

**THE REPUBLIC OF TÜRKİYE
SAKARYA UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGE EDUCATION
ENGLISH LANGUAGE EDUCATION PROGRAM**

**TAKING THE BAD WITH THE GOOD: HOW PRIOR LANGUAGE LEARNING
EXPERIENCES SHAPE EFL TEACHERS' BELIEFS AND PRACTICES**

A MASTER'S THESIS

YASEMİN CANSEL İSKENDER

SUPERVISOR

ASSIST. PROF. DR. MERVE SAVAŞCI

AUGUST 2024

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DECLARATION

In accordance with the guidelines provided in the Sakarya University Institute of Educational Sciences Thesis-Project Writing Guide, I hereby declare that:

- I have obtained and presented all information and documents included in the thesis within the framework of academic and ethical rules.
- I have referenced and cited the works I have benefited from as sources.
- I have not made any alterations to the data used.
- I affirm that I have not submitted this thesis, either in its entirety or any part thereof, as part of another thesis project.

Yasemin Cansel İSKENDER

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ABSTRACT

TAKING THE BAD WITH THE GOOD: HOW PRIOR LANGUAGE LEARNING EXPERIENCES SHAPE EFL TEACHERS' BELIEFS AND PRACTICES

Yasemin Cansel İSKENDER, Master Thesis

Supervisor: Assist. Prof. Dr. Merve SAVAŞCI

Sakarya University, 2024.

This qualitative study employed an explanatory case study design, focusing on multiple cases to explore how prior foreign language learning experiences, specifically the concept of the apprenticeship of observation (Lortie, 1975), shape the teaching beliefs and practices of Turkish EFL (English as a Foreign Language) teachers. To collect rich and nuanced perspectives, the research employed a comprehensive approach. Data were gathered through two main sources: narrative frames developed by Moodie (2016) and semi-structured interview questions. A total of 12 participants, working at primary, secondary, and high school levels, including both female and male teachers, with representation from both novice and experienced cohorts, actively participated in the research on a voluntary basis. These participants were currently engaged in teaching English in various educational settings, including private and state schools, within the Turkish educational context. The study focused on the Eastern Marmara Region of Türkiye, encompassing the provinces of Kocaeli and Sakarya. Qualitative content analysis was employed as the method of data analysis. This analytical approach allowed for the systematic examination of participants' narratives and interview responses, enabling the identification of recurring themes and codes.

Based on the findings of this qualitative study, it was observed that prior foreign language learning experiences significantly shaped the teaching beliefs and practices of Turkish EFL teachers. The concept of the “Blended Apprenticeship of Observation” (Cancino et al., 2020) played a crucial role in this process, with many participants indicating that their teaching practices often reflected a direct connection to their experiences as language learners, encompassing both the adoption of effective techniques (AoO) (Lortie, 1975) and the avoidance of less favorable ones (Anti-AoO) (Moodie, 2016). Key themes that emerged from the

qualitative content analysis included how positive and negative learning experiences shape teacher-student relationships, and the importance of interactive and communicative teaching methods. Participants with positive language learning experiences tended to adopt more student-centered and communicative teaching practices. Conversely, those with negative experiences often highlighted the need to avoid similar practices in their own teaching. Overall, the findings underscore how prior language learning experiences, specifically the apprenticeship of observation, shape EFL teaching beliefs and practices. The study highlights the need for teacher education programs to address these experiences explicitly, supporting teachers in developing effective and reflective teaching strategies. By acknowledging and exploring how their own language learning experiences shape their teaching choices, teachers can better understand these decisions and make informed choices that enhance their effectiveness in the classroom. By integrating this concept into teacher education, professional development, educational policy, and classroom design, educators can create more effective, engaging, and inclusive learning environments, ultimately benefiting student learning outcomes.

Keywords: Apprenticeship of Observation, Foreign Language Learning Experiences, EFL Teachers, Teachers' Beliefs, Teaching Practices.

ÖZET

İYİNİN YANINDA KÖTÜYÜ DE ALMAK: ÖNCEKİ DİL ÖĞRENME DENEYİMLERİNİN YABANCI DİL OLARAK İNGİLİZCE ÖĞRETMENLERİNİN İNANÇ VE UYGULAMALARINI NASIL ŞEKİLLENDİRİYOR

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Danışman: Dr. Öğr. Üyesi Merve SAVAŞCI

Sakarya Üniversitesi, 2024.

Bu nitel araştırma, İngilizceyi Yabancı Dil olarak Öğreten Türk öğretmenlerin öğretim inançlarını ve uygulamalarını, daha önceki yabancı dil öğrenme deneyimlerinin, özellikle de gözlem çıraklığı (Lortie, 1975) kavramının nasıl şekillendirdiğini araştırmak amacıyla bir açıklayıcı vaka çalışması tasarımı kullanılarak, çoklu vakalara odaklanmıştır. Veriler, Moodie'nin (2016) geliştirdiği anlatı çerçeveleri ve yarı yapılandırılmış görüşmelerden elde edilmiştir. Katılımcılar, devlet ve özel okullarda ilkokul, ortaokul ve lise düzeyinde görev yapan hem yeni başlayan hem de deneyimli toplam 12 hizmet içi İngilizce öğretmeninden oluşmaktadır. Araştırma Türkiye'nin Doğu Marmara Bölgesi'ne odaklanmış olup, Kocaeli ve Sakarya illerini kapsamaktadır. Veri analizi yöntemi olarak nitel içerik analizi kullanılmıştır. Bu analitik yaklaşım, katılımcıların anlatılarını ve görüşme yanıtlarını sistematik olarak incelemeye olanak tanıyarak, tekrarlayan temaların ve kodların belirlenmesini sağlamıştır.

Bulgulara göre, önceki yabancı dil öğrenme deneyimlerinin, İngilizceyi Yabancı Dil Olarak Öğreten öğretmenlerin öğretim inançları ve uygulamalarını önemli ölçüde şekillendirdiği gözlemlenmiştir. "Karma Gözlem Çıraklığı" (Cancino ve ark., 2020) kavramı, bu süreçte kritik bir rol oynamış olup, birçok katılımcı, öğretim uygulamalarının dil öğrenen olarak yaşadıkları deneyimlerle doğrudan bağlantılı olduğunu belirtmiştir. Bu durum, hem etkili tekniklerin benimsenmesini (AoO) (Lortie, 1975) hem de daha az olumlu olanların (Anti-AoO) (Moodie, 2016) kaçınılmasını kapsamaktadır. Nitel içerik analizinden ortaya çıkan ana temalar arasında, olumlu ve olumsuz öğrenme deneyimlerinin öğretmen-öğrenci ilişkilerini nasıl şekillendirdiği ve etkileşimli ve iletişimsel öğretim yöntemlerinin önemi yer almaktadır. Olumlu dil öğrenme deneyimlerine sahip katılımcılar, daha öğrenci merkezli ve iletişimsel öğretim uygulamalarını benimseme eğilimindedirler. Öte yandan, olumsuz deneyimlere sahip olanlar, benzer uygulamalardan kaçınma gerekliliğini sıklıkla vurgulamışlardır. Genel olarak, bulgular, önceki

dil öğrenme deneyimlerinin, özellikle gözlem çıraklığı kavramının, öğretim inançları ve uygulamalarını nasıl şekillendirdiğini vurgulamaktadır. Çalışma, öğretmen yetiştirme programlarının bu deneyimlere açıkça değinmesi gerektiğini, öğretmenleri etkili ve yansıtıcı öğretim stratejileri geliştirme konusunda desteklemesi gerektiğini vurgulamaktadır. Kendi dil öğrenme deneyimlerinin öğretim tercihlerini nasıl şekillendirdiğini kabul ederek ve araştırarak, öğretmenler bu kararları daha iyi anlayabilir ve sınıfta etkilerini artıracak bilinçli seçimler yapabilirler. Bu kavramı öğretmen eğitimi, mesleki gelişim, eğitim politikası ve sınıf tasarımına entegre ederek, eğitimciler daha etkili, ilgi çekici ve kapsayıcı öğrenme ortamları oluşturabilirler ve nihayetinde öğrenci öğrenme sonuçlarını iyileştirebilirler.

Anahtar Kelimeler: Gözlem Çıraklığı, Yabancı Dil Öğrenme Deneyimleri, İngilizceyi Yabancı Dil Olarak Öğreten Öğretmenler, Öğretmen İnançları, Öğretim Uygulamaları.

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LIST OF ABBREVIATIONS

AoO: Apprenticeship of observation

Anti-AoO: Anti-apprenticeship of observation

Blended- AoO: Blended apprenticeship of observation

CLT: Communicative Language Teaching

EFL: English as a Foreign Language

ELT: English Language Teaching

GTM: Grammar Translation Method

TEPAV: The Economic Policy Research Foundation of Türkiye

CHAPTER I

INTRODUCTION

This chapter presents the background and setting of the study, the statement of the problem, and the significance of the study, along with its purpose and research questions, followed by the limitations, definitions, and organization of the chapters.

1.1. Teaching English as a Foreign Language (EFL) in Türkiye

The pursuit of English language proficiency has long been a focal point within the educational landscape of Türkiye. Despite the nation's concerted efforts to enhance English language instruction and curriculum over the past few decades, a persistent challenge looms large: students continue to struggle to attain a satisfactory level of proficiency in the language (Buyukkantarcioglu, 2004; Isikli and Tarakcioglu, 2017; Karahan, 2007).

Spanning from 1991 to 2018, Türkiye experienced dynamic changes in its English language curricula, reflecting the country's proactive adjustments in educational policies. These adjustments were not merely reactionary but were aligned with the global movement emphasizing the cultivation of proficiency in foreign languages, as emphasized by Garton (2014). The initial iteration of the Turkish English language curriculum in 1991 focused solely on secondary education for the first three years, neglecting English instruction in primary school (MEB, 1991, as cited in Acar, 2019). However, in response to broader educational transformations, notably the extension of compulsory education to eight years in 1997, English education was introduced in the 4th grade (MEB, 1997, as cited in Acar, 2021). In the year 1997, a pivotal moment in Turkish education unfolded with the revision of the curriculum for 4th and 5th grades. This revision marked a significant departure from the limitations inherent in the 1991 curriculum, introducing a transformative approach known as Communicative Language Teaching (CLT). As Kirkgoz (2007) highlighted, this marked the first instance of CLT being

integrated into English Language Teaching (ELT) in Türkiye, signifying a watershed moment in the nation's language education history. The motivation behind this curriculum shift was a recognition of the deficiencies within the 1991 framework. The educational system sought to move beyond the constraints of traditional rote learning methodologies, acknowledging the need for a more dynamic and interactive approach. The introduction of CLT was a deliberate strategy to prioritize communication skills, fostering a student-centered learning environment that departed from the rigidity of previous methods. By embracing CLT, educators sought to bridge the gap between classroom instruction and practical language use. This approach was designed not only to enhance language proficiency but also to address the shortcomings of the conventional teaching methods employed in the earlier curriculum. The 1997 curriculum aimed to align with global trends in language teaching, particularly those emphasizing real-life communication.

In the 2005-2006 academic year, on the other hand, the Turkish education system underwent further transformations, particularly with the extension of high school education to four years within the 8+4 system, while primary education remained unchanged. A notable modification occurred in 2006 when a revised English language curriculum for primary schools was introduced, marking a departure from the 1997 curriculum (MEB, 2006, as cited in Acar, 2019). This revision included a significant change, for it introduced two hours of optional English courses specifically for the 4th and 5th grades. However, the implementation of these changes faced substantial challenges. Teachers encountered obstacles in translating the new curriculum into practice, primarily due to factors such as overcrowded classrooms, limited resources, and insufficient training for teaching English to young learners (Kirkgoz, 2009). Despite the intended improvements, the practical difficulties underscored the need for comprehensive support structures to ensure the successful integration of these educational changes. The 2006 revision represented a nuanced phase in the Turkish education system, reflecting both the aspirations for enhanced language learning and the practical challenges inherent in implementing such ambitious modifications.

Türkiye's dedication to advancing its education system persisted with the adoption of the 4+4+4 system in the year 2012, a significant reform that extended compulsory education to twelve years (MEB, 2013, as cited in Gursoy, Korkmaz and Damar, 2017). This comprehensive change

brought about a substantial enhancement in English education, as it commenced from the second grade. Simultaneously, a revised English language curriculum, aligned with the new system, was implemented in 2013 (MEB, 2013, as cited in Acar, 2019). The primary goal of the revised curriculum was to elevate students' proficiency in everyday English speaking. Recognizing the interconnected nature of learning, the curriculum suggested integrating subjects such as mathematics, geography, and music to optimize effectiveness. Noteworthy modifications occurred in the 4th and 5th grades, where English course materials underwent revisions, and weekly instructional hours were extended from two to three hours (Ozudogru and Adiguzel, 2016). These changes reflected a commitment to improving the overall educational landscape by initiating English education at an earlier stage and adapting the curriculum to the extended compulsory education period. However, the decision to introduce English as a foreign language in the second grade in primary schools prompted inquiries into the preparedness of English language teachers for younger learners, their teaching beliefs, and classroom practices, as emphasized by Gursoy et al. (2017). This aspect highlights the importance of aligning pedagogical approaches with the developmental needs of students to ensure a successful and meaningful English language learning experience within the evolving Turkish education framework.

Despite dedicated efforts to improve English language teaching at all educational levels ranging from primary to higher education in Türkiye, achieving the desired level of success remains a formidable challenge (Yucel, Dimici, Yildiz and Bumen, 2017). The Economic Policy Research Foundation of Türkiye (TEPAV), in collaboration with the British Council, conducted research in 2014, revealing that Türkiye's proficiency in English language teaching fell below expectations. Despite various initiatives aimed at improvement, a noticeable gap appears to persist between the desired outcomes and the current state of English language education in the country. According to the British Council and TEPAV (2014) report, although more than 80% of observed teachers possess the required professional competence and language proficiency for teaching English, a critical issue emerges in the predominant focus on teaching English as a subject rather than fostering essential communication skills (British Council and TEPAV, 2014). The report underscored that despite students receiving "over 1000 hours of classroom instruction" (p. 16) by high school graduation, they fail to independently communicate and

function in English. This shortcoming is attributed to the adoption of a grammar-centric approach, identified as the primary factor among five contributors to students' inability to speak or understand English (British Council and TEPAV, 2014). This persistence of a grammar-centric approach contrasts with the recognized significance of speaking skills in effective language teaching. The British Council and TEPAV (2014) findings highlight a critical challenge in Turkish education, emphasizing the urgent need to reassess teaching methodologies and shift towards a more balanced approach that not only imparts grammatical knowledge but also prioritizes the development of practical communication skills.

For this reason, the momentum for educational reform in Türkiye continued in 2018 with the introduction of a new English language curriculum for both primary and secondary schools. A notable change during the academic year 2018-2019 was the transformation of an initially mandatory intensive English program in 5th-grade public secondary schools into an optional one (MEB, 2018). This shift in curriculum reflects a broader emphasis on viewing English not merely as a subject of study but as a crucial tool for communication. The new curricular model underscores language learning as a means of relaying needs and wants, voicing opinions and beliefs, and building relationships. In line with this philosophy, the curriculum adopts a communicative approach, wherein the target language is not solely treated as an object of study, but as a medium for interaction with others. The focus transcends mere grammatical structures and linguistic functions; instead, it centers on the authentic use of language in an interactive context, aiming to generate real meaning (MEB, 2018). By embracing this communicative approach, the educational system seeks to equip students with practical language skills extending beyond theoretical knowledge.

Yet, despite all these efforts, the only discernible change has been in the curriculum, with no evident improvement in the English proficiency levels of Turkish students. As of 2023, Türkiye finds itself grappling with a challenging scenario in terms of English proficiency. Globally, its ranking is 66th out of 113 countries, indicating a notably low level. The situation is even more striking within the European context, with Türkiye holding the 33rd position out of 34 countries in the same category, according to the Education First English Proficiency Index for 2023.

Considering concerning statistics regarding Turkish students' English proficiency, the pivotal role of teachers emerges as a crucial factor. While curriculum enhancements are undeniably

important, their efficacy ultimately rests on teachers' ability to implement them effectively in the classroom. Therefore, a shift in focus towards educators becomes imperative in catalyzing meaningful improvements in English language proficiency levels among Turkish students.

1.1.1. Background to the study

In the realm of language education, the journey from language learner to language teacher is often perceived as a seamless transition, marked by the acquisition of knowledge, pedagogical techniques, and classroom management skills (Bruckerhoff and Carlson, 1995; Cotton, 1990; Hammadou and Bernhardt, 1987; Harmer, 1983; McDonough, 2002; Urzua, 1999). Yet, beneath this transition lies a profound and often overlooked phenomenon—the potential influence of prior language learning experiences, particularly teachers in the past, a process known as the “Apprenticeship of Observation” (AoO) (Lortie, 1975; Borg, 2004).

Coined by Lortie (1975), this groundbreaking concept described the phenomenon “whereby student teachers arrive for their training courses having spent thousands of hours as schoolchildren observing and evaluating professionals in action” (Borg, 2004, p. 274). This notion gained further support from Flores and Day (2006), who emphasized the significant impact of personal experiences as students on how individuals perceive themselves as teachers. Particularly, former teachers and their teaching serve as a vital “frame of reference” (p. 224), shaping participants' understanding of their role as educators.

Hence, comprehending prior experiences in learning foreign or second languages is crucial for grasping the beliefs, practices, and growth of language educators (Moodie, 2016). Research by Borg (2013) highlights how certain experiences profoundly influence teachers' perceptions of language teaching and learning. These formative experiences not only shape teachers' views but also play a pivotal role in molding their instructional approaches. Whether consciously (Channa, 2020) or unconsciously (Davin, Chavoshan and Donato, 2018; Feiman-Nemser, 1983; Lortie, 1975), teachers often replicate the strategies and techniques employed by their own language instructors. This replication can perpetuate both effective and ineffective teaching methods, depending on the quality of the experiences being drawn upon. Xu, Chen and He (2023)

underscored the importance of reflecting on past language learning experiences to identify effective instructional strategies (i.e., apprenticeship of observation) (Lortie, 1975) and avoid repeating ineffective ones (i.e., anti-apprenticeship of observation) (Moodie, 2016). These learning experiences, whether positive or negative, could unfold concurrently (e.g., the blended apprenticeship of observation) (Cancino, Durán, and Solorza, 2020) (p. 49). Teachers who critically assess their own language learning process are better equipped to empathize with their students' challenges and tailor their instruction to accommodate diverse learning needs. Hence, acknowledging and reflecting on the interplay between prior language learning experiences and pedagogical approaches is considered paramount for fostering effective language teaching methodologies and nurturing an inclusive and supportive learning environment.

1.2. Statement of the problem

Recognizing the pivotal role of teachers as the primary implementers of curricula, the discussion surrounding “teacher education” (Cakiroglu and Cakiroglu, 2003, p. 254) in Türkiye has held significant importance throughout the nation's history (Baris and Hasan, 2019). Despite offering a solid understanding of theoretical foundations, the complexity of the teaching profession becomes fully apparent during real-world classroom experiences (Farrell, 2009). Engaging with the school community and observing various classes reveals that practical aspects of the classroom extend well beyond the knowledge acquired in university (Ramos, 2018). This gap between theory and practice is often described as the central challenge in teacher education, likened to “the Achilles' heel” (Darling-Hammond, 2009, p. 8, as cited in Farrell, 2019). Hence, the transition from teacher-education programs to the initial year of teaching is often described as a form of “reality shock” (Veenman, 1984, p. 143), highlighting the complexities and challenges that are not fully addressed in academic settings (Smagorinsky, Cook and Johnson, 2003).

In the Turkish foreign language education context, as students immerse themselves in practical teaching situations, they appear to encounter challenges such as the prevalence of traditional methods like the grammar-translation approach (Akdogan, 2010), large class sizes (Celebi and

Yildiz-Narinalp, 2020; Demirpolat, 2015; Memis, 2021), students' struggles in their mother language (Ekus and Babayigit, 2013), a shortage of effective teaching materials, and limited utilization of teaching aids and technology by instructors (Demirpolat, 2015). The confluence of challenges accentuates a significant gap between the theoretical knowledge acquired in university teacher education programs and the practical realities faced in classrooms (Farrell, 2019; Tarone and Allwright, 2004), reaffirming the notion that "no matter what initial professional preparation they receive, teachers are never fully prepared for classroom realities" (Bartell, 1995, p. 29). As a response, induction programs for novice educators have been established, a practice also observed in Türkiye. Türkiye initiated induction programs for new educators with the publication of the "Directive on Novice Teacher Training Process" in the year 2016 (Ulubey, 2018, p. 480). These programs aim to equip new teachers with essential skills such as assessing student learning, delivering course material effectively, diversifying instructional methodologies, deepening subject knowledge, and fostering collaboration with parents (Baran Kaya and Baki, 2023). However, in Türkiye, while there is a mentoring program in place, it appears to fall short compared to the comprehensive support systems in other countries such as China, New Zealand, and Germany. In these benchmark countries, induction programs are robust, providing tailored support for new teachers to adapt to school culture and foster their professional growth. Key differences include reduced workloads for novice teachers, formalized collaboration activities, and specialized seminars tailored to the needs of new teachers (Baran Kaya and Baki, 2023). As a result, despite the presence of induction programs, the mentoring system in Türkiye lacks the depth and tailored support found in other countries. This deficiency leaves many new teachers without adequate support and guidance, and numerous novice teachers find themselves grappling with the challenges of the teaching profession in a sink-or-swim scenario (Varah, Theune, and Parker, 1986). These issues contribute to a multifaceted landscape in English language teaching, posing significant barriers to the effective implementation of curricula designed to improve the English language proficiency of students. Additionally, the Turkish government has recently placed high expectations on foreign language teachers due to the growing demand for English language proficiency (Koksal und Ulu, 2018). As novice teachers confront the demands of their first year in the field, they may find themselves overwhelmed and struggling to apply the principles learned in their education programs about language teaching (Freeman, 1994). Consequently,

teachers often find themselves compelled to deviate from the pedagogical theories learned in their university education and rely on their own experiences to navigate the intricacies of language teaching (Durán Castro, 2021; Furlong, 2013; Gray, 2019; Lortie, 1975).

This deviation from pedagogical theories and reliance on personal experiences echoes Lortie's (1975, p. 61) concept of the "apprenticeship of observation," where individuals absorb teaching practices, both effective and ineffective, during their years as students before transitioning to the role of educators. As noted by Borg (2003), this silent architect not only molds their explicit instructional techniques but also deeply influences their understanding of effective communication, student engagement, and the fundamental nature of language instruction. In the specific context of EFL teaching, where language acquisition is a complex and nuanced process, the implications of the apprenticeship of observation become particularly significant. Educators, having internalized teaching methods and teacher images during their own language learning experiences, carry these influences into their professional careers. As noted by Slekar (1998), without the opportunity to examine their preconceived notions about teaching and learning, educators are likely to replicate the same observational patterns they experienced. For example, having experienced traditional methods during their own language learning process, aspiring educators may unconsciously gravitate towards these approaches when faced with real-world challenges. Despite recognizing the limitations of traditional, teacher-centric instructional approaches, educators often find themselves constrained by entrenched images from their own formal language classroom experiences (Johnson, 1994). This struggle is rooted in the pervasive influence of conventional paradigms, wherein teachers are viewed as authoritative figures and sole sources of knowledge. The deeply ingrained nature of these images appears to make it difficult for teachers to deviate from traditional instructional methods and embrace more innovative, student-centered approaches (Johnson, 1994). Consequently, even after being exposed to the most recent progressive pedagogical approaches and theories in teacher preparation programs, numerous educators often tend to revert to their original teaching methods upon commencing their careers (Furlong, 2013; Gray, 2019). As Feiman-Nemser (1983) stated, "If teachers fail to exercise cognitive control over their past schooling experiences, these experiences could subconsciously impact their teaching and uphold conservative educational practices" (p. 11). This observation may shed light on the prevalent adoption of a grammar-

centric approach among Turkish EFL teachers, as also underscored in the British Council and TEPAV (2014) report. Ozturk and Gurbuz (2016) further affirm that “apprenticeship observation is valid for Turkish EFL teachers, and its impact is so noticeable that the roots of some of their current practices go back to the years when they were learners.” (p. 99). Therefore, “teachers need to become aware of how their experience as learners shapes their beliefs so that they may move beyond them” (Moodie, 2016, p. 30).

Consequently, a comprehensive investigation of the apprenticeship of observation could become imperative in bridging the gap between theoretical preparation and the dynamic realities of English language teaching in the Turkish education context. Reshaping teacher education must consider not only theoretical foundations but also acknowledge and address the deeply ingrained practices and perceptions acquired during the apprenticeship of observation. As Freeman and Richards (1996) stated, “We need to understand more about how language teachers conceive of what they do, what they know about language teaching, how they think about classroom practices” (p. 1).

1.3. Significance of the study

The significance of this study lies in addressing a notable gap in the existing literature concerning the impact of prior language learning experiences on Turkish EFL teachers’ teaching beliefs and practices. While extensive research has been conducted on the influence of such experiences on pre-service (e.g., Bailey, 1996; Cancino et al., 2020; Farrell, 2006; Furlong, 2013; Höggqvist, 2016), and in-service (e.g., Carvajal Heydel, 2019; Cook, 2009; Durán Castro, 2021; Moodie, 2016; Numrich, 1996; Phiri and Mwanza, 2022; Rahman, Reshmin, Amin and Karim, 2022; Rosas-Maldonado, Durán-Castro and Martin, 2021; Xu et al., 2023) language teachers globally, limited attention has been given to Turkish EFL educators specifically (e.g., Gulden, 2013; Ozturk and Gurbuz, 2016). Smagorinsky and Barnes (2014) advocate for teacher educators to reexamine Lortie’s (1975) concept of the apprenticeship of observation, emphasizing the importance of understanding its impact on newer generations of teachers within evolving educational contexts.

The significance of the study is further underscored by its unique focus on both novice and experienced EFL teachers. While existing research predominantly centers on novice educators, as evidenced by studies such as those by Carvajal Heydel (2019), Cook (2009), Durán Castro (2021), Numrich (1996), Rahman et al. (2022), and Rosas-Maldonado et al. (2021), this study seeks to broaden the scope by including experienced teachers. By encompassing both novice and experienced teachers, this study aims to provide a more comprehensive understanding of the influence of prior language learning experiences on EFL pedagogy. This inclusive approach acknowledges that experienced teachers may also be profoundly impacted by their early language learning experiences, thereby contributing to a richer understanding of the phenomenon. Furthermore, a comparative investigation of the perspectives and practices of both novice and experienced EFL teachers can inform targeted interventions and professional development initiatives tailored to the diverse needs of educators at different stages of their careers. Additionally, the study ensures gender balance by including an equal representation of female and male teachers from both private and state schools, covering elementary, middle, and high school levels. As no other study has focused on how prior language learning experiences, specifically the apprenticeship of observation, shape EFL teachers' beliefs and practices in primary, secondary, and high schools within the Turkish EFL context, this comprehensive approach ensures the inclusion of diverse educational contexts. This approach acknowledges potential variations in experiences, training, and classroom dynamics across different school types and grade levels. By encompassing a wide range of teaching environments, the study aims to capture a comprehensive picture of how prior language learning experiences shape EFL pedagogy across the educational spectrum.

In addition to the outlined significance, it is also crucial to emphasize the broader implications of understanding how prior language learning experiences shape Turkish EFL teachers. By gaining insights into how these experiences shape teaching practices and beliefs, educators, teacher trainers, and policymakers can implement targeted professional development programs that cater to the specific needs and challenges faced by Turkish EFL teachers. Furthermore, an in-depth exploration of this topic can contribute to fostering a more culturally responsive and contextually relevant approach to English language education in Türkiye. By acknowledging Turkish learners' unique socio-cultural and linguistic backgrounds, educators can adapt

instructional strategies that resonate with their experiences and facilitate more meaningful language learning experiences. Moreover, the findings of this study could have implications beyond the Turkish context, serving as a reference point for educators and researchers in other settings with similar language learning backgrounds.

1.4. Purpose of the study and research questions

The purpose of the study is to examine how prior foreign language learning experiences, specifically the apprenticeship of observation, shape the foreign language teaching beliefs and practices of Turkish EFL teachers. Specifically, the research seeks to answer the following questions:

1. What are the prior experiences of Turkish EFL teachers as learners of English as a foreign language?
2. Do Turkish EFL teachers' prior foreign language learning experiences, specifically their apprenticeship of observation, shape their foreign language teaching beliefs and practices?

1.5. Limitations

The study faces several potential limitations, particularly concerning sample size and representativeness, inherent in qualitative research. The generalizability of the findings to the broader population of Turkish EFL teachers may be limited by the number and demographics of participants. However, to address this issue, a thorough sampling strategy was implemented, recruiting participants from various institutions across Türkiye to ensure a diverse representation of Turkish EFL teachers. This included participants with varying levels of teaching experience (i.e., novice and experienced teachers), levels of education (i.e., primary, middle, high), and types of schools (i.e., state and private). Additionally, the study prioritized gender balance within the sample to promote inclusivity and enhance the generalizability of its findings.

Another limitation is the reliance on self-reported data regarding participants' prior language learning experiences and teaching beliefs and practices. This approach may introduce bias, as participants might provide socially desirable responses or struggle to accurately recall past experiences. To mitigate this issue, the study employed two methods of data collection—narrative frames and semi-structured interviews—to triangulate the data sources and validate the accuracy of participants' responses. A further limitation relates to the participant selection criterion, which required a minimum of two years of teaching experience but did not set an upper limit. This could result in challenges, as participants with extensive experience might find it difficult to recall specific past experiences accurately. To address this, detailed and structured questions were developed for the semi-structured interviews to facilitate a more accurate and comprehensive recollection of participants' past experiences and teaching beliefs and practices. The study was also constrained by time, being conducted over a relatively short period, which may not have been sufficient to capture participants' teaching beliefs and practices deeply or over extended periods of time. It is possible that this limited timeframe restricted the depth of data collection and analysis, potentially affecting the comprehensiveness and reliability of the findings. To mitigate this, detailed and semi-structured interview questions were utilized to elicit more in-depth responses, ensuring a richer and more nuanced data set within the available timeframe. Finally, the findings may have limited external validity beyond the Turkish context, as the study specifically focused on Turkish EFL teachers having backgrounds in the same context. However, to enhance the applicability of the study beyond this context, detailed descriptions of the research setting, and methodology were provided.

1.6. Operational definitions

Apprenticeship of observation (AoO): It describes “the phenomenon whereby student teachers arrive for their training courses having spent thousands of hours as schoolchildren observing and evaluating professionals in action” (Borg, 2004, p. 274).

Anti-apprenticeship of observation (Anti-AoO): It refers to the phenomenon whereby “prior language learning experiences influence participants’ teaching by motivating them to do something different than what they experienced as students” (Moodie, 2016, p. 38).

Blended apprenticeship of observation (Blended- AoO): It is “the positive and negative experiences that participants went through as school learners, created their intention to replicate and avoid at the same time some of their schoolteachers’ practices and beliefs about teaching (Cancino et al., 2020, p. 51).

Belief: It is “psychologically held understandings, premises, or propositions about the world that are felt to be true” (Richardson, 1996, p.103).

Teachers’ beliefs/ Teaching beliefs: Teachers’ beliefs or teaching beliefs “are thought to be stable constructs derived from their experience, observations, training and other sources and serve as a source of reference when teachers encounter new ideas, sometimes impeding the acceptance of new ideas or practices. Beliefs also serve as the source of teachers’ classroom practices” (Richards and Schmidt, 2010, p. 586).

English as a Foreign Language (EFL): “Someone who learns English in a formal classroom setting, with limited or no opportunities for use outside the classroom, in a country in which English does not play an important role in internal communication (China, Japan, and Korea, for example), is said to be learning English as a foreign language” (Richards and Schmidt, 2010, pp. 196-197).

English Language Teaching (ELT): It is used to refer to “the teaching of English as a second language or English as a foreign language” (Richards and Schmidt, 2010, p. 192).

1.7. The organization of the chapters

The study is structured into six chapters. This initial chapter, Chapter I, introduces the background to the study and articulates the problem statement. It delineates the study’s significance, purpose, and research questions, followed by limitations and definitions, as well as an overview of the subsequent chapters’ organization.

Following this, Chapter II extensively examines the literature on teacher beliefs and practices, with a specific emphasis on their views regarding foreign language learning and teaching. The chapter delves into the Vygotskian sociocultural perspective and the apprenticeship of observation. Within each section, there is an exploration of influencing factors, fundamental concepts, and practical examples, contributing to a thorough analysis of the subject. Subsequently, the chapter presents pivotal studies on the corresponding topics from a critical perspective.

Chapter III outlines the methodology guiding this study by specifically focusing on the research design, setting and the participants, data collection instruments and procedures, as well as on the details regarding how the data were analyzed. Lastly, trustworthiness is addressed towards the end of the chapter.

Chapter IV provides a comprehensive and detailed narrative of each case. This chapter begins with an introduction to the participants, providing an overview of their backgrounds and past language learning experiences. Additionally, this chapter explores the potential impact of apprenticeship of observation and anti-apprenticeship of observation on EFL teachers' beliefs and practices. Each case is examined to present a thorough understanding of these dynamics.

Chapter V outlines the research findings on how prior language learning experiences shape Turkish EFL teachers' beliefs and practices. It includes content analysis to identify significant patterns and themes.

Chapter VI presents the discussion and conclusion based on the findings of the study. It interprets and discusses themes identified from the data, compares them with existing literature, and explores their implications. It offers recommendations for educators and policymakers, reflects on study limitations, suggests future research directions, and concludes by emphasizing the significance of the study's contributions to the field.

CHAPTER TWO

REVIEW OF THE LITERATURE

Given the primary aim of this study, which endeavors to investigate how prior language learning experiences shape the beliefs and practices of Turkish EFL teachers, it is essential to explicate and analyze the fundamental theoretical constructs underlying this research. The current literature review offers a comprehensive overview of the relevant literature on teacher beliefs, particularly their beliefs regarding foreign language learning and teaching, the Vygotskian sociocultural perspective, and the apprenticeship of observation. Each section covers influencing factors, key concepts, and practical examples to provide a detailed examination of the topic.

2.1. Teacher beliefs

The concept of “belief” has emerged as a pervasive theme that cuts across various academic disciplines, including sociology, anthropology, psychology, philosophy, and many others (Zheng, 2009). It represents a fundamental construct that has garnered significant scholarly attention and has been subjected to rigorous investigation and analysis in these diverse academic fields. In the realm of education, the beliefs held by teachers have been extensively examined for over five decades, drawing on a wide range of disciplines and research methodologies (Fives, and Gill, 2014). This line of inquiry has shed light on the importance of understanding teachers’ cognitive processes, instructional approaches, and developmental trajectories as they strive to become effective educators. Notably, teachers’ beliefs or teaching beliefs have emerged as a critical factor that shapes these dimensions, thereby amplifying their significance in the field (Zheng, 2009). Furthermore, empirical evidence suggests that teachers’ beliefs have a significant impact on their decision-making processes within the classroom (e.g., Alghanmi and Shukri, 2016; Berger, Girardet, Vaudroz and Crahay, 2018; Eichler, Bräunling and Männer,

2017; Erkmen, 2014; Farrell and Yang, 2019; Ng, Lopez-Real, and Rao, 2003; Swan and Swain, 2010; Fives and Buehl, 2012; Pajares, 1992), their interactions with students (e.g., Nathan and Knuth, 2003; Voss, Kleickmann, Kunter and Hachfeld, 2013), and their overall pedagogical approaches (e.g., Ningsih and Fata, 2015). Therefore, gaining a comprehensive understanding and analysis of teachers' beliefs holds utmost significance in the pursuit of enhancing teaching effectiveness.

In essence, teachers' beliefs encompass a range of personal convictions, assumptions, and attitudes underpinning their perspectives on various aspects of teaching and learning. These include their conceptions of knowledge, the roles of teachers and students, and the overarching purpose of education, among other dimensions. As Golombek (2009) explains, teachers' beliefs reflect the dynamic and multifaceted nature of their interactions with the teaching context, students, guiding images, and pedagogical decision-making processes. These beliefs evolve as teachers strive to comprehend and respond to the specificities of their teaching environments and the diverse needs and abilities of their students at junctures. As a result, teachers' beliefs epitomize the intricate interplay among these various factors and the subsequent choices educators make to facilitate effective learning experiences. Importantly, although often unspoken and implicit, teachers' beliefs exert a powerful influence over their perception, evaluation, and decision-making processes. These deeply ingrained beliefs drive teachers toward specific actions and behaviors (Vartuli, 2005). Therefore, recognizing the prominence of these implicit beliefs becomes crucial in understanding how teachers perceive, assess, and make decisions, ultimately guiding their pedagogical practices in specific directions. In scholarly discourse, teachers' beliefs are often characterized by a shared essence, denoting their personal, subjective, and value-laden cognitive frameworks that emerge from significant social experiences. These frameworks exert a notable influence on teachers' understanding of and engagement in classroom activities (Skott, 2014). Moreover, it is important to recognize that teachers hold beliefs pertaining to a multitude of domains, including their own role as educators, the act of teaching itself, students as learners, the process of learning, and the subject matter being taught, with particular emphasis on its relevance within the domain of language awareness (Borg, 2017). Given the intangible nature of beliefs, it becomes imperative to articulate their visible manifestations in precise terms, often through rigorous definitions (Borg, 2017). Albeit

implicit, teachers' beliefs wield tremendous influence over their cognitive processes, influencing their perception, evaluation, and decision-making, which in turn shape their pedagogical practices.

Numerous studies identified a range of factors that could shape teachers' beliefs. These factors included their prior experiences and backgrounds (Johnson, 1994; Li and Xiangyun, 2014), cultural and societal factors (Li and Xiangyun, 2014; Yang and Leung, 2015), teacher education and training, as well as contextual factors such as the school environment and their connections with trusted colleagues, teacher-friends, early role models, and students (Sturtevant, 1996). Additionally, research showed that teachers' beliefs could change over time because of new experiences (Samaranayake, Premadasa, Amarasinghe and Paneru, 2018), professional development opportunities (Sagdic and Sahin, 2016), or exposure to different teaching contexts.

In line with this, Calderhead (1996) conducted research focusing on teachers' beliefs and identified five key categories that encompassed these beliefs. These categories include beliefs about learners and learning, teaching, curriculum, learning to teach, and the self and the nature of teaching. It is important to note that these categories are not isolated from one another but rather interconnected, influencing one another in significant ways. For instance, teachers' beliefs about learners and learning can shape their beliefs about teaching methodologies. Similarly, their beliefs about teaching can shape their perspectives on the curriculum. Furthermore, teachers' beliefs about themselves and the nature of teaching can also shape their beliefs about learners and learning, teaching, and curriculum. Therefore, when studying teachers' beliefs, it is crucial to understand these interconnections and recognize how beliefs in one category can shape beliefs in other categories.

2.2. Teacher beliefs about foreign language learning and teaching

In a manner reminiscent of the artistic strokes on a painter's canvas, the beliefs held by a teacher regarding language learning and teaching shed light on their unique instructional philosophy and approach. These deeply ingrained beliefs wield immense power, as they shape not only the teaching methods employed but also the students' overall learning experience, ultimately

steering their language learning process. Consequently, it becomes imperative for educational researchers and teacher educators to comprehend the pivotal role that teacher beliefs play in molding instructional decisions and practices, which directly impact the students' foreign language learning experiences (Pajares, 1992). As the field of foreign language education continues to evolve, it is crucial for teachers to critically examine and reflect upon their own beliefs, embracing a growth mindset that allows for continuous improvement and adaptation. By nurturing a deep understanding of their beliefs and their impact on the foreign language learning process, teachers can enhance their effectiveness and make a lasting positive impact on their students' foreign language development.

Building upon the significance of teacher beliefs in shaping foreign language learning experiences, Burns (1992) conducted a seminal study delving into English language teaching. In this study, she meticulously examined the underlying beliefs harbored by educators, revealing a rich tapestry of interrelated and intricate beliefs that coalesced around five distinct focal points. These core beliefs had a discernible impact on the instructional practices and approaches employed by the teachers involved in the study. Notably, these beliefs centered on the following: The characteristics of language concerning the initial stages of language acquisition, the connection between written and spoken language during the early stages of language acquisition, the nature of language learning at the beginning level, and the tactics that are significant to it, the learners themselves, including their potential to learn and their ability to learn English and the nature of the language classroom and the role of the teacher within it.

In the realm of foreign language teaching, the methods employed by EFL teachers play a pivotal role in shaping their beliefs. As astutely observed by Stern (1983), these methods served as a veritable theory of language instruction. They not only outlined specific goals and espoused a particular understanding of language, but also presupposed certain notions about language learners and the process of language acquisition. Moreover, these methods shed light on key aspects of teaching that were deemed crucial for achieving successful learning outcomes, thereby offering a distinct perspective on language instruction. It was thus evident that teachers' conceptualizations of second language teaching were intimately intertwined with the methodologies they chose to implement (Stern, 1983, p. 453).

According to Borg (2003), the language learning experiences that teachers underwent served as the bedrock for their cognitive framework concerning language acquisition. These experiences, in turn, shaped their initial understanding of second language teaching during their education as teachers. Furthermore, these encounters continued to shape teachers' beliefs and instructional practices throughout their entire professional journey. In a similar vein, Kindsvatter, Willen, and Ishler (1988) posited that teachers' beliefs found their roots in their personal experiences as language learners. Given that all teachers traversed the path of being learners themselves, reflecting upon these formative experiences significantly contributed to the development of their convictions regarding foreign language instruction.

In their enlightening research, Phipps and Borg (2009) shed light on the profound impact of teachers' beliefs on their teaching and learning practices. These beliefs, firmly established through their own experiences as learners, served as a cognitive filter through which new information was interpreted. Interestingly, these deeply ingrained beliefs could significantly shape classroom behavior more than formal teacher education, persistently shaping instructional practices and engaging in a dynamic, bi-directional relationship with firsthand experience. However, it was worth noting that these beliefs might not always be overtly reflected in teachers' classroom actions. In a similar vein, Johnson (1994) proposed that teachers' self-perceptions, teaching approaches, and evaluations of their instructional practices were profoundly shaped by their past experiences within formal language classrooms. Johnson contended that teachers' beliefs and decision-making processes concerning instruction were heavily shaped by the mental images they developed through their own learning experiences—images that encompassed teachers' roles, instructional materials, classroom activities, and overall classroom organization.

2.3. Sociocultural Theory

Lev Vygotsky, a prominent figure in the field of developmental psychology, made significant contributions to understanding human learning and development through his Vygotskian Sociocultural Perspective. Developed in the early 20th century, this theoretical framework profoundly impacts perceptions of the factors shaping cognitive growth and the learning process

itself (Vygotsky, 1978). The Vygotskian Sociocultural Perspective places great importance on the influence of social and cultural factors on human development. It highlights the intricate relationship between culture, social interactions, and individual growth. Unlike theories focusing solely on individual experiences, Vygotsky's approach recognizes that social and cultural contexts fundamentally shape human cognition and learning (Kozulin, Gindis, Ageyev, and Miller, 2003). According to Vygotsky, cognitive processes and structures exhibited by individuals are not isolated phenomena but are deeply interconnected with their interactions and exchanges with others. Social interactions, such as conversations and collaborative activities, play a crucial role in shaping and advancing cognitive development (Scott and Palincsar, 2013). Vygotsky's Sociocultural Theory emphasizes that mental development is not solely determined by innate abilities but is profoundly influenced by the interaction between innate mental capacities and the surrounding cultural environment. This developmental process involves a gradual shift in mental functions, progressing from basic innate abilities to more complex abilities shaped by culture. This transformative process is referred to as internalization (Vygotsky, 1978), wherein external social and cultural tools, such as language and symbols, are assimilated into individual mental processes. According to Kozulin (1990), internalization is the key factor in developing advanced mental abilities. Through the process of internalization facilitated by mediation, individuals navigate the transition from social interaction, encompassing both written and verbal communication, to individual mental functioning. This interplay shapes the nature of the interaction and leads to consequential changes in mental processes (Eun, 2008).

Building upon the comprehension of how mediation shapes individual mental development, the concept of the Zone of Proximal Development (ZPD) is examined. The ZPD, a cornerstone of Vygotsky's theory, represents the space where individual cognitive abilities emerge from collective social cognition, evidenced by active engagement in social activities. Within this realm, individuals are offered intentional support, allowing them to surpass their current levels of competence and familiarity (Golombek and Johnson, 2019). The ZPD underscores the range of tasks that a learner can undertake with the guidance and assistance of a more knowledgeable other. This individual, often referred to as an expert or mentor, plays a vital role in facilitating the learner's cognitive growth and development (Vygotsky, 1978). Researchers propose an

expanded perspective of the ZPD, encompassing interactions between experts and novices. This dynamic interaction leads to the gradual transfer of skills from the expert to the novice through social engagement (Lantolf, 2000b). This concept is commonly known as scaffolding, emphasizing the provision of mediational tools through supportive social interactions. Such interactions may involve offering hints, dividing tasks, and providing demonstrations to scaffold and support the learner's development (Lantolf, 2000a; Vygotsky, 1978). Furthermore, the concept of scaffolding is highly relevant in the field of foreign language teaching and learning. By bridging the gap between learners' current language abilities and their potential, scaffolding paves the way for meaningful learning experiences within the ZPD framework. Within this sociocultural perspective, the influence of social and cultural contexts on language development and acquisition becomes evident. It reveals the significance of social interactions and cultural tools in fostering language learning while also underscoring the indispensable role played by teachers and peers in facilitating language acquisition. As Ellis (2000) points out, learning does not solely take place during interaction; rather, it emerges as an integral part of the interaction process itself. Initially, learners depend on the support and guidance of others to successfully engage in new language functions, which they subsequently internalize, enabling them to autonomously demonstrate their linguistic skills. Thus, social interaction serves as a pivotal mediating factor in the intricate process of language learning. Through the provision of scaffolded support and constructive feedback, teachers play a crucial role in guiding learners to surpass their current level of language proficiency and acquire new skills and knowledge. In line with Wertsch's (1985) concept of strategic mediation, Johnson (2009) emphasizes the importance of teachers offering effective, targeted, and goal-oriented support to learners. This approach aims to cultivate learners' overall orientation towards a specific task or concept while aiding them in attaining an expert's comprehension. In the realm of second language (L2) teacher education, it is essential for teachers to grasp both the perspective of an expert and the learner's current level of understanding. This understanding enables teachers to provide strategic mediation that facilitates progress towards expertise or automaticity (Johnson, 2009).

Vygotsky's theory also underscores the significance of formal education as a critical context for cognitive development. Schools provide structured environments where learners engage with knowledgeable others and are exposed to academic concepts. These interactions are essential

for developing higher-order thinking skills and deep conceptual understanding. Vygotsky argued that formal schooling plays a pivotal role in shaping an individual's cognitive abilities by offering systematic and reflective thinking opportunities through academic instruction (Golombek and Johnson, 2019).

Within the broader framework of teacher learning, adopting a sociocultural perspective, as emphasized by Johnson (2007), acknowledges the profound influence of contextual factors on teachers' development. The normative behaviors, interactions, values, assumptions, and attitudes experienced by teachers during their education and professional journey greatly shape their perceptions of identity, students, teaching activities, and the teaching-learning process. To comprehensively grasp teacher learning within this sociocultural framework, Johnson (2007) underscores the importance of observing the gradual transition from externally mediated activities to internally controlled mediation, commonly known as internalization. This process, rooted in Vygotskian sociocultural theory, can be discerned in how teachers reconceptualize their teaching practices and apply them in the classroom. As teachers engage in internalization, they assimilate and internalize external guidance and support, transforming them into internal cognitive processes that inform their pedagogical decision-making and instructional approaches. Through this transformative journey, teachers' pedagogical practices evolve, aligning more closely with their developing understanding of effective teaching and learning. By considering the sociocultural factors that shape teachers' learning experiences, a deeper understanding is gained of the complex interplay between external factors, internalization processes, and the ongoing development of teachers' professional identities and pedagogical practices.

The concept of the apprenticeship of observation, introduced by Dan Lortie, aligns with Vygotsky's sociocultural perspective. This concept refers to the extensive period during which future teachers observe their own teachers, accumulating tacit knowledge about teaching. These observations form the basis of their beliefs and practices, which are later refined through formal teacher education programs (Lortie, 1975). From a Vygotskian viewpoint, the apprenticeship of observation can be seen as an informal yet powerful form of mediated learning. During their years as students, individuals engage in social interactions within the classroom, observing and internalizing the teaching methods, classroom management strategies, and communication styles of their teachers. These observations are mediated through the cultural tools and practices

prevalent in the educational context, which Vygotsky (1978) argued are essential for cognitive development.

2.4. Apprenticeship of observation

The Apprenticeship of Observation (AoO) introduces a captivating notion that challenges the preconceived ideas about teaching. It delves into the deeply ingrained habits and beliefs inherited as observers before even stepping foot into a classroom as teachers. Lortie's (1975) work compels one to confront an intriguing paradox: unlike novices learning other professions, such as lawyers or doctors (Borg, 2004), despite spending a significant portion of life as students, absorbing countless hours of instruction, students often fail to notice the hidden lessons internalized, even after amassing around "13,000 hours" of face-to-face interaction with classroom teachers by the time they complete high school (Lortie, 1975, p. 61).

However, being a student differs significantly from serving an apprenticeship for teaching due to two primary constraints. Firstly, students observe their teachers from a distinct perspective. Secondly, their engagement is usually hypothetical rather than active. Students act as the focal point of the teacher's efforts and observe the teacher's performance as if they were an audience watching a play, seeing only the visible, public aspects (Lortie, 1975). They are not given access to the behind-the-scenes actions and are unaware of the teacher's private thoughts and reflections on classroom events. Students are rarely involved in setting objectives, preparing materials, or analyzing the outcomes (Greenwalt, 2014). As a result, they are not required to understand the teacher's actions within a pedagogical context (Bullock, 2011). Instead, they perceive the teacher's actions from their own student-focused viewpoints (Lortie, 1975).

As educators transition from being students to assuming the role of teachers, their past experiences as learners play a crucial role in shaping their teaching methodologies. This phenomenon, commonly termed the "hidden curriculum" (Auerbach and Burgess, 1985, p. 476), encompasses unspoken, implicit convictions about teaching and learning that teachers bring into their classrooms. According to Borg (2003), teachers' prior language learning experiences are integral to this hidden curriculum, establishing cognition about language learning that shapes

their initial conceptualization of second/foreign language (L2) teaching during teacher education. These experiences can leave a lasting impression, as highlighted by Grossman (1991) and Miller and Shiflet (2016), and often lead novice educators to default to traditional teaching methods upon entering the profession. The challenge arises when innovative, evidence-based pedagogical practices are introduced within the education system. Despite the potential benefits of these new approaches, teachers often show reluctance to adopt them. This resistance to change can be traced back to deeply ingrained habits and biases developed during their formative experiences as student observers. As Bailey (1996) aptly notes, “teachers acquire seemingly indelible imprints from their own experiences as students, and these imprints are tremendously difficult to shake” (p. 11).

Teachers carry these ingrained habits and biases into their approach to teaching English, shaped by years of personal observation during their time as students. This process leads them to develop their own distinct sets of expectations and beliefs about the teaching (Arsene, 2015). This extended period of reflection equips educators with insights into effective learning experiences, shaping a distinct understanding of the qualities a teacher should embody and the crucial aspects to emphasize or avoid. As a result, teachers develop their personalized perception of what constitutes good and bad teaching through the internalization of specific teaching behaviors they have been repeatedly exposed to (Arsene, 2015).

During this continuous process of professional development, the journey from ingrained teaching habits to a personalized understanding of effective pedagogy involves a dynamic interplay between positive reflections and the avoidance of negative examples. Referred to as “Anti-apprenticeship of observation” (Anti-AoO) (Moodie, 2016), this process involves learning from negative examples, thereby guiding teachers in understanding what practices to avoid based on their observations as students. Consequently, these ingrained teaching practices, commonly known as “folkways of teaching”, continue to endure without thorough scrutiny, aligning with Buchmann’s (1987, p. 152) portrayal of them as pre-established methods that assure predictable and secure results without requiring evaluation. They can be regarded as the “default options” acquired during one’s apprenticeship, offering educators reliable strategies for addressing pedagogical uncertainties (Smagorinsky and Barnes, 2014, p. 30).

What becomes apparent is the gap between experiencing education from a student's perspective and the actual orchestration of it as an instructor. The assumption that being taught equips individuals with the necessary tools to teach reveals this disparity. While these formative experiences undeniably contribute to our assimilation into the teaching profession, Lortie (1975) emphasizes that the apprenticeship primarily acquaints students with the practical aspects of teaching and nurtures a sense of connection with teachers. It falls short, however, in fostering a disposition for analytical thinking and critical evaluation of teaching methodologies. Moreover, Lortie (1975) sheds light on the fact that students' perceptions of teacher actions may vary, but they often do not interpret these differences in a pedagogical or explanatory manner. Instead, their understanding of teaching tends to be "intuitive and imitative rather than explicit and analytical; it is based on individual personalities rather than pedagogical principles" (p. 62). As a result, when they reflect on their former teachers, they rely on their perceptions as students, without necessarily incorporating a more sophisticated viewpoint acquired later on. They consider their assessments from their youth as still relevant and regard them as enduring judgments of teaching quality. Thus, what constitutes effective teaching in the past remains applicable in the present, without a significant divide between evaluations made before and after entering the teaching profession. The process of training does not represent a sudden and profound shift that separates the perspectives of inexperienced individuals from the informed judgments of seasoned professionals.

This tendency, deeply rooted in their prior experiences and conceptions about teaching and learning, can hinder aspiring teachers from embracing new concepts and practices during their preservice education (Feiman-Nemser, 2001; Zeichner and Gore, 1990). As a result, despite exposure to the latest progressive pedagogical approaches and theories in teacher preparation programs, many new educators tend to revert to their default teaching methods once they start their careers (Lortie, 1975). This emphasizes the importance of the observation period, underlining the "low impact" of teacher education courses on pre-service teachers (p. 66).

Considering the challenges posed by the AoO and the tendency of new educators to revert to their default teaching methods despite exposure to progressive pedagogical approaches during teacher preparation programs, as highlighted by Lortie (1975), it is clear that the role of this apprenticeship period in molding future educators is of paramount significance. This

significance aligns with Aliya and Raina's (2016) findings, which indicate that the impact of the AoO extends beyond pre-service training to later stages of teachers' careers, particularly during professional development or continuing education. This underscores how early teaching experiences shape educators, emphasizing the need for a comprehensive understanding and strategic interventions throughout various stages of a teacher's career. To gain a thorough comprehension of this phenomenon, it is imperative to delve into the diverse findings presented in empirical studies that investigate the AoO and its effects on English teachers' beliefs and practices. Some of the outcomes obtained by researchers focusing on this matter are scrutinized in the following paragraph.

The amalgamation of multiple studies, as illustrated in Figure 1, examining the apprenticeship of observation (AoO) in the realm of language education illuminated a consistent and compelling pattern: prior language learning experiences (i.e., teachers in the past) significantly shaped the beliefs, teaching practices, and pedagogical approaches of preservice teachers, as well as both novice and experienced educators. Several of these studies documented instances of AoO (e.g., Cook, 2009; Höggqvist, 2016; Rosas-Maldonado et al., 2021), wherein educators tended to replicate the teaching practices they were exposed to during their own educational training. Conversely, some studies identified instances of anti-apprenticeship of observation (Borg, 2005; Gulden, 2013; Moodie, 2016), where educators deliberately diverged from the observed methods. Additionally, there were instances where a blended form of AoO (e.g., Cancino et al., 2020; Carvajal Heydel, 2019; Durán Castro, 2021; Numrich, 1996; Ozturk and Gurbuz, 2016; Phiri and Mwanza, 2022; Rahman et al., 2020; Xu et al., 2023) was observed, signifying a combination of both emulation and deviation from observed teaching practices.

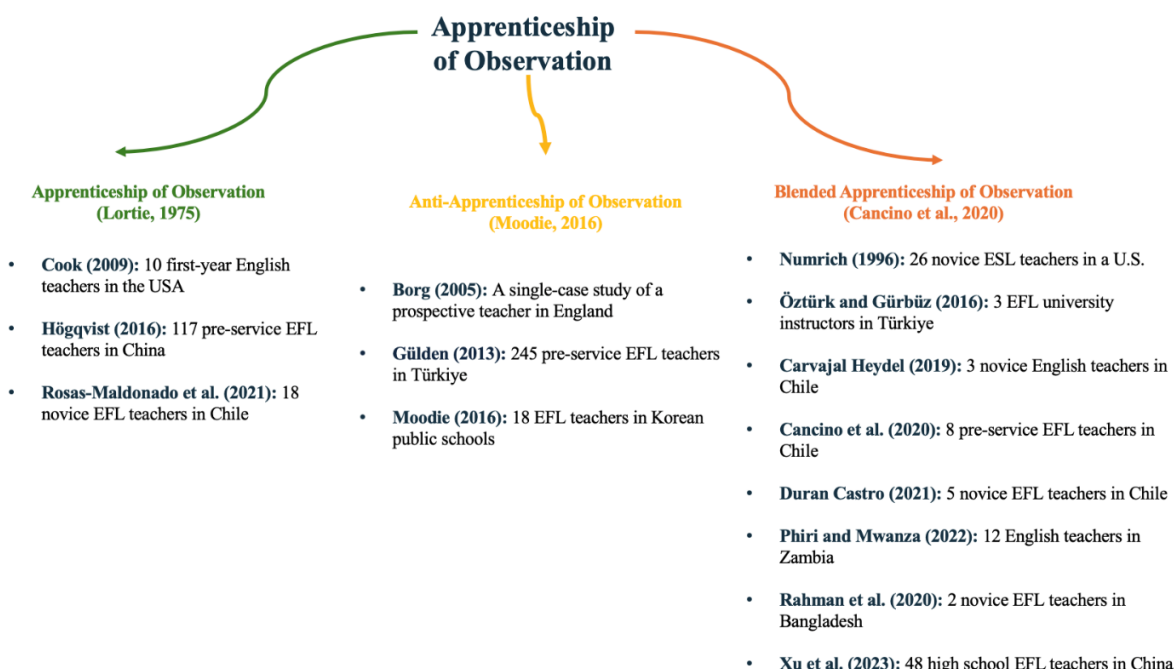


Figure 1. The amalgamation of studies examining the apprenticeship of observation

2.4.1. Studies on how apprenticeship of observation shapes teachers' beliefs and practices

The literature disclosed that past experiences, especially interactions with influential teachers, significantly shaped the beliefs and practices of teachers (Cook, 2009; Höggqvist, 2016; Rosas-Maldonado et al., 2021). According to an interview study conducted by Cook (2009) with the participation of ten first-year English teachers in the USA, there was an emphasis on the pivotal role played by past teachers in shaping the perceptions and aspirations of these new educators. These past teachers served as pivotal reference points in their minds, defining the essence and significance of being a “teacher” (p. 280). The educators’ own educational processes, particularly encountering impactful and memorable teachers, left a lasting imprint on the inner world of novice educators, influencing their idealized image of a proficient teacher, as Höggqvist (2016) revealed in his study. His analysis of the data collected through a survey of 117 undergraduate English majors in China demonstrated that the majority of English major students recognized the impact of their earlier schooling experiences on their present perceptions of English language teaching. About 75% of the participants acknowledged this shaping effect,

with only 10% indicating no effect from their past experiences. The study particularly highlighted that students' perceptions were significantly shaped by the behavior of their previous teachers, more so than the actual content, teaching methods, or speech used by these teachers. This observation highlighted how profoundly teacher behavior shaped students' viewpoints. Upon analyzing the combined research outcomes, it was evident that a majority of participants, approximately 53%, leaned towards teaching the same content and using the same methods as their English teachers. This aligned with the broader notion that students' previous educational experiences played a significant role in shaping their perspectives on English language teaching, emphasizing the impact of past experiences on their current pedagogical leanings.

In a similar vein, the study by Rosas-Maldonado et al. (2021) provided a more in-depth exploration of the impact of past teachers, with a particular focus on the socio-emotional aspect. This comprehensive study involved 18 novice teachers in Chile and delved into how compassionate and supportive interactions with past educators played a profound role in shaping the beliefs of novice English teachers. The study underscored the significance of socio-emotional skills and how they positively shaped teacher-student relationships. Within the study, participants vividly recalled influential teachers who exemplified empathy and engagement, serving as powerful sources of inspiration for their enthusiasm towards learning. What was particularly noteworthy was that these formative experiences continued to guide how these novice teachers interacted with their own students, emphasizing the critical importance of possessing socio-emotional competencies to foster meaningful connections within the classroom. Their research underscored the pivotal role of teachers' socio-emotional skills in the learning process, highlighting how students' emotional well-being significantly affected their motivation and interest in learning. An impactful illustration of this was seen in the transformation experienced by one of the study's participants, Amanda, who shifted from rejecting a negative role model provided by a former teacher to embracing a more desirable vision of a supportive and engaged educator. The emotions expressed by the novice teachers in the study were deeply rooted in their past experiences, underscoring how these experiences, especially within the realm of English language learning, fundamentally shaped their perspectives on teaching. These experiences led the participants to prioritize emotional and

affective elements, particularly positive teacher-student relationships, in their teaching methodologies.

2.4.2. Studies on how anti-apprenticeship of observation shapes teachers' beliefs and practices

Negative experiences, though not ideal, could act as turning points, altering the approach to education. Just as a challenging chapter in a book could unexpectedly change the narrative, unfavorable experiences in education had the power to shape teachers in ways that led to more engaging and effective teaching methods. The transformative potential of negative experiences in education was vividly illustrated in Borg's (2005) single-case study, which focused on the journey of a prospective teacher named Penny. Despite entering the CELTA course with no prior teaching experience, Penny brought with her preconceived beliefs shaped by her not-so-positive encounters during her schooling and certain aspects of her work history. Penny's formative school experiences exerted a significant impact on her teaching philosophy. She exhibited a marked aversion to didactic teaching methods, instead favoring an approach that promoted active and enjoyable learning, with a strong emphasis on student engagement. In her view, teachers should be lively and incorporate humor into their lessons while maintaining a respectful and empathetic attitude. She also highlighted the idea of reciprocal learning, whereby teachers could learn from their students, further underscoring her anti-didactic stance. Her rejection of didactic teaching methods, which she associated with her uninspiring school experiences, was quite intriguing. This rejection stood in contrast to the more traditional teaching methods she observed during her schooling, as she approached this with a constructivist mindset, responding in her own unique way.

Building upon the exploration of individual teacher experiences in Borg's (2005) study, Moodie's (2016) research provided a broader perspective by delving into the collective experiences of English teachers in Korean public schools. The research employed a narrative frame outline to capture the multifaceted aspects of their educational journeys. One central concept introduced in the study was the "Anti-apprenticeship of Observation" (p. 33). This term

described the negative and challenging experiences faced by these teachers during their own schooling. The study found that these negative experiences were characterized by teacher-centered English classes, a strong emphasis on grammar, and even instances of corporal punishment in the classroom. Despite these negative encounters, the study revealed a complex mix of experiences. Some teachers shared positive memories of mentors who had encouraged and created enjoyable learning environments. These positive experiences stood in stark contrast to the prevailing negative trends. However, these adverse experiences during their own education significantly shaped the teaching practices and approaches of these teachers. In particular, the study highlighted how these experiences motivated teachers to adopt alternative teaching methods that prioritized student engagement and enjoyment. They sought to create a learning environment that contrasted with their own unsatisfactory learning backgrounds. The research also examined the changes in English education over time and explored how past experiences continued to shape the teaching practices of both experienced and novice educators. Ultimately, the teachers expressed a strong desire to bring about positive changes in their classrooms by making English classes more engaging and enjoyable for their students. Their commitment to innovative teaching approaches was driven by their own less-than-ideal learning experiences. This study provided valuable insights into the intricate relationship between past educational experiences and current teaching practices in the context of Korean public schools.

2.4.3. Studies on how blended apprenticeship of observation shapes teachers' beliefs and practices

Enhancing the quality of lessons is intricately tied to the incorporation of positive elements gleaned from past school experiences. The key lies in integrating the valuable insights derived from successful encounters, thereby enriching teaching practices. Simultaneously, steering clear of negative experiences lays a robust foundation for cultivating an optimal learning environment. This notion was further supported by a study conducted by Numrich (1996). Through a diary study analyzing reflections from 26 novice English teachers, it became evident that the impact of learning a second language often shaped their approach to teaching L2. These educators tended to replicate certain methods and techniques from their own language learning

experiences while actively rejecting others. Notably, error correction emerged as a prominent example, with many teachers recalling its use by their language instructors and how it had hindered their speaking abilities. Some even found the experience so humiliating and uncomfortable that it had deterred them from further language learning. Consequently, due to these negative encounters, several teachers opted not to interrupt their students' speech flow in the classroom to correct errors.

In a similar vein, Carvajal Heydel's (2019) study revealed, through an analysis involving narratives and interviews with three novice English teachers from diverse school settings in Chile, that their educational beliefs were significantly molded by their experiences, particularly the exposure to varying teaching methodologies. Lorena, one of the participants, underscored the importance of contextual and communicative teaching methods in English education. Her convictions were deeply embedded in her personal learning process. The array of language teaching approaches she had encountered during her high school years, from traditional grammar-centered to more purposeful communicative methods, notably shaped her beliefs, favoring a communicative approach in teaching English. The impact of language learning experiences on teaching beliefs was similarly evident in Romina's story. Her negative encounters in primary school, which entailed disconnected and uninspiring text translations, starkly contrasted with positive experiences in a more dynamic English institute. These experiences shaped her belief in the significance of integrating students' interests into language learning and promoting student-centered, engaging teaching methodologies. Moreover, Giovana's teaching beliefs were deeply shaped by her own language learning history. Her recollections depicted a positive impact from a teacher who employed engaging methodologies. Contrastingly, vivid memories of unsatisfactory experiences in high school revealed the adverse effects of traditional, rote-learning methods. This prompted Giovana to embrace a more engaging, student-centered teaching approach, rejecting traditional methodologies. Her commitment was rooted in creating a more meaningful and interactive learning environment for students, distinct from her own prior experiences as a learner. Durán Castro (2021) also explored how the past learning experiences of five novice Chilean English teachers working in diverse school contexts shaped their beliefs about teaching strategies. The participants expressed a strong preference for Communicative Language Teaching, grounded in both positive and

negative encounters during their own language learning. In a complementary study by Cancino et al. (2020), the concept of “Blended apprenticeship of observation” (Blended-AoO) (p. 49) was introduced. This term encapsulated the idea of teachers replicating positive teaching behaviors they had observed while consciously avoiding negative practices. Within their study, the researchers discovered that the experiences of pre-service teachers observing their own teachers significantly molded their teaching beliefs and practices. The research demonstrated that these pre-service teachers tended to either replicate or diverge from their schoolteachers’ methods, contingent upon the specific teaching context.

The concept of the blended apprenticeship of observation extends beyond the studies conducted in Chile and resonates in research carried out in diverse educational contexts. For example, Rahman et al. (2020) investigated how the AoO shaped the cognition and practices of novice EFL teachers in the context of Bangladesh. Two teachers, Kamrul and Monabbir, had contrasting school experiences learning English. Kamrul had a negative experience, finding English classes boring and lacking interactivity, while Monabbir’s experience was similarly uninspiring. These experiences shaped their teaching approaches. Despite their negative school experiences, both Kamrul and Monabbir drew from their teachers, adopting elements from them in their own teaching. Kamrul aimed to motivate and support his students, with his approach shaped by his teachers’ methods, and embraced the idea that not everyone learns at the same pace. Monabbir also incorporated positive aspects from his teachers, using humor to engage students. The study suggested a combination of AoO and anti-AoO effects, indicating that past learning experiences significantly shaped teaching practices and beliefs. Negative schooling experiences did not manifest in their teaching, while positive experiences shaped their approach to be more engaging and student-oriented. The study underscored how prior language learning experiences could inform teaching practices, even when pedagogical approaches changed.

Phiri and Mwanza’s (2022) study delved into how teachers’ encounters with learning English grammar shaped their comprehension, instructional methods, and assessment practices. The research involved a sample of six schools in Zambia, with 12 participants—two English teachers from each school. The outcomes indicated that a notable portion of teachers were positively shaped by their own experiences as grammar learners, leading them to emulate their past teachers’ practices. When asked about practices they avoided from their learning experiences,

responses differed. Some teachers refrained from assigning numerous compositions due to large class sizes, while others steered clear of mechanical drills, tables, and testing learners without prior instruction. Furthermore, teachers were asked to identify effective grammar teaching practices from their past teachers that they incorporated into their own lessons. Mentioned techniques included question-and-answer sessions, class discussions, group work, teacher exposition, and the use of oral exercises. Some teachers also emphasized the significance of mirroring their past teachers' active involvement in lessons and genuine enthusiasm for the subject. In summary, the study underscored the impact of teachers' personal experiences as learners on their English grammar teaching approaches. It highlighted both positive practices, where teachers employed effective methods, and less effective practices, where certain approaches were avoided due to challenges or perceived shortcomings.

In a recent study conducted by Xu et al. (2023), the Conceptions of Assessment (CoA) among 48 high school EFL teachers in China were examined. The researchers found that teachers' CoA were shaped by their prior experiences of being assessed, serving as either apprenticeships or anti-apprenticeships of observation. Seven teachers imitated positive feedback practices from their own teachers, believing them to be effective in motivating students. The study revealed that years of assessment experiences shaped teachers' attention to feedback tone, wording, and content. Additionally, some teachers formed their CoA by intentionally rejecting their teachers' practices, citing negative emotional experiences. These experiences led to a positive impact, prompting teachers to refine their CoA and adopt more student-centered assessment methods. The study highlighted the importance of past assessment experiences in shaping teachers' beliefs and practices.

In the context of Türkiye, only two relevant studies were identified (Gulden, 2013; Ozturk and Gurbuz, 2016). Gulden's (2013) study delved into the impact of past language learning experiences on teaching practices in foreign language teacher education programs, particularly focusing on error correction and grammar instruction. The study revealed that a significant percentage of participants tended to avoid error correction in the classroom, with their reluctance rooted in their own past experiences as learners. The findings emphasized the strong influence of participants' prior cognitions on their teaching practices, especially in the context of error

correction, and highlighted how these beliefs shaped the learning-to-teach process in foreign language education.

In a study conducted by Ozturk and Gurbuz (2016), a compelling revelation emerged as three Turkish EFL instructors in English preparatory programs exemplified the substantial impact of apprenticeship observation on their pedagogical approaches. The study highlighted that these participants initially held conceptions about the process of learning and teaching languages. These early ideas were molded by their past language learning experiences, encompassing interactions with teachers, language learning habits, and aptitude. Their teaching methods were notably shaped by this concept, drawing extensively from their personal experiences as language learners. They consciously integrated favorable aspects from their own language learning journeys into their teaching methodologies. What added a layer of intrigue was their proactive avoidance of teaching methods that they had found unappealing during their own student days. Their study effectively affirmed how AoO and anti-AoO experiences shaped EFL educators, emphasizing the importance of teachers reflecting on their prior experiences to refine their teaching techniques for the betterment of their students. The research underscored how early language learning experiences significantly molded teachers' teaching beliefs and practices, both in constructive and adverse ways, highlighting the enduring impact of these experiences on their approach to language instruction.

In essence, the literature reviewed in this chapter has highlighted how the AoO and Anti-AoO experiences shape educators throughout their careers. The recognition of these phenomena is considered crucial for shaping effective teacher training programs and ongoing professional development initiatives. As educators transition from being students to assuming the role of teachers, the intricate interplay between past experiences, hidden curricula, and the disposition for change becomes evident. This literature review underscores the necessity for educators to engage in reflective practices, continuously reassess their teaching methodologies, and remain open to adapting their approaches in response to evolving educational paradigms. Ultimately, understanding the dynamics of AoO, Anti-AoO, and Blended AoO is essential for fostering a teaching environment that promotes innovation, responsiveness, and the continuous improvement of educational practices.

CHAPTER III

METHODOLOGY

The methodology adopted in the current study is thoroughly explained in this chapter. Under the respective subheadings, the methodologies and procedures are discussed in detail, including the research design, setting and participants, data collection instruments and procedures, data analysis, and trustworthiness.

3.1. Research design

The “apprenticeship of observation” refers to the idea that teachers’ beliefs and practices are shaped by their own experiences as students (Lortie, 1975, p. 61). To be more specific, teachers’ preconceived ideas about teaching and learning are profoundly shaped by the way they were taught when they were students. Therefore, it is essential to investigate teachers’ experiences and beliefs in-depth to understand how they approach teaching and learning. Given that qualitative research is well-suited for exploring complex phenomena, such as teachers’ beliefs and experiences that cannot be easily quantified, this study adopted a qualitative research design. Qualitative research enables researchers to gain an in-depth understanding of participants’ experiences, opinions, and viewpoints by gathering comprehensive and detailed data directly from the source (Creswell, 2012). This approach also allows researchers to explore complex phenomena that cannot be easily quantified. As Strauss and Corbin (1998) stated, “qualitative methods can be used to obtain the intricate details about phenomena such as feelings, thought processes, and emotions that are difficult to extract or learn about through more conventional methods” (p. 11).

To facilitate a comprehensive understanding of the subject matter and the ability to explore the intricate and nuanced nature of the phenomenon under investigation (Creswell, 2012), this study employed a qualitative design that specifically examined multiple cases (Moodie, 2016). The

case study approach, unlike broader studies seeking diverse perspectives through numerous settings or participants, is valued for its capacity for in-depth examination (Saldana, 2011). It allows researchers to delve deeply into “how” and “why” questions while considering the contextual influences on a phenomenon (Baxter and Jack, 2008, p. 556). It achieves richness in description by drawing from deep and varied sources of information (Hancock and Algozzine, 2006). Specifically speaking, this research design falls under the category of an explanatory case study, which is particularly well-suited for illuminating the causal relationships and contextual factors influencing the phenomenon of interest (Yin, 2018). It is dedicated to establishing cause-and-effect relationships by scrutinizing the unfolding of events and identifying the factors influencing specific outcomes (Hancock and Algozzine, 2006; Yin, 2018). Furthermore, the choice of an explanatory case study design aims not only to understand teachers’ beliefs and practices but also to uncover the underlying reasons behind these beliefs and teaching practices, shedding light on the causal relationships and contextual factors that shape teachers’ approaches to teaching and learning.

Data were collected through narrative frames and semi-structured interviews with a purposive sample of teachers. The interview questions were open-ended to encourage participants to provide detailed and rich descriptions of their experiences, perceptions, and perspectives (Moodie, 2016). Multiple cases were examined to provide a comprehensive understanding of the phenomenon under investigation and identify commonalities and differences across cases (Creswell, 2012).

3.2. Participants

A purposive sampling method was employed in participant selection, integrating both criterion sampling and maximal variation sampling strategies. This approach was designed to ensure that selected participants not only met specific criteria relevant to the research questions but also represented a diverse range of perspectives and experiences.

Participants were English language teachers who teach English as a foreign language (EFL) in the Turkish education context. Dörnyei (2007) asserts that in qualitative research, the focus is

not on the representativeness of the respondent sample; instead, the primary aim of sampling is to identify individuals who can offer diverse and in-depth perspectives on the phenomenon being studied, with the goal of maximizing the learning potential.

To address this, as shown in Figure 2, the study used purposeful sampling, where the researcher deliberately selected participants who were deemed to be “information rich” (Patton, 2015, p. 169). The participant selection method integrated both criterion sampling, which involves “all cases that meet some predetermined criterion of importance” (Patton, 2015, p. 238), and maximal variation sampling strategies, “wherein the researcher samples cases or individuals that differ on some characteristic or trait (e.g., different age groups)” (Creswell, 2012, p. 208). This approach ensured that chosen participants not only met specific research criteria but also offered diverse perspectives and experiences.

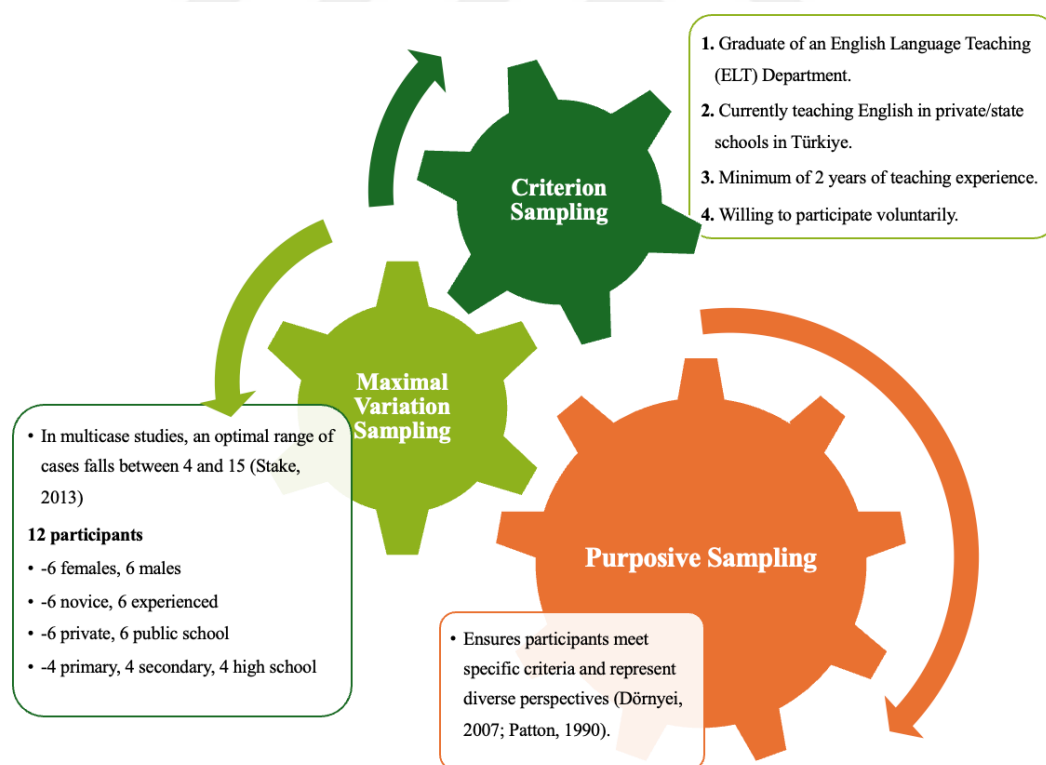


Figure 2. Sampling methods and criteria for participant selection

By combining these sampling strategies, the study aimed to gather a comprehensive dataset, enriching the depth and breadth of its findings. Based on some specific pre-determined criteria (Patton, 2015), a total of four criteria were determined, as indicated as follow:

1. Being a graduate of an English Language Teaching (ELT) Department
2. Currently teaching English in private/state schools in the Turkish educational context
3. Having at least 2 years of teaching experience
4. Willing to participate eagerly and voluntarily

The selection of cases for the study was based on specific characteristics that were relevant to the aims of the study (Miles and Huberman, 1994). This approach was considered to provide a wealth of data for the study, and, therefore, cases were purposefully chosen based on the criteria.

These criteria were determined to ensure that the participants had the necessary qualifications and experience to provide valuable insights into the research question. In particular, the inclusion of English language teachers with a minimum of two (2) years of teaching experience served the purpose of ensuring a foundational familiarity with the teaching environment. This time frame was deemed crucial as it allowed for the inclusion of educators who had moved beyond the initial challenges encountered in the early stages of their careers. During these initial years, teachers grapple with a dual challenge, as elucidated by Day (1999). They are tasked with aligning their teaching methods with personal ideals, a process demanding a nuanced understanding of the educational context. Simultaneously, novice teachers must navigate and adapt to the prevailing social norms and dynamics within the school environment. Day (1999) underscores the significance of these challenges in the context of teacher development. Therefore, the careful selection of participants with a minimum of two years of experience was pivotal in fostering meaningful reflections and discussions concerning the intricate nature of early teaching experiences. Additionally, participants were required to be graduates of an English language teaching (ELT) department to ensure their qualification to teach the subject matter. The inclusion of both private and state schools as eligible teaching environments aimed to guarantee a diverse range of perspectives and experiences in the study. Private and state schools often differ in teaching approaches, resources, and student populations, factors that could significantly impact the insights and experiences shared by participating teachers. Finally,

a key criterion for participant selection was the willingness to participate eagerly and voluntarily. This ensured that the participants were motivated and committed to the research process, thereby contributing to meaningful reflections and discussions regarding the challenges and experiences of early teaching.

Qualitative research, being labor-intensive, often necessitates smaller participant samples compared to quantitative studies (Dörnyei, 2007). In multiple case studies, an optimal range of cases falls between four and fifteen. Fewer than four cases may hinder a thorough understanding of program-situation interactivity, while exceeding fifteen cases can introduce complexity that challenges both researchers and readers in grasping the nuances effectively (Stake, 2013). For this reason, a total of twelve participants, comprising six females and six males, with six being novice and six experienced, actively engaged in the research voluntarily. These participants were currently teaching English in both private and state schools within the Turkish educational context, specifically located in the Eastern Marmara Region of Türkiye, encompassing the provinces of Kocaeli and Sakarya. Detailed information about participant demographics is provided in Table 1.

Table 1

Demographics of Participants (N=12)

Participant	Gender	Age	Teaching Experience	Level of Education	School type
1	Female	28	4	Elementary	Public
2	Male	34	11	Elementary	Public
3	Male	29	4	Elementary	Private
4	Female	42	19	Elementary	Private
5	Male	35	4	Middle	Public
6	Female	33	10	Middle	Public

7	Male	26	3	Middle	Private
8	Female	47	26	Middle	Private
9	Male	29	5	High	Public
10	Female	33	10	High	Public
11	Male	35	12	High	Private
12	Female	28	5	High	Private

3.3. Data collection instruments

Data for this qualitative study were gathered using two different methods. When determining how to answer a particular research question, it is important to weigh the benefits and drawbacks of each technique (Mackey and Gass, 2022). The current study utilized narrative frames and semi-structured interviews as data collection instruments to examine the participant teachers' prior language learning experiences, their teaching beliefs and classroom practices, and how these prior experiences potentially shape their foreign language teaching beliefs and practices.

3.3.1. Narrative frames

Enabling teachers to write narratively using a particularly created narrative structure, narrative frames offer an effective and practical method of gathering data on teachers' working lives. According to De Fina and Georgakopoulou (2015), "there is no more appropriate vehicle for studying human lives than narrative inquiry" (p. 21). Narrative frames are skeleton structures made up of sentence starters which "provide guidance and support in terms of both the structure and content of what is to be written" (Barkhuizen and Wette, 2008, p. 376). Barkhuizen (2015) further describes narrative frames as

“a written story template consisting of a series of incomplete sentences and blank spaces of varying lengths. It is structured like a story in skeletal form. The aim is for participants to produce a coherent story by filling in the spaces according to their own experiences and their reflections on these.” (p. 178)

In narrative frames, participants can relate past experiences with current or future actions in one instrument (Moodie, 2016). That being the case, “narrative data provide a richer data set than can be elicited in surveys and questionnaires, two dominant data sources for research on ELT” (Moodie, 2015, p. 91). Narrative frames can take different forms, such as providing infinite space after sentence beginnings, using various prompts, reducing space in constrained frames, or presenting only the first and last words or paragraphs of a story (Barkhuizen and Wette, 2008).

For the present study, data came from a frame titled “My English Learning Experience in School” adopted from Moodie (2016) (see Appendix A), which allows more or unlimited space after sentence starters. These frames consisted of seven prompts, each designed to explore the experiences and perceptions of English language instruction during the school years of the participant teachers. To provide a more comprehensive understanding of the participants’ experiences, each prompt was used to elicit detailed responses on specific aspects of their English language instruction. The first prompt focused on their overall experiences, while the second prompt examined their past English language teachers’ teaching styles. The third prompt sought to gather the participants’ best memories of their English classes, while the fourth prompt explored their worst memories. The fifth prompt delved into how the participants think their experiences as students have shaped their current teaching practices, with a focus on the reasons behind their teaching approaches. The sixth prompt elicited the participants’ views on the current state of English language instruction in schools, and the seventh prompt investigated the reasons behind their success in learning English.

The selection of the “My English Learning Experience in School” frame for this study was based on its alignment with the research questions, which prioritized an in-depth exploration of the participants’ experiences with English learning in school. The open-ended nature of the prompts provided a flexible and adaptable approach to data collection, carefully ensuring that they were constructed to effectively measure the intended content. This approach allowed for nuanced and detailed responses that could capture the complexity of the participants’ experiences, further

enhancing the content validity of the instrument. Furthermore, the frame's content validity and reliability were not left to chance but were intentionally established through a rigorous process, as evidenced by its utilization in multiple previous studies (e.g., Carvajal Heydel, 2019; Durán Castro, 2021; Moodie, 2016; Rahman et al., 2020; Rosas-Maldonado et al., 2021). This strong foundation in content validity, which is recognized as a prerequisite for other forms of validity (Zamanzadeh, Rassouli, Abbaszadeh, Majd, Nikanfar and Ghahramanian, 2014), provided a robust basis for its selection in the present study, ensuring that it effectively measured the intended content. Participants were asked to tell and reflect on relevant experiences, and to encourage detailed, rich responses. Then, the prompts were even translated into Turkish (i.e., the participants' mother tongue) and piloted with three English language teachers who have similar profiles. For each prompt, an answer of at least 50 words was expected. Prompts for the narrative frame appear in Table 2.

Table 2

The Narrative Frame Prompts Alongside their Associated Research Questions

Prompts	Research Questions
My English classes in school were...	RQ1: What are the prior experiences of Turkish EFL teachers as learners of English as a foreign language?
My English teachers usually...	
My best memories from English classes in school include...	
My worst memories from my English classes in school are...	
I think my experience as a student in school influenced how I teach by... This is because...	RQ2: Do Turkish EFL teachers' prior foreign language learning experiences, specifically their apprenticeship of observation, shape their foreign language teaching beliefs and practices?
These days I think English classes in schools are...	
As an English teacher, I have had some success learning English. I think the biggest reasons that I was successful learning English are...	

3.3.2. Semi-structured interviews

Having a prominent role in paving the way for investigating phenomena that are not directly observable, interview is the most often used method in qualitative research (Dörnyei, 2007). Since interviews are interactive, researchers can elicit further information if the first responses are ambiguous, lacking, irrelevant, or not specific enough (Mackey and Gass, 2022). Unlike structured interviews, which rely on a fixed set of questions, semi-structured interviews tend to offer a balance between structure and flexibility, with a general framework guiding open-ended questioning, making them useful when researchers have a general understanding of the topic and want to ask open-ended questions that do not limit the scope of the participant's responses (Dörnyei, 2007). Given the significance of interviews in qualitative research and their ability to provide in-depth insights into phenomena that are not directly observable, the interview process for this study was designed to maximize the depth and richness of the data collected. To build on this solid foundation, the interview process was designed to include two rounds.

In the first round, participants were asked questions that were specifically prepared to elaborate on the answers they had given in their narrative frames. This approach ensured that the researcher could delve deeper into the participants' initial responses, clarifying and expanding on their reflections. The follow-up questions were tailored to each participant's specific answers to the narrative frames, allowing for a more personalized and detailed exploration of their experiences. This method enabled the researcher to gain a more nuanced understanding of the participants' perspectives and provided richer data for analysis. The semi-structured nature of these interviews allowed for flexibility, enabling the researcher to adapt questions based on the flow of the conversation and the responses given by the participants. This dynamic interaction aimed to uncover deeper insights and understand the context behind each participant's experiences. The first round of interviews thus served as a bridge between the narrative frames and more detailed discussions, ensuring that the participants' stories were thoroughly explored and understood. The second round primarily focused on participants past language learning experiences, their beliefs about language teaching, and their current teaching practices. By exploring these aspects, the researcher aimed to understand how participants' past experiences shaped their current teaching practices and beliefs. The second round of interviews also

employed a semi-structured format, with open-ended questions that encouraged participants to elaborate on their experiences and thoughts. This format was crucial for capturing the depth and complexity of the participants' beliefs and practices. The second round provided an opportunity to explore themes that emerged during the first round of interviews and narrative frames in greater detail, allowing the researcher to build a comprehensive understanding of each participant's perspectives.

To ensure the effectiveness of this approach and to enhance the reliability of the interview process, the researcher conducted an analysis of the literature and opted to use the Interview Protocol Refinement Framework (IPR) developed by Castillo-Montoya (2016) to create an appropriate interview protocol for structured or semi-structured interviews. Utilizing the IPR framework, qualitative researchers can bolster the reliability of their interview protocols, ultimately improving the quality of data elicited from research interviews (Castillo-Montoya, 2016). This framework consists of four phases: aligning questions with research questions, constructing an inquiry-based conversation, receiving feedback on protocols, and piloting the protocol (p. 812).

The protocol employed in this study (see Appendix B) was meticulously devised through a collaborative effort involving the principal researcher, guided by the expert oversight of the supervisor. This carefully crafted protocol comprised four main open-ended questions (as detailed in Appendix B). These questions were chosen with precision because they were expected to yield valuable information for the study by providing participating teachers with the opportunity to express themselves freely during interviews. The interviews were conducted in a semi-structured format, which means that while there was a framework in place, prompts were thoughtfully formulated and presented to the participants as needed. The purpose of these prompts was to encourage the interviewees to elaborate on their ideas, ensuring that the study gathered rich and in-depth insights from their experiences. Such prompts play a crucial role in interviews, as they allow the interviewees to delve deeper into specific topics or assist them in re-engaging with the conversation if they happen to lose track of their thoughts (Ryan, Coughlan, and Cronin, 2009). This approach was an integral part of the research methodology, contributing to the study's overall rigor and effectiveness.

In crafting the interview questions for this study, a meticulous and comprehensive approach was taken to ensure their effectiveness. During the initial phase, the invaluable participation of three experts in the field of foreign language education, specifically in teacher education and professional development, significantly enriched the process. Offering these experts a detailed overview of the study's objectives, their insights were actively sought to enhance the interview questions designed for data collection. The collaborative effort with these distinguished experts, each holding a Ph.D. in the specialized domains of foreign language teacher education, played a pivotal role in refining the interview questions. Their extensive experience and nuanced perspectives brought a wealth of depth to the study. With a background closely aligned with the research focus on teacher education, their contributions not only enhanced the academic rigor of the inquiry but also introduced a practical, real-world dimension to the formulation of interview queries. The diverse and extensive knowledge base of these experts, derived from both scholarly engagement and practical involvement in language education over the years, elevated the research process. This ensured that the interview questions were not only theoretically grounded but also reflective of the intricate and dynamic landscape of language teaching. Specifically, structured feedback was requested on aspects such as clarity, relevance, appropriateness, and ethical considerations associated with each question. Emphasizing a collaborative approach, not only did their critiques get welcomed, but their proposals for modifications or additional inquiries that could enrich the depth and breadth of the interview protocol were actively encouraged. This iterative process, guided by the collective wisdom of these experts, ensured that the interview questions seamlessly aligned with the nuanced landscape of teacher education, contributing significantly to the robustness and validity of the research endeavors.

Their invaluable insights and expertise were instrumental in assessing the language usage, phrasing, and overall relevance of the questions. Their feedback guided the crafting of questions that were precise and aligned with the research objectives. Moreover, as Robert (2020) highlights, working with experienced supervisors can provide invaluable guidance and opportunities to tap into their knowledge. In this case, a collaborative approach allowed for benefiting from their insights throughout the question development process, enriching the quality of the research instruments.

Following this expert review, a pilot test was conducted with three foreign language teachers who closely matched the characteristics and criteria of the main study's intended participant group, as recommended by Hennink, Hutter and Bailey (2011). This pilot phase allowed for the fine-tuning of the questions based on real-world feedback. The teachers' input was instrumental in further enhancing the clarity and comprehensibility of the questions, making them more effective tools for data collection. As suggested by Mackey and Gass (2022), conducting a pilot study is essential for assessing the feasibility and effectiveness of data collection methods and making necessary revisions before involving research participants. Likewise, pre-testing interview questions before the study allows novice researchers to grow through experience, refine their skills, and effectively address potential biases (Peredaryenko and Krauss, 2013). This iterative process ensured that the questions were well-prepared, clear, and adapted to the unique context of the study.

The interviews were conducted in Turkish, the participants' mother tongue. Conducting interviews in participants' native languages served a dual purpose: it minimized potential biases and enhanced the quality of communication, particularly on the part of the teachers. Employing a participant's mother tongue in interviews is widely endorsed to facilitate comprehensive self-expression and ensure precise responses, a critical consideration in research investigations where language disparities and cultural distinctions may provoke hesitancy. Mackey and Gass (2022) further endorse this strategy, asserting its value based on the research question and available resources. Conducting interviews in the participant's native language addresses concerns about the participant's proficiency affecting data "quality and quantity" (p. 312). This approach fosters a comfortable and supportive atmosphere, allowing participants to communicate naturally and accurately while diminishing the impact of language barriers (Andrews, 1995). Additionally, it promotes trust and rapport between interviewer and interviewee, ultimately facilitating more effective communication.

To ensure the interview protocol's quality, rigorous validity measures were undertaken. Content validity, concerning the accurate reflection of the phenomenon under investigation (Mackey and Gass, 2022), has been diligently ensured through a systematic approach that shapes the protocol's focus. The primary objective of the interview protocol was to collect comprehensive data concerning participants' prior language learning experiences, how these experiences shape

their teaching beliefs, and the classroom practices they implement. Moreover, face validity, which concerns the instrument's apparent familiarity and its ability to convince others of its content validity (Mackey and Gass, 2022), has been thoughtfully considered to guarantee that the questions are not only precise but also easily understood and relevant to the participants. This rigorous approach to content and face validity underscores the reliability of the research methodology, enhancing the credibility and trustworthiness of the data obtained through these interviews.

3.4. Data collection procedure

The data for this study were collected during the Spring semester of the 2023-2024 academic year, and this intensive process lasted for three months. First, the researcher got all the necessary permissions from the Ethics Committee of the university she was enrolled in and from the participants via consent forms.

A targeted approach was undertaken to find participants who would suit the aims of the study. This involved identifying individuals who met specific criteria such as being ELT graduates and current English language teachers in Türkiye with at least two years of experience. The purposeful employment aimed to ensure valuable insights aligned with the study's objectives, with a preference for those willing to participate voluntarily. The selection process was purposeful and aimed at ensuring that the participants would provide valuable insights related to the research objectives.

Potential participants who met certain criteria in Kocaeli and Sakarya provinces in the Eastern Marmara Region of Türkiye were contacted via e-mail and informed about the research. Given the researcher's location in Kocaeli, it was more convenient to select participants based on their proximity and availability within the region. The selection criteria, as reported earlier, included being a graduate of an English Language Teaching (ELT) Department, currently engaged in teaching English language either in private or state schools, possessing a minimum of two years of teaching experience in the profession, and expressing a willingness to participate eagerly and voluntarily. This rigorous selection process aimed to ensure that the participants had a solid

background in English language teaching, were actively engaged in the profession, and had a sufficient level of experience to provide valuable insights into the study. Those who expressed interest in participating were initially asked to provide informed consent.

Participants who voluntarily agreed to contribute to the study were first given a narrative frame titled “My English Learning Experience in School” (Moodie, 2016) (see Appendix A). The narrative frame consisted of a set of sentence starters that guide the participant in telling and reflecting on relevant experiences. As stated earlier, the prompts were designed to allow for more or unlimited space after each sentence starter, allowing participants to reflect on their experiences in as much detail as they wished. Participants were asked to complete the narrative frame within a week and were given detailed instructions on how to interpret the sentence starters and structure their responses. They were also provided with a contact e-mail in case they had any questions or concerns about completing the narrative frame.

Following the completion of the narrative frames, the next phase involved conducting two rounds of semi-structured interview sessions with all participants (see Appendix B). As emphasized by Cobern and Adams (2020), an interview serves the purpose of determining the opinions held by interviewees. Hence, the approach adopted in this study involved interviewing every participant to gather a comprehensive understanding of their perspectives. The selection process was designed to ensure that each participant, regardless of specific criteria, had the opportunity to contribute their insights. This inclusive approach allowed for a rich and diverse range of perspectives, ensuring that the findings of the research were representative of the entire participant group.

The first round of interviews was carried out either face-to-face or online, based on the participants’ preference. This flexibility ensured that the participants were comfortable and able to choose the mode that best suited their convenience. Each interview in the first round lasted between 25 and 45 minutes, providing ample time to delve into the participants’ experiences and insights. All interviews were voice recorded with the explicit consent and permission of the participants to ensure accuracy in capturing their responses and to facilitate detailed analysis. The primary objective of the first round of interviews was to establish a connection between the narrative frames and more in-depth discussions. This approach was designed to ensure that the participants’ stories were thoroughly explored and understood. By using open-ended questions

and encouraging participants to share their experiences, the interviews provided a comprehensive understanding of the participants' perspectives and backgrounds. This initial round served as a crucial foundation for the subsequent discussions, allowing for a richer and more nuanced exploration of the topics at hand.

The second round of interviews followed a similar flexible approach, being conducted either face-to-face or online according to the participants' preference. These interviews were slightly shorter in duration, lasting between 20 and 30 minutes. Despite the shorter time frame, these interviews were equally thorough, with a focused set of questions aimed at gathering detailed insights into specific areas of interest. The interviews were once again voice recorded with participants' consent, ensuring that their responses were captured accurately for further analysis. The second round of interviews aimed to gather comprehensive insights into the participants' educational backgrounds, the methods they used in their classrooms, and their underlying beliefs about effective language teaching. The questions were designed to elicit detailed information about the participants' teaching practices, their use of various instructional methods, and the rationale behind their pedagogical choices. Additionally, the interviews sought to understand the participants' beliefs about what constitutes effective language teaching and how these beliefs were influenced by their own experiences and training. The details regarding the data collection procedure are presented in Table 3.

Table 3

Data Collection Procedure

Data Collection Tools	Description	Duration	Purpose
Narrative Frames (Moodie, 2016)	Participants were given a narrative frame titled "My English Learning Experience in School".	1 Week	To collect in-depth information on participants' English learning experiences in school and how these experiences shaped their teaching practices and beliefs.

1 st Semi-structured Interview (Participant-specific questions)	First round of interviews was prepared to elaborate on the answers given to the narrative frames.	25 – 45 Minutes	To delve deeper into the responses from the narrative frames and gather more detailed information.
2 nd Semi-structured Interview	Second round of interviews focused on past language learning experiences, teacher beliefs, and practices.	20 – 30 Minutes	To understand participants' language learning experiences, teaching beliefs, and classroom practices.

The interviews were conducted in Turkish, the participants' native language, in a quiet room at their workplace or at a location of their choice. Conducted by the researcher, who is a native and fluent speaker of Turkish language, these interviews took place in either face-to-face or online, based on the preference and suitability of the participants. In this qualitative research context, the researcher's role was that of a neutral facilitator and data collector. This role required the exploration of participants' thoughts, emotions, and beliefs, often involving discussions about personal and sometimes challenging experiences. Throughout the process, the researcher's paramount responsibility was to safeguard the participants and their data, as emphasized by Sutton and Austin (2015). Importantly, it must also be noted that there were no pre-existing relationships or conflicts of interest between the researcher and the participants. The researcher's core duties included ensuring adherence to the established interview protocol, posing questions in a neutral and non-leading manner, and accurately recording responses for subsequent analysis. Additionally, a key objective was to establish a comfortable and non-threatening atmosphere to foster open and honest expression of participants' viewpoints.

The interview guide, carefully prepared for thorough exploration, comprised a series of open-ended questions. These questions skillfully delved into various aspects of participants' previous language learning experiences, their deeply held beliefs regarding language instruction, and the classroom practices they implemented in English language teaching contexts. Qualitative researchers, in their quest to comprehend participants' viewpoints, prioritize the use of open-ended interview questions specifically designed to elicit profound insights and personal experiences (Hatch, 2023). Consistent with this approach, the interviewer used a dynamic

method, utilizing follow-up questions and probing techniques to encourage participants to delve deeper into their responses. This effective interviewing strategy facilitated a more comprehensive exploration of participants' perspectives and insights, thereby enriching the data collected during these interviews and endowing it with depth and complexity for subsequent analysis.

3.5. Data analysis

The qualitative content analysis approach was used to analyze the data elicited via narrative frames and semi-structured interviews. This research method is extensively used in social sciences to uncover patterns and themes within text-based data, such as written responses and interview transcripts (Patton, 2015). As Patton (2015) states, "Qualitative analysis transforms data into findings. No formula exists for that transformation. Guidance yes, but no recipe. Direction can and will be offered, but the destination remains unique for each inquirer, known only when—and if—arrived at" (p. 761). This approach also provides researchers with a subjective but scientific understanding of social reality (Zhang and Wildemuth, 2009).

The versatility and interpretive nature of qualitative content analysis make it applicable to various research contexts and fields, especially for understanding people's experiences, viewpoints, and attitudes. Furthermore, the methodological consistency of content analysis with previous research (e.g., Cancino et al., 2020; Carvajal Heydel, 2019; Rahman et al., 2020) in the field enhances the credibility and comparability of the study. By employing a widely recognized and utilized method, the findings of this study can be more easily situated within the existing body of literature, facilitating comparisons and contrasts with other studies. This methodological choice not only strengthens the study's validity but also contributes to the broader academic discourse.

Qualitative content analysis requires a systematic and transparent set of procedures for data processing to facilitate valid and reliable inferences, as outlined by Zhang and Wildemuth (2009). Their eight-step process ensures a comprehensive approach from data preparation to the presentation of results. To achieve this, the analysis was conducted following these steps: 1)

preparing the data for analysis, (2) determining the unit of analysis to establish the focus of the analysis, (3) creating categories and a coding system to guide the analysis, (4) testing the coding system on a sample of text to evaluate its effectiveness, (5) applying the established coding system to all of the text, (6) evaluating the consistency of the coding, (7) making conclusions based on the coded data with respect to the research question, and (8) presenting the analysis methods and results in a clear and transparent manner. By adhering to these steps, the analysis ensures a rigorous and systematic examination of the qualitative data, providing reliable and valid results.

Step 1: Preparing the Data for Analysis

The data analysis process began with the collection and preparation of data. This involved transcribing the audio recordings of the semi-structured interviews and inputting the written responses from the narrative frames into a Microsoft Word document. This involved several steps to ensure that the data was accurately captured and ready for analysis. Once transcribed, the data were organized and prepared for analysis. This preparation involved sorting the data based on the patterns, categories, and themes that began to emerge during the initial review. This preliminary sorting helped in identifying the focal points for the detailed analysis to follow. The data was categorized into different segments, making it easier to manage and analyze systematically.

Step 2: Determining the Unit of Analysis

The unit of analysis was established by determining the specific segments of the data that would be the focus of the analysis. This step was critical for maintaining clarity and consistency throughout the analysis process. The narrative frames and semi-structured interview responses were combined to create a holistic dataset. By analyzing these data sources together, the study aimed to identify overarching themes and patterns that might not be apparent if the data sources were analyzed separately. This approach ensured a comprehensive view of the data, facilitating a more integrated understanding of the participants' experiences and perspectives. The focus was on capturing both the content and context of the responses to maintain the richness of the data. This approach helped in understanding the deeper meanings and implications of the participants' responses.

Step 3: Creating Categories and a Coding System

The next step involved breaking down the data into smaller segments, known as codes, which represented specific themes or concepts within the data (O'Connor and Joffe, 2020). The coding process combined both deductive and inductive approaches to ensure a thorough analysis. While inductive coding has the benefit of being entirely faithful to the data, it carries the risk of becoming overly complex and losing focus, particularly for inexperienced qualitative researchers. Therefore, shifting from a deductive to an inductive coding process will enhance the alignment with the data (Linneberg and Korsgaard, 2019). Guided by the research questions, literature review, theoretical framework,, and interview questions, deductive coding helped identify key areas of interest from the outset. This structured approach provided a solid foundation for the analysis. On the other hand, inductive coding allowed new themes and patterns to emerge naturally from the data. This approach ensured that the analysis remained open to unexpected insights and was grounded in the actual data. Then, an initial set of codes was developed and applied to the data by tagging relevant segments. This step involved identifying specific themes or concepts within the data and assigning appropriate codes to these segments. The initial coding framework was designed to capture a broad range of ideas and perspectives.

Step 4: Testing the Coding System on a Sample of Text

To ensure the effectiveness of the coding system, it was tested on a sample of narrative frames and semi-structured interviews. This testing phase was crucial for refining the coding scheme and ensuring its reliability. The initial coding scheme was applied to a subset of the data. This step involved tagging specific segments of the data with the predefined codes to assess their effectiveness in capturing the full range of ideas and concepts. Based on feedback and observations, the coding scheme was refined to improve its clarity and relevance. Any ambiguities or overlaps in the codes were addressed during this phase. The iterative process of testing and refining the coding scheme helped in developing a robust framework for the analysis.

Step 5: Applying the Established Coding System to All of the Text

Once refined and validated, the coding scheme, along with the codebook, was applied to all narrative frames and semi-structured interviews. This step ensured consistency and

comprehensiveness in the analysis. The refined coding scheme was used to code the entire dataset. Each segment of the data was carefully examined and tagged with the appropriate codes. This step was crucial for maintaining consistency in the application of the coding system across the entire dataset. When employing coding as a fundamental element in qualitative data analysis, it is imperative for researchers to exercise caution in determining its appropriateness, as highlighted by Cohen et al. (2018). This vigilance is essential to prevent the potential loss of valuable temporal, contextual, and sequential information during the coding process and subsequent data retrieval. Adair and Pastori (2011) further emphasize the significance of thoughtful conversation and deliberation in the context of qualitative data analysis, including the coding process. This underscores the importance of not only detailed coding but also the collaborative and reflective aspects of the analysis, allowing for a more comprehensive interpretation of the data. Multiple perspectives in the analysis process can yield diverse interpretations (Saldana, 2021). As articulated by Weston, Gandell, Beauchamp, McAlpine, Wiseman, and Beauchamp (2001), “a research team collectively constructs codes, and coding fosters collaboration, leading to a shared interpretation of the studied phenomenon” (p. 382).

Step 6: Evaluating the Consistency of the Coding

To ensure coding reliability and reduce subjective bias, a dual-coder approach, as recommended by Kurasaki (2000), was implemented. This approach involved both the researcher and an external coder, a TEFL teacher with an MA degree, who had no involvement in the study during the data collection phase. Before proceeding with coding the entire dataset, as suggested by MacQueen, McLellan, Kay, and Milstein (1998), a systematic evaluation was conducted to assess the effectiveness of the codes and the ability of the coders to apply them consistently. The process began with the development of an initial code list, typically led by the researcher, which was then reviewed by both coders. Once a consensus was reached on the scope and detail of the codes, the primary coder and external coder commenced the development of the codebook. The definitions were proposed and scrutinized by both coders, with an emphasis on ensuring clarity and providing explicit guidance for code application. Once the code definitions were finalized and agreed upon, the primary coder and external coder independently coded the same sample of text. The results were then compared to assess consistency in text segmentation and code application. If the results were satisfactory and consistent, coding proceeded with

periodic checks for ongoing intercoder agreement. Regular meetings were scheduled between the primary researcher and the external coder, creating a structured framework for continuous alignment and the resolution of potential inconsistencies. Any discrepancies attributed to coder errors, such as misunderstandings of terminology or guidelines, were addressed by the coders with guidance from the researcher. Other inconsistencies stemming from problems with the code definitions, such as overlapping or ambiguous criteria, were discussed by both coders and resolved collaboratively, as they affected the interpretation of the text. These collaborative sessions provided an opportunity for in-depth discussions on coded data, enabling the clarification of discrepancies and the maintenance of alignment with established coding standards (Zade, Drouhard, Chinh, Gan, and Aragon, 2018). After identifying the issues and clarifying the codebook, the previously coded text was reviewed and adjusted as necessary to align with the revised definitions. The intercoder agreement was reassessed to ensure the updated guidelines had effectively addressed the problem. This iterative coding process continued until both the researcher and the external coder were satisfied with the coding of all text. The iterative nature of this process fostered ongoing dialogue and cultivated a shared understanding of coding decisions between the two key contributors. In instances where persistent discrepancies arose, a predefined resolution protocol was systematically enacted. This protocol involved revisiting the codebook, clarifying coding guidelines, and engaging in discussions to achieve consensus. Proactive measures, such as refining coding definitions, modifying codes, adjusting instructions, and conducting iterative reliability tests, were implemented to ensure an acceptable level of reliability (Campbell, Quincy, Osserman and Pedersen, 2013; Hruschka, Schwartz, St. John, Picone-Decaro, Jenkins and Carey, 2004). This comprehensive approach played a pivotal role in maintaining inter-rater reliability and upholding the integrity of the research outcomes. Any inconsistencies in coding were addressed through these discussions, ensuring that the coding remained consistent and accurate. Additional training was provided to the coders to improve their understanding of the coding scheme. The coding definitions were refined based on feedback from the coders, ensuring that the coding process was both clear and effective. Table 4 presents an example of a codebook entry.

Table 4

Example of a Codebook Entry

Code	Brief Definition	Long Definition	When to Use	When Not to Use	Example
Supportive Teachers	Teachers who provide emotional, academic, and motivational support to their students.	Supportive Teachers are those who create a positive and encouraging learning environment by offering emotional, academic, and motivational support, fostering a sense of belonging and confidence among students.	Use this code when examining instances where teachers offer significant support, encouragement, and positive reinforcement to their students, contributing to their overall well-being and academic success.	Avoid using this code for general teacher interactions or behaviors that do not directly involve offering support or encouragement to students.	“The support of my teachers during my student years boosted my motivation and made my learning process more efficient.”

Step 7: Making Conclusions Based on the Coded Data

After developing and applying the coding scheme, the analysis proceeded to making conclusions based on the coded data. This step involved synthesizing the coded data to identify patterns, trends, and relationships among the themes. Themes were developed from the data using both deductive and inductive approaches. The analysis involved synthesizing the coded data to identify patterns, trends, and relationships among the themes. This process was iterative, with the coders revisiting the data and refining the themes to ensure they accurately represented the participants' narratives. The analysis provided a rich and in-depth understanding of the qualitative data. The analysis aimed to provide a comprehensive understanding of the participants' experiences and perspectives.

Step 8: Presenting the Analysis Methods and Results

In the final research report, a detailed reporting strategy was implemented. This step ensured that the analysis methods and results were presented clearly and transparently. The qualitative methodology was elucidated, providing a rationale behind code selection and category development. The steps taken to ensure the quality and reliability of both qualitative and quantitative data were delineated. The findings section presented a synthesis of findings, encompassing both qualitative themes and the frequencies of their occurrences. This dual presentation served to validate qualitative findings quantitatively and enhance the depth of the overall narrative. By integrating qualitative and quantitative analyses, the report provided a comprehensive portrayal of the study's outcomes. This approach highlighted the richness of the qualitative data while also offering a quantifiable perspective on the prevalence of certain themes and concepts. Figure 3 presents an overview of the study, summarizing its purpose, research questions, data collection tools, and data analysis methods.

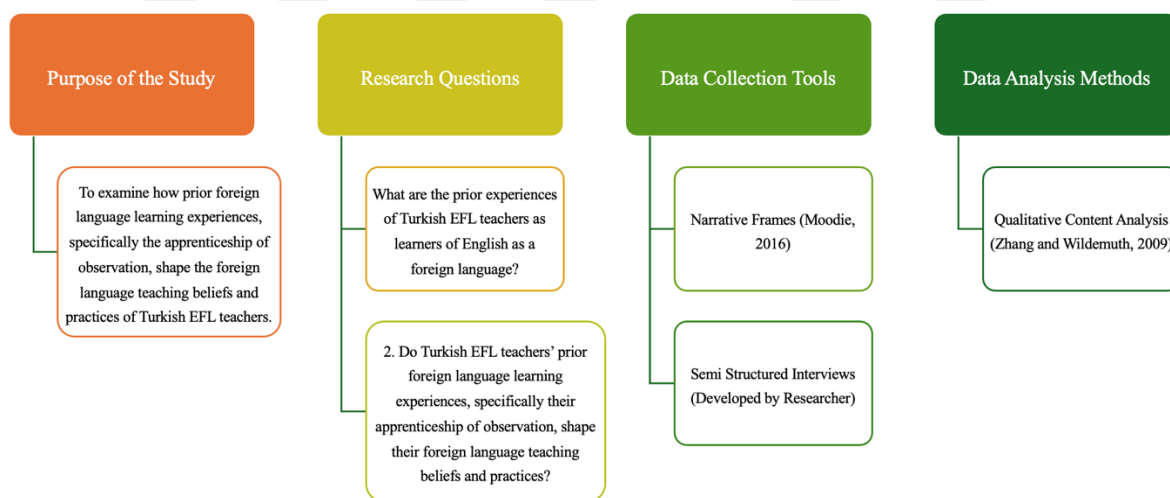


Figure 3. Overview of the study

3.6. Trustworthiness

The concepts of reliability and validity have a solid foundation in quantitative research studies, but their application and relevance in qualitative research is still a topic of ongoing debate. While Patton (2015) believes that validity and reliability should be considered by qualitative researchers while designing, analyzing, and evaluating the quality of their research, Stenbacka (2001) argues that the use of reliability as a criterion in qualitative research is misleading and can lead to a conclusion that the study is of “poor quality” (p. 552). According to Seale (1999), the discourse surrounding the quality of qualitative research emerged due to concerns about the conventional association of validity and reliability with quantitative research. As an effort to align with the interpretivist perspective of qualitative research, alternative terms were introduced as substitutes for “validity” and “reliability” (p. 465). Lincoln and Guba (1985) conceptualize reliability and validity concerns in qualitative research as “trustworthiness” which includes four criteria: credibility, transferability, dependability, and confirmability (p. 300), as illustrated in Figure 4. Ensuring the trustworthiness of a study is crucial to establish the extent to which its findings accurately reflect the reality of the phenomenon being studied.

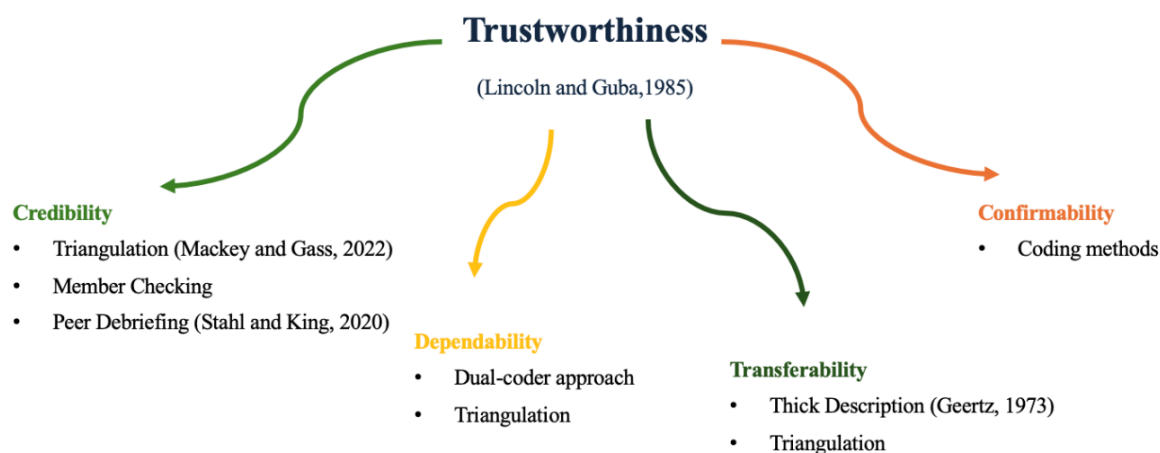


Figure 4. Methods for ensuring trustworthiness in the study

The utilization of multiple data collection methods, known as triangulation, is an effective approach to enhance the trustworthiness of research findings and reduce potential sources of bias. According to Mackey and Gass (2022), triangulation can enhance the credibility, transferability, and dependability of qualitative and interpretive research. Drawing from Johnson's (1992) perspective on the value of methodological triangulation, the simultaneous use of diverse data collection techniques, such as narrative frames and semi-structured interviews, can bolster the trustworthiness of research findings. In this study, accordingly, incorporating narrative frames and semi-structured interviews enabled a comprehensive exploration and analysis of multiple perspectives, ultimately leading to a nuanced understanding of the research phenomenon.

To increase the credibility of the study, member checking was performed. This process involved providing the participants with transcripts of their interviews and asking them to review the accuracy of the information presented (Lincoln and Guba, 1985). Through member checking, the participants were given the chance to validate the accuracy and credibility of their own data, as well as to confirm that their perspectives were accurately reflected in the research. Any inconsistencies or errors were identified and corrected appropriately. Additionally, the technique of peer debriefing was employed to reinforce the study's credibility (Lincoln and Guba, 1985). This involved having another researcher—in this case, the supervisor—review and react to the researcher's data interpretations. By doing so, the researcher was able to confirm the accuracy of her own interpretations and gained a sense of self-credibility through the professional level of the peer reviewer (Stahl and King, 2020). This process also provided the researcher with valuable insider analysis and feedback before the study was made public, further establishing a sense of trust in the study's findings (Stahl and King, 2020). The qualitative content analysis approach employed in the methodology outlined above was a dependable and valid method for discovering patterns and themes within text-based data. This approach involved a rigorous data analysis process that included transcribing the data, segmenting it into codes, grouping the codes into categories and themes, and reviewing and refining these categories and themes to ensure their accuracy in reflecting the data. By using a systematic and transparent approach to data analysis, the study was able to ensure the trustworthiness of its findings. Specifically, the use of both deductive and inductive approaches in generating codes

and categories, as well as the ongoing refinement through discussion and analysis, helped to enhance the credibility and confirmability of the study. Additionally, the researcher examined the relationships between the categories, themes, and codes to answer the research question and ensure confirmability. The process of reviewing and refining the categories and themes guaranteed that the findings were reproducible and confirmable by other researchers.

The methodology used in the study included a detailed explanation of the data analysis process, which helped to ensure the transferability of the findings and allowed other researchers to understand how the results were obtained. This approach has been referred to as “thick description” by Geertz (1973, p. 6). Thick description allows readers to understand and interpret a studied phenomenon through rich and detailed portrayals of people and places (Patton, 2015, p. 438). Additionally, the results of this study were pertinent to the research field, making their transferability likely to be high.

CHAPTER IV

CASES

This chapter presents a comprehensive narrative of twelve cases, ranging from novice educators with a few years of experience to highly seasoned professionals with decades of teaching expertise. By examining these diverse narratives, this chapter aims to uncover the multifaceted nature of English language learning and teaching. It focuses on three core aspects: prior language learning experiences, how the apprenticeship of observation shapes teaching beliefs and practices, and how the anti-apprenticeship of observation shapes teaching beliefs and practices.

4.1. Case 1

4.1.1. Introducing Case 1

Case 1 is a 28-year-old novice female English teacher who teaches at the primary school level in a public school. She attended public schools for her primary, secondary, and high school education. Later, she received a scholarship to study English language teaching at a private university. While pursuing her degree, she also taught general English to children and adults in language schools. During her internship in her final year, she discovered her passion for teaching children, which influenced her career choices after graduation. After dedicating a year to exam preparation, she was appointed a position as an English teacher at a primary school and has been working there for four years.

Reflecting on her own English learning process from primary school to high school, she described it as inefficient, attributing this to the crowded classrooms and the grammar-oriented, teacher-centered lessons she experienced. In high school, the focus shifted to test-oriented and

exam-oriented lessons, which she found equally unproductive (Interview 1). As a teacher, she believes in the importance of understanding the developmental stage of primary school children and teaching with this awareness. Her approach emphasizes accommodating children's energy and individual learning differences, and she aims to make her lessons comprehensive by incorporating visual, auditory, and physical elements. Despite the challenges of working in a public school, such as limited class hours, overcrowded classrooms, and a lack of materials, she remains committed to providing a dynamic and inclusive learning environment for her students (Interview 2). As a new teacher, the participant strives to shape her classroom practices by drawing from both her personal experiences and the theories she learned at university (Interview 2).

This part delves into Case 1's prior experiences as a language learner, examining her teaching beliefs and classroom practices. It also presents how the AoO and Anti-AoO potentially shape her teaching beliefs and practices.

4.1.2. Prior language learning experiences of Case 1

She began learning English in the 4th grade of primary school and noted that the quality of education during both her primary and secondary school years was very poor. She explained that the teaching methods and resources available at that time were inadequate, leading to a less effective learning experience.

"The content of the education I received from primary school to high school was very weak and inadequate in terms of listening, reading, writing and speaking skills in English. Considering the crowded classroom environment, it was almost impossible to create a learning environment and to use the language actively." (Narrative Frame 1)

She elaborated on her early English learning experiences, highlighting significant challenges that hindered effective education. She mentioned that the lessons were not interactive, largely due to the overcrowded classrooms that were common in her school. These conditions made it difficult for teachers to engage with students individually, leading to a predominantly teacher-centered approach. The focus was primarily on grammar instruction, which further limited opportunities for active student participation and communication practice (Interview 2). She

observed that this method of teaching, characterized by a lack of interaction and an overemphasis on grammar, significantly reduced the effectiveness and enjoyment of learning English. The absence of engaging activities and meaningful interaction in the classroom made it hard for students to develop practical language skills and foster a genuine interest in the language.

“Due to excessive noise levels, we were unable to engage in any activities requiring group participation or interaction during our lessons. Instead of enjoyable methods such as listening to music or dancing, our classes revolved around the mundane task of transcribing what was written on the board into our notebooks. There was a notable absence of speaking and listening exercises, as our teacher frequently skipped these sections in the textbook.” (Interview 1)

She mentioned that the only enjoyable activity they engaged in during class, which fostered her love for English, was the introductory activity. This activity stood out as her best memory, as it provided a glimpse of the potential excitement and engagement that could be experienced in language learning.

“It was a memorable experience from my secondary school days—an activity that has stayed with me. My teacher’s creative approach involved turning a piece of paper into a ball and tossing it around to help us learn each other’s names. It left a lasting impression on me, combining amusement with effective learning.” (Narrative Frame 3)

Although the participant expressed dissatisfaction with the way her teachers’ conducted lessons, noting that they were often uniform and uninspiring, she did appreciate the positive teacher-student relationships her teachers fostered. She acknowledged that her teachers were open and communicative, which had a beneficial impact on the flow of the lessons (Narrative Frame 2). This openness in communication created a more supportive and understanding classroom environment, which she found to be a redeeming quality despite the shortcomings in their teaching methods.

“My teachers were only grammar orientated. That is, they made us see English only as grammar. Grammar topics such as sentence structure, tenses, adjectives, adverbs were taught in detail. The lessons were usually full of exercises and examples to understand grammar. There were not many communicative or interactive activities... but they generally adopted a friendly approach towards the students. Everyone’s opinions were respected and encouraged to express them freely. They ensured that everyone felt comfortable in the classroom by providing an atmosphere of open dialogue.” (Interview 1)

In high school, when the participant chose a language class, she encountered more interactive lessons and an increased use of technology. This shift included engaging activities such as listening exercises and watching videos, which enhanced her learning experience (Interview 2). Additionally, teachers enriched the course content with group work and role play, making the lessons more dynamic and participatory. These methods not only made the classes more enjoyable but also helped develop practical language skills and foster a deeper interest in learning English.

However, Participant 1 stated that this shift towards test and essay-focused lessons in the last two years of high school was among her worst memories in language learning. The reduction in interactive activities and the emphasis on exam preparation left her feeling inadequately prepared, contributing to her difficulties with language courses at the university level. This period was marked by a lack of engaging, practical language instruction, which she found detrimental to her overall language development and learning experience.

“One of the worst memories of my high school years was that the last two years of my high school career were characterized by exam preparation, heavy homework and a boring curriculum. This caused me to be unable to use English effectively in my university years and to be inadequate in skills.” (Narrative Frame 4)

4.1.3. How the apprenticeship of observation shapes Case 1’s teaching beliefs and practices

Case 1 stated that some teachers served as role models in her life, greatly influencing her own teaching approach. She often utilized the methods and techniques she learned from these exemplary teachers in her lessons. Their impactful teaching styles and strategies became integral parts of her own educational practices, guiding her efforts to create engaging and effective learning experiences for her students (Narrative Frame 5). Case 1, who adapted activities used by her teachers into her own lessons, provided the following examples of in-class activities.

“Although it is not the same, I can say that there are methods I apply inspired by their activities because I need to adapt them to the primary school level. We do a lot of picture matching. For example, on one card there is a picture of an animal, and on the other, the name of that animal is written, and I ask them to match them. I try to create a lot of different games, such as saying the colors in English in class and giving students the task of finding objects of a certain color.” (Interview 2)

Furthermore, the participant, who believes that English lessons cannot be boring and ineffective today due to the abundance of opportunities to make them enjoyable and support effective learning (Narrative Frame 6), suggested that language learning can be enriched with songs, visuals, and games, like her high school teacher's approach. Despite the issue of crowded classes and a rigorous curriculum, she stated that thanks to the opportunities provided by technology, there are countless activities and resources available to students.

"I try to enrich language learning with simple and fun songs. In high school, we used to listen to a lot of songs, and our teacher used to make us do fill-in-the-blank activities. At the primary school level, for example, I tell stories such as 'Little Red Riding Hood' in a simplified way, enriching them with visuals." (Interview 2)

The participant, who also experienced how important it is for the teacher to be open-minded to keep the classroom dynamics alive, motivate the students, and lead the students to success in the language learning process (Narrative Frame 7), stated that she tried to maintain a strong relationship with her students and attempted to prevent them from developing prejudices against English.

"I remember that I usually enjoy and am interested in the lessons of the teachers I like. I believe that enjoying a lesson, especially in young age groups, is directly related to liking the teacher. When my students make mistakes, I provide them with constructive feedback without criticizing them. I motivate them and strive to foster a love for English without intimidating them." (Interview 1)

4.1.4. How the anti-apprenticeship of observation shapes Case 1's teaching beliefs and practices

Case 1, drawing from her own experience, highlighted the limitations of grammar-focused lessons in the language learning process. Instead, she advocated for a more comprehensive approach that emphasized listening, speaking, writing, and reading skills. Even in primary school settings where the number of weekly lesson hours was limited (Narrative Frame 6), she suggested integrating activities that catered to these fundamental language skills. This approach ensured a more balanced and holistic language learning experience for students, setting a strong foundation for their linguistic development.

“Compared to the past, starting English lessons in the second grade is very important for children’s language development (Narrative Frame 6), but factors such as 2 hours of weekly class time, crowded classrooms, and a very busy curriculum can prevent us from making the lessons as game-based, song-based or interactive as we want, but I still think that it is better than the grammar-based, teacher-centered education model that ignores other skills, even though we lack these activities, and I try to include at least one interactive activity in my lessons.” (Interview 1)

She also stated that she found most of her own teachers’ lesson procedures to be repetitive. In response, she made a conscious effort to incorporate new technical activities into her lesson plans continuously. Unlike her own teachers, she took care to consider the individual learning differences of students while preparing lessons. She aimed to cater to the diverse needs and preferences of her students, fostering a more engaging and inclusive learning environment. (Narrative Frame 5)

“For example, in one of my lessons, I ask the students in the class to close their eyes while teaching words such as pencils, erasers, bags, notebooks, and I collected one item from each of their desks, and then when they opened their eyes, I asked them to walk around the classroom and notice the missing item and find out what it was and tell me where it was. This was a method that I had never applied in other classes before, and since my students in this class liked this kind of games very much, I integrated that subject into that lesson.” (Interview 1)

4.1.5. Conclusion

This section reports the findings of Case 1 of this study. The findings revealed significant elements that shaped her language learning experiences, teaching beliefs, and practices. It also highlights how both positive and negative observations (apprenticeship and anti-apprenticeship of observation) shaped her teaching beliefs and practices. Table 5 highlights the significant components affecting these constructs.

Table 5

The Summary of Case 1

Prior language learning experiences	Teaching beliefs and practices	How the AoO shapes teaching beliefs and practices	How the Anti-AoO shapes teaching beliefs and practices
Started in 4 th grade.	Understands developmental stages.	Inspired by role model teachers.	Advocates for balanced language skills.
Poor quality, overcrowded, grammar-focused lessons.	Uses visual, auditory, and physical elements.	Uses interactive activities and games.	Includes at least one interactive activity.
Test-oriented high school lessons.	Strives for inclusive environment.	Maintains strong student relationships.	Avoids repetitive lessons.
Positive teacher-student relationships	Draws from personal and university experiences.		
Enjoyable introductory activity.			

Case 1's experiences highlight how both positive and negative factors shape teaching practices. Her background in overcrowded, grammar-focused classrooms and test-oriented lessons has shaped her belief in a more interactive and balanced approach to language teaching. Inspired by effective role models and mindful of past inefficiencies, she strives to create an engaging and inclusive learning environment that accommodates individual differences and emphasizes comprehensive language skills. Despite challenges, her commitment to continuous improvement and adaptation of interactive methods demonstrates a dedication to fostering a dynamic and supportive educational experience for her students.

4.2. Case 2

4.2.1. Introducing Case 2

Case 2 is 34 years old and one of the experienced male teachers. He has 11 years of experience. He attended primary, secondary, and high school in public schools and graduated from the English Language Teaching department at a state university. The year he graduated, he scored well on the nationwide KPSS exam and was appointed to the city he desired. In this city, he taught secondary school students for 4 years. Later, he requested a transfer to return to the city where he studied and has been teaching at the primary school level for 7 years now.

Throughout his language learning process, he encountered various teachers who used different teaching methods. He does not find grammar-focused and teacher-centered teaching particularly appropriate for the primary school level. He advocates for lessons that are more enjoyable and interactive, where students are more active and engaged (Interview 2). His preferred teaching style includes the use of games and songs, which he believes make the lessons livelier and more effective. However, he notes that this style of teaching is often perceived in public schools as “not teaching, just playing songs and games” (Interview 1). Despite this perception and the challenges of insufficient lesson hours and crowded classrooms (Narrative Frame 6), he remains committed to his approach. He believes that students benefit more from being actively involved in their learning process. However, sometimes he resorts to using Turkish and employing deductive teaching methods to cover the curriculum on time.

Based on his observations and experiences, he has developed specific methods, techniques, and behaviors that he consciously employs and avoids in his lessons. He emphasizes that while his university education theoretically prepared him for many aspects of teaching, it fell short in practical application (Interview 2). He struggled when he first started his career, finding it difficult to apply theoretical knowledge in the classroom. Over time, however, he has established a routine and found effective ways to manage his classroom and engage his students (Interview 2). He reflects on his journey, noting that each teaching experience has shaped his beliefs and practices. He believes that the key to successful teaching is to adapt to the needs of the students

and create a learning environment that is both educational and enjoyable. His dedication to this philosophy continues to guide his teaching practice, making him a committed and reflective educator.

This part delves into Case 2's prior experiences as a language learner, examining his teaching beliefs and classroom practices. It also presents how the AoO and Anti-AoO potentially shape his teaching beliefs and practices.

4.2.2. Prior language learning experiences of Case 2

Case 2, who started learning English in the 4th grade of primary school, mentioned that the lessons were mostly taught in Turkish. English was rarely used in the classroom, and when it was, the approach was typically to teach a concept in English and then translate it into Turkish, or vice versa (Narrative Frame 1). This method, which heavily relied on translation, did not encourage active use of the English language, making it difficult for students to develop proficiency in speaking and understanding English in a natural context. The participant noted that this translation-based method was a significant aspect of his early English education, which limited opportunities for immersive language practice. (Interview 1)

"I don't remember many details about my English learning. At that time, English was more like a lesson, not a language that I consciously wanted to learn. Perhaps this was because it was not taught like a language. For example, when teaching the days, our teacher would write on the board "Monday: Pazartesi", "Tuesday: Salı" and we would write them in our notebooks." (Interview 1)

He also mentioned that grammar instruction was conducted directly using the Grammar-Translation Method (GTM) and was taught in a deductive manner. The emphasis was on learning and memorizing grammatical structures rather than using the language in a communicative or interactive way (Interview 2). The participant noted that this method focused heavily on accuracy and translation, which often resulted in a lack of practical language skills and limited opportunities for students to engage in meaningful conversation or practice their speaking and listening abilities. (Interview 2)

“When teaching Simple Present Tense, our teacher would first give the pronouns: ‘I, you, we, they + first form of the verb + object; he, she, it + verb (s) + object’. Then she would write example sentences: ‘I like banana’, ‘She likes banana’. And we would write them down. We didn’t even use books; I just remember that we took a lot of notes. The activities in English classes were similar; you had to place the given word in the blank according to the subject. For example, ‘I.... banana (like)’, ‘She.... banana (like)’. He taught all the tenses in this way. The exams were like the examples he did in class and were based on memorize and place logic.” (Interview 1)

He mentioned that language teaching in middle school followed the same pattern, with teacher-centered grammar and vocabulary instruction delivered in a deductive manner. There were no efforts to develop listening, speaking, reading, and writing skills or to engage students in interactions and keep them active in class (Interview 2). Additionally, he noted the absence of activities such as games or songs, which could have made the lessons more engaging and enjoyable for the students. The focus remained on traditional, lecture-based teaching methods, which limited opportunities for students to practice and develop their language skills in a dynamic and interactive environment.

“Secondary school was based on the same system, only the subjects changed. My teachers did not teach with enthusiasm, I don’t think they ever thought that I should do this or that activity in class today so that my students would pay attention. They would come to class, talk about the subject and leave.” (Narrative Frame 2)

Case 2, who acknowledged that deductive teaching of grammar significantly improved his English grammar skills (Interview 1), mentioned experiencing difficulties upon entering high school due to having solely focused on grammar up to that point. This narrow focus on grammar instruction hindered his ability to effectively communicate in English, as language proficiency encompasses more than just grammatical accuracy. He also shared that his worst memory related to learning English was during his first English class in high school when he could not speak English.

“When I entered high school, I had an excellent knowledge of grammar, but I couldn’t form a single sentence. I was a classic victim of the ‘I understand but can’t speak’ syndrome. I had developed my understanding on my own by watching foreign TV shows and listening to music at home. I can never forget the first lesson in high school; our teacher was speaking in English and asked us to introduce ourselves. I was stunned. I couldn’t say anything. I felt very embarrassed and humiliated. Years have passed, but I still can’t forget it.” (Narrative Frame 4)

Case 2, who held the belief that he would fail in his English class, shared his experience with his high school teacher Ms. Songül, who initially utilized a particular teaching method but later adapted when it proved ineffective. Initially, the teacher attempted explanations in English, but as it became evident that students struggled to comprehend, she seamlessly switched to Turkish. Diverging from the passive learning atmosphere of middle school, the participant observed the proactive teaching techniques employed by his high school teacher (Narrative Frame 1). These included strategies to encourage student participation, such as prompting verbal interaction, facilitating group activities, and organizing discussions and interpretations of topics among classmates. Furthermore, the incorporation of multimedia elements, such as videos displayed on the smart board, added an interactive dimension to the lessons, allowing for more engaging and comprehensive exploration of the subject matter. (Interview 2)

Case 2, who opted for the language class to avoid taking math, revealed that his entire perception shifted after making that choice. He elaborated on how his teacher transformed the English lessons into a completely different experience. Describing a range of activities, he mentioned engaging in listening exercises centered on specific topics, expanding vocabulary relevant to those topics, composing essays, delivering presentations, and participating in group work. The participant emphasized the high level of engagement in these classes. Moreover, he highlighted the tolerant attitude of his teacher, Mrs. Hülya, towards mistakes and the consistent support provided (Narrative Frame 2). This nurturing environment not only encouraged students to take risks and actively participate but also fostered a sense of confidence and growth in their language abilities.

“Unlike others in the class, I was clearly not good at English, except for grammar. But our teacher never made me feel stupid or like I couldn’t succeed. In fact, she would come to me specifically and ask if there were any parts I didn’t understand, and if there were, she would go over them again during break time or suggest what I should do at home to improve. Her attitude was consistently supportive. Beyond the teaching methods and approaches she used for English instruction; she was someone whose personality could serve as a role model.” (Interview 2)

He fondly recalled one of his best memories from the lesson, which centered around a role-play activity titled “marriage proposal.” He revealed that he is now married to the person with whom he participated in this role-play. Reflecting on the experience, he noted how the words and

phrases learned in the course became more memorable and reinforced through this interactive activity.

“In our classes, we were already constantly doing role-plays. There were activities like patient-doctor, tourist-local, celebrity-journalist, and so on. I remember it was mentioned in a text, “pop the question”. Upon this, our teacher was teaching similar marriage-related words and structures like “proposal”, and afterwards, the suggestion came from classmates to do a role-play. They asked us to come to the front, knowing that we were a couple. So, we went up, and I proposed. I was very excited, but everything I learned that day stuck in my mind.” (Narrative Frame 3)

4.2.3. How the apprenticeship of observation shapes Case 2’s teaching beliefs and practices

He said that his high school English teacher’s supportive attitude and lack of judgment when mistakes were made were guiding factors in shaping his identity as a teacher. He believed that the teacher’s energetic and smiling demeanor made a significant difference in the high school learning environment (Narrative Frame 7). Furthermore, he emphasized that this positive impact was even more pronounced in primary school, where a warm and welcoming classroom atmosphere was crucial. He reflected on how these qualities shaped his teaching style, underscoring the importance of creating a supportive and non-judgmental environment. By fostering an atmosphere where students felt comfortable making mistakes, he believed that learners were more likely to take risks and engage actively with the material, leading to a more effective and enjoyable learning experience (Interview 2).

He also noted that the teacher’s energy and smile helped to make the classroom a more inviting place, encouraging students to participate and feel valued. This approach not only facilitated better learning outcomes but also contributed to a more positive school experience overall. Drawing from his high school teacher’s example, he strove to maintain a similar dynamic in his own classroom, aiming to make learning English a pleasant and motivating experience for his students. In primary school, he found this approach particularly beneficial. Young students were highly impressionable, and a positive, supportive environment could significantly shape their attitudes toward learning. By being energetic and maintaining a cheerful disposition, he worked to ensure that his classroom was a place where students felt happy and eager to learn, setting a strong foundation for their future educational process (Interview 2).

“I do everything I can to ensure none of my students experience the embarrassment I felt on the first day of high school. Also, I am aware that Hülya teacher played a significant role in preventing me from losing faith in myself and feeling like I was falling behind. A teacher can uplift a student immensely. For example, at the beginning of the year, I had a second-grade student who approached English with a lot of prejudice and wouldn’t say a word. During lessons, I would go to her and ask her to whisper the answer in my ear because she wouldn’t speak up. This continued for a while, and eventually, she started speaking in a more audible tone. After some time, with applause and the whole class moving as a unit, she began to join in the songs and dance. These are the transformations that I find incredibly fulfilling.” (Interview 1)

However, he also mentioned that he exemplifies both good and bad, and sometimes teaches the lesson in Turkish and with a deductive approach due to some difficulties encountered, as taught by his own teachers in primary and middle school, although not as frequently as primary and middle school teachers did (Narrative Frame 5). He cited several challenges that contributed to this situation. One major difficulty he highlighted was the issue of crowded classrooms. With a high number of students in each class, it becomes challenging to manage and engage everyone effectively in interactive activities. The limited class time also posed a significant constraint, making it difficult to cover the curriculum comprehensively while incorporating engaging activities. Furthermore, he noted that the rigid curriculum in public schools often required him to adhere strictly to certain topics and teaching methods, leaving little room for creative or student-centered approaches (Narrative Frame 6). This situation was exacerbated by the fact that children and their parents often did not place as much importance on learning English in public schools compared to private schools. There was a prevalent attitude that English was not a priority, which made it harder for the teacher to motivate students and encourage active participation (Interview 1). The participant also mentioned a perception issue among parents and sometimes even among students themselves. When he incorporated activities or games into the lessons, there was a tendency for these efforts to be perceived as a lack of serious teaching. This perception led to additional pressure on him to revert to more traditional, lecture-based methods to demonstrate that he was effectively covering the curriculum. These factors combined to create a challenging teaching environment where, despite his best intentions and efforts, he sometimes had to revert to teaching methods that he did not believe were the most effective. He expressed frustration over these limitations but remained committed to finding ways to integrate more

interactive and engaging activities whenever possible, believing strongly in their long-term benefits for student learning and engagement.

“I mean, we can only teach two or three hours a week, and the classes have 30 students. But I am very uncomfortable with the fact that when we can involve all of them in the lesson with games and songs, this is called not teaching. They still expect to see the grammar rules in the notebook and must write pages and pages of writing, even currently. Even if we don’t want to, we must speak Turkish somehow, or we must explain in a deductive way.” (Interview 1)

4.2.4. How the anti-apprenticeship of observation shapes Case 2’s teaching beliefs and practices

He reflected on his own educational experience, noting that during his primary and secondary school years, the instruction had been heavily grammar-oriented and teacher-centered. This method had not incorporated any interactive or engaging activities, resulting in a monotonous learning experience (Interview 2). He mentioned that the lessons primarily involved the teacher lecturing about grammar rules, with students passively absorbing the information. In his current teaching practice, he strove to create a more dynamic and enjoyable learning environment for his students. He emphasized the importance of making children love English by integrating technology into his lessons. He regularly used YouTube to find songs that he and his students could listen to and sing together. This not only helped students improve their listening and pronunciation skills but also made the learning process fun and engaging (Narrative Frame 6). Additionally, he incorporated various games into his lessons, which served as both educational tools and means of maintaining student interest. These games were designed to reinforce vocabulary, grammar, and other language skills in an interactive and playful manner. By using these methods, he aimed to create a classroom atmosphere that was far more engaging and conducive to learning than the one he had experienced in his own education.

He believed that these modern, student-centered approaches were crucial in helping students develop a positive attitude toward learning English. He contrasted this with his own experience, where the lack of interactive activities had led to a less engaging and more challenging learning

process. By leveraging technology and incorporating interactive activities, he hoped to provide his students with a more well-rounded and enjoyable educational experience (Interview 2).

“I believe that videos, songs and games are one of the best activities for teaching English in primary school, and we used them a lot even in high school. For example, there’s a channel called “Englishsingsing” on YouTube, which I found very useful for my lessons. When teaching colors in class, I first played a video about colors from there. This way, they could not only see the colors visually but also can hear the pronunciation by listening. In the video, they were mentioning the primary colors, the colors resulting from mixing them, and the colors of the rainbow, and since it was cartoonized, it grabbed the children’s attention. Of course, I paused the video and asked questions, so they weren’t just passively watching. I asked questions like, what color is this, what color do you get when you mix black with white, how many colors are there in the rainbow, which ones are like primary colors? Then, I asked them, what’s your favorite color for personification? I asked them to draw and show me their favorite color with their toys and color it. So, I didn’t give them the Turkish translations of the colors or their descriptions at all, and I didn’t have to. As I mentioned, technology makes lessons like this much easier.” (Interview 1)

4.2.5. Conclusion

This section reports the findings of Case 2 of this study. The findings revealed significant elements that shaped his language learning experiences, teaching beliefs, and practices. It also highlights how both positive and negative observations (apprenticeship and anti-apprenticeship of observation) shaped his teaching beliefs and practices. Table 6 provides a detailed overview of the elements influencing these constructs.

Table 6

The Summary of Case 2

Prior Language Learning Experiences	Teaching Beliefs and Practices	How the AoO shapes teaching beliefs and practices	How the Anti-AoO shapes teaching beliefs and practices
Started in 4 th grade, mainly taught in Turkish.	Advocates for interactive, enjoyable	Inspired by supportive high school teacher.	Rejects grammar-focused methods.

Grammar-Translation Method, deductive approach.	lessons with games and songs.	Maintains a warm, welcoming classroom.	Uses technology, songs, and games.
Limited interactive activities.	Sometimes uses Turkish and deductive methods.	Encourages participation and positive relationships.	Aims for dynamic, enjoyable lessons.
Good grammar but struggled with speaking.	Creates a supportive, student-centered environment.		Promotes a positive attitude toward English.
Positive high school experience with interactive methods.			

Case 2's process as an experienced teacher reflects a significant shift from traditional, grammar-focused methods to more interactive and student-centered practices. His early language learning experiences, characterized by a lack of engagement and overemphasis on grammar, have shaped his belief in creating a more dynamic and enjoyable classroom environment. Inspired by supportive role models and aware of the limitations of his own education, he incorporates technology, songs, and games to enhance student involvement and foster a positive learning experience. Despite challenges such as curriculum constraints and large class sizes, his commitment to adapting teaching methods to meet students' needs underscores his dedication to effective and enjoyable language education.

4.3. Case 3

4.3.1. Introducing Case 3

Case 3, a 29-year-old male novice English teacher, has accumulated four years of teaching experience at a private school. He is currently employed as an English teacher at a private primary school. His educational process began in Saudi Arabia, where he attended elementary, middle, and high school at an international Turkish school affiliated with the Ministry of

National Education. Subsequently, he enrolled at a state university, completing a preparatory year before transferring to another state university. While pursuing his university education, Participant 3 embarked on a career in teaching, commencing from his second year of university. Over the years, he served as both a teacher and education coordinator at various language schools. Eventually, he transitioned to teaching at the primary school level in a private institution, where he has remained for four years.

Reflecting on his own student experience, Case 3 characterizes it as a “fiasco”, lamenting its poor quality (Interview 2). His own observations in language learning have guided him on how not to conduct lessons as a teacher. He underscores the pivotal role of his university education in shaping his teaching philosophy, asserting that it was through this experience that he gleaned insights into effective pedagogy (Interview 2). Embracing a task-based teaching model derived from his university coursework, he emphasizes the importance of actively engaging students in language learning, advocating for immersive and interactive teaching practices. His holistic approach to education underscores the importance of not only imparting linguistic skills but also cultivating a deeper appreciation for language and culture among his students.

This part delves into Participant 3’s prior experiences as a language learner, examining his teaching beliefs and classroom practices. It also presents how the AoO and Anti-AoO potentially shape his teaching beliefs and practices.

4.3.2. Prior language learning experiences of Case 3

Case 3, who started learning English in the 4th grade of primary school, stated that the lessons were not interesting and, therefore, he did not remember many memorable things. Reflecting on this period, he expressed a sense of disinterest in the lessons, attributing it to the absence of engaging teaching methods. The participant recalled a teacher-centered approach where grammar instruction took precedence, leaving no room for interactive learning experiences. Furthermore, the participant noted that the teacher conducted the lessons solely in Turkish, hindering the development of English language proficiency. (Narrative Frame 1)

“In the span of those ten years, I can’t recall enjoying the process of learning a foreign language, nor can I say that I really learned much, just grammar. There might be some information I gained during that time, but we’re talking about very minimal knowledge. Perhaps some very basic information that might have spread throughout the entire school. And in terms of exposure, we didn’t have many options because our teachers were speaking Turkish. They were teaching in Turkish. I mostly felt like it was a math class where formulas were given. That’s how I feel about my classes back then, even after becoming a teacher. I don’t recall many positive experiences regarding exposure to English, hearing it, or working with it. I can’t say I had good experiences in this regard.” (Interview 1)

Although the participant emphasized the importance of a communicative and interactive approach to language learning, he also acknowledged the effectiveness of grammar-oriented instruction in his own learning experience. He mentioned having no difficulty with grammar and found this method to be particularly effective for mastering grammatical concepts.

“Grammar is the phase where we were exposed the most, and it’s also where I believe we learned the most. If we remember certain formulas, I think it’s because of the constant repetition of these formulas to us during primary school, middle school, or high school years. I didn’t encounter significant difficulties in learning grammar.” (Interview 2)

He shared that during his secondary school years, English language instruction was primarily centered around grammar, with no attention given to developing other crucial language skills. He observed a pervasive lack of enthusiasm among his teachers when it came to teaching English, and this lack of passion was obvious in the classroom environment (Narrative Frame 2). Reflecting on his own experience, the participant expressed disappointment in the narrow focus on grammar instruction, which hindered his ability to effectively communicate in English. He noted a noticeable gap in fostering skills beyond grammar, such as speaking, listening, and writing, which are vital for language proficiency.

“I could see in the eyes of my teachers that they saw teaching only as a profession and that they were doing it to earn money because an English lesson could only be so bad, zero interaction, open the book, read it, write it on the board, write it in the notebook, and so on for the whole year.” (Interview 1)

The participant even said that he remembered this teaching method as one of the worst memories of his language learning.

“When I was taking lessons at the secondary school level, it was the process of transferring the content written in our books to our notebooks for the whole year. We

had to continue this process for a whole year without any teaching benefit.” (Narrative Frame 4)

Despite enrolling in the language department in high school with the intention of improving his English proficiency, the participant did not associate his passion for language with his formal schooling experience. He noted that despite being part of the language department, English instruction was limited to only three hours per week, primarily focused on exam preparation. This discrepancy between the participant’s expectation of immersive language learning and the reality of exam-driven instruction highlights a systemic issue within language education.

“Back then, I didn’t have much desire to learn a language, and honestly, I didn’t have much of a plan either. It was my father’s wish, and thinking I would improve my English, I chose a language class, but it didn’t turn out quite as I expected. Despite it being a language class, we only had three hours of lessons, and they were focused on exam preparation. We were learning vocabulary, grammar, and solving paragraph questions. We weren’t doing anything to improve the daily use of the language in class.” (Interview 2)

Case 3, reflecting on his school years from elementary through high school, recounted that he holds just one cherished memory of an activity. He described it as follows.

“During a project I had to do in English, I found myself having to conduct an interview. I had to interview an individual working in any company or firm around me about a topic of my choice. Throughout the preparation and execution of this process, I learned a lot and thoroughly enjoyed it.” (Narrative Frame 3)

He shared his positive experience with English learning in the university preparatory class, expressing satisfaction that it aligned closely with his expectations. He highlighted the intensive curriculum, which incorporated a variety of listening and speaking activities, as particularly beneficial for his language learning process. His positive experience in the university preparatory class serves as a stark contrast to his earlier schooling experience, emphasizing the transformative nature of an engaging and student-centered language curriculum.

“Studying preparatory class was necessary for me. Because as someone who had been accepted into English teaching, I only had command over reading and grammar. I couldn’t speak, write, or understand what I was listening to. How could I become a teacher when I couldn’t do these skills myself? I realized that the year we spent in preparatory class was actually worth 10 years. And I saw that I reached a very good level of English in one year, which I couldn’t learn in 10 years. Because in the class, we were listening, taking notes, and then discussing. We were sitting with a different person

every day to speak with different people. We were doing role plays. This was my most productive year.” (Interview 2)

4.3.3. How the apprenticeship of observation shapes Case 3’s teaching beliefs and practices

Reflecting on his own language learning process, he recognized the importance of effective classroom management and time management skills. He recalled how his past teachers had adeptly handled classroom dynamics, ensuring that any disruptions or issues were promptly addressed before commencing with the lesson. This proactive approach created a conducive learning environment where students felt respected and focused. Drawing from these experiences, he integrated similar practices into his own teaching methodology. He prioritized establishing clear expectations and routines within the classroom, setting the tone for a productive learning atmosphere. By addressing any concerns or conflicts upfront, he aimed to create a sense of stability and security for his students, allowing them to fully engage in the learning process.

“Yes, especially classroom management and interpersonal skills, or it could be time management. These are all related to English teaching, but I can particularly speak about classroom management and interpersonal skills. Skills related to how to establish control over a certain group come to mind. Let me give you an example, particularly in problem-solving. Sometimes, despite having targeted objectives in the teaching process, in a classroom full of problems or where problems arise, it’s not possible to proceed healthily. Therefore, the first thing I would implement is to solve the problem itself. Then, I would focus on academic concerns and goals. That’s the first thing that comes to mind and what I can say about it.” (Interview 2)

4.3.4. How the anti-apprenticeship of observation shapes Case 3’s teaching beliefs and practices

He believed that language learning was entirely a social and interactive process, asserting that progress could not be made with a one-sided, teacher-centered classroom setup. He mentioned that he conducted his lessons based on this belief. Unlike his own education, he incorporated activities where students could communicate with each other, engage in group activities, and participate in task-based events. Reflecting on his own educational experiences, the participant

noted a stark contrast. His own schooling had been characterized by a traditional, lecture-based method where the teacher played a central role, and students were mostly passive recipients of information. There had been no opportunity for interactive or communicative activities, which he later viewed as a significant limitation in his language learning process (Interview 2).

In contrast, the participant's teaching practices were designed to foster interaction and communication among students. He incorporated a variety of activities that encouraged students to communicate with each other, engage in group activities, and participate in task-based events. For instance, he often organized group work, role-playing activities, and collaborative projects that required students to use the target language in meaningful and practical contexts (Interview 1). He believed that these interactive activities were crucial for several reasons. First, they provided students with the opportunity to practice language in a social setting, which was essential for developing communicative competence. Second, they helped students build confidence in their language skills as they received immediate feedback from their peers. Third, these activities made learning more engaging and enjoyable, which could enhance motivation and retention (Interview 2). The participant also mentioned that these interactive methods aligned with contemporary language teaching theories, which emphasized the importance of social interaction in language learning. By incorporating activities where students actively used the language in realistic scenarios, he aimed to create a more dynamic and effective learning environment.

"In my classroom, I organize the students into clusters, and since there are 20 students in the class, each student can easily see the board and the teacher. I assigned a task to each group where they had to prepare an ice cream menu. They were supposed to use the fruits we learned about in class: one group would use pink fruit, another green one, and the third group red ones in their menu. The menu outline was ready; I just asked them to draw and label the type of ice cream and its visual representation. Then, we projected each group's menu onto the smart board, and the students from that group came to the board to place their ice cream orders. This way, they learned the expression 'I would like...'. " (Interview 1)

He also observed a significant transformation in the educational landscape, marked by an increased variety of teaching materials, greater integration of technology into lessons, and a higher level of awareness among teachers compared to the past. He noted that children today are introduced to technology at a very early age, which contrasts with their own educational

experience. This early exposure has led to students being more eager and enthusiastic about participating in activities that involve technology during lessons. He reflected on how different his own schooling was, recalling that technology played virtually no role in their education (Narrative Frame 6). He highlighted the absence of such resources and the limited variety of teaching materials available at the time. In contrast, the modern classroom is rich with technological tools and resources, which not only make learning more engaging but also cater to diverse learning styles.

To illustrate this point, he shared a specific example of a lesson where technology was integrated. The technology allowed for a more interactive and hands-on learning experience, enabling students to visualize and manipulate data in ways that were not possible with traditional methods. This not only enhanced their understanding of the subject matter but also kept them actively engaged throughout the lesson.

"I frequently use BOOKR, a book application that our school has an agreement with, in my classes and for assigning homework. For example, we were discussing the theme of "protecting our environment." After discussing what can be done in the classroom and introducing the topic, we selected a book from BOOKR related to this theme, appropriate for their level. The books in this application are not like regular books; they are more like cartoons. For instance, in this book, there was a robot explaining which types of waste go into which bins, such as plastics in one bin and paper in another. Then, we moved on to the game. There were three trash bins and trash scattered around, and the students had to determine which trash goes into which bin. The students lined up and took turns using the smart board to match the items. Afterward, the robot turned this into a song. We first listened to it and then sang it together. Later, example sentences appeared. The students wrote these in their notebooks and drew the corresponding pictures next to them. It was a lesson where we activated every skill." (Interview 1)

4.3.5. Conclusion

This section reports the findings of Case 3 of this study. The findings revealed significant elements that shaped his language learning experiences, teaching beliefs and practices, and the influences of both positive and negative observations (apprenticeship and anti-apprenticeship of observation) on his teaching beliefs and practices. A summary of the factors impacting these constructs can be found in Table 7.

Table 7

The Summary of Case 3

Prior Language Learning Experiences	Teaching Beliefs and Practices	How the AoO shapes teaching beliefs and practices	How the Anti-AoO shapes teaching beliefs and practices
Started in 4 th grade, found lessons uninteresting.	Emphasizes task-based, interactive, and immersive teaching.	Learns from past teachers' classroom management and time management skills.	Rejects traditional, lecture-based, teacher-centered methods.
Teacher-centered, grammar-focused, conducted in Turkish.	Uses communicative activities, group work, and technology.	Creates a stable, focused learning environment.	Incorporates social and interactive activities.
No interactive activities.	Focuses on engaging students and cultivating a love for language and culture.	Establishes clear expectations and routines.	Uses technology to enhance engagement.
Positive university prep experience with interactive methods.			Adapts lessons to modern teaching theories and student needs.

Case 3's teaching approach is heavily shaped by his negative experiences with traditional, grammar-focused education and his positive experiences with interactive, task-based methods during university. He emphasizes engaging, communicative, and technology-integrated lessons to foster a love for language and culture among his students. Drawing from both positive and negative observations of past teachers, he aims to create a dynamic, supportive, and effective learning environment that contrasts sharply with the passive learning experiences of his own schooling.

4.4. Case 4

4.4.1. Introducing Case 4

Case 4, who is 42 years old, is an experienced female English teacher with 19 years of teaching experience. She has worked in private schools and an international language school, with experience in teaching EFL in multiple cities. She began her career at an international language school in a major city right after graduating from university, where she worked for about 2.5 to 3 years. Following this, she moved to private schools with a specific focus on early childhood education, continuing in this field for approximately 8 years. During this period, she was part of a nationwide project initiated by a foundation and programmed in collaboration with a private university. She managed the foreign language department of this project, involving curriculum planning and the creation of daily, weekly, and yearly plans. Feeling that she had accumulated sufficient experience, she decided to change both her city and teaching level, transitioning to primary education. She then moved to another city to work at a private school for two years before relocating again, where she is currently employed as an English teacher at a private primary school.

Case 4, who shaped her teaching beliefs and practices based on her own experiences, holds a strong conviction that English lessons should not be teacher centered. Drawing from her own learning experience, she emphasizes the importance of creating an interactive classroom environment where students can actively engage with the language. She believes that students learn best when they experience the language through various activities and real-life contexts, rather than passively receiving information from the teacher. Moreover, the participant, who believes that the “individual learning styles” (Interview 2) of children should be focused on in English teaching, shapes her lessons according to this principle. She mentioned that she conducts her lessons in a communicative, task-based manner that caters to different learning styles.

This part delves into Case 4's prior experiences as a language learner, examining her teaching beliefs and classroom practices. It also presents how the AoO and Anti-AoO potentially shape her teaching beliefs and practices.

4.4.2. Prior language learning experiences of Case 4

Case 4, who started learning English in the 5th grade at a private school, mentioned that she attended an intensive preparatory class, where only foreign teachers taught the lessons. She stated that the lessons were skill-based, with separate teachers dedicated to each of the core language skills: reading, writing, speaking, and listening. This structured approach allowed her to focus on developing specific skills under the guidance of specialized instructors, providing a comprehensive and immersive language learning experience from an early age (Narrative Frame 1).

"The reading lessons mainly involved reading short texts and answering comprehension questions. The focus was on whether we could read as the teacher did and how well we could read aloud. Similarly, in listening lessons, we would do listening exercises and answer questions to see how well we understood what we heard. In speaking lessons, we would watch videos from video tapes and discuss them, meaning the teacher would ask questions, and we would answer; students were not encouraged to talk to each other. These lessons generally focused on daily conversation skills. Writing lessons were also related to the texts used in reading lessons; similar texts were used, and we would write similar texts." (Interview 1)

She also described grammar lessons as very classical in nature, involving a traditional approach focused heavily on grammar rules and structures. During these lessons, students would write numerous grammar examples in their notebooks, often copying directly from the board what the teacher wrote. The emphasis was entirely on grammar and grammar concepts were continuously exemplified through examples and involved a significant amount of repetition. Additionally, she mentioned that both skill and grammar lessons were teacher-centered, with interaction in the classroom primarily occurring between the teacher and individual students. She noted that there were no lesson methods or activities designed to promote student-student interaction. She stated that this lack of peer engagement limited opportunities for collaborative learning and practicing conversational skills among classmates (Interview 2).

The participant also mentioned that the teacher-student relationship was primarily focused on supporting successful students, with less attention given to individual characteristics or needs. Teachers tended to prioritize students who performed well academically, providing them with additional support and encouragement. However, there was less emphasis on understanding the unique strengths and challenges of each student, and individual characteristics were not considered as important by the teachers. (Narrative Frame 2)

“So, we generally had very strict teachers, and if you were very good at foreign languages, you would be highly supported, but if you were a bit more of an average or weaker student needing support, you wouldn’t stand out. You had to shine on your own. You had to make the effort yourself.” (Interview 1)

When she transitioned to high school, she found herself particularly interested in English literature classes, and her best memories were associated with those lessons. She emphasized that the effectiveness of the English literature teacher was heavily influenced by the student-teacher relationship and the teaching methods used in class (Narrative Frame 3).

“In my educational life, I didn’t have a teacher who would open up new horizons for me, but there was one teacher, Mr. Selim. His style, his teaching method, was very different. He used literary texts and taught skills classes, so he was very comfortable. That’s because he could work freely in an unstructured system. He made a lot of effort to bring his own knowledge into the classroom. He used the silent method that triggers discussion and creative thinking skills. You know, he would leave a very open-ended question or situation, and he would really wait patiently. He would ask questions and do it very fairly.” (Interview 1)

However, in the last two years of high school, the English classes shifted the focus solely towards increasing test scores for university entrance exams. She mentioned that the way English classes were conducted during these years was among her worst memories. (Narrative Frame 4)

“Since the classes were geared towards university preparation, they were constantly focused on test techniques and tactics. Specific publications or texts were used, and students were continuously drilled with testing exercises, particularly aimed at standardized English exams like the YDS (Foreign Language Exam). The predominant teaching method employed during this period was the Grammar-Translation Method. The primary focus of the lessons was on avoiding mistakes and solving questions quickly, with an emphasis on saving time during exams. Grammar studies were particularly intensive, as grammar was a significant area tested in these exams. Overall, the approach to teaching during this period was heavily geared towards exam preparation

and performance optimization rather than fostering a deeper understanding and appreciation of the English language.” (Interview 2)

4.4.3. How the apprenticeship of observation shapes Case 4’s teaching beliefs and practices

Case 4 noted how Mr. Selim, her high school teacher, positively shaped her views on teaching, particularly in how corrective feedback is a key factor reflected in her own lessons. Instead of simply labeling responses as right or wrong, Mr. Selim engages students with additional questions to keep them more involved with the language and to enhance their critical thinking skills. She emphasized that she consistently employs this approach in her teaching, demonstrating a commitment to fostering deeper understanding and active engagement among her students. This personalized approach to feedback not only helps students to correct errors but also encourages them to reflect on their language use and develop their problem-solving abilities.

“He never made closed-ended feedback or comments like “you did well” or “you did poorly” in class. He would ask more questions instead. He really had good methodology and pedagogy in terms of teaching. Since he always conducted these discussions in English, you had to be a student who could communicate with him in the class, and that would motivate the students even more. “ (Interview 1)

“He would stimulate the classroom as a learning environment. I couldn’t understand how 40 minutes would pass so enchantingly. I’ll always hold him as the most wonderful example in my life, in a completely different place. Other than him, the rest were quite average.” (Narrative Frame 7)

She mentioned an example of an in-class activity related to corrective feedback:

“We learned sequence words. First, next, and finally. When presenting a presentation or a body of information, how can we convey this in an organized manner? First, I stated our purpose, then we watched a good example, a presentation by a cartoon character. Do you think they did these in the presentation? What did you feel as the audience? Then, after identifying these, I divided the groups, and now, if you were to create a routine for starting each morning with an English lesson or any fine lesson, what would the steps of this exercise routine be? I gave them a small task requiring the use of sequence words. They worked on a task-based approach here too. Then they presented, worked on many skills, and had a lot of fun. Then, together, we chose a routine that everyone could realistically do and decided to continue with it, for example. Afterwards, I gave simplified feedback like “The presentation was great. You clearly stated what the topic was about and prepared us for it. You gave great ideas about daily routines. Your

examples were very helpful.” While helping students improve their presentation skills, I aimed to increase their motivation and confidence.” (Interview 1)

4.4.4. How the anti-apprenticeship of observation shapes Case 4’s teaching beliefs and practices

She mentioned that when she first started studying English, there were native speaker English teachers, and she attended speaking classes. However, her relationship with the students and classroom management were negative experiences for her. According to Case 4, a teacher responsible for teaching speaking skills needed to communicate effectively and build positive relationships with students. This belief shaped her teaching practice, leading her to prioritize strong, positive relationships with her students. She emphasized the importance of creating a supportive and communicative classroom environment, which she believed was essential for effectively teaching speaking skills. (Interview 2)

“When I started learning English at the age of 10, we had a native speaker named Kate as our teacher. I’ll never forget that Kate always used to get angry and shout, and that’s all I remember about her classes. She couldn’t manage the class properly. She was a very strict teacher and didn’t establish any connection. The person who was supposed to teach speaking skills should have been the opposite. So, I never wish to be a teacher who truly angers or scares children, unable to make a distinction between being a child and an adult. I remember this as a very bad example, a very ineffective example.”
(Interview 2)

In addition, she stated that she uses the natural learning method by integrating various individual learning styles into his lessons. This approach stands in contrast to the teacher-centered and monotonous lessons she experienced as a student. In her own educational experience, classes were often conducted in a uniform manner, with the teacher primarily asking questions and students providing answers, creating a passive learning environment that she found to be dull and uninspiring (Narrative Frame 5). To counteract this, she strived to create a more engaging and dynamic learning environment for his students. She tailored her teaching strategies to accommodate diverse learning styles, recognizing that students learn best when they are actively involved in the learning process and can connect with the material in ways that resonate with their individual preferences. Furthermore, she stated that technology is utilized more actively in

lessons compared to the past, offering numerous opportunities for engaging activities (Narrative Frame 6). She described an example lesson to illustrate her approach:

“I needed to teach adverbs of manner. To do this, I prepared slides using animals with different characteristics that could capture the children’s interest. These slides included short videos, memes, pictures, and photographs showing how these animals move. We used these materials to dramatize the actions together. First, we named and dramatized the movements of the animals. I introduced words that the children hadn’t encountered before, such as “lazily” and “fiercely,” in addition to common adverbs like “quickly” and “slowly.” By using a natural method, I aimed to convey the emotion of the word directly to the children. Next, I concretized and visualized the words we used one by one. At this stage, we shifted our focus to people, using the same words in different contexts. We provided examples through photos of people in funny, interesting, and entertaining situations. For instance, “dancing crazily.” We repeated the words by saying, “Let’s do this, now let’s do that.” Afterward, we wrote down what we had learned. Following this stage, we played a game: charades. The student acted out the situation shown on the card, and the child who correctly answered the question “How is he/she dancing?” earned the right to take the card. This way, we reinforced what we had learned through group play.” (Interview 1)

4.4.5. Conclusion

This section reports the findings of Case 4 of this study. The findings revealed significant elements that shaped her language learning experiences, teaching beliefs and practices. It also highlights how both positive and negative observations (apprenticeship and anti-apprenticeship of observation) shaped her teaching beliefs and practices. The influential factors on these constructs are summarized in Table 8.

Table 8

The Summary of Case 4

Prior Language Learning Experiences	Teaching Beliefs and Practices	How the AoO shapes teaching beliefs and practices	How the Anti-AoO shapes teaching beliefs and practices
Started in 5th grade at a private school.	Advocates for interactive, task-based lessons.	Inspired by high school teacher's method and corrective feedback.	Rejects teacher-centered, monotonous lessons.
Intensive preparatory classes with skill-based focus.	Focuses on individual learning styles.	Emphasizes engaging students with additional questions.	Prioritizes strong, positive relationships with students.
Teacher-centered, grammar-heavy instruction.	Uses communicative methods and integrates technology.	Creates a stimulating and interactive learning environment.	Uses natural learning methods and technology.
Positive high school literature classes; negative test-focused senior years.	Strong emphasis on positive student-teacher relationships.		Strives to create an engaging and dynamic classroom.

Case 4's teaching philosophy is shaped by both positive and negative experiences from her own education. She rejects the traditional, teacher-centered methods she found uninspiring and emphasizes a more interactive, task-based approach tailored to individual learning styles. Inspired by a high school teacher, she shapes her teaching practice by emphasizing corrective feedback and student engagement. She uses modern tools and methods to create a dynamic, supportive, and effective learning environment, aiming to inspire and motivate her students through positive relationships and interactive lessons.

4.5. Case 5

4.5.1. Introducing Case 5

Case 5 is a 35-year-old male teacher, classified as one of the novice teachers in this study, with four years of teaching experience at the middle school level. He attended primary, middle, and high school in public schools before enrolling in the English Language Teaching department at a state university. After a year in the preparatory class, he had to drop out due to illness. Following treatment, he resumed his education through an amnesty. In his final year, he achieved a high score on the KPSS exam, a crucial nationwide test in Türkiye, which led to his appointment as a teacher.

He shared insights from his language learning process, noting that during primary and secondary school, classes were predominantly teacher-centered and focused heavily on grammar. The instructional approach was primarily determined by the Grammar Translation Method, which emphasized rote learning and translation exercises. This method left little room for interactive or communicative practice. Upon reaching high school and choosing language class, he shifted his focus to developing the main language skills: listening, speaking, reading, and writing (Interview). This transition allowed for a more practical and engaging approach to language learning. In his role as an EFL teacher, he aims to conduct student-centered, interactive, and context-focused lessons. He strives to create an engaging learning environment where students can use the language meaningfully. However, working in a state school with limited class hours, a heavy curriculum, and students with varying language levels often necessitates a return to traditional, teacher-centered methods (Narrative Frame 6). He stated that he has tried to shape his lessons by considering his own language learning experiences and the education he received at university.

This part delves into Case 5's prior experiences as a language learner, examining his teaching beliefs and classroom practices. It also presents how the AoO and Anti-AoO potentially shape his teaching beliefs and practices.

4.5.2. Prior language learning experiences of Case 5

Case 5 began taking English lessons in the 4th grade of primary school and recalled that these lessons were predominantly teacher centered. He noted that the instructional style primarily involved the teacher delivering content while students passively received information.

“During elementary and middle school, I had classes where technology was not integrated much. These classes were generally teacher-centered, and we followed the textbooks provided by the Ministry of Education.” (Narrative Frame 1)

He also mentioned that the lessons were heavily grammar-based and were conducted primarily in Turkish. This approach placed a strong emphasis on learning the rules and structures of the English language, with students spending a considerable amount of time memorizing grammar rules and vocabulary. The instruction was focused on the theoretical aspects of language rather than practical usage (Interview 2). Consequently, there was limited emphasis on developing communication skills, such as speaking and listening in English. This method of teaching, according to Case 5, did not adequately prepare him for real-world communication in English, as it prioritized grammatical accuracy over fluency and effective language use.

“The lessons focused heavily on grammar, resembling Math classes in their structure. The teacher would write grammatical structures on the board, and we would copy them into our notebooks. I don’t recall engaging in any speaking or listening activities. My memories of elementary and secondary school are dominated by word memorization and grammar drills.” (Interview 1)

Additionally, he highlighted the use of vocabulary notebooks as a key component of his learning process. In these notebooks, students were required to write an English word and its Turkish equivalent five times each, reinforcing memorization and understanding through repetition. This practice, according to him, was intended to enhance their vocabulary retention and translation skills, which were considered crucial under the GTM approach. Additionally, he stated that his worst memory was having to write each word 5-10 times to memorize it. This repetitive and boring method of vocabulary learning felt monotonous and ineffective and left a negative impression on the language learning experience.

“For instance, we were often asked to write the same word 5 or 10 times in a vocabulary notebook to learn it. It is a method that focuses on memorizing the Turkish meaning of a word without seeing it in context. Yes, we learned and memorized some words, but since we couldn’t use them in sentences or reinforce them through speaking, they didn’t stay in our minds for long. I believe it’s a dull method that negatively impacts vocabulary acquisition” (Narrative Frame 4)

Despite the lessons’ shortcomings in language instruction and their monotonous nature, Case 5 recalled no negative experiences with his English teachers. Instead, he often encountered educators who fostered strong student-teacher relationships and maintained a positive classroom atmosphere. These teachers, despite the limitations of the instructional methods they employed, were supportive and encouraging, which helped to create a learning environment where students felt valued and motivated. Their ability to connect with students on a personal level and their dedication to their teaching roles left a lasting positive impression on Case 5. (Interview 1)

“The common characteristic among the English teachers I have encountered so far has been their high level of communication skills in primary and middle school. Most of my teachers stood out with their student-friendly approach, engaging with students individually and focusing on their needs.” (Narrative Frame 2)

Upon entering high school, he had the fortune of encountering a group of exceptional teachers. Among these educators, one teacher stood out due to his outstanding teaching abilities. This teacher was not only adept at imparting knowledge effectively, but he also possessed a unique ability to inspire and motivate his students. His engaging teaching style and genuine passion for the subject matter captivated the participant’s interest and curiosity. It was through this teacher’s guidance and encouragement that the participant developed a profound appreciation for the language, ultimately influencing his decision to choose the language department as his area of focus.

“It was my teachers who directed me towards the field of languages. Not directly, but their passion for their own work, their positive attitudes towards us, and the positive relationships they formed with us influenced me. In fact, I had a teacher who was in the final years of his career and about to retire. He told me that I should pursue a career in language and that I would excel in this field when I was in my first year of high school. His influence was significant. Therefore, I can say that when I pursued a degree in the language department, it was because of him.” (Interview 2)

The participant noted that his high school teachers were not only highly proficient in their respective fields but also skilled educators. Their innovative methods and techniques employed during lessons significantly heightened his interest in language studies. By prioritizing student engagement and adopting student-centered approaches, these teachers succeeded in making the lessons enjoyable and captivating, fostering a deeper appreciation for the subject matter among the students.

“I can say that my best memories related to English lessons are from my high school years. In fact, it was during high school that my interest in the language was greatly influenced by my English teachers. Particularly, I can count the lessons where we read English storybooks and practiced speaking as among my fondest memories. Classes where the language was actively used always stand out in my memories. Lessons where we engaged in communication rather than mechanical teaching methods or just interactions with teachers always rank among my best memories.” (Narrative Frame 3)

4.5.3. How the apprenticeship of observation shapes Case 5’s teaching beliefs and practices

Drawing from his own observations and personal experiences, Case 5 noted that understanding the motivational techniques employed by his English teachers was a pivotal learning moment for him. He observed how these teachers’ used encouragement, personalized feedback, and engaging teaching methods to inspire their students. This approach not only made learning more enjoyable but also instilled a sense of confidence and enthusiasm in the students. Inspired by these techniques, Case 5 consciously strove to adopt similar approaches in his own teaching. He recognized that the same supportive and motivational strategies that had profoundly shaped his own learning process could be equally impactful for his students. As a result, he made a deliberate effort to create a positive and encouraging classroom environment (Narrative Frame 5). He aimed to emulate the supportive teachers he admired by offering personalized support, fostering a sense of belonging, and motivating his students to achieve their full potential.

“In a concrete instance, one of my students approached me with a request during a listening activity. He expressed his reluctance to participate verbally, citing his confidence in our strong rapport and assurance that I wouldn’t judge him. However, I firmly reiterated the importance of active participation in both listening and speaking aspects of language acquisition. I provided clear guidance on effective listening strategies and recommended online resources for additional practice at home. As time progressed, the student began to witness tangible improvements in his listening skills

through consistent effort. Encouraged by his own progress, he eventually felt empowered to respond to questions independently during lessons, relinquishing his initial hesitation to speak aloud. This transformation underscored the profound impact of cultivating a supportive learning environment where students feel both challenged and supported to reach their full potential.” (Interview 2)

He highlighted another valuable lesson learned from high school teachers: the importance of placing the student at the core of every lesson. Regardless of the activity, whether it be speaking or group work, maintaining student-centeredness is crucial. According to the participant, lessons revolving solely around the teacher eventually become monotonous and tiresome for both student and teacher alike (Interview 2).

“I do a lot of discussion activities like we did in high school. These discussions can revolve around predetermined topics or subjects that students are eager to explore on a given day. I facilitate these discussions by displaying the topic on the board and offering brief explanations or vocabulary assistance as needed. During the session, I limit my own speaking time to just 10% of the lesson, allowing students the opportunity to engage actively and express themselves freely. This approach not only fosters student autonomy but also cultivates a dynamic and interactive learning environment.” (Interview 1)

He mentioned that working in a public school often required him to teach in ways he did not prefer due to the limited lesson hours, the intense curriculum, and his students’ insufficient level of English (Narrative Frame 6). He specifically highlighted that, at times, he taught grammar deductively and in Turkish, mirroring how he had learned it himself, to ensure better comprehension among his students. When he faced difficulties in conveying grammatical concepts implicitly, he instinctively reverted to the deductive approach he knew well. This method provided him with comfort and a sense of control, especially under the pressure to ensure his students understood complex grammatical structures. He found that the deductive approach, with its clear framework and structure, was crucial for his students’ understanding, particularly for those who struggled with more abstract, inductive methods.

“I remember my own teachers used to write the formula for the target pattern on the board like a prescription. For example, if they were going to teach us a tense, they would write something like “subject + verb in the second form + object” and it would usually be in Turkish...I prefer methods that encourage the practical use of language and are based on practice. However, due to the constraints of weekly class hours and the curriculum I need to follow as part of my responsibilities in the Ministry of Education, I sometimes find myself having to choose less than ideal methods. I sometimes resort to direct grammar teaching as we did in middle school.” (Interview 1)

4.5.4. How the anti-apprenticeship of observation shapes Case 5's teaching beliefs and practices

Case 5 highlighted a practice from elementary and middle school that did not align with his preferred teaching methods: the direct teaching of vocabulary. He expressed a preference for teaching words in context, a method more closely aligned with his own teaching approach. He stated that this approach allowed for a deeper understanding of vocabulary by placing words within meaningful contexts, fostering more natural and effective language acquisition. According to him, teaching vocabulary in isolation often led to superficial memorization rather than true comprehension. By integrating vocabulary into broader lessons, students could see how words functioned in real sentences, making it easier for them to remember and use new vocabulary appropriately. He believed that this contextual learning not only improved students' vocabulary retention but also enhanced their overall language skills, as they were better able to understand and use new words in various contexts. This method, he argued, was more engaging and reflective of authentic language use, ultimately leading to more proficient and confident language learners.

"In vocabulary teaching, I remember we used to learn a word by writing its Turkish equivalent five times. I even mentioned we had a vocabulary notebook for this. However, I consciously avoid teaching in this manner. Instead, I try to introduce words within a context, and if I feel that students are not learning effectively, as a last resort, I provide them with the direct Turkish translations of the words to help them understand better. For example, in a text, "respectively" was used, and the students thought the meaning was related to "respect." I gave an example sentence, "Karen and Jack are aged 12 and 13 respectively." I explained it, but since some students still didn't understand, I had to finally say it in Turkish as well." (Interview 2)

4.5.5. Conclusion

This section reports the findings of Case 5 of this study. The findings revealed significant elements that shaped his language learning experiences, teaching beliefs and practices. It also highlights how both positive and negative observations (apprenticeship and anti-apprenticeship

of observation) shaped his teaching beliefs and practices. Table 9 reveals the influential factors on these constructs.

Table 9

The Summary of Case 5

Prior Language Learning Experiences	Teaching Beliefs and Practices	How the AoO shapes teaching beliefs and practices	How the Anti-AoO shapes teaching beliefs and practices
Started learning English at 4 th grade.	Advocates for student-centered, interactive lessons.	Inspired by teachers' motivational techniques and supportive feedback.	Rejects isolated vocabulary teaching.
Teacher-centered, grammar-focused lessons.	Uses engaging and context-focused methods.	Emphasizes student-centered activities.	Prefers contextual learning.
Limited interactive activities.	Aims to create a supportive learning environment.	Incorporates discussion and group work.	Uses practical language methods.
Positive high school experience with engaging teachers.	Sometimes reverts to traditional methods due to constraints.	Adopts a supportive and encouraging classroom environment.	Sometimes uses deductive grammar teaching due to constraints.
Negative experiences with repetitive vocabulary drills.			

Case 5's teaching approach is shaped by a combination of traditional and modern methods, reflecting both the positive and negative experiences he encountered during his own education. He values student-centered, interactive lessons and strives to create a supportive environment that motivates students. While he sometimes reverts to traditional methods due to curriculum constraints, he prioritizes practical, context-focused language teaching. His approach reflects a balance between fostering engagement and adapting to the realities of the educational system, aiming to provide meaningful and effective language learning experiences for his students.

4.6. Case 6

4.6.1. Introducing Case 6

Case 6 is a 33-year-old experienced female teacher. She has 10 years of teaching experience and currently teaches at the middle school level. She completed her primary, middle, and high school education in public schools and then graduated from a state university with a degree in English Language Teaching. Immediately after graduation, she took the nation-wide Public Personnel Selection Examination [Kamu Personeli Seçme Sınavı, KPSS], passed successfully and was appointed to a teaching position. She taught at a high school for four years. Later, she requested a transfer to another city, where she began teaching at the middle school level. After serving at this school for three years, she transferred to another middle school, where she has been teaching for the past three years. Throughout this period, she has gained experience with various age groups and levels, specializing in teaching English to students. Working in both high school and middle school has enhanced her ability to cater to students across different educational stages.

Based on her own experiences as a student, she observed that the classroom atmosphere and the student-teacher relationship play a crucial role in enhancing students' interest and motivation. Adopting a holistic approach, she emphasizes the importance of seeing the student as an individual and preparing lesson plans that cater to their unique needs. This is in addition to the methods and techniques employed during lessons. She prefers to utilize more communicative methods and student-centered teaching practices rather than relying solely on traditional methods in her classes. However, she notes that due to challenges such as insufficient lesson hours, lack of materials, and difficulties in using technology in public schools (Narrative Frame 6), there is sometimes a necessity to resort to traditional methods. Despite these challenges, she strives to create an engaging and interactive learning environment. She believes that balancing innovative teaching techniques with necessary traditional approaches allows her to reach students in the most effective way possible.

This part delves into Case 6's prior experiences as a language learner, examining her teaching beliefs and classroom practices. It also presents how the AoO and Anti-AoO potentially shape her teaching beliefs and practices.

4.6.2. Prior language learning experiences of Case 6

Case 6 began to learn the English language in the 4th grade of primary school. Unfortunately, her educational experience during both elementary and middle school was marred by numerous inadequacies. These shortcomings stemmed largely from the presence of unqualified educators, who lacked the necessary skills and training to effectively teach the language. Additionally, a high turnover rate among the teaching staff further compounded the problem, leading to a lack of continuity and stability in her learning environment (Interview 2). As a result, the participant faced significant obstacles in her language acquisition progress, which hindered her ability to develop a strong foundation in English.

"I started learning English in elementary school, and I was very excited about the English lessons. However, the teacher who took our class was not even an English teacher. I think he was from a different branch, and he might not even have been a teacher—I'm not sure. We weren't really learning English; the teacher was just looking at the book and making us do some activities, telling us the Turkish meanings of the words. For example, if there was an "apple", he would say it means "elma." (Interview 1)

She also noted that the content of the lessons was insufficient, as teachers focused solely on grammar without providing a comprehensive language learning experience. According to her, the lessons lacked variety and depth, failing to incorporate essential aspects such as vocabulary development, conversational practice, cultural context, and practical application.

"In all honesty, I don't think I received a good education or adequate English learning during elementary and middle school. My experiences didn't rely on innovative methods. My English education in middle school was quite inadequate, so I didn't actively participate in classes. Perhaps that's why I didn't make much progress in learning English during that time. The methods used during that time weren't very effective or useful. Classes were mostly grammar-focused and not very effective. For instance, when we learned about the Simple Present Tense, the process was very straightforward and traditional. The teacher would start by writing the grammatical structure on the board, such as: I go, she goes... After explaining these rules, the teacher would provide a few

examples sentences to illustrate how the Simple Present Tense is used in daily activities or routines. For instance, I go to school.” (Narrative Frame 1)

The ineffective teaching methods employed during middle school significantly shaped her attitude towards learning English. Rather than feeling motivated and enthusiastic, she found herself increasingly demotivated due to the lack of progress and meaningful learning experiences. The repetitive and uninspiring lessons failed to engage her interest or provide a solid foundation in the language. This led to a sense of frustration and a diminished desire to pursue further language studies. The absence of interactive and practical activities, coupled with a narrow focus on rote memorization and grammar drills, further compounded her negative feelings towards learning English.

“Despite my interest in English, my motivation was declining because the classroom environment for learning the language was not as I had expected. In middle school, I lacked sufficient foundational knowledge, and my teachers weren’t particularly competent. Therefore, I wasn’t very motivated during that time, and English seemed more challenging to me. It felt more abstract.” (Interview 2)

Upon entering high school, she found little respite from the challenges she had encountered in her earlier years of English language education. She observed that the inadequacies persisted, with the instructional approach remaining largely unchanged. The teaching methods continued to focus on rote memorization and grammar drills, offering minimal opportunities for interactive and practical language use. As a result, her frustration grew, and her motivation to learn English further declined. Despite her hopes for a more engaging and effective learning environment, high school presented the same obstacles that had hindered her progress in middle school. This continuity of ineffective teaching methods reinforced her negative attitude towards learning English, leaving her feeling disillusioned and disengaged from the subject.

“The situation wasn’t much different in high school. Classes were mostly grammar-focused and not very effective. Especially when we wanted to practice listening and speaking for exams, our teachers didn’t encourage it. For example, when we suggested to our teacher that we do listening or speaking exercises, he said that these wouldn’t be on the exam and that ‘we shouldn’t waste time on unnecessary things’. For me and my classmates, learning English during that time was more like a means to pass exams.” (Narrative Frame 1)

She reflected on how the ineffective lessons during high school represented one of the most disappointing aspects of her language learning process. Each class felt like a missed opportunity, where the inadequately structured lessons and ineffective teaching methods created an environment of frustration and confusion. The teachers, though well-meaning, often failed to engage the students or provide clear guidance, making it difficult for her to grasp even the basic concepts. This consistent lack of progress left a lasting impression on her, overshadowing other positive experiences she might have had with the language. The sense of stagnation and the repeated struggles in those classes significantly hindered her enthusiasm and confidence, creating a barrier that she found hard to overcome in her process towards mastering the language.

“During high school, one of my teachers’ classes always followed the same pattern. He would open the textbook, deliver the information to us, and I couldn’t be very active. Additionally, I remember his exams being excessively difficult and him assigning too much homework. I had to stay up late to complete these assignments, which was quite stressful for me. In fact, this situation led me to perceive English classes as boring because as a student, I felt it wasn’t as enjoyable as other subjects. These experiences were quite negative for me and created a negative perception of English class. Because the topics we covered in class weren’t repeated in exams and the teacher didn’t adapt to different learning styles, it affected me negatively. Therefore, I can say they are among my worst memories.” (Narrative Frame 4)

She stated that although she could not learn a language as she wished, she chose the language department because she was not good at numerical subjects and believed that she would be successful if she focused on just one thing (Interview 2). Her experience took a turn for the better when she selected a language class. In this new learning environment, she found herself in the hands of teachers who were not only knowledgeable but also adept at fostering a conducive atmosphere for language acquisition. Their expertise went beyond mere grammar instruction, encompassing a more comprehensive approach to language learning that incorporated speaking, listening, reading, and writing skills. In these classes, she experienced a dynamic and engaging curriculum that emphasized practical usage and real-life applications of the language. The teachers encouraged active participation and interactive learning activities, which significantly boosted her confidence and interest in English. The diverse teaching methods employed made the learning process enjoyable and effective. This holistic approach helped her develop a more well-rounded understanding of the language, reigniting her motivation and enthusiasm for

learning English. As a result, she began to see tangible progress in her language skills, which further reinforced her positive attitude towards her language studies.

“I generally encountered teachers who displayed a positive attitude, were student-centered, and kept communication open. They were aware that English was more than just a subject but rather a tool. These teachers not only focused on grammar or vocabulary but also emphasized speaking, listening, and writing. They taught us that English wasn’t just about learning a language but also understanding a culture, which motivated us further. Additionally, they supported us in achieving more conscious and lasting learning through a more holistic learning approach.” (Narrative Frame 2)

She fondly recalled one of her most cherished memories: engaging in drama activities with her language class teacher. These activities provided a dynamic and interactive platform for language practice, allowing her to immerse herself in English in a creative and enjoyable way. Through role-playing, skits, and improvisation, she could express herself more freely, gaining confidence and improving her language skills. The supportive and dynamic atmosphere of these drama sessions greatly enhanced her language learning experience, providing a striking contrast to the more rigid and ineffective lessons she had previously encountered.

“One day, one of our teachers came to class with a completely original script in English for a drama lesson. We grouped up as a class and opened the script. That day, we enacted “The Voice” competition. This experience was truly amazing because we had a fun time with the opportunity our teacher provided us. Using flashlights to illuminate our faces, our friends performed English song renditions, and we listened to them. The competition was truly brought to life and was very enjoyable. This memory was quite impactful for me, and our teacher consistently organizing such drama activities had a positive effect on me.” (Narrative Frame 3)

She stated that even during exam years, the teachers included speaking activities and discussion events, indicating that they were not solely focused on exams.

“We were taking English practice exams every week. After the first practice exam, the students in the class wanted to solve the questions immediately. However, our teacher said that it was a speaking lesson, the whole day would not be exam-focused, and we had to accept it this way. We put the practice exams aside and talked about our dreams in the class. Everyone spoke about the dream they wanted to come true the most, and then those who wanted to share ideas on how to achieve that dream contributed. This changed our perspective and reduced our exam stress as well.” (Interview 2)

4.6.3. How the apprenticeship of observation shapes Case 6's teaching beliefs and practices

Case 6 noted that her experience with her high school teacher highlighted the crucial role of the classroom atmosphere in shaping the learning experience. This understanding led her to strive to create a similar positive and supportive environment in her own classroom (Narrative Frame 5). By focusing on fostering a conducive atmosphere for learning, she aimed to ensure that her students could benefit from the same kind of engaging and effective educational experience that she found so beneficial. Her goal was to replicate the engaging methods and supportive interactions that had positively shaped her own language learning experience, as she believed that a nurturing environment is essential for student success and motivation.

"The support of my teachers during my student years boosted my motivation and made my learning process more efficient. Particularly, my enjoyment of English class stemmed from their teaching styles and their approach to the language and culture. They taught me that English is not just a subject but also a culture, serving as role models in this regard. My high school teacher contributed a lot to my classroom practices. I remember how much fun we had when we learnt English in class, and I want to keep the classroom atmosphere like that. For instance, we replicated the "The Voice" competition we had in high school in the classroom. Since the students have seen this program on TV and it is very popular among them, the idea grabbed their attention. Some students did not want to participate, stating that they were shy. We made them the jury instead. We created the jury's scoring chart together. There were items such as "correct pronunciation of lyrics" worth 5 points. They also learned how to make an English rubric. They had fun and used the language at the same time." (Narrative Frame 7)

Additionally, she adopted a holistic, student-centered approach to teaching English, drawing from her own experiences with her high school teacher. She incorporated various methods to actively engage her students, including communicative, task-based, and drama activities, as well as songs and authentic materials. These techniques are carefully tailored to meet the needs and interests of her students, ensuring a dynamic and effective learning environment.

"In our lessons, we incorporate a lot of role-playing activities, such as student-teacher, patient-doctor, and customer-waiter scenarios. We then turn these into competitions, where the students who write and perform the best dialogues are chosen as winners. This approach allows my students to have fun while using language as a practical tool." (Interview 2)

However, as she mentioned, several reasons, such as limited class hours, a heavy curriculum, and classrooms that were not sufficiently equipped technologically, sometimes led to conducting the lesson in a deductive manner. These constraints often forced her to clearly present grammar rules or provide the Turkish meanings of words, resulting in the need to explain in Turkish during the lesson. Despite her preference for a more interactive and immersive approach to language teaching, these practical limitations necessitated a more traditional, deductive style at times. The pressure to cover extensive material within a limited timeframe often made it challenging to fully engage students in the way she desired. Additionally, the lack of technological resources in the classroom further restricted the range of activities and teaching methods she could employ. (Narrative Frame 6)

“Although my own education as a student was based on the Grammar-Translation Method and I do not find it effective for language learning, I sometimes provide the structure and proceed with examples to cover the curriculum. For instance, students are already very familiar with structures like the simple present tense or present continuous tense, so I don’t feel the need to spend much time on them. Instead, I allocate class time to teaching more complex structures, such as the active/passive voice, which students find more challenging to grasp.” (Interview 1)

4.6.4. How the anti-apprenticeship of observation shapes Case 6’s teaching beliefs and practices

Drawing from her own experience, she noted that during her elementary and middle school English learning process, there were no skill-based activities in the lessons. This lack of focus on practical language use left her feeling unprepared for real-world communication. In her own teaching, she was determined to address this gap by emphasizing activities that targeted a broad range of language skills rather than focusing solely on grammar instruction. She prioritized incorporating skill-based activities into her lessons, ensuring that her students had opportunities to develop their speaking, listening, reading, and writing abilities. By doing so, she aimed to create a more balanced and comprehensive language learning experience.

“For instance, if I am going to teach the passive voice, I start by playing an audio recording of a short story about a baker. -In a small village, there was a famous bakery. Every morning, fresh bread was baked. One day, the bakery was visited by the mayor. The delicious smell of the bread was noticed by everyone. Soon, the bakery became the

most popular place in the village...-Afterward, we write the sentences from the story on the board. Then, I ask the students to work in pairs to write a story like the one they heard and later read it to the class. Finally, we review which passive sentences they used in their stories.” (Interview 2)

Additionally, she mentioned that her own teachers during her elementary and middle school never used technology in their lessons, which limited the variety and engagement of the learning activities. Emphasizing the significant role of technology in language teaching, she incorporated various digital tools and resources into her classroom. She noted that they played many games online, which greatly enhanced the learning experience. (Narrative Frame 5)

“I mean, I still can’t understand how my teachers taught such boring lessons when there were so many opportunities. Of course, it wasn’t like it is now, but listening could have been done even with a tape recorder. For example, I use TED talks on YouTube for listening, BBC has listening activities, British Council does the same. For speaking, for example, there is a site called All thing topics, there are questions about topics, you roll the dice and answer the question. Likewise, there is another site called All thing Grammar where there are activities related to grammar topics. I can say that I always try to keep the smart board open in class.” (Interview 1)

4.6.5. Conclusion

This section reports the findings of Case 6 of this study. The findings revealed significant elements that shaped her language learning experiences, teaching beliefs and practices. It also highlights how both positive and negative observations (apprenticeship and anti-apprenticeship of observation) shaped her teaching beliefs and practices. The factors that play a role in these constructs are shown in Table 10.

Table 10

The Summary of Case 6

Prior Language Learning Experiences	Teaching Beliefs and Practices	How the Anti-AoO shapes teaching beliefs and practices	How the Anti-AoO shapes teaching beliefs and practices
Attended public schools, faced unqualified teachers and high turnover.	Emphasizes a positive classroom atmosphere and student-teacher relationships.	Inspired by high school teacher's positive attitude and supportive atmosphere.	Rejects ineffective, grammar-focused methods.
Lessons were grammar-focused and teacher-centered.	Uses communicative, student-centered methods.	Focuses on creating an engaging and effective learning environment.	Prioritizes skill-based activities and practical language use.
Found high school lessons repetitive and uninspiring.	Incorporates drama, role-playing, and authentic materials.	Emulates motivational and engaging teaching methods.	Uses technology to enhance engagement.
Positive experience in language classes with dynamic teachers and drama activities.	Balances innovative and traditional methods due to constraints.		Incorporates a variety of digital tools and resources.

Case 6's teaching philosophy is shaped by her challenging early experiences with ineffective, grammar-focused instruction and her positive later experiences with dynamic, student-centered teaching. She emphasizes creating a supportive and engaging classroom atmosphere, using a variety of communicative and interactive methods. While she sometimes must revert to traditional methods due to practical constraints, she strives to balance these with innovative approaches that prioritize practical language use and skill development. Her use of technology and focus on individual student needs reflect a commitment to providing a comprehensive and effective language learning experience.

4.7. Case 7

4.7.1. Introducing Case 7

Case 7, a 26-year-old male novice English teacher in the study. With three years of experience primarily in private schools, he focuses on teaching English to middle school students, particularly in 5th and 6th grades. His educational process began in public schools, where he completed his elementary, middle, and high school education. Later, he pursued a degree in ELT at a state university, where he found support for shaping his teaching beliefs and practices. During his university years, he gained valuable experience teaching English to adults in language schools. However, it was his part-time work at a kindergarten during his final year that sparked a deeper connection with teaching young learners. This newfound passion led him to begin his teaching career with 1st graders at a private school before transitioning to his current position teaching middle school students.

Case 7's teaching philosophy is molded by the diverse experiences he encountered during his own language learning journey, including both positive and negative aspects. He believes in learning from both effective and ineffective teaching methods, striving to incorporate the most beneficial practices into his own classes. Embracing a communicative approach, he prioritizes creating lessons that engage students and foster meaningful connections with the language. For Case 7, the heart of teaching lies in touching the hearts of his students. He understands the importance of building rapport and creating a supportive learning environment where students feel valued and motivated to participate actively in their language learning journey (Interview 2). Through his dedication to continuous learning and student-centered teaching practices, he 7 seeks to make a positive impact on the lives of his students.

This part delves into Case 7's prior experiences as a language learner, examining his teaching beliefs and classroom practices. It also presents how the AoO and Anti-AoO potentially shape his teaching beliefs and practices.

4.7.2. Prior language learning experiences of Case 7

Case 7 began learning English in the 4th grade of primary school, where classes were primarily conducted in Turkish, and the Grammar-Translation Method was the predominant instructional approach employed by the teacher. During this period, language learning focused heavily on grammatical rules and translation exercises, with limited emphasis on practical communication skills. (Narrative Frame 1)

“When I was in elementary school, we started English classes in the 4th grade. It was typically about 2 hours per week, mostly focused on traditional grammar translation or lessons flowing mostly in Turkish. We mainly focused on basic topics such as colors, introducing ourselves, and progressed by translating from Turkish to English.”
(Interview 1)

He also mentioned that he has always had an interest in English and attributed his fondness for the English language to his positive relationship with his English teacher during elementary school. Despite the predominantly grammar-focused and translation-based approach to English instruction, his interest in the language was sparked by the teacher’s approach. The positive rapport and effective teaching methods employed by the elementary school English teacher left a lasting impression on him, nurturing his interest in English and shaping his future aspirations. (Narrative Frame 2)

“Our English teacher was an energetic young woman, and I believe her positive influence contributed to my liking for English. She was someone who could empathize with the child’s level, understand their needs, and respond accordingly based on the characteristics they brought due to their age. In other words, instead of personally criticizing the child when they said something or made a mistake, whether it was related to language or not, the teacher focused on understanding the child, establishing a connection first, and showing that she cared for and appreciated the child. This approach endeared the teacher to me and consequently sparked my interest in their lessons.” (Interview 2)

Participant also mentioned that most of his best memories in the language learning process were with this particular English teacher, Mrs. Çiğdem, as he found the activities used in class to be enjoyable. These positive experiences played a crucial role in fostering his interest in English and cementing his fondness for the language. He mentioned that Mrs. Çiğdem would bring a soft ball to class and use it to foster interaction among the students. She also created various

materials for the lessons. Sometimes, they would use sticks to select and determine their answers. The engaging activities and the supportive classroom environment created by this teacher not only made learning English enjoyable but also left a lasting impression on him. (Narrative Frame 3)

He mentioned that his middle and high school language learning continued with the Grammar-Translation Method. This approach, characterized by a focus on grammar rules and translation exercises, remained the primary method of instruction during these years. (Interview 2)

“Our high school teacher was someone who didn’t write on the board, didn’t make us take notes, and was bored with teaching, which made the lessons boring for us as well. He had no intention of engaging us and would just go through the textbook without any effort to make the class interesting.” (Interview 2)

Moreover, the high school teacher displayed an unwillingness to accept and address student mistakes, creating an environment where errors were not acknowledged or corrected constructively. The teacher’s attitude towards mistakes further compounded the negative experience. Case 7 recounted that the teacher never accepted or addressed mistakes constructively, creating an environment where errors were not acknowledged or corrected in a supportive manner. This lack of tolerance for mistakes likely affected his confidence in using the language and may have contributed to feelings of frustration and disengagement. (Narrative Frame 4)

“He had chosen me to read a text in class, and I had mispronounced a word. He scolded me, mimicked the word the way I said it, and reassured me saying, “You are a lost case.” Since that day, I’ve become very afraid of making pronunciation mistakes when speaking, and it’s still one of the things I’m most careful about when speaking.” (Interview 1)

However, a significant shift occurred when he chose a language class in the 10th grade. Upon entering the language class, he noticed a marked change in the teaching methods and the overall approach to language learning. The classes became more communicative and interactive, moving away from the rigid structure of the GTM (Interview 1). This shift introduced him to activities that encouraged speaking, listening, and active participation, providing a more holistic and engaging language learning experience. This change was a turning point for him, highlighting the benefits of communicative and interactive methods in language education.

These methods not only enhanced his language skills but also made the learning process more enjoyable and effective.

“One day, our teacher organized an activity for speaking practice that we had never seen before. He formed a circle in the classroom, and one student stood in the center. Then, he gave us a topic and asked the student in the middle to create a sentence related to that topic. After that, the student in the middle chose another student who would then come to the center and continue the conversation by adding a sentence to the previous one. We continued this way, taking turns, and everyone had the opportunity to speak. This activity not only improved our speaking skills but also enhanced our thinking and quick response abilities. It was a very enjoyable experience for us.” (Interview 1)

In addition to Mr. Selçuk’s teaching methods, the participant highlighted how the teacher’s supportive and motivating demeanor significantly shaped his educational experience. Beyond just imparting knowledge, this teacher fostered an environment where students felt encouraged to learn and grow. His attitude went beyond the confines of the classroom, instilling in the participant a sense of confidence and resilience that extended beyond language learning. This supportive approach not only helped him academically but also contributed to his overall personal development. (Interview 2)

“The reason our language class teacher, Mr. Selçuk, left such a deep impression on me is that he knew how to make lessons enjoyable and how to communicate effectively with students. He would bring in senior students to give presentations, showing us what we could achieve in a few years. He would say, “Your English will be like this in a year or two,” which motivated us immensely. When we were seniors, he had us do the same, and I remember impressing the 10th-grade students significantly. I can say this is my best memory.” (Narrative Frame 3)

4.7.3. How the apprenticeship of observation shapes Case 7’s teaching beliefs and practices

Case 7 noted that Mr. Selçuk, his high school teacher, served as a major role model in shaping his own teaching style. He admired Mr. Selçuk’s approach and had often planned his lessons in a similar manner. He predominantly used the communicative approach in his classes, inspired by Mr. Selçuk’s emphasis on communication as a central aspect of language learning (Narrative Frame 5). By adopting the communicative approach, he aimed to help students understand that language was not merely a subject to be studied but also a tool for communication and conveying messages. He believed that by prioritizing communication in his lessons, students could

overcome their fear of making mistakes, as the primary goal was to effectively convey messages rather than achieve perfection in grammar or vocabulary. In emphasizing the importance of communication, he had observed that students naturally grasped the significance of rules and grammar for clearer communication. By engaging in meaningful interactions and real-life communication scenarios, students had developed a deeper understanding of how language functioned and the role that grammar played in facilitating effective communication. Overall, his teaching philosophy centered on creating a supportive and interactive learning environment where students felt empowered to use language as a means of expression and connection. Inspired by his own positive experiences with communicative teaching methods, he strived to instill a love for language learning and confidence in communication skills among his students.

“For example, instead of directly providing children with explanations along with words in vocabulary teaching, I prefer to give them a text and let them guess the meaning of the word from there. Sometimes, I even make up a word that doesn’t exist. Then, they try to identify the type of the word based on the context and later attempt to replace it. Additionally, role-playing activities are also helpful because when children choose a different identity, they can express themselves more comfortably. This allows them to interact with peers at their own level, sometimes below, and sometimes above their level, enhancing their self-confidence in the classroom. So, children discover themselves. In fact, rather than receiving ready-made information directly, when children discover and find things themselves, learning becomes more effective and lasting.” (Interview 2)

Drawing on his own experiences, Case 7 believed that incorporating technology into the classroom could significantly enhance the learning experience. Mr. Selçuk frequently used online resources to make his lessons more engaging and interactive. Therefore, by integrating educational games and songs from the internet, Case 7 aimed to create a more dynamic and enjoyable learning environment for his students. He found that these digital tools not only helped to maintain students’ interest but also provided diverse ways to practice and reinforce language skills. The use of technology allowed for a more varied and adaptable approach to teaching, catering to different learning styles and preferences. (Narrative Frame 6)

“The widespread use of technology in lessons has become inevitable for English teaching. An activity we used to do a lot in high school was listening to songs and trying to fill in the missing words in the lyrics. We did this back in high school, but now my students can easily engage in these activities because of their proficiency levels. I found the lyrics to “Seven Nation Army,” then asked ChatGPT to turn it into a fill-in-the-blank activity, and we did it in class. We listened to the song, sang along, and did a listening-writing activity to relax a bit.” (Interview 1)

4.7.4. How the anti-apprenticeship of observation shapes Case 7's teaching beliefs and practices

Case 7 noted that his 9th-grade English classes were the least productive year for him. He observed that the English teacher only taught by opening the book, without using any other materials, making students take notes, engaging in interactive activities, or using English during the lessons. This approach decreased student motivation and hindered language learning (Narrative Frame 7). In contrast, he emphasized that he conducted his own classes with an entirely opposite approach. In his own teaching, he prioritized interactive and communicative methods, incorporating a variety of materials and activities to engage students actively in their learning. By using English as the primary language of instruction and creating opportunities for students to practice speaking and listening in meaningful contexts, he aimed to enhance their motivation and facilitate more effective language acquisition. His experiences have shaped his belief in the value of communicative teaching methods and the need to move beyond traditional, book-centered instruction to foster a more enriching and effective educational experience for his students.

"Of course, we also have textbooks that we need to use and a curriculum we need to follow, but I never teach my classes using just one material. I know how boring that can be for students. My students are at an intermediate level, which allows us to engage in a variety of activities. Classes where we have discussions are especially popular. Discussing a topic in English is very important for students. For example, recently, they had a great discussion on a topic that caught their attention because they are so reliant on technology. The discussion topic was whether artificial intelligence should be used for homework. We split the class evenly into two groups, and each group presented and defended their arguments. We selected three students as the jury, and the groups made efforts to persuade them." (Interview 2)

He also mentioned that, unlike that teacher, he adopted an approach that treated mistakes as normal and instilled in his students the understanding that making mistakes was perfectly acceptable. He believed that recognizing and embracing mistakes as a natural part of the learning process was crucial for language development. In his classroom, he created a supportive environment where students felt comfortable taking risks and experimenting with the language. He emphasized that his students were more willing to communicate and try new things when they knew that mistakes were seen as learning opportunities rather than failures. By fostering

an atmosphere where mistakes were not just tolerated but seen as valuable steps in the learning process, he aimed to build his students' confidence and motivation. He believed that this mindset helped students develop a more positive and resilient attitude toward language learning, ultimately leading to better outcomes and a deeper understanding of English.

“In one of the classes I recently started teaching, I encountered a situation where students were inclined to mock their peers when they made mistakes, whether answering questions or speaking in English. I addressed the entire class in a firm but understanding manner. I explained that even in our native language, there are many words we do not know, words we mispronounce, and words whose meanings we are unaware of. Moreover, we are trying to learn a second language with very limited exposure to English. In this context, mocking someone for the slightest mistake and making others feel unsuccessful is very wrong. I emphasized that everyone could make mistakes and that it is important to reinforce success and motivate each other instead. I made it clear that this behavior should stop that day and warned that if it happened again, my response would not be as gentle. Now, everyone participates more comfortably and without hesitation.” (Interview 2)

4.7.5. Conclusion

This section reports the findings of Case 7 of this study. The findings revealed significant elements that shaped his language learning experiences, teaching beliefs and practices. It also highlights how both positive and negative observations (apprenticeship and anti-apprenticeship of observation) shaped his teaching beliefs and practices. The significant elements affecting these constructs are shown in Table 11.

Table 11

The Summary of Case 7

Prior Language Learning Experiences	Teaching Beliefs and Practices	How the AoO shapes teaching beliefs and practices	How the Anti-AoO shapes teaching beliefs and practices
Began learning English in 4 th grade.	Emphasizes communicative, interactive lessons.	Inspired by high school teacher's communicative approach.	Rejects uninspiring, book-centered instruction.

Grammar-Translation Method.	Focuses on creating a supportive learning environment.	Uses role-playing and context-based vocabulary teaching.	Emphasizes interactive methods and variety in teaching materials.
Positive relationship with an engaging elementary school teacher.	Incorporates technology and digital tools.	Incorporates technology to make lessons engaging.	Treats mistakes as learning opportunities.
High school experience improved with communicative, interactive methods.	Encourages active student participation and reduces fear of mistakes.	Focuses on student-centered activities and interaction.	Promotes discussions and debates to enhance language skills.
Negative experiences with uninspiring, error-intolerant high school teacher.			

Case 7's teaching philosophy is shaped by both positive and negative experiences from his own language learning process. He prioritizes communicative and interactive methods, creating a supportive and engaging classroom environment where students feel comfortable making mistakes. Inspired by effective teachers and motivated to avoid the pitfalls of uninspiring instruction, he incorporates a variety of materials and activities, including technology, to enhance student participation and learning. His approach aims to foster meaningful connections with the language and build students' confidence and motivation in their language learning process.

4.8. Case 8

4.8.1. Introducing Case 8

Case 8, who is 47 years old, is the most experienced participant in this study, boasting an impressive 27-year career as an English teacher. Over the years, she has taught at every educational level, from kindergarten to high school, demonstrating her versatility and

commitment to education. Her experience began immediately after graduating with a degree in English teaching, when she spent three years working in various language schools. These initial years provided her with a solid foundation in teaching diverse student groups and honing her instructional skills. After her stint in language schools, she moved to a private school, where she dedicated approximately 15 years to educating students. Her extensive experience in this setting allowed her to refine her teaching methodologies and adapt to the evolving educational needs of her students. Following this period, she transitioned to another private school, where she continues to impart her knowledge and passion for English to this day.

Her own experience with the English language began in the 4th grade, and from the very first day, she was captivated by it (Interview 2). Her enthusiasm for English was nurtured by her teachers, who recognized and supported her burgeoning talent. Despite describing her early English lessons as predominantly teacher-centered, she acknowledges that she received a high-quality education in the language (Interview 1). This strong educational foundation was crucial in shaping her future career as an English teacher. high schools. These institutions offered a balanced approach to language learning, emphasizing both grammatical proficiency and the development of essential language skills such as speaking, listening, reading, and writing. This comprehensive approach ensured that her English education was well-rounded and effective, allowing her to progress positively in her language abilities. Reflecting on her extensive career and personal language learning process, Case 8 emphasizes the importance of both structured grammar instruction and interactive skill-building activities (Interview 2). Her experiences have profoundly shaped her teaching beliefs, driving her to create an engaging, supportive, and effective learning environment for her students. Her dedication to her job and her ability to draw on a rich history of personal and professional experiences make her an invaluable contributor to this study.

This part delves into Case 8's past experiences as a language learner, examining her teaching beliefs and classroom practices. It also presents how the AoO and Anti-AoO potentially shape her teaching beliefs and practices.

4.8.2. Prior language learning experiences of Case 8

Case 8 began her English language education in the 5th grade of secondary school, attending a private institution. She described the structure of the lessons as predominantly teacher-centered, with the instructor guiding the learning process and students playing a more passive role (Narrative Frame 1). This traditional approach focused heavily on direct instruction, where the teacher was the primary source of knowledge and student participation was limited.

“We were generally passive, that is, only the teacher was asking questions. There was never anything like turning to a friend and discussing a topic, solving something together or being a pair. But if there had been such things, we would definitely have learnt something from our friends, besides language development. We would also have learnt how to work collaboratively.” (Interview 1)

She elaborated on her language learning experiences, noting that in addition to the predominantly teacher-centered lessons, she also attended classes where grammar was taught directly. In these lessons, the teacher first introduced specific grammatical structures, followed by exercises focused on constructing sentences using these structures (Interview 2). Furthermore, she emphasized that although the lessons were grammar-based, they were not limited to grammar alone. These classes also covered other language skills, including reading, writing, listening, and speaking.

“We had labs for listening exercises. We had headphones and everyone had their own cubicle, and that’s how we did our listening. I don’t remember how often we did it, but we loved going to the laboratory. We also had video lessons. We used to watch English films on big video cassettes. Speaking exercises were mostly in the form of role-playing, acting out dialogues in pairs or groups. For writing, we had the book ‘Composition through pictures’, which I still have. We used to write texts about the given visuals. It was a very good book, I enjoyed writing.” (Interview 1)

She fondly recalled the activities from the “Composition through Pictures” book as some of her best memories. She expressed great joy in engaging in role play in the classroom, highlighting it as a particularly enjoyable activity. Additionally, she recalled most vividly the times spent in the laboratory for listening exercises, highlighting how these experiences greatly enhanced her language learning process (Narrative Frame 3). She also recounted negative experiences related to their teacher’s vocabulary teaching method, which, although initially perceived as useful for

spelling, ultimately left room for improvement. The method, while effective in aiding spelling skills in the short term, was deemed by Case 8 to lack depth and effectiveness in facilitating a deeper understanding and retention of vocabulary (Interview 1).

“When we learned vocabulary, I was very tired because they made us write 20 times 30 times, as we were learning a lot of words. I even remember falling asleep while crying over the notebook. They really made us write too much. Sometimes, for example, they would get angry about something and use this method as a punishment for the whole class; we would write 20 times 30 times for no reason.” (Narrative Frame 4)

Case 8 remarked on the prevailing disciplined atmosphere cultivated by teachers in the classroom, noting that the teacher-student relationship often lacked comfort and tended towards harshness. Against this backdrop, the supportive and humorous approach of their 4th-grade English teacher Mr. Kurtuluş stood out to her. This teacher’s ability to inject humor into lessons and foster a positive learning environment attracted her attention and differentiated him from other teachers. Notably, this teacher’s supportive attitude and engaging teaching style significantly boosted her motivation towards English language learning (Narrative Frame 2).

“When I started school in the first to 4th grade, for instance, our teacher once had us do listening exercises. At that time, I had never experienced anything like it before. This was in the 1980s. So, it was quite unusual, for example, to listen to songs in class. I mean, of course, we sang songs in music class in elementary school, but listening to a song from a recorder in class was very different. Our teacher was also very funny. I think entertainment is crucial in class. Being able to be humorous in class is important, of course, without overdoing it. When you have fun, you don’t forget it.” (Interview 2)

Case 8, who continued her schooling at a private institution during high school, noted that while the teachers primarily focused on exam preparation, there was also a notable emphasis on interactive learning experiences. Teachers facilitated interactive lessons that incorporated role-play, group activities, and extensive listening exercises alongside exam preparation (Interview 2). She stated that this balanced approach ensured not only academic readiness but also the development of practical language skills through engaging classroom activities.

4.8.3. How the apprenticeship of observation shapes Case 8's teaching beliefs and practices

Case 8 recalled that in the initial years of her teaching career, she adopted an approach to teaching grammar that mirrored her own experience as a student. This approach involved explicitly teaching grammar rules and structures to her students, like the method she had been taught herself.

“When I began my career, I primarily relied on deductive methods to explain grammar through rules. At the time, I lacked alternative strategies for instruction.” (Interview 1)

In addition to her approach to teaching grammar, Case 8's own teachers also played a key role in shaping her adoption of various classroom practices. They instilled the habit of keeping notebooks, emphasized dictation practice, and maintained strict classroom discipline (Narrative Frame 5).

“I sometimes find myself using traditional methods like my teachers did. For example, I still occasionally assign writing tasks to help students remember words by writing them down, though not as repetitively as in the past. I believe they need to write because they can't write in elementary school. Sometimes, traditional methods are necessary.” (Interview 2)

The participant also revealed that she still cherishes the book “Composition through Pictures” that her teacher utilized for writing instruction during her middle school years. Remarkably, she continues to rely on this book from time to time when teaching writing in her own classes (Interview 1). These practices, learned through observation and experience, became integral components of her own teaching methodology.

She also observed that teachers who infused her lessons with engaging elements—keeping the classroom atmosphere warm, making the lessons enjoyable, and incorporating humor—created unforgettable learning experiences (Narrative Frame 7). She emphasized that such an approach not only made the lessons more memorable but also played a significant role in the success of learning English. Drawing from these observations, the participant applied similar strategies in her own teaching, fostering a positive student-teacher relationship and creating an engaging and supportive learning environment for her students.

“Before Mr. Kurtuluş, there was no such thing as listening to songs in class. I mean, we had never listened to a song before. Our teacher was also very funny and entertaining. I think humour is a very important thing in the lesson. I can say that he was a role model for me in this regard.” (Interview 1)

4.8.4. How the anti-apprenticeship of observation shapes Case 8’s teaching beliefs and practices

She made a keen observation regarding the teacher-centered approach prevalent in her own English education, noting that it hindered communication within the classroom. Drawing from this experience, she asserted that her own teaching philosophy diverged from this model, emphasizing a student-centered approach instead (Narrative Frame 5). By prioritizing the needs and participation of her students, she aimed to cultivate an environment conducive to effective communication and learning.

“Unlike my own experience as a student, I strive to plan student-centered lessons. I consider this to be very important. I try to minimize teacher talking time and focus more on activities like pair work and group work. I aim to create environments where students can learn from each other as well.” (Interview 2)

She further reflected on the evolution of her grammar teaching methodology as she gained experience in the field of education. In contrast to her past teachers, she adopted a different approach to grammar instruction, transitioning from deductive methods to inductive methods. This shift allowed her to engage students more actively in the learning process, encouraging them to discover grammar rules through examples and practice rather than relying solely on direct instruction.

“When teaching grammar, I try to use an inductive approach, introducing the concept through stories or videos and letting students deduce the rule themselves.” (Interview 2)

She also remarked that during the time of her own education, teachers did incorporate technology into their lessons, albeit to a limited extent (Narrative Frame 6). However, she found that the available technology was insufficient for effective language teaching. Consequently, she made a concerted effort to integrate a variety of technological resources into her own

lessons, recognizing the potential for technology to enhance language learning experiences and provide students with more engaging and interactive opportunities for practice and exploration.

“I have been using ClassDojo for 15 years or so. It increases students’ motivation and participation. We use the smart board applications of the books, so we have more time because we don’t have to deal with writing. Apart from that, I use power-point to prepare visuals while teaching vocabulary. I use artificial intelligence to prepare for lessons, like ChatGPT. I get ideas from them. We play games from sites like Quizzes, Kahoot. Twee is also an artificial intelligence that I use a lot in preparing vocabulary.” (Interview 1)

4.8.5. Conclusion

This section reports the findings of Case 8 of this study. The findings revealed significant elements that shaped her language learning experiences, teaching beliefs and practices. It also highlights how both positive and negative observations (apprenticeship and anti-apprenticeship of observation) shaped her teaching beliefs and practices. Table 12 presents the elements that were found to be influential on these constructs.

Table 12

The Summary of Case 8

Prior Language Learning Experiences	Teaching Beliefs and Practices	How the AoO shapes teaching beliefs and practices	How the Anti-AoO shapes teaching beliefs and practices
Began learning English in secondary school at a private institution.	Emphasizes a student-centered approach.	Initially adopted deductive grammar teaching methods.	Rejects teacher-centered, communication-hindering methods.
Teacher-centered lessons with a focus on grammar.	Incorporates humor and engagement in lessons.	Uses notebooks, dictation, and strict discipline from past teachers.	Prioritizes student-centered lessons with pair and group work.
Enjoyed listening exercises and role play.	Uses inductive methods for teaching grammar.		Uses inductive methods for grammar teaching.

Found vocabulary teaching methods to be too repetitive and punitive.	Integrates a variety of technological resources to enhance learning.	Draws on positive examples of engaging and humorous teaching. Emulates teachers who created a positive learning environment.	Incorporates diverse technological tools for more engaging lessons.
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Case 8's extensive experience and diverse teaching background have profoundly shaped her teaching philosophy. Her early experiences with teacher-centered, grammar-focused instruction highlighted the need for a more student-centered approach. She emphasizes engagement, humor, and interactive methods in her lessons, inspired by the positive experiences she had with her own teachers. While she initially adopted traditional methods, her teaching has evolved to incorporate inductive grammar instruction and extensive use of technology. By prioritizing student needs and creating a supportive, engaging learning environment, she aims to foster effective communication and a positive attitude toward language learning.

4.9. Case 9

4.9.1. Introducing Case 9

Case 9, a 29-year-old male novice English teacher in the study, brings five years of teaching experience to the table. Following his graduation, he dedicated a year to exam preparation before landing a position at a public school, where he teaches at the high school level. Specifically, he instructs 11th and 12th-grade language classes. Central to Case 9's teaching philosophy is the belief in the importance of language instruction beyond grammar and vocabulary. While he acknowledges the necessity of these foundational elements, he emphasizes the significance of communicative approaches in language learning. For him, "speaking" (Interview 2) is paramount, as it fosters a deeper understanding and practical application of the language. Thus, he contends that a solely grammar-focused education merely equips students for test success without truly enhancing their language proficiency.

Reflecting on his own educational process, Case 9 recalls a positive experience with English instruction, particularly in primary and secondary school. He credits his interest in English to engaging and interactive teaching methods employed by his teachers, who prioritized skill development over rote memorization. However, he laments the narrow focus on reading skills, grammar, and vocabulary in high school exam preparation classes, which he perceives as detrimental to language development. Drawing inspiration from the approaches of his role model teachers, he seeks to cultivate a strong classroom atmosphere and student-teacher relationship in his own lessons. By adopting interactive and communicative teaching strategies, he endeavors to instill in his students a genuine passion for language learning, equipping them with the skills and confidence needed to thrive in their English language proficiency process.

This part delves into Case 9's prior experiences as a language learner, examining his teaching beliefs and classroom practices. It also presents how the AoO and Anti-AoO potentially shape his teaching beliefs and practices.

4.9.2. Prior language learning experiences of Case 9

Case 9, who began his English language learning process in the 4th grade of primary school, expressed that he was very interested in English from an early age. He attributed this enthusiasm to his teacher, Ms. Ceren, who made the lessons extremely fun and engaging. The enjoyment and anticipation for the English lessons were so profound that the entire class would eagerly wait for the English lesson all week long. (Interview 2)

"I mean, in primary school, our teacher used to teach so well that I can say that every lesson stayed in my mind. The materials she brought to make the lessons fun used to excite us a lot. She had a basket and she used to come to class with this basket, for example, on the day she taught about fruit, she filled it with toy fruit. She made herself a market vendor and taught us by selling the fruit. Or when she taught us about professions, she would first switch on the sounds related to that profession on the computer, for example, if she was a policeman, she would switch on the siren sound, create an idea in our minds, and then she would say the English language with the visual. Her lessons were never boring." (Interview 1)

He mentioned that despite the crowded class size, the teacher successfully managed the classroom dynamics and created activities that everyone could participate in. This inclusive approach ensured that each student had the opportunity to engage with the material and actively participate in the lessons.

“Even in reading activities, even though there were 30 people in the class, she made sure that everyone read, even if it was just one sentence. This was very important for us. At that time, we were very eager to read aloud in class because we would be sad to read in other lessons when the teacher did not choose us. But our teacher Ceren would even adjust the sentences according to the number of the class before the lesson. She thought very detailed. She always made us feel that she loved her class and her profession.” (Interview 2)

In addition, he stated that he always remembered his teacher, Ceren, with a smiling face. He described her as energetic and fun, which made the lessons enjoyable. He also mentioned that he had the good fortune of having Ceren as his teacher in secondary school as well, and he felt very lucky because of this continuity (Narrative Frame 2). He mentioned that as his English knowledge improved in secondary school, he began to engage in a variety of enriching activities. These included watching more videos, doing listening comprehension exercises, keeping a diary, and participating in role-play activities. These diverse methods not only enhanced his language skills but also made the learning process more interactive and enjoyable (Interview 2). The participant described his best memories as being in this teacher’s class. He recounted his most memorable moment, which likely highlights a positive aspect of his experience with this teacher.

“My teacher, Ceren, once organized a competition in the classroom. She wrote 20 words on the board and asked us to write a short text using these words. We were going to choose the winner by voting in the class. Everyone liked my story very much. When I came first in the competition, they applauded, and my teacher gave me an English storybook as a gift. I cannot describe the happiness I felt at that moment.” (Narrative Frame 3)

Case 9, whose interest in English increased gradually, stated that he chose a language department in high school but was ultimately disappointed. Despite having 12 hours of English lessons a week, he found that the preparation process for the exam focused solely on practicing reading skills, grammar, and vocabulary (Narrative Frame 1). This narrow focus meant that he had little to no experience in listening, speaking, and writing skills until the university exam. This

gap in his language education created a significant disadvantage for him at the university level, where a more comprehensive proficiency in English was required.

“We used the YDS Publishing series for three years. We were learning the vocabulary in the unit, doing the gap-filling activities in the unit, then solving the relevant test. We were learning grammar, learning how to use it in a direct way, then solving the test. We were solving paragraph questions. We were not doing anything about the use of English in daily life. I can say that these three years were boring and stressful in this way.”
(Interview 1)

He stated that his worst memory during this process was having a demotivating teacher. This teacher’s approach further compounded his disappointment with the high school language department, making the intensive focus on reading skills, grammar, and vocabulary even more frustrating. The lack of support and encouragement from this teacher created a challenging and uninspiring learning environment, diminishing his overall motivation and enthusiasm for learning English. (Interview 1)

“When I was in the 3rd year of high school, I was interested in English speaking skills, so I prepared a presentation in English about a subject for a few minutes. I made the presentation I prepared with great excitement in the English class. Since my teacher liked it very much, I asked if we could make such presentations in English classes from now on, and she said to me in reply that you can do it when you go to university. This was a big disappointment for me...” (Narrative Frame 4)

4.9.3. How the apprenticeship of observation shapes Case 9’s teaching beliefs and practices

He mentioned that he always aspired to become an English teacher because his English teachers were known for their sympathetic and fun approach towards students. He admired their humane approach, which made learning English a positive and enjoyable experience (Narrative Frame 7). Among his teachers, he particularly highlighted the significant role that Ceren had in shaping his educational journey. Ceren’s teaching style and her personal connection with students greatly shaped his English learning experience and ultimately inspired him to pursue a career in teaching.

“I can say that I became the teacher I wanted to be thanks to my teacher who made me feel the effect of the teacher on the student during my primary and secondary school years. The smiling face of the teacher, giving lessons with love, directly affects the student’s interest and success. I learned to come prepared for the lessons, to keep the

students active during the lesson and to maintain discipline in the classroom.” (Interview 1)

He also credited her for introducing him to the active use of technology, emphasizing the importance of selecting appropriate materials, and promoting skill-based progress. As a result of her guidance, he found himself adept at speaking English easily during his lessons, employing a communicative approach, and benefiting from the task-based method. These teaching methodologies enhanced his language learning experience and contributed significantly to his proficiency in English. The participant describes the activities he did in the classroom inspired by his own experiences as follows.

“Especially in grade 11, we are constantly doing listening activities and we use the words we have learned in context in sentences. We create taboo cards with the words we have learned and at the end of each month we do a taboo game lesson. Kahoot is also an application I like very much. In addition, the student who is selected weekly uploads these words to Kahoot and they open it in the classroom and play with competition... I open visuals on the board that take place in certain places, I ask two students to get up and talk improvisationally as if they were in these places. What else can I say... I give short story assignments, we read them at home and talk about them in class. We answer questions about the stories.” (Interview 2)

4.9.4. How the anti-apprenticeship of observation shapes Case 9’s teaching beliefs and practices

He explained that he did not have to deal with issues such as insufficient class hours, overcrowded classrooms, or the strict necessity of teaching subjects according to a rigid curriculum because he was teaching in the language classroom (Narrative Frame 6). This flexibility afforded him a unique advantage in his teaching approach.

Unlike his high school teacher, who primarily focused on traditional methods, he was able to incorporate a variety of in-class practices that aimed at both the practical use of the language and improving students’ exam success. He emphasized the importance of these practices in creating a more dynamic and interactive learning environment. By engaging students in real-life language use scenarios, he helped them develop practical communication skills. Simultaneously, he integrated activities designed to bolster their understanding and retention of

key grammatical concepts and vocabulary, thereby enhancing their performance in exams without subjecting them to unnecessary stress.

“When I thought about high school, I thought that I would be very advanced in speaking, listening, reading and writing when I chose the language class because taking 16 hours of English lessons would be like going to a language school for me. But because of our teachers who were only aiming for the university exam, I felt that I started to regress in speaking and so on. So, I try not to give my current language class the same disappointment that I had.” (Interview 2)

He described an activity he conducted in the classroom as follows:

“For example, we decided to allocate 4 hours a week for such activities. For example, last week I divided my class of 20 students into groups of 4 and asked each of them to choose a country in the world and present it. I asked them to research certain topics such as language, flag, holidays, food, historical and touristic places, etc. and prepare a poster and present it. They sent me the necessary visuals and I printed them out. I allow them to use their phones in class for the lesson, so they can easily research that percentage. It was 2 hours of preparation and 2 hours of presentation. They both used the language and learned about those places. They also added something to their general culture.” (Interview 2)

4.9.5. Conclusion

This section reports the findings of Case 9 of this study. The findings revealed significant elements that shaped his language learning experiences, teaching beliefs and practices. It also highlights how both positive and negative observations (apprenticeship and anti-apprenticeship of observation) shaped his teaching beliefs and practices. Table 13 outlines the key factors affecting these constructs.

Table 13

The Summary of Case 9

Prior Language Learning Experiences	Teaching Beliefs and Practices	How the AoO shapes teaching beliefs and practices	How the Anti-AoO shapes teaching beliefs and practices
Began learning English in primary school with engaging, interactive methods.	Emphasizes the importance of speaking and communicative approaches.	Inspired by an engaging and supportive primary school teacher.	Rejects traditional, grammar-focused, exam-only methods.
Positive experiences with a supportive and fun teacher.	Creates an engaging and supportive classroom atmosphere.	Emulates teachers who fostered positive student-teacher relationships.	Prioritizes interactive activities and practical language use.
High school focus on exam preparation, reading, grammar, and vocabulary.	Uses technology and task-based methods.	Incorporates interactive and communicative teaching strategies.	Avoids demotivating and unsupportive teaching approaches.
Disappointed with lack of speaking, listening, and writing practice in high school.	Balances practical language use with exam preparation.	Uses technology to enhance lessons and student engagement.	Strives to create a dynamic and comprehensive learning environment.

Case 9's teaching philosophy is shaped by his positive early experiences with interactive and engaging methods, as well as his disappointment with the narrow focus on exam preparation in high school. He prioritizes speaking and communicative approaches, aiming to create a supportive and engaging classroom atmosphere. Inspired by effective and supportive teachers, he incorporates technology and task-based methods to enhance student learning and engagement. Rejecting the traditional, exam-only focus, he strives to balance practical language use with exam preparation, ensuring a comprehensive and motivating learning experience for his students.

4.10. Case 10

4.10.1. Introducing Case 10

Case 10, aged 33, is one of the experienced female English teachers in the study with 10 years of experience. She attended elementary, middle, and high school in public schools and later pursued English teaching at university. Right after graduation, she was appointed, and she taught at the middle school level for 4 years. Later, she moved to another city and served at a vocational high school for 2 years. Currently, she is teaching language classes at a high school.

Reflecting on her educational background, the participant attributes much of her passion for English to the inspirational teachers who shaped her during her formative years. Their dedication and guidance ignited her interest in the language, ultimately leading her to pursue a career in the language department (Interview 2). Drawing from the invaluable lessons learned from her teachers, she incorporates their teachings into her own pedagogical approach, striving to inspire her students in the same manner. Despite the exam-oriented nature of language classes, the participant remains committed to fostering an engaging and dynamic learning environment. She underscores the importance of keeping her classes vibrant and stimulating, often integrating a variety of activities to captivate her students' interest. By doing so, she not only equips her students with the necessary skills for academic success but also instills in them a genuine love for the language that extends beyond the confines of the classroom.

This part delves into Case 10's prior experiences as a language learner, examining her teaching beliefs and classroom practices. It also presents how the AoO and Anti-AoO potentially shape her teaching beliefs and practices.

4.10.2. Prior language learning experiences of Case 10

Case 10, who began learning English in the 4th grade of primary school, recalled that the English lessons during that time primarily focused on acquiring simple words and expressions. These

lessons were conducted through engaging and enjoyable activities such as songs and games. These fun and interactive methods not only made the learning process enjoyable but also facilitated better retention and understanding of the language. The participant fondly remembers how these activities helped her to grasp basic vocabulary and expressions in a playful and immersive manner. (Narrative Frame 1)

“My primary school English teacher was fantastic; he loved singing, and I think he even had a music band with his friends. His voice was beautiful. He brought his guitar to class and would sing songs related to the words we learned that day. One day, I remember we were learning about hobbies. He said, “Now, you’ll tell me a hobby, and I’ll immediately include it in the song while I keep singing.” For example, he added expressions like “walking” and “reading book” one by one as we sang along.”
(Interview 1)

During her middle school years, she emphasized a shift in focus towards a more structured approach to language learning. She noted that during this period, there was a greater emphasis on mastering grammar rules and expanding vocabulary (Interview 2). Additionally, she highlighted the introduction of reading activities during her middle school years. Reading comprehension became a significant component of her language education, allowing her to explore various texts and develop her understanding of written English.

“I remember that our lessons were grammar-focused and that our teacher placed great importance on reading. We had a classroom library with reader books at beginner and elementary levels. We would spend 20 minutes of the class reading and trying to translate the book. We analyzed sentence structures and learned the use of tenses and vocabulary. Then, we would answer simple questions that our teacher asked us.”
(Interview 1)

Furthermore, she mentioned the continuation of speaking activities in class during middle school. These activities provided opportunities for her to practice speaking in English, further honing her pronunciation, fluency, and confidence in verbal communication. By engaging in dialogues and other interactive speaking tasks, she was able to apply the grammar and vocabulary concepts learned in a practical context. Overall, the middle school marked a period of consolidation and advancement in her language-learning process. Through a combination of focused grammar and vocabulary instruction, reading comprehension activities, and ongoing speaking practice, she continued to develop her English language skills in a comprehensive and holistic manner.

“My primary school teacher was also excellent, and thanks to that, I had a solid foundation. However, I can say that middle school was a turning point in my English learning journey. My teacher was incredibly motivational; when we did something right, she would praise us with expressions like “good job,” “well done,” and “great!” For speaking, we would read, write, and act out dialogues.” (Narrative Frame 2)

She also mentioned that one of her best memories was thanks to the support of this teacher.

“One of my best memories is from middle school when our teacher had us do a speaking exam where two people would have a conversation. She asked us to introduce ourselves and ask each other questions. During the exam, our teacher would nod her head to indicate that we were doing well. After the exam, she said, “You were excellent, and I will ask you to do this as an example in class.” Later, we had the same conversation in front of the class, and everyone liked it and applauded.” (Narrative Frame 3)

However, when she moved on to high school, she expressed that the teacher’s teaching approach was very different from elementary and middle school. She mentioned that the teacher only taught from the textbook, focused heavily on grammar, and mostly spoke Turkish during the lessons. The participant interpreted this year in high school as a class that did not prioritize skills, lacked communication, and was devoid of interaction. This situation led her to feel a departure from the interactive and participatory learning environment she had experienced in previous years.

“Honestly, I can say it was my worst year; it didn’t bring anything new to me. Even if I studied the book at home, I would progress to the same extent. I never had another year as dull and teacher-centered in terms of language learning. The teacher would instruct us to keep the books on our desks with the pages open before she arrived in class anyway, and then we would just cover as many pages as we could until the end of the lesson. It seemed like she was more focused on finishing the book rather than teaching the language.” (Interview 2)

However, when she chose the language class, this period was over. The participant mentioned that in language class, they covered more advanced topics, including complex grammar, vocabulary expansion, listening skills, oral communication, and reading comprehension. Discussions, presentations, role plays, and writing assignments were integral to understanding these complex aspects of the language. She noted that these activities helped her practice speaking, build confidence, and develop analytical skills. Listening exercises improved her comprehension of different accents and speech patterns, while reading assignments exposed her to various texts, enhancing her interpretation skills. Writing tasks, such as essays and reports,

reinforced her grasp of grammar and vocabulary. However, the participant mentioned that her worst memory was when she did a writing activity in class because she was very bad at writing and could never write a long text or essay. She felt that she was the worst in the class at it.

(Narrative Frame 4)

“I used to hate classes where we were asked to write essays because I was very bad at writing. In class, my writings were never selected as the best essay or used as examples for assignments. I would often receive very few points in the writing section of exams. To improve my writing skills, my teacher would assign me extra tasks. When the class was supposed to write an essay on a topic, I would usually write about two topics, so I ended up having a very intense assignment process. Despite making progress over time, everything I did related to writing was bad for me.” (Interview 1)

Additionally, she emphasized how her teacher’s attitudes and the overall classroom environment significantly contributed to the effectiveness of the lessons. A supportive and motivating teacher, along with a positive and engaging classroom atmosphere, greatly enhanced her learning experience. The encouragement and constructive feedback from her teacher helped her to overcome challenges and stay motivated throughout her high school years. (Interview 2)

“As I mentioned, my writing skills were poor, and our teacher would pay special attention to me in this regard. She would individually attend to each student, prepare extra practice sheets when necessary, and provide support to those with weak grammar. For students with weak reading skills, she would give books and ask them to summarize after reading. She showed personalized care to each of us and embraced us with love. In our class, we always felt this atmosphere of love and support. Success eventually followed. This supportive and compassionate environment contributed to the progress and development of all of us.” (Interview 1)

4.10.3. How the apprenticeship of observation shapes Case 10’s teaching beliefs and practices

Case 10, who experienced learning English in a student-centered environment filled with interactive games and songs during her elementary and middle school years, noted that these classes were particularly enjoyable and led to higher student participation. She observed that lessons based on the communicative method, which emphasizes interaction and practical usage of the language, were especially effective in engaging students and making the learning process more enjoyable. Drawing inspiration from these formative experiences, she has adopted a

similar approach in her own teaching practice (Narrative Frame 5). She strongly believes that a student-centered, interactive classroom environment is key to effective language learning. To this end, she incorporates a variety of activities, such as games and songs, into her lessons. These activities are designed not only to teach language skills but also to maintain students' interest and motivation. She explained that by using games, she can create a fun and relaxed atmosphere that encourages students to practice their English without the fear of making mistakes. Similarly, songs are a powerful tool for teaching vocabulary, pronunciation, and rhythm in a way that is both memorable and enjoyable. Through these interactive methods, she aims to create a learning experience that is both effective and engaging, helping students to develop a genuine interest in the language. (Interview 2)

"For instance, in 11th grade, we are providing intensive exam preparation training. Students are tired of seeing grammar and solving tests. Therefore, we engage in speaking activities, play taboo in class, or organize Kahoot competitions. We randomly play a song and analyze its lyrics, words, and grammatical structures. This way, we continue language learning while giving students a break from test preparation. These activities allow students to reinforce their language skills in a different way, taking a break from boring test preparation. It boosts their motivation and makes the classroom environment more enjoyable." (Interview 1)

Additionally, she mentioned that alongside skills-based lessons and activities, she also taught grammar in a deductive approach. She observed that this method was more effective for test success, particularly when preparing for exams in language classes. Additionally, she noted that this method is more commonly used in crowded classrooms and is more effective in time management (Narrative Frame 6). She also noted that during her own studies in high school, her teacher had prepared the class for exams using this method, and they had achieved positive results (Narrative Frame 5). This experience left a strong impression on her, reinforcing her belief in the effectiveness of the deductive approach. She believes that students can better understand and apply these rules in test situations by clearly teaching grammatical rules and systematically practicing them. This leads to improved performance and greater confidence in their language abilities. The participant shared that when she was a student, this structured approach helped her and her classmates to grasp complex grammatical concepts more easily and apply them accurately during exams. The positive results she achieved through this method during her own

education convinced her of its benefits. Consequently, she has adopted this teaching style in her own lessons, aiming to provide her students with the same advantages she experienced.

“Currently, for instance, we are using a book called the Impact series by YDS Publications. The grammar book is explained in Turkish, while the examples are in English. We directly use this book in class, reading the explanations and writing example sentences. For example, we learn rules like “when + simple past, past continuous.” Then, we practice by forming sentences like “I broke my leg while playing a game.” This is how most of our lessons progress.” (Interview 2)

Furthermore, she highlighted the significant role of teacher support in student success (Narrative Frame 7), drawing from her own language learning process. Recognizing how much supportive educators contributed to her development, she strives to offer the same level of encouragement and assistance to her own students. She emphasized the crucial nature of this support, particularly during periods of exam preparation and heightened stress. She underscored the importance of addressing the individual needs of her students to offer tailored guidance and encouragement. Specifically, she recognized the unique pressures faced by language class students during exam periods and emphasized the need for additional support during these times. Through her commitment to understanding and addressing the specific needs of each student, she sought to equip her students with the necessary tools and confidence to excel in their language studies. By offering personalized guidance and support, she aimed to help her students not only improve their language skills but also navigate exam preparations with greater ease and confidence.

“I’m trying to do what my high school language class teacher did: pushing for the improvement of my writing skills, providing grammar resources for those weak in grammar, giving listening tasks to those lacking in listening skills, and giving individual attention to everyone. I don’t know if I can be as successful as she was because our class had 14 students, whereas I currently have a class of 30. However, I’m doing my best to provide support.” (Interview 2)

4.10.4. How the anti-apprenticeship of observation shapes Case 10’s teaching beliefs and practices

In contrast to the engaging and interactive teaching methods employed by her English teachers throughout elementary and middle school, Case 10 recalled a noticeable shift during her

freshman year of high school. She described encountering a monotonous teaching style that prioritized the completion of the textbook above all else, lacking the dynamic and stimulating approach she had grown accustomed to. This departure from the engaging methods of her previous teachers left her feeling uninspired and disengaged from the learning process. Reflecting on this experience, she expressed a deliberate avoidance of adopting a similar monotonous teaching approach in her own practice. Instead, she emphasized the importance of incorporating a variety of materials and instructional techniques to keep lessons lively and engaging for her students. By drawing from diverse resources and implementing interactive activities, she sought to create an environment where learning was not only effective but also enjoyable and meaningful for her students.

“I mentioned that we use YDS publications’ books in our classes and that the lessons mostly revolve around these books. We can only cover the topics in this way, but whenever I feel like we’re excessively focused on the book, I remember this teacher’s class. We take a break and chat with the students, talk about a topic, open a video, and discuss it... I try to add something extra as much as possible.” (Interview 2)

4.10.5. Conclusion

This section reports the findings of Case 10 of this study. The findings revealed significant elements that shaped her language learning experiences, teaching beliefs and practices. It also highlights how both positive and negative observations (apprenticeship and anti-apprenticeship of observation) shaped her teaching beliefs and practices. Influential elements on these constructs are detailed in Table 14.

Table 14

The Summary of Case 10

Prior Language Learning Experiences	Teaching Beliefs and Practices	How the AoO shapes teaching beliefs and practices	How the Anti-AoO shapes teaching beliefs and practices
Began learning English in primary school with songs and games.	Believes in a student-centered, interactive environment.	Inspired by engaging methods of her elementary and middle school teachers.	Avoids the monotonous, textbook-focused methods experienced in freshman year.
Middle school focused on structured grammar and vocabulary, with reading and speaking activities.	Incorporates games, songs, and various activities to maintain interest.	Uses similar interactive techniques to boost student participation.	Strives to incorporate diverse materials and activities to keep lessons lively and engaging.
Freshman year of high school was monotonous, textbook-focused, and uninspiring.	Uses a deductive approach for teaching grammar.	Adopts a deductive grammar teaching approach based on positive results from her own learning experiences.	
Language class later covered advanced topics with discussions, presentations, and role plays.	Emphasizes teacher support for individual student needs, especially during exam preparation.		

Case 10's language learning journey illustrates how early, engaging methods can greatly enhance learning, while monotonous, textbook-focused approaches can hinder progress. Her teaching practices blend positive elements from her own experiences with a deliberate avoidance of ineffective methods she encountered. By fostering a student-centered, interactive classroom environment and providing individualized support, she strives to inspire and motivate her students, ensuring a dynamic and effective language learning experience. This case underscores the value of diverse and engaging teaching methods and demonstrates how teachers' attitudes and approaches significantly shape effective educational practices.

4.11. Case 11

4.11.1. Introducing Case 11

Case 11 is a 35-year-old male experienced teacher. After gaining two years of experience in a private school, he was appointed to a public school, where he has been teaching for the past decade. His teaching process began with four years at a primary school. Following this, he transferred to a high school in another city, where he has been working for the last six years. Reflecting on his career, he describes his time at the private secondary school as the most intense period of his teaching life. This experience prompted him to study for the public-school exams and be appointed to a position in a public school, believing that it would offer a more manageable and comfortable working environment. His decision was driven by the desire for stability and the benefits associated with public school teaching. He believes that English should be taught not merely as a structural language but as a “cultural” tool (Interview 2).

Case 11 highlights how his experiences as a language learner have significantly shaped his teaching practices. He reflects on the approaches he found positive or negative and incorporates these insights into his lessons. For example, he avoids the overly rigid and grammar-focused methods he experienced in primary school and instead opts for more interactive and communicative techniques. This approach not only helps students understand the language better but also makes the learning process more enjoyable and relevant to their lives. Furthermore, He believes in the importance of adapting his teaching methods to the needs and preferences of his students. He strives to create a classroom environment where students feel comfortable experimenting with the language and making mistakes, which he views as a crucial part of the learning process. By fostering a supportive and engaging classroom atmosphere, he aims to help his students develop both their language skills and their confidence in using English in real-life situations.

This part delves into Case 11’s prior experiences as a language learner, examining his teaching beliefs and classroom practices. It also presents how the AoO and Anti-AoO potentially shape his teaching beliefs and practices.

4.11.1. Prior language learning experiences of Case 11

Case 11's process of learning English began in the 4th grade of elementary school. His initial exposure to the language came through traditional grammar-focused lessons under the Grammar Translation Method. These lessons were heavily reliant on rote memorization and translation exercises, which dominated the classroom activities. He often found himself memorizing long lists of vocabulary and grammar rules without understanding their practical application. This method did not spark his interest, leading to a lack of genuine engagement with the language.

"In primary school, our English teacher mainly taught us lessons based on the GTM method. I remember that there was a lot of grammar involved, and our teacher would write 20-30 words on the board for us to memorize along with their Turkish meanings. Then, these grammar topics and the memorized words would be asked in exams. That's why English lessons in primary school bored me a lot." (Narrative Frame 1)

Additionally, the learning environment in his primary school English classes was tense and uncomfortable, largely due to the strict and rigid approach of his teacher. This authoritarian teaching style left him feeling anxious and apprehensive during lessons. The pressure to perform perfectly and the constant fear of making mistakes created a stressful atmosphere, further diminishing his enthusiasm for learning English.

"I didn't like my English teacher in primary school because she was like a strict military officer. She never smiled during lessons and always seemed tense. She would have a chalk in her hand and would hit what she wrote on the board while asking us to repeat it with correct pronunciation. Then she would choose a girl and a boy to read aloud. She would get angry when we made mistakes. Because of this, I remember feeling tense during her classes." (Narrative Frame 2)

However, Case 11's perspective on learning English changed significantly in middle and high school. During these years, he was exposed to more interactive and communicative teaching methodologies. His teachers incorporated various methods and multimedia resources into their lessons, creating a more dynamic and engaging learning environment. Interactive activities such as role-playing, and language games replaced the monotonous drills of his earlier years. The use

of multimedia resources, including videos, music, and online tools, made the learning process more enjoyable and relevant to real-life situations.

“As we progressed to middle school, I began to see a bit more variety in teaching methods. Our teachers started incorporating the Direct Method and other approaches. Our English teacher never used Grammar Translation; there was no mechanical approach to the lessons. I don’t recall having a lesson structured like ‘this is the English; this is the Turkish.’ Instead, classes were more interactive, with a lot of video materials. We had role-play activities, and I started to enjoy English from around 6th grade. Unlike elementary school, where I didn’t enjoy English at all and found it boring, the different approach in middle school started to engage me.” (Interview 2)

A middle school teacher who used technology and interactive learning methods further engaged him. The use of a projector and role-playing activities made the classes more enjoyable and engaging.

“After my elementary school teacher, I recall one of the first things the middle school teacher did: she used a projector. It was the first time we saw a projector in class, the first time we encountered technology in our lessons, and it caught my interest. She’d give us 15 minutes and say, ‘Discuss among yourselves.’ Instead of just lecturing, she involved the students more in the class, and I really liked that. My lack of interest in elementary school turned into genuine curiosity in this class in middle school.” (Interview 2)

The transition to middle and high school also brought a change in the learning atmosphere. His English teachers were more relaxed and engaging, making the classes enjoyable and culturally enriching. This supportive environment encouraged him to participate in class activities more actively and confidently. He began to develop a genuine interest in English, appreciating its role in connecting with people from different cultures and accessing a wealth of global knowledge.

“Our teachers in middle and high school were more fun and relaxed individuals. The classes were enjoyable, and I learned by having fun. Besides the lesson topics, they taught me a lot culturally as well.” (Narrative Frame 2)

A high school teacher named Pinar played a particularly pivotal role in shaping his approach. She used innovative methods to demonstrate the practical use of English and organized interactions with foreign teachers and students, emphasizing real-life communication and cultural exchange.

“I think the most important and valuable moment for me occurred in high school. Our teacher, Pinar, used to emphasize cultural topics and how we could communicate with

friends from foreign cultures during her lessons. She arranged a project where she collaborated with two schools from Germany and Spain to host them at our high school in Türkiye. We were supposed to introduce our school to the visiting foreign friends. I remember she appointed me as a speaker. When they arrived, I gave the presentation, and whenever they had questions about our school or the places we visited, they would come to me, and I would assist them and act as a sort of interpreter. This event increased my love for English and foreign cultures.” (Narrative Frame 3)

She also provided strong support and encouragement, greatly enhancing his confidence.

“I didn’t like speaking up in class because of my introverted nature, but my English teacher always supported and encouraged me. In this project, we were asked to introduce our school to students from Spain and Germany, and my teacher chose me for the task. I remember feeling extremely shy and unsure about how I could speak up. But my teacher had confidence in me, and that really impacted me. It made me realize that my English was good, and it sparked a desire in me to do something related to English.” (Interview 1)

In contrast, his primary school experiences left negative impressions, particularly due to the humiliating and stressful methods of his teacher.

“When I was in elementary school, if we made mistakes in English class, our teacher would humiliate us. She had a memorization-focused approach and gave assignments like ‘write 30 words in Turkish and provide 5 different sentences as examples.’ While she didn’t resort to physical violence, her words and actions were deeply humiliating. For example, I once scored 50 on a test. She made everyone who scored 60 or above stand up at the board, while those who scored below 60 had to stay seated. She said, ‘Yes, students at the board, you can look at your classmates in the seats and be proud of your success. Thanks to you, my class is going well. I felt extremely ashamed.” (Narrative Frame 4)

Reflecting on this experience, he observed how it has continuously shaped his attitudes and motivation toward learning English.

“I would get stressed out when I couldn’t understand, and I would think that I would never be successful.” (Interview 1)

4.11.3. How the apprenticeship of observation shapes Case 11’s teaching beliefs and practices

Case 11 reflected on how his positive experiences with middle and high school teachers shaped his teaching beliefs and methods. He emphasized the importance of making lessons personal

and enriching beyond the standard curriculum, much like his middle and high school teachers did. They encouraged integrating English into daily life through TV shows, music, and other resources, making learning more enjoyable and immersive.

“From my middle and high school teachers, I learned the importance of adding something personal to the lessons, and I continue to do so. Yes, there is a curriculum they need to follow, but they also provided us with extra resources. For example, they would recommend TV shows we could watch or suggest foreign bands with great English songs. They were encouraging English to become a part of our lives.” (Interview 2)

“For example, our English teacher played a song of PINK ‘Who Knew’ in class to teach us the past tense. I still use that song when teaching the past tense. Thanks to my teacher, Pink has found a place in my heart. As they encounter grammatical structures in songs, they start to grasp the meaning of grammar, and when they see it used in their daily lives, they can assign meaning to the language.” (Narrative Frame 5)

Additionally, he emphasized that the culture of the language should be taught alongside the language itself. He noted that his high school teacher’s integration of culture into language teaching greatly shaped his perspective (Narrative Frame 7). This approach not only enriched his understanding of the language but also deepened his appreciation for the cultural contexts in which it is used. By incorporating cultural elements into his teaching, the participant aimed to create a more immersive and engaging learning experience for his students, helping them to connect more meaningfully with the language and its speakers.

“We watch the series ‘The Crown’ together. Afterwards, we discuss the episode and the royal family in class. Everyone shares their opinions and comments on various topics. For example, when we talked about Princess Diana, we shared our views on whether her death was an accident or a murder. These kinds of events intrigue the students a lot because these discussions offer them the opportunity to think deeply and analyze historical events and characters. They not only use English but also gain insights into English history.” (Interview 2)

4.11.4. How the anti-apprenticeship of observation shapes Case 11’s teaching beliefs and practices

Reflecting on his elementary school experience, Case 11 criticized his teacher’s methods as wrong and divisive. He noted that these methods made unsuccessful students feel bad about themselves and did not foster a love for teaching, resulting in boring, teacher-centered classes.

He expressed a strong aversion to old-fashioned teaching methods like GTM, which he found ineffective and unengaging. His negative experiences with these methods motivated him to adopt more innovative and communicative-based teaching strategies.

“I can say that I learned from my elementary school teacher what not to do. I don’t follow the ‘just teach and move on’ approach in my classes. I never teach grammar topics the way my elementary school teacher did.” (Narrative Frame 5)

He prefers modern methods such as the Direct Method and emphasizes the importance of using technology effectively in teaching. (Narrative Frame 6)

“All methods and approaches are important, but personally, I don’t enjoy teaching using old approaches like the Grammar Translation Method (GTM). Why? Because I’ve seen firsthand what it leads to. They taught us with a memorize-and-recall mindset, but did it add anything to our knowledge? No. That’s why I try to use more innovative methods like the Direct Method or prepare more communicative-based lessons. More importantly, I strive to use technology more effectively. It is especially effective in vocabulary teaching. For example, I prepare visuals of daily routines as a presentation and write the related word underneath. This allows students to infer from the visuals. I put a picture of a child yawning and lying in bed in the evening and write “go to bed” underneath. Then we use it in a sentence. I ask them what time they went to bed.” (Interview 1)

Unlike his primary school teacher, who solely evaluated students’ language skills based on their exam scores, the participant adopted a more holistic approach to assessment. He believed that relying exclusively on exam results provided a limited view of a student’s capabilities and potential. Instead, he evaluated students by considering a range of factors. These included their exam grades, which offered insight into their understanding of the material; their in-class performance, which reflected their engagement and ability to apply knowledge in real-time; their natural aptitude for the language, which encompassed their inherent ability to grasp and use linguistic concepts; and their overall motivation, which he saw as a crucial driver of long-term success in language learning. By integrating these elements, the participant aimed to provide a more comprehensive and fair assessment of each student’s progress and abilities, fostering a more supportive and effective learning environment.

“Yes, we do need to have an exam, but I try to keep the percentage low. I place more weight on group activities, where students interact with each other and produce something, like a presentation. I have them do this kind of activity four times throughout the term, and I don’t reduce their success to a single exam.” (Interview 2)

4.11.5. Conclusion

This section reports the findings of Case 11 of this study. The findings revealed significant elements that shaped his language learning experiences, teaching beliefs and practices. It also highlights how both positive and negative observations (apprenticeship and anti-apprenticeship of observation) shaped his teaching beliefs and practices. In Table 15, the influential elements on these constructs are detailed.

Table 15

The Summary of Case 11

Prior Language Learning Experiences	Teaching Beliefs and Practices	How the AoO shapes teaching beliefs and practices	How the Anti-AoO shapes teaching beliefs and practices
Traditional grammar-focused, rote memorization, disengaging.	Teaches English as a cultural tool, not just a structural language.	Inspired by middle and high school teachers' use of technology and interactive methods.	Avoids rigid, grammar-focused methods from primary school.
Interactive, communicative methods, use of technology.	Uses interactive and communicative techniques.	Emphasizes personal enrichment in lessons.	Rejects old-fashioned methods like GTM.
Real-life communication, cultural exchange, supportive teachers.	Creates a supportive environment for experimentation and mistakes.	Continues using effective methods like teaching past tense through songs	Adopts modern, communicative-based teaching strategies and effective use of technology.
	Incorporates role-play, TV shows, and songs into lessons.		

Case 11's experience underscores how teaching methods and classroom environments can profoundly shape language learning. His negative experiences with rigid, grammar-focused methods in primary school have led him to reject these approaches in his own teaching. Instead, he draws inspiration from his positive middle and high school experiences, favoring interactive,

communicative methods that incorporate technology and cultural elements. By fostering a supportive and engaging classroom atmosphere, he aims to make learning English enjoyable and relevant, helping his students develop both language skills and confidence in real-life situations. This case underscores the importance of adaptive, student-centered teaching methods and illustrates how both positive and negative educational experiences shape teaching practices.

4.12. Case 12

4.12.1. Introducing Case 12

Case 12 is a 28-year-old female novice English teacher participating in the study. She has been teaching at the high school level in a private school for the past five years. Her educational background includes completing her primary, middle, and high school education in public schools, followed by a degree in English teaching from a public university. After graduating, she decided to stay in the city where she had studied, which influenced her decision not to seek a formal teaching appointment in the public sector.

Drawing from her personal experiences, she recognizes the profound role a teacher can play in shaping their students' learning experiences. This awareness drives her to invest considerable effort into strengthening her relationships with her students, aiming to create a supportive and engaging learning environment. In her teaching practice, she favors the communicative approach, emphasizing interaction and practical use of the language. She deliberately avoids using deductive methods and the Grammar Translation Method (GTM), believing that these methods do not align with her educational philosophy or the needs of her students. Instead, she focuses on fostering communication skills and encouraging active participation in her classroom.

This part delves into Case 12's prior experiences as a language learner, examining her teaching beliefs and classroom practices. It also presents how the AoO and Anti-AoO potentially shape her teaching beliefs and practices.

4.12.2. Prior language learning experiences of Case 12

In elementary and middle school, Case 12's English education was predominantly grammar-focused. Despite excelling in exams, she found that the learning process lacked practical engagement with the language. She felt that while she could understand and apply grammatical rules, there was a significant gap in her ability to use the language effectively in real-world situations. The curriculum was heavily centered on rote memorization and rule application, which, although it helped her achieve high scores, did not foster a genuine connection with the language or improve her conversational skills. This approach left her feeling unprepared for more interactive and practical uses of English.

"My English classes at school, especially from elementary to high school, were unproductive and focused solely on grammar. If it weren't for our teacher in the final year of high school, I wouldn't have had a grasp of English beyond grammar. I don't remember engaging in any speaking or listening activities in class. The teachers would only speak Turkish, and some couldn't even speak English." (Narrative Frame 1)

She recalled being a top student in terms of grades, a fact that her teachers frequently praised to her family. Her academic success was largely attributed to her ability to excel in a curriculum that was predominantly focused on grammar. Teachers and family members often highlighted her high scores and proficiency in exams as indicators of her linguistic abilities. While her exceptional grades and understanding of grammar were impressive, they did not translate into effective communication skills or a genuine connection with the language. The narrow focus of her English education left her feeling unprepared for more interactive and practical uses of the language despite the accolades she received for her academic achievements.

"I also loved my English teacher at the time. He loved me the same way and made me feel it. I scored 100 in all exams in the 4th grade. I was generally a very successful student." (Interview 2)

Despite the praise, the instruction did not prepare her adequately for practical language use.

"It continued the same way in middle school. Teachers always told my family how successful I was in English. But this success was limited, of course. Because we only focused on grammar. We didn't do anything related to speaking or other skills in classes. Our teachers only covered the textbook, and classes were conducted in Turkish anyway. In fact, I thought I was successful in English, but I wasn't. Because I thought the

language was just grammar. I studied for exams. That's how our teachers presented the language to us.” (Interview 2)

In high school, she encountered substantial difficulties due to the heightened level of English instruction and her previous inadequate preparation. Her 9th-grade teacher introduced advanced materials and conducted classes entirely in English, a contrast to the grammar-focused education she had previously received. This sudden shift in the teaching method and content overwhelmed her, making it challenging to keep up with the lessons. As a result, she struggled to comprehend the course material and participate actively in class discussions. This lack of preparedness was reflected in her performance, leading to consistently low exam scores. The experience was both frustrating and disheartening, as she felt that the foundational skills she had acquired in earlier years were insufficient to meet the demands of her high school curriculum. This period marked a significant struggle in her educational process, highlighting the gap between her prior learning and the expectations at the high school level.

“I realized this lack in high school. Our English teacher in the 9th grade spoke English in class. I didn't understand anything. Our textbook was from Oxford publications, and the level was very high for me at the time. My participation in classes was low, and I was scoring around 30-40 in exams.” (Interview 2)

Choosing the language department in the 10th grade, she was met with disappointment due to the inadequacies of the teacher. The teacher's poor English skills and lack of effective teaching methods became apparent early on, causing frustration among the students. Additionally, the negative classroom environment fostered by the teacher further compounded the issue. Instead of creating an encouraging and supportive atmosphere for learning, the teacher's approach led to a decline in student engagement and performance (Narrative Frame 2). Lessons were often disorganized, and the teacher's inability to communicate effectively in English made it difficult for students to grasp key concepts. This unfortunate situation hindered Case 12's progress and contributed to her growing disillusionment with the language department.

“But the English of the teacher who taught the language class was very inadequate. There was no difference between her and me. She couldn't speak English, and she spoke Turkish in class. She started with grammar directly, but even in teaching grammar, she was very inadequate. Her pronunciation was terrible. She mispronounced most words. And she would become the subject of ridicule in class. Sometimes she didn't want to teach and wouldn't teach, and most of the time, she wouldn't do anything in class, she would just come to chat.” (Interview 1)

She also mentioned that her most negative experience with language learning occurred when this teacher ridiculed her in class.

“I remember in 10th grade, my teacher laughed at me in class because I mispronounced a word, which embarrassed me a lot. I became very afraid of making mistakes when reading aloud or trying to speak English.” (Narrative Frame 4)

This incident left a lasting impact on her confidence and enthusiasm for learning English. The ridicule not only embarrassed her in front of her peers but also made her feel unsupported and undervalued as a student. This experience significantly undermined her motivation and made her more apprehensive about participating in class.

“When we complained and went for a teacher change, we hoped things would change, but it got worse. There was no change in the teacher, and instead of improving herself, our teacher preferred to punish us and give the whole class a zero. She made the exams difficult. She asked about topics she hadn’t taught. Instead of focusing on our academic success, we found ourselves trying to mend things with our teacher. It was a very bad period for me. I didn’t want to go to school; I would get three or four weeks off with my mother’s permission to study at home. Because school was nothing but a waste of time for me.” (Interview 1)

In the 12th grade, Case 12’s educational experience transformed dramatically when a new, highly effective English teacher took over her class. This teacher’s comprehensive and engaging approach revolutionized the way English was taught and learned. Incorporating a blend of presentations, discussions, and foundational grammar lessons, the teacher created a dynamic and interactive classroom environment that captivated students’ interest and facilitated deeper understanding.

“Until the 12th grade, a different teacher started teaching our classes, Ms. Şule. She was already very famous at school, and usually, she would teach the language classes except for our class. I’m still in touch with that teacher, I thank her infinitely, without her, I couldn’t have gotten into university, I couldn’t have thought of doing something in English. She started teaching us everything from scratch. We started with the simple present tense in the 12th grade, while our peers were solving practice exams, we were just beginning to learn some topics. But she explained everything beautifully.” (Interview 2)

This teacher integrated both English and Turkish into her teaching and employed diverse methods, including weekly presentations on various topics. This bilingual approach helped bridge the gap between the languages, making complex concepts more accessible and

reinforcing learning through familiar contexts. The teacher's innovative methods included not only traditional grammar lessons but also interactive activities that promoted practical language use. One of the most memorable aspects of this experience for Case 12 was the weekly presentations. These presentations covered a wide range of topics, allowing students to explore their interests while practicing their language skills. They provided a platform for students to engage deeply with the material, improve their public speaking abilities, and gain confidence in using English in front of an audience.

"I can say the presentations we did in the last year of high school. Every week, everyone would present on a different topic. We had the opportunity to learn many things in various fields. We had the chance to discuss a wide range of topics, from wars to famous paintings, and even the theory of relativity in different countries. As our general knowledge improved, so did our English." (Narrative Frame 3)

These activities not only enhanced engagement but also improved exam performance significantly.

"She made us do presentations every week. She made sure we had an opinion on every topic. It was awesome. Most of the topics we presented were appearing in the reading passages in practice exams, and we were shocked. My score, which started at 25, had risen to 75 by the middle of the term." (Interview 1)

4.12.3. How the apprenticeship of observation shapes Case 12's teaching beliefs and practices

The positive experience with her high school teacher in the final year, who emphasized student engagement, communication skills, and supportive learning environments, inspired Case 12 to incorporate similar strategies into her own teaching. Drawing from her observations of effective teaching practices, she integrates diverse activities such as songs, games, and group activities into her lessons to make language learning enjoyable and meaningful for her students (Narrative Frame 5).

"I try to expose my students to the language as much as possible. I try to make my lessons colorful with games, songs, and sometimes we even dance in class. I heavily rely on technology. Online interactive games such as Kahoot and Wordwall are part of my lessons... I make my students see English lessons not as a class but as an activity where they can use the language. I integrate daily topics and potential topics they might

encounter into the lessons... In addition, I assign specific topics to my students and ask them to create presentations, much like our teacher did when I was in high school. This practice not only helps them develop culturally, but also allows them to be evaluated on their presentation skills and command of the language.” (Narrative Frame 6)

The teaching approach she adopted prioritizes creating a supportive environment where mistakes are embraced for their learning value. This nurturing atmosphere encouraged students to take risks and actively engage in the learning process without fear of embarrassment or criticism. Recognizing that each student learns differently, the teacher implemented individualized instruction to cater to diverse learning styles, ensuring that every student could grasp the material in a way that resonated with them. Implicit grammar teaching was another cornerstone of her methodology. Instead of relying solely on rote memorization of rules, she integrated grammar lessons into real-world contexts, enhancing comprehension and retention. This approach helped students understand the practical application of grammatical concepts, making the learning process more intuitive and meaningful.

“I allow my students to make mistakes and provide them with the opportunity to see that they can learn a lot from their mistakes. I never adopt a judgmental attitude. Sometimes, I even deliberately make mistakes myself so they can see how natural it is. Additionally, I view each of my students as an individual and recognize that each has a different learning style, so I prepare activities accordingly. I teach grammar implicitly; I never write formulas on the board. Instead, I teach through deduction from songs or texts. Outside of class, I try to listen to and address any issues they may have and work to find solutions. I’m not just an English teacher in the classroom for them.” (Interview 2)

The teacher’s proactive support extends beyond class, fostering trust and collaboration. She emphasized the importance of fostering positive student-teacher relationships and creating a supportive learning environment where students feel valued and empowered to express themselves freely (Narrative Frame 7).

“I learnt a lot from my high school teacher in terms of student-teacher relationship. Despite my inadequacy in language skills, we always felt his belief in us and his support when we couldn’t do it. Now I try to give this feeling to my students, because I believe that the classroom atmosphere and proper communication are above all else.” (Interview 1)

4.12.4. How the anti-apprenticeship of observation shapes Case 12's teaching beliefs and practices

In response to her negative experiences with ineffective English teachers, Case 12 consciously avoided adopting grammar-focused instruction and teacher-centered approaches in her teaching. Instead, she placed a strong emphasis on developing language skills. Recognizing the limitations of a purely grammar-focused curriculum and the drawbacks of a teacher-centered classroom, she strived to create a more engaging and student-centered learning environment. She prioritized activities and methods that fostered practical language use, such as interactive exercises, group discussions, and real-life communication scenarios. By doing so, she aimed to enhance her students' speaking, listening, reading, and writing skills in a more holistic manner. By drawing on her own educational experiences, Case 12 was committed to providing a supportive and effective learning environment that empowered her students to succeed in their language studies.

"I definitely don't teach grammar-focused lessons. I don't speak Turkish in class. I try to expose my students to the language as much as possible. I try to make my lessons colorful with games, songs, and sometimes we even dance in class. I heavily rely on technology. I don't remember ever just listening to or watching something during lessons. I make my students see English lessons not as a class but as an activity where they can use the language. I integrate daily topics and potential topics they might encounter into the lessons." (Interview 2)

Unlike her teachers, who criticized and demotivated her when she made mistakes, she fosters positive student-teacher relationships and creates supportive learning environments where students feel empowered to express themselves freely.

"I have had many examples of good and bad teachers. While I've seen how a good teacher can motivate a student and contribute to their success, I also know that a bad, negative teacher can have the opposite effect. Therefore, I strive to make my students feel valued and teach them language without judgment, aiming to create positive student-teacher relationships. In short, I try to address whatever was lacking in my own learning experience." (Narrative Frame 5)

4.12.5. Conclusion

This section reports the findings of Case 12 of this study. The findings revealed significant elements that shaped her language learning experiences, teaching beliefs and practices. It also highlights how both positive and negative observations (apprenticeship and anti-apprenticeship of observation) shaped her teaching beliefs and practices. Table 16 presents the elements that were found to be influential on these constructs.

Table 16

The Summary of Case 12

Prior Language Learning Experiences	Teaching Beliefs and Practices	How the AoO shapes teaching beliefs and practices	How the Anti-AoO shapes teaching beliefs and practices
Grammar-focused, rote memorization limited practical use.	Favors communicative approach, interaction, and practical language use.	Inspired by high school teacher's engagement, communication skills development, and supportive environment.	Avoids grammar-focused and teacher-centered approaches from negative experiences.
Instruction in Turkish. Judging teachers.	Avoids deductive methods and Grammar Translation Method (GTM).	Integrates diverse activities (games, songs, group work).	Prioritizes language skill development, interactive exercises, and student-centered methods.
Initial struggles with advanced material, improved with a supportive teacher who used diverse methods and interactive activities.	Emphasizes student engagement, supportive environment, and individual learning styles.	Emphasizes making mistakes as learning opportunities and fostering positive student-teacher relationships	Focuses on creating a supportive, judgment-free learning environment
	Uses technology, interactive games, presentations, and real-life topics.		

Case 12's experiences demonstrate how teaching methods, whether positive or negative, can significantly shape language learning outcomes. Her early grammar-focused education left her unprepared for practical language use, while a supportive high school teacher transformed her learning experience. Drawing on these lessons, she adopts a communicative, student-centered approach, avoiding rigid, deductive methods. Her emphasis on interactive activities, technology, and a nurturing environment aims to engage students and develop their language skills holistically. This case underscores the importance of adaptable, supportive teaching practices in fostering effective language learning and positive student outcomes.



CHAPTER V

FINDINGS

This chapter presents a thorough content analysis of Turkish EFL teachers' prior language learning experiences, examining how both apprenticeship of observation and anti-apprenticeship of observation have shaped their teaching beliefs and practices.

5.1. Content analysis of EFL teachers' experiences, beliefs, and practices

5.1.1. Prior language learning experiences of EFL teachers

The language learning experiences of the participants in this study provide a diverse and insightful overview of various instructional methods and their outcomes on language learning. Findings are detailed in Table 17.

Table 17

Prior Language Learning Experiences

Themes	Codes	Frequency	Case Numbers
Teaching approaches/methods	Deductive grammar teaching	11	1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12
	Teacher-centered approach	10	1, 2, 3, 4, 5, 6, 7, 8, 11, 12
	GTM and rote memorization	6	1, 3, 5, 6, 7, 11
	Instruction in native language	6	1, 2, 3, 5, 6, 7, 12
Student outcomes	Lack of practical language use	8	1, 2, 3, 5, 6, 7, 11, 12

	Lack of enjoyment	6	1, 2, 3, 5, 6, 11
Teacher	Supportive, motivating teacher	10	1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12
Contributions	Demotivating teacher	4	7, 9, 11, 12
Shift in methods in high school	Transition to more interactive/engaging methods	7	1, 2, 4, 8, 9, 11, 12
	Exam-oriented lessons	4	1, 3, 4, 9
Use of multimedia and technology	Integration of videos, music and online tools	7	1, 2, 4, 8, 9, 11, 12

As depicted in Table 17, a predominant theme across the cases is the teaching approaches and methods used in English language education. Deductive grammar teaching emerged as a prevalent method, with eleven out of the twelve cases (Cases 1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12) highlighting its prominence. This method, focusing on the explicit teaching of grammar rules followed by practice, dominated the learning experiences of most students. For example, participants described their early language education as primarily involving grammar exercises and rule memorization. They often recounted how lessons were structured around grammar points, which were explicitly taught and then practiced through repetitive exercises. This approach, while effective in teaching grammar rules, often limits opportunities for students to engage in practical language use and develop their communicative skills.

Additionally, a teacher-centered approach was common in ten cases (Cases 1, 2, 3, 4, 5, 6, 7, 8, 11, 12). In these classrooms, teachers were the primary source of knowledge, and students had limited opportunities for active participation. Participants frequently noted that their lessons were dominated by teacher talk, with little room for student interaction or participation. The teacher-centered nature of these lessons meant that students were mostly passive recipients of information rather than active learners. For instance, several participants mentioned that their teachers rarely engaged them in discussions or group activities, which left them feeling disengaged and less motivated to learn. This approach contributed significantly to the lack of

interactive learning experiences, making it difficult for students to practice using English in meaningful contexts.

The Grammar Translation Method (GTM) and rote memorization were identified in six cases (Cases 1, 3, 5, 6, 7, 11). This method, involving the translation of texts and memorization of vocabulary and grammar rules, emphasized rote learning rather than communicative competence. For example, several participants recalled how their English classes often involved translating sentences from English to their native language and vice versa, with a heavy focus on memorizing lists of vocabulary and grammar rules. This method, while useful for understanding the structure of the language, did not provide students with ample opportunities to use English in practical, real-life situations, thereby limiting their ability to develop fluency and confidence in the language. One participant mentioned that their lessons were akin to math classes, where they focused on the “formulas” of English rather than its use in conversation.

Moreover, instruction in the native language was noted in five cases (Cases 1, 2, 3, 5, 6, 7). Many teachers conducted lessons primarily in the students’ native language, which limited their exposure to English. Participants often mentioned that their teachers would explain grammar rules and vocabulary in their native language, with only occasional use of English. This approach was a significant barrier to developing listening and speaking skills, as students were not immersed in the target language and had few opportunities to hear and use English in class. For example, one participant shared that their teacher would write the English word on the board and immediately translate it into the native language, leaving little room for students to practice pronunciation or contextual use.

In terms of student outcomes, a lack of practical language use was evident in eight cases (Cases 1, 2, 3, 5, 6, 7, 11, 12). Due to the focus on grammar and translation, students often lacked the ability to use English in practical, real-life situations. Many participants expressed that despite having a strong grasp of grammar, they struggled to use English in conversations or everyday contexts. This outcome highlighted the ineffectiveness of the teaching methods in promoting communicative competence. For instance, one participant noted that while they could easily complete grammar exercises, they felt paralyzed when asked to speak in English.

Additionally, a lack of enjoyment in learning English was reported in six cases (Cases 1, 2, 3, 5, 6, 11). The monotonous and rigid teaching methods resulted in unengaging lessons, which

decreased students' motivation and interest in the language. Participants frequently described their English classes as boring and repetitive, with little variety in teaching methods and activities. One participant mentioned that their lessons felt like a chore, with constant repetition of grammar drills and vocabulary memorization, which drained their enthusiasm for learning.

Teacher contributions played a crucial role in shaping students' attitudes and success in learning English. A supportive and motivating teacher was identified as a positive factor in ten cases (Cases 1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12). Positive teacher-student relationships were essential in fostering a love for the language. For example, several participants recounted how their teachers made efforts to engage with them individually, provide encouragement, and create a positive classroom atmosphere. These teachers often used a variety of activities and materials to make lessons more interesting and interactive, which significantly enhanced students' motivation and enjoyment of learning English. For instance, one participant mentioned that their teacher would incorporate games and songs into the lessons, making the learning experience enjoyable and memorable. Conversely, in four cases (Cases 7, 9, 11, 12), teachers who were unengaging or demotivating led to negative learning experiences for the students. These teachers often discouraged students and contributed to a lack of interest in the language. Participants in these cases described how their teachers' negative attitudes and lack of enthusiasm for teaching English made classes unenjoyable and led to a decline in their motivation to learn. One participant shared an experience where their teacher publicly ridiculed them for a mispronunciation, which severely impacted their confidence and willingness to participate in class.

A significant shift in methods in high school was observed in seven cases (Cases 1, 2, 4, 8, 9, 11, 12), where there was a transition to more interactive and engaging teaching methods. This shift helped improve students' language skills and made the learning process more enjoyable. For instance, participants mentioned that in high school, teachers began to incorporate more communicative activities, such as group work, discussions, and role plays, which provided opportunities for students to use English in meaningful contexts. One participant highlighted how their high school teacher organized debates and presentations, which not only improved their speaking skills but also made the lessons more dynamic and engaging. However, exam-oriented lessons remained a focus in four cases (Cases 1, 3, 4, 9), limiting opportunities for

practical language use and communicative activities. Participants often expressed frustration that despite the more interactive methods, much of their learning was still geared towards preparing for exams, which prioritized grammar and vocabulary over practical language use. For instance, one participant mentioned that their high school English classes were heavily focused on test preparation, with constant drills and practice tests, leaving little room for interactive or creative activities.

The use of multimedia and technology was another notable theme. The integration of videos, music, and online tools was mentioned in seven cases (Cases 1, 2, 4, 8, 9, 11, 12). The use of these tools enhanced the learning experience by providing varied and engaging materials, making lessons more interactive and aligned with real-life language use. Participants described how watching English videos, listening to songs, and using online resources helped them improve their listening skills and made learning English more enjoyable and relevant. One participant noted that their teacher frequently used English movies and songs in class, which not only improved their listening comprehension but also exposed them to different accents and cultural contexts.

Overall, the analysis of the twelve cases revealed a strong reliance on traditional, teacher-centered, and grammar-focused teaching methods, particularly in the early stages of education. These methods often resulted in a lack of practical language use and enjoyment among students. However, the presence of supportive and motivating teachers played a crucial role in fostering positive learning experiences and attitudes towards English. In high school, a shift towards more interactive and engaging methods, coupled with the use of multimedia and technology, helped improve the learning experience. Nonetheless, the emphasis on exam preparation persisted, highlighting the need for a balanced approach that incorporates both communicative and academic skills.

5.1.2. How the apprenticeship of observation shapes teaching beliefs and practices

The apprenticeship of observation strongly shaped participants' teaching beliefs and practices. Many participants were inspired by the positive aspects of their own learning experiences and sought to replicate these in their teaching. Findings are detailed in Table 18.

Table 18

How AoO Shapes Teaching Beliefs and Practices

Themes	Codes	Frequency	Case Numbers
Teaching approaches/methods	Engaging/interactive activities	8	1, 5, 6, 7, 8, 10, 11, 12
	Integration of technology and multimedia	6	1, 7, 9, 10, 11, 12
	Communicative approach, task-based learning	5	6, 7, 9, 10, 12
	Deductive grammar/vocabulary teaching	5	2, 5, 6, 8, 10
	Catering to diverse learning styles	2	6, 12
	Corrective feedback	2	4, 5
	Culture integration	1	11
Classroom environment	Dictation	1	8
	Warm/fun classroom atmosphere	9	2, 3, 5, 6, 7, 8, 9, 10, 12
	Supporting/motivating environment	8	1, 2, 5, 6, 7, 8, 10, 12
	Positive student-teacher relationship	7	1, 2, 3, 5, 6, 8, 12
	Classroom management	2	3, 8

As outlined in Table 18, the apprenticeship of observation has significantly shaped participants' teaching beliefs and practices, evident through various themes. Each theme is associated with specific codes and frequencies across different cases, illustrating how prior learning experiences have shaped the current teaching practices of the participants.

A predominant theme across the cases was the teaching approaches and methods used in English language education. The importance of making lessons engaging and interactive to increase student participation and interest was emphasized by eight cases (Cases 1, 5, 6, 7, 8, 10, 11, 12). For instance, Case 1 reported that she adapts activities such as picture matching and color identification games, originally used by her teachers, to suit the primary school level. This adaptation ensures that the activities are age-appropriate and engaging for her students. Similarly, Case 6 stated that she incorporates role-playing activities and competitions, allowing students to practice language in a fun and practical way. These activities not only make lessons enjoyable but also helps students practice language skills in realistic contexts.

Additionally, technology integration into lessons was another common theme in six cases (Cases 1, 7, 9, 10, 11, 12). Teachers use various digital tools to enhance their teaching and engage students. Case 7, for example, uses educational games and songs from the internet to create a dynamic learning environment. Case 10 incorporates online interactive games like Kahoot and Wordwall into her lessons, particularly during intensive exam preparation periods, to make learning more enjoyable and interactive. These digital tools provides diverse ways for students to practice and reinforce language skills, catering to different learning styles and maintaining student interest.

The communicative approach and task-based learning were also prevalent in five cases (Cases 6, 7, 9, 10, 12). These methods emphasize real communication and practical usage of language, helping students develop their speaking and listening skills. Case 7 mentioned using activities such as improvisational dialogues and short story assignments to encourage students to use language meaningfully. Case 12 noted that she integrates daily topics and real-life scenarios into her lessons, helping students see English as a practical tool for communication. These approaches not only improve language skills but also make learning more relevant and engaging for students. Despite a preference for interactive methods, deductive grammar teaching due to practical constraints was identified in five cases (Cases 2, 5, 6, 8, 10). Case 5, for instance,

described often resorting to teaching grammar deductively and in Turkish to ensure student comprehension, especially when under pressure to cover extensive material within a limited timeframe. Similarly, Case 10 pointed out the effectiveness of deductive grammar teaching for exam preparation. She uses structured grammar books with explanations in Turkish and examples in English to ensure clarity and understanding. These traditional methods are valued for their clarity and structure, particularly when preparing for exams. Recognizing and accommodating diverse learning styles was important for two cases (Cases 6, 12). Case 6 mentioned that she tailors activities to meet the needs and interests of her students, ensuring a dynamic and effective learning environment. She incorporates various methods such as role-playing, games, and songs to cater to different learning preferences. Case 12 highlighted preparing activities that cater to diverse learning styles, helping each student grasp the material in a way that resonates with them. This approach ensures that all students have the opportunity to succeed and feel included in the learning process.

Furthermore, providing corrective feedback was a key aspect of teaching for two cases (Cases 4, 5). Case 4 described consistently employing a personalized approach to feedback, encouraging students to reflect on their language use and develop problem-solving abilities. She asks additional questions to involve students more deeply and enhance their critical thinking skills. Similarly, Case 5 highlighted the importance of constructive feedback to help students understand their mistakes and improve their performance. These feedback strategies not only guide students' learning but also motivate them to engage actively and take ownership of their progress. Integrating cultural elements into lessons helped make learning more relevant and engaging, according to one case. Case 11 mentioned incorporating discussions about historical events and characters related to TV shows like "The Crown." This approach provides students with insights into English history and deepens their understanding of the language. By connecting language learning to cultural experiences, Case 11 creates a more immersive and meaningful learning environment. Students are able to see the practical application of the language in different cultural contexts, which enhances their overall language proficiency and cultural awareness. Additionally, one case used dictation as a traditional teaching tool to improve listening and writing skills. Case 8 reported using dictation to focus on accuracy and attention to detail, helping students develop their listening and writing abilities.

The classroom environment also played a significant role in effective teaching practices. A warm, fun, and respectful classroom atmosphere was highlighted as essential in nine cases (Cases 2, 3, 5, 6, 7, 8, 9, 10, 12). Case 6 stated that she creates a warm and supportive environment by integrating songs, games, and even dance into her lessons. Case 8 reported that humor and engaging elements in lessons made learning experiences memorable and successful. Creating a supportive environment was a common theme in eight cases (Cases 1, 2, 5, 6, 7, 8, 10, 12). Case 2 emphasized the importance of a non-judgmental environment, encouraging students to take risks and actively engage with the material. Case 10 pointed out the role of teacher support in student success, providing tailored guidance and encouragement, especially during exam preparation periods.

Additionally, positive relationships between teachers and students were emphasized in seven cases (Cases 1, 2, 5, 6, 7, 8, 12) as crucial for creating a conducive learning environment. Case 3 stated that she focuses on addressing disruptions and maintaining classroom order to build respect and focus among students. Case 12 highlighted the importance of fostering trust and collaboration, extending support beyond the classroom to create a supportive learning environment. Effective classroom management strategies were essential in seven cases (Cases 1, 2, 3, 5, 6, 8, 12) for maintaining order and ensuring that learning could take place. Case 3 reported prioritizing establishing clear expectations and routines within the classroom, creating a sense of stability and security for students. Case 8 noted maintaining strict classroom discipline, using traditional methods like dictation and writing practice to reinforce learning.

In conclusion, these findings highlighted the diverse ways in which apprenticeship of observation has shaped teaching practices. The emphasis on engaging teaching methods, technology integration, supportive classroom environments, and effective classroom management highlights how past learning experiences shape current teaching beliefs and practices.

5.1.3. How the anti-apprenticeship of observation shapes teaching beliefs and practices

The concept of anti-apprenticeship of observation, which includes the negative aspects of participants' learning experiences, plays a key role in shaping teachers' beliefs and practices. This phenomenon highlights how difficult educational experiences can mold teaching methodologies and pedagogical approaches. The detailed findings, which provide an in-depth analysis of these factors, are presented in Table 19.

Table 19

How Anti-AoO Shapes Teaching Beliefs and Practices

Themes	Codes	Frequency	Case Numbers
Teaching approaches/methods	Varied and engaging activities	9	1, 2, 3, 4, 7, 8, 10, 11, 12
	Communicative approach	6	3, 7, 8, 9, 11, 12
	Integration of technology and multimedia	5	2, 3, 5, 6, 8
	Skill-focused lessons	4	1, 2, 6, 12
	Balanced/holistic approach	4	1, 6, 9, 11
	Catering to diverse learning styles	3	1, 3, 4
Classroom environment	Direct method	1	11
	Supportive/non-judgmental environment	4	4, 7, 11, 12
	Positive student-teacher relationship	4	4, 7, 11, 12

As summarized in Table 19, the participants' teaching beliefs and practices were shaped by their negative experiences (anti-apprenticeship of observation). A predominant theme across the

cases was the teaching approaches and methods used in English language education. The necessity of incorporating varied and engaging activities in their teaching practices was emphasized in nine cases (Cases 1, 2, 3, 4, 7, 8, 10, 11, 12). This shift aims to create a dynamic and interactive classroom environment that counters the monotonous and repetitive methods they experienced as students. For instance, Case 1 stated that she integrates games and interactive tasks in her lessons to foster a balanced language learning experience. Similarly, Case 2 reported regularly using YouTube to find songs and games that made the learning process fun and engaging, helping students improve their listening and pronunciation skills while maintaining high levels of interest and motivation.

Six cases (Cases 3, 7, 8, 9, 11, 12) favored a communicative approach to teaching, emphasizing meaningful interaction and practical use of language over rote memorization and grammar drills. Case 3, for example, organizes group work, role-playing activities, and collaborative projects that require students to use the target language in realistic contexts. This approach not only helps students build confidence in their language skills but also make learning more engaging and enjoyable, enhancing their motivation and retention. Case 7 similarly emphasized creating opportunities for meaningful speaking and listening practice, such as class discussions on topics like the use of artificial intelligence for homework, which encouraged students to present and defend their arguments in English.

The integration of technology and multimedia into lessons was a common theme among five cases (2, 3, 5, 6, 8). This integration aimed to make lessons more interactive and engaging, leveraging modern tools to enhance the learning experience. Case 3 frequently uses the BOOKR application, which provides interactive reading materials that are more engaging than traditional textbooks. Case 6 utilizes a variety of digital resources such as TED talks, BBC listening activities, and smart board applications, enhancing the variety and engagement of her lessons. These technological tools allows for a more hands-on learning experience, enabling students to visualize and manipulate data in ways that were not possible with traditional methods.

Four cases (Cases 1, 2, 6, 12) prioritized skill-focused lessons, ensuring that their students had opportunities to develop their speaking, listening, reading, and writing abilities. Case 6 exemplified this approach by incorporating skill-based activities into her lessons, such as having students write stories based on audio recordings to practice both their listening and writing skills.

This method aims to create a more balanced and comprehensive language learning experience, addressing the gaps in practical language use that participants experienced in their own education.

Another key finding was that four cases (Cases 1, 6, 9, 11) reported adopting a balanced and holistic approach to teaching. This approach integrated various language skills and aimed to provide a comprehensive learning experience. For instance, Case 1 emphasizes the importance of integrating listening, speaking, writing, and reading skills into her lessons despite limited weekly class hours. By doing so, she aims to set a strong foundation for her students' linguistic development, contrasting sharply with the grammar-focused education she received. Three cases (Cases 1, 3, 4) tailored their teaching strategies to accommodate diverse learning styles, recognizing that students learn best when they can connect with the material in ways that resonate with their individual preferences. Case 4 uses the natural learning method by integrating various individual learning styles into her lessons, making her teaching more dynamic and inclusive. This approach stood in stark contrast to the uniform, teacher-centered lessons she experienced as a student, which she found dull and uninspiring. Case 11 specifically prefers the Direct Method, emphasizing the use of visuals and technology to teach vocabulary in context. He prepares visuals of daily routines and wrote the related words underneath, allowing students to infer meanings from the visuals. This method helps students use the language more effectively and avoid the pitfalls of rote memorization and grammar-focused instruction that he found ineffective in his own education.

Creating supportive and non-judgmental classroom environments where students felt comfortable taking risks and making mistakes was a priority for four cases (Cases 4, 7, 11, 12). Case 12, for instance, fosters positive student-teacher relationships and avoids judgment, making her students feel valued and comfortable expressing themselves. This approach aims to build students' confidence and motivation, helping them develop a more positive and resilient attitude toward language learning. Additionally, Case 4 highlights the importance of building positive relationships with students and ensuring a communicative and supportive classroom environment, which is essential for effectively teaching speaking skills. She reflected on her negative experiences with a strict and uncommunicative native-speaker teacher, which motivated her to prioritize strong, positive relationships with her students.

The findings revealed that the participants' negative experiences with traditional, teacher-centered, and grammar-focused instruction played a significant role in shaping their current teaching beliefs and practices. They have adopted varied, communicative, and technology-enhanced teaching methods, focusing on creating supportive and engaging learning environments tailored to diverse student needs. By moving away from the ineffective methods of their past, these educators aim to provide a more holistic, engaging, and effective language learning experience for their students.

5.2. Conclusion

Findings revealed that participants' prior language learning experiences, both positive and negative, significantly shape their teaching beliefs and practices. The apprenticeship of observation highlighted the effectiveness of interactive, student-centered methods and positive student-teacher relationships, while the anti-apprenticeship of observation emphasized the need to avoid ineffective, grammar-focused instruction and create supportive learning environments. By integrating practical language use and technology into their teaching, participants strived to provide a comprehensive and engaging learning experience for their students. This analysis underscores the importance of adaptive and supportive teaching practices in fostering effective language learning and positive student outcomes.

CHAPTER VI

CONCLUSION, DISCUSSION AND SUGGESTIONS

This chapter provides a comprehensive overview of the study, encompassing discussions on qualitative data and drawing meaningful conclusions. In light of the study's limitations and the valuable insights obtained, practical suggestions are offered for educators, policymakers, and researchers. These recommendations aim to enhance the application of the study's findings and inform future practices in the field. Additionally, the chapter identifies existing gaps in the current body of research and proposes potential directions for future investigations to build upon the knowledge gained from this study.

6.1. Conclusion and discussion

Using an explanatory case study design across multiple cases, this qualitative research aimed to explore how prior foreign language learning experiences—particularly the apprenticeship of observation—shape the teaching beliefs and practices of Turkish EFL teachers. Drawing data from narrative frames developed by Moodie (2016), and semi-structured interview questions developed by the researcher, the study employed a comprehensive approach to gather rich and nuanced perspectives. The narrative frames encompassed seven prompts, while the semi-structured interviews featured four main open-ended questions, ensuring a thorough examination of participants' prior language learning experiences and current teaching beliefs and practices. A total of twelve participants, comprising six females and six males, with six being novice and six experienced, actively engaged in the research voluntarily. These participants were currently teaching English in both private and state schools within the Turkish educational context, specifically located in the Eastern Marmara Region of Türkiye, including the provinces of Kocaeli and Sakarya. Qualitative content analysis was adeptly applied to analyze the data, allowing for the identification of recurring themes and codes across

participants' narratives and elaborate responses to the interview questions. The discussion delves into the findings aligned with the specific research questions that directed this study.

RQ1: What are the prior experiences of Turkish EFL teachers as learners of English as a foreign language?

The findings from the narrative frames and semi-structured interviews revealed that most participants had encountered and been exposed to traditional methods of English language instruction in their prior language learning experiences in elementary and middle schools. The findings of this study are also in line with those of the studies indicating that participants acknowledged the importance of grammar in language acquisition; however, the primary issue identified was not the significance of grammar itself but rather the way it is taught (Cancino et al., 2020; Moodie, 2016; Rahman et al., 2020). Teaching grammatical structures in isolation was considered less effective compared to contextualizing them within meaningful contexts. In line with the study conducted by Rahman et al. (2020), participants noted that the emphasis on grammar-centric approaches relied heavily on rote memorization of rules and translation exercises, combined with teacher-centered instruction. This approach resulted in a limited grasp of practical language skills and a lack of enjoyment in their learning process. Also, Cancino et al. (2020) stated that using a grammar-focused approach makes teachers repeat the same activities every lesson, causing students to become bored and disengaged from learning the foreign language. The findings also illustrated how prevalent teacher-centered instruction, alongside grammar-focused teaching, was in most of the participants past language learning experiences. Moodie (2016) likewise stated that participants described their English lessons as predominantly teacher-centered, with a strong emphasis on grammar. The participants characterized such lessons as environments where the teacher acts as the sole authority and source of knowledge, emphasizing the absence of interaction during the lessons.

However, participants, especially when they chose language classes at the high school level, stated that teachers tended to adopt more interactive and participatory teaching methods, thereby enabling students to take an active role in their learning process and facilitating a deeper

understanding of the language. The benefits of interactive and communicative teaching methods, as stated by the participants, underscored the importance of incorporating diverse and engaging activities in language instruction. As well as interactive and communicative teaching methods, the availability and quality of instructional materials also played a significant role in shaping the overall learning experience. While some participants experienced well-equipped classrooms where teachers actively utilized a variety of resources and technology, others expressed dissatisfaction with the inadequate materials available, which hindered the effectiveness of their instruction. Those who benefited from well-equipped classrooms stated that activities such as role-plays, video materials, songs, and games not only enhanced the enjoyment of learning but also offered students opportunities to practice English in authentic contexts. As Cancino et al. (2020) stated, “these teaching materials are extremely important while providing access to knowledge to all different learners and encouraging students to feel motivated to learn in different manners” (p. 33). By creating a dynamic and interactive learning environment, teachers utilizing these materials increased learners’ curiosity and motivation, ultimately enhancing their language proficiency and confidence. Cancino et al. (2020) also found similar results in their study that incorporating music and games into the learning process engaged students’ attention and cultivated an environment conducive to skill development, ultimately facilitating language acquisition.

Participants also emphasized the significance of their relationships with teachers, alongside the teaching methods and techniques used in their lessons, as a crucial aspect of their past language learning experiences. Likewise, participants in Durán Castro’s (2020) study asserted that fostering a positive learning atmosphere relies on the constructive rapport established between teachers and students within the classroom. To achieve this, participants stated that teachers need to possess certain characteristics. They emphasized the critical role of emotionally supportive, empathetic, and trustworthy teachers who engage students’ interests and inspire them to learn, aligning with the findings of Cancino et al. (2020) and Rosas-Maldonado et al. (2021). The participants noted that teachers with these qualities enhanced the classroom environment, enriched students’ learning experiences, and boosted their motivation to learn English. Conversely, they indicated that critical teachers, who judge learners when they made mistakes and prioritize test preparation over genuine interest in the language or lack

communication skills, created challenges for students and impeded the learning process. According to Cancino et al. (2020), “what teachers do regarding motivation will be received and noticed by students; consequently, this may lead to students’ lack of motivation and/or interest in learning English as a Foreign language” (p. 40).

In brief, participants highlighted the shortcomings of traditional language teaching and the benefits of more interactive approaches. They emphasized the importance of interactive methods, quality materials, and positive teacher-student relationships to promote language learning and motivation. Activities such as role-plays, group work, music, and games proved to be effective in increasing engagement and language acquisition. In conclusion, the findings of prior studies were consistent with those of the present study.

RQ2: Do Turkish EFL teachers’ prior foreign language learning experiences, specifically their apprenticeship of observation, shape their foreign language teaching beliefs and practices?

Exploring how prior language learning experiences, especially through apprenticeship of observation, shape Turkish EFL teachers’ teaching beliefs and practices revealed important insights. Consistent with the study by Ozturk and Gurbuz (2016), it became evident that the apprenticeship of observation greatly shaped Turkish EFL teachers’ current teaching beliefs and practices. This was observed across various demographics, including both male and female teachers, experienced and novice educators, and those teaching at different educational levels—primary, secondary, and high schools—in both private and public settings. The apprenticeship of observation shaped various aspects of teaching, including approaches, methods, classroom atmosphere, and teacher-student dynamics. Similar to prior studies (e.g., Cancino et al., 2020; Carvajal Heydel, 2019; Durán Castro, 2021; Gulden, 2013; Höqgvist, 2016; Numrich, 1996; Ozturk and Gurbuz, 2016; Phiri and Mwanza, 2022; Rahman et al., 2020; Xu et al., 2023), their teaching practices often reflected a direct connection to their experiences as language learners, encompassing both the adoption of effective techniques (AoO) and the avoidance of less favorable ones (Anti-AoO), a concept termed “Blended Apprenticeship of Observation” by Cancino et al., (2021, p. 49). However, this did not stem from what Lortie (1975) suggested as

the “low impact” (p. 66) of university education on teachers. On the contrary, teachers blended the theoretical and pedagogical knowledge they acquired at university with the positive and negative experiences they gathered from the past, shaping their belief systems in English teaching and reflecting them in classroom activities. Carvajal Heydel (2019) similarly stated that when teachers synchronize their beliefs with theoretical foundations, they are more inclined to adopt an approach that reflects those theories.

How apprenticeship of observation shapes teaching beliefs and practices

The study’s findings revealed how participants’ past teachers significantly shaped their teaching beliefs and practices. Participants highlighted how teachers who actively engaged students with rich content fostered a love for the language and a sense of ownership over the learning process. Cook (2009) referred to these influential educators as “iconic teachers” (p. 281). By blending their past experiences with present practices, teachers draw on their memories to create dynamic and inclusive learning environments that empower students to authentically develop their language skills. Through internalizing the practices of teachers who employed dynamic and personalized teaching methods, participants developed a preference for incorporating similar techniques into their own teaching. This reflective practice led to a recognition of the value of personal touches in lessons to enhance student engagement and learning outcomes. Like the findings in Carvajal Heydel’s study (2019), the participants’ beliefs centered around the concepts of “utilizing language within context” and viewing language “as a tool for communication” (p. 41). This coherence in beliefs underscores the importance of context-based language learning and communication skills in language education.

Participants have demonstrated a strong willingness to experiment with diverse teaching methods to enhance student engagement and learning outcomes. This includes incorporating multimedia resources, interactive activities, and real-life applications of language skills. Techniques such as role-plays, group activities, and the integration of songs and games are highlighted as effective tools for language learning. These methods are not only engaging but also cater to various learning styles, making language learning more accessible and enjoyable for students. Based on their own experiences, participants indicated that the integration of multimedia resources allows for a richer and more varied instructional experience. Videos, audio clips, and interactive software provide students with multiple avenues to encounter and

practice language in different contexts. Interactive activities, such as group projects and language games, encourage active participation and collaboration among students, fostering a more engaging and supportive classroom atmosphere while utilizing language as a means of communication. This approach promotes an immersive and experiential learning environment where students can practice and develop their language skills in a more natural and meaningful context.

Moreover, apprenticeship observation shaped not only methodologies but also broader attitudes towards teacher-student relationships and classroom dynamics. Drawing parallels between their own learning experiences and those of their students, teachers found themselves better equipped to empathize with and support learners, thus fostering a conducive learning environment. This aligns with Vygotsky's (1978) emphasis on the importance of social interaction in cognitive development. Teachers who acted as facilitators, providing scaffolding and encouraging active participation, helped students internalize effective teaching practices. This approach aligns with prior studies (e.g., Borg, 2005; Cancino et al., 2020; Channa, 2020; Durán Castro, 2021; Moodie, 2016; Rosas-Maldonado et al., 2021) indicating that supportive teacher-student relationships contribute significantly to student engagement and academic success. Drawing from their interactions with past teachers, participants recognized the impact of open dialogue, active listening, and mutual respect in creating supportive learning environments where students feel valued and understood. For this reason, participants underscored the need for clear and empathetic communication to foster positive relationships with students. In a similar vein, the study by Rosas-Maldonado et al. (2021) further highlighted how past learning experiences, particularly interactions with former teachers, shape teachers' teaching beliefs, emphasizing the centrality of positive teacher-student relationships in their professional development. This emphasis on understanding students' needs and providing tailored support reflects a commitment to creating inclusive and supportive learning environments where all students can thrive, as highlighted in prior studies (Gulden, 2013; Ozturk and Gurbuz, 2016; Xu et al., 2023). By reflecting on their own positive experiences as learners, the participants strive to create impactful educational experiences for their students, mirroring the qualities they admired in their own teachers.

How contextual elements shape the apprenticeship of observation

Cancino et al. (2021) highlighted the substantial role of economic context in shaping the apprenticeship of observation in their study. They highlighted that economic disparities among schools can lead to varying levels of resources and support available for teaching. For instance, participants in their study noted that subsidized schools often had better economic resources, such as computer labs, whereas public schools lacked such facilities and relied solely on basic teaching materials. This observation is particularly relevant to this study, where many participants, especially those working in public primary and secondary schools, have reported reverting to traditional teaching methods due to numerous challenges. These challenges include insufficient English class hours, pressure to complete the curriculum within a limited timeframe, students' generally low proficiency in the English language, overcrowded classrooms, and a significant lack of teaching materials. By acknowledging the role of economic context, as Cancino et al. (2021) stated, it becomes evident that the availability of resources directly impacts teaching practices. Similarly, Phiri and Mwanza (2022) observed that different contextual factors shape how teachers approach teaching and testing grammar. These factors include learner abilities, the availability of materials, infrastructure, and a supportive school environment.

Consequently, this appears to create a mismatch between teachers' teaching beliefs and practices, as they are often compelled to compromise their preferred, more innovative approaches to align with the constraints imposed by their working conditions. These factors compel teachers to adopt methods that can facilitate faster and more effective teaching within the limited time they have. Participants explained that, in their efforts to manage these challenges, they sometimes rely on deductive grammar and vocabulary instruction in their lessons. This finding is also consistent with those of earlier research indicating that teachers often found themselves resorting to traditional methods for grammar instruction, mirroring the practices of their own past teachers (Phiri and Mwanza, 2022). This involves a focus on teaching grammatical rules explicitly and systematically, often using the Grammar Translation Method.

Teachers have found that these traditional methods allow for a more rapid and structured form of instruction, which is particularly beneficial when class time is limited. They argued that for students with lower levels of English proficiency, the clear and direct nature of deductive

grammar and vocabulary instruction makes learning more accessible and manageable. By providing explicit rules and immediate application through translation exercises, students can develop a foundational understanding of the language more quickly. Moreover, participants highlighted that the GTM, while sometimes criticized for its lack of focus on speaking and listening skills, offers several advantages in their specific teaching contexts. The method's emphasis on reading and writing, along with its structured approach, helps in dealing with large classes where individual attention is scarce. It also facilitates easier assessment of students' progress, as grammatical and vocabulary tests are straightforward to administer and grade. However, despite the perceived benefits, teachers acknowledge the limitations of these traditional methods. They recognize that such approaches may restrict opportunities for students to engage in meaningful communication and practice conversational skills. The focus on translation and written exercises can result in a lack of exposure to natural language use, which is critical for developing speaking and listening competencies. This realization has led some teachers to seek a balance, integrating communicative activities where possible to complement the structured grammar and vocabulary instruction.

This situation underscores Lortie's (1975) observation that "imagining how the teacher feels and playing the role of a teacher are different experiences... It is hard to see how the idea of technique would arise in their experience or what situational factors would reinforce it if it did" (pp. 62-63). The connection lies in the understanding that while teachers might want to incorporate more innovative and communicative approaches, the real-world situational factors such as limited class hours, curriculum demands, large class sizes, and varying student proficiency levels create a challenging environment for such changes. This mirrors Lortie's point about the discrepancy between the theoretical understanding of teaching techniques and their practical application in actual teaching scenarios.

In summary, the reliance on traditional methods like the GTM in public primary and secondary schools is largely driven by practical constraints such as limited class hours, the need to complete the curriculum, and the challenges posed by large class sizes and students' varying levels of proficiency. While these methods provide a structured and efficient way to teach grammar and vocabulary, there is an ongoing effort among teachers to find ways to also incorporate elements that promote communicative competence and practical language use.

How anti- apprenticeship of observation shapes teachers' beliefs and practices

The findings of the study revealed how negative experiences profoundly shaped participants' teaching beliefs and practices. These experiences, which fall under anti-apprenticeship observations, were analyzed into three key themes: (1) participants have identified grammar-focused and teacher-centered approaches in language teaching as ineffective. Consequently, they strive to avoid these methods in their teaching. (2) They underscored the importance of practical language use. To ensure students can effectively use the language, they adopted methods grounded in real-world applications. (3) They stressed the significance of fostering a supportive classroom environment. By steering clear of humiliating techniques and cultivating positive teacher-student relationships, participants aimed to create a positive learning atmosphere that boosts students' confidence and minimizes stress and embarrassment.

The studies highlighted by Borg (2003), Grossman (1991), Miller and Shiflet (2016), and Bailey (1996) collectively illustrate how deeply ingrained habits and biases, formed during teachers' formative experiences, can persist throughout their careers. These experiences often lead novice educators to default to traditional teaching methods despite the introduction of innovative, evidence-based pedagogical practices. As Bailey (1996) noted, the "seemingly indelible imprints" from teachers' own experiences as students can be tremendously difficult to shake. In contrast to these findings, the current study revealed a different trend among the participating teachers. Through reflection on their own experiences as learners, most participants identified specific shortcomings in traditional teaching methods that failed to engage them effectively. For many, this introspective process catalyzed a critical reassessment and refinement of their pedagogical approaches, ultimately leading them to reject outdated paradigms, as noted in prior studies (Rahman et al., 2020; Rosas-Maldonado, 2021). For instance, some participants recalled how traditional methods, heavily reliant on rote memorization and passive learning, left them feeling disengaged and unprepared for real-world language use, similar to the findings reported in Borg's (2005) study. These educators have managed to blend the theories they learned at the university with their observations from real-world teaching experiences. This synthesis has enabled them to develop a more flexible and adaptive approach to L2 teaching. Rather than strictly adhering to traditional methods, these educators have shown a willingness to incorporate innovative practices into their teaching

repertoire, demonstrating a more dynamic and responsive approach to education. This realization was particularly poignant for those who remembered struggling to connect with the material on a practical level despite their ability to perform well on exams (Phiri and Mwanza, 2020). Practical language use, as highlighted by the participants, involves activities that go beyond textbook exercises to include real-world applications. For example, instead of merely translating sentences or conjugating verbs, learners might engage in role-playing exercises where they practice ordering food in a restaurant, simulating a job interview, or planning a trip. These activities not only make learning more interactive and engaging but also help students develop the confidence and skills needed to use the language in everyday situations. This shift aligns closely with the findings of Durán Castro (2021) and Moodie (2016), who emphasize the necessity for evolving teaching practices that better address students' needs and practical language use. In a similar manner, the participants in the study by Cancino et al. (2020) highlighted the importance of incorporating more interactive and communicative activities that foster genuine engagement with the language.

Additionally, participants expressed a strong aversion to teacher-centered instruction due to its imposition of a passive role on students. In such classrooms, learning is often dictated by the teacher, which limits opportunities for student engagement. This approach stands in contrast to interactive methods that encourage active participation, fostering a more dynamic and engaging learning environment. As Rahman et al. (2020) suggest, promoting active student involvement is crucial for effective language acquisition. The dissatisfaction with environments that stifle active participation and fail to leverage students' diverse backgrounds, interests, and learning styles highlights a significant area for improvement in language teaching. The participants' recognition of these issues underscores the importance of transitioning towards student-centered approaches. These approaches empower learners to take ownership of their language learning process, thereby enhancing their motivation and engagement. Carvajal Heydel (2019) and Durán Castro (2021) also advocate for this pedagogical shift, supporting the notion that student-centered methods are more effective in fostering meaningful and lasting learning experiences. In conclusion, the participants' insights reveal a clear need for a pedagogical shift from traditional, teacher-centered methods to more interactive, student-centered approaches.

Participants in this study also emphasized the importance of empathy and responsiveness in their teaching methods, stemming from their own experiences of feeling unsupported or misunderstood as learners. Their focus on understanding students' needs and offering tailored support aims to create inclusive and supportive learning environments where all students can thrive. This approach aligns with research that underscores the significance of empathetic teaching practices in fostering student success (e.g., Gulden, 2013; Ozturk and Gurbuz, 2016; Xu et al., 2023). Empathy in teaching involves recognizing not only the academic needs of students but also their emotional and psychological states. By being attuned to these aspects, teachers can create a holistic educational experience that supports the overall well-being of students. This responsiveness allows educators to adapt their teaching strategies to better meet the diverse needs of their students, ensuring each student feels valued and supported in their learning process. Therefore, participants highlighted the importance of providing feedback in a manner that does not belittle or discourage students, consistent with the findings of Borg (2005) and Rahman et al. (2020). They stressed treating mistakes as a normal and essential part of the learning process rather than something to be ashamed of. This perspective aligns with Numrich's (1996) findings, where error correction often discouraged students and, in some cases, deterred them from learning the language due to feelings of humiliation and discomfort. Both studies emphasized that a supportive and encouraging attitude is crucial for effective teaching. Drawing from their own negative experiences with error correction, many participants adopt a more compassionate approach to their teaching. This approach builds students' confidence and encourages them to take risks and engage more actively in learning. By fostering a positive and nurturing language learning environment, teachers help students feel comfortable making mistakes and learning from them. This reinforces the idea that errors are integral to learning and growth, leading to more effective and meaningful language acquisition, as supported by Gulden (2013).

In conclusion, the study revealed that negative learning experiences significantly shape participants' teaching beliefs and practices, leading them to reject grammar-focused and teacher-centered methods. Instead, they emphasized practical language use and creating supportive classroom environments. Participants' reflections on traditional methods prompted a shift towards interactive, real-world teaching practices, aligning with the broader pedagogical

trend of student-centered learning. Empathy and responsiveness were highlighted as essential for fostering inclusive and supportive learning environments. By adopting compassionate approaches to feedback and error correction, participants aimed to build students' confidence and encourage active participation, ultimately enhancing language acquisition.

6.2. Suggestions

This section provides a detailed presentation of several suggestions based on the current study and for further research.

6.2.1. Suggestions based on the present study

Understanding the role of prior foreign language learning experiences, specifically apprenticeship of observation (AoO), in shaping teaching beliefs and practices goes beyond merely recognizing its outcomes; it requires a comprehensive approach to integrating this understanding into the broader context of educational reform, policy-making, and ongoing professional development. Expanding the scope of this concept allows for addressing various dimensions related to teaching and learning, ultimately improving educational outcomes. The findings of the current study are uniquely derived from the personal experiences of EFL teachers, who have spent years in the field as students and teachers. Therefore, the study offers several important implications for both pre-service and in-service levels.

One crucial factor in enhancing educational outcomes is the role of educational institutions in fostering environments that would support positive apprenticeships of observation. Schools and universities should prioritize creating supportive, engaging, and innovative learning settings that serve as exemplary models for future teachers (Kaygisiz, Anagun and Karahan, 2018). Such environments not only improve the educational experience for current students but also shape the teaching philosophies and practices of aspiring educators. However, economic disparities and contextual challenges could significantly hinder language teachers' ability to create such

environments, especially in public schools (Levin, 2014). Even when teachers are familiar with recent language teaching methodologies, they oftentimes revert to traditional methods due to several constraints, including limited class hours, overcrowded classrooms, the pressure to cover the curriculum within tight timeframes, students' generally low proficiency in English, and a lack of adequate teaching materials. These issues highlight the importance of systemic changes to overcome these barriers and enable the implementation of more effective teaching approaches. To address these challenges, educational institutions, policymakers, and stakeholders must collaborate to provide the necessary resources and support that enable teachers to adopt innovative methods. This includes supplying adequate materials, reducing class sizes, and ensuring that teachers have sufficient time and training to integrate new pedagogical strategies effectively. Such efforts are crucial for empowering teachers to move beyond traditional methods and embrace practices that cater to the diverse needs of their students.

In addition to providing resources, there is a need to integrate reflective practices into teacher education programs (Yesilbursa, 2011). Pre-service teachers should be encouraged to critically evaluate their past educational experiences and reflect on how these experiences shape their teaching philosophies. Reflective tools such as journals, portfolios, and guided discussions can help educators identify and challenge any biases or outdated practices rooted in their apprenticeship of observation. This reflective process aligns with the work of Darling-Hammond, Hammerness, Grossman, Rust and Shulman (2005) who emphasize the importance of reflective inquiry for fostering deeper professional understanding and adaptability in instructional practices.

Furthermore, exposure to diverse teaching models is essential for broadening the pedagogical repertoire of pre-service teachers. Teacher education programs should provide opportunities for pre-service teachers to observe and analyze various instructional approaches. Observational practicums can help mitigate the limitations of a narrow apprenticeship of observation, as suggested by Cochran-Smith and Lytle's (1999) inquiry as stance model, which promotes continuous learning and adaptation in teaching practices. They emphasize the importance of ongoing reflection in teaching, arguing that the "knowledge-in-practice" conception of teacher

learning posits that effective teaching can be coached and learned, but not explicitly taught, through reflective supervision or coaching reflective teaching (p. 269).

As pre-service teachers transition into novice educators, it becomes vital to bridge the gap between theoretical knowledge and practical application in teacher education. Activities like role-playing, simulations, and case studies allow pre-service teachers to experiment with new teaching methods in a controlled environment, enabling them to develop and refine their instructional strategies. This approach, as suggested by Darling-Hammond et al. (2005), ensures that theory becomes more applicable and relevant to their teaching practice.

Mentorship and support systems are also critical in this transition, as they help novice EFL teachers navigate the challenges of professional and social adaptation. Akcor and Savasci (2020) identify key professional adaptation challenges, including instructional issues like classroom management, difficulties related to students and pedagogical content knowledge, school-context-specific challenges, lack of professional development opportunities, and the development of teacher identity. Mentorship programs, highlighted by Polat and Birgun (2023), pair novice teachers with experienced educators, providing invaluable guidance. These mentors assist new teachers in navigating classroom complexities, offering insights that challenge and refine their teaching beliefs and practices. Additionally, engaging in self-reflection is essential for novice teachers. Gungor, Akcan, Werbinska and Ekiert (2019) suggest that novice teachers should be encouraged to systematically reflect on their teaching practices. This reflective process can be facilitated through detailed exploration and analysis of their beliefs and teaching methods, as well as by examining critical incidents and case studies (Farrell, 2012). Effective mentorship, as emphasized by Feiman-Nemser (2001), supports teachers in developing these reflective practices and adapting their teaching strategies, ensuring continuous professional growth and improved instructional methods.

However, the journey does not end with mentoring. Continuous professional development (PD) is crucial for keeping teachers updated on the latest educational research and practices (Iskender and Atar, 2023). Programs should focus not only on the applicability of new strategies in the classroom but also on the importance of self-reflection. Yucedag and Sevik (2021) found that while many teachers prioritize PD activities that offer “applicability in actual teaching practices” (p. 1413), only a minority highlight the importance of PD activities that promote “self-reflection

on teaching practices” (p. 1413). This finding indicates a gap in the awareness and appreciation of the role self-reflection plays in professional growth and teaching effectiveness.

Therefore, it is essential for PD programs to explicitly incorporate and emphasize reflective practices. By doing so, these programs can help teachers develop a deeper understanding of their teaching styles, challenge assumptions formed during their own learning experiences, and ultimately foster more thoughtful and effective teaching practices. This comprehensive approach not only enhances individual teacher development but also contributes to a more reflective and adaptive educational environment overall.

In conclusion, the study underscores the critical role of prior foreign language learning experiences, particularly the apprenticeship of observation, in shaping teaching beliefs and practices. It calls for comprehensive reforms in teacher education and professional development to address these factors, emphasizing the importance of reflective practices, exposure to diverse teaching models, and continuous professional growth. By addressing these areas, educational institutions and policymakers can better support teachers in adopting innovative, effective teaching strategies that meet the diverse needs of their students.

6.2.2. Suggestions for further studies

Given the limitations of the study, several suggestions for future research can be proposed to address these constraints and expand the understanding of how the apprenticeship of observation shapes the teaching beliefs and practices of EFL teachers.

First of all, considering that this study employed twelve cases, future research should consider reducing the number of cases in the study to gain a more in-depth understanding of the phenomena. By focusing on fewer cases, researchers can conduct more detailed and nuanced analyses, allowing for a richer exploration of the individual experiences and practices of teachers. This approach would enable a deeper investigation into the specific contexts and factors shaping teachers’ beliefs and practices, providing a more comprehensive insight into the complexities of teaching English as a foreign language in Türkiye. Reducing the sample size

could lead to more meaningful and focused findings, enhancing the overall quality and depth of the research.

Furthermore, it is important to note that the participants in this study had varying years of teaching experience and came from different educational backgrounds. This variation introduces a high degree of diversity in terms of their educational systems and experiences. Future research should ensure that participants come from similar educational systems to maintain consistency. Given the significant changes in Türkiye's educational system over the years, as mentioned in the Introduction Chapter, focusing on teachers from the same educational system would provide more coherent and comparable data. Reducing the sample size and ensuring a uniform educational background can lead to more meaningful and focused findings, enhancing the overall quality and depth of the research.

In addition, future studies should also consider employing longitudinal research designs. Tracking teachers over extended periods would offer valuable insights into how their teaching beliefs and practices evolve over time and how the long-term outcomes of apprenticeship of observation manifest in their professional development. This approach would offer a dynamic view of how these early experiences shape teaching practices. It is also suggested that future studies explore the unconscious beliefs and practices of English teachers in addition to the conscious ones, as identified in this study. To achieve this, various data collection methods could be utilized. These include observations, where an impartial observer notes the behaviors, teaching methods, and student interactions in the classroom to identify unconscious behaviors. Stimulated recall interviews can also be employed, involving the recording of classroom sessions and subsequent review with the teachers to reveal their thought processes and unconscious actions. Additionally, reflective diaries can be a valuable tool, allowing teachers to document and reflect on their teaching experiences, thereby uncovering unconscious practices. Peer observations could provide an opportunity for teachers to observe each other's classes, offering feedback and identifying unconscious behaviors from different perspectives. Finally, Analyzing critical incidents—challenging or unexpected situations faced by teachers—can help understand their responses and uncover unconscious practices. These specific events or experiences significantly impact beliefs, attitudes, or behaviors. By using critical incidents as a data collection tool, researchers can reveal both conscious and unconscious beliefs and

practices. This method provides rich, qualitative insights that illustrate real-world applications of teaching theories and inform professional development. Such insights can be invaluable for developing more effective teaching strategies and understanding the complex dynamics of classroom interactions.

Furthermore, the current study focused solely on ELT graduates from Faculties of Education. However, there are also English teachers who, although not ELT graduates, have obtained teaching qualifications through pedagogical formation and are actively teaching English. It is important to investigate how the prior learning experiences of these non-ELT graduates shape their teaching beliefs and practices. Future research should include teachers with diverse educational backgrounds to explore whether and how these differences shape their approach to teaching English. Specifically, examining the experiences of teachers who have received pedagogical formation or other qualifications rather than a traditional ELT degree could provide valuable insights. There may be differences in the teaching beliefs and practices among ELT graduates, who receive four years of education in various theoretical and pedagogical methods and their applications, and non-ELT graduates.

Another worthwhile suggestion could be to conduct cross-cultural comparative studies. Investigating the apprenticeship of observation across different educational and cultural contexts would illuminate the universal and context-specific aspects of this phenomenon. Such studies could compare Turkish EFL teachers with their international peers to uncover best practices and common challenges in global teacher education. Additionally, investigating how professional development and mentorship programs address the lasting impressions of apprenticeship of observation could offer valuable insights. Understanding how experienced teachers and formal training programs can support novice teachers in reflecting on and refining their teaching practices would be beneficial. Studies could investigate which types of professional development activities are most effective in helping teachers align their beliefs and practices with contemporary educational standards. Future research could also delve into the emotional and psychological dimensions of teaching. Examining how teachers' past experiences shape their emotional responses to teaching and how these emotions guide their instructional decisions would add depth to the understanding of apprenticeship of observation. This could involve studying the impact of reflective practices, such as journaling or peer discussions, on

teachers' emotional well-being and professional growth. Moreover, linking specific teaching practices formed by apprenticeship of observation to student outcomes would provide practical evidence of their effectiveness. Future studies should aim to connect teachers' instructional methods with measurable improvements in student learning and engagement. This would help validate the practical implications of the study's findings and inform teacher education programs.

In conclusion, incorporating these suggestions in future research will not only deepen the understanding of the apprenticeship of observation but also provide valuable insights for enhancing teacher education programs. By addressing the identified gaps and exploring diverse educational contexts, future studies can contribute to the development of more effective, adaptable, and contextually relevant teaching practices. This, in turn, will help shape a more comprehensive approach to teacher training and professional development, ultimately improving educational outcomes for both teachers and students.

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APPENDICES

Appendix A

Narrative Frames

Part 1: Demographic Information

Please indicate the appropriate option for each of the following items:

Gender:

Male ()

Female ()

Prefer not to say ()

Age: _____

Years of teaching experience: _____

Type of institution you currently work in:

Public school ()

Private school ()

Educational level you currently teach:

Elementary school ()

Middle school ()

High school ()

Part 2: Narrative Frames

Dear participant,

This study will utilize the “My English Learning Experience in School” frame, developed by Moodie (2016), to explore the foreign language learning experiences of teachers. Your responses, grounded in personal experiences, are integral to the reliability of this research. Kindly ensure each response meets **a minimum of 50 words**, offering thorough insights. Your contributions are deeply valued. Thank you for dedicating your time and expertise to this study.

1. My English classes in school were.....

2. My English teachers usually.....

3. My best memories from English classes in school include.....

4. My worst memories from my English classes in school are.....

5. I think my experience as a student in school influenced how I teach by.....

This is because.....

6. These days I think English classes in schools are.....

7. As an English teacher, I have had some success learning English. I think the biggest reasons that I was successful learning English are.....

Appendix B

Interview Questions (English)

Part 1: Warm-up interview questions

Can you please introduce yourself?

Can you please provide a brief overview of your educational background?

Can you please provide a brief overview of your teaching experience in English as a Foreign Language (EFL)?

Part 2: Interview Questions

1. Thinking back, can you describe your prior experiences in learning English as a foreign language?

1.1. Considering your earlier experiences in English language lessons, how would you describe your overall attitudes towards English and English learning motivation?

1.1.1. Did your past English language teachers have any effect on attitudes towards English or English learning motivation? If so, how?

1.2. Do you recall having any English language teachers who had a significant impact on your language learning journey? What made them effective or ineffective teachers, and how did they influence your language learning experience?

2. As a teacher, can you describe your current approach to teaching English as a foreign language? What foreign language teaching approaches, methods, and/or techniques do you use in your classes? Can you explain the reasons behind your choices?
 - 2.1. Can you provide specific examples of in-class practices that illustrate the teaching approach(es), method(s), and/or technique(s) you have adopted?
3. Reflecting on your current foreign language teaching practices, do you think your past English teachers have had any influence on these practices? In other words, do you feel any influence from your past English teachers?
 - 3.1. If you think so, how and in what ways have they influenced your current English language teaching practices?
 - 3.1.1. Are there any approach(es)/method(s)/technique(s) from your past English language teachers that you consciously choose to use in your current English language teaching practices? If so, can you provide an example and explain the reasons behind your decision?
 - 3.1.2. Are there any approach(es)/method(s)/technique(s) from your past English language teachers that you consciously choose **NOT** to use in your current English language teaching practices? If so, can you provide an example and explain the reasons behind your decision?
4. Is there anything else you would like to add regarding these matters?

Appendix C

Interview Questions (Turkish)

Bölüm 1 : Giriş Soruları

- Kendinizi tanıtır mısınız?
- Eğitim geçmişiniz hakkında kısa bir bilgi verebilir misiniz?
- İngilizcenin yabancı dil olarak öğretimi (TEFL) alanındaki öğretmenlik deneyiminiz hakkında kısa bir bilgi verebilir misiniz?

Bölüm 2: Görüşme Soruları

1. Geriye dönüp baktığınızda, bir öğrenen olarak yabancı dil olarak İngilizce öğrenme konusundaki deneyimlerinizi anlatabilir misiniz?
 - 1.1. İngilizce derslerindeki deneyimlerinizi göz önünde bulundurarak, İngilizceye yönelik tutumunuzu ve İngilizce öğrenme motivasyonunuzu nasıl tanımlarsınız?
 - 1.1.1. Geçmişteki İngilizce öğretmenlerinizin, İngilizceye yönelik tutumunuz ve İngilizce öğrenme motivasyonunuz üzerinde herhangi bir etkisi oldu mu? Eğer olduysa, nasıl oldu?
 - 1.2. Dil öğrenme yolculuğunuzda önemli bir etkisi olan İngilizce öğretmenleriniz oldu mu? Onları sizin gözünüzde etkili veya etkisiz öğretmen yapan neydi ve dil öğrenme deneyiminizi nasıl etkiledi?
2. Bir öğretmen olarak, Yabancı dil olarak İngilizce öğretmeye yönelik mevcut yaklaşımınızı tanımlayabilir misiniz? Derslerinizde hangi yabancı dil öğretim yaklaşımlarını, yöntemlerini ve/veya tekniklerini kullanıyorsunuz? Seçimlerinizin arkasındaki nedenleri açıklayabilir misiniz?

- 2.1. Benimsediğiniz öğretim yaklaşım (lar)a, yöntem(ler)e ve/veya teknik(ler)e örnek oluşturacak sınıf içi uygulamalarınızdan spesifik örnekler verir misiniz?
3. Mevcut yabancı dil öğretim uygulamalarınız üzerine düşündüğünüzde, geçmişteki İngilizce öğretmenlerinizin bu uygulamalarınız üzerinde herhangi etkisinin olduğunu düşünüyor musunuz? Başka bir deyişle, geçmiş İngilizce öğretmenlerinizin herhangi bir etkisini hissediyor musunuz?
- 3.1. Eğer hissediyorsanız, şu anki İngilizce öğretim uygulamalarınızı nasıl ve ne şekilde etkilediğini düşünüyorsunuz?
- 3.1.1. Geçmişteki İngilizce öğretmenlerinizden edindiğiniz ve şu anki İngilizce öğretim uygulamalarınızda bilinçli olarak kullanmayı tercih ettiğiniz yaklaşım(lar)/yöntem(ler)/teknik(ler) var mı? Varsa, bir örnek verebilir ve kararınızın arkasındaki nedenleri açıklayabilir misiniz?
- 3.1.2. Geçmişteki İngilizce öğretmenlerinizden edindiğiniz ve şu anki İngilizce öğretim uygulamalarınızda bilinçli olarak **kullanmamayı** tercih ettiğiniz yaklaşım(lar)/yöntem(ler)/teknik(ler) var mı? Varsa, bir örnek verebilir ve kararınızın arkasındaki nedenleri açıklayabilir misiniz?
4. Bu hususlar haricinde eklemek istediğiniz bir konu var mıdır?

Appendix D

Sakarya University Ethics Committee Approval

Evrak Tarih ve Sayısı: 11.01.2024-E.324564



T.C.
SAKARYA ÜNİVERSİTESİ REKTÖRLÜĞÜ
Etik Kurulu



Sayı : E-61923333-050.99-324564
Konu : 27/11 Yasemin Cansel İSKENDER

11.01.2024

Sayın Yasemin Cansel İSKENDER

İlgi : 04.01.2024 tarihli ve E--050.99-0 sayılı yazınız.

Üniversitemiz Eğitim Araştırmaları ve Yayın Etik Kurulu'nun 10.01.2024 tarihli ve 27 sayılı toplantısında alınan "11" nolu karar ile Yasemin Cansel İSKENDER'in başvurusu **uygun** görülmüş ve karar örneği ekte sunulmuştur.
Bilgilerinizi rica ederim.

Prof. Dr. Canan LAÇİN ŞİMŞEK
Eğitim Araştırmaları ve Yayın Etik
Kurulu Başkanı V.

Ek: Karar Yazısı (1 Sayfa)