EFL Teachers' Beliefs about Primary School Teachers' Influences on EFL Lessons

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Article Info	ABSTRACT
	Foreign language education gained popularity with the globalized world and started to be offered as a compulsory course in primary schools for young learners. Following this, EFL (English as a foreign language) teachers were recruited in primary schools and had to manage several classrooms in a primary school environment each having a different primary school teacher and classroom culture. Primary school students are daily exposed to their primary school teachers' varying ways of teaching and classroom management at school, while they face the EFL teacher for two lessons in a week. Since learners may be used to their primary school teachers' style it was assumed that primary school students may react in distinct ways to the weekly EFL lessons. In this qualitative study, EFL teachers' beliefs about the influences of primary school teachers on the EFL lessons were investigated. For this purpose a semi-structured interview was conducted with 10 EFL teachers. In order to scrutinize the results, content analysis was profited from and emerging codes were discussed. The findings showed that, according to the EFL teachers, primary school teachers' teaching styles, attitudes, and classroom management strategies affected the EFL lessons and the students' behaviour patterns in the language classroom.

INTRODUCTION

Global developments and the desire to keep pace with the universal trends raised the need for learning a foreign language, especially English which is accepted as a lingua franca worldwide (Crystal, 2003). In order to cope with the current challenges, EFL (English as a Foreign Language) lessons were launched from second grade onwards in Turkish public schools so that language acquisition could start from a young age. This meant that students at the age of 6-6.5 were confronted with EFL lessons at the primary school level (MoNE, 2013) which necessitated that not only primary school teachers, but also English language teachers had to be employed in primary school classrooms.

In Turkey, primary school teachers are the only teachers who teach in primary schools from first to fourth grade. They are responsible for teaching all the subjects (e.g., mathematics, Turkish, art) except for foreign languages and religion. Next to primary school teachers, it is the English language teacher who teaches in second, third and fourth grade levels (a recent change is that religious education is provided by a specialist teacher at the fourth grade level). That is why it can be assumed that the foreign language teaching context at the primary school level is mainly affected by primary school teachers and by several other factors such as students' behaviour (Hastings & Bham, 2003) and proficiency levels, the principal, other administrative personal, colleagues, parents, availability of materials and technical equipment, teachers' professional knowledge, and teachers' beliefs about teaching and learning (Borg, 2006).

Understanding teachers' beliefs is important as it could help to make sense of their decision-making processes in the classroom. These beliefs are entailed in teacher cognition which represents "the complex, practically-oriented, personalized, and context-sensitive networks of knowledge, thoughts and beliefs that language teachers draw on in their work" (Borg, 2006, p. 272).

In the context of teaching, beliefs are mostly discussed as beliefs about learners, learning, teaching, the subject taught, learning to teach, and beliefs about one's teacher self (Borg, 2006). Beliefs about colleagues' influences on students' attitudes and behaviours, or about classroom management have not been studied so far. Since there is no study that focused on EFL teachers' beliefs about the influences of primary school teachers on EFL lessons, the current study aims to fill this gap and shed light on this issue. The present study builds on teacher cognition, especially teacher beliefs in order to derive EFL teachers' thoughts about primary school teachers' influences on EFL lessons.

It is crucial to examine what language teachers think of their colleagues' influences on their lessons so that negative beliefs can be reversed, and positive beliefs can be fostered since constructivist teacher beliefs would have valuable effects on students' perception of teaching (Fischer & Hänze, 2020).

LITERATURE REVIEW

Teacher Cognition and Beliefs

Teacher cognition entails "what teachers think, know, and believe and the relationships of these mental constructs to what teachers do in the language teaching classroom" (Borg, 2003, p. 81). A belief is "a mental state which has as its content a proposition that is accepted as true by the individual holding it, although the individual may recognize that alternative beliefs may be held by others" (Borg, 2001, p. 186). These beliefs guide one's thinking and action, are culturally bound, formed early in life, and resistant to change (Williams & Burden, 1997).

Beliefs have an important place in the teaching profession. Teachers are highly influenced by their beliefs, which are linked to their values, attitudes, and world view indicating that beliefs are not merely a bundle of information and knowledge. Teachers' beliefs, more than their knowledge, have a great influence on the way they plan and implement their lessons, organize and define tasks and problems (Borg, 1999; Williams & Burden, 1997; Woods, 1996). In that regard, teacher cognition is a multidimensional concept which influences and is influenced by various factors such as schooling, professional coursework, context, and classroom practices. This reflects that teachers' actions are shaped by the social, psychological and

environmental realities of the school and classroom including components such as parents, administrative staff, society, curriculum, classroom, school environment, school policies, colleagues, exams, and the availability of materials (Borg, 2003).

Studies on Teacher Cognition and Beliefs

Research on teacher cognition (a) tries to establish issues teachers have cognitions about, (b) aims to demonstrate the development of cognitions, and (c) looks at the interaction of cognitions with teacher learning and classroom practice (Borg, 2003). Of emphasis is that teacher cognition research is concerned with what teachers think, know and believe relying on an unobservable dimension of teaching.

Broadly speaking, previous research on teacher cognition dealt with pre-service teachers' cognitions focusing on factors such as trainees' prior learning experiences, cognitions, and beliefs about language teaching; their decision-making processes, and knowledge during the practicum and during teacher education (Borg, 2006).

Other studies emphasized in-service teachers' cognitions with a focus on their reported and actual practices, their cognitive changes, and the comparison of novice and expert teachers' beliefs (Borg, 2006). Some specific curricular domains such as teachers' cognitions on grammar teaching, reading or writing instruction (Borg, 2003, 2006), language teachers' beliefs about technology, students' oral production in the classroom, and internationally published materials (Borg, 2006), the relation between beliefs and learner autonomy (Cotteral, 1995; Borg & Al-Busaidi, 2011) and self-assessment (Bullock, 2010) also form part of the studies conducted to explore teachers' cognitions.

In the Turkish context, beliefs of pre-service science teachers' classroom management and their confidence in teaching their subject matter (Gencer & Cakiroglu, 2007; Tekkaya, Cakiroglu, & Ozkan, 2004), in-service teachers' instructional beliefs (Isikoglu, Basturk, & Karaca, 2009), and pre-service teachers' beliefs about foreign language learning and how these relate to gender (Tercanlioglu, 2005) were dealt with. So far, there was no research on teacher beliefs about primary school teachers' impact or the effects of their classroom management strategies on EFL lessons.

Need for Research in the Field of Teacher Cognition and Beliefs

A large amount of studies were conducted in the field of teacher cognition in relation to areas such as grammar teaching, literacy instruction, decision-making, and pre- and in-service teachers' beliefs about classroom management or teaching, but little is known about teachers' beliefs on teaching vocabulary, listening and speaking (Borg, 2009) which deserve further investigation. Additionally, despite the large scope of studies on teacher cognition, several other aspects were neglected. One of these is EFL teachers' beliefs about primary school teachers' influences on EFL lessons.

In Turkish primary schools, as in many other contexts, it is the primary school teacher who teaches all the subjects except for EFL and religion. Next to the primary school teacher, it is the EFL teacher whom the primary school students face. It is assumed that primary school teachers exert power on their students, and that the students are used to their primary school teacher's style so that they expect similar behavior patterns from their EFL teacher and act accordingly.

The aim of the study is to find out if primary school teachers impose some form of behavior patterns on their students which may influence the EFL teacher in implementing the weekly EFL lessons. With this in mind, the current study seeks to deal with the following research question:

What are EFL teachers' beliefs about primary school teachers' impact on the EFL lessons at the primary school level?

METHOD

This study is interested in "presenting a natural and holistic picture of the phenomena being studied" (Mackey & Gass, 2005, p. 163). It is qualitative in nature. Qualitative research is based on descriptive data that

does not use statistical procedures. It includes general and open ended research questions or hypotheses, ideological orientations, rich description, natural and holistic representation, few participants, emic perspectives, and cyclical and open-ended processes (Mackey & Gass, 2005). That is why, the present study did not employ statistical procedures but included open ended research questions in a semi-structured interview, provided rich description, dealt with few participants, incorporated emic perspectives, and made use of cyclical processes to analyze the data gathered. Semi-structured interviews were conducted with 10 EFL teachers who were employed in different primary schools. A data driven approach was applied and reoccurring themes were identified based on the constant-comparison method.

Setting and Participants

Convenience sampling, which selects participants based on certain criteria, such as geographical proximity, availability at a certain time, easy accessibility, or the willingness to volunteer (Dörnyei, 2007), was used to choose the participants of the study.

The researcher announced that she looked for interviewees in different EFL teacher groups on Facebook. The group members were told that the study focused on EFL teachers' beliefs about primary school teachers' effects on the EFL lessons. Semi-structured interviews were conducted online in written form via Facebook messenger with 10 EFL teachers who volunteered. The interview process ended when the participants' responses resulted in reoccurring themes and topics, and saturation was reached.

The interviewees ranged between 21 to 33 years of age and their L1 was Turkish. They were working in different cities. Among the participants the least experienced teachers just started teaching (being in their first year of employment), while the most experienced ones were in their ninth year of employment. The participants had previously worked or were working at a primary school at the time of the interview. Table 1 illustrates interviewees' characteristics such as gender, age, and teaching experience.

Table 1. *Participants*

Participants	Gender	Age	Total Teaching Experience (in Years)	Teaching Experience in the Primary School (in Years)
Teacher A	female	32	9	2
Teacher B	female	29	7	2
Teacher C	female	21	1	1
Teacher D	female	-	3	1
Teacher E	male	29	7	1
Teacher F	male	31	7	2
Teacher G	male	31	1	1
Teacher H	female	31	9	2
Teacher I	female	29	5	2
Teacher J	female	33	8	1

Instruments

Through the investigation of teachers' beliefs, thoughts, and knowledge, the study of language teachers' cognitions contributes to the understanding of how teachers learn, what they do, and why they do things (Borg, 2006). Teachers may have different cognitions which cannot be observed (Borg, 2003). In order to bring teachers' cognitions to light researchers have to dig in teachers' mental representations. With this purpose a semi-structured interview (Appendix A) was used to elicit EFL teachers' verbal commentaries on their beliefs about primary school teachers' influences on EFL lessons.

The interview included 17 questions which were generated based on a literature review on classroom management skills (EPOSTL, 2007; Kratochwill, DeRoos, & Blair, 2005). Out of the 17 questions, two aimed to collect background information, six to gather EFL teachers' opinions about primary school teachers, six to identify EFL teachers' opinions about the students' attitudes and manner, and three to collect EFL teachers' views on the classroom atmosphere.

Before the interview was conducted, it was piloted with two ELT (English Language Teaching) students who were chosen through convenience sampling. Pre-service teachers were chosen because of their background knowledge in teaching EFL. It was assumed that this would facilitate their identification with in-service teachers whose beliefs were investigated. The two pre-service teachers could not identify any problematic questions that interfered with understanding. Further, an expert in the field of ELT (academician) reviewed the questions and could not spot any problems so that there was no need for modification.

Procedure

In order to find volunteers for the interview, the researcher posted a message on several Facebook groups created for EFL teachers. The participants were informed about the purpose and content of the study and the semi-structured interview was conducted with the volunteering teachers who agreed with the conditions of the study. The interviews took about 30 to 120 minutes. Since the participants answered the questions in written form, it was not necessary to prepare a transcription. Reoccurring answers enabled a quick saturation so that the researcher limited the number of interviews to 10.

Analysis

With the purpose of qualitative data analysis, the constant comparison method of Grounded Theory was applied. In this process the steps of the analytic cycle (description, comparison, categorization, conceptualization, and theory development) (Hennink, Hutter, & Bailey, 2011) were followed:

1. Description: The interviews were examined several times to identify emerging themes and topics which enabled the researcher to establish codes such as beliefs about primary school teachers, primary school teachers' management of students' behavior, primary school teachers' use of methods and materials, students' attitudes towards the primary school teachers, primary school teachers' influences on EFL lessons, and EFL teachers' role in primary school classrooms. Meaning condensation was ensured through reducing the large amounts of text to manageable pieces to facilitate the emergence of patterns (Nunan & Bailey, 2009). In order to elaborate on patterns, the researcher looked for repeated themes, connected comments, or metaphoric uses of language which were grouped together (Nunan & Bailey, 2009).
2. Comparison: Interview results were compared with each other to further explore issues and conclude on compliant patterns and codes.
3. Categorization: Data were categorized according to emerging topics.
4. Conceptualization: In order to conceptualize the findings, Figure 1 which visualizes factors that influence EFL teachers' beliefs about primary school teachers' effects on EFL lessons, and Figure 2 which shows primary school teachers' and EFL teachers' roles in primary schools were created.
5. Theory Development: Since the collected data were representative of the teachers interviewed, the researcher drew some conclusions concerning EFL teachers' beliefs and thoughts about the effects of primary school teachers on EFL lessons and on the students.

RESULTS

The current results are solely based on EFL teachers' beliefs. With reference to the emerging themes and topics from the interviews conducted, EFL teachers' thoughts about and observations of primary school teachers, primary school teachers' management of students' behavior, methods and materials used by primary school teachers, students' attitudes towards primary school teachers, primary school teachers' influences on EFL lessons and EFL teachers' role in primary school classrooms are dealt with sequentially.

Firstly, to elaborate on EFL teachers' beliefs about primary school teachers' attitudes and manner, Table 2 has to be examined.

Table 2. *EFL Teachers' Beliefs about Primary School Teachers' Attitudes and Manner*

EFL Teachers' Statements	Participants
EFL teachers describe primary school teachers as caring.	**Teacher A, B, C, D, E, F, G, J**
Primary school teachers are caring and act like "*the mothers of the students rather than teachers.*"	Teacher A
Primary school teachers approach the students in a "*motherly way.*"	Teacher B
Primary school teachers try to fulfill their responsibilities and care about their students' development.	Teacher B, C, D, E, F
Primary school teachers know their students' background which is necessary because these teachers have to deal with their students for at least 4 years (since primary school education in Turkey encompasses a 4-year period). There are some students or parents who cause problems, waste the teacher's time and energy hindering primary school teachers to effectively work with their students.	Teacher F
EFL teachers describe primary school teachers as being indifferent to their students.	**Teacher C, G, J, I**
Primary school teachers are especially eager to support those students whose parents are caring. Depending on the students' characteristics, primary school teachers deal with students in different ways. They show more interest to those who are academically well-equipped, and they do not care much about those who are problematic.	Teacher C
There are both caring and non-caring teachers.	Teacher G and J
Some teachers are not concerned with their students' development.	Teacher I

It is obvious that the majority of the EFL teachers describe primary school teachers as caring (Teacher A, B, C, D, E, F, G, and J), while some indicate that primary school teachers do not pay sufficient attention to their students (Teacher C, G, J, and I).

Next to EFL teachers' beliefs about primary school teachers' attitudes and manner, factors concerning EFL teachers' beliefs about primary school teachers' classroom management emerged. These are summarized in Table 3.

Table 3. *EFL Teachers' Beliefs about Primary School Teachers' Classroom Management*

EFL Teachers' Statements	Participants
Primary school teachers' have different techniques to deal with disruptive students but classroom rules exist in every classroom.	**Teacher A, B, C, D, E, F, G, H, I, J**
In order to deal with disruptive student behavior, primary school teachers have different techniques such as "*shouting,* [organizing] *parent meeting*[s] *and complaining in the teachers' room*" (Teacher A), ignoring problematic students (Teacher B), keeping calm and reacting with a soft voice (Teacher C), warning the students, scoring student behavior (Teacher E) and banning things students prefer (e.g., skipping P.E. lessons) (Teacher I).	Teacher A, B, C, E, I
If there is disruptive student behavior, primary school teachers talk to the child or contact his/her family.	Teacher D, E, G, J
There are rules in the classrooms which are designed to deal with student behavior. Despite the existence of classroom rules, these are not displayed (do not exist in written form).	Teacher A, B, C, D, E, G, I, J
Since young learners (YLs) are the target group of the rules, their adaptation to the rules takes some time.	Teacher A
"*Sometimes they can forget or ignore the rules, but they are just kids and if they don't keep ignoring the rules I tolerate them.*"	Teacher B
Some teachers have difficulties to adapt to YLs due to problems with regard to classroom rules. They state that they "*had to repeat the rules again and again.*"	Teacher E
Most primary school teachers prefer a dominant teaching style and set strict rules which students have to follow and to which they have to adapt themselves. "*Such students* [do not have] *a chance to express themselves. I don't like such classes. I prefer . . . freedom . . . . I* [want] *my students* [to] *express* [their thoughts] *without fear.*"	Teacher F
"*If problematic students are minority in class, students . . .* [help] *their problematic friends. However, if there are several problematic students, classroom management turns into a nightmare. Most of the lesson*[s] *is wasted . . . trying to control such problematic students. Another key point is parents. If parents are not interested in their children's behaviours,* [the] *teacher is left alone. . . . What we do is trying to stay patient and trying to teach in spite of all* [negative aspects].*"	Teacher F
Ideally, there should be one primary school teacher who teaches a group of students from first to fourth grade but sometimes - due to teacher attrition - there are two or more primary school teachers teaching a single class in the 4 years of primary school education. This causes great problems and forces students to adapt to different teachers and teaching styles.	Teacher G

Apparently, EFL teachers (Teacher A, B, C, D, E, F, G, H, I, and J) think that the primary school teachers have different techniques to cope with the emerging problems in the classroom.

In addition to EFL teachers' beliefs about primary school teachers' classroom management, their beliefs about primary school teachers' use of activities and materials were scrutinized. These are presented in Table 4.

Table 4. *EFL Teachers' Beliefs about Primary School Teachers' Use of Activities and Materials*

EFL Teachers' Statements	Participants
Positive Views	**Teacher B, F, G**
"[Primary school teachers] *usually use drama in class. They don't miss any opportunity to do experiments . . . and they often* [en]*courage students to take part in competitions. . . . They always prepare their own materials.*"	Teacher B
"*Teachers perform their best . . . I really appreciate their material use.*"	Teacher F
Primary school teachers try to prepare some materials.	Teacher G
Negative Views	**Teacher C, D, E**
Primary school teachers feel obliged to prepare materials if the EFL teacher is well-prepared and this causes tension because it shows that primary school teachers do not spend as much effort as EFL teachers do.	Teacher C
Primary school teachers usually use traditional methods. Elder primary school teachers are not on the current with regard to new teaching methods. Younger primary school teachers are more innovative and try to implement various methods and techniques.	Teacher D
"*Primary school teachers do not have any materials to use. The primary school teachers' methods never change.*"	Teacher E

The results indicated that EFL teachers' beliefs about primary school teachers' use of activities and materials are twofold: some EFL teachers have positive views (Teacher B, F, and G), while others have negative views (Teacher C, D, and E) with regard to primary school teachers' use of activities and materials.

EFL teachers' beliefs about primary school teachers' effects on the foreign language lessons were also examined. The results are visualized in Table 5.

Table 5. *EFL Teachers' Beliefs about the Effects of Primary School Teachers' on EFL Lessons*

EFL Teachers' Statements	Participants
All the teachers interviewed agree on the fact that primary school teachers have a great influence on student behaviour which affects their EFL lessons.	**Teacher A, B, C, D, E, F, G, H, I, J**
It is hard to communicate with YLs since these expect the teacher to do everything for them which can be related to their primary school teachers' attitudes.	Teacher A
"*After 4 years* [of education] *the students start* [acting] *like their primary school teacher. In other words, their effects are vital. If the teacher has a smiling face, students* [walk] *around with smiling faces. If the teacher has strict rules, students become timid and spiritless. If the teacher is courageous, students become even more courageous.*"	Teacher A
"*In every classroom, I think, depending on the primary school teacher, there is a different atmosphere. Some classes love coloring and painting. Some others like to hear some songs and some others like writing.*"	Teacher A
Primary school teachers affect the students in that they form students' habits of learning and completing assignments, and their views of hygiene. The teachers' way of teaching and classroom management affect the EFL teacher since he/she cannot teach effectively in a classroom where there is no discipline, and it is almost impossible to set one's own rules as a foreign language teacher because two lessons per week are not enough to establish rules.	Teacher C
"*I have four classes* [at the] *primary school. Three of* [the groups I teach are] *very good. They are very smart, clever, lovely and willing to join activities. They do everything* [voluntarily.] *Their teachers are . . . disciplined, they* [handle] *their students* [with care]. *However one class make*[s] *me crazy. They are very naughty, they don't want* [to do] *anything or do* [not do] *homework.*"	Teacher D
If there is discipline, students wait for their teachers in their classrooms, they have prepared their materials for the EFL lessons in advance, and are motivated. In contrast, in classrooms where there is no discipline, it takes some time until the students are ready for the lessons. Materials are always lacking and assignments are not completed. The students do not wait for their turn to speak. Primary school teachers definitely influence their students. Effective primary school teachers motivate their students, and their students are ready to learn.	Teacher J

Primary school teachers should not intervene in EFL teachers' practices.	Teacher E, F, G
"*The authority that* [primary school teachers] *try to establish makes my efforts meaningless. They are accustomed to behave like a soldier. The*[ir] *commands like 'sit down, stand up, don't look at your friend, just look at me,'* [turns] *the students* [into] *passive learners.*"	Teacher E
"*In my school, teachers . . . do not* [care if the students are motivated to learn or not]. *They just pick* [up] *the students to answer. . . . I don't like being dominant. I like to study and discover with my students. I like freedom to express oneself. . . . However, my students were not given such* [a] *chance up to now. Therefore, they are not able* [to] *understand my way of teaching. They wait for orders and full control by* [the] *teacher. However, this is not my way. I think teachers don't give their students* [a] *chance to discover themselves. They don't let their students grow up. This is a common mistake. The final goal of education is to let individuals discover* [their potential]. *However, most teachers don't reach this goal, they are not even aware of this goal. They want to control everything, they want to manage everything, . . . This shouldn't be the way to teach young children. Their way of dominant and fully-controlled teaching decreases and slows down my way of free and discover-and-learn* [approach]. *. . .* [In my lessons,] *students are always welcomed to participate voluntarily, to organize their notebook as they prefer, to study with whom they want, etc. Although my classes are a bit noisy, students like it and they show interest.*"	Teacher F
A "*relaxed*" learning and teaching environment is desired by the EFL teacher, but primary school teachers try to exert their influence on the EFL lessons which is disturbing. After the EFL lessons, primary school teachers ask students if they behaved properly which indicates their intervention.	Teacher G
Primary school teachers' intervention is of benefit.	**Teacher B, I**
Primary school teachers' intervention is beneficial. It shows that primary school teachers care about classroom issues and try to provide support with problematic students. It is helpful that primary school teachers check if the students practice English or not.	Teacher B
If the primary school teacher is disciplined, there is a positive atmosphere in the classroom. Conversely, if the teacher does not care, the students do neither. The effect of primary school teachers is too much to disregard. Students always mention instances in which something happens that contradicts their primary school teachers' style. They immediately say that their teacher would do things differently which is another indicator of primary school teachers' influence on their students.	Teacher I

Obviously, all the teachers interviewed agree on the fact that primary school teachers have a great influence on the students' behaviours and attitudes (Teacher A, B, C, D, E, F, G, H, I, and J) which affect their EFL lessons. There were some EFL teachers who stated that primary school teachers should not intervene in their practices (Teacher E, F, and G), while some (Teacher B and I) indicated that primary school teachers' intervention could be beneficial.

In addition, EFL teachers' beliefs about students' attitudes towards their primary school teachers was of concern. The interview outcomes revealed that there are both, positive (Teacher B, D, H, and I) and negative EFL teacher beliefs (Teacher A, E, F, and J) about learners' attitudes towards their primary school teacher. These outcomes are listed in Table 6.

Table 6. *EFL Teachers' Beliefs about Students' Attitudes towards their Primary School Teachers*

EFL Teachers' Statements	Participants
Positive Views	**Teacher B, D, H, I**
"[The students] *always wait at the* [door] *to greet and hug their teacher.*"	Teacher B
Except for one class, students love and respect their primary school teachers.	Teacher D
The students are respectful.	Teacher H
Primary school teachers (independent of their style) are all respected and students love their primary school teachers.	Teacher I
Negative Views	**Teacher A, E, F, J**
The students do not respect primary school teachers much. However, their primary school teachers are really important for them. The students "*know* [that] *they need them and no matter how s/he teaches, how s/he* [treats them] *they love* [their primary school teachers]."	Teacher A
The students are quite respectful to their teachers and ask their teacher for some advice, but at the same time students are afraid of their teachers as they have a bad reputation to humiliate students. Students' fear their primary school teacher which intimidates them, but this is not what the EFL teacher wants.	Teacher E
Primary school teachers are respected because students fear humiliation.	Teacher E, J
Respect comes from fear from primary school teachers who are regarded as "*commanders.*"	Teacher F

Finally, EFL teachers' beliefs about their role in primary schools were dealt with. Table 7 clarifies that the majority of the EFL teachers interviewed (Teacher A, D, G, F, I, and J) were in the opinion that they are not as valued as primary school teachers in the primary school context.

Table 7. *EFL Teachers' Beliefs about their Role in Primary Schools*

EFL Teachers' Statements	Participants
EFL teachers report that they are the "secondary ones" in the primary school classrooms. It seems that primary school teachers "rule."	**Teacher A, D, F, G, I, J**
Teaching YLs is like "*child caring rather than teaching.*" YLs do not regard the EFL teacher as a "*real*" teacher since "*in their mind they have only one . . . real teacher who is their primary school teacher. As an English teacher you are there to entertain them with coloring, listening,* [and cut-and-paste] *activities.*" The students "*make you think that as the English teacher, you are the funny, interesting but secondary one.*" This belief reflects that EFL teachers are of secondary importance and that the primary school teacher is superior to the EFL teacher.	Teacher A
Not only the students, but also the classroom itself seems to belong to primary school teachers where there is not enough room to place English materials and in which "*primary school teachers act like the classrooms belong to them with its walls, computers and all the other* [materials]."	Teacher A
Another factor showing the power of primary school teachers is that most of them wait for the EFL teacher in their classrooms not leaving the stage until the EFL teacher arrives (when it is time for the EFL lessons). This type of behaviour displays that the EFL teacher is regarded as someone to whom the students are just "lend."	Teacher D
If primary school teachers continue to extremely control their classes, they will continue to have problems with EFL teachers. The fact that parents and students regard the primary school teacher as a "*sultan*" brings some extra burden for EFL teachers. Compared to primary school teachers, EFL teachers are treated like "*step-children*" and what they say is not taken seriously by parents. A group of primary school teachers need serious talk since they are "*obsessed*" with their students, and "*build their own utopias.*"	Teacher F
Since EFL teachers have two lessons per week with each grade level, students regard the EFL teacher as a "*guest in the classroom.*"	Teacher G
The students think that the EFL lessons are "*playing hours.*" That is why EFL teachers sometimes have problems with classroom management. Difficulties generally arise due to second graders since these are not aware of the importance of English and have problems to adapt to the EFL teacher's style.	Teacher I
There are some primary school teachers who try to give EFL teachers some advice for the effective implementation of EFL lessons, especially if there are too many mistakes in the EFL section of the tests applied by the school administration to assess learners' overall achievement. This indicates primary school teachers' intervening know-it-all manner.	Teacher J

Based on EFL teachers' beliefs, primary school teachers can be ranged on a spectrum from effective to ineffective, responsible to irresponsible, strict to less strict, and disciplined to less disciplined. EFL teachers are mainly in the opinion that there is a large gap between those primary school teachers who have a disciplined classroom and those who do not which bears an effect on the EFL lessons. Further, primary school teachers are defined as either mother-like and caring, or as disinterested in their students' development. This indicates that EFL teachers do not put all primary school teachers into the same category. There are individual differences with regard to their beliefs about primary school teachers' styles and manners in the classroom.

Next, EFL teachers' beliefs about primary school teachers' classroom management indicates that each primary school teacher has different techniques to deal with disruptive student behaviour. Apparently, classroom rules exist in every classroom. It seems that the students have problems in remembering these due to the fact that the rules are not displayed in the classrooms. It is clear from the interview results that most primary school teachers have completely different styles than that of the EFL teachers since EFL teachers complain about the practices applied by primary school teachers.

Another point is EFL teachers' beliefs about primary school teachers' use of activities and materials. EFL teachers indicate that there are variations in primary school teachers' knowledge about current teaching methods and techniques. Younger primary school teachers are regarded as innovative, while the elder teachers are reported to lack novelty in the use of materials and teaching methods. Nevertheless, EFL teachers assume that primary school teachers are positively influenced by EFL teachers' teaching styles and preparations (e.g., games, posters, songs).

Further, the EFL teachers interviewed believe that primary school teachers have an impact on their EFL lessons. They report that primary school students are used to their primary school teacher's style and have difficulties in adapting to the EFL teacher's teaching style. With regard to students' attitudes towards their primary school teachers, EFL teachers think that the students respect and do not criticize them in any way.

Next, in relation to their roles in the primary school environment, EFL teachers indicate that they have a passive role in primary school classrooms. They assert that it is the primary school teacher who spends most of the time with the students so that EFL teachers' impact is ranked lower than that of primary school teachers' influence.

Finally, although some EFL teachers talk about primary school teachers' positive effects on their lessons (e.g., autonomous students, motivated students, existence of classroom rules), their major beliefs reflect that they feel controlled and suppressed by primary school teachers who are perceived as "*sultans*," while they characterize themselves as "*step-children*" or "*guests in the classrooms*."

Table 8 summarizes factors that affect the implementation of EFL lessons which were retrieved from the qualitative data gathered.

Table 8. *Factors Affecting EFL Lessons at Primary Schools*

Positive Influences	Negative Influences
disciplined learners,	no discipline in the classroom,
order,	no pre-specified rules of turn taking,
classroom rules,	no homework,
learners' preparation before lessons,	dependent learners,
availability of materials,	primary school teachers' overuse of certain
autonomous learners,	materials,
flexibility,	the power primary school teachers exert on the
learners' awareness of the importance of learning,	students,
learners' readiness to learn,	primary school teachers' teaching styles,
motivated learners	fear from primary school teachers

The interview outcomes indicate that EFL teachers are in the opinion that primary school teachers may affect the EFL lessons. This influence is exerted through primary school teachers' teaching styles, views of discipline, and classroom management strategies since students get used to their primary school teachers' way of teaching and classroom management which interferes with EFL teachers' classroom management strategies and teaching styles.

DISCUSSION

The interview outcomes are discussed under headings such as the teaching and learning context, social relations, primary school teachers' influences on EFL lessons, and EFL teachers' roles in primary schools.

The Teaching and Learning Context

Cognitions may differ from individual to individual which in turn are influenced by the teaching and learning environment (Farrell & Bennis, 2013). The teaching environment is crucial since language teaching comprises dynamic relations between the context and cognitions (Borg, 2006). The interviewees in the present study were employed in different state schools located in diverse cities. They had several beliefs about primary school teachers' influences on the EFL lessons. The unique characteristics of each teaching context may have affected EFL teachers' beliefs in various ways.

In order to clarify the fact that different teaching and learning contexts may lead to different teacher beliefs, the participants' settings of teaching were examined separately so that their particular cases were considered in interpreting the interview results. It appeared that EFL teachers' settings did not have an impact on their beliefs about primary school teachers. However, the varieties in their beliefs about primary school teachers' influences on the EFL lessons could be caused because of their colleagues' different teacher characteristics and identities (e.g., teaching styles, classroom management strategies, beliefs about education). This indicates that the influence of teachers' colleagues on teacher beliefs is stronger than the setting which

are amongst listed factors that affect teacher beliefs (Borg, 2003).

Social Relations

The fact that EFL teachers describe themselves as "step-children" in primary school classrooms and indicate that they do not feel welcome because of primary school teachers' attitudes may have a negative impact on EFL teachers' beliefs about primary school teachers in general which could complicate their socialization process. Negative beliefs could lead to an unsuccessful organizational socialization which in turn evokes teacher burnout (Güneş & Uysal, 2019).

Further, EFL teachers reported that they were exhausted (Teacher E, F, and G) since they could not easily exert their own rules or style in the classroom settings. EFL teachers stated that they encountered difficulties with classroom management because the learners were used to their primary school teachers' management strategies. This could lead to a feeling of inefficacy in EFL teachers. Since efficacious teachers are less prone to burnout than their non-efficacious counterparts (Ghaith & Shaaban, 1999), it is important that EFL teachers have positive self-efficacy beliefs. For this reason, any factors that may evoke feelings of inefficacy should be removed from the teaching context.

Another reason that may complicate EFL learners' adaptation to EFL teachers' styles and strategies could be the low amount of EFL lessons provided. EFL lessons are quite limited in time (weekly two lessons of 40 minutes) in the primary school context (Millî Eğitim Bakanlığı Ortaöğretim Genel Müdürlüğü, 2018). This probably impedes learners' adjustment to the foreign language lessons and to the EFL teachers' classroom management strategies.

Next, discrepancies in primary school teachers' and EFL teachers' styles and expectations may also negatively affect EFL teachers' classroom management and their affiliation. EFL teachers have to cope with several learners who are used to their primary school teachers' different teaching styles and classroom management strategies which form an extra burden for EFL teachers.

In addition, it is apparent that the majority of the EFL teachers were not exchanging useful ideas with primary school teachers so that their relationship with their colleagues can be described as a poor one. It is obvious that a relationship with their colleagues and students played an active role in forming their beliefs. This supports Borg's (2006) claim that teachers' cognitions are influenced by factors such as schooling, professional coursework, contextual factors, and classroom practice. As it appears from the present case investigated it is probable that teachers' beliefs about colleagues are the main aspect of contextual factors that impact EFL teachers' teaching and classroom management.

Primary School Teachers' Influences on EFL Lessons

With regard to primary school teachers' influences on EFL lessons, all of the EFL teachers interviewed believe that primary school teachers affect the implementation of the foreign language lessons. EFL teachers state that factors such as overuse of same methods and materials, and primary school teachers' strict teaching styles complicate language learners' adaptation to the EFL lessons (Teacher A). Further, EFL teachers assert that primary school teachers' failure to instill discipline in their classrooms causes negative effects on the EFL lessons in that students do not complete their assignments (e.g., homework) and do not take turns to talk (Teacher C) because they are used to this kind of behaviour. This forces EFL teachers to spend time on preparing the students for the EFL lessons, but if teachers constantly fail in classroom management and in coping with students' disruptive behaviors, burnout may occur (Hong, 2010). That is why it is crucial that EFL teachers effectively manage the classroom situation.

Conversely, factors such as an established classroom routine that fosters discipline (Teacher J) and the development of autonomous behavior in the students (Teacher A) affect the foreign language lessons in a positive way in that students in such classes are ready and motivated for the EFL lessons, and have prepared their materials in advance so that lessons can start immediately without wasting time on preparation. It appears that primary school teachers shape EFL learners' preparedness to get involved in

language learning. As teachers' well-being is affected by student behaviour in the classroom (Hastings & Bham, 2003), EFL teachers are positively influenced by their students' readiness to learn. Further, their job satisfaction, which is the evaluative judgment about one's job (Weiss, 2002), will probably be higher if there are not any problems encountered in class.

As established before, factors that influence teachers' beliefs are schooling, professional coursework, context, and classroom practices which clarify that teachers' actions are shaped by the social, psychological and environmental realities of the school and classroom which encompasses components such as parents, administrative staff, society, curriculum, classroom, school environment, school policies, colleagues, exams and the availability of materials (Borg, 2003). With reference to this, EFL teachers' judgments about primary school teachers are firstly based on their beliefs which are influenced by teachers' schooling, professional work, classroom practice, and the teaching context. Further, their colleagues' teaching styles, effectiveness of classroom management, existing rules in the classroom, and the way they instruct their students also have a bearing on EFL teachers' beliefs about primary school teachers' influences on the EFL lessons. Figure 1 indicates that EFL teachers rely on both their beliefs about and observations of their colleagues to make judgments about primary school teachers' impact on the EFL lessons.
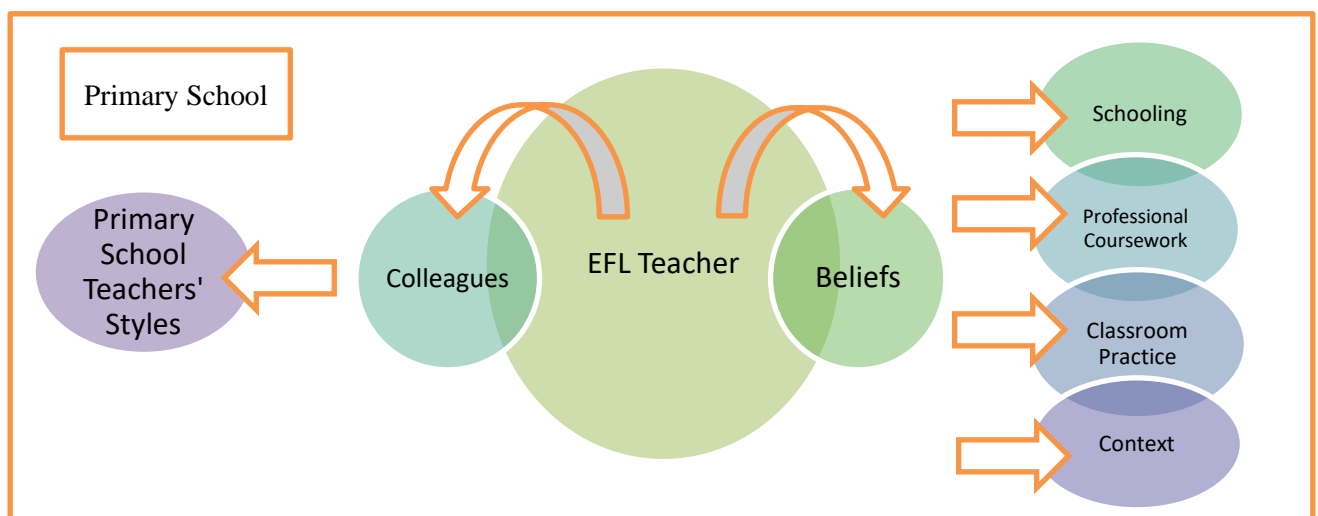

Figure 1. Factors affecting EFL teachers' beliefs about the effects of primary school teachers on EFL lessons

EFL Teachers' Roles in Primary Schools

EFL teachers think that primary school teachers form their students' characters in that students see their primary school teachers as role models and imitate them (Teacher A and E). This is indicative of primary school teachers' power in primary school settings. The primary school teacher is regarded as the main teacher in question who copes with everything except EFL and religion (Teacher A and F). On the contrary, EFL teachers are regarded as subordinated to primary school teachers because they are considered as merely entertaining students (Teacher A). The EFL lessons are perceived as "playing hours" (Teacher I), and the EFL teachers are conceptualized as "guests in the classrooms" (Teacher G). This perception may lower EFL teachers' self-esteem which is significant for their success in teaching (Mbuva, 2016).

Additionally, primary school teachers do not want to share their power with other teachers. They frequently check the EFL teacher and their students' efforts in EFL lessons since they do not want to lose control (Teacher D and J). Furthermore, there is not even room for English materials to be stored in the classrooms which clarifies EFL teachers' disability to interfere in primary school teachers' affairs (Teacher A). This hierarchy in primary schools is visualized in Figure 2.
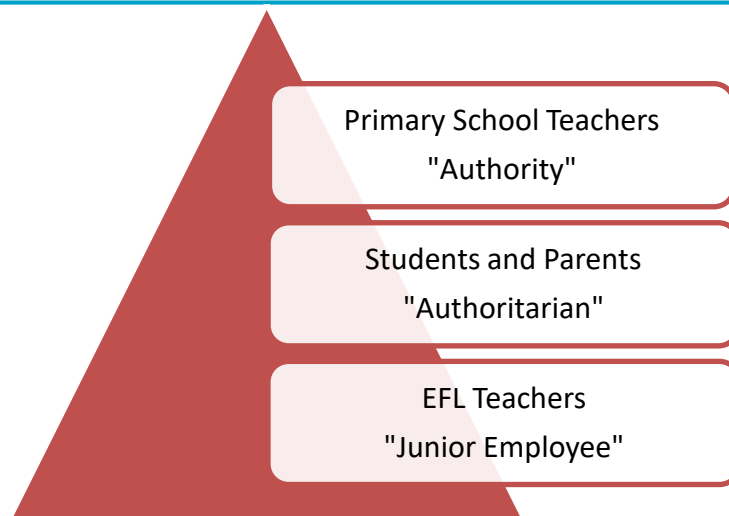
Figure 2. *Hierarchy in primary schools based on EFL teachers' beliefs*

There is a need for shared leadership and transparent decision making processes in order to effectively affiliate teachers into the work setting (Ewing & Smith, 2003) which apparently is lacking in the present case investigated. At the top of the pyramid which represents the hierarchy in primary schools, there are primary school teachers who are referred to as the "authority" since they control the whole classroom, and in some cases even the EFL teachers. Next, there are the students and parents who, according to the interviewees, are "authoritarians" because of the fact that these follow primary school teachers' recommendations. And lastly, at the bottom of the pyramid, there are the EFL teachers who are regarded as "junior employees" being limited and influenced by primary school teachers' styles and practices.

There is a potential for a conflict due to the negative atmosphere fostered through this perceived hierarchy. This may lower EFL teachers' motivation since EFL teachers are left on their own with minimal assistance from primary school teachers. Teachers who are not sufficiently supported have problems with socialization. Thus, these teachers often face inefficacy, disbelief in one's teaching competence, self-concerns about teaching, school reluctance, job stress and teacher burnout (Boz, 2008; British Council, 2013; Caspersen & Raaen, 2013; Farrell, 2012; Flores & Day, 2006; Munthe, 2003; Rinke, 2008; Schlichte et al., 2005; Shin, 2012; Urzua, 1999; Walsdorf & Lynn, 2002). This could also be true for the current case examined. That is why it is important that EFL teachers working in primary schools get the necessary support to socialize. Supportive colleagues, administrators, and social organizational conditions should be ensured as these facilitate the development of a sense of belonging (Weiss, 1992). Further, a positive social climate and social support may increase teacher satisfaction and motivation (Skaalvik & Skaalvik, 2011) which should be established to prevent any unfavorable teaching conditions.

Changing Negative Beliefs

The outcomes of the semi-structured interviews revealed that the EFL teachers were in the opinion that primary school teachers had an impact on their classroom management. It was difficult for EFL teachers to work with learners who were accustomed to their primary school teachers' styles. Evidently, primary school students get used to their primary school teachers' teaching styles and classroom management strategies, and have problems to adapt to new ways of teaching and learning which complicate the teaching process of other teachers who have to cope with the same learners. EFL teachers need more than two lessons per week to adjust the learners to the foreign language lessons.

Additionally, the findings clarified that there is a need to establish a strong relationship between EFL teachers and primary school teachers so that these collaborate and do not intervene in each other's classroom routines. This would probably enable them to work in harmony with their students using their own styles and strategies.

Further, it is crucial to note that learners should be informed about the fact that each teacher may have his/her own way of teaching, classroom management, and routines. This would speed up learners' adaptation to the EFL teachers' styles which would facilitate EFL teachers' classroom management and teaching. It would be of benefit that every teacher establishes his/her own classroom rules and routines so that the learners get aware of the fact that individual teacher's expectations from them may differ.

In addition, teachers should get the chance to learn how to cope with occurring problems through pre-service or in-service education or seminars so that they are successfully socialized into their working environment which is necessary to prevent teacher burnout (Güneş & Uysal, 2019). It is supposed that in that way fewer problems will emerge and teachers can concentrate on their teaching practices which would benefit their students' educational development.

Teachers' beliefs serve as cognitive filters that shape their thoughts and actions. Beliefs about students, teaching, and learning drive teachers' planning and their decisions about classroom management, teaching strategies, relationships with students, and assessment (Hoy, Hoy, & Davis, 2009). For this reason, EFL teachers' negative beliefs about primary school teachers should be eliminated so that collaboration can be ensured since collaboration among teachers reduces teacher burnout, fosters professional development, and increases job satisfaction (Munthe, 2003).

CONCLUSION

Teacher cognition is one of several topics researched in the foreign language context. Since teacher cognition studies started to gain in popularity in the 1990s, it was in this period that a large amount of studies began to be published investigating teacher cognition. Despite many different studies related to teachers' beliefs, EFL teachers' beliefs about the factors affecting EFL lessons and especially about the effects of primary school teachers on their lessons was not of concern. Therefore, the current study aimed to examine if primary school teachers' had an impact on EFL teachers and the foreign language lessons.

In order to gain insights into primary school teachers' influences on EFL lessons at primary schools, the researcher conducted semi-structured interviews with 10 EFL teachers. It was aimed to see if EFL teachers think that primary school teachers affect the implementation of EFL lessons and in what ways this influence is exerted.

The EFL teachers who were interviewed reached a consensus about the fact that EFL lessons were influenced by primary school teachers. That is why teachers' colleagues should be listed as one of the main factors that affect teacher beliefs. The outcomes of the study clarified that there was a need for a strong relationship between EFL teachers and primary school teachers to ensure collaboration between staff members. Teachers should be enabled to cope with problems to prevent teacher burnout and to eliminate negative attitudes towards the work setting so that they are satisfied with their job and can concentrate on their teaching practices.

Nevertheless, further investigation is needed that involves a larger number of participants since only then it is possible to cover a more representative population and to draw some generalizations. In addition, this study reflected 10 EFL teachers' beliefs about primary school teachers' roles and effects on EFL lessons, but primary school teachers' beliefs about EFL teachers' roles should also be focused on so that their point of view is also considered.

Since the field of research in relation to teacher cognition and teachers' beliefs about factors affecting the implementation of lessons is not researched, further studies may focus on this issue to come up with greater results clarifying the relation between teacher cognition and classroom management.

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APPENDIX

Interview: Beliefs about the Effects of Primary Teachers on EFL Lessons

Interview Number	
Interview Start	Date / Time
Interview End	Date / Time
Name	
Age	
Years of Experience	Primary School: _____ years Secondary School: _____ years High School: _____ years TOTAL: _____ years

General Questions
1. Have you any difficulties with regard to your profession, working conditions, school staff, etc.?
2. Was it difficult to adapt to the primary school as an English language teacher?
   If yes, what kind of problems did you encounter?

Teacher
1. If you observe the teacher, does he or she show interest in the students?
   What makes you to think so?
2. In what ways does the teacher communicate with the students?
3. Does the teacher use different styles and techniques in the classroom?
   What are these?
4. Does the teacher make use of materials effectively?
   How do they affect the students?
5. How does the teacher deal with disruptive student behavior?
6. What do you think are the effects of the primary school teachers on the students you teach?
   What kind of teacher behavior affects the students in which ways?

Students
1. Do you think that the students know the aim of the lessons (what they are going to reach at the end)?
2. Are the needs of the students referred to?
   How?
3. Are the students motivated to participate?
   On what do you base your views?
4. Do you think that the students respect the teacher?
   What makes you think this way?
5. What have you observed with regard to the students' behavior in your lessons?
6. What do you think are the effects of students' attitudes on your lessons?

Classroom Atmosphere
1. In your opinion, do the students feel that they are welcome in the classroom?
2. Does the class have some basic rules in the classroom?
   If yes, are these displayed in the classroom?
3. What do you think has to be changed in the classroom environment to conduct an effective EFL lesson/a more effective lesson?

*** Do you have anything to add?