



İngilizce Öğretmeni Adaylarının Sahip Olduğunu Belirttiği ve Uyguladığı İnançlarının Tutarlılığı¹

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Öz

Bu çalışmanın amacı, İngilizce öğretmeni adaylarının olası pedagojik inançlarının, sınıf içerisindeki yansımalarını ve bunların tutarlılığını incelemeyi amaçlamıştır. Bu amaç doğrultusunda, etkileşimsel veriler ile çalışma bulgu ve sonuçlarını desteklemek amacıyla, öğretmen adaylarının sınıf içindeki öğretmenlik uygulamaları video ile kayıt altına alınmış, ardından yarı yapılandırılmış görüşmeler gerçekleştirilmiştir. Son olarak, katılımcıların (dört İngilizce öğretmeni adayı) bireysel yansıtıcı yazma formları veri olarak toplanmıştır. Bu çalışma, nitel araştırma deseninde tasarlanmış olup, verilerin analizinde söylem analizi ve içerik analizi yöntemlerine başvurulmuştur. Yarı yapılandırılmış görüşme maddeleri ise Li ve Walsh (2011)'un çalışmasından uyarlanarak, Türkiye bağlamına uyumu ve anlaşılabilirliği bakımından İngiliz dili eğitimi alanında uzman Muğla Sıtkı Koçman Üniversitesi akademik personeli olan iki araştırmacı tarafından kontrol edilmiştir. Çalışmadaki İngilizce öğretmeni adayı dört katılımcı, Muğla Sıtkı Koçman Üniversitesi gündüz bakım evinde öğretmenlik uygulamalarını tamamlamaları için görevlendirilmiştir. Toplanan demografik verilerin de gösterdiği gibi, sadece bir katılımcının (P1) özel ders vermesi dışında katılımcıların geçmişlerinde gerçek sınıf içerisinde bir öğretim deneyimleri yoktur. Verilerin analizi sonucunda; bulgular, Türkiye ve uluslararası bağlamlardaki çalışmaların sonuçları ile karşılaştırılmıştır. Sonuç olarak, İngilizce öğretmeni adayı olan dört katılımcının sahip olduğunu iddia ettikleri inançları ile uygulamada sergilemiş oldukları öğretim yaklaşımları arasında bazı yönlerden tutarlılık mevcut olsa da, birçok açıdan bu tutarlılık mevcut değildir. Bu tutarlılık farkının ise, çocukların yaşlarının ve seviyelerinin düşük olması, gerçek sınıf ortamının karmaşıklığı, katılımcıların deneyimsizliğinden kaynaklandığı düşünülmektedir.

Anahtar Kelimeler

Öğretmen İnançları,
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Correspondence of Turkish Pre-Service EFL Teachers' Stated Beliefs and Their Classroom Practices

Abstract

This study aims to investigate the correspondence between pre-service English as a foreign language (EFL) teachers' stated beliefs about pedagogy and their classroom practices. Aimed at exploring the interactional facets of classroom practice, data were drawn from video recordings of classroom practices and follow-up semi-structured interviews and reflection forms of each participant

Keywords

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which were four in total. As the focus of the study is to inquire these four pre-service teachers' pedagogical beliefs and their correspondence, the study employs discourse analysis (Henceforth DA) of the qualitative research designs. In addition to that, the semi-structured interview questions given by Li and Walsh (2011) were adapted to arrange the questions to Turkish context accordingly and the questionnaire which was checked by two colleagues as specialists in the field of foreign language education at Muğla Sıtkı Koçman University. These four pre-service EFL teachers were assigned to work at a kindergarten to complete their teaching practices. As understood from the interviews, apart from one-to-one tutorial sessions, these practices were their first time teaching experience in a real classroom setting. The findings were then analyzed and after, findings were compared and contrasted with the studies previously conducted in Turkish and other contexts. Findings revealed from the data indicate that, even though there are some correspondences between the stated beliefs of these pre-service teachers, there are still differences which were believed to be based on the complexity of the classroom atmosphere and students at kindergarten as level.

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Introduction

It is generally accepted that teachers' initial beliefs about second language teaching are believed to be based on early courses they have taken through their own language learning process (Borg, 2003, 2006; in Basturkmen, 2012). Therefore, it is seen that the indicators of these pre-service student-teachers' classroom practices are the learning; pedagogical processes (see Erdiller-Akın, 2013 for a detailed definition). Erdiller-Akın (2013) noted that the studies which conduct research with an approach that seeks the relation of teachers' beliefs and their effect on teacher education practices will set the program of primary teacher education. Mattheoudakis (2007) provides the explanation of Pajares (1992) for this phenomenon as; pre-service teachers filter what they have learned through what had applied to them during their learning processes. From these interpretations, pre-service teachers see these existing schemata as a harbor to shelter when they begin their teaching career. Also, studies by Powell (1992), Totto (1998) and Wubbels (1992) have concluded that pre-service teachers' beliefs about teaching are observed to remain stable.

With consideration of this interrelationship, much research has been conducted over the past three decades. The studies are not only content specific (Er, 2013; Topçu and Tüzün, 2009; Cheng et al., 2009; Donaghue, 2003), but also about field specifics, such as 'second/foreign language education' (Li and Walsh, 2011; Farrel and Kun, 2008). The core of these studies seemed to start with the studies of Lortie (1975). Lortie discussed the origins of teachers' beliefs. Later on, Pajares (1992) echoed Lortie's studies and came to the conclusion that distinguishing attitudes from beliefs within the studies and their methods of inquiry is altogether difficult. Later, in 1985, Horwitz developed an inventory (BALLI-'Beliefs about Language Learning Inventory') to put forward the beliefs of teachers in terms of language learning and thus teaching. Then, in 1998, Schommer (1998) developed a questionnaire to reveal the 'epistemological beliefs' of teachers. These two studies have since become the methods most applied in research; however, these inventories also brought many debates into this area of research. The debates were about the adaptations considered during their application. Breen et al. (2001) video recorded language classes and then interviewed the language teachers to gain an in-depth understanding of the teachers' classroom practices. Researchers found divergent points in terms of teachers' beliefs when comparing the classroom practices with those beliefs stated in the interviews. They claimed the distinguishing part between 'espoused and implicit' theory of teaching (Donaghue, 2003). Breen et al. (2001)'s study proved the importance of using mixed method type of research designs in data collection. Therefore, studies using just an inventory, either Schommer's or BALLI, somehow seemed to take a step backward in terms of coming up with more valid conclusions. Thus, studies including a mixed type method increased in the research area of teacher beliefs. Apart from questionnaires, field notes (Anstrom, 2003), self-reports (Choi, 2000), classroom observations (Feryok, 2004), lesson plans-samples of materials (Farrell & Lim, 2005) and finally with the integration of Discourse Analysis (DA) were some of the ways of extending the field of research on teachers' beliefs.

In particular, the study of Li and Walsh (2011) created a huge impact in this field of research. Since then, their study has helped to secure a fuller understanding of the complex relationship between what teachers' state as beliefs, and how they act in the classroom. The importance of looking in-depth is also stressed by Donaghue (2003), who defines the rationale of looking at classroom practice as; beliefs can be subconscious that it can be difficult to articulate them. Adding to that, there might be the difference between espoused theories (theory claimed by participants) and theory in action. Because of these obstacles, how to elicit beliefs of teachers is still remain a question mark.

Finally, by tracing the idea of using the mixed method as a research design, beyond looking at classroom practices, observations and field notes, we use reflection forms to be sure of the validity of the data collected. The use of the word 'validity' is intentional since Turkish students of Teacher Education Programmes have cultural barriers, or we can consider them anxieties, therefore they hesitate to answer questions directed at them. The following parts of the study will clarify the phenomenon. Finally, this study focuses on the correspondence of the pre-service EFL teachers' stated beliefs and their actions in practices.

Method

Context

The study was conducted at the kindergarten of Muğla Sıtkı Koçman University, which serves for the children of administrative and academic staff. There were about 18 children with an average age of five. For the application of the study, permission was obtained from the university's administration and ethics committee. The other, and the most important facet and core/application of the study, regards the pre-service/trainee teachers. Students of the ELT Department at Muğla Sıtkı Koçman University, who were in their 3rd year (of a four-year program), were tasked with practice teaching a foreign language in a real classroom/teaching environment. The trainee teachers (numbered 50 in total) were assigned to the kindergarten as teaching assistants. Each student had the task of presenting a session before the end of the semester. Within this aim, a timetable was created for the trainees' presentations. Four volunteers were chosen among these trainees, coded as P1, P2, P3, and P4. All four of the volunteers were female; a coincidental fact. It should also be noted, however, that 80% of all the trainee ELT teachers were female and 20% were male; so this ratio shows a realistic high probability of having all female participants. They are all studying in their 3rd year of a four-year Bachelor of Arts Degree program in English Language Teaching, and all participants are enrolled in the course 'Teaching English to Young Learners'.

Research Questions

As the focus of this study is teachers' pedagogical beliefs about teaching and learning. Therefore, the intent was to look deeply at what was the mindset of pre-service teachers, and what they demonstrated during practical teaching. Therefore, our research questions are;

- What are the pedagogical beliefs' of Turkish pre-service EFL teachers at Muğla Sıtkı Koçman University?
- To what extent do these pre-service EFL teachers' pedagogical beliefs correspond with their classroom practices?

Data Collection

In this study, qualitative case study research method was conducted. Schramm (1971; cited in Yin, 1984: 23) defines case study as

"an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used".

It is clear from the quotation above that the qualitative case study research is a method that gives empirical support to the qualitative studies. With the micro analytic eye we conducted in this paper, we aim at gathering more valid and reliable data to put our claims forward. Therefore; our motto for the research method can well be defined through the words of Denzin and Lincoln (2005a: 10); 'Qualitative

research is many things to many people'. Because of the contextual structure of our study, deep investigation of the data collected rather than surface inquiry will reveal and identify more key points that serve the research aim and questions. The data refined in this study were collected through recording classroom practices, reflections of participants, semi-structured interviews and field notes (classroom observations). As Dörnyei (2007) suggests, these are the foremost ways of data collection in qualitative research.

The data collection period lasted five weeks in total. During the first four weeks, trainees' classroom practices at the kindergarten were video-recorded. At the same time, field notes were taken with the aim of capturing the primary key points and to match them with transcripts of the video-recordings. There was no interruption by the researchers; however, as this teaching experience was their first time in front of a class, the participant trainee teachers requested some tips in order to feel more relaxed and to lower their anxiety levels. Therefore, the only support given was of a sensitive nature, which was inescapable and we believe arose from a Turkish cultural background. Each trainee presented for about 30 minutes and each week there was one presentation to record. In the fifth week, semi-structured interviews were administered and each interview was also video-recorded, with each taking about 20 minutes. Items in the interviews (see guidelines in Appendix 1) were adapted from Li and Walsh (2011).

The core of the study, that enables it to be distinctive from other studies in the field, is the reflection form. Namely, we requested that trainees complete a reflection form at the end of their presentation process, an importance underlined by Dörnyei (2007), Nunan (1992, 2004) in terms of researching in-depth for details. The purpose of gathering reflection form is to potentially increase the validity and reliability of the data that was first collected via video recordings and then had the transcripts analyzed.

Data Analysis

The data was gathered through recordings of the trainees' presentations, interview records (and transcripts of each interview), reflections forms and field notes. Initially, the interview transcripts were analyzed with content analysis. The transcripts were shown to the interviewees in order to let them address any possible misunderstandings. Then, the identified codes and after that the themes were categorized. Three main themes were identified; beliefs about (1) language teaching, (2) learning, and (3) the current language teaching system in Turkey.

As stated; the major focus of the study is on the pedagogical skills of inexperienced English Language Teacher Trainees and convergence or divergence of those stated beliefs and their classroom practices. The second step we took was to transcribe the video recordings of trainees' practices through Transana (2.51) software. The raw transcripts were cross-checked by each researcher in order not to miss any detail and mistakes that could have occurred during the transcription process. After transcription cross-check had been completed, all the data gathered were analyzed with an objective perspective by looking at every detail possible in the transcription. During analysis of refined data Discourse Analysis (DA) way of searching was benefitted to put forward the design of classroom interaction, which is generally accepted to happen in the flow of 'Initiation-Response-Feedback/Evaluation (IRF/E)' (Sinclair and Coulthard, 1975). Through this data mining process, instances of four participants in terms of their teaching method were revealed.

The final step was to analyze the reflection forms with content analysis method. The main themes revealed were about their sensual reflections before and after their practice teaching session that we believe to be important while matching the correspondence of their beliefs and practices.

Findings

In this part of the study, we present the findings from interviews, reflection forms, field notes and transcriptions of classroom practices. In the findings, with the excerpts presented as follows, we aim to match the relation or correspondence between stated beliefs and classroom practices of pre-service EFL teachers. Table 1 summarizes the demographic information of the participants.

Table1. Demographic Information of the Participants

VARIABLES	AGE	GENDER	EXPERIENCE
P1	22	Female	Private lessons for a primary-level-student
P2	22	Female	Inexperienced
P3	21	Female	Inexperienced
P4	22	Female	Assistant for extra-curricular activities

The participants are a lack of teaching experience as revealed from the interview data. P1 came from another city than Muğla (in which she studies), and mentioned to be in need of extra money than her family support; therefore, she has been giving one-to-one tutorials to primary school students. P2 introduced herself as an inexperienced prospective teacher of English. On the other side, she claimed herself to be a keen learner regarding teaching. P3 also accepted being an inexperienced teacher, but she was willing to be on stage. Lastly, P4 said that she has already experienced four occasions, serving a state school with extra-curricular activities.

Participant 1 (P1)

As detailed earlier she was a bit more experienced than the other participants, since she has given some private tutor courses to primary school students. In general, she was the one from whom we benefitted most in terms of the reflection forms since she accepted the shift in her beliefs towards the children emotionally as an inexperienced teacher.

Excerpt 1A

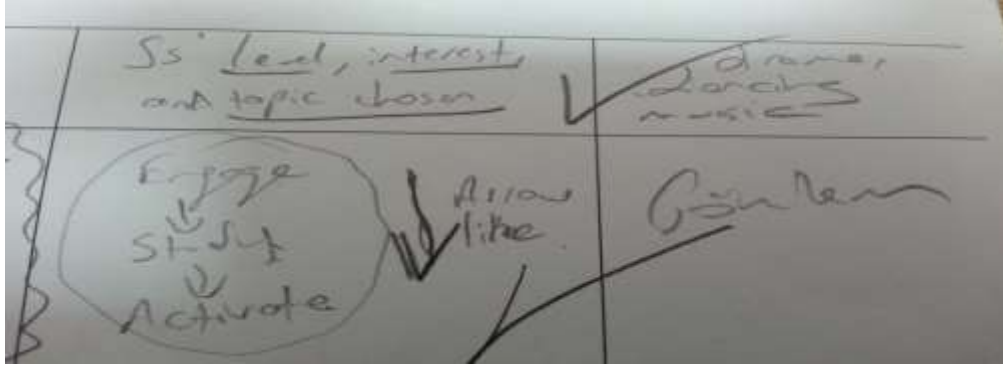
“Actually I don’t like children. But studying with them was enjoyable because they are very active and enjoy games. They like picture-stories and I found it very interesting and enjoyable, so it was a very good experience for me...”

This excerpt from the reflection form may be accepted as a shift in P1’s ideas towards teaching English to young learners. In other words, it can be said that P1’s negative approach or so-called prejudices towards teaching English to young learners were affected after a real classroom environment experience. Apart from the shift in her reflection, one can also see that P1 refers to using artifacts (“...they are enjoying games, they like picture-stories and I found it very interesting...”). This was also apparent in P1’s interview data; in the transcript, she refers to using similar artefacts, as Excerpt 1B shows:

Excerpt 1B

“...we used some pictures and a story... flash cards, because we thought that they like them a lot. Also, we planned to use games to teach vegetables. But we didn’t benefit from a certain textbook; instead of a book we created our materials ourselves.”

This excerpt first of all, shows us that P1 is of the idea that using flashcards, games etc... are considered to be suitable for young children, which proves that she is aware of contextualization (preparing to teach according to the target group). Adding to that, she claims that children also liked the activities they planned and this can be accepted as reinforcement on the side of the trainee teacher, since the feedback she received from the children demonstrated an increase in their willpower. Second, it is obvious that P1 didn’t base her lesson scheme on a set book or source, as she mentions in Excerpt 1B “But we didn’t benefit from a certain textbook; instead of a book, we created our materials ourselves”. From the field notes (see Excerpt 1C), the claims we have made can be supported in terms of contextualization and flexibility.

Figure1.

Another detail to note from the figure is the procedure that P1 applied in the lesson scenario, that of Engage, Study and Activate (ESA), a model of lesson plan design referred to by Harmer (2007) and its 'arrow line' type. This is significant for the university since it reflects on the benefits of the courses given to the trainee teachers and of these courses' sustainability. Another detail identified here, is that there were also drama activities in the flow of the lesson. That is, P1 was applying small drama actions in order to trigger and foster the learning process and manage student participation. This can also be understood from both Excerpt 1D and Extract 1.

Excerpt 1D

"... there must be a group work activities since they are learning from each other.

.... not all the teachers do organize these techniques. I didn't see many teachers who are applying these. Maybe only some of them use pair and group works"

In addition to these, she is of the opinion that using group and pair work promotes peer learning during these periods of teaching. Excerpt 1D, from the interview data and Extract 1 from the CA transcription of P1's classroom practices; corroborate the overlap of her ideas and actions. In Excerpt 1D, P1 not only underlines the value needs to be given but also refers to the lack of group and pair work activities.

Extract 1

1. P-1: <bu ne!> söyle bizi↑ göster arkadaşlarına=ben de bunu seviyorum de!
[tr: <what is this!> tell our ↑ show to your friends=say that I love this, too]
((directs the questions to S-2))"
2. P-1: (0.4) tamam. Söyle şimdi ben bunu seviyorum de (.) neydi bu!
[(0.4) okay. Now say that I love this (.) what was this!]
3. → S-3: ((uninvitedly S-3 takes the turn)) CARROT.
4. P-1: bu CARROT dı dimi!
[tr: this was CARROT wasn't it !]
5. S-2: hıhı ((nods his head))
[tr: yes]
6. P-1: =peki bu!
[=what about this!]
7. (.....)((noisy atmosphere))
8. P-1: <potatoe'ydu>
[tr: <it was potatoe>]
9. P-1: (0.1) tamam
[tr: (0.1) okay]

In Extract 1, P1 applies a group work activity and while rolling among groups, in a group a dialogue was recorded. She initiates the turn (Line 1), but she can't get a reply back and takes the turn again (Line 2) and waits for 0.4 seconds. The duration of waiting time for 0.4 seconds can also show that P1 is leaving some time to kids to think and with other words let the children to think and digest the initiation of her. She directs these turns to S-2 however in (Line 3), S-3 takes the turn without invitation and replies. In (lines 4, 6, 7, and 8), it is obvious that P1 takes the turn, asks clarification questions and gives a space of time and replies herself. The time space between the turns of P1 may be seen as affective that it provokes peer learning since, on the following lines, S-2 (the students initiated at first) gives a reply by a nodding of the head. This part of the dialogue is typical of IR (F/E) Initiation-Response-Feedback/Evaluation, which is typical of traditional teaching, proponents of which include Sinclair and Coulthard (1975).

Participant 2 (P2)

P2 was one of the two trainee teachers who were totally inexperienced. She used "Ayşegül's Story" which was really engaging for the children. From the interview data below, it is clear to see the underlying idea.

Excerpt 2A

"We generally thought about their ages and whether the activity was interesting enough for their ages and cognitive abilities. And then we changed the materials and organized the materials according to their age, and so on."

Considering the target group's age and the cognitive level is a key point in her success to engage the children and promote participation. Also, the word she used (whether the activity is interesting enough for their ages) can be concluded that she cares about the target group's interests in order to gain their attention and ensure she is at the center of that attention. To manage such attention drawing she claimed to have used one of the most known teaching principles which can be basically defined as "from closest to furthest". In Excerpt 2B, we see here demonstrate this belief;

Excerpt 2B

"...in the first step we focused on how to energize them, so started the lesson with a question that makes them active and think about their environment. For example, firstly we did the things that they see around the environment and encouraged so we pushed them to think about the seasons in their mother tongue. And then we started our activities..."

As can be seen in Excerpt 2B, P2 stresses engaging through the environment and from the mostly known to unknown knowledge. Another key point to be discussed here is the use of "mother tongue". It was not totally clear to say what her belief was in using their mother tongue from the interview data, but we may say that as P2 underlines the importance of attention drawing in teaching to younger learners, she may be applying the idea of using their mother tongue at the beginning of teaching a foreign language (Krashen, 1981, Scrivener, 1994, Harmer, 2007). However, data from her reflection form on this practice (see Excerpt 2C) reveals that she is still doubtful about this approach while teaching, since she claimed to be sometimes panicky, sometimes relaxed. We believe that, being her first teaching experience, this teaching practice is just a beginning in her career as a teacher and these thoughts are very normal.

Excerpt 2C

"It was a nice experience for me because it was the first time teaching such a young group. And sometimes we panicked and sometimes we relaxed according to their mood and as a teacher you should make the difference for them to make them active for the class"

Figure2. Screenshot from P2's practice

Adding to the beliefs of P2, this screenshot from her practice (Excerpt 2D) is another proof to claim that she has the intention of drawing attention and engaging children to foster the children learning the process. As seen, she is applying dramatization (at that moment she was teaching seasons, and for winter she used cotton for snow and an assistant dressed as Santa Claus). At this point, we can say that she used the methods she had been taught, namely, she is conscious about the pedagogical field courses.

Participant 3 (P3)

P3 was another inexperienced trainee who participated in the study. She used flash cards with Pink Panther on them, which were suitable for the students' level and supported these flash cards with a story. Using familiar cartoon characters, such as Pink Panther, was really engaging for the children and it resulted in increased participation of the children. She is of the opinion that the teacher should model the teaching of new vocabulary and their pronunciation, having consistently used words in English (the target foreign language) of the words she was trying to teach. Excerpt 3A corroborates this belief and the practice of it.

Excerpt 3A

"Teacher should be a model in vocabulary teaching and he should bring variety into the class."

Excerpt 3B

"Also mistakes should be seen as the process of learning and they should be seen as normal; thing and teachers should not behave in a bad way to students when they make mistakes."

In Excerpt 3A she underlines being a model in teaching new words, and in Excerpt 3B (both 3A and 3B from interview data) P3 refers the importance of making mistakes since she seemed to accept mistakes as the process of learning (Corder, 1967). From this perspective, it can be said that P3 is aware of differentiated instruction in teaching. Since, in Excerpt 3B she accepts that teaching is a processed based phenomenon. Therefore; as a teacher to P3; caring about the variety in types of learning, demographic background, and being a role model in the class and so on seems to be some key points for teaching.

Extract 2

1. P-3: ↑ *tamam green alir mısın buradan yaprağını boyayalım*
[tr: ↑okay can you take the green one here and colour the leave] ((Teacher asks student take a green marker to colour the leave on the sheet))
2. S-1: (.) *bu mu* ↓ [tr: this one ↓]
3. →P-3: *tamam o da green*
[tr: okay it is also green]
((teacher self-talk))
4. P-3: (.) *tamam sen de gel burdan green al (.) green isec*
[tr: okay can you also come and get a green one (.) choose the green]
((teacher goes to another kid))
5. ((S-2 does not utter anything but takes the green marker and turns back to his seat))

When we look at Extract 2, in Line 1 the teacher initiates the turn to S-1. In Line 2, S-1 takes the turn and replies with a confirmation check; however, S-1 takes the wrong pencil. In addition, in Line 3, the teacher ignores the mistake of the student who took another variation of the intended colour. This manner matches with the belief of P3 that risk taking needs to be increased in the classroom. So in Line 5, S-2 takes the risk and without getting any feedback on the correctness of his choice, takes a marker and returns immediately to his seat. That can be seen as risk taking in terms of learning, since the manner that P3 displays may be the source of this increase in risk taking actions by the children.

Extract 3

1. P-3: ((S-4 comes to get a marker)) *al bakalım*
[tr: get one]
2. →S-4: (0.2) °gri°
[tr: grey]
3. P-3: =gri değil o gri öğrenmedik<gree:n>
[tr: it is not grey we haven't learnt grey yet <gree:n>]
4. →S-4: °green°
(however S-4 gets the wrong marker which is red again)
5. P-3: ↑ *elindeki ne ama*
[tr: what colour is it in your hand]
6. S-4: (° °)
7. P-3: (0.2) *neydi bu.*
[tr: what colour was it]
8. P-3: (0.3) <RED.>*bu red ama*
[tr: RED. but this is red]
9. P-3: ((S-4 leaves the red marker and finally gets the green one)) *aferi:n*
[tr: well done]

However, P3 role models the vocabulary in Extract 3, she presents a divergence in this interaction when compared to Extract 2. That is to say that, in Extract 3, she doesn't show ignorance to the mistakes as she did before in Extract 2. In Line 1, P3 initiates the turn and S-4 takes the turn and replies, but incorrectly. S-4 says a word which is similar to her mother tongue (/gri/ in Turkish, close to /gri:n/ in English); they are also minimal pairs. This closeness may even present an error (Harmer, 2007) as the word could have been miscoded. So in Extract 3, she shifts into the traditional vocabulary teaching method, which is the immediate correction of the mistake.

Participant 4 (P4)

P4 is one of the two participants who have tutorship experience in teaching (private course teaching on a one-to-one basis). Her practice in kindergarten was effective for her, as she mentioned in her reflection form after the practice.

Excerpt 4A

"In fact English is very different thing for them, but if we can catch their attention point it is very easy to teach them. But it is very difficult, because there are boys and girls their ages are dangerous in fact because if we can't draw-take their attention, they don't want to play game or they don't want to learn thus it becomes a problem. So every time the lesson should be active."

In Excerpt 4A, P4 stresses the importance of attention drawing. She believes that if one can manage to get the attention of the children, they can go further in accomplishing their plans of being a teacher. She supports these ideas again later in the interview:

Excerpt 4B

"We took into consideration their age and their desires/likes; for example, they like Spiderman and Barbie, and they also like Pepe and Caillou (cartoon characters). We should take into consideration these things. And we added music and more kinesthetic games."

Here, we can also see the use of familiar cartoon characters in children's lives. In this way, the engagement and activation of the children's mind could have been the aim. In addition, P4 also cares about the demographic, physical and mental readiness of the target group in designing her lesson (We

took into consideration their age and their desires/likes). From the CA of P4's practice, we can see the convergence or matching of her belief and her actions.

Extract 4

1. "P-4: <bu Peppee de odasını çok dağıtıyor↑ Bebe zaten sürekli ağlıyor↑ ben en iyisi Peppeeyi çağırayım
(.) oğlum diyim gel odanı topla>
[tr: <Peppee is messing up his room alot↑ Bebe is crying everytime ↑ I better call Peppee (.) and say
my son come and tidy your room]
2. →P-4: (0.3) ((goes out of the classroom and and screams)) ↑ Oğlu:mPeppee: gel odanı topla↑
[tr: My son Peppee: come and tidy your room]
3. P-4: (0.2) kimdim ben!
[tr: who am I !]
4. SS: (0.2) ↑ annesi:
[tr: his mother]
5. P-4: annesi= neydi annenin in[gilizce]si! [tr: mother= what was this in English]
6. SS: [mother] mother
7. P-4: <mother>çok güzel hadi bi daha söyleyelim
[tr: <mother> well done let's repeat once more]
8. SS: ↑ MOTHER
9. P-4: =bi daha söyleyelim
[tr: again]
10. SS: ↑ MOTHER↑

In Extract 4, it is obvious that P4 uses dramatization techniques in teaching, which is really effective in attention drawing and engaging the children in the lesson or topic being taught. Actually, she tries to teach the word 'mother', and to help the students to guess what she is talking about, she applies some dramatization. In Line 1, the teacher gives an explanation about the topic and the story she intends to use. In Line 2, P4 starts to apply dramatization of the story. In Line 3, she initiates a turn to the whole class. In Line 4, the students (more than one) shout in their mother tongue and answer correctly. In Line 5, P4 asks for the translation of the word the students spoke in Turkish. In Line 6, there is an overlap as some students interrupt the teacher and give the English version of the word. In Line 7 and Line 9, P4 initiates drilling to teach the word that we can she is turning to the traditional vocabulary teaching approach. This sees learning vocabularies as memorization off by heart as well. And in Lines 8 and 10, the students shout out the word 'mother' as a repetition.

In an activity during her practice, she asks for help from one of her classmates who are not among the four participants in the study. In Extract 5, we see P4 and a classmate co-present the activity.

Extract 5

- P-X: evet çocuklar dersimiz burada bitti [artık]
[tr: yes kids our lesson is over [now]
1. S-1: [öğretmenim] sis yapmadık sis
[tr: [teacher] we have not done sis sis]
2. P-X: ((laughter)) sister sister
3. P-X: <şimdi hep beraber yapalım [tekrar edelim.]
[tr: <now let's do it together]
4. →P-4: >[annesi olarak] yapayım mı ben! sister'i abisi<
[tr: >[can I present] sister as being his mother<]
5. P-X: hadi gel yap bakalım [tr: ok come on show us]
6. P-4: (0.4) <kızım↑ neden ağlıyorsun senin sütünü de verdim ama>
[tr: [0.4]honey why are you crying I have given your milk though]
7. P-4: ben kimdim! [who were I]
8. SS: annesi: [tr: mother]
9. P-4: <yani> [tr: so]
10. S-1: (0.2) sis. [tr: sister]
11. P-4: <mother'ı> [tr: mother]

In this Extract 5, PX wants to end the session in Line 1, but in Line 2, S-1 takes the turn and warns PX that they haven't learned the word 'sister' yet. S-1 also mispronounces and misuses the word sister as calling it 'sis' instead. Therefore without any initiation from PX, P4 in an uninvited way interrupts and takes the turn in Line 5. P4 dramatizes the word 'sister' and 'mother' and finishes the conversation. Here, the behavior of P4 can be defined as the behaviour of a dominant teacher. However, if we look at the Excerpt 4E below, we will notice the divergence.

Excerpt 4C

"Firstly, Teacher should be a guide in the class. If he or she is very strict, students don't feel themselves relax. A relax atmosphere is a key point for students to learn better, in my opinion. First, regard and then being a facilitator also chef of chorus as a leader but not a director since I believe in difference between these concepts"

This excerpt is also controversial as well. Since the behavior of P4 was because of the passive actions of her classmate PX, not the students. Thus, it is a questionable to judge her as a dominant character in teaching, since we are also in the belief of the difference between a 'leader' and a 'director'. P4 also sees teachers as facilitators (in my opinion. First, regard and then be a facilitator or a choir leader...). Adding to that in a part of her interview she adds the following:

Excerpt 4D

"I believe that you cannot easily learn from your teacher but your peer. For example 'Think-Pair-Share' or 'Three-Step-Interview' or 'Numbered-Heads' are very easy to use and apply and they are very useful."

Excerpt 4D underlines the guidance of a teacher in the class and mentions peer learning and its strengths by giving examples such as 'Think-Pair-Share', 'Three-Step-Interview', or 'Numbered-Heads'. However, she stresses these peer learning activities, but we are sure that the only activity she presented was dramatization and flash cards with display stories and some following questions. Of course, one should not be judged with a single example, but in the study we consider it a divergence in terms of the relationship or correspondence of stated beliefs and classroom practice; the focus of this study.

Discussion and Conclusion

When compared the aim of the research and the findings that have been presented, it can be concluded that there are more points of convergence than points of divergence. However, it cannot be said that the participants in the study are totally doing what they had stated in the interview conducted before their classroom practice. Namely, what the participants had stated in the interview is in direct relationship to the actions seen in their practice. On the contrary, as defined in the findings, P3 was enslaved by her feelings (sense of anxiety and nervousness), and because of that, she shifted from what she stated in her interview and presented the same actions at the beginning of her presentation. P4 was another who somehow presented what she stated, but then shifted when she came across an unexpected situation. This 'unexpected situation' (see Excerpt 4D) can be seen as the source of her change in behavior. Again here, the inexperienced participants showed divergence with their beliefs as they became ruled by their senses at that moment in time. Another notable point was that P2 underlined the benefit of the internet and claimed she had designed her materials after surfing the internet. Even though she had used materials that she downloaded from the internet, she was still missing the importance of integrating internet tools into the classroom, namely, she didn't use any internet source during the session. But this inference is baseless in this case, due to the lack of internet connection at the kindergarten itself, which is vital in our opinion. Therefore, she presents that she has the idea of internet use in her mind at least, even though this still cannot be proven through transmission of her belief into practice. P1 was the one who believed that we brought in teaching back in terms of teaching to younger learners. As revealed from the reflection form, she was a bit against teaching a foreign language to younger children, having complained about the misbehavior of children she had previously observed and their misplaced energy that can drive some teachers mad. Nevertheless, in the reflection form, she accepted that she no longer has negative attitudes towards children (young learners). This inference can also be controversial as this is her first practice in a real classroom environment. So in the future, she may change her attitude towards young children, or this practice might have been a milestone in her

teaching career and this belief that she conveys these actions. So generally, it can be accepted that all of the participants have an eclectic approach. That all participants thought and acted according to the needs, interests and level of the target group of learners. Each of the participants showed signs of knowledge gained from their courses taken in previous semesters of their Bachelor's study program.

As it is clear to see from the study, the data collections tools (interviews, reflection forms, classroom observations and transcriptions of the practices) helped us to gain more in-depth understanding of the situations in terms of relationships between stated beliefs and classroom practice. So, we also suggest that a research methodology that combines interview and classroom data is more capable of showing the very important relationship between stated beliefs and classroom interactions.

The consistency parts of beliefs and practices can be accepted as, even though the stated beliefs of the teachers somehow correspond with their classroom practices, there are still divergences which may stem from many sources. So, the important point here is to seek ways to be able to understand what constructs a belief and how it is shaped, and in particular, how this belief is later presented within an action process. We also believe that further study within another context of EFL teaching could extend the understanding of the complex structure of teaching and its relation to students and teachers.

For further studies, we suggest employing a similar methodology, for instance: in-service teachers in a TESOL context may widen the horizon of the research school on the topic. A comparison between in-service and pre-service teachers' stated beliefs and classroom practices would also further contribute to the literature in this research area. As stated below, similar studies can be candidates for new endings;

1. *Are beliefs shaped and changed by the teaching and learning process, if so how?*
2. *Do what teachers think and believe affect teaching and learning processes?*
3. *Whether, improving understandings of the interrelationship between beliefs and interactions may chance the behaviours of the both in and pre-service teachers?*

Finally, we place our study among those that show both convergences and divergences in terms of stated beliefs and classroom practices relationship, as Basturkmen (2012) classified. We accept that through an education that contains theory and practice together has an enormous potential to increase the level and thus the quality of our education in ELT departments. The discrepancy between the university and school teaching is considered one of the most notable complaints about EFL teaching in Turkey. What lies behind this problem attracts much attention in the school of research; however, the solutions offered seem to have failed up until now. Therefore, we offer firstly to begin by going deeper towards identifying the root cause of the problem, which is to first construct a picture of the situation through studies utilizing methodologies as seen in this study. Then, to conceptualize some standards based on the picture drawn up by academics, scholars and researchers, and finally putting these standards into practice as a national teaching policy movement.

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Appendices

Appendix 1: Interview Guidelines

1. General reflection upon the session (student levels, materials, textbooks, any comments teachers would like to make on their teaching)

A: what was the level of students?

B: What materials did you use?

C: Did you benefit from a textbook? (Did you base your session on a certain textbook?)

D: Comments on your practice?

2. Guidelines to teaching (how and why a certain activity was planned and organised; what factors affect their teaching planning and activity design; any particular principles they follow)

A: How and why a certain activity was planned and organised?

B: what factors affect their teaching planning and activity design: any particular principles you follow?

3. Understanding about EFL teaching in Turkish;
(policy, curriculum, testing system, textbooks) ?

4. Class organisation (teacher/learner role) (how pair work, group work, individual work are organised)

A: Can you give your ideas on the role of teachers and learners in the classroom?

B: Can you give your ideas on how pair work, group work, and individual work are Organised?

5. A good language teacher (knowledge, skills, personality)

A: What types of knowledge should language teacher possess?

B: What are the basic skills of a language teacher?

C: Types of personality- grade 5 items from list? 1: max 5: min

6. What are the important and difficult parts in teaching (e.g. grammar, language points, skills for communication?)

Appendix 2: Transcription Convention (copy from Seedhouse, 2005)

A full discussion of transcription notation is available in Atkinson and Heritage (1984). Punctuation marks are used to capture characteristics of speech delivery, not to mark grammatical units. Those extracts for which the author had access to original audio- and/or videotapes have been transcribed according to this system. Other extracts are reproduced as they originally appeared with occasional modifications to achieve standardization.

	Point of overlap onset
	Point of overlap termination
=	(a) Turn continues below, at the next identical symbol (b) If inserted at the end of one speaker's turn and at the beginning of the next speaker's adjacent turn, indicates that there is no gap at all between the two turns (c) Indicates that there is no interval between adjacent utterances
(3.2)	Interval between utterances (in seconds)
(.)	Very short untimed pause
word	Speaker emphasis
e:r the:::	Lengthening of the preceding sound
—	Abrupt cut-off
?	Rising intonation, not necessarily a question
!	Animated or emphatic tone
,	Low-rising intonation, suggesting continuation
.	Falling (final) intonation
CAPITALS	Especially loud sounds relative to surrounding talk
O O	Utterances between degree signs are noticeably quieter than surrounding talk
↑↓	Marked shifts into higher or lower pitch in the utterance following the arrow
<>	Talk surrounded by angle brackets is produced slowly and deliberately (typical of teachers modelling forms)
><	Talk surrounded by reversed angle brackets is produced more quickly than neighbouring talk
()	A stretch of unclear or unintelligible speech.
(guess)	Indicates the transcribers' doubt about a word
→	Mark features of special interest
((T shows picture))	Nonverbal actions or editor's comments
ja ((tr.: yes))	Non-English words are italicized and are followed by an English translation in double parentheses
[gibee]	In the case of inaccurate pronunciation of an English word, an approximation of the sound is given in square brackets
P	Participants
S	Students