

Metamorphosis of English Preparatory Program Instructors as Researchers*

Sezgin Ballıdağ***¹ and Kenan Dikilitaş²

Abstract

Transformation of the Turkish EFL teachers working at tertiary level as researchers has received relatively little attention in the relevant literature. Furthermore, most studies in the field sought to explain the transformation of the teachers through interventions. Therefore, drawing on the underpinnings of transformative learning theory proposed by Mezirow, this study aims to investigate how the three EFL teachers have changed since starting their research careers. Unlike most of the studies in the literature, this study aims to find out the transformation of the participants as researchers with no specific intervention. This is a qualitative study, and the data were collected online through semi-structured interviews. In order to see if the participants went through the stages suggested by the theory, the recorded interviews were analyzed deductively. The results revealed that despite not following a linear order, the participants pass through all the suggested stages. The participants were found to pass through transformation at distinct stages, and how they changed was presented under the steps of the theory. Overall, this study sheds light on the longitudinal development of researchers initiated by a disruptive event, which is followed by iterative reflections which leads to the feeling of confidence in their researcher identities.

Keywords

Critical reflection
Transformative learning theory
Teacher research
Teacher transformation

Article Info

Received
February 05, 2024
Accepted
April 01, 2024
Article Type
Research Paper

İngilizce Hazırlık Programı Öğretim Görevlilerinin Araştırmacı Olarak Dönüşümü*

Öz

Yükseköğretim düzeyinde araştırmacı olarak çalışan Türk yabancı dil öğretmenlerinin dönüşümü, ilgili literatürde nispeten az ilgi görmüştür. Ayrıca alanda yapılan çalışmaların çoğu öğretmenlerin dönüşümünü müdahalelerle açıklamaya çalışmıştır. Bu nedenle, Mezirow tarafından önerilen dönüştürücü öğrenme teorisinin temellerinden yararlanan bu çalışma, üç İngilizce öğretmenin araştırma kariyerlerinin başlangıcından bu yana nasıl değiştiklerini araştırmayı amaçlamaktadır. Literatürdeki çoğu çalışmadan farklı olarak bu çalışma, katılımcıların herhangi bir özel müdahale olmaksızın bir araştırmacı olarak dönüşümünü ortaya çıkarmayı amaçlamaktadır. Bu nitel bir çalışmadır ve veriler çevrimiçi olarak yarı yapılandırılmış görüşmeler yoluyla toplanmıştır. Katılımcıların teorisinin önerdiği aşamalardan geçip geçmediğini görmek için, kaydedilen görüşmeler tümdengelim yöntemiyle analiz edilmiştir. Sonuçlar, doğrusal bir sıra izlememesine rağmen, üç katılımcının da önerilen tüm aşamalarda dönüşüm yaşadığını ortaya koymuştur. Katılımcıların farklı aşamalarda dönüşüm geçirdiği görülmüş ve nasıl değiştikleri teorisinin adımları altında sunulmuştur. Genel olarak bu çalışma, araştırmacıların yıkıcı bir olayla başlatılan ve bunu tekrarlayan yansımalarla devam eden, araştırmacı kimliklerine güven duymalarına yol açan boylamsal gelişimine ışık tutmaktadır.

Anahtar Sözcükler


Eleştirel yansıma
Dönüştürücü öğrenme teorisi
Öğretmen araştırması
Öğretmen dönüşümü

Makale Hakkında

Gönderim Tarihi
05 Şubat 2024
Kabul Tarihi
01 Nisan 2024
Makale Türü
Araştırma Makalesi

Atf: Ballıdağ, S. & Dikilitaş, K. (2024). Metamorphosis of english preparatory program instructors as researchers. *Ege Eğitim Dergisi*, 25(2), 101-113. <https://doi.org/10.12984/egcedf.1431816>

* This study was produced from the PhD Thesis prepared by Sezgin Ballıdağ under the supervision of Prof. Dr. Kenan Dikilitaş. [Bu çalışma, Sezgin Ballıdağ tarafından Prof. Dr. Kenan Dikilitaş danışmanlığında hazırlanan doktora tezinden üretilmiştir.]

¹  Bahcesehir University, Graduate School in ELT, Turkey, sballidag@gmail.com

²  University of Bergen, Department of Education, Norway, kenan.dikilitas@uib.no



Bu eser Creative Commons Atınlı-GayriTicari-Türetilmez 4.0 Uluslararası Lisansı ile yayımlanmıştır.

Geniřletilmiř Özet

Giriř

Öğretmenlerin mesleki gelişimi eğitim sistemlerinde ve öğrenci başarısında önemli bir rol oynamaktadır. Teknoloji ve pedagojideki ilerlemeler öğretmenlerin sürekli gelişmesini ve yeni gelişmelere uyum sağlamasını zorunlu kılmakta ve öğretmen arařtırmaları öğretmen gelişimi için güçlendirici bir yol olarak görülmektedir (Borg, 2013). Öğretmen arařtırmasının öğretmenlerin mesleki bilgileri üzerinde olumlu bir etkisi olduđu, bunun da onların öğretmenlik kimliğini ve motivasyonunu artırdığı bulunmuřtur (Eğimli ve Dikilitaş, 2022). Arařtırma yoluyla profesyonel olarak gelişmek isteyen öğretmenler, arařtırma yaparken iniřli çıkıřlı yollardan geçerler (Roberts, Crawford ve Hickmann, 2010). Bu zorluklar zaman kısıtlamalarını, iř yükünü, gerekli arařtırma bilgisinin eksikliğini, idari desteğin eksikliğini içerebilir. Bu zorluklarla mücadele ederken, arařtırma metodolojileri ve uygulamalarını edinirken dönüřtürücü bir süreçten geçerler. Bu süreci açıklamak için dönüřtürücü öğrenme teorisi (Mezirow ve Associates, 2000), on adımlık bir süreç sunarak yetişkin öğrenenlerin dönüřtürücü öğrenmesini arařtırmak için teorik bir çerçeve sağlar. Ama, öğrencilerin on aşamanın tümünü geçmesi şart deđildir (Mezirow ve Associates, 2000). Literatürde önerilen adımları uygulayan öğretmenlerin olumlu sonuçlar elde ettiđi bulunmuřtur (Senyshyn, 2018). Bu çalıřma, Türkiye'deki hem devlet hem de özel üniversitelerde, yabancı diller yüksekokullarında görev yapan İngilizce öğretim görevlilerinin geçtikleri aşamaları, arařtırmacı kimliğini geliştirirken yaşadıkları dönüřümlerle birlikte ortaya çıkarmayı amaçlamaktadır.

Literatürde öğretmenlerin dönüřtürücü deđişimleri ağırlıklı olarak bir müdahale (ders veya mesleki gelişim programı gibi) öncesinde ve sonrasında arařtırılmıřtır. Ancak öğretmenlerin uzun zaman içindeki bakıř açarındaki ve davranıřlarındaki deđişiklikler hakkında çok az şey bilinmektedir. Bu nedenle bu çalıřma, Türkiye'deki üniversitelerin yabancı diller yüksekokullarında okullarında görev yapan İngilizce öğretmenlerinin dönüřümünü inceleyerek literatürdeki bu boşluđu kapatmayı amaçlamaktadır. Bu amaç doğrultusunda, bu çalıřma "Dönüřtürücü öğrenme teorisi aracılıđıyla öğretmenlerin arařtırmacı olarak gelişimine iliřkin ne gibi bilgiler edinebiliriz?" sorusuna cevap bulmayı hedeflemektedir.

Yöntem

Bu nitel arařtırma, Türkiye'deki üniversitelerin yabancı diller yüksekokullarında çalıřan İngilizce öğretim görevlilerinin, arařtırma yapmaya dahil olmaya başladıklarından bu yana geçirdikleri dönüřümü ortaya koymayı hedeflemektedir. Çalıřmada amaçlı örnekleme yöntemi ile, üç kadın öğretim görevlisi seçilmiřtir. Katılımcılardan bir tanesi doktora eğitimini tamamlamıř, diđer ikisi de halen doktora eğitimlerine devam etmektedirler. Arařtırmada kullanılan veri, yarı yapılandırılmıř mülakatlar ile çevrimiçi olarak toplanmıřtır. Ortalama 70 dakika süren mülakatlar, katılımcıların da onayı alındıktan sonra kayıt altına alınmıř ve sonrasında görüşmeler kelimesi kelimesine yazıya geçirilmiřtir. Katılımcıların isimleri gizli tutulması için takma adlar verilmiřtir. Akabinde, görüşmeler MAXQDA 24 programı ile, dönüřtürücü öğrenme kuramının aşamalarına göre tümdengelim yöntemiyle kodlanmıřlardır ve katılımcıların dönüřüm süreçleri dönüřtürücü öğrenme kuramının aşamalarına göre ortaya konulmuřtur.

Bulgular

Yarı yapılandırılmıř mülakatlar, tümdengelim yöntemiyle analiz edilmiř ve dönüřtürücü öğrenme kuramındaki aşamalar esas alınarak incelenmiřtir. Analizler için kullanılan aşamalar řu şekildedir; 1) kafa karıřtırıcı ikilem, 2) yansıtma ve varsayımların arařtırılması, 3) yeni bir role güven kazanmak, 4) davranıř deđişiklikleri 5) yeni bakıř açarlarının entegrasyonu. Teorinin beř aşamasının her biri altında, üç katılımcının geçtiđi süreçler ile ilgili örnekler sađlanarak, katılımcıların, bilimsel arařtırma yapmaya başladıkları andan bu yana geçirdikleri deđişim örnekleri ortaya konulmuřtur. Görüşmelerden elde edilen bulgular, her üç katılımcının da arařtırma kimlikleri kazandıđı süre içerisinde, tüm aşamalardan geçtiđini ortaya koymuřtur. Katılımcılar, dönüřüme sevk eden ikilemleri, çalıřtığı kurumlarda yaşayabildiđi gibi, danıřmanlarından aldıđı geri dönüt ya da akademik dünyanın içerisinde girmekle de yaşayabilmilerdir. Yansıtma, dönüřüme götüren önemli bir etmen olarak ortaya çıkmıřtır. Katılımcıların, yansıma yaptıkları bilgi veya davranıřlar konusunda dönüřüm yaşadıkları ortaya konmuřtur. Öğrenme şekilleri, örnekleme tercihleri ve arařtırma makalesinde alanyazın yazımı becerisi, katılımcıların yansıma yaptıkları alanlar arasında yer almıřtır. Katılımcıların, ayrıca gün geçtikçe kendine güvenlerinin arttıđı ve bu güven neticesinde daha kolay arařtırma yapabildikleri ve hatta arkadař çevresinde bile akademik sohbetlere yöneldiđi ortaya konulmuřtur. Davranıř deđişiklikleri boyutunda da davranıř deđişikliklerinin, dıřa dönüklük gibi hem kişisel özellikleri hem de arkadař seçimi ve esnek olma konusunda kendini gösterdiđi bilgisine ulařılmıřtır. Son olarak, katılımcıların arařtırmacı kiřiliđi geliřtirdikleri, arařtırmacı olarak gelecek hedeflerine, günlük hayata dahil etme çabalarının mevcut olduđu ortaya çıkmıřtır.

Tartıřma ve Sonuç

Bu çalıřma, katılımcıların dönüřtürücü öğrenme teorisi çerçevesinde arařtırma etkinliklerinde bulunurken yaşadıkları dönüřümü ortaya çıkarmayı amaçlamıřtır. Bu çalıřmadan elde edilen bulgular, dönüřtürücü öğrenmeyi

teşvik etmek için herhangi bir planlı müdahale olmaksızın öğretmenlerin dönüşümünü ortaya koyarak alana önemli bir katkı sağlamaktadır. Literatürdeki çalışmaların birçoğu (Fasli ve Fasli, 2019; Joslyn ve Hynes, 2022; King, 2004; Sprow Forte ve Blouin, 2016), katılımcıların bir kurs veya eğitim sonrasındaki dönüştürücü öğrenmelerini ortaya koymaya çalışmıştır ancak dönüşüm, katılımcıların zaman içindeki değişimi yeterince araştırılmamıştır. Literatürdeki çalışmaların çoğu, katılımcıların bir kurs veya eğitim sonrasındaki dönüştürücü öğrenmelerini ortaya çıkarmaya çalışmıştır, ancak katılımcıların zaman içindeki dönüşümü yeterince araştırılmamıştır. Bu tür çalışmaların azlığına rağmen, bu çalışmadan elde edilen bulguların Şahin, Erişen ve Çeliköz (2016) ve Zhu, Iglesia ve Wang (2020) tarafından yapılan çalışmalarını desteklediği söylenebilir, çünkü bu çalışmalar da akademisyenlerin ve öğretmen adaylarının, böyle bir öğrenmeye yol açacak açık bir müdahale olmaksızın, dönüştürücü öğrenmelerinin kanıtlarını ortaya koymuştur.

Yarı yapılandırılmış görüşmelerin analizi, her üç katılımcının da araştırma kariyerlerinin bazı noktalarında beş aşamanın tümünü geçtiğini ortaya koymuştur ve bu bulgu, literatürde yapılan birçok çalışma ile uyumludur (Hoggan ve Cranton, 2015; Zhu ve diğ., 2020). Alanyazındaki birçok araştırma gibi, bu araştırma da bize dönüştürücü öğrenme teorisinin olumlu etkilerini ortaya koymuştur. Öncelikle, kafa karıştırıcı ikilem aşamasını tüm katılımcılar yaşamıştır. Katılımcıları rahatsız eden olay veya durumlar çalıştıkları kurumlardaki yanlış gördükleri uygulamalar, danışmanlarından aldıkları geri bildirimler ve başlı başına akademik dünyaya adım atmaları şeklinde ortaya konulmuştur. Bu bulgular, Mezirow'un (1996) iddia ettiği gibi, bariz bir dış etkiye maruz kalmadan dönüştürücü öğrenmenin ortaya açısından önemlidir. Ayrıca, akademik dünyaya adım atmanın da kendi başına kafa karıştırıcı bir ikilem ortaya koyması (Şahin ve diğ., 2016) açısından alanyazındaki örneklerle benzerlik taşımaktadır. Ayrıca mülakatlardan elde edilen bulgular, araştırmacıların güven kazandıkça motivasyonlarının da arttığını ortaya koymuştur ve bu bulgu alanyazındaki çalışmalarla benzerlik göstermektedir (Beauchamp, Barling ve Morton, 2011; Meyers, 2008). Ayrıca, bir araştırmacı olarak dönüşürken, araştırmacıların sosyal ortamlarından da destek aldıkları ve bilgi ve becerilerini günlük hayata entegre ederken bu sosyal çevre ile etkileşimli olarak hareket ettikleri ortaya çıkmıştır. Bu bulgu da destekleyici ilişkilerin ve çevrenin dönüştürücü öğrenme üzerindeki etkisini ortaya koyan Gravett (2004) ile de uyumludur. Ayrıca dönüştürücü öğrenme teorisinde "yansıtma"nın önemli bir yeri vardır ve bu araştırmadaki tüm katılımcıların bu dönüşüm aşamasından geçtiğini ancak daha da önemlisi bu yansımaların araştırma bilgi ve becerilerine önemli katkılar sağladığını ortaya çıkmıştır. İlginçtir ki inançları ve eylemleri üzerine yaptıkları yansımalar sosyal yaşamlarında da çarpıcı etkiler yaratmış; bir katılımcı dışa dönük biri haline gelirken, bir diğeri akademik hedeflerini tartışabileceği arkadaşlarıyla daha fazla takılmaya başladığını belirtmiştir. Bu araştırmada örneklem olan üç katılımcının da günlük hayata entegre olan veya edinilmeye çalışılan davranışlarında, bir ikilem yaşama ve yansıtma yapma aşamaları önemli bir etmen olarak ortaya çıkmış, daha sonrasında, bu davranış veya bilgi konusunda güven kazanıp günlük hayata entegre etmeleri konusunda öncülük etmiştir ve tüm bu bulgular dönüştürücü öğrenme modelini destekler niteliktedir.

Introduction

The professional development of teachers plays a pivotal role in the education systems and the student success. Advancements in technology and pedagogy necessitate teachers to grow constantly and adapt to the new developments, and teacher research is seen as an empowering way for teacher development (Borg, 2013; Burns, 2005; Dikilitaş & Çomoğlu, 2022). Teacher research has been found to have a positive impact on teachers' professional knowledge, which boosted their teaching identity and motivation (Eğinli & Dikilitaş, 2022). Teachers wishing to develop professionally through research go through paths with twists and turns as they are engaged in research (Roberts et al., 2010). These challenges may include time restrictions, workload, lack of necessary research knowledge and lack of administration support. While tackling these challenges, they undergo a transformative process as they engage in the acquisition of research methodologies and practices. To explain this process, transformative learning theory (Mezirow & Associates, 2000) provides a theoretical framework to investigate the transformative learning of adult learners by offering a ten-step process. In the literature, the teachers who go through the suggested steps have been found to have positive results (Senyshn, 2018). The learners are not required to pass through all ten stages (Mezirow & Associates, 2000), and this study aims to reveal the stages that the English as a Foreign Language (EFL) teachers who work at both state and private universities in Turkey pass through together with the transformations that they have as they develop a researcher identity.

The transformative changes of the teachers in the literature have mainly been investigated before and after an intervention (such as a course or professional development program). However, little is known about the perspective and behavioral changes of teachers in a prolonged period of time. Therefore, this study seeks to close the gap in the literature by investigating the transformation of EFL teachers working at the preparatory schools in Turkey. To this end, this study aims to answer the following research question:

1. What insights can we gain into the development of teachers as researchers through transformative learning theory?

Transformative Learning Theory

Transformative learning theory (TLT) was proposed by Mezirow in the mid-1970s, and since then, it has seen constant development (Emslie, 2016). Being a valuable framework to explore adult learning (Cranton, 1996; King, 2004), it focuses on how individuals create their own meaning through their experiences. To be more specific, it is the process by which we transform our taken-for granted frames of reference (meaning perspectives, habits of mind, mind sets) to make them more inclusive, discriminating, open, emotionally capable of change, and reflective so that they may generate beliefs and opinions that will prove more true or justified to guide actions (Mezirow & Associates, 2000, pp. 7-8).

Mezirow and Associates (2000) stated ten stages that learners go through while they are transforming their perspectives. Not all the learners are required to pass through all the stages, however the number of the stages that they experience increases the likelihood of achieving perspective transformation (Brock, 2010). The stages put forward by Mezirow and Associates (2000) are:

1. a disorienting dilemma
2. self-examination with feelings of shame, fear, guilt, or anger
3. a critical assessment of assumptions
4. recognition that one's discontent and the process of transformation are shared
5. exploration of options for new roles, relationships, and actions
6. planning a course of action
7. acquiring knowledge and skills for implementing one's plans
8. provisional trying of new roles
9. building self-confidence and competence in new roles and relationships
10. reintegrating into one's life on the basis of conditions dictated by one's new perspective. (p. 22)

In order for these stages to be implemented during transformative learning (TL), there are three requirements which can be concluded from the TLT. To start with, there needs to be an appropriate context, which allows us to test the validity of our beliefs and interpretations (Mezirow, 1996). Secondly, the student needs to reflect on their own performance, and thirdly, the learner must participate in critical conversation- a dialogue which includes the evaluation of "beliefs, values and feelings" (Cranton & Carusetta, 2004, p.24).

The transformative learning of the learners has been examined extensively in the literature. However, the studies mainly sought to explain the participants' learning in experimental studies (Fasli & Fasli, 2019; Hoggan & Cranton, 2015). To illustrate, Gravett (2004) designed an action research project where she aimed to change the teaching practices of teachers from teacher-centeredness to learner-centeredness. Through the activities which were informed by suggested steps in TLT, teachers showed transformation in perspective changes. The study revealed that it was possible to achieve transformation through action research, and in order to try out their new

roles, the participant teachers needed supportive relationships as well as supportive environments. Senyshyn (2018) also wished to find out about the long-term effects of transformative learning experiences of preservice teachers during semester-long projects, and the findings revealed transformative effects of intercultural encounters.

In a current study, Zhu, Iglesia, and Wang (2020) sought to investigate the impact of practicum teaching experiences informed by transformative learning theory. A total of 22 journal entries of the preservice teachers for a year were examined, and the results revealed that the participants went through all the suggested steps, and they integrated new perspectives. There are also studies in the literature which investigate the transformation of the learners independent of a specific course or training. To illustrate, in a recent study, Moran and Maloney (2022) wanted to investigate the learning experiences of adult students during Covid-19 pandemic for a prolonged time. The results revealed evidence of incidents for the 10 steps suggested by Mezirow and Associates (2000), and the participants in the study expressed that they gained more confidence in their abilities over time. In another qualitative study which was conducted on researchers in Turkey, Şahin, Erişen, and Çeliköz (2016) explored the transformations of three academicians upon changing the cities they worked at. The study revealed that once the participant researchers began to have more formal relationships, they got involved in more academic efforts.

While some researchers employ the 10-step process suggested by Mezirow, others designed their own framework. This study employs transformation framework by Senyshyn and Chamberlin-Quinlisk (2009) who tried to explain the transformation of the individual by focusing on the crucial theoretical underpinnings of TL process, which involves the stages of 1) disorienting dilemma, 2) reflection and exploration of assumptions, 3) gaining confidence in a new role, 4) behavior changes, and 5) integration of new perspectives. In selecting this framework with fewer stages for analyzing the data on transformative learning processes, we also prioritized pragmatic considerations, targeting enhanced interpretability and convenience of analysis due to its predetermined stages while still ensuring alignment with our research objectives and maintaining focus on key transitions in the transformative development.

Methodology

Research Design

A qualitative research design, which aims not to generalize finding but to provide an in-depth exploration of a phenomenon (Creswell, 2012), is adopted in this study. This current study is a multiple case study which investigates the same phenomenon (researcher identity transformation) across the cases (Yin, 2017) as they represent a unique characteristic of a complex phenomenon in the participants' own context (Stiles, 2013). This study adopts instrumental case study design (Stake, 1995) as the cases are selected strategically based on their research backgrounds. In this study, an explanatory approach is adopted to reveal the participants' transformations as researchers. To this end, the examples which are the representative of each stage suggested by the framework proposed by Senyshyn and Chamberlin-Quinlisk (2009) are explored and presented.

Participants

The study's sample encompasses the following three EFL teachers working at preparatory schools of universities in various cities in Turkey. This research aims to uncover the transformative processes of teachers as they engage in research activities, hence, the participants were chosen purposively from teachers who are either doing or completed their PhD studies. Detailed information about the participants is provided below. Pseudonyms were used to protect the participants' anonymity.

Yeliz: Yeliz is 36 years old. She has been teaching English at a private university preparatory school in Istanbul for 3 years. She holds a BA, MA, and a PhD in English Language Teaching. She has experience in working at both K-12 and higher education. When she graduated, she worked at a private high school for 12 years. During that time, she also had administrative duty as a group leader. After working for 12 years at high school, she started to work at a preparatory school at a private university. She teaches about 6 hours a week.

Ayla: Ayla is 35 years old. She works in Ankara. She has been teaching English at a state university preparatory school for 7 years. She holds a BA, MA both in ELT and Curriculum and Instruction. She is pursuing her PhD education in ELT. She has experience in both state and private universities. When she graduated, she worked at a private university for three years. After working 3 years at two different private universities, she started to work at a state university preparatory school, where she worked for 2 years. After that, she began to work at another state university where she has worked for 5 years. She teaches about 20 hours a week.

Esra: Esra is 37 years old. She works in Trabzon. She holds her BA in English Literature department and her MA in Applied Linguistics. Currently she is doing her PhD in ELT. She has been working at a state university preparatory school for 13 years. She teaches about 18 hours a week. Unlike the other participants, she is married with two children.

Data Collection

The data for this qualitative study were collected during the 2023–2024 fall semester by means of online semi-structured interviews since they are effective ways of collecting reliable data by blending open and close-ended questions (Adams, 2015). Thanks to its convenience for both the researcher and the participants, and its ease of recording, interviews were conducted online. Each participant was interviewed once, and the interviews lasted for 68 minutes on average. The interview questions were developed based on the suggested stages in the TLT. The questions inquired about the reasons why the participants decided to conduct research, their initial experiences, and feelings about doing research, how they felt during and after research, whether they needed help during the research process, and the knowledge/skills they thought they gained as they conducted research. The purpose of the study was explained to the participants at the outset, and verbal consent was obtained. Additionally, the confidentiality of their identities was guaranteed. The interviews which were conducted online were video recorded and transcribed verbatim in order to analyze the data. The interviews were held in Turkish with the motivation that more comprehensive and nuanced data would be reached in this way. Finally, the utterances of the participants were then translated into English.

Data Analysis

Having transcribed the interviews, the transcribed data were analyzed through MAXQDA 24. The researchers reviewed the transcripts in order to reveal what kind of transformation the participants went through as they were engaged in research over time. In the next phase of the analysis, to find out about the transformation steps of the participants, deductive thematic analysis was conducted (Braun & Clarke, 2006), and the transcripts were analyzed deductively with reference to theoretical underpinnings of the TLT. In the current study, we sought to analyze the transformation of the cases according to the five-step framework by Senyshyn and Chamberlin-Quinlisk (2009). Curricular process was followed in data analysis (Patton, 1990), that is, the data were returned constant comparatively to check if the statements reflect the relevant step of the theory. To increase the credibility of the data, member checking was done by returning the analyzed data to the interviewees to check if it resonates with their experiences. Furthermore, the quotations used were debriefed with two colleagues of the researcher to make sure if they represent the ideas presented. Finally, to enhance the transferability of the findings, a thick description for each case was provided.

Researcher Positionalities

As the researchers in this study, we have backgrounds in both teaching and doing research, making us insiders in the phenomena under investigation. Drawing on our previous experience, we were aware of the challenges that teachers had while developing researcher identities amidst their busy professional lives. Therefore, by leveraging the online technology, we wished to explore the developmental paths of three EFL teachers from different backgrounds and locations in Turkey. Thanks to being insiders, we had the advantage of relating to the findings through an emic perspective (Brannick & Coghlan, 2007); however, during the interviews, we tried to be mindful about our positionality, which could influence our findings.

Ethical Issues

The research was carried out following ethical principles. This research was approved by Bahcesehir University Scientific Research and Publication Ethics Board. It was carried out with the permission obtained by the decision dated 07/07/2023 and numbered E-85646034-604.02.02-62420.

Findings

The findings regarding how the participants transformed in their research careers are presented below by drawing on the framework proposed by Senyshyn and Chamberlin-Quinlisk (2009).

Disorienting Dilemma

Disorienting dilemma is the key initiator in the transformation process. It is an engaging experience that might involve anything that prompts students to consider their own ideas and begin critical introspection. All of the participants in this study uttered sentences which indicate disorienting dilemmas. To start with, when Esra started to get engaged in research activities, she started to question her beliefs about her profession and said:

Over time, doing research actually made me realize my potential. I wasn't even aware of that side of me. That's why I believe that if I were a researcher, I would have more fun and be happier. I have been teaching English for more than ten years, but after I started academic work, I realized that the fun part was never actually the studying part. In other words, I realized that I would enjoy it much more if I actually did research rather than teaching English, and if I had a career doing only research.

Yeliz also experienced a disorienting dilemma when she experienced a pedagogical approach at her institution which did not align with what she learned during a PhD course at university, as she says, “*seeing that theory and*

practice did not match at all initiated me. What we were told and what happened were not the same.” Facing this dilemma, she questioned how they utilized bilingual education at her institution as it contradicted what she knew about bilingual education, and she sought to investigate it.

Further support for this stage of transformation is evident in the comments by another participant, Ayla, who faced a disorienting dilemma upon feedback from her advisor as she was learning how to write the significance of a study. She expresses her disrupting event as follows:

When my teacher checked it for the last time, he said, "Everything is OK, but what kind of significance is this?" I looked and said, okay sir, let me write again. Then I realized how it should be written, that is, it should go from the general to the specific. You know, clearly noticing that gap was a breaking point. I mean, I thought I had read the significance of the papers many times before and I still did the same thing, but at that time a light bulb went off, and I realized how to do it.

During the interviews, she further stated that she experienced a disorienting dilemma regarding using social media for academic purposes. She was not keen on using social media as an emergent researcher; however, she realized that it was a common practice among academics, and she had to adapt to this reality as she says:

Now everything is on social media, and this is a transformation. I think we need to accept that this is how things are done and start somewhere. I really think so. But on the other hand, why should I write my academic work there? I can't get over this, either. But I think what needs to be done is to use social media because I have friends who found jobs abroad thanks to this.

Reflection and Exploration of Assumptions

In transformative learning theory, reflection makes the perspective transformation possible (Mezirow, 1991). It is an essential component which necessitates that learners explore perceptions, feelings and actions when confronted with novel and demanding situations. It is evident in the interviews that teachers make reflections on their beliefs or actions as they evolve as researchers. To start with, Yeliz has transformed her interviewing skills as she thought she was guiding the participants during interviewees, as she says;

I felt I asked guided questions. I was not ethical in my earlier studies, and it made me feel bad,” and she continues “during my first interviews, I realized that I was directing the participant with my body language, nodding my head, etc. It was as if my questions were pushing them towards the answer I wanted to get.

By reflecting on her behavior, she thought she needed to improve herself in terms of interviewing skills, and she tried to improve herself about that.

She also reflected on the way she learned or revised research skills since she failed one of her lessons. Upon failure, she thought she had to benefit from YouTube more as she says:

I'm a bit old school, let me tell you. I felt old among my friends. I thought that whatever the teacher tells while studying quantitative, the teacher asks the same questions in the exam. But it turned out that I couldn't take his exam without watching all those videos. ... but I learned this. I realized that when I want to learn something, I can write it on YouTube and learn it outside the class.

This second stage of the transformation is also evident in the comments made by the other participant, Esra. Initiated by some feedback from one of her professors at university regarding how she wrote literature review, she started to question how she composed the literature review sections of the papers. The following excerpt demonstrates her reflection:

I was copying and pasting the quotes directly. When I received the first serious feedback on this subject during my doctorate, I realized that it should be paraphrased within a certain theme to create discussion, rather than directly copy and paste. So, I did not see the literature review as creating controversy. I was seeing it as information transfer. This feedback completely changed my perspective on that aspect.

As Esra got engaged in research more and collected the data through various ways, she began to reflect on how she collected data. Her reflection can be seen from the following comments:

I don't like huge numeric data, sending a bunch of data to people I don't know and then receiving it didn't give me any pleasure. I noticed this. I mean, I don't know who I got it from, I don't know why it was written. Instead, I realized that I liked getting to know the person from whom I received the data through more individual, focused group interviews. I realized that I loved his story. Then I realized that I liked grounding it to a theoretical base, and to put it on a theoretical level with my own knowledge.

Besides reflecting on her qualitative research orientation, she also developed a researcher identity which opts for working with teachers as participants rather than with students. The rationale for her change towards this choice to work with teachers is evident in the following statements:

As I did research, I realized that I liked doing research with teachers more than students. So, I started doing more research on what nourishes us. I started working more on teacher development. Before that, my focus

was on students. But as I did research, I realized that the shortest way to the student was actually the teacher. So, the more you change the teacher, the more you can change the outcome. That's why my interest now began to focus on the teacher rather than the student.

Ayla also demonstrates an awareness towards the significance of writing a good title for a research article. She realizes that her research papers are not cited much, which she thinks results from the titles of them. Regarding this, she states:

I think I noticed this. Yes, you are happy when you get a citation, but I also realized that the citation has some logic: the title. Paper's title. I have three published articles. I published one of them alone, which I thought was the best. I published it last, but it doesn't get any citations, I think it is because of its title.

Gaining Confidence in a New Role

As the teachers explored their assumptions and actions about conducting research, they developed heightened sense of self-confidence and competence. Gaining confidence is not solely about acquiring technical skills, it also encompasses emotions of shame and embarrassment through the learning process. To start with, Esra stated that as she conducted more research, she gained confidence, and thanks to this confidence, she started to be less reliant on other people as she says.

I wanted to make sure of everything at the beginning of the process. So, I was constantly waiting for confirmation. I'm starting this topic. Is it okay? That's all I wrote, is that okay? I was in a constant effort to show my work to my advisor and get approval.

However, in time she started not to seek approval from another researcher or the advisor for every step in her research. This confidence also manifested itself when she was asked for feedback for the studies of the others. In this regard, she states:

I may not be very aware of my own progress. But for example, when I received an article and realized that I could easily see the areas that needed correction, I really liked it. I used to do it with the same deficiency, but now I can see it very easily.

To gain this confidence, it is evident in her comments that she realized that the challenges she faced were also shared by the other researchers she is in contact with. To express how she gained confidence emotionally, she states:

I started spending more time with people involved in this business. This time, when you see people going through the same or similar processes, at least you don't feel like a couch-grass. I said there are people going through this process. I am one of them, too. After that, my conversations with my friends started to turn into academic conversations.

The other participant, Ayla gained confidence in finding definitions of terminology. She had difficulty in finding the definitions at the earlier stages of her researcher career. She says it took too much time of hers to find the ones she needed, which she thinks embarrassing. In this respect, she comments:

I know that I cannot find a definition in a day. So, I couldn't find definitions of key terminology for research. I wrote some of them in 3 days. It was a terrible time when I think about it now. Now I can find it in a minute or so from any definition handbook.

While Ayla stated that she gained confidence in finding the relevant definition, Yeliz began to be more confident in making quantitative analysis. When she needed to make a radical change in the research design of a research she conducted, she embraced the change easily as she puts, "*I learned how to make quantitative analysis very well, so I knew what to do.*"

Behavior Changes

Behavior changes in transformative learning entails applying previously acquired knowledge and abilities in novel situations. All the participants displayed changes in their actions and beliefs while they were developing their research identities. Yeliz, the only participant with a PhD degree, began to acknowledge the unpredictable nature of a research process. In this regard, she expresses the change she had as follows:

There is only one clear word that comes to my mind, let me say it: flexibility. So, nothing may go as planned. I felt that I was more flexible both as a teacher and as a person. It is solved somehow. You need to take it easy. I can say that I have reached a somewhat relaxed state of mind. When the research is over, you feel great anyways.

Yeliz also states that through research engagement, her identity was also transformed. As she conducted research, she realized the significance of being able to express herself, which led to an identity change in her. She states the change she has as follows:

I can say that it changed my identity a little bit. I was a more introverted person. When I became a researcher and gained this identity, I realized that self-expression was very valuable, and telling and sharing were very important. Being able to ask questions was also a virtue. I understand that, too.

This stage of the transformation is also evident in the comments of Esra, who also went through a behavioral transformation as Yeliz. Even though Esra favored conducting a study alone at the initial stages of researcher identity development, she evolved to be a collaboration proponent. In this regard, she says:

My ability to find something in common improved while doing research. I normally loved individuality in my studies. I wanted to be in control. That self-centeredness left me, and I realized it. I started saying "we can do it together, let's create it together".

She also states that her relationships with people also changed, as she comments, "I actually experienced divisions in other social lives as well. I realized that, without being aware, I started to turn towards people who would nourish me more in my circle of friends."

Finally, the impact of the transformation process is also evident in the statements of Asli. She says she has become a more realistic person as can be understood from the comments below:

I was always very excited when I first started. But each time, I started with the dream of doing great things. Of course, this is not the case anymore. Now I've learned that we need to write more sound and safe things. I think I've grown that much. I no longer believed that I would change the world every time.

Integration of New Perspectives

The final stage includes incorporating newly gained perspectives and knowledge in the cognitive framework of the individuals. Since the transformation in this final stage may not be observed immediately (Snyder, 2008), the process is as significant as the transformation, which may not be tested in a semester-long project (Senyshyn, 2018). The data we obtained from the interviews revealed the examples of how all three participants integrated newly gained perspectives and knowledge into practice.

To start with, we can see from Ayla's comments that in unfamiliar settings, she makes an effort to apply new knowledge and understanding. To illustrate, she mentions that she participated in a training in Japan regarding learner autonomy. She liked the way that they connected psychology and learning together. Having seen the relevance of this training to her research interest, she made use of the knowledge she gained from the training even though she was not sure if it would work. She is also determined about utilizing the research knowledge she gained over the years in the following years, as she states:

Conducting research is a process. It needs to be timely in order to reach its conclusion. I need to get the maximum benefit from every institution. I understand this, and I work towards it while I sit and study. So, I'm not studying to pass the qualitative exam.

Esra also displays the examples of this phase of the transformation in her comments. She says that she transformed into collaboration-oriented research over the course of time. It is evident in her statements that she has integrated this orientation in her researcher identity. In this regard, she makes the following comments:

When I realized that I was enlightened many times while talking together, at that point I felt like I shouldn't go through that process alone because in every conversation I can evolve to a different side, and a different research option may arise. It's not necessarily that the other person tells me research ideas; even when I'm telling someone else about my own research, ideas start to come to my mind. When I realized this situation, it started to make more sense to me to go through that process by sharing rather than being a silent researcher.

Yeliz, who reflected on not using YouTube for learning as she failed a classroom, integrated learning and researching through YouTube into her identity. She states that learning from YouTube both "*broadens one's horizons*" and lets you learn things "*from various perspectives*." It is clear from the interviews that she has already begun to incorporate this way of learning in her lifestyle as she mentioned that she also opened a YouTube channel where she shares her knowledge with a bigger audience.

Finally, we can understand from the statements that Esra made in the interviews that, she prefers to integrate research skills in her daily life as she expresses:

Since we work very intensely both intellectually and emotionally, I try not to put myself in the mood of working all the time and not make myself feel like I am working at a desk. At the same time, I try to continue research by incorporating it into my social life. Otherwise, it gets very boring.

Discussion

This study aimed to reveal the transformation of the participants while they are engaged in research activities informed by the framework of transformative learning theory. The findings from this study should make an

important contribution to the field by demonstrating the transformation of teachers without any planned intervention to foster transformative learning. Many of the studies in literature (Fasli & Fasli, 2019; Joslyn & Hynes, 2022; King, 2004; Sprow Forte & Blouin, 2016) sought to reveal the transformative learning of the participants either after a course or training; however, the transformation of the participants over a course of time remains underexplored. Despite the scarcity of such studies, it can be said that the findings from the study support the studies by Şahin et al. (2016) and Zhu et al. (2020) as they found out the evidence of transformative learning of academicians and pre-service teachers without an explicit intervention to lead to such learning. As also highlighted by Senyshyn (2018), it is not easy to observe the transformation of the participants in term-long projects or courses, and this study is a contribution to the literature as it provides the transformation of the teachers in a longer time span.

The analysis of semi-structured interviews revealed that all three participants went through all the five stages at some points in their research career, and this finding is in line with many studies conducted in the literature (Hoggan & Cranton, 2015; Zhu et al., 2020). To start with, at the disorienting dilemma stage, which is seen as the initiator of learning, the participants faced this dilemma in different ways. These included disrupting pedagogy in the institution they worked at, feedback received from professors, or just stepping into the academic world. This finding supports the original theory that Mezirow (1996) proposed when he realized how adults underwent significant shifts in their beliefs, with no implicit outside intervention to do this. This finding can also be said to corroborate with the finding by Şahin et al. (2016) as they found the change of even academic institutions caused a disorienting dilemma. Reflection constitutes an important aspect of the TLT, and it is evident from the interviews that all the participants got involved in some kind of reflection which led to learning. The data revealed that upon reflection on their knowledge or actions, they took an action. It can be said that their reflections focused on skills to conduct research (interviewing, writing literature review section, writing the title), how to collect the data and dissemination of the finding. Based on the findings, it could be said that the participants who went through this reflection stage transformed their research identity. The stage where the participants gained confidence upon reflection is also evident in the findings. We can understand from the interviews that once the participants gained confidence, their motivation seems to have increased. This finding is also in line with the studies (Beauchamp et al., 2011; Meyers, 2008) in which they found that transformative learning increased the learners' motivation. The participants also experienced some behavior changes, which we believe is significant. We can easily see that the transformations of the participants also have a direct impact on their social lives, as in the example of Yeliz. This finding is important as it shows the positive impact of research engagement is not limited to the academic world.

Finally, all the participants made comments displaying how they integrated what they have learned as they engaged in research. This finding confirms the finding by Moran and Moloney (2022), in which the participants gained confidence in their abilities over time. Based on the interviews, we can safely say that the participants have formed an inquiry habit of mind by integrating research into their social lives and having the goal of becoming an outstanding researcher in the future. This study also showed that the participants relied on social networks as they try to integrate new knowledge in their academic lives, which can be said to support the findings by Gravett (2004) who highlighted the importance of supportive relationships and environment in transformative learning. From these findings, it can be concluded that the participants have completed their transformation process in what they integrated in their lives. Therefore, we can say that the findings from this study correlate with the ones by (Fasli & Fasli, 2016; King, 2004; Sprow Forte & Blouin, 2016), which examined the impact of transformative learning on teachers as well as the ones by (Ari & Kurnaz, 2018; Johnson & Nelson, 2010; Manson, Poitras, & Hong, 2010; Schwartz, 2013) which found a supportive impact of transformative learning on students. To conclude, even though it is not evident that the three participants went through all five stages for the skills and knowledge they gained, as also suggested by Mezirow and Associates (2000), their transformation is evident at various stages. Furthermore, despite now following a linear order, transformative learning takes place even without explicit intervention.

Conclusion, Implications and Limitations

The transformations of EFL teachers within the framework of transformative learning theory (TLT) in an extended time is an area which has not been explored enough; therefore, to close this gap, this study explored the transformation of three EFL teachers working at preparatory schools in Turkey as they developed their researcher identities. The transformations of the participants were examined drawing on the underpinnings of the TLT framework. The findings provided insights into the teachers' change in the various steps of transformation proposed by Senyshyn and Chamberlin-Quinisk (2009) as they become involved in research activities. To start with, all the teachers in this study went through these five stages when they were transforming. We found that teachers experienced the situations which made them question their beliefs at various occasions such as school, workplace or during academic conversations. Therefore, we can safely say that getting involved in research boosted their researcher identities (Başar, Çomoğlu, & Dikilitaş; 2023, Eğinli & Dikilitaş, 2022) since they had a disorienting dilemma, which made them take actions by reflecting on their belief systems in environments which are not limited

to lessons. Secondly, “reflection” has a significant place within TLT, and we found out that all the participants went through this stage of transformation, but more than that, these reflections made significant contributions to their research skills and knowledge. Interestingly, reflections they made on their beliefs and actions had also striking effects on their social lives; while one participant became an outgoing person, another one stated that she started hanging out more with her friends, with whom she could discuss her academic aspirations.

Our study has some implications for educational practices. To start with, this study proves the significance of reflection on adult learning. Hence, at the teacher education institutions, pre-service teachers should receive training where they will experience disorienting dilemmas. By such exposure, they will be encouraged to embrace novelty by making reflections on their practices or knowledge. With this skill, when they graduate as teachers, they are more likely to initiate action research in their classrooms and go on learning thanks to learning through reflection. Furthermore, the findings showed that the researchers’ reflections which helped them gain more knowledge and skills were mainly about the research process. This finding has another significant implication on teacher education institutions since it showed how research-orientedness in graduate education aided emergent researchers excel in research skills.

Finally, while this study has contributed valuable insights into the transformation of EFL teachers as they engage in research activities, it is important to acknowledge certain limitations. To start with, the participants in the current study were three EFL instructors working at three different cities in Turkey. Further studies could investigate the transformation of the instructors with a greater sample size by including ones working in various cities in Turkey. Another limitation of the study is that it only investigated the transformation of the participants who had a PhD or is still studying for a PhD degree. Further research might explore the transformative process of teachers with MA degrees or still studying for MA degrees in order to see the potential impact of master’s education on the transformation of the teachers as researchers.

Declaration of Competing Interest

We declare that there is no conflict of interest, financial or non-financial, between the authors that may affect this work.

Funding

This publication was produced from the doctoral thesis supported by TUBITAK Scientist Support Programs Directorate (BİDEB) 2211-Domestic Graduate Scholarship Program.

Ethics Committee Permission Information: *This research was approved by Bahcesehir University Scientific Research and Publication Ethics Board by the decision dated 07/07/2023 and numbered E-85646034-604.02.02-62420.*

Kaynakça / References

- Adams, W. (2015). Conducting semi-structured interviews. In J. Wholey, H. Hatry, & K. Newcomer (Eds.), *Handbook of practical program evaluation* (4th ed., pp. 492-505). San Francisco: Jossey-Bass.
- Ari, A., & Kurnaz, E. A. (2018). Transformative learning in English as a foreign language. *International Journal of Afro-Eurasian Research*, 6, 381- 346.
- Başar, S., Çomoğlu, I., & Dikilitaş, K. (2023). Teacher study groups as a collaborative platform for action research: An ecological perspective. *Professional Development in Education*, 1-14.
- Beauchamp, M. R., Barling, J., & Morton, K. L. (2011). Transformational teaching and adolescent self-determined motivation, self-efficacy, and intentions to engage in leisure time physical activity: A randomized controlled pilot trial. *Applied psychology: Health and Well-Being*, 3, 127–150.
- Borg, S. (2013). *Teacher research in language teaching: A critical analysis*. Cambridge: Cambridge University Press.
- Brock, S. E. (2010). Measuring the importance of precursor steps to transformative learning. *Adult Education Quarterly*, 60(2), 122–142.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative research in psychology*, 3(2), 77-101.
- Burns, A. (2005). Action research: An evolving paradigm?. *Language Teaching*, 38(2), 57-74.
- Cranton, P. (1996). *Professional development as transformative learning. New perspectives for teachers of adults*. San Francisco: Jossey-Bass.
- Cranton, P., & Carusetta, E. (2004). Perspectives on authenticity in teaching. *Adult Education Quarterly*, 55, 5–22.
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. Boston: Pearson Education.
- Dikilitaş, K., & Çomoğlu, I. (2022). Pre-service English teachers' reflective engagement with stories of exploratory action research. *European Journal of Teacher Education*, 45(1), 26-42.
- Eğimli, I., & Dikilitaş, K. (2022). Examining the interplay between English language teachers' mindset and researcher self-efficacy beliefs in the use of action research. *I.E.: Inquiry in Education*, 14(1), 1-25.
- Emslie, N. (2016). Transformative learning and ministry formation. *Journal of Adult Theological Education*, 13(1), 48-63.
- Fasli, E., & Fasli, F. G. (2019). Transformative learning theory through the incorporation of Edublogs: The experiences of prospective teachers. *Folklor/edebiyat*, 25(97), 478-501.
- Gravett, S. (2004). Action research and transformative learning in teaching development. *Educational Action Research*, 12(2), 259-272. doi: 10.1080/09650790400200248
- Hoggan, C., & Cranton, P. (2015). Promoting transformative learning through reading fiction. *Journal of Transformative Education*, 13(1), 6-25. doi: 10.1177/1541344614561864
- Johnson, S. M., & Nelson, B. M. (2010). Above and beyond the syllabus. Transformation in an adult foreign language classroom. *Language Awareness* 19, 35-50.
- Joslyn, C. H., & Hynes, M. M. (2022). Using transformative learning theory to explore student points of view in a second-year mechanical engineering design course: A collaborative action research approach. *European Journal of Engineering Education*, 47(5), 698-711. doi: 10.1080/03043797.2022.2031894
- King, K. P. (2004). Both sides now: Examining transformative learning and professional development of educators. *Innovative Higher Education*, 29, 155–174. doi: 10.1023/B: IHIE.0000048796.60390.5f
- Manson, B., Poitras, E., & Hong, Y. Y. (2010). *Enhancing language skills and fostering perspective transformation in adult ESL education: A transformative learning approach*. Proceedings of the 51st Annual Adult Education Research Conference (AERC), Sacramento, CA, USA.
- Meyers, S. A. (2008). Using transformative pedagogy when teaching online. *College Teaching*, 56(4), 219-224.
- Moran, C., & Moloney, A. (2022). Transformative learning in a transformed environment. *Journal of Transformative Learning*, 9(1), 80-96.

- Mezirow, J. (1991). *Transformative dimensions of adult learning*. San Francisco: John Wiley.
- Mezirow, J. (1996). Contemporary paradigms of learning. *Adult Education Quarterly*, 46, 158–172.
- Mezirow, J., & Associates. (2000). *Learning as transformation: Critical perspectives on a theory in progress*. San Francisco: Jossey-Bass.
- Patton, M. (1990). *Qualitative evaluation and research methods* (2nd ed.). Newbury Park, CA: Sage.
- Roberts, S. K., Crawford, P. A., & Hickmann, R. (2010). Teacher research as a robust and reflective path to professional development. *Journal of Early Childhood Teacher Education*, 31(3), 258-275. doi: 10.1080/10901027.2010.500557
- Schwartz, T. (2013). *Examination of factors that promote transformative learning experiences of college-level adult learners of foreign languages* (Unpublished doctoral dissertation). Auburn University, Alabama.
- Senyshyn, R. M. (2018). Teaching for transformation: converting the intercultural experience of preservice teachers into intercultural learning. *Intercultural Education*, 29(2), 163-184. doi: 10.1080/14675986.2018.1429791
- Senyshyn, R. M., & Chamberlin-Quinlisk, C. (2009). Assessing effective Partnerships in intercultural education: Transformative learning as a tool for evaluation. *Communication Teacher*, 23(4), 167–178. doi: 10.1080/17404620903232529
- Snyder, C. (2008). Grabbing hold of a moving target: Identifying and measuring the transformative learning process. *Journal of Transformative Education*, 6(3), 159-181.
- Sproy Forte, K., & Blouin, D. (2016). Fostering transformative learning in an online ESL professional development program for K-12 teachers. *The Qualitative Report*, 21(4), 781-797. doi: 10.46743/2160-3715/2016.2317
- Stake, R. E. (1995). *The art of case study research*. Thousand Oaks, CA: Sage.
- Stiles, W. B. (2013). Using case studies to build psychotherapeutic theories. *Psychothérapies*, 33(1), 29-35. doi: 10.3917/psys.131.0029.
- Şahin, M., Erişen, Y., & Çeliköz, N. (2016). The transformational learning of three adult academicians. *Mediterranean Journal of Humanities*, 6(1), 299-307. doi: 10.13114/MJH.2016119306
- Yin, R. K. (2017). *Case study research and applications: Design and methods*. Los Angeles, CA: Sage.
- Zhu, G., Iglesia, P. M., & Wang, K. (2020). Examining Chinese and Spanish preservice teachers' practicum experiences: A transformative learning perspective. *Journal of Education for Teaching: International Research and Pedagogy*, 46(1). doi: 10.1080/02607476.2019.1708623.