (i) the extent to which the processes are observable and (ii) the research paradigm they represent. These two domains can simply be conceptualised as the 'action' and 'thought' components included in the context of teaching (Borg, 2015). However, these two domains influence each other, represented by the arrows, indicating the interrelationship between thought and action. It was suggested that integration and interpretation of the 'thought' and 'action' components in relation to each other teaching process are required for a complete understanding of the teaching process. The model also recognised the influence of constraints and opportunities experienced by teachers in teaching and learning environments, constituting a significant part of the complete understanding of the teaching process. Clark and Peterson argued that "a complete understanding of the teaching process is not possible without understanding the constraints and opportunities that impinge on the teaching process" (p.13).

For Clark and Peterson (1986), there are three primary categories included as the components of teachers' thought processes: (a) teacher planning (pre-active and post-active thoughts), (b) teachers' interactive thoughts and decisions and (c) teachers' theories and beliefs (p.10). Out of these categories, the one considered significant was the third category on teachers' theories and beliefs regarding the limited research on this component in the decade (Borg, 2015). The review included several suggestions for

further research as well. For example, it was reported that most studies on teacher cognition focused mainly on teachers with specific experiences. Therefore, it was noted that further research should also include a longitudinal understanding of novice teachers rather than an accumulation of findings on experienced teachers. Another suggestion, as discussed above, was on the inadequacy of the available models in the portrayal of teaching processes. Suggestions were also made on methods of inquiry for research on teacher cognition within the framework of the presented model, referring to the challenges of technical, methodological, and epistemological issues. In this sense, Clark and Peterson (1986) reviewed the methods of inquiry employed in studies on research cognition between the 70s and 80s, which included 'thinking aloud', 'stimulated recall', 'policy capturing', 'journal keeping', and 'repertory grid technique.'

Concerning the category related to teachers' theories and beliefs, as the focus of inquiry in this study, Clark and Peterson (1986) provided the initial descriptions of the domain. Teachers' beliefs and theories refer to "the rich store of knowledge teachers have that affects their planning and interactive thoughts and decisions." (p.11). In the review, beliefs were addressed from two dimensions: teachers' beliefs about students and teaching and learning. In Clark and Peterson's study, beliefs were addressed as messy constructs with definitional problems even in those times, a feature of research on teacher beliefs and cognition today (Borg, 2006).

2.2.4. Acknowledging the Role of Prior Knowledge in Teacher Cognition Research: Insights from the Late 1980s

Another significant aspect in the development of research on teacher knowledge and cognition was the contribution of prior learning experiences to the teaching process. In the work of Connelly and Clandinin (1988), as stated above, prior knowledge was addressed, but the issue was not actually dealt with directly. In another study by Schulman (1987), prior knowledge was also indirectly referred to as one of the four sources of teacher's beliefs: (a) accumulated content knowledge, (b) educational materials and structures, (c) formal teacher education and (d) wisdom of practice. In his framework, 'wisdom of practice' was, in fact, related to the practical experiences that teachers accumulated over the years. However, the emergence of prior knowledge as a part of teacher knowledge research actually originates in the "apprenticeship of observation" concept by Lortie (1975) in 'Schoolteacher: A Sociological Study.' The concept describes "the phenomenon whereby pre-service teachers arrive for their training courses having

spent thousands of hours as schoolchildren observing and evaluating professionals in action" (Borg, 2004, p.274), which is considered to play a significant role in the development of early conceptions that pre-service teachers develop about teaching and learning.

From a process-product approach, teachers were viewed as executors of curricular demands and specifications, and they were considered to enter teacher training programs tabula rasa without having accumulated prior knowledge or beliefs about educational or instructional issues. Therefore, previous learning experiences and knowledge were neglected. In contrast to this view, the significance of what individuals already know on their understanding and interpretation of new content has been stressed within the conceptualisation of apprenticeship of observation (Ausubel et al., 1978; Freeman, 2002; Holt-Reynolds, 1992; Zeichner & Tabachnick, 1981). Therefore, as Kagan puts it (1992), "each teacher represents a unique ecological system of pedagogical beliefs and practices that is inextricably connected to the teacher's personality and prior experiences in life." (p.159).

Concerning the pre-existing knowledge possessed by teachers, another focus of inquiry during the 80s was, therefore, the influence of teacher training programs on the previously accumulated knowledge. The extent to which teacher education programs affect the knowledge that pre-service teachers bring with them has frequently been investigated. Although some argued that the prior knowledge of pre-service teachers was deep-rooted and complex to be replaced, some suggested that these previous beliefs seemed to change during teacher education.

In sum, the decade of the 80s profoundly affected teacher cognition research with an in-depth insight into teachers' decision-making processes, thought processes, acknowledgement of prior knowledge, teacher knowledge, beliefs and personal theories. The scope of the research and its outcomes triggered further understandings, interpretations and explanations that would account for the nature of learning to teach during the 90s.

2.2.5. The 1990s: Teacher Knowledge and Teacher Beliefs

The 1990s was a decade during which the significance of teachers as individuals with their personal theories and mental lives were acknowledged for a better insight into the nature of teaching and learning to teach the process, which then led to the emergence

and development of research on teacher learning (Freeman, 2002). The decade of the '90s can be characterised by establishing a firm relationship between teacher cognition and teacher education.

The majority of the research during the 1980s was reviewed with a focus on conceptualisations and clarifications of the terms and perspectives which emerged in the previous decade. Fenstermacher (1994) reported one of these reviews, "The Knower and the Known", which attempted to examine the teacher knowledge literature. Four questions constituted the primary structure of the review: (a) what is known about effective teaching, (b) what teachers know, (c) what knowledge is essential for teaching and (d) who produces knowledge about teaching (p. 5). Fenstermacher had epistemological concerns, attempted to clarify what 'the claim to know' actually meant, and focused on the distinction between knowing and believing. Since he had a philosophical stance, Fenstermacher rejected the use of 'knowledge' as a term for all cognitive constructs, distinguishing belief from knowledge. His work was a significant contribution to the understanding of the distinction between belief and knowledge. The 1990s can, therefore, be characterised by an insight into the concepts of beliefs and knowledge within the framework of teacher cognition research. Several scholars addressed these issues earlier in the 70s and 80s with a philosophical point of view (Abelson, 1979; Nespor, 1987; Rokeach, 1968). However, it was during the 90s that a multi-disciplinary approach was taken, and these concepts were discussed in reference to the understandings in different domains.

In the following sections, we will focus on another facet of the research on teacher cognition. Reflection is often placed into the core of studies in the form of reflective journals and some other tools that encourage individuals to reflect on their actions and beliefs. Reflective practice was also an essential part of the current study, mainly because reflective journals were utilised, and interviews were conducted to guide the participants to reflect on their earlier perspectives. Building upon the concept of beliefs in teacher cognition, we will proceed into the following section that provides background for another aspect of cognition: reflection.

Reflective journals, reflective interviews, and other tools that promote reflection are commonly employed to explore teachers' cognitive processes. This can provide researchers with valuable insights into the complex interplay between teachers' thoughts, beliefs, knowledge, and instructional practices. With the transition from considering teachers as passive implementers of curricula to active, reflective practitioners, this idea

has become a crucial part of teacher cognition. Building on our knowledge of the development and evolution of teacher cognition research, we will obtain a deeper understanding of the complexity of teacher reflection and its definition, importance, and position within the teaching field.

2.3. Reflection

The purpose of this review section is to explore the notion of 'reflection' as discussed in the literature, establishing a foundation for the present study. The term' reflection' has been defined and referred to in several ways by different scholars, which has resulted in terminological confusion and ambiguity similar to the concept of belief (Akbari, 2007). Therefore, it is essential to provide a clarified understanding of reflection within the context of teacher learning and training. Accordingly, the review on reflection is organised around four themes in line with the objectives and context of this study: (a)defining reflection, (b) reflection in professional practice and (c) reflection in the models of professional learning: The Onion Model of Reflection.

2.3.1. Defining Reflection

There has been increasing recognition of reflective practice as an element of the teaching and learning process, as emphasised by Brookfield (1995, 2005). Schön (1983,1987) views reflective practice as a non-routine and non-spontaneous action. In contrast, he argues that reflective thinking involves thoughtful and deliberate processes rooted in individuals' previous experiences and problem-solving strategies. As an integral element of these teaching and learning experiences, reflection has been defined and addressed differently by several scholars. Beauchamp's (2006) study was a significant in-depth inquiry into the definition of reflective practice as a theoretical analysis of 55 definitions in the literature starting from Dewey's. Although she does not come up with a conclusive definition of reflection, she distinguished types of reflective processes as provided in Table 1:

Table 1.
Types of processes, objects, and rationales of reflective practice identified by Beauchamp

Processes of reflection	Objects of the reflective process	Reasons for reflection
• Examine • Think and understand • Problem-solve • Analyse • Evaluate • Construct, develop, transform	• Practice • Social knowledge • Experience • Information • Theories • Meaning • Beliefs • Self • Issues of concern	• Tthink differently or more clearly • Justify one's stance • Think about actions or decisions • Change thinking or knowledge • Take or improve action • Improve student learning • Alter self or society

Source: Collin et al.,2013, p.106

In her theoretical study, Beauchamp (2006) investigated the notion of reflection under the three aspects rooted in the definitions: the processes involved in reflection, the objectives of the reflective process and the reasons for reflection. According to the holistic understanding provided by Beauchamp for the definition of reflection, we can see that reflection is a process in the first place. This process may include several actions such as examining, thinking and understanding, problem-solving, analysing, evaluating and transforming. Secondly, individuals reflect on an object, which constitutes the content of reflection. These objects may include an array of areas such as practice, beliefs, knowledge, or self, and more. Finally, individuals have a rationale and underlying reason for reflection. Individuals may want to think differently, justify their stances, think about their actions or decisions, improve student learning, or change their self. This classification of processes, objects and reasons behind reflection provides a summative description of what reflection is, its content and objectives. Regarding this collective conceptualisation, reflection as a part of teaching practice can be viewed as a teacher's professional development process. This process may include teachers' practices in the classroom, beliefs or issues of concern. Teachers perform this process of reflection to improve or change their actions and beliefs.

A deeper focus may be required to understand the reflective practice in relation to teaching as a profession. Pre-service and newly qualified teachers face challenges in their experiences, which is essential for their professional development (Ellis et al., 2015). According to Lupinski et al. (2012), such experiences of failure and experimenting with new theories can be utilised as a tool to promote personal and professional growth. It,

therefore, seems that teachers mainly use reflective practice to deal with unexpected situations and challenges. Reflection can be viewed as a tool through which teachers collect information and continuously and systematically evaluate their actions and decisions both inside and outside the classroom (Farrel, 2015). For Richardson (1996), such an evaluation of actions and decisions is a higher-level cognitive activity than our usual daily practices. Similarly, Hubball et al. (2005) define the process of reflection as an evaluation of teaching practices and the underlying assumptions behind the decisions. The common understanding among these scholars seems to revolve around the idea that reflection as a part of teaching practice is deliberate and thoughtful action of teachers on their ideas, competencies which have a primary function of self-growth, professional and personal development and a guide for better practices and evaluations (McAlpine & Weston, 2000; Osterman & Kottkamp, 2004; Zahavi, 2006; Zeichner & Liston, 1996). In light of the definitional and terminological clarification, the reflective journals in the study can be seen as an outcome of a deliberate and thoughtful process followed by the participant pre-service teachers during their practicum experience. These pre-service teachers had a focus in their reflective journals, which mainly included their practices, beliefs and self. The rationale and reason for this process of reflection was primarily to improve their training and learning as a part of their professional development. The role of reflection as a part of professional development will be addressed in a more detailed way in the following section on 'reflection in professional practice.'

2.3.2. Reflection in Professional Practice

Two leading scholars have been influential in the practice of reflection as a professional practice: Dewey (1933) and Schön (1983, 1987). The frameworks and insights provided by these scholars have guided and shaped both the theoretical and practical aspects of professional reflection. Reflection was first introduced by Dewey (1933) as an active and deliberate process that should be practised among teachers as a way of becoming thoughtful and conscious of their actions. For Dewey, three attitudes were necessary for reflective practice: open-mindedness, whole-heartedness, and responsibility, which he summarised as "an active desire to listen to more sides than one; to give heed to the facts from whatever source they come; to err in the beliefs that are dearest to us" (1974: 29). Such traits for reflection served as the theoretical ground for further theoretical frameworks of reflection. Schön (1983, 1987) was one of those who

further expanded upon Dewey's concept of reflection.

Schön has made a profound impact on the conceptualisation of reflection as a professional practice building upon the earlier works of Dewey. In his influential work, The Reflective Practitioner, Schön argued that professionals frame and reframe complicated situations and challenges and adapt or change their practices accordingly. He introduced the concept of 'reflective practitioner' and stated that Reflective practitioners should improve their expertise in technical issues with the insights they gain through reflection. He defined this as a type of competence that "practitioners sometimes display in unique, uncertain and conflicted situations of practice" (Schön, 1987, p. 22). With this point of view, he put forward the concepts of reflection-in-action and reflection-on-action.

Reflection-in-action refers to the ability of professionals to think and do in a simultaneous way to address the complexities in the immediate environment. For example, in an unanticipated event or situation that may create a sense of stress, professionals have a level of competency in thinking consciously about what is happening and take immediate actions simultaneously (Hatton & Smith, 1995). A crucial element of such a reflection lies in the ability to 'identify' the problem, 'label' it and 'frame' the context in which the action is to be addressed (Schön, 1983, p. 40). For these processes of identification, labelling and reframing the problem, reflective practitioners should have the capacity to frame and reframe the challenges and complexities they face, testing different interpretations and then modifying their actions and decisions (Hatton & Smith, 1995). This implies that reflection is closely related to action. Clarke (1995) illustrates this reflective process of the stages that teachers go through to achieve reflection-in-action:

> **(1)** Curious or intrigued about some aspect of the practice setting **(trigger)**
> **(2)** Frames the aspect in terms of the particulars of the setting (f**rame)**
> **(3)** Reframes that aspect in the past knowledge or previous experience **(reframe)**
> **(4)** Develops a plan for the future **(plan)**
>
> (adapted from Farrel, 1998, p.3)

While individuals may follow the stages listed above and achieve a reflection-in-action task, others, according to Schön (1983), may also disregard some problems and

complexities they face, resulting in a quick reflection that does not last long. However, on other occasions, professional practitioners have chances to 'stop and think' and learn from their experiences to inform their future actions in these confusing or problematic situations through reflection-in-action (Schön, 1983; Van Manen, 1995). This procedure is finalised by a complete openness of the professional to new ideas and actions (Schön, 1992). Schön views this notion of reflection-in-action as 'the essence of expertise', and this emphasis made it a significant objective for professionals in education (Roberts, 1998, s.51).

In teacher education, reflection-in-action can be observed in both novice and experienced teachers (Farrel, 1998). Nevertheless, professionals must have a certain level of experience to perform reflection-in-action to address problems and complexities in their environments (Schön, 1983). Therefore, pre-service and novice teachers can be assumed to have limited knowledge, competency, and capacity for reflection-in-action. Because the participants of this study were pre-service teachers in their final year of training, limited reflection-in-action statements were expected in their reflective journals not only because they did not have experience in teaching other than micro-teaching sessions but also because they completed their reflective journals after their observation session was over.

Another form of reflection, according to Schön (1983), is reflection-on-action, which refers to a deliberate and conscious looking back on an action after it has taken place. In this type of reflection, 'practitioners reflect on action, thinking back on what they have done - a post-mortem, in order to discover how their reflection may have contributed to an unexpected outcome, in a deliberate effort to prepare themselves for future cases' (Schön, 1983, p. 61) For example, individuals sometimes think about a problem they have dealt with or a complexity they have encountered some time after it has occurred in order to determine whether their existing knowledge or previous experiences can contribute to the acknowledgement and interpretation of this issue. Based on the outcomes they derive from this reflection, individuals plan and shape their future actions in similar situations (Knapp, 1992). It is crucial here to remember the significant source of data in this study: the reflective journals. Within this understanding of reflection-on-action, we acknowledge that the content in these reflective journals resulted from a reflective-on-action procedure. The participant pre-service teachers spent a whole school day in their practicum, observing their peers, students, mentor teachers, other teachers and the school environment, which gave them many issues to reflect on. The

reflective journals served as an area to store their reflections. However, it is also important to note that these reflections in the journals were not related to the actions of the participants, as they only performed teaching as a part of the micro-teaching during the final week of the practicum. The journals included reflections on a broader scope of identity, environment, self and more, as outlined in the following sections.

In this study, reflection on experiences as a professional practice played a crucial role. We utilised reflective journals as a primary tool for data collection, presuming that reflective practice stored in these journals can serve as a rich and comprehensive instrument to discover and elicit the perspectives of the participants on educational issues. It was also possible through these reflection records that we were able to compare the participant teachers' previous and current perspectives with a focus on similarities and differences between two sets of understandings.

2.3.3. Reflection in Models of Professional Learning

A set of models incorporated experience and reflection as the primary elements of teacher learning. In these models, experience is considered vital to achieve reflection. Also, reflection is viewed in these models as an inseparable part of professional development. In this part of the literature review, we will provide an overview of these models to better acknowledge teacher's professional development, including the journey from pre-service to in-service, as the focus of this study.

For example, experiential learning, proposed by Kolb (1984), is a model rooted in the notion of reflection and has been frequently implemented in several areas of learning, including teacher education. In this model, the cycle starts with a 'concrete experience' and continues into 'reflective observation.' These steps are followed by 'abstract conceptualisation' and finally 'active experimentation' before circling back to 'experience' in the end. Although 'immediate personal experience' is the essential element of this cycle as the trigger of learning, 'reflection' is the bridge between experience and its understanding, paving the way for a deeper comprehension of the lived experience (Kolb, 1984). For instance, practicum experience offers pre-service teachers the real-world experiences necessary as a part of teacher education programs. During this experience, pre-service teachers associate their theoretical understandings with the practical consequences. The interrelationship between experience and reflection becomes apparent in this process. The real classroom environment with the real students is a

‘concrete experience’ for pre-service teachers. After each observation or participation in teaching each week, these teachers continuously go through what worked well and failed in the classroom (reflective observation). Based on their reflections, pre-service teachers may need to modify their interpretations or develop a novel understanding or a personal theory (abstract conceptualisation). In the final stage, pre-service teachers apply these newly modified or established theories in their educational settings in new situations ‘(active experimentation). It is plausible to assume that the reflective journals written by the participants in this journal were the products of the ‘reflective observation’ stage in the experiential learning cycle, as proposed by Kolb.

Another model that attempts to integrate experience, theory and reflection is the ‘reflective model’ proposed by Wallace (1991). Unlike Kolb’s experiential learning theory, which encapsulates a range of areas of professional learning, Wallace’s model is peculiar to pre-service teacher learning. This model has three stages: 1) pre-training, 2) professional education/development, and 3) professional competence. In this model, experience is a crucial element of the reflective process. It is presumed in the model that pre-service teachers become aware of novel concepts, such as communicative language teaching, during their training years. This kind of information is referred to as ‘received knowledge’, which is different from ‘experiential knowledge’, which is a product of continuous professional experience as well as reflection and practice. The cognition of pre-service teachers, according to Wallace (1991), is mainly shaped by the ‘received knowledge’ and ‘experiential knowledge.’ Therefore, when pre-service teachers reflect on the information or knowledge they acquire (received knowledge) and the experiences they gain through their previous learning experiences, practicum, or micro-teachings (experiential knowledge), they enhance learning and develop professionally, which results in making informed decisions and taking necessary actions in their classroom settings. The most apparent aspect of Wallace’s model in this study is the role of reflective journals as a connector of experience and knowledge. The content in these reflective journals can be considered an outcome of integrating the experience and knowledge during practicum.

These models of reflective learning have been selected on purpose, as they primarily focus on the intricate link between experience and reflection. In these models, reflection serves as a trigger to encourage pre-service teachers to learn from their earlier experiences and modify or change their earlier understandings when necessary. It is acknowledged that integration of reflection into the learning cycle enables pre-service

teachers to gain better insights into their pedagogical and experiential knowledge, which is a common purpose of teacher training programs. The integration of experience and reflection also establishes a ground for our next model of reflection: Korthagen's ALACT and Onion Models. These models provide a different viewpoint on the roles of reflection and experience in teacher learning and professional development. They will be separately addressed and explained as the theoretical framework followed in this study for the data analysis and interpretation.

Drawing from the idea that reflection is an essential component of learning and teaching, we will now delve into Korthagen's model of reflection, which is rooted in the interconnected nature of reflection, experience, and professional development. Both ALACT and Onion models, as explained below, strive to reveal this interconnected nature and provide an explanatory lens to comprehend the role of cognitive and behavioural dynamics in teacher learning. The Onion Model will be given particular attention and addressed in detail as it represents the layers of reflection, which gives both descriptive and explanatory grounds to analyse and interpret the evolution perspectives of the teachers from pre-service to in-service, as in this study. The following sections will outline the background and organisation of the Onion Model, and the applicability and relevance of Korthagen's model will be explained.

2.3.3.1. Background of the Onion Model

Although reflection is a deeply explored area of research, the model of core reflection proposed by Korthagen (2004) and further developed by Korthagen and Vasalos (2005) has attracted significant attention in recent years. The Onion Model is a product of a previously proposed ALACT model (Korthagen, 2001). Before we delve into the Onion Model, we must be familiar with the ALACT model. Figure 5 illustrates the basic tenets of this model:

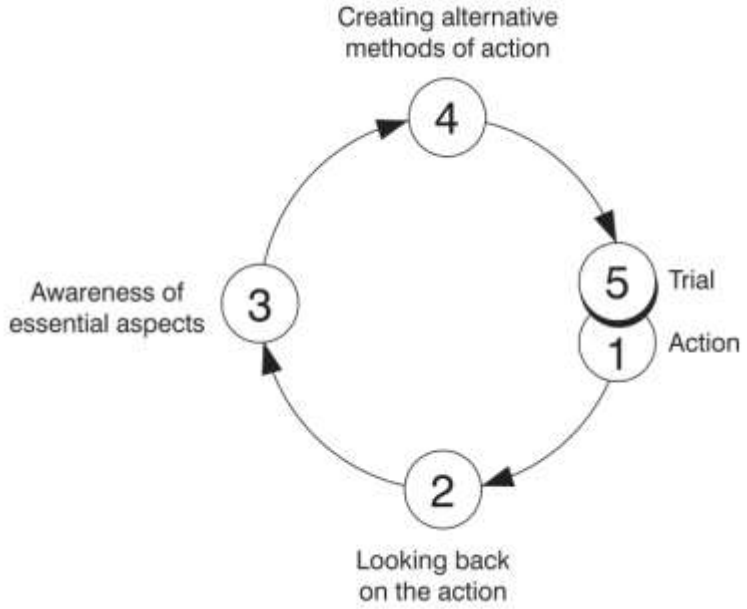

Figure 5. The ALACT model describing a structured process of reflection
Source: Korthagen and Vasalos, 2005, p.49

It is suggested in Korthagen's ALACT model that teachers reflect on their practices in a cycle of five stages. This cycle includes the stages of Action (A), Looking back on the action (L), Action (A), Awareness of essential aspects (A), Creating alternative methods of action (C) and Trial of new practices (T). After that, the cycle returns to the beginning stage of Action, and a new cycle starts. This model was the basis for the development of the Onion Model as a revised and updated version of the ALACT model. According to Korthagen and Vasalos (2005), the ALACT model placed an excessive emphasis on the experiences of teachers and omitted some crucial aspects, such as their emotional and cognitive responses. In response to this deficiency and criticism, Korthagen (2004) and Korthagen and Vasalos (2005) proposed that there were different factors involved. They introduced the 'Onion Model' with the idea that this framework brings a greater awareness of the "less rational sources of teacher behaviour" (Korthagen & Vasalos, 2005, p.5). In order to describe the layers on which individuals reflect, Korthagen (2004) used the analogy of 'onion' as an object that has both outer and inner layers. In this analogy, the outer layers of the onion represent more concrete and observable concepts such as behaviour and competencies. In contrast, the inner layers refer to the deeper and abstract notions of identity and mission. In the following sections, the Onion Model will be described in detail while referring to how it is utilised in this study to interpret the perspectives held by the participants.

2.3.3.2. The Onion Model of Reflection

In this model, Korthagen (2004) proposes that various layers of human cognition can interact with experience. Korthagen (2004) criticised the classical conflict between the competency-based view about teachers and the emphasis on the 'self' in the discussions on teaching and teacher education. While policy-makers mainly focus on the products of the instruction process, researchers often ignore personal aspects such as voluntariness, love for the profession or flexibility in their understanding of teacher learning and professional development. Instead of this narrow perspective, Korthagen (2004) argues that various factors can influence or be influenced in professional development and proposed the Onion Model. In this model, only the outer layers are observable directly by other individuals, and each layer presents another viewpoint about the characteristics of a good teacher. These layers are represented in the form of an onion in Figure 6:

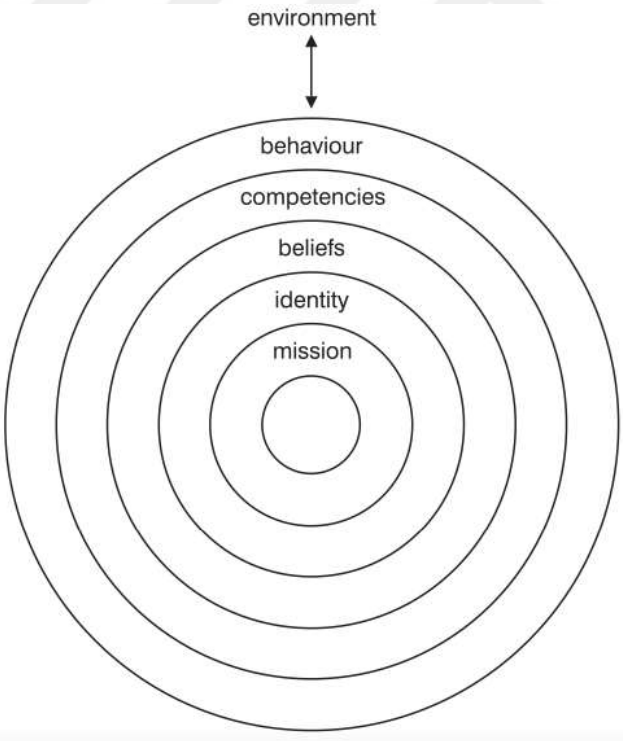

Figure 6 The Onion Model Describing Different Levels on which Reflection Can Take Place
Source: Korthagen & Vasalos, 2005, p.54

In this theoretical framework, the outermost layer is the Environment, which can include elements such as classroom, students, and school. The next outer layer is behaviour, which represents teachers' actions and practices. These two layers are most

relevant to pre-service teachers as they primarily focus on in-class problems and how to manage them (Korthagen, 2004). The next layer, Competencies, refers to a body of teacher knowledge, which includes skills and attitudes. The implementation of these competencies is based on conditions. Before the innermost layers of the model, it is crucial to acknowledge one inherent aspect of the model. The outer layers of the model can influence the inner layers. For example, a classroom with misbehaving students can trigger different responses compared to a classroom with a warmer environment. Consequently, a teacher who repeats similar behaviours develops a competency by applying them in diverse settings. The opposite influence is also possible. The inner layers can have an impact on the outer layers. For example, one's behaviour can influence the environment (e.g. a teacher who praises a student can influence this student) (Korthagen, 2004).

The next layer in the model is the layer of beliefs, which has always received much attention. Regarding its position in the model, teachers' beliefs can impact their competencies and behaviours. For example, suppose a teacher believes that teaching is the task of transferring information to the students. In that case, they can limit their roles in the educational setting as the providers of information and do not take on other responsibilities (Richardson, 1996). The fifth layer in the model is the identity, another commonly investigated area of research on teacher cognition. Korthagen associates the identity layer with the question, 'Who am I as a teacher?' The identity layer refers to the answer to this question, relating to teachers' professional and personal identities. The innermost layer is the layer of mission, which is also referred to as the Spirituality level. At this layer, individuals ask and answer the questions of 'Why do I exist?', 'What is at the root of my personal inspiration?' or 'With which larger entity do I feel connected?' (Korthagen, 2004, p. 85). In other words, this layer pertains to inner motivation inside individuals, which drives them to do their profession and become conscious of their existence in the community. While individuals are alone and isolated at the layer of identity, they align and interact with larger units such as family, social group, culture, or cosmic order at the mission layer. The mission layer possesses a crucial importance in the professional development of teachers.

In short, Korthagen proposes the view that the professional development of teachers is not limited to their experiences and practices but is influenced by several factors, which he integrated into a model of onion. Moreover, these layers are not isolated but can influence one another. Acknowledging this teacher learning and professional

development process is crucial to conceptualise better the interconnected nature of beliefs, identities, competencies, and missions.

For this study, we utilised the Onion Model for the investigation and interpretation of the journal content which the participants produced during their practicum. Since these participants mentioned a wide range of issues in their journals, including their identity, classroom environment, other teachers and dreams for their future, this model provided a comprehensive lens through which we were able to categorise and interpret the reflections. The onion model was not only useful for the analysis and organisation of the journal data but also for understanding the interconnected nature of teacher cognition with respect to the different layers of reflection. Each layer of the model - Environment, Behaviour, Competencies, Beliefs, Identity, and Mission - offered unique lenses to comprehend the perspectives elicited from the journals.

As we understand from the details on the Onion Model, professional development for teachers is not limited to their actions, knowledge and competencies but extends to their identities and mission. These inner elements appear to have significant roles in how teachers understand their professional world and how they interact with it, guiding the formation of their instructional strategies and behaviours in the classroom. Research on education has revealed that teacher identity, as one of these inner layers, is a significant theme in teacher cognition and an element frequently mentioned by pre-service teachers (Borg, 2006; Farrell, 2012). It is, therefore, necessary to place a particular emphasis on the aspect of identity, which will be the focus of the following section.

2.4. Teacher Identity

Teacher identity is a crucial aspect of this study due to its central and inner position in the Onion Model. The model proposes that the identity layer, which is a representation of the perceptions of individuals on themselves and their roles in society, has a significant influence on their attitudes towards their work, interactions with others and professional growth. From Korthagen's (2004) point of view, the essential questions pertaining to the identity layer are 'What kind of teacher do I want to be?' and 'How do I see my role as a teacher?' (p.81). This section will explore the notion of identity in the related literature and its relevance to our study.

In the context of theories on identity, the conceptualisation provided by Wenger (1998, as cited in Viczko & Wright, 2010) views identity as a dynamic, socially

constructed, and debatable entity. Therefore, identity is a constructed reality, which is the product of a continuous interaction between individuals and the environment. In other words, there are various factors influencing the formation of one's identity. For example, critical incidences can significantly change teachers' perceptions of self and practices (Clandinin & Connoley, 1999; Measor, 1985). According to Clandinin and Connoley (1999), teachers' perceptions of who they are in terms of their profession are related to the factors in their life stories. The notion of teacher identity in their conceptualisation is described by 'stories to live by.' However, we can refer to several other factors that have a role in shaping a teacher's identity. To better acknowledge these facts holistically, we can benefit from the theoretical framework provided by Olsen (2008). This model provides valuable insights and will be the focus of the review on teacher identity, as seen in Figure 7:

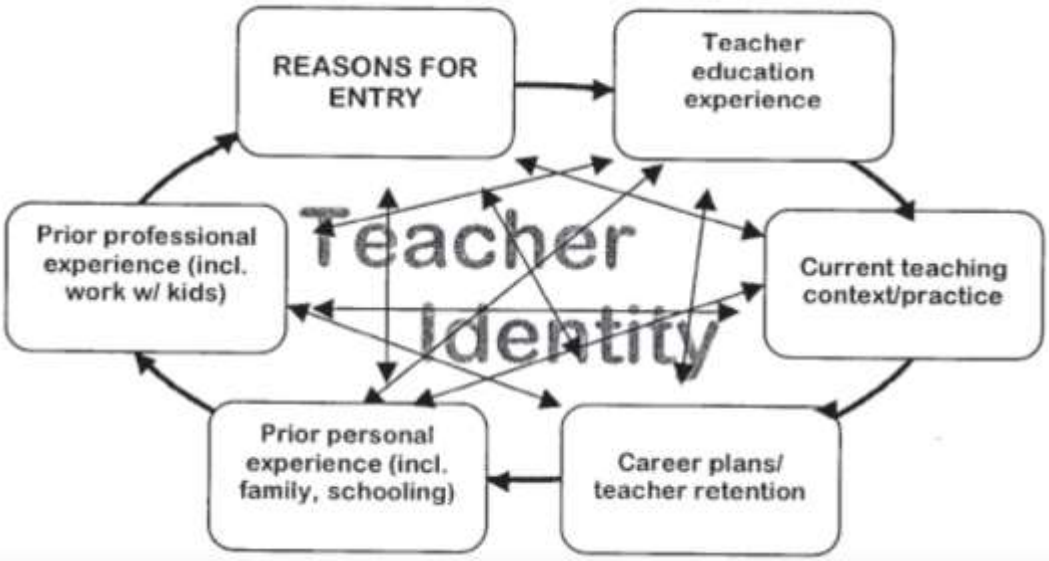

Figure 7. Dynamics Interaction of Teachers Identity Construction
Source: Olsen, 2008, p. 25

According to this model, various factors contribute to the construction of teacher identity. We can better conceptualise this model presented in Figure 7 with an analogy of a house with several rooms. Each box in Figure 7 represents a point of entry into the interconnected nature of teachers' past, present and future. The personal and professional aspects of teachers are interrelated, and the interaction between the environment and teachers plays a crucial role in the construction of identity. Also, teachers' identity is not only shaped by themselves, but others also play a role. For example, an investigation into

the reasons for a teacher's decision to stay in the field (located at the bottom right of the top diagram) can shed light on the different aspects of a teacher's identity (Olsen, 2008). On the other hand, an exploration of the pathways followed during the teacher education program (located in the upper right corner) can offer a window into how teachers develop their identities. In this study, we explore the complex nature of teacher identity as a significant inner layer of the Onion Model. We consider these 'rooms' in the house of 'identity' as points of entry into the teachers' perceptions of themselves. Therefore, any entry in their reflective journals at the layer of identity is considered not an isolated entity but a construction formed through the interaction of several other factors. However, we also aim to track changes in the participants' perspectives, including those at the layer of identity. This also signifies a need for a deeper exploration of the identity with respect to its transformative nature. The following section will, therefore, focus on the transformative process in the construction of identity as proposed by Beauchamp and Thomas (2009).

As we acknowledge the fact that teacher identity is influenced by a set of factors ranging from their previous experiences and current teaching context/practice (Olsen, 2008), it is also necessary to consider identity development as a construct which is open to change and reform over the transitions into different career paths in a teacher's journey. According to Beauchamp and Thomas (2006), this evolution of teacher identity can be addressed under three stages: earlier student identity, identity in transition and a professional identity shaped primarily during teacher training and by initial practical experiences, as illustrated in Figure 8:

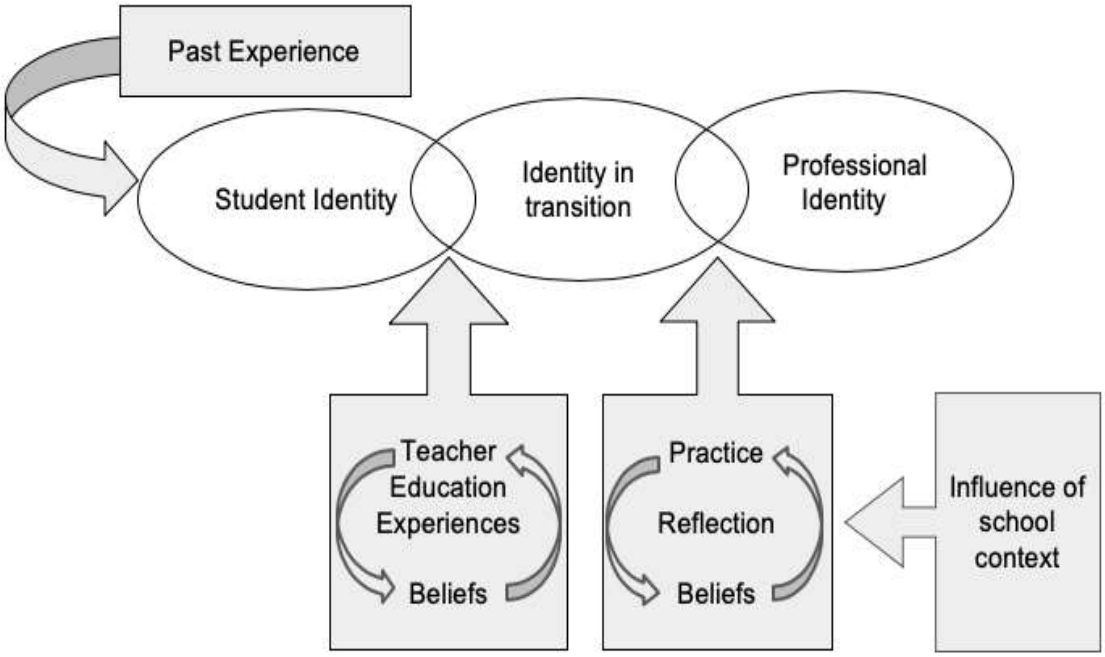

Figure 8. Development of professional identity in teachers
Source: Modified from Beauchamp & Thomas, 2009

The model of transformation in identity in Figure 8 demonstrates how teachers' professional identities are in a continuous process of change and adjustment as a result of the interactions with teacher education experiences, practice, reflection, beliefs and school context. This dynamic nature of teacher identity is also emphasised by Beijaard et al. (2004), who noted that identity is not a fixed entity but has a dynamic nature influenced significantly by social interactions. Also, identity is context-dependent and might alter depending on the different cultural norms and values. In short, identity is regarded as dynamic and multifaceted, and several personal, professional, cultural, and social factors contribute to its possible reformations over time. Accordingly, within the framework and design of this study, we acknowledge that the perspectives of the participants at the layer of identity might have been influenced by the external and internal factors over the participants' journey from pre-service to in-service. Because this study utilises reflective journals and semi-structured interviews, we expect to explore the development and evolution of the participants' identity by means of these introspective and powerful qualitative sources of data, which can provide us with rich insights into their mental lives, including the personal, professional, and contextual clues in their journeys.

Although the research on teacher identity has received considerable attention and yielded significant insights into teachers' professional development (Barkhuizen, 2016; Beijard et al., 2004; Borg, 2017; Izadinia, 2013; Rodgers & Scott, 2008; Wenger, 1998),

there seems to be a lack of research on the nature of change and modifications in identity resulting from changes in the environment and contexts of teaching (Akkerman & Meijer, 2011; Beauchamp & Thomas, 2009). Therefore, further studies are needed to explore how teachers modify or reconstruct their identities over their journey from teacher training to in-service (Hong, 2010). We aim to investigate this complex process with the purpose of identifying possible changes in the identities of the participants together with several other considerations within the framework of the Onion Model by Korthagen (2004; 2013), who views identity as a dynamic construct and argues that our perceptions of self and roles are shaped by where we live, what we encounter, how we behave, what competencies we develop and to what larger entities we belong to.

2.5. Belief

Following the sections on teacher reflection and identity as crucial considerations with the Onion Model, we now move into another significant layer: beliefs. In this section on beliefs, we will provide definitions for the notion of belief, its characteristics and finally, the nature of changes in beliefs with respect to the influential factors as reported in the literature.

Although 'belief' is a widely used and significant term, there seems to be no consensus among scholars and researchers over its definition, nature, and structure. Still, a lack of agreement on an encompassing definition may be considered an indicator of how valuable the concept is. As Lewis (1990) suggests, "the most fruitful concepts are those to which it is impossible to attach a well-defined meaning" (p.308). Therefore, a review of perspectives towards the definition of belief is significant to pinpoint its role and nature.

Collins English Dictionary (1994) defines belief as "a feeling of certainty that something exists is true or is good." According to this simple definition, existence, being true or being good are three reasons that may lead individuals to have a certain feeling about something. This definition can be enough for semantic purposes; however, an in-depth investigation into this concept requires a more comprehensive definition, particularly for educational and philosophical purposes. However, there is still no consensus on what belief means, and researchers have used the term in a fuzzy way (Borg, 2001). A review of definitions for the term belief from several scholars is given in Table 2:

Table 2
Definitions for Beliefs in Reviewed Literature

(Dewey, 1910)	forms of thought that "cover all the matters of which we have no sure knowledge and yet we are confident of to act upon and also the matters that we now accept as certainly true, as knowledge, but which nevertheless may be questioned in the future" (p.6)
(Rokeach, 1968)	"any simple proposition, conscious or unconscious, inferred from what a person says or does, capable of being preceded by the phrase 'I believe that…" (p. 113)
(Ajzen & Fishbein, 2975)	"A person's subjective probability judgements concerning some discriminable aspect of his world; they deal with the person's understanding of himself and his environment" (p. 131)
(Abelson, 1979)	"a stored body of structured knowledge…some network of interrelated concepts and propositions at varying levels of generality" (p.356)
(Elbaz, 1983)	uses the term practical knowledge to characterise the knowledge teachers hold and use that includes knowledge of self, teaching, curriculum, instruction, and subject matter
(Clandinin, 1985)	prefers the term personal practical knowledge: "Personal practical knowledge" is knowledge which is imbued with all the experiences that make up a person's being (p.362)
(Harvey, 1986)	"a belief system is a set of conceptual representations which signify to its holder a reality or given state of affairs of sufficient validity, truth and/or trust-worthiness to warrant reliance upon it as a guide to personal thought and action (p.660)
(Clark & Peterson, 1986)	"a reflective, socially defined interpretation of experience that serves as a basis for subsequent action… a combination of beliefs, intentions, interpretations, and behaviour that interact continually" (p. 287)
(Connelly & Clandinin, 1988)	experiential knowledge is "embodied and reconstructed out of the narrative of a teacher's life" (p. 490)
(Eisenhart et al., 1988)	"to accept a proposition as true is to value it in some way for logical, empirical, social, or emotional reasons. A belief is a way to describe a relationship between a task, an action, an event, or another person and an attitude of a person toward it" (p.53)
(Kagan, 1992)	"Tacit often unconsciously held assumptions about students, about classrooms, and the academic material to be taught" (p.65)
(Pajares, 1992)	"individual's judgment of the truth or falsity of a proposition, a judgment that can only be inferred from a collective understanding of what human beings say, intend, and do" (p. 316)
(Thompson, 1992)	"dynamic, permeable mental structures, susceptible to change in light of experience" (p.140)
(Ford, 1994)	Convictions or opinions that are formed either by experience or by the intervention of ideas through the learning process

(Tobin & Lamaster, 1995)	Knowledge that is viable in that it enables an individual to meet goals in specific circumstances
(Crawley & Salyer, 1995)	"Preconceptions and implicit theories: an eclectic aggregation of cause-effect propositions from many sources, rules of thumb and generalisations drawn from personal experience" (p.612)
Woods (1996)	"An acceptance of a proposition for which there is no conventional knowledge, and one that is not demonstrable, and for which there is accepted disagreement" (p.195)
(Richardson, 1996)	"beliefs are thought of as psychologically-held understandings, premises or propositions about the world that are felt to be true." (p.106)
(Raymond,1997)	"personal judgments …. formulated from experiences" (p.552).
(Barcelos, 2000)	"forms of thought that are not based on evidence but on opinions, traditions, and customs" (p.33)
(Borg, 2001)	"a belief is a proposition which may be consciously or unconsciously held, is evaluative in that it is accepted as true by the individual, and is therefore imbued with emotive commitment; further, it serves as a guide to thought and behaviour." (p.186)

Definitions for beliefs in reviewed literature can be grouped into three categories based on the particular focus they are built on: the ones with a focus on subjective evaluation and judgement, the ones with a focus on knowledge and the ones with a focus on behaviour and actions. It is assumed that beliefs are formed as a result of a personal subjective evaluation or judgement in the definitions from Fishbein & Ajzen (1975), Eisenhart et al. (1988), Pajares (1992), Richardson (1996), Raymond (1997), Barcelos (2000) and Borg (2001). While the term "judgement" is explicitly stated in some of the definitions, some scholars referred to the same concept with a similar terminology such as "understanding" (Richardson, 1996), "proposition" (Eisenhart et al., 1988) and "forms of thought based on opinions" (Barcelos, 2000). This perspective aligns with Pajares's characterisation of beliefs: "belief is based on evaluation and judgement" (1992, p. 313).

The second category includes the ones that stress the role of knowledge. Scholars have often raised the issue of the distinction between knowledge and belief, and this distinction will be discussed in a separate part of this chapter. However, scholars (Abelson, 1979; Clandinin, 1985; Connelly & Clandinin, 1988; Elbaz, 2018) view the concept of belief as a form of knowledge. Another distinctive focus on beliefs addressed in definitions from (Clark & Peterson, 1986; Dewey, 1910; Harvey, 1986; Thompson, 1992) is the function of beliefs as a basis for action. In these definitions, a close relationship between beliefs and actions is emphasised, which will be discussed in a

separate section on belief and practice in this chapter. Pajares (1992) notes that such perspectives are action-oriented, and these include not only beliefs that individuals have but also the meanings that they give to these beliefs, which are reflected in their behaviours. In sum, with an eclectic aggregation of the definitions for the concept of belief, the following definition can be formed: beliefs are subjective judgements and evaluations of individuals, which may sometimes be rooted in personal knowledge and experience and can guide behaviour.

The plurality of perspectives in definitions for the concept belief indicates a lack of consensus on meaning and results in confusion. Three possible reasons are responsible for this definitional confusion. Firstly, belief is commonly referred to by researchers from several different disciplines, such as sociology, anthropology, psychology, and philosophy (Zheng, 2015). Therefore, as (Eisenhart et al., 1988) put it, researchers utilise specialised terminology and may refer to a particular aspect of belief in their work in accordance with their focus of inquiry. Secondly, because it is a widely used term, researchers have preferred a wide range of conceptions for belief from their point of view, and they rarely defined the concept in fact. In his review, Pajares provides a long list of terms used by researchers to refer to belief (1992). These include:

> attitudes, values, judgments, axioms, opinions, ideology, perceptions, conceptions, conceptual systems, preconceptions, dispositions, implicit theories, explicit theories, personal theories, internal mental processes, action strategies, rules of practice, practical principles, perspectives, repertoires of understanding and social strategy (Pajares, 1992, p. 309)

Despite the wide range of terms scholars have used to refer to the concept of belief, Connelly and Clandinin (1988) argue that what they attempt to mean is the same thing. Similarly, Kane et al. (2002) also argue that researchers have different perspectives not only in their theoretical framework but also in their methodology. Participant teachers in several studies (Dunkin & Precians, 1992; Gow & Kember, 1993; Johnston, 1996) were asked to report on their beliefs by means of such reference interview questions as “What is your view of teaching?”, “what are your aims in teaching?” or “What are the most important things you can do to enhance students’ learning?” (as cited in Kane et al., 2002, p. 181). Finally, the third factor that may lead to messiness about the term is attempts by researchers to distinguish belief from knowledge. The vague distinction between knowledge and belief (Pajares, 1992) stresses may be the primary cause of the confusion

about definitions. Therefore, in order to have a deeper insight into beliefs, it is necessary to elaborate on the points related to the distinction between knowledge and beliefs.

2.5.1. General Characteristics of Beliefs

To develop a model for the role of mental mechanisms in people's actions, Rokeach (1968) proposed a model that attempts to elucidate the concepts of beliefs, attitudes and values as interconnected parts of a wider system. The mental mechanism behind the system is a predisposition, which leads individuals to act in a specific manner in a particular context and is composed of parts that Rokeach calls beliefs, attitudes, and values (Charron et al., 1976). A considerable amount of literature has been devoted to these concepts and their functions, with greatly varying points of view supported by solid arguments. This is probably because these mental mechanisms have a complicated nature like that of humans (Charron et al., 1976). Therefore, to distinguish the concepts of 'beliefs', 'attitudes' and 'values', a sound theory with a sufficient conceptual framework is necessary to form a basis to handle these terms, which are very close to each other semantically.

The essential component of this mental system is "beliefs", which can be considered as simple propositions "inferred from what a person says or does, capable of being proceeded by the phrase 'I believe that...' (Rokeach, 1968, p. 113). Rokeach further elaborates on the content of belief:

> The content of a belief may describe the object of belief as true or false, correct or incorrect, evaluate it as good or bad, or advocate a certain course of action or a certain state of existence as desirable or undesirable. The first kind of belief may be called descriptive or existential belief (I believe that the sun rises in the east); the second kind of belief may be called an evaluative belief (I believe this ice cream is good); the third kind may be called a prescriptive or exhortatory belief (I believe it is desirable that children should obey their parents). (1968, p. 113)

The content of a belief often includes a statement about an object by describing it as true or false/correct or incorrect, good or bad and desirable or undesirable. In this vein, Rokeach (1968) distinguishes three types of beliefs in terms of their content. Firstly, descriptive beliefs refer to descriptions of a person, an object or a situation that express a truth in the way we perceive it. This sort of belief can be considered to correspond to common facts (Sansom, 2010). A descriptive belief example can be "firefighters save lives and protect property" (Walker, 2018, p. 45) or "I believe that the sun rises in the

east" (Rokeach, 1968, p. 113). It is possible to establish the validity of such beliefs as we can show their truth or falsity. The second kind of belief, Rokeach suggests, is evaluative belief. This type of belief corresponds to people's judgments that they form on the basis of an evaluation. An example of this type of belief can be, "I believe this restaurant is good." The judgment present in evaluative belief has its roots in descriptive belief. Realising the fact that "firefighters save lives and protect property", as in the example for descriptive belief, one's further evaluative judgment can be "fire-fighting is essential to the well-being of a community" (Walker, 2018, p. 45). In contrast to descriptive beliefs and similar to prescriptive beliefs, it is not viable to call them correct or incorrect objectively (Stiff & Mongeau, 2016). The third kind of belief is prescriptive belief, which includes propositions about a legitimate output in accordance with a descriptive or evaluative belief. They often address the "appropriateness of a position or an activity in a given situation" (Stiff & Mongeau, 2016, p. 14). Rokeach states that these outcomes can be either desirable or undesirable and gives the example of "Children should obey their parents" for prescriptive belief (1968, p. 113). Considering the descriptive and evaluative statements about firefighters, a related further prescriptive statement can be "local government should fully fund fire departments" (Walker, 2018, p. 45).

Walker (2018), in his book, mainly written to help fire service staff cope with complex matters, adapts Rokeach's belief categorisation from the perspective of a firefighter, which clarifies the relationship between belief types among each other and their relationship. A senior firefighter who has served for many years may attach value to years of service, namely experience. Consequently, the belief system that this firefighter holds may contain the descriptive belief "Experience bestows knowledge" and the evaluative belief "Senior fighters are better qualified for promotion than younger 'untested' firefighters" (Walker, 2018, p. 45). This firefighter may eventually hold the prescriptive belief that "Seniority scores should weigh heavily on the promotion process" (p. 45). The firefighter's attitude to the department may likely be affected by their recognition or rejection of seniority as a significant indicator for promotion.

The example of the firefighter above can be adapted for a teacher in the context of teacher education and beliefs. Take the example of a teacher who has worked for many years in several public schools. Such an experienced teacher may place value on experience. Therefore, the belief system that the teacher holds may include the descriptive belief "Experience bestows knowledge" and the evaluative belief "Experienced teachers are better qualified for teaching tasks than novice teachers." This teacher may eventually

hold the prescriptive belief that "Experience should weigh heavily on salary." A teacher of English's belief system may include the descriptive belief "New methods and approaches have emerged" and the evaluative belief "teaching grammar is out of age." These beliefs may lead the teacher to hold the prescriptive belief that "teachers should not teach grammar." The categorisation of beliefs in terms of their content is exemplified in Table 3:

Table 3
Categorisation of Beliefs in terms of their Content

	Descriptive/ Existential belief	**Evaluative belief**	**Prescriptive/Exhortatory belief**
A statement in terms of	correct or incorrect truth or falsity	Good or bad Subjective judgment	Desirable or undesirable Advocating a certain action/ situation
Example	*'Mistakes help students learn.'*	*'It is normal that students make mistakes.'*	*'Teachers should let students make mistakes.'*

Source: Rokeach, 1968

Making a distinction between prescriptive and descriptive forms is not peculiar and restricted to psychology and belief studies but is utilised in education, anthropology, ethnography, and ethics. Descriptive and prescriptive forms are two well-known and fundamental approaches, especially in linguistics. From a linguistics point of view, descriptive grammar seeks to describe a language in the way that it is used in daily life by its structural, systematic, and syntactic rules. On the other hand, prescriptive grammar seeks to specify rules to be followed to prescribe the language to be used. From a prescriptive point of view, a distinction is made between "good grammar" and "bad grammar" based on the standard forms (Hinkel, 2018). Moral philosophy is another field in which scholars debate the prescriptive and descriptive distinction. According to Cohen-Cole (2019), social scientists studying modes of human thinking refer to two types of thinking or claims. In this sense, a descriptive account of thinking produces claims as to what is the case, while a normative account of thinking leads to claims about what ought to be the case. This categorisation can be simply addressed as "is" and "ought", that is "descriptive" and "normative" claims respectively (Phillips, 2000). This "normative thinking" or "normative claims/statements" in ethics seem very close to prescriptive and evaluative beliefs.

Such a division has also been one of the most common classification tools over the years regarding epistemological and ontological considerations. In an old review, Sabine (1912) declares that this is why some fields of science, such as physics, have been considered under one category and ethics under another. Although Afdal (2006) claims that education as a discipline aims to posit normative decisions and matters to attain "an educated person", the debate over the position of education can be discussed in three categories: pedagogics as a mixed normative-prescriptive discipline, pedagogics as a philosophical discipline and pedagogics as a purely empirical (descriptive) discipline (Brezinka, 1992, p. 5).

In sum, complexities and challenges are involved in defining beliefs and their use in educational research. While several researchers use 'teacher beliefs' to refer to a broader understanding of teachers' mental lives and conceptions, including non-educational issues, we have a clear and sharp distinction in this study, narrowing down the term to perspectives held by teachers on educational issues. Within this study's design and conceptual framework, 'teacher beliefs' refer to the participants' prescriptive, evaluative, and descriptive perspectives on issues that address aspects of 'good teaching.' This decision was informed by the tenets of Rokeach's belief system and Korthagen's Onion Model. We also followed the recommendation by Maaranen and Stenberg (2017), who made a clear distinction between the 'beliefs' and 'pedagogical beliefs' of the teachers to specify the term's scope and content. This decision and preference align with the argument of Pajares (1990), who criticises using the term 'teacher beliefs' to refer to their conceptions about school, students or classroom. Therefore, we acknowledge that teachers may have beliefs about several issues other than educational considerations. In order to define the borders and scope of the concept, Pajares suggests researchers to use the notion of "teacher's educational beliefs", which is similar to the 'pedagogical beliefs' used in this study. Consequently, for the perspectives on instructional issues, we introduced the term 'pedagogical beliefs' inspired by Maaranen and Stenberg (2017) to refer to statements about 'good teaching.'

On the other hand, the notion of beliefs does not always capture every aspect of teacher cognition. For example, when teachers express their feelings, dreams or fears, these statements do not always 'sound' like beliefs. Therefore, we were searching for a broader concept considering this definitional and terminological preference and to avoid any possible terminological debate. This is why we use the broader category of 'teacher perspectives' or 'perspectives' as a broader concept to refer to the understandings and

assumptions of teachers regardless of the content, including both educational and non-educational issues. This terminological preference also aligns with Becker et al. (1961, p. 34), who define *perspectives* as a 'coordinated set of ideas and actions a person uses in dealing with some problematic situation.' The term represents how individuals think, feel, or behave in specific contexts or situations without a particular area of focus. In this study, 'teacher perspectives' will be used to refer to 'understandings and reflections of teachers developed through their personal experiences, beliefs and feelings not only in their teaching environment but also their personal life.' Thus, we chose the term "teacher perspectives" in this study to address teachers' belief systems with a broader and comprehensive focus extending beyond a dominant focus on teaching ideology (Sharp & Green, 1975, as cited in Pajares, 1992). However, in this study, there can be incidences in which 'beliefs' and 'pedagogical beliefs' are used interchangeably depending on the purpose and context of the focus. Still, the notion of 'beliefs' is the primary scope of this study, both as an inner layer in Korthagen's Onion Model and an area of interest for pre-service teachers in their reflective journals.

2.6. Examining Beliefs

This section will focus on the exploration of the role of beliefs in education and how they are similar to and different from another related concept, 'knowledge.' Following a terminological and definitional overview, we will delve into how the concept of beliefs is utilised and studies in research on education. Also, we will touch upon its difference from knowledge as another common term used in educational literature. While we distinguish between beliefs and perspectives, we need to make another distinction between beliefs and knowledge, referring to how these concepts are independent or interconnected in the educational context.

2.6.1. Importance of Beliefs in Education

In current theories of cognition, learning is seen as a process which is significantly influenced by the existing beliefs, presumptions, and understandings of the individuals (Resnick, 1989, as cited in Richardson, 1996, p.105). For this interaction between earlier beliefs and new information, constructivist theories also provided explanations. For example, pre-service teachers in teacher education programs are widely recognised to have strong beliefs about learning and teaching (Brookhart & Freeman, 1992). Research

has shown that these earlier beliefs and presumptions can significantly influence how these pre-service teachers construct and reflect on newly presented information (Calderhead & Robson, 1991). The extent of the influence of teacher beliefs is not limited to teacher training programs. In-service teachers have also been reported to be heavily influenced by their beliefs in the interpretation and practice of their teaching and instruction-related tasks. (Richardson, 1994, as cited in Richardson, 1996, p.105). Therefore, existing beliefs are seen as powerful tools that shape what and how individuals learn and teach (Richardson, 1996).

While it is essential to reveal how teachers' beliefs shape their current practices in the classroom and understandings of the newly presented knowledge, the question arises: 'Why do research-based knowledge and academic theories fail to achieve this task?' Nespor's (1984) answer to this question is "the contexts and environments within which teachers work, and many of the problems they encounter, are ill-defined and deeply entangled, and that beliefs are peculiarly suited for making sense of such contexts." (p.324). Therefore, teachers benefit from their beliefs and assumptions to interpret and evaluate such situations. These 'ill-structured' and 'entangled domains' need to be defined and distinguished from 'well-structured' problems. However, no precise boundary exists separating ill-structured and well-structured problems, which leads teachers to rely on their beliefs in the meaning-making process of such incidences. Another consideration related to the importance of beliefs in education is the fact that the teaching task itself can actually be seen as a process of formation of beliefs. Green (1971) holds the view that teaching should be seen as a process in which students are guided to form their systems of beliefs based on evidence and reasoning:

Teaching has to do, in part at least, with the formation of beliefs, which means that it has to do not simply with what we shall believe but how we shall believe it. Teaching is an activity which has to do, among other things, with the modification and formation of belief systems (Green, 1971, p. 48). This view of teaching is noteworthy in terms of the purpose and assumptions of the current study. This study presupposes that individuals' beliefs are not static but dynamic structures that can be modified over time following the interaction between new experiences, knowledge, and others. Therefore, the importance of beliefs in education is also related to how teachers become aware of their own beliefs, and they change or modify them in response to their interactions with their students in their classrooms. Researchers can provide better insights into how and

why beliefs change, contributing to a more effective and conscious format of belief systems based on evidence and reasoning, as Green (1971) suggested.

With this understanding and purpose, researchers have long been interested in revealing the belief systems of teachers and their effect on the learning and teaching environment. The earlier arguments and theories by Green (1971) and Brophy and Good (1974, as cited in Fang 1996) placed a high emphasis on teachers' beliefs, which were then considered significant areas of research to enhance educational outcomes. In short, the notion of teachers' beliefs is an essential element of the educational setting and practice and has therefore been researched, as in this study, to acknowledge better its nature, system, and how it evolved over time, thus contributing to improving more efficient practices and strategies of teaching and learning.

2.6.2. Distinguishing Teacher Beliefs from Teacher Knowledge

As we shift our focus from the significance of beliefs in education, we now explore the distinction between beliefs and knowledge as two similar and interrelated concepts in research on teacher cognition. It has been argued by several researchers that both knowledge and belief, no matter how they are conceptualised or defined, have an effect on a series of cognitive mechanisms such as memorisation, comprehension and problem-solving (Muchinsky, 2000). Particularly for language teacher education, research has demonstrated that knowledge and belief concepts are well formed and conceptualised when viewed together and not separately. With this in mind, Woods (1996) conducted a thorough study within the context of language teaching. They proposed three concepts: beliefs, assumptions, and knowledge (BAK), constituting a unified system for describing language teacher beliefs. In his framework, 'knowledge' refers to things we 'know' through facts that are accepted conventionally and that can be demonstrated. He utilised the concept of 'assumption' to refer to things we accept as 'facts' temporarily.

On the other hand, beliefs are propositions we accept without conventional knowledge and consensus. The distinction between these three concepts is clearly understood from the explanations; however, what is emphasised in Wood's framework is the interwoven relationship between the terms. Therefore, Woods (1996) states that it is unavailing to differentiate belief and knowledge saliently. In support of this view, Borg (2015) maintains that it is not practical to separate knowledge, belief and similar notions given that teachers hold or perceive these constructs together in their minds.

The comprehensive and inconclusive debate conveyed so far can be summarised in two aspects. Firstly, we can conclude from epistemological and semantic points of view that knowledge and belief may be considered distinct concepts due to their distinctive characteristics (Abelson, 1979; Fenstermacher, 1994; Nespor, 1987) which are mainly focused on subjectivity, objectivity, consensuality/non-consensuality and episodic storage and more. Secondly, with a teacher cognition point of view, belief and knowledge are not perceived to be distinct concepts, and they can sometimes overlap regarding the way teachers develop thoughts and mental structures (Borg, 2015; Kagan, 1990; Verloop et al., 2001; Woods, 1996). So, it may be possible to make a clear distinction between belief and knowledge with a semantic or an epistemological stance. However, this distinction seems to be blurry, considering the teacher cognition research. This is mainly because of the nature of the teaching tasks, as there seems to be no way to determine whether teachers resort to their beliefs or knowledge in the process of decision-making in the classroom (Zheng, 2015). Still, it is blurry which one encompasses the other and which one is stronger (Clandinin, 1985; Clark & Peterson, 1986; Nisbett & Ross, 1980; Pajares, 1992; Rokeach, 1968). In summary, distinguishing between belief and knowledge in teaching proves challenging due to the complex nature of classroom decision-making and the intertwined relationship between these cognitive elements.

Based on the information outlined above as to the distinction between knowledge and belief, it is necessary to clarify this study's position and its possible contributions. Although we acknowledge that there is a dynamic and complex interaction between individuals' belief and their knowledge, this study's primary focus is on beliefs, which is also extended by the notion of 'perspectives', in line with the tenets of the framework by Rokeach (1968) and Korthagen (2004). This position does not mean that we undermine the place or influence of knowledge. Instead, the notion of 'perspectives', as utilised in this study, provides a more comprehensive and holistic approach to capture not only the beliefs of individuals but also several aspects of their cognitive, affective, behavioural, and emotional facets.

2.7. Focus of Research on Teacher Beliefs

The decade of the 1990s was called a decade of consolidation (Borg, 2001) in the research on SLTE and teacher cognition research with an intensive focus on the teachers' thought processes, mental lives, beliefs, and knowledge. The outcomes of these studies

are still presuppositions for current studies. However, the interest in research on teacher cognition has not waned during the 2000s. Even though most of the studies carried out in these years followed in the footsteps of previous ones or reproduced their study methodologies, they have made a significant contribution to the SLTE literature. Researchers have mainly investigated the formation of teacher beliefs and cognition, focusing on the factors that play a role in this formation and their influence on classroom practices. The findings confirmed those from the previous decade to a large extent, and the influence and significance of various constructs on language teachers' cognition became well-recognized.

Throughout the years, the evolution of the research on teacher cognition has been shaped by shifting epistemologies as a result of emerging perspectives towards the conceptualisation of teaching and increasing interest in the mental lives of teachers. Teacher cognition is considered an essential constituent of teacher education and training today. An understanding of knowledge and beliefs held by teachers, the contribution of teachers' previous learning and experiences to these structures and what teachers experience outside of the classroom are significant as they shape teacher thinking and the development of teacher knowledge (Borg, 2006). The focus of research on teacher beliefs will be discussed in the following sections with respect to the beliefs of pre-service foreign language teachers and pre-service teachers' beliefs about language teaching. However, greater attention will be drawn to the research on tracking changes in beliefs, as the current study seeks primarily to reveal the nature of change in teachers' pedagogical beliefs over their careers.

2.7.1. Beliefs of Pre-Service Foreign Language Teachers

Today, it is commonly acknowledged that student teachers do not enter teacher education programs tabula rasa but are assumed to have accumulated knowledge or beliefs about teaching and learning by means of an 'apprenticeship of observation' for an extended period of time as a part of their educational background, as described by Lortie (1975). From the time individuals start their early school education as students, we observe and watch our teachers during the many years and thousands of hours students spend at school. These observations contribute to the formation of mental constructions about a great variety of dimensions of learning and teaching. From Lortie's point of view, this personal knowledge of individuals acquired through experiences is so important and

influential that “one’s personal predispositions are not only relevant but, in fact, stand at the core of becoming a teacher” (p.79). Therefore, at the entry of teacher education programs, student teachers possess pre-existing cognitions about the teaching task. However, they may usually process or refer to this knowledge and are under the influence of it unconsciously (Bailey et al., 1996). Hence, student teachers entering education programs often bring pre-existing cognitions about teaching, which may unconsciously influence their approach to the profession.

Though there appears to be limited work on the effect of pre-existing knowledge and personal learning experiences on the way pre-service teachers conceptualise teaching and shape their practices, there are several studies that investigated the issue indirectly. One of these studies, as a significant work for a deeper understanding of apprenticeship of observation, is Bailey et al.’s (1996). The study focused on the use of autobiographies as a part of collaborative research and on the critical examination of individuals’ personal ‘apprenticeships. Language learning autobiographies and journal entries of seven MA students were used within the conceptual framework of reflective teaching. The study aimed to enable pre-service teachers to reflect on their previous learning experiences and their effect on their current perspectives and classroom practices. In light of the autobiography assignment given to the participants, the researchers reported that their current understandings and judgements of successful and unsuccessful teaching were influenced by their previous learning experiences. They suggested that teacher education programs can be a vital opportunity for student teachers to discover and realise their own perspectives, beliefs, and values for their personal and professional development.

The emergent view here is that some of the cognitions and conceptualisations of teaching and learning held by pre-service teachers during teacher education programs are rooted in their initial learning experiences, which are the source of their first professional constructions (Borg, 2015). Regarding the tenets of the constructivist view, ignorance of these pre-existing schemata may impede the accommodation and adoption of new ideas (Loughran & Russel, 1997). Therefore, Borg (2015) acknowledges student teachers as individuals who are always in an active process of constructing perspectives about learning and teaching since their early school years. This has been considered a fundamental aspect of teacher learning from a constructivist point of view in teacher education programs.

Recognising the significance of previously established constructs, it becomes vital to acknowledge the constraints and possible lack of experiences that pre-service teachers

might have, particularly during the early stages of their teacher education programs. Brookhart and Freeman (1992) argue that pre-service teachers' understandings in the initial years of teacher education programs seem irrelevant, impractical, and naive (Brown & McGannon, 1998; Cumming, 1989). To uncover beliefs held by pre-service teachers about curriculum, Cumming (1998) asked the participants to create a schematic chart. It was concluded in the study that the conceptions outlined by the students were not sufficient and did not posit a plausible relationship between components. In another study with a similar objective, Brown and McGannon made use of a survey about L2 acquisition in the early period of the programme. The study revealed that student teachers attributed particular attention to the role of imitation in language learning and to L1 interference in the explanation of errors. Considering the tenets of L2 pedagogy, these beliefs were considered insufficient, which indicated an apparent mismatch in the beliefs of student teachers and the teachings of teacher education programs. In accordance with this finding, Farrel (2006) maintains that the efficiency of teacher education programs depends partially on acknowledging cognitions held by pre-service teachers and ensuring that pre-service teachers are aware of these beliefs.

With a further focus on pre-service teachers' beliefs, another study by Warford and Reeves (2003) was a qualitative one which included nine pre-service teachers in a TESOL program. The purpose of the study was to uncover possible presuppositions about language teaching and the characteristics of these presuppositions by means of metaphors and interviews. The elicited metaphors were reviewed under three categories: metaphors to describe the reasons for their entrance to the ELT profession, metaphors for the description of English as a language, and metaphors for teaching English as a foreign language. For each category, the most common responses were 'falling into it' (entrance to the teacher education program, 'power' (English as a language), and 'God' and 'blindness to students' (teaching English) (Warford & Reeves, 2003, p.57). These conceptualisations were discussed with reference to 'presentism', as suggested by Lortie (1975), as a characteristic of pre-service teachers' beliefs. Here, 'presentism' refers to adopting present-day ideas and perspectives on teaching and related issues (Borg, 2004). It was, therefore, noteworthy that very few of the pre-service teachers had the confidence, courage, or clarity about these issues and, therefore, adopted familiar and folk linguistic theories sourced in the apprenticeship of observation.

Moreover, Warford and Reeves' study was an essential contribution to the understanding of apprenticeship of observation from a native and non-native perspective.

In contrast with what Lortie proposed, Warford and Reeves pointed out that evidence for this argument could only be traced in non-native pre-service teachers. It was reported in their study that native pre-service teachers did not establish a connection between their personal learning experiences and classroom practices or beliefs as teachers, as evidently as non-native student teachers. The reason for the existence or non-existence of this phenomenon in student teachers is that native student teachers were not actually involved in the process of learning English as a foreign language as non-native pre-service teachers did. Therefore, the beliefs and experiences of a native student teacher seem to be different from those of a non-native student teacher (Muprhy & Zeng, 2007). It should also be noted here that this case is peculiar to EFL teachers, as native teachers have their own learning experiences in their early school education.

2.7.2. Tracking Changes in Beliefs

The previous section gave us ground by providing an overview of teacher beliefs with respect to their importance in education, their distinction from knowledge and the role of beliefs in pre-service teacher training. However, this study has a narrower focus, investigating possible changes in beliefs and perspectives over time. Therefore, we will discuss available research on tracking changes in beliefs, which is also the central aim of this study.

It was mentioned earlier that pre-service teachers enter teacher education programs with previously established cognitions. While this is an acknowledged aspect of pre-service teachers' cognition, the impact of teacher education programs on these presuppositions and how they interact with the newly acquired content presented during the training is also the focus of inquiry for the research on teacher cognition. This impact and interaction have been investigated regarding the strength of the influence of each (pre-existing knowledge and input during teacher education) on pre-service teachers' cognitions and how change occurs, if any. However, it should also be noted that research on these aspects and the conclusions they offer may not always be compared to each other as the context in which they are conducted differ in terms of the duration and content of teacher education programs and how they define the concept of 'change.' Firstly, various programs worldwide offer teacher education, including undergraduate or master's programs or programs shorter in length, such as CELTA. There are also variations in how researchers define the concept of 'change.' While some researchers make use of

quantitative instruments such as questionnaires and compare the responses given to identify changes, some researchers utilise interviews or classroom observations to elicit qualitative data for comparison. Therefore, it is often challenging to refer to these studies in relation to each other, which is a crucial point to consider for the literature review of 'change' studies.

Investigation of changes in teacher beliefs as a part of teacher cognition research became an area of growth in the 1990s. A number of studies have been conducted since then, particularly with pre-service teachers, and the primary focus of inquiry has been to identify possible changes in their beliefs during their training in teacher education programmes. In other words, these studies have attempted to evaluate the efficiency and impact of teacher education programmes with respect to changes in pre-service teachers' beliefs. It has been argued that an exploration of changes in beliefs is vital for understanding teacher cognition and that clarification of how these beliefs are formed, change, or evolve leads to more efficient outcomes in the processes of teacher education and teaching practice (Clark, 1986; Fenstermacher, 1986; Borg, 2006). Therefore, tracking changes in teacher beliefs is a fundamental aspect of research on teacher cognition. This study is expected to shed light on the process teachers go through over the years from pre-service to in-service and finally to experienced teachers.

2.7.3. Nature of Changes in Pre-Service Teachers' Beliefs

Although several studies have investigated the evolution of pre-service teachers' beliefs, there is still a lack of understanding, according to Levin (2014) and Yuan and Lee (2014), of how these beliefs evolve. Among those studies was Tillema (1998), who examined the progression from one belief to another. There were some other studies with a particular focus on the identification of discrete categories of belief changes (e.g., Cabaroglu & Roberts, 2000; Debreli, 2012; L. Li, 2012; Yuan & Lee, 2014).

According to Tillema (1998), there are four steps in order for a belief to change: coherence check, discrepancy recognition, reconstruction need, and solution paths. These stages attempt to explain the integration of the new knowledge into the existing cognition in the cases of recognising discrepancy. However, the process is not a simple one, as individuals are thought to make complex decisions at each stage of the process. It is also acknowledged by Tillema (1998) that the way beliefs are modified may change among pre-service teachers as beliefs may sometimes undergo a unique process of

transformation. With this theoretical understanding and assumption, Cabaroglu (1999) and Cabaroglu and Roberts (2000) discovered a range of patterns that illustrated the ways in which the pre-service teachers' beliefs changed. In the fundamental work on changes in beliefs by Cabaroglu (1999), a set of eleven categories was identified as given in Table 4:

Table 4
Categories of Belief Change

Category Label	Description
Awareness/Realization	a process in which the student teacher realises or becomes fully aware of a construct, idea or process and, as a result, accepts and understands it better.
Consolidation/Confirmation	the process where a student teacher perceives a consistency between existing beliefs and the newly presented information, then these beliefs are established more firmly
Re-labelling	a process in which a construct is renamed, usually after having learned, read, or heard the technical term
Addition	the addition of new constructs. This process seems to take place after the participant accepts new information and acknowledges that it is useful or helpful in understanding or explaining an issue related to teaching and learning.
Elaboration/Polishing	the process of refining existing beliefs and building an overall thematic organisation and coherence as a result of the new input by making relatively small adjustments
Re-ordering	refers to the arrangement of beliefs according to their importance. It takes place in two contrasting ways: prioritisation and weakening.
Linking up	a process in which the participant sees or makes a connection between two constructs they did not perceive as related before
Disagreement	after a positive evaluation of new information which conflicts with existing beliefs, one way of handling this conflict is that the participant reconstructs her/his beliefs by denying or rejecting the existing belief and adopting the new one
Reversal	the process of change when the participant adopts a belief that seems to be the opposite of the existing one and denies the existing one
Pseudo Change	a process in which a belief continues to be important to the person but is perceived as no longer relevant or applicable
No Change	No apparent change in beliefs

Source: Cabaroglu,1999, pp. 200-223; Cabaroglu and Roberts, 2000, pp. 394-397

Looking only at the category labels may create confusion as each pattern of change constitutes a part of the overall change process. Therefore, category labels should be understood with their context and related descriptions. For example, Cabaroglu (1999) stated that the label *disagreement* leads to reversals over time, or awareness "lead to or precede some other changes in pre-service teachers' beliefs (Cabaraoglu, 1999, p.206). This framework, developed and evidenced by Cabaroglu (1999), was founded on the idea that beliefs might be altered in response to cognitive, affective, social, and professional outcomes. It covers the processes of changing one's beliefs in an explicit manner and offers helpful categories that clarify the steps pre-service teachers go through. Building upon this framework, Li (2012) also identified similar categories of changes in beliefs among pre-service teachers. These categories included confirmation/ consolidation, realisation, expansion, and integration/addition. However, different from Cabaroglu's work, L. Li (2012) reported a new category called localization/reconstruction, which refers to the incidences in which the pre-service teachers adapted their beliefs depending on their cultural identity and to the environment in which they worked. It is noteworthy that the transportation identified in Li's study was context-specific and participant-dependent as the participants were from China and enrolled in a training program in the UK for one year. Although this was reported to be a novel category, it seems that localisation/reconstruction is similar to elaboration in Cabaroglu's proposed patterns of change as both of them indicate a further modification in the existing belief, broadening its scope.

Another significant study that built upon the model by Cabaroglu (1999) was the study conducted by Yuan and Lee (2014), who provided insights into the process of change rather than the content of change. They validated the patterns of change identified in Cabarolglu's work and further identified two novel categories labelled as integration and modification. One of these, integration, refers to the incidences in which the pre-service teachers polished and reconstructed some of their beliefs. This process indicates a more complicated process of refining and reorganising the prior and newly acquired beliefs into a comprehensive and integrated system. Modification, on the other hand, referred to the process of change in which they refined their earlier beliefs in response to novel experiences in the field. Yuan and Lee (2014) reported that this pattern resembled to the 'disagreement' in Cabaroglu's work. However, their research revealed a more intricate process whereby the initial beliefs were improved and changed by field learning activities rather than being simply rejected and replaced with the opposite ones.

Therefore, they preferred the term ‘modification’ rather than ‘disagreement’ or ‘rejection.’ Another prominent study that focused on the processes involved in the transformation of beliefs was Debreli’s (2012) research that investigated changes in pre-service teachers’ beliefs during a teacher training program. Debreli’s study explored the development of the pre-service teacher’s beliefs over a period that included a one-year period of a methodology course and a practicum task. This study also affirmed and validated Cabaroglu’s patterns of change with no further emerging categories.

This body of research outlined above provided significant insights in terms of the nature of change in pre-service teachers’ beliefs. All these studies differed from several other studies in the literature in that they focused on the change process as an area that has often remained an unexplored area, as the majority of the studies focus on the content of teachers’ cognitions (Yuan & Lee, 2014). Although these studies attempted to fill this gap, it still seems that these inquiries are limited. Since the changes in teachers’ beliefs are influenced by socio-cultural factors and are therefore ‘variable’ according to Cabaroglu and Roberts (2000, p.398), more studies are needed to achieve a broader understanding of the nature of pre-service teachers’ evolving beliefs in diverse cultural and contextual settings. For example, all these studies above (Cabaroglu, 1999; Debreli, 2012; Li, 2012; Yuan & Lee, 2014) investigate the changes in pre-service teachers’ beliefs over a one-year program. However, such other factors as teaching experience in the classroom are recognised to influence the beliefs held by teachers (Borg, 2015; Pajares, 1999). Here, the present study takes a distinct path as it tries to identify the possible changes and non-changes in teachers’ cognitions over a more extended period of time, covering the participants’ in-service years within the Turkish context, an unexplored area in this respect. Therefore, the present study is expected to offer a novel and longitudinal perspective on the nature of changes in teacher cognition. Still, these changes are not without reasons. A set of factors have been reported in the literature to lead to changes in the teachers’ cognitions. The following sections will outline factors influencing the evolution of pre-service teachers’ beliefs, which is another focus of this study.

2.7.4. Factors Leading to Changes in Pre-Service Teachers’ Beliefs

Several studies have identified a wide range of factors that influence the change in pre-service teachers’ beliefs. Individuals are widely acknowledged to enter their training with preconceived connections derived from their prior learning experiences (Pajares, 1992; Borg, 2013; Richardson, 2003). As they navigate through their training

programs, these previous experiences can influence the formation of novel beliefs (Chan & Elliott, 2002; L. Li, 2012; Richardson, 2003). Moreover, as they are exposed to newly presented knowledge as the theoretical aspect of the training programs and accumulate more experience during the training, these pre-service teachers tend to modify earlier beliefs and form new ones (Lahtinen & Pehkonen, 2013). This section will explore a wide range of factors that play a role in pre-service teachers' beliefs over their journey from pre-service to in-service: impacts of previous learning experiences, teacher education programme, practicum experience, personal experience, indirect experiences, personal factors, socio-cultural effects and impact of transition from pre-service to classroom.

2.7.4.1. Impact of Previous Learning Experiences

Today, it is commonly acknowledged that pre-service teachers do not enter teacher education programs tabula rasa but are assumed to have accumulated knowledge or beliefs about teaching and learning by means of an 'apprenticeship of observation' for an extended period of time as a part of their own educational background, as described by Lortie (1975). From the time individuals start their early school education as students, we observe and watch our teachers during the many years and thousands of hours students spend at school. These observations contribute to the formation of mental constructions about a great variety of dimensions of learning and teaching. From Lortie's point of view, this personal knowledge of individuals acquired through experiences is so important and influential that "one's personal predispositions are not only relevant but, in fact, stand at the core of becoming a teacher (p.79). Therefore, at the entry of teacher education programs, pre-service teachers possess pre-existing cognitions about the teaching task. However, they may usually process or refer to this knowledge and are under the influence of it unconsciously (Bailey et al., 1996).

These previous experiences of learning are considered an essential element that can influence the ways that pre-service teachers form or modify their beliefs during their training. According to Lortie (2002), pre-service teachers come to teacher training programs, completing over 13,000 hours of schooling until high school, which is a considerably high amount of time during which they have plenty of opportunities for observation and shaping beliefs about education, teaching, learning and teacher roles. Lortie (2020) argues that the pre-service teachers who are influenced the most during these years of observation and engagement are those who aspire to teach. These individuals with possible career plans on teaching observe and engage with their teachers.

Thus, the term' apprenticeship of observation' was proposed by Lortie (1975) to describe the influence of such previous experiences on teacher cognition. Beliefs are significantly influenced by these apprenticeship experiences, which have the potential to leave a profound and permanent impact on cognition when individuals start their teacher training programs (Lortie, 2002). Hence, the term 'apprenticeship of observation' underscores how prior experiences significantly shape teacher cognition and beliefs during teacher training programs.

Although it is a commonly recognised fact that previous learning experiences influence the cognitions of teachers, there are various views in terms of its power and degree. Pre-service teachers tend to use their earlier learning experiences and outcomes of their observations as a lens through which they evaluate new knowledge and experiences during their teacher training (Fives & Buehl, 2012; Richardson, 2003). The extent to which these earlier assumptions change depends on previous experiences' strengths. It has often been observed that they can serve as barriers to any modification or change in their beliefs (Pajares, 1992; Richardson, 2003). One of the explanations for this strong influence is the idea that the prior learning experiences accumulated through schooling experience might be 'so powerful as to be impossible to change during the short teacher education programme' (Richardson, 2003, p. 12). As a result, the beliefs that are firmly rooted in these prior observations and experiences might prevent pre-service teachers from acknowledging and embracing new knowledge and experiences, mainly when these novel ideas are in contrast to their presumptions (Freeman & Johnson, 1998). Instead, they can feel satisfied and content with their present understandings and knowledge, which eventually might lead them to discard or ignore the newly presented theoretical or practical knowledge (Pajares, 1992). They can even be hesitant to put in the effort to delve deeper into essential areas of learning and teaching (Mansfield & Volet, 2010). They may not be interested in unfamiliar concepts that were not included in their previous learning experiences (Richardson, 2003). Nevertheless, prior learning experiences do not necessarily have the most significant impact on the development of teachers' cognitions during their training. Mansfield and Volet (2010) reported that some beliefs that are rooted in previous experiences are open to change. Teacher education programs often serve as a powerful intervention in the development and formation of pre-service teachers' cognitions, as will be further explained in the following section.

2.7.4.2. Impact of Teacher Education Programme

Teacher education programs are widely recognised to be a powerful intervention in the development and evolution of teachers' beliefs as these programs are deliberately designed in a way to lead and inspire pre-service teachers to question and explore their existing understandings (Richards & Farrell, 2005). As a result, we can presume that pre-service teachers go through a period of introspection, change and evolution during their training programs in terms of their beliefs on educational issues. According to Tillema (2000), it is therefore crucial to gain an insight into this crucial period and step in the career of a teacher in terms of the degree and capacity of these programs to change beliefs.

One of the most frequently explored areas in teacher cognition research is the changes in beliefs under the influence of teacher education programs. The purpose of the research with this focus was to observe the development in pre-service teachers' cognition over different periods of time to identify the influence of the training. These studies into the cognitions of pre-service teachers are thought to yield valuable insights that can improve the content of the training programs and the efficiency of the teaching practice (Clark, 1986; Freeman, 1991; Nespor, 1987). Additionally, research into the nature of changes in cognition during teacher training programs is noteworthy as the more changes occur in pre-service teachers' cognitions, the more efficient and valuable teacher education programmes are considered (Tillema, 2000). In a similar manner, Kagan (1992) states that change in teacher behaviours can only be achieved through changes in teacher beliefs. The current study is therefore considered significant and valuable as it seeks to identify the nature of change over a crucial period in a teacher's career: from pre-service to in-service.

The research and theories on the efficiency of teacher training programs have reported contradictory arguments. Rokeach (1968) proposes that the beliefs that individuals acquire at early ages as their core beliefs become resistant to change in time. Teacher beliefs are also considered from a similar viewpoint. The beliefs that teachers acquire as a result of an extended period, which Lortie calls 'apprenticeship of observation, become less flexible and more difficult to change (Brown & McGannon,1998; Joram & Gabriele, 1998). Wubbels (1992) asserts that beliefs held by pre-service teachers are rooted in early schooling experiences, and these beliefs become rigid and endure change as individuals spend more time in schools as students. Lasley (1980), highlighting the resistant nature of pre-service beliefs to change, proposes that

pre-service teachers become unwilling to change when they experience a contradiction between what they believe and what they are presented to them during teacher education. Kagan (1992) explains this resistance with reference to the function of beliefs as a filter that rejects new information that is not in compliance with the existing beliefs. Kagan concludes that pre-service teachers "tend to leave their university programs with the same beliefs they brought to them" (p.76). According to Kagan, teacher education programs are not successful in changing the beliefs held by pre-service teachers. She seems to have a similar view to Philips (2009), who states that "one belief may not change even in the face of overwhelming evidence if it is part of a deeper stable belief" (p. 18).

Although there have been studies, as stated above, that consider teacher education as an ineffective process in changing beliefs, several others have also reported that pre-service teachers' beliefs can alter under certain circumstances. Pajares (1992), in his leading work on beliefs, states that pre-service teachers tend to change their beliefs only when they experience unsatisfactory outcomes and adds that these beliefs are "unlikely to prove unsatisfactory unless they are challenged, and one is unable to assimilate them into existing conceptions" (p.321). In line with this view, Guskey (1986) reports in the study on the reasons for the rejection of new information that it is not probable for pre-service teachers to change their existing beliefs unless they are asked to implement a new and different method other than what they believe to be effective.

For example, Debreli (2012) reported that the beliefs of his participant pre-service teachers changed more during the practicum experience when compared to changes during the theoretical course. Also, the studies conducted in the context of practicum experience reported similar findings that beliefs undergo more changes during the experience phase of the training programs than the course-based period (e.g. Yuan & Lee, 2014; Borg, 2005). These findings suggest that changes in teachers' beliefs become highly apparent when pre-service teachers engage in real classroom settings. This tendency can be explained by the argument of Bråten and Ferguson (2015), who state that pre-service teachers often find the knowledge gained through experience more valuable than theory-based knowledge.

Therefore, we can presume that pre-service teachers experience noteworthy changes in their cognition as they navigate through the stages of practicum, observation, and reflective practice, each of which has a particular value in providing experiential knowledge. These changes may occur in the forms of accepting or rejecting earlier conceptions, increased awareness, modifications and adaptations in beliefs and adoption

of new beliefs (Cabaroglu, 1999; Debreli, 2012; Richardson, 2003; Tillema, 2000; Yuan & Lee, 2014). In this challenge, pre-existing beliefs of pre-service teachers were reported to be replaced and assimilated on the condition that they observe development in student performance. However, in the same study, Debreli (2012) reported that pre-service teachers tend not to change their beliefs when they observe no improvement in student performance. In other words, change, assimilations, or adaptations in the beliefs held by pre-service teachers seem to depend on the experienced challenge and the observed outcomes. Pre-service teachers seem to evaluate the efficiency and practicality of the novel methods and information they are given and become more willing to adopt them if their pre-existing beliefs do not yield satisfactory outcomes during their teaching practice (Posner et al., 1982). It can be concluded from this discussion that the interrelationship and interaction between what pre-service teachers already believe and the new information they are presented has been reported in the literature to be a crucial factor for belief change and that pre-service teachers need to be provided with opportunities during teacher education to test their beliefs and see their consequences. Regarding the influence of the teacher training programs and included hands-on experiences, which often last for 2-4 years in many countries, we can anticipate that our participants in this study, who have been teaching and experimenting with their established theories and practices over a period of nine years, might have undergone notable changes in their cognition, which is the primary focus of inquiry in this study.

2.7.4.3. Impact of Practicum Experiences

The experience of learning to teach consists of several stages, one of which is the practicum. During the practicum, pre-service teachers go through a significant experience for their careers, during which their cognitions and beliefs about teaching and the profession continue to be shaped. Practicum experience can be considered the first time when pre-service teachers teach in a classroom environment. Although pre-service teachers become familiar with a number of theoretical points of view on teaching, it is during the practicum that they have a chance to act as teachers who are the implementers and testers of these theories. Moreover, pre-service teachers are not alone in classrooms but are observed often by their mentors and sometimes by their teacher educators. Therefore, the burden that they are expected to bear is demanding. It can, therefore, be assumed that practicum experience constitutes a significant step in the teaching careers

of pre-service teachers.

Several studies in the literature have attempted to uncover concerns, contributions and changes resulting from this unique experience. In an early study by Numrich (1996), like in this study, diaries that pre-service teachers kept during a practicum were investigated to identify their presuppositions related to instructional issues. It was reported in the study that pre-service teachers are concerned about timing for activities, providing instructions clearly, dealing with student needs, teaching grammar, and evaluating students' performance (p.142). On the other hand, the practicum experience was also found to enable opportunities for pre-service teachers to make discoveries related to teaching effectively.

Johnson's study (1996) also contributed to gaining a better insight into how perceptions of pre-service teachers on self-image as a teacher, teaching a foreign language and the act of teaching are constructed and shaped during the practicum. Similar to Numrich's (1996) findings, pre-service teachers were reported to have challenges with knowing students, time management and competency in deciding the content to teach and actions to take. These challenges have often been addressed as a mismatch or tensions between theoretical knowledge and real classroom environment realities (Borg, 2015; Conway, 2001; Dayan et al., 2018; Kagan, 1992; Westbrook et al., 2009). In Veenman's term (1984), 'reality shock', which will be discussed later, can also be referred to in addressing pre-service teachers' demands while filling the gaps between pedagogical and theoretical actions and field realities. In other words, the practicum seems to be the first case when pre-service teachers experience tensions between what they aim to do in the classroom and what happens (Borg, 2015). Farrel (2001) also investigated the difficulties faced by an EFL pre-service teacher during practicum in a Singapore school with a particular focus on the socialisation process. The study highlighted the challenges in establishing good relations with the school staff and dealing with the insulting attitudes of the superiors. These negative experiences were reported to restrict the participant's capacity to develop a credible perception of learners. The study was significant in bringing a novel aspect into the study of pre-service teachers' cognition with respect to the socialisation process.

2.7.4.4. Personal Experiences

Beliefs, often the products of personal experiences accumulated throughout the years, can change in response to novel experiences in diverse educational settings, including teacher education programs and practicum experiences or in-service experiences. While it has been firmly documented that teachers' practices are influenced and informed by teacher beliefs (Cuban, 1986; Kagan, 1992; Niederhauser & Stoddart, 2001), this does not necessarily mean that this is a one-dimensional interaction and changes in beliefs lead to changes in practices. Guskey (1986) proposes that changes in beliefs often occur following the teaching practice. In other words, teachers tend to experiment with their theories in their teaching practice and subsequently modify or reshape their beliefs based on the consequences they obtain. This two-directional point of view is in alignment with the available research on self-efficacy (Bandura, 1997; Schunk & Ertmer, 2000). Self-efficacy theorists argue that successful instructional practices boost a teacher's confidence. Therefore, teacher trainers should guide pre-service teachers to experience the feeling of managing instruction rather than transmitting theoretical knowledge to change their beliefs. Nespor (1987), in a similar way, suggests that the primary objective of training should not be to abandon earlier beliefs and adopt new ones totally but rather to replace earlier beliefs with more conventional ones in a progressive manner. According to Dwyer et al. (1990), personal experiences play a crucial role in shaping these earlier beliefs in a 'modified' environment. Such a modified environment can include "posing questions, not just answering them, and interrogating one's practice and the practices of others, making assumptions explicit, and making classrooms sites for inquiry (Cochran-Smith & Lytle, 1999, as cited in Windschitl, 2002, p.161). This emphasis on professional education is not limited to pre-service education but can be considered as a reflective and introspective component of in-service training. According to Windschitl (2002), this approach is transformative and can be addressed in the "conceptual, pedagogical, cultural, and political challenges facing teachers" (p.131). In sum, personal experiences are critical elements of changes in beliefs. They should, therefore, be informed and guided by professional education within the framework of 'constructivism in practice' as suggested by Windschitl (2002).

2.7.4.5. Indirect Experiences

Another factor that has been reported to influence the process of changes and developments in beliefs is indirect experiences. According to Schrunk and Ertmer (2000), indirect experiences are powerful tools of learning, primarily resulting from knowledge and motivation rooted in the observation of similar others. In other words, when individuals encounter good examples of certain classroom behaviours or instructional preferences, this not only provides them with a body of knowledge but also motivates them to exhibit similar behaviour or to make similar decisions in the educational setting. In addition, it is equally essential to be able to access these good examples frequently, which will increase the observer's likelihood of creating a rapport between himself/herself and the role models.

Zhao and Cziko (2001) propose that observing others, as the primary form of indirect experience, can improve teachers' motivation for change and modifications in their beliefs and boost the feeling that efficient progress is manageable and achievable. Also, this form of transformation and professional development brings a genuine and voluntary change when supported by discussions and incorporation between observers and examples. However, presenting teachers with enough opportunities to explore alternative instructional methods or educational examples is not a simple task since it may not always be possible to find suitable examples or move in-service or pre-service teachers out of their classrooms (Albion & Ertmer, 2002). Even though the experience of practicum is a part of teacher training, pre-service teachers may not always have enough time for observation or alternative mentor teachers as good examples to diversify the scope of their observation. These assumptions and anticipated problems signify the necessity of diverse strategies to enrich and amplify teachers' opportunities for observing others, acquiring parts of good examples, and experimenting with them in their teaching environments without the fear of making mistakes (Ertmer, 2005). Thus, it appears that diverse observation experiences play a role in enriching pre-service teachers' learning journey.

2.7.4.6. Personal factors

Personal factors have also been documented in the literature as a factor for changes in beliefs. A set of elements pertaining to the teachers themselves, not resulting from an external source, can influence how they view the world and change their assumptions and

beliefs. These elements include reflection (Basturkmen, 2012; Farrell, 2008), emotional responses, instructional strategies and preferences, and motivation (Gill & Hardin, 2015; Vermunt & Endedijk, 2011), each of which will be explained below.

The tendency to reflect on actions can be considered a personal factor, and practice is a crucial and emphasised element in teacher training (Richards & Farrell, 2005). As addressed in the earlier sections on reflection, it prompts teachers to make a critical analysis of their learning and teaching practices to achieve a better acknowledgement of the consequences. These understandings further lead them to modify or re-evaluate their existing beliefs (Richardson, 2003). Therefore, reflection is considered a significant tool that has the potential to trigger changes in beliefs and enhance the professional development of both in-service and pre-service teachers (Basturkmen, 2012). This presumption was also evidenced in the study by Tillema (2000), who reported that reflection can prompt positive changes in beliefs when performed following a hands-on experience. Richardson (2003) notes that reflection is an essential factor in the development and transformation of teachers and should be performed either independently or under the guidance of the teaching practice. Additionally, acknowledging the fact that individuals may have varying competencies in reflection, teacher training programs should equip pre-service teachers with the required skills and knowledge to analyse and evaluate their practices and the outcomes of their teaching (Tang et al., 2012). This suggests that reflective practice as a personal factor is integral to teachers's ongoing growth and professional development.

Emotions are another personal factor addressed under the factors leading to changes in beliefs. The influence of emotions on the developmental journey of pre-service teachers in terms of their beliefs is documented and recognised as an essential element (Gill & Hardin, 2015). Several researchers have reported that emotions are instrumental in triggering changes in beliefs (Gill & Hardin, 2015; Yuan & Lee, 2016). In their journey of acquiring and implementing pedagogical knowledge and skills, pre-service teachers may experience challenging and complex emotions. Their interpretation and evaluation of learning experiences may sometimes be shaped in accordance with the emotional responses they give. These emotional responses may lead them to question their knowledge and skills (Yuan & Lee, 2016). For example, positive or negative emotions, sense of a collective educational context, willingness to learn and improve, motivation, or relationship with others may lead to diverse attitudes or decisions in changing their beliefs (Gill & Hardin, 2015; Yüksel & Kavanoz, 2015). It is, therefore, plausible to

assume that pre-service or in-service teachers may be emotionally influenced by their learning or teaching environments, which can lead them to reassess or change their beliefs about specific educational and instructional issues.

2.7.4.7. Socio-Cultural Effects

According to Becker and Riel (1999; cited in Ertmer, 2005, p.34), beliefs held by teachers may be influenced by the cultural norms, values and expectations in the environment where they live. Putnam and Borko (2000) argue that teachers may experience changes in their practices or beliefs as they become more densely involved in the cultural and professional communities. A longitudinal study by Gu and Day (2013) on teacher identity has documented that pre-service teachers may have difficulties in 'legitimising' their professional identity in their teaching communities. The study highlighted that the identity construction process involves a complex relationship that is influenced by the social discourse, historical and cultural background, current practice, and future expectations, as well as being a legitimate member of the community. A significant recommendation for better progress through this experience is to ensure that individuals have professional attitudes and approaches in their evaluation of implementing new practices and methods or taking risks (Guskey & Huberman, 1995). Some participants in the study are known to have worked both in the east and west parts of Türkiye, which have different social and cultural values. Therefore, the available findings and arguments in the literature can guide this interaction between socio-cultural characteristics and professional decisions in practice.

2.7.4.8. Impact of Transition from Pre-service to Classroom

The differences between novice and experienced teachers have been evidenced in the literature regarding their beliefs and practices (Calderhead, 1991; Farrel, 2012). These differences result primarily from the difficulties and complexities that novice teachers must address in their first year of teaching. Therefore, several studies have investigated the transition from pre-service into the first year of teaching, often referred to as the 'reality of shock' (Veenman, 1984). Several influential factors have been addressed under this description of the reality shock.

Firstly, novice teachers begin to realise during their first year that their assumptions and personal theories may not always be convenient and applicable in real classroom settings (Farrell, 2006). During this period, novice teachers undergo a process

of acknowledging matches and mismatches described by Ismail (2017) as 'idealisations and realities.' Farrel states that novice teachers have to deal with substantial challenges in their first year because teacher training programs fail to equip them with the necessary skills and knowledge for this transition. The underlying reason behind this apparent gap is that "learning to teach is often viewed as being a highly situated, highly interpretative, and idiosyncratic activity" (p.211). This problem, therefore, does not only result from the inefficiencies of teacher training programs but is also related to the fact that teacher trainers cannot cover all the possibilities and scenarios that are likely to occur in the pre-service teachers' future classrooms (Northfield & Gunstone, 1997 as cited in Farrel, 2006). This unpreparedness eventually results in a reality shock for which novice teachers spend most of their time and effort at the very beginning of their careers.

Secondly, it has been reported in several studies in both SLTE and non-SLTE literature that the challenges encountered by novice teachers also result from the high workload and insufficient guidance and assistance from the administration and colleagues (Crookes, 1998; Peacock, 2009). Several researchers indicated that novice teachers are often negatively influenced by disagreements with the administration and by being required to meet the expectations from them as well from other teachers and even their own families, who expect them to achieve more than they can manage (Fantilli & McDougall, 2009). Not being able to cope with such demanding tasks and roles, novice teachers frequently find this process stressful and intolerable. They may even sometimes be alone in their struggle to deal with the demanding requirements, which is referred to by Fantilli and McDougall (2009) and Varah et al. (1986) as 'sink or swim' realities or strategies.

A third reason that was reported to be influential in the transition from pre-service to novice teachers is the socialisation process into a new culture (Calderhead, 1992). Integrating into a professional school culture can sometimes become challenging for novice teachers. Calderhead (1992) stated that such new organisational and professional cultures possess their missions, shared values, and standards. Peacock (2001), noting the difference between the beliefs of pre-service teachers and experienced teachers, argues that being in different roles over time and working in different settings as an inherent characteristic of the teaching profession influence the changes in these teachers' beliefs. Farrel (2012) further highlights the significance of the transition from pre-service to novice teachers:

> Over the years, I have often wondered how many other novice teachers have had negative experiences but without the guides and guardians who came to my rescue. How many of these novices travelling alone decided to abandon the teaching path before ever discovering the joys of teaching? (p.436)

In conclusion, we understand that the task of novice teachers in their first year of career presents several challenges, including the reality shock between theory and practice, socialisation in a new organisational and professional culture, demanding expectations from others, and possible disagreements with the administration or colleagues. The literature reports that novice teachers do not receive the necessary skills and knowledge during their training to manage this task. Novice teachers, consequently, find themselves busy with instructional and organisational issues more than student learning Harju and Niemi (2020). These factors all lead to the understanding that the transition period from pre-service to in-service is a significant milestone in teachers' careers, impacting their beliefs.

This section outlined a set of factors that are influential in the professional development of pre-service teachers, including previous learning experiences, teacher education programmes, practicum experiences, personal experiences, indirect experiences, personal factors, socio-cultural effects, and transition from pre-service to classroom. Still, the research on changes in beliefs has primarily focused on the impact of the process from teacher education programs (especially the practicum) into the initial years of their career. This focus on a limited period can potentially be attributed to the practicality of research in terms of accessing participants and tracking changes. However, tracking changes in teacher cognition over a period extending beyond the teacher training programs poses more significant challenges because the researchers are less able to access and contact the participants. Against this limitation and narrow scope of analysis, the current study aims to track changes in the beliefs and perspectives of pre-service teachers over a time period of nine years, which became possible by the utilisation of the reflective journals written by the participants during their practicum and stored in a private library until today.

2.8. Similar Studies

A set of influential studies have been conducted on changes in teachers' beliefs, dating back to the late 1990s and continuing into the 21st century. These studies, carried out by leading scholars in the field of teacher cognition, provide valuable insights into the

nature and process of change in teacher cognition and contribute to almost every stage of the present study. The following sections will include an overview of these studies, touching upon their context and conclusions.

The study conducted by Sendan and Roberts (1998) traced the evolution of a pre-service teacher's personal theories over a period of 15 months as a case study. The primary aim of the study was to investigate the efficiency of teacher education programmes as a response to the claims that teacher education programmes are not influential in changing the cognitions of pre-service teachers (Kagan, 1982; Zeichner & Liston, 1987, as cited in Sendan and Roberts, 1998). The researchers proposed that the focus of prior studies was limited to the content of change in cognitions investigating the topics or themes rather than the structure of change. They argued that there could be more changes in the structure of personal theories held by pre-service teachers than in their content.

In 1999, Cabaroğlu conducted a study to examine the source and development of beliefs held by pre-service teachers enrolled in a one-year Post Graduate Certificate in Education (PGCE) program. The purpose of the study was to reveal the sources of the twenty pre-service teachers' beliefs and identify whether and how their beliefs evolved during their training period. Among the pre-service teachers, there were those with seven years of experience, and some had no experience at all. Cabaroglu made use of various data collection tools such as Language Learning Autobiography, observation forms, interviews, and snakes. Her analysis and report of the findings included Sources of Beliefs, Development of Beliefs and Factors indicated by Pre-service Teachers as Influencing Beliefs supported with further data from the Snakes and Questionnaires. Cabaroglu's study was different from several other similar studies in that she focused on the process of change rather than the content of change. In other words, the study explicitly dealt with how the participants changed their beliefs over their training and provided functional categories to explain the processes that pre-service teachers underwent in the modification of their beliefs. As a result of the comparison between the data collected in the initial and final stages of the procedure, Cabaroglu reported that all the participants, except for one pre-service teacher, changed their beliefs throughout the programme. She noted that the changes in the participants' beliefs were observed more in the structure rather than the content. Based on the comparison between the initial and final sets of data, Cabaroglu identified eleven categories of change in terms of structure: awareness, consolidation, elaboration, addition, re-ordering, re-labelling, linking up,

disagreement, reversal, and pseudo change. Additionally, the author highlighted the significant impact of the teacher education program on the development of the participants' beliefs and considered the program as a key factor in this process. Moreover, she proposed that developing and integrating such programs into teacher training would yield better outcomes when they assisted and guided pre-service teachers in facing their pre-existing beliefs and reflecting on their own procedures. Cabaroglu's study paved the way for several other researchers to focus on similar issues in different contexts. For example, Debreli (2012) and Dang (2019) utilised the developmental processes proposed in Cabaroglu's study. The author also constructed 'the pre-service teacher belief development model' based on her findings and adapted Tillema's (1998) previous model. This model aimed to explain the stages involved in the process of belief change. According to this model, pre-service teachers first encounter a novel experience. The initial stages include being aware of the experience and going through a process of consistency check. If the check ends up with consistency, pre-service teachers go through the process of consolidation. However, if they find an inconsistency between their previous beliefs and new experiences, they move into the evaluation step. In these situations, the discrepancy is compensated either by addition or elaboration. However, in cases when the discrepancy is significant and cannot be tolerated with minor modifications, pre-service teachers begin to look for solutions in the decision-making process. The main element of this step is to reconstruct the earlier belief. These reconstructions may be performed by totally abandoning the earlier beliefs, re-ordering them in terms of priority and relabelling them.

Cabaroglu's study provided a significant contribution to the understanding of the nature and structure of change in beliefs held by pre-service teachers. The developmental patterns proposed in Cabaroglu's study guided the data analysis and interpretation steps in this present study. However, our study differed from her work in several aspects. First, Cabaroglu investigated the change in beliefs throughout PGCE, a specific one-year program for the training of pre-service teachers. This study, on the other hand, explores a journey different in nature and scope: from pre-service to experienced teachers. Secondly, while the participants in Cabaroglu's study were from different countries working in England with various backgrounds and experiences, our participants were all Turkish teachers who graduated from the same university, had a similar background and worked in different cities in Türkiye. Thirdly, Cabaroglu's understanding of belief primarily consisted of the participants' pedagogical beliefs; our study focuses on the pre-service

teachers' perspectives, which include a wider range of topics extending beyond pedagogical considerations and preferences. Finally, while Cabaroglu investigated the sources of the existing beliefs of the participants, the present study attempts to reveal the sources that lead to changes in the participants' perspectives.

One of the studies that used the framework and model proposed by Cabaroglu was conducted by Debreli (2012). In this study, Debreli investigated the development in the beliefs of 12 pre-service teachers in the final year of the ELT programme at a Northern Cyprus university. The study explored the extent to which the pre-service teachers were influenced and informed by the theoretical content knowledge in the program and whether the practicum during the program brought about any changes in their beliefs. Similar to Cabaroglu's study, Debreli also was interested in the nature of changes in the beliefs of the participants. Semi-structured interviews and diaries were employed in the initial, ongoing, and final phases of the study for data collection. Cabaroglu's (1999) framework was utilised for the analysis and categorisation of the changes in beliefs. The study validated the convenience and applicability of the development processes and reported that, unlike several other studies, the beliefs of all the participants changed throughout the programme. It was concluded in the study that the participants elaborated, strengthened, or modified the majority of their beliefs but did not totally reject them, signifying the fact that they had a better understanding of pedagogical issues upon completing the program. These identified changes and modifications indicated that the ELT program had a significant and powerful influence on the development of the participants' earlier beliefs. However, it was also noted in the study that EFL pre-service teachers experience real-life classrooms late, and the allocated time for this hands-on experience is limited. This late exposure and limited opportunities for testing personal theories were interpreted in the study as the primary reason why the earlier beliefs of the participants were not well-established in the initial stages of the programme. Therefore, Debreli proposed that pre-service teachers should be provided with more opportunities to apply the theoretical knowledge they received in practice in the earlier stages of the programme. This way, he concluded, pre-service teachers can achieve a better and more comprehensive acknowledgement of the intricate and challenging issues in the practical face of the teaching task.

Similar to these studies by Debreli and Cabaroglu, more recent studies with a similar focus are also available in the related literature. The doctoral research conducted by Đặng Thị Vân Anh in 2019 tracked changes in the beliefs of pre-service teachers

enrolled in a teacher training programme for English for Specific Purposes (ESP). The research was considered more significant since it focused on the field of ESP as a less explored area of investigation. The research's primary objective was to reveal the beliefs of pre-service ESP teachers in Vietnam and explore how and whether these beliefs evolved during their ESP methodology courses and the practicum experience. It also aimed to examine the factors leading to these changes. The study had a qualitative multiple-case design. The participants were twelve pre-service ESP teachers, and the duration of the exploration was six months. Semi-structured interviews, reflective journals, observations, and stimulated recall interviews were employed for data collection, and the analysis was performed as both within-case and cross-case analyses. The findings from Đặng's (2019) study revealed that pre-service teachers had a broad spectrum of beliefs on educational issues at the initial phase of the study. Six different ways of change in beliefs were identified: confirmation, fluctuation, modification, elaboration, reprioritisation, and reversal, which were later categorised into broader processes of development and counter-development. The process of development refers to the times when the participants' beliefs grew stronger and more evident by the end of the study. In contrast, counter-development indicated that the participants' beliefs about ESP teaching remained constant and unaltered. The beliefs of the participants were reported to have been influenced by both individual (reflection, learning approaches, and motivations) and contextual factors (related to the ESP teaching methodology course and the practicum). The findings of the study also revealed that internal and external influences on the participants' beliefs were integrated and interrelated rather than acting independently. The study's significance mainly stems from its design as a multiple case study and its further focus on the reasons behind changes in beliefs. In line with Đặng's study, the present study also explores the development and counter-development in the perspectives of the pre-service teachers employing a similar multiple-case study design. However, the context and scope of our study are different as it is on EFL pre-service teachers' journey into experienced teachers, which extends into a nine-year period. Additionally, similar to the studies mentioned above, Đặng's study focused merely on the pedagogical understandings of the pre-service teachers while omitting several other personal and professional aspects that are included within the scope of the current study that investigates both pedagogical beliefs and the layers of Onion Model as parts of the professional development. Despite these differences, Đặng's study served as a perfect model for the present study as both studies employed a multiple case-study design.

One common characteristic of the studies outlined above is their focus on the pedagogical understandings of the teachers, which were referred to in those studies as 'beliefs.' However, we also need to address some other studies that investigated the professional development of teachers within the scope of reflective practice. One such example was conducted by Maaranen and Stenberg (2017), who explored the personal practical theories (PPTs) and reflections of Finnish pre-service teachers. The researchers utilised the Onion Model as a tool for data analysis and organisation, which was a critical decision in their research process. Referring to the terminological inconsistency in teacher cognition research, the term 'personal practical theories' constituted the central theoretical framework, which they viewed as pedagogical beliefs that guide teachers' classroom actions (p.3). The personal practical theories of the participants were elicited through reflection. Interviews were conducted with each participant after their final practicum. The individual analysis and cross-case analysis were employed to reveal how these personal practical theories were distributed across layers of the onion model. It was revealed in the analysis that the participants' reflections revolved around the outer layers of the onion model. At the same time, there were few examples of reflection at the inner layers, such as identity and mission. Competency was the least observed category, which was considered a significant inefficiency by the researchers as the participants were about to enter the teaching profession. The researchers argue that pre-service teachers should be encouraged to perform deep and critical reflection. They concluded in their study that teacher education should promote the inner lives of teachers by acknowledging their hopes, beliefs, emotions, and values. In this sense, Maaranen and Stenberg (2017) provided a significant contribution to our study as we also attempted to integrate such personal values and emotions into our analysis and interpretation of the data. Moreover, their utilisation of the Onion model was a useful example for us illustrating a model for the application of the Onion Model layers for data analysis. Still, our study is different from their focus in some respects. Firstly, the current study explores an extended period between initial and current perspectives, while this interval was relatively short in Maaranen and Stenberg's (2017) study. Secondly, the researchers asked their participants to write personal practical theories as a response to the question 'What is important to you in teaching and schoolwork?', which yielded one-sentence long statements lacking context and background. However, in our study, reflective journals provided us with rich and detailed contextual information, which paved the way for a more insightful introspection and reflection into the personal and professional journeys of the

participants. Despite these differences, both studies can be considered to complement each other in many respects.

Although these studies provide a comprehensive insight into the beliefs, reflections, personal theories and perspectives of teachers and the role of teacher education programs, one common limitation is that they explored the evolution and development of teachers over short periods of time, which often included a period of six months to two years. The present study, however, attempts to investigate the journey from pre-service years to experienced teachers by comparing initial perspectives elicited through reflective journals written about nine years ago and current perspectives obtained by means of in-depth interviews. Such an extended period with a longitudinal approach enables us to acknowledge better the nature and process of changes over the transformative journey of the participants. Additionally, all the related studies have been conducted in contexts other than Türkiye, and there appears to be no study in the Turkish context that investigates such a transformative journey from pre-service to in-service with respect to the processes of changes and factors leading to changes. Regarding the contextual complexities and intricacies reported to be unique to the Turkish context, as evidenced by OECD (see section 1.3), the gap in the literature becomes more discernible. Therefore, the present study aims to fill this gap in the related literature by focusing on the unique journeys of the participants and adopting a multiple-case design. Another distinctive characteristic of the present study lies in its utilisation of the Onion Model, which enables us to integrate pedagogical understandings of the participants and their fears, emotions, hopes and dreams in the same framework. These aspects of teacher cognition seem to have been ignored, as the majority of the studies predominantly addressed the pedagogical beliefs of the teachers. As suggested by Maaranen and Stenberg (2017), the mental lives of teachers are not limited to their theoretical and practical assumptions. While we recognize the significance of considering teachers' pedagogical beliefs to enhance student learning, we presume that the efficiency of teacher training programs and the practices teachers exhibit in the classroom are influenced by the inner lives of teachers. We also presume that professional development does not end upon graduation from the training programmes. Individuals continue to be influenced by real-world classroom experiences, professional interaction, and reflection. By investigating the possible changes and non-changes in these teachers' journeys, we aim to achieve a broader and holistic picture of professional development over the years. Therefore, we expect to fill a significant gap in terms of our present understanding of how

teachers' beliefs, reflections, or perspectives are influenced by internal or external factors and how they evolve through time.

2.9. Conclusion

The literature review section has provided a set of interrelated concepts and frameworks in teacher cognition research. These theoretical understandings serve as ground in all stages of this study, from planning to the conclusion. The most essential elements of this theoretical framework are reflection, beliefs, and identity as leading concepts in the research on teacher cognition. The review provided a historical overview of the research on teacher cognition, highlighting crucial phases in its development from the 70s to the present, followed by the exploration into the idea of reflection in teaching. Several models of reflection, including the Onion Model, were addressed in this section, together with definitions of reflection, its applicability in teacher education and its significance to the professional practice of the teaching task. The next focus area in the review was teacher identity. Special attention was given to the section on beliefs, as it is often viewed as a messy construct due to the terminological plurality. Therefore, a comprehensive account of its definitions, characteristics and differences from similar constructs was provided. Subsequently, an overview of research and findings on changes were presented in beliefs as well as factors leading to changes, as one of the most frequently inquired aspects of teacher beliefs. This section of the literature review served a crucial role in planning and designing the current study in light of the previously established theories of cognition, reflection, beliefs and identity and the findings reported by similar studies.

CHAPTER III

METHOD OF THE STUDY

3.1. Introduction

This chapter will present the theoretical considerations, methodological decisions and justifications related to the stages and procedures of this multiple-case study. The decision to employ this methodological approach (multiple-case study through reflective journals and semi-structured interviews) will be justified. Details will also be provided in relation to the research context and process of selecting the participants. Additionally, we will include a comprehensive explanation of the data collection and analysis processes. We will highlight the decisions made and actions taken to ensure credibility, transferability, dependability and confirmability of the results and interpretations and to ensure that ethical responsibilities are fulfilled.

3.2. Research Questions

The primary objective of this study is to reveal (non-)changes in the perspectives held by pre-service EFL teachers about various aspects of the teaching profession during their practicum over their 9-year of teaching experience. Furthermore, it aims to identify the factors that might have led to these (non-)changes in their perspectives throughout their careers. The study has formulated three research questions. These questions are as follows:

1. What were the initial perspectives of the pre-service EFL teachers about teaching profession at the end of their teacher training program?
2. How have the perspectives of the EFL teachers evolved or remained consistent over their 9-year teaching career?
3. What factors do the EFL teachers attribute to the evolution or consistency in their perspectives over their teaching career?

The research questions were formulated following a strategic path, and each question concentrates on a crucial part of teacher cognition. The first research question aimed to uncover the perspectives of EFL teachers about the teaching profession during

their pre-service education, achieved by examining the responses they wrote under the given prompts in their reflective journals. The objective was to identify the starting point of their professional cognition, essentially establishing a comparative baseline for later stages. It was also aimed to identify the prevalent themes and trends in their perspectives. The second research question sought to uncover whether and in what ways these perspectives had changed or remained the same throughout their professional career. The purpose was to capture any (non-)changes in their perspectives by systematically comparing the initial perspectives with the data collected from the semi-structured interviews. This was attained through a series of semi-structured interviews with the writers of the reflective journals. The third and final research questions were designed to identify the factors that may have led to any (non-)changes in their perspectives throughout their teaching career.

3.3. Research Design

A qualitative research design, which is based on an interpretive paradigm, was employed in the study. Accordingly, one of the theoretical underlying assumptions of the study is constructivism, which proposes that each individual constructs their own reality, resulting in a unique perspective; comprehending this reality offers distinct insights into an individual's thoughts and behaviours (Denicolo et al., 2016). With this understanding, the participants of the study are assumed to have their own constructs and reality through which they determine the way they think and behave.

A short but not simple definition of qualitative research is "a form of systematic empirical inquiry into meaning" (Shank, 2002, p.5). Three significant features of qualitative research stand out in this definition: (a) systematic, (b) empirical and (c) inquiry into meaning. Qualitative research is *systematic* as it is conducted based on a plan and order that the researcher has determined. Qualitative research is *empirical* as it is based not only on a theory or logic but also on verifiable observational and experiential data. Finally, qualitative research is an *inquiry into meaning,* as the main focus and purpose of this type of research is to gain insight into how individuals make sense of what they experience, which is the *meaning.* A more comprehensive and detailed definition of qualitative research is:

> Qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that make the world visible. These practices transform the world. They turn the world into a series of representations, including field notes, interviews, conversations, photographs, recordings, and memos to the self. At this level, qualitative research involves an interpretive, naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them. (Denzin & Lincoln, 2005, p. 3)

Bryman (2016) similarly refers to these features as he refers to the epistemological and ontological positions of qualitative research. Firstly, from an epistemological perspective, qualitative research is interpretive, contrary to the scientific model in quantitative research. An interpretive paradigm here, as an anti-positivist view, strives to investigate the subjective meanings that individuals attach to their lived experiences (Cohen et al., 2017). Teachers, in this sense, are viewed as actors of their actions in the social world. The role of the researcher is to investigate how individuals interpret the world around them. With this guiding principle, this study endeavours to understand how the participants perceived and interpreted the educational setting of which they have been a part for nine years, including the subjective meanings they attached to various aspects of the teaching profession.

Secondly, from an ontological point of view, qualitative research is *constructionist,* contrary to the realist orientation that views phenomena as "out there", existing independently and separate from those involved (Bryman, 2016). This idealistic viewpoint postulates that there are multiple truths or realities rather than a single reality based on an individual's interpretation and meaning-making process (Guba & Lincoln, 1994; Smith, 1983). Therefore, ontologically speaking, the present study does not aim to reach one, single and conclusive truth or reality but rather to uncover subjective realities of each case, which is constructed socially and psychologically.

In line with the principles of qualitative research, the multiple case study method (as outlined by Yin, 2014) was selected for this research. An overview of the research design employed in this study is summarised in Table 5:

Table 5
Overview of the Study

Research method	Qualitative multiple-case study
Research participants	Five in-service teachers with 9-year teaching experience
Data collection tools	Reflective journals Semi-structured interviews
Research procedure	Stage I: Identification of the teacher's initial perspectives they held during the practicum through the responses under the prompts in their reflective journals (RQ 1) Stage II: Identification of (non-)changes in the initial perspectives through semi-structed interview 1(RQ 2) Stage III: Identification of the possible sources of (non-)changes through semi-structured Interview 2 (RQ 3)

3.3.1. Case Study

In this section, explanations will be made as to the relevance of the case study for this research, the use of case study method in similar studies, characteristics of the case study method and their implications in this study, the justification of the preference for the multiple-case study over single case studies and finally two further considerations about the replication procedure and unit of analysis for the case study.

Multiple definitions of case study research are available in the literature. However, one of the most prominent figures in case study research is Stake (1995), who defines a case study as "both the process of learning about the case and the product of our learning" (p.237). For Yin (2009), another influential scholar in case study research, a case study is an inquiry that "investigates a contemporary phenomenon in depth and within its real-life context" (p.18). Yin (2014) identifies the primary requirement for conducting case study research in line with the nature of the research questions. The case study approach is particularly suitable for investigating *how* and *why* certain events occur in a context where the researcher possesses limited or no control. In line with these objectives, the present study aimed to address two fundamental exploratory questions of how (RQ2) and why (RQ3) concerning the journey from pre-service to in-service in terms of their perspectives. Through various sources of information, the present research, as a case study, provides comprehensive descriptions and explanations of the process and dynamics involved in changes in the perspectives of the EFL teachers in their journey from practicum to real teachers.

Case studies are also widely utilised in similar studies on the change in beliefs among pre-service teachers. Earlier research with this focus has investigated and tracked changes in the beliefs of a single pre-service teacher (e.g., M. Borg, 2005) or multiple pre-service teachers (e.g., Brownlee, 2003; Mansfield & Volet, 2010; Tanase & Wang, 2010; Yuan & Lee, 2014). Within the conceptualisation of case study research, a teacher's belief system can be considered as a phenomenon "bounded by time and place (or setting)" (Creswell, 2023, p. 47). Consequently, the utilisation of a case study approach is relevant to the present study, which examines (non-)changes in the perspectives of five EFL teachers who graduated from the same university and currently work at different schools in Türkiye with respect to the factors leading to (non-)changes.

This research also possesses the three main characteristics of case studies as classified by Yin (1994): exploratory, descriptive, and explanatory. Traces of all these characteristics and types are present in the current study. Firstly, this study is a descriptive one as it provides an extensive and detailed narrative from the participants in relation to their initial perspectives. Secondly, the current study adopts an exploratory approach by investigating the changes or non-changes in the perspectives of EFL teachers throughout their careers, which covered a period of 9 years in this study. This exploratory approach aimed to uncover whether and in what ways the identified initial perspectives have changed or remained the same over this period. Finally, the present study has an explanatory lens. The study further aims to determine the underlying reasons behind the changes or non-changes in these perspectives. In other words, the study attempts to uncover the factors that might have led the participants to maintain their perspectives or change them.

Regarding the functions that case studies serve, two standard designs exist: the single-case design and the multiple-case design (Yin, 2014). The present study adopted a multiple-case study design, considering the perspectives of each of the five participating EFL teachers as an individual case. Although individual perspectives undergo diverse processes of change (Cabaroglu & Roberts, 2000; Yuan & Lee, 2014), both similarities and differences can be observed in processes of change among teachers. The implementation of a multiple-case study design enabled the documentation of the unique journey each participant has experienced while also identifying shared characteristics in their perspectives and the factors that influenced it.

Finally, two essential elements of case study research shaped the design of the study. Firstly, the present multiple-case study research utilised the replication procedure

in line with the recommendation by Yin (2014). Accordingly, the identical processes of data collection and analysis were followed for each case. With this approach, we intended to achieve 'the systematic comparison and accumulation of findings across the cases', as highlighted by George and Bennett (2005, p. 67). Secondly, the unit of analysis for the cases was clearly specified. Brewer and Hunter (1989) outline six potential units in educational research. These include individuals, personal attributes, activities and interactions, environments, events, and instances, as well as collective units. Any of these can serve as the primary focus of research. The term "unit of analysis," as defined by Miles and Huberman (1994), refers to the principal subject being studied, which, in this context, is 'teachers' perspectives.' Each teacher was considered a sub-unit within the study. Since the present study is a multiple case study, the teachers were examined both on an individual basis and as part of a group (Levin and Wadmany, 2005). That is, each teacher was considered as an individual case who had distinct features of cognition and individual experiences. Apart from this, five participants of the study were also considered as a part of a group dynamic. With this approach, both within-case and cross-case analyses were provided, which will be further detailed in the related sections.

3.4. Research Setting

The research setting is The Department of English Language Teaching of Cukurova University and the various public schools affiliated with MoNE. Cukurova University, located in Adana, Türkiye, was established in 1975. Over the years, it has become one of the leading universities in the country, offering undergraduate and graduate programs in fields such as engineering, medicine, arts and sciences. The Department of English Language Education of Cukurova University, one of these departments, is ranked 19th nationally and has a global ranking of 1334, according to EduRank.org (2023). The department offers Bachelor, Master and PhD programs in English Language Teaching.

There were 260 students enrolled in the Department of Foreign Language Education at Cukurova University in 2012 when the participants of the current study graduated. As of 2023, this number has increased to 565 students (CoHE, 2022). The program offers courses with a focus on areas such as language teaching methodologies, linguistics, language assessment, and culture and literature. In the final year of the program, pre-service teachers are more involved in the practical aspects of teaching by

enrolling in courses such as Teaching English to Young Learners 1 and 2, Teaching Language Skills 1 and 2 Assessment and Evaluation and Materials Development. There also those in which students are exposed to work in classrooms. At the time when the participants of this study were in their final year, two courses were assigned to the students for this purpose: School Experience and Teaching Practice. In the Fall term of the program, they were enrolled in the School Experience. During this experience, pre-service teachers make weekly visits to their assigned schools in groups and spend a whole school day there during the 10-12 week process under the supervision of their mentor teachers appointed by the school principal. For the purposes of this course, the pre-service teachers were expected to perform pre-defined observation tasks during classroom observations. Following these observations, they completed reflective reports, which were then assessed by their university supervisor. Every week, the university supervisor provided feedback on these reports. In the spring term, they were enrolled in the Teaching Practice course. For this course, pre-service teachers were expected to be actively involved in such activities as managing and maintaining interaction with students, lesson planning and delivery, evaluating student work and giving feedback (Başaran Uysal & Savas, 2021). The university supervisor observed one of these teachings and gave feedback to the pre-service teacher for evaluation. Successful completion of this credited course depends on the fulfilment of certain criterie including the practicum teaching.

The participants of the this study completed their reflective journals throughout this process of experience in the 2011-2012 academic year. However, it is worth mentioning that these courses, namely School Experience and Teaching Practice, and the process were the result of a new era in education faculties with the pre-service teacher education project initiated in 1997 in cooperation with CoHE and the World Bank. Accordingly, the School Experience course was added to the education faculty curriculum in 1999 (CoHE, 1999 p. 53-54). However, with the changes made in all programs of faculties of education in 2018, CoHE abolished the School Experience course, combined with the Teaching Practice course (CoHE, 2108). Currently, experiential courses are now offered as Teaching Practice I and II.

3.5. Selection of the Participants

In qualitative case studies, the preferred sample size is usually small. This traditional preference results from the nature of qualitative case studies which primarily

aim to investigate a phenomenon with a thick description. This inquiry is naturally demanding as it involves "in-depth understanding and insights into the findings instead of empirical generalisations" (Liamputtong, 2009, p. 12). Additionally, qualitative studies do not aim to generalise to bigger populations or contexts and, therefore have a less focus on representation and are less concerned about the number of participants (Neuman, 2009). However, this does not mean that conclusions elicited from a smaller number of participants and less broad contexts are not relevant for wider populations since, according to Denzin and Lincoln (2005), qualitative inquiries have the potential to provide a rich and holistic view of a particular case.

The five participants of this study were chosen through a purposive sampling method as a type of non-probability sampling. In non-probability sampling, samples are not selected through random sampling but based on a strategy relevant to the purpose of the inquiry. In other words, a set of particular units has a higher chance of being selected (Bryman, 2016). Under the category of non-probability sampling, Bryman states that sampling in qualitative research is often characterised by the notion of purposive/purposeful sampling (2016). In this regard, Patton emphasised that the key characteristic of purposive sampling is to seek 'information-rich cases for in-depth study' (2015). To elucidate the notion of purposive sampling in qualitative research, Patton quotes Shakespeare and the opening phrase of the famous soliloquy in Hamlet, rephrasing it as "to sample or to select cases, that is the question" (2015, p. 666). Patton, with this re-quote, differentiates between sampling and selecting cases, the latter being more appropriate and credible in qualitative studies. Therefore, purposive sampling can be defined as the researcher's purposively 'selecting cases' regarding his or her own research interest and questions rather than merely sampling a group of people or cases to reach a particular number.

In the current study, criterion sampling as a type of purposive sampling was employed to select information-rich cases. Criterion sampling refers to a sample that is "chosen from units (cases of groups of people) that meet predetermined certain criterion" (Patton, 1990, p.243). It was through my supervisor that I learned about a collection of 51 reflective journals that were written by pre-service teachers from Cukurova University's English Language Teaching Department in 2012 as a part of the teaching practicum. In the initial phase of the study, I, with my supervisor, read through a number of these reflective journals and realised there were major differences among them in terms of their richness of content, number of pages written, number of perspectives and devotion

of the journal writer. While some journals included perspectives in line with the research questions of this study, some journal writers preferred to write only on causal daily events that occurred during the practicum experience, providing few reflections. An example of this can be seen in the excerpt from a reflective journal:

> *"We started the week with an observation task. The mentor teacher brought an extra-curricular activity for students. The activity was exciting. The students were asked to put the story sequence in order. There were also comprehension questions. It was like a game. The students excitedly started to do the activity…*

These different characteristics of the available reflective journals were the basis for the use of criterion sampling. A set of criteria was determined to select the teachers for the interview procedure. With this purpose, teachers who (a) had reflective journals rich in terms of content and count, (b) had reflections rather than descriptions of events, (c) wrote in their native language and (d) graduated from university in 2012 were selected. The reason for the selection of journals with more written pages and rich in reflection was to minimise the amount of any possible irrelevant data. Additionally, the journals written in Turkish were preferred as we observed that some pre-service teachers were not able to express their opinions comfortably and clearly in journals written in English. The teachers who graduated from the university in 2012 were selected because we wanted to ensure a similar amount of time passed between the graduation and interviews for all participants. Following these criteria, the resulting number of reflective journals was nine. As a result of intensive and arduous attempts through social media, the teachers were finally reached.

In carrying out such research, voluntariness, eagerness, and enthusiasm are significant. Following the selection of the cases, the writers of the reflective journals were contacted and given information about the research project. The objective of the study, together with expectations from them, was explained. In these conversations on mobile phone, they were informed about the interview series. Three of the teachers stated they would not be able to participate in the process because of a busy timetable, illness and a newborn baby. On the other hand, the other six teachers indicated they would be so happy and excited to see what they had written years ago as a chance for professional development. The procedure with one of the teachers was the piloting, while the other five teachers constituted the participants of the study.

In this study, each teacher who completed a reflective journal that complies with the above-mentioned criteria and agreed to participate was taken as a case. The

participants were ensured that there would be no disclosure of any information related to their identity in any way. Therefore, the information related to the participant group will be descriptive rather than detailed. Table 6 presents, in brief, the characteristics of the participants:

Table 6
Characteristics of the Participants

Pseudonyms	Gender	Previously worked at	Graduated in	Teaching Experience (years)	Age
Selma	Female	▪ High School ▪ Secondary School ▪ High School	2012	9	30
Alp	Male	▪ Village Primary Schools ▪ Primary School	2012	9	31
Nur	Female	▪ Village Secondary School ▪ Secondary School ▪ High school	2012	9	30
Gaye	Female	▪ Private Primary School ▪ Primary School ▪ High School	2012	9	31
Tuba	Female	▪ Village Primary School ▪ Secondary School ▪ Secondary School	2012	9	31

As indicated in Table 6, a total of 5 (4 female, 1 male) teachers participated in this study. The ages of the participants ranged from 30 to 31. The teachers had the same amount of previous teaching experience mainly because they all graduated in the same year from university as peers. The duration of their teaching experience was nine years at the time of the data collection process.

It is crucial to note that all the teachers, who were once the writers of the reflective journals, were viewed as 'the participants' instead of 'subjects' of the study. With regard to the constructivist nature of the study, the teachers were considered by the researcher as individuals who are actively and continuously in the process of meaning-making with their own understanding of the world (Day et al., 2013). Additionally, throughout the research process and the interviews in particular, the researcher tried to facilitate the discussions not merely as an 'interviewer' but also as a colleague and a 'co-participant', as suggested by Lincoln (1992, p.381). This enabled a warmer and more comfortable

atmosphere for both the researcher and the participants to share perspectives and comments.

To ensure confidentiality and anonymity, the participants in this study have been given pseudonyms inspired by their initials: Selma, Alp, Nur, Gaye, and Tuba. Also, a set of specific information in their biographies, such as cities where they worked, was excluded. An overview of each participant, including their educational background and work experience, will be given in more detail in the Findings section before the presentation of each case.

3.6. Data Collection Tools

With the purpose of gaining a rich understanding of teachers' perspectives on various aspects of the teaching profession and how they changed and evolved through time, two forms of data collection tools were adopted. As indicated earlier, the following research instruments were recruited for the present study: Reflective Journals and Semi-structured Interviews. Table 7 provides the linkage of each data collection tool to the research questions:

Table 7
Linkage between the Research Instruments and Research Questions

Research Questions	Instruments
1. What were the initial perspectives of the pre-service EFL teachers about teaching profession at the end of their teacher training program?	Reflective Journals
2. How have the perspectives of the EFL teachers evolved or remained consistent over their 9-year teaching career?	Semi-structured Interviews
3. What factors do the EFL teachers attribute to the evolution or consistency in their perspectives over their teaching career?	Semi-Structured Interviews

The choice of research instruments was shaped based on the available sources of data, accessibility, and the conditions under which the participants had a chance to reflect. Reflective journals, for example, were the only available sources to reveal the perspectives that the participants held when they were pre-service teachers. The fact that these reflective journals are still available today after about nine years enabled us to have a journey into the past to investigate the initial perspectives of the participants.

In the following sections, each data collection strategy and procedure will be described in detail with references to their function and use in qualitative studies in a general sense and their use in the present study in particular.

3.6.1. Reflective Journals

For research purposes, writing reflective journals as a part of narrative research is one of the strategies that enable researchers and participants to record and track their experiences for self-awareness and professional development and to identify stages of the progress made (Connelly & Clandinin, 1988). Reflective writing as a part of a qualitative research process also provides a method for obtaining invaluable and rich data, enhancing trustworthiness, triggering creativity and critical thinking, and enabling opportunities for in-depth analysis and innovative discovery (Jasper, 2005). Within the context of this study, the reflective journals played a crucial and invaluable role. It would not have been possible to conduct the present study as a journey into the evolution of the teachers' perspectives had it not been for the reflective journals available. In teacher education programs guided by constructivist paradigms, pre-service teachers can sometimes be asked to keep a reflective journal in the fourth year of their training during teaching practicum. The journals that are available to the researcher today were also part of such an instructional practice and preference for reflection but not for grading.

A total of 51 reflective journals, which were written in 2012, were available to the researcher. The following information was obtained from the supervisors who organised and guided the pre-service teachers in the process of completing journals since the researcher was not there at the time. The supervisor, who guided the process of writing journals, gave the pre-service teachers a single-type notebook to be used, filled, and called as a reflective journal after each visit to their practicum school, where they observed a mentor and taught the students at particular intervals. The practicum lasted two semesters.

For the collection of data, the prompts in the reflective journals were instrumental. Throughout their practicum experience, each pre-service teacher responded to the following eight prompts for each week's visit:

- *The thing about my school is…*
- *The thing about the task of the week is…*
- *The thing about my students is …*
- *The thing about my mentor is…*
- *The thing about my university supervisor is…*

•*The thing about my peers is…*
•*The thing about the teachers at the school is…*
•*The thing about myself is…*

The main idea behind these prompts was to lead the pre-service teachers to reflect on as many aspects as possible about the educational environment of which they were a part. Although the prompts were in English, the pre-service teachers were advised by their university supervisors to write in Turkish, their native language, in order for them to feel more comfortable while writing and not to have language-related problems or concerns. Every week, the participants submitted their reflective journals to their supervisor, who, in turn, reviewed and provided feedback on the entries for that particular week. The revised journals were then returned to the participants. This process continued until the final week of the teaching practicum, at which point all journals were fully submitted to the supervisor for final review. Consequently, the reflective journals emerged as a significant and comprehensive source of data, offering insights into the participants' perspectives pertaining to the teaching profession.

3.6.2. The Semi-Structured Interviews

Interviews are one of the three kinds of data collection tools out of which qualitative data grows besides observation and written documents/nonverbal communication (Guba & Lincoln, 1994; Patton, 1990). Interviewing, in general, can be described as "a conversation with a purpose" (Burgess, 2002, p. 102). There are various types of interviewing in the "interview society", such as journalism interviews, celebrity-talk show interviews, clinical interviews, interrogation interviews or religion-based interviewing (Patton, 1990). However, in the context of research, we use research interview as a qualitative inquiry, which is "a two-person conversation initiated by the interviewer for the specific purpose of obtaining research-relevant information, and focused by him or her on content specified by research objectives of systematic description, prediction, or explanation" (Cannell and Kahn, 1968, as cited in Cohen et al., 2017, p. 351). Within the context of this study, semi-structured interviews were conducted to address the research questions 2 and 3 (See section 3.4). The purpose of the interviews was to gain insight into the (non-)changes in the initial perspectives of the participants they held during the practicum and the reasons for the (non-)changes. The participant teachers were considered the primary source of data to answer the research questions. A

meeting for a warm-up and two subsequent interviews were conducted with each participant teacher at different times. The initial meeting served as an ice-breaker and a warm-up session for the further interviews. These initial interviews will thereafter be referred to as “warm-up interviews.” The data collection commenced in the subsequent interviews following warm-up, which will henceforth be addressed as Interview 1 and Interview 2. Table 8 provides the details about the number of participants, date, and length of each interview:

Table 8
Summary of Interview Dates, Duration and Participants

	Warm-up			Interview 1			Interview 2			Total Interview Duration
Participant	**Interview Date**	**Length (min)**	**Via**	**Interview Date**	**Length (min)**	**Via**	**Interview Date**	**Length (min)**	**Via**	
Alp	06.07.2021	32	Zoom	07.07.2021	65	Zoom	12.07.2021	53	Zoom	150
Nur	14.07.2021	22		17.07.2021	55		10.08.2021	48		125
Selma	30.07.2021	28		04.08.2021	68		18.08.2021	64		160
Gaye	29.07.2021	24		05.08.2021	56		18.08.2021	44		124
Tuba	06.08.2021	31		10.08.2021	51		07.09.2021	39		121
Total:5		**Total:**	**137**		**Total:**	**295**		**Total:**	**222**	**680**
		Average:	**27.4**		**Average:**	**59**		**Average:**	**49.6**	**136**

As is given in Table 8, a total of 5 participants were interviewed on different dates for different purposes. In the course of the interview procedure, 18 Zoom meetings were made, which lasted in total for 11 hours and 20 minutes, with an average of 2 hours and 16 minutes per participant.

There are several reasons why we adopted interviewing as the main tool of data collection. Firstly, the motive behind adopting interviewing as the major data collection tool was based on the assumption that "perspective of others is meaningful, knowable, and able to be made explicit" through interviewing (Seidman, 2006, p. 341). It would be rather challenging or impossible to gain an insight into individuals' perspectives about educational issues had the researcher used questionnaires. Therefore, interviewing is not just "a method" but probably the best method when the researcher is interested in the subjective understanding of individuals (Seidman, 2006). Interviewing was also crucial for collecting accurate data. As the reflective journals were the only available source to know about the participants' perspectives when they were pre-service teachers, it was important to collect related data on similar issues for a reasonable comparison. Noting that each reflective journal writer had not necessarily referred to the same topics, interviewing seemed to be an appropriate method for data collection to ensure consistency between two sets of data in terms of their content.

A further reason for adopting interviewing as the main data collection strategy was flexibility and practicality. Since the participants were active teachers with certain schedules, family life and related responsibilities, an additional request from the researcher could have a negative effect on the quality of the data. For example, Teacher Nur had a new-born baby and was able to participate in the interviews only after the baby slept, which was almost midnight. Therefore, online interviewing allowed the researcher and the participants to be flexible about the time of the interviews without causing them an extra demand.

Accessing the participants for interviews was under extraordinary circumstances. Strick measures were taken because of the Coronavirus Outbreak, which had been acknowledged to be at a critical level in Türkiye, leading to closures and cancellations in March 2021 (Toksabay, 2021). From June 1st, lockdowns were lifted, and coronavirus restrictions were eased. During the period in which the interviews were scheduled for the research, COVID-19-related recorded cases and deaths were again on the rise in Türkiye because of the easing of restrictions, new variants, and low vaccination rates in some regions (Gumrukcu, 2021). Therefore, the interviews were planned as online sessions,

avoiding any related health risks as the researcher had to meet each participant three times. For this reason, the participants were accessed through a web tool, using Zoom as a data collection tool. As an alternative to face-to-face interviews, the Zoom interviews were viable and functional as Zoom is easy to use, cost-effective and practical for data storage and management (Archibald et al., 2019). Furthermore, in recent studies on the perceptions and experiences of researchers and participants about Zoom as a qualitative data collection tool for interviews, Zoom technology has been reported to be considerably suitable for conducting interviews as it provides features for convenient, user-friendly and secure interaction and facilitates interpersonal relationship in the era of social distancing (Archibald et al., 2019; Gray et al., 2020; Lobe et al., 2020).

The final consideration for interviews was to decide the language to use while carrying out the interviews. The purpose of the interviews included detailed discussions, conversations and reflections between the researcher and the teachers; therefore, the final decision was to conduct the interviews in Turkish, the participant teachers' native language, rather than English in order to avoid any possible pressure or concern on the participants about the use of English.

The following section includes information on the details of each interview, the handling of the data and the procedure followed, including the piloting.

3.6.2.1. Procedures followed for the Semi-Structured Interviews

Warm-up Interview was the first interaction with the participants to build rapport and trust with the participants, which are critical elements for an in-depth dialogue that was to be followed. With this understanding, we considered the first interview as an ice-breaker that would allow us to become familiar with each other and prepare the ground for a feeling and motivation to share and comment in the further interviews. It was during these first interviews that the participants were given information about the consent form (See Appendix A), which they confirmed online.

Prior to the series of Interview 1, a pilot interview was carried out with one of the reflective journal writers with the same characteristics as the participants of the study. The piloting of Interview 1 was conducted on March 21st, 2021, with another journal writer from the same period as the other participants who had nine years of experience since she graduated from the same university. Table 9 provided the details of the participant of the piloting procedure:

Table 9
Participant of the Interview Piloting Procedure

Works at	Gender	Years of Teaching Experience	Age	Length of Interview
State High School	Female	5	30	48ms

Seidman (2006) suggests that the best advice for a researcher planning to conduct interviews is to pilot his or her work. The piloting procedure was planned as a trial of the interview schedule for the researcher to gain some experience and confidence in using it (Bryman, 2016). In other words, the primary purpose of the piloting was to see weak and strong points about me as an interviewer. During the procedure, I intended to develop skills and strategies about when to interrupt and when to be silent as the interviewer and to provide the participants with a comfortable atmosphere to respond freely without losing focus. Secondly, the piloting was conducted to rehearse and test the interview procedure and to detect potential difficulties related to the questions and topics to be covered in general rather than obtain responses. One problem encountered during the piloting for Interview 1 was that the participant sometimes had difficulties reading her journal entries. Therefore, I decided to provide the transcriptions and the images of the reflective journal pages to avoid any possible misunderstandings in the data collection procedure. Once the piloting of the interview was completed, the procedure was considered to be appropriate for the actual study. Overall, piloting of Interview 1 was very useful as I observed that my follow-up questions were functional in encouraging the participant to share opinions and eliciting as many perspectives as possible. The length of the interview also indicates that a fruitful session was completed.

Once the piloting was completed, each participant was invited for Interview 1. These interviews were conducted 2-4 days after the warm-up interviews, depending on the availability of the participants. Interview 1 sought answers to the research question 2:

> *RQ2:* How have the perspectives of the EFL teachers evolved or remained consistent over their 9-year teaching career?

The transcriptions of the reflective journals were the basis of Interview 1 as they were the major and only source of what each participant had thought nine years ago. Therefore, Interview 1 was a strategy to enable the participants to see, comment and reflect on the initial perspectives they held during the practicum. In other words, interview

1 was a journey into the past for the participants as they, for the first time after nine years, had a chance to read what they had written when they were pre-service teachers.

There was no set of questions and probes for Interview 1. After a discussion with the supervisory committee, it was decided that an interview with the same questions was not possible for Interview 1, mainly because the pre-service teachers mentioned totally different issues in their reflective journals. The participants might not have referred in the interview to an issue that they had mentioned in the reflective journal or vice versa, which would lead to gaps in the data. So, considering the constructivist standpoint of the study, which assumes that each individual has his or her own meaning and reality, each participant was interviewed in the light of what she or he had written earlier. Prior to Interview 1, relevant sections of each participant's reflective journal were highlighted, transcribed, and organised into separate files for screen sharing on Zoom. The participants were reminded of the consent form and informed about the interview's purpose, which involved reflecting on excerpts from their journals. The key question posed for each excerpt was, "Would you say this today?" Figure 9 illustrates an example of how the screen looked like during Interview 1:

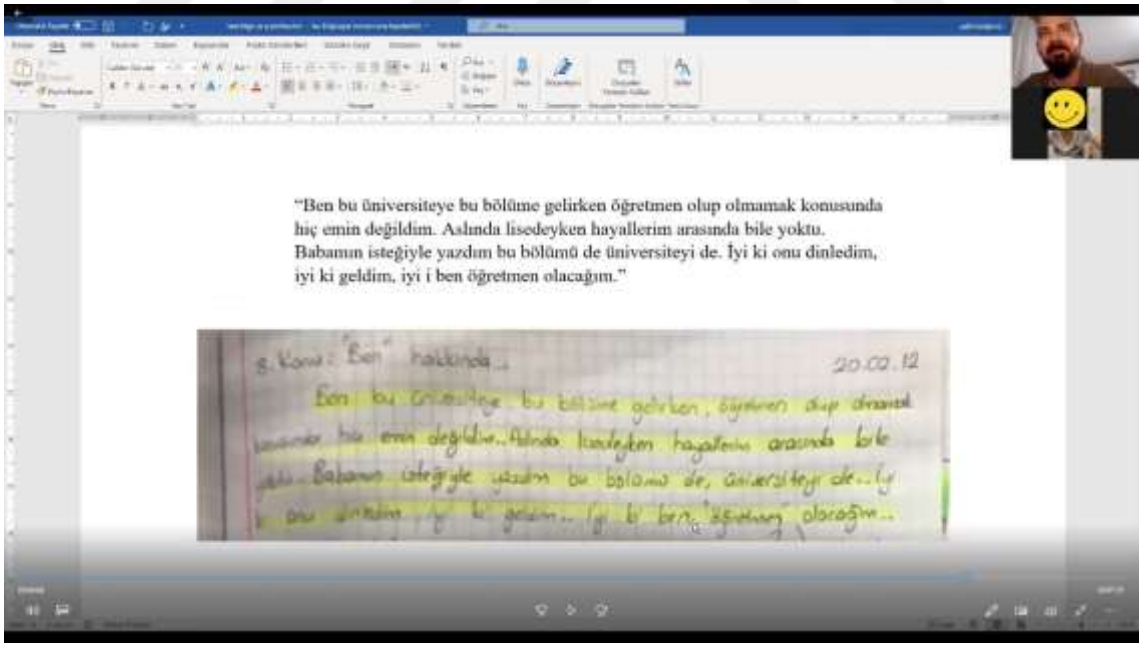

Figure 9. A Moment from Interview 1

Once the interviews were completed, the researcher reminded the respondents that they would have one final interview about one week later and that he would contact them

to schedule time and date. The total duration of Interview 1 was 4 hours and 55 minutes, with an average of 59 minutes per participant.

I invited each participant to Interview 2 after the completion of Interview 1, its transcription and categorisation according to the developmental pattern. The second round of interviews was conducted about one week after Interview 1, depending on the transcription and analysis procedure and availability of the participants. The purpose of Interview 2 was to identify the factors and justification for the (non-)changes in the initial perspectives:

> *RQ3:* What factors do the EFL teachers attribute to the evolution or consistency in their perspectives over their teaching career?

The data collection strategy in Interview 2 was based on the transcriptions of Interview 1, which included excerpts from the reflective journals and the participants' own comments on them. Thus, as indicated in the research question above, the aim was to allow the participants to see their perspectives from the journals and those from the interview 1 one after another and ask them to what reasons they may attribute (non-) changes in their perspectives.

As in Interview 1, I shared the screen on Zoom, which showed the Word document, including the journal excerpts and responses that the participant being interviewed gave to these excerpts in Interview 1. I explained to the respondents that the interview would be like Interview 1 and that the question for each comparison of the journal excerpt to the interview response was, "What do you think is the reason(s) why you have a different or a similar perspective today?" When the procedure was over, the participants were reminded that Interview 2 was the last round of interviews. At this stage, after asking the interviewees if they had anything to add, the researcher thanked them for their participation and contribution and ended the interview series. The total duration of Interview 2 was 3 hours and 42 minutes, with an average of 44.4 minutes per participant.

3.7. Data Analysis

The following sections are intended to describe the procedures followed to analyse the data collected through the reflective journals and the semi-structured interviews. It should be noted here that the data analysis procedure for reflective journals, Interview 1, and 2 were slightly different since each set of data sources served a different purpose.

However, the underlying approach behind these procedures is the same, which will be explained in the following sections, highlighting the nature of qualitative data analysis, core characteristics of the data analysis in this study, steps that were followed in each analysis, and finally, issues about translating the data.

In qualitative research, the function of data analysis is to 'transform data into findings' (Patton, 2014, p.521). For qualitative data analysis, there are various approaches for this purpose (Cohen & Manion, 1994; Craswell, 1997; Dornyei, 2007; Miles and Huberman, 2014; Patton, 2014). For this study, an integration of steps designed for the nature of the current study was followed to employ a model in a good fit with case studies and the nature of the data collected in this study. As envisioned by Merriam (2009), the analysis procedure in this study was intricate and intertwined, requiring back-and-forth movement to make sense of the large amount of qualitative data gathered. The qualitative data analysis in this study was thematic with an abductive and iterative approach. These core characteristics are described as follows:

According to Braun and Clarke (2006), **thematic analysis** is a method to reveal and categorise the themes that are readily apparent in the data. This technique is often addressed as a flexible approach to data analysis and can be utilised in research with various designs. The essential role of the researcher in this analysis is to ensure transparency throughout the process (Nowell et al., 2017). In line with this responsibility, it was made sure in the following sections of the analysis of the journals and interviews that each step was documented, highlighting the decisions made and the underlying justification behind them.

An **abductive approach** was adopted for the analysis process. When researchers utilise this approach, they do not initiate the process with an open mind but with a previously identified theoretical understanding, which will guide as parameters to avoid results irrelevant to the research questions (Azungah, 2018; Kvale and Brinkmann, 2015). However, this established framework does not compel the researcher to fit the data into the assumptions and pre-determined categories. Rather than a complete empty mind or a fixed framework, abductive approach seeks to understand the events or phenomena in the most rational and practical way possible (Coffey & Atkinson, 1996). In line with this approach, the layers of reflection as proposed in the Onion Model (Korthagen and Vasalos, 2005) and the model on the process of belief change (Cabaroglu, 1999) served as a guide in the initial understanding of the data. However, when the interview and journal data deviated from what had been predicted based on these theoretical

frameworks, with an abductive approach, we sought to generate a better and more accurate understanding. This was particularly evident in the findings for research question two, in which Cabararoglu's patterns of change did not completely cover the data obtained in this study. Consequently, new patterns of change were generated in line with the nature and content of the collected data. This ensured that the study was interpreted within the context of the available research while simultaneously remaining data-driven. Abductive research is characterised as recursive and iterative because the theoretical development may sometimes be interrupted at times when phenomena are sufficiently explained by existing literature (Miller and Crabtree 1999). Accordingly, the data analysis procedure was **iterative.** Therefore, in accordance with the advice of Creswell (2014), Merriam (2009), and Yin (2014), we performed the data analysis concurrently with the data collection process.

Within this understanding, the data analysis procedure for each data set (the reflective journals, Interview 1, Interview 2) included five common and standard steps: Familiarization with the Data (which further included Organization of the Data and Reading through the Data), Generating Initial Codes, Searching for Themes, Reviewing Themes, and Defining and Naming Themes. The procedures followed in each step of the analysis will be elaborated upon in separate sections for the reflective journals, Interview 1 and Interview 2 (See Sections 3.6.1.1., 3.6.1.2. and 3.6.1.3.) The data from each case was then presented in the form of 5 vignettes, each representing a teacher's journey from pre-service to in-service. These narrative passages were supported with visuals, figures or tables to present a model or deliver descriptive information about each participant (Creswell & Creswell, 2018).

One final issue about the data analysis was translating the data from its original form, Turkish, into English. We decided to conduct the interviews in Turkish, and we chose the reflective journals that had been written in Turkish as we observed that some pre-service teachers were not able to express their opinions comfortably and clearly in journals written in English. The analysis was also performed on the original data in Turkish in line with Abfalter et al. (2020), who found that completing data analysis in the original language often provides better insight into the phenomenon. Upon the completion of the analysis, we translated the data into English in order to make it accessible to a wider audience and ensure uniformity in terms of reporting language. However, translation is not a simple task of switching between languages (Van Nes et al., 2010). It has a potential risk of losing meaning or changing some details of the original

collected data. We took some measures to minimise these risks while ensuring that the data remained authentic and accurate after translation. First, I worked with another colleague who was an expert both in Turkish and English. We then asked a native English speaker to edit and review the text that we collaboratively translated. Finally, we read the reviewed and edited data to check whether some phrases specific to the Turkish language were accurately represented in the target language. Sandelowski (2004) states, "As worlds are created with words, and words are the primary currency of qualitative research, to reword something is to remake the world" (p. 1373). We believe that this rewording and remaking process did not alter the nature and essence of the data.

The following sections will elaborate on how the steps that were explained above were put into practice for each data set in the form of within-case and cross-case analysis. When conducting a multiple case study, there are two stages to the data analysis. The first stage entails a within-case analysis of every single one of the chosen instances to discover the contextual variables, and the second stage entails a cross-case analysis of the data to discover similarities and contrasts across the categories or themes (Yin, 2017). The data analysis was therefore completed in two stages in line with Yin's (2014, 2017) suggestion: Within Case Analysis and Cross-Case Analysis.

3.7.1. Within-Case Analysis Process

The following sections will focus on how the data collected through reflective journals and semi-structured interviews were organised, analysed and interpreted by the researcher. These will include: Analysis of the Reflective Journal, Analysis of Inteview 1 data and Analysis of Inteview 2 data.

3.7.1.1. Analysis of the Reflective Journals

The data obtained from the reflective journals constituted the basis for the interview series. A total of 51 journals were reviewed as the initial stage of the data analysis in order to organise the data for further stages. Finally, five reflective journals were selected as the research sample on the basis of the criteria indicated in Section 3.3.2. The following steps will present how the data from the reflective journals written by the five participant teachers were organised, reviewed, coded and categorised.

Step 1: Familiarizing with the Data

a) Organization of the Data

The primary goal at this stage was to pinpoint the sections within the journals that contained the embedded perspectives of the participants. For this purpose, the responses that the participants gave to the prompts in the journal were carefully reviewed. To reiterate, these prompts were:

- *The thing about my school is…*
- *The thing about the task of the week is…*
- *The thing about my students is …*
- *The thing about my mentor is…*
- *The thing about my university supervisor is…*
- *The thing about my peers is…*
- *The thing about the teachers at the school is…*
- *The thing about myself is…*

This review was essential to organise the data, as it helped sort out irrelevant sections that did not provide any responses to the prompts. Such irrelevant parts often included issues about what had happened that day and daily routines. Additionally, the responses to the prompts about the task of the week and my university supervisor were often too brief, containing general comments. Only the sections that included a comment and reflection on the prompts were highlighted.

For the identification of the relevant sections, it was essential to ensure that the pre-service teachers were reflecting on their experiences, not merely describing the events of the day. Therefore, to highlight a section, we used the characteristic of reflection as a process in which teachers think over "teaching practices, analyse how something was taught and how the practice might be" (Mathew et al., 2017, p.127). This process includes several actions of "examining, thinking and understanding, problem-solving, analysing, evaluating, transforming and justifying one's stance issues of concern" (Collin et al.,2013, p.106). The following quotes are some examples taken from the response under the given prompts where participants notably reflected on their experiences in line with the characteristics of reflection:

> *When selecting students who have raised their hands, one should physically approach them, circulate among the desks more frequently, and ensure that the instructions provided are clear and comprehensible.*
>
> Gaye, RJ
>
> *I never interfered with them despite their mistakes because the first duty of the teacher is to win students.*
>
> Alp, RJ
>
> *Students should only respect the teacher. Relationships should be based on respect. But I mean they should be aware of the limits of freedom.*
>
> Selma, RJ

Following this reduction and organisation of the data based on the characteristics of reflection, the sections of focus were transcribed into Microsoft Excel, and we began to read through the data for familiarisation.

(b) *Reading through the Data*

The initial process aimed at familiarising with the data, providing an early understanding of the topics reflected upon by the pre-service teachers. We looked for similarities and differences in terms of their content by reading through the data simultaneously. During these readings, I took some notes and coloured some parts to guide me in the further steps. In the course of this process, the related research question 1 was the focus of familiarisation: *What were the initial perspectives of the pre-service EFL teachers about teaching profession at the end of their teacher training program?*

Step 2: Generating Initial Codes

Once I was familiar with the collected data and underlined the parts that related to the relevant research question, I started the coding process. In this stage, the purpose was to identify the codes that represent the meaning in their content. For this purpose, holistic coding was used (Saldana, 2009).

The process of data analysis began with the initial coding phase, also known as holistic coding (Saldana, 2009). This phase involved a comprehensive immersion in the reflective journal entries. The broad ideas that emerged from the data formed the foundation for holistic codes as a sort of descriptive coding which ‘summarises in a word or a short phrase – most often as a noun- the basic topic of a passage of qualitative data’ (Saldana, 2021, p.88). Table 10 provides some examples of how the raw data, as typically

extensive sections, were converted into holistic codes as 'perspectives' to better organise and understand the content in the reflective journals:

Table 10
Process of Coding Reflective Journal Data

Journal Entry	Codes
The method she used to quiet the children seemed rude to me. Utterances such as "Why are you still talking?" or "Shut up" can foster varying emotional responses in children. If those words were directed at me, I might feel disheartened. She also tapped a student on the shoulder. Was that truly necessary? This approach is not in line with my personal teaching style. (Gaye)	*teachers should not use rude language in the classroom*
My mentor assigned the children to repetitively write certain words five times at home. In my view, such rote-learning tasks should no longer be issued. However, it's unfortunate that we can't alter the teaching method that heavily relies on memorisation. (Gaye)	*writing vocabulary items several times over and over again should not be given as assignment.*
The medium of my instruction was a blend of English and Turkish. It may not have been appropriate to use Turkish… (Selma)	*teachers should speak English in the EFL classroom*

Step 3: Searching for Themes: Applying Korthagen's Onion Model

Upon the identification of holistic codes for specific data sets, the next phase was to categorise these codes into themes. It was acknowledged in this step that some of the statements in the reflective journals were not in line with the concept of 'belief' in teacher cognition research. For example, there were expressions such as 'I cannot wait to have my students... I absolutely love teaching', which did not fit into how 'beliefs' are defined in the literature. Professor Fred Korthagen himself also commented that these statements did not actually 'sound like' beliefs. At this stage, we decided to take a different view to address the content in the reflective journals by adopting a broader understanding that encapsulated more than the pedagogical understandings of the participants. Following the recommendation of Korthagen and thesis committee members, the Onion Model was chosen as the framework to categorise and describe the data in the study. The layers in the model provided a ground to organise the initial codes. These layers consist of *Environment, Behaviour, Competencies, Identity,* and *Mission*. However, we decided to make a slight modification in one of these layers, following the advice by Maaranen and Stenberg (2017), who used the same model in their data analysis. They argued that the layer 'beliefs' were too general and might lead to confusion in interpreting the content.

Therefore, they preferred to use a more specific concept of 'personal practical theories', which referred to the pedagogical beliefs of the participants about 'good teaching.' Similarly, the same path was followed in this analysis. However, we preferred to use the shorter version, 'pedagogical beliefs' rather than 'personal practical theories.' The descriptions of the layers of the Onion Model, including the modified layer, are as follows:

- ***Environment (What do I encounter?):*** This level refers to the context the person encounters, which includes elements like students, colleagues, and school culture in the educational context.
- ***Behaviour (What do I do?)***: This pertains to the actions of teachers and how they handle the challenges within their environment. This refers to what the person does in relation to the environment, which is often determined by habitual patterns.
- ***Competencies (What am I good at?):*** This level is about what someone is competent to do. It encompasses knowledge and skills.
- ***Pedagogical Beliefs (What do I believe in?)***: This layer represents a teacher's assumptions and personal theories about 'good teaching.'
- ***Identity (Who am I?)***: This level refers to a person's assumptions or beliefs about themselves, their self-concept, and the role they see for themselves in the given environment. For teachers, this level concerns their professional identity.
- ***Mission Why do I exist? What greater entity do I feel connected with?)***: This transpersonal level is about what inspires the person, and what gives meaning and significance to life (or work). The level of mission is about *ideals* and important *values,* and influences one's self-concept (identity).

(Adapted from Korthagen, 2004, p.77; 2014, p.73)

In a few incidents, a holistic code included multiple layers from the Onion Model layers. For instance, a perspective about a teacher's commitment to professional development might be associated with both the 'Identity' and 'Mission' layers. In such cases, the content was coded through simultaneous coding, enabling to label an excerpt with multiple themes.

Step 4: Reviewing Themes

The analysis of the data from the reflective journals continued with the step 'Reviewing Themes.' In this step, we reviewed and refined the previously assigned themes to make sure they were relevant. Any initial categorisation that seemed to be irrelevant was either eliminated, adapted or incorporated into the ones that already existed.

Step 5: Defining and Naming Themes

As we utilised a modified version of Korthagen's onion model, the themes were already defined and named. Therefore, we followed a different path in this step by focusing on how these pre-defined themes appeared in the journal data and whether there were some other sections that the framework was not covering. We concluded that the content from the reflective journals and the Onion Model were in good line with each other. In this step, we verified that the layers of the model provided a useful and wider scope to organise and categorise all the related content in the reflective journals.

3.7.1.2. Analysis of Interview 1 Data

A slightly different approach was followed in the analysis of the Interview 1 data. Therefore, a separate section is devoted to explaining the steps involved. The following sections will explain the procedures followed and the actions taken in the data analysis of the Interview 1 data.

Step 1: Familiarizing with the Data

a. Organization and preparation of data for analysis

As an early stage of analysis, the collected data went through a set of procedures as a preparation for analysis and interpretation. For this purpose, transcriptions of the interviews were completed. The dictation feature on Microsoft Word allowed me to transcribe data into the computer in less time and with less effort.

b. Reading through the data

The second phase was reading through all the data with the purpose of familiarisation. Firstly, the transcriptions of the interview data were iteratively and systematically read in journals before the coding process. Secondly, vertical readings were carried out: the initial perspectives and Interview 1 transcriptions were read in comparison to each other. The

purpose was to identify the (non-) changes in each participant's perspectives through their teaching career after practicum. These readings were completed without any coding tasks. This initial process was for familiarisation with the data and to have an initial understanding of what was happening in terms of the initial perspectives held by the participants. In the course of this process, the related research question was the focus of familiarisation: *What factors do the EFL teachers attribute to the evolution or consistency in their perspectives over their teaching career?*

Step 2: Generating Initial Codes

In a similar study by Cabaroğlu (1999), the coding for the change process was discussed in two ways: whether to code the data according to the content area of changes, such as changes in statements in terms of teaching grammar or to code the data by identifying how these changes occurred over time. She determined which approach to follow in the guidance of the relevant research question. For such a decision to make, the relevant research question was taken as a basis in this study as well: *How have the perspectives of the EFL teachers evolved or remained consistent over their 9-year teaching career?* As indicated in the research question, the primary aim of the inquiry was to see 'how' changes in the perspectives occurred. Thus, what guided the coding procedure was *the process of change* rather than the *content of change.* Still, the areas in which (non-)changes occurred were also noted for further elaboration and contextualisation of the transition experienced by the participants.

For the analysis of interview data that was collected as a response to the initial perspectives elicited through reflective journal excerpts, 'process coding' was utilized, as suggested by Bogdan and Biklen (1998). In this type of coding, process codes are words or phrases that indicate a transition, change or evolution from one situation to another (ibid.). Here, another significant point to make is to define what is meant by change, development or evolution. When the participants commented on an issue that they had addressed in their reflective journals earlier when they were pre-service teachers, the feature that made the perspective different from the one in the reflective journal was considered as a change. An example for a change in the initial perspective can be seen in the comparison of Alp's perspective and his reaction to the excerpt in Interview 1:

> *A teacher's approach to students should accommodate love and respect as important elements of a humanistic approach.*
>
> Alp, RJ
>
> *Yes, I still believe in that, but I don't believe much in humanist theory right now. It's not something that works all the time. It works when children are respectful and conscious, but when you approach from a humanistic approach in difficult classrooms, children abuse it... as I said, unfortunately, I am not close to the humanistic theory today.*
>
> Alp, Interview 1

Looking at the two excerpts above, it is possible to see that the way Alp reflected on humanistic theory at different points in the journey of teaching differs as he now restricts the functionality of the humanistic theory to certain conditions. In other words, the way Alp constructed a humanistic approach had changed.

Once it was determined how to identify the differences in the initial perspectives, the coding process started. In the light of the principles explained above, the researcher began looking at the highlighted excerpts from the reflective journal and the participants' responses in Interview 1 with the purpose of indexing similar patterns under broader terms, as suggested by Coffey and Atkinson (1996). Table 11 illustrates some examples from the reflective journal data together with responses in Interview 1 and shows how the patterns of (non-)changes were coded.

Table 11
Process of Coding Interview 1 Data

Initial Perspective	Response in Interview 1	Process Codes
Student efforts should be rewarded for motivation (Tuba)	Yes, but it depends on the type of school you work at. It is much different in high school, but it also differs between primary and secondary school, primary and middle schools. I think these positive feedbacks are very important especially in primary schools.	agreeing with an exception ('but')
I am not confident I can handle misbehaviours. (Gaye)	Gaye: Yes, why did I say that, I do not know. No, I do not agree. I'm confident that I can find a way to manage them effectively	Not agreeing
I am committed to my students (Nur)	(waits, hesitates) so…. I can't say (laughs). I mean it's not like as it used to be. I love all the children in the world but I don't say that with the feeling there on that day.	Lowering the strength of emotions

Once the identification and coding of the developmental patterns in the way exemplified above were completed, the codes were grouped into categories in the following stage.

Step 3: Generation of Categories

For the analysis of the second set of interviews in comparison to the data obtained from the reflective journals, the coded labels were categorised into "families… according to similarity and regularity" (Saldana, 2014,p.10). In this stage, it was initially decided to employ Cabragoglu's (1999) categorisation for the development of belief change into the development of the perspectives of the participants. Cabaroglu's model includes the following category labels:

- **Awareness**: awareness of discrepancy, conflict or coherence
- **Consolidation**: strengthening of existing beliefs
- **Elaboration**: reconstruction of beliefs by addition, omission and so on
- **Addition**: integration of new beliefs
- **Re-ordering**: rearrangement of beliefs regarding their importance
- **Re-labelling**: re-naming of a construct
- **Linking-up**: Establishing a connection between constructs
- **Disagreement**: rejection of existing beliefs or presented information
- **Reversal:** adoption of opposite of previous belief
- **Pseudo Change**: pretended or false change in beliefs; not a real change
- **No change:** no apparent change or development in beliefs

(Cabaroglu, 1999, p.200)

The process codes identified in the previous step were put into the categories proposed by Cabaroglu. Table 12 illustrates an example of the integration of the process codes into categories:

Table 12
Process of Categorization Interview I Data

Initial Perspective (A1) and Interview 1 Excerpt (A2) and Reactions (B)	**Process Codes**	**Category**
A1. *I want to become a teacher who is responsible and evaluates the efficacy of her teaching* **A2.** *I will never become a teacher like this teacher. I've come to understand that teaching is a profession with significant moral responsibility. Every night, before I go to sleep, I will question,(Reflective Journal, Nur)* **B.** *My perspective remains unchanged. I did not exaggerate. I should have said more. When I go to bed in the evening, I often plan for the next day (Interview 1, Nur)*	Restating in a stronger manner	CONSOLIDATION NO CHANGE/ CONSERVATION
A1. *Teachers shouldn't use Turkish in an EFL classroom.* ***A2****. I hadn't expected that she would speak exclusively in Turkish. It would have been beneficial if she had given some instructions in English (Reflective Journal, Gaye)* **B.** *Yes, I still believe that…. I strive to give the majority of instructions in English and aim for the responses to be in English as well.* (Interview 1, Gaye/E, p.1)	maintaining the same perspective	
A1. *I don't know what being a teacher means.* **A2.** *I guess I'm just playing teacher. I don't know exactly what it means..(Reflective Journal, Nur)* **B.** *No, I wouldn't say that today, of course* …(Interview 1, Nur)	Disagreeing with the initial perspective	DISAGREEMENT

It should also be noted that this study used a combination of etic and emic levels of interpretation. Some of the data chunks were assigned codes by using the statements that the participants uttered, while it was necessary for some others to summarise the label the developmental pattern between the journal entry and response in Interview 1. As in the example of consolidation, the participants did not explicitly indicate that they

‘consolidated their initial perspective.’ In such cases, the researcher summarised the content based on the information given by the interviewee. For this reason, the categories were clearly defined in order to minimise any possible misunderstanding and confusion.

Step 4: Reviewing Themes

In this stage, we realised that Cabaroglu’s framework was inadequate and limited for our dataset. Although we initially utilised Cabaroglu’s framework, we realised that some of these labels were either not fitting or not adequately represented in our data. This required a re-evaluation and adjustment of the categorisation to better align with the nature of our data. For example, there were patterns of change in our study, which were initially coded as ‘lowering the strength of emotions’, ‘clarifying an unresolved issue’ or ‘changing the wording of a statement.’ However, there seemed to be no categories in Cabaroglu’s model that covered these codes. Furthermore, although some codes were represented in our data, their scope was either too broad or too narrow. Consequently, we decided to make some adjustments and improvements in the categorisation, which was the final step of the analysis.

Step 5: Defining and Naming Themes

Throughout this process, discussions were held with the thesis monitoring committee to ensure the sensibility of the definitions and categories. During these discussions, we decided to make some adjustments in the categories, as explained in the previous step. We had to re-name some of the categories to broaden or narrow their scope so that they could encompass a variety of codes more comprehensively. For example, elaboration was fitting in certain incidences; however, we identified it did not fully capture the meaning inherent in our data. Thus, we renamed it ‘reframing’ and refined its scope as the participants in our study predominantly elaborated their perspectives by adding further restrictions and exceptions only. While Cabaroglu distinguished between reversal and disagreement, our study found few instances of reversal among the participants. Consequently, we categorised all inconsistencies as disagreement. To sum up, Cabaroglu’s framework provided us with a functional and facilitating lens through which we were able to categorise some of our data. However, as the study progressed, we had to make several adjustments and modifications by omitting some of these categories and renaming some others. We adopted three categories of ‘consolidation’, ‘disagreement’ and ‘no change.’ On the other hand, we modified ‘re-ordering’ as

weakening, 're-labelling' as *simplification* and 'elaboration' as *reframing* to better capture the patterns of development in the participants' perspectives. The categories of *moderation*, *clarification*, and *simplification* were novel categories. It should also be noted that this step took place as a part of both within-case and cross-case analysis. We sought continuous feedback and comments from native speakers of English and experts in the field to ensure accuracy in finalising the categories. The process was completed during the cross-case analysis procedure. The valuable insights gained from these discussions provided a significant contribution to achieving appropriate names and definitions for each category. These definitions and categories are provided in section 4.6.1.

3.7.1.3. Analysis of Interview 2 Data

The purpose of the final round of interviews was to seek answers to the research question 3: *What factors do the EFL teachers attribute to the evolution or consistency in their perspectives over their teaching career*? With this purpose, the data collected from Interview 2 were analysed to reveal the reasons and justifications that led the participants to change or maintain their earlier perspectives. A method similar to the procedure was followed in the analysis of Interview 1 data. The following sections will elaborate on the process.

Step 1: Familiarizing Myself with the Data

a. Organization and preparation of data for analysis

The very first stage of the analysis included the organisation of the interview data for analysis. As in the organisation stage for Interview 1, the recorded videos of interviews were transcribed into Word files through voice recognition and dictation. The participants were provided with their excerpts from their reflective journals and the responses they gave in Interview 1 via screen sharing. A sample section from Interview 2 transcripts can be seen in Figure 10:

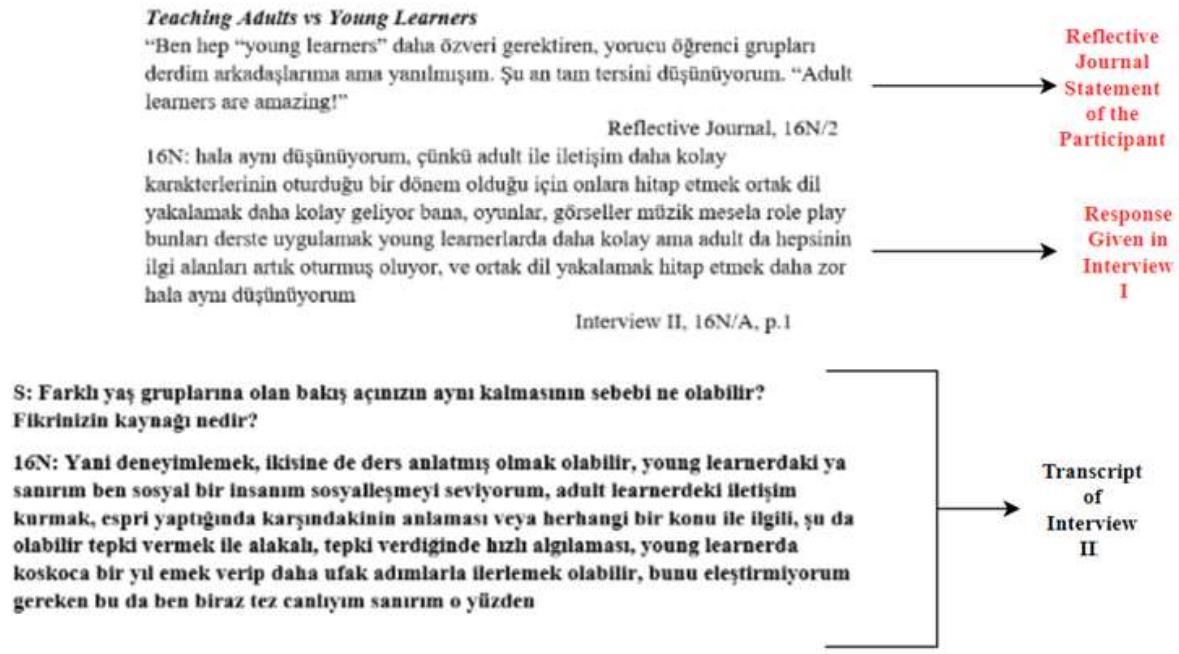

Figure 10 A Sample Section from the Transcription Document of Interview 2

As can be seen in Figure 10, all the related statements discussed were organised together to carry out the analysis in the related context. Once transcription documents for each participant were ready, the researcher read each document for familiarisation, as explained in the next section.

b. Reading through all the Data

The second phase of the analysis was reading through the data for familiarisation. The transcriptions of the interview data were iteratively read. During this process of reading and underlining, as suggested by Miles et al. (2014), the researcher was open to any issue, expecting any form of response while keeping the research questions in mind. Thus, in the light of the research question on the reasons for (non-)changes, the researcher underlined the words, phrases or sentences given as a response to what the researcher had asked during the interviews as to why the participants had a different or the same point of view after nine years. To exemplify, when a participant teacher said, '*Well, this is probably related to my personality. I like to communicate with people in the first place* (Selma, Interview 2); this was underlined as a reason for change. Following this process, the coding started.

Step 2: Generating Initial Codes

The coding of Interview 2 data differed from the other data explained in previous sections in that the responses were clear and could simply be understood by the participants' own words, phrases, or sentences. In this stage, *in vivo* coding was preferred. For the *in vivo* coding process, the researcher uses "words or short phrases from the participants' own language in the data record as codes" (Miles et al., 2014, p.81). With this strategy, certain words, phrases or sentences in the respondents' answers as to (non-)changes in their initial perspectives were coded. In cases when the researcher came across such words, phrases or sentences that feature participant voices, the researcher made the related part of the text bold, as suggested by Saldana (2014). Table 13 provides some examples of *in vivo* codes created in the first stage of the analysis:

Table 13
Process of Coding Interview 2 Data

Responses in Interview 2	**In-vivo Codes**
*I think it comes from **my previous school years** because I remember how my teachers who were like this made me feel. (Tuba)*	*Previous school years*
*Well, **I have seen that** such traditional methods are not effective either. Just temporary solutions (Tuba)*	*I have seen that such methods are not effective.*
*Back then, I didn't have much knowledge or responsibility regarding classroom management and teaching. **I wasn't aware** that even a small number of students could have such an effect on the dynamics of the classroom. (Selma)*	*I was not aware.*
***I didn't fully grasp it at that time**. It's something that you come to understand through experience. Once I began teaching, I realised that it's not as easy for students to speak English fluently as I initially thought. Despite my efforts, it didn't work out as smoothly as I had hoped. It became clear that speaking English fluently is not something that comes easily to them. (Alp)*	*I didn't fully grasp it at that time.*

Following the process of *in vivo* coding, as illustrated in Table 13, these initial codes were then reviewed and categorised with respect to their similarities and

differences. This process of generating themes will be explained in the following paragraphs.

Step 3: Generation of Themes

For the analysis of the third set of interviews, the coded labels were categorised into "families… according to similarity and regularity" (Saldana, 2014, p.10). The researcher carefully reviewed the bolded responses to pinpoint the specific topics that the participants believed influenced the (non-)changes in their initial perspectives. A deductive approach was used in the generation of the categories. Table 14 exemplifies how the codes that fit together were clustered under broader themes:

Table 14
Process of Generating Themes

Response in Interview 2	***In-Vivo* Codes**	**Theme**
There are students who still do not respond, do not care and continue doing what I told them to stop… <u>They just don't listen to me</u>, you cannot do anything, and <u>what you do does not change the situation</u>. (Selma)	They just don't listen to me… what you do does not change the situation.	CHALLENGES IN PRACTICE
Yes, I know my understanding has changed. I don't think we should insist on that much. <u>It just does not help</u>. We only tire ourselves. (Selma,)	It just does not help.	
I mean, they continue to do the same disrupting thing <u>even though I have warned</u> them many times. I warn them three times yes, and I agree to say it at least five times, it is okay. But then I start to think this is not the way they understand, and I change my style. <u>That also does not work</u> sometimes, by the way. (Selma)	thing even though I have warned …That also does not work.	
Well, I guess <u>that's something</u> from my childhood all the way <u>back to primary school</u>. Public schools are always the same (Gaye)	that's something… back to primary school	EXPERIENCE AS STUDENT
Writing on the whiteboard was <u>something I liked in high school</u> while I was studying. I used to get excited when the teacher called me to write something…. (Gaye)	something I liked in high school	

As a result, I've come to understand that the design of rewards should be tailored to the school type and the specific student profile (Tuba).	*I've come to understand*	
Yes, our predictions are not always accurate. I wish we had more lesson hours and included activities to activate the students, but the reality is that classroom time is limited(Tuba).	*The reality is that*	AWARENESS

As Table 14 exemplifies, the codes that went together were clustered under a broader term. For instance, when the initial in vivo codes were related to a feeling of helplessness and non-improving conditions, the related sections from the data were categorised into 'challenges in practice' theme to describe a reason for change. As another example, some participating teachers referred to their either primary, secondary or university years to explain why their perspectives have remained the same over the years. Such initial codes were categorised under a broader category of 'experience as a student.'

Step 4: Reviewing Themes

This step was performed during the cross-case analysis phase (see section 4.6.3), in which data from all five individual cases were brought together for a broader view. The identified categories were compared to each other to make sure they were consistent and relevant.

Step 5: Defining and Naming Themes

The final stage of the data analysis for Interview 2 was also finalised in the process of cross-case analysis by means of the data collected from all five cases. This was also similar to the path that was followed in Interview 1 (see 3.5.1.2) in terms of the actions taken and procedure followed. These definitions are provided in section 4.6.1 under cross-case analysis.

3.7.2. Cross-case Analysis

Cross-case analysis is recommended to enhance external validity and data trustworthiness and to facilitate a more robust multiple-case study research (Merriam & Tisdell, 2015). In a multiple case study, there are often two stages in the data analysis. The first stage entails a within-case analysis of every single one of the chosen instances to discover the contextual variables, and the second stage entails a cross-case analysis of the data to discover similarities and contrasts across the themes (Yin, 2017). Upon the completion of the within-case analysis for each case, the next step was to bring the findings from all cases together for the cross-case analysis.

While single cases can provide insights into a phenomenon, cross-case analysis in multiple cases offers a broader perspective to draw generalisations. Data from the five participants were analysed together, compared and contrasted to analyse the trends in their initial perspectives, patterns of (non-)changes and reasons for (non-)changes. Borman et al. (2012) state that when evidence from cases is compared, this collective data can be more convincing to readers than relying on results from one case. By comparing the cases in a study, researchers can determine the extent to which a finding applies and identify the conditions under which it holds (Miles & Huberman 1994). The cross-case analysis, thus, constituted an essential part of the overall analysis process in which the data collected from each of the five cases were brought together and examined to reach an overall picture of the patterns of (non-)changes in the initial perspectives with respect to the underlying reasons.

During the case analysis, a significant consideration emerged. Although there were shared patterns among all participants, there were also some findings that were only present in one or two cases. For example, the category of *clarification* was identified only in one case. Such findings were still included in the analysis due to the qualitative nature of this case study regardless of their frequency (Stake, 1995). This approach ensured that we captured each participant's experiences and perspectives, contributing to an understanding of the overall phenomenon being investigated. Subsequently, the entire process was concluded with the production of a report and tables.

3.8. The Researcher's Positioning

The researcher's positioning, particularly in qualitative studies, plays a significant role in terms of various elements that have the potential to influence how well a study is

conducted. These elements primarily result from the dynamics of the relationship between the researcher and the phenomenon under investigation (Berger, 2013). It is, therefore, crucial to acknowledge and be aware of this relationship and the potential challenges to enhance the integrity and validity of the study and to minimise any problems that might develop.

Researchers often bring their existing perspectives, values or interpretations to their areas of research (Richards, 2005). The elements frequently include a range of personal characteristics such as age, gender, personal experiences, preferences, theoretical and political views, as well as emotional ties with participants (Berger, 2013). In this study, my personal experiences as an English teacher were potential elements that could impact my position as a researcher. This resemblance made it challenging for me to isolate myself from the participants who had a similar career path to that of mine and to retain an unbiased 'outsider' point of view. However, this resemblance also gave me the opportunity to acknowledge better the stages they have undergone and empathise with their experiences. I was an active, motivated and interested listener during the interviews. This resemblance and personal connection were also evident while I was reading the reflective journals of the participants. From time to time, I remembered my own pre-service years and went back in time. My personal interest in their stories and reflections increased my commitment to the research and understanding of the findings. From this point of view, I was in the role of an *insider*. However, there were also incidences in which I was an *outsider,* especially when female participants related some aspects of their perspectives to being a mother or a wife. I was an outsider also because writing a reflective journal was not a part of my own practicum experience. Regarding the fact I was both in the role of an outsider in some aspects and an insider in others, a good description for my position as a researcher in this study can be the middle ground as *insider-outsider*, as defined by Dwyer and Buckle (2009).

Various measures were therefore taken in order to minimise the impact of this insider-outsider position and reduce the role of my own perspectives. Most importantly, I adopted a reflexive approach at all stages of the study, as recommended by Finlay (2002). This reflexive approach guided me to continuously reflect on my subjective understandings, biases or values. Also, member checking was used as an additional measure for enhanced validity of the findings. There was plenty of time and opportunities for member checking as the participants were interviewed three times. When and where necessary, the participants were asked to comment on some of the findings and identified

categories to make sure their perspectives were correctly captured and minimise the possibility of the researcher's bias.

Despite all these measures, we still acknowledge that "There is no neutrality. There is only greater or less awareness of one's bias", as stated by Rose (1985, p.77). I remained aware of this possibility throughout the whole research process by striving to avoid a subjective evaluation and judgment. The underlying of this position was to enhance the trustworthiness of the research. The following sections will focus on other crucial issues and considerations related to the overall quality of the study.

3.9. Trustworthiness of the Study

Due to the subjective nature of qualitative research, it is necessary for qualitative researchers to employ a variety of techniques to establish and maintain the trustworthiness of their studies. Four key areas were addressed to enhance the trustworthiness of the findings following the suggestions of Lincoln and Guba (1985) and Shenton (2004): *credibility, transferability, dependability* and *confirmability*. The following content aims to present the steps taken and the decisions made to ensure that these considerations were carefully addressed.

Credibility in qualitative research refers to how accurately the research findings are interpreted and represent the actual experiences, perspectives or voices of the participants (Lincoln and Guba, 1985; Miles et al., 2014; Mason, 1996). In other words, credibility, which corresponds to internal validity in quantitative inquiries, is about the consistency between the acquired data and the reality it actually represents. A set of measures suggested by Shenton (2004) were taken to ensure and maintain credibility in this study. With this purpose, the interview sessions were designed to provide an in-depth insight into the perspectives of the participants and to enable rich data for analysis. The participants were at the centre of the interviews and given the comfort and freedom to feel flexible. Secondly, a thorough examination of the literature review was conducted to establish a framework for credible interpretations and conclusions. This in-depth analysis of the existing literature, with references to mainstream and fundamental theories in educational psychology research, provided a knowledge base to compare and test the applicability and consistency of the findings. Thirdly, we adopted an iterative approach by member checking and continuous questioning of the responses and the emerging themes. For example, the researcher continuously directed confirmatory follow-up

questions such as ‘You seem to have a different opinion today. Am I right?’ during Interview 1, and questions such as ‘As far as I understand, you think your previous experiences have been influential. Is that true?’ during Interview 2. These follow-up questions and comments enabled the researcher to check whether the meaning was correctly articulated and interpreted. There were some incidences during the interviews that such questions and further probing allowed to clarify some misunderstandings and confusion. Finally, multiple sources were consulted for further feedback on the interpretations and categorisations. These sources included peers (PhD candidates in the same field), thesis supervising committee and native speakers of English.

The second consideration for the trustworthiness of the study was **transferability**, as a crucial element of the overall research quality. Transferability refers to the degree to which the results of the study can be transferred to other contexts with different groups (Shenton, 2004). Transferability may correspond to generalizability or external validity in quantitative studies. In the context of case studies, as in this study, transferability may bring certain challenges due to the contextual reasons and characteristics of the participants. In this sense, Miles et al. (2014) propose that it is largely the responsibility of the readers to evaluate the alignment between the study’s context and their own realities. To elevate this process, the researcher’s task is to provide a ‘thick description’ (Miles et al., 2014, p. 314) of each procedure followed in the study, together with comprehensive information and explanations about the participant profiles, setting and the research methodology. In line with this advice, a thick description was provided related to the steps taken in order to elevate the task of the readers in evaluating the transferability and relevance of the reported results in their own contexts (Miles et al., 2014).

Another consideration was **dependability**, which is closely associated with the concept of reliability in quantitative studies. Reliability refers to the extent to which similar and consistent results can be produced multiple times with the same research methods for data collection and analysis. This view of reliability is rooted in positivist paradigms that utilise control and manipulation of the phenomena under investigation. However, this understanding of reliability is not considered transferable to qualitative contexts and is not compatible with the individualistic and unique nature of qualitative studies (Cohen & Manion, 1994; Craswell, 1997; Dornyei, 2007; Miles and Huberman, 2014; Patton, 2014). Therefore, reliability in the context of qualitative inquiries is often addressed under dependability, which is often characterised not by the consistency of the

results but by the replication of the process (Shenton, 2004). In this view, the process can be linked to providing a 'prototype model.' According to Mason (1996), qualitative researchers are expected to convince their readers that data was collected and analysed meticulously and not invented or misinterpreted. This can be ensured, according to Shenton (2004) and Mason (1996), by providing a detailed account of data collection and analysis. In line with this advice, original data was provided in each case analysis to help the readers differentiate the actual data and the interpretations made upon them. Each of the data collection, analysis and reports was meticulously explained to enable further researchers to replicate the processes involved.

The final strategy that Shenton (2004) proposes for ensuring trustworthiness in qualitative research projects is **confirmability**. Lincoln and Guba (1985) and Patton (2014) introduce this concept as an alternative to objectivity for inquiries that do not deal with human perceptions. It is acknowledged that maintaining objectivity in qualitative studies is not applicable, considering the fact that the inquiry is interpretive in nature, and it is challenging to eliminate the researchers' biases. Still, confirmability is necessary to establish in qualitative studies by ensuring that the research's conclusions are based on the experiences and opinions of the informants rather than the researcher's traits and preferences, which is defined as 'researcher's bias' (Patton, 2014). In this sense, confirmability in qualitative research is to make sure that researchers avoid biases that may have an influence on how participants' experiences and voices are represented in the study (Shenton, 2004). We utilised certain strategies to minimise the effect of bias on the results and establish confirmability in our study. The adoption of a case study as the research design was the most crucial aspect that contributed to the confirmability of the research. As noted by Lincoln and Guba (1985), a case study is an ideal method of inquiry to benefit from emic-level introspection and the interaction between researchers and participants. In this study, the majority of the coding process was performed at the emic level by using the exact statements that the participants uttered. Moreover, the excerpts from both the reflective journals and interviews were provided in the report of each case. These detailed descriptions in the study provided in the case reports can enable outsiders to follow the procedure step-by-step, thereby contributing to the confirmability of the results and the procedures. Also, thick descriptions of the methodological decisions, providing reasons for choosing one strategy over another, and acknowledging the limitations or weaknesses were all intended to ensure confirmability. As a researcher, I was aware my personal point of view could intervene in the interpretations. Therefore, I

was always in an effort to clarify my position as a researcher and keep in mind the possible risks, in line with the recommendations of Dwyer and Buckle (2009), to minimise any bias in the interpretation of the data obtained from our participants who shared a similar professional background as me.

3.10. Ethical Considerations

It is crucial to acknowledge the role of ethical considerations in every research attempt. In research, ethics refers to the values and principles that guide how researchers perform their investigation while guaranteeing the respect and safety of all study participants (Resnik, 2011). The protection of the rights, safety, and well-being of every participant depends on these ethical issues (Israel & Hay, 2006). Therefore, several factors were considered in the planning and implementation of the research procedure. These considerations included *access and acceptance, obtaining informed consent, potential sources of tension and ensuring anonymity* and *confidentiality*. The whole process was also officially documented. Cukurova University Social Sciences Institute Directory was informed about the research procedure, which then issued an ethical approval document (see Appendix B).

The first consideration was to ensure ethical ***access and acceptance***. In the initial stages of the study, the issue of access and acceptance was discussed with the thesis supervisor, who had taught the pre-service teachers during their training and still has connections with them on social media platforms. After the finalisation of the purpose and scope of the study, the thesis supervisor introduced me to her previous students and gave a brief account of the study. Through this initial interaction, I was able to ensure informal and personal contact with the prospective participants of the study later on by giving them further details on the phone.

Secondly, we were concerned about ***the informed consent***. This idea refers to whether the individuals still choose to participate in the study after they have been informed about the research procedures that might affect their decision. According to Cohen et al. (2017), informed consent includes four elements: competence (mature and responsible participants), voluntarism (free to decide), full information (comprehensive information is provided about the research) and comprehension (understood fully by the participants) (p. 52). These elements were provided to the participants with a consent form (See Appendix A), which they signed before the research process. Each participant

in this study was an adult who voluntarily stated they would take part in the research. Furthermore, the participants were also told they could feel free to withdraw from the study at any time. There were no participants who chose not to take part.

Potential Tension Sources were another area of ethical considerations. One of the possible sources of tension was to protect the participants' rights while also taking the needs and interests of the researcher into account. In this study, this concern was related to the duration and schedule of the interview series. The interviews were designed to cover a range of issues, and it was anticipated in the beginning that the participants would have to devote a considerable amount of time. Therefore, we always prioritised the participants' rights and welfare in planning the interviews, giving high consideration to their convenience and availability. This led to unexpected intervals between each participant's set of interviews because the schedule was planned in total alignment with each participant's convenience.

It was also ensured that the study met the requirements of anonymity, which, according to Cohen et al. (2014, p.64), refers to the fact that 'information provided by participants should in no way reveal their identity.' Therefore, a study is anonymous only when 'the researcher or another person cannot identify the participant or subject from the information provided'(p.64). Although I was familiar with the participants in the study, their identities and any information that would reveal their identity (such as the cities where they work, names such as mentor or partner teachers that the participants mentioned in the journals or interviews) were not disclosed in all the excerpts that were quoted. To further ensure anonymity, pseudonyms were used for each participant (e.g. Nur, Gaye), and the data obtained from the participants were reported in the study by eliminating any details that would be used to trace the participants.

The final consideration of ethical issues was ***confidentiality***. Another strategy to respect and protect the rights of the participants is through confidentiality. Research is confidential on the condition that 'although researchers know who has provided the information or are able to identify participants from the information given, they will in no way make the connection known publicly'(Cohen et al., 2014, p.65). The degree to which researchers keep their promises to those who give information is the core of confidentiality. This was particularly crucial in this study as the participants had to feel free to comment on a range of educational issues without the concern of being revealed. Therefore, in the first access to the participants, promises were made, and trust was established in relation to the fact that the data obtained from them would remain

confidential under all circumstances. To keep these promises, the data was stored securely and used only for research purposes.

3.11. Conclusion

This chapter has covered the theoretical considerations, methodological decisions and justifications related to the stages and procedure of this multiple-case study. The decision to employ this methodological approach (multiple-case study through the use of the reflective journals and interview series) was primarily grounded on the nature of teacher cognition and the available literature on teachers' professional development either during teacher education programs or during the initial years of their careers. Details were also provided in relation to the research context and the process of selecting the participants. Additionally, we have included a comprehensive explanation of the processes of data collection and analysis. This 'thick description' was particularly crucial to ensure the trustworthiness of the study in line with its qualitative nature. We have also highlighted the decisions made and actions taken to ensure credibility, transferability, dependability and confirmability of the results and interpretations, as well as to ensure ethical responsibilities were ensured. In the following chapter, findings from various data sources related to the research questions will be reported.

CHAPTER IV

FINDINGS

4.1. Introduction

In this chapter, we will present the transition experienced by the pre-service teachers in their perspectives on different aspects of the teaching profession. Their experiences will be presented by reporting on their initial perspectives, the (non) changes observed in these perspectives, and the reasons cited for these (non)changes. To reiterate, the presentation of findings in this chapter has been shaped based on the responses that the participant pre-service teachers gave to the prompts in the reflective journals alongside with the relevant themes in the Onion Model as proposed by Korthagen (2004). Each case will be concluded with a case summary illustrated by a table demonstrating the findings pertaining to the journey from pre-service to in-service. The individual case reports will be followed by a cross-case analysis in which data from each case will be presented in relation to the similarities and differences among cases.

4.2. Case 1: Gaye

4.2.1. Background

Gaye graduated from the English Language Teaching department at Cukurova University in 2012. Initially, teaching was not part of her career plans; however, she decided to study English Language Teaching based on her performance score in the university entrance exam. Following graduation, Gaye did not start her teaching career immediately. Instead, she tried a different professional path, working as a coordinator at an international organisation for a short time. She later dedicated two years to preparing for the examination required for recruitment as a teacher in public schools. During this preparation period, she gained teaching experience at a private school. Eventually, she embarked on her teaching journey at a primary public school in a different city, teaching students from various levels, including preschool, primary, middle, and high school. She lives in a different city and has been actively teaching for nine years. She has not pursued any post-graduate education programs. The following sections will cover her initial perspectives during her practicum experience, changes observed in the perspectives about different aspects of the teaching profession after a 9-year professional experience, and the

reasons behind (non-) changes in these perspectives. The findings presented in this section were obtained from Gaye's reflective journals and two of the semi-structured interviews held with her.

4.2.2. The Transition Experienced by Gaye

The analysis of Gaye's reflective journal exhibited findings concerning the *pedagogical beliefs* that she formed through her observation of her mentor's pedagogical practice in the practicum. These findings were acquired from several comments that she made about her mentor in response to the prompt, "*the thing about my mentor is…*" One perspective that she held is that *use of board in the classroom is essential*. By criticising her mentor's seldom use of the board, she revealed her perspective concerning the benefit of using the board in the classroom as she remarked in the following excerpt:

> *Another point that stands out to me is that our mentor rarely makes use of the whiteboard. I believe it would be advantageous if the children were encouraged to write on the board as they complete their exercises. This approach would not only be beneficial to those with a strong visual learning style, but it would also serve as a supplementary spelling exercise for the students who are writing.*

Gaye emphasised that giving students a chance to write words or phrases on the board triggers their visual intelligence and functions as a spelling practice. She regards board use in the classroom as a type of visual cue as a contributing component of the teaching and learning process. Gaye highlighted the importance of considering the needs and learning styles of individual students and finding ways to incorporate diverse teaching methods in order to reach all students effectively. When asked in the semi-structured Interview 1 if she still holds the same perspective about the importance of the use of board in the classroom, she responded as follows:

> *R: What's your opinion on the use of the board?*
> *Gaye: I still have the same idea. I encourage the children to use the board. I specifically invite them up — they appreciate the physical movement and generally enjoy the experience.*

As can be seen from what she said in the interview, there is a consistency between what she wrote earlier in her reflective journal and what she remarked on in the semi-structured Interview 1. This suggests that he has not changed her previous perspective, implying the *conservation* of the perspective she held during the practicum. Gaye still

highly values the use of board, particularly by the students, as an important part of their learning. In the semi-structured Interview 2 with Gaye, I asked her the reason for her persistent emphasis on the significance of using the board in the classroom. The following is what she said:

> *R: It appears you've consistently emphasised the importance of students' using the board. You value their movement and their writing on the board. What might be the origin of this focus?*
> *Gaye: Back when I was a high school student, I enjoyed writing on the blackboard. I remember feeling excited when the teacher asked me to write something. It's truly a unique form of energy. Some individuals learn more effectively through writing, and I was one of them. I will never forget what I wrote. So, it's a practice that I encourage amongst my students as well.*

We can see in the above excerpt that Gaye referred to *her experience as a high school student* with the purpose of elucidating the *conservation* of her perspective on the use of board in the classroom. It seems that her perspective on the utilisation of board in making learning permanent was consolidated during her high school years when her own writing on the board proved useful for her learning.

Another finding that was acquired from Gaye's comment under the prompt "*the thing about my mentor is…"* was on the use of mother tongue in L2 learning. The perspective that she held is *teachers shouldn't use Turkish in an EFL classroom*. Gaye criticised her mentor's continuous use of Turkish in the classroom and stated:

> *The only negative aspect that grabbed my attention was her consistent use of Turkish. I hadn't expected that she would speak exclusively in Turkish. It would have been beneficial if she had given some instructions in English, at least. Acclimating children to the sound of English is a priority that I highly value.*

As the excerpt from the reflective journal illustrates, she was not expecting to see an English teacher using Turkish in the classroom. She expressed that the use of the target language by the teacher is crucial for her, and she valued the importance of exposing children to the English language in order to support their language development in this way. When asked in the semi-structured Interview 1 whether she would criticise the continuous use of L1 in the classroom, her response was as follows:

> *Yes, I strive to give the majority of instructions in English and aim for the responses to be in English as well. During my two years at a private school post-graduation, I didn't use Turkish in my classes at all. Even while teaching younger learners, I refrained from using Turkish. However, in a public school, try, at least, to give the instructions in English. Yes, I still believe that speaking in Turkish is a negative aspect.*

As understood from the excerpt above, her attitude towards using L1 is still negative, which suggests another example of *conservation*. She also mentions her own practices in the classroom, stating that she almost entirely uses English in the classroom. She conserved her approach in terms of language choice in the foreign language classroom. It can be seen in the following excerpt from the semi-structured Interview 2 how her *training at university* influenced and consolidated her approach to the use of mother tongue in L2 teaching:

> *During high school, we barely used English; our lessons were primarily grammar-focused. However, upon entering university, I discovered that every class was conducted in English. That's when I started to comprehend spoken language. Having experienced this, I gained a renewed understanding of the importance of target language exposure.*

The above excerpt implies the significant role of the role of university intervention as a source of the preserved perspective held by Gaye on the use of the mother tongue in L2 teaching. She was deeply influenced by the use of English as the medium of instruction in the university she attended. She had a direct and personal experience of using the target language for instruction as a student, which contributed significantly to her language learning experience despite its difficulties.

Another perspective derived from her response to the prompt "*the thing about my mentor is…*" is about her evaluation of the homework assigned by her mentor. Her perspective was that *writing vocabulary items several times over and over again should not be given as assignment*. By criticising her mentor's homework method, Gaye revealed her perspective as follows:

> *My mentor assigned the children to repetitively write certain words five times at home. In my view, such assignments should no longer be given. However, it's unfortunate that we can't alter the teaching method that heavily relies on memorisation.*

Gaye's criticism and related perspective reveal that she was against the mechanical memorisation technique based on repetition as a vocabulary learning strategy, which is based heavily on rote learning. Additionally, she sounded hopeless, indicating that 'we cannot change this situation.' In brief, Gaye questioned the effectiveness of rote learning versus more interactive and engaging methods of instruction. In interview 1, when asked what she thinks about such type of homework now as a working teacher, she stated:

> *R: Do you believe that such an assignment should be given?*
> *Gaye: Yes, this is a practice I continue to critique. Despite my disapproval of making students write the same words multiple times, I've implemented it in the past due to parental requests. Though, as I've mentioned, it's not an approach I favour. But sometimes, it's the only way to get the students to engage and study. That's how I sometimes manage to redirect them back to their work.*
> *R: So, you think it occasionally works?*
> *Gaye: Yes, on occasion (laughs).*

Her comment indicates that she still does not believe in the efficiency of students' repeatedly writing words and their definitions. However, she further elaborates that repetitive writing tasks can sometimes become a powerful tool in motivating students and giving them a reason to study. She added, "*It is the only way to get the students to engage and study.*" Despite holding a similar perspective that she does not favour repetitive writing tasks, she realises that giving such homework may be applicable and preferred in certain contexts and situations for particular reasons. To recapitulate, she *reframed* the function and use of 'repetitive writing' tasks. This suggests that she has reframed the perspective that she held during the practicum. In the semi-structured Interview 2, I asked Gaye about the possible factors that led to this change. The following excerpt shows her underlying reason:

> *Sometimes, there seems to be no alternative way to motivate or encourage students to complete their work. I have encountered numerous students who possess the capability but lack the necessary motivation. Therefore, on certain occasions, I find it necessary to assign such homework tasks as a means to push them forward.*

The content above reveals that Gaye has become more aware of certain types of students who need to be pushed by their teachers to do some work. It appears that Gaye

reframed her position as a result of her *increased awareness of student reality*. We can understand from her remarks that she has observed several students with the capability yet lacking motivation, which led to the evaluation of her teaching practice. She has witnessed that assignments employing rote learning prompted these students and served as a source of extrinsic motivation, which potentially contributed to Gaye's evolving perspective.

Another entry that Gaye wrote under the prompt *'the thing about my mentor'* was about how her mentor treated the students in the classroom. Accordingly, her perspective was that *teachers should not use rude language in the classroom.* She criticised her mentor's manner in the classroom and remarked:

> *The method she used to quiet the children seemed rude to me. Utterances such as "Why are you still talking?" or "Shut up" can foster varying emotional responses in children. If those words were directed at me, I might feel disheartened. She also tapped a student on the shoulder. Was that truly necessary? This approach is not in line with my personal teaching style.*

Her disapproval of the mentor's manner in the classroom reveals her sensitivity to the language used in the classroom. We can understand that Gaye does not approve of her mentor's behaviour and her use of intimidating language. When asked in the semi-structured Interview 1 if she still holds the same perspective about the importance of using polite language in the classroom, she responded as follows:

> *The way I speak has always been important to me. Given the rapidly changing emotions of children at this stage, I carefully choose my words to prevent any potential trauma.*

In line with what she had written earlier, she is as sensitive as she was before about communicating a positive tone in the classroom. She also underlies that she often pays particular attention to what she says in the classroom in order to avoid any possible misunderstandings. Her previous and current perspectives seem to be consistent with each other, implying the *conservation* of the perspective she held during the practicum. In the semi-structured Interview 2 with Gaye, I asked her the reason for her persistent emphasis on the significance of using constructive language in the classroom. The following is what she said:

> *R: You once criticised certain remarks made by your mentor. It seems that this criticism has persisted over the years.*
> *Gaye: I believe that every individual deserves respect, regardless of their age. This is a conviction I've held since childhood. Therefore, it's crucial to respect others at all times, wherever we are or whatever socio-economic background we come from. We are all equal.*

Respecting others, apparently, has always been a significant and deeply rooted component of Gaye's personal worldview. As Gaye puts it, she has been sensitive about respecting others without considering their age or socio-economic status. That's why, her own description of how she views people and values certain traits can be seen as a part of her *worldview*. Status and the language used when communicating with the students in the classroom then should reflect such respect.

Another entry under the prompt '*the thing about my mentor is…*' was about Gaye's mentor's view of students in terms of their language learning performance and achievement. On her initial days of practicum, Gaye had a conversation with her mentor, who stated that some students would never change in a positive way, no matter how hard she tried. Gaye had the perspective that *teachers can foster positive change at any age* by criticising her mentor's low level of optimism:

> *Our mentor said that the student who is at this level will not improve anymore, and it is a waste of time to deal with them. I do not agree with any of these…we can win people at any age. As teachers, we must keep trying.*

This reflective journal entry highlights Gaye's inner *mission* for teaching. Apparently, she has the perspective that all students can improve regardless of their level of previous knowledge. This signifies that Gaye has inner values of optimism, hope and dedication. She is developing a counter-argument to her mentor's perception that some students will not show progress no matter what she does. Her statement, "*As a teacher, we must keep trying"*, reveals a significant aspect of her *mission* as a teacher who aims to foster positive change in students and persist even when she encounters challenges. After she had read the related entry from her reflective journal, I asked her whether she still believes that students can change at any age:

> *R: Do you continue to oppose the notion that a student deemed inadequate up to a certain age is incapable of improvement? Do you believe it's possible to foster success at any age?*
> *Gaye: Yes, I still agree... yes, we can facilitate growth in individuals*

> *regardless of their ages. I've never agreed with what my mentor said then.*

As seen in her comment on her journal entry above, she still thinks that students can change their behaviours with the guidance of their teachers regardless of how old they are. She conserved her optimism about behavioural alteration and student learning. In the semi-structured Interview 2, I asked Gaye about the possible roots behind the *conservation* of her initial perspective. In the following excerpt from the semi-structured Interview 1, she refers to her previous positive teaching experiences, as a result of which she has seen *a consistency between theory and practice:*

> *R: You continue to believe that individuals can be guided towards success at any age. What do you think is the origin of this belief, or why has it remained unchanged?*
> *Gaye: I believe it's largely influenced by the feedback from my high school students. Many of them have expressed, 'I started to love English thanks to you' or 'For the first time, I'm beginning to understand it.' I mean after receiving such positive feedback…*

The feedback from her students about their increasing love for English language lessons made her maintain her optimism about student achievement. The feedback and positive comments that she received from the students are thus viewed as a clear indicator of her positive experiences in teaching.

The following findings were acquired from the comment that Gaye made about her peers in response to the prompt, "*the thing about my peers is…*" One perspective derived from her comments under this prompt was *teachers should physically approach the students and circulate around the classroom for effective turn-taking*. Based upon her observations of one of her peers, she wrote in her reflective journal *a pedagogical belief* about her peer's first experience in classroom management:

> *When selecting students who have raised their hands, one should physically approach them, circulate among the desks more frequently, and ensure that the instructions provided are clear and understandable.*

Gaye presented a *pedagogical belief* in terms of the significance of a teacher's close contact with the students to ensure classroom management and to maintain effective turn distribution skills. She believed in the efficiency of such physical contact regarding

proactive behaviour management and interactive check-ins, as well as deciding who gets to speak, emphasising a visible system for turn-taking. When I asked her in the semi-structured Interview 1 whether her pieces of advice are still relevant in terms of her current understanding of classroom management, she remarked:

> *R: Would you still give the same advice today?*
> *Gaye: Absolutely, my advice remains the same. I firmly believe in the importance of students feeling valued and cared for…*

As the content above shows, she still holds the same perspective towards the importance of monitoring and turn distribution skills that a teacher should possess in terms of classroom management. The consistency between her initial perspective in the journal and the semi-structured Interview 1 signified *conservation*. In the semi-structured Interview 2 with Gaye, I asked her the reason for her persistent emphasis on the significance of physical closeness in classroom management. The following is what she said:

> *R: In your journal, you noted that a teacher should circulate around the class, emphasising the significance of close contact. It appears you've always valued this physical connection. How do you think this idea first developed?*
> *Gaye: My belief in this remains unchanged because I've seen its effectiveness in practice. I implemented the principles I learned at university and got positive results.*
> *R: So, it's a strategy you learned during your university years and later found to be efficient?*
> *Gaye: Precisely.*

In response to the question of why she still holds the same perspective, Gaye said she 'applied what she learned at university and got positive outcomes.' Gaye's consistent emphasis on the aspects of classroom management is deeply rooted in the effectiveness she has observed in practice. This validation in a real-world setting is significant for her, as it both affirms the theoretical knowledge acquired from university and increases her confidence in her teaching approach. The findings showed that Gaye's theoretical understanding was consistent with practice**.**

Some other perspectives were also derived from Gaye's responses in the reflective journal to the prompt '*the thing about my students is…*' One perspective that Gaye had during her practicum years was that *working at a primary school is more enjoyable and*

manageable than other schools. By comparing teaching students at different ages, she favoured primary school students as she viewed them as individuals without prejudice, as can be seen in the excerpt below:

> *Primary school is more enjoyable and manageable compared to others. It presents a valuable opportunity to instil a love for English at an early stage. Overcoming the biases becomes increasingly challenging for older students.*

Gaye compares primary school students to older students regarding their tendency to love English as an aspect of the *environment*. She described primary schools as environments where teaching younger students would be both easier and more enjoyable for her, providing an opportunity to instil a love for English. In the semi-structured Interview 2, I asked Gaye about her current view of teaching students of different ages. After she read her journal entry, she stated:

> *Yes, it's enjoyable, but it's not a simple task. I'd go so far as to say it's become more challenging. I think it is more exhausting, perhaps because I can't match their incessant energy anymore. It's fun and enjoyable, yes, but I wouldn't categorise it as easy.*

There seems to be no complete consistency between her initial perspective and current understanding, as Gaye *disagrees* with one aspect. While she still thinks teaching students at primary schools is enjoyable, she no longer believes it is more manageable when compared to other types of schools. In the semi-structured Interview 2, I encouraged Gaye to think about the possible reasons behind the change in her perspective. When I reminded her in the semi-structured Interview 2 that she no longer finds teaching at primary schools easier, she made the following explanation:

> *R: Earlier, you mentioned that primary school is more enjoyable and easier, but now you say it is enjoyable but not easy. What led to this change, in your opinion?*
> *Gaye: I had a brief experience working in a primary school in Anamur. However, it was enough for me to realise that it was quite challenging. The constant noise and the never-ending stream of questions from the students were exhausting. They asked about everything. While teaching English was enjoyable, other aspects of managing the classroom proved to be very difficult.*

Gaye referred to some negative experiences that may have played a role in her

disagreement. Gaye started commenting with a reference to her experience in a primary school, which she described as 'a challenging school.' We can see in her account of experiences that she had a difficult time managing the classroom and noise, and it was an exhausting experience for her. This negative teaching experience, in turn, had an influence on Gaye's conceptualisation of teaching at primary schools.

There were also perspectives derived from Gaye's response to the prompt, '*the thing about other teachers at school is…*' She reported an incident she observed in the teachers' room under this prompt. She had the perspective that *a teacher should be able to use a computer*. By criticising another teacher's incompetency in using the computer, she stated:

> *A teacher said she did not know how to use a computer and requested a physical copy of the test from our mentor. Since computers have been integral to our lives for many years, I found it somewhat disappointing that she lacked familiarity with them. Keeping up with technological advancements is among the duties of a teacher.*

Gaye is reflecting on a negative experience with respect to another teacher. She was disappointed by her fellow teacher's inefficient computer skills. She views keeping up-to-date with technological advancements as a primary responsibility of a teacher. In the semi-structured Interview 1, I asked her to read her journal entry and comment on her perspective. The following is her response:

> *Instead of disappointment, it stirs a sense of frustration, to be honest. What can I say? I don't think kids deserve this. I still think that there's no room for outdated teaching methods. If our goal is education, then we must start with educating ourselves in order to better educate others. So, rather than disappointment... (pauses) I'm struggling to find the right word, but yes, I would get angry.*

The content above shows that the inadequate skills of teachers in using the computer make her feel angry and is a matter of annoyance rather than disappointment. She believes that there should be no teachers who do not have these skills. Considering that annoyance and anger are stronger feelings than disappointment, we see that she still has the same attitude towards the issue. It is also clear that her attitude towards teachers who lack the necessary skills has hardened and consolidated through time, which implies *consolidation*. In the semi-structured Interview 2, I asked a follow-up question on how she interprets the change:

> *Gaye: Maybe I have changed after seeing the level of the students today.*
> *R: What do you mean?*
> *Gaye: Their failures, their indifference, their lack of aspirations for the future, and their inability to keep up with the demands of the modern era. I have witnessed all of these. It has become clear to me that they lack many essential things. These experiences have only strengthened my convictions, especially when working with students in a village school. Observing those students has increased my frustration towards teachers. Teachers should be better equipped with fundamental skills.*

Gaye reports her observations, particularly from the time when she was a teacher in a village school. It seems that Gaye's personal experience with these students and others allowed her to gain a better understanding of students' insufficient levels. We can see that the more she knows about the students and becomes more aware of their need for learning, the more she criticises the teachers with inadequate skills in using the computer. It appears from her remark, 'it has become clear to me …' that she has had an *increased level of awareness* of students.

In subsequent sections of her reflective journal, Gaye provided more entries under the prompt '*the thing about other teachers at the school is…'* while also touching upon '*the thing about myself is…*' in the same entry. As seen in her following remark, Gaye wrote about her perspective about disruptive behaviours and believes that *she is not confident that she can handle these behaviours*. The following is what she wrote:

> *The teachers in the corridors often appear very frustrated, frequently raising their voices at the students. They are right in doing so. The students seem challenging to manage. That's why teachers are always angry. If I were in their shoes, I think I wouldn't be able to handle it, largely because I wouldn't be able to adopt their stern approach towards the students. It seems quite challenging to instil discipline among students of that age group.*

Gaye was doubtful about herself in terms of her own *competency* in addressing such incidences of disruptive behaviour in her future career. She does not find herself competent enough to maintain control and instil discipline among the students. In the semi-structured Interview 1 with her, I asked whether she still finds it difficult to manage disruptive student behaviours. She gave the following response:

> *Gaye: Yes, why did I say that? I'm not sure. I don't agree with it now. There's no need to raise your voice when in the corridors.*
> *R: You noted, 'If I were in that situation, I wouldn't be able to manage because I couldn't act like them.' Would you still make a similar reflection?*
> *Gaye: .... I don't think that way now. I'm confident that I can find a way to manage them effectively. Occasionally, I may need to raise my voice just to be heard, but it's not intended as a reprimand.*

As the comment above exhibits, she disagrees with her previous perspective on her *competency* and does not seem to be as worried about managing student behaviours as she was during her practicum experience. She no longer experiences difficulties in managing challenging behaviours either in the classroom or in school corridors. I asked her in the semi-structured Interview 2 about the possible factors that may have allowed her to adopt a renewed perspective of this competency of her:

> *R: ....What factors contributed to overcoming this concern?*
> *Gaye: Yes, I believe that one becomes a little more self-confident after becoming the authority. In the past, we were mere observers. But now, as a teacher, I feel more at ease in the classroom because I have developed confidence over time.*

While justifying the reason why she feels about her competence to deal with disruptive student behaviour differently than before, Gaye touches upon a complete *change in her status* from an observing practising teacher to the 'authority' as a working teacher. This status change, according to her, changed her perspective of 'self', leading to feeling self-confident in managing student behaviour.

Another perspective derived from Gaye's response to the prompt, 'th*e thing about myself is ...*' is that *I am committed to my students and their learning*. Gaye expresses, touching upon her *identity*, her willingness to become a teacher soon and have her own students:

> *I feel like a teacher now, and I can't wait to have my own students as soon as possible. I have such warm feelings about being in the classroom with students.*

Gaye reveals her strong sense of *identity* as a teacher as well as her deep connection to her future profession. The statement "*I feel like a teacher now*" demonstrates a clear moment in her career when she begins to internalise herself with the

teaching profession. Her desire to have her students and teach them soon is another indication of this strong sense of perception as a teacher. In other words, she both acknowledges her role as a teacher and feels fulfilled about it. In the semi-structured Interview 1, I asked her whether she felt the same passion and attachment. The following is her reaction after she read her journal entry:

> *R: Do you still foster such a connection with students today?*
> *Gaye: It's no longer a case of 'I can't wait.' When I'm at school, the atmosphere sometimes becomes different, mostly due to the children: their eyes light up when they discuss something they're passionate about. In those moments, I feel genuinely happy and I say I am glad that I became a teacher. However, outside of school, I don't find myself missing it or eagerly waiting for the next school day.*

As Gaye puts it, she does not feel as passionate as before except for certain incidences. Her passion for teaching appears to be fresh only in certain contexts and situations. At other times, she reports that she does not feel the same way as she did when she was a pre-service teacher. The fact that she is away from an overall passionate attitude towards teaching but limits it to certain conditions indicates that she has *reframed* the way she feels about teaching only for her profession. In the semi-structured Interview 2 with Gaye, I asked her the reason for the weakened attachment to the students. The following is what she said:

> *R: In your journal, you expressed excitement about meeting your students, but today, you mentioned that your feelings are not as strong. What might have caused this change?*
> *Gaye: Well, yes, in the past, I used to feel like that. However, now I perceive teaching more as a job. I go to work, fulfil my responsibilities, and then return home. It is more about the hustle and bustle of life, especially after having a baby, which has added to the overall demands.*

We can see from the response above that Gaye ascribes her reframed commitment to her daily duties and having a child to take care of. The increasing demands of Gaye's non-school-related duties appear to have a significant impact on her professional life. Consequently, teaching as a profession has become less important for Gaye due to the new roles and duties she has taken on, which signifies that she now has *a busier private life*.

The analysis of Gaye's reflective journal also exhibited findings concerning the

perspectives that she formed through her observation of the practicum school. These findings were acquired from several comments that she made about the practicum school in response to the prompt, "*the thing about my school is…"* One perspective that she held is that *school atmosphere is important for me,* as she remarked in the following excerpt:

> *The physical structure has always been important to me. It greatly impacts whether I am happy to be in a place. I paid close attention to my surroundings, and fortunately, I felt a sense of warmth and positivity. A nice building, a warm atmosphere… The school security guard welcomed me with a smile….*

As the excerpt above shows, Gaye connects the physical atmosphere of the school with her sense of *identity* as a teacher, touching upon the *environment* theme. Gaye reveals the role of the school's physical structure and atmosphere in making her feel happy and positive. When I asked her whether her observations and experiences through her teaching career had changed her perspective on school buildings and the atmosphere of the school, she said:

> *R: Do you maintain your stance?*
> *Gaye: Absolutely, I do. The physical environment, wherever I am, remains significant. The layout of the corridors, the structure of the classrooms, and even the school's garden — these aspects continue to influence my mood.*

Similar to what she had written earlier, there is a consistency between what she wrote earlier in her reflective journal and what she remarked on in the semi-structured Interview 1. She still indicates that the school as an educational facility has an influence on how she feels being there. We see that she maintains her perspective on the same issue after nine years of experience, implying the *conservation* of her perspective during the practicum**.** In the semi-structured Interview 2 with Gaye, I asked her the reason for her persistent emphasis on the importance of the feelings she derives from the school's atmosphere. The following is what she said:

> *R: The physical structure of the school has held significance for you for a long period of time. What could be the source of this sensitivity?*
> *Gaye: I suppose this comes from my childhood, tracing all the way back to my primary school days. Public schools are always the same. Every time I enter a school or encounter a different one, I'm confronted with a somewhat gloomy atmosphere. This has been the case since my*

> *primary school years. I did attend a private school for a few years. The physical environment was noticeably more welcoming and spacious. I don't know, but it made me feel more enthusiastic about stepping into the classroom.*

Gaye shares her own experiences about how she felt when she was a student in a primary school. Gaye points out that schools seem to be very similar to each other and have common structural characteristics, which made her feel gloomy even in her early years of education. She remembered her *primary school years* reflecting on the possible reasons behind the *conservation* of her perspective.

4.2.3. Case Summary

Table 15 offers a comprehensive overview of the significant shifts and consistencies in Gaye's teaching perspectives over her nine years of experience. These perspectives were acquired from the analysis of the entries in her reflective journal that she wrote in response to the prompts provided in the reflective journal pertaining to her mentor, self, peers, other teachers, students and school. The findings are categorised under various themes of *pedagogical belief*s, *competency*, *identity*, and *environment*. Table 15 aims to capture the transition from pre-service to in-service by sequentially introducing key elements. The initial columns delineate the prompt and corresponding theme in the reflective journal, followed by the participant's entry during practicum. The 'Patterns of (Non-Change)' column highlights the observed patterns in the stated perspective. Subsequently, the 'Reaction after 9 years of Teaching Experience' column outlines the participant's response to the initial perspective as revealed in semi-structured interview 1. The final column provides the stated reasons for both changes and non-changes in the initial perspective. The case reports that follow will also utilize the same type of tables and maintain a consistent style of expression.

Table 15
The Transition Experienced by Gaye

Prompt	Themes	Perspectives Held During Practicum	Patterns of (Non-)Change	Reaction after 9 years of Teaching Experience	Stated Reason for the (Non-)Change
the thing about my mentor is…	pedagogical belief	*use of board in the classroom is essential*	**conservation**	*I still have the same idea*	experience as a student
	pedagogical belief	*teachers shouldn't use Turkish in an EFL classroom*	**conservation**	*yes, I still believe that*	training at university
	pedagogical belief	*writing vocabulary items several times over and over again should not be given as assignment.*	**reframing**	*….but sometimes, it's the only way*	awareness of student reality
	pedagogical belief	*teachers should not use rude language in the classroom*	**conservation**	*yes, I still believe…*	worldview
	mission	*teachers can foster positive change at any age*	**conservation**	*yes, I still agree*	consistency between theory and practice
	pedagogical belief	*teachers should physically approach the students and circulate around the classroom for effective turn-taking*	**conservation**	*Absolutely, my advice remains the same*	consistency between theory and practice
the thing about my students is…	environment	*working at a primary school is more enjoyable and manageable than other schools*	**disagreement**	*primary school is not more manageable*	critical incidents
the thing about other teachers at the school is…	environment	*a teacher should be able to use a computer*	**consolidation**	*… makes me even feel frustrated.*	awareness of student reality
the thing about other teachers at the school /myself is…	competency	*I am not confident that I can handle misbehaviours*	**disagreement**	*I am confident now*	change in status
the thing about myself is …'	identity	*I am committed to my students and their learning*	**reframing**	*I feel this only inside the school*	a busier private life
the thing about my school is…	environment	*the physical atmosphere of the school is important for me*	**conservation**	*absolutely it is…*	experience as a student

In light of the findings obtained from the analysis of Gaye's reflective journal and the interviews conducted with her, we can see that Gaye has navigated through a unique journey characterised by both significant constancy and transformation. The constancy and consistency between Gaye's perspectives as a pre-service teacher and in-service teacher with nine years of experience is evident in her *pedagogical belief*s about various issues from the crucial role of the classroom board to her stance against the use of Turkish in EFL classrooms. We see that Gaye preserved the majority of these pedagogical beliefs. In these examples of constancy, *her experience as a student, worldview, consistency between theory and practice, and primary school years* were found to be influential factors.

However, when it comes to the areas in which she experienced significant transformations, her increased *awareness of student reality, critical incidents* she has witnessed and *a busier private life* have all played pivotal roles. These changes were apparent in the themes of *environment*, *competency,* and *identity*. She appears to have become a more confident teacher in terms of classroom management and shifted from an overly enthusiastic view of self into a more balanced and realistic perception.

4.3. Case 2: Nur

4.3.1. Background

Nur completed her education in the English Language Teaching department at Cukurova University in 2012. Shortly after graduating, she began her teaching career at a middle school located in a village in the western part of Türkiye. Throughout those years, she had to endure a lengthy daily commute to reach the school. After five years of teaching in the village, she was eventually transferred to a high school situated closer to the city centre, which made it easier for her to commute to work. Recently, she welcomed a new member to her family and is currently on vacation to care for her baby. She is devoting most of her time to nurturing her newborn and spending this time together. The findings presented in this section were obtained from Nur's reflective journals and two of the semi-structured interviews held with her.

4.3.2. The Transition Experienced by Nur

The analysis of Nur's reflective journal exhibited several findings that were acquired from the comments she made about the students in response to the prompt, "*the*

thing about my students is…" One perspective that she held is that teaching *adult learners is more challenging than young learners.* She revealed her perspective concerning the difference between teaching young and adult learners as she remarked in the following entry:

> *I've always told my friends that "young learners" are the most demanding student groups, but I now realise I was mistaken. Currently, my viewpoint is quite the opposite: "Adult learners are tough!"*

Nur believed that teaching young learners was a more demanding task based on her observations about the *environment*. Nur reflects on the characteristics and dynamics of the learning environment, specifically focusing on their perception of adult learners. When asked in the semi-structured Interview 1 whether she still holds the same perspective about teaching students of different ages, she responded as follows:

> *I still think the same because communication with young learners is easier. However, adults have different interests and certain characteristics. So, it sometimes becomes difficult to create a suitable classroom environment regarding the interests of these learners.*

As is seen from what she said in the interview, Nur perceives no change in her view of teaching students of different ages, implying the *conservation* of her perspective during practicum. She still maintains that it is much more demanding to teach at higher levels and adults. In the semi-structured Interview 2 with Nur, I asked her the reason for her persistent view of adults as a challenging student group. The following is what she said:

> *R: It seems that your preference for teaching young learners has remained consistent. What do you think is the reason behind this preference?*
> *Nur: I believe it stems from my social nature. I enjoy interacting and socialising with others. In classes with young learners, I can create an environment that fosters social interaction, which aligns well with my personality.*

The excerpt above shows how Nur's *personality* influences her perspective on teaching students from different age groups. She ascribes her non-changing perspective to her characteristics as she stresses that she is a social person who likes socialising with

others. It appears that she can create such an atmosphere in young learners' classes, which she enjoys experiencing.

Another finding that was acquired from Nur's comment under the prompt "*the thing about my students is…"* was the distinction between teaching male and female students. The perspective that she held was *it is easier to connect with boys than girls.* The following is what she wrote in her reflective journal:

> *I find it easier to connect with boys, as they seem more receptive to communication. Conversely, determining how to interact with girls can present a significant challenge.*

As the entry above illustrates, Nur found it easier to communicate and get along with boys but found it more challenging to interact with girls in an appropriate manner. Nur thought boys are more open to communication than girls, which makes it easier to establish a desirable atmosphere for establishing warm relationships. When asked in the semi-structured Interview 1 whether she would make a similar remark on the distinction between teaching male and female students, her response was as follows:

> *R: So, do you still hold the same perspective today?*
> *Nur: No, currently, I don't see a gender-related difference in my teaching experiences. During my time at a village school, I encountered male students with whom I had difficulties, as well as female students with whom I established good relationships.*
> *R: So, you no longer agree with that?*
> *Nur: No, I don't agree with that anymore.*

As the excerpt above indicates, Nur disagrees with the initial perspective she held during the practicum. Contrary to what she had written earlier, she stated that she does not make such a distinction between male and female students in terms of building communication more effectively. When I reminded her in the semi-structured Interview 2 that she no longer makes such a distinction and asked for her justification, she made the following explanation:

> *Yes, during the practicum, there was a certain dynamic between us, as pre-service teachers, and the students…. I now understand that this behaviour was influenced by the fact that we were seen as temporary visitors rather than their permanent teachers. If I had been their real teacher, they would not have behaved that way. Of course, now, this is not the reality.*

It is seen in the above excerpt that the change in Nur's perspective resulted from *the change in her status* from being pre-service into the real teacher of her students. She reflects on how being seen as a temporary figure during her practicum influenced the students' behaviour. Now, as their permanent teacher, she recognises the difference in student interactions and acknowledges the change in her status and its impact on the dynamics in the classroom.

In subsequent sections of her reflective journal, Nur provided more entries under the prompt '*the thing about my students is….'* Another perspective derived from Nur's response to this prompt is that *I am committed to my students.* The following is what she wrote in her journal:

> *What more do I want? I love them so much, all students in the world.*

Nur apparently had an emotional connection with the students and enjoyed her experiences of teaching and being with the students as an element of her *identity.* Her question, "What more do I want?" shows her fulfilment with and commitment to her students. When asked in the semi-structured Interview 1 whether she feels the same way, she gave the following reaction:

> *(pauses, hesitates) Well, I can't say that definitively (laughs). I mean it's not the same as it was before. Back then, I wasn't their teacher, and it was more of a fun environment for them. Right now, I don't identify with that teacher profile. My purpose is to teach something. While I love all children in the world, I don't say that with the feeling there on that day.*

Her remarks, as seen in the excerpt above, show that her commitment to the students has *weakened* over time. Nur gave a pause in her speaking for a few seconds and seemed to be hesitant about the issue. She then continued to speak by maintaining that her emotional bond with the students is not as intense as it used to be when she was a pre-service teacher. In her statement, she expressed a love for her students but clarified that her feelings are not as intense as they were during her practicum. In the semi-structured Interview 2 with Nur, I asked her justification for the weakening in her perspective. The following is what she said:

> *R: …. What might be the underlying reason behind this change in feeling?*
> *Nur: Yes, as I mentioned earlier, I have experienced positive feelings, but not with every student. There were some students who truly tested my patience, negatively impacting my quality of life and creating disruptions in the classroom despite my efforts. I tried various methods, but sometimes it seemed as though they were intentionally causing issues, while other times their behaviour stemmed from family-related problems. After such challenging days, I would return home and reflect on how difficult this job can be …. I made efforts to improve such situations, but my attempts didn't always yield the desired results. My feelings there were 'pink.'*

As the extract above shows, Nur faced several *challenges in her teaching practice*. She encountered students who tested her patience, affecting her well-being and causing disruptions in her classroom. She reports that, in these cases, the methods she adopted have constantly been ineffective in alleviating the related problems. From these experiences, she concludes that what she wrote in her reflective journal as a pre-service teacher was, in her description, 'pink.'

The following perspectives were acquired from the comments that Nur made about herself in response to the prompt, "*the thing about myself is…"* One perspective that she held is that *I am happy that I will be a teacher,* as is revealed in the following excerpt:

> *Upon arriving at this university, I was uncertain about my desire to become a teacher. In fact, during my high school years, such a career wasn't even a part of my career plans. The decision to choose this department and university was made at my father's request. Reflecting on it now, I am glad I listened to him. I am glad I will be a teacher.*

In the entry above, Nur refers to an aspect of her *identity* and explains she was uncertain about choosing teaching as a profession initially during high school and was influenced by her father's wish in her decision. However, she felt satisfaction with her decision to become a teacher later in her final year at the university. She showed a deep acceptance of her professional *identity* as a prospective teacher with her statement, "I am glad I will be a teacher." In the semi-structured Interview 1, my question was whether she feels the same about being a teacher. She said:

> *Well, I have my doubts about it now. While there are still moments when I have strong feelings because teaching is indeed rewarding, I must admit that the intensity of those emotions has diminished over time. In the first three or four years, I used to strongly believe in this. However, now I would say that I align with it about 70% of the time.*

The interview excerpt above indicates that Nur's commitment to the teaching profession *weakened* throughout her career. Although she states that she holds a similar attitude today, she perceives her emotional bond not as strong as it was. In the semi-structured Interview 2, I asked Nur about the possible factors that led to this change. The following excerpt shows her justification:

> *I don't think that we earn as much as the effort and dedication we put into this profession. As I mentioned before, there are other factors contributing to this, but the economic aspect is certainly significant Yes, it is because we do not get what we deserve economically.*

As the above excerpt shows*, concerns about financial difficulties* seem to have played a role in the change that Nur has experienced. She refers to the compensation that she receives as a teacher. She is unsatisfied with the teachers' professional standards in terms of financial return and believes that she is not well-paid enough, considering her teaching performance and the working conditions.

Another entry that Nur wrote under the prompt *"the thing about myself is…"* was about her perception of self as a teacher. Her perspective was that *I don't know what being a teacher means.* The following is what she wrote:

> *I guess I'm just playing teacher. I don't know exactly what it means.*

We can see that Nur was unable to define her *identity* as a teacher during her practicum years. Such an indication of questioning of *identity* and search for meaning signifies Nur's desire to develop a clarified sense of professional identity. Overall, the excerpt can be seen as a trace of Nur's journey into self-discovery. In the semi-structured Interview 1, I asked her about her perception of herself as a teacher now. She gave the following response:

Nur: No, I wouldn't say that today, of course.
R: Are you still just playing teacher, or do you have a clearer understanding of what it means?
Nur: Yes, definitely. Now that I am actively teaching, there are additional responsibilities and tasks compared to before.
R: What does teaching mean to you now?
Nur: At this point, I would say that teaching is akin to being a mentor who has an impact on and guides the lives of every student I teach.

We can understand from what she reported in the semi-structured Interview 1 that Nur *disagrees* with her initial understanding of being a teacher. Her existing perception of being a teacher is well-established today, while she had suspicions as a pre-service teacher. In the semi-structured Interview 2, I asked Nur about the possible roots of having a more well-established perspective. She remarked:

Over time, I have witnessed the positive impact of my actions. I have seen how the things I do or say can bring about change in the lives of some of my students. Additionally, I have observed how negative behaviours and attitudes from other teachers can have a detrimental effect on students. Through these experiences, I have seen in time that I can make a difference in the lives of students, at least to some extent. This feeling of contributing has become stronger and more evident to me.

She started commenting with reference to the positive experiences she had received from her practices. She indicates that her efforts have changed the lives of some of her students. Witnessing such a positive transformation in students' lives and a sense of personal achievement seem to have led her to develop a much more established self-image.

Another perspective derived from Nur's response to the prompt 'th*e thing about myself is …*' is that *I have doubts about being resistant to changing negatively*. She wrote in her reflective journal:

Whether you're a student or a teacher, circumstances may inevitably lead us to places we don't initially wish to be. Let's see whether I am resistant to change

Nur was unsure as to whether her abilities and capacity would be sufficient to achieve her educational objectives and doubtful about her *identity* as a teacher resistant to change. Nur suspected that she would manage to preserve her commitment and

motivation when, in her own words, "*circumstances inevitably lead us to places we do not initially wish to be.*" In the semi-structured Interview 1, I asked her about her current position as a teacher towards being resistant to change. The following is her response:

> *R: How resistant are you to change now?*
> *Nur: I am extremely resistant to change. I have fought hard to achieve it. That's why, as I mentioned earlier, I have only managed to establish a good rapport with one school manager so far. The moment there is interference with my classroom or teaching methods, it becomes my red line. This resistance to change has actually made me feel somewhat disconnected from the teaching profession.*

Nur *clarifies* her earlier uncertain perspective on her ability to preserve her idealism and enthusiasm for teaching by stating '*I am resistant to change.'* She is now certain about her resistance, whereas as a pre-service teacher, she was unsure about it. While referring to certain incidents in which she had conflicts with the school authority, she advocates that she has been successful in sustaining her enthusiasm. In the semi-structured Interview 2 with Nur, I asked her the reason for adopting a more confident and well-established manner. She remarked:

> *Certainly. I have witnessed difficult situations at my school, including instances of abuse. Unfortunately, we were advised not to intervene too much, as it was considered a family matter. Can you imagine that? I remember feeling restless during those times and being unable to sleep. It was impossible for me to stay silent and not intervene. And so I will not change my stance on this. I will continue to intervene and stand up for what is right.*

As is seen from what she said in the semi-structured Interview 2, she referred to certain *critical incidents* she has had to deal with as a teacher, such as child abuse and family-related conflicts. She is so resistant to change today that she can even quit teaching at the expense of defending her own truth. She said she was so deeply influenced and saddened during these experiences that she could not even sleep at night. We learn from her remarks that she decided to fight hard against such problems and not to keep silent.

There were other perspectives derived from Nur's responses to the prompt 'th*e thing about myself is …*' Another perspective she held was that *teaching is a source of peace for me*. Following a micro-teaching session, Nur reflected on how she felt while she was teaching, and she stated in her reflective journal:

> *I think there is no other profession that provides such great peace of mind. I feel this, and I feel peace in many ways.*

This perspective reveals an aspect of her *identity* as she finds a sense of fulfilment, commitment, and emotional satisfaction in the teaching profession. It reflects a key part of her identity where the teaching profession is not just a job but a source of inner peace and contentment. In the semi-structured Interview 1, I asked her whether she felt the same passion. The following is her reaction:

> *Yes, it's true. Even on challenging days, if you have effective communication and positive interactions, teaching remains a profession that brings great peace of mind. I still agree with that.*

As her response indicates, Nur conserved what she had written earlier in her journal. Nur still has a similar attitude towards what teaching makes her feel today. Nur has always regarded teaching as a source of inner peace, and this feeling of love for her profession has not lessened throughout her career. In the semi-structured Interview 2, I asked Nur the reason for her persistent attachment to the teaching profession. The following is what she said:

> *One significant factor is that I work at a village school, and I often emphasise this point. I have friends who work in city schools, and they don't have the same level of strong feelings as I do. I think it's the satisfaction I derive from doing my job. I have the opportunity to interact with numerous individuals, and the impact of my words can lead to meaningful changes in their lives. I have experienced this deeply at the village school, where both the students and parents respect and appreciate me, valuing what I have to say. Such nice feelings… I guess the reason is that.*

Nur explains how *positive teaching experiences* in a village school have influenced her to preserve her initial perspective when she was a pre-service teacher. She maintains that she has had a number of incidences in which she witnessed respect, love and appreciation both from students and their parents, all of which have given her a sense of positive teaching experiences and led her to preserve her perception of the teaching profession.

Another perspective derived from Nur's comments under the prompt "*the thing about myself is…"* was related to her commitment and determination to her profession. The perspective she held was that *I know that I will always do my job very well*. The

following is what she wrote:

> *I know that I will do my job very well. Even though the system tries to stop me, I will not allow this. THIS IS A PROMISE I MAKE TO MYSELF. (capitals in the original)*

As seen in the excerpt above, Nur reveals a strong feeling of determination to teach in spite of the potential challenges she might encounter. This perspective gives us clues about both her *mission* as a pre-service teacher. From the statement *I know that I will do my job very well*, we can see an indication of her commitment to performing well in her job. Additionally, she promises herself to sustain her perseverance in cases when external factors attempt to hinder her progress. When asked in the semi-structured Interview 1 whether she still holds the same perspective about her commitment to doing her job well, she responded as follows:

> *Yes, that's correct. At least, I can say that I have been able to achieve that. I can even share a few incidents to illustrate it. I have kept that promise so far…. However, I'm uncertain about how I would feel when I start working at another school with new students.*

The excerpt shows that Nur *reframed* her initial perspective by restricting her determination to her current situation. She now thinks that such perseverance and determination to do well in her profession might change depending on the new educational context where she would be appointed to teach. I asked her why she is now cautious about her opinion in the semi-structured Interview 2. She stated:

> *I have never experienced a high school atmosphere, never worked there, and I have some concerns about high school students. My friends working at other schools sometimes say that high schools are a bit more challenging, dealing with students can be exhausting. I think I might have been influenced by those comments.*

We can understand that she now forecasts some possible challenges relying on *her learning from other teachers* about types of schools where she has not worked yet, unlike her definitive claims in her related journal entry. Her view was shaped not by personal encounters but by second-hand accounts. This resulted in her adopting a cautious attitude regarding the possibility of working in such environments in the future.

Finally, there was one perspective derived from the response that Nur gave under

the prompt "*the thing about other teachers at the school is*…." In several parts of her journal, Nur criticised the actions of a teacher working at her practicum school. Inspired by her observations of this teacher, Nur held the perspective that *I want to become a teacher who is responsible and evaluates the efficacy of her teaching*. The following is what she wrote in her reflective journal:

> *I will never become a teacher like this teacher. I've come to understand that teaching is a profession with significant moral responsibility. Every night, before I go to sleep, I will question, 'Did I truly manage to teach something?' Once I become a teacher, I want to reply to this question: 'yes.'*

As her entry illustrates, moral responsibility was a crucial aspect of her view of the teaching profession as an aspect of her identity as a teacher. The statement "*I am determined never to become a teacher like this teacher*" suggests that Nur had a clear understanding of her identity as a pre-service teacher and of what type of teacher she desires to be. She wants to become a teacher who is responsible and evaluates the efficacy of her teaching. When asked in the semi-structured Interview 1 whether she feels the same way, she stated:

> *My perspective remains unchanged. I still believe in reflecting on my day and ensuring that I can sleep peacefully with a clear conscience. I did not exaggerate. I should have said more. When I go to bed in the evening, I often plan for the next day or engage in conversations with friends about my students and teaching experiences.*

It seems from the excerpt above that Nur has *consolidated* her view of the importance of moral responsibility in the teaching profession. She thinks that she was not able to state her perspective strongly enough in her journal, and now she is more attached to this perspective. For her, becoming a teacher requires becoming morally responsible. With such responsibility, teachers should reflect on and self-evaluate their teaching so that they can plan for subsequent classes, sometimes in collaboration with colleagues. In the semi-structured Interview 2, I asked her about the possible reasons for this consolidation. She remarked the following:

> *It is based on my personal experiences; I mean, since my practicum, I have witnessed many more instances that have shaped my perspective. In my previous school, there was a teacher who displayed no interest in students, constantly sat at her desk, and made no effort. It is hard to comprehend how such teachers are assigned to their positions. Today, I have even less tolerance for teachers who act irresponsibly, do not take their role seriously, or do not put in the necessary effort. My increased level of criticism is definitely influenced by what I have observed and experienced.*

As seen in the above entry, Nur justified the change in her perspective, referring to the *critical incidents* in her career. She remembered her practicum school experience and added, 'I *have witnessed much more than what I observed there.'* With reference to moral responsibility in teaching, she gave examples of teacher profiles such as those with negligent attitudes, those who do not take teaching tasks seriously and those who do not even make an effort. Witnessing such teachers has intensified her intolerance for lack of professionalism in teaching.

4.3.3. Case Summary

Table 16 offers a comprehensive overview of the significant shifts and consistencies in Nur's teaching perspectives over her nine years of experience. These perspectives were acquired from the analysis of the entries in her reflective journal that she wrote in response to the prompts provided in the reflective journal pertaining to, self, other teachers, and students. The findings are categorised under various themes of *environment, identity,* and *mission*. The table presents Nur's initial perspectives about the teaching profession during her practicum, the patterns of change observed over time, and her current stance after nineyears in the profession. Additionally, it provides insights into the reasons for these (non-)changes.

Table 16
The Transition Experienced by Nur

Prompt	Themes	Perspectives Held During Practicum	Patterns of (Non-)Change	Reaction after 9 years of Teaching Experience	Stated Reason for the (Non-)Change
the thing about my students is…	environment	*Teaching adult learners is more challenging than young learners*	**conservation**	*I still think the same*	personality
	environment	*it is easier to connect with boys than girls*	**disagreement**	*I don't see a gender-related difference*	change in status
	identity	*I am committed to my students.*	**weakening**	*I don't have that feeling there.*	challenges in practice
the thing about myself is…	identity	*I am happy that I will be a teacher*	**weakening**	*I have doubts about it now*	financial difficulties
	identity	*I don't know what being a teacher means.*	**disagreement**	*I know what it means.*	positive experiences
	identity	*I have doubts about being resistant to changing negatively*	**clarification**	*I am resistant to change'*	critical incidents
	identity	*teaching is a source of peace for me*	**conservation**	*Yes, it's true*	positive experiences
	identity	*I want to become a teacher who is responsible and evaluates the efficacy of her teaching*	**consolidation**	*I should have said more*	critical incidents
the thing about other teachers at the school is….	mission	*I know that I will always do my job very well.*	**reframing**	*Yes, but I am not sure about the future*	learning from other teachers

In light of the findings obtained from the analysis of Nur's reflective journal and the interviews conducted with her, we can see that Nur has navigated through a unique journey characterised by five different types of change patterns in her journey from pre-service to in-service. The consistency between Nur's experience as a pre-service teacher and in-service teacher with nine years of experience is evident in her perspective about her *identity* as a teacher who finds peace in teaching and her perspective that teaching adult learners is more challenging than young ones. However, Nur has also experienced a *disagreement* with her earlier perspectives. These different perspectives are notable in her perception of the ease of connecting with boys compared to girls, her understanding of what being a teacher means to her, and her perception of self as a resistant teacher to negative change.

Regarding the changes in her perspectives about various aspects of her profession, the findings indicate that Nur *weakened, reframed,* and *consolidated* her initial perspectives about the teaching profession. Her attachment to students has evolved, becoming less pronounced outside the school environment. Similarly, her enthusiasm to become a teacher has weakened over time due to her concerns about *financial difficulties*. While she had clear and confident remarks about her *mission* as a committed teacher to doing her job proficiently, her statements today revealed a sense of confusion about the future. Still, she *consolidated* her desire to become a teacher who is responsible and evaluates the efficacy of her teaching. In all these transformations, *the change in status, challenges in practice, financial difficulties* and *critical incidences* played crucial roles.

4.4. Case 3: Tuba

4.4.1. Background

Tuba graduated from the Department of English Language Teaching, Cukurova University, in 2012 and started to work as a teacher at a village primary school located in the south-eastern region of Türkiye in the same year. Upon working there for four years and trying to make a positive impact on her young learners, she subsequently transitioned to a secondary school in a nearby city centre. She continued working there for two years, this time with a slightly older group of students. Currently, she is teaching at a different secondary school in a different city within the same region. Although she is happy to be teaching, she often expresses concerns about students who have backgrounds with limited academic and socio-economic opportunities. Therefore, for her future career, she wishes

to work at a school with more motivated students as she feels a lack of professional satisfaction. The findings presented in this section were obtained from Tuba's reflective journals and two of the semi-structured interviews held with her.

4.4.2. The Transition Experienced by Tuba

The following findings were acquired from several comments that Tuba made about her students in response to the prompt, "*the thing about myself is…*" One perspective that she held was that *teaching brings me happiness, peace, and satisfaction.* She revealed her perspective concerning her professional satisfaction as she remarked in the following excerpts:

> *For me, taking care of children brings a profound sense of fulfilment. Even the simple act of attempting to understand them seems sufficient to bring them joy…. Interacting with students and fostering close relationships with them genuinely instils a sense of peace within me and brings me happiness, especially during challenging times…. It's immensely rewarding to teach students who gaze at you with interest, innocence, and an eagerness to learn. Having the opportunity to contribute to their lives is truly a pleasure. After a tiring day of teaching, witnessing even a simple result, such as a student mastering a sentence, is enough to feel a profound sense of satisfaction.*

In her statement, Tuba unveils an aspect of her identity as a teacher. Connecting with the students, contributing to their lives, and watching them learn are the reasons for her association of the teaching profession with her identity. Tuba is a teacher who is aware of the fact that teaching brings her a sense of fulfilment and joy. This sense of satisfaction and joy is central to her identity as a teacher. In the semi-structured Interview 2, I asked Tuba in the semi-structured Interview 1 whether she feels the same about her profession. She remarked:

> *R: So, does teaching still evoke that feeling for you?*
> *Tuba: Yes, absolutely. It is an inherent part of our profession…I feel exactly the same way. When a student approaches me with a problem, sees me as a role model, or shares something with me, it brings me great joy…I mean, I don't know… The communication we have in the classroom and the connections we build with students... all of these make me happy… No matter how tired I may be, the spiritual reward of knowing that I've taught something valuable keeps me going. I completely agree with that, both physically and mentally.*

Tuba *conserves* her initial perspective, and she still feels satisfied with her profession. She manages the physical and mental exhaustion thanks to the emotional rewards of teaching, such as the sense of accomplishment from imparting valuable knowledge. This sense of professional satisfaction and personal connection with the students is still a defining feature of her identity. In the semi-structured Interview 2 with Tuba, I asked her the reason for her continuous passion and enthusiasm for teaching. The following is what she said:

> *I believe it's largely related to my personality. In the first place, I'm someone who enjoys engaging with others. This is my nature. Communication is surely requisite for the teaching profession. And I believe I've been able to do it effectively. This rapport is a source of motivation for both me and my students, I believe. Thus, it seems that this connection is primarily related to my character traits.*

Tuba attributes maintaining such a positive commitment to her job to her *personality.* Tuba indicates that she has always enjoyed communicating with people as an aspect of her personal traits. In her own words, the reason for the preservation of her positive attitude is 'her nature.'

The analysis of Tuba's reflective journal also exhibited findings concerning the *pedagogical belief*s that she formed through her observation of her mentor's pedagogical practice. These findings were acquired from several comments that she made about her mentor in response to the prompt, "*the thing about my mentor is*…" One perspective that she held is that *student efforts should be rewarded for enhancing motivation*. She remarked in her journal:

> *The teacher awarded a score of 100 to students who correctly completed a paragraph relevant to the topic. She gave extra points to those who answered various questions correctly. This was an encouraging strategy to motivate the students. It is not enough to only provide negative feedback in response to unfavourable behaviours. It's equally essential to positively reinforce students for their efforts.*

As the content above demonstrates, Tuba acknowledges the role of encouraging active participation, recognizing effort, and making a balance between positive and negative feedback to enhance motivation. When asked in the semi-structured Interview 1 whether she still holds the same perspective about the importance of rewarding for motivation, she responded as follows:

> *Tuba: Yes, but it depends on the type of school. There are differences between high school, primary school, and middle school settings. Positive feedback plays a crucial role, especially in primary schools. The type of reinforcement should be tailored to the specific level and needs of the students.*
> *R: So, it seems you differentiate your approach based on the grade level.*
> *Tuba: Yes, the type of reinforcement should be adjusted accordingly.*

As seen in the above excerpt, she *reframes* her perspective about the role of rewarding in motivating the students. Despite still holding a similar perspective, she refers to specific grade levels and the needs of the students as determining factors for rewarding. She came to realise that rewarding works more appropriately in certain contexts. In the semi-structured Interview 2 with Tuba, I asked her how she justifies the change in her perspective. The following is what she said:

> *Previously, I was not that much aware of the differences between school types. However, since then, I've had the opportunity to work in different school settings. While I haven't taught in high school, I have tutored privately. As a result, I've come to understand that the design of rewards should be tailored to the school type and the specific student profile.*

She justifies that her experience of teaching in various school settings enabled her to enhance her *awareness* of the need to adjust rewards for student achievements. Her teaching experiences in diverse educational settings have significantly contributed to her increased awareness. She justified the reframing in her perspective by referring to these varied experiences that have deepened her awareness of the need to tailor rewards to specific school types and student profiles.

Another finding that was acquired from analysis of Tuba's reflective journal as a perspective under the prompt "*the thing about my mentor is…"* was related to types of activities in the classroom. The perspective that she held was *teachers should employ activities that foster student engagement.* Tuba observed her mentor's use of activities in the classroom and stated:

> *While in the classroom, employing activities that motivate and actively engage students tends to create a more relaxed atmosphere while also boosting their motivation and fostering encouragement.*

Tuba had the *pedagogical belief* that classroom activities could help to relax, motivate, and encourage students and contribute to a positive teaching and learning environment. Additionally, Tuba seems to value the contribution of the activities in providing a secure learning environment. When asked in the semi-structured Interview 1 whether she still has the same perspective, her response was as follows:

> *Well, my preference is to incorporate these activities not throughout the whole lesson but rather at a specific point during the second lesson. For example, if I teach a class for two hours, I think that such activities are best placed toward the end of the lesson. The reason is, that it becomes quite challenging to re-establish classroom order and calm the students down after they've participated in a lively and energetic manner.*

We can see in her above response that, taking student-related factors into consideration, she *reframed* the effectiveness of engaging activities in the classroom. For her, it sometimes becomes difficult to settle the students down after doing the activities requiring physical involvement. Therefore, she now believes that providing students with a relaxed learning atmosphere in the classroom should be left to the final stage of a lesson. In the semi-structured Interview 2, I asked Tuba about the possible factors that led to this change in her perspective. The following excerpt shows her justification:

> *Tuba: Our predictions are not always accurate. I wish we had more lesson hours and included activities to activate the students, but the reality is that classroom time is limited. Unfortunately, we can't allocate sufficient time for such activities. This understanding came to me once I started managing my own teaching. Given our limited time, there isn't enough room to reestablish classroom order after these activities. I believe it's related to the practical constraints of lesson conditions.*
> *R: So, it was a realisation you had later on - that engaging in these activities might, in fact, complicate classroom management.*
> *Tuba: Yes, otherwise, I would still think the same*

Her comments indicate *an awareness of classroom reality* as she has become more aware of the fact that it is not realistic to engage students with various activities during the limited amount of teaching time. Her transition from becoming a pre-service to an in-service teacher contributed to her understanding of the difference between *predictions and reality*. Her familiarity with the contexts and conditions, after she became a working teacher, contributed to her becoming more aware of the classroom facts and eventually to

the change in her perspective.

Another finding that was acquired from Tuba's comment under the prompt "*the thing about my mentor is…"* was on the relationship between teacher competency and student motivation and passion. She had the perspective that *student motivation determines achievement rather than teacher competency and passion*. She wrote in her reflective journal:

> *Once again, I've observed that no matter how competent and passionate a teacher may be in his/her profession, if the students lack the motivation to learn, the outcomes can be less than satisfactory.*

The excerpt above reveals a *pedagogical belief* on the importance of student motivation for success. According to Tuba, even teachers' enthusiasm and teaching skills might not be sufficient to obtain positive learning outcomes unless students are eager to learn. When asked in the semi-structured Interview 1 if she still holds the same perspective, she responded as follows:

> *I completely agree with that perspective. Even after working for almost 5 or 6 years, my opinion remains the same. When students genuinely have a desire to learn, it becomes a motivating factor for teachers to put in more effort and bring more to the classroom. However, if students lack the motivation to learn, our influence as teachers becomes limited and short-lived. Yes, I make a conscious effort to build relationships with certain students and sometimes succeed in fostering motivation.*

As can be seen in the excerpt above, Tuba *conserves* the initial perspective she held during the practicum. Throughout her career, she has always believed that teachers' efforts would not be sufficient for success when not supported by learner motivation. She further elaborates on her own efforts to sustain student motivation. In the semi-structured Interview 2 with Tuba, I asked her the reason for her persistent emphasis on the significance of student motivation. She stated:

> *Well, it's evident. I see this first-hand. Yes, I make attempts to initiate change, and indeed, there are positive outcomes. However, if the student feels unwilling again, the progress halts. The influence can only extend so far; it can't be pushed beyond a certain point. Regardless of my efforts, if a student is unwilling, I can't bring about the change. This has always been like this.*

The above excerpt shows that Tuba's *experiences as a teacher* have validated her perspective that her influence has limits. Despite her efforts to obtain positive outcomes, she recognises that a student's lack of willingness can become a limiting factor. This realisation, resulting from her practical teaching experiences, is why she has preserved her perspective on the limitations of a teacher's influence in fostering change.

Another perspective that was derived from Tuba's response to the prompt 'the thing about my mentor is…' that *rote discipline can sometimes work for classroom management*. Tuba observed her mentor's use of certain disciplinary strategies in the classroom and stated:

> *In moments of helplessness, she might resort to threatening students with the penalty of writing a word 'ten times.' Surprisingly, such a traditional form of punishment can occasionally prove effective, regardless of how modern a teacher's methods might be. It often results in an immediate hush among the students*.

As the journal entry above shows, Tuba believed rote discipline was not a contemporary method for classroom management. However, she still found it effective in addressing disruptive behaviours and creating a silent atmosphere in the classroom. When asked in the semi-structured Interview 1 whether she still finds rote discipline effective, her response was as follows:

> *R: Do you believe that such a punishment can serve as an effective method in today's context?*
> *Tuba: ….In my early years of teaching, I tried implementing this in my classrooms, but it was unsuccessful. Currently, I don't employ this method, and I don't view it as a solution.*
> *R: So, would it be accurate to say you no longer agree with your previous statement that 'sometimes it works'?*
> *Tuba: Yes, it's true that punishment can temporarily induce silence among students. However, the effect is fleeting, sometimes not even lasting five minutes. Then, the same issues reoccur a short while later. Therefore, it's not a permanent or effective solution. I believe we need to explore different approaches.*

In the above abstract, Tuba *disagrees* with her previous perspective on the efficiency of rote discipline. While she acknowledged its effectiveness in certain contexts, Tuba now sees that such type of punishment is temporary and short-lived. This realisation has led her to search for alternative approaches to maintain order in the classroom. In the

semi-structured Interview 2, I asked her justification for her disagreement. She stated:

> *Well, over time, we discover that certain strategies are effective, and also, we realise that others might not be as successful as we initially believed. In this case, I've come to see that such traditional methods aren't as effective as I once thought. Only temporary solutions...*

As seen in the above excerpt, Tuba highlights the awareness of student reality. Specifically, after trying rote discipline in her own classroom, she realised that it did not lead to favourable results in terms of handling disruptive behaviour. She acknowledged that this practice, which she once considered effective, did not align with the reality of the students.

One final perspective derived from her responses to '*the thing about my mentor is*' was *teachers should avoid projecting personal negativity onto students in the classroom*. By criticising her mentor's inefficiency in maintaining a positive classroom environment, she remarked the following:

> *Negative emotions, personal exhaustion, and tensions should be kept outside the classroom and not projected onto the students while teaching. Teaching is a profession, and we can offset its challenging aspects with other rewarding experiences. Every profession comes with its own set of difficulties.*

Tuba believed that teachers should not bring their negative emotions or personal fatigue into the classroom as an aspect of her pedagogical belief. She believed that effective teaching necessitates keeping a professional manner and avoiding the influence of personal problems on classroom practices by maintaining a balance between personal and professional lives. In the semi-structured Interview 1, when questioned about whether her stance remains the same, she replied as follows:

> *Yes, perhaps we can discuss our feelings and concerns with colleagues or friends outside of the classroom, but when it comes to being in front of students, it is crucial to separate personal issues and focus on the task at hand. Problems will always be present, but allowing personal emotions to affect the classroom environment would make it difficult to maintain control and effectively teach.*

As seen in her response in the semi-structured Interview 1, Tuba *conserves* her initial perspective on the role of teachers' personal lives. She acknowledged that feelings,

emotions, and personal matters could influence one's teaching practice negatively. In the semi-structured Interview 2 with Tuba, I asked her the reason for her sensitivity about separating the lives of teachers in and out of the classroom. The following is what she said:

> *I guess I empathise. I question myself in class. I put myself in the student's place. This has become somewhat of a habitual practice for me. I think it originates from my own school years, because I recall how my teachers who were like this made me feel. So, I try to avoid creating a similar atmosphere.*

Tuba shares her own experiences, remembering *her experience as a student* when her teachers brought personal matters into the classroom. Remembering how she felt in a classroom where her teacher reflected negative feelings, she sympathises with her students. Tuba points out that going through a similar experience in her early school experience may have played a role in her sensitivity to the distinction between personal lives and professional requirements.

The following findings were acquired from several comments that Tuba made about the students during the practicum in response to the prompt, "*the thing about my students is…*" One perspective derived from her comments under this prompt was that *teachers should speak carefully to prevent negative feelings in students*. She wrote the following in the journal:

> *They truly possess a world of their own and exhibit sensitivity towards many aspects. Bearing this in mind, we ought to be particularly cautious with our words and the remarks we make in the classroom. While it's essential to maintain a degree of seriousness for effective management, we should never deprive them of compassion and care. Even an unintentional word can touch their sensitive points and potentially foster negative feelings towards the school and the lesson.*

In the above entry, Tuba revealed a *pedagogical belief* on the importance of being mindful of students' sensitivities and choosing words in the classroom in a careful way. Tuba underlines the dual responsibility of teachers: to maintain discipline for classroom management while simultaneously ensuring that their interactions include empathy. When I asked her in the semi-structured Interview 1 about her current understanding of positive communication, she remarked:

> *I totally agree with what I wrote back then. Students can be in various psychological states or challenging situations. At those moments, in this sense, we really need to be careful. With a large number of students in the classroom, it's easy to overlook individual circumstances, but it is essential to pay attention.*

Tuba *conserves* her consideration with respect to a sense of compassion, care and empathy in classroom interactions. She still stresses the importance of how teachers behave and talk in the classroom. In the semi-structured Interview 2 with Tuba, I inquired about the reason behind her consistent stress on the importance of positive language in the classroom. The following is her response:

> *Well, maybe my previous school years. I mean, after all, I have memories from my primary school years. For example, my teacher, perhaps unknowingly, made me feel distressed due to his prejudiced words without understanding my internal emotional state. I remember the negative emotions I experienced then, and I don't want my students to go through the same. That's why maybe I am too sensitive about it. I feel my experiences during my student years continue to influence my profession.*

She started commenting with a reference to *her experience as a student during her primary school years*, during which she had a teacher who treated her in a prejudiced way without knowing her feelings. She complained about her own teachers who undervalued the importance of how they behaved and talked in the classroom. Her previous teachers and her experiences during primary school have had an influence on the formation of her sensitivity.

4.4.3. Case Summary

Table 17 offers a comprehensive overview of the (non)changes in Tuba's perspectives over her nine years of experience in line with the prompts provided in the reflective journal. The findings are categorised under themes of *pedagogical belief* and *identity*. The table presents Tuba's initial perspectives during her practicum, the patterns of change observed over time, and her current stance after nine years in the profession. Additionally, it provides insights into the reasons for these (non-)changes.

Table 17
The Transition Experienced by Tuba

Prompt	Themes	Perspectives Held During Practicum	Patterns of (Non-)Change	Reaction after 9 years of Teaching Experience	Stated Reason for the (Non-)Change
the thing about my students is…	identity	*teaching brings me happiness, peace and satisfaction*	conservation	*yes, absolutely*	personality
the thing about my mentor is…	pedagogical belief	*student efforts should be rewarded for enhancing motivation*	reframing	*yes, but it depends on the type of school*	awareness of student reality
	pedagogical belief	*teachers should employ activities that foster student engagement.*	reframing	*yes, but at the end of the lesson*	awareness of classroom reality
	pedagogical belief	*student motivation determines achievement rather than teacher competency and passion.*	conservation	*I completely agree*	experience as a teacher
	pedagogical belief	*rote discipline can sometimes work for classroom management*	disagreement	*It is not a solution*	awareness of student reality
	pedagogical belief	*teachers should avoid projecting personal negativity onto students in the classroom*	conservation	*yes, I feel the same*	experience as a student
the thing about my students is…	pedagogical belief	*teachers should speak carefully to prevent negative feelings in students*	conservation	*I totally agree*	experience as a student

In light of the findings obtained from the analysis of Tuba's reflective journal and the interviews conducted with her, we can see that Tuba primarily focused on her *pedagogical belief*s in her reflective journal as all her perspectives are about pedagogical practices with one exception. Tuba's professional development can be characterised by three main patterns: *conservation*, *reframing* and *disagreement*. She has *conserved* half of her *pedagogical belief*s over her career. These *pedagogical belief*s included her persistent emphasis on the importance of student motivation, the need to avoid projecting personal negativity onto students and the crucial role of using positive language in the classroom. However, she reframed her perspective on using rewards and preparing activities that foster student engagement and has come to disagree with her previous stance on rote discipline. She makes a distinction between types of schools in terms of rewards for motivation and adds further detail about the timing of the activities in the classroom. On the other hand, she no longer believes rote discipline strategy can work, while she thought the opposite when she was a pre-service teacher.

In Tuba's transformative journey, becoming more *aware of her students* and the *classroom environment* has been influential. The analysis also showed that her *experience as a previous student* and *her personality* traits are major reasons for her preservation of certain perspectives.

4.5. Case 4: Selma

4.5.1. Background

Selma graduated from the Department of English Language Teaching of Cukurova University in 2012 and had to wait for one year before being officially assigned as a teacher. During this time, she worked at different schools in her hometown temporarily. Following this initial career, she started to work at a secondary school in another city for four years. She then applied for relocation and started to work at a high school located in a nearby town. She has been actively teaching for approximately nine years. Due to considerations about family, she preferred not to leave her hometown and live close to her family. She had a well-organised and neatly written paper of work, and she was generous in her reflections. She was pleased and excited about revisiting her reflective journal and commenting on her previously written entries. The findings presented in this section were obtained from Selma's reflective journals and two of the semi-structured interviews held with her.

4.5.2. The Transition Experienced by Selma

Some of the perspectives that emerged from Selma's analysis of her reflective journal was about her pedagogical beliefs. These perspectives were acquired from several comments that she made about her mentor in response to the prompt, "*the thing about my mentor is…*" One perspective that she held is that *teachers should ensure that students have learned before proceeding with a new topic.* By criticising her mentor's effort to catch up with the syllabus rather than student learning, she revealed her perspective as she remarked in the following excerpt:

> *I informed my mentor that some of the exercises she assigned were not completed. She responded with an exclamation, 'What!' Then I got on my nerves. In her view, they should have been completed within that lesson without taking into account the students' performance. I believe it's wrong to advance to the next topic without ensuring the students have a comprehensive understanding of the current one. That's why we couldn't progress to "some parts that were supposed to be completed."*

We can understand from the entry above that it was wrong for Selma to proceed to a new topic in cases when some students did not completely grasp the content, and it was crucial to make sure that those students were not left behind. When asked in the semi-structured Interview 1 whether she still holds the same perspective, she responded as follows:

> *Selma: I mean it doesn't sometimes matter whatever I say. Yes, I acknowledge it's wrong...but it seems like the system is exerting pressure on us. Students react as if they've never been introduced to certain subjects in previous years. They lack knowledge of even the basics, and it's not solely the fault of the teacher...*
> *R: So, you're suggesting that while it's not ideal, sometimes it's necessary to proceed this way?*
> *Selma: Indeed, sometimes we have to progress without ensuring a complete understanding. I don't expect every student to comprehend everything. If I insisted on complete comprehension from all, we'd likely be stuck on the first unit. I consider the majority.*

What she said in the interview suggests *reframed* her initial perspective on the importance of student learning. Selma no longer expects each student to master each section in the coursebook but rather considers the learning of the majority. Despite her agreement with what she said in her journal entry, she is now aware that the curriculum puts pressure on her. Because of this pressure, she reflects a more realistic grasp of

constraints resulting from the educational system. In the semi-structured Interview 2, I asked Selma how she justifies this change in her perspective. She stated:

> *Selma: No matter how hard I try, there are some students who simply won't learn it. It doesn't matter if I explain it ten times, provide detailed explanations, or have them write it down. I've learned this from the feedback I've received. Yes, my understanding has indeed changed. I no longer believe we should insist so heavily on complete comprehension. It simply doesn't help, and it only exhausts us.*
> *R: So, despite your efforts, it wasn't effective, right?*
> *Selma: Yes, my opinion is based on the outcomes I've received.*

It can be seen that Selma had *challenges in practice, which ultimately* influenced the evolution of one of her perspectives. It seems that Selma has made several attempts to ensure that students completely comprehend a lesson regardless of the day's schedule; however, she has been unable to follow due to several factors. Her experience has also revealed that these factors encompass students' repeated failures to learn and their overall inefficiency in performance. As a result, Selma has had to adapt her teaching strategy.

Another perspective derived from Selma's response to the prompt "*the thing about my mentor is…*" was on the use of Turkish in the EFL classroom. Accordingly, the perspective she held was that *teachers should speak English in the language classroom.* She criticised her mentor's using Turkish in the classroom and remarked:

> *The medium of my instruction was a blend of English and Turkish. It may not have been appropriate to use Turkish…*

She reported that her mentor used a mixture of L1 and English while teaching, which, she thought, was not in line with her pedagogical belief. We can understand she was against the idea of using L1 in language classrooms. In the semi-structured Interview 1, I asked her why she thought so. The following is her reaction:

> *My viewpoint was quite technical back then. It appears I spoke based on what I was instructed, and my criticisms were based on those. Today, while I still favour using the mother tongue, I believe there is no point in resisting when it is not achievable.*

As seen in the excerpt above, Selma *reframed* her perspective on the use of full immersion of English in teaching: a perspective shaped by what she learned in the teacher education program. She is more tolerant now towards using L1 and thinks that the realities

of the classroom sometimes make it inescapable to switch into mother tongue. Although she still has a positive attitude towards using the target language, she also believes that teachers should not insist on using it. In the semi-structured Interview 2, I asked Selma about the potential factors that brought about this change. The following excerpt illustrates her explanation:

> *Selma: Yes, my perspective has indeed evolved. It depends on the students' perceptions and their sociocultural backgrounds. They often say, "Teacher, why do we need to learn English?" and sometimes, I pause and reflect on their valid point, considering their economic and sociocultural context. I've come to realise that there is a diverse range of students with different needs and backgrounds.*
> *R: So, would you say that you have become more aware of the students' needs and backgrounds?*
> *Selma: Yes, it's a result of gaining experience and getting to know them better.*

Selma has become more aware of the *student reality*, which eventually led her to *reframe* her initial perspective. As an experienced teacher, she gained a better understanding of her students' needs and priorities. Having thought about the students coming from different socio-economic backgrounds, she now believes that learners' attitudes towards learning English largely determine their success in language instruction. Teaching English through English is one important part of it. It also appears that responses from her students, such as 'Why are we learning English?', also contributed to her awareness of student reality. Therefore, she has gone through the process of reframing her perspective that *teachers should speak English in the language classroom.*

Another perspective derived from the same prompt was that *punishment does not facilitate change.* By criticising her mentor's raising her voice, she remarked in the following excerpt:

> *I heard her raising her voice several times due to the challenges of maintaining classroom management. However, we know that punishment only suppresses behaviour; it doesn't facilitate change.*

She revealed her *pedagogical belief* concerning the inefficiency of punishment. She acknowledged that punishment did not necessarily change the underlying causes of a specific disruptive behaviour or lead to long-term behaviour change. Instead, according to Selma, it would only suppress the behaviour temporarily. When asked in the semi-

structured Interview 1 if she still holds the same perspective, she responded as follows:

> *Yes, my stance remains largely the same, but sometimes things happen... It's like, at least, saving the day. When one student is not participating or is acting disruptive, I remember there are other children who are engaged and eager to learn. I want to safeguard their right. For instance, if a student is destructively tearing another's notebook or book, in such cases, I raise my voice and administer punishment. I still hold that punishment doesn't bring change, but it can at least rescue the immediate situation, I mean, the lesson can continue.*

As seen in the above excerpt, Selma *reframed* the function of punishment. Contrary to the earlier perspective she held, she now believes that punishing misbehaving students can work as a strategy to save the way and sustain learning in a secure atmosphere. During the semi-structured Interview 2, I asked Selma about her justification for this change in her perspective. She stated.

> *Ah, indeed! There are instances where I explain something once, twice, and even three times, yet some students still fail to respond or show any care. They persist in disruptive behaviour, making noises or even breaking another student's pencil. This behaviour also disturbs those who are trying to listen to the lesson. These are genuinely difficult students who simply don't listen, and it feels like nothing I do can change the situation. I put in significant effort, but there are still students who remain unmanageable.*

In the above excerpt, Selma underlines how she had *challenges in practice* despite her efforts to control misbehaving students. Although she has always been against punishment as a classroom management strategy, we can see that the challenges she experienced in practice have made Selma resort to perceiving punishment as an acceptable solution on some occasions. She seems helpless as her warnings and repetitive explanations do not often work.

One final perspective derived from Selma's response under the prompt "the thing about mentor is…" was on her perception of the teaching profession in terms of the roles of the teachers and the students. The perspective that she held was *teaching should be viewed as a collaborative task*. After she did her practice teaching as a part of her practicum, she reflected on the importance of the classroom as a collaborative learning environment. Viewing teaching as a game, she remarked:

> *It was my turn to step up. I realised it's inappropriate to view it as taking the stage. Instead, it should be perceived as if the teacher and students are playing the same game together. It shouldn't be a situation where one person is performing while the rest are mere spectators.*

This perspective highlights a *pedagogical belief* on the equal roles of teacher and students in the learning process. Selma viewed the task of teaching as a participatory process in which involving students in the learning process through reciprocal participation is a priority. When I asked her in the semi-structured Interview 1 whether she would use the same metaphor, she stated:

> *I totally think in the same way. If I were asked to describe this concept today using a different term or metaphor... I'm at a bit of a loss for an alternative. Perhaps it could be likened to two mirrors facing each other, mutually reflecting and learning from each other. My views remain unchanged.*

It appears that Selma has *conserved* her initial perspective about what teaching means to her. She even added another metaphor to strengthen her perspective of what teaching actually entails; teaching requires the reciprocal contribution of both the teacher and learners. In the semi-structured Interview 2 with her, she justified such *conservation* as follows:

> *R: Your metaphor of teachers and students... participating in the same game has been consistent for a while. What is the origin of this perspective?*
> *Selma: I mean, this metaphor stems from the reality of life as I see it – students teach us things as well. They aren't just passive recipients. For instance, there are times when I remind them to wash their hands, and in response, a student might say, 'Teacher, we shouldn't leave the water running.' I respond, 'Oh, thank you for this reminder.' So, in a way, they're also helping me remember things.*

Her experiences as a teacher with her students contributed to Selma's conservation of her initial perspective. As illustrated by the handwashing example, it appears that she reinforced her belief in the active and participatory role of students in the learning process. Referring to students in the classroom who often remind her to do something as an example of collaborative work, she stressed the fact that she not only teaches her students but also learns from them. It appears that such experiences, as illustrated by the handwashing example, guided her to maintain her perspective about

what teaching means to her.

Selma also provided comments under the prompt "*the thing about my students is…*" She had the perspective that *it is challenging for me to teach when students are not interested*. Selma regarded teaching uninterested students as something to endure, as she wrote in the following journal entry:

> *When students lack interest, conducting lessons becomes significantly more challenging for me. The class evokes an atmosphere of torture and suffering for both teachers and students.*

We can see in the above excerpt that she does not find her *competency* sufficient to manage unmotivated students. Her use of the words 'torture' and 'suffering' further suggests that she could experience negative and unfavourable emotions as a result of the lack of interest. In the semi-structured Interview 1, my question was whether she still considers teaching these students difficult. The following excerpt is what she remarked:

> *R: Do you find it challenging to teach when the students show a lack of interest?*
> *Selma: …. Now, I feel like I am more equipped to handle such situations. I feel confident about what steps to take when students behave inappropriately.*
> *R: Would such a lesson still feel like a 'torture' to you?*
> *Selma: It doesn't feel like a torture anymore. Now, I'm focused on what I can do to improve the situation. Sometimes, I choose to give the students some space. I try to do or tell the right thing again and again. We sometimes don't grasp certain things immediately, but come to comprehend them over time, So, I don't insist that I should change everything at once.*

In the above excerpt, Selma *disagrees* with her initial perspective in the reflective journal about her *competency* in dealing with uninterested students. She does not consider this task exhausting any more. Instead, she places more emphasis on doing her job appropriately and finding solutions when possible without 'trying too hard.' In the semi-structured Interview 2, I asked Selma about the possible factors that led to this change. The following excerpt shows her justification:

> *Selma: With time, you naturally learn how to do things better. But specifically, I must mention the experienced teachers at the schools where I've worked. Previously, most of my peers were of similar age during our university years. However, when I started working as a*

> *teacher, I encountered colleagues who were much older and had a wealth of experience. There was one teacher, in particular, who consistently shared strategies for classroom management despite not being an English teacher. I can say that he made a significant contribution to my growth in this aspect.*
> *R: So, it seems that the influence of other teachers played a significant role.*
> *Selma: Absolutely, and not just in terms of teaching, but also in life in general.*

From the above abstract, it may seem that Selma believes *learning from other teachers* and benefiting from their advice contributed to her increased confidence in dealing with unmotivated students. She remembers how one of her previous colleagues helped and guided her several times in her initial years about engaging all the students in the classroom through certain activities. Conversations with colleagues and exchanging ideas with them have inspired Selma and provided her with an underlying ground for abandoning her previous perspective and adopting a new one.

Another content taken from Selma's response to the prompt "*the thing about the student is…*" was on the importance of respect rather than fear. The perspective derived from her comment under this prompt was that *relationships between teachers and students should be based on respect, not fear:*

> *The term 'authority' doesn't seem like a cute word to me. Students should primarily respect their teacher. Relationships ought to be built on a foundation of respect. However, it's crucial for students to understand the boundaries of their freedom… teaching necessitates becoming a person who can adapt to the historical process.*

As in the above entry, Selma believes that relationships should be based on respect rather than an authoritarian approach, demonstrating an aspect of her *mission* with an emphasis on respect. Selma presented a preference for a more democratic style of classroom management, where respect is mutual and central to the learning environment. However, she had a realistic approach by acknowledging the need for clear boundaries for students. When asked in the semi-structured Interview 1 whether she still holds the same perspective, she responded as follows:

Selma: My beliefs haven't changed, but looking back at what I wrote, I can't help but laugh, not because it was humorous, but because of the way I expressed myself (laughs).
R: What's making you laugh?
Selma: I wrote 'historical process.' It seems like I had a tendency to use more technical terminology back then… I don't actually employ the term 'authority' now.
R: What do you mean by not employing the term 'authority' today?
Selma: I simply don't utilise it. I mean, I used it back then because there were such terms in textbooks at the time. It just struck me (laughs). Indeed, I abstain from using such terminology nowadays.

As can be seen from the extract, although she *conserves* her perspective, we see that she prefers to use *simplified language* while expressing herself in terms of her communication style and choice of terminology. We understand that she used the terms 'authority' and 'historical process' in her reflective journal because she was more engaged in coursebooks and academic ways of expression when she was still a university student. In the semi-structured Interview 2 with her, I asked Selma about her justification for the change in her perspective. She stated:

Selma: Back then, during our university years, we primarily engaged with educational theories. These included terms like 'teacher as an authority.' However, in my current life, I don't come across the word 'authority' frequently. Instead, we tend to use more general terms like 'school manager' or describe someone as a 'strict teacher.' Our language has shifted towards more everyday terms.
R: So, can we conclude that these terms were specific to your university years?
Selma: Yes, during those times, we were peers of similar ages, and we shared a common language. We even used some terms in English among ourselves because all of us knew English. However, things have changed now….I believe it is due to the shift in my social and friend groups. Sometimes, I sometimes want to use certain terms or even English. Nobody would understand it.
R: Similarly, you laughed when you read the term 'historical and pedagogical process' in your journal at the previous interview.
Selma: Yes, at that time, I was preparing for the KPSS exam, and it might have been part of my vocabulary and experiences during that period…. However, in my present conversations with friends, I don't use such terminology. Despite the changes in language usage, my beliefs remain the same.

As the content in the above entries from the semi-structured Interview 2 shows, Selma refers to the *change in her status* from pre-service to in-service teacher. She notes that during her university years, she and her peers did extensive readings on the

theoretical aspects. However, she now finds herself among colleagues who prefer using more 'common language', distinct from the academic jargon of her university days.

In another section from Selma's reflective journal, more perspectives were derived from her responses to the prompt "*the thing about my students is*…." On a regular practicum experience day, she saw some students coming from the garden in dusty and dirty trousers and asked them whether they were comfortable with their clothes. The perspective derived from her comment was *students should be given freedom.* She wrote the following in her journal:

> *''Aren't you getting dirty?' I asked. As soon as the words left my mouth, I got angry at myself, thinking, 'Why did you say that? It's perfectly fine to get dirty.' One of the students approached, saying, "It's good to get dirty, teacher." I agreed. Their trousers might have collected some dust, but they were happy. If they were happy and not causing harm to anyone, why should it matter if their trousers got a little dirty?*

Selma adopted a more flexible approach in her relationship with students, which promotes freedom and joy as aspects of her *mission*. For Selma, the problems that may arise during the activities, such as getting dirty, can be compensated by the emotional well-being and active participation of the students. When asked in the semi-structured Interview 1 whether she still holds the same perspective about the importance of giving students freedom, she responded as follows:

> *Yes, that's exactly how I think. As long as their actions don't harm others, don't reach extreme levels, and don't cause self-harm, I believe certain areas should be free from interference.*

As can be seen from the extract, she *conserves* her initial perspective by advocating that teachers should not interfere with certain areas of student behaviours unless students harm themselves or others. She still adopts a non-interventionist teacher approach, as in her practicum experience. In the semi-structured Interview 2 with Selma, I asked her the reason for her persistent emphasis on the significance of not restricting the students. The following is what she said:

> *Well, what is the meaning of life then if we impose too many constraints? We live because we want to achieve self-actualisation. If I were to excessively control or limit them, they wouldn't have the opportunity to be themselves. Yes, they wouldn't be able to truly be themselves.*

We see from the entry above that Selma is against the idea of total intervention in the actions of others, not particularly students, as a part of her *worldview.* Throughout her career in teaching, Selma maintained both in the journal entry and interviews that teachers should not attempt to control or limit students too much. She has always been sensitive about balancing structure and freedom and promoting student autonomy.

The analysis of Selma's comments under the prompt "*the thing about myself is…*" also exhibited findings concerning her perspectives about the teaching profession. The following findings were acquired from several comments she made about herself in response to this prompt. One of these perspectives is that *I choose to be with the students rather than going to the teacher's room.* Selma expressed the joy and peace that being with the student gives her and stated:

> *I have always believed that staying with students is more peaceful. They give me energy, and I feel good when I talk to them. Therefore, I preferred staying in the classroom instead of the teachers' room.*

As the content above exhibits, Selma has a deep and meaningful connection with the students as a part of her *identity*. She makes a deliberate decision about where to spend her break time since she feels that engaging with students gives her energy and peace, which signifies her professional fulfilment. When I asked her in the semi-structured Interview 1 whether she still prefers spending time with students to staying in the teachers' room, she gave the following response:

> *Back then, I didn't feel a part of the teachers' room; I was somewhat of an outsider. That's probably why my criticisms were more severe at that time. Now, of course, I strive to spend time with my students, but it can become quite exhausting. In those days, I wasn't interacting with many students. I didn't know back then, but now, constantly being in contact with so many people can be tiring. I believe it's important for one to have some solitary time, even if it's just for 5-10 minutes, and this typically happens in the teachers' room.*

Selma *disagrees* with the initial perspective that she held during the practicum. These comments suggest that Selma now has a greater sense of belonging and inclusion, unlike her experience in the practicum when she perceived herself as an 'outsider.' She sees the teachers' room as a place of refreshing and resting. In the semi-structured Interview 2, I asked Selma about the possible factors that led to this change in her perspective. The following excerpt shows her justification:

> *Back then, we weren't teaching. I mean ,we weren't working back then. Our time in school was limited, and we had more energy and enthusiasm. However, now, my teaching schedule keeps me at school from 8 a.m. to 4 p.m. This is a long and demanding schedule. I have a busy teaching schedule, and it can be quite tiring. That's why I feel the need to have some time alone to rest and recharge. I need this. Otherwise, I cannot manage it.*

We can see from the response above adapting to a *busier private life* as a part of teachers' personal lives had an effect on the change in her perspective. Selma ascribes her increased sense of belonging to the teachers' room to her busy teaching schedule and the resulting physical and emotional exhaustion. She states that practicum experience was not a tiring process for her. However, the fact that she works eight hours a day has made it necessary for her to spend more time in the teachers' room for refreshments.

Another perspective derived from her comments under "the thing about myself…" was on managing the classroom. The perspective that she held was *the most challenging task for me is classroom management.* Selma revealed her perspective as follows:

> *The most challenging aspect for me in the teaching process appears to be establishing effective classroom management. If this can be accomplished, the act of teaching becomes considerably smoother thereafter.*

Selma had suspicions about her *competency* in maintaining effective classroom management during her pre-service years. Selma acknowledged that effective classroom management was a crucial aspect of the teaching process, but she also believed that it was a challenging task for her. In the semi-structured Interview 1, I asked her how she evaluates her *competency* in classroom management. The following is her reaction:

> *I would say it is still difficult, but it's not the most difficult for me now. It may sound emotional, but the hardest thing I see today is not being able to change the lives of students outside. This is the hardest part of teaching, and the second one is probably what I wrote….*

As can be seen from the comment in the semi-structured Interview 1, Selma *disagrees* with her initial perspective on her *competency* in classroom management. She no longer views classroom management as the hardest part of the teaching profession. While she still finds managing the classroom a difficult task, it is not a concern for her anymore. In the semi-structured Interview 2, I asked Selma about the possible factors that led to this change. She remarked:

> *Actually, as I gained a deeper understanding of my students... Previously, our knowledge of teaching was more theoretical, and we lacked practical experience. However, over time, as we began to witness the outcomes of our own actions and behaviour in the classroom, we learned what works and how to effectively manage the classroom. …. I have a better understanding of them now, and this may be the reason why classroom management is no longer as challenging for me.*

Selma emphasises that, by observing and evaluating students' actions and behaviours over her career, she has gained a deeper *awareness of student reality*. She makes a distinction between her practicum years and her current teaching experience. In the former experience, she said she used to see the students once a week. However, she stresses that she now observes and evaluates each student's actions and behaviours for a year and sometimes more, which apparently has provided her with *an increased awareness of student reality*.

From Selma's responses to the prompt "*the thing about myself is …*", more perspectives were acquired. One perspective that was derived from her comments was that *I am not a teacher who can yell at her students.* By touching upon her non-authoritarian and personalised approach to teaching, she stated:

> *Yelling 'be quiet' is not at all in line with my style. I thought that if it were my own classroom, with just me and the students, I would remove my shoes and walk barefoot to capture their attention rather than resorting to shouting.*

Selma reveals that yelling at students does not align with her professional *identity*. She expresses a preference for unconventional methods in classroom management, as opposed to traditional methods like shouting. The mention of not being inclined to yell 'be quiet' indicates a rejection of an authoritarian approach. When I asked her in Interview 1 whether she still has a non-authoritarian approach, she remarked:

> *Yes, that's how I viewed then because I wasn't teaching…because of a lack of experience. I shout at my students today, though inevitably… though I try not to do it too often. When I'm shouting, I also say why I'm shouting. I don't just want to say 'be quiet.' I want them to know and realise what they are, in fact, doing.*

As seen in the above excerpt, Selma *reframed* her perspective on shouting in the classroom. Initially, when not actively teaching, she held an idealistic view of managing

a classroom without resorting to shouting. However, Selma sometimes may resort to yelling at her students, although she still finds it inappropriate to do that. She came to understand that her initial aim of being a teacher who never shouts might not always be practical in every context and situation. To recapitulate, she reframed the function and use of 'shouting' at students as she now can see it as a part of her teaching *identity*. In the semi-structured Interview 2 with Selma, I asked how she justifies the change in her perspective. The following is what she said:

> *Well, despite warning them multiple times, some students continue to engage in disruptive behaviour. I try to give warnings three times, and I'm willing to repeat myself at least five times if necessary. But eventually, I realised that this approach isn't effective in helping them understand and modify their behaviour. So, I change my style and resort to shouting at times. But I must admit that it doesn't always yield the desired results. But the reality is that they seem to respond better to it than other methods.*

As a result of *challenges in practice* over her career, she has become convinced that shouting as a strategy of warning and intervention can work in certain contexts and situations. Selma expresses her discontent with misbehaving students despite her continuous warnings and interventions. However, she acknowledged that some students do not alter their disruptive behaviours even when warned in such a manner.

Selma provided more insights into her *identity* under the prompt "*the thing about myself is…*" Another perspective that she held about herself was about her own characteristics as a teacher. She had the perspective that *I am a calm teacher, and I am glad.* In the following excerpt, we can see that Selma identifies herself as a quiet and patient individual:

> *One aspect that I couldn't understand was whether students prefer quiet teachers. Speaking from my own perspective as a student, the answer is yes. Thus, I am glad to be a calm person.*

As seen in the excerpt, her reflection on her traits led her to acknowledge calmness as an aspect of her *identity*. She believes that students prefer calm teachers, and she is content with being a calm teacher herself, assuming that her personality aligns with what the students desire. In the semi-structured Interview 1, I asked her whether she still perceives herself as a calm teacher. She gave the following response:

> *Yes but…there are moments when I lose my calm. Occasionally, I encounter unexpected circumstances in the classroom, and students cannot figure out what I will do. I've found that raising my voice from time to time can be more effective than maintaining calm at all times. That is my current perspective.*

As seen in her comment on her journal entry, despite her similar self-perception, she *reframed* the way she viewed shouting in the classroom and made an exception for unanticipated circumstances. She explains that she sometimes loses her calmness when dealing with unexpected situations. She adds that shouting or yelling at students can be effective for classroom management. When I asked her in the semi-structured Interview 2 about the possible factors that may have led her to reframe her perspective, she stated:

> *Well, as I mentioned before, I warn them multiple times, but then you see that some students continue to misbehave…. eventually, I realise that this approach isn't effective in helping them understand and modify their behaviour. So, I change my style…*

It is seen in the excerpt that Selma has become convinced that being calm does not work in certain contexts and situations as a result of *the challenges in practice* she has experienced over her career. Selma acknowledges the limitations of her initial approach to managing student behaviour, noting the disconnect between theory and practical application. Her experiences have led her to understand that different situations and students may require varied strategies for effective classroom management.

The analysis of Selma's reflective journal also exhibited findings concerning her *pedagogical belief*s about the ideal classroom size that she formed through her observation of her practicum school. These findings were acquired from several comments that she made about her school in response to the prompt, "*the thing about my school is…*" One perspective that she held is that *classroom size should not be more than thirty*. She wrote in her journal the following:

> *Class size is thirty on average. As we know, the fact that it is not very crowded is a factor that positively affects the teaching-learning relationship. In this respect, the order in the school is quite good considering the conditions in our country.*

As the journal entry informs, Selma considered thirty students a good number for an ideal classroom regarding the conditions in Türkiye. She also acknowledged the fact that the teaching and learning processes were negatively influenced in crowded

classrooms. She connected the number of students in a classroom to teacher effectiveness and student engagement. In the semi-structured Interview 1 with her, I asked Selma whether she felt the same about the ideal classroom size. She stated:

> *Selma: I mean, the number of students is a significant factor. In my view, it should not exceed 25. At 30, it begins to feel overwhelming.*
> *R: So, in your current perspective, is a class of 30 students too large?*
> *Selma: Indeed, even an additional 3-4 students can make a substantial difference. In villages, some primary school classes can be quite large; others have 18-20 students, a setting I find more comfortable. Additionally, smart boards, you know, have limited size and limited visibility. Typically, classrooms are arranged in three rows, but the smart board is only clearly visible to the first two rows.*

As the excerpt above shows, she *disagrees* with what she wrote earlier and does not believe any more that a class with thirty students is an ideal one. We can understand that she has had opportunities to teach classrooms of different sizes. She concludes from her experience that effective classroom management, especially regarding the use of technological tools like smartboards, is best achieved with class sizes limited to twenty to twenty-five students. In the semi-structured Interview 2, I asked Selma about the possible reasons for this change in her perspective on ideal classroom size. She remarked:

> *Back then, I didn't have much knowledge or responsibility regarding classroom management and teaching. I wasn't aware that even a small number of students could have such an effect on the classroom or teaching. This aspect was not available in the textbooks either. As I mentioned earlier, there are situations where I display a video or a PDF on the smart board, but students sitting near the walls cannot see it properly. This issue never crossed my mind, but now I realise the significance of even small problems like this.*

The excerpt above shows how Selma has become more *aware of classroom reality* throughout her teaching career. She indicates that she 'was not aware' that the addition or absence of even a few students can influence the effectiveness of teaching and classroom management. She supports her claim by referring to the difficulties she has experienced with smartboard use. She reports that some students cannot even see the smartboard in crowded classrooms, which makes it difficult to involve all students in classroom activities.

The following finding was acquired from several comments that Selma made about other teachers at her practicum school in response to the prompt, "*the thing about*

other teachers at the school is…" One perspective that she held is that *teachers should be like 'angels', not 'devils' in the classroom*. By criticising some other teachers' sense of accomplishment in instilling fear, she revealed her perspective concerning the importance of a positive environment in the classroom as she remarked in the following excerpt:

> *I overheard a teacher state, "Students feel like they're seeing a devil when they look at me." There was a note of pride in his voice. However, I don't believe it's something to take pride in when students are so fearful of a teacher that they become paralysed. Wouldn't it be better for them to feel like they're seeing an angel when they look at you?*

In this excerpt, we can see an indication of Selma's *mission* to establish a positive and nurturing learning environment. Selma believed that students should feel safe and comfortable in the classroom and under the supervision of their teachers. She contrasted the negative metaphor of 'devil' with the positive equivalent of 'angel.' This comparison signifies that Selma was committed to the values of trust, warmth, and approachability. When asked in the semi-structured Interview 1 if she still holds the same perspective about the importance of a positive environment in the classroom, she responded as follows:

> *Selma: ...I maintain similar views now, but it appears I expressed myself in quite an extreme manner back then.*
> *R: Can you elaborate?*
> *Selma: I mean, I used terms like 'devil' and 'angel.' It appears I was a bit overdramatic. While it's acceptable for there to be a degree of fear, I believe this fear should stem from respect.*

Selma *moderated* her language and avoided extreme descriptions such as 'devil' or 'anger' in her comment today. While she still thought that the learning and teaching environment should be free from fear, she felt the need to correct her style of expression as she found her entry 'exaggerated.' In the semi-structured Interview 2 with Selma, I asked her the reason for her preference for different words in her expression. The following is what she said:

> *The remark made by the teacher seemed superficial to me at the time. I now understand that it takes time to grasp the essence of teaching truly. I wouldn't make such a statement today because I have gained more experience and maturity as an observer. My perspective has*

evolved as I've grown older.

As the content in the above entry shows, Selma ascribes the developmental pattern in her perspective to the fact that she has *grown mature*. In her own words, she is not 'an observer with a young age.' This acknowledgement underscores the significance of personal and professional growth over time, suggesting that her increased age has brought about a deeper understanding of the task of teaching.

4.5.3. Case Summary

Table 18 offers a comprehensive overview of the significant changes and consistencies in the teaching perspectives of Selma over her nine years of experience in line with the prompts provided in the reflective journal. The findings are categorised under themes of *pedagogical belief*, *competency*, *environment*, *mission* and *identity*. The table presents Selma's initial perspectives during her practicum, the patterns of change observed over time, and her current stance after nine years in the profession. Additionally, it provides insights into the reasons for these (non-)changes.

Table 18
The Transition Experienced by Selma

Prompt	Themes	Perspectives Held During Practicum	Patterns of (Non-)Change	Reaction after 9 years of Teaching Experience	Stated Reason for the (Non-) Change
the thing about my mentor is…	pedagogical belief	*teachers should ensure that students have learned before proceeding with a new topic*	**reframing**	*yes, but it depends on the conditions*	challenges in practice
	pedagogical belief	*teachers should speak English in the EFL classroom*	**reframing**	*yes, but it depends on the students' perceptions…*	awareness of student reality
	pedagogical belief	*punishment does not facilitate change*	**reframing**	*yes, but sometimes it saves the day*	challenges in practice
	pedagogical belief	*teaching should be viewed as a collaborative task.*	**conservation**	*I totally think in the same way*	worldview
the thing about my students is	competency	*it is challenging for me to teach when students are not interested*	**disagreement**	*It is no longer challenging*	learning from other teachers
	mission	*relationships should be based on respect, not fear*	**conservation/ simplification**	*my beliefs haven't changed I don't use these terms*	change in status
	mission	*students should be given freedom*	**conservation**	*yes, that's exactly how I think*	worldview
the thing about myself is	identity	*I choose to be with the students rather than the teacher's room*	**disagreement**	*I choose the teachers' room.*	a busier private life
	competency	*the most challenging for me is the classroom management*	**disagreement**	*It is not challenging.*	awareness of student reality
	identity	*I am not a teacher who can yell at her students*	**reframing**	*yes, but sometimes I utilise it.*	challenges in practice
	identity	*I am a calm teacher and I am glad*	**reframing**	*yes but…there are moments…I lose my calm*	challenges in practice
the thing about my school is…	environment	*classroom size should not be more than 30*	**disagreement**	*classroom size should be around 20-25*	awareness of classroom reality
the thing about other teachers is…	mission	*teachers should be like 'angels' not 'devils' in the classroom*	**conservation /moderation**	*yes, but I was a bit overdramatic*	growing mature

In light of the findings obtained from the analysis of Selma's reflective journal and the interviews conducted with her, we can see that her scope extended beyond a primary focus on any single aspect; instead, Selma engaged with a broad range of perspectives, including *pedagogical belief*, *competency*, *identity*, *mission* and *environment*. Selma's professional development can be characterised by patterns of *reframing*, *conservation*, *disagreement*, *simplification* and *moderation*. *Reframing* was a common pattern of development in Selma's professional journey from pre-service to in-service. It was found that Selma felt the need to reframe her initial perspectives about her *pedagogical belief*s on mastery learning, use of English in the classroom, punishment, and perspectives on her *identity*, including issues of yelling at the students and being a calm person. The findings indicated that Selma has developed a more context-sensitive approach in her teaching philosophy as she shifted from rule-based thinking to a more adaptable and flexible approach. This was evident in all incidences of *reframing* her perspectives. *Disagreement* was also a prevalent pattern of change in her perspectives. The analysis of the interviews and reflective journals indicated that Selma has become a more confident teacher in terms of her *competency* in grabbing the attention of unmotivated students, no longer spends her break time in the classroom, does not consider classroom management as a challenging task and decreased the number of students in her ideal classroom. Selma has developed specific skills, rearranged her professional priorities by considering her self-care and developed further considerations about optimal teaching conditions.

We can also find two patterns of development in Selma's journey, which are unique to her case: *simplification* and *moderation*. While she still preserved her perspectives in these incidents, it was noteworthy that she felt the need to modify not the content but the manner and articulation of her expression. In the pattern of *simplification*, she preferred to articulate her perspective on the balance between fear and respect in a less complex and straightforward manner. In the incidence of *moderation*, she found her earlier perspective exaggerated and opted for a less strong expression to acknowledge the multifaceted nature of the teacher-student dynamic.

Throughout this journey, two factors were notably influential: *challenges in practice* and *her increased awareness of reality*. While *learning from other teachers* and the influences of *a busier private life* also played roles in her development, these seem to be secondary compared to the profound impact of direct classroom experiences and an evolving understanding of student needs.

4.6. Case 5: Alp

4.6.1. Background

Alp graduated from the English Language Teaching department at Cukurova University in 2012. In the same year, he began his teaching journey at a secondary school in a village located in the far eastern region of Türkiye. He believed that his presence in this underprivileged area would be more beneficial and have a positive impact on the students there. He worked in this region for eight years. After this experience, he transitioned to a primary school located in the western part of Türkiye. This transition was a new page and a turning point in his teaching career. He has been teaching for about nine years and has worked at four different schools throughout his career. The findings presented in this section were obtained from Alp's reflective journals and two of the semi-structured interviews held with him.

4.6.2. The Transition Experienced by Alp

The majority of the perspectives derived from Alp's reflective journal were derived from his responses under the prompt "*the thing about my students is…*" One perspective he held was a *pedagogical belief* that *selecting engaging topics and activities can motivate unwilling students to participate*. He revealed his perspective concerning the importance of capturing students' interest as he remarked in the following excerpt:

> *What became increasingly clear to me from last semester's courses is that if you want students to participate, you should definitely attract their interest. I believe that if we identify appropriate topics and activities for students who are reluctant to discuss subjects like acid rain, all students will become as talkative as nightingales despite their very limited English.*

Alp believed that the choice of topic and types of activities could play a significant role in student engagement and participation. He had a strong perspective that, by doing so, the students with even little English could be motivated to communicate in English. When asked in the semi-structured Interview 1 whether he still thinks that the appropriate activities can enhance the students' speaking performance, he responded as follows:

> *(laughs) Looking back, what I wrote back then appears to be filled with clichés. I completely disagree with what I had written back then. It seems like the paragraph was written by an overly idealistic and utopian young man. The phrase "talkative like a nightingale" sounds exaggerated to me now. Of course, I agree that appropriate activities are important, but I no longer believe in such idealistic notions. My current experience does not support this view…*

It seems from what he said above that he totally *disagrees* with what he thought at the end of the teaching practicum. It seems that Alp does not believe that students can enhance their speaking skills even though they are provided with topics and activities that are appropriate to their interests, contrary to what he stated in the past. It also seems that his initial perspectives on the role of material and activity have misled him. In addition, he refers to the fact that he had an 'immature' and 'utopian' point of view at that time, and He acknowledges that his previous perceptions are no longer fitting for the present-day realities. He adopts a more realistic point of view, abandoning the referred 'immature' and 'utopian' points of view, and he has more clear lines between ideal and reality. In the semi-structured Interview 2, I asked Alp about the possible factors that led to this change. The following excerpt shows his justification:

> *I didn't know back then. It's something that you come to understand through experience. Once I began teaching, I realised that it's not as easy for students to speak English fluently as I initially thought. Despite my efforts, it didn't work. I mean, speaking English fluently is not something that comes easily to them.*

He stressed that he started to notice in time that his efforts have not changed the situation regarding student achievement in speaking skills. The disappointment with the results made Alp reflect on what went wrong in their practices and adopt a more realistic point of view, abandoning the referred 'immature' and 'utopian' points of view accordingly. It appears that Alp has had *challenges in practice* despite his efforts.

Alp also reported on his view of humanistic approach to teaching under the prompt "*the thing about my students is*…." Through his observations of the students and their relationships with their teacher, Alp revealed the perspective that *a teacher's approach to students should accommodate love and respect as important elements of humanistic approach to teaching*. He had two entries in his journal focusing on why teachers' adopting humanistic theory is important as in the following:

> *The respect they extended towards us drew me further into the humanistic theory, a perspective I was already aligned with. I believe that students can truly excel when they are valued in this manner.*
> *I've always held a keen interest in the humanistic theory. Nevertheless, this practicum experience solidified my belief that I should absolutely adopt this approach in my teaching practice. My close observations revealed that authority founded on love and respect is stronger than one rooted in fear.*

In both excerpts, Alp viewed respect and valuing students as important factors in teaching and learning. The statement '*students can truly excel when they are esteemed and valued in this manner*'' suggests that Alp believed that students would be more motivated and capable of achieving their goals if valued and respected by their teachers. His reference to the humanistic approach suggests that Alp was particularly interested in promoting academic and personal growth in students. It seems that the core values of the humanistic approach are attached to Alp's *mission* as a prospective EFL teacher. When I asked him in the semi-structured Interview 1 whether he still feels the same way, he remarked:

> *Currently, I don't have much faith in the humanist approach. It doesn't always yield the desired results, especially when considering the regional context. For example, considering where I work right now, I would say totally the same with this paragraph. The students show respect. However, in my previous school, students tend to exploit a humanistic approach, although it's not entirely their fault…. Unfortunately, I don't believe so at the moment. Love and respect are undoubtedly important, yes, but fear, unfortunately, is something that can also work. In certain regions, it becomes necessary to establish a relationship based on fear to ensure effective classroom management. I have witnessed numerous incidents, really. You should somehow control the classroom. Respect and love…I tried but it didn't work. Unfortunately, this approach doesn't work, particularly in schools with challenging student profiles.*

As seen in his response, Alps *reframed* his initial perspective humanistic approach to teaching. It seems that he still values humanistic approach. However, witnessing different student profiles in different teaching contexts, he is more cautious about its applicability. In the semi-structured Interview 2, I asked Alp about the possible factors that led to this change in his perspective. The following excerpt shows his justification:

> *Alp: Initially, in the journal, I wrote about the humanistic approach with a different understanding. I believed that approaching children with love and respect, avoiding yelling and establishing authority through fear was the right approach. However, when I started working in the region, I couldn't effectively implement those principles. The students began to fear me, and I found myself resorting to yelling in order to maintain control. In fact, I became the teacher they feared the most. It simply didn't work as I had envisioned.*
> *R: Did you change your approach because you couldn't put your initial understanding into practice?*
> *Alp: Exactly, I experienced a significant disappointment when I realised that I couldn't implement my original understanding effectively. The approach I had in mind was completely different. It became evident to me that it wasn't working. As a result, I made the decision to be more flexible and adapt myself to the classroom conditions. I stopped trying.*

Alp had *challenges in putting the humanistic approach into practice*. He makes several references to different student profiles as one of the challenges since applying the humanistic approach in certain teaching contexts did not work, so he had to reconceptualise his initial understanding of the approach.

Another perspective derived from Alp's responses under the prompt "*the thing about my students is …*" was also on the difficulty in winning the students. One perspective that he held is that *winning students is challenging but necessary for success.* The following is what he remarked in his journal:

> *Winning students is undoubtedly more challenging than losing their interest, but once we succeed in winning them over, everything will be okay.*

Alp highlights the crucial role of 'winning' students, which possibly refers to earning the students' trust and respect, thereby fully engaging them in learning. However, he also believes that the task of winning students is not an easy one. When asked in the semi-structured Interview 1 if he still holds the same perspective about the importance and challenge of winning the students, he responded as follows:

> *Yes, it is important to win the students, but it is even more challenging today. Present-day students are more complex compared to students from the past. They possess a distinct and fascinating world. That is quite distant from our own generation. They value a sense of relaxation and freedom, and they prefer not to have the teacher as the central figure in their lives. Traditional, outdated practice of giving advice does not work with them.*

As seen in the excerpt, Alp now has a similar understanding to the initial perspective he held during the practicum. He even *consolidated* his perspective by stating that 'it is even more challenging today.' His experiences of teaching a new generation of students made him realise the gap between his generation and that of the students. This is clear from his reference to the fact that his classroom practices were viewed by some students as 'outdated.' In the semi-structured Interview 2, I asked Alp about the possible factors that led him to consolidate his perspective. He stated:

> *Essentially, the students themselves are different now. I don't think I have changed in that regard, but there has been a noticeable change in the student population. After I started working in the western part of Türkiye, I became aware of a different group of students. I realised that I needed to put in more effort to improve my communication skills. These students were unlike any I had observed before. Communication became more complex. Each student had unique interests and characteristics. They were distinct from one another.*

The excerpt above shows how Alp gradually became more aware of different student realities as he worked in different schools. He observed certain changes in the students' profiles. Teaching students from different backgrounds with different profiles in different cities throughout his career apparently contributed to him becoming more aware of the classroom facts and eventually consolidating his perspective.

Another perspective derived from Alp's comments under the prompt "*the thing about my students is …*" was also related to providing a supportive environment in the classroom. He held the perspective that *teachers should build a supportive classroom environment for the students to feel secure and valued*. By reflecting on his approach in his micro-teaching session, he revealed his perspective concerning the significance of connecting with and understanding students, as he remarked in the following excerpt:

> *Our paramount objective in teaching should always be to connect with and understand the student. Mastery in any field is achievable, but the most important one is in perfecting our humanity….I tried to provide positive reinforcement for every attempt at speaking. Despite their errors, I refrained from interrupting them, understanding that the primary responsibility of a teacher is to earn the trust and confidence of the students.*

The content above illustrates Alp's commitment to deeply understanding his students and establishing meaningful connections with them. This signifies a core part of

his teaching *mission*. He prioritises creating a secure and valued environment for his students, emphasising their emotional well-being over just their academic achievements. His account of micro-teaching sessions reveals that he made a particular effort to recognise and praise students' efforts, even when they made mistakes, rather than constantly correcting them in line with his understanding during his practicum. This approach demonstrates a student-centred pedagogical philosophy, prioritising trust and collaborative learning over mere academic progress. When asked in the semi-structured Interview 1 whether he still has the same perspective, he responded as follows:

> *R: Do you still consider this to be the primary responsibility of teachers?*
> *Alp: Absolutely, without a doubt. This has always been my top priority. In fact, I perceive English as a means to fulfil this duty. I often come across students who share experiences like, "I had a teacher who treated me like that, and as a result, I did not like the subject again." Our actions have a profound impact on children. Therefore, English serves as my tool. Teaching is about making a positive impact on human lives to win people. I continue to hold this belief and try to put it into practice…. However, these sentences also seem commonplaces to me. I was 21 or 22 years old when I wrote it. Yes, I'm not far from the idea, but such a phrase, "perfecting our humanity. "… who am I? I am actually at the same point in terms of thought, but my way of saying and style would not be like this right now.*

As seen in his response, Alp *conserves* the initial perspective that he held during the practicum. He considers teaching English not just as imparting language skills but as a medium for making a significant and positive impact on the students' lives. However, Alp also reflects on how his expression of these ideas has evolved. He stated that he would not use the same words and expression style but would display a moderate approach. In the semi-structured Interview 2, I asked him the reasons both for his persistent emphasis on the primary objective of teachers as winning the students and for the change in the tone of his perspective. The following is what he said:

> *Alp: It all goes back to my 7th-grade teacher. He had a significant impact on my decision to become a teacher myself. Even at a young age, I was constantly observing other teachers and the connections they built with their students, recognising how strong they can be. When I began my own teaching journey, I felt the same…The relationship and to win people… Therefore, my beliefs have remained unchanged.*
> *R: Changing the tone of your statement?*
> *Alp: The statements in the journal were judgmental, like a recipe. Like*

> *judgmental and recipe-like statements often made by teenagers today. Looking back, I realise that I was once just like them. Even if I held the same beliefs now, I wouldn't express them in such a manner. As I mentioned before, I have matured over time.*

He started commenting with a reference to *his experience as a student*. He referred to his teacher in 7th grade, who had a great influence on his decision to become a teacher. He mentioned that he was not only a student in the classroom but a constant observer of his teachers and their actions in the classroom. It is also seen that the reason why he has become more careful about his manner in expressing opinions and avoids 'recipe-like' statements is his getting *more mature*.

The analysis of Alp's responses under the prompt "*the thing about my students is* …" provided more perspectives about the teaching profession. During his practicum experience, Alp also had the perspective that *hope should never be lost*. He remarked:

> *I believe that we must never allow hope to diminish in this generation and those that follow.*

The entry above reveals Alp's optimism and hope as aspects of his *mission*. Alp emphasises the necessity of not letting hope fade away, implying his belief in the achievement of his students as a personal inspiration. When asked whether he still has the same level of hope for the future, he gave the following response:

> *This is my life philosophy. It goes back a long time. Yes, exactly, I think hope should never be lost; if there is no hope, there is nothing.*

As the excerpt above shows, Alp indicates that hope is a strong feeling as a philosophy of life, and he *conserves* what he said as a pre-service teacher. We see that he is still optimistic about the future. In the semi-structured Interview 2, I asked Alp about the possible reasons for his persistent feeling of hope. The following excerpt shows his underlying reason:

> *This is related to my personality. I have always been an optimistic person in my life, not only about education but also about other matters as well. This is my way of thinking.*

As revealed in the excerpt, Alp attributes his optimistic view of life to his *personality*. He describes himself as consistently optimistic, not just in the context of education but in other aspects of life as well. This suggests that personality has played a

role in the conservation of his hopeful perspective about the idea that students can achieve. This suggests that his attitude is a core aspect of his overall mindset and approach to various situations.

Examining Alp's responses under the prompt "*the thing about my students is...*" has yielded additional insights into his perspectives about the teaching profession. Another perspective held by Alp was that *my students should be friendly and respectful*. He remarked:

> *It would be wrong to discriminate between students, but I hope in the future, I will have a class full of friendly and respectful students.*

In this excerpt, Alp reveals an aspect of his *mission*, which includes respect and friendliness. It seems that he wants to create a positive classroom culture in his future classes with an emphasis on a sense of community and promoting positive behaviours among students. When asked in the semi-structured Interview 1 if he still holds the same perspective, he responded as follows:

> *No, I don't think so anymore. That perspective is flawed. The idea of sincere students, to whom? Once again, I positioned myself as the judge. That would be a broad definition in the first place. Secondly, fostering sincerity and respect is already one of the responsibilities of a teacher. If all the students were as you described, what purpose would we serve? On the contrary, I have come to appreciate so-called 'disrespectful' children. It's not necessary for children to show respect towards me. I don't like now what I previously wrote.*

As can be seen in the excerpt above, he *disagrees* with his initial perspective about the student profile he expected in the classroom. He expresses that he has a completely different perspective today, stressing that he had an 'isolated' point of view, which even sounds unpleasant to him now. The excerpt above illustrates how he deals with the same issue from a totally different perspective. Rather than having expectations about the student profile in classes, he believes that one needs to acknowledge the student profile available and fulfil his or her duty. He acknowledges that his initial judgements of a 'good student' were misguiding. I asked Alp in the semi-structured Interview 2 to think about factors that may have led him to adopt a different perspective. He stated:

> *The school where I worked in the east contributed to me a lot. I encountered students with diverse backgrounds and profiles. During our practicum, we were only observers in the classroom, not having much opportunity to truly know the students. However, once I started teaching in my own classes, I began spending more time with the students. They were pure and innocent, and if there were issues with their behaviour, it was not their fault. It was our responsibility as teachers to guide and correct them.*

Alp's experiences enabled him to become more *aware of the students*. While he was a pre-service teacher who expressed his expectations from students, today, he refers to teachers' responsibilities rather than expectations. Spending time with students from different backgrounds and knowing more about them played a crucial role in his conception of students.

The analysis of Alp's responses under the prompt "*the thing about myself is …*" also provided insights into his perspectives, particularly on his *identity* as well as *mission* as a teacher. One perspective derived from his responses under this prompt was that *I should study and learn more to make up for my weaknesses.* By touching upon professional development, he remarked in his reflective journal:

> *I simply need to put in more effort. I need to study hard; I need to learn more. I suppose I have been overly confident. While self-confidence can be virtuous, excessive confidence can be detrimental. If I truly wish to excel in this profession, it's crucial to strike a well-balanced level of anxiety as well.*
> *Moving forward, I have decided to never consider any task as completely finished. The greatest battle a person can face is with oneself. As the humanistic theory posits, there is no self-actualised individual; there is only someone who is on the path toward self-actualisation. I promise that I will commit myself to this journey of self-realisation, always mindful that it is an ongoing process with no final destination.*

As the content above shows, Alp reveals an aspect of his identity as a continuous learner who must keep on putting in more effort by avoiding excessive confidence. Alp indicated in his reflective journal that he needed a long way to go for professional development, and he had a lot to learn. At the same time, he draws upon the humanistic theory to acknowledge self-actualisation as a continuous journey rather than a destination. When asked in the semi-structured Interview 1 whether he feels the same about improving professionally, he stated:

> *I agree to some extent, but what I disagree with is that I may have exaggerated and overestimated teaching. Currently, I'm not placing as much emphasis on my job; I try to avoid making it the sole focus of my life. I do my work, I finish my schedule and then shift my attention back to my personal life.*
> *…. I do hold the same thoughts, but the style of expression used here makes me sound like…hmm… a personal development specialist. It is irritating to me now. Also, I realise that I approached the humanistic theory in a rather superficial manner. These sentences seem assertive, almost as if they were memorised. While I do agree with the underlying idea, I now recognise that I had a superficial understanding of the subject. It sounds like they are all memorised.*

Alp preserves his initial perspective about his *identity* as a professional life-long learner. However, he *moderates* his enthusiasm to study and learn more as he has concerns about putting the profession of teaching at the centre of his life. We can understand that he drew a line between his profession and his personal life. Therefore, he strongly felt the need to change the manner and wording he used. While reading his own statements, he was irritated by the way he expressed himself and indicated that he 'overstated' the issue. When asked in the semi-structured Interview 2 about the possible factors behind this *moderation*, he responded:

> *Alp: During that time, I used to believe that everything would be okay once I became a teacher. However, when you finally become a teacher, you realise that life is not all about teaching. I initially struggled to balance everything. But then it was like…I mean, It is impossible to do it all. As a result, I came to understand that I have my own separate life, which is just as important and maybe more important than my profession.*
> *R: So, teaching is no longer the central focus of your life?*
> *Alp: That's correct. Teaching is not my entire life; it is merely a part of it. I have a social life, friends with whom I spend time, a family to take care of, and daily tasks to attend to.*
> *…. In the past, I was kind of a man who tended to seek attention and be the centre of attention….During my university days, I was quite popular in this regard…. I believe this is why I wrote in the manner I did at that time. However, there is a significant difference between who I was then and who I am today. Over time, I have matured....*

The role that Alp placed in the teaching profession was influenced by *his busier private life*. Alp refers to his changing dynamics of life following graduation. His social relations and personal responsibilities have become more demanding over time and started to control his life. He also refers to *growing mature* as another factor that has been influential in this change in his perspective. In his own words, *'there is a great difference*

between how I was then and how I am today.' As he has become more professional and experienced, he abandoned some of his attitudes.

Another perspective elicited through the analysis of Alp's comments under the prompt "*the thing about myself is*…" is on Alp's relationship with technology. During his pre-service years, Alp held the perspective that *I am not someone who finds technology appealing*. By criticising the constant presence of the latest mobile phones in the students' hands, he revealed his perspective concerning his view of technology:

> *I am someone who thinks that the generation born in the 90s is deeply influenced by the technology era. To be honest, I am critical of certain aspects of this generation. The constant presence of the latest mobile phones in their hands and their preoccupation with Facebook chats are not appealing to someone like me who has an affinity for the past.*

Alp does not believe that technology and occupation with social media tools are part of his *identity*. We can understand that Alp reveals his own values and preferences about technology and social media, particularly his affinity for the past, including traditional ways of communication and personal relationships. He perceives himself as a person who misses the past. When asked in the semi-structured Interview 1 whether he still holds the same perspective about the role of technology in his and the students' lives, he responded as follows:

> *R: Would you say the same about technology and social media today?*
> *Alp: It feels as though my grandfather wrote this statement. Personally, technology doesn't hold much appeal in my own life. However, I strongly disagree with the content of this paragraph. Social media currently has a tremendous influence and control over everything. Various aspects of life are now centred around social media platforms. It has become indispensable for children. I don't personally use social media. But if you ask me, I try to understand kids by watching YouTubers. I try my best to keep up with their interests, but at the same time, I maintain some distance. My viewpoint is actually the opposite of what was written. While it's true that many children are not using social media correctly, taking it away from them would be a mistake. Despite its negative effects, we need to acknowledge its presence and find ways to utilise it.*

As the excerpt above shows, there is a complete *disagreement* with his perspective during the practicum and his current comment about it. Alp accepted the importance of technology and social media in learning and teaching environments. Beyond

acknowledging the importance of technology today, Alp also stated that he is trying to improve himself to benefit from these opportunities with his own efforts. In the semi-structured Interview 2, I asked him the reason for the change in his perspective. The following is what he said:

> *It truly revolves around the students. It's all about understanding their learning styles. As I started working as a teacher, I gained more knowledge in this area. One example that comes to mind is when they introduced smartboards to our classrooms around my first or second year of teaching. Initially, I questioned their necessity, thinking that we had more fundamental needs to address. However, I was amazed to see the level of interest the students had in these smartboards. It made me realise that they genuinely enjoyed and desired technological tools in the classroom. This younger generation has a strong affinity for technology. They were born into a world immersed in it.*

We can see from the response above that Alp ascribes his disagreement with his initial perspective to his *getting more aware of students' reality*. His opinions started to change when he observed students' reactions to technology use in class. When the smartboards were first introduced to the classrooms, he was influenced by the astonishment of his students.

The analysis of Alp's responses under the prompt "*the thing about other teachers at the school is …*" also exhibited findings concerning his perspectives about the teaching profession. He held the perspective that *teaching is like acting for me*. The following is what he remarked:

> *The red sofa set aside for us in the teachers' room serves as our backstage while the classrooms are like our stage.*

The entry above signifies one aspect of Alp's *identity* as a teacher who conceptualised teaching as a form of performance. He views the teachers' room as a place for preparation and rest. On the other hand, the classroom is a 'stage' where he performs his skills and brings his knowledge into practice like a performer. When asked in the semi-structured Interview 2 whether he holds the same perspective on his role as a teacher, he responded:

> *R: Would you still use this analogy today?*
> *Alp: I shared this analogy with my friend just two months ago. Yes, absolutely! It feels as though I'm standing on a stage. Interestingly, I*

had a plan about theatre, so perhaps it does relate to this.

We see from the above excerpt that he still conserves his initial perspective and maintains his perception of teaching and the teachers' room. Alp still perceives himself as an actor controlling the show. In the semi-structured Interview 2, I asked him why he still maintains his initial perspective. The following is what he said:

> *Alp: I believe it stems from my personality. I tend to get bored quite easily. Perceiving teaching as a performance prevents the monotony. It is entirely linked to my personality. I need to sustain my excitement and enthusiasm at all times. If I become bored, it is likely that the students will also become bored. Therefore, I need to make it more engaging and exciting for both myself and my students, particularly during longer class sessions.*

The excerpt above shows how Alp's *personality*, particularly the fact that he gets bored easily, influences his perception of the teaching profession. He ascribes his non-changing perspective to his personal characteristics as he stresses that he gets bored of everything so easily, and the perception of being a performer helps him to ensure that he is not doing a monotonous job.

4.6.3. Case Summary

Table 19 offers a comprehensive overview of the significant changes and consistencies in Alp's teaching perspectives over her nine years of experience in line with the prompts provided in the reflective journal. The findings are categorised under three major themes: *identity*, *mission* and *pedagogical belief*. There was only one example of her perspective on the teaching *environment*. The table presents Alp's initial perspectives during her practicum, the patterns of change observed over time, and her current stance after nine years in the profession. Additionally, it provides insights into the reasons behind these (non-)changes.

Table 19
The Transition Experienced by Alp

Prompt	Themes	Perspectives Held During Practicum	Patterns of (Non-)Change	Reaction after 9 years of Teaching Experience	Stated Reason for the (Non-)Change
the thing about my students is…	pedagogical belief	*selecting engaging topics and activities can motivate unwilling students to participate*	**disagreement**	*It is overly idealistic and utopian*	challenges in practice
	mission	*a teacher's approach to students should accommodate love and respect as important elements of humanistic approach to teaching*	**reframing**	*yes, but fear can sometimes work*	challenges in practice
	environment	*winning students is challenging but necessary for success*	**conservation /consolidation**	*it is even more challenging today*	awareness of student reality
	mission	*teachers should build a supportive classroom environment for the students to feel secure and valued*	**conservation /moderation**	*my way of saying and style would not be like this right now*	experience as a student/ growing mature
	mission	*hope should never be lost*	**conservation**	*Yes, exactly*	personality
	mission	*I would like to have friendly and respectful students.*	**disagreement**	*I don't expect this, it is already my responsibility*	awareness of student reality
the thing about myself is…	identity	*I should study and learn more to make up my weaknesses*	**conservation /moderation**	*I may have exaggerated and overestimated teaching*	busier private life/growing mature
	identity	*I am not someone who finds technology appealing*	**disagreement**	*we need to acknowledge its presence*	awareness of student reality
the thing about other teachers is..	identity	*teaching is like acting for me*	**conservation**	*Yes, absolutely!*	personality

In light of the findings obtained from the analysis of Alp's reflective journal and the interviews conducted with him, it was apparent that his focus was primarily on his *mission* and *identity* in terms of the teaching profession. Therefore, Alp's professional development can be characterised by his dominant focus on his *mission* as a teacher. The perspectives about his *mission* included the values of love, respect, humanity, hope and friendliness. The analysis of his reflective journal and interviews with him showed that he still holds perspectives centred around these values. However, it was noteworthy that he reframed one of her perspectives about the importance of love and respect, touching upon the function of fear in the classroom in certain contexts. On the other hand, it was found that he has developed a more well-established *mission* by adopting a more inclusive and responsible approach to teaching. Another apparent development in Alp's journey was his evolving approach to technology. It was evident in Alp's case that he has moved beyond his personal feelings and adopted a more professional and pragmatic approach with respect to the use of technology in the classroom.

In this journey of development, several factors played a role. In terms of his transformation, the analysis indicated that *challenges in practice* were a recurring theme in his transformative journey. In several incidences, he mentioned his inability to achieve what he had initially intended, which was found to be a significant factor in his reassessment of his perspectives. It was notable that his references to the various schools he has worked at, each with distinct characteristics, played a significant role in increasing his *awareness of student reality,* which was another common factor in his transformation. Finally, his emphasis on the fact that he has *a busier private life* was another factor for his transformation.

4.7. Cross-Case Analysis

This section presents a comparative examination of the five cases, highlighting the similarities and differences between them. This analytical process aims to take the findings from individual cases into a broader perspective to obtain a broader understanding of the journey from pre-service to in-service concerning what happened in terms of their perspectives. This step in the data analysis served as the step of reviewing themes. It was during this cross-case analysis that differences and similarities between cases were reviewed, and the labelling and defining procedures were finalised. The patterns that were consistently represented across multiple cases were then defined as

patterns of change and reasons for (non-)changes.

4.7.1. The Transition Experienced Across Cases

The initial perspectives held by the participants about the teaching profession constituted the starting point of the journey from pre-service to in-service. When the participants were still pre-service teachers, they revealed their perspectives on various aspects of the teaching profession in their reflective journals. To identify these aspects of the transition experienced by each case, the participants' responses to several prompts in their reflective journals were categorised under the themes of *environment, behaviour, competency, pedagogical belief, identity* and *mission.* This categorisation showed that the participants focused on these aspects with varying emphasis. Table 20 gives an overview of the prevalence of the participants' initial perspectives in their reflective journals across these themes. The frequency of each layer in the Onion Model is quantified by their frequencies (f), which represent the number of perspectives incorporating elements of the respective layer in the onion model.

Table 20
Prevalence of Pre-Service Teachers' Initial Perspectives about Teaching Profession

	Gaye	**Nur**	**Tuba**	**Selma**	**Alp**	**Total**
	f	**f**	**f**	**f**	**f**	**f**
Pedagogical Belief	5	-	6	4	1	16
Identity	1	6	1	3	3	14
Mission	1	1	-	3	4	9
Environment	3	2	-	1	1	7
Competency	1	-	-	2	-	3
Behaviour	-	-	-	-	-	-

Table 20 provides the prevalence of the perspectives across cases, revealing how many times each layer in the onion model was observed in the perspectives of Gaye, Nur, Tuba, Selma, and Alp. Among the various themes, '*Pedagogical belief*' was the most frequent theme that emerged from the data analysis, notably standing out in Gaye, Tuba, and Selma. However, it was missing in Nur. This demonstrates the different degrees of emphasis the participants placed on their pedagogical beliefs. '*Identity*' was present in all cases and with a considerable representation in cases Nur, Alp and Selma.

The perspectives about the participants' *missions* appeared as a commonly reported theme across all cases except Tuba, with a noteworthy emphasis in Alp and

Selma. Nevertheless, it was not present in Tuba. It was less emphasised in Nur and Gaye, indicating that not all participants had the same degree of focus on their *missions* as teachers. The perspectives about the teaching *environment* emerged in all cases except Tuba. '*Competency*' emerged less frequently overall in the analysis, with its presence varying across the cases. '*Competency*' was most observed in Gaye and Selma, while there were no perspectives in which the participant pre-service teachers touched upon their '*Behaviour*'.

The following sub-sections provide a detailed exploration of what happened to the participants' perspectives about the teaching profession in their transition from pre-service to in-service. This transition will be reported under the themes from the Onion Model through which the data in the reflective journals was addressed.

4.7.1.1. The Transition in the Perspectives about Mission: What inspires me?

A total of nine perspectives were derived from the prompts in the participants' reflective journals that were primarily related to their missions when they were pre-service teachers. Table 21 displays the initial perspectives from the reflective journals, alongside the patterns of (non-) changes identified in these perspectives and the reasons for these (non-) changes. The participants had nine perspectives in total about their missions which were numbered accordingly from 1 to 9:

Table 21
Transition observed in the Perspectives about Mission across Cases

Case	Theme	Perspectives Held during the Practicum	Patterns of (Non-) Change	Reaction after 9 years of Teaching Experience	Stated Reason for the (Non-)Change
Gaye	mission	*(1) teachers can foster positive change at any age*	**conservation**	*yes, I still agree... yes, we can*	consistency between theory and practice
Nur	mission	*(2)I know that I will always do my job very well.*	**reframing**	*yes, but I am not sure about the future*	learning from other teachers
Tuba	-	-	**-**	-	-
Selma	mission	*(3) relationships between teachers and students should be based on respect, not fear*	**conservation/ simplification**	*my beliefs haven't changed, I wouldn't use these words*	change in status
	mission	*(4)students should be given freedom*	**conservation**	*yes, that's exactly how I think*	worldview
	mission	*(5)teachers should be like 'angels' not 'devils' in the classroom*	**conservation /moderation**	*I maintain similar views now, but I was a bit overdramatic*	growing mature
Alp	mission	*(6) a teacher's approach to students should accommodate love and respect as important elements of humanistic approach to teaching*	**reframing**	*yes, but fear can sometimes work*	challenges in practice
	mission	*(7) teachers should build a supportive classroom environment for the students to feel secure and valued*	**conservation moderation**	*my way of saying and style would not be like this right now*	experience as a student/ growing older
	mission	*(8)hope should never be lost*	**conservation**	*yes, exactly, I think…*	personality
	mission	*(9)I would like to have friendly and respectful students*	**disagreement**	*I don't expect this, it is already my responsibility*	awareness of student reality

As demonstrated in Table 21, all participants except for Tuba had perspectives related to their *missions* about the teaching profession. These perspectives interacted with values such as optimism for Gaye (1) and Alp (8). The data from the cross-case analysis showed that these participants managed to maintain their optimism about the teaching profession after being confronted with the reality. Similarly, the emphasis made by Selma (3;5) and Alp (7;9) on humanistic dimensions of the teaching profession appears to persist. These participants view the teaching profession as not merely a job but an endeavour with moral responsibilities based on humanistic values such as love and respect. However, Alp and Selma made slight modifications to their missions (Selma/3, 5; Alp/7). These were labelled as simplification for Selma and moderation for Alp. Alp and Selma, while maintaining their core positions, have shown changes in their expression styles: Selma has shifted to using simpler language, while Alp has adopted a more toned-down approach.

On the other hand, there were also two incidents in which Alp and Nur made some major modifications in their perspectives either by *reframing* (Nur/2, Alp/6) or *disagreeing* (Alp/9) their initial perspectives about their missions. For Alp, his trust in the power of love and respect was notably challenged. He came to recognise the role of fear as a disciplinary tool. When confronted with reality and witnessing the inefficiency of his earlier approaches in certain contexts, he experienced an evolution from an idealistic to a more pragmatic understanding. Similarly, Nur also evolved, moving from an idealistic approach to a more tempered and realistic one. While she had a more idealistic and determined approach to performing her job well, she appears to be not as idealistic as before due to the confusion she now has about the future. An additional example of how idealistic views become more realistic is evident in Alp's evolving expectations for his classroom. While he expected to have a classroom full of friendly students, he now recognises the impracticality of this ideal, a realisation stemming from his increased understanding of student diversity and behaviour. All these examples of changes signify the confrontation of ideals with reality.

4.7.1.2. The Transition in the Perspectives about Identity: Who am I (in my work)?

The *identity* emerged as the second most frequent theme in the perspectives across all five cases. This theme was detected in all cases. Table 22 displays the initial perspectives from the reflective journals about the participants' identities during pre-

service years, alongside the patterns of (non-) changes identified in these perspectives and the reasons for these (non-) changes. The participants had 14 perspectives in total about their identities which were numbered accordingly from 1 to 14:

Table 22
Transition observed in the Perspectives about Identity across Cases

Case	Theme	Perspective Held during the Practicum	Patterns of (Non-)Change	Reaction after 9 years of Teaching Experience	Stated Reason for the (Non-)Change
Gaye	identity	*(1) I am committed to my students*	**reframing**	*I feel this only inside the school*	a busier private life
Nur	identity	*(2)I am happy that I will be a teacher*	**weakening**	*I have my doubts about it now*	financial difficulties
	identity	*(3)I don't know what being a teacher means.*	**disagreement**	*I know what it means.*	positive experiences
	identity	(4) *I have doubts about being resistant to changing negatively*	**clarification**	*I am resistant to change*	critical incidents
	identity	*(5) teaching is a source of peace for me*	**conservation**	*yes, it's true.*	challenges in practice
	identity	*(6)I am committed to my students.*	**weakening**	*I don't have the feeling there*	challenges in practice
	identity	*(7) I want to become a teacher who is responsible and evaluates the efficacy of her teaching*	**conservation/ consolidation**	*I should have said more*	critical incidents
Tuba	identity	*(8) teaching brings me happiness, peace and satisfaction*	**conservation**	*yes, absolutely.*	personality
Selma	identity	*(9)I am not a teacher who can yell at her students*	**reframing**	*yes, but sometimes I utilise it.*	challenges in practice
	identity	*(10)I am a calm teacher, and I am glad*	**reframing**	*yes but…there are moments…I lose my calm*	challenges in practice
	identity	*(11)I choose to be with the students rather than the teacher's room*	**disagreement**	*I choose the teachers' room.*	a busier private life
Alp	identity	*(12) It is crucial for me to study and learn more*	**conservation /moderation**	*I may have exaggerated and overestimated teaching*	busier private life growing mature
	identity	*(13)I am not someone who finds technology appealing*	**disagreement**	*we need to acknowledge its presence*	awareness of student reality
	identity	*(14) teaching is like acting for me*	**conservation**	*yes, absolutely!*	personality

As shown in Table 22, all the participants had at least one perspective related to their identities in their reflective journals. However, it was noteworthy that Nur showcased a particularly well-defined sense of *identity* in her perspectives. Similarly, Selma and Alp also demonstrated a clear understanding of their unique teaching style as a part of their professional identities.

We see that participants' perceptions of themselves evolved to a large extent. Nur's less confident perception of self as a resistant teacher to changing negatively (4) evolved into a stronger and clarified understanding of her identity. Similarly, Nur's self-perception as a teacher, characterised by a sense of responsibility and self-reflection, has become more consolidated over time (7). It appears that Nur has developed a heightened sense of responsibility, influenced by critical incidents that she encountered in her career. On the other hand, Selma experienced a transition from an ideal of always being calm (9;10) and spending more time with her students (11) into a more realistic self-view by acknowledging moments of stress and exhaustion. Alp's journey indicated a complete disagreement, moving from scepticism about technology (13) to embracing its use in teaching. Gaye's identity changed from being driven by professional aspirations (1) to adopting a more balanced view, influenced by changes in personal lives. Overall, in these incidents of transformation through *clarification, reframing and disagreement*, Gaye, Selma, Nur, and Alp reflect a shift from idealistic and naïve perceptions into ones that are more adaptable and reflective of real-world challenges influenced by the gap between theory and practice, and their personal life contexts. Similarly, Nur's enthusiasm about becoming a teacher (2;6) weakened and appeared to evolve into a state of confusion with less strong feelings. This signifies a shift from an optimistic perception of self as a pre-service teacher into a more complex and disillusioned perspective.

Conversely, some participants preserved certain aspects of their professional identities. Tuba and Nur's fulfilment in their professional roles (8;5), Alp's perception of self as a life-long learner (12,) and his perception of teaching as a performative and creative task (14) appear to have remained consistent over the journey from pre-service to in-service. It is noteworthy that although Alp preserved his perception of self as a dedicated life-long learner, we also see that he preferred a more moderate tone in the semi-structured Interview 2. Alp's reduced emphasis on professional growth, which appears to have been triggered by his *busier private life*, signifies a transition from an overly enthusiastic view of self into a more balanced and realistic perception.

4.7.1.3. The Transition in the Perspectives about Competency: What am I competent at?

In the reflective journals of the participants, *competency* was observed less frequently, making it the second least represented theme within the collected data. This theme was completely absent in a couple of pre-service teachers' journals. In the cases where *competency* was referenced, the perspectives were only a few, which suggests that this theme was not a primary focus for most participants. Table 23 presents the perspectives derived from the prompts in the participants' reflective journals that were primarily related to their competencies as teachers, alongside the patterns of (non-) changes identified in these perspectives and the reasons for these (non-) changes. The participants had three perspectives about their competencies which were numbered accordingly from 1 to 3:

Table 23
Transition observed in the Perspectives about Competency across Cases

Case	Themes	Perspective Held during the Practicum	Patterns of (Non-)Change	Reaction after 9 years of Teaching Experience	Stated Reason for the (Non-)Change
Gaye	competency	*(1) I am not confident that I can handle misbehaviours*	**disagreement**	*I am confident now*	change in status
Nur	-	-			
Tuba	-	**-**			
Selma	competency	*(2)it is challenging for me to teach when students are not interested*	**disagreement**	*It is no longer challenging*	learning from other teachers
	competency	*(3) the most challenging task for me is the classroom management*	**disagreement**	*It is not challenging.*	awareness of student reality
Alp	-	-	-	-	-

As shown in Table 23, only Gaye and Selma touched upon their competencies in their reflective journals. Both Gaye and Selma appear to have evolved from being less confident in and more challenged by certain aspects of classroom management into more competent and confident teachers. During their pre-service years, both Gaye and Selma had concerns about their competencies in managing the misbehaviour in the classroom (Gaye/1; Selma/3) and motivating uninterested students (Selma;2). It appears that Gaye and Selma have overcome challenges in teaching and classroom management over their journey from pre-service to in-service with the help of *increased awareness of their students*, *learning from other teachers* (Selma) and *change in status* (Gaye).

4.7.1.4. The Transition in the Perspectives about Environment: What do I encounter/What am I dealing with?

In the onion model, the *environment* forms the outermost layer. In the perspectives of the pre-service teachers, this category emerged as the fourth most represented theme. Table 24 presents the perspectives derived from the prompts in the participants' reflective journals that were primarily related to their teaching environments, alongside the patterns of (non-) changes identified in these perspectives and the reasons for these (non-) changes. The participants had seven perspectives about their competencies which were numbered accordingly from 1 to 7:

Table 24
Transition observed in the Perspectives about Environment across Cases

Case	Themes	Perspective Held during the Practicum	Patterns of (Non-)Change	Reaction after 9 years of Teaching Experience	Stated Reason for the (Non-)Change
Gaye	environment	*(1) working at a primary school is more enjoyable and manageable than other schools*	**disagreement**	*primary school is not more manageable*	critical incidents
	environment	*(2) the school atmosphere is important for me*	**conservation**	*wherever I am, it remains significant.*	experience as a student
	environment	*(3) a teacher should be able to use a computer*	**consolidation**	*… makes me feel frustrated.*	awareness of student reality
Nur	environment	*(4) teaching adult learners is more challenging than teaching young learners*	**conservation**	*I still think the same*	personality
	environment	*(5) it is easier to connect with boys than girls*	**disagreement**	*I don't see a gender-related difference*	change in status
Tuba	-	-			
Selma	environment /pedagogical belief	*(6) classroom size should not be more than 30*	**disagreement**	*classroom size should not be around 20-25*	awareness of classroom reality
Alp	environment	*(7) winning students is challenging but necessary for success*	**conservation /consolidation**	*it is even more challenging today*	awareness of student reality

As shown in Table 25, all participants except Tuba had at least one perspective about their *environment* during the practicum. The findings obtained from the analysis of the reflective journals indicated that the perspectives about the *environment* included four major elements of the teaching profession: students, classroom, school, and teachers. The findings indicate a balanced distribution of the transformation and preservation of the participants' perspectives about their teaching environment.

Gaye became more aware and conscious of unique challenges related to school types in terms of level (1), Nur reflected a more inclusive approach regarding students' gender (5), and Selma prioritised a more manageable classroom size required for an ideal classroom environment (6). In the broader picture, Gaye, Nur, and Selma evolved from possessing static and preconceived assumptions about the teaching environment into adopting a more informed and context-aware view. The observed transformations in these perspectives were influenced by a combination of *critical incidents, change in status,* and *increased awareness* of the teaching environment.

Conversely, some participants preserved some of their perspectives related to the teaching environment. The significance of the school atmosphere for Gaye (2), Nur's perspective on learner age groups (4,) and Alp's perspective on the challenge in winning the trust of the students (7) appears to have remained the same over the journey from pre-service to in-service.

4.7.1.5. The Transition in the Perspectives about Pedagogical beliefs: What do I believe about 'good teaching'?

It is necessary to reiterate that a refined and more restrictive understanding of the term 'belief' has been utilised in line with the suggestion by Maaranen and Stenberg (2017). Accordingly, the pedagogical beliefs in this study referred to perspectives in which the participants touched upon aspects of 'good teaching.' The perspectives that were held by the participants about aspects of 'good teaching' were derived from their responses primarily to the prompt "*the thing about my mentor is …*" Table 25 presents these perspectives across cases, alongside the patterns of (non-) changes identified in these perspectives and the reasons for these (non-) changes. The participants had 17 perspectives about their pedagogical beliefs which were numbered accordingly from 1 to 17:

Table 25
Transition observed in the Perspectives about Pedagogical Beliefs across Cases

Case	Themes	Perspective Held during the Practicum	Patterns of (Non-)Change	Reaction after 9 years of Teaching Experience	Stated Reason for the (Non-)Change
Gaye	Pedagogical belief	*(1) the use of board in the classroom is essential*	**conservation**	*I still have the same idea*	experience as a high school student
	Pedagogical belief	*(2) teachers shouldn't use Turkish in an EFL classroom*	**conservation**	*yes, I still believe that …*	training at university
	Pedagogical belief	*(3) writing vocabulary items several times over and over again should not be given as an assignment.*	**reframing**	*….but sometimes, it's the only way*	awareness of student reality
	Pedagogical belief	*(4) teachers should not use rude language in the classroom*	**conservation**	*yes, I still believe…*	worldview
	Pedagogical belief	*(5) teachers should physically approach the students and circulate around the classroom for effective turn-taking*	**conservation**	*absolutely, my advice remains the same*	consistency between theory and practice
Nur	-				
Tuba	Pedagogical belief	*(6) student efforts should be rewarded for motivation*	**reframing**	*yes, but it depends on the type of school*	awareness of student reality
	Pedagogical belief	*(7) teachers should employ activities that foster student engagement*	**reframing**	*yes, but at the end of the lesson*	awareness of classroom reality
	Pedagogical belief	*(8) student motivation determines achievement rather than teacher competency and passion*	**conservation**	*I completely agree with that perspective*	experience as a teacher
	Pedagogical belief	*(9) rote discipline can sometimes work for classroom management*	**disagreement**	*It is not a solution*	challenges in practice
	Pedagogical belief	*(10) teachers should avoid projecting personal negativity onto students in the classroom*	**conservation**	*yes, I feel the same*	experience as a student
	Pedagogical belief	*(11) teachers should speak carefully to prevent negative feelings in students*	**conservation**	*I totally agree with what I wrote*	experience as a student

				back then	
Selma	Pedagogical belief	*(12) teachers should ensure that students have learned before proceeding with a new topic*	**reframing**	*yes, but it depends on the conditions*	challenges in practice
	Pedagogical belief	*(13) teachers should speak English in the EFL classroom*	**reframing**	*yes, but It depends on the students' perceptions…*	awareness of student reality
	Pedagogical belief	*(14) punishment does not facilitate change*	**reframing**	*yes, but sometimes it saves the day*	challenges in practice
	Pedagogical belief	*(15) teaching should be viewed as a collaborative task.*	**conservation**	*I totally think in the same way*	worldview
	Environment/ pedagogical belief	*(16) classroom size should not be more than 30*	**disagreement**	*classroom size should not be around 20-25*	awareness of classroom reality
Alp	Pedagogical belief	*(17) selecting engaging topics and activities can motivate unwilling students to participate*	**disagreement**	*It is overly idealistic and utopian*	challenges in practice

The *pedagogical belief*s were the most prevalent theme across cases, present in all cases except Nur. Notably, two participants, Tuba and Selma, touched upon their *pedagogical belief*s in their reflective journals more than others. The remaining pre-service teachers had a varying frequency of *pedagogical belief*s. The most common pattern of (non-)change in terms of the participant's *pedagogical beliefs* over their careers was *conservation*, which signified that the participants preserved the majority of their initial understandings of 'good teaching.'

Gaye's emphasis on the elements of a positive classroom environment and interaction (1;4;5), use of target language as an immersive approach (2), Tuba and Selma's emphasis on the student-teacher dynamics with respect to maintaining a positive approach to ensure student motivation, student-centeredness and their emotional well-being (Tuba/8,10, 11; Selma/15) remained consistent throughout their careers.

However, there were notable changes in Gaye, Tuba, Selma, and Alp's *pedagogical beliefs*. The cross-case analysis of the participant's *pedagogical beliefs* indicated that their perspectives shifted from idealistic to more pragmatic ones. For example, Gaye's transition from being against the use of repetitive writing assignments into acknowledging their effectiveness in certain contexts (3) and Tuba's shift from a broader rewarding method into a more context-specific one (6) are examples of how their rigid and idealistic views turned into more flexible and pragmatic ones. Similarly, Selma's initial emphasis on ensuring student learning (12), not finding punishment as an efficient method (14), and Tuba's view on the timing of engaging motivational activities (7) have also shifted from broad and absolute understandings to flexible and pragmatic views. All these perspectives were *reframed* by the participants. Finally, Alp's transition from seeing engaging topics as strong motivational sources for student learning (17) to now regarding them as utopian and overly idealistic reflects his re-evaluation of strategies for motivation. Overall, these identified changes in the pedagogical beliefs of the participants signify a journey from idealistic and one-size-fits-all understanding into context-aware, realistic and pragmatic approaches. The analysis of the data from interviews 2 revealed that these participants gained their *reframed* understandings either as a result of increased *awareness* of student and classroom dynamics or outcomes of *challenges in practice*.

In this transition experienced by the participants in terms of their perspectives about the teaching profession, a total of eight distinct patterns of change were identified. These patterns are *clarification, consolidation, reframing, weakening, moderation,*

simplification, disagreement, and conservation. Table 26 presents these patterns of development with respect to their identified distinctive features:

Table 26
Patterns of (Non-)Change in the Participants' Perspectives about Teaching Profession

Patterns of (Non-)Changes	Distinctive Feature
Conservation	maintaining the same perspective over time without any further modification
Clarification	gaining a clearer understanding of a particular perspective
Consolidation	emphasising one aspect of an individual's perspective in a stronger manner
Reframing	modifying one aspect of a perspective by narrowing its applicability to specific contexts or conditions
Weakening	a decrease in emphasis, certainty, or strength of an individual's perspective over time
Moderation	a decrease in the tone and intensity used to express an individual's perspective
Simplification	modification of the language or terminology used to express a perspective, opting for simpler or more commonly used words
Disagreement	no longer agreeing with or supporting a previously held perspective

These distinctive characteristics were refined in the cross-case analysis in light of the similarities across cases. The different categories described in Table 26 aim to explain in what ways the participants' perspectives have evolved or remained the same over time. These patterns of change present a spectrum from the pattern of *conservation* to *disagreement*. At one end of the spectrum, the participants conserved some of their perspectives without any further modification or omitting any details. These were the incidents where the participants revealed adherence to the initial perspectives they held during the practicum. Moving along the spectrum, we can refer to patterns such as *clarification, consolidation, weakening, moderation* and *simplification.* These patterns were indicators of various degrees of adjustments to their perspectives during the practicum. For example, when the participants *consolidated* one of their perspectives about the teaching profession, they emphasised it in a stronger manner. *Weakening* refers to a reduction in the intensity of the perspective. In these incidents, the participants reduced the emphasis, certainty, or strength of their perspectives.

Further along the spectrum are the patterns of *reframing* and *disagreement*, both of which signify a substantial change in the participants' perspectives they held during

the practicum. *Reframing* involves a change in perspective by restricting its scope to certain contexts and conditions. This pattern of change was often a sign of adaptation of a participant's perspective in line with his or her novel understanding based on the context, experiences or challenges. On the other hand, *disagreement* constituted the opposite end of the spectrum. The incidents of disagreement represented a complete departure from initial perspectives. These incidents often resulted from the inconsistency between theory and practice and gaining more awareness of reality in terms of students and the classroom.

We can now direct our attention to a closer examination of these patterns with respect to their prevalence across five individual cases, as can be seen in Table 27. The frequency of appearance of each pattern of (non-)change is quantified through their frequencies (f), as identified through their responses in the Interview 1:

Table 27
Prevalence of Patterns of (Non-Change) across Cases

	Gaye	**Nur**	**Tuba**	**Selma**	**Alp**	**Total**
	f	f	f	f	f	f
Conservation	6	2	4	4	5	21
Disagreement	2	2	1	4	3	12
Reframing	1	1	2	5	1	10
Consolidation	1	1	-	-	1	3
Moderation	-	-	-	1	2	3
Weakening	-	2	-	-	-	2
Clarification	-	1	-	-	-	1
Simplification	-	-	-	1	-	1

As seen in Table 27, the most common pattern across cases is *conservation,* with a total of 21 instances, signifying a tendency among the participants to preserve the perspectives they held during the practicum. *Reframing* and *disagreement*, as indicators of transformation, are also significant patterns, each occurring 12 and 10 times across five cases, respectively. This showcases a noteworthy degree of changes in perspectives, either in the form of major change (*reframing)* or complete change (*disagreement*). The instances of *reframing* and *disagreement* were notable in Selma's journey from pre-

service to in-service, while there was a similar distribution across other cases. Other patterns of change, including *clarification*, *consolidation*, *weakening*, *moderation*, and *simplification*, were less frequent but still present, contributing to a better understanding of the overall journey of the participants. Despite varying frequencies, each pattern has contributed to the holistic understanding of the questions, "How have the perspectives of the EFL teachers evolved or remained consistent over their 9-year teaching career?"

4.7.2. Reasons for (Non-)Changes in the Perspectives (RQ 3)

The following cross-case findings were derived from the analysis of the semi-structured Interview 2 conducted with the participants on the possible reasons for the changes or consistencies in their perspectives they held during the practicum. In this section of the cross-case analysis, the objective was to explore further the process of (non-)changes experienced by EFL teachers over their careers in line with the third research question, "What factors do the EFL teachers attribute to the evolution or consistency in their perspectives over their teaching career?" In each case, reasons for changes and non-changes were identified. It was during the cross-case analysis that these stated reasons were brought together and analysed with respect to each other. The analysis steps of refining and defining themes were also finalised in this step. Accordingly, the further sub-sections will present the cross-case analysis pertaining to the reasons for changes and reasons for non-changes.

4.7.2.1. Cross-Case Analysis for the Reasons for Changes

Twelve distinct reasons for changes in the participants' perspectives about the teaching profession were identified. These reasons included *Awareness of Student Reality, Change in Status, Busier Private Life, Critical Incidents, Challenges in Practice, Positive Experiences, Financial Difficulties, Awareness of Classroom Reality, Learning from Other Teachers, Growing Mature, and Getting Older*. Table 28 demonstrates these reasons and gives details about their distinctive characteristics and the respective cases in which they were addressed:

Table 28
Reasons for Changes Across Different Cases with their Distinctive Features

Reasons for Changes	Distinctive Features	Stated by
awareness of student reality	gaining a deeper understanding of the students' conditions and backgrounds	Gaye, Selma, Alp
change in status	changes in personal or professional circumstances, such as moving from pre-service to an in-service teacher	Gaye, Nur, Selma
busier private life	personal life becoming more occupied or demanding	Gaye, Selma, Alp
critical incidents	particular events outside regular experience that have a significant impact on the teacher	Gaye, Nur
challenges in practice	not achieving expected results or goals from the implementation of certain strategies, approaches, or theories	Nur, Selma, Alp
positive experiences	successful experiences achieved through the implementation of certain strategies, approaches, or theories	Nur
financial difficulties	decreasing ability to maintain financial obligations due to growing concerns related to or involving money	Nur
awareness of classroom reality	gaining a deeper understanding of real classroom conditions	Tuba, Selma
learning from other teachers	drawing insights from the experiences, practices, or perspectives of other teachers	Nur, Selma
growing mature	the natural growth and evolution in a teacher's knowledge and perspectives over time	Alp
getting older	the process of ageing and growing up	Selma, Alp

Building on the reasons for the changes in the initial perspectives about the teaching profession and the interrelationship between them, we further classified them into broader themes. Three major themes emerged from this process: 'Personal Experiences' and 'Professional Experiences' as shown in Figure 11:

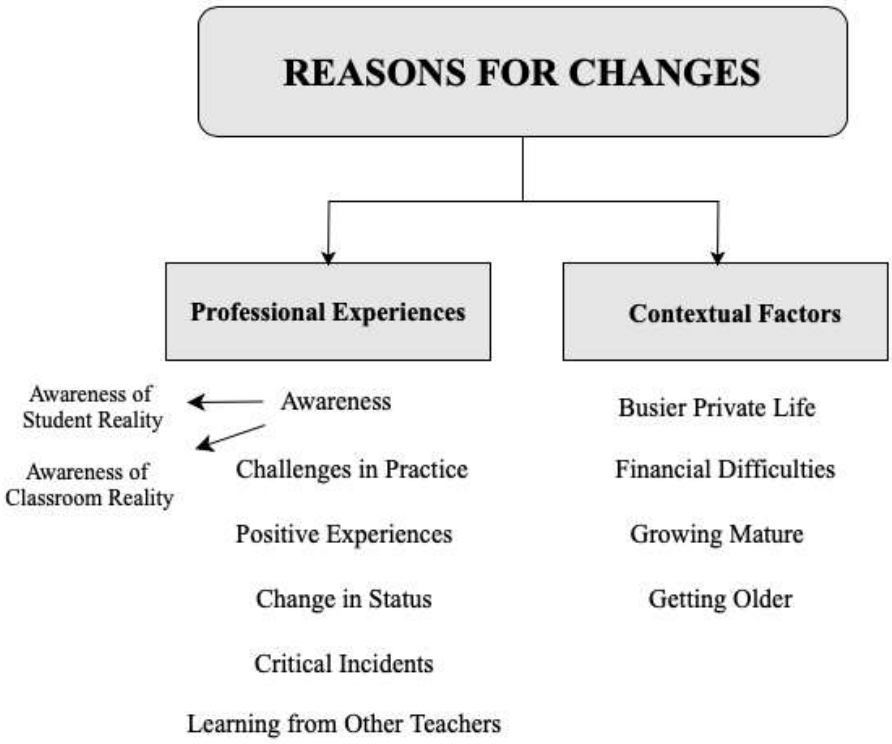

Figure 11. Reasons for Changes

As outlined in Table 28 and Figure 11, the participants were influenced by two major reasons: *professional experiences* and *contextual factors*. *Awareness*, as a part of *professional experiences*, was a notable factor which emerged in the forms of *awareness of student reality* and *awareness of classroom reality*. The most frequently stated reason was *awareness of student reality.* Gaye, Selma, and Alp all exhibited changes in their perspectives driven by a deeper understanding of their students' conditions, backgrounds, or experiences. Similarly, *awareness of classroom reality* played a role in enabling two participants (Tuba and Selma) to have a deeper understanding of their teaching environments. The prevalence of these categories suggests that the participants gained more understanding of their students' needs and backgrounds as they spent more time with them. Consequently, their perspectives evolved in line with their new understandings. *Professional experiences* also included a range of experiences from *critical incidents* in the participants' professional lives to *learning from other teachers* and *positive experiences*. These factors were mainly related to the participants' experiences in the classroom and the school environment.

Another equally significant theme was *contextual factors*, which included *busier private life, financial difficulties, growing mature* and *getting older.* These factors seem to highlight the close relationship between contextual factors and changes in their

perspectives. We can, therefore, see that external factors and internal growth play a role in shaping the participants' views on the teaching profession.

4.7.2.2. Cross-Case Analysis of Reasons for Non-Changes

The participants cited five reasons while explaining the non-changes in their perspectives about the teaching profession. These factors are displayed in Table 29 with respect to who stated them and their distinctive features:

Table 29
Prevalence of Reasons for Non-Changes Across Different Cases with their Distinctive Features

Reasons for (Non-) Changes	**Distinctive Features**	**Stated by**
consistency between theory and practice	The positive experiences in which the theory aligned with the practice	Gaye, Nur
world view	The teacher's broad understanding of life and the world	Gaye, Selma
experience as a student (high school/ primary school/training at university)	The teacher's previous experiences as a student either at primary school, high school, or university	Gaye, Tuba, Alp
personality	The inherent or enduring characteristics of the teacher as an individual	Nur, Tuba, Alp
experience as a teacher	The teacher's previous experiences as a teacher	Tuba

As shown in Table 29, the participants referred to various factors to explain why their perspectives have remained consistent throughout their teaching careers. *Consistency between theory and practice* implies that the teachers have seen positive results of their teaching methods, which appear to have validated their views. *Worldview* theme, cited by Gaye and Selma, suggests that some of their perspectives have remained the same due to their underlying beliefs and understanding of the world. Previous *experiences as students* seem to have had a strong influence on the teaching philosophies of Gaye, Tuba, and Alp. These experiences have been reference points in their teaching careers and have been good examples and models for teaching. *Personality* theme suggests that the inherent personal characteristics of the participants have been a

significant factor in maintaining their initial perspectives. Nur, Tuba, and Alp all noted the influence of their personality traits on the stability of their perspectives about the teaching profession. Finally, Tuba cited *experience as a teacher* as a reason for consistency, which means that what she encountered and saw in the classroom as a teacher validated her initial perspectives. Given the distinctive nature of these reasons, no further broad categories were created. Each reason represents a unique and self-contained rationale for the consistency of the participants' initial perspectives about the teaching profession.

4.8. Cross-Case Summary

The findings obtained through the cross-case analysis of each individual case indicate that there was a notable trend across cases in the journey from pre-service to in-service. A progression from idealistic to more pragmatic approaches was evident in several cases (Alp, Nur) in terms of their *missions* about the teaching profession. These teachers significantly modified their idealistic missions upon facing the realities of their teaching settings. In terms of *identity*, Gaye, Nur, Selma, and Alp shifted from a naïve outlook to one that is adaptable and reflective of real-world challenges. Indications of a more balanced view of personal and professional identities were apparent in these cases. Regarding *the competency* theme, it was clear that Nur and Selma had a transition from being less confident to being more competent teachers in terms of their competency in classroom management. The participants also moved from static, preconceived notions about teaching *environments* to more informed and context-aware perspectives, triggered dominantly by *critical incidents* and increased *awareness*. Similarly, in their *pedagogical beliefs*, a shift from rigid, idealistic views to flexible, pragmatic ones was prevalent, mainly influenced by the *challenges in practice*.

The patterns of (non-)changes that described the process of these transformations were finalised in the cross-case analysis, and eight patterns of development were identified with respect to their distinctive features and their prevalence across cases and themes. While some patterns, such as *weakening*, were unique to cases, the majority of the patterns were seen in more than one case. The patterns of (non-)changes indicated a progression and spectrum from a complete consistency (*conservation*) to a complete change (*disagreement*). It was found that the participants experienced changes not only in the content of their perspectives but also in their expression, which was seen either in

the form of *moderation* or *simplification*. Finally, the cross-case analysis revealed two major themes, 'Contextual Factors' and 'Professional Experiences', for the reasons behind the changes in the initial perspectives about the teaching profession. It was also notable that the consistencies in perspectives were also rooted in certain *experiences as a student* or *personality* traits.

4.9. Conclusion

The findings obtained through the analysis of the reflective journals and the semi-structured interviews were reported in the form of within-case analysis and cross-case analysis. The within-case analysis presented an in-depth exploration of each case in the form of narratives of the teachers' journeys from pre-service to in-service stages. Each case report provided details about the initial perspectives of the participants about the teaching profession, how these perspectives evolved or remained the same and finally, the reasons that the participants stated for the (non-)changes in their perspectives. For each case report, direct quotes were provided from the original data. Also, the cross-case analysis has further enriched these narratives by integrating the elements from different cases into a unified picture through the tables. The tables illustrated the details about each case with respect to each other. Refining, reviewing, and defining the themes were also finalised as a part of cross-case analysis.

CHAPTER V

DISCUSSION

5.1. Introduction

The aim of this chapter is to discuss the findings of the study through the research questions and relevant theory and literature. The discussion chapter is organized in line with the research questions. To reiterate, the questions that guided this study are:

- What were the initial perspectives of the pre-service EFL teachers about teaching profession at the end of their teacher training program?
- How have the perspectives of the EFL teachers evolved or remained consistent over their 9-year teaching career?
- What factors do the EFL teachers attribute to the evolution or consistency in their perspectives over their teaching career?

5.2. Pre-Service ELT Teachers' Initial Perspectives about their Profession

The first research question aimed to identify the initial perspectives held by the by the pre-service ELT teachers about their future profession. In line with the findings related to the initial perspectives, the discussion in this chapter is organised around four themes that have emerged from our analysis: *the diversity of the perspectives in terms of their focus*, *scarcity of perspectives about behaviour and competency, surface versus critical reflection*, and *the prevalence of perspectives about pedagogical beliefs*, which will be the focus of the following sections. The layers of development proposed by Korthagen (2007) will guide the most aspects of the discussion.

Diversity of Perspectives

Although the study was a multiple-case study with five participants who had been through similar stages over their careers, the distinctiveness of each case from others was noteworthy. The perspectives held by the participants covered several areas about the teaching profession. These ranged from classroom dynamics to student interactions, challenges and solutions in teaching, feelings about the teaching profession, relationships

with other teachers, and many more. The uniqueness of these perspectives to each case became more evident when we applied the Onion Model as we observed differences in how these perspectives were distributed across the model. For instance, Gaye and Selma held perspectives that encompassed almost all aspects of the Onion Model, while Tuba primarily focused on her views on effective teaching and learning, revealing her pedagogical beliefs. Alp's perspectives were mainly about his mission and identity. The diversity in the content of the perspectives highlights how the participants varied in their focus on different aspects of their future profession. The diversity of the perspectives we observed in our study aligns with Korthagen's (2007) view of pre-service teachers' personal development. He emphasises that teacher learning is multifaceted, highlighting the complexity involved in this process:

> This describes what I call professional development 3.0. In this view of professional development, the often unconscious, multi-dimensional, and multi-level nature of teacher learning is taken seriously. This implies that the outcomes of learning processes in teachers cannot always be predicted, as each individual teacher should be taken seriously, and the process should build upon his or her concerns, gestalts, personal strengths and mission within the context of their actual work. (p.399-400).

In light of this understanding of professional development 3.0, as Korthagen names it, we can better understand the underlying reason for the diversity of the perspectives in their content across cases. It appears that diverse experiences, concerns, personal strengths, weaknesses, and missions are unique to each individual. This led to the realisation that each teacher focused on the aspects of the teaching profession with varying emphasis in their journals, although they went to the same practicum school and observed classrooms with similar dynamics. This phenomenon of diversity can also be approached through the lens of constructivism. According to the principles of constructivism, as established by Piaget (1967) and Vygotsky and Cole (1978), individuals' unique experiences and interpretations shape their learning and understanding. In the field of education, where the theme is human and, it is reasonable to expect that teachers display a wide range of characteristics, beliefs, values, backgrounds, and assumptions. (Saban, 2009). Therefore, this diversity can be attributed to the fact that the participant pre-service teachers constructed their perspectives during practicum shaped by their unique experiences and understandings.

It was also through the employment of a case study method and the practice of reflective journals during the practicum that this depth and diversity were achieved and handled, which reinforced the relevance of such a method to the purpose of the study. According to Stake (1995), case studies are valuable as they enable one to explore the experiences of individuals, emphasising their richness and complexity. In this study, each reflective journal, as a rich data source, was treated as a case and interpreted accordingly. Several studies that integrated journal writing to explore EFL pre-service teachers' cognition have also reported the effectiveness of reflective journals. According to Dumlao and Pinatacan (2019), pre-service teachers believe that journal writing contributes to their self-awareness, understanding of the issues about ELT, critical thinking, and dialogues with their trainers. It has also been suggested that journal writing practice can be integrated into the curriculum of language teacher training and should be considered a significant part of EFL pre-service teachers' professional growth (Cisero, 2006; Dumlao & Pinatacan, 2019; Kim, 2018; Yinger & Clark, 1981). In sum, the rich amount of data obtained from the reflective journals and the employing case study method in this study underscore the effectiveness of these tools for investigating ELT teachers' perspectives.

Scarcity of Perspectives at the Layers of Competency and Behaviour

As to the findings pertaining to the perspectives held by the pre-service teachers during practicum, there is evidence showing the lack of perspectives focusing on teacher behaviour and competency. On the other hand, the perspectives about their *pedagogical beliefs*, *identities*, and *missions* were more prevalent across most cases. This discrepancy and the prominence of specific layers over others can be attributed to how the teaching practicum was structured. During their practicum experience, the pre-service teachers were primarily in the role of observers who had limited opportunities to practice the task of teaching except for the last week of the practicum, when they were given a chance for a practice teaching session for overall evaluation. As a result of this limited hands-on experience, it appears that the participant teachers did not have adequate practical experiences to evaluate their behaviours in the classroom or reflect on their in-class decisions and competencies. The scarcity of perspectives about *behaviours* and *competencies* can be considered as an aspect of the design and implementation of the practicum that needs to be improved. It seems that the pre-service ELT teachers focused on their classroom observations rather than their *behaviours* and *competencies* within a

classroom. This suggests that the pre-service ELT teachers were still newcomers to the school community and their legitimate peripheral participation in this community did not provide a means for self-evaluation (Lave & Wenger, 1991).

Although practicum experience is often associated with enabling significant benefits for pre-service teachers (Busher et al., 2015; Cabaroğlu & Öz, 2023; Merç, 2015), several limitations were also reported. These limitations highlighted that pre-service teachers lack sufficient real-life practical experiences resulting from the brief duration of the practicum (Bulut-Albaba, 2017). Consequently, pre-service teachers are not adequately exposed to the diverse challenges and complexities of real classroom settings (Yazan, 2019). The scarcity of these perspectives about the teaching profession can be seen as indicative of a gap in practical, real-world training during the practicum.

Surface versus Critical Reflection

Further analysis of the data based on the Onion Model showcased a tendency towards reflecting on the inner layers, which resulted in more perspectives about the *missions* and *identities* of the participants. In contrast to the above-mentioned scarcity of perspectives about *behaviour* and *competency* as the outer layers of reflection, the inner layers were found to be more prevalent, which is, according to Korthagen (2004), a significant indication of a deeper level of reflection. In other words, the integration of teaching practicum experience with reflective journal writing proved to be effective in fostering deeper levels of reflection. This level of inner reflection can be interpreted through Larrivee's (2008) categorisation of reflection levels: pre-reflection, surface reflection, pedagogical reflection, and critical reflection. 'Pre-reflection' refers to moments when teachers do not exhibit a conscious action of reflection and merely give automatic responses. Teachers, on a 'surface reflection' level, focus more on strategies of teaching and learning but not their outcomes and the underlying assumptions behind them. Teachers who produce 'pedagogical reflection' have an interest in improving and diversifying their teaching methods, which may lead them to experiment and take risks. Finally, 'critical reflection' involves taking sociological, cultural, historical, and political circumstances into consideration with a broader understanding of norms and values. We can understand from this classification that the participants in this study engaged in reflective practice during practicum, which extended beyond surface levels with their perspectives that accumulated around *missions* and *identities*. This tendency into critical reflection revealing the participants' perspectives about their moral, sociological, and

social aspects aligns with the core principles of critical reflection as articulated by Larrivee:

> Many advocates of reflective practice take the position that teachers should not only reflect on behaviours and events within the confines of the classroom but should include the influence of the larger social and political contexts. They deem teaching as ultimately a moral pursuit concerned with both means and ends and, therefore, consider critical reflection to be imperative for teaching in a democratic society.
>
> (2008, p. 344)

Our research findings further support this idea that teachers not only reflect on issues about classroom environment, students, or teaching methodologies but also tend to view these educational matters from a broader view of social, cultural, or even political considerations. There were excerpts in the journals in which the participants evaluated the teaching profession by considering their identities with a focus on social and moral elements. To illustrate, Alp and Selma provide notable examples of this tendency. In his journal, Alp placed a continuous emphasis on humanism as his inherent mission and evaluated several aspects of the teaching profession with humanistic considerations. He prioritised establishing personal connections with students rather than merely delivering and mastering the subject matter. His primary objective and ideal during his practicum years was, in his words, to 'win students.' Similarly, Selma emphasised the core value of respect in many of her perspectives. She evaluated many of her observations at her practicum school with frequent attributions to respect for others and individualism. These examples indicate how these two participants went beyond reflecting on teaching practices and methods to embrace social and moral elements involved in the task of teaching.

The perspectives about integrating social and moral ideals in EFL contexts, as seen in Alp and Selma's cases, align with the broader approaches in language teaching emphasised by Byram (1997), Kramsch (1993), and Norton and Toohey (2001). These scholars view language teaching as a practice more than transmitting linguistic competencies. Kumaravadivelu (2006) further enriches this discussion with his concept of postmethod pedagogy, which advocates for a pedagogy of particularity, practicality, and possibility. This approach highlights the significance of context-sensitive, adaptable teaching methods that consider local linguistic, sociocultural, and political particularities. It encourages teachers to use language education as a catalyst for social transformation.

The perspectives of Alp and Selma, as revealed in this study, seem to resonate with Kumaravadivelu's suggestions, exhibiting traces of a post-method approach. Their perspectives underscore the importance of incorporating broader, critical views in EFL teaching with an emphasis on adaptability, diversity, and inclusion in their perspectives. Alp notably demonstrated a tendency to perceive language teaching as a tool for instilling humanistic and moral values in students. Alp's perspective is reflective of this pedagogical model, showcasing an understanding of language education not just as a transfer of knowledge but as a means to foster societal and personal growth.

Prevalence of Perspectives at the Level of Pedagogical Belief

A strong emphasis was made by the participant pre-service teachers on teaching strategies and methodological considerations, as signified by the prevalence of their pedagogical beliefs. This finding is in line with the existing literature reporting that pre-service EFL teachers are often in the process of developing an understanding of teaching methods during their training (Borg, 2003). Farrell (2003) emphasises that pre-service years primarily involve an evaluation and adaptation of teaching philosophies and practices. In the reflective journals, signs of such a pedagogical focus were predominantly available. The participants expressed their observations and evaluations on such issues as rote learning, choice of homework types, use of target and native language in the classroom, and student motivation. The prevalence of these considerations signifies that the participants were actively involved in the practical aspect of the teaching task by integrating their theoretical knowledge and educational philosophies into their classroom observations and comparing what they learned at university and what they encountered in real classrooms.

It is also worth noting that the participants, during their pre-service years, adopted a constructivist approach regarding the underlying assumptions in their perspectives about pedagogical beliefs. Some of these perspectives signified the importance of student motivation and positive reinforcement in learning. This emphasis aligns well with the fundamental principles of constructivist approaches. Gaye's criticism of the activities and homework that required intensive memorisation is in good alignment with the constructivist view that meaningful learning is a product of real-life experiences rather than rote learning (Vygotsky & Cole, 1978). Similarly, Selma's emphasis on the importance of establishing a classroom environment that ensures active participation and involvement aligns with the principles of a constructivist classroom, as suggested by

Brooks and Brooks (1993), where collaborative learning is encouraged. Alp's emphasis on the necessity of materials to attract attention and interest in the classrooms to promote and maintain student engagement echoes Piaget's (1967) view that language use and internalisation are further driven by genuine interest. As these examples from the study illustrate, the participants had a view of language teaching and learning that involves true engagement. The emergence of constructivist views among pre-service teachers is not unique to this study. The research conducted by Taşkın (2019), in a similar context with the participants from similar backgrounds to those in this study, reported that pre-service EFL teachers tend to adopt constructivist beliefs, particularly in Türkiye. Furthermore, Debreli (2012) also highlighted that the pre-service EFL teachers in his study had a common emphasis on utilising group and pair work activities to ensure interaction. Debreli concluded that EFL pre-service teachers often hold communicative and constructivist teaching approaches. Therefore, the content we revealed in the reflective journals provides further evidence for the argument that the perspectives of pre-service EFL teachers are influenced and shaped by constructivist approaches. This also highlights the fact that teacher education programs in Türkiye are powerful interventions and effective in developing a constructivist approach, as pointed out by Taşkın (2019).

The findings pertaining to the pedagogical understandings of the teachers also reflect Borg's (2006) conclusion that pre-service teachers may have a naïve understanding of teaching during teacher training or at the initial stages of their career. This characteristic was notably observable in the cases of three participants who made a connection between student motivation and achievement. For instance, Alp stated during his pre-service years that grabbing the attention of students through interesting materials and engaging activities would increase motivation and yield positive outcomes. Similar perspectives have been identified in studies like Borg (2005), Tercanlioglu (2005), and Debreli (2012). However, this understanding of pre-service teachers viewing motivation as a leading factor to success does not align with the widely acknowledged notion of motivation in literature. According to Dornyei (2001), motivation is the 'precursor of action, not necessarily achievement' (p. 198). It can, therefore, be concluded that pre-service teachers may sometimes possess naïve understandings of educational phenomena during their practicum experience, as also observed in the current study.

Another frequent theme in the reflective journal content was an expression of preference towards using L2 in the classroom. In several cases, the participants criticised their mentor teachers' use of Turkish in the classroom, referring to the pivotal role of

using the target language. This recurring criticism of L1 use and emphasis on L2 use exemplifies the tenets of the Communicative Approach in language teaching by Richards and Rodgers (2001). The participants' emphasis on L2 use appears to stem from the principles of the Communicative Approach, which involves extensive exposure to and utilisation of the target language in the classroom to enhance proficiency (Ellis, 2005). However, this finding and tendency is not surprising as the current ELT paradigm and practice is through the immersion of the target language in class, according to Lightbown and Spada (2006).

5.3. Consistencies and Changes in the Perspectives about the Teaching Profession

The second research question aimed to identify how the participants' initial perspectives have evolved or remained consistent over their nine years of teaching experience. During this stage of the study, we sought to understand the nature and extent of these changes. Before the discussion of the second research question, it is essential to reiterate that the focus of inquiry and method of this study was initially based on the concept of 'beliefs' in cognition literature. However, as further explained in Chapters I and III, the content in the reflective journals was later found to include a wide variety of topics beyond the beliefs and pedagogical understandings of the participants. These perspectives also included references to the identities, fears, emotions, dreams, and ideals of the participants. This extended and broad content was the reason why we adapted the concept of 'teacher perspectives' to organise, analyse, and interpret the data in the journals. Although 'teacher perspective' is also a common concept in cognition literature, several studies have utilised the concept of 'belief', which appears to be the dominant concept in research on teacher cognition (Borg, 2004; Pajares, 1992). We also know that there are terminological inconsistencies in the cognition literature as the perspectives and beliefs are not the only concepts addressed by the researchers. Therefore, although the current study is framed and designed on the concept of 'teacher perspectives', we will also refer to other researchers who used different concepts such as beliefs, personal theories, or personal constructs for the discussion and interpretation of the findings.

In the light of this conceptual re-clarification, the changes in the teachers' perspectives will be discussed and analysed in the following sections with respect to three main characteristics of the findings: (a) *Degree of Change in the Initial Perspectives, (b)*

Patterns of Change (c) Patterns of Change and the Onion Model and (d) The Interrelationship between the Patterns of Change: A Model of Change.

Degree of Change in the Initial Perspectives

Changes and non-changes, either within the framework of beliefs or perspectives, have been examined by the research on educational psychology, but the studies have often reported conflicting findings. While it has been reported in some studies that these perspectives or beliefs may tend to remain largely stable over time with minor modifications (Altan, 2006; Kagan, 1992; Nespor, 1987; Pajares, 1992; Peacock, 2001), there have been several other studies reporting evidence of changes. In his comprehensive review, Pajares (1992) stated that 'individuals hold on to beliefs based on incorrect or incomplete knowledge even after scientifically correct explanations are presented to them' (p.317). With a similar argument, Kagan (1992) proposed that teachers' beliefs tend to remain stable if they are established during early educational experiences. Nevertheless, a vast body of research reported that changes occur in pre-service teachers' beliefs either during their teacher education programs or in their transition from pre-service to novice teachers (Cabaroglu & Roberts, 2000; Debreli, 2012; Liu & Fisher, 2006; Mattheoudakis, 2007; Neetle, 1998; Nguyen & Sheridan, 2016; Richardson, 1996; Yuan & Lee, 2014). These changes are not limited to certain stages in a teacher's career. According to Richardson (1996), reflective practice and professional development can also trigger changes in teachers' beliefs. More recent evidence further supports the idea that teachers may go through processes of evolution and adaptation as they are exposed to diverse educational settings and accumulate experience (Buehl & Beck, 2015). The debate on the stability and change in beliefs appears to be still hot; however, there is a growing consensus towards the view that teacher beliefs or perspectives are constructs that can potentially change, evolve, or develop (Cabaroglu, 1999; Caudle & Moran, 2012; Debreli, 2012; Tillema, 2000; Wall, 2016).Similar to the recent research and newly emerging trends, the findings of this study also indicated that the participants had experienced changes in their perspectives.

The changes in the participants' perspectives were the most notable in terms of their identities and competencies. The perspectives held by the participants about their identities signified a shift from optimistic, idealistic and naïve perceptions of self as a pre-service teacher into a more complex and disillusioned perspectives reflective of real-world challenges. According to Leijen et al. (2018), teacher identity is characterized its

interaction with ‘boundary experiences.’ These experiences are defined as states of being in which teachers test their limits amid feelings of anxiety, hesitation, and tension. These boundary experiences may involve extrinsic and intrinsic obstacles. The more teachers encounter the boundary experiences, the more they observe and evaluate their identities, a process which results in new directions for the self (Meijers & Hermans, 2018). The findings obtained in our study including *challenges in practice, critical incidents,* and *change in professional status* as reasons for changes, can be considered as types of boundary experiences the participants encountered. As a result of the ongoing process of negotiation under the influence of boundary experiences, the identities of the participants were found to be transformed to a large extent. The identities of teachers transformed and were shaped by context-specific and situational decisions for the sake of a 'coherent sense of self', as also articulated by Stenberg and Maaranen (2021, p.5).

In a similar way, competency was another aspect in which the perspectives held by the participants during their pre-service years have changed to a large extent. Both Gaye and Selma appear to have evolved from being less confident in and more challenged by certain aspects of classroom management into more competent and confident teachers. The feeling of insufficient competence before and in the initial years of the teaching career has been reported to be a common characteristic of teacher development (Atay, 2007; Feltovich et al., 2006). Therefore, it would not be reasonable to expect pre-service or newly qualified teachers to demonstrate high levels of competency in teaching (Tynjälä & Heikkinen, 2011). In line with this view, during their pre-service years, Gaye and Selma's concerns about their competencies in managing the misbehaviour in the classroom and motivating uninterested students were found to have disappeared over their journey from pre-service to in-service.

On the other hand, in the areas of pedagogical perspectives and environment, there was a balanced occurrence of both consistency and transformation, with neither being the dominant trend. Eight perspectives about the pedagogical understandings of the participants were preserved, while the participants modified nine perspectives. Regarding their perspectives about the teaching environment, half of the perspectives remained unchanged, while the other half went through transformation. Gaye, Nur and Selma evolved from possessing static and preconceived assumptions about the teaching environment into adopting more informed and context-aware views. Overall, the identified changes in these aspects signified a journey from idealistic and one-size-fits-all understanding into context-aware, realistic and pragmatic approaches. As Dewey

(1938) put it a long time ago, the best way for individuals to learn is through putting their knowledge into practice in real-world situations. The changes in nearly half of the participants' pedagogical perspectives suggested that the pre-service teachers, as anticipated (Darling-Hammond, 2006), engaged with their students in real-world settings and tested their teaching knowledge and pedagogical theories. Although not a complete change, these perspectives mostly underwent reframing, making pedagogical perspectives another area where change was observed to a certain extent. Although Pajares (1999) viewed the educational beliefs of pre-service teachers as inherently resistant to change and deeply rooted in early experiences, this study's findings indicate that these beliefs are, in fact, susceptible to change throughout the transition from pre-service to in-service.

The degree of change in the perspectives about the participants' mission was limited. Out of the nine perspectives regarding the participants' missions, six remained unchanged, indicating that a majority have maintained consistency. The perspectives related to the humanistic view of teaching, optimism, and moral responsibilities were found to be consistently held by the participants. According to Korthagen (2004), such core qualities, which include a wide range of traits such as enthusiasm, curiosity, courage, determination, perseverance, love, willpower, and carefulness, are located at the mission layer of the Onion Model. In fact, it is these qualities that are less likely to change, as also evidenced in this study. This finding also aligns with Nespor's (1987) explanation that the affective and evaluative components of teachers' beliefs, which provide comprehension and interpretation of events, are what make beliefs a stronger phenomenon than knowledge. These affective and evaluative constituents are less likely to change. Gaye and Alp have consistently maintained optimistic attitudes towards students and teaching. Similarly, Alp and Selma have continuously emphasized humanistic values throughout their careers. These participants also regard teaching as an endeavour with moral responsibilities grounded in humanistic values like love and respect. In this regard, the perspectives that incorporate such core values can be seen as the more resilient elements of teacher cognition. Pajares (1999) emphasized this resilience by stating, "never argue politics or religion" (p. 317), suggesting that efforts to change these deeply held beliefs may be limited.

Overall, the degree of change in the participants' perspectives on the teaching profession seems to have been influenced by the specific nature of these perspectives. The change was limited in their perspectives about their mission. In contrast, the degree

of change ranged from moderate to significant in the areas of pedagogical beliefs, the environment, and, notably, aspects of competency and identity. It appears that the intensity of the changes was different depending on the participant and the content of the perspective. There were instances of both changes and non-changes, ranging from complete to minor transformations. However, the incidents indicating change or modification were more prominent than those involving no change. The participants shifted from idealistic to more pragmatic perspectives in their approaches to teaching. This transition from an initially idealistic to a tempered, realistic stance was evident across various aspects of the teaching profession.

Patterns of Change

To clarify and better conceptualize the degree of change, the findings acquired from the analysis of the responses that the pre-service teachers gave in Interview 1 provided significant insights. A total of eight patterns of change were identified as a result of the comparisons between the pre-service teachers' initial perspectives of the profession that were elicited through the analysis of the reflective journals and those they held as in-service teachers obtained through their responses in Interview 1: *clarification, consolidation, reframing, weakening, moderation, simplification, disagreement,* and *conservation*. These patterns of change served to bring another point of view to the debate on whether teachers' perspectives or beliefs change. Through these observed patterns of change and consistency, it seems that change and non-change are both intrinsic to the transition from pre-service status to in-service teaching.

Although the current investigation and Cabaroglu's research (1999) are similar in many respects in terms of their focus of inquiry and starting point, they differed significantly in terms of their findings. The research conducted by Cabaroglu (1999) is considered a milestone in terms of the research on the nature of and change in teacher beliefs. It is a noteworthy exploration into the beliefs with a focus on the nature of change in pre-service teachers' beliefs. The goals of Cabaroglu's study align with those of our research and provide a strong foundation for our exploration since we started to categorize our data based on her proposed patterns in the initial stage of the analysis. In both investigations, patterns of change were identified and evidenced. For example, Cabaroglu's 'reversal' and 'disagreement' align with the *disagreement* found in this study; the concept of 'consolidation' is consistent in both studies, and Cabaroglu's 'addition' and 'elaboration' correspond to our notion of *reframing*. However, our study

introduces novel patterns that were absent in Cabaroglu's work, such as '*moderation', 'clarification',* and *'simplification*'. These novel patterns of change can be considered as the major difference between the findings of the two studies. The first reason behind these novel patterns may be attributed to the fact that the current study was conducted in the context of Türkiye. In contrast, Cabaroglu's research was conducted in England, which posits a significant contextual difference regarding the differences between both countries in terms of their educational and cultural settings that would be influential on the formation of teachers' perspectives. Additionally, there is a difference in terms of time span. The participants in Cabaroglu's study were part of a one-year postgraduate certificate education program, and the investigation lasted from the beginning to the end of the program. The present study made use of the reflective journals of the pre-service teachers and data from the interviews that were conducted nine years after the reflective journals were written. Finally, the frameworks of the studies also varied. Cabaroglu's research solely examined the participants' beliefs, which predominantly consisted of pedagogical understandings. On the other hand, our current investigation extended beyond the pedagogical beliefs by addressing the perspectives about the teaching environment, behaviours, competencies, pedagogical beliefs, identities, and missions of the participants with the framework of Korthagen's Onion Model. It was through this broader perspective that we were able to include and explore themes such as commitment to the students and teaching, respect, humanism, self-perceptions as teachers, competencies, and motivations for choosing teaching as a profession within a single framework.

Patterns of Change and the Onion Model

The patterns of changes in the perspectives of the five participants in the study, including *clarification, consolidation, reframing, weakening, moderation, simplification, disagreement,* and *conservation*, will also be discussed in this section within the framework of Korthagen's model of teacher reflection. These patterns of change will be addressed here with respect to the Onion Model. According to Korthagen and Vasalos (2005), one major characteristic of the model is that the different layers of the onion model continuously interact with each other. This interaction is the key to understanding how the perspectives of the participants evolved and how the patterns of change emerged in this study:

> All onion layers influence each other. In the first place, the inner layers have an effect on the more outward layers: a person's core qualities influence the ideals of the person (the layer of mission) and his or her identity and beliefs about situations, and all those layers have an impact on the use of certain competencies and thus on the person's behaviour, which then influences the environment. In addition to these influences from the inward to the outward layers, there is an influence from the outside to the inside: a concrete situation that someone has to deal with (environment) evokes certain behaviour or stimulates the need to behave better. This, in turn, stimulates the development of a particular competency, which then determines how someone thinks about such situations (beliefs). Ultimately, such a change in beliefs about the world might lead to a shift in the beliefs that someone has about themselves (identity). It is also possible that this triggers new ideals and that certain core qualities of the person are strengthened. In short, there is a constant interaction between the layers of the onion model. (Korthagen and Vasalos, 2005, p.95)

The layers of the Onion Model, as explained in the above quotation, are not separate from each other, and a change in one layer may lead to changes in other layers. For example, there were participants in the study who experienced significant shifts in how they initially viewed their *identity* as prospective teachers of ELF. The changes in the perspectives about their identities probably triggered changes in how they view their 'environment' or how they defined their 'missions' in turn. An example of this interaction can be seen in Selma's case, whose perspectives on classroom management significantly evolved. Initially, she expressed concerns about managing the classroom and disruptive behaviours during her time as a pre-service teacher. She was also intending to use unconventional methods to avoid raising her voice at her students. However, as she gained experience, we witnessed that Selma began to acknowledge the efficiency of yelling in the classroom as a way to maintain control, a method that she had not previously confirmed as a part of her teacher identity. However, it was her decision on 'yelling' that that made her job easier, as she stated, and led her to become more confident about classroom management. This journey of transformation from Selma's case clearly shows that she experienced changes in terms of both her competency (managing the classroom) and her identity (as a teacher who must yell when necessary). In other words, it appears that a transformation in Selma's 'identity' triggered a further change in her 'competency.' However, it is also plausible that improvements in her competency prompted a shift in her identity, suggesting a reciprocal relationship between the two aspects of her teaching practice.

When it comes to the relationship between the patterns of change identified in this study and the Onion Model, we propose that eight distinct patterns of change,

namely *clarification, consolidation, reframing, weakening, moderation, simplification, disagreement,* and *conservation,* were specified as the outcomes of this interactive nature of the Onion Model. When the participants moved from periphery to the centre of the community of teachers (Lave & Wenger, 1991) as legitimate members of this community, their perspectives about various aspects of the teaching profession seemed to have interacted. This interaction apparently resulted in changes or non-changes in various ways, which are addressed in this study as 'patterns of (non-)changes.' In conclusion, the results of this study align well with Korthagen's onion model, providing further evidence in relation to its inherent dynamism.

The interrelationship between the Patterns of (Non-)Changes: A Model of Change

Based on the evidence obtained from the study, a model of change is presented in this section to illustrate the interrelationship between the patterns of change in the participants' perspectives; more specifically the nature of transition from pre-service to in-service. Figure 12 is a model of change to provide a better insight into how the participants of the study went through a process of change over their careers and at what moments they may have tended to change and keep their perspectives. This model involves stages of *validation to reaffirmation and evaluation to either complete or partial transformation*, as illustrated in Figure 12:

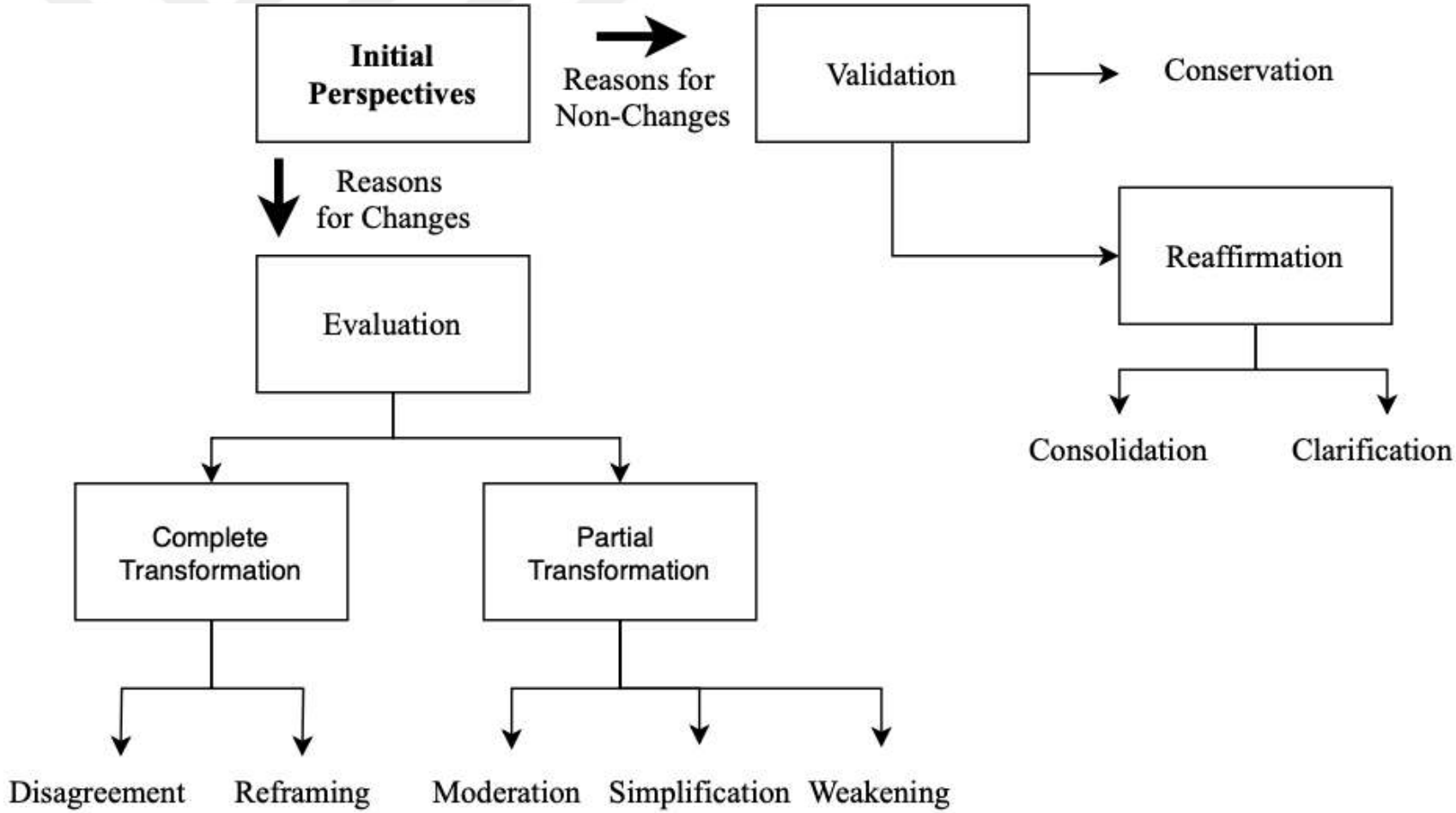

Figure 12. A Dynamic Model of Change in Teacher Perspectives

The presented model illustrates the dynamic nature of the teacher's initial perspectives over their professional journey. It begins with a reason for change or non-change that can include a trigger, an event, or a problem. For example, when the participants observed consistency between theory and practice, this led them to the *validation* phase. As a result, some participants *conserved* some of their initial perspectives from pre-service to in-service. However, validation was not the end-point of this phase. When the participants gained more experience and learned from it by adding to their initial perspectives, this led them into the *reaffirmation phase*. In this phase, the participants *clarified* or *consolidated* their initial perspectives. This was achieved by preserving their initial perspectives while either elucidating a previously ambiguous aspect or reinforcing the conviction in their initial perspectives, as in Nur's case. For example, Nur, who was initially uncertain about her resistance level to change negatively, has now acquired a clarified perspective about her resistance to external factors. While her perspective in the reflective journal largely remained consistent with her initial perspective, she felt the need to add a further remark to clarify her position.

When there were reasons for the change, such as a gap in the theory and practice, this signified another path to follow, which led the participants to another phase we call the e*valuation phase.* This phase consisted of two further phases: c*omplete transformation* and *partial transformation. Complete transformation* was followed when the discrepancy about the initial perspective was substantial. In contrast, the participants followed *partial transformation* when they were able to handle the discrepancy with modifications. One of the participants who experienced the *evaluation phase* was Nur. Previously, she preferred teaching girls rather than boys. However, her current standpoint was found to have evolved. She no longer makes distinctions based on gender —a disparity that cannot be easily adjusted with minor modifications. This pushed her into the *complete transformation* phase, where she resolved the inconsistency through *disagreement*. However, for inconsistencies that were not as deep, participants entered into *partial transformation* phase. They *modified, weakened, or simplified* their initial perspectives in an attempt to minimise the inconsistency between their perspectives and lived-in experiences.

This model of change can be viewed through the lens of Festinger's Cognitive Dissonance Theory (1957). According to Festinger (1957), individuals experience a 'cognitive dissonance' when they face discrepancies and inconsistencies among aspects of their beliefs, perspectives, attitudes or values. The emerging tension out of these

contradictions leads them to restore consistency. The phases in our proposed model can be seen as a representation of how the participants of this study tended to restore and re-establish consistency in their cognition. As they progressed into their careers, they faced several novel experiences, including new students, classrooms, schools and colleagues. Upon facing novel conditions, the participants were always in the process of checking the consistency between their understandings and what they encountered (Kolb, 2014). They appear to have navigated through this process in a continuous attempt to avoid dissonance. During the *validation* phase, it was affirmed that no dissonance existed or that the participants reinforced the harmony. When they were in the e*valuation* phase, they searched for alternatives to eliminate the dissonance and discomfort by adjusting their perspectives (*partial transformation*) or changing their perspectives completely (*complete transformation*) in the cases of conflicts.

Piaget's Theory of Cognitive Development (1952) can also shed further light on the underlying mechanism behind the (non-)changes in the initial perspectives of the participants. According to Piaget, two mechanisms are driving forces behind growth: assimilation and accommodation. Assimilation refers to the moments when individuals are able to integrate their new experiences into their existing schemes. In many incidences, the initial perspectives of the participant teachers were found to be in line with their current understandings, indicating that they have been able to incorporate their new experiences into their cognition on these issues. In the model, the process of assimilation corresponds to the *validation* and *reaffirmation* phases. On the other hand, accommodation, as the second mechanism, involves the modification or reformation of the existing schemes in line with the encountered novel experiences when individuals' existing understanding does not comply with these novel experiences. In our proposed model, the incidents of accommodation occurred in the *partial* and *complete transformation* phases. In the cases of these inconsistencies, the participants resolved the conflict by either making necessary adjustments (*moderation, weakening, and simplification*) or by entirely changing their perspectives (through *disagreement and reframing*). All these constructive theoretical points of view provide a viewpoint for the exploration of (non-)changes in the participants' perspectives, feelings, ideals and missions supporting the proposed patterns of change and model of change in this study. These fundamental theories' underlying rationale and assumptions strengthen our proposed model and patterns' ability to illustrate the journey from pre-service to in-service.

5.4. Reasons for Changes in Perspectives

In line with the third research question, the findings obtained from Interview 2 aimed to reveal the factors that may have influenced the changes or non-changes in participants' perspectives. The data analysis indicated that these reasons covered two central themes: *Contextual Factors* and *Professional Experiences*. *Professional Experiences* encompassed *awareness* (*awareness of student reality* and *awareness of classroom reality*), *critical incidences*, *challenges in practice*, *positive experiences*, *learning from other teachers*, and *change in status*. *Contextual Factors* included *busier private life*, *financial difficulties*, *growing mature*, and '*getting older.'* The reasons for changes identified in this study resonate with the self-examination initiated by a disorienting dilemma within the framework of the transformative learning theory. According to Mezirow (1991, 1997), transformative learning is 'the process by which we transform problematic frames of reference (mindsets, habits of mind, meaning perspectives) – sets of assumption and expectation – to make them more inclusive, discriminating, open, reflective and emotionally able to change.' (Mezirow, 2008, 92). The first phase of the transformation is a 'disorienting dilemma' which leads to a process of self-examination. A disorienting dilemma refers to experiencing a crisis or new information that leads individuals to question their perspectives, beliefs or values. These moments experienced by individuals in their meaning-making processes often lead them to reconsider their taken-for-granted assumptions and may be triggers of transformation in beliefs or perspectives (Taylor, 1997). For example, *an inconsistency between practice and theory* as a reason for triggering a change in the participants' perspectives was a source of a disorienting dilemma. In these stages, the participants became aware of their novel conditions and tended to re-evaluate their initial understandings to eliminate the mismatch between their perspectives and reality. A good example of a disorienting dilemma was observed in Alp's case. In his reflective journal, Alp emphasised the idea that he would adopt a humanistic approach in his future teaching career. After graduation, he began experimenting with the principles of the humanistic approach in his classrooms in the initial years of his teaching career. However, as evidenced in Interview 2, he has had several novel experiences over his career in which he experienced several challenges in practice. These negative outcomes served as a crisis (a disorienting dilemma) that led Alp to reconsider his perspectives on adopting a humanistic approach, which ended up with *partial transformation.* Several other researchers established their work on

Mezirow's ideas. Some of these researchers were Kegan (1998) and Cranton (2006), who put forward a 'constructive developmental approach' which further elaborates on the development of meaning-making systems through modifications and emphasises the role of transformative critical reflection. In sum, the reasons for the changes discussed below can be viewed as both indicators and outcomes of a disorienting dilemma, which prompted critical reflection.

Contextual Factors

The research findings highlighted how contextual factors played a crucial role in the development of the participants over the journey from pre-service to in-service. These factors included *a busier private life, financial difficulties, growing mature,* and *getting older*. While individuals in other professions may experience the influence of these factors on their mental lives, their interaction with teachers' perspectives and their influence over time significantly contribute to the findings of this study.

One of the contextual factors that the participants highlighted was a *busier private life*, which appears to have challenged them to maintain a healthy work-life balance. This finding aligns with the literature on teachers' job satisfaction and performance. Sandhya and Kumar (2011) indicated that increasing stress may greatly influence teachers and even cause them to make significant changes in their career paths. According to their report, employee retention across fields of work is highly influenced by an imbalance between responsibilities at work and in personal life. The findings obtained from this study also signified that some participants experienced stress resulting from increasing demands in their personal lives together with the growing responsibilities at work. This interaction between private life and professional demands was found to lead some participants to reconsider some of their initial perspectives. We can consider Selma as an example. In the past, during her time at her practicum school, she used to find more joy and energy in spending the breaks with students in the classroom, and she did not prefer spending time in the teachers' room. However, now she often seeks rest in the teachers' room because, as she reported in Interview 2, her demanding schedule often requires her to stay at school for eight hours a day. Alp's experiences were not different. When he was a pre-service teacher, he placed teaching at the centre of his life. However, it became increasingly demanding in the later stages of his life and career to deal with the growing responsibilities in his personal life. The complex and challenging lifestyle after graduation, including demands from family members and personal obligations, appears

to have pushed him to redefine the line between his profession and personal life. Such changes in perspectives resulting from increasing demand in personal life also align with the findings from Day et al. (2006), who report that professional understandings of teachers are prone to change and evolve at the different stages of their lives. Therefore, professional and personal identities are not fixed and can sometimes become 'discontinuous, fragmented, and subject to turbulence and change' (p.613). Therefore, 'a *busier private life'* was noted in this study as one of the several factors that reshaped some of the perspectives.

Financial difficulties were another factor that some participants reported to influence the development of their perspectives. Although such concerns were articulated only in one case, it is still noteworthy to emphasise its unique role regarding the individualistic and qualitative nature of the study. There appear to be no studies investigating teachers' beliefs or perspectives concerning financial considerations. Nur's case was the only case in which *financial difficulties* were mentioned as a factor behind the change. While Nur had an evident and strong passion for teaching when she was a pre-service teacher, the data from Interview 1 showed that she did not have as strong and positive feelings about teaching as she did before. It was clarified in Interview 2 that the decline in her passion and enthusiasm was related to financial dissatisfaction. Nur believes that she does not receive the pay she deserves when compared to other professions, which appears to be the reason behind her weakened commitment to the profession. Some other studies in the literature reported that a significant number of teachers in Türkiye have similar financial difficulties and complaints. Cantürk (2021) reported an increasing desire among teachers in Türkiye for higher salaries and concerns about several issues, such as housing, increasing expenses for family members, and the resulting decline in the status of the teaching profession in the community (Eraslan & Çakıcı, 2021; Topçu, 2023). We need to acknowledge here that such *financial difficulties* are not only a complaint among teachers in Türkiye, as a decline in teachers' pay has been a recent topic among teachers in some other countries in Europe as well (Allegretto, 2022). Therefore, teachers' perspectives, particularly about the profession and commitment to it, can be potentially influenced by the extent to which teachers think their efforts and time are financially compensated both in national and international contexts.

A third factor that was found to be influential on the development in some of the participant teachers' perspectives was *growing mature*, which is closely associated with the professional development of individuals. *Growing mature* can be viewed as a sub-

stage in the professional development model of the Life Cycle of the Career Teacher proposed by Steffy et al. (2000). According to this model, there are six stages of development: novice, apprentice, professional, expert, distinguished and emeritus. The novice stage refers to the time when pre-service teachers first encounter new experiences. The apprentice stage begins when teachers are fully responsible for the task of instruction together with planning and material preparation. The professional stage is associated with self-confidence and mutual respect that teachers begin to establish with their students. The expert stage signifies achieving the standards to a large extent, while the distinguished phase is for exceptionally gifted teachers. Finally, in the emeritus phase, retired teachers continue to make contributions to the profession. The effect of *growing mature* as one of these professional stages was notably evident in Alp. In Interview 1, Alp expressed dissatisfaction with the way and style he wrote in his journal when he was a pre-service teacher. He found his previous remarks and style of expression 'novice' sounding a 'teenager tone.' It appears that he has let go of some habits and attitudes while adopting modified versions as he navigated through the stages of professional development. He appeared to be more mature and had a higher awareness of his weaknesses and strengths as a teacher and person, leading him to address the same issues in a moderated and softened manner.

The final sub-theme identified as a personal factor influencing perspectives was *getting older*, which was apparent in two cases particularly. It is known that demographic characteristics such as age, gender or ethnicity have an influence on the beliefs or perspectives that teachers hold (Beauchamp & Thomas, 2009; Richardson, 1996). In a study conducted by Celep (2000), it was reported that older teachers had a higher level of self-confidence and efficacy and were reported to have more positive attitudes about students' efforts to learn when compared with their younger colleagues. In this study, age, as a personal factor, was found to play an evident role in Selma's case. In Interview 1 on the investigation of changes, Selma thought her initial perspectives were exaggeratedly written in her journal and found her initial views 'too general.' However, she currently refrains from generalising and using sharp descriptions when discussing educational matters. This change in the manner and tone of perspective aligns with the existing literature that suggests factors such as gender, age, and teaching experience influence teachers' beliefs and attitudes (Celep, 2000; Day & Gu, 2009; Kanfer & Ackerman, 2004; Richardson, 1996; Shaukat et al., 2019). In conclusion, *busier private life, financial difficulties, growing mature,* and *getting older* all appear to have shaped the participant's

perspectives in different ways. The personal aspects of change discussed here demonstrate how contextual factors can impact the experiences and development of EFL teachers in the journey from pre-service to in-service.

Professional Experiences

The second theme identified as a collection of reasons behind changes in perspectives is professional experiences. The elements of these experiences include *awareness*, *the change in status, critical incidences, challenges in practice, positive experiences,* and *learning from other teachers.*

As the participants navigated through their journey from pre-service to in-service, the changes often resulted from their growing *awareness*. Two forms of awareness were identified in the study: *awareness of student reality* and *awareness of classroom reality*. It was reported by Gebhard and Oprandy (1999) that teachers, over their teaching careers, continue to gain more insights into their students, classroom dynamics or their teaching methodologies. Gebhard and Oprandy (1999) give the example of discovering something new in a place that is very familiar to an individual, such as a secret letter in an attic box. They argue that although we have become a part of teaching environments since our childhood and spend thousands of hours there, there are always possibilities to re-discover new things in a very familiar place like school. This idea of a 'continuous discovery' further highlights the role of teachers as 'reflective practitioners' as proposed by Schön (1983). Similar to this idea, the participants in this study developed an increased awareness of familiar concepts, including their own professional identities, student profiles, and classroom dynamics. This awareness aligns with the processes of 'reflection-in-action' and 'reflection-on-action,' as defined by Schön (1983). For example, Alp initially held the perspective that establishing trust and respect in the classroom would make teaching English easier and less challenging. However, his experiences in various cities and schools have led him to view this initial perspective as naïve due to his growing awareness of the diverse student profiles he encountered.

The concept of *awareness* can be further interpreted as a reason for change when considered alongside the idea of 'reality shock,' a well-established notion in teacher education research. There is a wide acknowledgement that novice teachers often experience incidences of reality shocks in which the expectations significantly diverge from reality at the beginning of their careers (Veenman, 1984). The fact that our participants reported incidences of awareness even in the later stages of their careers

signifies that reality shock may not be limited to the initial year of teaching as widely accepted but rather continues as teachers navigate through their careers. Here, it is crucial to re-emphasise Türkiye's education system, which is characterised by challenges and inequalities, making it a particular and unique area of research. According to OECD reports, Türkiye exhibits an unusual distribution of schools and student profiles. The high-achiever students in Türkiye often cluster in certain schools while their low-achieving peers are in others (OECD, 2019, p.4). Moreover, the performance of these students, both academically and socially, can significantly be influenced by disparity in socio-economic conditions (OECD, 2019). These repetitive shocks may thus have arisen particularly when the participants transitioned to different schools over their careers. For example, Alp worked in the East and West parts of Türkiye, which, he reported, was a significant shift in his teaching career. Other participants, including Selma, Tuba and Gaye, also reported that they had opportunities to work at diverse school types and cities. As a result, these experiences of awareness in the later stages of the participants' teaching careers, particularly about students and classroom dynamics, could be attributed to a 'recurring feeling of reality shock.' These recurring shocks apparently led them to adapt and develop some of their perspectives. In summary, such potentials for professional growth resulting from increasing awareness underscores the inherent flexibility of the teaching profession. This is particularly relevant in a context like Türkiye, where diverse sociocultural backgrounds can be found in close geographic proximity and teacher mobility across regions is frequent.

Another frequently addressed aspect of the professional experiences was the transition of the participants from pre-service teachers to in-service teachers, which was addressed in this study as a *change in status*. This transition was characterised not just by the opportunity to apply theoretical knowledge in practice but also by the shift from being a pre-service teacher to the role of a 'real' teacher. The existing literature supports and reinforces the understanding of the *change in status* as a factor leading to possible changes in the participants' perspectives. The theory of Legitimate Peripheral Participation (LPP) in communities of practice, which was introduced by Lave and Wenger (1991), provides insights into the influence of the *change in status* on the changes in the participants' perspectives. According to this theory, learning is a contextually shaped social phenomenon and is achieved and maintained through active participation. This theory postulates that individuals achieve legitimacy as they widen their roles and positions in the social environment, receive more reinforcement from their colleagues and gain

increased social recognition (Hasrati, 2005; O'Donnell & Tobbell, 2007). In the teacher education context, legitimate peripheral participation was reported to be a crucial factor in the identity development of pre-service teachers (Cobb et al., 2018) primarily because they begin to define their roles in the social environment, receive more collaborative and transformative feedback (Daniel & Auhl, 2014). In this study, we also found that the transition from being on the outskirts (as pre-service teachers) to becoming fully integrated members (as practising teachers) within the teaching community was influential as it led the participants to modify some of their perspectives. Nur's excerpts from Interview 2, "I was not their teacher at that time", illustrate a summative example of how she referred to her earlier role and position in acknowledging the change in her perspective. As another example, Gaye had low self-confidence in dealing with disruptive behaviour in the classroom during her practicum experience but gained more confidence as she started her teaching career as a novice but a real teacher. In these examples, it seems that the participants benefited from being fully immersed and integrated into a real teaching context. They experienced a transition from not only pre-service to in-service teachers but from passive observers during practicum to active and real practitioners of the teaching task. In several studies as well, this movement from training to professional practice as a *change in status* has been reported to have a substantial influence on the career of EFL teachers (Akcan, 2016; Farrel, 2003, 2006; Flores & Day, 2006; Izadinia, 2013; Maaranen & Stenberg, 2017). Richardson (1996), Pillen et al. (2013) and Beijaard et al. (2004) also reported that gaining new experiences was a crucial factor that led to changes in beliefs and understandings. The teachers were found to re-evaluate their earlier beliefs or perspectives and reshape some aspects of their identities, particularly in the early stages of their teaching careers.

Another common aspect referred to under professional experiences was *critical incidents*. Some participants reported in Interview 2 that these incidents were moments in their careers during which they decided to start doing something or stop doing something because of the severity of the experience they encountered. Nur's experience served as an enlightening illustration of how critical incidents were influential in shaping one of her perspectives. Although she held the perspective that she was uncertain about holding onto her truths in the long term, some of the experiences that she faced were so critical. The instances, such as child abuse and family conflicts, became unforgettable for her and served as moments when she increased her commitment to her values and removed her uncertainty. As a result of such critical moments, she began to feel much

stronger and confident about supporting the rights of her students and became more resistant to change. This finding is in line with Tripp's (2011) argument that critical moments of experience serve as moments that trigger reflection and stimulate change. Shapira-Lishchinsky (2011) discusses critical incidents in teachers' careers as ethical dilemmas within teaching practice. While she suggests that most teachers tended to suppress these incidents in her study due to the unpleasant feelings the experiences evoked, this study found a contrasting trend. In this study, the *critical incidents* led Nur and Tuba to clarify and consolidate their initial perspectives. Contrary to Shapira-Lishchinsky's observations, these incidents did not have a negative impact on Nur and Tuba. Instead of hiding their difficulties in facing critical incidents, they demonstrated resilience and a proactive approach.

Some of the other changes in the participants' perspectives were found to have resulted from *challenges in practice*. The findings from Interview 2 highlighted that these experiences were meaningful and influential in leading some participants to reconsider and reshape their initial perspectives. Nur no longer sees writing exercises as practical tools for teaching vocabulary or maintaining classroom order. Selma is no longer against the idea of using punishment, and she even started to consider it effective in some situations. The common underlying reason behind these changes in the initial perspectives was that these participants encountered situations where their previously established approaches and strategies did not yield the desired outcomes. These failed experiences led them to reframe or reject their earlier perspectives as examples of the gap between theoretical knowledge and its practical application. These instances bear a resemblance to the concept of 'productive failure', suggested by Kapur (2008), which signifies the importance of unsuccessful experiences in promoting reflection and flexibility. In the teacher education context, these moments of *challenges in practice* are addressed under the gap between theory and practice. A comprehensive body of research has been dedicated to the mismatch and inconsistency that newly qualified teachers experience between what they learned or anticipated during their training and what they are able to accomplish in real classroom settings (Basturkmen, 2012; Basturkmen et al., 2004; Eick & Reed, 2002; Levin & Ammon, 1992; Sadler & Klosterman, 2009; Simmons et al., 1999). It was concluded in the review by Basturkmen (2012) that such contextual challenges made it challenging for the teachers to implement what they had envisioned. Similarly, White and Chant (2014) reported in their study that the changes in the beliefs of their participants mainly stemmed from a 'chasm' between theoretical idealisations

and the challenging realities of teaching at the beginning of their careers (p.84). In other words, the perspectives or beliefs of teachers are influenced when they are experimented with in real settings (Pajares, 1992). Within the light of this theoretical understanding, our finding of *challenges in practice* can be better understood as one of the possible experiences of teachers when they experiment with their theories or knowledge in real classroom settings. The findings of this study illustrated that some participants often struggled to translate knowledge and methodologies learned during training into practical teaching practices in the real world, which ended up in failure. The experiences of Alp and Selma were prominent examples of this experience. These teachers started their teaching careers with a solid commitment to student-centred and humanistic teaching methods. Although they did not lose their faith in these methods, they were found to have had difficulties in implementing these methods in their classrooms. These experiences of failure made them change how they conceptualised the principles of these approaches in terms of their applicability.

However, it is also important to note that these changes do not necessarily mean a complete disappointment or abandoning earlier perspectives in all cases. Despite disappointment from not achieving the desired results, Alp, for example, still demonstrated elements of a humanistic approach. Rather than abandoning this perspective, he adapted it to fit his own context, and only his interpretation of it has evolved. In sum, the challenges that the pre-service teachers experienced in implementing their theoretical understandings resulted in a progression from idealistic, rigid to more pragmatic and flexible approaches in terms of their pedagogical beliefs, identities, and missions. Gaye, Nur, Selma and Alp shifted from a naïve outlook to one that is adaptable and reflective of real-world challenges as a result of the *challenges in practice* they have faced.

Unlike instances of failure, there were also moments that confirmed the participants' expectations, enhancing their confidence and competence, which were addressed in the findings as *positive experiences*. These moments of achievement and sense of accomplishment appear to have contributed to the self-efficacy of the participant teachers. For instance, during her practicum years, Nur struggled to define her identity as a teacher and sought meaning in what teaching meant to her. However, the accumulation of *positive experiences*, such as witnessing the positive impact of her actions in the classroom throughout her career, has enabled her to develop a more well-established sense of identity as a teacher. Several studies from the literature have highlighted the

importance of how *positive experiences* like achieving outcomes through practice or finding solutions to classroom problems boost teachers' confidence and sense of competence. This enhancement enables them to handle situations with ease. For example, it was reported by Tschannen-Moran and Hoy (2001) that teachers can even benefit from minor achievements. These experiences of achievements were found to lead to changes in their beliefs. A similar study by Hoy and Spero (2005) also highlighted that mastery experiences are influential factors behind the observed changes in the self-efficacy levels of newly qualified teachers.

Finally, *learning from other teachers* was cited as a factor that led to a change in the two participants' initial perspectives. It was observed that the participants deepened their knowledge and expertise through interactions in their teaching environments, where they shared concerns and problems as part of a collective practice. This type of professional development is well-documented in the literature as Communities of Practice (Wenger, 1998). The influence of other teachers' comments and support on the developments in the participants' perspectives, therefore, aligns well with the presumptions of this theory. It posits that learning and professional development occur through participation in a community where shared practices, challenges, and experiences are common (Wenger, 1998). As the participant teachers interacted with their colleagues, they appear to have gained new insights and encountered diverse teaching methodologies. For example, while Selma initially felt incompetent in managing classrooms with unmotivated students during her pre-service years, she later reported that conversations with other teachers helped her acquire new insights to deal with such difficulties. Such collaborative learning environments exemplify the social nature of professional development, where learning is a collective, ongoing process influenced by the community's shared practices and values. This finding aligns with those of other studies, such as Yıldırım and Seker (2013) and Nishino (2012), which highlighted the positive impact of participation in communities and membership in Communities of Practice on the personal and professional development of EFL teachers.

In summary, the findings obtained from Interview 2, in line with the third research question, revealed that a collection of personal and professional factors and increased awareness contributed to the changes in the participant teachers' perspectives. These reasons were discussed in this section as the background of the identified changes and developmental patterns with respect to the explanatory theoretical frameworks and similar studies in the existing literature. The following section will delve into the reasons

behind the non-changes in the participants' perspectives.

5.5. Reasons for Non-Changes in Perspectives

Following the above-stated and discussed reasons that the participants reported for the changes in their perspectives, it is also essential to investigate the factors that played a role in the stability of the participants' perspectives. While focusing on these reasons behind non-changes together with those behind changes, we intend to provide a broader picture of professional development. With this understanding, we acknowledge the fact that the reasons behind changes and non-changes are not separate factors from each other but interconnected parts of the same journey from pre-service to in-service.

The data analysis indicated that these reasons had five central themes: *consistency between theory and practice, worldview, experience as a student, personality,* and *experience as a teacher.* These reasons will be discussed in this section as the reasons for '*conservation', 'consolidation'* and *'clarification*' of the initial perspectives. These three patterns of change referred to the incidences when no apparent change was identified in the perspectives. The participants totally stated the same perspective or only clarified or consolidated their positions going through the phases of *Validation* and *Reaffirmation* in the proposed Model of Change. Thus, the reasons behind non-changes can be considered as answers to what led the participants to validate or reaffirm their perspectives over their nine years of teaching career.

One of the most common reasons stated for non-changes in perspectives was '*consistency between theory and practice.'* For example, Gaye presented some evidence on how a *consistency between theory and practice* functioned in leading her to maintain the same perspective over her career. Gaye has firmly held onto the perspective that teachers can foster positive change at any age throughout her career as a teacher. In Interview 2, she referred to the success she has achieved. She mentioned successfully instilling a love for English and language learning in her students and receiving considerable positive feedback from them. It appears that the effectiveness she has witnessed, namely a consistency between theory and practice, reinforced and validated her earlier perspective. This validation and affirmation can be better understood by Skinner's reinforcement theory (1953). According to Skinner (1953), the behaviours which result in positive outcomes are likely to be repeated and thus reinforced. It can, therefore, be understood that some participants, like Gaye, reflected upon the positive

outcomes of their actions and behaviours in the classroom and tended to preserve their existing perspectives and even consolidate them. Because the participants of this study have been practising the task of teaching for about nine years, we can presume that they have had ample opportunities to test which teaching strategies proved to be useful or inefficient in their classrooms. We can come to the realisation that *consistency between theory and practice* were examples of the moments and situations in which theory and practice aligned over the career of the participants as opposed to the moments of inconsistencies that were already discussed under the concept of 'theory-practice gap', as proposed by Clandinin and Connelly (1995).

The second reason that some participants articulated as a factor leading to the stability of their perspectives is their *worldview*. These worldviews included perceptions such as respect for others (Gaye), the importance of student autonomy and the view of students as active participants in the classroom (Selma). These participants maintained these perspectives over their nine-year careers mainly because these ideas are deeply rooted in their *worldviews*. This concept of *worldview*, as used in this study, is closely related to that of Koltko-Rivera (2004), who defined it as a set of assumptions about physical and social reality that may have powerful effects on cognition and behaviour' (p. 3). Several other terms have been used in the literature to address a similar meaning which included 'world hypotheses' (Pepper, 1942) 'world outlook' (Maslow, 1970) or 'assumptive worlds' (Frank, 1973). This concept of worldviews can further be investigated through the Personal Constructs Theory proposed by Kelly (1955). He argues that individuals have their own personal constructs and mental framework through which they view the world, significantly influencing how they behave and act. The *worldviews* identified in this study can be viewed as an element of these personal constructs. Moreover, these worldviews are also closely associated with the core qualities within the framework of the Onion Model. According to Korthagen (2004), the core qualities include a wide range of traits such as enthusiasm, curiosity, courage, determination, perseverance, love, willpower and carefulness (Evelein & Korthagen, 2014). These *worldviews* are located at the mission layer of the Onion Model, and in fact, it is these qualities that are less likely to change, as also evidenced in this study. The connection between these findings and the theoretical framework addressed above demonstrates the effectiveness of the Onion Model in providing insights into why certain participants' perspectives have remained solid and unchanged.

Previous experiences, particularly *experience as a student*, were also found to be an influential factor behind the stability of some participants' perspectives. Gaye's sensitiveness about the school atmosphere and Alp's strong belief in the role of 'winning students' are rooted in these participants' experiences when they were either university or high school students. To interpret and better understand these experiences, we can refer to the 'apprenticeship of observation' by Lortie (1975). According to this fundamental theory of learning, pre-service teachers start their training having spent a large amount of time as observers of the professionals in various educational settings. The findings of this study validate the influence of this apprenticeship on the participants' current understandings. Research has also shown that earlier learning experiences provide a foundation for teachers in their interpretation of new experiences and in presenting information during their training programs (Fives & Buehl, 2012; Richardson, 2003). As a result, it appears that previous experiences as students extend not only into teacher education programs but also to the teachers' future careers.

The fourth reason identified in the study behind non-changes was *personality*. The findings highlighted that almost all participants attributed the non-change in some of their perspectives to their personality traits. Alp, for example, has always disliked monotony and stated a sense of inherent optimism both in his reflective journal and during the interviews. The repetitive nature of the teaching task has always made Gaye unhappy since her practicum years. These examples of stability in the perspectives were found to be related to the characteristics and qualities with which the participants defined themselves. The Big Five Personality Traits theory, as one of the most fundamental theories in the psychology of the human mind and behaviour, seems to provide further insights into the influence of *personality* on the participants' perspectives. According to McCrae et al. (1999), the five-factor model of personality includes openness, conscientiousness, extraversion, agreeableness, and neuroticism. We can identify traces of these personality traits in our findings. For example, Gaye and Alp stated they tended to become easily bored, which can be associated with openness and extraversion traits in the model. On the other hand, Nur's social and interactive personality can be linked to the extraversion trait, which refers to outgoing and energetic individuals. These personality traits have been reported to influence a wide array of areas in one's life, including academic achievement, learning styles, employment, success at work and social relationships (McCrae & Costa, 1999; Poropat, 2009; Roccas et al., 2002; Rothmann & Coetzer, 2003). We can, therefore, speculate that the impact of these personality traits is

also apparent in the strong and deeply rooted perspectives of the participants in this study.

Finally, the discussion on the reasons behind non-changes in perspectives would only be complete by touching upon *experience as a teacher*. Tuba has consistently emphasised student motivation over teacher competency and passion as a result of her experiences as a teacher who witnessed the relevance and validation of this perspective in teaching settings. Tuba's teaching experiences, which consistently supported her perspective, exemplify the concept of *assimilation* from Piaget's theory of cognitive development. In this process, new information is incorporated into existing schemas without altering them (Piaget, 1952). Since Tuba's experiences as a teacher in different teaching settings have continually reinforced her initial belief, there has been no cognitive dissonance or need for accommodation – the process of modifying existing beliefs in light of new information (Festinger, 1957; Piaget, 1954).

In conclusion, focusing on these reasons for non-changes, we intended to provide a broader picture of professional development, recognising the interaction between the changes and non-changes in the initial perspectives. Regarding the proposed 'Model of Change' and eight patterns of change, these reasons- *a consistency between theory and practice, worldviews, experience as a student, personality,* and *experience as a teacher*- were discussed in this section as the reasons for '*conservation', 'consolidation'* and *'clarification'* of the initial perspectives. It is noteworthy to highlight that these factors have rarely been addressed in the literature and research on teacher cognition, including studies on teachers' beliefs or perspectives. Therefore, the interpretations and considerations in this section are expected to bring a novel insight into the field.

5.6. Conclusion

This chapter presented the discussion of the findings acquired from this study. The discussion chapter focused on three research questions that aimed to explore (1) the initial perspectives from the pre-service EFL teachers' reflective journals, (2) the changes and non-changes in their perspectives identified over nearly nine years of teaching experience, and (3) the factors leading to these changes or non-changes in their perspectives. By comparing the current perspectives with the initial ones, we aimed to illustrate how and why the teachers' perspectives have developed or remained unchanged, referring to patterns of change, a proposed model of change, and various factors that have been influential over the career of the participants together with the elements that led to no change.

CHAPTER VI

CONCLUSION

6.1. Introduction

In this chapter, we will revisit the study's goal and provide clear and final answers to the research questions by summarising the findings. We will then discuss their implications in relation to teacher cognition research. Additionally, any limitations that were encountered during the study will be addressed. Lastly, based on these results, suggestions will be made for further research. The chapter will conclude with personal reflections in which I will share my insights as an overall evaluation of the study with personal anecdotes.

6.2. Overview of the Study

The purpose of this study is two-fold: to explore the perspectives held by pre-service EFL teachers about various aspects of the teaching profession during their practicum experience and to understand whether and how (non-)changes occurred in these initial perspectives over a period of nine years. Additionally, our study examined the factors that influenced the identified (non-)changes. The initial perspectives about the teaching profession were derived from the participating pre-service teachers' weekly reflective journals, more specifically their responses to such prompts as 'the thing about my mentor is…, the thing about students is…, the thing about the school is…, the thing about my peers is…, the thing about other teachers is…, and finally the thing about myself is.'

Subsequently, the Onion Model, proposed by Korthagen (2004) and Korthagen and Vasalos (2005), was utilised as a framework to further categorise the derived perspectives according to their focus. The Onion Model illustrates six layers of teacher cognition: *environment, behaviour, competencies, beliefs, identity, and mission*. This framework helped us structure and understand to what aspects of teaching profession the participants' perspectives were related. It is worth mentioning that we made an adjustment to these layers based on the approach used by Maaranen and Stenberg (2017) in their research. They renamed the *beliefs* category as 'personal practical theories', arguing that beliefs were too general as a term. They emphasised that these beliefs

specifically pertain to what constitutes 'good teaching.' Therefore, in our analysis, we also renamed the *beliefs* layer as *pedagogical beliefs*. Although pedagogical beliefs are similar to the conventional concept of 'beliefs' in cognition literature, the adjective 'pedagogical' was intentionally added to emphasise the focus of the term on instructional issues. For the second purpose of the study, we benefitted from the processes involved in belief change revealed by Cabaroglu (1999), which included eleven categories of change. We had an abductive approach towards this framework regarding the uniqueness of our data. Therefore, as the study progressed, we adopted three of these patterns while we modified and added some others in accordance with the emerging trends in our data. For the last purpose of the study, which was to reveal the reasons for (non-)changes, we employed an inductive approach. We identified factors that have led the participants to maintain or change their initial perspectives about the teaching profession. The following sections are organised as a summary of the findings in the light of the research questions.

i. *What were the initial perspectives of the pre-service EFL teachers about teaching profession at the end of their teacher training program?*

The findings of this study revealed that the participants' perspectives that were obtained from the analysis of the reflective journals exhibited more aspects of the teaching profession than those included in the prompts given to them to reflect on. These perspectives offered insights into the pre-service teachers' individual experiences during their practicum process. Within these perspectives, we were able to observe the presence of each category in the Onion Model except *behaviour*, albeit with differing frequencies and emphasis. Their *missions* encompassed a range of values, such as optimism, commitment to growth, moral considerations, and humanistic principles. Our research findings highlighted that teachers tended to view educational matters from a broader view of social, cultural, and political considerations. Their perspectives about *identity* included their perceptions of self, future aspirations about their profession, and commitment to their students. The perspectives about the participants' *missions* and *identities* were mainly naïve and idealistic. These inner layers were found to be more prevalent in cases, which was addressed in this study as a significant indication of a critical level of reflection during the practicum.

On the other hand, there was less focus on *competence* and *behaviour* in the initial perspectives, possibly due to the practicum's structure that placed greater emphasis on

mentor observation rather than individual practice teaching. The perspectives about the participants' *competencies* revealed that they perceived themselves as lacking in effectively managing misbehaviour. A strong emphasis was made by the participant pre-service teachers on their teaching strategies and methodological preferences, as signified by the prevalence of the *pedagogical beliefs*. The teachers shared a range of *pedagogical beliefs* on topics including student engagement, positive reinforcement, teaching strategies, and native/target language use in the classroom. In terms of these aspects of the teaching profession, the participants mostly held idealistic and theory-driven perspectives. These findings overall underscored how contextual factors, personal experiences, individual interpretations, and teacher training programs all interacted to shape the initial perspectives of the pre-service EFL teachers.

ii. How have the perspectives of the EFL teachers evolved or remained consistent over their 9-year teaching career?

The second focus of this research was to explore the (non-)changes in the initial perspectives of the pre-service teachers about the teaching profession. The study provided evidence that both instances of change and non-change were present. However, it was found that pre-service teachers tended to change and modify their perspectives more than they preserved them. In many incidents, the participants were found to experience a progression from idealistic, rigid, and broad understandings into more realistic, flexible, and context-aware approaches. This development was found to occur in the form of eight distinct patterns. These patterns were addressed in this study as the patterns of change, which included *conservation*, *clarification, consolidation, reframing, weakening, moderation, simplification,* and *disagreement*. While not all patterns of change were evident in every case studied, the data revealed that all participants had a set of change patterns in their perspectives about various aspects of the teaching profession. Among the five teachers who took part in the study, only one teacher largely maintained her initial perspectives about her profession after nine years of working.

On the other hand, the remaining teachers were found to experience more changes than non-changes in their initial perspectives. Regarding the types of developmental patterns, *conservation, reframing,* and *disagreement* were the dominant patterns of change among the participants. Patterns such as *clarification, consolidation, weakening,* and *moderation* were found to be less frequent, while the pattern of *simplification* was

found in only one case. Out of these patterns of change based on the findings, a model was proposed in the study to illustrate the patterns of change in the initial perspectives about the teaching profession and their interrelationship with each other. According to this model, these initial perspectives were influenced by a set of factors following the journey from pre-service to in-service and as a result of these factors identified in the study as reasons for (non)changes, the participants either moved into the *validation* or *evaluation* phases. The *validation* phase further included a *reaffirmation* phase, while the *evaluation* phase ended up with either a *complete* or a *partial transformation* phase. This model was supported and further explained with the constructivist theories, including Festinger's Cognitive Dissonance Theory and Piaget's Theory of Cognitive Development, which served to understand how the developmental patterns of change and non-change are related to each other and provided a basis to track the journey from pre-service to in-service.

iii. What factors do the EFL teachers attribute to the evolution or consistency in their perspectives over their teaching career?

The findings clearly showed that the participant EFL teachers referred to a set of factors while justifying the changes and non-changes in their perspectives about the teaching profession. The factors contributing to change were categorised into two groups: contextual factors (*a busier private life, financial difficulties, teacher maturity, and getting older*) and professional experiences (awareness (which included *awareness of student reality,* and *awareness of classroom reality*), *critical incidents, challenges in practice, positive experiences, learning from other teachers,* and *the change in status*). Among these factors, *awareness of student realities, busier private life,* and *challenges in practice* were cited more frequently than others. These reasons were discussed earlier as the factors that triggered a 'disorienting dilemma' (see Section 5.3).

In addition, the findings indicated that the reasons for non-changes were *consistency between theory and practice, worldview, experience as a student, personality,* and *experience as a teacher*. It is worth noting that *personality* played a role in all cases where no change occurred. Additionally, *experience as a student* was more frequently mentioned as a reason for no change in perspectives. To reiterate, for the interpretation of the reasons for non-changes, we benefitted primarily from the related studies in the literature as well as the Onion Model, Lortie's concept of the 'apprenticeship of

observation', Skinner's reinforcement theory, and the Big Five personality traits, which all contributed to the further understanding and interpretation of the data obtained in this study.

6.3. Implications

The findings of this study have implications for both the practical and theoretical aspects of language teacher education and development at pre-service and in-service levels. This section serves to present these implications, outlining the potential effects and consequences of the study's findings.

- The research highlighted that the initial perspectives of the participants were diverse in terms of their content. The distinctiveness of each case from others was noteworthy. This signals the need for foreign language teacher programs to acknowledge pre-service teachers' distinctive strengths and challenges even though they undergo similar stages. Accordingly, a personalised learning environment should be ensured rather than a 'one-size-fits-all feel' as in many traditional educational landscapes (Patrick et al., 2013, p.4). In this respect, the practices of mentoring and supervising should offer pre-service teachers' active involvement in reflective processes. Such an active involvement will help them become more aware of their strengths and weaknesses and address these areas efficiently to support learning.
- The participants held notably fewer perspectives about their competencies and *behaviour*s in the classroom. The absence or limited number of perspectives regarding these aspects may bring doubts about whether the participant teachers had enough opportunities to apply their knowledge and theories into practice and reflect on their actual experiences. This was probably because the participants of this study attended practicum schools only during the program's final year and just one day per week, and they were assigned to observe their mentor teachers and their actions most of the time. Therefore, we can infer that if the participants had been more engaged in the task of teaching during their practicum, they would have likely reflected more on their *competencies* and *behaviours* in the classroom. Such an engagement could have led to a greater awareness of their strengths, weaknesses, and

complexities in practice. Additionally, an earlier introduction to the practicum schools in their training might have further enhanced this reflective process and understanding. Earlier studies have also recommended more and earlier exposure to teaching contexts to enhance the efficiency of teacher training programs in Türkiye, aiming to bridge the gap between theory and practice (Akçadağ, 2012; Çetin et al., 2021; Ünver, 2014; Yazan, 2015). To achieve this, it is also essential to clearly define the roles of mentors and pre-service teachers, either as expert practitioners or as reflective teachers. As reported by Okan and Yıldırım (2004), pre-service teachers should be provided with training focused on the fundamentals of observing, teaching and reflection. Additionally, mentor teachers should possess the skills necessary to foster reflection in pre-service teachers. Consequently, there appears to be a need for an approach in teacher education programs that equally values theory, practical application, and reflective processes across all dimensions of growth.

- The findings also revealed the efficiency of reflective journals in prompting pre-service teachers to reflect on various issues during their training. These reflections helped us reveal perspectives that included critical evaluations, as participants often touched upon their *missions* and *identities* as teachers. These aspects are often overlooked in reflective practice, according to Korthagen (2004). The combination of the practicum experience and reflective journal writing allowed the participant pre-service teachers to delve into a wide variety of aspects of the teaching profession. This signifies and provides further evidence that reflective journals are functional tools in promoting reflective practice (Schön, 1983) and developing a mindset that facilitates professional growth, which is crucial for effective teaching (Darling-Hammond, 2006). Therefore, teacher education programs and teacher trainers might consider requiring their students to keep a reflective journal during their practicum experience.
- The participants' perspectives included evaluations of not only their current *identities* or *missions* but also possible *identities* or *missions* in the future. These predictions and decisions about the future in their perspectives can be considered a distinctive characteristic of pre-service teacher cognition. Therefore, together with 'reflection-in-action' and 'reflection-on-action', the

view of ‘reflection-for-action’ or ‘reflection-before-action’ should also be equally valued and practised as a part of pre-service teacher learning, as suggested by Farrel (2012) as well. However, what is suggested here is slightly different from the traditional view of reflection-for-action’ as Schön (1983) described, which is mainly related to anticipation of possible problems in the classroom beforehand. ‘Reflection-for-action’ should also be viewed as a long-term strategy for future practices and decisions. Encouraging pre-service teachers to reflect-for-action can prepare them for continuous professional development and informed decision-making throughout their future teaching careers.

- The generation of a theoretical framework, as a model of change, on the processes of evolution of teacher perspectives is relevant to teacher education courses. The findings from this study and the proposed model of change can help to understand how teachers’ conceptualisation of a phenomenon may change or remain the same throughout their careers. Policy-makers, curriculum designers and teacher educators should make provision for the prospective teachers to reflect on their learning and development.
- The research findings about the reasons for changes highlighted a disparity between what teachers initially expected when they were pre-service teachers and what they encountered in their real classrooms, both in the early stages of their careers and later. This disparity was identified and addressed in this study as the *challenges in practice*. This finding, as a common reason for the changes in the perspectives about the teaching profession, shed light on the complexities that the participants often faced in their transition to real classrooms. These negative experiences of failure were found to lead teachers to adjust or sometimes completely change their perspectives in several incidents. These failure experiences can provide insights into the possible challenges that prospective teachers may face and serve as a guide for teacher trainers to prepare their students. Teacher trainers should accommodate these realities into their curriculum with an approach that better aligns the theory with the teaching practices and bridges the gap between the student profiles in the coursebooks and the student profiles in the actual classrooms. Another significant finding obtained in the study was *awareness* as a reason for change, which further evidences this argument. The finding of awareness

included *awareness of self, students,* and *classroom* and was referred to by the participants as a factor for changing or modifying their initial perspectives about the teaching profession. The participants gained an awareness of the fundamental aspects of teaching not before but during the 'journey' of teaching, and their initial awareness in their early years was not adequate. There was evidence in the study that some participants experienced repeated shocks about the characteristics of student profiles both at the beginning and in the later stages of their careers. The teachers often faced a sense of surprise when they were relocated to areas and schools with diverse student populations. In this regard, it is important to consider Johnston's (1996) suggestion that teacher education programs should provide a view of teaching that acknowledges the challenges faced in classrooms and adequately prepares future teachers to anticipate and handle those realities and new experiences. This suggests that the professional support for in-service teachers should extend beyond the completion of their teacher training programs and help them grow and adapt to their roles as they transition into new teaching settings.

- Although the participant teachers referred to several factors as triggers of change in their perspectives about the teaching profession, it is noteworthy that no participant referred to an in-service training program while justifying a change in their initial perspectives. While we know that no participant completed a post-graduate program following their training at university, the teachers in Türkiye working at public schools, like the participants of this study, are officially guided to participate in several trainings. The absence of mention of in-service training may signal a potential inefficiency of these programs. This brings significant doubts regarding the influence, content, or relevance of in-service training programs to teachers' needs. Therefore, the designers of the in-service training programs should acknowledge that teachers go through changes in their perspectives about various aspects of the teaching profession, including their *pedagogical beliefs, missions,* and *identities.* The content and purpose of the in-service training should incorporate sessions in which teachers are given chances, as in this study's design, to reflect on their practices, identities, or missions and become more conscious individuals of their transformative journey.

- Factors such as *financial difficulties* and *a busier private life* were found to be influential in the development of the participants' perspectives. Some participants' commitment to their students and profession weakened over their careers because of such concerns. This implies that practising teachers should be provided with flexible schedules and teaching hours that respect the balance between personal and professional lives. Reduced workloads and enhanced salaries should be considered.
- A final important implication is the recognition that teacher learning is a process that lasts throughout teachers' careers. This perspective highlights a cyclical and non-linear understanding of the teaching profession, aligning with Festinger's Cognitive Dissonance Theory (1957). The journey from pre-service into the later stages of in-service is not a straight path but rather a complex journey that includes dissonance, periods of adjustment, and complete or partial transformations. This view is in line with Huberman's (1989) and later Aydın's (2018) further detailed classification of teacher career cycles in the context of teacher's professional development: (1) pre-professional or pre-service, (2) survival and induction, (3) competency, power and stabilisation, (4) renovation, enthusiasm and mastery, (5) career frustration and reassessment/interrogation, (6) serenity, (7) conservatism and career wind down and (8) disengagement and career exit. When viewed from this cycle, the investigation carried out in this study corresponds to *competency, power, and stabilisation*, which covers a period of 4-6 years, according to Huberman (1993). This stage is characterised by an increasing emphasis on independence, competency in instructional pedagogies, and expanding comprehension of the students' needs. Each career cycle can bring new understandings, while some previous understandings may fade away over time. Therefore, in-service training programs should be structured with an acknowledgement of the teachers' career cycles. Accordingly, in-service training should be designed in line with the ages and experiences of the teachers regarding the fact that teachers at different stages of their career development may have, as evidenced in this study, different perspectives depending on their *age*, *busier private lives*, *financial difficulties*, *challenges in practice*, and *critical incidents* they witness.

6.4. Limitations

First, the study had a context-specific nature and design as a case study. Some researchers may find this aspect as a limitation; however, this individuality and context-boundedness was a deliberate choice in the current study. The primary objective of the research was to gain insight into the initial perspectives of the participants about the teaching profession during their practicum and their evolution over time. The understanding obtained from the study is not intended to reach broader generalisations. Still, it can be applied to other teachers who face similar situations and career experiences and to other similar contexts. Therefore, we do not see a context-related limitation as relevant to our study. However, our small sample size can potentially be a limitation. The participants of the study were five teachers who graduated from the same university and started to work in different parts of Türkiye. Therefore, we acknowledge that it would be subject to debate to argue that the study's conclusions are applicable to all EFL teachers in Türkiye. To deal with this limitation, we provided details about the context, background of the participants, methods, and tools for data collection and analysis. This comprehensive overview was intended to enable researchers and readers to evaluate whether the findings and conclusions in our study are relevant and applicable in their contexts.

Another limitation was the challenges posed by the interview procedure. We conducted 18 interviews, which amounted to 11 hours and 20 minutes in duration. On average, each participant's interview lasted 2 hours and 16 minutes. This substantial amount of time helped us to achieve dialogues rich in scope and depth. However, these interviews brought about several challenges as well. One of these challenges was related to the nature of these interviews, which required a high level of self-reflection. During the interviews, the participants were asked to elaborate on their initial perspectives, a task of self-reflection that was not a regular practice for some of them. As a result of this unfamiliarity, the responses in the beginning were sometimes not detailed and incomplete. A set of strategies were implemented to address this challenge. First, leading follow-up questions were frequently used to guide the participants about the scope of the study. This guidance was provided without posing any possible preconceptions. Moreover, participants were told to be free to take their time before responding.

Additionally, the interviewer bias was another obstacle to deal with. As a researcher and a teacher who has been through similar experiences in my teaching career,

the awareness of how the direction of the questions and interpretation of the participants' responses could be influenced by existing presumptions and understanding was recognized. Consequently, great attention was paid to adopting an active listening approach, focusing entirely on the participants' responses rather than interrupting and replying to them. Additionally, to ensure accuracy, a further question was asked each time the participants completed their responses, to double-check the correctness of understanding. Another concern resulting from adopting interviews as a data collection tool was fatigue. As previously indicated, the interviews were lengthy. They required not only plenty of time but also effort, which would lead to fatigue and reduce the quality of the responses. To avoid such a problem, the participants were invited to schedule the interviews themselves at their most convenient times and feel free to stop and continue later when necessary. There were also breaks during the interviews to create a more comfortable environment and maintain focus and attention.

The study utilised a combined use of reflective journals together with semi-structured interviews. The participants' reflective journals were written about nine years before the research process and were part of the practicum experience without any considerations for research. The decision to include these journals as a research topic was taken years later. Therefore, it was a challenging process to extract data from these journals as they also included content unrelated to the study's purpose. Such a problem was not unique to this study, as Jarvis (1992) reported that studies making use of plenty of qualitative data face similar issues. It took us a lot of time and energy to sort out a total of 55 reflective journals and decide which journals contained data relevant to the purpose of the study. Still, these challenges were considered as a part of the qualitative data collection and analysis process, and an approach was adopted to develop solutions for addressing these issues.

6.5. Recommendation for Further Studies

This study's outcomes are expected to guide further studies for the investigation of a similar or related phenomenon. The suggestions for further studies are listed in the following part based on their focus:

Expanding the Range of Data Sources: The current study employed semi-structured interviews and reflective journals as the primary and only sources of data. However, further studies can be planned to include a wider source of data, including classroom

observations, feedback from teachers, and social media platform data.

Validating Development Patterns: This study proposed eight patterns of change and a model of change to explain how the initial perspectives of the participants about the teaching profession evolved through time. Further research can be conducted to validate the accuracy and applicability of these patterns and the model. These studies can find out whether these patterns and the model are valid in different contexts with different participants.

Cultural Investigations: The participants of this current study were five teachers who were born, grew up, studied, and are working at public schools in Türkiye. It would be beneficial to conduct further studies that explore the applicability and validity of the study's findings in diverse cultural settings with participants from different cultures, educational systems, and cultural norms.

Exploring Opinion on Changes in Perspectives: Although the current study's participants provided rich and in-depth data with respect to their perspectives about the teaching profession, they made no further comment about the findings. Further studies may explore teachers' as well as teacher trainers' opinions about the patterns of change, model of change, and reasons for (non-)changes identified in this study.

Utilisation of the Onion Model: The study has validated that Korthagen's Onion Model is a practical tool for research on teacher perspectives and for organising, structuring, and understanding teachers' perspectives on the teaching profession. Rather than merely focusing on teacher's beliefs, the scope of inquiry should be designed to encapsulate the emotions, dreams, personal problems, or ideals of teachers. The utilisation of the Onion Model in this study is a good example of how the model guided the study to incorporate all these elements and broaden the scope of the study beyond the pedagogical understandings of teachers.

6.6. Personal Reflections

While the study aimed to investigate the transformation of pre-service EFL teachers, I also experienced a transformation as a researcher, teacher, and person, which is worth mentioning. The research and reporting process took almost four years due to various personal and other reasons. When I first took the initial steps into this study, I had not got married, COVID-19 had not started, and the earthquake hitting the southern part of Türkiye on the 6th of February, which I got caught in my house and fortunately

survived, had not occurred yet. I feel that these transformations and experiences made me a different person from who I had been in the beginning. However, this transformation is not the focus of this section. The other transformation I experienced was an intellectual one. My view of the teaching task as a profession was greatly influenced by what I read in the literature and the data collected from the participants. I had a much broader understanding of the teaching task as a profession with its unique nature and inherent complexities after I witnessed the transformations of five EFL teachers over their careers. I made several other reflections as a researcher and a teacher of 10 years of experience. The following section will delve into my own personal reflections as the final remarks of this research report.

The journey that the pre-service teachers in this study went through carries a lot of similarities with my own journey. I also completed my B.A. degree in 2012 and have worked at different schools with diverse student profiles and socio-economic backgrounds, like most of the participants in the study. Therefore, it was enlightening and inspiring for me to read, analyse and think about the content in the reflective journals and interviews. I often compared them with my own experience and my own perspectives. From time to time, I came to realise that my task as a researcher was an intellectual endeavour and enabled me to introspect into my understanding of teaching and learning. These opportunities to learn and sympathise with my colleagues provided me with novel viewpoints about the problems that I also experience in my classrooms with my students. The change in one participant's strategy to deal with noise and misbehaviour in the classroom made me question my practices for a similar situation and realise my weaknesses. I realised I failed to adapt and update my classroom management strategies and used the same methods over the years, which have frequently proven ineffective. Moreover, the reflections of another participant on the challenges he faced in a disadvantaged area of Türkiye inspired me to reconsider my perspectives as a teacher who works in a similar setting. I was inspired by his mission that '*it is wrong to say as a teacher that I want hardworking students in my classroom. It is our duty as teachers to accept them who and how they are*.' Thus, dealing with the data was a source of self-reflection for me.

I also became more familiar with various sociological, psychological, and educational concepts and theories during this endeavour, though not always in line with the scope of this study. The concepts include 'The Onion Model', 'Product of Failure', 'Big Five Personality Traits', 'Transformative Learning', 'Constructive-Developmental

Approach', and 'Experiential Learning.' It was during this research process that I contacted Prof. Fred Korthagen by mail, and we had a series of correspondence with him on how suitable the Onion Model was for the study. These intellectual experiences enhanced my personal and professional repertoire in many aspects.

Furthermore, witnessing the participant teachers' confrontation with their 9-year-old perspectives was a like lesson to learn from. There were moments when the participants rejected their earlier perspectives, which allowed me to catch the clues and signs of transformation. I was particularly curious about their reasons for change and thought about whether this factor had an influence on me. At times, I regretted not having such records from the earlier periods of my life to compare with my current understanding. I kept wondering how I would reflect on my initial perspectives about the teaching profession from my pre-service years. Through this process, I became aware of how important reflective journal writing is for the development of individuals through their careers, both personally and professionally.

In conclusion, I acknowledged several times during the research process that teaching is a unique profession. Take the example of a carpenter. Wherever you are in the world, carpenters perform their tasks in very similar ways with similar types of wood and at similar types of workshops. However, I came to realise that the task of teaching can be performed in distinct ways, even in classrooms next to each other at the same school. This highlights that being a teacher is not limited to training received at universities. It is a continuous process of learning, growth, and development. In fact, the matter is not 'being' a teacher. It is a journey of 'becoming.'

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