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INTERPLAY BETWEEN BELIEFS, PRACTICES, AND CONTEXTS: CASES OF PRE-SERVICE AND IN-SERVICE EFL TEACHERS IN TURKEY

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INTERPLAY BETWEEN BELIEFS, PRACTICES, AND CONTEXTS: CASES OF PRE-SERVICE AND IN-SERVICE EFL TEACHERS IN TURKEY

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ABSTRACT

Teacher beliefs, the hidden dimensions of teachers' careers, form their teaching in numerous ways. The burgeoning literature on language teacher beliefs has revealed the centrality of the construct in teacher education programs. Nevertheless, how language teacher beliefs function as a complex system is rarely studied by emphasizing its dynamic, interconnected, unpredictable, and multifarious nature. Therefore, informed by the gaps in the literature, this dissertation proposes to view language foreign/second language (L2) teachers' beliefs through the lens of complexity theory. With this theoretical framework, it aimed to reveal pre-service and in-service EFL teachers' beliefs about language teaching, how they reflected their beliefs in practice, and the relations among beliefs, instructional practices, and macro and micro contexts. To achieve these purposes, a multiple case study design was adopted, and three pre-service and three in-service EFL teachers participated in the study. The data consisted of semi-structured interviews, classroom observations, and post-observation interviews. The tenets of complexity theory and teacher beliefs literature guided the data analysis processes. The results indicated that the teachers held interconnected beliefs of different types about language teaching, which involved curricular objectives, teaching methodology, feedback cycle, translanguaging, and instructional materials. Besides, the

findings presented the dynamic, non-linear, emergent, and self-organizing nature of beliefs about language teaching by examining the triggers of the belief formation. Accordingly, previous schooling experiences, non-formal learning strategies, teacher education programs, teaching practices, and macro and micro contextual factors worked dynamically in forming teachers' beliefs about language teaching. Of these factors, the present study provided evidence that teacher education programs were most influential in participants' belief formation processes. This research further illuminated the interconnected, adaptive, and dynamic relations between beliefs and practices in context. Both pre-service and in-service EFL teachers took the initiative to put their beliefs into practice. For the most part, their beliefs about language teaching shaped their teaching practices and the classroom environment. On the other hand, several macro and micro contextual constraints prevented them from employing several teaching methods and strategies in their classes. These findings have yielded significant implications for second language teacher education programs, in-service teacher education courses, and educational policies on language teaching.

Keywords : Language teacher beliefs, complexity theory, second langauge teacher education, teaching practices

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İNANÇ, UYGULAMA VE ÇEVRESEL FAKTÖRLER ARASINDAKİ İLİŞKİLER: HİZMET ÖNCESİ VE HİZMET İÇİ İNGİLİZCE ÖĞRETMENLERİ İLE VAKA ÇALIŞMALARI

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ÖZ

Öğretmenlerin mesleki yaşantılarının gizli bir boyutu olan inançlar, öğretmenlerin sınıf içi uygulamalarını çeşitli şekillerde biçimlendirmektedir. Öğretmen inançları üzerine gelişmekte olan alanyazın ise bu yapının dil öğretmeni eğitimi programlarındaki önemini ortaya koymaktadır. Ancak öğretmen inançlarının karmaşık bir sistem olarak işleyişi ve onun dinamik, birbirine bağlı, öngörülemez ve çok boyutlu yapısı nadiren ele alınmıştır. Bu sebeple, alanyazındaki boşluklardan yola çıkarak bu çalışma ikinci/yabancı dil öğretmen inançlarını karmaşıklık teorisisinden faydalanarak araştırmayı önermektedir. Bu teorik çerçeve ile, bu çalışma hizmet öncesi ve hizmet içi İngilizce öğretmenlerinin dil öğretimi hakkındaki inançlarını, öğretmenlerin inançlarını uygulamaya nasıl yansıttıklarını ve inançlar, uygulamalar ve sosyokültürel bağlamlar arasındaki ilişkileri ortaya çıkarmayı amaçlamaktadır. Belirtilen amaçlar doğrultusunda üç hizmet öncesi ve üç hizmet içi İngilizce öğretmeniyle vaka çalışmaları yapılmıştır. Çalışmanın verileri yarı yapılandırılmış görüşmeler, ders gözlemleri ve gözlem sonrası görüşmeler ile toplanmıştır. Karmaşıklık teorisinin ilkeleri ve öğretmen inançları alanyazını verilerin analizine rehberlik etmiştir. Sonuçlar, öğretmenlerin dil öğretimi hakkında birbiriyle ilişkili ve farklı türden inançları olduğunu ortaya koymuştur. Bunlar, İngilizce öğretiminin amaçları, öğretim yöntemleri, geribildirim döngüsü, ana dil ve hedef dil kullanımı ve eğitsel materyaller olarak beş boyutta toplanmıştır. Çalışmanın bulguları ayrıca dil öğretimi hakkındaki inançların dinamik, doğrusal olmayan, gelişen ve kendini düzenleyen yapısını inanç oluşumunu tetikleyen

faktörleri inceleyerek ortaya koymuştur. Buna göre, geçmiş okul deneyimleri, bireysel öğrenme stratejileri, öğretmen eğitimi programları, öğretim uygulamaları ve makro ve mikro boyuttaki bağlamsal faktörler, öğretmenlerin dil öğretimi hakkındaki inançlarını oluşturmada dinamik bir şekilde çalışmıştır. Bu çalışma, sunulan faktörler arasından öğretmen eğitimi programlarının katılımcıların inanç oluşturma süreçlerinde en etkilisi olduğuna dair kanıt sağlamıştır. Bu araştırma, bir bağlam içinde inançlar ve uygulamalar arasındaki birbirine bağlı, uyarlamalı ve dinamik ilişkileri de açıklığa kavuşturmuştur. Çalışmanın bulguları hem hizmet öncesi hem de hizmet içi İngilizce öğretmenlerinin inançlarını uygulamaya koymak için çeşitli adımlar attığını göstermektedir. Öğretmenlerin dil öğretimi hakkındaki inançları çoğunlukla öğretim uygulamalarını ve sınıf ortamını şekillendirmiştir. Ancak bazı çevresel faktörler öğretmenlerin bazı öğretim yöntem ve tekniklerini sınıflarında kullanamadıklarını göstermiştir. Bu sonuçlar yabancı dil öğretim programları, hizmet içi öğretmen eğitimi kursları ve dil eğitimiyle ilgili politikalar için önemli öneriler ortaya çıkarmıştır.

Anahtar Kelimeler : Öğretmen inançları, karmaşıklık teorisi, yabancı dil öğretmen eğitimi, öğretim uygulamaları

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LIST OF ABBREVIATIONS

CLT	Communicative Language Teaching
EFL	English as a Foreign Language
ELL	English Language Learner
ELT	English Language Teaching
ESL	English as a Second Language
GTM	Grammar Translation Method
L1	The First Language (native language)
L2	The Second/ Foreign Language
MONE	The Ministry of National Education
SLTE	Second Language Teacher Education
ST	Student Teacher
SLA	Second Language Acquisition
TBLT	Task-Based Language Teaching

CHAPTER I

INTRODUCTION

Background to the Study

Becoming an effective teacher is an ambitious undertaking that requires lenghty and complex processes. It is context-sensitive (Crandall, 2000; Kumaravadilevu, 2001); multi-dimensional in that it requires attention to individual, social, affective, and cognitive factors; and affected by the teacher's sum of experiences (Freeman & Johnson, 1998). This complexity of the teaching profession has attracted a great deal of attention in recent decades as a result of transmission from behaviorist to cognitive and constructivist theories of learning and teaching (Crandall, 2000; Freeman & Johnson, 1998; Wright, 2010) .

Teacher beliefs, one of the constructs that generated considerable interest, has emerged as a research area in the second language teacher education (SLTE) field after the 1980s. Teachers' beliefs about language learning and teaching have come to the focus of the field because, firstly, these beliefs exert a strong influence on teachers' practices (Pajares, 1992). In other words, teaching is affected by teachers' beliefs about the nature of learning and teaching. Secondly, Johnson (1994) puts forward that "teachers' beliefs play a critical role in how teachers learn to teach, that is, how they interpret new information about learning and teaching and how that information is translated into classroom practices" (p. 439). This indicates that beliefs act like filters through which information penetrates before turning into teaching practices. Johnson (1994, p. 439) further states that "understanding teachers' beliefs is essential to improving teaching practices and professional teacher preparation programs." These dimensions have highlighted 'teacher belief' as a critical construct in the literature.

Richardson (2003, p.2) defines beliefs as "psychologically-held understandings, premises, or propositions about the world that are felt to be true." The existing body of literature on teacher beliefs has demonstrated the significance of these beliefs on the effectiveness of teaching and teaching practices (e.g., Borg, 2003; Kubanyiova & Feryok, 2015; Skott, 2015). In this sense, teacher belief research can be told to be a well-established research area in that an extensive number of studies have been carried out to understand pre-service and in-service language teachers' beliefs, at times, in line with their classroom practices. These studies have demonstrated certain sources of beliefs such as prior schooling experiences or professional coursework (Borg, 2003; Özmen, 2012), the impact of teacher beliefs on teaching practices (Farrell & Lim, 2005; Flores & Day, 2006), symbiotic relationship between beliefs and practices (Zheng, 2015), and the importance of contextual factors (Nishino, 2012; Öztürk & Gürbüz, 2017). Despite the significant contribution these studies have made to the literature and understanding of language teachers' beliefs, the majority of these reflect a partial view of teacher beliefs and practices. Therefore, it becomes crucial to study the construct in a holistic way.

Language teacher belief research has undergone epistemological and ontological changes over the past 25 years (Burns, Freeman, & Edwards, 2015). While earlier research that investigated beliefs was too cognitive in that they dissociated teacher beliefs from practices and contexts, current thinking about language teacher beliefs emphasizes the need to research social, dynamic, contextual, and complex features of these beliefs. A holistic and dynamic view of teacher beliefs lends itself to the adoption of complexity theory for a better understanding of its formation and interaction with practices and contexts (Kiss, 2012; Zheng, 2015).

The adoption of complexity theory as the theoretical framework of the present dissertation suggests that teacher beliefs is a complex system that bears the characteristics of the theory. Firstly, teacher beliefs are heterogeneous (Larsen-Freeman & Cameron, 2008) as teachers hold beliefs of different types about all aspects of their work. Secondly, these beliefs of different types are interrelated (De Bot, Lowie, & Verspoor, 2007; Mason, 2008), thereby cooperating or conflicting with each other. Moreover, belief systems are dynamic (Larsen-Freeman & Cameron, 2008). In other words, they are always susceptible to change as subsets of beliefs interact with each other or as belief systems develop over time through a teacher's lived experiences accumulate. Furthermore, this development is non-linear (Anderson,

Crabtree, Steele, & McDaniel, 2005) and unpredictable as teachers react to the events, input, contexts, and experiences in distinct ways. Despite this non-linearity and unpredictability, beliefs are emergent (Haggis, 2008) and self-organizing (Kiss, 2012) because novel properties emerge in teachers' belief systems through their interaction with the environment, and this leads to self-organization, which is more complex than its earlier state. Additionally, belief systems are open (Davis & Sumara, 2006) because teachers respond to a range of circumstances in their environments. This situation starts the adaptation and co-adaptation processes to help the teacher deal with these circumstances successfully. In this sense, these beliefs are contextual.

Statement of the Problem

Despite the burgeoning literature on language teacher beliefs, a detailed review of these studies has demonstrated the need for a more holistic approach to teacher beliefs, emphasizing the complex, dynamic, and multifarious nature of beliefs that has not been extensively explored. Besides, different theoretical and methodological frameworks for researching language teachers' beliefs, practices, and contexts can improve the field greatly.

Borg (2006) and Mo (2020) underline that how teacher beliefs function as a system is rarely studied. However, teachers hold not a single belief, but a subset of beliefs about teaching and learning. They have beliefs about all aspects of their work, ranging from instructional materials to classroom management. These beliefs of different types contribute to the complex dynamics of the overall system. Additionally, differing in terms of strength, core and peripheral beliefs coexist in a belief system, which might result in tensions if contradictions occur between them. Depending on several factors and circumstances, teachers might prioritize some of these beliefs and rely on them inside their classes. Nevertheless, this complexity and heterogeneity in the conceptualization of teacher beliefs have long been ignored in the relevant literature.

In addition to the need for studying teacher beliefs as a system, several researchers highlight the assumption that language teacher belief research should involve "the dynamic, socially embedded, and unpredictable nature of language and meaning making (Kubanyiova & Feryok, 2015, p. 442). Specifically, a more sophisticated understanding of how teacher beliefs relate to immediate and broader contexts requires further examination (Borg, 2019;

Buehl & Beck., 2015). Borg (2003) claims that "the study of cognition and practice without an awareness of the contexts in which these occur will inevitably provide partial, if now flawed, characterisations of teachers and teaching" (p. 106). However, this examination should be performed in a more holistic way. In other words, rather than listing individual contextual factors, researchers should strive for understanding how these factors interact with each other and with teachers' beliefs (Mo, 2020). Along the same line, it has been emphasized that language teaching can be considered a "cultural, moral, social, and political practice" (Crookes, 2015). Likewise, the teacher is a "historical, sociological agent within larger (and political) contexts for practice" (Cross, 2010, p. 434). For these reasons, it becomes pivotal to understand how teacher beliefs negotiate with these social, historical, cultural, and political contexts. However, the research to date have failed to present a holistic picture in while investigating how micro and macro contextual factors shape and are shaped by teachers' beliefs and practices.

One of the goals in teacher beliefs research, according to Borg (2003), should be the investigation of distinct curricular aspects of language teaching. Although teachers' decision-making processes, relations between beliefs and practices, or teachers' beliefs about approaches to language teaching have been the focus of inquiry, such areas as teachers' beliefs about speaking, reading, and listening have been seldom studied. Therefore, beliefs about language teaching in these areas warrant closer investigation.

Although a significant body of literature has unraveled numerous factors that contributed to belief formation, from the complexity theory perspective, it is believed that the belief formation process is an interactive process that continues as a teacher's lived experiences accumulate and as they reflect on past and present events. Yet, previous studies have largely ignored how these triggers behind teachers' beliefs come together, interact, and trigger belief formation.

Further, Borg (2019, p. 1167) stresses that theoretical and methodological developments in researching teacher beliefs should "promote complementarity (by building on existing work), inclusivity (by promoting methodological pluralism), and accessibility (by communicating transparently)" to increase the relevance of this strand of literature to a wider population. In this regard, it is believed that the study of language teacher beliefs and practices based on complexity theory has an enormous potential to cover these dimensions to contribute to the advancements in this field and produce novel insights.

Purpose of the Study and Research Questions

Even though language teacher belief literature is robust in terms of the quality and quantity of publications, the reported gaps in this field indicate that this line of investigation has a lot to offer to have a better understanding of teachers' beliefs and practices. Nevertheless, this understanding can be achieved through an examination of beliefs in relation to practices and contexts in a more holistic way. Therefore, this dissertation primarily aims at shedding light on the complex and dynamic interplay among beliefs, practices, and contexts. Firstly, it strives to reveal pre-service and in-service teachers' beliefs about language teaching. As teacher beliefs, from the perspective of complexity theory, are considered complex, heterogeneous, and interconnected, this study seeks to investigate how teacher beliefs demonstrate these characteristics.

Secondly, belief formation is known to occur through the impact of multiple factors. This research intends to find out the triggers behind pre-service and in-service teachers' belief formation. Likewise, this belief formation process is regarded as dynamic and nonlinear. Hence, teachers' emergent beliefs might result from this dynamic and nonlinear interaction of several factors, and this is one of the main foci of this dissertation.

Thirdly, this study sets out to investigate how pre-service and in-service English as a Foreign Language (EFL) teachers' beliefs are related to their instructional practices without isolating them from their contexts. From the perspective of complexity theory, teacher beliefs as a complex system demonstrate adaptive, dynamic, and interrelated features. Therefore, with this perspective in mind, the dynamic relations between beliefs and practices are an object of inquiry.

Fourthly, the role that micro and macro contextual factors play in interacting with teachers' beliefs and practices is going to be examined thoroughly. As a complex system, teacher beliefs are open, thereby reacting to their environment. How this reaction shapes teaching contexts or how teachers' beliefs are affected by the factors in their micro- and macro-contexts fall within the purposes of this study.

Lastly, there is a purposive decision behind involving both pre-service and novice in-service EFL teachers in this study. Although it does not aim at making direct comparisons between pre-service and in-service EFL teachers, it is believed that data obtained from both groups can enhance a profound understanding of how teachers, who have gone through similar

teacher education programs, act as teachers in their own contexts. Additionally, what roles do beliefs play in these contexts are addressed. Therefore, in line with these purposes, this dissertation seeks to answer the following research questions:

1. What beliefs do pre-service EFL teachers hold concerning language teaching?
2. What beliefs do in-service EFL teachers hold concerning language teaching?
3. What are the triggering factors behind pre-service EFL teachers' belief formation?
4. What are the triggering factors behind in-service EFL teachers' belief formation?
5. How do pre-service teachers reflect their beliefs in practice?
6. How do in-service teachers reflect their beliefs in practice?
7. How do macro and micro contexts interact with pre-service teachers' beliefs and practices?
8. How do macro and micro contexts interact with in-service teachers' beliefs and practices?

Significance of the Study

Informed by the problems and gaps in language teacher beliefs research, the significance of this dissertation rests upon its endeavor to address these gaps and provide considerable insights into the relevant literature. Firstly, contrary to previous research, this dissertation will adopt complexity theory as the research framework to deepen understanding of teachers' beliefs, practices, and contexts. Complexity theory is opposed to reductionist approaches to research which divides wholes into its parts to study a phenomenon. This reductionism tends to provide simple cause and effect relations; however, an outcome, specifically in learning and teaching, is most often the result of multiple causes. This dualistic approach ignores interconnections in and within systems. Accordingly, Morrison (2008, pp. 19-20) clarifies that complexity theory "breaks with simple successionist cause-and-effect models, linear predictability, and a reductionist approach to understanding phenomena, replacing them with organic, non-linear and holistic approaches respectively…". Investigating teachers' beliefs and practices in a contextualized way from a complexity theory perspective is highly likely

to produce novel findings in this area as it adopts a more holistic perspective into this line of inquiry.

Secondly, a complexity theory perspective on the relations among teachers' beliefs, practices, and contextual factors provides new insights into the understanding of teacher beliefs without segregating them from their social context. Since previous research has failed to address the dynamic and complex structure of belief systems in macro and micro contexts, this research aims at filling this gap. Specifically, the existing literature on language teacher beliefs has not been able to address how broader macro-contextual factors like educational policies and the status of the occupation and micro-contextual factors such as student profile, instructional materials, and school policies promote the implementation of teacher beliefs or constrict and change them. Furthermore, the majority of these studies have not adequately considered how teachers' beliefs influence these contextual factors. Complex systems shape and adapt to environments and investigation of belief systems in this sense should make an important contribution to the field. Borg (2019, p. 1154) emphasizes the fact that teacher beliefs are "influenced in powerful ways by a range of personal, physical, sociocultural, and historical milieus which interact, in both remote and immediate ways, to shape who teachers are and what they do." Therefore, researching teacher beliefs as a complex, contextual, and multidimensional construct through complexity theory will contribute to a greater understanding of these factors.

Thirdly, the study of language teachers' beliefs about teaching as a complex system has several implications from a complexity theory perspective. Such features of complexity theory as connectedness, emergence, non-linearity, unpredictability, adaptation, and sensitivity to initial conditions can be applied to belief systems to comprehend how these systems work. As Mercer (2011, p. 343) suggests, "complexity thinking can offer a fresh viewpoint on familiar constructs which encourages a holistic perspective." Likewise, researchers need to be attentive to evolving relations among the components of a system. In this sense, this dissertation is believed to lead to an in-depth understanding of language teacher beliefs.

Lastly, the study of language teacher beliefs, practices, and contexts with both pre-service and in-service EFL teachers will advance our knowledge of the transition from pre-service education to in-service teaching. The findings obtained from this inquiry can be linked to meaningful and effective teaching development as well.

Limitations

Regarding case studies, Dörnyei (2007) states "It offers rich and in-depth insights that no other method can yield, allowing researchers to examine how an intricate set of circumstances come together and interact in shaping the social world around us" (p.155). These rich insights can be obtained through the contribution of limited number of participants in an extended amount of time. Given this nature of case studies, the findings cannot be generalized to wider populations.

Secondly, due to the extraordinary conditions we have been going through due to the pandemic, schools had to switch to online classes, challenging teachers and students in a number of ways. Teaching practices and techniques might be limited in online classes; however, it is also assumed that this might reveal interesting findings concerning the impact of contextual factors on teachers' beliefs and practices.

Definition of Terms

Below are brief definitions of concepts and constructs that were investigated within the scope of this dissertation.

Complexity theory: It refers to "a theory of change, evolution, adaptation and development for survival" (Morrison, 2008, p. 19). This theory "accounts for how the interacting parts of a complex system give rise to the system's collective behavior and how such a system simultaneously interacts with its environment" (Larsen-Freeman & Cameron, 2008, p. 1). It stresses the importance of interconnectedness, holism, dynamism, nonlinearity, emergence, and openness of systems.

English Language Teaching (ELT) programs: These can also be called second language teacher education. These programs aim at training teachers of English with advanced and specialized knowledge in the field.

English as a foreign language (EFL): Traditionally, EFL refers to the use of English by non-native speakers in countries where English is not the official language.

English as a second language (ESL): ESL refers to the use of English by non-native speakers in English-speaking countries such as the United States or Australia.

Foreign/second language (L2): An L2 is another language that is not the mother tongue of a speaker.

In-service teachers: It designates those who have completed the certification required for teaching. They are teachers who are currently teaching in a classroom.

(Instructional/teaching) practices: These designate teaching methods and techniques that are employed by teachers inside classrooms to facilitate students' learning.

Pre-service teachers: Student teachers who receive education in teacher education programs to become teachers. They are also referred to as teacher candidates or teacher trainees.

Contexts: These contexts range from immediate physical settings such as classrooms to broader macro contexts like society. Therefore, these factors involve variables that extend from students, classroom environments, and schools to national educational policies and testing systems.

Teacher beliefs: They can be defined as "propositions about all aspects of their work which teachers hold to be true or false" (Phipps & Borg, 2009, p. 381).

CHAPTER 2

LITERATURE REVIEW

Second Language Teacher Education

SLTE refers to the preparation of L2 teachers. Over the past decades, epistemologies in the preparation of L2 teachers have shifted from behaviorist to cognitive and social perspectives (Johnson, 2009). Behaviorist teaching theories seek to describe what good teaching looks like and what effective teachers do so that these effective practices can result in student learning. Accordingly, the positivist paradigm adopts knowledge transmission as a legitimate method to educate teachers (Johnson, 2009). As the positivist paradigm failed to consider the complexities of teachers' mental lives in their teaching, the cognitive paradigm emerged following the 1970s. This cognitive perspective acknowledges the importance of teachers' thought processes in understanding their behavior. The social paradigm emphasizes that teacher learning occurs through participation in social activities (Johnson, 2009). From this perspective, "Teacher learning is not viewed as translating knowledge and theories into practice but as constructing new knowledge and theory through participating in specific social contexts and engaging in particular types of activities and processes" (Richards, 2008, p. 164).

In line with the abovementioned epistemological shifts, the current agenda for SLTE highlighted the need to produce reflective teachers - following Schön's (1983) reflective practice and Wallace's (1991) reflective model of teacher education-, to provide a variety of learning experiences, and to create means of evaluating personal and professional learning (Wright, 2010). Richards (2008) further explains that the perspectives drawn from

sociocultural theory and teacher cognition has considerably influenced the field of the SLTE today.

Beliefs in Language Teaching

Teaching is both a behavioral and cognitive act in that it involves not only teachers' observable behaviors but also unobservable aspects that are internal to them. This "unobservable dimension of teachers' professional lives" (Borg, 2019, p. 1149) is generally referred to as teacher cognition, which involves "what teachers know, believe, and think" (Borg, 2003, p.81). Accordingly, it is this unobservable dimension that forms teachers' practices "in unique and often unpredictable ways" (Kubanyiova & Feryok, 2015, p. 435).

Borg's (2006) conceptualization of teacher cognition and its key dimensions presents elements and processes in language teacher cognition (Figure 1). In this sense, language teachers' cognitions, which might also be labeled by such constructs as beliefs, theories, and assumptions, involve dimensions ranging from teaching to assessment. In addition, the impact of schooling, professional coursework, classroom practice, and contextual factors on language teachers' cognitions are put forward in his model. Moreover, two-way arrows among most constructs indicate the existence of mutual relationships between and among these constructs.

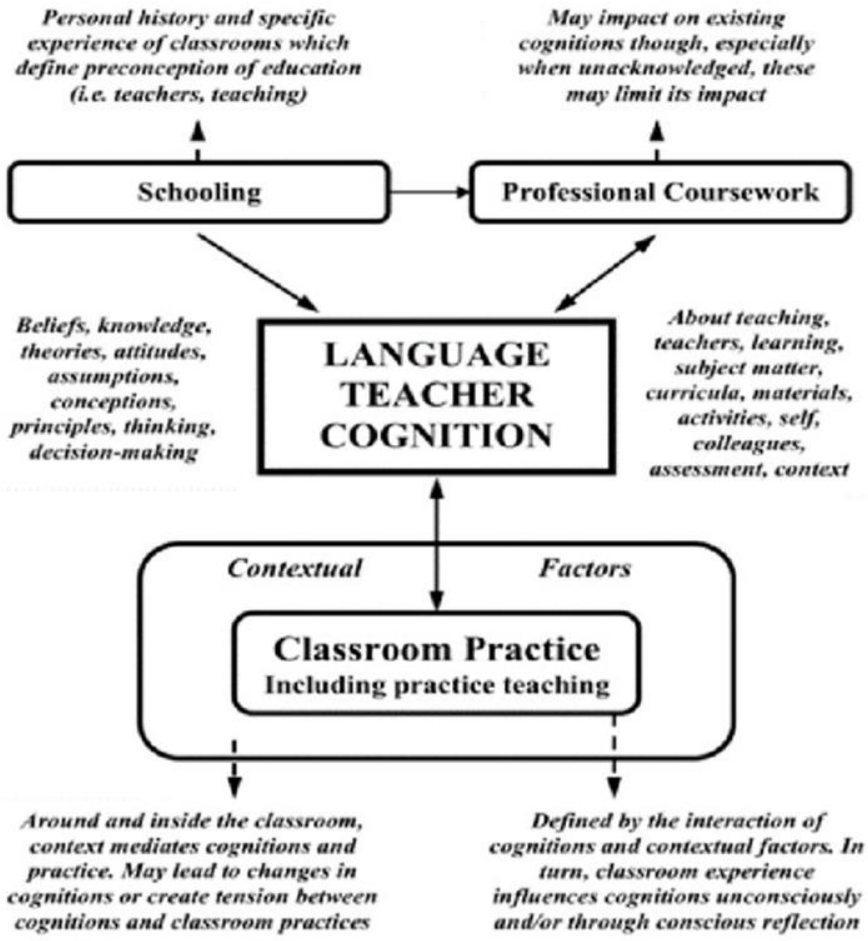


Figure 1. Elements and processes in language teacher cognition. Reprinted from *Teacher cognition and language education: Research and practices* (p. 283), by S. Borg, 2006, Continuum. Reprinted with permission.

Undergoing a rapid growth following the 1970s, research on teacher cognition and beliefs has demonstrated the value of teachers' mental lives in understanding their work. Similarly, Borg (2019) defined this line of research as "inquiry which seeks, with reference to their personal, professional, social, cultural, and historical contexts, to understand teachers' minds and emotions and the roles these play in the process of becoming, being, and developing as a teacher" (p. 1167). Accordingly, it is evident that a clear understanding of teacher's practices is through a deeper understanding of their minds, cognitions, or beliefs, which are formed through the influence of multiple factors.

It has been frequently emphasized that a plethora of concepts exist that characterize teacher beliefs and cognitions, causing boundaries among them to be fuzzy. Borg (2006) has identified 32 terms in the literature that he claims similar concepts have been worded by

different terms or identical terms have been specified in distinct ways. Borg's (2003, 2019) teacher cognition has become an all-encompassing term that covers beliefs, attitudes, judgements, knowledge, images, perceptions, practical theories to name but a few. This dissertation, following Borg (2019), acknowledges teacher cognition as the all-encompassing term. On the other hand, such a broad concept might be challenging for researchers to investigate various aspects of their work. Therefore, the current study adopts 'teacher beliefs', a component of cognition, as its central research focus.

Richardson (2003) defines beliefs as "psychologically held understandings, premises, or propositions about the world that are felt to be true" (p. 2). When adapted to teachers, Phipps and Borg (2009, p. 381) defines teacher beliefs as "propositions about all aspects of their work which teachers hold to be true or false." Although a uniform definition of beliefs does not exist in the literature due to their inextricable complexity, this interpretation appears to signal the core of teacher beliefs, which involves teachers' evaluation of truth value of propositions.

At this point, it seems useful to succinctly refer to the literature that discusses differences between beliefs and knowledge (Nespor, 1987; Nisbett & Ross, 1980; Pajares, 1992; Richardson, 2003; Woods & Çakır, 2011). Accordingly, knowledge is usually classified as objective and factual while beliefs are characterized as subjective and judgmental. Nevertheless, it is challenging to distinguish a belief from a piece of knowledge as it is not clear where one begins and the other ends. Therefore, this dissertation does not seek to distinguish between them.

Characteristics of Teacher Beliefs

As discussed, blurred differences among various concepts and inherent complexity of teachers' beliefs challenge researchers to compromise on its dimensions and core features. Nevertheless, several researchers have attempted to identify the characteristics of beliefs. To illustrate, Nespor (1987) claims that belief systems consist of presumptions about existence of entities, involve conceptualization of alternative realities, rely on affective and evaluative aspects, and are formed through personal experience or knowledge transmission. In a similar vein, relying on previous work, Skott (2015, pp. 18-19) identified four key aspects to teacher beliefs. Firstly, beliefs are described as mental constructs that are true for those who hold

them. Secondly, they consist of both cognitive and affective aspects. Thirdly, they are specified as temporally and contextually stable, and changing these beliefs requires considerable engagement in relevant practices. Lastly, one's interpretation of and engagement with practice are affected by beliefs. Accordingly, referring to his earlier work (Skott, 2013), Skott (2015) defined beliefs as "individual, subjectively true, value-laden mental constructs that are relatively stable results of substantial social experiences and that have significant impact on one's interpretations of and contributions to classroom practice" (p. 19). On the other hand, Gabillon's (2012) review on second/ foreign language (L2) teacher beliefs have further revealed contrasting aspects of these beliefs. Accordingly, teacher beliefs are 'personal and social', 'practical and theoretical', 'implicit and explicit', 'dynamic and resistant', and 'complex and systematic.' These contrasting features, indeed, signal the challenges associated with research on teacher beliefs. Lastly, it would be informative to present Barcelos and Kalaja's (2013, p. 2) statements concerning the characteristics of teacher beliefs.

> "First, beliefs are claimed to be contextual, personal, experiential, social, cognitive, and constructed in discursive practices. Second, they are described as dynamic and variable from one situation to another. Third, they are intrinsically related to actions, which guide and influence them. Fourth, beliefs are part of a teacher's interpretive ability to make sense of the social world around him or her and respond to the problems he or she is faced with. Fifth, beliefs are organized into clusters; earlier beliefs, it is claimed, are more difficult to change because these are more closely related to a teacher's emotions and sense of self. This explains why some beliefs may be more resistant to change. Finally, beliefs play an important role in helping teachers to understand themselves and others and adapt to the world."

As can be understood, different researchers characterize teacher beliefs in different ways. Apparently, some of these features overlap such as their being both cognitive and affective. In addition, as further clarified in the following sections, beliefs are related to actions, and they are not independent of their contexts. On the other hand, while earlier research considers beliefs as a more stable construct which is resistant to change (Kagan, 1992; Pajares, 1992), more recent studies tend to approach beliefs as more dynamic and situational constructs. In addition, a few studies have attracted attention to core and peripheral beliefs, which merit further attention.

Core and Peripheral Beliefs

Research on language teacher beliefs demonstrates that the relationship between beliefs and practices have been investigated through the use of such words as 'incongruences', 'mismatches', or 'discrepancies.' However, Phipps and Borg (2009) directed attention to tensions, which may emerge as a result of differences between core and peripheral beliefs that exist in a teacher's belief system.

In an interview with Birello (2012), Borg compared core and peripheral beliefs in terms of their strength. Accordingly, while core beliefs are stable and more influential in teachers' practices, peripheral beliefs are less stable and less powerful (Birello, 2012; Brownlee, Boulton-Lewis, & Purdie, 2002; Phipps and Borg, 2009). Rokeach's (1968) belief system also acknowledges the fact that people have distinct beliefs that differ in intensity, causing some beliefs to be central while others to be peripheral. In this system, central beliefs are considered more resistant to change.

Conceptualized as subsets of belief systems, core and peripheral beliefs might contradict each other. Therefore, teachers might hold conflicting beliefs in their systems, resulting in sometimes tensions between beliefs and practices. Understanding how they coexist can help teachers and researchers recognize these tensions.

As mentioned, the relevant literature on teacher beliefs has provided invaluable information concerning teachers' minds and their actions. This brief section is not, by no means, a comprehensive summary of this line of research; however, it demonstrates some key aspects of teacher beliefs. What follows is a review of beliefs in relation to teacher education programs and teaching practices. To address gaps in this strand of literature, this study adopts complexity theory as its theoretical framework. Therefore, a fuller grasp of the theory as well as its relation to language teacher beliefs is required. The last section aims at achieving this understanding and reflects on beliefs from the perspective of complexity theory.

Prior Language Learning Experiences

It has long been established in the SLTE literature that pre-service teachers do not begin their teacher education programs as tabula rasa or blank states. Instead, they bring their preconceptions and personal theories about language learning and teaching to these

programs. To Lortie (1975), these preconceptions are formed through an "apprenticeship of observation" which refers to the case that as schoolchildren, pre-service teachers spend a great amount of time watching, observing, evaluating teachers, and internalizing several of their behaviors. These preconceptions involve "ideas about what it takes to be an effective teacher and how students ought to behave…" (Pajares, 1992, p. 322). Likewise, Holt-Reynolds (1992, p. 343) puts forward that "the personal histories of preservice teachers appear to function as prior knowledge of what "good" teaching should look, sound, and feel like." The existing body of research on previous language learning experiences has unraveled the fact that both pre-service teachers' and in-service teachers' beliefs were informed by their apprenticeship of observation. To deepen our understanding of the field, a more detailed account of this body of literature has been summarized below.

To examine pre-service teachers' beliefs about second language learning and teaching, and to find out the impact these beliefs had on their practices, Johnson (1994) collected data from four pre-service ESL teachers by means of multiple data collection tools. The findings indicated that the participants' beliefs originated from "(a) images of their formal language learning experience, (b) images of their informal language learning experience, (c) images of themselves as teachers, and (d) images of the teacher preparation program" (p. 443). It was found out that both positive and negative, their earlier teachers, curricular materials, and instructional activities exerted strong influence on pre-service teachers' beliefs about second language teachers and teaching.

Moodie (2016) investigated the influence of prior L2 learning on English teachers' beliefs and practices in Korea where curricular reforms occurred through a shift from a structural to a communicative syllabus. Data were collected by means of reflective writings and interviews. Analyses of data revealed an anti-apprenticeship of observation, which referred to the fact that teachers' negative experiences as learners motivated them to act differently as teachers. In other words, their negative experiences served as 'antimodels' (Velez-Rendon, 2002) in that these had taught them what not to do as teachers. However, it was also observed that teachers' beliefs and practices did not follow principles in the curriculum due to lack of experiential knowledge.

Erkmen's (2014) research focused on novice EFL teachers' beliefs and practices with regards to teaching and learning English. Findings gleaned from qualitative data demonstrated clearly that EFL teachers' previous learning experiences as students and their

language teachers shaped their initial beliefs. As in Moodie's (2016) study, the teachers in this research asserted that they did not want their students to have negative experiences they once gained as students. The teachers also commented on learning strategies that worked for them. They believed that these strategies could prove useful for their students as well. On the other hand, the findings indicated that these teachers could not always reflect their beliefs in their classroom practices due to students' expectations and syllabus.

Rejection of teaching techniques that caused negative learning experiences was also reflected in Borg's (2005) case study. This research presented a pre-service teacher's development during a CELTA course. Based on the data, the researcher found out that the pre-service teacher's beliefs about teaching, which were partially shaped by previous school experience, interacted with her course experiences. Accordingly, the results indicated that the participant's negative experiences with teachers caused her to reject didactic teaching and insensitive feedback.

Although the studies described above indicated an anti-apprenticeship of observation, Warford and Reeves (2003) observed contrasting findings. They examined novice TESOL teachers' preconceptions of teaching English. A total of nine students (six native and three non-native) who studied in a TESOL teacher preparation program participated in the research, and data were collected through interviews. The results showed that even though non-native students experienced communicative methods in the U.S., their expressions revealed that they did not imagine teaching differently than they were taught in terms of grammar instruction and use of L1 because they found it challenging. To researchers, this may stem from lack of language proficiency, and this might impact FL teachers' practices significantly.

In addition to studies carried out with pre-service teachers, similar findings were obtained from research on working English language teachers. Numrich (1996) analyzed common themes that appeared in novice ESL teachers' diaries during their practicum in a master's degree course. A recurring theme that emerged in diaries was teachers' adoption or avoidance of teaching methods they experienced as language learners. Accordingly, since the teachers benefitted from culture integration and the need to communicate in their classes as students, they replicated these techniques in their practices. On the other hand, error correction and teaching grammar were consciously avoided due to the teachers' own

negative experiences. However, they discovered that the students needed error correction and grammar explanation from time to time.

Öztürk and Gürbüz (2016) investigated the effect that prior learning experiences might have on language teaching beliefs and practices in a Turkish EFL setting. Data were collected from three EFL teachers working at universities by means of interviews, classroom observations, stimulated recall interviews, and reflection papers. The results indicated that the participants' previous EFL teachers, their own language learning habits as learners and language aptitude exerted significant influence on the participants' beliefs and practices. Firstly, it was observed that the EFL teachers adopted positive learning experiences they had in their teaching while avoiding negative ones, as in Numrich (1996). In addition, they transferred some techniques and tasks that their teachers used into their own teaching. Secondly, the data indicated that the EFL teachers developed certain strategies to improve their language skills as learners, which influenced their teaching philosophies in that they kept using the strategies they found beneficial and successful after they became teachers. Lastly, language aptitude was found to shape conceptions of language teaching.

Along with the findings that unveiled the impact of previous learning experiences on language learning and teaching, the data provided further evidence regarding how certain data collection tools helped the participants become aware of their deep-seated cognitions. Bailey et al. (1996) researched the impact of 'apprenticeship of observation' on M.A. candidates teaching philosophies and practices through autobiographical writings and journal entries. This study has shown that successful language learning experiences occurred in the presence of caring teachers, motivation, clear expectations, mutual respect, and positive learning atmosphere. M.A. candidates realized that their teaching philosophies were guided by their previous experiences as learners. In addition, it was emphasized that writing autobiographies enabled them to become more cognizant of their beliefs formed early in their lives and the reasons behind those beliefs. In turn, this awareness was found to prompt professional growth and critical thinking of instructional choices the participants would make in teaching. Nonetheless, an investigation into actual classroom practices was not within the scope of this study.

Farrell (2006) used metaphors and reflections on these metaphors as data collection tools to examine three preservice teachers' beliefs and practices before, during and after a teaching practice experience that lasted for six weeks. The findings suggested that through articulation

of metaphors and reflections on them, preservice teachers could become aware of the impact of previous learning experiences on their beliefs, which might lead them to restructure their beliefs.

This strand of investigation has provided important insights into the nature of prior language learning experiences and its relation to beliefs and instructional practices. First of all, it has been acknowledged that prior language learning experiences exert strong influence in shaping beliefs and behaviors about teaching and learning in that both pre-service and in-service teachers referred to their earlier schooling lives in describing their cognitions and instructional practices. According to Johnson (1994), who referred to 'images' in inferring beliefs, "while these images can help preservice teachers make sense of classroom information, they tend to represent a one-sided student's view of the classroom experience" (p.440). In a similar vein, Borg (2004, p. 275) expressed that "…the apprenticeship of observation provides student teachers with a powerful, albeit limited, intuitive understanding of teaching, which should not be underestimated." Likewise, Kagan (1992, p.75) argues,

> "Some of the personal beliefs an individual brings to a learning situation (the "anchors") facilitate learning, because they are congruent with the new knowledge to be learned; other ("brittle") beliefs impede learning, because they are inconsistent with the knowledge to be learned."

The general picture to emerge based on the literature is that immensely powerful though beliefs of language learning and teaching formed through early language learning experiences are, they can be misleading, outdated, and unrealistic. Furthermore, several researchers have argued that these beliefs determine the extent to which the content of new knowledge is recognized and accepted. Farrell (2006) puts forward that "…the beliefs systems of preservice teachers often serve as a lens through which they view the content of the teacher education program" (p. 236). In a similar way, Pajares (1992, p. 317) states that "early experiences strongly influence final judgements, which become theories (beliefs) highly resistant to change. The results are the perseverance of theory maintenance." Simply put, depending on their prior language learning, preservice teachers seem to judge the effectiveness of the classes provided to them at teacher education programs.

Secondly, the evidence reviewed here suggests that a level of awareness of our past experiences is required to investigate them and change them when needed (Bailey et al., 1996). Likewise, Kagan's (1992, p. 77) comprehensive review concludes that

> "If a program is to promote growth among novices, it must require them to make their preexisting personal beliefs explicit; it must challenge the adequacy of these beliefs; and it must give novices extended opportunities to examine, elaborate, and integrate new information into their existing belief systems."

Stated in other words, belief change is a process that requires adoption of various strategies. Further research on the impact of teacher education programs, as clarified in the following parts, have demonstrated what it takes to change teachers' deep-seated beliefs about teaching and learning.

Lastly, even when pre-service and in-service teachers are aware of their cognitions that need improvements, lack of alternative models caused them either to continue their instructional practices based on their early experiences (Johnson, 1994) or to teach in a way that is incompatible with mainstream educational theories (Moodie, 2016). For example, Moodie (2016) reported that English language teachers employed practices that are opposite of their apprenticeship of observation because of their negative experiences. On the other hand, though, these practices were not based on the disciplinary knowledge of the field because the teachers lacked experiential knowledge. In a similar vein, pre-service teachers in Johnson's (1994) research criticized their own language teachers and the way they taught English, however, as Johnson (1994, p. 449) put forward, "they described feeling powerless to alter their instructional practices because they had few, if any, alternative images of teachers and teaching to act as a model of action." Collectively, these studies highlight that when cognitive and instructional change is required, it is also deemed extremely necessary that alternative models and visions are presented to teachers. For these reasons, it seems a pivotal that teacher education programs provide chances for preservice teachers to experience alternative models, methods, instructional practices as well as chances for them to experiment with these teaching methods.

This review demonstrates that prior language learning experiences exercise considerable influence on beliefs and practices. As these experiences are likely to be a partial view of teaching (Borg, 2004), potentially unrealistic and misleading, it is vital to take notice of these and challenge them during teacher education programs. Wright's (2010) comprehensive review on second language teacher education suggests that "[i]nfluencing ST's beliefs about learning and teaching is today a primary goal of SLTE. Not only are STs in transition to a new teacher identity, but their beliefs may also conflict with contemporary constructivist views of learning" (p. 271). Furthermore, it has been noted that alternative models of

teaching in line with these constructivist views of learning must be presented to pre-service teachers if cognitive and instructional change is desired (Johnson, 1994). Accordingly, the following section reviews research and literature regarding cognitions of pre-service language teachers and studies that shed light on cognition change.

Beliefs, Pre-service Language Teachers, and Teacher Education Programs

Research on pre-service language teachers' beliefs mainly revolves around their beliefs about different aspects of their work (e.g., Altan, 2012), belief change through teacher education programs (Nettle, 1998; Özmen, 2012; Kavanoz, Yüksel, & Varol, 2017), and techniques to induce belief change in these programs (e.g., Farrell, 2007; Tillema, 2000). Firstly, several studies have focused on what beliefs pre-service language teachers had in different contexts. To illustrate, Altan (2012) investigated pre-service EFL teachers' beliefs about language learning through survey data. The results suggested that the participants' beliefs varied greatly, and some of these beliefs may hinder effective language learning and teaching. Similar findings have been reported in the literature, and reviews on pre-service language teachers' beliefs further clarified the content of these studies (Borg, 2006; Pusparini, Widiati, & Susanti, 2021; Zheng, 2009).

Secondly, a growing body of research have attempted to understand the overall impact of the teacher education programs (Mattheoudakis, 2007; Özmen, 2012; Urmston, 2013) or certain components of these programs such as particular courses (Busch, 2010; Clark-Goff & Eslami, 2016) and the practicum (e.g., Debreli, 2012; Grijalva & Barajas, 2012; Yuan & Lee, 2014) on pre-service language teachers' beliefs about teaching and learning. To start with a particular course, Busch (2010) determined the beliefs held by pre-service teachers at the beginning of and Second Language Acquisition (SLA) course and whether these beliefs changed at the end of the course. The findings indicated significant belief changes by the end of the semester, suggesting that the participants, at the end of the course, believed it takes a long time to learn a language, learning the target culture is not a necessity to speak English, and grammar and vocabulary is not the most important while learning a language. Besides, they adopted more in-depth ideas that are consistent with recent approaches to teaching. Likewise, Clark-Goff and Eslami's (2016) study on pre-service teachers' beliefs about English language learners (ELLs) revealed that having taken English as a Second

Language (ESL)-related courses, the participants demonstrated positive belief changes towards ELLs, and these changes were overall in congruent with mainstream research findings and the content of their courses.

The practicum component of teacher education programs has received attention in recent years. Yuan and Lee (2014) carried out a qualitative study with three pre-service EFL teachers in China to examine changes in their beliefs during a ten-week teaching practicum and sociocultural forces behind these changes. The findings suggested that pre-service teachers' beliefs are open to change and that the participants developed a more complex view of language teaching. Their field experiences, situated learning, relationship with mentors, realities of language teaching, and school culture led to changes in their beliefs through participation in the community, practice, and reflection. Debreli's (2012) research on three pre-service teachers' beliefs about English teaching and learning and their belief change over a nine-month period indicated that teaching at the practicum resulted in changes in some of their beliefs. To clarify, the participants considered some of their theoretically gained beliefs not applicable while teaching. Similarly, Grijalva and Barajas (2012) suggested that belief changes in pre-service EFL teachers and their realization of the complexities of teaching might be the result of the practicum that the teachers completed as part of their teacher education program.

The overall impact of teacher education programs has been the focus of studies investigating the connections between belief change in pre-service teachers and these programs. This strand of literature appears to have provided evidence that several teacher education programs have led to belief changes while some others have not. In the first category, Özmen (2012) identified pre-service teachers' beliefs right after they started the teacher education program, tracked the changes in their beliefs for the following four years, explored the impact of the program, and investigated the curriculum regarding its impact on belief development. The data suggested that although the pre-service teachers held transmissive/ traditional views of teaching and learning at the beginning, the courses they took, especially the ones in the third and fourth year (method classes and the practicum), led them to change their beliefs in favor of constructivist approaches. In a similar vein, Kavanoz, Yüksel, and Varol (2017) presented the positive impact of a language teacher education program on pre-service teachers' beliefs in a Turkish context. By comparing freshmen and seniors' beliefs about language teaching and learning, the researchers suggested that the courses taught in

the program helped seniors alter their beliefs in favor of constructivist and learner-centered approaches. Mattheoudakis's (2007) longitudinal study on beliefs about learning and teaching indicated that pre-service EFL teachers started teacher education programs with numerous preconceptions but during the program, most of their beliefs changed significantly. Specifically, changes between the first and last year of the program proved most significant, indicating that the participants adopted beliefs that were more aligned with current theories and approaches concerning language teaching and learning.

Apart from four-year programs, few researchers examined the impact of one-year postgraduate programs on pre-service teachers' beliefs. Cabaroglu and Roberts (2000) reported that all the participants but one underwent changes in their beliefs, suggesting flexibility of belief systems. While Cabaroğlu and Roberts (2000) did not research classroom practices, Mak (2011) tracked and reported a pre-service EFL teacher's belief development and classroom practices in a one-year postgraduate diploma program. The data demonstrated that the participant's beliefs and practices indicated changes based on prior learning experiences, tensions between different beliefs, concerns about survival, needs for adaptation to the local teaching cultures, certain culturally influenced beliefs and exposure to teaching cultures. This study also highlighted how belief development related to teaching contexts. Similarly, Almarza's (1996) longitudinal study on four pre-service language teachers' knowledge growth in a postgraduate course suggested that the teacher education program was influential in changing pretraining knowledge and affecting pre-service teachers' performance during the practicum within the course. However, the pre-service teachers differed cognitively concerning the extent to which they accepted or internalized the teaching method presented to them because their discussions reflected ideas about their pretraining knowledge as well. Further, belief change as a result of the postgraduate program was reported in studies conducted by other researchers (Burri, Chen, & Baker, 2017; Liu & Fisher, 2006).

Despite research that demonstrates the impact of teacher education programs, several studies have postulated that these programs result in little or no belief change. Peacock's (2001) longitudinal research investigated changes in 146 pre-service ESL teacher's beliefs about second language learning over a 3-year period and compared their beliefs with those of experienced ESL teachers' who taught in various schools. The findings showed that little change of beliefs occurred over three years, specifically in vocabulary and grammar teaching

and the role of intelligence. These issues raised concerns because the majority of the participants believed that "learning a language is mostly a matter of learning a lot of vocabulary" and "a lot of grammar rules". Besides, these participants were found significantly less proficient than those who disagreed with the above statements. Further, while the bulk of the pre-service teachers had faith in aptitude, few thought they had this aptitude, which signaled lack of confidence. As an example to little belief change, Urmston (2013) tracked thirty pre-service EFL teachers' beliefs about various aspects of teaching over a three-year period and they reported that the participants altered few of their beliefs while the majority of them remained unchanged. Urmston (2013) further claimed that due to pre-service teachers' previous schooling experiences, teacher education courses are unlikely to lead to belief changes. In a Hong Kong setting, Tang, Lee and Chun (2012) researched four pre-service ESL teachers' belief development in a four-year teacher education program. Specifically, it focused on how these teachers experimented with skill-based (Skinner's behaviorism), rule-based (Chomsky's cognitive approach), and function-based (communicative method) approach to language learning and teaching. The results suggested that the participants did not have consistent beliefs in the process of teacher education and preferred hybridity in their teaching approach. Moreover, in their practicum experience, they taught English the same way they were taught as students, mainly through repetitions and drills. Some contextual and capability constraints were proposed as the reasons behind their avoidance of communicative approaches. As a possible cause to little belief change, the researchers pointed the deep-rooted culture in Asian contexts. Borg's (2005) research on a pre-service teacher's belief development over a four-week CELTA course indicated that the trainee held deep-seated beliefs about language teaching that she constructed through her previous schooling and work experiences, and rather limited change occurred throughout the course.

Although research on belief change has revealed inconsistent results, overall, the impact of teacher education programs has been reported by numerous studies. On the other hand, studies that yielded little or no change seem to be attributed to distinct factors such as previous schooling experiences (Urmston, 2013), the culture of a society (Tang, Lee, & Chun, 2012), disconnections between the academic program and actual practices (Richardson, 2003). Both lines of research further indicate that changes in pre-service teachers' beliefs require principled interventions. Besides, several studies have presented

strategies that might be helpful in changing beliefs in teacher education programs. To illustrate, acknowledging that apprenticeship of observation posed considerable challenges to prospective teachers in that they might not be able to think of alternative ways of teaching and learning, Grossman (1991) reported the findings of a case study of three English teacher candidates who enrolled in a methods course. Throughout the course, the teachers were prompted to recall and reflect on their past learning experiences to question and challenge these the activities they were familiar with; thereby addressing their previous schooling experiences. Considering reflection, numerous studies have presented evidence in that reflection is a useful strategy in helping preservice teachers alter their beliefs (Busch, 2010; Farrell, 2007; Hill, 2000). Tilson, Sandretto, and Pratt (2017) attempted at enabling pre-service teachers to make connections between their personal beliefs, theory and practice. The researchers used pre-service teachers' video-recorded teaching practices and their reflections on their practices to investigate if this prompted "a cycle of praxis that supported them to make informed decisions about their practice" (p.545). Praxis was characterized as critical reflection on one's practice so that informed actions can be taken. Three pre-service teachers took part in the research and data were collected through their video-recorded lessons on three occasions and interviews right after these lessons. During the interviews, the pre-service teachers were encouraged to reflect upon their personal beliefs and formal theories. The results indicated that discussions of beliefs, theories and actual practice led the pre-service teachers to change their practice in constructive ways. Likewise, Tillema's (2000) suggestion is that reflection after immersion into teaching practice might lead to effective belief change. In addition, through a systematic evaluation of pre-service teachers' beliefs by means of such surveys as 'beliefs about language learning inventory at the beginning of the semester, Horwitz (1985) suggested that teacher educators can use them as guides for organization of the content of specific courses. In the end, various methods and techniques adopted in teacher education courses can lead to effective belief change.

Beliefs, Practices, and In-service Language Teachers

In-service language teachers' beliefs and practices have received considerable attention in various contexts. Research has demonstrated that working teachers hold distinct beliefs concerning all aspects of their work shaped by numerous factors. Based on this line of research, the literature reviewed here was organized and discussed under three subheadings:

(1) interrelations between beliefs and practices, (2) interrelations among beliefs, practices, and context, and (3) changes in teacher beliefs and practices.

Interrelations Between Beliefs and Practices

A body of research on in-service language teachers' beliefs investigated teachers' beliefs about various aspects of their teaching in relation to their instructional practices. To start with, Farrell and Lim (2005) researched experienced English language teachers' beliefs and classroom practices concerning grammar teaching and their data demonstrated that divergences, as well as convergences between beliefs and practices occurred. It was reported that these divergences occurred especially when the teachers were interested in alternative ways of grammar teaching, but they employed the traditional methods. This situation was found to stem from some contextual factors and the teachers' attitudes toward traditional grammar teaching. Similarly, adopting a sociocognitive-transformative approach, an approach that consists of the current and established principles of ESL teaching, Barrot (2016) carried out a case study with experienced ESL teachers. The analysis of the interview data revealed that for the most part, the teachers concurred with these principles but their awareness of these and classroom applications varied. Moreover, while consistencies between beliefs and practices were reported, the researcher also noticed some divergences. Besides, the relevant line of research demonstrated convergences and divergences between language teachers' beliefs and practices concerning various aspects of their teaching in different contexts (Basturkmen, Loewen, & Ellis, 2004; Couper, 2019; Farrell & Ives, 2015; Yang & Gao, 2013).

Beliefs, Practices, and Contexts

While the abovementioned studies did not delve into factors in detail that contributed to the reported convergences and divergences between beliefs and practices, further research has shown that contextual factors exert a significant influence on the extent to which teachers could put their beliefs into practice. Nishino (2012) examined Japanese high school teachers' beliefs, practices, and socioeducational factors in relation to communicative language teaching (CLT) through a multimethods approach. Questionnaire data were used to test a path model that was based on Borg's (2003) framework of teacher cognition, and the

findings were supplemented by data collected through interviews and classroom observations. The results indicated that student-related communicative conditions such as their proficiency and motivation exerted a strong influence on teachers' classroom practices. In addition, CLT self-efficacy and exam-related expectations were found to affect classroom practices significantly. On the other hand, while quantitative data indicated a weak indirect effect of in-service teacher training and no effect of pre-previous schooling, the qualitative data suggested that previous learning experiences had influence on the teachers' classroom practices. In a similar vein, Nishino's (2008) research on Japanese EFL teachers' beliefs and practices concerning CLT unraveled that the number of class hours and crowded students presented problems for the teachers to better implement CLT activities in their classes. Besides, their concerns about entrance examinations seemed to prevent them from using more communicative activities inside their classes. In a Bangladeshi context, Rahman, Singh, and Pandian (2018) focused on the relationship between two ESL teachers' beliefs and classroom practices in regard to their adoption of the principles of CLT. Trained in contemporary ELT approaches, the teachers were found to have beliefs in accordance with CLT principles. However, their classroom practices did not follow some of these principles such as the use of communicative activities, student-centered classrooms, and inductive teaching. Such factors as time limitations, class-size, students' lack of proficiency, and exam-oriented system were reported to be the obstacles that prevented the teachers from implementing the principles of CLT. Similarly, Orafi and Borg (2009) investigated the relationship between the intended curriculum, which was based on the principles of CLT, and teaching practices in Libyan secondary schools. The researchers regarded the use of pair work and L2 as key indicators of the curriculum implementation, which were found unfulfilled. The participants discussed that their perceptions of teachers' roles, beliefs about pair work, and their understanding of the curriculum resulted in tensions between the intended curriculum and the teacher's practices. Additionally, students' proficiency in English and examinations were reported as external factors that constrained the implementation of the curriculum. Besides CLT, task-based language teaching (TBLT) was the focus of research in this field. The 2003 curriculum of China adopted the task-based language teaching (TBLT) method to improve students' communicative competence. Zheng and Borg's (2014) case study researched three English language teachers' beliefs and practices with regard to the tenets of this curriculum and TBLT. Observed classes and

interviews demonstrated that the curriculum materials exerted influence on the teachers' lessons; however, their beliefs were also found powerful enough to shape their teaching. Lastly, large class-size, time pressures, the examination system, and students' low proficiency were reported as contextual factors that hindered the teachers' implementation of the curriculum.

Further studies demonstrate how context is influential in shaping teachers' beliefs and practices. Öztürk and Gürbüz's (2017) study on three EFL teachers who worked at universities revealed that the learner profile such as proficiency and motivation and institutional factors like testing policies were found to affect the teachers' decision making, in turn, their classroom practices. The findings of this study indicated that institutional factors were influential in both teachers' cognitions and their practices. Adopting an ecological systems framework, Mohammadabadi, Ketabi, and Nejadansari (2019) aimed at investigating factors that exerted influence on language teacher cognition at micro, meso, exo and macro levels. Data were collected from 62 teachers by means of interviews and observations. The results demonstrated that at the micro level, facilities (e.g., existence of instructional technologies, size of the class), emotionality (learners' positive or negative moods), job satisfaction and linguistic proficiency affected their cognition. At the mesosystemic level, such factors as prior experience, collaboration and collegiality, self-efficacy and critical incidents were found to influence their cognition. At the exosystem level, teacher appraisal criteria, teacher immunity, and curriculum affected teacher cognition. Lastly, government attitudes about ELT and religion at the macrosystem led to changes in their cognition. Further, it was observed that these factors were interrelated. With specific focus on grammar teaching, Phipps and Borg (2009) investigated three experienced EFL teachers' beliefs and instructional practices over an 18-month period through interviews and classroom observations. The results showed that although the teachers' beliefs and practices were generally aligned in terms of teaching grammar, certain tensions occurred between stated beliefs and practices. These tensions mostly stemmed from student expectations and responsiveness, classroom management and assessment policies. Though these contextual factors caused the teachers to teach in a different way than their beliefs, the researchers also suggested that the teachers' practices reflected their deeper beliefs about learning and teaching. In this sense, this study makes a distinction between core and peripheral beliefs. Concerning grammar teaching, Underwood's (2012) researched Japanese

EFL teachers' adoption of grammar teaching as introduced by national reforms, and the author suggested that the teachers held beliefs that could affect their teaching of grammar. Accordingly, the data revealed that although the teachers favored communication-oriented grammar teaching, its intended implementation seemed to be inhibited by such factors as lack of time, necessary skills to implement the curriculum, knowledge of the curriculum, and appropriate materials.

School culture was the focus of Sato and Kleinsasser (2014) and Hongboontri and Keawkhong (2014) in Japanese and Thai contexts respectively. Accordingly, these studies suggested that the teaching culture prevalent at an institution exerted influence on EFL teachers' practices. To clarify, Sato and Kleinsasser (2004) revealed that the EFL teachers collaborated with each other; however, this was limited to sustaining the existing school values and norms. Accordingly, the teachers' practices were examination-oriented, involving grammar and translation activities, in congruent with these values and norms. Furthermore, Borg's (2006) review of research on novice language teachers' beliefs and practices suggests that such contextual factors as relationships with colleagues and classroom management issues affect teachers' cognitions and practices, and these influences might surpass what is learned in teacher education programs.

The impact of micro and macro contextual variables on language teachers' beliefs and practices was presented by Li (2013), who suggested that teachers' theories of teaching and learning are contextualized by the environment in which they work. Likewise, Hu (2005) put forward how political, social, economic, and cultural factors affected the implementation of CLT in different regions of China. Farrell and Bennis (2013) reported that both experienced and novice teachers react to contextual factors, which might lead to divergences between beliefs and practices. Similar findings were reported by Zhang and Liu (2014), who also suggested that teacher beliefs are multidimensional, and they lend themselves to serve distinct purposes depending on contextual needs. This assertion was also discussed by Tsui and Ng (2010), who underlined the fact that teaching is a situated act, and it is embedded in sociocultural contexts in which teachers work. To further clarify, their research on two EFL writing teachers revealed that the teachers' knowledge of their contexts, their attentiveness to cultural traditions, and their understanding of certain possibilities and constraints in teaching enabled them to develop effective pedagogical strategies.

Changes in Teachers' Beliefs and Practices

Due to contextual variables or multiple factors, research has presented that changes occur in teachers' belief systems and practices over time. In other words, the relevant literature suggests that teachers go through cognitive and behavioral changes as their lived experiences accumulate. To illustrate, Bulut-Albaba (2017) and Gu (2013) followed the development of language teachers as they progressed from pre-service to in-service education. Bulut-Albaba (2017) tracked five EFL teachers' cognitions from their pre-service education (senior year) to the initial years of teaching. The results suggested that cognitive dissonance between beliefs and practices occurred at each stage due to various reasons. Before the practicum, they felt a lack of preparedness to teach in classroom environments, during the practicum, the same feeling prevailed, and cooperating teachers did not let them put their cognitions into practice. In their initial years as EFL teachers, the participants held cognitions formed through teacher education programs; however, their ability to teach on these cognitions, again, depended on some contextual factors such as the colleagues' and administrators' approach or the type of schools they worked in. Likewise, Gu (2013) explored the professional development of six Chinese EFL teachers who taught in Hong Kong schools. This longitudinal investigation revealed that the participants revised their cognitions concerning teacher-student relationship as they adapted to their environment; they navigated between their expectations and reality, having difficulty in implementing their ideals in their classes; they complied with the school culture, giving up their own beliefs about learning and teaching to survive in their schools, and; their motivation to teach weakened as they gained experience in teaching. Although Ngo (2018) did not carry out longitudinal research in terms of the duration of data collection, the researcher's adoption of narrative inquiry allowed him to investigate a Vietnamese English language teacher's L2 writing cognition development and the sources that mediated these by relying on the tenets of the sociocultural theory. Analysis of the narrative data indicated that major shifts in the participant's L2 writing cognitions emerged. To illustrate, she developed an initial understanding of writing as a process thanks to her instructors at college, which was followed by a second shift during her master's course in which she regarded students' writing as 'evidence of thinking' rather than a paper to be corrected. The third shift was shaped by the participant' engagement with teaching English for Academic Purposes (EAP). In the last shift, her promotion to the coordination of a test center narrowed her cognitions to essay writing in alignment with the

standardized testing contexts. In addition, the boundaries among these shifts are not clear-cut since the traces of earlier shifts are still reflected in the following shifts. Overall, these shifts were found to be mediated by humans such as previous teachers and colleagues, scientific and everyday concepts, and artifacts such as the Internet and various language learning materials. On top of these, it is simultaneous relations among these mediations that shaped the teacher's cognition. In this sense, Ngo (2018) presented interrelations among various factors that contributed to cognition.

In-service teachers' identity and belief development in their workplaces was attended by a few studies as well (Flores & Day, 2006; Kang & Cheng, 2014; Richards, Gallo, & Renandya, 2001). Kang and Cheng (2014) investigated a novice EFL teacher's cognitive development over an academic year. The analysis of multiple data sources indicated that the teacher underwent changes in her practices and cognitions as a result of her experiences, reflections on practices, and the instructional context. Richards, Gallo, and Renandya's (2001) survey on second language teachers demonstrated that such factors as 'in-service courses, seminars, student feedback, self-discovery, trial and error, collaboration, use of new textbooks/curriculum, and contact with others' were triggers of changes in beliefs and practices. Flores and Day's (2006) longitudinal study tracked the identity construction of new teachers in their first two years of teaching in numerous school contexts. Prior influences, initial teacher education and teaching experience, and contexts of teaching were presented as factors exerting influence on the teachers' professional identities. Regarding prior influences, the teachers made references to their former teachers and classroom environments in approaching classroom practices as teachers. As for initial teacher education and teaching experiences, the participants reported a gap between theory and practice. The majority of them discussed the inadequacy of preparation at university and claimed that this initial training did not prepare them for the complexities and reality of the classrooms. Last but not least, the teachers' classroom practices and the school culture and leadership impacted their understanding of teaching and identities significantly. Specifically, a shift from student-centered teaching to teacher-centered teaching was observed due to concerns with classroom management. Moreover, the majority of the teachers adopted their school's norms and values. An important finding gleaned from this study was that those teachers who had intrinsic motivations for entering teaching valued their initial teacher education training and their teaching practice. Further, it was those teachers who kept their enthusiasm and

optimism even in the face of negative school culture and leadership. Regarding the issue of commitment brought up in this study, Moodie and Feryok (2015) also indicated that the teachers' early commitment to language learning would lead to continued efforts to learn and, then, teach the language. Put differently, a positive transfer from commitment to learning to teaching was suggested.

While the studies that were discussed above tracked changes in cognitions and behaviors that occurred over time as the teachers gained experience in teaching, Borg (2011), Zhu and Shu (2017), Robertson, Macdonald, Starks, and Nicholas (2018) studied how in-service training courses or programs contributed to changes in beliefs and practices. Robertson et al. (2018) studied twelve Vietnamese in-service teachers' beliefs about grammar and grammar teaching in a professional development course offered as part of an in-service graduate program in Australia. The researchers introduced a number of approaches to the participants, allowing them to engage in lectures and group work activities to be immersed in alternative ways to teach grammar. The results suggested that the in-service teachers reported changes to their conceptualizations of grammar, and they became open to distinct approaches to teaching grammar, thereby demonstrating the benefits of a course designed for in-service teachers. Zhu and Shu's (2017) ethnographic study reported how a curriculum innovation project led to changes in teachers' cognitions and practices. The aim of the project was to help language teachers to implement CLT practices. Lasting for four years and relying on multiple data collection tools, the study demonstrated that cognitive and behavioral change was gradual, and it took a long time. In addition, cognition-practice alignment existed for some stages of the study; however, incongruences existed as well. High-stake exams and the external pressure to implement top-down imperatives were proposed as likely sources of these cognition-practice incongruences. While these two studies presented evidence regarding changes, Borg (2011) was more careful about conceptualizing change in his study with six English language teachers who completed an eight-week in-service teacher training program. Although the participants did not go through radical changes, some developmental processes were observed. As contexts and the content of the programs discussed here varies, it would not be appropriate to make comparisons across them. Nevertheless, the duration of in-service teacher training courses and the methodological strategies employed in these might affect the extent to which these changes occur.

Complexity Theory

This is a complex world in which human beings try to comprehend phenomena mostly through tools that yield simple or, at best, complicated results. However, a complex web of interrelations, dynamism, exchange of energy and information with the environment, continuous adaptation and co-adaptation, the emergence of novel phenomena, unpredictability, and nonlinearity shape a myriad of systems. These characteristics are central to complexity theory, a theory that is useful in understanding a phenomenon as a whole and in a contextualized way.

Many researchers refer to Weaver (1948) as one of the first to use the term 'complexity' as it is known today (e.g., Clarke & Collins, 2007; Davis & Sumara, 2005). He did so by comparing 'organized complexity', the kind of complexity that deals with a great number of interacting factors, with simple and complicated systems. Simple systems are those which have only a few elements connected with each other in predictable ways. Once rules that govern these systems have been learned, it becomes facile to fully comprehend their past, present, and future. To illustrate, to turn wipers on and off in a car is a straightforward process that requires the use of a wiper arm. On the other hand, in comparison to simple systems, complicated systems consist of a huge number of variables, maybe thousands or millions. Nonetheless, these systems are still mechanical ones whose parts can be isolated and investigated separately and then be summed up to understand the system itself. For example, a car is a combination of thousands of separate parts that are joint together through the efforts of numerous engineers and workers, and each car follows the same procedure in the production process.

In dealing with simple and complicated systems, scientists have greatly and successfully benefitted from reductionist thinking which presumes the whole a combination of its parts. Grounded on Newton's mechanic universe that considers the universe a grand machine operating by a system of laws, this thinking has led to the study of systems by taking them apart, examining their bits, and bringing them back together (Davis & Sumara, 2006). Analytical methods, statistical and probabilistic models have been used extensively to understand the whole and predict its future. Behind this theory is the assumption of linear causal links among parts of the system. In other words, linear causality considers a sequential cause and effect association between two phenomena, with an effect preceded by a cause. However, no matter how successful the implementation of the theory for complicated

mechanic systems, this linear causal determinism and predictability is considered problematic for complex systems as it provides a limited approach to reality, overlooks interconnections and interactions in a system, and fails to recognize the complexity of causation (Davis & Sumara, 2006; Larsen-Freeman, 2017; Mason, 2008).

A complex system is one that is in constant flux (Snyder, 2013) with the large number of constituent elements it involves (Mason, 2008). Unlike reductionist approaches that explain certain phenomena by breaking them down into smaller parts, complexity theory recognizes that causality is multi-dimensional and the whole might behave differently from the constituent elements (Byrne, 1998; Haggis, 2008; Mason, 2008). In this sense, simple analyses or interventions are not suitable for studying complex systems (Davis & Sumara, 2001) because, as Urry (2005, p. 3) emphasizes, "systems are irreducible to elementary laws or simple processes." Challenging the notion that understanding separate components of a system leads to understanding the system as a whole, Cilliers (1998) states that "in 'cutting up' a system, the analytical method destroys what it seeks to understand" (p. 2). It is due to the fact that the behavior of a complex system emerges from not only the characteristics of individual components, but also interdependencies and dynamic interrelationships among these agents that make up the whole.

Complexity theory, then, can be defined as "a theory of change, evolution, adaptation and development for survival" (Morrison, 2008, p.19). It means "becoming rather than being" (Gleick, 1987, p. 5) in a constantly changing world. A complex system can transform itself by experiencing, adapting, and learning over time (Davis & Sumara, 2005). In this sense, it is a living entity with a history whose past has a shared responsibility for its present behavior (Cilliers, 1998), and whose present state partially determine its future (Larsen-Freeman & Cameron, 2008). Yet, it "does not posit an initial and an end state" (Kramsch, 2012, p.11), suggesting that a complex phenomenon is not static, but a dynamic one that is always susceptible to change.

Contrary to Newtonian physics, complexity theory rejects analytic reductionism, simple cause and effect relations, linear predictability, and determinism. It replaces them with non-linear, holistic, and unpredictable approaches (Davis & Sumara, 2005; Kallemeyn, Hall, & Gates, 2020; Morrison, 2008). Larsen-Freeman and Cameron (2008, p.1) puts forward that "complexity theory aims to account for how the interacting parts of a complex system give rise to the system's collective behavior and how such a system simultaneously interact with

its environment." Accordingly, this line of thinking and the body of research on complexity theory has identified essential characteristics of complex systems. Similar to the constituents of complex systems, these characteristics are interdependent and intertwined in that the existence of one feature depends on one another. Therefore, they are best explained in relation to each other, as accomplished below.

Interconnections

A core tenet of complexity theory is dynamic interrelations and interactions among components in complex systems and changing components over time due to these interactions (De Bot et al., 2007; Mason, 2008). A complex system is rich in interactions that define the system as a whole. Radford (2006) explains, "Characteristics of systems derive as much from the internal relationship between variables, as from intrinsic qualities of the variables themselves" (p. 178). Likewise, Davis (2003, p. 43) suggests, "It transcends its parts, and so cannot be studied strictly in terms of a compilation of those parts." This dynamism and interdependence show how the system develops its identity, making it irreducible. Therefore, to be able to understand the whole, one should understand both the parts and evolving relations among the parts (Turner & Baker, 2019).

Due to these interrelations, tensions and paradoxes among systems are considered natural as well as competition and cooperation (Plsek & Greenhalgh, 2001). Besides, they can exist together, without being resolved. As Cilliers (1998, p. 120) puts it, "non-linearity, asymmetry, power and competition are inevitable components of complex systems." This stems from the fact that a complex system is a heterogeneous one, another important characteristic of the complexity theory.

Heterogeneous

Heterogeneity of complex systems refer to many different types of components in the system (Larsen-Freeman & Cameron, 2008). To illustrate, a school system consists of teachers, students, parents, and administrators who interact in numerous ways. It indicates that in addition to many components, complex systems consist of components of different types.

This different type of components might differ in their behavior, history, or other features. Collectively, they contribute to the complex dynamics of the system.

Dynamic

As emphasized, change lies at the heart of complexity theory. Larsen-Freeman and Cameron (2008) state, "not only do the component elements and agents change with time, giving rise to changing states of the system, but the ways in which components interact with each other also change with time" (p. 29). This dynamism demonstrates that nothing is stable in a complex system. Cochran-Smith, Ell, Ludlow, Grundof, and Aitken (2014), for example, underline this instability by referring to teacher education as a complex system, stating that "with its myriad elements constantly interacting in dynamic ways, teacher education is never standing still, although it may be growing or shrinking in actual size, influence, or popularity" (p. 8).

Nested

A component in a complex system can be a complex system itself. Davis and Sumara (2005) explains that "agents come together into grander unities, which may themselves be agents within grander unities" (p. 313). To illustrate, a teacher, an agent/component in a school system, is a complex system who displays the characteristics of a complex system. Similarly, the school system is part of a larger educational system. In this sense, as Davis (2003) clarifies, "Complexity science is a science of entanglement, not of distinction-making" (p. 43). This nested and entangled nature of complex systems suggests that everything in a complex system is intertwined with everything in its environment.

Open

Complex systems are open in that they continually exchange energy and information with their environments (Davis & Sumara, 2006). Due to these exchanges, systems have fuzzy boundaries. As open systems, they are 'far from equilibrium' to keep adapting and maintain stability (Larsen-Freeman & Cameron, 2008). Additionally, as systems must deal with a diversity of situations, it becomes easier to understand why they are in constant

disequilibrium (Davis & Sumara, 2001). Indeed, they may live at "the edge of chaos" where "life has enough stability to sustain itself and enough creativity to deserve the name of life" (Waldrop, 1992, p. 12). Put differently, it is a state between order and disorder that allows systems to be flexible, adaptive, dynamic, and emergent. This state is a prerequisite for the survival of complex systems because, as exemplified by Morrison (2008), "a butterfly that flies only in a straight line is soon eaten" (p. 20).

Adaptive and Co-adaptive

Complex systems might change as their constituents interact. Besides, they are adaptive in the sense that they respond to a range of circumstances and changes in their environment to maintain order. Thus, exchanging information and energy with their context, complex open systems cannot be considered separate from their contexts. Mercer (2011, p.337) explains that "In a complex system, context or environment is seen as an integral part of the system rather than as external variable." From a complexity theory perspective, systems are in interaction with their environment, actively shaping and being shaped by this environment (Feryok & Oranje, 2015; Manson, 2001). Firstly, systems adapt to their contexts and changes taking place in these contexts. Morrison (2006) discusses that complex systems "scan and sense the external environment and then make internal adjustments in order to survive in these changing external environments" (p. 2). This implies that complex systems may change their internal structures thanks to this adaptation process. Secondly, Larsen-Freeman and Cameron (2008, p.34) stress that complex systems "not only adapt to their contexts but also initiate change in those contexts; these systems are not just dependent on context but also influence context." In other words, a dynamic relationship exists between a complex system and its environment. This is also known as co-adaptation (Larsen-Freeman & Cameron, 2008), which is specifically related to classrooms "where teachers and students co-adapt to each other" (Feryok & Oranje, 2015, p. 550).

Open and adaptive complex systems learn through experience (Larsen-Freeman, 2017) and feedback loops (Cochran-Smith, Ell, Ludlow, Grundoff, & Aitken, 2014). While negative feedback causes diminishing returns, positive feedback leads to increasing returns and contributes to growth and development (Morrison, 2003).

Sensitivity to Initial Conditions/ Nonlinearity

Sensitivity to initial conditions is known as 'butterfly effect', suggesting that small changes can lead to profound effects. This demonstrates nonlinearity of complex systems because behaviors can be "disproportionate to its causal factors" (Larsen-Freeman & Cameron, 2008, p. 2). In other words, nonlinearity is against the assumption that an output is the result of a proportionate input. Therefore, in investigating complex systems, one should be sensitive to both trivial and seemingly large incidents because it is not possible to predict whose power would lead to an emergent behavior in a complex system (Anderson et al., 2005; Mason, 2008). As Kramsch (2012) posits, "an unexpected occurrence may take place at any time" (p. 11).

Two implications arise as a result of this sensitivity, nonlinearity and interconnectedness of systems. Firstly, very similar complex systems can show great variability. Secondly, it becomes impossible to make exact precise predictions about the future of a complex system because the sheer number of elements and their interactions are too varied and multidimensional to track (Haggis, 2008; Hetherington, 2013). Nevertheless, this unpredictability does not mean that a system works haphazardly. The circumstances under which the system operates and interconnections among its components are patterned (Opfer & Pedder, 2011).

Emergence

Through the interaction of a system with its environment and evolving interaction among elements in a system emerges new properties and unexpected outcomes that cannot be predicted from qualities of constituent elements alone (Cochran-Smith et al., 2014; Mason, 2008). Richness of interactions among elements (Waldrop, 1992), diversity of elements, and the rate of information flow (Mason, 2008) contribute to the emergence of a novel property. Goodwin (2000, p.43) remarks that "an important feature of emergent properties is that they are always consistent with, although not necessarily reducible to, the properties of the system". Therefore, features that are internal or external to the system constrain the emergence of new properties (Haggis, 2008), meaning that, as emphasized above, emergence does not occur accidentally.

Self-organization

Though new properties emerge in complex systems, those systems are capable of self-organization, "an ability and attempt of a complex system to achieve equilibrium in its inherent unpredictability" (Kiss, 2012, p. 20). It can also be defined as "the creation of more complex order spontaneously" (Larsen-Freeman & Cameron, 2008, p. 3). Self-organization implies that systems organize themselves into more complex systems without a need for external forces or manipulation (Larsen-Freeman, 2011, 2017; Morrison, 2008; Plsek & Greenhalgh, 2001). However, as Cilliers (1998) explains, it is "the result of a complex interaction between the environment, the present state of the system and the history of the system" (p. 89). Put it differently, the system's interaction within itself and with its environment leads to the emergence of new structures that results in self-organization in a system. Cilliers (1998) refer to the brain as a complex system to clarify self-organization. Accordingly, having the ability to learn and remembering what has been learned, the brain changes its internal structure over time and increase in complexity to function successfully in its environment.

Language Teacher Beliefs from the Complexity Theory Perspective

The progenitor of CT can be traced to many disciplines including biology, physics, and mathematics. In recent decades, though, it could achieve spreading to other fields such as psychology, health care, and education. Within the domain of education, educational systems can be told to involve characteristics of complex systems. When it comes to teachers and teaching, each consists of utterly complex systems. The focus of this dissertation, which is teacher beliefs, a vital determinant of teachers' instructional practices, is a complex system as well. Therefore, it can be stated that the characteristics of complex systems are evident in teacher' beliefs.

Firstly, teachers hold beliefs about various aspects of their work. It means that they have *heterogeneous* belief systems. Feryok (2010) defines this heterogeneity in terms of content knowledge (knowledge of the language) and pedagogical content knowledge (knowledge of teaching) in her case study with an EFL teacher. On the other hand, Zheng (2013a, 2013b, 2015) evaluates beliefs in terms of beliefs about EFL, beliefs about EFL teaching, learning, learners, and teachers. Besides, she considers implicit and explicit beliefs, and core and

peripheral beliefs part of this heterogeneity. Yu, Xu, Jiang, and Chan's (2020) data on EFL writing instructors' heterogeneous belief systems reveals their beliefs about L2 writing, L2 writing teaching, and feedback in L2 writing. As can be seen, depending on their research foci, the researchers identified diverse constituents of belief systems.

Secondly, the constituents of belief systems are *interrelated*. The researchers cited above clearly illustrate interrelations among various types of beliefs, suggesting that they cooperate or sometimes conflict with each other. The interrelations among the constituents of belief systems further indicate that they do not stand in isolation. Rather, change in one component might change the whole system through interaction with other components. In addition to interrelations within the belief system, beliefs, practices, and contexts are interrelated with each other. In other words, a complex system is in interaction with other complex systems and in this case, these complex systems refer to beliefs, practices, and contexts.

Thirdly, belief systems are *dynamic*. As discussed, dynamism refers to changing nature of systems. Along the same line, Feryok (2010) discusses that "the dynamics of language teacher cognitions is related to development, which may arise from education or experience, and may change the state of the system" (p. 274). This development, though, is *non-linear* and *unpredictable* due to learners' diverse backgrounds and their varying interactions in teacher education courses (Kiss, 2012) or experiences. In other words, teachers' belief developments cannot be predicted on account of certain factors as these factors such as teacher education programs and professional experiences trigger belief formations in a non-linear way. For example, Feryok (2010) identified non-linearity and unpredictability in that the teacher's cognitions in her study did not equally respond to the input provided in her certificate program. On the other hand, Zheng (2015) approached dynamism not by investigating the development of complexity over time, yet by looking into dynamic interaction of teachers' beliefs with their own belief systems, practices, and teaching contexts. For this reason, the conceptualization of dynamism seems to differ according to the researchers' approach to the theory. However, it is useful to consider both in a research study in that teachers' belief systems change over time, indicating the dynamic nature of belief systems. Moreover, they exhibit dynamic interactions with such complex systems as practices and contexts, which can also change through this interaction.

Though non-linear and unpredictable, teacher beliefs are *emergent and self-organizing* in the sense that their interaction within themselves and with the environment lead to novel

properties that cannot be predicted from its components alone. Self-organization enables systems to "create and maintain order through interaction between constituent components" (Koopmans, 2014, p. 28). Through self-organization, systems maintain their integrity although new structures emerge in the system. Yu et al. (2020), for example, in her research on EFL writing instructors' beliefs, considered that teachers' leaving some of their beliefs in practice might be a form of self-organization that allowed them to adapt to their environments. In Feryok's (2010) case study on an EFL teacher, critical incidents inside the classroom ignited changes, resulting in new practices in teaching, and this was considered as self-organization. For the purposes of this study, emergence and self-organization are conceptualized as how the belief system develops over time in response to a large number of factors, resulting in new beliefs in the system; however, the system self-organizes itself to adapt to its environment.

Teachers' belief systems are *open*, which enables it to be fed by the information and energy coming from the outside. As open systems, beliefs deal with a diversity of situations in its context and this situation starts the *adaptation* and *co-adaptation* processes in the system. In other words, teachers adapt to contextual conditions and at the same time, their beliefs affect their contexts. To exemplify, Zheng's (2015) case study examined teachers' beliefs "against the macro-context of society, exo-context of schools and micro-context of classrooms" (p. 30), adopting an ecological approach to belief research. Feryok (2010) also described how the teacher in her study responded to changes in the environment. The teacher, due to the changing needs of language students, wanted to enter an English language teaching certificate program, implying the impact of a macro-contextual factor on her beliefs. These characteristics strongly suggest that beliefs are *contextual*. Teacher beliefs shape and are shaped by macro and micro contextual variables. In other words, belief formation does not occur through a simple accumulation of past experiences. Teachers, via their interaction with social and contextual factors, have the ability to shape their beliefs in unpredictable ways. Specifically, for human systems, Larsen-Freeman and Cameron (2008) underlines that a complexity theory perspective recognizes embeddedness among the social, cognitive, and physical. Lastly, as contexts are complex systems as well, it can be suggested that, as for educational contexts, classrooms are *nested* in schools and schools are nested in the education system of a country. Therefore, we can see how micro-contextual factors are nested in macro-contextual factors.

Overall, complexity theory emphasizes that teacher beliefs are complex, dynamic, multivariate, and contextual. Although it does not postulate completely novel concepts to investigate beliefs, it enables the researchers to investigate them from a holistic perspective, focusing on interconnections, heterogeneity, dynamism, change, emergence, self-organization, sensitivity to initial conditions, openness, and contextuality. It guides research that yields different interpretations. Complexity theory is useful in the sense that it does not seek linear cause and effect relations between beliefs and practices. The understanding of beliefs and practices moves beyond consistencies and inconsistencies (Yu, Xu, Jiang, & Chan, 2020; Zheng, 2015). While research on language teacher beliefs is new from the complexity theory perspective, it is believed to grow in the near feature as the complexity of beliefs have been accentuated in the literature (Borg, 2006; Zheng, 2015). However, the limited research on teacher beliefs as complex system yields important findings and implications, and they were discussed below.

Feryok (2008) investigated an Armenian EFL teacher's practical theory of CLT in a state secondary school, while Feryok (2010) revisited the data to reevaluate the findings through the framework of complexity theory, thereby extending the boundaries of the theory to explain cognitions. As briefly mentioned above, Feryok (2010) clarified that the participant held heterogenous beliefs about language teaching. In addition, the participant's cognitive development indicated that her uptake of information provided at a certificate program was non-linear and unpredictable. The findings suggested that some of the teacher's cognitions indicated tensions and divergences in practice due to interactions among student expectations, previous learning experiences, and the cognitions.

Burns and Knox's (2011) research on two teachers' knowledge about language and their classroom practices prompted them to conceptualize classrooms as complex systems, arguing that environmental, cognitive, and social elements in a classroom are intertwined and relational. In this sense, teachers were defined as "social actors whose actions could be best understood as emergent behaviours from a range of factors that interact dynamically and continuously" (p. 16). Put differently, actions and cognitions are not isolated factors, but interrelated with a number of elements.

Kiss (2012) adopted complexity science as the theoretical framework of his study to investigate how learning is shaped in at a second language teacher education course. Depending on this framework, he investigated the complexity and non-linearity of learning.

Five students in a ten-day-long intensive graduate class participated in the study. Students' reflection papers and questions that they posed to their tutor were used as data, which were then analyzed based on the principles of grounded theory. The results indicated that the participants "…used an elaborate network of links to events, people or places in their past, present, and future in order to create a personal understanding and meaning of the topics discussed during the course" (p.17). In other words, their learning, which was unpredictable and dependent on initial conditions, occurred as a result of a complex web of relations. Moreover, as the participants' backgrounds and their engagement in the course varied, their uptake of the course content varied as well. This suggests that learning outcomes of a program does not yield the same results for any participants.

Yu et al. (2020) adopts complexity theory to investigate EFL writing instructors' beliefs and practices, as well as their relations with contexts in Macau. Two novice teachers participated in the study and provided data through interview, classroom observations and documents. The data suggested that the two teachers held various and distinctive beliefs about their work. In addition, although the teachers tried to put their belief systems into practice, such contextual factors as the fixed syllabus, time constraints, and high-stake testing limited their attempts. The researchers associated the participants' submissiveness to these contextual constraints with their being novices.

Zheng (2013a, 2013b, 2015) used complexity theory as a theoretical and analytical framework to investigate Chinese EFL teachers' beliefs and practices. Relying on interview, observation, and stimulated recall data, the researcher illuminated six secondary-school EFL teachers' beliefs and practices from the perspective of complexity theory. Zheng (2013a) reported the findings obtained from one participant, to demonstrate how her beliefs and practices about EFL learning and teaching were shaped as a result of language learning and teaching experience as well as the national curriculum reform. The researcher identified that a practice was the outcome of usually more than one belief. In other words, these various beliefs exerted different influences on practices depending on classroom situations. Moreover, the participant teacher grew up in an education system where the national curriculum reform did not exist at that time. However, as a teacher, she was required to follow the guidelines presented by the national curriculum. The study demonstrated that the new concepts offered by the curriculum did not necessarily change the teacher's practices in a way that was expected although some others were adopted by the teacher. One reason was

'token adoption', which referred to the fact that the teacher misinterpreted some new concepts and if their misinterpretations fitted their existing beliefs, no change occurred. Besides, the teacher's practice revealed an eclectic approach to teaching, indicating the diversity of the belief system, different teaching situations and various teaching contexts. This study is also important in that the complexity theory could help the researcher better understand different types of beliefs and practices without looking for consistencies and inconsistencies, thereby providing a more accurate representation of the belief system. Similarly, Zheng (2013b) revealed the complexity of teacher beliefs and its interactive relationship with practice in context. Zheng (2013b) found out that teachers held different types of beliefs about teaching and learning. In addition to positive connections among these types of beliefs, contradictory beliefs were also found in teachers' beliefs systems with different degrees of conviction. The teachers' practices demonstrated that core beliefs usually guided their teaching. It was also suggested that the teachers' adoption of the eclectic approach in their teaching resulted from the complex interactions between these core and peripheral beliefs.

Zheng (2015) is the most comprehensive one in that this is a book, reporting on the findings of her research (2013a, 2013b) in greater detail. Six experienced EFL teachers' beliefs about language learning and teaching, their practices and contexts illuminated dynamic relations among them. Initially, the study demonstrated that the participants held various beliefs regarding different aspects of their work. The heterogeneity of the belief system illuminated positive connections, different degrees of conviction, and tensions in the participants' beliefs as well as the influence from their previous experiences. Secondly, some of teachers' beliefs were found consistent with while some beliefs and practices created tensions. Thirdly, the research demonstrated both the facilitating and constraining features of contexts with regards to implementation of beliefs. However, little evidence was provided concerning the teachers' influence on the context. Overall, Zheng (2015) adopted a holistic approach to language teacher beliefs in the context of China, elucidating dynamic, complex, and co-adaptative features of belief systems from the perspective of complexity theory.

This review of the literature has aimed to highlight the centrality of teacher beliefs for second language teacher education. In this sense, major findings that were gleaned from a variety of studies were presented to understand language teacher beliefs. These studies have demonstrated the complexity of these beliefs; however, teacher beliefs as a complex system

have rarely been studied. Nevertheless, as explained above, complexity theory can provide a holistic approach to the study of teacher beliefs. Informed by the gaps in the literature and the characteristics of complexity theory, the following chapter explains the methodology of the current dissertation.

CHAPTER III

METHODOLOGY

Research Design

Hetherington (2013, p. 72) argues that "Methodology is the link between ontology, epistemology and theory informing the research, and the practice of conducting that research." Accordingly, the methodological framework of this dissertation, in accordance with the theory informing it and its purposes, was based on qualitative research. Of designs in qualitative research, the case study approach was adopted. A profound understanding of the qualitative research methodology and the case study approach is essential to appreciate the reasons behind these choices.

Qualitative research is exploratory in that it aims at discovering new ideas or generating theories, specifically when little is known about a topic (Croker, 2009). Besides, it offers an effective way of providing a holistic description of the topic following its exploration. In qualitative studies, the researcher focuses on the meaning that people hold about a topic (Merriam, 2002; Yin, 2011). Participants' construction of meaning is affected by environmental factors; thereby, qualitative research covers naturalistic contexts in which people behave or events occur (Bogdan & Biklen, 2007; Yin, 2011). Moreover, qualitative research is descriptive in that words rather than numbers relay what has been learned about the topic under investigation (Bogdan & Biklen, 2007; Merriam, 2002). As can be gleaned from these explanations, it emphasizes the particularity of the phenomenon under investigation rather than generalizability. Lastly, qualitative research adopts an inductive style to create meaning based on the collected data. In other words, concepts or theories are constructed based on the data (Bogdan & Biklen, 2007). These characteristics of qualitative

research accommodate the purposes of this dissertation as it strives to explore the complexity, dynamism, and particularity of teachers' beliefs and practices in their real-life contexts.

Yin (2003) defines case studies as "an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident" (p. 13). That is, the focus of case studies involves a detailed examination of a phenomenon in a particular setting, mostly for the purposes of exploring and understanding. That phenomenon might be people, topics, issues, or programs (Hays, 2004), whose characteristics are studied intensively.

The case study approach is considered appropriate in belief studies within the framework of complexity theory due to numerous reasons. Firstly, Morrison (2006, p. 4) explains that "case studies catch complexity, specificity and the need to locate individual acts within multiple contexts and environments." Researchers argue that investigation of a phenomenon within its real-life context is a major feature of case studies (Cohen, Manion, & Morrison, 2007; Flyvbjerg, 2007; Stake, 1995; Yin, 2003). That case studies allow researchers to study the complexity of an issue in a context implies that this approach can be used to investigate teacher beliefs as a complex and dynamic system embedded within a sociocultural context.

Secondly, complexity theory hones in holism, and case studies can help researchers address it (Morrison, 2008). In a similar vein, Anderson, Crabtree, Steele, and McDaniel (2005, p. 681) suggest that "Choosing a case study approach moves us one step closer to being able to study a phenomenon as an integrated whole." Therefore, the case study approach is useful to gain a thorough understanding of teacher beliefs as an integrated complex system.

In addition, Hood (2009, p. 68) remarks that "qualitative case studies are preferred by researchers who believe that 'reality' is multiple, contradictory, and changing, and that the researcher inevitably becomes part of the study." Put it differently, a single and fixed construction of reality is not compatible with the essence of case studies. Likewise, complexity theory recognizes this dynamism and complexity. Opfer and Pedder (2011) argues that to be able to reflect the complexity thinking perspective and present a holistic picture, research designs should illuminate multiple causalities and multiple effects that forms the complex system. Therefore, case studies seem to be a convenient company to complexity theory in capturing contradictory reality and multiple causalities.

An in-depth study of a phenomenon through multiple sources of evidence is another strength of case studies. Dörnyei (2007, p. 155) states that "it offers rich and in-depth insights that no other method can yield, allowing researchers to examine how an intricate set of circumstances come together and interact in shaping the social world around us." Along the same line, complexity theory focuses on interactions among a wide array of system components. This necessitates a thorough study of the system that can be accomplished by adopting a case study approach.

Besides these dimensions, fundamental tenets of complexity theory such as self-organization, emergence, adaptation, nonlinearity, and unpredictability lend themselves to the practices of case studies. Overall, in company with complexity theory, the case study approach is highly convenient in studying the dynamism, comprehensiveness, complexity, and multifaceted nature of language teacher beliefs, practices, and contexts.

Of the types of case studies, 'the multiple or collective' case study is chosen in which "a number of cases are studied jointly in order to investigate a phenomenon or general condition" (Dörnyei, 2007, p. 152). Multiple cases can enable the researchers to understand and illustrate different perspectives on the issue (Creswell, 2007). In order to investigate beliefs and practices in contexts, pre-service EFL teachers are going to be investigated as one case while in-service EFL teachers as another. Yin (2003, p. 39) identifies four types of case study designs that he bases on a 2x2 matrix. These involve single-case (embedded) designs, single-case (holistic) designs, multiple-case (embedded) designs, and multiple-case (holistic) designs. As Table 1 shows, this study employed multiple-case embedded designs. It is multiple because cases of pre-service and in-service EFL teachers were investigated. It is embedded because in each case, the participants' beliefs, practices and relations among these beliefs, practices, and contexts were analyzed as subunits.

Table 1

Cases and Units of Analysis

Pre-service EFL teachers	In-service EFL teachers
Beliefs	Beliefs
Practices	Practices
Contexts	Contexts

Sampling and Participants

As qualitative research strives to gain an in-depth understanding of a phenomenon, the sample should be able to yield rich and relevant data. Therefore, purposeful sampling is the primary sampling strategy in qualitative research in general and case studies in particular. Patton (2002, p. 230) emphasizes the strength of purposeful sampling by stating:

> "The logic and power of purposeful sampling lie in selecting *information-rich cases* for study in depth. Information-rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the research, thus the term *purposeful* sampling."

This dissertation adopted the purposeful sampling technique to select information-rich cases. In accordance with the purposes of this research, the participants comprised pre-service and in-service EFL teachers whose selection relied on certain judgmental criteria., thereby following the criterion sampling strategy.

As this dissertation strived to investigate interrelations among beliefs, practices, and macro and micro contexts, pre-service EFL teachers were chosen among seniors because they practiced their teaching skills within the scope of the practicum. In total, three pre-service EFL teachers studying in the department of English Language teaching of state university took part in the study.

Table 2

Pre-service EFL Teachers

Name (pseudonym)	Practicum school type	Grades taught
Hakan	Lower secondary school	5-6
Zeynep	Upper secondary school	9-10
Melek	Upper secondary school	9-10

Pre-service EFL teachers work in coordination with their university supervisors and school mentors in their practicum. To obtain multiple perspectives about the phenomenon under research, the researcher partially recruited participants collaborating with different supervisors and mentors.

Three in-service EFL teachers participated in the research. All the teachers graduated from the same state university where pre-service EFL teachers studied. The reason behind this purposive selection was the assumption that this homogeneity would help the researcher examine the dynamic relations among beliefs, practices, and contexts by partly controlling the academic background variable. In addition, following the gap in the literature and the purposes of the study, this dissertation involved novice EFL teachers whose teaching experience ranged between 1 and 3 years.

Table 3

In-service EFL Teachers

Name (pseudonym)	School type	Grades taught	Degree	Teaching Experience
Tuğba	Private primary school	2	BA in English Language Teaching	1 year
Damla	Lower secondary school	5-6	BA in English Language Teaching MA in English Language Teaching - ongoing	2 years
Zehra	Upper secondary school	10	BA in English Language Teaching MA in English Language Teaching - ongoing	2 years

To maximize what can be learned from contextual factors, it was also important to recruit EFL teachers who worked at different schools. Hence, the participants were selected among those who taught to varying grades.

Research Setting

The purposes of the current dissertation necessitated a deeper understanding of the Turkish EFL context and second language teacher education programs. The reason is that teacher

beliefs cannot be separated from the immediate and broader contexts in which they are enacted. Furthermore, the participants of this study involved both pre-service and in-service EFL teachers who studied in a second language teacher education program at a state university in Turkey. Accordingly, understanding these programs can lead to a better understanding of teachers' belief formations.

The Turkish EFL Context

An investigation into policies of English education in Turkey reveals three major curriculum reforms that took place in 1997, 2005, and 2012 (Kırkgöz, 2007; 2017). Each reform introduced certain implementations to provide instruction of high quality to language learners so that Turkey could respond to the globalization of English around the world. Following the latest education reform, English education started from grade 2, the teaching time increased, and the course books were updated (Kırkgöz, 2017). After the 2017 reform, the English language curriculum underwent revisions considering numerous stakeholders' opinions in 2018. Currently, the 2018 English language curriculum is followed at schools.

The current English language curricula for primary and secondary school language teachers and learners follow the principles of the Common European Framework of Reference for Languages (CEFR) (MoNE, 2018a). Accordingly, the curricula emphasize the use of English in real-life situations, and English is considered a tool for communication rather than a topic of study (MoNE 2018a, 2018b). In this direction, the development of communicative competence (Canale & Swain, 1980) is addressed to present language functions and skills in an integrated way. Both primary and secondary school curricula aim to provide a motivating and enjoyable learning environment for learners. Furthermore, both curricula adopt an eclectic approach to language teaching as curriculum developers do not think a single best teaching methodology exists. Besides, this eclectic approach facilitates the integration of distinct teaching techniques and learning tasks that suit the objectives of the theme and functions of each unit in the curricula, as well as different learning styles (MoNE, 2018a, 2018b). Along with these objectives, the curricula document key competencies to be acquired, values education, testing and evaluation approach, and suggested testing techniques.

As for hours per week, secondary school students (grades 9-12) take 4 hours of English weekly, while English is taught for 2 hours in grades 2-4, 3 hours in grades 5-6, and 4 hours in grades 7-8. Based on the curricula and weekly hours, both the MoNE and private companies prepare course books. The Board of Education in Turkey is responsible for evaluating these course books to be used at schools.

SLTE Programs in Turkey

In addition to foreign language teaching policies, the Turkish education system at the higher education system level has a national deliberate teacher education policy. The Council of Higher Education (CoHE) in Turkey is responsible for the development of the curricula that are implemented in teacher education programs, while the faculties of education at universities implement the required curricula. In 2017, the CoHE introduced the updated program for teacher education. Building on its predecessor, the program consists of courses that aim to develop pre-service teachers' content knowledge, pedagogy knowledge, and pedagogical content knowledge (CoHE, 2017).

The curriculum implemented in SLTE programs are grounded on the abovementioned national policies. The courses are taught in eight semesters; however, pre-service teachers are required to take a one-year preparatory school education in English if they fail the proficiency exam when they first enroll in the university. As teaching necessitates the knowledge of both theoretical and practical knowledge, SLTE programs provide courses in both areas. In addition, in their fourth year, pre-service teachers complete their practicum at primary or secondary schools in two semesters. The practicum component allows pre-service teachers to gain first-hand experience with teaching in classrooms.

Data Collection Tools and Procedures

Semi-structured Interviews

Qualitative interviewing, one of the primary data collection instruments, enable researchers to unfold the interviewees' interpretations of their worlds, to capture the meaning of their experiences, and to understand their lived world from their perspective (Kvale, 1996). In this sense, Patton (2002, p. 341) states that "Qualitative interviewing begins with the assumption

that the perspective of others is meaningful, knowable, and able to be made explicit." These perspectives reveal what cannot be directly observed such as thoughts, beliefs, past experiences, and feelings. The meaning that interviewees bring to the phenomena under study is sought through interviews.

Qualitative interviewing was employed as one of the data collection instruments in this research to find out the participants' beliefs about language learning and teaching, the sources of these beliefs, and their understanding of the impact of macro and micro contexts on their beliefs and practices. To achieve these purposes, the semi-structured interview approach was adopted. Semi-structured interviews allow the interviewer to cover topics in mind, while also to develop the interview in unexpected but important directions (Richards, 2009). In this approach, exploration of and elaboration on emerging themes or issues are possible while there are core questions and prompts that guide interviews. Patton (2002) refers to this type of interview design as 'the interview guide' approach, which "serves as a basic checklist during the interview to make sure that all relevant topics are covered" (p. 342). To Dörnyei (2007), an interview guide assists researchers in the following areas: properly covering the domain, offering suitable question wordings, identifying probe questions, providing an opening statement, and adding some comments to keep in mind. Accordingly, in this study, two interview guides – one for pre-service teachers and the other for in-service teachers- were developed by the researcher to accomplish the abovementioned purposes. In this sense, in an effort to better understand the procedures followed before and during the interviews, these were explained under two sub-headings: preparation for interviews and interviews in situ.

Preparation for Interviews

As mentioned above, two sets of interview guides were developed for pre-service and in-service EFL teachers. The interview guides for both groups were similar in terms of the content and questions. Where differences occurred stemmed from the fact that the contexts in which pre-service and in-service EFL teachers varied. While the former taught English classes as part of their practicum requirements, the latter had their own classes at their institutions. Therefore, the questions that were related to contextual factors differed to tailor them to their local situations. The interview guides consisted of four dimensions for pre-

service EFL teachers and five dimensions for in-service EFL teachers (Appendices 1 and 2). The first dimension involved questions related to prior language learning experiences, the second dimension focused on the participants' experiences at teacher education programs, the third dimension investigated their beliefs about language learning and teaching, the fourth dimension listed questions about macro and micro contexts, and the fifth dimension for in-service EFL teachers examined teaching experiences. Rapley (2007, p. 17) expresses that "The actual content of the list of questions is *initially* generated in negotiation with the relevant academic and non-academic literature, alongside your thoughts and hunches about what areas might be important to cover in the interview." Accordingly, the relevant academic and non-academic literature, the purposes and context of the study guided development of the factors specified above and the questions under each dimension were written by considering criteria for producing effective interview questions (e.g., Patton, 2002; Richards, 2003). Briefly stated, open-ended, non-leading, singular, and unambiguous questions were constructed. Double-barreled and dichotomous questions were avoided.

Dörnyei (2007) stresses that "a good interview guide requires careful planning followed by some piloting" (p. 137). The purpose of a pilot study is "to detect any problems so that they can be remedied before the study proper is carried out" (Fraenkel & Wallen, 2009, p.627). In this study, following the careful planning stage, pilot studies were carried out to ensure the validity of interview questions. Firstly, three pre-service and three in-service EFL teachers, who were similar to the ones to be interviewed in the main study, participated in the pilot study. These pilot interviews provided data regarding the structure and clarity of questions and indicated whether rich data could be obtained through them. Besides, with respect to researchers' interviewing skills, Seidman (2006) suggests that "The pilot can alert them to elements of their own interview techniques that support the objectives of the study and to those that detract from those objectives" (p. 39). In this sense, the researcher reflected upon her interviewing style and strategies, became more aware of the type of questions that would call for detailed answers, and noticed what problems might occur during an interview. The participants' answers to questions and feedback on them were then used to reword, merge, or delete some questions, and to add new ones. To illustrate, after the participants were asked about their beliefs about certain dimensions of language learning and teaching, a further question that examined how and when these beliefs developed was addressed to them. This following question was added to the interview guide as a result of the need to

support findings obtained in the first section of the interview. Some participants commented that prompts under certain questions were redundant or similar to the core question. These prompts were either deleted or reworded as well. In addition, this piloting stage demonstrated that it would not be feasible to pose all the questions in one round. Thus, the interviews in the main study were completed in three rounds, thereby yielding in-depth data in each round without having to worry about the number of questions.

The first pilot study led to the development of the second drafts, which were then sent to three field experts, who were professors in the field of English language teaching. The professors provided feedback regarding the wording and structure of the questions. The interview guides were revised and finalized based on the feedback provided by the experts.

Interviews in Situ

As it was not possible to conduct interviews in face-to-face environments due to the COVID-19 pandemic, all the interviews took place on Zoom, one of the most widely used videoconferencing platform. The participants granted permission for audio-recording of the interviews. Therefore, the interview sessions were audio-recorded. In addition to that, the researcher took notes during the interview to underline emerging themes and probe some issues raised during the interview. As mentioned above, each participant was interviewed in three rounds, the time interval between interviews ranging from one week to a month depending on the interviewee's schedule. Lastly, to eliminate misunderstanding and invite the presenters to express their thoughts, feelings, and experiences more comfortably, the interviews were carried out in Turkish, the participants' native language.

Classroom Observations

Observation be defined as "the conscious noticing and detailed examination of participants' behavior in a naturalistic setting" (Cowie, 2009, p. 166). Through observations, researchers directly attend to the phenomenon under study in a systematic and meticulous way. The main strength of observation as a scientific inquiry lies in the fact that "it allows researchers to see directly what people do without having to rely on what they say they do" (Dörnyei, 2007, p 185). This firsthand experience of the research setting helps researchers gain

information that cannot be obtained through surveys or interviews. Other merits of observational data include capturing the complexity of the context in which participants take place (Patton, 2002), as well as providing insights into interactions among them (Mulhall, 2003); avoiding participants' data filtering or omitting (Cooper & Schindler, 2014); and gathering 'live' data as they occur naturally (Cohen et al., 2007). These major advantages that observations offer led to the adoption of this method to collect data on the participants' practices in context.

Given's (2008, p.573) statement that "Observational research assumes behavior is purposeful, reflecting deeper values and belief" is also supported in this study. In other words, teachers' behaviors and teaching practices are not random, but a consequence of purposeful decisions given and complex thinking processes. To further understand teachers' practices and whether they reflected their values and beliefs, observations were carried out with both pre-service and in-service EFL teachers. The steps that took place prior to observations and how these observations were made can be clarified in two phases: preparation for observations and observing in situ.

Preparation for Observations

Although the first step to understand and record teachers' practices require a discovery-oriented and inductive approach, a list of topics to be observed is necessary to direct observers' attention when necessary. Therefore, an observational protocol was developed to help the researcher take notes during observations (Appendix 3). The protocol was designed by taking into consideration the interview questions that assessed the participants' beliefs about teaching and learning.

As in interviews, the observation protocol was first piloted in two pre-service EFL teachers' practicum classes. The researcher took detailed notes on the protocol as they were teaching, but she could not limit herself to the issues covered there because it did not reflect all aspects of teachers' behaviors. For this reason, though the protocol served as the basic guideline during observations, the researcher built on that by taking as detailed notes as possible. In this sense, the observations were semi-structured in that there was an agenda of issues but the data to illuminate these were collected in a less predetermined manner (Cohen et al., 2007).

Preparation for observations also involve entry into the field, where researchers negotiate with gatekeepers and then step into the physical setting to collect data (Patton, 2002). Initially, ethical approval was obtained from the Ministry of National Education (MONE), which was then used to ask for permission to observe the participants' classrooms. In this case, as the schools were in the process of teaching online due to COVID-19 pandemic, permission to observe virtual classes were sought. Negotiations with gatekeepers were followed by obtaining informed consent from the study participants. After the required consent were granted, the researcher started the fieldwork process.

Observing in Situ

In this dissertation, the role of the researcher was that of the-observer-as-participant, who "takes no part in the activity but whose status as researcher is known to the participants" (Robson & McCartan, 2016). In this sense, the participants were informed that their teaching practices were to be observed in an unobtrusive way. They were also reminded that the purpose of these observations was to understand their teaching and beliefs in context, but not to evaluate these as good or bad.

To gain a comprehensive insight into their teaching practices, each participant was observed for 6-9 class hours. For in-service teachers, the same class that they taught for a unit was observed in order that a thorough view of teaching language skills and language components could be obtained. On the other hand, because the pre-service teachers lacked this continuity, observations with them were carried out whenever they taught at their practicum schools.

Throughout the observations, the researcher took detailed field notes, which "contain the description of what has been observed" (Patton, 2002, p. 302). The observation protocol was used as a guide to write field notes. The teachers' interaction with students, their behaviors, techniques and activities employed, and the structure of the classes were recorded in detail. Dates and time for each observation were written and the data were stored both electronically and in paper.

Along with the field notes, a copy of materials used in classes and, if available, lesson plans were collected from the participants. Besides, the observed classes were audio-recorded so that 'the partialness of the observer's view of a single event' and 'the tendency towards recording only the frequently occurring events' could be avoided (Cohen et al., 2007, p.

407). Another benefit of audio-recordings is that they can be played multiple times, thereby allowing the researcher to analyze the data in a more comprehensive way.

One of the concerns raised in observations is reactivity, "a phenomenon in which participants alter their behavior in response to the researcher" (Cooper & Schindler, 2013, p. 184). To Robson and McCartan (2016), this observer effect can be reduced through "*minimal interaction* with the group and *habituation* of the group to the observer's presence" (p. 334). Since online platforms were being used in English teaching at the time of data collection, minimal interaction with the classes could be achieved. The observer attended the classes with microphone and camera turned off. In addition, multiple observations might have led to habituation to the researcher's attendance.

Post-observation Interviews

What people do can be recorded directly through classroom observations, however, these observations do not provide data regarding the teachers' rationales behind certain teaching practices and thought processes. To Cooper and Schindler (2013, p. 187), "[t]he reliability of inferences from surface indicators" and "[t]he limitation on presenting activities and inferences about cognitive processes" restrict inferences based on observations. Likewise, Cohen et al. (2007, p. 411) state that "observations can record only what happens, and it may be dangerous, without any other evidence, e.g. triangulation to infer the reasons, intentions and causes and purposes that lie behind actors' behaviours." However, greater understanding of the complex and dynamic relations among beliefs, practices, and contexts requires inferences from observable behavior because teachers' beliefs and behaviors are intertwined with contexts in which they work, and their interpretation of events can provide significant information about this issue. Therefore, to explore and understand the participants' interpretation of events, their reasons for choosing certain pedagogical strategies over others, and the rationale behind their teaching behaviors, post-observation interviews were carried out with pre-service and in-service EFL teachers.

Post-observation interviews are both introspective and retrospective in that the interviews yielded data on the teachers' thoughts and feelings about their teaching, after they completed it. Nunan (1992) clarifies introspection as "the process of observing and reflecting on one's thoughts, feelings, motives, reasoning processes, and mental states with a view to

determining the ways in which these processes and states determine our behavior" (p. 115). Put it simply, introspection refers to one's observation of their own mental and emotional states. Besides, they are retrospective because these interviews took place after the participants were observed teaching a class. The processes that were followed for post-observations can be elucidated in two sub-headings as well: preparation for post-observation interviews and post-observation interviews in situ.

Preparation for Post-observation Interviews

In this type of introspective method, some degree of support could be provided to the interviewees to help them recall events and enhance memory structures (Gass & Mackey, 2017). Therefore, a list of post-observation questions was developed to be posed during the interviews. The interview questions aimed at understanding the objectives of the observed class, if these objectives could be achieved, if the class went as planned, if diversions from the plan occurred, and the reasons, if any, behind these diversions (Appendix 4). In addition to these questions, prior to each post-observation interview sessions, the researcher formed questions relying on the field notes taken during the observations. These questions included, but not limited to, the participant's preferences for the materials and digital tools used, justification for employing certain instructional strategies such as error correction, instructions giving, use of the native language, and pair or group work strategies.

To be able to evaluate the feasibility of the questions, a pilot study was carried out with one pre-service EFL teacher after her class was observed upon her permission. This trial session demonstrated that a combination of overall evaluative questions and specific questions based on field notes provided substantial amount of data in regard to the participants' mental processes, motives, and emotions. In this sense, it can be stated that post-observation questions would elicit the participants' rationales behind certain behaviors.

Post-observation Interviews in Situ

One of the principles for introspective studies is to keep the interval between the mental operation and its report as short as possible (Brown & Rodgers, 2002). Therefore, post-observation interviews were usually carried out with the participants within 24 hours after

the observation. As explained above, post-observation interview questions and field notes were used as stimuli during these interviews. Besides, all these interviews were carried out in the participants' native language. All post-observation interview sessions were conducted online and audio-recorded with the permission of the participants. In total, 20 sessions were held, and 7 hours of interview data was gathered.

Data Analysis

Yin (2003) discusses that having a general analytic strategy is crucial, and one of the most preferred strategies is to rely on theoretical propositions that trigger the construction of case studies. Accordingly, the theoretical framework of this dissertation hinged upon teacher beliefs literature and complexity theory, which, in turn, guided how the data would be analyzed. In this sense, the characteristics of complexity theory provided the general analytical framework to investigate teacher beliefs, practices, and contexts. Patton (2001, p. 449) argues, "the analyst's first and foremost responsibility consists of doing justice to each individual case." Further, he claims that "well-constructed case studies are holistic and context-sensitive" (p. 447). In this direction, the data analysis started with an in-depth study of individual cases, acknowledging their holistic and context-sensitive nature. Besides, following a general strategy, Yin (2003) suggests the use of specific analytic techniques while analyzing case study data. Of the techniques, this research adopted the 'explanation building' technique to build an explanation about the case. Yin (2003, p. 123) remarks, "In a multiple-case study, one goal is to build a general explanation that fits each of the individual cases, even though the cases will vary in their details." As presented in the next chapter, general explanations that fit each of the individual cases were built while also clarifying variations among cases. Moreover, to facilitate the data analysis process, the researcher used MAXQDA, a software for qualitative data analysis data allows researchers to code a substantial number of data collected in different types and formats (Kuckartz & Rädiker, 2019). Following these guidelines, the researcher analyzed the data through content analysis.

Content analysis refers to "any qualitative data reduction and sense-making effort that takes a volume of qualitative material and attempts to identify core consistencies and meaning" (Patton, 2001, p. 453). Dörnyei (2007) presents four phases for this process: "(a) transcribing

the data, (b) pre-coding and coding, (c) growing ideas- memos, vignettes, profiles, and other forms of data display, and (d) interpreting the data and drawing conclusions" (p. 246). Initially, all the interview data were transcribed verbatim. The transcription period further allowed the researcher to have a general sense of the data. On the other hand, observation forms, field notes, and audio recordings were used while collecting the observation data. Since the first two methods provided sufficient textual data, audio recordings were not transcribed. Yet the researcher used them to analyze the data more effectively.

The second step involved pre-coding and coding. Gibbs (2008, p. 38) defines coding as "a way of indexing or categorizing the text in order to establish a framework of thematic ideas about it." Furthermore, Creswell (2014) explains that the object of the coding process is "to make sense out of the data, divide it into text or image segments, label the segments with codes, examine codes for overlap and redundancy, and collapse these codes into broad themes" (p. 267). Accordingly, it is an inductive process since codes and themes emerge from the data. In this direction, firstly, the researcher read through all the textual data and labelled the segments with codes. As she coded the data, based on the interview questions and the flow of the interviews, certain themes started to emerge. To illustrate, the following figure demonstrates codes and memos attached to a paragraph of the interview data. In the paragraph, the participant was discussing the impact of his previous schooling experiences on his current beliefs about language teaching. All the data were coded in a similar way and several memos were written along the process.

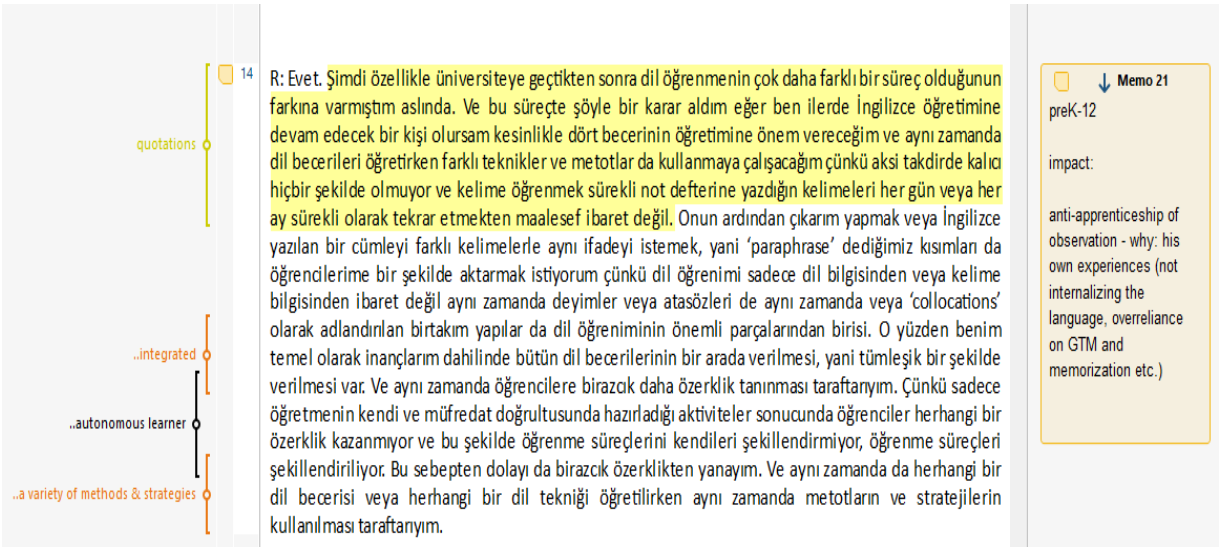


Figure 2. A sample coded segment

As the coded segments accumulated, several overlaps occurred, leading to the construction of broader themes. To illustrate, the figure above demonstrates the participant's beliefs about teaching English. Therefore, the coded segments were accumulated under the category of 'teaching methodology,' which was further explained as a component of beliefs about language teaching. The following figure is an example of how certain codes are accumulated under different categories.

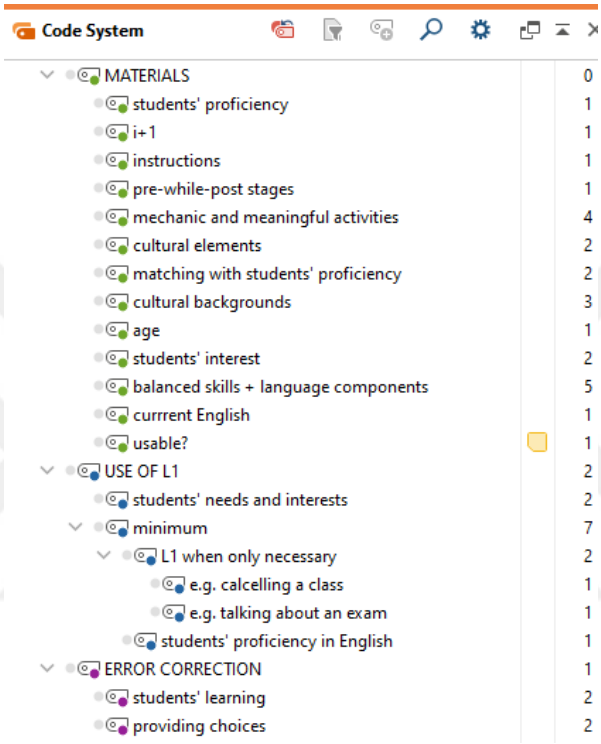


Figure 3. A sample code system

The third step in Dörnyei's (2007) four phases of qualitative content analysis was to grow ideas, vignettes, and other forms of data display. Throughout the analyses, the researcher kept writing memos to understand the complex and dynamic interplay among components of belief systems, the triggers of teacher beliefs, and interrelations among beliefs, practices, and macro and micro contextual variables. Therefore, this phase enabled the researcher to see interconnections among a huge number of concepts, relate these concepts to the broader theoretical framework of the dissertation, and prepare vignettes.

Lastly, the data were interpreted, and conclusions were drawn. In line with the purposes of the research and the themes that emerged from the data, the researcher built general explanations for each case. After that, cross-case analyses of the individual cases further allowed the researcher to make sense of the overall data and present findings.

Judging the Quality of the Research

Validity and reliability are two constructs approached differently in quantitative and qualitative studies. An abundance of concepts and distinct typologies exist to define and describe them. On the other hand, validity and reliability demonstrate the quality of research; therefore, they should be ensured in any studies, regardless of their design. For this reason, researchers have identified several strategies to establish the quality and credibility of studies (Cohen et al., 2007; Creswell & Miller, 2000; Yin, 2003). Specifically, Yin (2003) has described tactics to be used in case studies. A few of these strategies and tactics were pursued in the current research to maximize it quality.

Validity in qualitative research means "the appropriateness, meaningfulness, and usefulness of the inferences researchers make based specifically on the data they collect" (Fraenkel & Wallen, 2009, p. 453). The following steps were followed to ensure validity in this dissertation:

a. Triangulation
b. Member checking
c. External audits
d. Prolonged engagement in the field
e. Thick, rich descriptions

Creswell and Miller (2000, p. 126) define triangulation as "a validity procedure where researchers search for convergence among multiple and different sources of information to form themes or categories in a study." Moreover, Flick (2008) claims that triangulation provides researchers with different perspectives on the phenomenon under study. He states that triangulation should "go beyond the knowledge made possible by one approach and thus contribute to promoting quality in research" (p. 41). This dissertation relied on interviews, observations, post-observation interviews, and documents as data collection tools. Each of these tools contributed to a greater understanding of the participants' beliefs and practices in context, and this multiplicity of sources of information led to corroboration of the findings.

Member checking "consists of taking data and interpretations back to the participants in the study so that they can confirm the credibility of the information and narrative account" (Creswell & Miller, 2000, p. 127). This is also called "respondent validation" because "you solicit feedback on your emerging findings from some of the people that you interviewed"

(Merriam, 2009, p. 217). Following the analysis and interpretation of the data, the findings were shared with the participants to obtain their critical comments and overall evaluations. In this study, all the participants verified the correctness of the interpretations.

External audits "allow an external consultant, the auditor, to examine both the process and the product of the account, addressing their accuracy" (Creswell, 2007, p. 209). As suggested in case studies, the researcher kept account of all the steps taken in the research process, leaving an audit trail. The dissertation committee investigated both processes and products of the study to assess the credibility of the overall research.

Prolonged engagement in the field and persistent observations enable the researcher to build trust and establish rapport with participants (Creswell & Miller, 2007). As clarified in data collection procedures, each participant was observed multiple times to gain a holistic perspective on beliefs and practices.

A thick description requires that "the setting, participants, and the themes of a qualitative study" be depicted in rich detail so that the audience can experience the events being illustrated (Creswell & Miller, 2000, p. 128). As Denzin (1989) reports, thick description "presents detail, context, emotion, and the webs of social relationships that join persons to one another" (p. 83). In this dissertation, the context, the characteristics of pre-service and in-service EFL teachers, data analysis, and data interpretation were described in as much detail as possible. Hence, the goal was to transport the reader into the setting of this study (Creswell & Miller, 2000).

Along with the abovementioned strategies, Yin (2003) suggests the adoption of the replication logic in multiple-case studies to ensure external validity. External validity is concerned with the generalizability of findings beyond the case. Yin's (2003) argument is that analytical generalization applies to case studies rather than statistical generalizations. It means that the researcher aims to generalize findings from the case study to a broader theory. To achieve this, a multiple-case study design was adopted in which both units of analysis involved multiple participants, thereby using the logic of replication.

CHAPTER IV

FINDINGS

This chapter presents findings obtained from multiple data collection tools. Initially, it introduces individual cases of pre-service EFL teachers, followed by a cross-case analysis that demonstrates the common grounds they shared and the differences that existed among them. After that, the individual cases of in-service EFL teachers are presented, followed by their cross-case analysis. In accordance with the research questions, each case and the cross-case analysis starts with the beliefs that the participants hold about teaching English. Then, the triggers of these beliefs and belief formation processes are explained in detail. In the last part, the relations between beliefs, practices, and contextual factors are documented by connecting interview, observation, and post-observation data. This section further provides information concerning commonalities and differences between pre-service and in-service EFL teachers. Moreover, based on these findings, the models related to the components of a belief system, the triggers of teachers' beliefs, and interrelations among beliefs, practices, and contexts are introduced.

The Case of Hakan

Vignette: Hakan

At the time of data collection, Hakan was taking the last semester courses in his teacher education program. He completed his practicum at a lower-secondary state school, teaching 6th and 7th graders. Semi-structured interviews with Hakan demonstrated that he held explicit beliefs about language teaching, mostly shaped through his engagement in various components of the teacher education program. Hakan, along with his peers at the practicum,

took several crucial steps to put his beliefs into practice. In this process, a few tensions occurred between his beliefs and practices in relation to micro-contextual factors yet, for the most part, he could implement what he believed.

Complex, Heterogeneous, and Interconnected: Hakan's Beliefs about EFL Teaching

Curricular Objectives

For Hakan, the main objective of teaching English was to help students use it to express themselves and meet their needs in their daily lives. His comments indicated a communicative purpose behind language learning and teaching. As can be understood, language production was vital according to his beliefs.

> "My primary purpose in teaching the language indeed is [for students] to improve four skills together, to express themselves as they do in their native language and to meet their basic needs as well as daily needs. Because the best proof of whether you have learned the language or not is to produce something in that language. Yes, you can get input, you might have necessary knowledge, but you need to show performance. If you can demonstrate what you have learned and produce something new by blending what you have learned, that can be one of the main purposes of teaching."

Teaching Methodology

In line with this main objective, Hakan adopted an integrated approach to language teaching, suggesting that language skills and components should be taught without segregating them. An integrated approach required an order that followed receptive and productive skills, with language components embedded inside them. Besides, that order necessitated smooth transitions to help students understand the rationale behind activities undertaken during the class.

> "Four language skills should be taught together, and three language components should be taught by integrating them inside receptive skills, and after each receptive skill, through a productive skill, we can test how well students have learned and can express themselves."

His beliefs about the teaching of language skills and components supported this overall integrated approach. To start with vocabulary, he believed that a reading or listening text should involve the target vocabulary in bold or highlighted. Different vocabulary teaching

techniques, such as visuals, guessing from the context, and antonyms/synonyms could be used to present them to students. In this process, eliciting the meaning of the target vocabulary was more crucial than directly providing the meaning.

> "These words should not be taught like this, let me give an example, 'exposure-maruz kalmak, take your notes and we should move on', I do not think such an approach is correct. It can be a visual about it, we can ask them to guess from the context. Actually, vocabulary teaching is to guide a student to elicit the meaning, to get an idea about the topic and share their opinions rather than saying a word and explaining its meaning. There are different vocabulary techniques, they can be used"

Grammar teaching bears resemblance to vocabulary teaching in terms of its presentation through a text, be that a reading or listening text. Form, meaning, and function questions and elicitation techniques should be employed to teach a grammatical function.

As for pronunciation, he believed it was a language component that should be given via listening tracks. Intonations, minimal pairs, and sound discrimination were some techniques that could be used while teaching pronunciation.

> "We can say that listening is an umbrella term that involves pronunciation in it. Pronunciation is one of its sub-branches. Therefore, it matches with listening directly."

Hakan specified two types of reading, which were reading for the main idea and reading for details. To him, any reading practice should involve both successively. Besides, making inferences based on what had been read was another important skill to be improved in teaching reading.

> "When a text is presented, we can do two types of reading as skimming and scanning. Firstly, a couple of questions, in fact, a maximum one or two, can be asked to deduce the main idea. In the second reading, some questions can be prepared by reading in detail. Yet, I am a bit against the case that these questions stand in the text directly because I think students should be able to make deductions."

A similar pattern, according to Hakan, should be followed in teaching another receptive skill, listening. After a purpose was given to students for listening, he believed first listening and its task should help learners understand the main idea. The second listening with its task should help them understand the details of what they had listened to.

According to Hakan, these receptive skills should precede productive skills because these receptive skills provided the linguistic input for language production. In accordance with his

beliefs about integrated language teaching, interconnections among beliefs about the teaching of language skills and components supported his overall communicative approach to language teaching. Accordingly, as a productive skill, writing required a real purpose for writing practice to be meaningful. Besides, he believed that a sample should be provided to students to facilitate their language production.

> "The purpose given to students should be real-like. I mean, students should be able to integrate it in real life so that this writing gains meaning. And I support that a sample should be given to students in writing. If we ask students to write about their daily routines, I can write my daily routines. In the light of that, the student can make her own sentences."

Lastly, he believed that teaching speaking should be facilitated by useful language. The useful language involved phrases that could be used during a speaking activity, and he believed that this was helpful for students. Besides, mutual communication should be a part of speaking in class.

In addition to his beliefs about language teaching, a further question was posed to investigate Hakan's methodological approach to language teaching. His beliefs revealed an eclectic approach because, to him, each language teaching method had certain advantages and disadvantages.

> "I am always in favor of eclectic approach. Because, for example, I like the use of body language in silent way. In desuggestopedia, students' autonomy, music, students' feeling comfortable all the time are important for me as well. Or, in CLT, the teacher supports the student to be autonomous and at the same time, monitors students' errors. All these are great features and instead of teaching separately, you can develop an eclectic approach by bringing together something from each. But, of course, GTM would not be in this eclectic approach."

As can be seen, although he favors an eclectic approach, the grammar-translation method (GTM) does not occupy a place in that approach. The main reason for the ignorance of GTM is Hakan's own ineffective language learning journey through GTM.

Feedback Cycle

Hakan's beliefs about the feedback cycle centered around indirect and implicit correction techniques, guiding students to help them find their own errors, and peer correction.

> "Basically, I believe that error correction should be done by guiding students and through peers… I am a bit against direct error correction because there a

> possibility of demotivating the student by interrupting them. That's why, guidance and peer-correction seem most logical to me."

Hakan did not believe in the usefulness of direct correction without an explanation. He thought that students should be able to understand the reasons behind the answers once they were corrected. This process, though, should take place through guidance rather than explicit corrections.

Translanguaging

Interviews with Hakan revealed his strongly held beliefs about translanguaging inside the classroom. Accordingly, L1 use should be kept to minimum to increase students' exposure to the target language. This exposure improved students' language skills. Therefore, language content should be provided in English. However, the use of L1 might be necessary under certain conditions such as canceling a class or giving information about an exam. Besides, students' proficiency level might be influential in using L1, as Hakan clarified below

> "Actually, whether I use Turkish or not partially depends on the students' level. Because, let me give an example, if I teach A1 level students, yes, I can speak in English but to check their understanding, I can sometimes speak in Turkish. Indeed, my use of Turkish a bit depends on students' facial expressions."

This belief, indeed, coexisted with a contradictory one that involves, "I believe that Turkish should not be used in covering a subject." His practices gave more information concerning his adoption of the use of L1.

Instructional Materials

Materials constitute an indispensable part of teaching practices. Hakan's beliefs about materials suggested that materials should match students' age and levels. In addition, students' cultural backgrounds and their interest in the material played an important role in the effective use of materials. As quoted below, a balanced distribution of language skills and components was considered vital.

> "Materials should be presented as equally distributed across the seven basic language skills we mentioned above. Because, for example, I material that lacks listening completely might cause some problems in students' language learning

processes because, yes you can speak, write, read perfectly, but how are you going to respond unless you understand the person across you."

Complexity, Heterogeneity, and Interrelations Among Hakan's Beliefs

As discussed above, Hakan had absolute beliefs about language teaching. His beliefs about different aspects of language teaching indicated the heterogeneity of his belief system. In other words, semi-structured interview questions and in-depth conversations revealed that Hakan's beliefs about teaching involved beliefs about curricular objectives, teaching methodology, feedback cycle, translanguaging, and language teaching materials.

His beliefs about teaching were also interrelated in that one aspect of his beliefs were in congruent with another aspect. To illustrate, the main objective behind language teaching, for Hakan, was to help students use English in their daily lives. His adoption of an integrated language teaching approach and focus on language production as well as exposure to the target language was in line with this purpose.

When it came to how English should be taught, his opinions about instructional materials directly related to his beliefs in that the materials needed to have a balanced distribution of language skills and components. Moreover, although it had not been investigated within the scope of this dissertation, Hakan's beliefs about teaching were related to his beliefs about language learning. For example, he considered linguistic input a vital component of language learning, which supported his beliefs about receptive language skills in language teaching, as well as his strong adherence to the use of the target language in his classes. Moreover, Hakan remarked that his adoption of an eclectic approach specifically related to beliefs about error correction: *"[Error correction] is one of the reasons why I go for the eclectic approach. To illustrate, I am against direct correction of students' errors as in the Audio-Lingual Method."* Lastly, his belief about materials strongly supported his integrated approach to language teaching. Since Hakan believed that all language skills and language components should be taught in a balanced and integrated way, he thought the materials should involve an equal distribution of these skills and components.

Dynamism, Emergence, Self-organization, and Non-linearity: The Triggers of Hakan's Beliefs

The first interview with Hakan delved into the details of his language learning processes as a learner and the impact of these experiences on the formation of his current thinking about English language teaching. Additionally, while Hakan was explaining his beliefs about language teaching during the second interview, the sources of these beliefs were sought. These retrospective accounts illuminated the triggers that contributed to Hakan's belief formations.

His educational background revealed a traditional schooling process in which he learned English through the memorization of vocabulary items and grammatical structures. The grammar-translation method was adopted by his teachers of English. When referring to these techniques, Hakan consistently mentioned that this way of learning did not help him internalize the knowledge and provide permanent learning. In terms of language skills, 'reading' and reading comprehension were heavily emphasized, which led to the ignorance of other skills. Specifically, at secondary school, exam-oriented teaching and learning shaped his experiences. Although his language learning journey starts in the 4th grade, Hakan referred to the beginning of his university life as the starting point of learning English,

> "After I got into university, I was going to take the preparation school's exam that valued four skills. For the first time, I had to carry out listening and writing activities to prepare for the exam. In the meantime, I got some help from the internet because I did not have knowledgeable teachers about these either at school or language course because the system ignored writing and listening a bit. We did not have speaking at all. Therefore, I can say that the learning process of these four skills, my primary language learning process started when I got into the university."

As can be seen, the integration of all skills into the learning process started at university for Hakan due to skill integration in the preparation school exam. This novelty prompted him to adopt a different approach to teaching than his previous teachers did. Hakan discussed,

> "Especially at university, I realized that learning a language is a strikingly different process. And I took such a decision: If I continue teaching English in the future, I will value teaching of four skills and, at the same time, I will try to use different methods and strategies because, otherwise, it [learning] is not permanent at all, and learning vocabulary does not mean weekly or monthly repetition of the words you write in your notebook."

Hakan's language learning journey seemed to be divided into two, consisting of 'before university' and 'after university'. Before the university, overreliance on GTM, and memorization of vocabulary items and grammatical structures shaped his language learning. The exam-oriented system compelled him to study for the exams, at the expense of ignoring other language skills than reading. Therefore, it can be discussed that the period called 'before university' was the period that helped Hakan what not to do as an English teacher. His further comments on the sources of his beliefs strongly supported this situation.

While discussing his beliefs about language teaching, Hakan made specific references to the courses he took and the professors he met collectively. His interaction with these two seemed to have shaped his beliefs as well as the feedback that he received and his own reflections on his ELT program and his learning. Firstly, the majority of the courses he took influenced his beliefs in many ways. To exemplify, Hakan explained,

> "The course 'approaches to language teaching' was one of the courses that developed my viewpoint on English because direct method or audiolingual method were appealing to us since we always learned English through GTM… That English teaching can extend to multiple branches and these techniques were not developed recently, that, indeed, they have a history of at least 50-60 years and that it continues to improve were the things that we learned in this class. Therefore, one of the greatest influences on my teaching philosophy was the approaches course… Ali teacher introduced us what a teaching philosophy is, and, in the approaches course, we learned how to integrate this philosophy into teaching."

In addition to the course, this excerpt indicated that his teaching philosophy was affected by another course's professor. This situation indicated that a belief was the result of usually more than one factor, thereby demonstrating the complexity of belief formation.

While explaining the impact of his courses and professors, Hakan referred to his teaching philosophy and his remarks indicated that the professors who stood as role models significantly exerted influence on his teaching philosophy.

> "Overall, the things I have learned affected my teaching philosophy to a great extent, and six or seven professors are specifically the ones that I would like to take as models. By adopting certain characteristics of each and, at the same time, by stringing together my own characteristics, I want to construct my own teaching philosophy."

His further comments on his teaching philosophy were important on several grounds. Firstly, as discussed, the courses exerted a significant influence on his teaching philosophy. Secondly, it was some of his professors that helped him shape this philosophy. Thirdly, his

characteristics as a pre-service teacher were influential on his beliefs. Last but not least, his construction of the last sentence implied that this would be an ongoing process for Hakan. To clarify, although he had some beliefs that formed his teaching philosophy, his utterance that *"I want to construct my own teaching philosophy"* implied that the formation of this philosophy was likely to develop over time. This provided evidence that belief would over time through the interaction of multiple factors in one's lifetime. The quotation below also showed the complexity of the belief formation process.

> "One of the courses that deeply affected me was 'teaching of Integrated skills' course. Yes, we learned how to teach grammar and vocabulary with Prof. Ali, and how to teach the four skills in the 'teaching language skills' course. Indeed, it is not too difficult to bring together these components but what matters is smooth transitions. Smooth transitions required some experience and as pre-service teachers, we were having some troubles. But all the techniques that Prof. Ali showed and guided us in the grammar and vocabulary teaching course. Besides, we took the Integrated Skills course from Prof. Kenan from whom we obtained various feedback. Besides, one of my favorite parts was that whoever made a presentation during a week, the rest of the class wrote feedback on that presentation. I do not know about my friends, but I was extremely curious about their thoughts on my presentation. I read all twenty-four people's feedback and I realized that among them were differences and different viewpoints. If I had had another chance to deliver a presentation, I would have blended them with my own knowledge and opinions and made a different presentation."

This lengthy quotation provided evidence that Hakan's emergent beliefs were the result of his interaction with multiple courses, the course content, numerous professors, and various techniques including feedback. The resulting, self-organizing beliefs were more complex than the beliefs he had held before starting the teacher education program. It could be seen that the structure of Hakan's beliefs changed over time and increased in complexity.

What is striking about Hakan's journey from being a student to a pre-service teacher is that the training he had received at the teacher education program caused him to reconsider his education as a student. Multiple interviews with Hakan clearly demonstrated that the teacher education program was quite different than his language learning experiences. He realized that his teacher education program provided a better and more permanent learning for him. As these techniques worked on him, he believed that they would work on his students too. By comparing his past experiences with what he learned at the program, and by reflecting on these Hakan could shape his beliefs, in favor of the education he received at the university.

Dynamism, Interconnections, and Adaptations: Hakan's beliefs and practices in context

The First Observation

The first observation into Hakan's class demonstrated how he practiced listening and writing skills with his peers and classmates. The topic of the lesson was 'talking about holidays.' Accordingly, his lesson started with a listening track in which a girl talked about his holiday.

In accordance with his beliefs about teaching listening, he presented two activities based on the listening track. The first one required the students to listen to the track and tick the activities the girl did on her holiday. The second one was a true/false activity that Hakan prepared. He explained, "*In listening, I got them do to two activities. The first one was in terms of the general idea. The second was more related to details and there were a couple of questions on which I wanted the students to make comments."* Although this second activity did not exist in the course book, he prepared it to ask questions that necessitated listening for details. Hakan uttered the following sentences to explain the rationale behind designing the second listening activity:

> "The first task, the one I chose from the book was not challenging. They were just going to tick the activities the speaker did. So, the students did not have to write anything or think in detail. It was more like a general idea. But the answers were not given directly in any of the questions I posed. When there was a false answer, the students provided justifications as well. The second activity was important both to understand the details and to see how students analyzed the language."

As can be understood, in line with his beliefs about listening for the main idea and a second listening for understanding the details, Hakan designed a second listening task that did not exist in the course book. That this second task required students to understand the track to be able to answer the questions aligned with his beliefs as well.

Following this listening activity was a writing practice that invited students to write a letter about their holidays. In congruence with his beliefs about modeling writing, Hakan showed a sample letter he wrote. Hakan's original plan for the activity was to write the letter as a whole class; however, time limitations compelled him to assign it as homework.

> "That was a letter I wrote because in the book, there was an empty box, there are not any examples. But I do not think students have written any letters or sent e-mails. Hence, there is not such a holiday plan, indeed, but I made it up at that moment."

While a student was reading the letter, she mispronounced the words ‘tourist’ and ‘scary’ and Hakan corrected her pronunciation as she continued reading. When asked about the rationale behind his error correction, he remarked,

> “Yes, I am against direct error correction, but it is too difficult to explain it for pronunciation… I prefer direct error correction when it comes to pronunciation because yes, the reason can be explained but I do not know how explanatory that would be.”

In addition to his beliefs about correcting pronunciation mistakes directly, the post-observation interview revealed his decision regarding immediate error correction.

> “Last week we had a problem. There was a reading text again and a student mispronounced a word. My partner could not catch it at that moment and the next student reading the word pronounced the word the same as the previous student did. That was a sequence of errors. So, for such critical words, we try to correct them. But when we miss them or do not correct them, the other students accept them like that.”

His overall beliefs about the feedback cycle and classroom practices signaled, indeed, his priority of one belief over another and a shift in his thinking. Firstly, he preferred immediate correction, which he did not support. This decision was informed by the fact that he wanted to prevent learning incorrectly, therefore, maybe, fossilization of pronunciation errors. This practice might suggest that his core belief was the correct mastery of the pronunciation of English words. Providing delayed correction seemed to be a secondary belief in this situation. Secondly, his beliefs about direct error correction seemed to differ depending on the language skill or component being taught, indicating the complexity of his beliefs.

The first observation in Hakan’s lesson demonstrated that he could put his beliefs into practice. The way he asked students to practice listening and writing activities was in alignment with his beliefs. Furthermore, his error correction concerning pronunciation revealed his complex beliefs about language teaching in that learning correctly stood as the core belief while delayed correction was the secondary one.

The Second Observation

In the second class that Hakan was observed, he carried out grammatical activities to revise and practice regular and irregular verbs. To practice these, he made use of a Web 2.0 tool called ‘Wordwall’ and another web page. Technology integration into teaching to enrich

learning was among his professed beliefs. Hence, his approach to such tools reflected these beliefs. In addition, these activities were more game-like, one of the reasons behind his technology integration.

Grammar activities involved a matching activity to match verbs with their past participle forms, a second matching activity to find present participles of verbs in past participles, and a third activity to choose the correct verb according to the pictures given. Hakan's beliefs about teaching, as previously discussed, supported the use of form, meaning, and functions through authentic and mechanical activities. In practice, he used only restricted mechanical activities. The researcher asked about the decision-making processes behind these activities and his peers' follow-up activities, he responded,

> "Based on the same topic, transition to negative forms were made. Actually, last week's grammar activities were not totally mechanical. The reason for the activities I conducted to be mechanical is that I both went through their writing [assignments] and I had three games at hand. And meaningful or authentic activities take more time than restricted ones. Although we completed three restricted activities, I exceeded the time limit. If one of these activities were meaningful or authentic, a real-life like activity, I would have taken the whole class time. That is, indeed, a problem."

This quotation implied the struggle he had between doing more practice with grammar and allocating more time to real-life activities. Although he did not report any tensions in terms of his beliefs and practices, time limitations seemed to have restricted his choice of activity types.

The Third Observation

In the third class that Hakan was observed, the focus was on a reading text about making predictions. The text was taken from one of the extra coursebooks they used. Hakan could complete three activities in total. They were all based on the reading text the students had read in class. The first one was a matching activity in which students matched some sentences with the people who told them. The second one was a true/false activity, and the last one required the students to match some pictures with paragraphs. In explaining the objectives of the class, Hakan said,

> "Basically, what we tried to teach, my partners and I, was to make predictions about the future and express the things that we dream of in the future. We tried to teach a structure that we use to make sentences about our dreams. My partner

> started with covering the subject and my other partner introduced the grammar. After, my activities were more based on paraphrasing and reading for comprehension. Students just matched with pictures in the other activities. But my activities prompted them to read and understand, and find the same expressions expressed by different words. Therefore, it was reading-focused. Indeed, I had another listening activity, but my time was up. Additionally, we did not have time to wrap-up the topic."

Hakan believes he could achieve the objectives of the class, at least for his part, because he could do the reading activities. In addition, his comments about the language structure being taught, which is 'making predictions about the future', were in alignment with his opinions about teaching functions of the language. Hakan's comments about the structure of the questions or the sentences in the tasks also supported his beliefs about making inferences or understanding paraphrases in the text. Similar to the second observation, this class was restricted by time limitations.

Hakan predominantly used English during his classes, in congruent with his beliefs. His beliefs about the use of L2 in classes were repeatedly brought into view and his close adherence to using English was evident. However, in the third post-observation interview, tensions emerged regarding instruction-giving in English.

> "Lately, I have been thinking of whether I should give just some parts of instructions in English. Because we [he and his partners] agree on the fact that some of the students understand but some of them can understand after we answer the second or third question, which is a problem for us because we have difficulty in engaging the students in the class. So, yes, we give instructions in English. The majority of the students understand them, but we hesitate about giving Turkish instructions for those who do not understand. That's where we contradict."

Despite his overall beliefs about the use of L2 in the class, his classroom practices compelled him to rethink his approach to using English, specifically for giving instructions. A tension appeared at this point due to a lack of understanding of the tasks on the part of some students. Although he continued using English predominantly in the following classes, these tensions might cause him to adapt his practices and, as a result, his beliefs.

As mentioned, the reading text and its activities were taken from a course book they used as a supplementary book to the one the MoNE provided. The interviewer asked Hakan how they give decisions regarding these materials, and he expressed,

> "Our mentor teacher tells us where she has left off and we choose the activities in the following pages by ourselves… We decide according to the students'

> level. For example, an activity on page 71 involved relative clauses. But I do not think students can answer a question about relative clauses while they are dealing with 'will & won't'… Besides, let me give an example, the first and the third activity totally matches and there are no differences between them. We choose either the first or the third one. Instead of the similar activity, we add another activity. Yet, we try to present a game or more examples that the students can see in real life."

Hakan believed that a variety of activities should be provided to students. His selection and adaptation of activities supported this belief. As they decided to use a supplementary course book, this decision was also informed by his beliefs about the integration of instructional materials in his classes.

The Fourth Observation

His part in the fourth class observed was to revise prepositions of place. To that end, Hakan integrated a web-based game where students read some prompting sentences and placed objects in the picture accordingly (e.g., Put the ball in front of the tree on the left). As discussed earlier, his beliefs about technology integration into teaching clearly demonstrated themselves in his classes. While explaining the rationale behind this activity, Hakan discussed,

> "It [the purpose] was to describe the places of objects. My main purpose was to use different examples and context to consolidate words via pictures. In the example I chose were different places like the office, the kitchen, and the house. Students learned what objects could appear in these places and how they could express their locations."

While talking about Hakan's beliefs about teaching, he stood as a proponent of using different techniques in teaching vocabulary, including visuals. The excerpt above supported this point, in addition to his desire to use games and extra materials.

The post-observation interview further revealed Hakan's and his partners' struggle with the heterogeneity of the students in terms of their language proficiency. He explained that in order to be able to involve all the students in the class, they adapted the difficulty level of the tasks.

> "There are some students, three or four, whose proficiency is better than the others. They do not need any time limitations… Yet some students need a minimum of one or two minutes to think about the topic or the task. Students' proficiency levels are not homogenous. To provide equality, we try to choose

> some simple tasks because when they are challenging, it will be difficult for those with lower proficiency level. So, we start with simple tasks and more to more challenging ones each week."

The Fifth Observation

In the last class where Hakan was observed, he used a reading text about saving the planet to improve reading skills and to teach topic-related vocabulary. As the course material, he used a PowerPoint presentation to demonstrate the course content. Initially, he showed some photos related to environmental pollution and made students watch a video about it to attract their attention to the topic. After that, he used a text that consisted of a dialogue among a kid, his mother, and his father. A comprehension question about the text was posed to the students. Then, Hakan used the following vocabulary teaching techniques to present the target words: use of pictures, antonyms/synonyms, guessing from the context, example sentences, and elicitation questions.

Post-observation interviews with Hakan indicated that several changes were made to the dialogue they used as the reading text. He explained,

> "There were, in total, 35-40 words but only eight or nine key words. I prepared a dialogue relying on these words. It [the dialogue] was on the book but I changed the places of some words, I made some of them bold, I made some additions…"

This excerpt and the reading text were further proof concerning his beliefs about vocabulary teaching. He believed that the target words to be presented should be highlighted to get students' attention to these words. That he had made these words bolded in the text indicated his effort to put his beliefs into practice. In addition, the changes they made included teaching the verb form a word, using prefixes to show the antonym of a word, and addition of a target vocabulary due to its multiple occurrences in the unit. All these changes were made so that he could reflect his beliefs about vocabulary teaching. Put differently, he wanted to benefit from a variety of vocabulary teaching strategies so that learning could be more effective for students. Furthermore, starting the class with a warm-up activity, using a reading text to introduce the theme, asking comprehension questions, and vocabulary teaching methods all aligned with his overall beliefs about teaching reading and vocabulary.

Hakan worked in close relation with his three partners during the practicum to prepare and present integrated lessons. They seemed to have achieved their purposes because

observations in Hakan's classes demonstrated his focus on different language skills and language components. One skill, though, could not be observed, which was speaking that required pair and group work. When asked about his opinions on the issue, Hakan stated,

> "Students speak Turkish. No matter how hard we encourage them to speak English, they still speak Turkish in general. Hence, we cannot be sure how useful conducting speaking activities in Turkish. We have great speaking activities. We can roll a dice and answer questions…we have fun activities for speaking. Yet would a speaking activity contribute to then when they answer in Turkish? Because they speak Turkish. We are not sure about that. If they want to speak English, we can easily integrate speaking activities."

His remarks indicate that students' overreliance on Turkish prevented them from employing speaking activities as they did not think it would be useful for students if they continued speaking Turkish. Moreover, as this was a period of online teaching, Hakan did not find the context suitable for such meaningful speaking practices. He thought that sending them to different breakout rooms would be chaotic, which was an undesirable situation for them. Lastly, he referred to students' low proficiency and, as a result, potential errors that might occur during speaking activities and become fossilized. He shared,

> "Indeed, another point we were supposed to take into consideration was that students' level wasn't high enough to analyze the friends' mistakes and to guide them to come up with the right answer since their speaking level was a bit low as compared to the other skills. Luring students into a group speaking activity seemed to be lack of peer-correction as learners were giving their answers by using half sentences rather than giving full answers and some of the sentences they had tried to form were including mistakes or long-lasting errors and we thought it could be a little bit risky and dangerous to ask them to have a conversation including their own sentences because we needed to prevent them from getting exposure to wrong sentences as it could have ended up forming the same wrong sentences back again and it would spread among the students."

For the reasons stated above, he could not reflect his beliefs about speaking in practice. In a way, the contextual constraints, and his beliefs about translanguaging and error correction yielded such a result. However, in general, Hakan's efforts to involve students in the lesson and increase their use of English were obvious as he benefitted from numerous tasks and a variety of questions. Although pair and group work could not be integrated as he desired, he tried to compensate for this situation by providing more opportunities for linguistic practice. In this sense, even when he could not reflect his beliefs, it seems that he tried to find out alternative ways to promote English learning.

Open, Adaptive, and Co-adaptive: Interrelations Among Hakan's Beliefs, Practices, and Contexts

Classroom observations and post-observation interviews with Hakan put forward the steps he took to enact his beliefs. This process, however, was a co-adaptive process in that in addition to the impact of his beliefs and practices on the context, the micro- and macro-contextual factors affected Hakan's practices and partially prompted him to consider some portions of his beliefs. The third semi-structured interview, which was conducted towards the end of the semester attempted to further understand these macro and micro contextual factors.

Macro Contextual Factors

Initially, the interview revolved around Hakan's thoughts about macro contextual factors that involved educational policies, the testing system, the status of teachers in Turkey, and the curriculum. The data revealed that Hakan evaluated these components by relying on his own beliefs about English teaching. Firstly, it can be stated that he was relatively content with recent shifts in policies and the curriculum in that teaching of English through skills integration, use of English, divergence from grammar-based teaching methods, teaching grammar through its functions, and diversity of activities had gained more importance. However, he did not think that these policies echoed in practice totally due to the transition process. Yet he believed that it would get better in a couple of years as teachers and students would get used to these changes.

On the other hand, he reported two problems concerning these policies and the curriculum, which were the repetition in the curriculum over the years and the testing system in Turkey. He believed the repetition of grammatical structures taught in the curriculum caused a reduction in the focus given to the use of English. Still, he considered that these problems would be likely to be solved in years to come. Secondly, he discussed that the testing and evaluation system should be changed to better implement curriculum changes in classes although he was aware of the fact that testing productive skills could be challenging due to time constraints. However, it should be noted that while Hakan acknowledged the challenge associated with testing the four skills in classes, he referred to his future self as a teacher and shared his plans about this issue:

> "Students focus on exams but as long as I grade their in-class participation, I believe the students should take part in in-class activities. Or I can make a pop quiz. I can add their scores to their exam scores. Indeed, there is a problem, but these are problems that can be solved via teachers' own creativity – of course, I am talking about in-class exams rather than the countrywide ones – What I mean is that if a student is exam-focused, when we add their in-class participation, quizzes or oral quizzes to their exam scores, the students will try to hold on to the class. Because their every action will not only affect their scores but also their learning processes."

Since preparing exams and scoring students' progress were not a part of their practicum, Hakan considered his future self as a teacher. This quotation indicated that although a problem existed concerning the testing system in Turkey, he believed he could make some changes in his evaluation criteria to encourage students to value what was not tested, at least in his classes.

This part of the interview suggested that macro-contextual factors, for now, did not affect his current beliefs about English language teaching. On the contrary, Hakan believed that some changes should be made and these changes to be made should reflect his own beliefs. Lastly, although he was cognizant of certain problems regarding macro contextual factors, he thought teachers could make differences through in-class practices.

Micro Contextual Factors

Along with nationwide policies and practices, Hakan's thoughts about and experiences with micro contextual factors included school ethos and immediate classroom environment. Initially, Hakan commented on his relations with his mentor at the practicum and his supervisor at the university. The analyses revealed that the feedback Hakan obtained from his university supervisor contributed to the improvement of his teaching skills. In addition, he explained that his school mentor provided some flexibility and autonomy, and this situation helped Hakan and his peers to be able to adapt the activities in line with their beliefs. Apart from the university supervisor and the school mentor, Hakan explained that he was in close interaction with his partners to design integrated classes and incorporate various games. To emphasize the importance of this collaboration, Hakan remarked,

> "As we communicated, more ideas were brought forward. And since we were always in interaction, everything went according to what we had planned and, because of that, I think we got the efficiency we wanted. Because at the end of the semester, while we were saying goodbye to the students, they said that they

> had remembered a lot of things. I think one of the main reasons is that everything was systematic. Because we tried to give everything in context, and everything had and order."

As can be understood, the positive impact of their collaboration and systematic teaching could be seen through their students' feedback. Moreover, Hakan indicated that their overall use of L2 in classes exerted influence on their school mentor in that the mentor increased the rate of L2 use in classes. This situation suggested that Hakan and his partners' beliefs about teaching partially shaped the mentor's practices as well. When it comes to school ethos, as the classes were taught online, Hakan did not have much information about the school administrator's approach to English teaching and learning.

In the immediate classroom setting, classroom observations and post-observation interviews unraveled invaluable findings regarding the complex dynamics between beliefs and practices. First off, Hakan shared his experiences with heterogeneous classes. Having taught two different six grades, Hakan explained how the two groups differed in terms of language proficiency and how challenging and stressful it was when they first taught the low-level six graders. Nevertheless, he discussed that by simplifying their English and by giving instructions in chunks and through body language, he and his partners could carry out the tasks and complete the lesson.

> "We had to simplify our language. Yet, of course, we conducted the activities we had planned. We covered the topic. It was just a bit more workload. It caused stress. But there were no changes in out teaching method. Despite the difficulty the students had in understanding English, we kept speaking in English. There was absolutely no transition to Turkish."

This quotation indicated that his core beliefs about the use of English were enacted but this required a co-adaptation between the students and Hakan. To put his beliefs into practice, Hakan kept using English even though it was tailored to the students' proficiency levels. On the other hand, the students had to pay more attention to this simplified English to carry out the tasks and achieve the objectives of the lesson.

Secondly, the classroom observations further clarified the adaptations Hakan and his partners made on the tasks conducted in classes. For the most part, to enact his beliefs about teaching, Hakan made some adaptations to course materials and integrated extra materials and web tools that he found useful.

These aspects revealed that Hakan's beliefs about English teaching shaped the learning environment. Furthermore, Hakan was of the opinion that these beliefs helped him and his partners teach more interactive classes. Nevertheless, when it came to interaction, Hakan's comments showed that reading aloud a dialogue in pairs or hearing students' answers for the assigned tasks were considered interaction. Although this situation was tricky, it was understandable because of the online learning and teaching process they went through. As a matter of fact, when Hakan was asked what he would do differently if he had taught his classes face-to-face, he remarked,

> "Definitely I would integrate extra speaking activities because, although we tried to make students speak and write as much as we could, it is too challenging to carry out a speaking-focused task in online classes. We tried once. The activity that we had planned for fifteen minutes lasted for thirty-two, thirty-three minutes. I believe that speaking activities would be more useful in face-to-face classes."

As can be seen, apart from some contextual constraints such as time limitations, this online mode of teaching was a difficulty for them to put their beliefs about speaking activities into practice.

The Case of Zeynep

Vignette: Zeynep

At the time of data collection, Zeynep was taking the last semester courses in his teacher education program. She completed his practicum at a vocational and technical secondary state school, teaching 9^{th} and 10^{th} graders. Semi-structured interviews with Zeynep unraveled the complexity and heterogeneity of her belief system that was dynamically shaped through her previous schooling experiences, non-formal English learning strategies, teacher education program, and teaching experiences. Zeynep used this belief system to teach English at the practicum, and the majority of her practices aligned with these beliefs. Nevertheless, her practices were significantly constrained by certain contextual factors.

Complex, Heterogeneous, and Interconnected: Zeynep's Beliefs About EFL Teaching

Curricular Objectives

Zeynep regarded the objective of teaching as communication with people from other countries and being cognizant of the world. As one learned the language, Zeynep believed that his/her perspective on life would change and improve, and this should be among the objectives of language teaching. She explained,

> "I think the objective of teaching English is that students and people can communicate with people from other countries. It is not just communication. It is to stay in touch with the world other than the world we live in… Or it can be to get students gain a new perspective. Because when a person learns a language, because he/she becomes more a world citizen, differences might occur in his/her thinking system. Hence, it is important to become more tolerant and to improve critical thinking skills."

For Zeynep, learning a language was a lot more than learning the structure of the language. She believed that learning English would open the doors to the broader world and significantly contribute to one's critical thinking skills.

Teaching Methodology

Before delving into the details of the teaching methodology, Zeynep underlined the importance of taking students' needs into consideration in deciding how to present the language. Although she preferred contextualized teaching, she believed that how a student learned a language and his/her purposes for learning it could shape the teacher's way of teaching.

> "It is not wasting one's valuable time, who is learning [English] for exams, by trying to elicit grammar through context at length. Or there are those people who only learn through grammar rules. They say like... You teach through elicitation but, at the end, you write down the structure. They say, 'Umm, this is much better.' Firstly, we should shape out teaching according to these people's needs."

In this sense, it could be understood that Zeynep's belief system involved her beliefs about teaching depending on her students' needs. To clarify, contextual teaching might not be suitable for those learners who would prepare for exams. All by itself, this situation suggested how a belief system might consist of various components and these components could be enacted depending on numerous factors.

While explaining her beliefs about how to teach English, Zeynep divided a lesson into three stages as pre-, while- and post-teaching. Firstly, she believed that teachers should get students' attention to the topic and activate their background knowledge through interesting material. To illustrate, prior to reading a text, Zeynep thought the following should be done by teachers:

> "Before reading a text, we should prepare students for that. How are we going to prepare them? By activating their previous learning and schemata and by presenting something attractive. I love getting students to watch a video most. Because people of every age are crazy about watching videos. After that, we talk about the video and give the text by connecting it to the video."

Secondly, similar to Hakan, Zeynep's order for teaching skills followed a receptive skill preceded by a productive skill. She also believed that linguistic input was important for language production. As for reading, following the pre-reading stage, the students should answer some questions related to the text that moved from simple to more difficult. Besides, Zeynep's comments indicate that the text was also for teaching target vocabulary.

> "For the reading skill, we should present a text that is suitable for their level but just a bit challenging. Of course, this text should not consist of too many words that they don't know. It does not provide any help to their vocabulary learning. Because we will do contextual guesswork. It is six or seven words at most…"

As can be understood, Zeynep believed that reading and vocabulary teaching went hand in hand. Following these stages were students' language production, Zeynep thought. She explained that

> "We read the text. It is done, okay, what are we going to do next? These kids should produce something in the class, shouldn't they? After writing, we should provide a writing task that is appropriate for their level as what they have read should not hang in the air. They should produce something."

While further commenting on the writing skill, two aspects were heavily emphasized by Zeynep. Firstly, the topic of writing should be able to broaden students' perspective. To illustrate, students' writing on a topical issue could help them gain different perspectives about a topic because every student would approach it from a different angle. Secondly, as in interviews with Hakan, Zeynep believed that students should be guided in this process.

> "We cannot say, 'write a paragraph about this' because the student is going to ask what to write and how to write it. So, we cannot ask something that they don't know. Naturally, maybe we can do some brainstorming in the class. We can create a mind map. By choosing the most appropriate topic, we can make an

> outline and we can show the language structure that can be used while writing by giving examples.

While Hakan preferred using a sample to guide students in the writing process, Zeynep's approach was to complete the pre-writing stages with students. However, they both believed in the importance of guidance in this process. Besides, they both supported the idea that writing should have a real purpose.

Similar to the reading skill, listening should be taught in three stages according to Zeynep's beliefs. After getting students' attention to the topic, the teacher should make students listen to the text. This listening should also be followed by a speaking or writing activity. For listening and speaking skills, Zeynep stressed that a variety of entertaining and distinctive tasks could provide a better teaching and learning environment.

> "Speaking is such a skill that we can use a lot of things while teaching it. So, we can carry out a drama activity or a debate… Because, are the students just going to engage in such conversation as 'hello, how are you?' No. Or are they just going to see and hear them? No… Why not do the things we do in our native language while teaching English? Hence, instead of saying 'yes, we learned, we read, and we're done. Now, we will do speaking, let's talk about this', we can design such nice activities that the students have fun as well. They would have so much fun during drama activities, for example. Or we can ask them to organize a short play…"

As for teaching grammar, Zeynep reemphasized the importance of considering students' needs because she did not believe in contextualized teaching for students who would prepare for exams. To explain the issue, Zeynep touched upon her own experiences,

> "When I was a student, I did not prefer contextualized grammar teaching because the context was not asked. The exam required me to know the grammatical structure and sometimes we can solve the questions through some minor tips, so it should be based on students' needs. Yet, of course, I prefer contextualized teaching. Specifically, through a text. Because the students both obtain new information while reading and they learn grammatical structures by deducing them from a reading text or listening track and it is more permanent."

Her sentences also supported contextualized grammar teaching through listening or reading texts because students could learn grammar rules by deducing them from the sentences given in these texts. The data indicated that although Zeynep cared about the high-stakes exam, she and Hakan both preferred grammar teaching based on a meaningful context.

While clarifying her beliefs about how to teach vocabulary, Zeynep underlined the importance of teaching in a contextualized way through listening or reading texts, contextual

guessing, use of Turkish equivalents of words only when necessary, teaching correct pronunciation of words, and writing their phonetic transcriptions. Although she thought grammar could be taught in a decontextualized way according to students' needs, for vocabulary, she uttered that

> "Surely, we must not teach vocabulary in an isolated way. We should not undertake such a teaching regardless of the students' needs because it is not learned that way. Again, we can teach vocabulary through a context. Through a text or a song."

In addition, her sentences about teaching pronunciation of words needed quoting as they revealed crucial information about both vocabulary and pronunciation teaching. She stated that

> "I think that we should give phonetic transcriptions to students. Even if we don't teach this phonetic alphabet, at least they become familiar with it. Because, honestly, they don't carefully listen to the word I say… Maybe, they can try to analyze the phonetic alphabet by looking at it."

Although she thought that the pronunciation of words should be a part of vocabulary teaching, her further comments indicated that she was not sure how to teach pronunciation. However, her instincts seemed to guide her about this issue.

> "Honestly, I cannot say that I have a clear mind about that. But how can it be? We provide as much as input to students. When a student mispronounces a word, we try to employ corrective feedback strategies. Maybe we do elicitation first. If it is not enough, we can correct them directly."

As her beliefs about pronunciation teaching was not well-developed, her further classroom practices could be shaped by her teaching experiences.

Feedback Cycle

Zeynep's beliefs about giving feedback can be explained in two categories. Firstly, she believed that students should be scaffolded in this process. This can start with the recast of an error. If the student did not internalize or understand the correct answer, she thought choices could be presented so that the student would still hold the opinion that they found the correct answer. The reason behind this scaffolding process was the fear that Zeynep felt. She thought that the students would feel offended if they were corrected directly and explicitly. The second category was indeed related to this explicit correction. Zeynep explained,

> "There are students who want to be corrected directly. What are we going to do for them? We can give direct corrective feedback. Why not? Again, our error correction philosophy is shaped by the students. Otherwise, we cannot say 'we must not do this or that'. Because each person is unique."

As can be understood, Zeynep tended to shape the way she provided feedback based on students' learning styles as well. In this sense, she was not against direct error correction because that might be how certain students would learn. This further demonstrated the complexity of teachers' beliefs about teaching as Zeynep held distinct beliefs about error correction which could be enacted depending on her students' needs and preferences. Accordingly, these beliefs seem to exist in harmony, without causing any tensions.

Translanguaging

Zeynep believed that learners should be exposed to the target language as much as possible; therefore, they should not resort to their native language whenever they experienced any troubles in the target language. In line with this, she thought the use of L1 should be kept at a minimum; however, it could be used to make a joke or give a brief explanation. She explained,

> "When I started university and had to use English in our classes, that's when learning occurred and my proficiency in English improved. So, I think that the use of the mother tongue should be minimum, it should be used only when necessary or to create a small talk atmosphere. Apart from these, use of the mother tongue should be minimum so that the students develop their language by being exposed to the language and trying to use it."

This quotation further implied that in addition to language learning theories, her own experience with L2 use in learning English prompted her to shape her beliefs about translanguaging.

Instructional Materials

Zeynep held clear beliefs about how materials should be designed or written to teach English more effectively. Firstly, she believed that course books should involve cultural elements as culture was an indispensable part of a language and it should have its place in materials. Secondly, as for grammar practice, she supported that both mechanical and meaningful grammar tasks should exist in these books. Thirdly, similar to Hakan's overall approach to

the teaching of language skills in a balanced way, Zeynep was of the opinion that listening and writing tasks should not be skipped. In addition, she believed that speaking and writing tasks needed more guidance. She stated, *"Specifically for the speaking tasks, the books say, 'talk to your partner about this topic'. Okay, but what are they going to talk about? We should narrow it down, shouldn't we? If necessary, we should give some sub-titles*." In addition, her thoughts about writing tasks resembled her beliefs about teaching writing in that she supported a process-oriented approach to writing.

> "In writing, the course books ask students to write something, a paragraph. Instead, we should place a process-oriented writing task. It may increase interaction through brainstorming, mind mapping or just a discussion. Later, by getting students to write in multiple drafts, we provide more benefit to them."

Lastly, although she thought that the course books should guide teachers, Zeynep believed that good teachers should not solely depend on books in teaching. Rather, they should use teacher intuition and take initiative to make learning fun. According to her, following course books rigidly would cause classes to be dull.

Complexity, Heterogeneity, and Interrelations Among Zeynep's Beliefs

As in Hakan's beliefs about EFL teaching, Zeynep's beliefs clearly demonstrated the heterogeneity and interconnectedness of her belief system. Firstly, her objective of English teaching was evident in other aspects of her beliefs. As she considered English a means of communication, the importance she gave to all language skills and components supported this notion. Although she did not explicitly discuss teaching English through integrated skills, her beliefs about how to teach English supported such teaching, and this aligned with her overall purposes of English teaching. Besides, one of her aims was to help her students gain broader perspectives on life and the world, and this idea showed itself in her beliefs about teaching writing as she considered the integration of topical issues into students' writing.

Secondly, she held the opinion that how to teach English could be tailored according to the students' learning styles and their needs. This belief also related to giving feedback because depending on how students would learn, she thought she could choose which error correction technique to use.

Thirdly, his beliefs concerning instructional materials were congruent with curricular objectives. That the course books should involve cultural elements was related to his beliefs about language teaching in that intercultural learning was helpful in gaining new perspectives on life and becoming a world citizen. Besides, her comments on language skills and components in course books supported her ideas about the teaching methodology. To illustrate, she believed that guidance should be provided to students in teaching writing, and the process-oriented approach she underlined for course books was highly related.

Dynamism, Emergence, Self-organization, and Non-linearity: The Triggers of Zeynep's Beliefs

Zeynep's belief formation was dynamic in that over the years, she formed her belief system through her previous schooling experiences, her efforts to learn English, the teacher education program, and her teaching experiences. Firstly, it is noteworthy that interviews with Zeynep suggested she acknowledged a behavior or knowledge as a belief if it had worked for her either as a student or as a teacher. In other words, her beliefs were mostly the result of the techniques or knowledge that resulted in success either in teaching or learning. To illustrate, while explaining the roots of her beliefs about English teaching, she uttered,

> "These [beliefs] were shaped while I was learning the language. For what purpose was I learning? I do not remember the primary school much, but I remember that English was taught by just writing the rules and 'subject, object, verb' and three affirmative, three negative and three question sentences. How useful was that? Not at all. Did I understand anything when I heard something? No? What did I do? For example, I used to open English and Turkish lyrics while listening to songs and improve my English."

As can be understood, similar to Hakan, teaching grammar through rule formation and ignorance of skills did not contribute to her English learning process. Therefore, what did not work for her became a belief in that she learned how not to teach the language. In addition, her beliefs about language materials in classes and the value she attached to not following the course books rigidly showed that her experiences as a teacher became beliefs if they worked for her students.

> "These thoughts began to get shaped firstly in my undergraduate education because we were evaluating some course books and, actually, we evaluate course books before developing lesson plans… Later, in my classes, I cannot say that the course books I used were very qualified. When I moved by following only

> the course books, the class atmosphere was too boring. Students were getting bored. Because you tell students, 'Yes, let's do this now'. We do that activity, check out the answers and do the next activity. How long are we going to do that? Because I get bored in my class, and I don't want my students have that classroom where I get bored. I want to enjoy it. When I enjoy, so does my students. As they have fun, I have fun too."

These excerpts suggested that as a learner, what contributed to her learning became her belief. As a teacher, what contributed to her students' learning became a belief. Nonetheless, the data also indicated that her teacher self and learner self interacted with numerous factors that triggered her belief formation. A brief look into the above quotations implied these factors involved her prior schooling experiencesnon-formal language learning strategies, the ELT program, and her teaching experiences.

Zeynep's previous schooling experiences when she was a language learner demonstrated the features of traditional language teaching methods that involved vocabulary memorization and learning grammar through rule formation. Zeynep, being aware of the ineffectiveness of these techniques in learning and teaching English, shared her thoughts about her primary and lower-secondary school experiences:

> "My teachers… there were those whom I really loved but now, if we worked at the same school, we would follow rather different paths in teaching… That I could not get help when I needed or that they taught rules and made us memorize sentences helped me understand that this is not very meaningful. And it did not contribute to learning… Why should I use a method that I know it would not result in learning? Honestly, to use these methods I do not have to graduate from teaching. I can get a grammar book, study for two days and then go to a class to teach it. Isn't it what everyone else is doing?"

While learning English, Zeynep developed her own strategies to improve her skills, relied on her experiences as an autonomous learner, and some of her beliefs seemed to be built on these strategies. To illustrate, Zeynep discussed that while teaching vocabulary items, teachers could write down phonetic transcriptions even though the students did not know the phonetic alphabet. This belief was echoed in the first interview as well.

> "We used dictionaries to look up words. While doing that, I learned phonetics willy-nilly. I guess it was peripheral learning. There was a poster that showed the phonetic alphabet on the wall in class. As it was a boarding school, I used to sit in the back row during study times and study by turning my side to the wall. When I got bored, I would look up and examine the poster, letters, signs... Relying on the words I knew, I learned the phonetic alphabet."

Zeynep discussed that her teacher education program contributed to both her teaching practices and intuitions concerning how to be a teacher. Before taking classes at this four-year program, as part of the program, Zeynep took a one-year preparatory school class where she further developed her English skills. The interviews unraveled that Zeynep significantly benefitted from these classes. The instructors, along with the teaching methods they used, were influential in shaping her beliefs about teaching.

> "In my eyes, they are perfect teachers. Whatever we learn in the department [ELT], they are how it should be in practice. At prep school, I enjoyed warm-ups and icebreakers, and I am thinking of using them. I used them in my lesson plans in the department… During warm-ups, they sometimes played a video or just talked about by bringing up a topic. They got our attention to the class, and I think I could use them. I used them."

Her beliefs about how to teach English and in the following parts, her practices supported these preparatory school experiences. Additionally, the excerpt signaled the impact of the teacher education program as well. The data suggested that both the courses taken and the course professors helped Zeynep shape her beliefs about EFL teaching, specifically the professors she considered role models. While explaining the impact of the program, Zeynep shared that:

> "The experiences I gained got me to question what we had done so far, how we had learned English. When we first came to the department, Prof. Kenan told us, 'Forget English you have learned so far'. We really had to forget because if I cannot apply what I have learned here, there is no use in studying here. As I said earlier, if I am going to teach English through only grammar, some practices and isolated vocabulary teaching, there is no meaning in my preparation of tons of lesson plans or study of this department. Therefore, it taught me how to approach a student and what kind of a classroom atmosphere I can create…"

Overall, the impact of the ELT program was obvious in her thinking. Besides, these thoughts were echoed multiple times during interviews. During her training at the ELT program, Zeynep also worked at private language institutions and with groups of varying ages and proficiency levels as an EFL teacher. The data indicated that these experiences significantly contributed to her beliefs as well. To illustrate, while explaining how her beliefs about providing corrective feedback were shaped, Zeynep uttered the following sentences:

> "My students shaped these. I both followed my instincts and asked, 'What do my students want?' I feel like this: someone say something wrong in the class, someone older maybe, If I corrected by saying, 'no, it is not like that, it is like this', that person would feel bad. Hence, I was very careful about my students. My experiences and my students shaped these thoughts."

Besides the impact of her experiences, Zeynep explained how her ELT program and teaching experiences worked hand in hand in shaping her beliefs and classroom practices. During her second year at university, Zeynep was working at a language school where she was teaching English, but she admitted that she did not know exactly how to teach grammar or language skills. However, based on her previous experiences, she knew that it was not the correct well as well. Therefore, by relying on her instincts, she tried to use different strategies although a few of them was not correct. She explained,

> "I knew that I would learn how to teach grammar in my third year, and I would provide a petter teaching. But I had no idea before that. I was just doing like this. Yes, I would give the rules and write various example sentences because I did not know that I must present a text, or a listening text… Later, as I took pedagogical content classes and learned how to teach grammar and skills, I tried to employ them in my classes. It was completely a trial and it really worked well."

While the impact of the ELT program was obvious, Zeynep also discussed how her teaching experiences shaped her understanding of the information given in the program. To illustrate, her teaching experiences taught her how to deal with crises in classes and this situation facilitated her micro-teachings at the program. While certain extracts were presented in this section to understand triggers of belief formation, as in Hakan's data, these emergent and self-organizing beliefs were a result of the interaction of these multiple triggers, as in the above example.

Dynamism, Interconnections, and Adaptations: Zeynep's Beliefs and Practices in Context

The First Observation

Zeynep started her lesson by sharing a video with the students to get their attention to the topic, 'parts of the house'. In congruent with her beliefs, she played the video about these parts of the houses in the pre-teaching stage as a warm-up strategy. Following the video, she used a Web 2.0 tool named Nearpod to create a more interactive learning environment where students joined the virtual class to do some activities. On Nearpod, Zeynep used some pictures to introduce the parts of a house. After this introduction to vocabulary, the students completed an activity by matching pictures of parts of the houses with the correct words.

Then, Zeynep asked the students to talk about their dream houses by using the private chat feature of Zoom and then share the partners' opinions.

In the second half of the class, based on the objectives of the class, Zeynep used several pictures to get students to revise comparative and superlatives. She asked numerous questions to different students to help them remember the structure. This brief revision was followed by the activities Zeynep and her students did in the students' coursebook. These activities involved filling in the blanks with the correct form of comparative and superlatives. In the remaining minutes, Zeynep played a listening text and asked students to complete the missing parts.

The post-observation interview with Zeynep clarified the struggles she had trying to put her beliefs into practice, while, at the same time, responding to contextual constraints. Firstly, throughout the course, despite the challenges that remote teaching presented, Zeynep encouraged the students to talk in English, in alignment with her beliefs. On the other hand, limited participation made it more difficult. Zeynep expressed that "*I wanted the students to talk. But they are not used to that, and they are not willing to do it. They do not find it necessary to attend this class remotely. So, I tried to help them get rid of their stress and involve them in the class."* Although the students' active participation was considered problematic, Zeynep tackled this issue by engaging them in the lesson, the way she believed. Secondly, she shared that time limitations prevented her from practicing listening and reading. In this sense, she could not complete the activities she had planned for the course. Lastly, the following excerpt demonstrates Zeynep's approach to giving feedback. In alignment with her beliefs, Zeynep starts the error correction process through scaffolding. Realizing that the students do not know the answer, she provided choices. Although the student replied 'fastest', Zeynep was aware of the fact that the student had some confusion. This dialogue continued with her direct explanation of the structure both in English and Turkish. Accordingly, Zeynep's error correction hinged upon her beliefs. However, the student's lack of knowledge compelled her to get as explicit as possible, resulting in an adaptation process to the situation.

Z: the cheetah…

S: faster

Z: The cheetah is….

S: faster

Z: Is it faster or the fastest?

S: fastest

Z: the fastest. Why do we use the fastest here? [silence] Do we compare two things here? Yes, or no?

Apart from contextual constraints, web 2.0 integration, the use of a video in the pre-teaching stage, and use of the visuals are Zeynep's additions to the lesson, and these reflect her beliefs about teaching. As discussed, she played the video to direct students' attention to the topic, and she shared this strategy as a belief during the interviews. Secondly, Nearpod allowed her to make learning interesting and interactive. The extract below demonstrates the rationale behind her integration of this tool.

> "I knew that the book was not sufficient. Because I opened the book, had a look at the activities and understood that I would not be able to teach the lesson I desired with this book. It was not going to be enough… My main purpose was to have an interactive class where students click on something, and I can observe them. Besides, as it involves different activity types, it is a catchier platform."

As can be gleaned from this quotation, her reflections on the book prompted her to use different materials to provide a better learning environment. Similarly, the use of visuals on Nearpod to introduce the parts of a house aligned with her beliefs about vocabulary teaching. In addition, Zeynep's effort to make students interact with each other by talking about their dream houses in private chat reflected her beliefs about the importance of interaction in language classes.

Though Zeynep was a proponent of contextual grammar teaching, her use of visuals to explain comparative and superlatives was a topic brought up in the interview. She clarified that as it was a revision of the structure, she did not find it necessary to spend more time by teaching from a context. Accordingly, it can be stated that the classroom context and the current situation of the students led Zeynep to adapt her teaching strategies and it did not create any tensions. As for the course book activities that followed the revision, Zeynep uttered,

> "I cannot say that I liked them. One of the activities asked students to fill in the blanks with comperatives and the other superlatives. If were teaching at school, in a face-to-face class, I would change that. Maybe I would merge them saying 'fill in the blanks with the appropriate one.' If had adapted the activity in the online class, they would not have got adapted in their books. So, I had to use them as they were."

This situation indicated that despite her dissatisfaction with some coursebook activities, the remote learning context limited her choices with course book adaptation. In this sense, the classroom reality seemed to guide Zeynep's practices as well.

The Second Observation

Similar to the first observed class, Zeynep used a video about the topic, 'then and now,' to devote their attention to the topic. The students were to note down differences between the past and today. After this introduction, Zeynep used another Web 2.0 tool called 'Hypersay' to make her presentation more interactive.

On Hypersay, Zeynep showed a picture and asked students what they saw in these pictures. As it was a grocery store, Zeynep asked students where they liked to shop for food and how often they shopped on the internet. She organized pairs so that the students could communicate with each other by using the private chat feature of Zoom. In addition, there was a useful language box that guided students during the process.

Following this activity was a reading text about the same topic. The students read the text and answered several comprehension questions. Nevertheless, due to the students' reticence, Zeynep struggled to engage them in the class and get them to answer the comprehension questions. In the meantime, Zeynep used only a few sentences in Turkish to help students understand the task and answer the questions. Other than such cases, her predominant use of English was apparent in all her classes.

In the second half of the class, Zeynep continued with the comprehension question, which was followed by form, meaning, and function questions to teach 'was / were.' However, this session was also filled with students' reticence, resulting in a longer time spent on these questions. Therefore, Zeynep had to switch to Turkish at times to facilitate the students' understanding. The second class ended with assigning homework to the students.

The post-observation interview about these two class hours revealed the challenges Zeynep had while trying to find a balance between her beliefs about teaching and classroom reality. To start with, as in the first observation, this observation revealed that the use of a video at the beginning of the class, the integration of Hypersay to create a more interactive classroom atmosphere, pair-works and grammar teaching in a contextualized way through form,

meaning, and function questions were indications of her beliefs in practice. In other words, not only did she carry out the activities in the course book, but she also integrated extra materials to create a better and more fun learning environment. To illustrate, in explaining the rationale behind the pair work activity, Zeynep shared the following sentences

> "If I just show a picture and ask if it is old or new, it is just me speaking and the students speak with me. But I wanted them to work in pairs to talk about where they shop from to make a nice transition to the reading text. I always try to integrate pair work or group work as much as possible so that they communicate during the class."

While trying to teach the lesson the way she believed, Zeynep suffered from contextual constraints that caused her not to get much efficiency. These constraints were mostly related to time limitations, the nature of online teaching, and the students' reticence in class. Firstly, Zeynep admitted that time limitations prevented her from conducting a speaking activity she had planned for the end of the second half of the class. This also stemmed from the fact that her school mentor did not give a break at the end of the first hour, and this block teaching affected Zeynep negatively. Secondly, online teaching was challenging in that Zeynep could not monitor whether the students worked on the tasks or not, causing her to lose time during the class. Thirdly, the students' reticence and low participation in the class seemed to challenge Zeynep a lot. According to her, this unwillingness was rooted in students' learning habits and their language proficiency. Concerning the former, while explaining whether she reached the objectives of the class, Zeynep discussed,

> "They suddenly encountered a teaching style that they are not used to. It was a different teaching method. Not only did we follow the course book or play games, but we also tried to keep everything in context. The students are not accustomed to hearing English all the time. Therefore, I could achieve it a bit but not completely."

That the students were not familiar with contextualized grammar teaching and being taught in English, Zeynep believed they had difficulties as well. This situation also related to the students' English proficiency. Zeynep's comments below clarified the challenges associated with it.

> "The students' level is much lower than it should be. They are like the beginning of the A1 level. But they are 9th graders, they should be better. Because of this situation and because they are used to being taught in Turkish and directly, this situation challenges me a lot… No matter how hard I try to use English and teach in English by using different methods, it sometimes does not work. I feel like

there is a wall in front of me. It challenges and limits me. And it wastes my time. If they were a bit higher in proficiency, we could have more fluent classes."

As getting understood caused problems during teaching, Zeynep had to switch to Turkish at times to get the students' attention, to clarify instructions, and to explain the parts that were not understood by the learners. Therefore, these contextual factors caused Zeynep to adapt her practices, maybe sometimes creating tensions between her beliefs and practices.

The Third Observation

In this lesson, Zeynep followed the course book to carry out the tasks in it. Firstly, there was a writing activity that asked students to write a story by using certain time expressions. Zeynep assigned this as homework. Following was a proverb, and the students tried to guess the meaning. Zeynep asked them to guess; however, when they could not elicit the meaning from the context, she provided the Turkish equivalent. This proverb was the end of a unit and Zeynep moved on to a new unit in the book. At the beginning of the unit were several pictures related to nature and the students matched these pictures with words. This was followed by completing sentences with these nature-related words. During this activity, Zeynep realized that the students had difficulties reading years in English. Therefore, she took it as an opportunity to teach how to read years in English. After that, the last activity required students to correct some sentences by using affirmative and negative forms of the "past simple." In this class, Zeynep also used the recasting technique to correct pronunciation errors.

In the post-observation interview, she revealed that she could not prepare for the class because her school mentor did not tell her where to start earlier. Rather, before her class hour, another pre-service teacher taught the class and Zeynep continued from where she had left off. When asked what differently she would do if she had taught the lesson again, Zeynep explained,

> "I would certainly adapt the activities. Because, for example, Ayşe finished section 7/B and I moved to 7/C. It is like a transition to a new unit, a new topic. In the beginning, in the first activity, there are some words in a box without any preparation and presentation of a context… I would try to present these words in context. I would create a context where they first see these. This is not maybe a reading text or a song, but it might be something that they can listen to. At least, I would find a video on YouTube.

As can be gleaned from this excerpt, the way the book presented the topic, and the activities did not match Zeynep's beliefs. Although she could not reflect her beliefs in practice due to the lack of preparation time, her sentences indicated that she held on to her beliefs about the stages of a lesson, vocabulary teaching, and contextualized teaching. In addition, the following excerpt about the content and structure of an activity is worth being quoted.

> "There was an activity that I liked. For example, there is a piece of information. Of course, grammar is the past tense. Let's say, Thomas Edison invented the lightbulb. The date was written wrong, and it asked the students to correct it. The correct date was written in parentheses. I liked it but again the instructions say 'complete it by using the negative form, complete it by using the positive form of past tense.' I would say, 'The information given in these sentences are incorrect, please correct them.'"

This quotation indicated that although she enjoyed the content of the task as it was an informative one, she complained about how mechanical the instructions were. Accordingly, it could be understood that when certain components of the instructional materials did not align with Zeynep's beliefs about teaching English, she would prefer adapting them to make them more compatible with her beliefs. On the other hand, this class demonstrated that when subject to contextual factors, such as her school mentor's lack of guidance, Zeynep had to divert from her beliefs while teaching English.

Open, Adaptive, and Co-adaptive: Interrelations Among Zeynep's Beliefs, Practices, and Contexts

Macro Contextual Factors

Initially, the interview revolved around Zeynep's thoughts about macro contextual factors that involved educational policies, the testing system, the status of teachers and teaching in Turkey, and the curriculum. First of all, Zeynep did not believe that teaching occupied a prestigious status in Turkey because she thought teaching was considered comfortable by many people. However, as she stepped into this profession, she realized its importance. To explain this issue, Zeynep stated,

> "Teaching English is not just teaching English. We touch upon the lives of students and sometimes inspire them. We can explain them things by showing without telling certain things. Hence, it is of vital importance in terms of the society."

As for the educational policies, Zeynep thought it was never sufficient and she justified this opinion by giving reference to the testing system, course books, and weekly hours devoted to teaching English. Since current high-stakes exams tested reading comprehension, vocabulary, and grammar, she argued that these aspects came forward in teaching, rather than teaching English as an integrated whole. Therefore, Zeynep believed that language skills should be incorporated into these exams as well. When she was asked about in-class exams she would prepare, Zeynep explained that

> "If the group of English teachers in my school did not decide to test only reading and grammar, in my classes, I would teach based on the four skills and involve these skills in the exams… What affects me as a teacher is the desire to teach the language as a whole, rather than to be stuck on grammar or reading…"

Zeynep believed in the idea that English should be taught in an integrated way, and she would plan to do so as a teacher. However, it was worth mentioning here that while discussing Zeynep's beliefs about teaching, she referred to these high-stakes exams as a factor that might shape her teaching. According to her, if her students were to take a high-stakes exam, she would teach them accordingly. For others, though, she would prefer a teaching methodology by involving all the skills and language components. In this sense, the impact of the testing system seemed to form two sets of beliefs when it came to teaching English.

In addition to the testing system, Zeynep did not think the time devoted to teaching English was enough. She compared certain practices in past, such as weekly hours of English in Anatolian teacher training high schools, with current practices. This comparison and reduction in hours, for her, meant a reduction in value given to English teaching. Besides, Zeynep complained about the course books in that she believed these did not focus on the four skills and it did not provide teachers the chance to teach a lesson that appealed to five senses. She discussed,

> "They use a number of course books. The MoNE has its own books. Although curriculum evaluation articles were written that reported these books were written in line with the CEFR – I read them – they talk about a utopian, great book, but we see that this is not the case when we open the book. For example, for writing… writing is usually given at the end of the unit and usually it lacks a brainstorming activity. Usually, they ask to write an email about this and that. But they do not give importance to its process, it just values the product."

As the above except indicated, Zeynep was not content with course books and her example concerning the teaching of the writing skill showed that, as in Hakan's data, the parts that

did not match her beliefs about teaching were criticized heavily. In addition, when Zeynep was asked how that situation would affect her, she accepted that she would have to adapt activities all the time and integrate extra materials. Indeed, her practices in practicum supported her remarks in that the first observations into Zeynep's classes clearly demonstrated the adaptation process of the activities and incorporation of web 2.0 tools or extra sources to align her practices with her beliefs. Lastly, Zeynep discussed that although the curriculum seemed perfect, its reflection in course books was far from being perfect. Despite the emphasis on culture and gender issues in the curriculum, Zeynep believed that culture did not hold a sufficient place in the books, and traditional gender roles were retained.

Micro Contextual Factors

English teaching practices at her practicum school, her school mentor, and her university supervisor sometimes facilitated and other times challenged Zeynep's teaching. Firstly, Zeynep discussed that she benefitted from her university supervisor's feedback on her teaching. However, she found the road she had taken with her school mentor bumpy, mostly due to the inconsistencies between her beliefs and the school mentor's beliefs. The first observations into Zeynep's classes demonstrated the struggle she had while teaching the way she believed; however, the last two observations and post-observation interviews indicated that these classes were shaped based on their mentor's guidance.

> "It was good at the beginning. But later, we did not know who had left off where. We followed the course book and got the activities done. It was like… we turned into people who told the students to do something, not teachers. We did not have much work at this point. Since we did not know where we had left off, we attended the classes without any plans. We could not modify the activities. These experiences were not good, it made me feel bad because I have certain beliefs about teaching, there are certain things that I learned but I did the exact opposite of these."

Zeynep's experiences suggested that her teaching practices took an undesired direction and caused tensions between her beliefs and practices. The reason behind this tension was the school mentor's expectations and the lack of communication between them. However, these experiences and tensions did not change her beliefs about teaching. Zeynep remarked,

> "I always knew how to do and how to teach it. These are not just the things I know by heart or the things I learned just at the ELT program, but things that I experienced, tried, and I realized that my way is more beneficial and useful."

Although Zeynep's practices had to divert from her beliefs at times, this diversion appeared not to have affected her beliefs. Besides her school mentor, the proficiency level of the students, their low participation in classes, and their lack of motivation were other factors that significantly constrained Zeynep's practices. She believed that the students' level was much lower than it should be, and this situation forced her to simplify her use of English and limit the variety of activities she had used. However, despite these constraints, Zeynep tried to follow her instincts and she believed she partially affected the students' expectations in class in that her teaching method might have encouraged the students to engage in the class and use English more often.

In addition to the immediate classroom environment, few school policies or certain practices challenged Zeynep as a pre-service teacher teaching at the practicum. Firstly, changes in her school mentor's weekly class hours or cancellation of some classes forced Zeynep to revise her weekly schedule and attend the evening classes sometimes. Besides, Zeynep was teaching at a vocational and technical Anatolian secondary school, where the students took twenty hours of English weekly. However, these courses were divided into two as 'the main course' and 'listening and speaking.' This division was considered weird by Zeynep as she illustrated that *"I cannot understand why they divided these. Why do we segregate the skills by using different books? Because, in real life or in daily communication, use all these skills mostly at the same time."* Although these practices did not affect her beliefs about teaching, her teaching had to stick to these school policies and this situation did not make her happy.

Despite these constraints, Zeynep also enjoyed her relations with her partners with whom she continued her practicum. She clarified that they supported each other and gave suggestions on their teaching and activities. There was a mutual support and learning environment in that Zeynep believes she benefitted from their partners in different ways, and she also contributed to their body of knowledge on teaching and classroom management. To illustrate, she shared that "*I saw the tools that Betül used, Wordwall, for example, I did not know it beforehand. Hamza's English is really good because he lived in London, I realized certain things in his talking. And I witnessed Kübra's patience. All these contributed to me."* Further, this quotation implies that she adopted the things from her partners that aligned with her belief system.

In sum, an evaluation of interviews with Zeynep, classroom observations, and post-observation interviews indicated that Zeynep's practicum experience was a challenging one

due to certain macro and micro contextual factors. Students' proficiency level and their motivation, as well as the clashes between Zeynep's and her school mentor's beliefs constrained her teaching in that some of her practices did not align with her beliefs. In addition, the testing system and the course books, she believed, were hot helpful for her practices. Nevertheless, despite these constraints, Zeynep did not change her beliefs about teaching. These beliefs even got stronger as she witnessed the ineffectiveness of the methods she conducted unwillingly. Besides, her efforts to put her beliefs into practice were obvious in that her adaption of activities, integration of web 2.0 tools, and creation of a more communicative classroom atmosphere were the result of these beliefs in practice.

The Case of Melek

Vignette: Melek

Melek, a senior pre-service EFL teacher, completed her practicum at a vocational and technical secondary school. Multiple interviews, classroom observations, and post-observation interviews with Melek demonstrated the complexity and dynamism among her beliefs and practices. It can be stated that Melek held a set of interconnected beliefs about teaching English. These beliefs were formed over the years through the impact of multiple factors that involved her previous schooling experiences, non-formal language learning strategies, and the teacher education program. Melek made it obvious that her belief formation was ongoing as she thought certain aspects of her beliefs about teaching would be more developed as she practiced teaching. Lastly, although Melek was aware of the potential impact of macro and micro contextual factors on her teaching, for the most part, she could achieve putting reflecting her beliefs into practice.

Complex, Heterogeneous, and Interconnected: Melek's Beliefs about EFL Teaching

Curricular Objectives

As English is today's Lingua Franca, a global means of communication, Melek believed that one should learn it not to lag behind others both nationally and internationally. For her, the key to learning English was to like it. Therefore, she stated that her primary objective while teaching English was to get her students to enjoy learning English.

> "Indeed, everyone enjoys learning a language or knowing it. Everyone shows interest in understanding a different language and speaking it. So, I, firstly, would like to get it liked by my students. Because this is a process that requires patience, and it does not happen without liking the language… I want my students to like it, and then I want to provide an education in accordance with their age and talent."

Teaching Methodology

Melek shared that her beliefs about how to teach language skills and components were still in the process of being shaped. However, overall, her beliefs supported an integrated way to teach English. The justification for this integrated approach was the fact that language was for communication.

> "Actually, as you can imagine, this is something that I am trying to solve because I still worry about how to teach. Yet, for example, these [language skills and components] cannot be segregated from each other. This is, ultimately, communication. Even though we do not want it, or we do not need it, it is a means of communication that people use. Therefore, it seems more correct that they are taught in an integrated way."

Her beliefs about integrated English teaching, Melek discussed, were based upon her adoption of the communicative language teaching method. For her, mutual interaction in the classroom was vital, and she would like to get her students to speak as soon as they start learning and understanding the language. However, while she was discussing the reasons behind her adoption of communicative language teaching, the following quotation indicated how her way of English teaching differed depending on for which purposes her students would learn English.

> "Firstly, I want my students to understand [English]. This is my primary purpose because it is how it starts. First you understand and then, you speak. If a student who prepares for a foreign language exam or other exams, I would not behave like this. I would present the grammar. But as my students are usually kids, I just expect them to understand me. Or I expect them to speak English when they establish a dialogue…"

As can be understood, while understanding and speaking English was emphasized for learners who did not prepare for any high-stakes tests, grammar was highlighted for those who would prepare for high-stakes exams. Melek explained, *"There is nothing communicative in FLE and these people expect to learn grammar. An individual who would like to get some scores in the exam does not open themselves to speaking."* In this situation,

the effect of a macro contextual factor, the testing system, on Melek's beliefs was obvious. In addition, as in Zeynep's case, Melek held two different sets of beliefs concerning teaching English. Although these beliefs differed in terms of how to teach English, as they were tailored for different purposes, Melek did not seem to have any contradictions.

As understanding preceded speaking in language classes, Melek emphasized the interconnectedness between listening and speaking, further proving her adoption of an integrated approach to language teaching.

> "We can start with listening because a person may not feel ready to talk, find the courage to talk. Specifically, in Turkey where people experience a sense of dread. So, I believe that it can be taught more easily by carrying out tiny speaking tasks based on a listening text."

Similar to listening and speaking, Melek connected reading with other skills, particularly writing. Conducting a writing task following reading was most logical to her. Firstly, she believed that reading should be taught in a context and by asking questions based on the text. She stated "*Reading can be taught by asking questions and these questions should not be too compelling; they should be suitable for students' level. Of course, they should be based on the text."* According to her, following this stage could be a writing activity to further improve students' writing skills based on the topic given in the text.

While discussing how to teach language components, Melek shared a variety of strategies to teach vocabulary, grammar, and pronunciation. To start with vocabulary, she proposed that guessing from the context, use of pictures and visuals, acting out, and eliciting meaning through questions could be used depending on students' age and levels. Teaching vocabulary in context was also emphasized.

> "If a word is abstract, it can be presented in a reading text. It can be presented in alignment with the context and in a way that the word can be guessed from the context. I think this is the most sensible one."

Teaching pronunciation, to Melek, would best occur through listening. Listening to audio, watching videos, and listening to the teacher in class could help learners improve their pronunciation. Melek believed that listening should be followed by practicing sounds and words. In addition, she proposed that such strategies as the use of tongue twisters and sound discrimination activities could support pronunciation improvement.

Lastly, her approach to grammar teaching involved both inductive and deductive ways of teaching depending on students' needs and learning styles. On the one hand, she believed in

the importance of inductive grammar teaching that she learned at university. On the other hand, she did not find it sufficient because some students would not learn implicitly. Hence, a combination of inductive and deductive approaches was adopted by Melek. She shared, *"I believe that sometimes it should be taught deductively and explicitly. Of course, inductive teaching seems more sensible… because we ask students questions… Yet some students need learning deductively and in an explicit way."* Accordingly, it seemed that Melek held two different beliefs about grammar teaching together.

Her further comments about how to teach grammar also indicated that she tended to segregate grammar as a language component. Melek discussed, *"Grammar is separated, I cannot be that professional as we learned at university. Really, it is separated whether we like it or not. Maybe it is because how we have learned it so far."* It appeared that Melek's previous schooling experiences where she learned English through grammar rules prevented her from developing a more integrated approach to grammar teaching.

Feedback Cycle

Like Hakan and Zeynep, Melek was against direct error correction that had the potential to demotivate students such as *"are we using it like that?"* Rather, she considered jokes an appropriate way to approach errors while correcting them so as not to frighten her students. In addition, she made a distinction between activities that focused on fluency and accuracy. As for the former, the following extract demonstrated that she did not believe in the appropriateness of immediate error correction.

> "I hope I won't do this. If we carry out a speaking-focused activity, or a student does a presentation, I don't stop them and tell them, 'This is how you say it', or 'no! 'is' is not used here.' Because I do not find it true. Feedback can be given at the end. That is also important because errors irritate those who know the language. But I think I take notes and provide feedback at the end."

Translanguaging

Melek believed that L1 use in English classes should be kept to a minimum. Similar to Hakan and Zeynep, Melek thought that the students should be exposed to English as much as possible, and this was through consistent use of English in classes. However, she thought

there are times when Turkish explanations were needed, and it was okay to switch to L1 at these times. Melek discussed,

> "It should be as little as possible, but I don't find it correct to restrict it too much. If students hear English only from us, they get shocked. Hence, Turkish explanations are sometimes needed… Specifically, for some idioms, it is easier. For example, when I say, 'early bird catches the warm', the kid does not get it. I did not get it when I first heard it. So, I think the mother tongue can be used for such situations. But, still, it should be the last resort."

All the pre-service teachers believed that the students should get exposed to English as much as possible. Therefore, they believed that L1 use should be minimum in English classes. However, none of them were completely against its use because, although situations differed for them, there would be cases when L1 use is inevitable, and maybe even more useful.

Instructional Materials

Melek's beliefs about materials to be used while teaching English aligned with her overall beliefs about English teaching in that she preferred a course book that involved both mechanical and communicative activities. Melek suggested that *"I think it should be interactive, but a sufficient number of mechanical activities should exist as well because they are needed in a classroom situation. Playing games or getting different activities done all the time are not working.*" Besides, she believed that listening and speaking sections in these books were important and teachers should not skip them. On the other hand, she discussed that preparing a lot of materials was not realistic. Melek shared,

> "I am not a teacher who is willing to prepare too many materials. I cannot do it. It does not feel so realistic. For presentations, for example, it is too ridiculous to carry a bag of materials. I won't be able to do that. There should be a better way."

Rather than handmade materials, Melek supported the use of digital materials to present to her students. As a teacher, she knew that she would have a busy schedule, so she believed she would not have enough time to create handmade materials. Yet, her comments implied that she might use digital technologies to provide extra materials.

Complexity, Heterogeneity, and Interrelations Among Melek's Beliefs

Melek believed that language was a means of communication. Therefore, she expected her students first, to like the language and second, to use it for communicative purposes. Her

expectations were also evident in other components of her belief system. Initially, her beliefs about teaching methodology accorded with the objective of English language teaching. A communicative objective was evident in her explanations concerning how to teach language skills and components in that her overall adoption of an integrated approach to teaching was geared towards learning and using the language as a whole, as in daily life. Additionally, that materials should consist of both mechanical and meaningful activities and that they should focus on language skills supported her beliefs about her preferred teaching methodology.

Similar to Hakan and Zeynep, Melek believed that students should get as much linguistic input as possible because this meant how learning would occur. Her beliefs about language learning accorded with her beliefs about L1 use, which should be kept to a minimum. Therefore, although beliefs about language learning were not investigated within the scope of this dissertation, the data provided evidence concerning their relations. In addition, her beliefs about language teaching supported her 'English as much as possible' approach. Lastly, while correcting her students' errors and profiding feedback, Melek did not want to frighten them by pointing at their errors directly. This also related to her objectives for language teaching as her main purpose in teaching English was to get her students like the language.

Dynamism, Emergence, Self-organization, and Non-linearity: The Triggers of Melek's Beliefs

Melek's emergent belief system was shaped by her previous schooling experiences, non-formal language learning strategies, and her teacher education program. In addition, the data suggested that this belief formation would continue as she practiced teaching.

Firstly, Melek's previous schooling experiences seemed to shape her beliefs about the purposes of language teaching because as a language learner, she always liked English, and this feeling encouraged her to continue studying English even under adverse conditions. Melek shared that during her primary and lower-secondary education, she enjoyed learning English thanks to her teachers who, at times, employed various language teaching techniques such as using songs in classes and speaking English. Although she believed she would

employ some of these strategies, in general, Melek did not think she would teach English the way her teachers did. She discussed,

> "I can use [activities] the ones that I like, the ones that I learned at the 7th or 8th grade but other than that, for example, I would not use their grammar teaching methods. I fell into this trap. When I was a freshman, after the preparatory school year, I worked as a volunteer teacher, but I realized my mistake much later. I taught them grammar the way my teachers did, by writing 'verb + subject + object' on the board."

This extract suggested that when she first started her teacher education program, her volunteer teaching practices were shaped by her previous schooling experiences, and she considered this a mistake as a senior pre-service teacher, thereby signaling the impact of the teacher education program on her beliefs about teaching.

As discussed, her interest in English and positive feelings towards it prompted Melek to continue studying English at secondary school, where she had unpleasant experiences with her teacher of English. Her teacher's insensible attitude and unsupportive behaviors discouraged Melek as a student. However, the positive feelings that she developed earlier prompted her to study English and helped her get into university as a prospective English teacher. In this process, she developed several non-formal language learning strategies that enabled her to improve her English. To illustrate, she explained that she had listened to songs, watched several TV series and movies, and talked to herself in front of a mirror. These techniques, Melek believed, contributed to her language development. Therefore, she planned to use them as an EFL teacher, and she shared, *"I believe in the effects of songs and TV series. Hence, most probably, I would employ such activities as song completion, spelling, and listening. I believe that they are useful."*

Apart from these experiences, Melek's belief formation appeared to be triggered by the teacher education program where she took classes at the preparatory school for one year and the ELT department for four years. Building on what she had experienced so far, Melek shaped her beliefs about English teaching in this program. Initially, the preparatory school introduced her to a variety of language learning and teaching techniques that she had not experienced before, such as group work, debates, and discussions in classes. For example, Melek clarified that the preparatory school affected how her beliefs about activities and materials were formed.

> "At university, I realized how they should be. By the way, indeed, I saw around eighty percent of the activities to be conducted at the preparatory school. I mean, I learned the ones that could be employed because I experienced them since I practiced them."

Melek's comments also indicated that the activities which had worked on her became part of her belief system. In addition, the courses she took at the ELT department appeared to exert a significant influence on her beliefs about teaching and learning. To illustrate, while explaining how a belief about language learning was developed, Melek shared that

> "In second language acquisition [course], I clearly realized that the earlier a child is exposed to English and the context is organized accordingly, the easier it will get for them to learn the language. That is also how I discovered myself, I told to myself, 'This is how I learned this song as a kid, I was exposed to English.' That's when I realized this."

As this extract implied, the course not only formed a belief in Melek's system but also prompted her to become aware of her experiences as a language learner. Similarly, she referred to some other courses to share the benefits she gained and gave examples. Overall, the impact of the program on her beliefs was evident, as she succinctly explained,

> "As graduation has gotten closer, I asked, what I would teach, and how I would teach it. I asked this to myself. Then I replied, Melek, first, have a look at how you had learned. Yet, I could not find any and solutions. So, in these teacher education courses, I tried to discover my own teaching method. I tried to understand whatever I did. In each course I took and through each activity we conducted, I found something that benefitted me."

Besides these courses, Melek mentioned how she was affected by the professors she met at the university. She discussed that her beliefs about how a student should be approached bore resemblance to the way her professors approached her. On the other hand, she explained how she learned what not to do from those professors from whom she did not enjoy taking classes.

On the whole, the data suggested that belief formation was an ongoing process for Melek, providing evidence that beliefs were dynamic and susceptible to change when triggered by various factors. Melek's statements supported that her previous schooling experiences, her non-formal language learning strategies, and the teacher education program contributed to her belief formation. While her previous schooling experiences mostly taught her how not to teach English, her own strategies and the ELT program shaped her positively. That belief formation was an ongoing process, and this formation was influenced by the ELT program, Melek argued,

> "In each class, be it at a private course or another class, I have been trying to find a method by myself because… I see it since I work with students of different ages. I had an 8-year-old student or one that was the same age as me. Regarding how to teach to each of them, I have been still learning something in each class."

Accordingly, it could be argued that Melek's belief system would continue changing as she taught in distinct contexts.

Dynamism, Interconnections, and Adaptations: Melek's Beliefs and Practices in Context

The First Observation

In this class, Melek's primary aim was to introduce the present perfect continuous tense and conduct relevant grammar activities. To introduce the grammar point, she built the lesson on a reading text about music. Overall, this lesson appeared to reflect various aspects of Melek's beliefs about language teaching.

The first hour started with Melek greeting students and asking them about their free time activities. After getting the reply 'listening to music', she played a rock song to get the students' attention to the topic and introduce the topic to the students. Melek integrated the song into the lesson as a warm-up activity, which accorded her beliefs because she considered a motivating learning environment necessary, and, to her, this was a motivating addition.

Following this introduction, Melek directed students' attention to a reading text about an unsuccessful rock star and she asked questions about the title. The reading text in the students' course book started with a speaking activity that asked them how certain characteristics were important to become a pop star. Although students were a bit silent, Melek tried to encourage them by asking various questions. After that, Melek asked students to read the text quickly and find out if the rock star in the text had these characteristics. When students had difficulties answering questions, she directed them to the text to help them understand the topic. For the second reading, she got their attention to the comprehension questions in the course book and asked them to read the text again and answer the questions. Melek covered the reading text and its activities in the course book. As she believed that reading should be taught in context and some comprehension questions should be taught, this section of the class seems to accord with her beliefs about teaching reading.

In the second hour, Melek started the class by asking a final question about the text. The answer to this question was the sample sentence that she used to introduce the form, meaning, and function of the present perfect continuous tense. While doing this, Melek asked several concept-checking questions to elicit answers from students. After she taught this grammar point, she used two Web tools, Kahoot and Bamboozle to allow the students to practice it. While the Kahoot activity included multiple-choice questions based on the present perfect tense, the Bamboozle activity required the students to fill in the blanks with correct verb forms. While students completed the former individually, they worked in groups for the latter.

Melek's instructional strategies to teach the grammar point and the way she did the activities mirrored her beliefs about grammar teaching as well. Firstly, after she elicited the target sentence that involved the grammar point, she preferred asking several questions to enable students to understand its form, meaning, and function. This way of inductive teaching was part of her belief system that was shaped by her teacher education program. Besides, during the post-observation interview, Melek discussed that the course book only required students to complete the rules of a grammar point, which she did not find sufficient. In this sense, Melek's adaptation of grammar teaching to make it compatible with her beliefs was apparent. Secondly, the post-observation interview revealed that Melek skipped the grammar activities in the course book and continued with her game-based tasks directly due to time limitations. Concerning the coursebook activities, she stated that "*That's what they always do in the class. They do these activities all the time. That's why I did not want it to be the same. I wanted to complete these activities as well, yet, as I said, time…"* In this sense, her integration of web tools reflected her beliefs about materials because she tried to both follow the course book and integrate her games to make learning fun.

Lastly, Melek was insistent on using English in the class, mirroring her beliefs translanguaging in language courses. She encouraged students to talk in English and strove to expose them to English as much as possible.

The Second Observation

The objective of this class involved a comparison of the present perfect simple and the present perfect continuous tenses in a contextualized way. To achieve this, Melek employed

various instructional strategies that accorded her beliefs about curricular objectives, teaching methodology, translanguaging, giving feedback, and instructional materials.

Melek started the class by asking questions about places the students would like to visit. She showed some pictures on the screen and asked students in which country were these cities, and if they would like to visit them. After that, she introduced a character that visited some of these cities and expected students to view a video and find out about these cities. This was followed by a matching activity that required the students to match some more characters with their names.

Melek considered her initial questions and use of pictures a warm-up activity to arouse curiosity and trigger motivation among the students. This aligned with her beliefs in that she wanted her students to enjoy the language-learning process. Secondly, the post-observation interview revealed that her mentor teacher asked her to go over the grammar points discussed below. As she believed that English should be taught in a contextualized way, she adapted the lesson in that she integrated a video about the topic to provide the context for grammar teaching. Although she was not a fan of preparing extra materials for her classes, it seemed that her beliefs about grammar teaching seemed to compel her to do so as she discussed below:

> "If I had to follow the book, I was going to adapt some portions. Either following the book completely or preparing materials by myself is much easier for me. While designing the activities, I wanted to involve a warm-up activity and add numerous visuals."

Melek's classroom practices and post-observation interviews, in this sense, indicated that she took certain actions to be able to teach English the way she believed.

After making sure that the students understood the video, Melek attracted their attention to the words written in red in the video and asked students if they were the same or not. After the students watched the video again, they focused on the differences. As the focus of the lesson was on differences between the present perfect simple and the present perfect continuous tenses, Melek tried to clarify in what ways these grammar points differed. For this purpose, she used some concept-checking questions that elicited the meaning and function of these tenses. To be able to better reflect these aspects, she made use of a PowerPoint presentation that she prepared. In these ways, Melek's grammar teaching was similar to her previous class, overall mirroring her beliefs about grammar teaching.

The second hour started by reminding the differences between these tenses. To illustrate, she asked, *"which one focus on the activity?"* and *"in which one the action has finished?"* After that, she used another web tool that involved a spinning wheel. In each spinning, the students encountered some questions or 'fill in the blank' sentences that required them to answer based on the differences between the two grammar points. This activity revealed some parts that the students did not understand completely as some of their answers were wrong. For corrective feedback, Melek used different error correction techniques such as pair correction, elicitation through questions, repetition, recasts, or providing choices. Rarely, when she felt that the students had failed to understand, she supported these techniques with L1, which was Turkish, as in the following extract:

> S: Mike writed three books… oraya ne gelecek hiç bilmiyorum.
>
> T: Is it for or since?
>
> S: O zaman oraya 'for' gelir.
>
> T: Why? (She could not get an answer from the student). Anyone else? Ayşe, what do you think?
>
> S2: Mark has been writing three books for he moved.
>
> T: Tamam böyle deyince ne demiş oldunuz? Ne anladınız cümleden? Anlamı ne oldu?

This interaction continued with a mixture of different techniques to help students further clarify the differences between present perfect simple and present perfect continuous. After that, she ended the lesson by asking students what they learned that day, thereby providing a brief overview of the lesson.

The second class unraveled crucial points concerning the interaction between Melek's beliefs and classroom practices as well. Integration of a web tool to conduct grammar activities matches her belief that learning should occur in an enjoyable way. Besides, she supported the use of digital tools as instructional materials in her classes as well. Secondly, it seemed that she switched to Turkish as the last resort while correcting students' errors. Her insistency on use of English as much as possible and resorting to Turkish only when too vital were in accord with her beliefs. Lastly, her use of a variety of corrective feedback techniques rather than explaining an issue directly accorded with her sentences that were uttered during the interviews.

After this class, Melek observed for two more class hours. However, in terms of the flow of the lesson, these classes followed a similar pattern, mostly reflecting Melek's beliefs about language teaching. To clarify, she started her lessons with a warm-up activity, tried to integrate the speaking skill as much as possible, interacted with different students throughout her classes, and focused on listening as well. While mostly sticking to her beliefs about language teaching during her practicum, like her colleagues, Melek suffered from several contextual constraints as explained in the next section.

Open, Adaptive, and Co-adaptive: Interrelations Among Melek's Beliefs, Practices, and Contexts

Macro Contextual Factors

Although Melek held certain opinions concerning the relationship between macro contextual factors and English language teaching, it appears that these factors did not seem to have a significant influence on her beliefs about teaching and classroom practices, except for the fact that high-stakes testing might affect her teaching in the future. Initially, she thought that society did not have candid respect for teachers although they were aware of the importance of teachers who were responsible for the future of students. Yet, she stated that *"Honestly, I do not consider the status of teachers brilliant. If it was taken into consideration that much, I think most of the problems in teaching would not have occurred."* On the other hand, Melek's comments indicated that although these adverse situations demotivated her, she would not change her beliefs and practices.

Secondly, as a pre-service teacher, Melek accepted that she did not follow recent changes and improvements in educational policies and English language teaching curricula. Nonetheless, by comparing her own schooling experiences with current practices, she was content with the shifts occurring in language teaching, as indicated below:

> "When I have a look at it – of course, I can compare it only with myself, with the education I received – it is more skill-oriented. Teaching through games, getting students like the language, or adapting peripheral learning to classrooms – as we have learned at university- shows that there are some improvements."

Further, this extract implied that Melek recognized some policies and practices as improvements since they aligned with Melek's beliefs about language teaching. These

improvements, in turn, affected Melek positively because she thought she could implement what she had learned at her teacher education program in schools where she would work.

As for testing and evaluation, Melek made a distinction between in-class assessment practices and high-stakes testing. According to her, skill integration could be achieved at schools through teachers' efforts. As students valued assessment scores, teachers could test what was taught as well. She stated, *"Eventually, students focus on exams. They say, 'if I am not going to talk during the exams, why should I talk during classes?"* Therefore, she believed in the importance of testing language skills. Concerning high-stakes testing, Melek thought that subjective evaluation of writing and speaking might lead to injustice, yet listening would itself to these tests; therefore, they should be a part of the nationwide exams. Apart from these concerns, multiple interviews with Melek implied that although high-stakes testing might not change her beliefs about language teaching, some of her practices might be affected if her students were to take these tests as she shared, *"If I had students that prepare for exams, I would bring extra materials or conduct different activities. Unfortunately, the testing system is not in our power."*

While explaining her thoughts about the course books used in English classes, Melek both touched upon her confusion about books and the complexity of multiple factors affecting language teaching. Firstly, by referring to the books used at her practicum school, she explained how distinct these books might be in terms of content and quality. Melek described an experience below.

> "I was going to teach a lesson. I was stuck between a rock and a hard place. There is a vocabulary item, then out of the blue, it [the book] told students to make some sentences by using the past tense. Then, suddenly, it moves to something else, it moves to vocabulary teaching. It was too confusing. But the other book they used was educational."

Additionally, this extract suggested that these materials that aligned with Melek's beliefs were considered educational and better in terms of quality. Besides, she was aware of multiple factors affecting teaching and the complexity of these factors. Although these macro-contextual factors might result in problems in teaching, Melek stated that it was not only course books or the curriculum that led to poor student success.

> "When we have a look at it… I am not that experienced to understand this but, I realized that the class is not doing well even if the book is of high quality. There is a problem here. Of course, weekly course hours are important. I think the biggest issue is the inadequacy of course hours. But, apart from this, students'

> laziness, maybe teachers' L1 use, its being too complicated… I don't know. As there are multiple factors, I cannot say that the there is something wrong with the curriculum because I see that the professors from whom we have received training provide us with invaluable information."

This extract suggested that Melek had confusion about the roots of problems in teaching English. Being aware of the complexity of the situation, she referred to the weekly class hours, students' unwillingness, and teachers' instructional practices to name but a few. This further indicated that in addition to such macro-contextual factors that might affect teachers' practices, Melek identified several micro-contextual factors that shaped her teaching during the practicum.

Micro Contextual Factors

As for the school and classroom environment, Melek initially talked about her relations with her university supervisor, school mentor, and the colleagues with whom she completed the practicum. Firstly, she explained that she had benefitted from her interaction with her university supervisor, whose feedback contributed to her teaching. Secondly, since her school mentor was not too strict in terms of her expectations, Melek felt more comfortable putting her beliefs about teaching into practice. Thirdly, she had positive relations with her peers, and mutual communication among them allowed them to exchange ideas concerning activities that might be conducted in classes. Overall, however, her relations with these stakeholders did not alter her beliefs about teaching.

At the classroom level, the challenges that Melek experienced were apparent like in Zeynep's classes. Initially, her students' lack of interest in classes and their limited participation caused Melek not to derive sufficient efficiency from her classes. This situation was exacerbated by the online teaching period, specifically when internet connection problems occurred. In addition, Melek discussed that the students' levels were not homogenous in terms of proficiency, and she considered this a serious problem. However, due to time constraints she had during online teaching, she could not focus on low-level students much. On the other hand, this situation supported her beliefs about getting students to like the language, as explained below.

> "Students are independent of each other in terms of proficiency. While some students are poor in English, the others can understand certain complex sentences. This is related to their enthusiasm, of course. Everything during our

> interviews has come to this result but all is related to getting students to like the language."

In addition to students' proficiency levels and their low participation in classes, Melek discussed how course books affected her teaching. She explained that at her institution, 9th and 10th graders used different course books. Although she enjoyed the activities in the 10th graders' course books, she did not enjoy the other book much as she found the book complex, the activities partially irrelevant and inauthentic. On the other hand, Melek made crucial adaptations to the activities she used and integrated extra sources and web tools to enrich her learning environment.

Melek also discussed how the online teaching environment affected her teaching practices. She explained that in face-to-face classes, it would have been easier to get to know her students, make eye contact, use different instructional materials, and teach some skills more effectively. As for the last issue, she remarked,

> "Writing, for example, is such a huge problem. Should they write in their notebooks or the chat box? They were writing in pieces, and I could not see some of them. In face-to-face classes, I would give some time for them to write, walk around the classroom and see who is writing what, give feedback."

Lastly, Melek expressed her feelings that occurred at times when she could not receive many reactions to her teaching. She shared her experience in one of the classes that were not observed by the researcher. In that class, she had to carry out a writing activity that she did not like at all because, to her, this activity did not serve any purpose. However, she had to complete the activity since her mentor teacher asked her to carry out the activity with the students. In this sense, it can be understood that when her practices clashed with her beliefs about teaching, that aroused negative feelings for Melek. She explained,

> "The first time that happened, I felt like saying, 'I won't do anything then. Just let me complete the book.' However, I hope I can find the right path where I can leave some marks in my students' lives. I hope everybody finds; every teacher finds."

In this sense, despite Melek's such experiences as such, it seemed that she had a commitment to teaching English, and she was willing to teach the way she believed.

Cross-case Analysis

Complex, Heterogeneous, and Interconnected: Pre-service EFL Teachers' Beliefs About Teaching English

From a complexity theory perspective, heterogeneity refers to components of different types in a system, which are interconnected in that dynamic and evolving relationships between these components give rise to the system's overall behavior. Accordingly, as a complex system, teacher beliefs were assumed to consist of different aspects, and these aspects were thought to cooperate or sometimes conflict with each other. Initially, this dissertation sought what beliefs pre-service EFL teachers held concerning various aspects of their teaching, and as clarified in individual case analyses, the following aspects were found. In addition, a further investigation into these analyses revealed several common grounds that connected the pre-service teachers who took part in this study.

Curricular Objectives

All the pre-service teachers attributed a communicative objective to teaching English. For Zeynep and Melek, that English was a global language prompted them to teach it for communication. Along with this objective, they mostly underlined a secondary aim that was associated with the first one. To Melek, that was to get her students to like English while Zeynep focused more on improving her students' critical thinking skills to broaden their perspectives on life. Hakan, on the other hand, specifically focused on how to teach English as an integrated whole, as in daily life.

Teaching Methodology

The data analyses demonstrated that the pre-service EFL teachers developed a variety of methods and techniques to teach English to their students, mostly in harmony with their overall objectives for language teaching. Initially, it was apparent that all the participants were inclined to adopt an integrated approach to language teaching. It meant that they believed English should be best taught by integrating language skills and components, through a context, without segregating them from each other. Although Zeynep did not specifically utter this integrated approach, her comments suggested it as well. Secondly, they

all emphasized that receptive skills should precede productive skills so that their students could produce the language after they had received sufficient input. This perspective was further related to their beliefs about language learning, which was not investigated within the scope of this dissertation. However, the data suggested that teachers' belief systems, from a broader perspective, consisted of their beliefs about learning, which were quite relevant to their beliefs about teaching.

As for the teaching of language skills, their statements revealed that they sequenced their classes as pre-, while-, and post-teaching stages. Although Hakan did not explicitly state these stages, his statements supported this approach as well. They all cared about starting their classes with a pre-teaching (warm-up) activity to prepare their students for the lesson. Then, they discussed that mostly reading and listening texts could be presented to students. For these receptive skills, they emphasized the importance of asking comprehension questions. Another important strategy they all shared was contextualized grammar and vocabulary teaching by relying on listening and reading texts. They all held the opinion that several vocabulary teaching strategies could be used to present the target words. In addition, they believed that grammar could be taught more effectively when their students saw target sentences first and then answered certain form, meaning, and function questions. Lastly, they shared that listening could be used to practice pronunciation. On the other hand, although Hakan and Melek shared a few strategies to teach pronunciation, Zeynep was not sure how to teach it effectively. At this point, the data indicated that they might not have well-developed beliefs about teaching pronunciation.

Although they all supported such contextualized grammar teaching methods, Zeynep and Melek discussed how they taught grammar would depend on their students' needs. They shared a similar concern at this point. If their students were to take a high-stakes exam, they would tailor their teaching accordingly. That situation would require them to resort to traditional grammar teaching methods because they believed that high-stakes exams tested grammar in a decontextualized way. In this sense, Melek and Zeynep seemed to hold two distinct sets of beliefs about grammar teaching. These different beliefs existed together, without causing any tension for them at that moment. However, it was signaled that their enactment of a set of beliefs about grammar teaching would change depending on for what purposes their students learned the language.

The data suggested that teaching productive skills required guidance and monitoring. To illustrate, both Hakan and Zeynep underlined that a sample should be presented to students before writing tasks so that the students would know how to approach the writing task. Moreover, in line with their purposes for teaching English, Hakan suggested that writing should have a real purpose while Zeynep focused on the topic itself, which should help learners broader their critical thinking skills. Similar findings were obtained concerning the teaching of the speaking skill. Hakan discussed that guidance could be provided through useful expressions, and mutual communication should be aimed during speaking activities. Melek was a proponent of speaking as much as possible in classes. Therefore, her beliefs supported the integration of communicative activities as well.

Feedback Cycle

All the pre-service teachers were against explicit corrective feedback. Rather, they preferred guidance in this process as they believed students could be helped find their errors and correct them to provide more permanent learning. Both Hakan and Melek thought that explicit error correction techniques by pointing to students' errors were likely to demotivate students and prevent them from taking part in activities. On the other hand, Zeynep also believed that more explicit error correction might be helpful for certain students, contingent upon their learning styles. In this sense, Zeynep's belief system included both implicit and explicit error correction techniques.

Translanguaging

The pre-service EFL teachers underlined the importance of exposure to the target language to improve students' English. Therefore, they all supported the use of English as much as possible in their classes, limiting the amount of L1. Yet they were not against the use of L1 completely. Although their reasons differed, the pre-service teachers suggested that a common L1 might be an asset in their classes that could be resorted to when in desperate need.

Their beliefs about translanguaging were relevant to their beliefs about language learning as well. Since the participants linked L2 with increased linguistic input, they thought English

should be taught and learned in English. Accordingly, the connections between beliefs about learning and teaching further became apparent.

Instructional Materials

As for instructional materials, the pre-service teachers underlined the necessity of a balanced distribution of language skills and components in a course book. Additionally, Zeynep and Melek discussed that both mechanic and meaningful activities should exist in these books. In addition to the course books, Melek and Zeynep explicitly and Hakan implicitly emphasized the need for extra resources to enrich the learning environment. To illustrate, Melek supported the use of digital materials to supplement her course books. Similarly, Zeynep suggested that following the course books rigidly would result in a dull learning environment, and she supported the integration of additional resources. Although Hakan did not comment on additional resources, his adoption of web tools in his classes indicated that he held similar beliefs.

Complexity, Heterogeneity, and Interrelations Among Pre-service EFL Teachers' Beliefs

The findings reported above indicated that the pre-service EFL teachers held beliefs concerning various aspects of their teaching, providing evidence of the complexity of their belief systems. In addition, these types of beliefs were interrelated with each other in that beliefs in one area were relevant to beliefs in another. To illustrate, the pre-service teachers attributed communicative purposes to their teaching. This purpose was echoed in their beliefs about teaching methodologies. Their adoption of an integrated approach, to exemplify, was directly intertwined with teaching English for communicative purposes.

In addition to curricular objectives and teaching methodology, the pre-service teachers' beliefs about instructional materials, translanguaging, and giving feedback were all interconnected. As a proponent of contextualized and inductive teaching, the participants did not prefer correcting students' errors directly. As they attempted at providing a comfortable learning environment for their students, and they did not want to demotivate students from making errors by pointing to these errors directly. As they supported an integrated approach

to language teaching, they valued that the instructional materials involved a balanced distribution of language skills and components. As the pre-service teachers regarded input in the target language as vital, they supported the idea that the use of L1 in their classes should be minimum.

Even though it was not examined in this research, the participants' beliefs about language teaching were linked with their beliefs about language learning. In this sense, from a broader perspective, teacher beliefs, in general, are complex, heterogeneous, and interconnected as well.

These findings demonstrated that the pre-service EFL teachers held beliefs about the curricular objectives, teaching methodology, translanguaging, giving feedback, and instructional materials. Moreover, it presented that these different types of beliefs were interrelated. In other words, these beliefs did not stand in isolation. Rather, it suggested that a change in one component might result in changes in the whole system. The findings further signaled that these beliefs cooperated, standing mostly in harmony. Although, at times, two sets of beliefs seemed to occur together due to the impact of high-stakes testing in Turkey, the weight the pre-service teachers gave to one set accorded with their overall belief systems.

Dynamism, Emergence, Self-organization, and Non-linearity: The Triggers of Pre-service EFL Teachers' Beliefs

The complexity theory suggests that complex systems are dynamic and nonlinear, and they are shaped by emerging and self-organizing behaviors. Firstly, complex systems are not stable. On the contrary, they change over time through the interaction between the system's components and the system's interaction with its environment. Secondly, this change is nonlinear. In other words, there is no proportionate input-output relation. Accordingly, small changes might yield profound effects. As a complex system, beliefs about teaching are acknowledged as dynamic and nonlinear in this dissertation. They are assumed to be dynamic as they are formed through the influence of multiple factors in one's lifetime. They are considered nonlinear as one would not precisely predict a teacher's belief development since each teacher might react to their lived experiences differently. Thirdly, emergence refers to novel properties in a system as a result of its interaction both within the system and with the environment. Lastly, self-organization enables systems to maintain order. Although

new properties emerge in a system, the system self-organizes into a more complex state, achieving equilibrium to adapt to its environment. From this complexity theory perspective, then, beliefs about teaching English are considered to emerge over time through teachers' interaction with numerous factors in their lives. This emergence can be told to lead to a more complex belief system, which is self-organizing to adapt to its environment.

Considering these characteristics of the complexity theory and adopting it as the theoretical framework of this dissertation, the researcher investigated the triggers of pre-service EFL teachers' beliefs about teaching English. The results indicated that the teachers' previous schooling experiences, non-formal language learning strategies, and teacher education programs interacted dynamically and in a nonlinear way to yield emerging and self-organizing beliefs in their systems.

Firstly, the findings demonstrated that, for the most part, the participants' previous schooling experiences stood as anti-apprenticeship of observation. In other words, the traditional English language education they went through as language learners mostly taught them what not to do as language teachers. Although they were all interested in learning the language, their experiences with English were limited to memorization of vocabulary items, grammatical structures, and English that was tested in high-stakes exams. Therefore, they all accepted the fact that they mostly met language skills and components when they started their teacher education programs.

It should be stated that both Melek and Zeynep shared the language learning strategies they developed themselves to improve their English. To illustrate, both of them made use of songs and TV series. Their exposure to English, in turn, helped them advance their listening skills in English. Since their language learning strategies contributed to their learning, they became a part of their belief systems. In this sense, it could be argued that not only previous schooling experiences but also learners' non-formal language learning strategies that they employed were influential in shaping their beliefs.

Lastly, the impact of the participants' teacher education program on their beliefs about teaching was enormous. Multiple interviews with Melek, Hakan, and Zeynep illustrated that the majority of their beliefs about teaching were shaped during their teacher education program. Although they reacted differently to different components of this program, they became the pre-service EFL teachers they were then, mostly thanks to the program. As

discussed, their previous schooling experiences taught them what not to do as EFL teachers. However, they were not sure how to teach English effectively until they started their teacher education program.

The teacher education program offered a four-year undergraduate education in English language teaching. To start this education, the pre-service teachers who were enrolled at the university were required to take a proficiency exam. Those who failed the exam would study at the school of foreign languages for one extra year. While Hakan skipped the prep school period, as he could pass the proficiency exam, Melek and Zeynep took classes there to improve their proficiency in English. The findings gleaned from their data provided further evidence regarding the positive influence of this period on their beliefs about teaching. Melek and Zeynep regarded their instructors as role models and they substantially benefitted from their approaches to students. Secondly, they enjoyed the teaching methods they experienced there. They met such techniques as warm-ups and icebreakers, and these techniques became a part of their belief system concerning language teaching. In addition, Melek specifically underlined the fact that these methods were practiced on them, and she realized that she had learned more effectively. In this sense, their acknowledgment of the success of these methods might have helped them internalize these methods as part of their belief systems.

During their four-year undergraduate education, Melek, Hakan, and Zeynep took both theoretical and practical classes related to English language teaching. In the meantime, they met different professors, and they were exposed to a great number of teaching methods, techniques, and strategies. The data demonstrated that the content of these classes, their professors, how they delivered their classes, the feedback they received, and continuous reflections on their past and present learning encouraged them to adopt most of the current beliefs that they held about teaching English.

What was striking about these multiple factors that led to belief formation was that a belief was usually the result of more than one factor. To clarify, although their teacher education program was influential in shaping the participants' beliefs, it was through the participants' interaction with different components of the program as well as their continuous reflections on past experiences. During the interviews, the pre-service teachers referred to their previous experiences, present states, and future selves. The education they received encouraged them to reflect on their previous schooling experiences, which led to a heightened awareness

concerning the ineffectiveness of the education they received as language learners. This awareness was crucial for them to think about their beliefs and shape them. During the teacher education program, their interaction with the course content, course professors, and a great variety of materials helped them understand how learning and teaching might become more effective. As pre-service teachers, the feedback they received in these courses and the encouragement offered to reflect on their learning further allowed them to make informed choices and shape their beliefs. This awareness further prompted them to create an image of the teacher they would like to be in the future.

This section provided evidence that belief formation was a dynamic and ongoing process. It would continue as teachers' lived experiences accumulated. The participants' similar previous schooling and teacher education experiences may not have brought about the nonlinearity discussed in the complexity theory literature; however, the data indicated how they prioritized, for example, certain aspects of teacher education programs. In this sense, their reactions differed to different components of the program. Pre-service teachers from different educational backgrounds would be more likely to uncover this nonlinearity. Lastly, the data indicated that the pre-service EFL teachers' beliefs about teaching were emergent and self-organizing in that their belief systems developed over time in response to numerous factors. Their current beliefs increased in complexity over the years, and they were highly likely to improve in years to come as well.

Dynamism, Interconnections, and Adaptations: Teachers' Beliefs and Practices in Context

Dynamism is related to the development of systems over time. In addition, it is concerned with systems' interaction with each other. While the previous section approached dynamism as development over time, this section investigated dynamism in terms of the dynamic relations among pre-service teachers' beliefs, practices, and contexts. As they practiced teaching in a context, pre-service teachers made adaptations in their teaching to respond to a range of circumstances in their environments. The analyses of the cases demonstrated these dynamic interconnections among beliefs about teaching, instructional practices, and teaching contexts.

First off, the findings illustrated that the three pre-service EFL teachers took several course of actions to practice their beliefs during their practicum. These actions involved, but not limited to, the adaptation of activities in the course books, the integration of extra materials and web tools to enrich the learning environment, the consistent use of the L2, sequencing the class involving pre-, while-, and post-teaching stages, teaching grammar and vocabulary in context, indirect error correction techniques, and adopting an integrated approach to language teaching. Taken together, the classroom observations and post-observation interviews presented that the pre-service teachers could shape their teaching environment in line with their beliefs about teaching English.

The belief literature suggested a mutual relationship between teachers' beliefs and practices. The present dissertation demonstrated the impact of the pre-service teachers' beliefs on their practices. As for the effect of the participants' practices on their beliefs, it can be claimed that their practices strengthened their existing thoughts about teaching English when they recognized its success in practice. There were also some cases where the participants had confusion, though. To illustrate, Hakan realized that giving instructions only in English caused some students to fall behind on the activities. Therefore, he questioned if instruction-giving should also be in Turkish to keep these students in the lesson. Although this situation did not explicitly change his beliefs about the use of L2 in his classes, hinged upon his further experiences, he might reconsider these beliefs.

Lastly, the pre-service EFL teachers were not independent of the context in which they were teaching. As learning and teaching occurred in context, their beliefs and practices were interrelated with this context as well. Although the bulk of the data suggested that they shaped their teaching context by reflecting their own beliefs, the pre-service teachers adapted their teaching according to this context as well. To clarify, they simplified their English to help students understand the content, limited the integration of pair and group work as online teaching was not suitable for such communicative tasks, and followed, at times, the activities presented in the students' course books without any adaptations upon their mentor teachers' request. In this sense, the findings indicated that even though these contextual constraints did not affect their beliefs, they altered the pre-service EFL teachers' instructional practices.

Open, Adaptive, and Co-adaptive: Interrelations Among Pre-service EFL Teachers' Beliefs, Practices, and Contexts

Complex systems are open since they are in constant interaction with their environment. As they are open, they adapt to their environment to maintain order. However, this adaptation is not limited to the system itself. Instead, a complex system may initiate changes in its environment, referred to as a co-adaptation process. Along the same line, classroom observations and post-observation interviews demonstrated that the pre-service teachers' belief systems were open, adaptive, and co-adaptive in the sense that the pre-service teachers responded to a range of circumstances in their environments, sometimes shaping their teaching in accordance with these circumstances and sometimes being shaped due to these. However, in line with the purposes of this dissertation, it was crucial to examine interrelations among beliefs, practices, and contexts by considering contextual factors at both macro and micro levels. Therefore, the present section presented the findings related to these interrelations.

Macro Contextual Factors

At the macro level, the participants evaluated the status of teachers and teaching in Turkey, educational policies, the English language curriculum, testing policies, and the course books used in language classes. Firstly, they did not consider teaching a prestigious occupation in Turkey, and they discussed that teaching English was not valued as much as it should be. On the other hand, all the pre-service EFL teachers seemed to have a genuine commitment to teaching as they had intrinsic motivation for their profession. Therefore, the status of teaching did not affect their beliefs and practices about teaching English. Secondly, although they reported improvement in educational policies and the curriculum over the years, they acknowledged that more actions needed to be taken if we would like to advance students' proficiency in English. To illustrate, Zeynep underlined the fact that weekly hours devoted to English should be higher to be able to teach the target language more effectively. As for the course books, their continuous adaptation of the activities was an indication that they did not quite enjoy the books they used. Specifically, Zeynep and Melek discussed that books should be of higher quality. Zeynep explained that the books they used in the practicum did not focus on the four skills, and this was a serious issue. Lastly, the testing system received

bitter criticism. The pre-service EFL teachers believed that English should be taught as an integrated whole; however, it was not tested in an integrated way in Turkey. This situation resulted in the development of two distinct sets of beliefs for Melek and Zeynep. Accordingly, they desired that the testing system in Turkey should change in accordance with their beliefs about teaching English.

Taken together, the findings suggested that the macro contextual factors did not change their beliefs about teaching. One exception might be Melek and Zeynep's approach if they were to teach students who would prepare for high-stakes exams. Although they retained their beliefs, their practices appeared to have been partially affected by the course books they had to follow, specifically when they were not given a chance to adapt the activities in these books. Last but not least, their statements unraveled that they criticized the implementations that did not accord with their beliefs. In other words, considering these macro contextual factors, they believed changes should occur in educational policies, the testing system, the curriculum, and the course books. These changes, though, should reflect their beliefs about teaching English.

Micro Contextual Factors

At the micro level, the school ethos and the immediate classroom environment were the focus of interviews to delve into the relations among beliefs, practices, and contexts. As for the school ethos, since the pre-service teachers completed their practicum during online teaching, the school administration did not affect their teaching. On the other hand, their relations with university supervisors, school mentors, and teaching partners revealed important insights into their beliefs and practices. As all the pre-service teachers benefitted from their university supervisors' feedback, their relations impacted the pre-service teachers' practices positively. A similar finding was obtained concerning their relations with teaching partners. Having received similar training in the ELT program, the pre-service teachers held similar beliefs about teaching, and they supported each other in terms of activities that could be conducted in classes. As for school mentors, Hakan was content with the autonomy provided to them. Similarly, Melek found the school mentor not too challenging, leading her to teach the way she believed. However, Zeynep touched upon the differences in terms of the beliefs and practices about teaching, thereby resulting in inconsistencies between

Zeynep's beliefs and practices. However, she remarked that this situation did not change her beliefs about teaching. On the contrary, realizing the ineffectiveness of traditional teaching methods, Zeynep strengthened her own beliefs.

As for the immediate classroom environment, the participants mostly suffered from the heterogeneity of their classes in terms of students' proficiency levels, students' low proficiency, their lack of motivation and engagement in classes, time limitations, and internet connection problems. Even though these problems did not alter their beliefs about teaching significantly, they resulted in adaptations in their teaching. Their limited employment of communicative activities and simplification of the use of English were the consequences of these adaptations.

The Case of Damla

Vignette: Damla

At the time of data collection, Damla was teaching English for around two and a half years at a lower-secondary state school. Multiple interviews with Damla unraveled how her prior schooling journey, her strategies for language learning, the teacher education program, and teaching experiences formed her beliefs and classroom practices about teaching English. In addition, an intricate web of macro and micro contextual factors interacted with her beliefs and practices. This situation led Damla to shape and be shaped by these contextual factors.

Complex, Heterogeneous, and Interconnected: Damla's Beliefs About Teaching English

Curricular Objectives

For Damla, curricular objectives involved several aspects, all of which were interrelated. Firstly, being a Lingua Franca, English was needed by her students to improve their worldviews and increase their chances of getting a job. Therefore, specifically for younger learners, she aimed at getting them like the language. Damla explained,

> "First of all, I think that students need English to improve themselves in terms of their conception of the world. As this is the world's language, they need to learn it to get a job and, follow the news closely, and be a world citizen. I am of the opinion that a different language widens your horizon. I think it is important

> to encourage students to learn the language and familiarize them with it is a crucial step for the following years."

In addition to these aspects, emphasizing the importance of learning English, Damla wanted her students to use English for communicative purposes. However, she explained that as her students were 5th and 6th graders who had lower proficiency, her expectations in terms of communication were not too high. Yet, she expected them to construct sentences and produce the language even if it was a brief production. She explained, *"I get really happy when I realize that they have produced a sentence, asked a question, or understood something correctly. I say, great, I could teach something."*

Teaching Methodology

While explaining her beliefs about teaching methodology, Damla discussed several crucial points concerning how a foreign language should be taught based on her beliefs. On the other hand, most of these beliefs were followed by a 'but' that explained why she had substantial difficulties in putting these beliefs into practice. To illustrate, she explained her teaching philosophy as follows and why it was challenging to implement this philosophy in her classes.

> "As my language teaching philosophy, based on the methods courses I took in my 3rd and 4th years at university, what attracted my attention most, what I liked most, what I found most effective during my microteachings was communicative language teaching… teaching language for communication. And task-based language teaching – they complement each other. Ideally, I would like to implement both but unfortunately, I cannot say that I could achieve this much as I find the materials very insufficient in guiding teachers. The length of the classes, the weekly hours, the duration of the classes, students' preparedness… I think those are quite influential."

As can be understood, shaped by her teacher education program, her beliefs supported the implementation of communicative language teaching. Nonetheless, several contextual constraints seemed to constrain her significantly.

Despite these constraints, Damla suggested that English should be taught as an integrated whole: *"I think, just like the training we received at university, it should be taught in an integrated way, involving the four skills and language components."* When it came to how this could be achieved, Damla explained her beliefs about how these skills and components should be taught. To clarify, while teaching each skill, she explained that pre-, while-, and

post-stages were needed, and depending on the focus of the class, each of these stages could involve a task that required the display of a different skill. To start with reading, the pre-reading stage, according to Damla, was needed to warm up the students and carry out some vocabulary activities. This should be followed by the while reading stage where students would answer comprehension questions and/or they would be introduced to a grammar point. The post-reading stage should involve language production in a spoken or written way. Regarding the while-reading stage, Damla shared,

> "During while-reading, students can focus on the text and answer comprehension questions. Or grammar can be taught based on the text by helping students realize the grammar point and asking them elicitation questions. They can be guided to come up with grammar rules."

Like reading, Damla believed that teaching listening should involve these three stages with a focus on the listening text during the while-listening stage. In this sense, she seemed to hold similar beliefs about teaching receptive skills. As for productive skills – speaking and writing – Damla believed that a purpose should be given for students to practice these skills and the scene should be set accordingly. Besides, she believed in the importance of useful language/ expressions and modeling the required language to help students use English. The extract below was like a summary of her beliefs about how to teach speaking and writing.

> "How can one develop writing? It should occur in three stages: pre-, while- and post. A context should be presented… the task should be presented in a context. For both speaking and writing activities. It should have a purpose; students should know who is reading or talking. Students' proficiency should be known. Instead of saying, 'let's write this', we can say, 'There is such a topic and you are this person, a journalist. You are expected to write a column.' If the task is given in a context like this, I believe that students' motivation will increase as it has a purpose… Of course, we need to prepare the students in the pre-stage. They should be given both the phrases that they can use and input on the topic."

Likewise, Damla supported the integration on pre-, while-, and post-stages while practicing productive skills as well.

As she indicated above, grammar teaching could be based on a reading or listening text. After they understood the text, Damla believed that students could be asked elicitation questions to prompt them to discover grammar points. She explained,

> "While teaching grammar, it is a good idea to proceed from a reading text because they both see it and read it. Then, asking questions relating to comprehension and elicitation. Or by listening to a text and following its written script maybe, students can learn the grammar point."

Like grammar teaching, Damla believed that vocabulary should be taught in a context. According to her, teaching vocabulary before practicing a receptive skill would enable students to see the vocabulary items in context, thereby consolidating learning. In addition, she believed that tasks that focused on the practice of productive skills should consist of contexts that would allow them to use these newly learned items.

> "Students need to see words in a context. So, vocabulary tasks can be presented before grammar, listening. Matching can be done by giving word definitions. Then, they see in a reading or listening text, in a context. They see where it is used in a sentence, and maybe they can understand its part of speech."

As for pronunciation, Damla admitted that she had some challenges. As her students were lower secondary school students, she found it difficult to teach the phonetic alphabet. On the other hand, she was aware of the fact that intelligibility in terms of pronouncing words was vital, and the fossilization of errors would cause further troubles. Based on her previous experiences with incorrect pronunciation and fossilized errors, Damla attached importance to correct pronunciation. The strategies she had adopted to achieve this involved the following:

> "In the class, I always say, 'As I pronounce a word, you repeat it silently or write on the word as I pronounced. When you type down an unknown word on the Internet, there is a sign to listen to its pronunciation, click on it, repeat after that. I value correct pronunciation. If you don't say it correctly, what you have said is unclear.' That's what I say to encourage them."

Starting with her approach to English language teaching and how to teach it by considering all language skills and components, Damla seemed to hold a variety of beliefs concerning language teaching. However, as discussed at the beginning, Damla accepted that these were how she thought teaching should happen, and due to several macro and micro contextual constraints, she could not always reflect her beliefs. These contextual constraints were clarified in the following sections.

Feedback Cycle

Considering errors a natural part of language learning, Damla believed that her students should be able to make errors. When it came to how to correct them and give feedback, based on her negative previous schooling experiences as a learner, she had the opinion that teachers should not discourage students from taking the floor and producing the language even if it

was not always correct. She shared, *"When they make a mistake, I try not to upset them and break their hearts because if I react firmly, they will not want to say anything again."* Instead of being discouraging and demotivating in terms of error correction, Damla made specific references to her classroom practices to explain how she corrected erroneous utterances:

> "Just after an error, I say, 'is it so?' and guide them to thing again. If they cannot find it, I say, 'can or cannot', again I try to make them think. If they still cannot come up with the right answer, I ask, 'is there anyone who has a different idea?' I try not to say, 'you did this wrong.' One of the things I share is that it is okay to make errors, it is completely okay, just take the ground, try to participate actively in the lesson, we all learn here…"

As this extract indicated, she used such strategies as self-correction and pair correction. Additionally, she encouraged her students to speak in class even if what they say was not correct.

Translanguaging

As for translanguaging, rather than how it should be, Damla focused on what she did, and she tried to justify her actions. Firstly, by referring to her teacher education program, she discussed that L1 use was not forbidden in language classes. However, she was told to use English as much as possible. On the other hand, she considered 'as much as' a relative concept that might change from person to person. She explained,

> "Students mostly would like to use Turkish. And this happens. When I use English, specifically younger ones withdraw from participating the classes if they don't understand it. In that case, there occurs an indifference to the lesson. They get discouraged. So, I have to switch back to Turkish."

As this extract implied, Damla used L1 so as not to lose her students' interest in the lesson. She did not want to risk losing their interest for the sake of speaking in English as much as possible. In this case, it seemed that while keeping students' interest was a core belief for her, using L2 at a maximum level became a peripheral belief.

Instructional Materials

In line with her beliefs about how to teach English, Damla believed that language materials used in classes should align with the language teaching methodology. In other words, she believed that materials should support an integrated approach to English teaching, and they

should consist of pre-, while-, and post-teaching stages. In addition to these points, Damla summarized her opinions about how language learning materials should be designed as follows:

> "They should be suitable for students' levels. They should get students' attention through colors, pictures, and figures… At the same time, reading and listening texts should be authentic so that students can realize how the language is used in real life. As emphasized recently, cultural elements should be presented."

Although she had well-articulated beliefs about how these materials should be developed, her classroom reality seemed different from her ideals. While explaining her disappointment, Damla discussed, *'That's what I learned but I cannot do it…. I say, 'that's how I learned. Then, why did not they prepare the materials accordingly?'* In this sense, she realized a discrepancy between her teacher education program and the materials to be used in language classes. This pointed to the impact of contextual factors and warranted further investigation through classroom observations and a further interview.

Complexity, Heterogeneity, and Interrelations among Damla's Beliefs

Damla's beliefs about language teaching had several aspects, and most of them were interrelated in that reflection of a certain belief was visible in other areas. Firstly, for Damla, language was for communication, and this objective was evident in her beliefs about teaching methodology. Her focus on teaching English as an integrated whole and adopting a balanced view towards teaching language skills and components seemed related to her objective of teaching English. In addition, Damla aimed at getting her students to enjoy the language learning process. For her, this was another purpose while teaching English. Reflections of this purpose became apparent while she was explaining her approach to feedback cycle. That she did not want to demotivate and discourage her students when they made an error was relevant to developing positive attitudes toward the language. Besides, she discussed that she would switch to L1 if she thought her overuse of English would cause discouragement on the part of the learners, which was still related to keeping her students' attitudes positive. Lastly, Damla believed that materials used in language classes should follow communicative language teaching methodology, involve pre-, while-, and post-stages in presenting texts and activities, and be interesting to get students' attention. In this part, it

was understood that Damla's objectives in language teaching, her beliefs about teaching methodology, and what kind of materials to teach with were entangled.

Dynamism, Emergence, Self-organization, and Non-linearity: The Triggers of Damla's Beliefs

Damla's previous schooling experiences revealed that she experienced both the traditional and current ways of language learning as a student from the first to the end of the twelfth grade. Her earliest memories indicated that she had an immense interest in the language in that she was curious about the meaning of English songs and TV series. Further, when she was a lower-secondary school student, she studied at a private school where she remembered having entertaining classes. At that time, Damla loved her teacher because she/he was motivating and helped Damla to further develop positive feelings toward English. In these classes, they listened to songs, played games, and had gripping and colorful materials. While explaining this period, she expressed, *"It was not like studying, it was like having fun. It did not feel difficult, and I was studying enthusiastically."*

Later in secondary school, Damla's language classes were exam-oriented. Although she could keep her interest in English, she did not find the classes fun anymore because these classes involved memorization of vocabulary items, practice with grammatical structures, and reading activities. To explain how she was ignorant of other language skills and components, Damla discussed,

> "At university, I learned that a language had other skills and aspects. We were not told about these at the secondary school. Listening, speaking, and writing activities were always skipped. The only thing we learned in terms of skills was reading because it was, of course, within the scope of the university entrance exams."

When Damla was asked how these early schooling experiences impacted her beliefs and practices about English teaching, she mentioned that she involved the activities geared toward speaking to motivate and encourage her students, even if their language production was limited. Apart from that, Damla evaluated these experiences in terms of emotions. Put differently, while teaching, she considered how she felt in her language-learning period, what affected her most, and what she liked. Based on these evaluations, she seemed to shape her practices. The following quotation also exemplifies this situation:

> "I know that I loved my teacher at the lower-secondary school, and I took an interest in the lesson because of this love. I see traces of this in my teaching. I have been trying to achieve the same for my students. I want them to care for both their teacher and the lesson so that they learn and develop positive feelings… Another thing I am really careful about is not to react strictly while correcting students' errors."

Damla's statement indicated both apprenticeship and anti-apprenticeship of observation. As one of her teachers could help her to be interested in English and she benefitted from this interest, she would like to accomplish the same for her students. On the other hand, although she did not discuss the details, based on her previous negative experiences with error correction, Damla's anti-apprenticeship of observation led her to take actions in a different direction.

With respect to her non-formal language learning strategies, Damla explained that as a language learner, she read books that were suitable for her level, listened to English songs, watched TV series, had pen pals with whom she could communicate in English, and, according to her, all these strategies contributed to her language learning journey. While explaining how these strategies exerted influence on her beliefs and practices about language teaching, she discussed that she would get her students to watch English videos and listen to music. Besides, she would suggest books that they can read by emphasizing the fact that the amount of exposure to English would yield better results in terms of language production. Furthermore, it should be underlined that her own language learning strategies such as listening to songs and watching TV series matched with her experiences at lower-secondary school. In this sense, it might imply that a belief was formed through the influence of multiple factors.

Damla's keen interest in English and the teaching profession led her to pursue teaching as a career, and she completed her undergraduate education in an ELT program. Initially, she took English classes at the preparatory school where she was introduced to novel teaching methods. During this education, her instructors and the way they taught English affected her beliefs and practices concerning English teaching. She identified her instructors as sympathetic, kind, and caring, which were the characteristics that further motivated Damla in her studies. As for teaching methods, she focused on their use of L2. She remembered having withdrawn from active participation in classes due to, at times, her inability to understand her instructors and to speak. Later, she realized that this silent period when she was exposed to English led her to feel ready to speak. She explained her surprise,

> "I later discovered; it was an input period for us. After that, I plucked up my courage and started to talk little by little. That surprised me because I was interested until that time, but I could not speak at all. What I was also surprised was that I received that much education at secondary school, but I could not speak at all. Both upsetting and surprising."

Her preparatory school prompted Damla to reflect on her previous schooling experiences, leading to a higher awareness of the inadequacy of these experiences. Furthermore, she explained that the focus on four skills, practices with pronunciation, lack of direct grammar teaching, and contextualized teaching attracted her attention. Again, these methods caused her to compare her preparatory school education with her previous schooling experiences.

As for the impact of this one-year period on her beliefs and practices, Damla focused on the relations between input and output, by stating, *"after getting sufficient amount of input… it turns into output. This is what I have in mind at the moment, and how I try to teach."* Besides, she mentioned that of the techniques she learned at the preparatory school, some ice-breakers, warm-up activities, and games became a part of her English classes.

Throughout four years, Damla took several theoretical and applied courses related to English and English language teaching. Of these courses, she admitted that applied (methods) courses shaped her beliefs and practices about teaching English. Specifically, 'teaching of language skills', 'ELT methodology', and 'teaching of integrated skills' taught her how to teach a foreign language, as she explained below:

> "These courses were great in that they helped me understand how to become a teacher and how to teach English… You learn the theory but putting it into practice leads to more effective learning… I can say that in these methods courses, my teaching was shaped, and I learned what to do and how to do it."

In the second interview, when explaining her beliefs about language teaching and the sources of these beliefs, Damla kept referring to these courses. Therefore, the impact of methods classes on her beliefs were apparent. In addition, she discussed that her professors' attitudes, both positive and negative, had an influence upon her teaching.

> "I had professors that got me to love teaching. I am lucky to have them… Yet, there were also professors about which I thought, 'it should not be like this.' By observing both kind of teachers, taking those who impacted me as role models, evaluating the things that affected me, I have been trying to shape my teaching."

Her remarks indicated that apprenticeship and anti-apprenticeship of observation continued at teacher education programs, and university professors were influential in shaping pre-service teachers' beliefs about teaching.

At the time of data collection, Damla was taking master's courses in the field of English language teaching as well. When asked about how this graduate education affected her, she expressed that the courses improved her research skills, and she did not benefit much from the classes in terms of classroom teaching. Still, as this education contributed to her academic skills in general, she thought her beliefs might have been impacted.

Starting from her primary school years, Damla appeared to have shaped her beliefs through multiple factors. While discussing these factors, she contributed to the complexity of the formation of her belief system as she had difficulty in clarifying how exactly she became the teacher she was then. The quotation below indicated that an apprenticeship of observation extended to her graduation from university and all the teaching methodologies she witnessed contributed to her teaching.

> "The education I received at university is immense. However, apart from that, my behaviors toward my students, I believe, must have been affected by my own experiences, as a student at university and before university. I think I also implement what I have seen in terms of teaching. I observed my own teachers a lot, in terms of both good and bad teaching, in terms of what should be done and what should not be done. I think I took them into consideration."

During the data collection period, Damla was teaching English for two and a half years. She started her teaching career as a paid teacher, and for a semester, she taught English to primary school students. Later, she was appointed to a lower secondary school, her current workplace. When she was asked how these experiences shaped her beliefs as an English teacher, she explained that she learned a lot in terms of classroom management and patience. Nonetheless, in terms of her beliefs about how to teach English, she did not think that her teaching experiences altered her beliefs.

> "Considering beliefs, for all is worth, I always continued teaching the way I wanted, the way I felt true. I believe I will continue this. So far, there have not been much change, I keep my same opinions."

Although her teaching experiences did not exert a strong influence on her beliefs about teaching, her practices did. Damla's teaching career revealed discrepancies between her ideals and the classroom reality. She admitted that she has difficulties in implementing her beliefs due to macro and micro contextual factors, which were explained in the following sections.

Over the years, through the influence of multiple factors, Damla became the teacher she is now. The data suggested that her previous schooling experiences, non-formal strategies that

she developed to learn English, her one-year preparatory school period, the ELT program, and, although not explicit, her master's courses and teaching experiences shaped her beliefs and practices about teaching English. Throughout the interviews, Damla referred to these aspects in explaining her belief formation, specifically her teacher education program. Accordingly, Damla's belief formation was a dynamic one; it emerged through her experiences as a language learner, a pre-service teacher, and an in-service teacher. The emergent beliefs increased in complexity and self-organized into their current state. However, this did not mean that her beliefs were settled into a steady state, rather, with further experience and practice, they would be susceptible to change.

Dynamism, Interconnections, and Adaptations: Damla's Beliefs and Practices in Context

The First Observation

The first observation in Damla's classes involved two class hours. In the first hour, the topic was 'detective stories,' and the students conducted reading and vocabulary activities. Damla started the class by sharing a video on the screen and asking students about the content of the video. She started giving instructions in English but to clarify students' understanding, she switched to Turkish and asked students what they were supposed to do in the activity. The video was about detective stories and the students answered Damla's question in Turkish. Later, she asked students if they were a suspicious person and if they liked detective stories. Her students answered by translating Damla's questions into Turkish and mostly answered in Turkish. Damla tried to encourage them to answer in English and she involved different students in the class.

After this warm-up stage, Damla pointed students to a reading text and instructed them to read the text and choose the best title. Similarly, she conducted instruction checking by asking students some questions, although the students answered in Turkish. When students guessed the title correctly but pronounced it wrongly, she corrected their pronunciation by modeling the correct pronunciation. Then, she tried to make sure that they understood the title by asking them about its meaning in Turkish and provided positive reinforcement in English. The second reading involved true/false statements. However, she did not ask her students to read them for the second time. Instead, they completed the task following

Damla's instructions. As students read the statements, they translated them into Turkish and then provided their answers. This task was followed by more comprehension questions and the students answered these questions as well. These questions required students to use 'prepositions of place'. In the last part of the detective story, students were expected to match some vocabulary items in the words with their definitions. During these activities, to answer a question, students raised their hands and Damla allowed the participation of various students in the class.

In the last part of the class, Damla attracted students' attention to the detective story again, and the underlined words in the text. These underlined words were prepositions of place. Code-switching between Turkish and English, Damla tried to clarify the meaning of these words. Then, she asked if the text involved 'irregular verbs'. The students spotted these verbs and told their meanings.

The second class started with a revision of irregular verbs the students found in the text. After that, Damla showed a picture that depicted a worm reading a book. The students discussed what the worm was doing. Damla elicited the meaning of bookworm and asked students if they were bookworms. Following this warm-up stage, Damla shared the book on the screen and the unit of the day was related to bookworms. The unit started with an activity that required students to match book-related words with pictures. To check their answers, students listened to a track and Damla provided positive reinforcement for their correct answers. In the following task, the students answered questions that required the use of prepositions of place based on a room picture. If some students were unsure of their answers, Damla invited other students to participate and share their answers. Throughout the classes, she corrected students' pronunciation through recasts. Similarly, she used code-switching as a strategy to clarify students' understanding. While answering questions, students also kept translating these into Turkish before uttering their answers in English. After this, students looked at a picture in their course books and some statements. They read the statements and checked if the statements were true or false. This was the last activity of the class, Damla thanked the class for their participation and reminded them of the homework.

These two class hours revealed considerable practices relevant to Damla's beliefs about teaching English. As for the stages of a lesson, it was apparent that the use of a video at the beginning of the first class and the use of a picture in the second class, as Damla explained during the post-observation interview, was to grab the students' attention to the class and

prepare them for what was next. In other words, it was the pre-teaching stage of the lessons. For Damla, students' language production in the form of phrases or sentences at their level was one of her purposes for English teaching. Likewise, throughout both classes, by using various tasks, she involved students in the lesson and encouraged them to actively participate in the class even if the students used both Turkish and English in their output. In this sense, Damla's beliefs about the use of L1 were consistent with her classroom practices in that in addition to her students, she code-switched between the two languages to keep students' interest in the lesson and to check their understanding.

In these observed classes, the focus was on the reading skill and grammar practice. As illustrated above, in congruent with her beliefs, Damla followed pre- and while- teaching stages of language teaching and practiced grammar based on a context. While eliciting the grammar point, she asked several questions. However, it seemed that language output in the form of a speaking or writing task was missing in these observed classes. Although this was not mentioned during the post-observation interview, the contextual constraints of online teaching and time limitations might have prevented Damla from conducting these types of tasks. In addition to her teaching, in agreement with her beliefs, she was kind while correcting students' errors and she did not criticize them for these errors. Further, she explained,

> "I think students's engagement in the lesson was good. I think they understood the topic. I always tell them to ask if there were things they did not understand. They participated in the activities and did some errors as well. I think that was also good because it shows that they were trying to do something."

As this quotation indicated, she considered errors a natural part of learning, and her classroom practices supported this belief. Additionally, her correction of pronunciation errors was in the form of recasts, as she mentioned in the first interviews.

In addition to Damla's beliefs raised in the interviews, classroom observations revealed certain teaching strategies that she developed as a teacher. To illustrate, Damla explained that before starting each unit, she would send students a vocabulary list that involved the words to be learned in the unit. Besides, before each class, she shared the activities with the students so that they would come to the class prepared. To clarify the purposes of these strategies, Damla explained,

> "Before the class, I share the things to do in the lesson with them so that they could have a look at them, read, and understand them. Otherwise, the length of

> the class is so short, and it is too difficult to teach something to the students. As they cannot internalize the knowledge at that moment, they have difficulties in the following activities. It is like the class is wasted. When they come to the class prepared, everything becomes much easier and comfortable."

It can be understood that although these practices were not mentioned as beliefs during the interviews, Damla's teaching experience and the contextual constraints compelled her to adapt to her classroom reality. The quotation above, for example, indicated Damla's struggle to alleviate the limited hours devoted to English so that she could teach more effectively.

Lastly, Damla's use of materials was another proof that demonstrated her attempt at putting her beliefs into practice. When asked about the materials used in the class, Damla admitted that she was not a fan of the book provided to them. Instead, Damla obtained other coursebooks, and by following the curriculum objectives, she chose the most suitable one for each class. To justify the issue, she discussed.

> "The book provided to us is insufficient. It fails to achieve classroom objectives. Those [the ones used in the class] are completely the ones that I had found. Two course books that I follow. I think they are much better and interactive. Students love it as well. The topics are well-designed, and I think they teach well."

Accordingly, to better reflect her beliefs in practice, Damla took the initiative in selecting materials to be taught in class.

The Second Observation

In the second class observed, Damla started the class by showing two pictures to students and asking them about the differences between them. The picture depicted two rooms, one tidy and untidy. Damla taught these words to students and asked them if they were tidy or untidy and if they tidied up their rooms. After this introduction, she grabbed the students' attention to the activity in their coursebooks. The activity involved a listening text that described a room, and the students chose, between two pictures, the room described. Like the previous class, Damla presented instructions in both English and Turkish. The students listened to the text twice, and in the second listening, Damla paused the audio and repeated some sentences. After getting the students' answers, Damla moved on two the second listening activity that required students to listen to the descriptions again and answer the questions. The questions were centered around the places of certain objects. As students

answered the questions, Damla used peer-correction and explicit correction techniques as shown below:

D: Where are the balloons?

S: Balloons is…

D: The balloons are…

S: Hocam üstünde aslında. Yani. Table'ın üstünde. On the table.

D: On demedi ama başka bir şey dedi. Ne dedi?

S2: Over.

D: Over mı dedi. Bir daha dinleyelim.

However, the students failed to understand the word and Damla provided the correct answer, 'above,' and explained how the adverb was used. This activity was followed by a grammar practice that required the students to complete some blanks using irregular verbs. This activity was completed to consolidate irregular verbs.

In the second hour, Damla got students to practice irregular verbs completing the activities in the interactive course book. These activities required students to ask questions using the past tense and wh- questions, provide affirmative and negative answers, and use phrases related to the past such as three days ago, yesterday evening, and last Sunday. When students failed to understand certain sentences and complete the activities, Damla provided direct explanations in Turkish to guide the students. In the last five minutes of the class, she integrated a web tool into the lesson to practice some vocabulary items that the students learned in the unit. The web-based activity required the students to match words with their Turkish definitions.

In this class, several of Damla's teaching strategies resembled the ones she adopted in the previous class. To illustrate, throughout the class, she switched between Turkish and English to check students' understanding, elicit their answers, correct errors, specifically when they were related to grammar points. Students' language production was heavily in L1, although they tried to integrate English in the form of words, phrases, and sentences. While correcting pronunciation errors, she either modeled the language or attracted students' attention to correct pronunciation.

During the post-observation interview, Damla brought up crucial points related to her beliefs and practices. As in the previous class, her use of warm-up activities was to devote students' attention to the topic. Still, she expressed that in all her classes, she was having difficulties

in involving certain students in the class and this was a challenge related to some macro and micro contextual factors such as students' indifference and their families' attitudes. Besides, she was teaching online, and the constraints of teaching through a microphone and camera were apparent.

As this class involved a listening activity, Damla commented on teaching the listening skill and shared that her students, in general, have problems understanding what they hear. Yet, she empathized with them, as clarified below:

> "I think it is really difficult to try to understand another language. Listening is a challenging skill to master. I believe I developed this skill with great difficulty, and I would panic when I had not understood something. So, I do not give students a hard time when they don't understand. What I do is that in the second listening, I paused at times and repeated sentences. I think this allows them to understand better."

Comparing her experiences with what her students were going through, Damla seemed to have developed certain strategies to facilitate the students' comprehension. Apart from this, she completed the pre- and while stages of a listening class, followed by grammar practices followed. However, a post-teaching activity, in the form of writing or speaking – as emphasized by her- was missing in her teaching.

Furthermore, as in the first observation, the listening activity she conducted in class was not a part of their regular coursebook. She found the activity on the Educational Informatics Network (EBA), an educational content network developed by the MoNE. Damla explained that some of these materials were prepared by her professors who were teaching at her undergraduate institution, and the listening task was one of these materials prepared by them. This extra material integration provided evidence that her teacher education program contributed to the formation of her beliefs, and she put these beliefs into practice through the materials prepared by her professors.

Lastly, while reflecting on the vocabulary game, Damla expressed that students did not forget the words if they practiced them through a game. Although these kinds of activities did not come up during the interviews, it seemed that based on her students' needs and interests, she integrated various activities into her classes. She explained,

> "After a listening or reading activity, as in today's class, they get bored and want to relax. They want something entertaining. Therefore, I make them play such games. So, they revise the words, have a look at their notebooks, and remember the words better."

The Third Observation

In the last observation in Damla's class, she started the class with a reading text about a kid's day. The students were to read the story and fill in the blanks with the past forms of the verbs presented in parentheses. As she assigned the text as homework, she directly got answers from the students. However, she was disappointed that only two students completed the homework; therefore, she got angry with the others in the class. As they read the text, Damla and her students translated the sentences into Turkish and provided the correct answers. This fill-in-the-blank activity was followed by four comprehension questions based on the text. Similarly, she was angry with the fact that her students did not complete their homework, thereby failing to engage in the lesson. The third activity required students to read some dialogues and choose the correct answer according to the question posed in the dialogue. While students were reading the dialogues and sharing their answers, they continued translating the sentences into Turkish before giving answers in English. The last activity of the first class was related to both mechanical and meaningful grammar practice. Initially, the students found the past forms of some irregular verbs in a puzzle. Then, according to their meaning, they used these verbs to complete several sentences.

In the second hour, Damla continued the class with activities that focused on grammar practice. These involved completing the sentences with the past form of given verbs, filling in the blanks with time phrases, and choosing if statements are true or false based on a picture depicting the places of certain objects. These activities were from the interactive course book that Damla used as an additional resource. After these, she used two different web tools – Quizlet and Jeopardy – to enable students to further revise the vocabulary items that were covered in the unit, and the adverbs of places. The activities in both tools required students to translate some words or sentences either from Turkish to English or the other way around. When Damla was asked about her decision-making strategies behind these web-based activities, she explained that it is important for these extra tools to align with the content of their curriculum. Besides, she considered if the activities were colorful and fun. In this sense, these tools seem to have supported her beliefs about the purpose of language teaching in that she would like to involve students in the lesson by grabbing their attention. After these translation activities, Damla completed the unit and ended the class.

In the post-observation interview, Damla shared her struggles with conducting the classes the way she believed and dealing with contextual constraints. As mentioned, she was upset

that her students did not engage in the lesson actively, and she related this disengagement to their lack of motivation and lack of parent care. To emphasize her attempts at teaching them effectively though, she discussed, *"I always share homework, activities, and videos on YouTube in their WhatsApp groups. I send interactive activities on EBA. I search for these and come up with interesting and entertaining activities."* Although Damla's efforts in teaching were apparent, it appeared that sometimes she could not feel the same on part of the students.

In addition to the points mentioned above, Damla was asked about her use of English and Turkish, specifically translation of sentences in certain activities and texts, as explained above. Her answer revealed her adaptation to the students' learning, as quoted below:

> "I realized that when I only used English, some students did not understand. I assumed that they would understand – those who studied at home understood but the majority did not. They refrained from asking questions… So, I decided to do the way I do the activities. First, I got them to say [sentences] in English and then in Turkish. Thus, the other students in the class could understand what the sentence meant and how we translated it."

During the first interviews, Damla did not bring up the translation strategy as a belief, yet it seemed that her teaching experiences prompted her to develop this strategy to ensure students' understanding. On the other hand, she had mentioned that keeping students interested was crucial for them, so the use of L2 was a necessary asset. Accordingly, her focus on engaging students in the lesson and ensuring their understanding of the linguistic input seemed more important than the consistent use of the L2.

In these observed classes, it was apparent that Damla tried to put her beliefs into practice while teaching English. Specifically, her attempts at teaching receptive skills, providing a context for grammar and vocabulary practices, providing feedback without demotivating students, using both the native and target languages to keep students interested in the class, and choosing materials according to students' levels were reflections of her beliefs in teaching. On the other hand, tasks that focused on speaking and writing were limited in that the students mostly used speaking and writing to complete the activities relevant to receptive skills, grammar, and vocabulary. During the post-observation interview, Damla was asked if she could spend as much time as she desired on speaking and writing tasks. She explained,

> "Not as much as I wanted. Because the class time is limited, the number of units to cover is too much, objectives to be achieved are too many, and there is this student aspect. They have low motivation. That might result from their fear of

> failing maybe. So, as they are still young, I don't involve many writing activities. Rather, I focus on speaking and I think I helped them overcome their fear a bit. They were resilient and timid, but I conducted a great number of speaking activities in the previous units. Now, they are braver and more willing to talk. That makes me so happy."

Considering her students' age, proficiency levels, and attitudes towards speaking and writing in English, Damla adapted her teaching of productive skills. Although she held certain beliefs concerning how to teach speaking and writing, such as providing context and giving useful expressions, her classroom practices were more restricted, mostly due to these contextual factors.

Open, Adaptive, and Co-adaptive: Interrelations Among Damla's Beliefs, Practices, and Contexts

Interviews with Damla and classroom observations revealed her beliefs about teaching English and her attempts at putting these beliefs into practice. Nonetheless, her belief system was open in that she interacted with her context at the macro and micro levels, thereby either adapting to or being adapted by this context. The last interview with Damla revolved around these macro- and micro-contextual factors to better understand these interrelations.

Macro Contextual Factors

Initially, Damla commented on the status of teachers and teaching in Turkey. She believed that teachers were heterogeneous in that their competencies differed greatly due to the training they received. Therefore, those who provided high-quality education were not paid well while a group of teachers did not deserve the money they earned. However, for her, teaching was a divine profession, and her statements revealed that she loved teaching and devoting a great deal of effort to her students. Therefore, her beliefs about negative aspects of the status of teachers in Turkey did not seem to affect her beliefs negatively since she developed positive attitudes towards teaching thanks to her secondary school, undergraduate, and graduate education. The extract below offered direct evidence of these attitudes:

> "Although teaching is not as prestigious as it used to be, it is a great profession for me. I do it with love. It is too prestigious for me. When I go into a classroom

> and see my students' enthusiasm, that is worth everything. Their happiness, willingness to participate… that makes me happy. So, I always say, 'fortunately, I chose this profession."

Secondly, Damla presented her opinions about the educational policies and the curriculum. Having examined the curriculum, she expressed that the curriculum was a well-designed one as it matched the CEFR, involved all skills, supported learner autonomy, and involved elements relevant to cultural awareness. In these aspects, she appreciated the curriculum. Nevertheless, she addressed the problems in practice that stemmed from the inadequacy of some teachers, insufficient weekly class hours, the number of students in a language class, and the materials. Specifically, she harshly criticized the materials, as shown in the following extract.

> "According to the curriculum, teachers should teach English as four skills and components, yet the materials are utterly inadequate in terms of the variety of the activities and their practicality. There are books that do not present the four skills, some of them skip certain skills, for example. The curriculum covers grammar, vocabulary, and pronunciation, but the books have nothing to do with pronunciation. The course books provided to us do not cover the curriculum."

Her concerns about the course books were apparent during observations and post-observation interviews as well. In this sense, her classroom practices were negatively affected by the inadequacies of the materials they were supposed to use despite the fact that Damla took the initiative to come up with additional materials and tasks to teach English in a more effective way. The example below further demonstrated how this problem affected her teaching negatively.

> "I would like to carry out a speaking activity with the students in a unit. I go over the book but see no feasible activities. Additionally, to get the students to speak, they neither have any pre-speaking part where I can prepare them not post-speaking part. There are only a few questions, for example, but the students haven't developed proficiency to answer them yet."

In addition to the materials, Damla mentioned how the testing and evaluation system affected her in-class testing practices. As she predominantly taught lower secondary school students, specifically 5th and 6th graders, high-stakes testing did not seem to exert influence on her teaching. On the other hand, as the school administration took the decision to administer joint exams, English teachers prepared paper-based exams, as Damla summarized below.

> "We cannot have a skill-based testing process due to limited time and the number of students at school. Mostly, the school administration requires joint exams. So, we have paper-based exams that involve multiple-choice questions, true/false

> statements, filling in the blanks, or comprehension questions based on a reading text. Unfortunately, we have nothing specific for any skills."

Overall, the data suggested that such factors as the curriculum and instructional materials, and testing and evaluation system in Turkey did not exert influence on Damla's beliefs about teaching English. However, as mentioned above, the instructional materials used in language classes and certain assessment practices constrained her teaching, specifically in terms of teaching and testing language skills. On the other hand, as described in the following section, micro-contextual factors caused more adaptations and co-adaptations in Damla's beliefs and practices.

Micro Contextual Factors

In addition to the macro-contextual factors that might exert influence on teachers' beliefs and practices, there are micro-contextual factors that can be considered at the school and classroom level, and likewise, these factors might affect teachers' beliefs and practices. At the school level, Damla discussed that the school principal and the administration cared about English and valued high-quality teaching. She mentioned that certain teachers did e-twinning projects, and the school was proud of such projects. In addition, she explained that she had good relations with her English group teachers, and they shared extra resources, materials, and activities with each other. Overall, the school administration's attitude and harmonious relations with the group teachers seemed to allow Damla to put some of her beliefs into practice. On the other hand, lack of cooperation on the part of a few parents and problematic behaviors displayed by their children affected Damla's teaching negatively, as described below:

> "They really annoy me and demotivate me. Unavoidably, I reflect these feelings in the classroom even though I do not want to because other students do not have any faults. But when these problematic behaviors stress me, it is challenging to manage the situation."

In this sense, it seemed that both at the societal and school level, although Damla's teaching practices were influenced by multiple factors, these factors did not appear to affect her beliefs about teaching English.

When she stepped into her classroom, it appeared that numerous variables interacted with her beliefs and practices. Initially, Damla explained how heterogenous her classes were in

terms of proficiency, compelling her to balance the level of her use of language and activities. Likewise, her use of L1 in language classes to help low-level students understand the content seemed to be an adaptation to this situation in her classes. Furthermore, she explained how her teaching practices shaped her students' expectations. Accordingly, she believed that her focus on students' oral production allowed her students to become more willing to speak and learn the language, as she described below.

> "They ask, 'we would like to talk, will be able to talk in English?'… I talk about the process, input, output, and the need to be patient. I give them some advice. As I make an effort, involve them in the lesson, and get them to talk in English, they set up these expectations."

As this quotation implied, not only did Damla adapt to the realities of her classroom, but also her students adapted to Damla's beliefs and practices.

Another aspect that Damla repeatedly discussed throughout the interviews and post-observation interviews was how inadequate the course books they were supposed to use and how this case severely restricted her teaching. As her classroom practices indicated, she came up with additional resources to compensate for the inadequacies of these course books. However, she explained the challenge of this situation by stating, *"That material design is completely on our shoulders…. It takes a lot of time in terms of designing, adapting, or taking it to the school."* Since Damla would like to teach the way she believed, she seemed to put a lot of effort into adopting and adapting resources accordingly.

Along with the materials, another challenge for Damla during her English classes was the limited time allocated to English on a weekly basis. Therefore, even though she would like to implement certain activities, as she described, time limitations posed significant challenges.

> "As we have to follow the curriculum, we cannot conduct the activities the way we wanted or we have to skip them completely because time is limited. For example, let's say there is a great task, and all the students are willing to participate in it. But there are too many students and too little time. If one completes the activity, the other will resent. So, sometimes I must skip it. Or I decide at the beginning who is going to complete which activities without breaking their hearts."

At the classroom level, weekly class hours, the number of units to be covered in the curriculum, and the number of students suggested that Damla was obliged to make some choices in terms of which activities to conduct in her classes. As her observed lessons did

not involve communicative speaking and writing activities, the above statements might be the reason why.

In the last part of the interview, Damla was asked about how the online teaching period shaped her teaching and in what ways her online classes differed from face-to-face classes. She explained that such activities as dramas, group-works, and speaking and writing activities were missing in online education. However, she tried to integrate more web-based games and interactive books to compensate for the absence of these activities.

The Case of Zehra

Vignette: Zehra

Around the time of data collection, Zehra was teaching English to 9th and 10th graders for two years at a vocational and technical secondary school. Interviews with Zehra indicated that her previous schooling experiences, non-formal language learning strategies, bachelor's and master's education, and teaching experiences shaped her beliefs about teaching and instructional practices. Besides, she held well-articulated beliefs about teaching, which were complex and interconnected. These beliefs and practices further interacted with macro- and micro-contextual factors.

Complex, Heterogeneous, and Interconnected: Zehra's Beliefs About EFL Teaching

Curricular Objectives

In explaining the objectives of language teaching, Zehra discussed the fact that English was a global language, and it was important for students to be able to use it and express themselves in English. Firstly, she believed that her students need to be a part of this globalization process as English was a part of everything.

> "Why do we teach English? Firstly, it is certainly a global language. It is in every walk of life… in tools that are used, products, or shows that we watch… I think that we prefer English to reach this variety from a broader perspective. We realized the necessity of English even while using Zoom now."

Secondly, she referred to her teaching context, a multi-program secondary school where students received vocational training in such fields as informatics or electrical and electronic

technologies. As her students were highly likely to need English as part of their occupations, Zehra aimed at equipping them with knowledge and skills related to English. Therefore, she wanted her students to get exposed to English and express themselves using the language.

Teaching Methodology

According to Zehra, English should be taught by making it a part of students' lives. In this sense, it can be stated that she valued meaningful learning as she wanted her students to use the language in their daily lives. To illustrate, she supported the idea that our everyday activities could be performed in English to integrate English into students' actions. These might involve reading books in English, talking about food, or listening to songs in English.

To start with how to teach reading, Zehra touched upon several important techniques and strategies. Firstly, she discussed that a reading text should be able to attract students' attention and students should have some background information to show more interest in the text. Secondly, she mentioned the importance of pre-reading and while-reading stages by stating:

> "As in every skill, we should have a warm-up activity. We need to warm students up about the topic and give them some cues about the text they are going to read. Then, we must pose certain questions based on the text. Vocabulary, or comprehension questions."

In addition to these strategies, depending on the course objectives, Zehra discussed how vocabulary or grammar could be taught. Accordingly, target vocabulary or target grammar structure should be given in the text to facilitate its teaching. She succinctly summarized that *"There must definitely be an objective in the text that we read. What do we want to teach? It can be grammar or vocabulary. I should also check their understanding."*

Similar to reading, Zehra believed that listening activities should start with a warm-up activity to prepare them for what would be coming. Then, she touched upon the importance of giving clear instructions to prevent students from daydreaming while listening. Later, she discussed that before listening, students should have a look at the task, and read the instructions and content of the tasks to become more familiar with them. Lastly, she shared that students should listen to the texts twice, the first time to understand the main idea and the second time to understand the details and answer further comprehension questions. Nevertheless, Zehra discussed that it was tough to teach the listening skills.

> "I still do not think that listening is something that can be taught. We are trying. When I first started teaching, the children did not know anything [about listening] at all. They had no idea about how to listen to texts in English and what to do after. For example, once, I started with songs. When I showed them some lyrics, they asked me why it had gaps in it. They did not understand that they were supposed to fill in these gaps."

This extract suggested that although Zehra had several strategies to teach listening, her initial experiences with students might have caused her to believe that it was more challenging than she previously thought.

Following the receptive skills, Zehra expressed her beliefs concerning how to teach productive skills. As for speaking, she held the opinion that time was a prerequisite to carry out speaking tasks in classes and students should feel comfortable. Besides, she emphasized the need to start with a warm-up activity oriented to students' interests. More importantly, she underlined how crucial instructional materials were to practice speaking since she believed students should be exposed to linguistic input before they could use the language for production. She illustrated,

> "Materials should involve information gap or opinion gap activities, like we learned at our teacher education program. But it is important to feed these activities. For example, at the end of the units, we usually carry out a speaking activity. Or, after a few activities, we have a speaking activity in our course books. The children, let's say the topic is the space, read about it, listen to something, carry out some little tasks. Then, they talk about it. It is more effective like this."

Zehra believed that writing should be taught by taking its processes into consideration. Besides, she considered teacher guidance crucial throughout all these steps. She believed that her students should see a sample to base their writing on. She also referred to her practices, which involved making an outline in the class with her students. This guidance, samples, and outlining process, according to Zehra, was helpful in students' writing practices. Besides, as she believed that process writing should take place in classes, she explained how she adopted this strategy. Accordingly, after students wrote their first draft, she would provide feedback on their papers. Then, she would collect the second drafts for scoring.

Following language skills, Zehra explained her beliefs about how to teach language components. Initially, she discussed that a variety of strategies could be used to present a vocabulary item to students. For example, antonyms & synonyms, visuals, and contextual

guesswork were some techniques she mentioned that were useful in teaching target vocabulary. On the other hand, she shared her concerns about memorizing these vocabulary items. Even though she did not want to lead her students to memorize words, her experiences seemed to contradict her beliefs as she felt that memorization could be, at times, necessary for students' learning. She discussed,

> "In teaching vocabulary, I don't know, maybe it is because I am still new to teaching, I feel like it is learned by memorizing. After some time, it really needs memorization. Because a kid learns at the beginning, yet I feel that s/he does not forget the words when s/he memorizes them. But I don't know how correct this is. I am still too novice."

These statements indicated that her beliefs about memorizing vocabulary items irritated her because they contradicted her beliefs about teaching vocabulary through numerous techniques that she had learned in her teacher education program.

Similar to vocabulary teaching, her beliefs about teaching English grammar involved the traces of both her teacher education program and teaching experiences. Firstly, she was of the opinion that grammar should be taught in a contextualized way. As explained earlier, reading and listening texts can be used to provide this context. Her teaching experiences built on these thoughts, encouraging Zehra to support her students further to help them learn grammar points more permanently. She discussed,

> "We learned during our undergraduate education like this: we should present the structure in a context, then attract their attention to the structure, and elicit its meaning. I realized that it is not that effective, and that further support should be provided. If we say, if we compare a structure with its Turkish and say 'this resembles this in Turkish', and carry out extra mechanical and meaningful activities, then it becomes more effective. That's what I experienced."

As can be seen, her beliefs about grammar teaching involved different strategies that were shaped based on her teacher education program and teaching experiences. It seemed that judging the impact of the methods and techniques she learned at her teacher education program, Zehra could shape her grammar teaching to better suit the needs of her students and to promote their learning.

Lastly, she felt insecure about teaching pronunciation mainly for two reasons. Firstly, she found her undergraduate education insufficient in terms of equipping pre-service teachers as she did not remember any techniques concerning how to teach pronunciation. She believed this situation might have caused her to have difficulties in her classroom practices. Secondly,

she felt insecure about her proficiency in pronunciation as she thought she could not pronounce words or sentences the way their listening texts did. For these reasons, she felt inadequate concerning pronunciation teaching. Nevertheless, she had the opinion that it should be integrated into listening, as extracted below:

> "It should be listened more and repeated. By providing a context, through a same or activity, we should allow students to practice. I do not know how to teach other than getting my students to listen to pronunciation."

After discussing all these dimensions of language, Zehra shared her overall approach to language teaching. She adopted an eclectic way of teaching, adapting her teaching methods and techniques based on the content of the topic to be taught. She summarized that *"I cannot say there is a single approach I embraced. I cover the topic the way I think I would teach better based on its content and feature.*"

Feedback Cycle

Zehra's beliefs about giving feedback involved the experiences she gained through her teacher education program and classroom practices. By referring to the former, she stated that errors were natural, and students should feel comfortable. Her learning consisted of accepting errors as natural and then encouraging the learner to find their errors. On the other hand, her classroom experiences suggested that students' awareness of their errors was raised by making these errors explicit. Therefore, Zehra explained that her classroom practices involved guiding students to find their errors, giving examples, and getting help from other students.

Additionally, she explained how she provided feedback depending on the skill being practiced. To illustrate, writing practices required written feedback, and speaking practices and pronunciation needed her correction. Nevertheless, she underlined the importance of raising students' awareness so that they would learn from their errors. She explained,

> "We try to get them to find their errors but maybe we need to use different techniques. Or I cannot do it properly because the child really does not become aware of his error. For example, I repeat the correct version of something a few times in the class, yet I see that they keep making errors. Then, I say, she is not aware that it is wrong."

Based on her explanations, it was understood that Zehra's beliefs about feedback cycle started with raising students' awareness about the error so that they could start correcting

them. If this technique did not work, she would prefer other strategies such as peer correction or providing examples.

Translanguaging

Zehra believed that L1 use should be used around thirty percent so that both the teacher and students felt comfortable in the class. The reason was that students' low proficiency in English and their recognition of English as a course rather than a language prevented her from teaching effectively when she used English all the time. She exemplified, *"At the beginning, I had students who did not communicate with me at all because I spoke in English all the time. As I switched to Turkish a bit more, they felt more comfortable and secure."*

Instructional Materials

Similar to her colleagues, Zehra touched upon the significance of instructional materials used in language classes. She believed that these materials should provide tasks with students so that they could be active during classes, they should be suitable for students' proficiency levels, they should be accessible and practical so that the teacher would not spend more time on preparing extra materials, and they should serve a purpose. In other words, the activities must consist of linguistic objectives. Additionally, her experiences taught her that the content of the material could be covered more effectively if it was familiar to students. Zehra explained, *"If students know, let's say, 'Jenga', they usually play it at home. Then, it is easier to use it while teaching vocabulary because the children already know the game."* In this sense, teaching English with materials that did not support students' background knowledge seemed to be restricting.

Complexity, Heterogeneity, and Interrelations Among Zehra's Beliefs

Zehra held beliefs of different types about teaching English. These involved her overall objectives in teaching English, teaching methodology, feedback cycle, translanguaging, and instructional materials. Despite being heterogeneous, her belief system was interrelated in that these dimensions intersected on common grounds. Firstly, her aims while teaching English consisted of making English a part of her students' lives and then, her students'

being able to express themselves. In line with these purposes, Zehra seemed to value all language skills and components in her instructional practices. Her struggle to get her students to use English by relating English to their lives also supported her beliefs about the necessity of learning English as a global language. In a similar vein, her beliefs supported that making errors was a natural part of the learning process, a necessary amount of L1 can be used so that students should feel comfortable, and instructional materials should align with students' background knowledge appeared to align with her attempt at making English a natural part of their lives. All these dimensions further indicated that she considered her students' feelings into consideration.

Dynamism, Emergence, Self-organization, and Non-linearity: The Triggers of Zehra's Beliefs

Zehra's primary and lower-secondary school experiences demonstrated a traditional way of learning English. Accordingly, her classes focused extensively on grammar learning. She remembers her teacher's writing affirmative, negative, and positive forms of grammatical structures. Although she was interested in English, she recognized it as a course like her other classes.

Her English education in the 9th grade prompted Zehra to continue her studies in this field. Although the classes were grammar-focused, and skill integration was not a part of these, Zehra expressed that such techniques as the use of interesting materials, working in groups, and vocabulary games, as well as the warm relationship with her teacher and friends, raised her interest in English. However, in the next three years, her teachers changed a lot, they could not guide her and her classmates sufficiently, and these classes were all exam-driven. She stated, *"We always studied grammar and reading. Honestly, I did not even know that we practiced reading. I did not study it for the sake of reading, it was just a part of the exams. All these years passed like that."*

When asked how all these experiences affected her as a teacher of English, Zehra's remarks indicated an anti-apprenticeship of observation in that she was teaching completely different than she had been taught. As a teacher, Zehra reflected on how she learned English during her primary and secondary school years, and she stated that she was not aware of the skills

and strategies used in language classes when she was a student. Comparing her previous schooling years with her teaching practices, she expressed,

> "In our foreign language classes, our teacher used to answer our questions. S/he did not even teach grammar topics. S/he just answered our language-related questions and, apart from that, we did not have any activities. Right now, yes, I do not prepare my students for exams, but have been trying to convince them that English is not a course. Based on those teachers' behaviors, I have been trying to shape myself now. I tell my students that learning a language is a process. I have been trying to concentrate on pair and group works as I know that they need to interact with each other…"

In this sense, her previous schooling experiences mostly taught her what now to do as a language teacher. In addition to these experiences, Zehra started to form her non-formal language learning strategies to improve her English. Constrained by her earlier conception of what it meant to know a language, her language-learning strategies were limited to memorizing vocabulary and reading a lot. This extensive reading, she believed, contributed to her improvement in English. Therefore, she valued out-of-class reading as a teacher. Furthermore, her later experiences with listening to podcasts and watching videos led her to advance her other skills. Zehra explained,

> "As I embraced digital tools at university, I started listening to podcasts too much. I benefitted from them a lot. Since I learned through listening, watching, and viewing videos, I have been trying to employ these strategies for my students. I send them videos, share funny and entertaining content, and I realize that their interest in the class increases as well."

Because Zehra's language learning strategies helped her improve her language skills, these became a part of her belief system. It seemed that these beliefs were further reflected in her classroom practices.

Zehra's interest in English, the impact of one of her close friends, and her EFL teacher in the 9th grade prompted her to choose English language teaching as a career. Therefore, she studied in the ELT program of a state university in Turkey. Following a one-year preparatory school period, Zehra spent a total of four years in this program. Firstly, the interview with Zehra demonstrated clearly that the preparatory school classes exerted immense influence on her beliefs and practices about teaching. Initially, she considered her instructors as role models and appreciated the way they taught. To illustrate, their persistent use of English contributed to her language proficiency. In this sense, the use of L2 to a great extent turned into a belief for her although her practices could not align with this belief due to certain

contextual constraints. Moreover, she referred to a variety of teaching methods and techniques her instructors used while teaching English. A balanced practice on all four skills, integration of games into classes, warm-up sessions at the beginning of classes, and vocabulary and grammar teaching methods attracted her attention and shaped her beliefs and practices about teaching English, as could be understood from the following extract:

> "While learning vocabulary items, using them in a sentence was something that I encountered at the prep school. I can say that this is still something that affects my teaching. Instead of telling my students to write something ten times, I ask them to use a word in five different sentences."

> "I should definitely talk about warm-ups because it deeply influenced my teaching. It was like, the instructor would come and talk about something in daily life. Before we know it, we would start the lesson. She would ask us to open our books, and the topic of our discussion would appear in the books. That affected me in terms of teaching. I try to start my classes with a warm-up."

In addition to these techniques that she would employ, Zehra also mentioned how she could not adopt some of these in her context. To exemplify, she discussed that grammar was taught in an implicit way at the prep school and she could learn like that. However, this way of teaching did not work in her classes.

> "In my teaching, I could not teach grammar indirectly because unfortunately my students could not grasp them. Or I could not do it, I am not sure. I tried with my students for a semester; however, at the end of the unit, they did not know differences between 'will' and 'going to' although we completed all the activities in the course book."

Zehra discussed that students' low interest in the lesson, limited weekly class hours, and pressures to cover the curriculum might have prevented her from teaching grammar indirectly as she learned at the prep school. Although she still believed that presenting grammar in a contextualized way was vital, her teaching experiences prompted her to search for alternative ways of grammar teaching. In this sense, the interrelationship between professional coursework and teaching experiences was apparent.

In referring to her years as a pre-service teacher, Zehra expressed that *"The prep school was like a demo of the ELT program. All the things we received there appeared in the program as courses."* In other words, she implied that the language teaching methods and techniques that her prep school implemented were based on the principles taught in her ELT program, where she took several courses. Initially, as for this education, Zehra shared, *"I can really say that our undergraduate education formed our teaching. I already knew what not to do*

due to my past experiences, and it was great that our professors taught us what to do." Accordingly, it could be stated that the program equipped her with the necessary knowledge to become a more effective teacher.

Zehra discussed that several courses and professors contributed to her beliefs and practices about language teaching. Specifically, she remarked that the program helped her connect theory with practice. She explained,

> "[The ELT program] shaped us in terms of the theories. We learned language teaching theories there, I remember what we learned in detail… I can say that they [the professors] created a knowledge base for us. Then, what happens if we integrate these theories in our classes? What outcomes do we get when we employ one of them? They explained these to us. For example, we learned many methods in the methods class. There we learned grammar or other methods, and our professors got us deliver a presentation at the end of each method. In other words, we practiced what was taught to us. Then, we realized which ones worked in classes because we practiced them. In this sense, they contributed a lot."

This extract indicated that her professors' focus on both theory and practice shaped her beliefs and practices about teaching in that based on their presentations, Zehra could grasp which approaches, methods or techniques would result in student learning in her classes. In addition to these courses, she made specific references to certain practices of her professors that shaped her teaching. These involved correcting students' errors, giving feedback, motivating students, and establishing rapport with them. To clarify, as she benefitted greatly from her professors' feedback, she adopted this strategy in her teaching as well.

> "Teacher feedback positively influenced me. I could see which outcomes to obtain because of feedback. In my teaching, although I cannot provide feedback on every behavior due to time constraints, I try to provide feedback a lot."

In addition, some of her professors were kind of role models for her. Their being consistent in their teaching caused her to practice what she preached as well.

> "Our professors did the things they taught in theory. They did not teach grammar different than they had showed us how to teach. That coherence enabled to me to be coherent in my teaching as well."

After graduating from university, Zehra continued her studies in the same field as a master's student at a state university different than her undergraduate university. Therefore, in addition to her undergraduate teacher education program, she often referred to her graduate ELT program as a factor that shaped her beliefs and practices about teaching. Particularly, this graduate education prompted her to reflect on her undergraduate education, thereby

leading her to evaluate certain components of the program. Although her undergraduate teacher education program, she believes, had shaped her as a teacher, she considered it partially insufficient in terms of developing pre-service teachers' academic skills. She discussed,

> "When I started my master's education, I realized that we were incompetent academically. For example, without reading any articles… We read them but without knowing that they were articles. I think we just learned theories related to language teaching. I think this is an insufficiency of the program. I really think that my master's education reinforced my teaching because maybe we did not know the value of the things that we had learned before. If a teacher knows where these theories are used and the articles written about them, it would be great because each article is based on a practice, I think."

Although she believed that her undergraduate education helped her connect theory with practice through various courses, her graduate education helped her realize that it would have been more effective if it had been supported by more academic literature. Therefore, this latter education resulted in a realization that her bachelor's degree was inadequate in these aspects. Moreover, her further remarks needed to be quoted below to demonstrate how an intricate web of factors came together to understand her beliefs about teaching.

> "While doing my master's degree, I understood that our undergraduate education was more imaginary. Real life was much more different. If I had learned more real practices -maybe through articles and more practicum experiences – maybe I wouldn't have disappointed that much. I think I would know better what to do more."

This quotation indicated that even though Zehra's education at the ELT program formed her beliefs about teaching, it did not prepare her for the realities of classrooms. In this sense, as explained in the following sections, the impact of contextual factors on her practices' was immense. She briefly summarized,

> "When I became a teacher, some of the practices were different than what was done at the ELT program. Time, for instance… But this is not really relevant to the program, it is government policies. We were shown how to be a good teacher there, but we had to experience how to become good teachers under these circumstances."

Therefore, when discrepancies occurred between what was taught in teacher education programs and classroom realities, this resulted in demotivation and disappointment on part of teachers, as well as incongruences between their beliefs and practices. Moreover, as she started her master's degree after she became an EFL teacher, she could explain in what ways her graduate education shaped her beliefs about teaching. As she took several courses, she

remarked that these contributed to her teaching as well. Specifically, since her teaching and these courses run concurrently, she could practice in her teaching context what she had learned in these courses.

> "While I was taking master's classes, I had a context where I could implement what I had learned… For example, in an article, let's say the results discuss something like the use of digital tools. When I realized that they worked there, I practiced them a lot in my classes. I think it improved me academically."

In line with her earlier remarks about academic reading, these comments indicated that her master's education encouraged her to consolidate her teaching. Lastly, working as a teacher for two years, Zehra's teaching experiences contributed to the formation of beliefs and practices about language teaching. When asked whether these experiences shaped her beliefs and practices, Zehra discussed,

> "It shapes whether we like it or not. When you realize that you cannot teach something, you must either modify or ignore it. As I cannot ignore the situation, I adapt to it and make some changes. Based on my experiences, I update myself. I try to teach according to students' levels."

Accordingly, it can be stated that her teaching context compelled her to adapt to the realities of the context to help her students learn. On the other hand, she stated that these adaptations sometimes contradicted with her beliefs, as she summarized below.

> "These partly contradict with what I had learned. For example, the duration of the use of L2, grammar teaching… We try to avoid deductive grammar teaching, but it does not work with kids who do not have intrinsic motivation. You cannot get them to discover because they do not want to take these steps. Hence, you have to explain them directly… Maybe I gave up too early, I am not sure, but I think this is how things are in my context. Maybe I continue trying in different contexts in the future."

This extract, along with Zehra's earlier comments on the constraints of contextual factors suggested that Zehra's teaching experiences might have resulted in changes in her practices rather than her beliefs. Nevertheless, her beliefs about teaching also enabled her to become more flexible in teaching. Put differently, although these experiences and contextual factors shaped her as a teacher, Zehra shaped her context thanks to her beliefs as well. In explaining to what extent her teaching reflected her beliefs, she shared,

> "I think around 60 or 70 percent of what I do belongs to myself. The MoNE has these policies, but it does not observe me in my classes. So, I decide how to teach my lesson. There are things that we do on paper. For example, performance evaluation scores in my classes are based on students' diary keeping or story

> reading rather than in-class participation. I make such adaptations. Of course, I have to follow the curriculum but, I can say that I shape its content."

Overall, the data obtained from semi-structured interviews demonstrated that Zehra's belief formation was the result of several factors involving her previous schooling experiences, non-formal language learning strategies, undergraduate and graduate education, and her teaching experiences. As her lived experiences accumulate, her dynamic beliefs, thereby practices, would be prone to change. To illustrate, touching upon the impact of online teaching, Zehra expressed, *"As a considerable portion of our teaching was online, I think that it hasn't been fully formed yet. I think everything will be much more different in a classroom environment in a few years."*

In addition, as these beliefs emerged and self-organized dynamically, the interaction among them was inevitable as well. Although Zehra's beliefs about language teaching changed over the years through multiple factors, these factors were interrelated despite the fact that their timelines mostly did not collide. It meant that as Zehra's lived experiences accumulated, she reflected on her past and present, and evaluated what had happened and what was happening to better understand her beliefs, practices, and the instructional context. To illustrate, while explaining how her beliefs about writing in an L2 were shaped, Zehra referred to her prep school, graduate and undergraduate ELT program, and her own teaching experiences.

> "The prep school was like a demonstration on us. Then, I realized that these [teaching methods and techniques] had a place in teaching during the ELT program through our experiences and professors' teaching… Then, we got appointed, started working, and noticed that these worked in practice."

This extract indicated that continuous reflection on previous learning and experiences and in-class practices prompted her to evaluate her beliefs and practices about teaching. This dynamic interrelationship seemed to be a driving force for further emergent and self-organizing belief systems.

Dynamism, Interconnections, and Adaptations: Zehra's Beliefs and Practices in Context

The First Observation

The first observation in Zehra's classroom involved two class hours. Zehra started the class with a revision of the previous class. As they had talked about how to write an advice letter,

they briefly discussed the steps of writing an advice letter. She also reminded them of the assignment on writing a letter and guided them by showing sample letters in their course book. They used Google Classroom as the platform to submit their assignments and receive feedback. Zehra code-switched between English and Turkish to help students better understand the topic. This revision was followed by an introduction to the new unit, the theme of which is 'food and festivals.' Firstly, Zehra showed a video about festivals around the world. Then, she asked students if they knew any other festivals in Turkey or around the world. Although she mostly used English, her students generally replied in Turkish. After this introduction to the topic, she attracted students' attention to the activity in the book. The activity required them to match several quotations with related festivals. As students went over the quotations, they first read them aloud in English and then translated them into Turkish. As in the following observations, translating reading texts was a repetitive strategy that Zehra adopted in her classes. When asked about the rationale behind this strategy, she explained that reading aloud helps her identify pronunciation errors. Besides, she explained that translating such texts enables some students to be more willing to participate in classes, as can be understood in the following quotation. Furthermore, she remarked that this strategy helped her clarify whether students understood a text or not.

> "If we do not translate them, those students who come to the class unprepared just become audience in the class. Yet when they understand its Turkish, they seem more willing to participate. Hence, these strategies are based on my own experiences."

This quotation further indicated that Zehra's teaching experiences were influential in shaping her practices in teaching English. Additionally, Zehra emphasized important words for their meaning. For example, if a quotation involved 'sovereignty,' she asked students what it meant. During the interviews, she explained that learning these words was among the objectives of the unit, thereby leading her to highlight them during the activities. Another strategy she adopted was to correct pronunciation errors through recasts. After that, the book involved a reading text about festivals and its skimming and scanning activities. The skimming activity required students to have quick look at the text and find the names of some festival pictures. Before this activity, Zehra played another video to help students grasp the topic of the reading text. The video involved short scenes related to festivals presented in the text. Then, the students completed the activity and the first class ended.

The post-observation interviews revealed important insights into Zehra's use of videos related to the topic of discussion in her classes. As in this class, the following observations witnessed her video integration in her classes. She remarked that raising awareness of different cultures around the world was among her purposes. She stated, *"I wanted to raise cultural awareness. I wanted them to get to know different cultures, to respect these cultures, and to recognize this cultural diversity."* In this sense, it can be understood that learning more about cultures was a part of her EFL classes.

In the second hour, the class continued with the same reading text. The second activity asked students to fill in a diagram based on the text. Zehra provided the instructions in English and chose a student to read the text aloud. A different student read each paragraph, and they also translated the text into Turkish. In addition, after each paragraph, Zehra attracted students' attention to the pronunciation of some vocabulary words. She used an online dictionary for mispronounced words. As mentioned below, students' reading the texts aloud helped Zehra identify pronunciation errors, which were generally corrected after the reading had been completed. Other strategies she adopted while working on the reading text involved highlighting certain words and sentences.

After they completed reading and the activity, Zehra explained what to cover in the following class and told them to think about the sentences that she highlighted. As these highlighted sentences were to be taught in the following class, she wanted them to become cognizant of the grammar topic.

These two hours revealed important strategies that Zehra developed to teach more effectively as a result of her teaching experiences. Translating sentences and paragraphs, code-switching between English and Turkish, highlighting vocabulary items that Zehra considered important for students' learning, and video integrations were among these strategies. In addition, the way Zehra covered the topics involved crucial reflections of her beliefs into practice. That she showed sample letters to facilitate writing was one of her espoused beliefs. Besides, starting the class with a video about the topic supported her integration of a warm-up activity. As for video integration, it could be suggested that Zehra tried to improve her students' background knowledge about the topic since she believed students should be familiar with the topics presented in instructional materials. Likewise, playing the pronunciation of unfamiliar words by using audio dictionaries aligned with her beliefs about pronunciation teaching since she believed exposure to the target language facilitated students' learning of

these mispronounced words. As for the reading text, in harmony with her beliefs, activities that involved comprehension questions were completed. Besides, Zehra devoted students' attention to vocabulary items and a grammatical structure in the text, which supported her beliefs about how to teach grammar and vocabulary.

The Second Observation

The second observation was the day after the first observed classes. Zehra started her lesson with a revision of the previous class. Firstly, she shared a student's advice letter on the board and appreciated the parts written well, and provided further feedback on how to improve it. During the post-observation interview, Zehra discussed how the use of Google Classroom enriched her teaching. She expressed,

> "I read in article that Google Classroom can be used in language classes. I wanted to give it a try and I obtained substantial benefits. What is shared there is permanent. I can observe anything that they share and the students' improvement. They can find anything that I share there easily."

In a similar vein, Zehra's practices on the writing skill mirrored her beliefs about how to teach writing. As she supported a process approach to writing, she provided feedback on the students' assignments and asked them to revise their papers. Providing feedback on students' works, as she learned in her ELT program, was a reflection of her beliefs as well.

Then, she attracted their attention to festivals and asked students which festivals they remembered and liked most. This was followed by her emphasis on the underlined sentences in the text, which involved the passive voice. Firstly, they translated these sentences into Turkish. Then, she explained that they would work on the passive voice, and she tried to elicit the meaning and functions of the passive voice by using Turkish. She explained the equivalent of passive voice in Turkish. After that, they opened their books, looked at the activity that asked students to study some sample sentences, and choose options that defined the rules for the passive voice. Further, Zehra summarized the passive voice through the use of their mother tongue.

Following their focus on the rules for the passive voice, Zehra used a PowerPoint presentation. The slides involved a comparison between active and passive voice, the sentence structure of the passive voice, and some sample sentences that asked students to turn sentences that were written through active voice into sentences in the passive form.

Although the slides were in English, Zehra made her explanations in Turkish, by translating and explaining the sentences and the rules. After they worked on the slides, Zehra played an interactive video that asked students to watch and choose the correct form of the verb. The first hour ended after this activity.

The second half of the class started with an activity on the students' course book. By following the rules for the passive voice, the students matched two halves to make meaningful sentences. As students answered matched the halves, Zehra asked if they all agreed on the answers to monitor other students' learning. She also showed the answers on the board.

As Zehra thought her students needed more practice with the passive voice, the rest of the class continued with activities on this structure. Firstly, she shared interactive worksheets with students. These worksheets involved the correct conjugation of the verb 'to be', sentence completion, and turning active sentences into passive ones. As for error correction, the following example can be given for her error correction strategy. As she explained during the interviews, she did not prefer recasts. Rather, she opted for more explicit strategies as she believed her students benefitted more from these explicit error correction techniques.

> T: Water cans…
>
> S: is
>
> T: 'is' mi acaba? Cans…
>
> S2: Are
>
> T: 'Are' mı desek daha doğru olur? Şurada '-s' takısı olduğuna göre ' su kutuları' demek istiyoruz. 'Are' diyelim o zaman.

Following grammar practice, Zehra turned back to the course book and completed a listening activity before ending the class. The listening text was about a sandland festival. Initially, she showed some related pictures to introduce the festival to her students. Then, her students listened to the text and placed a few sentences into the paragraph in a correct order.

As the focus of these two class hours was learning a grammar structure, the post-observation interview revolved around Zehra's beliefs and practices about teaching grammar and the contextual constraints that she encountered. Firstly, she stated that she was not a fan of grammar teaching and the online teaching period challenged her more. The following statements further indicated the problems she had.

> "I do not like teaching grammar at all. I would like to base my teaching on activities but as you can guess, this is a novel structure for students, and they have no information about it. So, they cannot be involved as much as they wanted. So, I have to teach it. Indeed, what I do is GTM, something that we do not appreciate. Yet I try to support it with activities. I try to integrate videos or some meaningful activities. Besides, online teaching constrains us more. In face-to-face classes, I do not explain the topic that much, or we go step by step… However, during online teaching, we cannot conduct group works or play games. So, I am the one that must teach all the time and I do not like this."

As can be understood, although Zehra was not willing to teach grammar explicitly, the online teaching situation and other contextual constraints seemed to force her to teach the way she did not believe. In addition, despite Zehra's beliefs about the use of English in language classes, her grammar explanations were conducted in Turkish, and she compared how passive voice was used both in English and Turkish. As for her material integration, she explained that while choosing or preparing these extra sources, she paid attention to the visualization of what was taught, the existence of colorful materials, and some examples that her students could work on.

During the post-observation interview, Zehra further explained the rationale behind her adoption of both implicit and explicit grammar teaching methods. Accordingly, it seemed that her beliefs about grammar teaching that were formed during her teacher education program did not fit exactly into her classroom teaching. Therefore, as the following extract indicated, she made some adaptations by considering her teaching context.

> "This grammar teaching method was shaped as I taught in my classes. Normally, we learned that we should teach grammar in an implicit way. For example, we would get some sentences and ask students some questions. Indeed, I asked these questions such as, 'is there a subject here?', or 'who does the action?'. But when I leave it there, the students cannot apply these in their lives. For example, I give an assignment. Let's say, 'write a story by using passive voice'. However, I realized that they could not do it. Moreover, they are used to being taught the rules for grammar as in other classes. I do not know if things would have been different if I had attempted to change this habit. But they want the teacher to tell the rules so that they can apply them. This is based on my experience. I don't know how true it is, but I feel the need to teach them in an explicit way."

This lengthy quotation suggested that although Zehra believed implicit grammar teaching should be a part of her classes, her students' previous learning habits and their reactions to implicit grammar teaching compelled her to adapt her grammar teaching methodology. This perspective became also apparent when she supported her grammar teaching with additional interactive worksheets. As she thought the examples in the book were not sufficient for her

students to grasp how to use passive voice, she spent more time practicing the structure. She clarified,

> "The book consisted of only one activity: making sentences. It was not sufficient for students; you might have realized that as well because they had difficulties in answering the questions… Because I know that, I use interactive worksheets. If I realize that they need more practice, I upload more materials on Google Classroom. If they complete the worksheets successfully in class, I try to upload more videos on Google Classroom. Today, I realized that they could not understand the topic thoroughly. So, I will share more worksheets with them."

This quotation also indicated that in addition to her beliefs about grammar teaching, she prioritized students' learning. In this sense, it can be told that her students' learning averted her overall beliefs about grammar teaching. Still, she did not abandon her beliefs. Rather, she adapted them to provide a more effective learning environment for her students.

The Third Observation

The next observation in Zehra's class was a week after the previous one. They continued working on the same unit, 'food & festivals.' Zehra started the class with a review of the previous week, focusing on the form, meaning, and functions of the passive voice. Then, they opened their course books, and completed speaking and writing activities. Firstly, the students read common expressions related to festival and celebrations processes. After that, they talked about the ones they were familiar with. However, the students' responses were rather limited. Specifically, they kept giving their answers in Turkish despite Zehra's efforts to prompt them to communicate in English. Following this activity, Zehra showed some videos about several national and international festivals to prepare them for the following activity. Then, the students looked at the data about some festivals in their course books. Zehra asked them to write a blog entry about one of the festivals presented in the book. However, the students did not start writing immediately. Rather, Zehra and her students worked together to write a paragraph. After providing a model for her students, Zehra assigned this task as homework. The students were expected to share their paragraphs on Google Classroom.

The second hour continued with the activities in the course book. These were based on a reading text about Republic Day. Before students started reading, Zehra attracted students' attention to the pictures presented in the book and asked students about the topic of the text.

Then, she showed a video about Republic Day. The text was read aloud. As in previous classes, Zehra used an online dictionary to correct pronunciation errors. Besides, she highlighted and went over a few words and phrases. After that, the students answered numerous comprehension questions and the class ended.

As for Zehra's beliefs about teaching English, this observation revealed that she reflected her beliefs about writing and reading practices. To clarify, her modeling of the language that could be used in writing a paragraph was a direct reflection of her beliefs. Likewise, the integration of videos in the pre-teaching stages of the lessons to familiarize students with the topic was among her professed beliefs. What was limited in this class, though, speaking practice. Although Zehra tried to integrate speaking in the warm-up stages of the lessons and asked students several questions, her students' responses were either limited or in Turkish. In this sense, it can be argued that her students' proficiency levels might have prevented Zehra from conducting more speaking activities in her classes.

The Fourth Observation

The next day was the last observation in Zehra's classes. They also completed the 'festivals & food' unit. Unlike previous classes, the last two hours focused on national and international foods. Before they conducted these activities, Zehra made a quick revision of the previous class and checked students' homework on Google Classroom. She demonstrated some students' work and valued their efforts and opinions.

As the topic of the day involved national and international food, Zehra asked students a few questions about their preferences regarding food. Because the students had difficulties answering Zehra's questions, she supported these questions with some phrases in Turkish. Then, she played a video on international cuisines around the world to familiarize the students with the topic. After that, she attracted the students' attention to pictures in their course books as they were required to guess the countries of some national dishes. This was followed by a reading text about traditional dishes around the world. Similar to previous lessons, Zehra got the students to read the text aloud and she highlighted several words. Before moving to the comprehension questions, they discussed the meaning of these underlined words.

The second hour continued with the activities in the course book. These activities consisted of filling in a table based on the reading text, matching pictures with correct words through listening, and putting sentences into the correct order. Because the time was almost up after these activities, Zehra explained that she would upload the last part of the unit on Google Classroom for self-study. This section involved practice with the pronunciation of the words taught in that unit.

During the post-observation interviews, Zehra clarified in detail how the online teaching and learning period affected her classroom practices. She discussed that some policies that were introduced specifically to this period were demotivating on part of her. To illustrate, one of the decisions taken was that taking exams was left to students' choices. In other words, the students did not have to take exams if their first semester scores were high enough for them to pass the class. As almost all her students obtained the necessary scores in the first semester, they were not willing to take any more exams. This decision decreased participation in classes, leading Zehra to feel less motivated to teach. In addition to such situations, Zehra mentioned both advantages and disadvantages of online teaching. As for advantages, she explained that as she can keep her materials on her computer and benefit from the Internet, she had easy access to her instructional materials, thereby spending less time preparing for her classes. Although she enjoyed online teaching in terms of the integration of digital tools, she explained that online teaching severely restricted interaction in her classes. Besides, her use of a variety of materials was restricted because they all had to be conducted online. Integration of pair and group work was also absent in online teaching due to these contextual limitations.

Open, Adaptive, and Co-adaptive: Interrelations Among Zehra's Beliefs, Practices, and Contexts

Macro Contextual Factors

Firstly, Zehra did not think that teaching was a prestigious occupation in Turkey and that teachers were valued as much as they should be. Specifically, some parents' attitudes and criticisms about teaching approaches and methods caused her to feel demotivated. However, through the support of her master's education, her professors there, and the positive feedback she received from willing students, she learned how to deal with such situations, thereby

keeping her beliefs and practices about language teaching unaffected by the perceived low prestige of her occupation.

Secondly, while evaluating educational policies, Zehra referred to her teaching context to discuss certain policy and curriculum-related problems. As she worked at a vocational and technical secondary school, English classes there were divided into two as vocational English and basic English. While vocational English was taught by vocational teachers, basic English was taught by such EFL teachers as Zehra. Although she admitted that this policy sounded logical, its reflections in practice were problematic as basic English classes had fewer weekly hours, but teachers had to follow the same curriculum that was prepared for all 9th-12th graders. However, she believed that her students' needs and interests were different and classroom hours were limited. On the other hand, despite feeling demotivated by such problems, Zehra tried to stick to her beliefs about language teaching and acted in her classes accordingly. She shared,

> "It makes me feel anxious. Because you do everything by making a sacrifice…all these materials you prepared, extra time spent on these, and giving extra feedback… So, these policies… I don't know, I am not affected at this moment but in the future, I think some negative impacts can be seen. For now, I try to teach by motivating myself, not by expecting anything from anybody."

Thanks to her intrinsic motives and strongly held beliefs about language teaching, it seemed that Zehra kept herself away from such adverse situations for now. Moreover, despite these problems, her opinions about the curriculum that she followed were more positive. She believed that if followed step by step, the curriculum was a well-designed one.

> "If everything is followed step by step, I think we have a good program. Because it both involves skills and at the back of the book, we are given necessary information. We have teacher books, interactive books. We can access other resources through EBA… I think that there are successful implementations but, I still believe it should move beyond that a little bit. Authenticity, for example, there are some videos there, but they are not authentic at all."

As can be seen, her positive remarks about the curriculum and other resources that she could use were in alignment with her overall beliefs about language teaching. When collided with her beliefs, as in the authenticity issue, Zehra remarked that she would bring extra materials by spending more time in the lesson planning stage.

As for the testing and evaluation system, Zehra considered the policies of the MoNE. She explained that at the end of the semester, teachers give two types of marks: one for written

exams and the other for practical exam. Nevertheless, further details could not be added concerning the practical exam. Therefore, she found this application insufficient. Still, her inner motivation as a teacher and her beliefs about language teaching kept her committed to language teaching, thereby encouraging her to teach the way she believed in her classes.

Micro Contextual Factors

According to Zehra, her school administrators were in a state of learned helplessness when it came to English because they believed that students in their school could not learn English. Additionally, she expressed that they did not value English much as it was not tested in national exams. Therefore, they did not provide sufficient resources for EFL teachers. For example, despite Zehra's requests, they did not allocate a classroom for English classes or allow access to the internet on interactive boards. This situation and such examples caused Zehra to constrict her teaching. To illustrate, the lack of an internet connection prevented her from using digital tools to enrich her students' learning. As she did not have individual classroom space, she could not prepare materials freely and store them safely. Moreover, she was less willing to teach the way she believed and felt isolated. It could be understood that although her beliefs about teaching were not affected by such situations, her practices were restricted. Although the administration did not provide such resources, Zehra stated that they did not prevent EFL teachers from conducting various in-class activities. Or they did not interfere with teachers' relations with students. Hence, she was happy about this flexibility and freedom.

Interviews with Zehra demonstrated that she had good relations with her group teachers. They were in touch with each other and held meetings to improve their teaching and promote students learning. They shared materials and additional resources. According to Zehra, this collaboration was beneficial for each of them, specifically in terms of improving their practices. In this sense, the positive impact of harmonious relations with group teachers on their practices was suggested.

In addition to these aspects, Zehra mentioned difficulties she had due to the location of her school and the lack of teacher-parent collaboration. Firstly, as her school was located in a small town, her students did not encounter English that much and they mostly had negative learning experiences. Secondly, this lack of exposure to English in daily life caused them to

consider English an unnecessary class, thereby leading to low motivation on the part of the students. On the other hand, realizing that she did not have much to do about this situation, Zehra expressed that she continued teaching the way she believed it. As for the lack of teacher-parent collaboration, she accepted the conditions under which she worked. Additionally, she considered that the parents mostly respected teachers. Hence, she did not have further expectations as she remarked that she aimed to help her students to earn success in English.

Apart from the school level, Zehra's beliefs and practices at the class level were constrained by several contextual factors as well. To illustrate, she remarked that students at her school had lower achievement rates not just in English but in other courses as well. This situation affected her teaching in two ways. The first one was that her priorities tended to shift as her teaching involved students' socialization and acquiring some core skills. The second one was that lower proficiency in English caused her to adapt her teaching to students' levels. She explained that she simplified her language, abandoned some activities that she would normally carry out in English classes, and she spent more time explaining the topics they had covered. In this sense, it could be understood that her practices, rather than her beliefs, were significantly affected by students' low proficiency in English and other classes.

Similarly, students' low proficiency in English exerted an influence on Zehra's use of instructional materials. To illustrate, when she would like to carry out activities geared towards the use of productive skills, she explained that the students completed the activities in Turkish, preventing them from achieving the objectives of the lesson. Therefore, rather than such activities, she used worksheets that practiced mechanical and meaningful language structures. Accordingly, the relationship between the use of instructional materials and students' proficiency became clearer.

Another dimension related to students' proficiency levels was the heterogeneity of classes in terms of students' levels. Put differently, according to Zehra, some students were significantly more successful in English. This heterogeneity compelled her to adopt her teaching. Zehra shared her strategy about this issue as follows:

> "Generally, I try to advance the level of the class. I prefer the higher level rather than the lower one. Yet I come up with extra explanations for those with low proficiency level. I share extra materials with them. If a student told me during the break time that they had not understood a topic, I would certainly clarify it for them."

Lastly, Zehra explained that she had to be more authoritarian in the classroom to be able to teach more effectively. Due to her crowded classes, she had to adopt this role although this contradicted her beliefs about teacher roles. Believing that teachers should guide students in their learning and be a facilitator, the contextual factors prevented her from adopting this role. Therefore, it can be stated that to be able to practice her beliefs about language teaching, Zehra had to contradict another component of her belief system, which involved teacher roles.

The Case of Tuğba

Vignette: Tuğba

Tuğba was teaching English to young learners for a year and a half at a private school during the data collection period. She held a set of complex, heterogeneous, and interconnected beliefs about teaching English that was shaped through her language learning journey, the teacher education program, and teaching experiences. That she continually referred to her classroom practices during the interviews suggested that her beliefs about teaching and teaching practices worked together in harmony. This issue was further revealed through classroom observations. Lastly, although several contextual factors were in effect in Tuğba's profession, these factors did not seem to alter her beliefs about teaching since, in the first place, Tuğba preferred to work at a school where she could teach English the way she believed.

Complex, Heterogeneous, and Interconnected: Tuğba's Beliefs About EFL Teaching

Curricular Objectives

Relating the objectives of language teaching to her purposes of language learning, Tuğba explained that English was not a lesson to be taught, but a language to be used in various fields. When she was a student, she was cognizant of the fact that learning English brought her a different mindset, and she was happy to become more knowledgeable about another culture and make foreign friends. As a teacher, with this awareness, she had a similar objective.

> "I wanted to learn English because I was aware that it broadened my perspective. It made me happy to learn another language, talk in that language, and have more people around me. That I had foreign friends broadened my circle of friends and made me a more social person. That's why I was learning it. Right now, my purpose of teaching English is the same as this. Without limiting ourselves to the borders of our country, to learn whatever other cultures have, to communicate with our friends, to improve ourselves…"

Ac can be understood, based on her own lived experience, Tuğba shaped her curricular objectives about language teaching.

Teaching Methodology

The very first thing Tuğba discussed concerning how to teach English was the need to form an emotional bond with her students. For her, this bond was a prerequisite for her to teach her lesson, as summarized: *"When there is an emotional bond, I think it is more fruitful, especially with young learners. Firstly, I aim at developing this bond. Then, I implement what I know such as the activities."*

After emphasizing the importance of this emotional bond with her students, Tuğba explained her beliefs about how to teach language skills and components. What was striking during these explanations was that Tuğba clarified her beliefs in relation to her classroom practices. In other words, her utterances that contained "I believe this…" and "I do like this…" were intertwined, implying that her classroom practices mostly reflected her actual beliefs about teaching. In addition, as she was teaching young learners, her beliefs about how to teach English specifically centered around how to teach English to young learners.

To start with reading, Tuğba associated reading with vocabulary teaching in that the reading text should involve certain unknown vocabulary to be taught before students read the text for comprehension. Put differently, pre-teaching vocabulary was a crucial step for her at the beginning of a reading text, and she seemed to use various strategies to teach these vocabulary items.

> "I provide examples based on myself because I can view it from a certain perspective as my students are young learners. This is how the reading skill can be taught. Of course, the text should consist of words that the students do not know. First, we can get students to read the text quickly and underline the words they are unfamiliar with. To raise their awareness, vocabulary teaching can be done before reading because students might get worried when they come across an unknown word…"

As this quotation indicated, Tuğba believed that pre-teaching vocabulary could raise students' awareness and enable them to be more comfortable while reading. Additionally, she discussed that as they read the text, to monitor the class, she would stop them and ask questions about the text. After they completed reading, she would ask them to summarize the text. Then, she would move on to comprehension questions about the text. The data suggested that Tuğba had developed certain strategies to keep her young learners engaged in the lesson and help them comprehend the content better.

Tuğba discussed that her students had been exposed to English for more than two years; therefore, they did not have a lot of difficulties in understanding listening texts. However, she seemed to have developed her own strategies to teach listening more effectively in alignment with her beliefs. To clarify, after playing a listening track, she read the text to allow her students to better understand the text better. She explained,

> "After I repeat the track, we talk about the main idea and then we answer the detailed questions… They both listen to the track and me. They can carry out longer activities now. Sometimes we employ dictation activities, yet they still get bored during dictations. Sometimes I tell a story and they picture it. We conduct such listening activities. This is how I teach."

As discussed above, Tuğba's answers to 'how English should be taught' involved explanations of her classroom practices, suggesting the harmony between her beliefs and practices. This issue was continually repeated as the interview progressed. To illustrate, concerning speaking, Tuğba explained that a real reason should be given for speaking and an appropriate context should be provided. After that, she shared an example from her class.

> "Sometimes I make up a story. I tell them that this happened to me yesterday. They get surprised at everything. I tell them that I did such a thing, do you think it is correct, can you help me…When I ask, 'can you help me?' they consider me a real friend and speak in English while trying to help."

Tuğba's beliefs about writing involved writing practices that progressed from controlled writing to guided and free writing. In a similar vein, she shared the processes that she and her students go through while practicing writing. What she specifically enjoyed while teaching writing was that their writing activities were based on certain target vocabulary items that appeared repeatedly in the unit throughout the week. In this sense, her students were continuously exposed to these words through listening and reading texts and speaking activities. According to Tuğba, this facilitated comprehension and learning of the target vocabulary items and their written forms. Besides, although Tuğba did not explicitly express

that her approach to language teaching involved the teaching of language skills and components as an integrated whole, it could be inferred that she supported integrated language teaching. Teaching vocabulary through language skills and giving emphasis on all four skills could provide evidence of this case.

Lastly, Tuğba explained her beliefs concerning grammar and pronunciation teaching; however, her explanations were limited due to her major focus on her own context. To clarify, she explained that pronunciation teaching involved repeated exposure to words without putting too much pressure on students concerning correct pronunciation. When it came to grammar, as Tuğba taught English to second graders, she explained that she did not teach grammar directly. Students would learn in chunks, and accuracy was not overprioritized.

As Tuğba's explanations were related to her classroom practices, the researcher was curious if they reflected her own beliefs. Tuğba clarified that they mostly aligned with her beliefs; however, if misalignments occurred, she would some changes and adaptations as quoted below.

> "Sometimes, when I look at the lesson plan, I think that we should not start the unit like this. At that moment, I change it according to myself, I try to do the things I know. For example, if the lesson plan does not have a main idea question for a listening text, I integrate a main idea question. In this sense, I implement what I know, what I find correct."

Lastly, Tuğba was asked if there was an approach that she would adopt in teaching English. Her explanations implied an eclectic approach in that she seemed to benefit from multiple methods and approaches with a specific emphasis on communicative language teaching.

> "I believe I get something out of every one of them. I remember CLT. I feel closer to that one because it involves speaking and real-world situations. I think I create something based on what I learned, what I experienced, and what I find useful in my classes."

Feedback Cycle

When it came to how feedback should be provided, Tuğba took her students' needs into consideration. For her, writing accurately was a priority then and she preferred providing explicit written feedback on students' errors. She explained, *"I write feedback directly. They really need to see it, and I don't think they are affected negatively because they have an*

appetite for learning." In addition to writing, she touched upon pronunciation mistakes, explaining that notetaking and observing were her preferred strategies since immediate correction would make students feel stressed. Besides, benefitting from repeated exposure to English, Tuğba attempted at raising awareness of the importance of correct pronunciation.

> "Sometimes they hear a word incorrectly while listening to a track. I say, this is how you hear it, but this is actually this word. So, I tell them about the importance of pronunciation and raise awareness. I give feedback like this. As our priority this year is writing, I provide feedback directly."

Translanguaging

As a school policy implemented strictly, the use of L1 was forbidden where Tuğba worked. Therefore, Turkish was not used in her classes. On the other hand, when her beliefs about this issue were asked, Tuğba explained that when she was an undergraduate student, she worked at a private language course where she used English during the classes and Turkish during break times. Considering the issue, she stated, *"When we raise consciousness about the importance of the use English – my students were 8th graders, by the way – it gets easier. I think whatever the target language is at that time, we must use it."* Therefore, it would be safe to state that the school policy was in alignment with her beliefs, as she summarized below:

> "It is a school policy, but I support it. That's how I would prefer as well. Kids feel uneasy about speaking in English at the beginning, yet they get used to it over time. They are exposed to English, and they become obliged to communicate in it."

On the other hand, she also mentioned that her students, at times, might have problems speaking and finding the correct words to express themselves. In these circumstances, Tuğba had some strategies to solve the problem. To illustrate, if a student must explain themselves in Turkish, she would get help from other students in that the students would translate their friend's utterances from Turkish to English.

Instructional Materials

Considering her beliefs about materials to be used in English classes, Tuğba elaborated on the importance of clear instructions, implementation of language activities that built slightly

above their current level, and the use of language skills. Likewise, her comments revolved around her experiences with the materials in her classes. To exemplify, she did not like lengthy instructions presented in her materials and unknown words in these instructions. So, she could not use them. Secondly, she was against repeating the same things over and over again in their materials. To her, each activity should build on the previous one, challenging the students to use their knowledge and skills. Thirdly, the integration of language skills in the activities was crucial, as explained below.

> "It is important for me to have an activity that allows them to use at least one of these four skills. If it is something that students can just copy and paste, sometimes we complete them as questions and answers to skip that part quickly. It has no meaning for me. Neither for the students. If it does not teach something, I skip it directly."

Complexity, Heterogeneity, and Interrelations Among Tuğba's Beliefs

As previously discussed, Tuğba's beliefs about teaching English revolved around her instructional strategies based on her teaching context. These strategies and teaching practices seemed to align with her belief system, which had several interrelated dimensions. Firstly, although Tuğba mentioned certain objectives for teaching English, her recognition of English as a tool to be used but not a course to be taught was prevalent in her overall approach to teaching English. Her integration of language skills and components for communicative purposes provided evidence concerning this issue. Secondly, the use of L2 to provide exposure to English and continuous input was in accord with these objectives and her beliefs about teaching methodology. This was further reflected in her beliefs about the instructional materials to be used in that the integration of the four skills into activities and challenging students to help them improve themselves accorded with her overall belief system. Lastly, although Tuğba was pretty specific about how to provide feedback on students' errors, her practices did not appear to misalign with her beliefs. Particularly, her focus on error correction based on distinct language skills and components implied that her preferred strategies tapped into various parts of her beliefs about language teaching.

Dynamism, Emergence, Self-organization, and Non-linearity: The Triggers of Tuğba's Beliefs

The data demonstrated that Tuğba's beliefs about language teaching and her classroom practices were formed through the dynamic interactions among her previous schooling experiences, non-formal language learning strategies, various components of the teacher education program, and her teaching experiences.

Her keen interest in English started in the 6th grade when a friend of hers, who enjoyed learning English, sparked her curiosity about English by means of TV series and songs in English. This interest, along with some of her EFL teachers, kept her engaged in the lesson throughout her education life. On the other hand, her primary and lower secondary schooling years focused on the memorization of grammatical structures and vocabulary items. However, this situation seemed to have changed when she started taking English classes at secondary school. She explained that although her EFL teacher was not proficient enough in English in terms of language skills, she raised Tuğba's and her classmates' awareness concerning these skills, integrated activities that focused on listening and pronunciation, administered in-class exams that consisted of all skills, and used a variety of vocabulary teaching strategies. When she was asked how these previous schooling years, teachers, and classes exerted influence on her current beliefs about teaching English, she touched upon the importance of creating a friendly learning environment and an emotional bond with her students.

> "I believe that, based on what I experienced from my own teachers, it is easier to learn a language in a warm and friendly environment. For example, we used to design our language classes in U-shape or circles and talk about movies, soup operas, our daily lives. In my class, I have some cushions, and I sometimes try to speak with my students by making a circle and sitting on these cushions. I am trying to create a relaxing atmosphere."

This extract implied that a relaxing classroom environment and forming an emotional bond facilitated her language learning. Therefore, she adopted the same strategy in her classes. Specifically, her emphasis on forming an emotional bond was reiterated when she explained her purposes for teaching English.

Tuğba also benefitted from the strategies she and her peer employed during lower secondary school such as watching TV series in English, listening to songs and guessing the lyrics, and noting down unknown vocabulary to ask their teachers. These strategies were important in

that Tuğba realized the importance of extending English learning outside the class and creating a context to use the language. To illustrate, as she only spoke in English with her students, she used this to her advantage to create a context to use English outside the class, as exemplified below.

> "Indeed, the kids realize that we can use the language outside the class, and it is useful for us. Then, it is not just a course. It has a meaning in our lives and that's why, we learn English. For example, this week we will talk about traditional games. I will get them play these games outside the class during the break times."

When Tuğba shared her memories of the ELT program, specifically, the impact of the prep school on her beliefs and practices was evident. She believed that consistent use of L2 in her classes, speaking activities in groups, writing practices, implementation of various vocabulary teaching strategies, delivering presentations, and receiving feedback enabled her to improve her proficiency in English. She explained that she adopted several teaching strategies that she had been exposed to during this education. These strategies involved pair work, peer corrections, constructive corrective feedback, and appreciating students' efforts. An example involves:

> "Then, my instructors were too positive while giving me feedback and correcting my errors. As I witnessed it, even when my students draw a picture, I want them to see how much I value their drawings. The more I can provide positive and valuable feedback, the more they get excited to come forward and present their work."

Like her colleagues, Tuğba took both theoretical and practical courses in the teacher education program. Her overall comments about the program indicated that she had attributed the greatest influence on her beliefs in the program to her professors. It seemed that her professors' attitude, the way they behaved, and their teaching styles shaped Tuğba's beliefs as a language teacher. To illustrate, she referred to one of her professors, stating

> "I always enjoyed Prof. Ali's strategies and I really try to employ them. When I come across a problem, I ask, what would Prof. Ali do in this situation. Then, I try to act accordingly. Hence, our classes went well, so did our presentations. They contributed to me a lot."

While she learned a lot from professors whom she adored, as the quotation given above, she also learned from those who she did not admire as well. Nevertheless, this learning involved what not to do as a teacher. For Tuğba, being attentive to students' needs and interests was crucial, and when her needs were not taken into consideration by her professors, she confessed that she did not learn. In this sense, Tuğba's attempt at forming an emotional bond

with her students could be traced to how she felt while learning English under diverse situations. When she associated her learning with positive emotions, this learning was more likely to be a part of her belief system.

When Tuğba was asked to what extent her classroom practices were based on what she had learned in the ELT program, she stated that the program taught her a lot in terms of teaching practices and how to react when a problem occurred. However, she also underlined the fact that problems were never the same. Therefore, she sometimes felt at loss when she encountered a problem. She admitted that she would do the very first thing that came to mind at that moment. This further indicated the influence of her teaching experiences on practices.

At the time of data collection, Tuğba was teaching English to young learners for a year and a half. She started teaching them when the students got enrolled in the first grade, and they were second graders when the data was collected. As discussed in detail in the following sections, Tuğba had around twenty hours of English classes a week with the same class, and she had to follow lesson plans that were provided to them on a weekly basis. In this sense, mostly, Tuğba stuck to these lesson plans while teaching English. When she was asked to what extent her teaching experiences shaped her beliefs and practices about teaching English, she discussed, *"Something that changed…It did not occur, indeed. Whatever I found correct was mostly correct in my classes. What is generally considered true is also usually true if implemented in the right place at the right time."* Therefore, it can be assumed that her teaching experiences did not influence her beliefs significantly. On the other hand, throughout the interviews, her comments indicated that these experiences supported her existing beliefs and helped her improve teaching practices. As she taught her classes, she learned to be more flexible and adaptable to changing situations and she learned to consider classroom dynamics.

Although a brief sketch of Tuğba's lived experiences concerning language learning and teaching was presented in a linear manner here, in reality, it was much more complex than this. Specifically, when the data were analyzed, it could be understood that her emergent beliefs about language teaching were the result of dynamic interrelations among these processes. To illustrate, her interest in English during lower secondary school and her emotional connection with her teachers prompted her to continue studying English. Further, it can be understood that she did not forget how her professors made her feel during her teacher education program. Now, as a language teacher, keeping her students engaged in the

lesson, valuing their feelings, and forming an emotional bond with them were among her priorities. This notion was also strengthened as she recognized the positive impact of these on her students and their learning.

As for her beliefs about teaching, her teacher education program seemed to have shaped her beliefs and she was building on these beliefs as she continued teaching. She commented that she used methods and techniques that she had learned in the ELT program. As a teacher, she tested them and realized their value in students' learning. In addition, her practices were shaped based on her students' reactions, understanding, interests, and contextual factors.

Dynamism, Interconnections, and Adaptations: Teachers' Beliefs and Practices in Context

The First Observation

At the beginning of each new day, Tuğba started the class with a morning song to warm up the students for the courses. The researcher witnessed a morning song in her first observation in Tuğba's classes. After the song, Tuğba made sure that each student had turned on their microphones and cameras, which was a mandatory school policy. As her students are young learners, they were inclined to talk among themselves or with their teacher; however, Tuğba warned them about raising their hands before speaking. Also, she involved different students in her lessons to enable every student's participation. The first activity included an idiom game on an application where students encountered certain idioms and tried to guess the meaning of these idioms. When an idiom appeared on the board, Tuğba asked students for the possible meanings of these idioms. Mostly, the students could guess them correctly. However, when there is an unknown idiom, first, Tuğba tried to elicit its meaning through questions and then explained the idiom in English. During the post-observation interview, Tuğba shared that initial class hours were for conversation with students, talking about idioms, playing games, and such morning songs. Similarly, in this first hour, she spent her time on a song and revision of several idioms.

In the second hour, the class used one of their course books and their notebooks to work on daily routines. Firstly, based on the lead-in activity in their course books, the students talked about the activities they did on a daily basis. Tuğba showed interest in their talking, provided positive feedback, and, if necessary, provided corrective feedback on their pronunciation

through recasts. Besides, when certain students integrated Turkish into their speech or talked in Turkish among themselves, she warned them about the use of English. In line with her beliefs and the school policy, the use of English for communicative purposes was prevalent in her practices. Later, the students answered what time they would get up every day and write their answers in their notebooks. Additionally, there were some pictures in their books, depicting certain actions, and the students discussed which of these activities they would do every day. This speaking session continued with a video about a captain's daily routine. As they watched the video, Tuğba stopped it at times to make some explanations. This issue was also iterated while discussing her beliefs about teaching. In addition, during the post-observation interview, she discussed the rationale behind this action: *"When then listen to something lengthy, they get distracted and give up listening. So, I usually stop it to get their attention. I ask pretty simple questions, not to check them but to direct their attention to the track."* After watching the video, the students put the captain's day in order.

The last class hours continued with activities from the course book. Firstly, there were some sentences, and the students read these and decided if they were done in the morning or at night. Later, they listened to a track where some people talked about their daily routines. As they listened to the track, they were supposed to circle the verbs they hear and underline the time expressions in their course books. What followed was a restricted grammar activity in which students filled in the blanks by choosing correct time expressions such as 'in the morning' or 'at the morning.' As Tuğba explained before, grammar teaching was not carried out explicitly. Instead, all these activities were directed towards raising their awareness about the grammar point. To illustrate, when a student chose the incorrect preposition of time, she directed him to the time expressions part in their books. The third hour ended after she assigned them homework. As in the previous classes, Tuğba's explanations about grammar teaching were reflected in practice. Grammar teaching was not overemphasized or taught directly. Instead, it could be told that students' awareness of the grammatical structures was raised. Likewise, focusing on different skills in each class, Tuğba appeared to practice what she believed concerning English teaching.

The first three hours in Tuğba's classes revealed significant reflections of her beliefs in practice. Firstly, her positive attitude to her students and emotional connection with them were rather evident in her classrooms. Trying to engage each student in the class and showing genuine interest in them was Tuğba's overall approach to her classes. Secondly, as she

mentioned, English was a tool for communication in her classes, not just a course to be taught. Although the interaction was only from teacher to student or student to teacher due to the constraints of online teaching, meaningful communicative activities were carried out throughout the observations. Thirdly, it seemed that these three hours involved all language skills and language components in an integrated way, as implied by Tuğba during the interviews. In addition to these aspects, Tuğba seemed to have developed certain strategies to ensure classroom management. To illustrate, she used some name sticks to decide who would take the floor to answer a question, ignored the ones who spoke before raising their hands, and gave a good behavior key to those who behaved well during the class. While the first and last of these were proposed as classroom management strategies by her school, overall, it appeared that she learned how to deal with young learners in her classes thanks to her accumulating experiences.

The Second Observation

The first hour of the second observation, as in the previous one, started with a morning song as well. Then, the students were free to talk to Tuğba about the things they wanted to share. While some students showed the drawings they made, some talked about their day. As the students interacted with Tuğba, she expressed interest in their sharing. After that, they watched a video and discussed how they would change its ending. As the video encouraged kindness, friendship, and forgiveness, the students talked about their feelings as well. Overall, the importance of saying sorry was emphasized. Lastly, Tuğba showed the answer key for their homework and the students checked their answers. As they went over these answers, she used recasts to correct grammar and pronunciation mistakes. As she previously explained, this first hour was initially spent on conversations with students and preparing them for their classes. Additionally, Tuğba explained that each week they view certain videos about which students could brainstorm and think critically while being exposed to certain values.

The theme of the second hour was computers and related concepts. Initially, Tuğba played a video about computers. Similarly, she stopped the video at times to emphasize certain points. Then, they read some information in their course books about the development of computers. As one student read the text out loud, Tuğba corrected pronunciation errors

through recasts. Other activities involved talking about a picture in which a guy using a tablet, things that they could use the internet for, naming the parts of a computer (e.g., a screen), thinking of the uses of a tablet and writing down their thoughts, sharing their answers with other students, and matching computers today and in the past. When discussing the details of this class, Tuğba admitted that the theme was not really connected to the courses of the whole week. Therefore, she did not enjoy covering the topic. In this sense, it seems that she had to follow the lesson plan although she did not enjoy it due to the rules imposed by her institution. In general, while her classroom practices did not appear to misalign with her beliefs, it seemed that little room for freedom was permitted for teachers at her institution.

The last hour was also the last class of the week. Therefore, this class was more like winding down. After Tuğba assigned homework to students, she went over the activities and did some examples to guide her students. Then, she used another source to show some riddles. The students read the riddles one by one and tried to solve them. In this process, Tuğba guided them. When a student could not solve it, she provided certain clues and asked for help from the class.

Concerning her beliefs about teaching, Tuğba could integrate language skills and components in her classes, approaching English as an integrated whole. She used the language for meaningful communication between her and her students, and she showed genuine interest in their studies. Similarly, most of her classroom practices reflected the dimensions discussed during the semi-structured interviews. Her consistent use of English and the way she carried out activities in the instructional materials were further implementations of her beliefs.

The Third Observation

At the beginning of a new week, Tuğba started her class with a morning song. Similar to the implementations in the first observation, this class hour was spent learning several idioms. Firstly, she showed an idiom, and her students tried to guess its meaning. Put differently, before seeing the explanation of an idiom, they guessed the meaning, and their teacher provided positive reinforcement. After that, the students used their notebooks to write a

sentence involving the idiom and draw a picture that depicted the idiom. Tuğba listened to all their sentences and looked at their drawings.

In a similar vein, Tuğba played a morning song in the second hour upon their students' requests although it was not in her lesson plan. In this sense, it is understood that she took her students' wishes into consideration. Then, they worked on telling times. Initially, Tuğba directed their attention to the board, showing the pictures of a boy and his plans (e.g., when does he have breakfast?) In the activity, they looked at these pictures and the clock, and talked about what he did and what time he did it. If students were confused about the use of adverbs of prepositions (e.g., at seven o'clock), she corrected their errors through recasts. This activity was followed by a listening activity. Firstly, the students listened to the track and found out who was speaking – Cinderella-. Then, in the second listening part, they matched Cinderella's activities with the correct time. Once the activity was completed, she waited for them to copy the answers in their notebooks.

In the last hour, Tuğba and her students practiced the difference between a.m. and p.m. Besides, they worked on 'quarter' and 'half past' to express time. By looking at different clock pictures, the students wrote times. This was followed by a listening task. In this part, the students listened to a dialogue between a teacher and her class. They listened to the dialogue and completed the missing parts with times. When a student was willing to translate a piece of instruction into Turkish, she reminded them of the use of English policy. The class ended with a game in which students asked the time and a character named Mr. Wolf told the time by requesting them to do some exercise moves. For example,

Ss: What time is it now Mr. Wolf?
Mr. Wolf: 4 o'clock. Jumping Jacks.
The students did jumping jacks for four times.

During the post-observation interview part, emphasizing the fact that she had to stick to the lesson plans and materials provided to them while teaching English, the researcher asked if her practices reflected her beliefs about teaching. Tuğba explained, *"I think I would teach like this, in general. Because I usually leave the class contended. I usually skip the things I say, 'I should not do it like this.' I find a way not to do it."* Furthermore, she believed that the majority of her beliefs were shaped during her teacher education program. Accordingly, her school's policy concerning English teaching seemed to align with the principles offered

by her teacher education program as well. Accordingly, she did not appear to have tensions between her beliefs and practices while teaching English.

Open, Adaptive, and Co-adaptive: Interrelations Among Teachers' Beliefs, Practices, and Contexts

Interviews with Tuğba and classroom observations unraveled that for the most part, Tuğba could achieve putting her beliefs into practice. This might have been achieved through the alignment between her beliefs and her institution's policy of teaching English. This further indicated that, specifically at the classroom level, her practices were affected by contextual factors. This section also revealed the impact of these macro and macro level contextual factors upon Tuğba's beliefs and practices concerning English language teaching.

Macro Contextual Factors

Firstly, the researcher attempted to understand Tuğba's beliefs about the status of teachers in Turkey, educational policies, the curriculum under implementation, and the testing policies. Initially, considering her profession, she thought that it was a morally prestigious one, but not in terms of materially. In other words, considering her workload, she thought teachers were underpaid. In addition, she made crucial comments about the educational policies and the curriculum. Firstly, she compared her practicum experience with her current teaching context. Accordingly, she thought that the curriculum that the MoNE followed was repeating itself over the years, not improving students' linguistic knowledge and abilities sufficiently. This, in turn, created an extra burden on teachers' shoulders as they had to prepare extra materials to increase the effectiveness of their classes. Besides, this was not something that every teacher would do or must do. Likewise, she found the course books provided by the MoNe insufficient by comparing them with the materials at her institution and her students' learning and current abilities. In this sense, it can be understood that if Tuğba was working at a state school, her teaching practices would be negatively impacted by these socio educational factors.

As for the testing policies, Tuğba complained that students were exam-driven and it was challenging to motivate them for learning English using the four skills, particularly if they

would prepare for nationwide exams. Therefore, she criticized that nationwide exams did not measure what was taught. She shared that this situation affected her as well because she made a big effort to motivate her students. In this sense, changes in the testing policies and practices could lead to positive changes if skill integration occurred and this was handled well.

Tuğba paid attention to the sources and opportunities provided by state and private schools, as the following quotation indicated. Furthermore, she believed that teachers should be chosen among those who were willing to practice this profession. In this sense, she directed her attention to not just her beliefs about teaching English, but to how teaching English could be better improved in our country.

> "We definitely teach English. Yet it would be great to teach every student equally. It is something utopic for us now, but it would be great. If we can do it right now [at her institution], another school should certainly do it as well."

Considering this issue, one of the most noteworthy impacts of both macro and micro contextual factors on her teaching was her decision to teach at a private school. Although she was appointed to a state school, she explained that she did not start working there to be able to practice her work the way she dreamt of and to fulfill her dreams as an EFL teacher. Her justification was that working at a state school would not satisfy her professionally as, in addition to teaching, she would have different responsibilities to attend to students' needs and to reach out to them. She explained,

> "At my current school, there is a favorable environment to teach English, and I feel satisfied as a teacher. I did not think I would achieve this in different contexts. Hence, I got appointed but I did not go. Right now, I am content with this decision. My aim was always to be able to practice what I had learned so far, what I had learned at the ELT program throughout the five years. I had to make a decision and I decided to stay here."

Believing that working at a private school would satisfy her professionally, Tuğba opted for working at her current workplace where a different curriculum than the one the MoNE followed was adopted. She held the opinion that although the curriculum was challenging for students, that her students would learn made her happy. This further took us to micro-contextual factors where the school-level and class-level contextual factors were expanded upon and evaluated in relation to Tuğba's beliefs and practices.

Micro Contextual Factors

At the school level, there were numerous methods and strategies that Tuğba's institution put into practice to increase the effectiveness of English classes. In this sense, her school particularly valued English teaching and learning. Tuğba explained,

> "I have more courses than a teacher of Turkish. Our aim is to allow students to learn English and speak in English. They may fall behind Math, Turkish, or Science, but not English. The school thinks that students should learn English."

As English was valued greatly, the school had various opportunities such as fun clubs, science labs, or cooking clubs in which students communicated in English in accordance with the aims of these clubs. Besides, Tuğba must follow certain Turkish, Math, and Science classes to teach with these courses' teachers. Put differently, in these different classes, she provided instruction in English as well. It made her happy to learn topics covered in these courses. On top of that, Tuğba explained that attending these classes, dealing with problems in these classes, or taking care of her students' needs, in general, taught her a lot in terms of classroom management strategies. However, she did not believe that these practices altered her beliefs and practices about English language teaching. On the other hand, her comments indicated that these school policies supported her existing beliefs about teaching English, as clarified below,

> "We tell kids to use English in every field of our lives. If we say this, I believe that we should speak in English in Science or Math classes. In this sense, I am a person who claims that English should not be limited to classrooms. As a teacher who thinks that we should move English behind the classrooms, I consider the school's approach correct."

It should also be stated that Tuğba was teaching English for 20 hours to the same class a week. In this sense, the school's weekly hours in English classes were a lot more than the policies implemented in state schools. Therefore, the weekly hours that Damla and Zehra at state schools complained about were for the benefit of Tuğba at her school.

When Tuğba's relations with her EFL group teachers were investigated, it was found that they affected each other positively in that exchanging ideas, seeking solutions to distinct problems, and sharing strategies for more effective teaching were prevalent among these teachers. Besides, she mentioned that she observed different EFL teachers' classes and learned from their teaching styles and strategies.

As she taught young learners, Tuğba's work required her to stay in close contact with her students' parents, other teachers, and the administration. However, it was challenging to comply with school policies at times. For example, speaking in English with a parent who did not know English was an issue as her students did not know the fact that Tuğba spoke Turkish as well. Although such problems taught her how to deal with such challenging situations, as these were not directly relevant to her classroom practices, her beliefs and practices concerning teaching English were not impacted.

Due to extra responsibilities, though, Tuğba's satisfaction with her institution was impaired. Specifically, during the COVID-19 pandemic, she thought that teachers' personal boundaries were not respected enough by her institution and certain parents as she was forced to be constantly accessible. Although this situation did not affect the content of her teaching, it affected her psychology negatively, as she summarized, *"There are times that I am affected psychologically. It makes me feel down. In terms of education, of course, we continue doing what we do but I think it becomes less fruitful."*

At the immediate classroom level, Tuğba was rather content with students' proficiency levels. For a few students who fell behind in the lessons, she explained that she would devote more effort to improving their proficiency. Besides, she believed that the instructional materials and course books they used were of high quality and these provided a fun learning environment in the classroom. Her explanations further indicated that what she liked about the instructional materials was in alignment with her beliefs about teaching English. Additionally, since her institution provided a variety of additional resources that teachers can use to support their teaching, Tuğba did not feel compelled to prepare her materials. Instead, in line with her objectives, she could choose among these additional resources. Lastly, when Tuğba was asked how her beliefs about teaching English shaped the classroom environment, she explained,

> "I think my class mirrors me. It is the classroom environment that I always wanted it to be. Students become who you are. If you are too ambitious, students are ambitious too. But in my class, my students make fun of my mistakes, for example. I enjoy their mistakes as well. It is usually an entertaining atmosphere. So, when you think of the class from my sense of sincerity… I am quite happy to teach in that class."

This extract indicated that at the classroom level, Tuğba could achieve forming an emotional bond with students and creating that atmosphere of sincerity, as she desired.

Cross-case Analysis

Complex, Heterogeneous, and Interconnected: In-service EFL Teachers' Beliefs About Teaching English

From a complexity theory perspective, heterogeneity refers to components of different types in a system, which are interconnected in that dynamic and evolving relationships between these components give rise to the system's overall behavior. Accordingly, as a complex system, teacher beliefs were assumed to consist of different aspects, and these aspects were thought to cooperate or sometimes conflict with each other. Following pre-service EFL teachers' beliefs, this dissertation sought what beliefs in-service EFL teachers held concerning various aspects of their teaching. In addition, like pre-service teachers, a further investigation into these analyses revealed several common grounds that connected the in-service teachers who took part in this study.

Curricular Objectives

Similar to pre-service EFL teachers, the in-service EFL teachers underlined that English was a tool for communication. Additionally, Tuğba associated language learning with a new mindset, which was echoed by Damla in that she believed it would improve students' worldviews. Further, both Damla and Zehra touched upon the importance of learning English to get a job.

Distinct from the pre-service teachers, in-service EFL teachers further evaluated their purposes of language teaching considering their instructional contexts. To illustrate, although Damla attributed a communicative purpose to language teaching, she seemed to limit herself to the production of phrases and sentences in her classes because of the age and proficiency levels of her students. Likewise, knowing that her students were highly likely to need English as part of their professions, Zehra desired that her students would use the language to meet their needs and express themselves.

Teaching Methodology

In line with their objectives for language teaching, the in-service EFL teachers expressed their beliefs about how to teach language skills and components effectively. Like pre-service teachers, in-service EFL teachers valued teaching all these skills and components, mostly as an integrated whole. While Damla and Tuğba specifically mentioned the CLT methodology as their primary teaching method, Zehra's comments suggested the same, without explicit statements. Furthermore, in parallel with the pre-service teachers' beliefs, Damla's and Zehra's beliefs involved pre-, while-, and post-stages of a lesson. However, Zehra did not focus on the post-stage, which might stem from the fact that contextual constraints prevented her from conducting post-teaching activities in the class such as speaking and writing.

Concerning how to teach language skills, all the in-service teachers emphasized that comprehension questions should be posed to check students' understanding of the reading texts. Besides, they all emphasized the necessity of a warm-up activity before students start reading to attract their attention to the topic. In these senses, their beliefs about how to teach reading followed a similar trajectory to the pre-service teachers. On the other hand, Tuğba and Damla emphasized that vocabulary teaching could be part of the warm-up period to help students understand the text better. As for listening, along with the pre-service teachers, the in-service teachers discussed the necessity for listening for both the main idea and details. Apart from that, based on their instructional contexts, the in-service teachers shared their strategies for teaching listening. Moreover, the in-service teachers' beliefs about teaching productive skills shared common characteristics. To illustrate, Damla and Tuğba believed that speaking and writing activities should have a real purpose, and a context should be provided to enhance language production. Zehra and Damla further discussed that providing samples would facilitate students' writing in English.

As for how to teach the components of a language, like the pre-service teachers, the in-service teachers discussed that these components could be taught via reading and listening texts. They all shared a variety of vocabulary teaching strategies, believed that pronunciation could be improved through exposure to the correct pronunciation, and held the opinion that grammar should be taught indirectly and through multiple elicitation questions. In addition to these beliefs, they mentioned their in-class practices while discussing their beliefs about these components. To illustrate, since Tuğba taught English to young learners, she taught grammar in chunks, without prioritizing grammar teaching in their lessons.

Feedback Cycle

The in-service teachers acknowledged errors as a natural part of the language-learning process. Thus, they discussed that teachers should not demotivate students from making errors. In this sense, both Damla and Zehra mentioned that self- and peer-correction techniques could be used. Besides, students could be given choices so that they would be guided in the error correction process. Apart from these techniques, the in-service teachers evaluated giving feedback by linking it with their teaching contexts. To illustrate, Zehra explained that her students could not benefit from implicit feedback strategies; therefore, she felt obliged, at times, to correct their errors explicitly. Likewise, Tuğba shared the techniques she employed while correcting her students' errors by considering their age and needs. Accordingly, in addition to their overall beliefs about providing feedback, in-service teachers developed beliefs and practices tailored to the needs of their teaching contexts.

Translanguaging

Similar to the pre-service teachers, the in-service EFL teachers emphasized the necessity to expose students to English as much as possible. Therefore, they believed that the use of L1 in English classes should be limited. On the other hand, different from the pre-service teachers, the latter group considered the contextual factors in implementing their beliefs. To clarify, Tuğba's beliefs involved that English should be used in language classes, and her beliefs were already the school policy. In other words, her workplace forbade the use of Turkish in language classes, which facilitated Tuğba's implementation of her beliefs into practice. On the other hand, Damla and Zehra were constrained by several micro and macro contextual factors that involved limited weekly English class hours, students' learning habits, low proficiency, and low interest in the lesson. For these reasons, they had to adapt to the realities of their classes to help their students learn the language. Accordingly, although their beliefs supported an 'English as much as possible' approach, their instructional contexts prompted them to be more flexible in evaluating the 'as much as possible' concept. Thus, although their beliefs did not change completely, their reflections on these beliefs were more flexible due to their teaching contexts.

Instructional Materials

As for the instructional materials, the in-service teachers centered on various aspects related to course books used in their language classes. To illustrate, Tuğba evaluated her beliefs considering their instructional materials. Realizing that instructions tended to be complex, she commented on the necessity of clear instructions. Moreover, following her beliefs, Tuğba shared that course books should adopt an integrated approach to language teaching. This belief was further echoed by Damla and Zehra. Damla also suggested that materials should consist of pre-, while-, and post-teaching stages, in parallel with her beliefs. However, her further comments indicated a gap between her beliefs and the course books provided to them. Both Damla and Zehra clarified that materials should be suitable for their level. Lastly, Zehra shared that accessibility and practicality of materials mattered, as well as students' familiarity with these materials. Overall, in-service teachers' beliefs about instructional materials demonstrated that they comply with their beliefs about English teaching. Additionally, analyzing these materials by judging the needs and interests of their students, in-service teachers considered contextual factors to reflect on their beliefs.

Complexity, Heterogeneity, and Interrelations Among In-service EFL Teachers' Beliefs

Similar to pre-service EFL teachers, the findings presented evidence that the in-service EFL teachers held beliefs concerning various aspects of their teaching, providing evidence of the complexity of their belief systems. In addition, beliefs were interrelated with each other in that beliefs in one area were relevant to beliefs in another.

As presented in pre-service teachers' data, in-service teachers' data revealed that the teachers attributed communicative purposes to their teaching. Similarly, this purpose was echoed in their beliefs about teaching methodology. Their adoption of an integrated approach, to exemplify, was directly intertwined with teaching English for communicative purposes. Besides, their beliefs about how to teach language skills and components were evident in their beliefs about instructional materials. To illustrate, Tuğba proposed that course books should involve all language skills that would be a bit above students' current levels. Moreover, their opinions concerning translanguaging and giving feedback were related to the curricular objectives. For example, one of Damla's aims in teaching English was to

develop positive attitudes toward English. Hence, she avoided discouraging students while correcting their errors to keep them interested in the lesson. The same purpose was mirrored in Damla's beliefs about the use of L1. Considering that overuse of English would cause some students to feel disengaged in the lesson, she tried to find a balance between the use of Turkish and developing positive attitudes.

In terms of the complexity, heterogeneity, and interconnectedness among the participants' beliefs, it can be claimed that both pre-service and in-service EFL teachers' beliefs were rather parallel. Therefore, the same remarks could be presented here. The findings demonstrated that the in-service EFL teachers held beliefs about curricular objectives, teaching methodology, translanguaging, feedback cycle, and instructional materials. Moreover, it suggested that these different types of beliefs were interrelated. In other words, these beliefs did not stand in isolation. Rather, a change in one component might result in changes in the whole system. The findings further signaled that these beliefs cooperated, standing mostly in harmony. However, the data gathered from the in-service EFL teachers further indicated that the teachers considered their teaching contexts in evaluating their beliefs. From time to time, they referred to their practices in discussing their beliefs or the incongruences between their beliefs and practices due to several factors that constrained them from implementing their beliefs. On the other hand, taken together, the data presented evidence that beliefs about language teaching were complex, heterogeneous, and interrelated. In light of these findings, the following model was put forward to demonstrate the elements of a belief system from the complexity theory perspective.

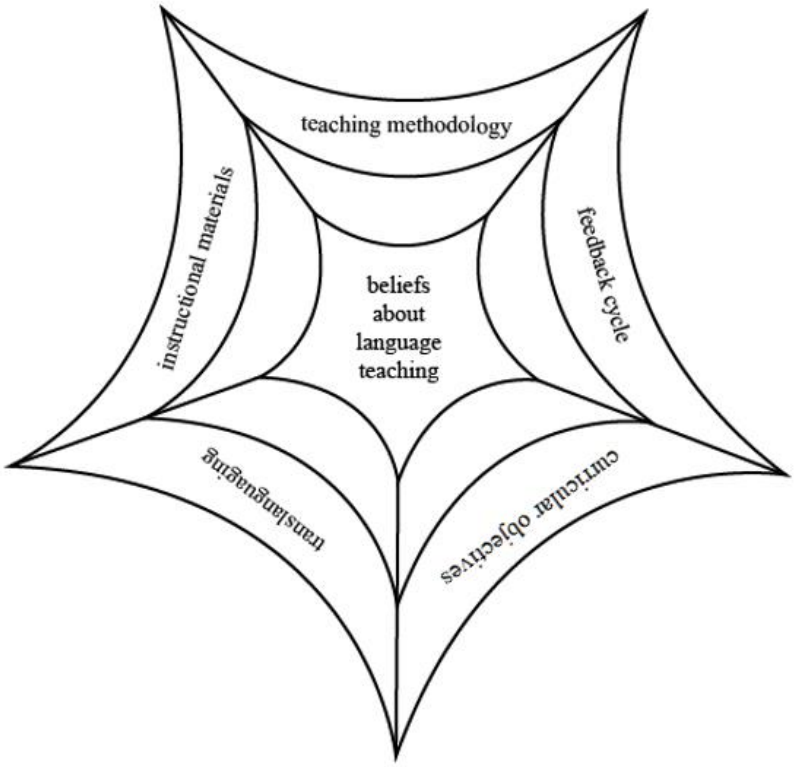


Figure 4. A beliefweb model: Heterogeneous and interconnected beliefs about language teaching

The beliefweb model posits that beliefs about language teaching involve curricular objectives, teaching methodology, feedback cycle, translanguaging, and instructional materials. In addition, the model indicates that these components of the belief system are interrelated in that beliefs about one component are reflected in beliefs about others. This finding further implies that changes in one of these components might change the others, thus, the whole system. Overall, the model presents evidence of the complexity of teachers' belief systems.

Dynamism, Emergence, Self-organization, and Non-linearity: The Triggers of In-service EFL Teachers' Beliefs

As in the previous cross-case analysis, it can facilitate a deeper understanding of the characteristics of complex systems if these characteristics are clarified. The complexity theory suggests that complex systems are dynamic, nonlinear, and shaped by emerging and self-organizing behaviors. Firstly, complex systems are not stable. On the contrary, they

change over time through the interaction between the system's components and the system's interaction with its environment. Secondly, this change is nonlinear. In other words, there is no proportionate input-output relation. Accordingly, small changes might yield profound effects. As a complex system, beliefs about teaching are acknowledged as dynamic and nonlinear in this dissertation. They are assumed to be dynamic as they are formed through the influence of multiple factors in one's lifetime. They are considered nonlinear as one would not precisely predict a teacher's belief development since each teacher might react to their lived experiences differently. Thirdly, emergence refers to novel properties in a system as a result of its interaction both within the system and with the environment. Lastly, self-organization enables systems to maintain order. Although new properties emerge in a system, the system self-organizes into a more complex state, achieving equilibrium to adapt to its environment. From this complexity theory perspective, then, beliefs about teaching English are considered to emerge over time through teachers' interaction with numerous factors in their lives. This emergence can be told to lead to a more complex belief system, which is self-organizing to adapt to its environment.

Considering these characteristics of the complexity theory and adopting it as the theoretical framework of this dissertation, the researcher investigated the triggers of in-service EFL teachers' beliefs about teaching English. The results indicated that the teachers' previous schooling experiences, non-formal language learning strategies, undergraduate and graduate teacher education, teaching practices, and instructional contexts interacted dynamically and in a nonlinear way to yield emerging and self-organizing beliefs in their systems.

Firstly, the traces of anti-apprenticeship of observation during their primary and secondary education of in-service EFL teachers were apparent. Despite their interest in the language, their exam-oriented classes, specifically at secondary schools, compelled them to study for high-stakes exams, leaving little room for improvement in terms of language skills and components in an integrated way. On the other hand, the findings indicated that some parts of these previous schooling experiences affected the participants positively. To illustrate, a friendly learning environment existed when Tuğba was learning English, and she could form an emotional bond with her teacher of English. This situation prompted Tuğba to feel motivated to study English. Similarly, her objectives of language teaching supported this approach, and Tuğba explained that some strategies that her teacher used to create a comfortable classroom atmosphere were adopted by her. Along the same line, Tuğba's

development of positive feelings toward English occurred at lower-secondary school thanks to her teacher. From these aspects, it seemed that the teachers did not forget how they felt while taking English classes as students, and their positive feelings encouraged them to approach their classes in a similarly.

Secondly, as pre-service teachers shared, the in-service EFL teachers presented several non-formal language learning strategies they developed to learn English. As some of these strategies worked on them as language learners, they became a part of teachers' belief systems. To exemplify, the in-service teachers attempted to learn English outside their classes by using techniques that were not introduced in their classes such as extensive reading and watching movies in English. As these strategies assisted them with their language proficiency, they turned into a part of their beliefs about how to teach English. Moreover, they encouraged their students to implement these strategies so that they would advance their English.

Thirdly, the in-service teachers' teacher education programs appeared to exert the most profound impact on their beliefs about language teaching. At the beginning of their program, all the pre-service teachers took one-year prep school classes. Their acknowledgment of the instructors as role models, interaction with a variety of teaching methods and techniques, and the use of L2 in their classes were factors that affected them deeply as teacher candidates. As they discussed these aspects, the in-service EFL teachers referred to both their past experiences as language learners and current practices as language teachers. The education they received there caused them to reflect on their previous schooling experiences and recognize their insufficiency. Therefore, as language teachers, they adopted several teaching methods and strategies they encountered at the prep school and used them in their classes.

The theoretical and practical ELT-related courses and their university professors triggered substantial belief changes in the in-service EFL teachers. Similar to pre-service teachers, in-service EFL teachers appreciated their professors' approach to teacher candidates and their teaching styles and strategies. Although they reported anti-apprenticeship of observations in terms of some professors' attitudes, the majority of them benefitted greatly from their professors. These benefits, then, became a part of their belief systems in terms of teacher behaviors and teaching methods. Likewise, the content of the classes they took and an immense focus on both theory and practice in these classes shaped the in-service teachers' beliefs about language teaching, as explained in individual case analyses. Overall, their

teaching education program, as revealed through pre-service data, encouraged the in-service EFL teachers to reflect on their education as language learners and reevaluate their beliefs about language teaching. As the content and delivery of the teacher education program were influential in their learning, their beliefs were shaped accordingly.

Following their undergraduate education, Damla and Zehra continued their studies in the field of ELT. They were enrolled in master's programs at different universities. When the impact of the program on their beliefs and practices was evaluated, Damla did not express any explicit impact as the classes she took were more related to developing her academic skills but not her classroom practices as a language teacher. On the other hand, this impact was apparent in Zehra's data as she could consult her professors there whenever she needed advice concerning her teaching at school. Additionally, as she took classes, she tried to practice what she had learned there, allowing her to learn and practice concurrently. This implementation, she believed, contributed to her beliefs about language teaching. Accordingly, the data suggested that the content and delivery of professional training courses mattered a lot to yield belief changes.

Although not reported in this section, in-service teachers' instructional practices and teaching contexts were not independent of their beliefs about teaching. The data indicated that the strongest trigger of in-service EFL teachers' beliefs was their teacher education program. However, as they practiced teaching after graduation, and as they interacted with numerous micro and macro contextual factors, the dynamic interaction among their beliefs, practices, and instructional contexts displayed changes.

Lastly, the pre-service teachers' belief formations revealed that a belief was often the result of more than one trigger. Therefore, several of the same findings should be reported here. To illustrate, although their teacher education program was influential in shaping the participants' beliefs, it was through their interaction with different components of the program as well as their continuous reflections on past experiences. The education they received encouraged them to reflect on their previous schooling experiences, which led to a heightened awareness concerning the ineffectiveness of the education they received as language learners. This awareness was crucial for them to think about their beliefs and shape them. During the teacher education program, their interaction with the course content, course professors, and a great variety of materials helped them understand how learning and teaching might become more effective. As pre-service teachers, the feedback they received

in these courses and the encouragement offered to reflect on their learning further allowed them to make informed choices and shape their beliefs. This awareness further prompted them to create an image of the teacher they would like to be in the future. On the other hand, despite this ideal teacher image that in-service EFL teachers had, their practices had to adapt to the realities of their classes and broader macro contextual factors. Although the pre-service teachers' beliefs about teaching remained mostly unchanged as a result of their practicum experience, the situation was different for in-service teachers. Prioritizing their students' learning in their classes, the in-service teachers, specifically Damla and Zehra had to leave some of their beliefs about teaching unattended, as explained in the following section.

This section provided evidence that belief formation was a dynamic and ongoing process. It would continue as teachers' lived experiences accumulated. The participants' similar previous schooling and teacher education experiences may not have brought about the nonlinearity discussed in the complexity theory literature; however, the data indicated how they prioritized, for example, certain aspects of teacher education programs. In this sense, their reactions differed to different components of the program. Pre-service teachers from different educational backgrounds would be more likely to uncover this nonlinearity. The same findings were obtained concerning the in-service teachers. However, their reflection on their beliefs by considering their practices and instructional contexts further provided evidence concerning the complexity of belief systems. As they reacted to distinct contextual factors at their schools, their beliefs about teaching partially revealed these factors. Lastly, the data indicated that both pre-service and in-service EFL teachers' beliefs about teaching were emergent and self-organizing in that their belief systems developed over time in response to numerous factors. Their current beliefs increased in complexity over the years, and they were highly likely to improve in years to come as well. Taken together, along with the data obtained from the pre-service teachers, then, the findings obtained from this research presented the following triggers of language teachers' beliefs.

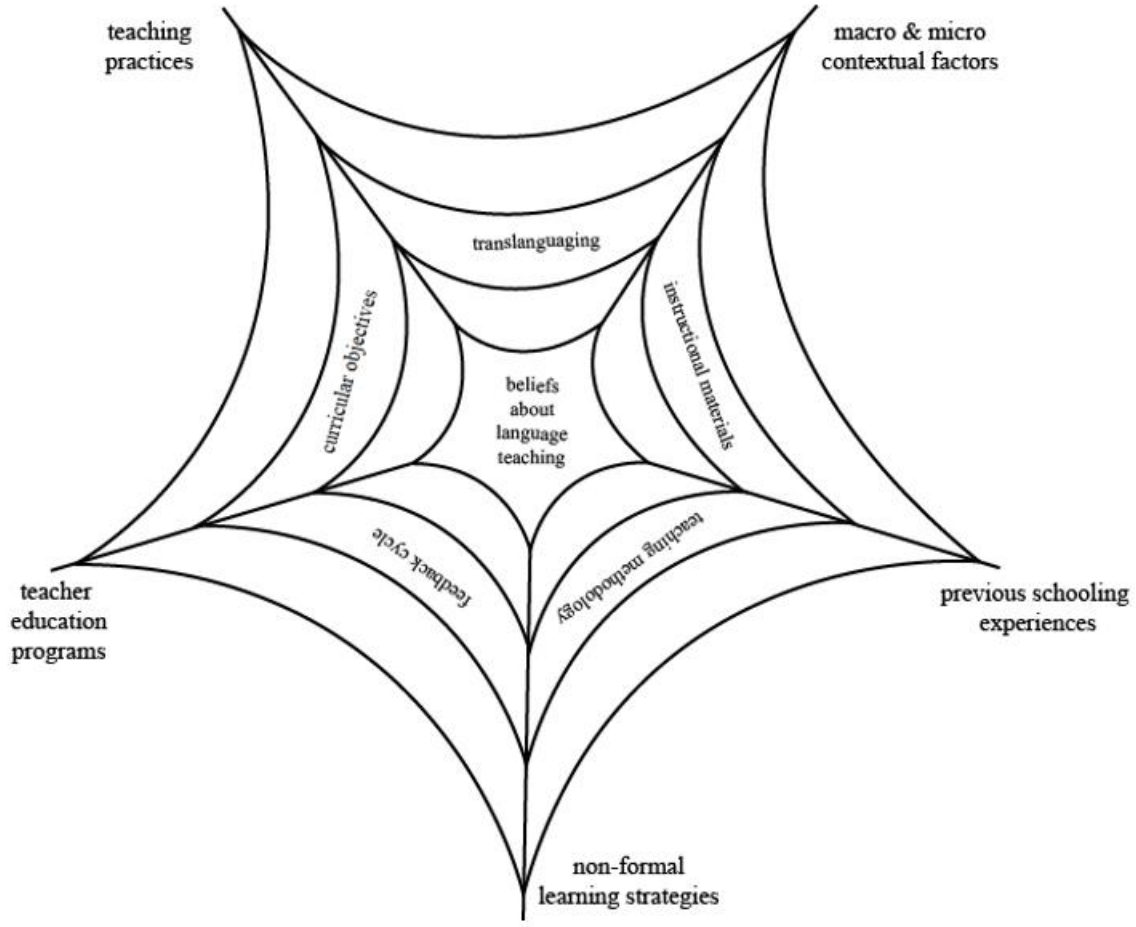


Figure 5. A beliefweb model interwoven by different elements

The model presents that beliefs about language teaching are formed through previous schooling experiences, non-formal language learning strategies, teacher education programs, teaching practices, and contextual factors. The findings of this study revealed that all these dimensions interacted dynamically thanks to the teachers' reflections on their past and present experiences, and visions for the future. Among these triggers of beliefs about teaching, teacher education programs exerted the most profound influence, while previous schooling experiences and individual language learning strategies affected teacher beliefs to a lesser extent. In line with these findings, the connecting net can be thinner or thicker. As the magnitude of these connections might change depending on different contexts where similar studies are conducted, the researchers can adapt these connections based on their findings.

Dynamism, Interconnections, and Adaptations: In-service EFL Teachers' Beliefs and Practices in Context

Dynamism is related to the development of systems over time. In addition, it is concerned with systems' interaction with each other. While the previous section approached dynamism as development over time, this section investigated dynamism in terms of the dynamic relations among in-service teachers' beliefs, practices, and contexts. As they taught in a context, in-service teachers made adaptations in their teaching to respond to a range of circumstances in their environments. The analyses of the cases demonstrated these dynamic interconnections among beliefs about teaching, instructional practices, and teaching contexts.

Initially, the findings provided evidence that in-service EFL teachers reflected several aspects of their beliefs in their teaching. Specifically, their practice of receptive skills supported their beliefs in that pre- and while- teaching stages were a part of their teaching methods. In addition to that, they tried to implement their beliefs about different components of teaching such as giving feedback, translanguaging, and the characteristics of instructional materials. Although Tuğba did not have problems practicing she believed, the situation was more challenging for Damla and Zehra, who were constrained by numerous macro and micro contextual factors. However, their adoption of additional resources in their classes such as web tools and interactive course books and integration of pre-teaching activities were examples of their attempts at putting their beliefs into practice.

Secondly, the belief literature suggested a mutual relationship between teachers' beliefs and practices. Although the pre-service teachers mostly retained their beliefs about language teaching after their practicum experience, the data suggested that in-service EFL teachers' instructional practices had a more powerful impact on their beliefs. To illustrate, realizing that implicit grammar teaching did not lead to students' learning in classes, Zehra seemed to adapt her beliefs about grammar teaching. Although she believed that grammar should be taught implicitly, her classroom practices led her to adopt implicit and explicit grammar teaching techniques concurrently. Another example would be Damla and Zehra's interpretation of the use of L1 in language classes. Although they believed that English should be the main tool for instruction, they became more flexible in interpreting the 'as much English as possible' approach, thereby adapting their beliefs in line with their practices.

Lastly, as in the cases of pre-service teachers, the in-service EFL teachers were dependent on their contexts while teaching English. Consequently, their beliefs and practices were interrelated with these instructional contexts, shaping and being shaped by them. Although the teachers took some initiatives to reflect their beliefs in practice, multiple interviews and classroom observations indicated that their beliefs and practices were either limited or facilitated by their instructional contexts. For Tuğba, it could be stated that her school's policy concerning teaching English and the immediate classroom environment were facilitative in that she could teach English the way she believed. On the other hand, Zehra and Damla had to adapt to the realities of their classrooms, and they adjusted their teaching according to their students' levels, interests, time limitations, and the sources that they had. To illustrate, despite their well-developed beliefs about teaching speaking, they could not carry out communicative tasks due to numerous contextual constraints.

Relying on the data that demonstrated the relationship between beliefs and practices, the present dissertation proposes the following circular model to indicate the mutual relationship between teachers' beliefs and their practices. The thicker arrows around teacher beliefs suggest that beliefs are more influential in shaping teachers' practices, thereby more resistant to change as a result of these practices. Nevertheless, this mutual and circular relationship underlines that change occur in both ways in a continuous cycle.

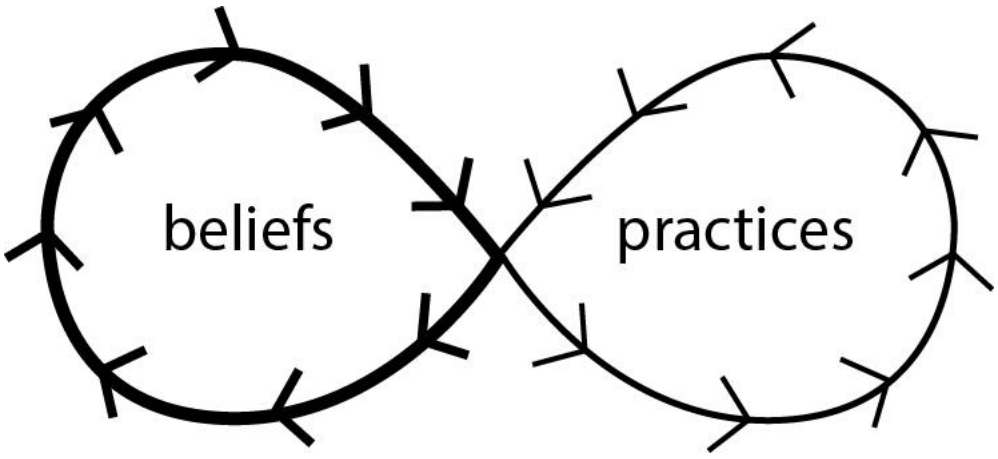


Figure 6. Interrelations between beliefs and practices

This continuous cycle further demonstrates the dynamic nature of teacher beliefs as a complex system. Fed by the information provided by instructional practices, teacher beliefs are susceptible to change. Likewise, teacher beliefs shape these practices. As beliefs change, instructional practices can change as well, prompting a further change in teacher beliefs.

Open, Adaptive, and Co-adaptive: Interrelations Among In-service EFL Teachers' Beliefs, Practices, and Contexts

Complex systems are open since they are in constant interaction with their environment. As they are open, they adapt to their environment to maintain order. However, this adaptation is not limited to the system itself. Instead, a complex system may initiate changes in its environment, referred to as a co-adaptation process. Along the same line, classroom observations and post-observation interviews demonstrated that the pre-service teachers' belief systems were open, adaptive, and co-adaptive in the sense that the pre-service and in-service EFL teachers responded to a range of circumstances in their environments, sometimes shaping their teaching in accordance with these circumstances and sometimes being shaped due to these. However, in line with the purposes of this dissertation, it was crucial to examine interrelations among beliefs, practices, and contexts by considering contextual factors at both macro and micro levels. Therefore, the present section presented the findings related to these interrelations.

Macro Contextual Factors

At the macro level, the in-service teachers evaluated the status of teachers and teaching in Turkey, educational policies, the English language curriculum, testing policies, and course books. First of all, the participants did not think that teaching was a prestigious occupation in Turkey. However, their beliefs and practices about teaching were not affected by the perceived status in society as the in-service EFL teachers loved their profession and were intrinsically committed to teaching. Secondly, they acknowledged the English teaching curriculum as well-designed; however, they reported major problems in its implementation. To illustrate, for Damla and Zehra, weekly hours devoted to English was a serious challenge because their time was not sufficient to cover the curriculum effectively. Accordingly, their heavy workload prevented them from carrying out certain activities in their classrooms. With regards to instructional materials, although Zehra and Tuğba were content with the quality of their course books, Damla criticized the course book that she had to use as she did not find it well-written. Therefore, as explained in her case, following the curriculum objectives, Damla benefitted from additional materials in her classes. Lastly, all the in-service EFL

teachers reported that their beliefs and practices were not affected by high-stakes exams as they were not preparing their students for their exams. However, specifically in Damla and Zehra's classes, in-class testing processes were affected. For example, following the school policy, Damla had to test her students' English via pen-and-paper-based written exams.

All in all, the data suggested that macro contextual factors did not alter in-service EFL teachers' beliefs about teaching, as in the in-service teachers' case. Nevertheless, such factors as time limitations and course books seemed to prevent them from practicing some of these beliefs about teaching. To illustrate, the lack of time caused Damla and Zehra to consider which activities to carry out in their classes, specifically when they were related to activities that required production over a longer time. In the last part, the findings reported in pre-service teachers' cases could be reiterated here. In-service EFL teachers' statements, as in pre-service teachers, unraveled that they criticized the implementations that did not accord with their beliefs. In other words, considering these macro contextual factors, they believed changes should occur in educational policies, the testing system, the curriculum, and the course books. These changes, though, should reflect their beliefs about teaching English.

Micro Contextual Factors

The micro-level contextual factors revolved around teachers' workplaces and their immediate classroom contexts. As for the school environment, all the pre-service teachers reported several drawbacks that affected them professionally and psychologically. Firstly, although Tuğba's beliefs about teaching and practices did not change due to the school administrators' attitude, additional responsibilities put on her shoulders caused her to feel resented. Damla shared that her school valued English, therefore her beliefs and practices were not affected either. However, Zehra's remarks demonstrated that her school administration did not provide sufficient resources to help Zehra teach more effectively. Therefore, even though her beliefs about English remained the same, her practices were restricted by a lack of resources. Secondly, all the pre-service teachers reported positive relations with their group teachers. Although these relations did not significantly affect their beliefs, their in-class practices might have been enriched thanks to the material exchange process. Lastly, although the teachers reported a lack of teacher-parent collaboration as a

problem in their context, they shared that they tried to remain unchanged in terms of their beliefs and practices as they were motivated to teach the way they believed for the success of their students.

Regarding the immediate classroom environment, Tuğba reported that students' proficiency levels, instructional materials, weekly class hours, and the positive classroom atmosphere enabled her to teach English the way she believed. On the other hand, this situation was different for Tuğba and Zehra since their students were poor in terms of language proficiency and they lacked sufficient motivation to learn English. This situation was exacerbated by limited classroom hours, heterogeneous groups, and the online teaching environment. Accordingly, Zehra and Damla's practices were constrained by these factors at the classroom level, further exerting an impact on their beliefs about teaching.

Along with the findings presented in the previous section, the overall data suggested that dynamic interrelations existed among beliefs, practices, and micro and macro contextual factors. The following figure indicates mutual relations between the components. As in the previous model, beliefs are stronger in shaping teachers' practices and teaching contexts. However, it is also a co-adaptive process in that in response to contextual factors and practices, beliefs might change as well.

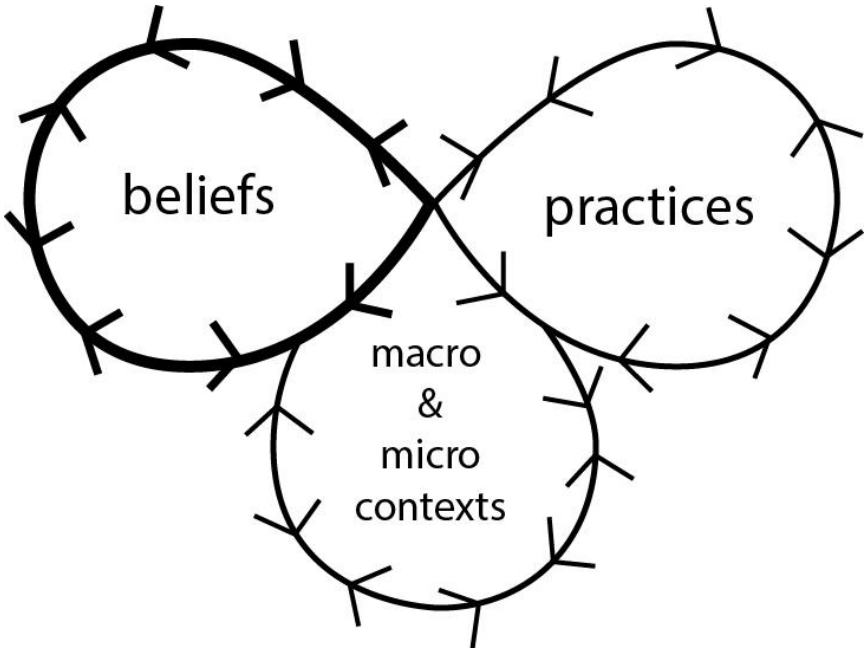


Figure 7. Adaptive and co-adaptive interrelations among beliefs, practices, and macro & micro contexts

As in the previous model, dynamic interrelations among beliefs, practices, and contextual factors form continuous cycles, each informing the other and leading to changes. In this sense, this adaptive and co-adaptive process demonstrates the fact that teacher beliefs are never standing still. Rather, they change as they interact with instructional practices and contextual factors although change might take a long time.

CHAPTER IV

DISCUSSION

The current chapter involves a discussion of the research findings in light of the existing literature on teacher beliefs. This dissertation extends our knowledge of teacher beliefs and their relations with practices and contexts. Following the research questions and the themes that emerged from the data, the findings are discussed under four subheadings: (1) Complex, heterogeneous, and interconnected: Beliefs about teaching English, (2) Dynamic, non-linear, emergent, and self-organizing: The triggers of teachers' beliefs, (3) Dynamic, interconnected, and adaptive: Teachers' beliefs and practices in context, and (4) Open, adaptive, and co-adaptive: Interrelations among teachers' beliefs, practices, and contexts.

Complex, Heterogeneous, and Interconnected: Beliefs About Teaching English

An initial objective of this dissertation was to identify what beliefs pre-service and in-service EFL teachers held about teaching English. Accordingly, the first two research questions were geared toward this objective. Besides, acknowledging teacher beliefs as a complex system, it investigated the complex, heterogenous, and interconnected nature of beliefs about teaching. The analysis of the data revealed that beliefs about teaching involved curricular objectives, teaching methodology, feedback cycle, translanguaging, and instructional materials. These dimensions confirm that teacher beliefs as a complex system consists of different types of components in the system (Larsen-Freeman & Cameron, 2008). Moreover, there exist rich interconnections among these components. In other words, a teacher's belief system is formed through rich interconnections among its components, as suggested by complexity theorists (De Bot et al., 2007; Mason, 2008; Turner & Baker, 2009).

Further investigation into components that form teacher beliefs reveals significant insights into teaching methodologies adopted by language teachers. The data suggested that pre-service and in-service teachers adopted an eclectic approach to language teaching, suggesting CLT as their main methodology. It indicates that their beliefs about teaching methodologies accord with mainstream language teaching approaches and methodologies as they seem to have adopted principled eclectisim (Larsen-Freeman & Anderson, 2011). As emphasized in the literature (Celce-Murcia, 2014; Kumaravadilevu, 2012; Larsen-Freeman & Anderson, 2011), the participants discussed that there is not a single method that would work best in all teaching situations. Moreover, in explaining the impact of teacher education programs, several researchers reported that pre-service teachers adopted beliefs that were in congruent with recent approaches to teaching (Busch, 2010; Clark-Goff & Eslami, 2016; Mattheoudakis, 2007; Özmen, 2012).

Dynamic, Non-linear, Emergent, and Self-organizing: The Triggers of Teachers' Beliefs

In this dissertation, questions 3 and 4 were posed to investigate the triggering factors behind pre-service and in-service EFL teachers' belief formation. Teachers' belief formation was a consequence of dynamic interactions among their previous schooling experiences, non-formal language learning strategies, undergraduate and graduate teacher education programs, teaching experiences, and macro and micro contextual factors. Although teachers' lived experiences accumulated in a linear manner, their belief formation could be told to have non-linear characteristics as they reflected on their past and present experiences and future selves.

First of all, the findings indicated that previous schooling experiences mostly taught the participants what not to do as language teachers. Put differently, these experiences caused an 'anti-apprenticeship' of observation, a concept proposed by Moodie (2016), following Lortie's (1975) 'apprenticeship of observation.' To clarify, Lortie (1975) discusses that the personal language learning histories of teachers enable them to internalize ideas about the characteristics of effective teachers and their behaviors. While research on prior language learning experiences provided evidence concerning their impact on teachers' beliefs (Johnson, 1994; Pajares, 1992; Urmston, 2013; Warford & Reeves, 2003), several studies reported an anti-apprenticeship of observation (Erkmen, 2014) or a combination of both

(Numrich, 1996; Öztürk & Gürbüz, 2016). Accordingly, the most obvious finding to emerge from the analysis of the data is a rejection of teaching methods that the participants were exposed to as language learners, supporting Moodie's (2016) anti-apprenticeship of observation. An explanation behind this rejection can be the traditional language learning methods through which the participants learned English. Their statements indicated that these methodologies relied on behavioristic theories of language learning, focused extensively on grammar-translation methods, and prioritized memorization of decontextualized vocabulary items and grammar structures. As a result, these methodologies did not improve their language skills as a whole. Another possible explanation is the negative experiences they had as language learners. To illustrate, some teachers reported that they did not want to provide corrective feedback the way they were corrected as it was demotivating for them as language learners. In turn, they did not want their students to experience such negative feelings. This finding corroborates with Erkmen (2014) and Numrich (2016). On the other hand, the rejection of apprenticeship of observation in this research contradicts the ideas presented by Pajares (1992) and Lortie (1975). Specifically, it goes against Pajares's (1992) statement that "early experiences strongly influence final judgements, which become theories (beliefs) highly resistant to change" (p. 317). The participants' changing beliefs that were reported in this dissertation might be attributed to the intensive training they received at their teacher education programs.

The present research presented extensive evidence of the impact of teacher education programs on pre-service and in-service EFL teachers' beliefs and instructional practices. As they reported, their previous experiences as language learners taught them what not to do in their classes. However, they did not have well-constructed ideas about how to teach English until they received education at their teacher education programs. Specifically, the courses they took were quite influential in forming their beliefs about language learning and teaching. These results are consistent with those of Busch (2010), Clark-Goff and Eslami (2016), Yuan and Lee (2014), Özmen (2012), Kavanoz et al. (2017), Mattheoudakis (2007), Mak (2011) and many others who documented positive impact of courses presented in teacher education programs. Furthermore, a noteworthy and encouraging finding that emerged from the current dissertation is the overall positive affect of teacher trainers on shaping teacher trainees' beliefs and practices. To the best of the researcher's knowledge, the previous research did not adequately present the impact of teacher trainers. In this sense,

the role that teacher trainers play in shaping beliefs and practices should be emphasized more, specifically in teacher education programs.

The findings that demonstrated the substantial impact of teacher education programs differ from some published studies (Borg, 2005; Tang et al., 2012; Urmston, 2013) that presented little or no effect. Possible explanations for this discrepancy involve the way the content of teacher education programs, disconnections between the academic program and actual practices (Richardson, 2003), and teacher training techniques employed in these programs. To illustrate, the data suggested that reflected practices on their previous schooling experiences and the various components of their teacher education programs allowed pre-service teachers to question and challenge their beliefs about language teaching. This finding was further echoed in the relevant literature (Busch, 2010; Farrell, 2007; Grossman, 1991).

A component of the participants' teacher education program, the preparatory school period was found influential in shaping teachers' beliefs and practices. The participants reported that the English education they received there was rather different from their previous schooling experiences because they encountered novel teaching methods and strategies and recognized that an L2 can be taught as an integrated whole. As these methods and strategies immensely contributed to their proficiency in English, these became part of their beliefs about teaching. In this sense, the prep school was also an apprenticeship of observation period for pre-service teachers (Lortie, 1975). Comparing these novel experiences with their previous schooling, the participants could reflect on their learning, leading to the formation of their beliefs about teaching. This finding is quite significant in that by witnessing two different teaching and learning methodologies as language learners, the EFL teachers could evaluate the effectiveness of both approaches and form their beliefs accordingly. In other words, they could identify what alternative models of teaching could be presented. This finding was underlined by Johnson (1994), who reported that the pre-service teachers criticized their language teachers and teaching methodologies. However, these pre-service teachers did not know how to change their instructional practices because did not have alternative images of teachers and teaching. In this sense, the prep school was like a first step for most of the participants in this dissertation in experiencing these alternative models of teachers and teaching.

A significant finding of this dissertation was that besides previous schooling experiences and teacher education programs, the participants developed non-formal language learning

strategies that became a part of their belief system. It is striking that participants formed these strategies to improve their English proficiency in a way that was not taught in schools. To clarify, the majority of the teachers reported that they listened to songs in English and watched movies to develop their listening skills. They believed that they needed these practices as language learners since their English classes did not involve any practice with language skills. Since these strategies contributed to their proficiency, they became a part of their belief system as strategies that could be used while learning and teaching English. On the other hand, the relevant literature on teacher beliefs did not mention non-formal language learning strategies as triggers of beliefs. This situation may be explained by the fact that language teaching in contexts where English is used as a second language involves the development of language skills and components in an integrated way. However, in such EFL contexts as Turkey, where the data for this dissertation were collected, a clash seem to exist between how language should be taught and how it is actually taught. It can thus be suggested that non-formal language learning strategies are influential in belief formation, specifically in EFL contexts.

This dissertation researched the impact of teaching practices as triggers of beliefs about teaching. The results suggested that for the most part, pre-service EFL teachers' practices strengthened their existing beliefs, specifically when tensions occurred between these beliefs and practices due to contextual factors. Although few pre-service teachers reported some concerns about the practicality of their beliefs in use, such as using only English in their classes, overall, the data did not reveal observable belief changes during their practicum. This finding differed from Yuan and Lee (2014), Debreli (2012), and Grijalva and Barajas (2012), who presented some changes that occurred as a result of their practicum. This discrepancy might be due to the length of the research. For example, Yuan and Lee (2014) and Debreli (2012) completed their studies over a nine months, while the current research relied on data that were collected in a three-month span. Hence, the concerns that pre-service teachers reported might result in belief changes as they continue teaching. On the other hand, the impact of teaching practices on beliefs about teaching was more apparent for the in-service teachers. As they practiced teaching, they revised some of their beliefs that were shaped during teacher education programs such as grammar teaching and the use of L1. While the existing research reported divergences and convergences between beliefs and practices, the present research identified how practices that differed from beliefs led to

changes in teachers' beliefs. This finding should help others to design their research on beliefs and practices to gain a broader understanding of these constructs.

Lastly, several contextual factors at the classroom, school, and societal levels interacted with the participants' beliefs about teaching. These factors were discussed in more detail in the following chapter. Nevertheless, concerning the relationship between beliefs and contexts, the findings indicated that, overall, pre-service and novice in-service EFL teachers' beliefs about teaching were resistant to change in response to contextual factors. However, it does not mean that macro and micro contextual factors exert any influence on beliefs. Two pre-service teachers, to illustrate, held two sets of beliefs about teaching grammar that might be enacted following the testing policies in Turkey. Nevertheless, the participant teachers and teacher candidates mostly kept their beliefs about teaching despite changes in their practices. On the other hand, the findings demonstrated that teachers' beliefs were more influential in shaping their instructional contexts. In order to practice what they believed, for example, they made changes to the materials, cooperated with group teachers, raised students' awareness concerning the importance of English, and created a positive learning environment in their classes. As discussed in the following section, contextual factors were found quite influential in shaping teachers' practices; however, this line of research did not present much information concerning the relationship between beliefs and contexts or demonstrated that contextual factors led to changes in beliefs (e.g., Flores & Day, 2006; Kang & Cheng, 2014; Ngo, 2018; Richards et al., 2001). This rather intriguing finding can be due to how beliefs were conceptualized in these studies. As the present research focused on beliefs about teaching and investigated the participants' beliefs concerning objectives for teaching, teaching methodology, translanguaging, feedback cycle, and instructional materials, these components might not be investigated in other studies. Another possible explanation for this is that pre-service and in-service teachers' ELT programs seem to have shaped their beliefs significantly. As they had well-developed beliefs about teaching, their contexts might not have affected the truth value of these beliefs much. One last explanation can be relevant to their intrinsic motivation to teach English. As they highly valued their occupation and were motivated by positive developments in their students, negative contextual constraints did not appear to result in many changes in their belief systems.

The present dissertation demonstrated that belief formation was a dynamic and ongoing process. Despite their extensive schooling years as language learners, the teachers could alter

their beliefs about teaching in their teacher education programs. Although the beliefs that were formed during this education seemed entrenched, teachers' in-class instructional practices and macro and micro contextual variables interacted with these beliefs to varying extents. In this sense, the dynamic nature of beliefs as a complex system accords with Feryok (2010). Secondly, although the data suggested that the pre-service and in-service EFL teachers shared numerous common beliefs about language teaching, there were differences in terms of their priorities or some parts of their beliefs. Accordingly, although their similar academic background may have prevented them from forming such diverse beliefs about language teaching, the data indicated that their reactions to their lived experiences differed, leading to partial non-linearity in terms of belief formation. This finding was further echoed by Kiss (2012) and Feryok (2010). Thirdly, the study further provided proof concerning the emergent and self-organizing nature of teacher beliefs as complex systems. The belief system appear to develops in response to numerous factors, leading to emergent behaviors in the system, which, in turn, prompts the system to self-organize to adapt to its environment. Similarly, Yu et al. (2020) and Feryok (2010) reported that contextual factors and critical incidents could lead to self-organization.

Dynamism, Interconnections, and Adaptations: Teachers' Beliefs and Practices in Context

As framed in the 5th and 6th research questions, the current research aimed to understand how pre-service and in-service EFL teachers reflected their beliefs in practice without segregating these beliefs and practices from their immediate classroom environments. To achieve this purpose, the data that were collected through interviews, classroom observations, and post-observation interviews were analyzed, and these analyses revealed intriguing findings related to the interplay between beliefs and practices. Accordingly, the participant pre-service and in-service EFL teachers took several courses of action to practice what they believed. When the contextual factors facilitated the enactment of their beliefs, they did not face any problems. However, when macro- and micro-level contextual factors challenged them to practice their beliefs, the teachers took the initiative to shape the teaching environment by making adaptations to the course materials, enriching the variety of materials used in the classes, and changing their students' learning habits. In this sense,

beliefs are strong determinants of classroom practices, as suggested by the relevant literature (Barcelos & Kalaja, 2013; Borg, 2003; 2006; Skott, 2015; Wright, 2010).

While the previous work delved into the convergences between beliefs and practices in different contexts (Couper, 2019; Farrell & Lim, 2005; Yang & Gao, 2013), this study moved beyond this dichotomy and tried to elucidate how teachers reflected or could not reflect their beliefs in practice. It is thought that these are encouraging findings that can guide teachers in their future practices to put theory-driven beliefs into practice and to avoid tensions between these beliefs and practices. On the other hand, beyond any doubt, teachers' beliefs and practices are not independent of contexts. The following section discusses the dynamic interplay among these components.

Open, Adaptive, and Co-adaptive: Interrelations Among EFL teachers' Beliefs, Practices, and Contexts

As an open system, teacher beliefs interact with their surroundings, sharing information, changing, and being changed by its environment. In this sense, it is well-suited to be studied as a complex system (Davis & Sumara, 2006; Feryok & Oranje, 2015; Morrison, 2006). From this perspective, as phrased in the 7th and 8th research questions, the current dissertation investigated how beliefs, practices, and macro and micro contextual variables interacted, and how these interactions resulted in adaptations and co-adaptations.

Initially, the relations among the participant teachers' beliefs, practices, and macro contextual variables were investigated. The results indicated that at the macro level, teachers' opinions of the status of teachers and teaching in Turkey, educational policies, The English language curriculum, testing policies, and the course books did not exert much influence on the teachers' beliefs about teaching. Although they criticized certain policies harshly, such as the testing system in Turkey or some aspects of course books, they could keep their beliefs about teaching. This finding can be explained by their strong inner motivation to teach English effectively. On the other hand, despite the limited impact of macro contexts on beliefs, the findings suggested that these contextual factors exerted a higher influence on teachers' practices. Certain policies prevented teachers from exercising their beliefs effectively. To illustrate, the testing system in Turkey affected school policies concerning in-class examinations, which caused in-service EFL teachers not to test certain

language skills. This finding was echoed by Rahman et al. (2018), who reported that the exam-oriented system constrained ESL teachers from following the principles of CLT. Similar findings were presented by Zheng and Borg (2014) and Yu et al. (2020). Another finding that emerged from this study was that the course books provided by the MoNE significantly shaped teachers' practices. On the one hand, both pre-service and in-service EFL teachers made significant changes in how they covered the course books. However, on the other hand, specifically for the in-service teachers who worked at state schools, it was a challenge to continuously adapt course materials or to find materials that accorded curriculum objectives. Therefore, they sometimes had to cover the activities in the course books in a way that did not match their beliefs about teaching. As the existing literature did not present how course books affect teaching practices, this study is vital in understanding them as powerful tools that shape teaching. Lastly, both pre-service and in-service EFL teachers complained about the inadequate weekly class hours devoted to English since classroom hours did not allow them to teach English effectively in an integrated way. Likewise, Nishino (2008), Rahman et al. (2018), Underwood (2012), Zheng and Borg (2014) reported that time pressures hindered teachers' implementation of the principles of the CLT methodology.

At the micro-level, pre-service teachers' institutional contexts and the immediate classroom environment were investigated to understand how these were related to beliefs and practices. The results suggested that both pre-service and in-service EFL teachers' practices were either facilitated or constricted the enactment of their beliefs. In this sense, while a lot of changes did not occur in their beliefs about teaching, the same cannot be remarked for their practices. Similarly, Li (2013), Hu (2005), Farrell and Bennis (2013), Tsui and Ng (2010) demonstrated that teaching is a contextual act, shaped by numerous factors at multiple levels. Nevertheless, Sato and Kleinsasser (2014) and Hongboontri and Keawkong (2014) suggested that teachers' practices were limited to sustaining the existing school values and norms. This study, on the other hand, revealed that despite certain negative influences of school norms and values on the teachers' practices, the teachers were not submissive to these values as they tried to teach the way they believed. This discrepancy might be attributed to the pre-service and in-service EFL teachers' well-developed beliefs about language teaching.

The immediate classroom environment demonstrated the strongest relationship with the participant teachers' beliefs and practices. At this level, the results suggested that student-

related factors such as their proficiency and motivation and certain classroom management issues caused changes in teachers' beliefs and practices about language teaching. Specifically, the students' low proficiency in English resulted in adaptations in teachers' practices. Likewise, numerous studies reported student proficiency and lack of motivation as significant factors that cause discrepancies between teachers' beliefs and practices (Mohammadabadi et al., 2019; Nishino, 2012; Rahman et al., 2018; Zheng & Borg, 2014). Accordingly, these findings imply that teachers' beliefs and practices are more susceptible to change because of their interaction with the factors that exist at the immediate classroom level.

CHAPTER V

CONCLUSION

Summary of the Research

The SLTE literature has recognized the importance of teacher beliefs as a concept that exert a profound influence on language teachers' learning and teaching practices (Wright, 2010). Witnessing epistemological and ontological shifts over the years, teacher beliefs became a core research area. Despite its robustness in the relevant literature, there was a paramount need to study teacher beliefs as a complex system from a more holistic perspective, by emphasizing its complex, dynamic, and multifarious nature. To research teacher beliefs holistically, it was further vital to investigate how beliefs interacted with instructional practices and macro and micro contextual factors. In addition, approached as a complex system, teacher beliefs could be claimed to have formed as one's lived experiences accumulated, and as dynamic relations among these experiences occurred. Hence, it became essential to research the triggers of teacher beliefs with this mindset. In line with these purposes, the present dissertation investigated what beliefs pre-service and in-service EFL teachers held about teaching English, what were the triggers behind their belief formations, and how their beliefs, practices, and instructional contexts at the macro and micro levels interacted. Answers to these questions were sought by adopting complexity theory as its theoretical and analytical framework.

To achieve its purposes, the dissertation was based on the qualitative research methodology. Of research designs in qualitative research, the case study approach was adopted to explore the complexity, dynamism, and particularity of teachers' beliefs and practices in their real-life contexts. Participants in this study included three pre-service and three in-service EFL

teachers. At the time of data collection, while the pre-service teachers were taking the last semester courses in their teacher education programs, the in-service teachers were novices whose teaching experiences ranged between one year to two and a half. In accordance with the purposes of the study, the data consisted of in-depth semi-structured interviews, multiple classroom observations, and post-observation interviews with each participant. The data were analyzed through content analysis, adopting the complexity theory as its analytical framework. Accordingly, the current dissertation revealed the following findings.

Initially, the data revealed the components of teachers' beliefs about language teaching. These beliefs involved objectives for language teaching, teaching methodology, translanguaging, feedback cycle, and instructional materials, which were interconnected in multiple ways. Secondly, the findings presented the dynamic, non-linear, emergent, and self-organizing nature of beliefs about language teaching by examining the triggers of the belief formation. Accordingly, previous schooling experiences, non-formal learning strategies, teacher education programs, teaching practices, and macro and micro contextual factors worked dynamically in forming teachers' beliefs about language teaching. Of these factors, the present study provided evidence that teacher education programs were most influential in participants' belief formation processes. Furthermore, through classroom observations and post-observation interviews, the current research illuminated the interconnected, adaptive, and dynamic relations between beliefs and practices in context. In this sense, both pre-service and in-service EFL teachers took the initiative to put their beliefs into practice. For the most part, their beliefs about language teaching shaped their teaching practices and the classroom environment. To exemplify, when incongruences occurred between their beliefs and instructional materials, they attempted at adapting the materials to match them with their beliefs about teaching. In addition, the immediate classroom environment affected teachers' beliefs and practices. Lastly, teachers' beliefs and practices were investigated from a broader contextual perspective. In other words, interrelations among beliefs, practices, and macro and micro contexts were investigated. The findings revealed that it was mostly teachers' beliefs that shaped their practices and instructional contexts. However, this was a mutual relationship because each dimension, to some extent, influenced one another, thereby demonstrating the dynamic interrelations among beliefs, practices, and contexts. On the other hand, a word of caution should be stated at this point. Despite adverse contextual circumstances the participants encountered during their practicum or in-class teaching, they

could keep their beliefs intact thanks to their commitment to teaching and intrinsic motivation.

Implications

The findings of this dissertation provided significant and novel insights into pre-service and in-service EFL teachers' beliefs about language teaching by adopting the complexity theory as its theoretical and analytical framework. In accordance with these findings, the research suggests that changing teacher beliefs in an informed way requires interventions at pre-service and in-service training dimensions. Recognizing the complexity of teacher beliefs, practices, and contextual factors, it would be safe to assert that improving educational practices necessitate improvements at multiple levels. Accordingly, the following theoretical and practical implications have arisen.

Pre-service Teacher Education Programs

- As teacher trainees benefit from both theoretical and applied courses, teacher education programs should provide opportunities for them to connect theory with practice, as in the ELT program where the data for this dissertation were obtained.
- The findings revealed the profound impact of course professors on forming pre-service teachers' beliefs. Therefore, it is vital for teacher trainers to have a good command of the field, practice what they preach, and provide constructive feedback on teacher trainees' studies.
- Based on their continuous reflections on their previous schooling experiences, the participants could evaluate ineffective dimensions related to their language learning processes. These dimensions, in turn, were not reflected in their beliefs and practices about language teaching. In this sense, teacher education programs should continue helping teacher trainees become cognizant of their previous schooling experiences and reflect on them as they interact with various components of these programs.
- The in-service teachers specifically emphasized the differences between ideal teaching contexts and classroom realities as they had to consider these classroom realities in teaching English. This situation caused tensions between their beliefs and

practices. Accordingly, teacher education programs can better prepare teacher trainees for classroom realities.

- The data demonstrated that although the participants had well-developed beliefs about teaching methodologies, the majority of them reported concerns about teaching pronunciation as their courses did not cover how to teach pronunciation extensively. This finding indicates that when teacher education programs fail to cover certain components of teaching methodologies, teacher trainees may not develop strong beliefs. Therefore, the curricula of these programs must not leave any unattended dimensions related to language learning and teaching. Specific to the curriculum of this program, an integration of a course directed to pronunciation teaching seems crucial.

In-service Teachers and Continuing Professional Development

- In this dissertation, one of the cases pointed out that her graduate education helped her improve her beliefs and practices about language teaching. This education and her professors prevented her from feeling isolated in her classes through the support mechanism they provided. Hence, in-service teachers can be provided with continuous professional development opportunities geared to improve their teaching in their instructional contexts.
- The in-service teachers working at state schools suffered from limited time devoted to their classes. As a result, they limited the activities on teaching of productive skills. More resources should be provided to in-service teachers that involve practical speaking and writing activities that can be implemented in their classes.

Educational Policies

- All the participants reported keen interest in English when they started learning it. While teaching methodologies did not develop their language proficiency as an integrated whole, their interest in the language kept them motivated to advance their studies in this field. In this respect, educational policies and English teaching curricula should strive to spark learners' interest in the language.

- Since testing and evaluation policies seemed to constrain teachers' in-class practices concerning the teaching of language skills as an integrated whole, changes in the structure of high-stakes and in-class exams seem necessary.
- Despite the teachers' positive comments on the English teaching curriculum, their opinions about the course books were not in the same direction. A balanced distribution of language skills and components in line with the curriculum objectives might contribute to more effective learning and teaching practices.
- One of the most challenging constraints, weekly hours devoted to English should be increased at state schools if English were to be taught in an integrated way.

Limitations and Suggestions for Further Research

Despite the significant insights it offered, this dissertation has a few limitations. In line with its methodological framework, the findings of this dissertation yielded in-depth and rich data considering teacher beliefs, practices, and contexts. However, given its nature, these findings cannot be generalized to wider populations. On the other hand, the models presented in this study can be tested in various contexts to investigate teacher beliefs holistically. In addition, this study is unable to encompass all dimensions of a teacher's belief system. The major focus of this study was on beliefs about teaching, which were found relevant to beliefs about learning. Yet, beliefs about learning were beyond the scope of this study. Lastly, at the time of data collection, the classes were being taught online due to the COVID-19 pandemic. Therefore, the observation of the language classes was limited to online platforms. Although these platforms provided significant insights into the participants' teaching, face-to-face classes might have offered different methodological choices in terms of teachers' practices.

The findings of this dissertation suggest that as a flourishing research area, teacher beliefs embody paths that need to be explored. Firstly, the data presents that teacher beliefs are related to emotions. In other words, emotions might be a dimension in a teacher's belief system or an inner characteristic of it. Further studies, therefore, can unfold the relationship between beliefs and emotions. Secondly, the findings obtained from this study revealed that the EFL teachers adapted their teaching according to their students' needs and interests to be able to teach more effectively, sometimes abandoning their beliefs in practice. In this sense, further research can investigate the interrelations among teacher beliefs, practices, and

student learning. Thirdly, the findings indicated an interrelationship between beliefs about teaching and beliefs about learning. Future studies can delve into this interconnectedness. Fourthly, this study involved pre-service and in-service EFL teachers to understand the complex and dynamic relations among beliefs, practices, and contexts. The findings yielded significant insights into these relations in both groups. However, due to the nature of this dissertation, direct comparisons cannot be made to reveal changes in beliefs and practices based on macro and macro contextual factors. Therefore, a more detailed understanding of changes in teachers' beliefs as they move from teacher education programs to initial years into their profession can be developed through longitudinal studies. The adoption of complexity theory in these studies can significantly contribute to this understanding. Besides, this dissertation revealed the heterogeneous structure of beliefs about teaching and the triggers behind these beliefs. Similarly, these dimensions and triggers can be researched in different contexts. Lastly, the findings of this study put forward the importance of teacher education programs in forming teachers' beliefs. Integral to teacher education programs are teacher educators whose beliefs received little attention in the literature. Hence, language teacher beliefs warrant further investigation to understand their impact on pre-service teachers' beliefs.

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APPENDICES

APPENDIX 1. Interview Questions for Pre-Service EFL Teachers

İngilizce öğretimine dair inançlar, uygulamalar ve sosyokültürel çevre arasındaki karmaşık ve dinamik ilişkinin incelenmesi

İngilizce öğretmen adayları için görüşme soruları

Görüşme tarihi:

Başlangıç ve bitiş saatleri:

Değerli Katılımcı,

Prof. Dr. Paşa Tevfik Cephe danışmanlığında Arş. Gör. Merve Öksüz Zerey tarafından yürütülen bu çalışmada İngilizce öğretmen adaylarının İngilizce öğretimine dair inançları, bu inançların kaynakları ve inançlar, uygulamalar ve sosyokültürel bağlamlar arasındaki karmaşık ve dinamik ilişkinin araştırılması amaçlanmaktadır. Bu amaçlar doğrultusunda görüşme soruları hazırlanmıştır.

Öğretmen inançlarını sizin İngilizce öğretiminize dair doğru kabul ettiğini önermeler olarak tanımlanabilir. Bu sebeple yanıtlarınızın sizin doğru olduğuna inandığınız önermeleri yansıtması oldukça önemlidir. İzniniz olursa görüşmemizi kayıt altına alınacaktır. Bu kayıtlar araştırma dışında farklı bir amaçla kullanılmayacaktır ve kimlik bilgileriniz kesinlikle gizli tutulacaktır. Dilediğiniz zaman kaydı durdurabilirsiniz.

Katkılarınız için çok teşekkür ederim.

1.Bölüm – Geçmiş Dil Öğrenme Tecrübeleri

1. Hatırladığınız en erken zamandan başlayarak kendi dil öğrenme hikayenizi anlatır mısınız (resmi ve gayri resmi)?
- Kullanılan yöntemler
- Dil becerileri ve dil unsurlarının öğretimi
- Geçmişteki İngilizce öğretmenleri

2. Sizce, öğrenci olarak aldığınız eğitim bugün İngilizce öğretiminize dair inançlarınızı nasıl etkiledi? Lütfen açıklayın.

3. Sizce, öğrenci olarak aldığınız eğitim bugün İngilizce öğretiminize dair uygulamalarınızı nasıl etkiledi? Lütfen açıklayın.

4. İngilizce dışında başka bir yabancı dil öğrenme tecrübeniz oldu mu?
    - Yanıtınız evetse, bu süreç dil öğretimine dair inançlarınızı nasıl etkiledi?

5. Okul ortamı dışında dil öğrenme sürecinizde bireysel olarak nasıl bir yol izlediniz?
    - Kendi geliştirdiğiniz stratejilerin bugün İngilizce öğretiminize dair inançlarınıza nasıl bir katkısı vardır? Lütfen açıklayınız.

2.Bölüm – İngilizce Öğretmenliği Lisans Programı

1. İngilizce öğretmeni olmaya nasıl karar verdiniz?
    - Bu kararınızı etkileyen belirli bir kişi, öğretmen, ya da olay var mıydı?

2. Lisans eğitiminde aldığınız derslerden hangilerini hatırlıyorsunuz? Bu derslerle ilgili aklınızda neler kaldı?
    - Örn. Hazırlık, birinci, ikinci, üçüncü ve dördüncü sınıflar. Sizce bu dersler İngilizce öğrenimine ve öğretimine dair inançlarınızı etkiledi mi? Lütfen açıklayın.
    - Üniversite eğitimi sırasında aldığınız metot derslerinin sizin öğretmenliğinize etkilerini nasıl değerlendirirsiniz?
    - Şu an almakta olduğunuz okul deneyimi dersi hakkındaki düşünceleriniz nelerdir?

3. Genel olarak lisans eğitiminiz süresince öğretmenlerinizin tutumları nasıldı?
    - Sizi öğretmen olarak olumlu ve olumsuz şekilde etkileyen öğretmenleriniz oldu mu? Lütfen açıklayınız.

4. İngilizce öğretmenliği programında edindiğiniz tecrübeleri nasıl değerlendirirsiniz?

5. İngilizce öğretmenliği programında aldığınız eğitimin, İngilizce öğretimine dair inançlarınızı etkilediğini düşünüyor musunuz? Lütfen açıklayınız.

3. Bölüm – İngilizce Öğretimine Dair İnançlar

1. Sizce İngilizce öğretiminin amacı nedir?
- Neden İngilizce öğretmek istiyorsunuz?
- Sizin dil öğretim felsefeniz nedir?
- Öğretim felsefenizin oluşmasında etkili olan faktörler/düşünceler nelerdir?

2. Sizce dil öğretiminde öğretmenin rolü nedir?
- Bu düşüncelerinizin ortaya çıkmasındaki faktörler nelerdir?

3. Dil öğrenirken öğrencinin rolü ve sorumlulukları hakkında neler düşünüyorsunuz?
- Bu düşüncelerinizin ortaya çıkmasındaki faktörler nelerdir?

4. Sizce İngilizce nasıl öğretilmelidir?
- Dört temel dil becerisi ile kelime, dil bilgisi ve telaffuz nasıl öğretilmeli? Örnekler verir misiniz?
- Dil öğretiminde benimsediğiniz bir yaklaşım ya da metot var mı? (örn. CLT, eclectic approach)
- Bu düşüncelerinizin ortaya çıkmasındaki faktörler nelerdir?

5. Dil öğretiminde öğrencilerin hatalarını düzeltirken nasıl davranmalıyız?
- Aktivite türüne göre kullandığınız hata düzeltme tekniklerinizi var mı? Lütfen açıklayınız.
- Bu düşüncelerinizin ortaya çıkmasındaki faktörler nelerdir?

6. Sizce İngilizce öğretiminde sınıflarda ana dil kullanımının rolü nedir?
- İngilizce derslerinde ana dil kullanımı ne düzeyde olmalıdır?
- Bu düşüncelerinizin ortaya çıkmasındaki faktörler nelerdir?

7. Sizce İngilizce öğretiminde kullanılan materyaller nasıl olmalıdır?
- Bu düşüncelerinizin ortaya çıkmasındaki faktörler nelerdir?

4. Bölüm – Çevresel Faktörler

Toplumsal boyut

1. Öğretmenlerin ve öğretmenliğin ülkemizdeki statüsü hakkındaki düşünceleriniz nelerdir?
   - Sizce öğretmenlik ülkemizde prestijli bir meslek mi?
   - Bu düşünceleriniz İngilizce öğretimine ilişkin inançlarınızı etkiliyor mu? Lütfen açıklayınız.
2. Ülkemizdeki İngilizce eğitim politikaları hakkında neler düşünüyorsunuz?
   - Bu düşünceleriniz İngilizce öğretimine ilişkin inançlarınızı etkiliyor mu? Lütfen açıklayınız.
3. Ülkemizdeki ölçme ve değerlendirme sistemi hakkında ne düşünüyorsunuz?
   - Bu düşünceleriniz İngilizce öğretimine ilişkin inançlarınızı etkiliyor mu? Lütfen açıklayınız.
4. İngilizce öğretiminde uygulanan dil öğretim programı hakkında ne düşünüyorsunuz?
   - Bu düşünceleriniz İngilizce öğretimine ilişkin inançlarınızı etkiliyor mu? Lütfen açıklayınız.

Okul boyutu

1. Üniversitedeki staj danışmanınla okul deneyimi dersi kapsamında nasıl bir yol izliyorsunuz?
   - Bu durum sizin İngilizce öğretimine ilişkin inançlarınıza nasıl yansıyor?

2. Staja gittiğiniz okul yönetiminin genel olarak İngilizce öğretimine bakış açısı nasıl?
   - Bu durumun öğretmenliğinize dair inançlarınızı etkilediğini düşünüyor musunuz?
   - Sizin İngilizce öğretimine dair inançlarınızın ve uygulamalarınızın, okul yönetimiyle olan ilişkinizi etkilediğini düşünüyor musunuz? Lütfen açıklayınız.

3. Stajdaki danışman hocanızla okul deneyimi dersi kapsamında nasıl bir yol izliyorsunuz?
- Hocanızın (okuldaki) sizden beklentileri neler?
- Bu durumun öğretmenliğinize dair inançlarınızı etkilediğini düşünüyor musunuz?
- Sizin İngilizce öğretimine dair inançlarınız ve uygulamalarınız sizce hocanızın beklentilerini etkiliyor mu?

4. Staja gittiğin partnerinizle/partnerlerinizle ilişkiniz nasıl?
- Bu durum sizin İngilizce öğretimine dair inançlarınıza nasıl yansıyor?
- Sizin İngilizce öğretimine dair inançlarınızın ve uygulamalarınızın partnerinizle olan ilişkinizi etkilediğini düşünüyor musunuz? Lütfen açıklayınız.

5. Okul bağlamını düşündüğümüzde, İngilizce öğretimine dair inançlarınızı uygulamaya koyabilmek için izlediğiniz bir yol var mı?

6. İngilizce öğretmen adayı olarak okul boyutunda karşılaştığınız zorluklarla var mı?
- Bu zorluklarla nasıl başa çıkıyorsunuz.

Sınıf boyutu

1. Öğrencilerinizin ihtiyaçları hakkında neler düşünüyorsunuz?
   - Bu durum İngilizce öğretimine dair inançlarınızı etkiliyor mu? Lütfen açıklayınız.
   - Sizce, sizin İngilizce öğretimine dair inançlarınız öğrencilerin dersten beklentilerini etkiliyor mu?

2. Kullandığınız materyaller hakkındaki düşünceleriniz neler?
   - Bu materyaller İngilizce öğretimine ilişkin inançlarınızı etkiliyor mu? Lütfen açıklayınız.
   - Sizce, İngilizce öğretimine dair inançlarınız materyal kullanımınızı etkiliyor mu? (örn. Material adaptation, extra materials, authentic materials)

3. Sizce, İngilizce öğretimine dair inançlarınız bulunduğunuz sınıf içi öğrenme ortamını nasıl şekillendiriyor?

4. Sizin için sınıf yönetimi nedir?
   - Sınıf yönetimine ilişkin düşünceleriniz ve uygulamalarınız, İngilizce öğretimine dair inançlarınızı etkiliyor mu? Lütfen açıklayınız.

APPENDIX 2. Interview Questions for In-service EFL Teachers

İngilizce öğretimine dair inançlar, uygulamalar ve sosyokültürel çevre arasındaki karmaşık ve dinamik ilişkinin incelenmesi

İngilizce öğretmenleri için görüşme soruları

Görüşme tarihi:

Başlangıç ve bitiş saatleri:

Değerli Katılımcı,

Prof. Dr. Paşa Tevfik Cephe danışmanlığında Arş. Gör. Merve Öksüz Zerey tarafından yürütülen bu çalışmada İngilizce öğretmenlerinin İngilizce öğretimine dair inançları, bu inançların kaynakları ve inançlar, uygulamalar ve sosyokültürel bağlamlar arasındaki karmaşık ve dinamik ilişkinin araştırılması amaçlanmaktadır. Bu amaçlar doğrultusunda görüşme soruları hazırlanmıştır.

Öğretmen inançlarını sizin İngilizce öğretiminize dair doğru kabul ettiğini önermeler olarak tanımlanabilir. Bu sebeple yanıtlarınızın sizin doğru olduğuna inandığınız önermeleri yansıtması oldukça önemlidir. İzniniz olursa görüşmemizi kayıt altına alınacaktır. Bu kayıtlar araştırma dışında farklı bir amaçla kullanılmayacaktır ve kimlik bilgileriniz kesinlikle gizli tutulacaktır. Dilediğiniz zaman kaydı durdurabilirsiniz.

Katkılarınız için çok teşekkür ederim.

1.Bölüm – Geçmiş Dil Öğrenme Tecrübeleri

1. Hatırladığınız en erken zamandan başlayarak kendi dil öğrenme hikayenizi anlatır mısınız (resmi ve gayri resmi)?

- Kullanılan yöntemler
- Dil becerileri ve dil unsurlarının öğretimi
- Geçmişteki İngilizce öğretmenleri

2. Sizce, öğrenci olarak aldığınız eğitim bugün İngilizce öğretiminize dair inançlarınızı nasıl etkiledi? Lütfen açıklayın.

3. Sizce, öğrenci olarak aldığınız eğitim bugün İngilizce öğretiminize dair uygulamalarınızı nasıl etkiledi? Lütfen açıklayın.

4. İngilizce dışında başka bir yabancı dil öğrenme tecrübeniz oldu mu?
- Yanıtınız evetse, bu süreç dil öğretimine dair inançlarınızı nasıl etkiledi?

5. Okul ortamı dışında dil öğrenme sürecinizde bireysel olarak nasıl bir yol izlediniz?
- Kendi geliştirdiğiniz stratejilerin bugün İngilizce öğretiminize dair inançlarınıza nasıl bir katkısı vardır? Lütfen açıklayınız.

2.Bölüm – İngilizce Öğretmenliği Lisans Programı

1. İngilizce öğretmeni olmaya nasıl karar verdiniz?
    - Bu kararınızı etkileyen belirli bir kişi, öğretmen, ya da olay var mıydı?

2. Lisans eğitiminde aldığınız derslerden hangilerini hatırlıyorsunuz? Bu derslerle ilgili aklınızda neler kaldı?
- Örn. Hazırlık, birinci, ikinci, üçüncü ve dördüncü sınıflar. Sizce bu dersler İngilizce öğrenimine ve öğretimine dair inançlarınızı etkiledi mi? Lütfen açıklayın.
- Üniversite eğitimi sırasında aldığınız metot derslerinin sizin öğretmenliğinize etkilerini nasıl değerlendirirsiniz?
- Almış olduğunuz okul deneyimi dersi hakkındaki düşünceleriniz nelerdir?

3. Genel olarak lisans eğitiminiz süresince öğretmenlerinizin tutumları nasıldı?
- Sizi öğretmen olarak olumlu ve olumsuz şekilde etkileyen öğretmenleriniz oldu mu? Lütfen açıklayınız.

4. İngilizce öğretmenliği programında edindiğiniz tecrübeleri nasıl değerlendirirsiniz?

5. İngilizce öğretmenliği programında aldığınız eğitimin, İngilizce öğretimine dair inançlarınızı etkilediğini düşünüyor musunuz? Lütfen açıklayınız.

3. Bölüm – İngilizce Öğretimine Dair İnançlar

1. Sizce İngilizce öğretiminin amacı nedir?
    - Neden İngilizce öğretmek istiyorsunuz?
    - Sizin dil öğretim felsefeniz nedir?
    - Öğretim felsefenizin oluşmasında etkili olan faktörler/düşünceler nelerdir?

2. Sizce dil öğretiminde öğretmenin rolü nedir?
    - Bu düşüncelerinizin ortaya çıkmasındaki faktörler nelerdir?

3. Dil öğrenirken öğrencinin rolü ve sorumlulukları hakkında neler düşünüyorsunuz?
    - Bu düşüncelerinizin ortaya çıkmasındaki faktörler nelerdir?

4. Dil öğretiminde öğrencilerin hatalarını düzeltirken nasıl davranmalıyız?
    - Aktivite türüne göre kullandığınız hata düzeltme tekniklerinizi var mı? Lütfen açıklayınız.
    - Bu düşüncelerinizin ortaya çıkmasındaki faktörler nelerdir?

5. Sizce İngilizce öğretiminde sınıflarda ana dil kullanımının rolü nedir?
    - İngilizce derslerinde ana dil kullanımı ne düzeyde olmalıdır?
    - Bu düşüncelerinizin ortaya çıkmasındaki faktörler nelerdir?

6. Sizce İngilizce nasıl öğretilmelidir?
   - Dört temel dil becerisi ile kelime, dil bilgisi ve telaffuz nasıl öğretilmeli? Örnekler verir misiniz?
   - Dil öğretiminde benimsediğiniz bir yaklaşım ya da metot var mı? (örn. CLT, eclectic approach)
   - Bu düşüncelerinizin ortaya çıkmasındaki faktörler nelerdir?

7. Sizce İngilizce öğretiminde kullanılan materyaller nasıl olmalıdır?
   - Bu düşüncelerinizin ortaya çıkmasındaki faktörler nelerdir?

4. Bölüm – Çevresel Faktörler

Toplumsal boyut

1. Öğretmenlerin ve öğretmenliğin ülkemizdeki statüsü hakkındaki düşünceleriniz nelerdir?
   - Sizce öğretmenlik ülkemizde prestijli bir meslek mi?
   - Bu düşünceleriniz İngilizce öğretimine ilişkin inançlarınızı etkiliyor mu? Lütfen açıklayınız.

2. Ülkemizdeki İngilizce eğitim politikaları hakkında neler düşünüyorsunuz?
   - Bu düşünceleriniz İngilizce öğretimine ilişkin inançlarınızı etkiliyor mu? Lütfen açıklayınız.

3. İngilizce öğretimi açısından, ülkemizdeki ölçme ve değerlendirme sistemi hakkında ne düşünüyorsunuz?
   - Bu düşünceleriniz İngilizce öğretimine ilişkin inançlarınızı etkiliyor mu? Lütfen açıklayınız.

4. İngilizce öğretiminde uygulanan dil öğretim programı hakkında ne düşünüyorsunuz?
   - Bu düşünceleriniz İngilizce öğretimine ilişkin inançlarınızı etkiliyor mu? Lütfen açıklayınız.

Okul boyutu

1. Okul yönetiminizin İngilizce öğretimine bakış açısı nasıl?
   - Bu durumun öğretmenliğinize dair inançlarınızı etkilediğini düşünüyor musunuz?
   - Sizin İngilizce öğretimine dair inançlarınızın ve uygulamalarınızın, okul yönetimiyle olan ilişkinizi etkilediğini düşünüyor musunuz? Lütfen açıklayınız.

2. Kurumunuzda genel olarak İngilizce öğretimine dair nasıl bir yol/strateji izleniyor?
   - Bu durum sizin İngilizce öğretimine ilişkin inançlarınıza nasıl yansıyor?
   - Sizce İngilizce öğretimine ilişkin inançlarınızın kurumunuzda izlenen politikaya etkisi var mı?
   - Sizce İngilizce öğretimine ilişkin uygulamalarınızın kurumunuzda izlenen politikaya etkisi var mı?

3. İngilizce zümrenizle ilişkiniz nasıl?
   - Bu durum sizin İngilizce öğretimine dair inançlarınıza nasıl yansıyor?
   - Sizin İngilizce öğretimine dair inançlarınızın ve uygulamalarınızın zümrenizle olan ilişkinizi etkilediğini düşünüyor musunuz? Lütfen açıklayınız.

4. Okul bağlamında düşündüğünüzde, İngilizce öğretimine dair inançlarınızı uygulamaya koyabilmek için izlediğiniz bir yol var mı?

5. İngilizce öğretmeni olarak okul boyutunda karşılaştığınız zorluklar var mı?
   - Bu zorluklarla nasıl başa çıkıyorsunuz?

Sınıf boyutu

1. Öğrencilerinizin ihtiyaçları hakkında neler düşünüyorsunuz?
   - Bu durum İngilizce öğretimine dair inançlarınızı etkiliyor mu? Lütfen açıklayınız.
   - Sizce, sizin İngilizce öğretimine dair inançlarınız öğrencilerin dersten beklentilerini etkiliyor mu?

2. Kullandığınız materyaller hakkındaki düşünceleriniz neler?
   - Bu materyaller İngilizce öğretimine ilişkin inançlarınızı etkiliyor mu? Lütfen açıklayınız.
   - Sizce, İngilizce öğretimine dair inançlarınız materyal kullanımınızı etkiliyor mu? (örn. Material adaptation, extra materials, authentic materials)

3. Sizce, İngilizce öğretimine dair inançlarınız bulunduğunuz sınıf içi öğrenme ortamını nasıl şekillendiriyor?

4. Sizin için sınıf yönetimi nedir?
   - Sınıf yönetimine ilişkin düşünceleriniz ve uygulamalarınız, İngilizce öğretimine dair inançlarınızı etkiliyor mu? Lütfen açıklayınız.

5.Bölüm – Öğretmenlik tecrübeleri

1. Öğretmenlik tecrübelerinizden bahsedebilir misiniz?
   - Örnek: Çalıştığınız okullar, derse girdiğiniz kademeler

2. Meslekteki tecrübenizin artmasıyla İngilizce öğretimine dair inançlarınızın değiştiğini hissediyor musunuz? Lütfen açıklayınız.
   - Yanıtınız evetse, bu değişime sebep olan faktörler nelerdir? Lütfen açıklayınız.

APPENDIX 3. Observation Form

Katılımcı:

Gözlem Tarihi ve saati:

Ders gözlemi esnasında dikkat edilecek hususlar	**Araştırmacı notları**
1. Dil becerilerinin öğretimi • Konuşma • Dinleme • Yazma • Okuma	
2. Dil unsurlarının öğretimi • Kelime • Dil bilgisi • Telaffuz	
3. İngilizce öğretimi sırasında kullanılan yöntemler	
4. İngilizce öğretimi sırasında kullanılan etkinlikler	
5. Türkçe kullanımı	
6. Materyal kullanımı	

APPENDIX 4. Post-observation Interview Questions

Gözlem sonrası yönlendirici sorular

1. Bu derste öğrencilere kazandırmayı amaçladığınız bilgi ve beceriler nelerdi?
   - Bu amaçlara ulaştığınızı düşünüyor musunuz? Lütfen açıklayınız.
   - Yanıtınız hayırsa, sizce sebepleri neler olabilir?

2. Derste her şey planladığınız gibi miydi?
   - Ders hangi yönlerden iyi gitti?
   - Ders hangi yönlerden daha iyi olabilirdi?
   - Derste planlarınızdan sapmalar meydana geldiyse bunların sebepleri nelerdir?
   - Bu dersi tekrar öğretseniz neleri daha farklı yapardınız?

3. Derse başlarken …….. yapmayı tercih ettiniz. Bunun bir sebebi var mıydı?

4. …… olduğunda ne düşündünüz?

5. ……. anlatırken şu yöntemi kullandınız. Neden bu yöntemi tercih ettiniz?

APPENDIX 5. Ethics Committee Approval

T.C.
GAZİ ÜNİVERSİTESİ
Etik Komisyonu

Sayı : E-77082166-302.08.01-19032
Konu : Bilimsel ve Eğitim Amaçlı

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : 19.01.2021 tarihli ve 80287700-302.08.01- 10150 sayılı yazı.

İlgi yazınız ile göndermiş olduğunuz, Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı, İngiliz Dili Eğitimi Bilim Dalı **Doktora Öğrencisi Merve ÖKSÜZ ZEREY'in, Prof.Dr.Paşa Tevfik CEPHE'nin** danışmanlığında yürüttüğü *"Complex and Dynamic Interplay Among Beliefs, Practices and Sociocultural Contexts: Cases Of Pre-Service and in-Service EFL Teachers in Turkey"* adlı tez çalışması ile ilgili konu Komisyonumuzun **26.01.2021** tarih ve **02** sayılı toplantısında görüşülmüş olup,

İlgilinin çalışmasının, yapılması planlanan yerlerden izin alınması koşuluyla yapılmasında etik açıdan bir sakınca bulunmadığına oybirliği ile karar verilmiş ve karara ilişkin imza listesi ekte gönderilmiştir.

Bilgilerinizi ve gereğini rica ederim.

Araştırma Kod No: 2021 -108

Prof. Dr. İsmail KARAKAYA
Komisyon Başkanı

Ek:1 Liste

Bu belge güvenli elektronik imza ile imzalanmıştır.

Evrak Tarih ve Sayısı: 17.03.2021-E.54603

T.C.
ANKARA VALİLİĞİ
Milli Eğitim Müdürlüğü

Sayı : E-14588481-605.99-22496885 16.03.2021
Konu : Araştırma izni

GAZİ ÜNİVERSİTESİ REKTÖRLÜĞÜNE

İlgi: a) 10.03.2021 tarihli ve 48298 sayılı yazınız.
b) MEB Yenilik ve Eğitim Teknolojileri Genel Müdürlüğünün 2020/2 nolu Genelgesi.

Üniversiteniz Eğitim Bilimleri Enstitüsü Doktora Öğrencisi Merve ÖKSÜZ ZEREY'in "**Complex And Dynamic Interplay Among Beliefs, Practices, And Sociocultural Contexts: Cases Of Pre-Service And In-Service EFL Teachers In Turkey**" konulu tezi kapsamında merkez ilçelere bağlı okullarda uygulanacak olan veri toplama araçları ilgi (b) Genelge çerçevesinde incelenmiştir.

Yapılan inceleme sonucunda, söz konusu araştırmanın Müdürlüğümüzde muhafaza edilen ölçme araçlarının; Türkiye Cumhuriyeti Anayasası, Millî Eğitim Temel Kanunu ile Türk Milli Eğitiminin genel amaçlarına uygun olarak, ilgili yasal düzenlemelerde belirtilen ilke, esas ve amaçlara aykırılık teşkil etmeyecek, eğitim-öğretim faaliyetlerini aksatmayacak şekilde okul ve kurum yöneticilerinin sorumluluğunda gönüllülük esasına göre uygulanması Müdürlüğümüzce uygun görülmüştür.

Bilgilerinizi ve gereğini rica ederim.

Turan AKPINAR
Vali a.
Milli Eğitim Müdürü

Ek:
Uygulama araçları (9 sayfa)
Dağıtım:
Gereği:
Gazi Üniversitesi
Bilgi:
9 Merkez İlçe MEM

Evrak Tarih ve Sayısı: 12.03.2021-E.51210

T.C.
GAZİ ÜNİVERSİTESİ
GAZİ EĞİTİM FAKÜLTESİ
Yabancı Diller Eğitimi Bölüm Başkanlığı

Sayı : E-20911470-044-51210 12.03.2021
Konu : Anketler (Merve Öksüz ZEREY)

GAZİ EĞİTİM FAKÜLTESİ DEKANLIĞINA

İlgi : 10.03.2021 tarihli ve 89377925-044- 47752 sayılı yazı.

Üniversitemiz Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Ana Bilim Dalı İngiliz Dili Eğitimi Bilim Dalı Doktora Programı öğrencisi Merve ÖKSÜZ ZEREY'in, Prof. Dr. Paşa Tevfik CEPHE'nin danışmanlığında yürüttüğü "Complex And Dynamic Interplay Amang Beliefs Practies And Sociocultural Contexs: Cases Of Pre Service And in Service Efl Teachers in Turkey" adlı tez çalışması kapsamında uygulama yapma talebi Bölümümüzce uygun görülmektedir.
Gereğini bilgilerinize arz ederim.

Prof. Dr. Perihan YALÇIN
Bölüm Başkanı



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