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Keywords

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THE EFFECTS OF ENGLISH LANGUAGE TEACHING ENRICHED WITH DIGITAL APPLICATIONS ON TEACHER COGNITION AND STUDENT BELIEFS*

DİJİTAL UYGULAMALARLA ZENGİNLEŞTİRİLMİŞ İNGİLİZCE ÖĞRETİMİNİN ÖĞRETMEN BİLİŞİ VE ÖĞRENCİ İNANIŞINA ETKİSİ

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Öz

Bu çalışmada, dijital uygulamalarla zenginleştirilmiş İngilizce öğretiminin öğretmen bilişi ve öğrenci inanışı üzerine etkisi araştırılmıştır. Araştırmaya, özel bir okulun 35 farklı ildeki K12 düzeyinde görev yapan 49 İngilizce öğretmeni ve bu öğretmenlerin 214 öğrencisi katılmıştır. Bu çeşitlilik ile örneklemin temsil gücünün artırılması hedeflenmiştir. Öğretmen bilişi ve öğrenci inanışını tespit etmek amacıyla öğretmen ve öğrencilere dijital uygulamalarla zenginleştirilmiş İngilizce öğretimine yönelik çevrimiçi bir anket uygulanmıştır. Dijital uygulamalarla zenginleştirilmiş İngilizce öğretimine yönelik hizmetiçi eğitimin ve öğretmenlerin öğrencilerine uyguladıkları sınıf içi uygulamaların ardından anket yeniden uygulanmıştır. Eğitim öncesinde ve sonrasında uygulanan anketler karşılaştırıldığında, dijital uygulamalarla zenginleştirilmiş İngilizce öğretimine yönelik hizmet içi eğitiminin, öğretmen bilişi ve öğrenci inanışı üzerinde olumlu

Abstract

The purpose of this study was to determine whether English language teaching enriched with digital applications had an impact on teacher cognition and student belief. 49 English teachers working at the K12 level at a private school's campuses in 35 different cities and 214 students of these teachers participated in this research. With this diversity, it was aimed to increase the representative power of the sample. In order to determine teachers' cognition and student beliefs towards English Language Teaching, an online questionnaire on English Language Teaching enriched with digital applications was administered to both teachers and students. Following the in-service training on English language education enriched with digital applications, teachers implemented the in-class practices with their students, and the questionnaire was administered again. It was investigated whether this process created a change in teachers' cognition

* This study is derived from the doctoral dissertation entitled "The effects of English language teaching enriched with digital applications on teacher cognition and student beliefs".

etkisi olduđu ortaya çıkmıştır. Ayrıca, öğretmen ve öğrenci anket sonuçlarında görülen paralel yükseliş, yabancı dil sınıflarında öğretmen bilişinin döngüsel bir şekilde sınıf uygulamalarına ve öğrenci inanisına olan etkisini vurgulamıştır. Bu çalışma, hem K-12 düzeyinde dijital uygulamalarla zenginleştirilmiş İngilizce öğretiminin öğretmen bilişi ve öğrenci inanişı üzerine etkilerini incelemesi hem de, öğretmen, öğrenci ve gözletmen olmak üzere, üç farklı bakış açısından beslenen üçleme yöntemiyle gözlem olanağı sağlaması nedeniyle İngiliz dili eğitimi (ELT) alanına bir katkı niteliğindedir.

and student beliefs or not. When the pre- and post-surveys were compared, the results showed that in-service training had a positive impact on teachers' cognitions and students' beliefs. Besides, the parallel rise in teacher and student results emphasized the cyclical effect of teacher cognition on classroom practices and student beliefs. This study contributes to English Language Teaching (ELT) field by investigating the effects of English Language Teaching enriched with digital applications at the K-12 level on teacher cognition and student beliefs, as well as providing the opportunity to observe the lessons using the trilogy method fed from three different perspectives: teacher, student, and observer.

1. INTRODUCTION

According to the EF (Education First) (English Proficiency Index [EF EPI], which is considered the broadest language proficiency indicator among countries and adults living in that country, Türkiye has been at the 'low proficiency' level for years and its score in 2023 is 493. Based on data, Türkiye ranks 66th among 100 countries and 33rd among 34 European countries (EF EPI, 2023). Although English language teaching in Türkiye starts in the very early years, there are various problems such as not getting the desired feedback, not achieving the expected success in the exams and not being able to express oneself in language skills equally.

The education system has a structure that is still far from flexibility, not individualized, has fixed criteria, conveys information to all students in the same way and that evaluates every student according to the same criteria rather than offering different alternatives and prioritizing the individual characteristics. In addition, limitations such as the standards used to determine the competencies of foreign language teachers, exam formats that are not suitable for the nature of a foreign language, deficiencies in pre-service or in-service trainings and seeing these trainings as a cost rather than an investment can also be shown as possible problems. The inconvenience of physical and hardware conditions in schools, keeping only grammar in the foreground instead of language skills, adopting a teacher-oriented teaching style, the limitations of the educational tools, the inability to use technology in the way that serves the educational purpose are the other issues that are raised not only by students but also teachers and parents. The foundation of these issues, which are believed to be at the heart of language instruction and the study's framework, is teacher cognition, which plays a crucial role in determining the problems' origin. Language instructors' knowledge, beliefs, and relationship to classroom practices are referred to as their cognition, according to Borg (2006, p. 1) in his book "Teacher Cognition and Language Education."

The aspects that contribute to students finding the educational process engaging are the strategies and tactics teachers employ as well as their level of competency. According to Kurudayıoğlu and Sapmaz (2016), teacher cognition shapes the strategies, tactics, and teacher competences that instructors employ. Consequently, making a lesson engaging is acknowledged as a reflection of teacher cognition on the lesson. This article aims to investigate whether English language teaching enriched with digital applications had an impact on teacher cognition and student beliefs or not.

2. ENRICHED EDUCATION

2.1. Concept and Purpose

Enriched education can be defined as advanced, diversified, deepened teaching that can be offered in an in-class and out-of-class environment, which involves active participation, differentiation, individualization and learner autonomy. In English language teaching enhanced with digital applications, technology is used to associate knowledge with real life. Although enriched education was a concept which was designed for the education of “gifted and talented” individuals, today it refers to educational environments that should be created for every student and should be provided as per the equal education right of each student. Educational conditions that targeted only for gifted students once, have now become opportunities that all our classes can easily access in face-to-face or hybrid education. It can be said that the main purpose of enriched education is not only to overcome the limitations in formal education by differentiating education but also to create opportunities for each student by decreasing the inequalities in education.

Enriched education, with the increasing importance of digital tools in education, primarily offers students an enriched learning experience under three main headings. The first enriched learning experience students will gain is “engagement in work.” This ensures that students actively participate in classroom activities, putting in effort and making contributions. Secondly, there is “ownership.” This characteristic gives students freedom and independence, allowing them to take responsibility for their learning and gain autonomy. The third is “deep learning.” Deep learning not only involves school but also extends beyond school, even reaching global resources, enabling students to benefit from various sources and develop their research skills to do so (Trei, 2016).

2.2. Enriched Learning Experience

It is challenging to learn English in a setting where it is taught as a foreign language (EFL) because real-world communication scenarios cannot be produced or offered. Nicholas and Blair (2018), working on an innovative simulation strategy to remove this natural barrier, stated that if there is little opportunity to use any language in ordinary daily operations, it is difficult to learn that language, and thus practice will become difficult and reduce interest in the language. They also stated that simulating activities that require using the target language in common, daily relationships in the language classrooms can be a way to balance the innate environmental limitations in EFL environments. The simulation of the environment is accepted as the reality

of the moment for students, transforming the classroom into an authentic environment for practicing English.

Since English is not the second language in many countries, a learner who learns English as a foreign language has far fewer opportunities compared to a learner where English is spoken everyday life (ESL). Contacting the target language only during the lesson is a factor that works against the method. In addition, it is necessary to add the learner's insufficient language level, the difficulty of comprehending the lesson and expressing himself/herself on top of this. In this case, the learner may not only adopt incorrect usages but also abstain from the lesson in order to avoid making mistakes (Sunel, 1989). Rogers (1982) years ago interpreted the complaints of teachers all over the world regarding English proficiency level of their students with the following sentence: "A lot of English is taught, not enough is learned". Since we still hear the same complaints echoing today, we can easily see that the reasons for the main problems haven't been solved yet. The ongoing complaints of the teachers show that the main problems in foreign language teaching such as lack of method, evaluation and motivation still exist (Arslan & Akbarov, 2010).

To improve theoretical framework and to offer an insightful analysis, we need to explore Enriched Education items and how they function in education programmes in English Language Teaching environments. Enhanced education can be achieved by educational interventions including Enriched Interaction, Enriched Content, and Enriched Environment. In this approach, every foreign language instructor can give every student the chance to advance above their current level in addition to offering an educational opportunity.

Table 1. *Three basic elements of enriched education*

Enriched Content	Enriched Interaction	Enriched Environment
Acceleration	Grouping	Blended Learning
Diversification	Interaction	Differentiation
Enrichment		

In this regard, there are various advantages to Enriched Education for the learning process. Firstly, every student in Enriched Education is seen as an individual who will react differently to the course materials. A student's real-world challenges may not align with the traditional learning approaches that place a high priority on memorization and repetition. Students must be taught transferable and pertinent abilities like creativity, problem-solving, and critical thinking to succeed in a fast-paced, ever-changing world. In this respect, Enriched Education's range and sensible use of technology put traditional learning more in line with real-world skills.

Secondly, enriched education aims to include all students at all levels. Every student can learn at their own pace. As a result, Enriched Education provides a customized learning experience (Eaglesedge, 2020). Not only does it provide students with experiential learning opportunities, but it also allows them to learn at a higher level than what is possible in a traditional classroom.

Next, Enriched Education empowers students to study more deeply and take on greater responsibility for their learning. Learning becomes more dynamic with enriched education, which also gives students the freedom to select what interests them and concentrate on it in depth (Eaglesedge, 2020). As a result, students are more likely to be interested in and motivated to learn when there are real-world examples and practical learning opportunities included. This kind of education makes learning more relevant and meaningful by assisting students in making the connections between theories and concepts and real-world applications.

Another aspect of enriched content is “differentiation,” which involves shaping and adapting instructional practices according to the goals and needs of the educational program. Differentiation includes making changes in the curriculum, lesson plans, process, or student products based on the learners’ levels and interests. Although the presentation topics and assignments given to students have the same goal in terms of learning outcomes, they are tailored to each student’s level of challenge, proficiency, and interest. This allows each student to work at their own level and one step above, providing opportunities to develop the necessary skills.

Differentiation should be perceived not just for gifted students but as instructional interventions needed by every student in the classroom due to individual and cultural differences. The enriched learning experience is about identifying the strengths and weaknesses of each student and implementing differentiation accordingly. Furthermore, in contrast to traditional education, evaluation in enhanced education focuses on the process rather than the product. A combination of production, differentiated performance, and standardized assessment based on individual student ability should be used to evaluate a student’s progress. In enhanced education, the methods of assessment are just as important as the type and amount of feedback that students receive. Personalized, timely, constructive, supportive, and motivating instruction is necessary to boost students’ proficiency in the language of instruction (Sanderson & Greenberger, 2010, p. 276). Therefore, a lack of relevance in traditional classrooms and assessments can restrict students’ growth and development, limiting their potential to succeed in the real world.

Enriched content, interaction and environment have changed the role of the teacher and classroom practices as well. Teachers are now seen as those who organize the most

productive learning environment, facilitate learning for students, organize teaching methods, and activities, and provide opportunities for students to explore. As counselors or moderators, teachers aim to provide students with more learning responsibilities by giving them tasks that they can cope with. A key component of the study with this aspect is the reciprocal interaction between language teachers' cognition and their classroom practices, which continuously influences and feeds each other in a cyclic manner (Öztürk, 2015). This reciprocal interaction between language teachers' cognition and their classroom practices forms a dynamic core within educational research. Öztürk's (2015) emphasis on this cyclic influence highlights the intricate relationship where teachers' beliefs, knowledge, and attitudes shape their instructional decisions, while simultaneously being shaped by the outcomes and effectiveness of those practices. Understanding this interplay not only illuminates how teachers adapt and refine their teaching approaches but also underscores the complexity of factors influencing educational outcomes. This study delves deeper into these dynamics, aiming to uncover nuanced insights into how teacher cognition informs and evolves through classroom experiences.

2.3. Teacher Cognition

"Cognition is a broad term in psychology that encompasses thinking and learning. Cognition is all of the processes of the human mind to understand the world and the events around people" (Fidan, 1985, p. 66). According to Borg (1999, p. 19), teacher cognition is "the repository of teachers' beliefs, knowledge, assumptions, theories and attitudes about all aspects of their work that affect their classroom practices".

Teacher cognition is "the relationship between teachers' beliefs, knowledge, and perceptions about teaching practices and the cognitive dimensions that affect teachers' prior knowledge, beliefs, theories, assumptions, attitudes and teaching actions," according to Borg's (2003) wide definition. When the changing roles of the teacher are viewed from the perspective of teacher cognition, "teachers are no longer seen as the practitioners of other people's theories, but as individuals who have thinking processes, who make critical decisions in the classroom environment and whose decisions are affected by many factors". "Teachers' perspectives, experiences and thought processes have gained more value in the eyes of researchers and studies have begun to investigate "what and why they do" instead of simply examining teacher behaviors" (Öztürk, 2015). Verloop et al. (2001) focused on teacher knowledge and suggested a broader definition by calling it "teachers' practical knowledge". Teachers' practical knowledge has been defined as "all of the knowledge and understanding underlying teachers' actions in practice".

From an educational point of view, cognition can be explained as the reflections of the pedagogical and content knowledge that teachers have learned in their past lives in classroom environments, curricula, and perspectives. “Cognition is about understanding what the teacher thinks, knows, and believes. And this means exploring the non-observable dimension of teaching, that is, the mental world of teachers” (Kuşçu, 2013, p. 24). Within years, the definition of “teacher cognition” has also been updated. According to Freeman (2002), teachers’ mental lives and cognition represent the ‘hidden side’ of teaching. Borg (2006, p. 1), defined language teachers’ cognition as “what teachers know, what they think, what they believe and their relation to classroom practices”.

Based on the assumption that experiences are personal, a teacher’s cognition is unique. Öztürk (2015) argues that rather than simply defining teacher’s cognition as what teachers know, believe, and think about the act of language teaching, it should be assumed as a broader phenomenon that covers a process from teaching practices to the accumulation of all experiences, related to language teaching, starting from early language learning experiences. Language instructors’ cognition and classroom practices have a reciprocal link that continuously feeds and cyclically influences each other, according to his “Clusters of Language Teacher Cognition Model” (CLTC) (Öztürk, 2015).

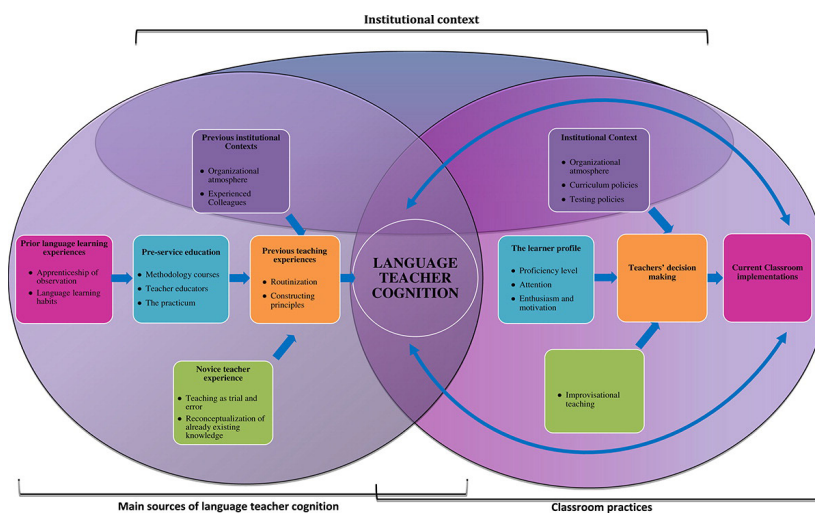


Figure 1. Clusters of language teacher cognition (CLTC): A data-driven model. (Öztürk, 2015, p. 180)

This figure demonstrates “teacher’s cognition” as follows: It is the knowledge and beliefs underlying teachers’ actions, and this information is personal. It is about context and content and it is often implied. It is based on experience and has reflections on experience.

There is no doubt that the teacher is among the variables that have the biggest share in success at all levels of education. Considering that, actions, knowledge, and beliefs are the reflections of complementary cognitions, the subject of 'teacher cognition' emerges as an important variable studied in educational research (Öztürk, 2015).

Understanding the connection between teacher cognition and student belief is crucial for effective learning. Teacher cognition refers to the thoughts, beliefs, and knowledge that teachers bring to their classrooms, influencing their teaching methods. As teachers reflect on and refine their practices, their understanding of effective teaching evolves, directly influencing how they engage with students. However, this dynamic does not exist in isolation. It intersects profoundly with student belief, which includes students' perceptions, attitudes, and expectations about their learning experiences. By examining the connection between what teachers think and how students feel and believe about their education, we can better appreciate the holistic nature of teaching and learning. Aligning teacher cognition with student belief can lead to better educational outcomes and a more cohesive classroom experience. Therefore, linking student belief and teacher cognition is crucial for understanding and improving educational outcomes.

That's the reason why, studying the link between the teacher cognition and student belief, studying teacher cognition and teacher education are becoming increasingly common as well. Pre-service and in-service teacher training is the main benefit of these studies. Studies on teacher cognition strongly emphasize teachers' active role in planning lessons, the difficulty of the choices they make in the classroom, and the value of teacher training.

2.4. Student Beliefs

Similar to how every teacher has a different way of thinking, every student has a different background and personality. These individual characteristics have a big impact on how students retain material, communicate with one another, work through issues, and apply what they learn. In a foreign language classroom, merely implementing a teacher-centered or book-centered strategy entails ignoring the needs and preferences of individual students.

In 1980s, beliefs in secondary language acquisition (SLA) started to be discussed in the field of Applied Linguistics. Since then, student beliefs in language learning have been searched to find effective ways to facilitate students' language learning. Student beliefs are defined as "the whole of students' views and thoughts on foreign language learning activity" (Barcelos, 2003).

Teaching expectations arise in connection with students' learning experiences. In general, it is reported that students' beliefs are the guiding elements in the evaluation and regulation

of foreign language teaching processes, in the design of curriculum, syllabus and equipment (Horwitz et al.,1988). In second language learning and teaching, an insider perspective has gained ground in the last few years. This perspective highlights the subjective nature of second language learning: it sheds light on the learner's beliefs about the language to be learned, being a learner and the learning process. All of them are learning contexts loaded with positive and negative experiences and personal meanings. Thus, students' beliefs, and perceptions of how much control they have over their learning process in the foreign language environment and their ability to learn a language affect their learning motivation to attend language classes and their learning performance. It is seen that students with high beliefs attend classes more regularly, work more, and reach higher levels of proficiency (Alhamami, 2019).

Following the pandemic, teachers and parents have begun to notice and voice certain common issues related to the changing needs and profiles of their students. Every kid has undoubtedly adopted a hybrid mindset, their attention span has shrunk, and sadly, teachers today have greater challenges in grabbing students' interest and maintaining their desire in the classroom. Following the pandemic, students' perceptions of learning possibilities occurring outside of the classroom have grown, and social communication patterns have altered. Additionally, there has been a decline in sustainable efforts to meet the objectives of the classes. To develop hybrid brains, the educational systems need to take into account and address a few of these present issues soon (Benton, 2022). Thus, student beliefs are thought to have an effect not only on foreign language teaching processes in evaluation and regulation but also guide the design of curriculum, syllabus and equipment (Peçenek, 2014).

3. METHOD

All approvals and permissions required for the study were obtained from Ankara University Ethics Committee Presidency, Ministry of National Education General Directorate of Private Educational Institutions, Foreign Language Department within the General Directorate of the relevant private school, as well as from the teachers and parents of the students participating in the study. This study is a mixed method research since it used both quantitative and partially qualitative research methodologies.

The surveys for teachers and students were divided into four sections: Part 1 was the voluntary participation form; Part 2 contained demographic data; Each theme in Part 3-Educational Elements-sub groups: (3a.content-3b.interaction-3c.environment) and Part 4-Language Skills (Listening-Speaking-Reading-Writing-sub-skills: Vocabulary-Grammar) represents a significant aspect of the study. The student questionnaire employed a Turkish equivalent with condensed

question styles that included the same information, while the teacher questionnaire was developed in English (Appendix 1-2).

Given the foregoing details, the research design chosen for this study is a “cross-sectional survey,” as the variables to be described such as attitude, cognition, belief, etc. will all be examined at one time, and the sample size is large enough to include a wide range of subgroups with distinct features. To look at how the same teachers’ and students’ reflections and subgroups changed over time in their classroom practices before and after the In-Service Teacher Training, a “longitudinal survey” type with repeated measurements was created at various points. Because the same participants were evaluated in measurements taken at different times and it was examined whether or not their perspectives changed following a process, this research can also be referred to as a “panel study” (Büyüköztürk et al., 2017). Using the trilogy technique, several viewpoints and facts that make up the study’s evidence were supplied. “Trilogy method” in this study refers to the pre-and post questionnaires completed by teachers, students before and after the training. In addition, the class observation form was completed by the observer and the teacher (Appendix 3).

3.1. Participants

English language teachers and students enrolled in English language courses during the spring semester of the 2021–2022 academic year made up the two main groups of the study. On the campuses of the private schools that made up the study’s sample, 49 English teachers instructed 214 secondary school and high school students from 35 different cities. The cities involved in the study are: Ankara, Antalya, Ağrı, Aksaray, Aydın, Balıkesir, Bursa, Batman, Çanakkale, Düzce, Eskişehir, Edirne, Elazığ, Gaziantep, Hatay, İstanbul, İzmir, Kars, Kastamonu, Konya, Kocaeli, Kırklareli, Manisa, Malatya, Mardin, Mersin, Muğla, Muş, Ordu, Sakarya, Samsun, Siirt, Trabzon, Van, Yozgat.

3.2. Sampling Method

In this study, the Convenience Sampling Method was employed in the quantitative dimension, which included pre and post questionnaires. According to the probability sampling approach, teachers and students were given a voluntary participation form and an equal chance of being chosen. In the qualitative dimension, the convenience sampling method was employed in the open-ended section of the preliminary investigation, the problem identification phase, and the observation forms. Online interviews were conducted to interpret and clarify the responses provided.

Since the teachers used the identical curriculum, materials, and exams sent by the same headquarters, the only variable was the teachers' cognition and the students' beliefs about English language teaching enriched with digital applications. To contact the volunteer participants on all campuses in different cities, an announcement was made. This big-scale announcement not only sparked attention but also strengthened the power of representation by the large and diverse sample of participants.

3.3. Procedure and Data Analysis

Pre and post questionnaires were applied on 49 English Language teachers and their 214 students to investigate English teachers' cognition and students' beliefs about English language teaching before and after in-service training on digital applications. Demographic information was used to obtain information such as gender, age, and experience. Other parts of the questionnaire included questions about Enriched Education items in the classroom setting and Language Skills. Teachers received in-service training to learn about the capabilities and benefits of language learning experience with digital applications.

Owing to the teachers' remote locations, the training was delivered virtually over the course of five weeks. After the introduction week, each week was devoted to one of the main and sub skills along with digital applications related. In-service teacher training was created and put into practice in English in order to include both Turkish and Foreign English teachers. The teachers were able to choose apps based on their unit themes and objectives of the school as well as the ability and interests of their students because they were associated with the same educational institution. After the 5-week training, teachers were asked to apply the digital applications they chose for a month in the classrooms.

The same questions were asked following the in-service training. It was explored whether or not there was a change in teachers'/students' views and classroom practices. The study only included the data of teachers who completed both the pre and post-questionnaires, as well as those who attended the training. As a consequence of pre and post questionnaires, teachers' cognition and students' beliefs about English language teaching enriched with digital applications were compared within themselves and then to one another. Digital Applications used:

- *Listening:* listenwise.com, accent rosie, elsaspeak.com/en, listen a minute.com, voice tube, blinkist, lyrics training.com, learningapps.org, storynory.com, booktastic tales
- *Reading:* readlang.com, rewordify.com, news in levels.com, breakingnewsenglish.com,

newsela.com, sciencealert.com, beelinguapp.com, sparknotes.com, manybooks.net, librivox.org., readtheory.org

- *Writing*: story jumper.com, meeting words.com, read write think.org, writeandimprove.com, Canva Magic Write

- *Speaking*: flipgrid.com, hellotalk.com, speaky.com, bitmoji.com, fluentu, actionbound.com, forvo.com, voicethread.com, memrise.com, voicetube.com, speechace.co

- *Vocabulary*: lingq.com, languagedrops.com, eyejackapp.com, visuwords.com, wordly, cospaces.io.edu, skell.sketchengine.eu, ororo.tv/en, ludwig.guru, curipod, quizlet.com

- *Grammar*: karlotta-s.blogspot.com, study.com, easy english, blooket.com, grammar monster.com, learnenglishonline.com

3.4. The Analysis of the Data

In order to reach teachers and students in many cities and to analyze the situation within a broad framework, the quantitative data gathering approach was selected. Additionally, the instrument for gathering data on students and teachers was an online questionnaire.

The data obtained from the pre and post questionnaire were studied with the SPSS 23 program for teachers and students with a 95% confidence level for possible changes in their cognitions and beliefs regarding language learning and teaching with the Enriched Educational Elements. To determine whether the questionnaire results conform to normal distribution, skewness and kurtosis values were calculated, described, and interpreted. To determine whether the scores obtained from the questionnaires showed a difference between the pre and post-questionnaire, dependent groups t-test, one of the parametric tests, was used.

To determine whether the pre and post questionnaire scores obtained from the questionnaires differ between the cities, gender, age, nationality, educational status, level of education, region, class level, professional experience and branch group, independent groups t-test and single test were used. One-way analysis of variance (One-way Anova) was used, and to detect the groups with differences between them as a result of the Anova test, Tukey's t2 tests were preferred for the conditions where the variance was homogeneous and Tamhane's t2 tests were preferred for the conditions where the variance was not homogeneous.

4. FINDINGS

The data analysis results are shown in this section along with a thorough explanation of the evidence that was acquired to answer the study questions. The most important findings will be clarified from the investigation by carefully analyzing the data, which will lay a solid basis for the debate and interpretation.

4.1. Teachers

As mentioned above, including the consent as the first part, four parts make up the teachers' questionnaire. The responses provided by English teachers to the questionnaire's demographic section, Part 2, are shown below.

Table 2. *Distribution of demographic data of English teachers*

		N	%
City	İstanbul	12	24.49
	Antalya	7	14.29
	Ankara	5	10.2
	Others	25	51.02
Gender	Female	35	71.43
	Male	14	28.57
Age	21-30	16	32.65
	31-40	27	55.11
	41-50	6	12.24
Nationality	Turkish	37	75.51
	Foreigner	12	24.49
Educational Status	BA	38	77.55
	MA	9	18.37
	Ph.D.	2	4.08
Level	Middle School	34	69.39
	High School	15	30.61
Region	Mediterranean	10	20.41
	Egean	4	8.16
	Marmara	18	36.73
	Eastern Anatolia	5	10.2
	Southeastern Anatolia	4	8.16
	Central Anatolia	8	16.33

Grade Instructed	5th grade	20	40.82
	6th grade	7	14.29
	7th grade	3	6.12
	8th grade	3	6.12
	Prep	2	4.08
	9th grade	2	4.08
	10th grade	8	16.33
	11th grade	4	8.16
Professional Experience	2-4 years	8	16.33
	5-7 years	18	36.73
	8-10 years	3	6.12
	11-15 years	14	28.57
	15 years and more	6	12.24
English Course Type	Core English	33	67.35
	Extension English	16	32.65

71.43% of the teachers are women and 28.57% are men. 24.49% of English teachers live in Istanbul, 14.29% live in Antalya, 10.2% live in Ankara and the rest live in other cities. Among age groups, the 31-40 age group constitutes the majority with 55.11%. 75.51% of the participants are Turkish citizens and 24.49% are foreign teachers. University graduates constitute 77.55% of the participants with the majority. 69.39% of the teachers teach at secondary school level and 30.61% of them teach at high school level. In terms of duty areas, Marmara Region has the highest rate with 36.73%. The majority of the teachers teach to the 5th graders with 40.82%. In terms of professional experience, teachers with 5-7 years of experience constitute the majority with 36.73%. The branch of 67.35% of the participants is Core English teacher, that is, the main course, and 32.65% of them are Extension English teacher, speaking and listening lesson teachers.

The criteria of the city in which teachers work, age, and nationality show a significant difference between the pre- and post-question scores of Part 2, which includes Demographic Information. Other criteria, such as gender, educational status, professional experience, English course type, and grade in which they teach, show higher levels of achievement. There was no discernible statistically significant difference between the results of the pre and post questionnaire.

Based on the data analysis, it can be concluded that demographic variables other than city, age, and nationality do not impact teacher cognition results in terms of enriched education. According to the analysis results of Part 3-Educational Items and Part 4- Language Skills; a

statistically significant difference was found between the total pre-and post-questionnaire scores ($p < 0.05$).

Table 3. Part 3-Educational Items & Part 4- Language Skills: Pre and Post Questionnaire Results

Pre-Post Questionnaire	Differences		T	P
	ave.	sd.		
3a Content	-0.27	2.29	-0.811	0.421
3b Interaction	-0.27	2.04	-0.911	0.367
3c Environment	-0.57	2.58	-1.549	0.128
Part 3 Educational Items Total Pre- Post	-1.10	5.97	-1.293	0.202
4a Listening	-1.16	3.02	-2.700	0.010*
4b Speaking	-1.12	2.27	-3.462	0.001*
4c Reading	-0.92	2.18	-2.952	0.005*
4d Writing	-0.61	1.86	-2.307	0.025*
4e Vocab-Grammar	-0.73	2.53	-2.032	0.048*
Part 4 Language Skills Total Pre-Post	-4.55	9.38	-3.397	0.001*

The table compares the scores obtained from the pre-questionnaire given to English Teachers, and the post-questionnaire results given after the subsequent In-Service Training, and in-class application process, with the t-test of the dependent groups. According to the analysis results of Part 3 Educational Elements and Part 4 Language Skills; In Part 3, Educational Elements (3a. Content, 3b. Interaction, 3c. Environment) Section was analyzed separately, pre and post-questionnaire scores were compared.

In Part 3, despite the minimum increase in Educational Items, no statistically significant difference was found between the pre and post-questionnaire in terms of sub-dimension scores ($p > 0.05$). As it was seen in Figure 2 the total pre-questionnaire score, which is 36.67 appears to have increased to 37.78. Based on the observation forms, it appears that teachers experienced the benefits of the enriched language teaching content, interaction, and environment during the application phase following the in-service training. Teachers, however, preferred English language teaching enriched with digital applications to be implemented for a longer period of time that would have a direct influence on the education system as a whole, rather than just for the training period. They added that if it were adapted into a long-term education planning program, it would be viable.

In Part 4, “Language Skills” Section, a statistically significant difference was detected between the total pre and post-questionnaire scores ($p < 0.05$). As it was seen in Figure 2, the total post-questionnaire scores were on average 4.55 points, higher than the pre-questionnaire scores. In other words, the Enriched English Language Teaching In-Service Training offered to the language teachers had a positive effect and improved each language skill.

Figure 2. The results of teachers' pre and post-questionnaire results

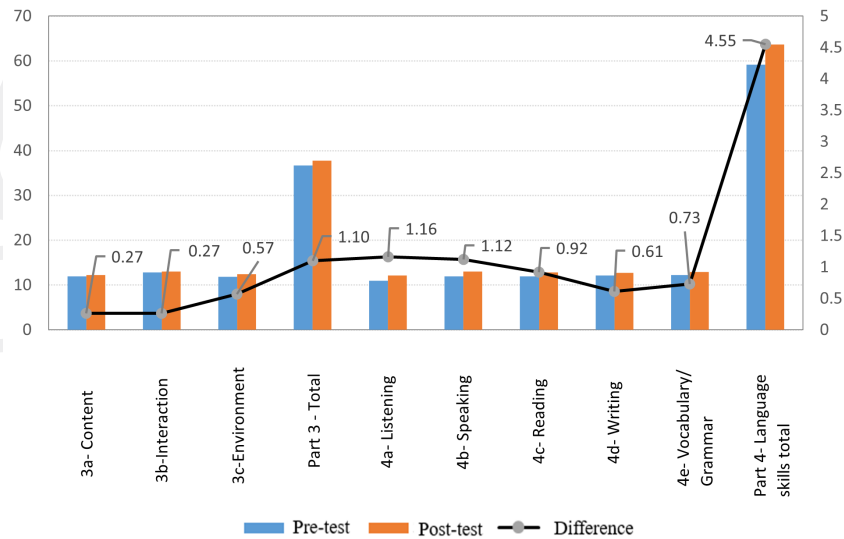


Figure 2 shows the comparison of teacher cognition before and after the In-Service Training, in terms of all main and sub-language skills. In other words, comparing teachers' pre and post-questionnaire scores in a bar chart shows that language skills practices in English language teaching enriched with digital applications have positively changed teachers' cognition. It supports the idea that the greatest support that can be provided to teachers in teacher education is their awareness (Borg, 2006). This figure shows that teacher cognition affects not only teachers' cognitive processes but also teachers' teaching actions and the teaching environment.

4.2. Students

Including the consent as the first part, the students' questionnaire had 4 parts. Part 2 aimed to collect the Demographic Information of the students. Below, students' answers to the demographic part of the questionnaire were presented. 28.5% of the students stated that they come from Ankara, 20% from Istanbul, 26% from Antalya, and the rest from other cities. 51.87% of the participants are male and the rest are female. When examined in terms of age groups, the 10-11 age group ranks first with a rate of 46.73%. The 12-13 age group with 10.75%, the 14-15 age group with 25.23%, and the 16-17 age group with 16.36% participated in the study. 92.06% of the participants stated that they are Turkish and the others stated that they have dual citizenship. When we look at the foreign language groups, the rate of the students learning German as a second foreign language is 90.65%. 57.48% of the students are secondary school students and 42.52% are high school students. In terms of education areas, Central Anatolia

Region with a rate of 34.58% and Mediterenean area with a rate of 31.31% take the first place. 47.20% of the participants are 5th grade students and 18.69% are 9th grade students. 46.26% of the students stated that they have learned English for 5-7 years and 27.57% of them have learned English for 8-10 years. When the school types are examined, secondary school is the majority with a rate of 56.54%. Anatolian High School with 26.64% and Science and Technology with 13.55% follow it.

The findings of utilizing the independent groups t-test to compare the scores from the students' pre- and post-questionnaires data are displayed in Table 4 Based on the study findings of Section 3. 3a Content, Section 3., 3b Interaction, and Section 3.,3c Environment in Chapter 3 Educational Elements between the pre-questionnaire and final questionnaire scores, there was a statistically significant difference ($p < 0.05$). As a result, the final question scores for 3a Content, 3b Interaction, and 3c Environment are greater than the pre questionnaire scores.

According to the results of Part 3-Educational Items (3a. Content, 3b. Interaction, 3c. Environment); a statistically significant difference was found between the pre and the post questionnaire scores ($p < 0.05$). Accordingly, the total Post questionnaire score, which is 36.38 for Part 3 Educational Items, is higher than the Prequestionnaire score, which is 33.74.

Table 4. Comparison of students' pre and post questionnaire results

	Pre Questionnaire		Post Questionnaire		T	P
	ave.	sd.	ave.	sd.		
<i>3a Content</i>	11.17	2.51	12.03	2.57	-3.497	0.001*
<i>3b Interaction</i>	11.58	2.63	12.38	2.35	-3.332	0.001*
<i>3c Environment</i>	10.99	2.87	11.97	2.66	-3.667	0.000*
Part 3 Educational Elements Total	33.74	7.28	36.38	6.66	-3.922	0.000*
<i>4a Listening</i>	9.99	2.67	10.94	3.01	-3.466	0.001*
<i>4b Speaking</i>	10.63	2.61	11.64	2.59	-4.032	0.000*
<i>4c Reading</i>	11.56	2.41	12.37	2.34	-3.537	0.000*
<i>4d Writing</i>	11.12	2.69	12.12	2.43	-4.056	0.000*
<i>4e Vocabulary Grammar</i>	11.49	2.55	12.25	2.47	-3.119	0.002*
Part 4 Language Skills Total	54.79	10.72	59.33	10.55	-4.418	0.000*

All things considered, there was a statistically significant difference ($p < 0.05$) found between the pre-questionnaire score, the post questionnaire scores, and the total scores of Part 3 Educational Elements. In light of this, the Chapter 3 Educational Elements post-questionnaire score of 36.38 is greater than the pre-questionnaire score of 33.74.

According to the results of Part 4- Language Skills, statistically significant difference was found between the pre and post-questionnaire scores ($p < 0.05$). Accordingly, Part 4 Language Skills post questionnaire score, 59.33 is higher than the pre-questionnaire score, 54.79.

Figure 3. The results of students' pre and post questionnaire results

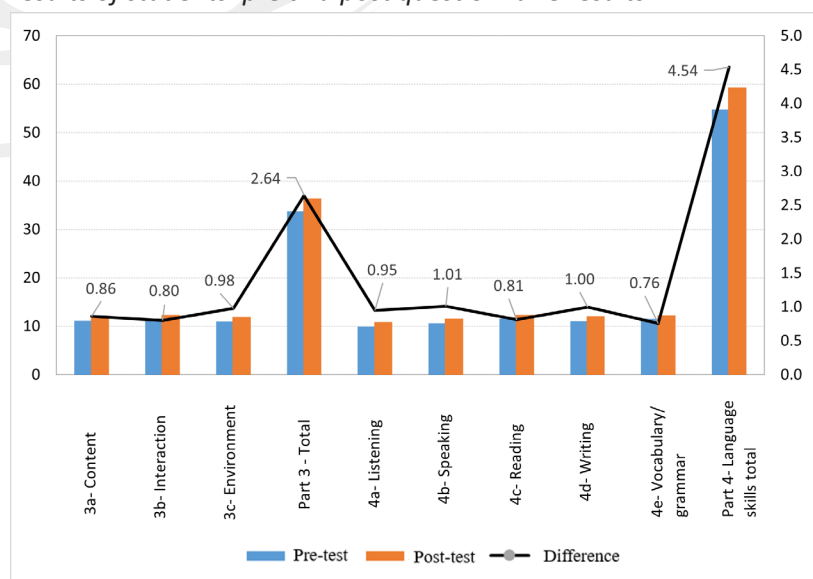


Figure 3 shows that students' beliefs towards English language teaching enriched with digital applications have changed positively in all language skills and sub-skills in the foreign language environment. When the pre and post-questionnaires were compared, a significant relationship between them was observed in terms of the items within the scope of Part 3 Educational Items and Part 4 Language Skills. In other words, all the classroom practices enriched with digital applications applied to students by their teachers had a positive effect on interaction and environment, and the students' beliefs about language skills.

Similar growing outcomes of post questionnaires for teachers and students highlight the importance and influence of teacher training programs in the educational system. Concurrent increases in student and teacher outcomes demonstrate a beneficial relationship between instructors' classroom methods and kids' cognition. Thus, it is possible to argue that classroom procedures are impacted by teachers' actions and cognitive processes. We can argue that language teachers' decisions and actions in the classroom are mostly based on their cognitive processes and that this "circular process" reshapes teacher cognition, which in turn changes classroom practices and student beliefs.

5. RESULTS AND DISCUSSION

Studies in teacher cognition and student beliefs are fundamental to improving educational outcomes. Understanding how teachers' knowledge, beliefs, and decision-making processes influence their teaching, along with how students' beliefs about learning affect their behavior and performance, can help educators create more effective, responsive, and inclusive learning environments. This knowledge informs teacher training programs, instructional design, and classroom practices aimed at fostering both teacher and student growth. The pre and post-questionnaire results showed that the use of digital applications in English language teaching improved teachers' cognition and students' beliefs in all main and sub-language skills. In a similar vein, it was observed that the digital applications offered to the students in line with the training and unit themes and objectives of the school had a positive effect on students' beliefs.

In their study, Joyce and Showers (2002) examined the extent to which changes in professional development components in in-service training affected teachers' knowledge, skills, and classroom practices. The components of in-service training were staged starting from theoretical knowledge, modeling, practice, and coaching-observation-data sharing. The results were as follows:

- **Theoretical Knowledge:** When only theoretical knowledge was provided to staff or teachers, there was a 10% increase in teachers' knowledge, a 5% increase in skill applications, and no impact on classroom practices.

- **Theoretical Knowledge + Modeling:** When both theoretical knowledge and modeling were included, there was a 30% increase in knowledge development, a 20% increase in skill application, but still no impact on classroom practices.

- **Theoretical Knowledge + Modeling + Practice + Feedback:** When practice and feedback were added to this process, the results showed a 60% increase in knowledge development, a 60% increase in skill application, and a 5% contribution to classroom practices.

- **Theoretical Knowledge + Modeling + Practice + Feedback + Teacher Observation/Peer Coaching/Data Collection:** When an additional element of teacher observation types (peer observation, self-assessment) or data feedback (survey) was included, there was a 95% increase in knowledge development, a 95% increase in skill application, and the new skills were implemented in the classroom environment at a 95% rate.

Joyce and Showers (2002) state that if professional development aims to help teachers guide their students, then it is one of the most effective ways for leaders to observe professional development activities to assess the impact of improvements on student achievement. The

authors reviewed research on training effectiveness by examining each of the four components in sequence to determine which components best matched the intended training outcomes. The evidence concluded that when the goal of the training is to transfer it to the classroom environment, all four elements (theory, modeling, practice, and observation/peer coaching/data feedback) are necessary.

The way English language teachers think and use that thought in the classroom follows a cycle. It has been demonstrated that cognition is an essential component of language learning, much like motivation. The significance of teachers' and students' intrinsic motivation and the elements that lead to its success have resurfaced in English language learning environments. These results corroborate the conceptual framework's investigations and the opinions of subject matter experts. These findings support the studies and expert opinions mentioned on this subject within the conceptual framework.

While learning English as a foreign language (EFL) in our country lacks the natural and real communication chances that learning English as a second language (ESL) does, learning English as a foreign language (EFL) in many other countries offers learners advantages outside of the classroom. For this reason, EFL not only makes it more challenging for teachers and students to acquire and produce the language in the appropriate variety, but it also breeds dissatisfaction and learned helplessness.

Darancık (2014) emphasizes that conducting foreign language lessons solely with a teacher-centered approach and focusing only on grammar while neglecting other language skills leads to students losing interest in the class and not wanting to participate. This, in turn, affects their perception of the class and inevitably hinders the learning of the subject.

There is evidence that the so-called "post-pandemic" era worsened pre-existing conditions and expectations and that returning to school following the epidemic was a little more difficult than it was during the pandemic. Instructors claimed that because of the epidemic, students had developed a hybrid attitude, and they could not expect them to be met. When it came to their academic performance, students who had grown accustomed to using technology and being able to attend classes independently from home became quite demanding. Since students' attention spans and teachers' motivation have changed, classroom digital applications related to the unit should be integrated into the instruction in all language skills. One may argue that there are many of the same issues facing the field, and that the suggested approaches to teacher training and long-term curricular modifications hold the key to solving them.

6. CONCLUSION AND SUGGESTIONS

There is no doubt that the roles and responsibilities of teachers have evolved significantly in recent years, especially in the post-pandemic period. In this cyclical process, teachers' cognition, and students' beliefs can be seen the indicators of the enriched learning experience. In addition, they can produce the intended results in English language teaching. English language classes cannot accommodate each student's unique demands and interests, which prevents the intended success from occurring. The most practical method to bring the EFL and ESL environments closer together is to be able to employ English language teaching enhanced with digital apps.

When a teacher presents instructional content, the easier it is to use technology, and the more sensory modalities the technology engages, the more effective and higher-level learning will be. A teacher who utilizes interactive educational tools such as Web 2.0 tools can transform their classroom into a lively and interactive environment.

Having students reflect on the products they and their peers create is also part of the process, allowing them to take responsibility for their learning. This leads to a more active and participatory classroom. In this context, the effective use of technology in language education and teaching can meet the diverse needs of students (Yeşil, 2020, p. 4).

Teachers' cognition and students' beliefs, can be seen as markers of an enriched learning experience in this cycle of learning. Learning takes time and changing cognition and beliefs takes even longer. It takes time for teachers to apply what they have learned and practiced in training. Similarly, students do not always learn what they are taught right away. I believe that the results from the post-questionnaire at least hint to ongoing development among both the teachers and students. Training has great potential for encouraging teachers to reflect on their belief systems regarding educational reform (Dignath et al.,2022).

Educational institutions have to find ways to support teachers so that they reflect their beliefs toward inclusive education and feel more at ease about their teaching in inclusive classrooms (Forlin et al., 2014). The parallel rise in teacher cognition and student beliefs gives us hope in terms of adapting innovations, new trends, and new mindsets into our education programs regardless of educational conditions in the coming years. These results are encouraging because they give insights about enriched education with digital applications, and training opportunities that support changes in teachers' beliefs, and in turn, can help teachers become inclusive educators. Rather than emphasizing individual development, educational reform initiatives in schools frequently concentrate on the organization's outward transformation (Hargreaves, 2004).

Methodologically, the only way to reveal the beliefs is to allow teachers to tell us what their beliefs are or to produce a work based on their choices (Akt., Birello, 2012). The success of the school's overall organizational transformation depends greatly on the internal changes made by each teacher (Liou et al., 2019). Teachers' education can only succeed in providing teachers with knowledge and resources and encouraging belief change if they provide learning teachers with good examples of inclusive practices. The results emphasized the impact of vicarious and mastery learning on teachers' belief systems (Dignath et al., 2022). In the next 50 years, the education system will become an artificial intelligence-AI-supported platform where preferences whether online or face-to-face education opportunities, and unique experiences take place for both students and for teachers. It will be inevitable for the education system to have an infrastructure that provides guidance, progressive micro-learning interactions, and modules with adaptive algorithms and options. It will have an objective to transform individuals into lifelong learners through personalized education maps.

Shortly, the education system will be able to provide us with virtual, interactive, collaborative environments and project/task-based learning experiences. EFL classrooms will be flexible environments. They will not only address the learners' specific needs and interest but also identify gaps and improve learning. They will provide a formative, diverse, and adaptive evaluation system that identifies areas for self-improvement and gives opportunities to implement feedback. Although these goals may sound distant today, such an education system that facilitates and modifies the next lesson planning based on learner needs is not a dream.

There is another fact that students who will be living and making decisions in 50 years need to be raised by today's teachers. So, all educators must set educational goals and outcomes while raising future adults. It is the teacher's mission to determine a clear approach to why and how technology will be incorporated into education. It is possible to create educational content with a flexible framework appealing to students at all levels, catching a standard line, and allowing for differences and individual interests by updating existing systems according to the requirements of the age. Considering the requirements of present and future, determining the characteristics that teachers want the new generation should have the major pathways to follow. A cyclical, ongoing process strengthening the teacher and English language learning enriched with digital tools are the biggest investments to be made in education.

Reaching the target language in the shortest time has never been easier than it is in this era, in terms of access to natural spoken environments and interactions, varied, meaningful, and authentic content, and educational practices that provide this environment. Language can develop when authentic educational tools are accessible, and digital applications make

this more possible than ever today. Firstly, accessing educational content rich in diversity and interest increases students' motivation to learn the language. Using support from an enriched educational experience, the most practical way to approximate foreign language environments to those where English is taught as a second language is achievable.

EFL + ELE ≈ ESL

EFL: Teaching English as a Foreign Language + ELE: Enriched Language Experience/Education ≈ approximately equal to ESL: Teaching English as a Second Language

As a result of the study, the significant difference between the pre-and post-questionnaires in teacher cognition, student beliefs, and the parallel rise in teacher-student results makes it possible to suggest the following for further studies. In-service teacher training enriched with digital applications can be applied to the needs of foreign language classrooms. A similar study can be implemented for the 2nd foreign language teachers, students, and content.

While online training sessions offer flexibility and accessibility, they come with a range of limitations that can impact their effectiveness. Addressing these issues requires careful planning, including providing technical support, diversifying content delivery methods, and ensuring regular interaction and feedback. By understanding and mitigating these limitations, educational institutions can enhance the effectiveness of online training programs. While online training sessions have their limitations, they remain the most convenient way to access training globally. Addressing these challenges with innovative solutions and flexible approaches can maximize their effectiveness, providing a powerful tool for education and professional development across the world. If there weren't any possibilities for online education, it would be impossible to gather teachers and students from different 35 cities to achieve enriched education aimed at the United Nations Development Goals: "Quality Education," "Reducing Inequalities," and "Partnerships for Purposes." Online education bridges geographic and economic barriers, providing access to high-quality resources and diverse learning experiences regardless of location. It promotes inclusivity by accommodating students with varying needs and financial backgrounds while fostering global collaboration and resource sharing among educational institutions and industries. Without these digital platforms, the equitable and comprehensive educational opportunities necessary to meet these vital goals would be severely limited.

ETHICAL STATEMENT

All rules included in the “Directive for Scientific Research and Publication Ethics in Higher Education Institutions” have been adhered to, and none of the “Actions Contrary to Scientific Research and Publication Ethics” included in the second section of the Directive have been implemented. Ethics committee decision for this research was taken from the Ethics Committee of Ankara University and the ethics committee decision number is 17/334, and the date is 5/11/2021.

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APPENDIX 1

“ENRICHED EDUCATION TEACHER QUESTIONNAIRE ”

Dear Colleague,

The purpose of this survey is to find out the current situation regarding the effect of enriched education in foreign language lessons and their effects on teacher cognition and student beliefs.

In this section, what is expected from you is to read the questions and mark the most appropriate option for you.

Completing this questionnaire will take approximately 15 minutes. The first section has been prepared to identify some personal information about you. There are no right or wrong answers to the questions asked within the scope of the study. In terms of the reliability of the research findings, it is important that the questions are answered sincerely and that no empty questions are left.

Your answers to the surveys and all your personal information will only be used for scientific purposes and will not be shared with anyone.

Best regards,

Aslıhan Arıkan

PART I Volunteer Form

Part II

My name and surname: _____

1.My Gender

(____) Female

(____) Male

2.My Age

(____) 21-30

(____) 31-40

(____) 41-50

(____) 51-60

(____) 61-70+

3.Citizenship

(____) Turkish (____) Foreign

4.Education Level

(____)University graduate

(____) Masters (____) Ph.D

5. The level I teach

(____) Middle School

(____) High School

6. Mission Area

Black Sea

Mediterranean

Aegean

Marmara

Eastern Anatolia

Southeastern Anatolia

Central Anatolia

7.The grade/s I teach

Grade 5

Grade 6

Grade 7

Grade 8

Prep

Grade 9

Grade 10

Grade 11

8.My professional experience (... years)

0-1 2-4

5-7 8-10

11-15 more than 15

8A.My field

English Core English Extension

Answer the following questions based on the English lessons currently being applied.

PART III: Educational Elements

Part 3a. Content

9.The content of English lessons improve 21st century skills (creativity, cooperation, communication, critical thinking).

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

10.The textbook used for teaching English is sufficient for students to use the language in real life contexts.

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

11.The course tools used in the English lessons enable to make a choice according to their own level.

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

Part 3b. Interaction

12.English lessons allow for different types of interactions.(Teacher-student/student-student/student-content/Teacher-content/content-content/Teacher-Teacher)

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

13.English lessons allow students to learn the language both by themselves and interactively in a group.

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

14. English lessons allow students to take responsibility for their own learning and take an active role in a group.

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

Part 3c- Environment

15. Interesting online applications are used in an English class environment or in hw and projects outside the classroom.

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

16. English lessons offer interactive learning environments that can be shaped according to the needs and characteristics of students.

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

17. English lessons allow students to learn the language at their own learning pace.

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

ANSWER THE FOLLOWING QUESTIONS ACCORDING TO THE ENGLISH LESSONS CURRENTLY BEING APPLIED

Part IV- Language Skills

LISTENING

18. Listening activities make students active listeners through interactive activities.

Strongly agree

Agree

Neutral

Disagree

() Strongly disagree

19. Students record their own voices in listening activities and share them via e-mail, whatsapp, online educational environment...etc.

() Strongly agree

() Agree

() Neutral

() Disagree

() Strongly disagree

20. While doing listening activities, students can choose the subject they are interested in and listen to the audio file in the pace they need.

() Strongly agree

() Agree

() Neutral

() Disagree

() Strongly disagree

SPEAKING

21. Speaking skill in English classes are improved through interactive activities.

() Strongly agree

() Agree

() Neutral

() Disagree

() Strongly disagree

22. Speaking activities are integrated with other skills to improve students' communicative competence.

() Strongly agree

() Agree

() Neutral

() Disagree

() Strongly disagree

23. Before or after a speaking lesson, students share their comments and ideas via video recording or audio recording.

() Strongly agree

() Agree

() Neutral

Disagree

Strongly disagree

READING

24. Reading activities make students active readers through interactive activities.

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

25. In English lessons, current news and non-fictional, real reading texts are used to diversify reading skills and increase interest.

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

26. Students have access to in-class and out of class assignments suitable both for their reading levels and in varying difficulty levels.

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

WRITING

27. In writing activities, students learn how to brainstorm, organise and summarize a text via graphic organisers such as plot graph, cause-effect diagram, mind map..etc.

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

28. In writing activities, peers and teachers give feedback to students' 1st and 2nd drafts.

Strongly agree

- Agree
 Neutral
 Disagree
 Strongly disagree

29. In writing classes, many students work together interactively on the same task at the same time to produce an outcome.

- Strongly agree
 Agree
 Neutral
 Disagree
 Strongly disagree

VOCABULARY-GRAMMAR

30. Teaching new words and grammar points in English lessons is free from memorizing and it allows students to choose the words, explore freely and organize their own learning experiences.

- Strongly agree
 Agree
 Neutral
 Disagree
 Strongly disagree

31. Keywords and grammar structures are reinforced by a spiral approach (continuous repetition of concepts) in different texts.

- Strongly agree
 Agree
 Neutral
 Disagree
 Strongly disagree

32. Students can choose the new words and grammar structures they want to learn from the text and learn them through individual exercises or collect them in an interactive vocabulary book.

- Strongly agree
 Agree
 Neutral
 Disagree
 Strongly disagree

**THE SURVEY HAS BEEN COMPLETED.
THANK YOU FOR YOUR CONTRIBUTION.**

APPENDIX 2 STUDENT QUESTIONNAIRE

ÖĞRENCİ GÖRÜŞ SORMACASI

Sayın Öğrencimiz,

Bu Sormacanın amacı zenginleştirilmiş eğitimin İngilizce derslerindeki etkisine yönelik var olan durumu, öğretmen bilişi ve öğrenci inancı üzerindeki etkisini belirlemektir.

Bu bölümde sizden beklenen, soruları okuyarak size en uygun gelen seçeneği işaretlemenizdir.

Bu Sormacayı tamamlamanız yaklaşık 15 dakika sürecektir. İlk bölüm, sizin hakkınızda bazı kişisel bilgileri belirlemeye yönelik olarak hazırlanmıştır. Çalışma kapsamında sorulan soruların doğru ya da yanlış cevabı yoktur. Araştırma bulgularının güvenilirliği açısından, soruların samimi bir şekilde cevaplanması ve boş soru bırakılmaması önemlidir.

Sormacalara verdiğiniz cevaplar ve tüm kişisel bilgileriniz yalnızca bilimsel amaçlar için kullanılacak ve kimse ile paylaşılmayacaktır.

Ön Sormacaya ve Son Sormacaya adınızı ve soyadınızı yazmanız gerekmemektedir.

Teşekkürler

Aslıhan Arıkan

Bölüm 1 Gönüllü Katılım Formu

Bölüm 2

1. Cinsiyetiniz

() Kız

() Erkek

2. Yaş aralığınız

() 10-11

() 12-13

() 14-15

() 16-17

() 18-19

3. Uyruğunuz

() Türk

() Çift vatandaş

4. I. ve II. yabancı diliniz

() İngilizce -Almanca

() İngilizce- İspanyolca

() İngilizce- Fransızca

5.Öğrenim gördüğüm kademe

() Ortaokul

() Lise

6. Öğrenim gördüğüm bölge

() Karadeniz

() Akdeniz

() Ege

() Marmara

() Doğu Anadolu

() Güney Doğu Anadolu

() İç Anadolu

7.Öğrenim gördüğüm sınıf seviyesi

()5.sınıf

() 6.sınıf

() 7.sınıf

() Hazırlık

() 9.sınıf

() 10.sınıf

() 11.sınıf

8.Toplam _____yıldır İngilizce öğreniyorum.

() 0-1 () 2-4

() 5-7 () 8-10

() 11-15 () 15+

8A.Okul Türüm

() Ortaokul () Anadolu Lisesi ()Fen Lisesi ()Fen ve Teknoloji Lisesi

AŞAĞIDAKİ SORULARI ŞU AN UYGULANMAKTA OLAN İNGİLİZCE DERSLERİNE GÖRE CEVAPLAYINIZ.

Bölüm 3: Eğitim Öğeleri

BÖLÜM 3a. İçerik

9. İngilizce derslerinin içeriği 21.yy becerilerini (yaratıcılık, işbirliği, iletişim, eleştirel düşünme) geliştirir.

() Kesinlikle Katlıyorum

() Katlıyorum

() Tarafsızım

() Katılmıyorum

() Kesinlikle katılmıyorum

10. İngilizce dersi için kullanılan ders kitabı, dili gerçek hayatta kullanabilmem için bana yeterli gelmektedir.

() Kesinlikle Katlıyorum

() Katlıyorum

() Tarafsızım

() Katılmıyorum

() Kesinlikle katılmıyorum

11.İngilizce dersinde kendi düzeyime göre bir okuma parçası veya dinleme metni seçebilirim.

() Kesinlikle Katlıyorum

() Katlıyorum

() Tarafsızım

() Katılmıyorum

() Kesinlikle katılmıyorum

Bölüm 3b. Etkileşim

12.İngilizce dersleri farklı etkileşim türlerine imkân verir. (Öğretmen-öğrenci/öğrenci-öğrenci/öğrenci-çerik/Öğretmen-çerik/içerik-içerik/Öğretmen-Öğretmen)

() Kesinlikle Katlıyorum

() Katlıyorum

() Tarafsız

() Katılmıyorum

() Kesinlikle katılmıyorum

13. İngilizce dersleri dili hem kendi başıma hem de arkadaşlarımla iletişim halinde öğrenme fırsatı veriyor.

() Kesinlikle Katılıyorum

() Katılıyorum

() Tarafsızım

() Katılmıyorum

() Kesinlikle katılmıyorum

14. İngilizce dersleri kendi öğrenme sorumluluğumu almamı ve gruplarda aktif rol almamı sağlıyor.

() Kesinlikle Katılıyorum

() Katılıyorum

() Tarafsızım

() Katılmıyorum

() Kesinlikle katılmıyorum

Bölüm 3c. Ortam

15. İngilizce dersleri sınıf ortamında veya sınıf dışı ödev/projelerde ilgi çeken online uygulamalar kullanılır.

() Kesinlikle Katılıyorum

() Katılıyorum

() Tarafsızım

() Katılmıyorum

() Kesinlikle katılmıyorum

16. İngilizce dersinde, ihtiyaçlarıma ve kişisel özelliklerime göre uyarlanabilen etkileşimli bir **öğrenme ortamı vardır.**

() Kesinlikle Katılıyorum

() Katılıyorum

() Tarafsızım

() Katılmıyorum

() Kesinlikle katılmıyorum

17. İngilizce dersleri kendi öğrenme hızıma uygun bir şekilde ilerler.

() Kesinlikle Katılıyorum

() Katılıyorum

() Tarafsızım

() Katılmıyorum

() Kesinlikle katılmıyorum

AŞAĞIDAKİ SORULARI ŞU AN UYGULANMAKTA OLAN İNGİLİZCE DERSLERİNE GÖRE CEVAPLAYINIZ.

Bölüm 4- Dil Becerileri

DİNLEME

18.İngilizce derslerinde dinleme etkinliklerine aktif olarak katılabiliyorum.

() Kesinlikle Katlıyorum

() Katlıyorum

() Tarafsızım

() Katılmıyorum

() Kesinlikle katılmıyorum

19.Dinleme etkinliklerinde kendi sesimi kaydedip, e-mail, whatsapp, online eğitsel ortam...vb yoluyla öğretmenimle paylaşıyorum.

() Kesinlikle Katlıyorum

() Katlıyorum

() Tarafsızım

() Katılmıyorum

() Kesinlikle katılmıyorum

20.Dinleme etkinliklerinde, ilgi duyduğum konuyu seçebilirim, ses dosyasını istediğim hızda dinleyebilirim.

() Kesinlikle Katlıyorum

() Katlıyorum

() Tarafsızım

() Katılmıyorum

() Kesinlikle katılmıyorum

KONUŞMA

21. İngilizce derslerinde konuşma becerimi etkilesimli etkinliklerle geliştiririm.

() Kesinlikle Katlıyorum

() Katlıyorum

() Tarafsızım

() Katılmıyorum

() Kesinlikle katılmıyorum

22. Konuşma etkinlikleri dinleme, okuma, yazma gibi diğer becerilerle birleştirilerek verilir.

Kesinlikle Katlıyorum

Katlıyorum

Tarafsızım

Katılmıyorum

Kesinlikle katılmıyorum

23. Konuşma dersleri öncesinde veya sonrasında yorumlarımı ve fikirlerimi video kaydı veya ses kaydı ile paylaşıyorum.

Kesinlikle Katlıyorum

Katlıyorum

Tarafsızım

Katılmıyorum

Kesinlikle katılmıyorum

OKUMA

24. İngilizce derslerinde okuma etkinliklerinde aktif olarak katılabiliyorum.

Kesinlikle Katlıyorum

Katlıyorum

Tarafsızım

Katılmıyorum

Kesinlikle katılmıyorum

25. İngilizce derslerinde çeşitli, ilgi çeken güncel haberler ve kurgusal olmayan, gerçek okuma metinleri kullanılmaktadır.

Kesinlikle Katlıyorum

Katlıyorum

Tarafsızım

Katılmıyorum

Kesinlikle katılmıyorum

26. Sınıf içi veya sınıf dışı İngilizce ödevlerinde okuma seviyeme uygun ve farklı zorluk derecelerinde okuma parçaları bulabilirim.

Kesinlikle Katlıyorum

Katlıyorum

Tarafsızım

Katılmıyorum

Kesinlikle katılmıyorum

YAZMA

27. İngilizce derslerinde yazma etkinliklerinde olay örgüsü grafiği, sebep-sonuç şeması, zihin haritası vb. düzenleyiciler ile nasıl beyin fırtınası, metin düzenlemesi ve özeti yapacağımı öğrenirim.

Kesinlikle Katlıyorum

Katlıyorum

Tarafsızım

Katılmıyorum

Kesinlikle katılmıyorum

28. Yazma etkinliklerinde 1. ve 2.yazı denemelerime arkadaşlarım ve öğretmenim geri bildirim verir.

Kesinlikle Katlıyorum

Katlıyorum

Tarafsızım

Katılmıyorum

Kesinlikle katılmıyorum

29. Yazma derslerinde bir ürün yaratmak için aynı anda, aynı görev üzerinde arkadaşlarımla birlikte çalışırım.

Kesinlikle Katlıyorum

Katlıyorum

Tarafsızım

Katılmıyorum

Kesinlikle katılmıyorum

KELİME -DİLBİLGİSİ

30. İngilizce derslerinde yeni kelimeler ve dilbilgisi konuları öğrenirken ezberlemeden, kelimeleri özgürce seçip keşfederim ve kendi öğrenme deneyimlerimi düzenlerim.

Kesinlikle Katlıyorum

Katlıyorum

Tarafsızım

Katılmıyorum

Kesinlikle katılmıyorum

31. Anahtar kelimeler ve dilbilgisi yapıları farklı metinlerde karşına çıkar ve sürekli tekrar edilerek pekiştirilir.

Kesinlikle Katlıyorum

Katlıyorum

Tarafsızım

Katılmıyorum

Kesinlikle katılmıyorum

32. Öğrenmek istediğim yeni kelimeleri ve dilbilgisi yapılarını metinden seçip, etkileşimli bir kelime defterinde toplayarak ya da alıştırmalarla kendi kendime öğrenme imkânım vardır.

Kesinlikle Katlıyorum

Katlıyorum

Tarafsızım

Katılmıyorum

Kesinlikle katılmıyorum

SORMACA TAMAMLANMIŞTIR.

KATKINIZ İÇİN TEŞEKKÜR EDERİM.

APPENDIX 3 OBSERVER AND TEACHER SELF REFLECTION FORM

FOCUS OF OBSERVATION: ENRICHED EDUCATION ELEMENTS SKILLS

PART1: ENRICHED EDUCATION ELEMENTS	YES (Observed)	NO (Not observed)	NI (Needs Improvement)
CONTENT			
There was enough variety in the lesson in terms of materials.			
English lessons enable the student to make a choice according to his/her own interest.			
English lessons allow students to learn at their own level and learning pace.			
Lessons allow students to take responsibility for their own learning and take an active role.			
INTERACTION			
Lesson includes multiple forms of interaction (teacher-student, student-student, student-content, book content-educational online content).			
Each student participates into the lesson directly or indirectly.			
Students are the focus point of the learning environment and process.			
English lessons allow students to learn the language interactively, both by themselves and in a group.			
LEARNING ENVIRONMENT			
Every student was involved in the learning environment.			
Lesson allows students to learn the language interactively.			
There is less anxiety experienced by the students.			
Teacher maintains a good rapport with sts providing positive, effective feedback.			
The parts you liked most: Things to reconsider:			
PART 2: ENRICHED LANGUAGE SKILLS	YES (Observed)	NO (Not observed)	NI (Needs Improvement)
LISTENING			
Interactive activities make the students active listeners.			
Students have an opportunity to record their own voices in listening activities and share them			
The students can choose the subject they are interested in.			
Teacher can arrange the level of the audio file to be listened to according to the level of the students.			
SPEAKING			

Speaking is developed with interactive activities			
Teacher shares his/her own expectations with students before they share a video or an audio recording.			
Students can express their comments and ideas via video recording, audio recording before or after the lesson.			
Speaking is integrated with other skills to facilitate and improve English language learners' communicative competence.			
READING			
Interactive activities make the students active readers.			
Current news, non-fictional real reading texts are used in English classes to diversify reading skills and to increase interest.			
In English reading lessons, each student can take responsibility and follow his/her own learning.			
English reading lessons allow students to access reading texts at individual reading levels and different difficulty levels.			
WRITING			
Writing skills are improved with interactive activities.			
The student develops with his/her creativity and shares the text he/she writes with visuals and sound recordings.			
Many students work together interactively on the same task at the same time to produce an outcome.			
Students brainstorm with graphic organizers, teachers monitor students' writing attempts and collaborate with feedback throughout the process.			
VOCABULARY			
Vocabulary teaching allows students to explore freely and organize their own learning experiences.			
Keywords are reinforced with a continuous repetition of concepts in different texts.			
Students can check out all the unknown / new words in a text or in a film.			
Students are given the opportunity to choose new words they want to learn from the text and practice through individual exercises			
GRAMMAR			
Grammar instruction allows students to see the language focus in a real life context.			
Students are given the opportunity to practice the language structures interactively via games or songs			
Students can watch the grammar videos individually and can take tests afterwards.			
Teaching grammar in context provide students four skill-integrated lessons			