

## Pre-service EFL Teacher Cognition: Learning to Teach English through Authentic Materials

### Hizmet Öncesi İngilizce Öğretmenlerinin Bilişselliği: Gerçek Materyallerle İngilizce Öğretmeyi Öğrenme

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**Abstract.** The main purpose of this study is to investigate how pre-service EFL teachers construct their knowledge and understanding while learning to teach through the use of authentic materials over a 5-week training program. The methodology involved a case study design with one Tanzanian and three Turkish pre-service EFL teachers at Department of English Language Teaching (ELT) of a private university in the northwest of Turkey. Drawing on qualitative research, the study utilized various data sources including focus group interviews, reflection papers, in-class discussions, diaries, and observation notes. The analysis revealed four major themes that appear to have an influence on the participants' construction of knowledge and understanding in learning to teach English through authentic materials: the role of micro-teaching, the role of training, L2 learning experiences, and access to real life. The study demonstrated that the process of pre-service teachers' cognition of learning to teach through authentic materials is complex and several factors are in order.

**Keywords:** Pre-service teachers, language teacher cognition, learning to teach, authentic materials, EFL.

**Öz.** Bu çalışmanın ana amacı hizmet öncesi İngilizce öğretmenlerinin 5 haftalık bir eğitim süresince gerçek materyalleri kullanarak İngilizce öğretmeyi öğrenirkenki bilgi ve anlayışlarını nasıl oluşturduğunu incelemektir. Çalışma, Türkiye'nin kuzeybatısında özel bir üniversitede İngilizce Öğretmenliği bölümünde okuyan 1 Tanzanyalı ve 3 Türk hizmet öncesi İngilizce öğretmeni ile yapılan bir vaka çalışmasıdır. Nitel veriler; hedef grup görüşmeleri, dönem sonu yansıtma kâğıtları, sınıf içi tartışmalar, günlükler ve gözlem notları ile toplanmıştır. Analizimiz hizmet öncesi İngilizce öğretmenlerinin gerçek materyalleri kullanarak İngilizce öğretmeyi öğrenirkenki bilgi ve anlayışlarını oluşturmada etkisi olduğu görülen dört temel unsur ortaya çıkarmıştır: küçük ölçekli öğretimin rolü, verilen eğitimin rolü, ikinci dil öğrenme deneyimi ve gerçek hayat ile ilişkilendirme. Çalışma, hizmet öncesi öğretmenlerinin gerçek materyalleri kullanarak İngilizce öğretmeyi öğrenirkenki bilişsellik sürecinin karmaşık olduğunu ve birçok faktörün etkili olduğunu göstermiştir.

**Anahtar Kelimeler:** Hizmet öncesi öğretmenler, dil öğretmenlerinin bilişselliği, öğretmeyi öğrenme, gerçek materyaller, yabancı dil olarak İngilizce.

#### Public Interest Statement.

This study investigates how pre-service EFL teachers construct their knowledge and understanding while learning to teach through authentic materials over a 5-week training program. In this process, four major themes appear to be influential: the role of micro-teaching, the role of training, L2 learning experiences, and access to real life.

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Çalışmanın ana amacı hizmet öncesi İngilizce öğretmenlerinin 5 haftalık bir eğitim süresince gerçek materyalleri kullanarak İngilizce öğretmeyi öğrenirkenki bilgi ve anlayışlarını nasıl oluşturduğunu incelemektir. Çalışma, bu süreçte etkili olan dört temel unsur ortaya çıkarmıştır: küçük ölçekli öğretimin rolü, verilen eğitimin rolü, ikinci dil öğrenme deneyimi ve gerçek hayat ile ilişkilendirme.

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## 1. INTRODUCTION

Over the years, second language teacher education has received considerable attention by many scholars with diverse theoretical and foundational motives involving an individualist (Baker, 2014; Farrell & Bennis, 2012; Johnson, 1994), a social (Crookes, 2010; Yuan & Lee, 2014), a sociohistorical (Johnson & Golombek, 2011; Golombek & Doran, 2014), and a complex systems ontology (Burns & Knox, 2011; Kiss, 2012). In accordance with the developments in cognitive psychology and anthropology underlying the conception that teachers' cognitive activity is more likely to be meaning-oriented and it is shaped by the social context of their classroom (Burns, Freeman & Edwards, 2015), second language teacher cognition has been one of the predominant aspects of research in this strand for the last three decades. Yet, as Borg (2012) notes, it is still much needed to investigate such a facet with language teachers to find out more about the unobservable cognitive dimension of teaching.

Language teacher cognition has emerged from and grounded in this mainstream educational research but it is still highly diverse in terms of the scope and contexts of the studies (Borg, 1999, 2003; Cabaroglu and Roberts, 2000; Golombek and Johnson, 2004; Johnson, 1996). However, one common aspect about this notion is that language teachers' conceptualization of their knowledge and its relation with their beliefs and practices take place in the same complex ways. Especially, recent perspectives on language teacher cognition posit the understanding of teachers' mental activity as dynamic and emergent system where various factors or elements interact and mediate each other. Therefore, language teacher cognition is a complicated process, and interacts with several other aspects. Some of these aspects include language teachers' teaching practices, previous language learning experiences, training, and/or personal interests or choices. Such a complex, multifaceted, and personal nature of language teacher cognition makes it a crucial area to research because of the interrelated nature of the notions of belief, knowledge, thinking, and practice (Borg, 2003; Woods, 1996).

In addition to salience and complexity of language teacher cognition, one underlying assumption for this study is the relatively lower chances of authentic input in EFL context as a fundamental principle of communicative approaches in language classrooms. Since teachers are decision-makers in the process of teaching, their understanding of authentic materials as potential sources of language instruction appears to be important. In order to expand research in this line, we examine the process of pre-service language teachers (PTs henceforth) in learning to teach English through authentic materials. More specifically, we focus on how PTs understand and construct their beliefs and knowledge while learning to use such authentic instructional sources throughout a 5-week training program.

Many researchers have investigated the factors influencing PTs' cognition so far, and one of the most controversial issues in research in this strand is if it is theoretical knowledge or practicum that is more effective on PTs' learning to teach process. In that sense, when the effect of PT education was questioned in 90s, Richardson (1996) has put forward that PTs' experiences as a student and student-teacher have more impact on their cognition than education they receive. Since then, a number of researchers have raised the similar claims and reported that PTs construct their knowledge and understanding in the process of learning to teach through their second/foreign (L2) learning experiences, practicum, and training. In what follows, such related studies are presented under three major categories.

Although various studies examine what PTs think about certain methods, approaches, theories, teaching activities or technology in language teaching, not much attention has been paid to their cognition of using authentic materials in the literature so far. Most studies in the field have focused only on the effect of using authentic materials in language teaching (Gilmore, 2008; McNail, 1994; Peacock, 1997) but not treated teachers' beliefs and ideas about authentic materials in much detail. This study, therefore, contributes to this line of research by closely examining the process of

pre-service EFL teacher cognition with regard to the use of authentic teaching materials in EFL instruction.

## **1.1 Literature Review**

### **1.1.1 Effect of Practicum on PTs' Cognition**

Although a considerable amount of research has been published on how PTs' perception is shaped through teaching practice, only a few researchers have been able to draw on structured research into effects of practicum on PTs' cognition. In an earlier study, Johnson (1992), for instance, investigates the decision-making process of 6 ESL PTs during their teaching practice. The findings of the study suggest that PTs' cognition is affected by many factors coming along with teaching practice, such as unexpected behaviours of students, and the need to increase student participation and motivation as well as to maintain classroom management. Based on these findings, Johnson (1992) highlights that what PTs think while doing something and how they act while learning to teach are affected mainly by teaching experience.

Crookes and Arakaki (1999) also investigate what ESL teachers think, where their ideas come from and how they develop these ideas. They conduct semi-structured interviews with 19 ESL teachers in an English program in the USA. According to collected data, it is found out that accumulated teaching experience is the well-ahead source of ideas, and teachers in the study indicate that the knowledge they have gained from their teaching experience is the main factor that constructs their understanding of many aspects of teaching.

### **1.1.2 Effect of Training on PTs' Cognition**

Drawing on an extensive range of sources, many researchers have also attempted to find out if education received by PTs also affects the way they construct new knowledge and how they develop their ideas about the nature of teaching. However, it should be noted that there have been few empirical investigations into PTs' cognitive process whilst there have been many research studies carried out on their perceptions.

Borg (2003) conducts a study to investigate the cognitive bases of EFL teachers' decisions in grammar teaching, and finds out that teacher education program has also a significant effect on the teacher's cognition of grammar teaching. His study reveals that teacher education programs encourage language teachers to adopt some important approaches such as communicative approach while teaching L2. In the analysis of this cognitive process, Borg (2003) also finds out that not all principles have a permanent effect on teachers' cognition and the cognitive process shows a change over time.

Similarly, Suzuki (2011) also discusses that effects of instruction given in the ELT departments may show changes in alignment with PTs' experiences. She notes that instruction would be helpful both for the ones who are already exposed to different varieties to reorganize their existing knowledge and the ones who have had limited input to broaden their perception of English to some extent. According to Suzuki (2011), the most important effect of the instruction given to pre-service teachers is to create awareness. Suzuki (2011) also draws our attention to a distinctive feature of teacher education programs in the sense that they provide PTs with sources of knowledge to shape their cognition and perception of language learning and teaching process.

However, some studies reveal that training does not have much effect on what PTs think or believe. Almarza (1996), for instance, investigates the process of learning to teach by four PTs in a post-graduate certificate course in the UK. He finds out that they adopt methods, techniques, and approaches presented in their courses and use them in their micro-teachings (because they will be assessed) but cognitively, they do not accept the suggested methods or techniques to teach in the same way. What they think of these aspects of teaching is somehow subjective and shaped through their previous beliefs about language teaching and learning.

In this regard, Urmston (2003) investigates the effect of teacher training and conducts a longitudinal study in which he uses a questionnaire and collects data from 40 pre-service teachers.

After collecting data for three years, he compares the knowledge that they have in their first and last year in the teacher education program. This longitudinal study reports that although there are some aspects that changed during this time such as ideas about out-of-class activities, their chief ideas have not changed at all through the education program.

Similar results are seen in the study of da Silva (2005) as well. He investigates perceptions of three Brazilian EFL PTs through classroom observation reports, recall interviews, lesson plans, and self-evaluation papers. The results indicate that PTs learn how to use what they have learned because of the fact that they are assessed in their teacher education programs; however, their real understanding of what they have been taught in the teacher education program is shaped through realization of real nature of teaching atmosphere. Although they are taught in the same way, it is seen that they act differently while teaching because their cognition is shaped differently.

To find out how theoretical courses and teaching practice in schools change teachers' conceptions of effective English language teaching, Borg, Birello, Civera and Zanatta (2014) have conducted a study focusing on ELT methodology course to examine to what extent PTs' perceptions about effective EFL lessons change as the result of the instruction given in that course. The study reveals that the methodology coursework in the third year promotes both their knowledgebase and change in their beliefs. The course helps pre-service teachers to develop an understanding of sources available for them to teach English.

### **1.1.3 L2 Learning Experience and PTs' Cognition**

PTs' language learning experience has been identified as a major contributing factor for the change in cognition and perception in several research studies. Johnson (1994), for instance, has carried out a research study with four pre-service ESL teachers in the USA to explore what they think of L2 learning and teaching. In an analysis of narrative statements made by them, she has found out that their thoughts and decisions are shaped through their own L2 learning experiences. Moreover, the study reveals that PTs' acceptance or rejection of the course content is also based on their formal or informal language learning experience. For instance, if they have learned their L2 through reading books, they feel sympathy towards that teaching method. In other words, the study shows that the way how PTs have learned their L2 affects the way they think about L2 learning and teaching.

In Asian context, Richards, Ho and Giblin (1996) have conducted a case study with five PTs in Hong Kong to find out how pre-service EFL teachers' cognition of their role in the classroom and perceptions of their knowledge change through the teacher-training program they receive. Their study indicates that pre-service teachers construct their new knowledge of principles covered in the courses differently through their own language learning experience and beliefs rather than the training program and practicum. However, it is noted that the teaching program and practice do not have a significant effect on student teachers' cognition, beliefs, and assumptions about themselves, their roles and language teaching. What Richards et al. (1996) find out is that PTs construct their new knowledge of principles covered in the courses differently through their own language learning experience and beliefs rather than the training program and practicum. Later on, Tsang (2004) has also investigated the role of PTs' practical knowledge in their decision-making process with three non-native EFL PTs studying in Hong Kong. He has carried out content analysis on PTs' language learning and teaching autobiographies that include their expectations, experiences, beliefs, teaching philosophies, and language learning process. To triangulate the data sources, he has also conducted interviews and observed these three teachers.

In a longitudinal study with pre-service ELT teachers, Peacock (2001) aims to find out what PTs think of language learning. The data of the study is obtained through Horwitz's Beliefs about Language Learning Inventory over three years. The results show that PTs commonly think that language learning is mostly about a lot of vocabulary and grammar rules. Based on the collected data, Peacock (2001) argues that this situation results from their own learning experiences. In this regard, Tsang (2004) also examines the role of PTs' practical knowledge in their decision-making

process with three non-native EFL PTs studying in Hong Kong. His findings also support earlier assumptions that previous language learning experience influences the cognitive process of decision-making. It is found out that pre-service teachers attempt to teach as they were taught or they learned their second language.

As can be seen, on the basis of the evidence, researchers who have observed changes in cognition of pre-service teachers through longitudinal studies have developed the claim that L2 learning experience, teaching experience, and the training received in teacher education programs are the main factors underlying the change of cognition.

### **1.2 Purpose**

The purpose of this study is to investigate pre-service EFL teachers' learning to teach through authentic materials in language classrooms. That is, we aimed to explore the process of how they build up and construct their understanding of using authentic materials in language classrooms over a 5-week training program.

This study is guided by the following question:

- 1- How do pre-service EFL teachers construct their understanding and knowledge of teaching English through authentic materials over a 5-week training program?

## **2. METHODOLOGY**

The fundamental purpose of qualitative research is to understand how people interpret their experiences, how they construct their worlds or realities, and what meaning they attribute to their experiences (Merriam, 2009). Similarly, we aimed to carry out an in-depth study with pre-service EFL teachers, and thus a qualitative research design was adopted in this study. More specifically, the study draws on a case study design as one type of qualitative research (Duff, 2008). As a specific type of case study design, this study constitutes a multiple-case study. It is also exploratory in nature since the aim was to reach sufficient amount of information that can help us to understand the cases thoroughly and determine main issues that we should work on. Merriam (2009) defines a case study as "an in-depth description and analysis of a bounded system" (p.40). Additionally, Duff (2008) summarizes the key features or principles of case study research as boundedness and in-depth investigation. The bounded system or the unit of analysis in this study is the pre-service EFL teachers in a third-year methodology class.

### **2.1 Setting-Participants**

The study was conducted at a university-level English Language Teaching (ELT) program in the northwest of Turkey in Fall 2015. The dataset was collected in an instructional methods course where pre-service EFL teachers were learning particular approaches, methodologies, and techniques used in language teaching. We utilized purposeful sampling and one major assumption behind it was to select information-rich cases that would enable us to understand the central construct(s) under examination. While doing so, our purpose was also to maintain maximum variation among those cases or participants to portray their diverse experiences (Merriam, 2009). To achieve this goal, we chose a participant who had a resistant attitude towards sitcoms as a teaching material, a participant who was a fan of sitcoms, a participant who supports other media sources as a teaching material rather than sitcoms, and a participant whose beliefs of sitcoms started to show changes during the training. Thus, the participants were one international and three Turkish pre-service EFL teachers studying at the Department of ELT.

At the time of the study, they were third-year undergraduate students equipped with primary teaching strategies, methods, approaches, and techniques in English language teaching. In what follows, Table 1 presents overall background information of the participants in this study, and then each pre-service EFL teacher is further described in more details. To protect their confidentiality and privacy, pseudonyms were utilized in the study.

**Table 1.** Overall background information about the participants

	Irene	Mert	Dilara	Gizem
Age	24	20	21	21
Gender	Female	Male	Female	Female
Nationality	Tanzanian	Turkish	Turkish	Turkish
Native Language(s)	Swahili	Turkish German	Turkish	Turkish
Foreign/Second Language(s)	English Turkish	Russian, Chinese, Japanese, Norwegian English	English Italian	English French
Study Abroad Experience	1 year	4 months	-	1 month
Period of Studying English	20 years	12 years	11 years	15 years

At the time of data collection, Irene was 24 years old and she had been living in Turkey for 3 years. She is from Tanzania and her native language is Swahili. Her goal of coming to Turkey was to receive an undergraduate degree in ELT. She could also speak Turkish fluently. Mert was a 20-year-old Turkish male student. In addition to Turkish and German as his native languages, he knows 5 more languages at varying proficiency levels, and these are Russian, Chinese, Japanese, Norwegian, and English. Dilara was a 21-year-old Turkish female student. At that time, she had been learning Italian at a beginner level. Finally, Gizem was a 21-year-old Turkish female student as well. She also took French classes and knew French at A2 level according to Common European Framework (CEFR).

## 2.2 Data Collection

We have utilized a variety of data sources in this study including focus group interviews, in-class discussions, diaries, end-of-semester reflection papers, and observation notes. First of all, two semi-structured focus group interviews were carried out at the beginning and at the end of the study. Whereas the goal of doing pre-training interview was to find out PTs' overall perception and knowledge of using authentic materials to teach English, the post-training interview aimed to investigate how they understood or perceived the whole process of training and using authentic materials to teach English as well as if their ideas changed over time (Appendix A).

Second, audio-recorded classroom discussions constituted another data source. The first author of the study spent approximately 8 hours in the course throughout the training program to record PTs' classroom discussions. Verbatim transcriptions were produced for data analysis purposes for both audio-recorded data sources.

Third, diaries were also utilized as another data source in this study. The PTs wrote 4 diaries in total throughout the semester as a course requirement. However, only the last 2 diaries were analysed because the first two ones were not relevant to the scope of this study but the other course topics covered previously. The diaries in this study involved the PTs' opinions, understanding, and learning experiences about the course, assignments, and discussions.

Fourth, the participants wrote an end-of-semester reflection paper at the end of the study. In order to provide an overall guidance for their reflections, the course instructor, who is also the second author, gave them six guiding questions to help generate ideas (Appendix B). The main purpose of the questions was to reveal their opinions, reflections, and learning experiences throughout the process of learning to teach English by using authentic materials as well as the process of their micro-teaching. In that sense, during the semester, the PTs were supposed to prepare 4 lesson plans as a requirement of the course. Overall, the purpose of preparing lesson plans was to relate or integrate the course content to their classroom practices. However, only the last one was

related to the use of authentic materials (e.g. sitcoms) in teaching English. Therefore, for the purpose of this study, only the 4<sup>th</sup> lesson plan by the participants was examined, and our goal for examining their lesson plans was mainly to see how they integrated authentic materials into their lesson plans to teach English.

Finally, observation notes taken in a narrative form without a structures guideline by the first author were utilized to reach detailed information about the participants and make more reliable inferences by triangulating with other data sources.

### 2.2.1 Training for PTs

The major goal of the training was to raise holistic awareness of using authentic materials as instructional sources that can be used to teach English adopting a discourse-based perspective. It was the part of course syllabus. During the training, each course lasted approximately 2 hours. A total of 7 weeks was allotted for the whole process including data collection and training itself. While 5 weeks were allocated for the training, the first and the last weeks were allocated for pre-training and post training focus group interviews.

The training was collaboratively prepared by the first and second researchers but it was given in the class by the second researcher, who was also the course instructor. In our meetings prior to the training, we agreed on the sitcom *Friends* to choose and show short clips in class because it provides a relatively appropriate context for classroom environment and it is known enough among the participants along with humour in it. Additional video clips were also played throughout the training to enable PTs to compare and contrast course book videos and such sitcoms in terms of language use, social roles, and contexts. As for course readings, the PTs were required to read and discuss about 5 short articles on authentic language input for language learning in EFL/ESL contexts, the impact of using authentic materials in teaching, and authentic task-based materials.

Upon the completion of the training sessions, PTs prepared lesson plans to integrate a sitcom or a similar authentic material into their language teaching for their microteaching experience. Unlike many ELT curriculums, the program where this study took place integrated the schools experience cours in the sixth semester. The PTs were then asked to visit their schools to implement their lesson plans towards the end of the semester. Finally, in one of the post-training weeks, the PTs reflected on their microteaching experience and use of authentic material in their instruction in class. The following Table 2 presents the overview of training.

**Table 2.** Stages of PTs' training on learning to use authentic materials

Weeks	Focus/Content
Week 1	Presentation of theoretical information on the use of authentic materials, their usage, advantages/disadvantages, and roles in English language classrooms by the course instructor
Week 2	A short question-and-answer discussion activity on whether authentic materials can be used to teach English language or not, if they can be helpful to present how language is used in particular social contexts Analysis of two different scenes from <i>Friends</i>
Week 3	A short classroom discussion on the assigned Washburn (2001) article. Presentation on many pre-watching, while-watching, and post-watching activities that can be done with authentic video materials
Week 4	Preparation of a lesson plan by using authentic materials and a feedback session on lesson plans
Week 5	Microteaching of revised lesson plans in real classrooms by using authentic materials

## 2.3 Data Analysis

Trustworthiness of this study has been maintained by using various strategies, such as triangulation, member check, adequate engagement in data collection, researchers' position (reflexivity) and peer examination (Creswell, 2014; Merriam, 2009). As for triangulation, we conducted a systematic and reiterative data analysis along with data triangulation starting from the very beginning of data collection process. First of all, we started the analysis of the data by listening to the recordings repeatedly, and transcribing the pre-training focus group interview and classroom discussions on a regular basis. To identify the emerging themes, all the dataset was first coded manually through color-coding. This process was repeated until the end of the data collection process on a weekly basis. Categorizing the codes under larger themes was the second step of the data analysis process. In a similar vein, while analyzing the focus group interviews, we conducted content analysis to identify emerging themes in relation to their beliefs and understanding with a comparative mindset to see the differences before and after the training on the use of authentic materials. This process of qualitative data analysis was repeated for other data sources (e.g., diaries, reflection papers, and observation notes). While analyzing the lesson plans, we specifically focused on PTs' objectives, how they used sitcoms as an instructional material, which activities they conducted, and how the instruction was given. Once data analysis process was complete, we were able to identify major themes about not only how they constructed their knowledge through the training but also what kind of impact the training had effect on their understanding process.

In relation to member-check, since the major instrument in a qualitative case study is the researcher, the results depend heavily on his or her interpretation. To prevent such a case, we started to analyse the obtained data starting from the beginning of the study and prepared particular questions to ask participants in classroom discussions and interviews to see if we were right or wrong in our interpretations about participants. Adequate engagement in data collection was achieved by spending six weeks with participants to create rapport with them. We were able to gain insights into their personalities, likes, dislikes and personal opinions. As for researchers' position (reflexivity), we were familiar with such contexts (e.g., ELT programs and students), and thus we could make better connections between the data and participants' ideas. By making inferences from our own experiences, we carried out a better data analysis process. For peer examination, we asked one of the colleagues to read the raw data and make interpretations/comments to see whether our inferences were our own scenario or they were really drawn out of the data.

## 3. FINDINGS

With regard to our research question, the following four main themes emerged: the role of micro-teaching, the role of training, access to real life, and previous L2 learning experience.

### 3.1 The Role of Micro-teaching Experience

Micro-teaching experience is a kind of transition stage from the theory to the reality for pre-service teachers. The data analysis reveals that micro-teaching experience (with the decision-making process of the lesson plan) plays the crucial role in shaping PTs' understanding and knowledge of using authentic teaching materials. It seems that PTs' knowledge of learning to use authentic materials is mainly shaped while they dwell on some important aspects of their lesson plans according to given feedback whereas micro-teaching experience itself affects the way how PTs think about using authentic materials.

We have found that PTs have understood what authentic materials are or not as instructional resources, and how they should be used as an effective teaching material in the process of lesson planning. Our data have also showed that the planning stage is the process for PTs during which they realize that they should be careful while choosing their video materials because such



authentic materials have different dimensions ranging from cultural aspect to humour aspect. PTs have also realized how important it is to take the age, level, and interest of the students into consideration before decision-making. Dilara and Gizem, for example, share what they have gone through in this process in the post-training focus group interview as the following:

*While preparing my lesson plan, I understood that we should be careful about what kind of sitcoms or animation movies that we use. Since sitcoms include real life situations, there might be things that cannot be watched in a class environment. Or there might be jokes in the sitcoms which are too complex for us to understand. For instance, The Simpsons is one of the most famous sitcoms. However, it includes too many political jokes and implications which are related to the USA. That is why, we may not get these jokes and implications and some people may not like those kinds of political implications. Therefore, we should be careful about what we make our learners watch in language classes. (Dilara, post-training focus group interview, December 24, 2015)*

*While preparing my lesson plan, I realized that sitcom episodes do not introduce the characters and my students may feel lost because of this reason. So, I decided to choose an animation movie, which is well known by my students and more level-appropriate. (Gizem, post-training focus group interview, December 24, 2015)*

It can be seen that micro-teaching experience itself serves as an important process that has helped PTs to construct their cognition and perception of using authentic materials as instructional sources. While teaching with sitcoms, Gizem, Irene, and Mert have found out that an authentic material is a source of motivation for students to learn English and a material on which teacher should ruminate.

*There are things like learning styles and strategies that before I didn't take them into much consideration while planning my lesson since I thought they are minor issues. With this training, however, I realized that they are actually major issues to look into in language teaching. (Irene, end of semester reflection paper, December 27, 2015)*

*We did three micro-teachings in total in this semester. The students didn't care other two ones, but the last one... When I used authentic materials and the movie, they all like, it went quite well. The other two were like mandatory, but the last one was fun. (Gizem, post-training focus group interview, December 24, 2015)*

*When I taught a class using a sitcom, I really enjoyed it because the main focus wasn't me, which made me less nervous than usual. Also, the students were really interested, they wanted to participate which is good because when they don't want to participate, it ends up being a boring class. (Mert, end of semester reflection paper, December 27, 2015)*

Unlike her friends, Dilara's perception of authentic materials has been shaped differently in her micro-teaching experience. While teaching, she realizes that students do not understand anything, so she has to paraphrase the content of the video. However, she realizes that understanding a joke is not only about the level but also about the knowledge of culture. In the post-training focus group interview, therefore, she has expressed that she will not use such authentic materials for that age group again and explained its reason as the following:

*For me, the most important thing is to understand the joke, the humour, because the humour is related to culture. It is fun when you get it immediately, if somebody explains you, it is worse. (Dilara, post-training focus group interview, December 24, 2015)*

*Going beyond the theoretical knowledge by teaching with a sitcom in a real classroom shows me some important aspects that should be taken into account. (Dilara, end of semester reflection paper, December 27, 2015)*

Relying on these comments, it can be suggested that she has figured out authentic materials which include too many cultural issues or jokes cannot attract the students' attention and students may not be able to understand what is going on in the sitcom. Overall, it can be concluded that micro-teaching experience with its decision-making and implementation processes plays an important

role in shaping PTs' understanding and knowledge of using authentic materials for instructional purposes. Our data reveals that PTs start to consider such materials an important source to motivate their students to learn English after their micro-teaching experience; however, it can also be assumed that they find choosing appropriate authentic materials difficult since there are many aspects, such as context and language that they should take into account.

### 3.2 The Role of Training

The main contribution of the training is seen as being informed about using sitcoms to teach English by all participants. The following excerpts from reflection papers show the role of training on PTs' awareness process in terms of using authentic materials to teach English. Without exception, all PTs define this process as an awareness process as the following:

*The training contributed me since I have never thought using for instance sitcoms in my classes when I become a teacher. I was thinking that it is important to use authentic materials but sitcoms did not come to my mind till I got this course. I was thinking to use some videos, animations, and so on but I decided to use sitcoms with that course. (Dilara, end of semester reflection paper, December 27, 2015)*

*One of the contents that was so useful for me in this course is about sitcoms because it was something new for me and the whole teaching environment. I learnt that I can also use different material apart from all the course books that I have been introduced to before from other courses. (Irene, end of semester reflection paper, December 27, 2015)*

*This course made me aware of the possibilities outside of course books in terms of teaching EFL. I always thought I would use sitcoms, but as homework. I've never thought of using them in class. It has been great learning about using them in class. (Gizem, end of semester reflection paper, December 27, 2015)*

*Using TV shows to teach English helped me understand that teaching is for life. It's not just a class, English is alive, and we need to use authentic materials to support what we teach. (Mert, end of semester reflection paper, December 27, 2015)*

In addition to consciousness-raising aspect of the training, our study reveals that classroom discussions made during the training can also be seen as the most contributing feature of the training on PTs' cognition. All PTs highlight that they have learned a lot from their classmates' ideas while discussing how to use authentic materials effectively. The following excerpts show why PTs think that their ideas are shaped through classroom discussions:

*The activities that caught my attention is through the discussion we conducted during class hours and mostly when we could all contribute from our views about different things we think and imagine. This way it allowed us to be free and courageous to contribute no matter how limited our knowledge is at the moment. (Irene, end of semester reflection paper, December 27, 2015)*

*Last week, we were supposed to talk about our ideas related to the articles that we read. It was a great activity since I learn better when I share my ideas and feelings about what I read or listen. I also like discussions which encourage me to participate in the course. I learn what my friends think about the articles through discussions. It is really important to hear what they think since their ideas might contribute to my learning. (Dilara, diary 3, December 3, 2015)*

*I really liked how we gathered in a classroom in a circle and talked about and discussed things. It was really fun and I loved it. Hearing about my friends' opinions is also important; this is one of the reasons why I liked it. (Mert, end of semester reflection paper, December 27, 2015)*

As can be seen, in-class discussions play an important role in shaping PTs cognitions and perceptions since they serve as a comfortable platform where PTs share their ideas, learn and question different opinions and views. They all indicate that they co-construct their own knowledge while sharing their ideas in these classroom discussions. Moreover, our findings reveal that the last week of the training when PTs are supposed to apply what they have learned in their

micro-teaching practice has also an effect on PTs cognition since they need to transform their theoretical knowledge into practice. Below are the three comments on this aspect of the training:

*The training was so interesting and effective most of all we could take the theories to class and practice them in a more practical way by planning a lesson plan and being able to practice micro-teaching with the use of an interactive lesson plan from materials such as sitcoms and animated movies. (Irene, end of semester reflection paper, December 27, 2015)*

*It was a nice change! I mean in our other applied courses, mostly we focused on theory. Practicing the theory but using the authentic materials was really good, nice change, fun. It was something new that I did not have chance to go on. (Gizem, post-training focus group interview, December 27, 2015)*

*The part I liked the most in this course was using authentic materials both in our class and in schools. (Gizem, end of semester reflection paper, December 27, 2015)*

As can be seen, this aspect of the training has also an effect in PTs cognition since they have been given a chance to apply their new knowledge on using authentic materials in a real classroom, get more practice in this regard, and have an idea about how authentic materials serve as a teaching material. When we consider the overall process, it can be concluded that informing PTs about the use of authentic materials to teach English, in-class discussions where they co-construct their knowledge and the micro-teaching practice are the three major aspects of the training in shaping PTs' understanding and knowledge of using authentic materials for their instructional goals. Based on these findings, it can conceivably suggest that training helped PTs broaden their mind by making them realize that they can also use materials, which are not necessarily prepared to teach English, in their classrooms to teach English.

### 3.3 L2 Learning Experiences

Our data analysis also indicates that PTs' own L2 learning experiences are important in shaping their knowledge and beliefs of authentic materials as instructional materials. In that sense, Dilara and Gizem, who have learned English mainly through watching sitcoms, think that being exposed to language with such sources can contribute to one's target language learning process. In doing so, they sometimes give examples from their own L2 learning experiences or highlight the difference between the language in course books they have studied and the language in real life to emphasize that students need such authentic materials to learn real English. The following excerpts, for example, show how their L2 learning experiences make them consider sitcoms as a source of teaching which is useful for language development:

*I have learnt language mostly by watching movies or TV series and thus I also want to show my students the authentic ones where the language is used naturally. (Dilara, post-training focus group interview, December 24, 2015)*

*Sitcoms teach real life to students. They learn how to speak in their daily lives like not the academic language. They teach new vocabulary. Thanks to sitcoms, students are exposed to language in a natural way. And I also for myself learned the language mostly by watching movies or TV series that is why I think very valuable. (Dilara, end of semester reflection paper, December 27, 2015)*

*I know every Friends episode by heart, any single word. And it developed my English a lot. With sitcoms you also get to learn their culture (Gizem, in class discussion, November 26, 2015)*

While discussing why students need such authentic materials to learn real English, Dilara and Gizem also highlight the difference between the language in the course books they have studied and the language in real life. In doing so, they share their personal ideas about how the language they were taught at schools is not the type of language in real life, and emphasize that using authentic materials such as sitcoms is, therefore, important to learn real or authentic language. Below are the excerpts that show examples given by Gizem and Dilara:

*Think about a listening text and a natural conversation. Listening texts in the course books are like How are you? I'm fine, how are you? That is not true in real life. When students hear someone saying how are you doing? they won't get it." (Gizem, pre-training focus group interview, November 12, 2015)*

*First video is an example from our old English books. We learnt How are you? - I'm fine, and you? It is kind of same thing. What will you have? I think I will have mineral water; so, what will you have? It is not like that. In the other video the waiter didn't repeat the question. You sir? You gentleman? It was more realistic in my opinion. (Gizem, in-class discussion, November 19, 2015)*

*If I had a chance, I would change the whole system, especially course books. For example, we didn't use the government's textbook in the high school. We used extra materials. (Dilara, pre-training focus group interview, November 12, 2015)*

*In our education system, we are normally used to learn the language through course books or rote learning methods. It blocks the ways to use that language since there is not that much possibilities to use the language. People do not learn the language; they only memorize it with these traditional teaching methods. That is why, it is really valuable to learn what kind of and how authentic materials can be used in a language class (Dilara, end of semester reflection paper, December 27, 2015)*

What they express in these quotes is actually a direct comparison of language materials used in their L2 learning processes and real language. They highlight the difference between the instructional materials and real-life communication with regard to how English is used. Gizem, for instance, makes an analogous comparison between her language learning experiences through such videos in the course books and a sitcom clip in one of the classroom discussions to say how language use is different in these two sources.

Although Irene and Mert do not have such L2 learning experiences through sitcoms as Dilara and Gizem do, they also benefited from authentic videos such as movies or TV series while learning their L2. For Irene, watching authentic videos (rather than sitcoms) is also effective to teach students how to use language appropriately in particular situations when compared with traditional way of teaching. In the first focus group interview, she says:

*I never knew how to use "can I have" and "may I have" no matter how much my teacher taught me. Only after I watched an authentic video, I understood that "May I have" is politer and more formal in a way. (Irene, pre-training focus group interview, November 12, 2015)*

In the same way, as an addicted to Australian TV series, Mert also agrees that one can improve his or her listening skills considerably through watching authentic videos and these videos are important for students to learn English language. In one of the classroom discussions, he states:

*I have learned how to make particular sounds from watching Australian TV series. (Mert, in-class discussion, November 19, 2015)*

In spite of these L2 learning experiences, neither Mert nor Irene think that sitcoms are effective materials to teach real English. As an international student in Turkey, Irene often notes that language is learned best through real life experiences because she has been learning Turkish in that way. During the training, she has mentioned her own language learning experiences and told how she has learned to use language according to different contexts through experiences. The extract below, for example, is from one of the classroom discussions:

*Now I know that I should say hesap. Before I used to say Can I have bill? and then everybody was looking at me and say What? What you want? (Irene, in-class discussion, November 19, 2015)*

As can be seen, both Irene and Mert find interaction more effective when compared to sitcoms since they have learned their L2 mostly through interaction rather than watching sitcoms. Overall, it is seen that four main themes –the role of micro-teaching, the role of training, access to real life and L2 learning experience– emerged from the various data sources in this study. These four themes have given detailed information about how pre-service EFL teachers in this study construct

their knowledge and understanding with regard to using authentic materials to teach English over a 5-week training program.

### 3.4 Access to Real Life

Our data analysis also indicates that PTs' own L2 learning experiences are important in shaping their knowledge. Our study reveals that relevant scenes of authentic materials to the real life situations can be used as a strategy used by PTs while trying to shape their understanding of what an authentic teaching material is or is not. We have found that participants mostly tend to connect authentic materials with real life in terms of (1) language use and (2) social roles and contexts. In that sense, there are two conflicting perspectives about the authenticity of the language used in sitcoms. The main concerns of the participants are; (a) whether the language used in sitcoms is realistic or not, and (b) whether authentic materials such as sitcoms can be successful to show students for the use of target language appropriately or not. Whereas two PTs, Dilara and Gizem, have found the language in such materials realistic and authentic, Mert and Irene have disagreed with them and supported other media sources, such as TV shows and blogs, to teach real language. Below are the three excerpts from in-class discussions showing Dilara's and Gizem's ideas on using authentic materials and course book videos:

*I think first one (the course book video) was planned for the students. It is not something authentic or real. The sitcom Friends is ... authentic in terms of its language use and input. The other one is a formal video and it does not match with the real-life use. (Dilara, in-class discussion, November 19, 2015)*

*The Friends clip is more authentic in the way they check out the menu taking into account the prices as well. Also, the language that is used is definitely more authentic everyday English; whereas the language used in the other video (course book video) is quite formal. (Gizem, in-class discussion, November 19, 2015)*

*I think we should look at the "Friends video" in two parts. Because when 3 of them order, it is in more formal way, only 3 broken ones behave in informal way. If you think all of them, it becomes more realistic. (Gizem, in-class discussion, November 19, 2015)*

From the excerpts, it can be seen that what Dilara and Gizem think as realistic language is the informal language because they think that it is the language they need in their daily life. Since the language in the course book videos is formal somehow, they do not find it realistic. The following comment shows what Dilara thinks about necessity of informal language:

*Students should be taught primarily some certain phrases used in daily life conversations because this is the language they will need to use mostly. (Dilara, in-class discussion, November 19, 2015)*

More specifically, considering the sitcom *Friends*, on the other hand, Gizem expresses that there is a gap between textbook materials and real communication below:

*The language in these videos (course book videos) does not match with the real-life use. The language in sitcoms is appropriate to teach real English and Friend is a good one to show students samples of daily conversation. (Gizem, in-class discussion, November 19, 2015)*

Throughout the training, Irene and Mert have also had optimistic stance for using authentic material in language teaching overall, but not necessarily sitcoms. Unlike their friends, Gizem and Dilara, they both have found the language in sitcoms too funny, sarcastic, and exaggerated to teach English.

Irene also finds the language in sitcoms too humorous and informal. According to our observation notes, she views the language in real life quite a bit different from the language shown in such sitcoms. While watching the videos, she complains about the language used in authentic materials. Below are Irene's comments on the language of the sitcom *Friends*:

*I cannot concentrate the language because of the jokes (Irene, in-class discussion, November 19, 2015)*

*It is too complicated for students. You understand and laugh at it, but they... (Irene, in-class discussion, November 19, 2015)*

*They are full of jokes and sarcasms; and this is extreme and does not look like authentic when compared to the daily life language. (Irene, in-class discussion, November 26, 2015)*

In terms of informal language in such video clips, Irene has another concern. She puts forward that informal language in sitcoms may lead students to a pragmatic failure in some situations. According to Irene, the presentation of formal language, therefore, should come first in language learning, and sitcoms do not often provide students with this formal language. The following excerpts show what Irene thinks about the issue of formality/informality in language:

*A student who has learned English through watching sitcoms may have difficult times in formal situations because he or she does not have such formal language knowledge. (Irene, in-class discussion, November 26, 2015)*

*I'm having confusion. For example, you are teaching greeting, do you start with what's up? How are you doing or how are you? Which one comes first? That is the context confusing me. (Irene, in-class discussion, November 26, 2015)*

*Yeah it is more like how can I help you, I like it that way. Then I say, Yes, I would like to have this and that... This is the sweet way. (Irene, in-class discussion, November 19, 2015)*

*Using an informal phrase in a formal context is embarrassing. (Irene, in-class discussion, November 26, 2015)*

In alignment with Irene, Mert also states that neither made-up videos nor sitcoms are realistic in terms of language use when he compares them with the real-life situations. In that sense, he explains why he does not find them realistic with his following comment in one of the classroom discussions:

*Neither of them was realistic in my opinion. First one (course book video) is too formal and second one (a sitcom scene) is too funny to be realistic. (Mert, in-class discussion, November 19, 2015)*

By all means, this brief comment suggests that Mert goes further and compares both types of videos with the real life by showing they do not reflect the language used in real life because of their typical features such as degree of formality/informality and/or too sarcasm and humor in such language. Moreover, although Mert proposes that authentic videos can be used to teach some aspects of culture, jokes, and new words in classroom discussions, he has not showed positive attitude towards sitcoms. In one of the classroom discussions he asserts that:

*Sitcoms are not the TV shows which can show the students real contexts or real situations to help them observe the authentic language. (Mert, in-class discussion, November 26, 2015)*

As it was seen, all participants tend to relate the language used in sitcoms to the real life to construct their understanding of language in sitcoms. Our findings reveal that two of the PTs have found the language in sitcoms realistic and authentic to be used in classrooms whereas the other two have disagreed with them by asserting that students do not benefit from sitcoms since its language is different from the real-life language with its sarcastic and too informal nature.

The analysis of the data also yielded that the participants have attempted to understand authentic materials such as sitcoms as instructional materials by relating the social roles and contexts presented in sitcoms to the real life, as well. During the training, Dilara, Gizem and Irene have been the participants who discuss that certain roles in specific situations are presented in a meaningful way in sitcoms, and having students watch sitcoms can be useful to show how to use language depending on the person whom we are talking to and the context itself. The following are the two comments on social contexts in sitcoms made by Dilara and Gizem:

*It does deliver a lot in one place such as teaching how to order a meal from the sitcom of Friends. Everything was all set up and well organized in a way that it was easy for both the students to understand and the teacher to deliver the right content at the right time. (Irene, in-class discussion, November 19, 2015)*

*I think that sitcoms teach learners real life situations which is one of the most important things to learn a foreign language. (Dilara, in-class discussion, November 26, 2015)*

As a person who opts for watching sitcoms, especially *Friends*, and knows every episode by heart, Gizem is the foremost participant supporting that authentic materials such as sitcoms present the situations that anyone can experience in everyday life. She shares her ideas about the restaurant scene where there is an arrogant waiter as the following:

*The waiter saw himself higher than Joey. He is kind of making fun of them because they don't belong there. I think that is a kind of realistic, isn't it? (Gizem, in-class discussion, November 19, 2015)*

Although Dilara and Irene have had some concerns about the social roles shown in sitcoms at the beginning of the training, they have also gradually realized through the classroom discussions that relationships between the social roles in sitcoms and real life have many similar dimensions and aspects. While discussing a situation in the sitcom, where Ross who has Ph. D. degree talks to his friends in an informal way, they comment as the following:

*Joey and Ross are close friends and Ross put his title aside, but in the work place, he becomes a doctor again. It is like in real life. (Dilara, in-class discussion, November 26, 2015)*

*Yeah, you are right. It depends on their relationship. He can be a doctor but he can also be your boyfriend, so... You have to adjust your language if you speak about certain things. If you are talking about having a birthday party, why do you have to use a formal language? (Irene, in-class discussion, November 26, 2015)*

Their statements indicate that they see a similarity between the situations in sitcoms and real-life situations in terms of the ways we behave and talk according to social contexts no matter what our degree of relationship is. In these excerpts, they actually support the idea that the degree of relationship in sitcoms differs greatly according to different aspects of human life as it does in real life.

Unlike his friends, Mert has been the only participant who argues that social roles and contexts in sitcoms are not realistic when compared to the real-life situations during the training. For him, authentic materials such as sitcoms are not successful in showing some aspects that are related to target culture such as houses, buildings or the country itself. Additionally, our observation notes demonstrate that Mert has watched sitcoms presented in the training with great attention and he has found the roles of some characters too different from the real life. As previously stated, Mert does not support the idea that the language in sitcoms is realistic. Similarly, in classroom discussions, he also claims that social contexts are too informal to be real as the following:

*Watching sitcoms cannot be as helpful as watching a real situation or experiencing the real context because sitcoms are not even shot in real places. (Mert, in-class discussion, November 19, 2015)*

*I actually hate sitcoms. I like recordings which are shot in real life places, not in studios. (Mert, in-class discussion, November 19, 2015)*

*Actually, I don't hate it; it is just not my type. The reason why I watch TV shows is to see other countries, people, houses, buildings... I don't like watching just because of the content. I want to see abroad. And sitcoms are mostly filmed in studios and I don't like it. It is weird but I watch them to see how they speak, how they form that sounds. My aim of watching is totally different. (Mert, in-class discussion, November 26, 2015)*

*Situations in sitcoms are written just to make people laugh and one cannot experience such situations in the real life. (Mert, in-class discussion, November 26, 2015)*

In these excerpts, it is obviously seen that Mert does not consider authentic materials such as sitcoms as an appropriate teaching tool to teach social contexts and social roles to students. Mert tenaciously believes that instructional video clips should reflect certain features such as real-life places that he wants to show and teach his students in order for them to be considered instructional tools. Since sitcoms do not provide students with all the features he wants to teach, he does not consider them as effective authentic video materials.

In short, it can be seen that the PTs in this study construct their understanding and knowledge of using authentic materials, more specifically sitcoms, by relating real life situations in terms of language and social roles and contexts presented through such content. Our analysis displays that during this process, several factors play a crucial role in shaping their understanding of learning to teach through authentic materials, such as their existing schemas of social roles and contexts, the aspects they want to teach, and their personal likes/dislikes.

#### 4. DISCUSSION

In this study, we have examined how pre-service EFL teachers construct their understanding and knowledge of teaching English through authentic materials over a 5-week training program. Our study demonstrates that the process of PTs' cognition of learning to teach through authentic materials is complex and several factors are in order. First of all, content and knowledge related training along with its reflective nature through in-group discussions has a crucial role in shaping PTs' construction of understanding and knowledge. More specifically, reflective interactions throughout in-class discussions have become a platform for PTs where they share their ideas, find out each other's opinions, compare and contrast different views, and eventually co-construct their own knowledge and understanding of using authentic materials. This finding indicates that guided group discussion has an effect on both PTs' ideas and their efficacy in teaching.

Secondly, our study implies that micro-teaching experience is another effective factor enabling the PTs to think of all various aspects while learning to teach through using authentic materials. Consciously thinking on what to consider while choosing an appropriate authentic material for their classes and how effectively they can exploit it as an instructional source, the PTs shape their own understanding of learning to teach. Based on these analyses, it can be noted that these findings are partially in harmony with Johnson's earlier study (1992), asserting that PTs' cognition is affected by many factors coming along with micro-teaching experience.

Additionally, it is possible to propose that there is a link between PTs' L2 learning experiences and how they learn to teach by using authentic materials. Regarding their language learning experiences, it seems that such experiences have an influence on how they understand the issue of using authentic materials to teach English. In that sense, the findings of our study comply with Johnson's (1996) and Numrich's (1996) studies in that PTs' cognition and beliefs are shaped through their own L2 learning experiences, and their acceptance or rejection of course content is also based on such experiences. Likewise, our study contributes to previous research as PTs construct their understanding of teaching L2 through schooling (language learning experience), classroom experience, and teacher education programs (Borg, 1999).

Last but not least, our study also suggests that PTs substantially draw on their own real-life experiences and interests while constructing their knowledge of how and why to use authentic materials as instructional sources. Such factors specifically become salient while thinking about content-wise or language-related issues in authentic materials while making instructional decisions. Our study has shown that PTs' interests also play an important role while constructing their knowledge of using such materials. It appears to be obvious that their personal tastes are also a determiner. Being interested in such content can help them not only feel sympathy towards language use these instructional materials but also find them realistic. On the other hand, having



no such interest can prevent them from having positive attitudes towards the use of authentic materials to teach English.

This study is limited to a specific context where PTs keep on building on their knowledge base and develop their understanding of language teaching methodology. Even though the study has implemented a variety of data sources, a longitudinal study with a larger set of data will expand teacher cognition research in this strand. As for implications, our study contributes to the understanding of language teacher cognition by researchers and practitioners, providing insights into complex and dynamic nature of such a process. Thus, pre-service language teacher education should be planned in alignment with its multifaceted feature including, but not limited to, the factors such as the role of micro-teaching experience and reflective practices, formal training, L2 learning experiences of PTs, and finally the relevance of their teaching practice to the real life.

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## Appendix A

Pre-training Focus Group Interview Sample Questions:

1. What do you see important in language teaching? What is important while teaching a language?
2. Do we use authentic material in our courses?
3. What are the biggest problems in language classrooms according to you?
4. What kind of knowledge do you need most while using English? Is it linguistic knowledge (Vocabulary/ grammar/ phonology), or pragmatic knowledge (functions, speech acts, appropriate use of English)? What I mean by pragmatic knowledge is to learn how to use English appropriately according to context, place, time or people to whom we are talking. For example, do you consider if it is appropriate to use a sentence in a specific context?
5. What developed your English most?
6. What about sitcoms? Is there any English sitcom that you are watching?
7. What do you think about these sitcoms? Do you find them useful for your language improvement? Why so?
8. Should they be used in language teaching? Why so?

Post-training Focus Group Interview Sample Questions:

1. Do you find sitcoms useful or not for language improvement? Why so?
2. How do you think the sitcoms can be useful or not for teaching English?
3. How can you relate all this experience of using sitcoms to teach English with your own teaching beliefs or ideas?
4. Did it really influence the way you look at teaching, class, and students or not? Why so?
5. How does it relate to your own teaching philosophy? How do you see teaching? Does this tell something?
6. What about any negative, or not necessarily negative... How you would change the class if you were... or what would you like to be changed?
7. Which part for you was the most enjoyable or boring or not fun, or different?
8. Describe your experience by focusing on specific topics we did. Like the most enjoyable one was this, the most boring one was this...

## Appendix B

End of Semester Reflection Paper Guiding Questions:

1. In what sense, did this class contribute, or it didn't, to your understanding of teaching EFL?
2. Which piece of content was the most useful one for you? Why? In what sense?
3. What activities or parts of the class did you like most? Why?
4. What do think about the "using authentic interactions in teaching EFL" modules of this class? Did it help or contribute to your understanding? Why?
5. How do you feel about using sitcoms/animation movies to teach EFL?
6. How did it (Lesson Plan 4-- sitcoms/animation movies) go in your class when you really teach it?