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Cognitive Coaching Approach as a Professional Development Tool: Examining the Development of Instructional Skills of English Language Teachers*

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Article Type: Research Article

Received Date: 18.11.2025

Revised Date: 11.03.2026

Accepted Date: 11.03.2026

Published Date: 31.03.2026

Plagiarism: This article has been reviewed by at least two referees and scanned via a plagiarism software

Doi: 10.29329/tayjournal.2026.1427.03

Citation: Pilevne, C., & Göker S. D. (2026). Cognitive coaching approach as a professional development tool: Examining the development of instructional skills of English language teachers. *Türk Akademik Yayınlar Dergisi (TAY Journal)*, 10(1), 53-98.

*This study was derived from the first author's doctoral thesis, entitled "The Effect of Cognitive Coaching on the Self-Efficacy Development of English Teachers".

Abstract

The changing conception of education with the constructivist approach has remarked different roles and domains of responsibility for teachers. In this context, it has become very significant for teachers to be supported with contemporary supervision practices that enable them to improve their professional development and instructional skills in order to adjust to the changes that have emerged in today's education system. This study focuses on the cognitive coaching approach from contemporary supervision practices and aims to discover whether cognitive coaching approach can be used as a functional source in the development of instructional skills of English teachers. Within this scope, a fourteen-week Cognitive Coaching training program was implemented for fifteen English teachers working at different levels in a private school in Çanakkale during the fall semester of the 2022-2023 academic year. This research is a single case study based on a pre/post-test design and an embedded mixed method involving both qualitative and quantitative analysis was used as the research method. The database of the study was structured through the "Self-Assessment Tool for Post-Lesson Reflection" used as a quantitative data collection tool and audio recordings of individual interviews with the coach, video recordings of lessons taken from each teacher and data obtained with the cognitive coaching training evaluation form used as a qualitative data collection tool. The results of the research indicate that cognitive coaching is an effective source in the development of teachers' instructional skills and suggest that cognitive coaching can be used as a powerful supervision tool.

Keywords: Cognitive coaching, instructional skills, professional development, supervision practices.

Introduction

The globalizing and changing world has brought about many changes and transformations in the socio-cultural, economic and technological levels, and the most forceful and significant change in this entire process has been experienced in the education system that integrates individuals into society. In this process, the focus of education has evolved on learning management, and at this point, in order to increase the professional self-efficacy and effectiveness of teachers, the transfer of new teaching methods and techniques to the classroom environment and the acquisition of cognitive skills such as critical thinking, problem solving, planning, evaluation, analysis and control have gained great importance (Ishak & Mansor, 2020). Unlike traditional education models, the changing focus of education on the learning process with the constructivist approach has brought about a change in the roles and behaviors of teachers. At this point, the changing focus of education has defined different roles and responsibilities for teachers and given them an 'educational leader' identity beyond the teaching role (Göker, 2017). Based on the fact that it is not the program but the teacher that makes a difference in education, it is understood that determining effective strategies to support the development of teachers in order to achieve success in education is very important and valuable within the scope of realizing the leadership role of teachers (Pilevne, 2024).

Leadership is based on building relationships and developing collective capacity to achieve desired goals. Therefore, the development of teachers' leadership skills is related to the development of self-confidence, teaching techniques and methods, professional attitudes, knowledge and perspectives. As educational leaders, teachers are expected to focus on continuous development and change in teaching methods and techniques, classroom management, and to structure their perceptions of the profession in a more creative and

innovative way, thus improving their perceptions of competence and effectiveness both individually and professionally (Bloom et al., 2003). In this sense, it can be stated that professional development programs that provide teachers with an effective and productive learning experience are very important for teachers to adapt to the rapid changes and transformations experienced in the education process. Especially, the innovative era defined as Education 4.0 has led to a radical transformation of all existing understandings and structures in the educational environment, creating a profound impact on different qualities such as the development of students' computer, information and communication, collaborative work, and lifelong learning skills. Therefore, various assumptions have been made regarding how teachers will adapt to the changes and innovations brought about by Education 4.0. In the Education 4.0 approach, which aims to meet the needs of an innovative society, the concept of 'learning' is associated with each individual equipping themselves with the best qualities and skills, in other words, creating qualities and skills appropriate to the needs of the age (Katzenmeyer & Moller, 2009).

Abersek (2017) argued that Education 4.0 has created new challenges for both teachers and students in the field of education, and emphasized the importance of developing qualities such as thinking methods, deep analysis skills, and problem-solving techniques, especially for teachers, in order to overcome these challenges. Similarly, Ishak and Mansor, (2020) based on learning trends within Education 4.0, stated that learning management that responds to Education 4.0 aims to prepare individuals to be creative and innovative, and therefore emphasized the importance of teachers acquiring characteristics considered within the scope of 21st-century skills such as leadership, collaboration, creativity, digital literacy, effective communication, emotional intelligence, entrepreneurship, global citizenship, problem-solving, critical thinking, and teamwork. Finally, Tanang and Abu (2014) argued that, as students become more independent in their learning, teachers should assume a new role, which they can define as "facilitators," to guide and direct students in their learning processes. They further argued that the greatest and most genuine contribution of teachers can make to students' learning process is to mediate in helping students acquire responsibility and obligation for their own learning in order to develop and realize themselves.

Based on this, it can be argued that the innovative and leadership-based learning contexts that have emerged with Education 4.0 create new tasks and responsibilities for teachers to embrace and implement change in order to function effectively in both digital and physical classroom environments, and that supporting the professional development of teachers as active agents in this process has become crucial. In short, it can be stated that in the Education 4.0 era, with the evolving focus on learning management in educational contexts, it has become important to activate and disseminate teacher professional development programs that include new techniques and methods within the framework of contemporary educational supervision, in order to more effectively conceptualize this focus in educational contexts. To achieve this, it can be argued that various contemporary supervision practices that allow teachers to develop self-assessment and self-regulation skills in their teaching practices will offer highly effective benefits in supporting the development of teachers' instructional skills (Göker, 2017).

In light of this information, it can be argued that reflective supervision practices, in which roles and relationships are restructured, allow for a reconceptualization of the traditional understanding of supervision, where the teacher is in a passive position and the hierarchical structure is rigidly shaped in the supervision process (Göker, 2017). Reflective supervision approaches, seen as a tool for change in the understanding of supervision, can be applied through different methods and practices in different educational contexts (Hatton & Smith, 1995; Smith, 1997). Knight (2009) emphasized that coaching practices, particularly those focused on professional development in the context of education, are quite important in terms of the guidance and support they provide to teachers in the process of acquiring and applying new educational skills, practices, and methods. Coaching approaches discussed in educational contexts generally focus on the teacher's perspective and attitude towards development, change, learning experiences, and coaching practice, and support the teacher within the scope of these situations (Ürün Göker & Göker, 2021).

Göker (2022) pointed out that coaching approaches applied in educational contexts have many functions, such as observing lessons and providing feedback, shaping effective teaching techniques and methods, offering support and consultancy to teachers to improve their planning and implementation skills, conducting problem-solving discussions, giving seminars to teachers on new techniques and methods, providing leadership, helping teachers improve their classroom management skills, and supporting teachers in designing and determining systematic and organizational changes. Similarly, Borman and Feger (2006) stated that coaching approaches involve an interactive process based on consultation and collaboration built together between the coach and the teacher, and argued that coaching practices have facilitative functions within the scope of aims such as revealing the teacher's potential, aligning behavior and thought patterns, and supporting the teacher in achieving better results. In this context, the effectiveness and importance of coaching practices aimed at improving teachers' professional practices and skills, and thus raising learning outcomes to higher levels, have been demonstrated through various studies (Biancarosa et al., 2010; Kretlow & Bartholomew, 2010; Neuman & Cunningham, 2009; Snyder et al., 2015; Wehby et al., 2012; Winton et al., 2015). While various coaching practices such as peer coaching, educational coaching, and reflective coaching are considered effective practices within the context of reflective supervision approaches, this study focuses on the cognitive coaching approach among reflective supervision practices.

The cognitive coaching approach, as an effective professional development tool, is thought to be a highly effective and functional resource in training a teacher profile who is open to innovations in the teaching and learning process and aims to make a difference, attaches importance to professional and personal development, is willing to acquire and implement new teaching practices, and aims for the sustainability of these practices (Brooks, 2000). The cognitive coaching approach includes a non-judgmental process that mediates the development of teachers' skills in the teaching process by focusing on increasing teachers' cognitive competencies regarding the teaching practices and professional development and on changes in latent cognitive behaviors (Costa & Garmston, 2014). The cognitive coaching approach developed by Costa and Garmston (2002) is based on the structuralist theory of John

Dewey (1984) and his ideas about reflective practices, which refer to the fundamental drivers of teacher professional development.

Constructivist approaches are based on the premise that knowledge is continuously and socially constructed, and that, in this respect, knowledge is constructed and interpreted by the individual themselves as a result of their interaction with their environment. Therefore, the constructivist approach refers to the significant influence of personal experiences in the process of knowledge construction and interpretation (Knowles et al., 2011; Lambert, 2002). At this point, it can be predicted that the cognitive coaching approach reflects the process by which teachers achieve their own personal learning through social interaction via coaching sessions and coaching practices. Because in the cognitive coaching process, teachers build their identities as members of a learning community, and as a result, they continuously construct knowledge within their social environment through interaction, solidarity, and cooperation, and develop awareness of their own teaching experiences through self-assessment.

There are some studies in the literature that examine the effects of the cognitive coaching approach within the framework of different variables such as (i) the development of teachers' reflection skills (Avant, 2012; Bjerken, 2013; Chang et al., 2014; Henry, 2012; Rinaldi, 2013); (ii) the formation of a professional school culture and climate (Knabel, 2008; Skytt et al., 2014); (iii) the creation of collaboration and solidarity among teachers (Eger, 2006; Sommer & Costa, 1993); (iv) increased job satisfaction in relation to professional development (Batt, 2010; Donnelly & Fitzmaurice, 2011; Joyce & Showers, 2002; Kennedy & Smith, 2013; Marable & Raimondi, 2007; McCloy, 2011; Rich, 2013; Van Veen et al., 2012; Van den Bengeh et al., 2015) and (v) teachers' personal development (Beltman, 2009; Edwards, 2015; Schlosser, 1998; McLymont, 2000). The findings of these studies, which examine the impact of the cognitive coaching approach in the context of different variables, reveal that cognitive coaching has significant consequences for students, teachers, trainers, administrators, and consequently, the school environment as a whole. In short, based on the results of these studies, it has been observed that cognitive coaching (i) increases teacher self-efficacy, (ii) encourages professional communication and interaction among teachers, (iii) supports innovations in the education and training process, and (iv) increases professional satisfaction. In his study, Edwards (2015) reviewed previous work on the subject and emphasized that cognitive coaching has a significant impact on teacher empowerment, enabling teachers to gain autonomy, choice, responsibility, and participation opportunities in the decision-making process. Edwards (2015) also showed in his study that cognitive coaching has important outcomes in increasing student achievement, improving teacher self-efficacy and reflection skills, creating a professional school environment, and ensuring effective communication among teachers. In this context, it can be argued that the cognitive coaching approach, in creating an effective professional development process, is expected to unleash a sustainable transformation and improvement in teachers, both professionally and personally.

Cognitive coaching focuses on developing and enhancing teachers' cognitive activities through planned, goal-oriented coaching conversations and coaching cycle. The coaching cycle helps coachees identify their own development areas by providing reflective practices through a series of questions directed to the teacher by the cognitive coach and a carefully prepared

training plan. The cognitive coaching cycle includes three main components: planning, observation, and reflective interviewing (Costa & Garmston, 2014).

(i) Planning: Planning is the first stage of the coaching cycle, in other words, it is the pre-observation interview. At this stage, the coach first asks the mentee a number of questions to determine the possible outcomes expected at the end of the cognitive coaching training process, to determine the goals, problems and needs, and to decide which approaches should be followed to achieve the determined goals (Costa & Garmston, 2014).

(ii) Observation: The observation phase focuses on collecting data about the strengths of the targeted lesson or activity. The main purpose at this stage is to give the mentee the role of both researcher and experimenter, helping him/her understand the meanings and functions underlying the actions or inactions (Costa & Garmston, 2014).

(iii) Reflection Interview: In the reflection interview, the coach asks the mentee a number of questions to help the mentee rethink and evaluate what happened in the lesson during the observation. At this point, the coach wants the teacher to share his/her impressions and experiences during the lesson observation in order to reveal in-depth evaluations about himself/herself (Costa & Garmston, 2014).

Within this framework, and in the context of the constructivist approach, which is one of the theoretical foundations upon which this research is based, it is observed that the cognitive coaching approach takes place in interviews between coaches and teachers where classroom teaching methods and techniques, and applied teaching practices are shared within a framework of collaboration and solidarity. Within the scope of this study, it can be considered that coaches and teachers mutually influence each other in the process of constructing new meanings based on their interactions, the social context in which their interactions take place, and the experiences, exchanges of ideas, and reflections they share through conversations, thereby enriching the teacher's own teaching experiences. On the other hand, Costa and Garmston (2014) also emphasized the importance of collaboration as one of the key concepts in the cognitive coaching process, stating that collaboration is a crucial characteristic for achieving quality and effective teaching in schools. Costa and Garmston (2002) argued that cognitive coaching training programs offer opportunities for collaboration with others in terms of content, planning, implementation practices, and professional development, and thus make a significant contribution to the productivity and efficiency of the school.

The cognitive coaching approach encourages teachers to think and question their own teaching practices through metacognitive mechanisms within the scope of acquiring new skills through these coaching interviews (Brooks, 2000). In this context, the cognitive coaching approach includes a metacognitive monitoring process that enables teachers to observe, reflect and experience their own cognitive processes by activating metacognitive processes, thus allowing teachers to monitor their conscious and unconscious decisions regarding the outcomes of the observation process through the metacognitive control mechanism (Perfect & Schwarts, 2002). Based on the function and content of the metacognition concept, it can be argued that the primary goal of a cognitive coaching approach, which focuses on the

development and functionality of metacognitive processes, is to train teachers with high cognitive abilities and self-regulation skills.

In light of this information, it is seen that the cognitive coaching approach, which aims to change teachers' perceptions, thinking processes, beliefs and attitudes, not their behavior, and to develop their self-control skills, helps teachers independently discover the areas they need to improve in their own practices and specialize in the context of their own needs (Knowles et al., 2011). Thus, with the cognitive coaching approach, teachers have the opportunity to discover and become conscious of the cognitive development levels they need to increase in order to meet the needs of the innovative and leadership-oriented new education age through their own teaching practices (Ürün Göker & Göker, 2024).

The fundamental idea behind the cognitive coaching model is based on studies showing that teachers with high conceptual and cognitive skills exhibit a more flexible approach in their teaching styles, methods, techniques, and classroom practices, and adapt more quickly when transferring their experiences to the educational environment (Costa & Garmston, 2002). In previous studies examining the effect of cognitive coaching as a professional development tool on teachers' instructional skills and professional development, it has been revealed that cognitive coaching is an approach that contributes to the teacher professional development process and instructional skills (Batt, 2010; Carter & Francis, 2001; Costa & Garmston, 2014; Donnelly & Fitzmaurice, 2011; Joyce & Showers, 2002; Kennedy & Smith, 2013; Marable & Raimondi, 2007). These studies reveal that the cognitive coaching approach is a professional development tool that provides support for teachers in processes such as thinking about their own teaching techniques and methods, reflecting, taking student differences into account, planning, and gaining competence in classroom management.

However, when the Turkish literature is examined, it is seen that there are not many studies in which cognitive coaching is applied to teachers and its effects on the development of teachers' professional and instructional skills are examined (Göker, 2020; Ürün Göker & Göker, 2021; Ürün Göker & Göker, 2024). The findings of these studies show that the cognitive coaching approach offers teachers the opportunity to reflect deeply on their own teaching experiences, contributes to the development of their reflective skills and thus their instructional abilities, and has a significant impact on increasing professional satisfaction. In other studies where cognitive coaching is discussed, the effects of cognitive coaching on student achievement and school administrators are examined (Bulut, 2009; Ceylan, 2011; Demir, 2009; Demir & Doğanay, 2010; Demir & Bal, 2011). Studies examining the impact of cognitive coaching on student achievement have shown that teachers who receive cognitive coaching training are more focused on student success and experience a significant improvement in student achievement. In this respect, the results of these studies support the finding that teachers experienced an effective transformation in their teaching practices after cognitive coaching training, created a calmer and more peaceful classroom environment through new methods and techniques, made teacher-student interaction more open, and contributed to the development of students' problem-solving skills (Bulut, 2009; Ceylan, 2011; Demir, 2009). On the other hand, studies examining the professional contributions of cognitive coaching to teachers and administrators have supported research findings indicating

that cognitive coaching provides professional benefits in terms of improving communication skills, effective decision-making, acquiring and implementing new strategies, building trust and collaborative relationships between administrators and teachers, and enabling teachers to communicate more openly with administrators. In addition, the findings of the studies support the idea that managers exhibit more competent attitudes and behaviors regarding leadership and are successful in transforming their managerial roles into effective leadership behaviors (Demir & Bal, 2011; Demir & Doğanay, 2010).

Therefore, studies in the Turkish literature that address the cognitive coaching approach appear to lack sufficient outcomes in providing teachers with opportunities for in-depth reflection on their own teaching experiences, teaching techniques, and the acquisition and use of classroom methods and techniques. In this context, it appears that the function of cognitive coaching as an effective monitoring tool in enriching and developing the instructional skills of teachers, who should assume the role of educational leaders as creators of an educational environment that meets the needs of the age, has not been sufficiently researched. In this context, this study aims to contribute to the literature by examining the effect of cognitive coaching as an effective monitoring tool that helps teachers develop their cognitive skills in order to analyze their own teaching practices and evaluate and enrich their instructional abilities. This is because the cognitive coaching approach, as a supervisory approach, is emphasized as improving individuals' skills in using cognitive processes such as thinking, problem-solving, and planning, thus contributing to the individual's process of constructing and structuring their thoughts. In this context, it is expected that this study will shed light on a gap in the Turkish literature, facilitate teachers' cognitive self-awareness through a cognitive coaching approach, and help teachers identify areas they need to enrich and develop regarding their teaching experiences. It is thought that this study will be an important resource in the development process of both professional and instructional skills and will contribute to the literature.

This study focuses on cognitive coaching as a professional development tool that enables teachers to become practitioners who can set goals, define success indicators, choose appropriate teaching strategies, and reflect them in their own teaching experiences. Within the framework of this information, based on the fact that cognitive development and the development of instructional skills are interrelated, the problem situation of this study reveals the impact of cognitive coaching approach on the development of teachers' instructional skills as an effective professional development and supervision tool so that teachers can respond to the changes and transformations experienced in education in the innovative age.

Overall, through an analysis of the qualitative and quantitative data collected, this study aims to answer the following research questions:

1. To what extent does cognitive coaching affect the development of English teachers' instructional skills as a whole?
2. To what extent does cognitive coaching contribute to the development of English teachers' instructional skills in terms of (i) planning; (ii) personal and professional qualities and (iii) implementation?

Method

In this research, a mixed method was used as a research method, which includes the collection, analysis and combination of qualitative and quantitative data. Thus allowing to present different solution methods in a holistic framework in the process of seeking answers to the research questions. Within the scope of the purpose and questions of this research, taking into account the collection of qualitative and quantitative data, the timing of analysis and the type of data given weight, an embedded mixed methods design was used, which included the collection and analysis of quantitative and quantitative data at the same time (Creswell, 2014). In this respect, it was aimed to make sense of the possible inconsistencies related to each research problem, to ensure that the results were based on the experiences of the teachers and to present the findings with a holistic approach through effective descriptions. In addition, this research has a single group experimental design based on a pre/post-test design. In this study, English teachers' classroom teaching practices and instructional skills were examined before and after the application of cognitive coaching. From this point of, this study is an attempt to reveal any possible effects of cognitive coaching on the development of instructional skills of English teachers.

Participants

The target group of this research is English teachers. The research sample consists of 15 English teachers, 12 female and 3 male, who volunteered to participate in the study and work at a private school in Çanakkale province in the 2022-2023 academic year. The teachers were selected using the voluntary sampling method. At this point, it was stated that English teachers would be supported through applications and practices that would enable them to self-evaluate their instructional skills and thus achieve a great gain in terms of developing and changing their classroom teaching methods. On the other hand, the teachers who participated in the study were selected through voluntary sampling method, but in the selection process, priority was given to the participant teachers' closeness to the researcher and the environment in order to avoid any possible problems during the cognitive coaching training and to facilitate the data collection process. In addition, considering that both teacher and student needs will be shaped and differentiated according to the level, different levels and different experience process variables have also been taken into account. Thus, it is assumed that the representative power of the sample is strengthened in order to make a certain and powerful conclusion regarding the research results and to exactly identify and project teacher needs and development domains. Table 1 below includes demographic information about the participants.

Table 1.
Demographic Information of the Participants

Teacher	Experience	Gender	Age	Grade
1	20	Female	45	High school
2	10	Female	38	Primary school
3	6	Female	31	Middle school
4	2	Female	26	Middle school
5	5	Female	33	Middle school
6	2	Female	26	Middle school
7	10	Male	38	Middle school
8	15	Male	38	High school
9	3	Male	26	Primary school
10	3	Female	27	Primary school
11	4	Female	28	Primary school
12	5	Female	29	High school
13	18	Female	41	High school
14	9	Female	31	High school
15	3	Female	27	High school

As shown in the Table 1, a total of 15 English teachers between the ages of 24-43, working at different levels and with different years of experience agreed to participate in the study voluntarily. Additionally, the permission was obtained from the school to conduct the research and each teacher read and signed the informed consent text indicating their voluntary participation in the study.

Data Collection Tools

In this study, qualitative and quantitative data collection tools used to provide a holistic explanation and description of the cognitive coaching approach and instructional skills examined in the context of both qualitative and quantitative data are explained in the following section.

Qualitative Data Collection Tools

In this study, the cognitive coaching training evaluation form, audio recordings of teacher and coach interviews, and video recordings of lessons were used as qualitative data collection tools and the purpose and function of each data collection tool are explained in detail. The reason for the diversity of qualitative data collection tools is to be able to clearly determine the views and thoughts of teachers referring to the development points where consensus is reached regarding the effectiveness of the training program and thus to be able to clearly evaluate the data regarding the formation process of themes and codes. In this context, CCTEF, AR and VR are thought as forceful data sources that reveal how and to what extent English teachers' instructional skills are affected by their experiences with (i) planning, (ii) personal and professional qualities, and (iii) implementation skills.

Cognitive coaching training evaluation form: Cognitive coaching training evaluation form (CCTEF) was prepared by the researcher and used to assess the impact of cognitive coaching training on English teachers' instructional skills, specifically their planning abilities, personal and professional qualities, and classroom management skills. This semi-structured form aims to reveal English teachers' satisfaction with cognitive coaching training and in what ways this training contributed to their instructional and professional skills. In other words, this form asks English teachers to share their thoughts and experiences in order

to reveal the experiences and gains they have acquired during the cognitive coaching training and to evaluate whether a change in teaching skills has occurred.

Video recordings: Video recordings of lessons are functional tools that can be used to capture every moment in the classroom environment and then reflect on it in depth. Lecture video recordings are considered an alienation tool used to gain an outside perspective on what teachers might be doing in the classroom. It has been determined that lecture video recordings, which include teachers' observations, evaluations, and discussions about their own lessons and classroom performance, serve as a stimulus for teachers' critical thinking processes and have a significant impact on the development of their educational skills (Kpanja, 2002). In this research, two video recordings were taken from each of the 15 English teachers participating in the study, one before and one after the Cognitive Coaching training program, resulting in a total of 30 video lesson recordings collected as data. These videos were recorded by the researcher herself using a telephone.

Audio recordings: Audio recordings (AR) taken during two semi-structured interviews involving the coach, the researcher and the teacher within the scope of the training program, were used. These interview sessions were conducted twice, once before and once after the cognitive coaching training, with the aim of analyzing the previously collected video recordings of the lessons from the teachers within the context of the Self-Assessment Tool for Post-Lesson Reflection' (SATPLR). In the first sessions of these interviews, teachers were asked to conduct self-assessments of their own lessons and teaching skills within the context of SATPLR and to describe the strengths and weaknesses of their lessons. In the second sessions of interviews, teachers were asked to explore areas of development and change within the context of SATPLR, aiming to help them gain awareness of their own teaching skills. Points deemed important by the researcher, particularly those concerning the effectiveness of the training program, were considered as data to be evaluated in the study.

Quantitative Data Collection Tools

In the study, the "Self-Assessment Tool for Post-Lesson Reflection" (SATPLR) (ELTE-DELPE, 2014) was used as a quantitative data collection tool in order to discover and utilize the effect of cognitive coaching training on the development of teachers' instructional skills.

Self-Assessment Tool for Post-Lesson Reflection (SATPLR): SATPLR was designed to assist teachers and monitor their progress through coaching training, along with pre- and post-lesson observation reflections. SATPLR consists of 26 items covering three basic instructional skills: (i) planning; (ii) personal and professional qualities and (iii) implementation. Within the scope of this research, a pilot study was conducted to measure the validity of the SATPLR with 15 English teachers working in different schools in Çanakkale province between August 2022 and September 2022. In the pilot study, Cronbach Alpha test was applied to measure the validity of the SATPLR and the internal consistency coefficient of the scale was found to be .80. According to Nunnally (1978) and DeVellis (2003), coefficients of .70 and above are significant. Therefore, the validity coefficient measured for this study is consistent with the coefficient stated and suggested by Nunnally (1978) and DeVellis (2003).

Data Collection Procedure

In this study, a 14-week cognitive coaching training program was implemented, which was developed by Göker (2017), based generally on the reflective practice principles of Schön (1983), and applied by a cognitive coach and the researcher to 15 English teachers attending the study. The fourteen-week cognitive coaching program includes three stages: i) a pre-interview for planning, ii) observation, and iii) a post-observation interview for reflective feedback, similar to that described by Costa and Garmston (2002). Table 2 below shows the general scope of the 14-week cognitive coaching training program and the timeline of the training program.

Table 2.

The Timeline of the Fourteen-Week Cognitive Coaching Training Program

Stage	Date	Data collection
1	September-October, 2022	<ul style="list-style-type: none"> • Quantitative data (SATPLR /pre-test) • Qualitative data
2	October-November, 2022	<ul style="list-style-type: none"> -First video recordings (15 videos) -15 hours of Cognitive Coaching training • Qualitative data -Audio recordings -Second video recordings (15 videos)
3	November-December, 2022	<ul style="list-style-type: none"> • Quantitative data (SATPLR /post- test) • Qualitative data –CCTEF

Within the timeline shown in Table 2, firstly, a single case study group was created in the context of the pre/post-test design of the study and data were collected through both quantitative and qualitative methods during the cognitive coaching training process in order to introduce a holistic description of the cognitive coaching approach and instructional skills of the teachers. Within this scope, a meeting was organized at the school's conference hall with 15 English teachers who voluntarily participated in the research, along with the researcher and coach. Subsequently, within the context of the study's pre-test design, first video recordings of the lesson were obtained from the teachers, and then individual interviews were conducted in which the coach conveyed their observations about the lesson to the teacher, with the researcher also participating. In addition, before the cognitive coaching training, teachers were informed about the SATPLR, which was used as a quantitative data collection tool in the research, and they were asked to evaluate themselves and make reflections based on the items in this scale. Following the completion of the interviews, cognitive coaching training began. As part of the training content, teachers participated in training sessions organized and implemented by the coach and the researcher at the school at specific intervals. After the cognitive coaching training was completed, the researcher obtained second video recordings of the lesson from the teachers as part of the post-test design of the study. Following this, second individual interview sessions were conducted with the coach, the researcher, and teacher, within the scope of the items included in the SATPLR. In these sessions, teachers were asked to conduct self-assessments and reflections on their own lessons. In other words, the aim of these sessions is for teachers to analyze the areas for improvement in their own teaching experiences after the training and to identify areas for development in their instructional skills. Simultaneously with individual interviews, teachers were asked to re-evaluate themselves using the SATPLR scale as part of the study's post-test design. This scale, administered to

English teachers through pre-test and post-test applications, measured the extent to which the cognitive coaching process affected the development of teachers' instructional skills. Thus, it was observed whether there was a statistically significant difference between the first and last measurements. Simultaneously, teachers were given the cognitive coaching training evaluation form, a qualitative data collection tool in the study, and asked to share their thoughts on the areas of development and change they experienced in their professional and instructional skills. In short, during the data collection process, qualitative and quantitative data collection tools were used simultaneously to enable teachers to gain cognitive awareness regarding their own teaching experiences and educational skills. Furthermore, a point that deserves particular attention during the implementation of this training is related to the atmosphere of the environment in which the training takes place and the attitude of the coach and researcher. Throughout the training, coaches and researchers acted as guides and observers, and communicated effectively with teachers in a collaborative, understanding, and completely non-judgmental environment.

Data Analysis

During the data analysis phase, SPSS 18 was used to analyze the quantitative data collected through pre-test and post-test results. Non-parametric Wilcoxon signed-rank test was implemented in the analysis of quantitative data to determine the before and after distinctions between variables in the same sample by working out the difference between the ranks of the variables (Büyüköztürk, 2019). Since this study sought to measure the instructional skills scores of 15 English teachers before and after the training, the non-parametric Wilcoxon signed-rank test was carried out due to the small sample size and the dependency of the groups. Thus, in order to test the consequence of the difference between the scores in the two related measurement sets and find out if there is a remarkable difference between the instructional skills of English teachers before and after the cognitive coaching training, the data obtained after the pre-test and post-test of the SATPLR applied before and after the cognitive coaching training were analyzed with the Wilcoxon signed-rank test. On the other hand, in order to show whether the differences between the pre-test and post-test results occurred randomly, the significance level was determined as $p < .05$ and the analyzes were examined in detail to describe the results. On the other hand, in the qualitative data analysis process of the study, the cognitive coaching evaluation form, lesson video recordings, audio recordings, reflective diaries kept by teachers were used.

As the first stage of qualitative data analysis, cognitive coaching evaluation forms containing the opinions shared by English teachers regarding the development of their instructional skills in cognitive coaching training were read within the scope of content analysis (Patton, 2002). Then, the audio recordings of the interview sessions in which the reflective statements were given, including the teacher, coach and researcher, were listened to and the necessary dialogues were noted in detail to fully understand the content and identify the themes. Afterwards, certain themes and codes were classified by taking into account the similarities and differences patterns within the scope of the SATPLR in relation to the purpose of the research. In order to ensure the reliability of the themes and codes based on the data sources, firstly three themes were created based on the three subscales of SATPLR and then,

based on the consensus reached as a result of the interviews with the teachers and within the framework of the items included in SATPLR, certain codes were tried to be determined. After the analysis of the interactions in the interview records and the content of the cognitive coaching training evaluation form, themes and codes were classified by taking into account the similarities and differences patterns within the scope of the SATPLR in relation to the purpose of the research.

Ethical Permits of Research:

In this study, all the rules specified to be followed within the scope of “Higher Education Institutions Scientific Research and Publication Ethics Directive” were complied with. None of the actions specified under the heading “Actions Contrary to Scientific Research and Publication Ethics”, which is the second part of the directive, have been taken.

Ethics Committee Permission Information:

Name of the committee that made the ethical evaluation = Çanakkale Onsekiz Mart University Ethics Committee

Date of ethical review decision = 23 June 2022

Ethics assessment document issue number = E-84026528-050.01.04-2200134567

Findings

This study aims to discover how the cognitive coaching approach can be used as an efficient and forceful resource in the improvement of teachers’ instructional skills and their cognitive awareness. Firstly, it was examined to what extent the cognitive coaching approach affected the improvement of English teachers’ instructional skills as a whole, and then, to what extent cognitive coaching affected the development processes of English teachers’ (i) planning skills, (ii) personal and professional qualities, and (iii) implementation skills in quantitative and qualitative dimensions. In this context, Wilcoxon signed-rank test was used to analyze the quantitative data of the first research question and it was determined whether a statistically meaningful difference was observed between the findings obtained through the pre-test and post-test within the scope of SATPLR applied to English teachers before and after cognitive coaching training. The table below shows the pre-test/post-test analyses obtained as a result of the Wilcoxon statistical test applied for this purpose, and the mean differences and significance values between the variables.

Table 3.*Mean Difference between Pre/Post Test Scores in the Three Subscales of SATPLR*

Subscales	Pre-post test	N	Mean rank	Rank score	Z	p*
(1) Planning	Negative rank	0	.00	.00	-3.415	.001
	Positive rank	15	8.00	120.00		
	Equal Score	0				
(2) Personal and professional qualities	Negative rank	0	.00	.00	-3.419	.001
	Positive rank	15	8.00	120.00		
	Equal Score	0				
(3) Implementation skills	Negative rank	0	.00	.00	-3.411	.001
	Positive rank	15	8.00	120.00		
	Equal Score	0				
		<i>M</i>	<i>SD</i>	Mean differences	<i>Z</i>	<i>p</i>
Score	Pre-test	85.60	10.44	36.47	-3.408	.001
	Post-test	122.07	5.23			

*p<.05

As seen in Table 3, the analysis findings of the Wilcoxon signed-rank test indicate that the cognitive coaching approach has a remarkable effect on the overall development of teachers' instructional skills measured through the SATPLR (MD=36.47, Z=-3.408, p<.05). The analysis findings demonstrate that the positive ranks obtained from the pre-post tests are 45, the negative ranks are zero, and also the average rank of the negative ranks is .00 and the positive ranks are 8.00. The rank total is .00 for negative ranks and 120.00 for positive ranks. It has been clearly seen that there is a statistically significant difference between the development levels of English teachers before and after the cognitive coaching training in terms of instructional skills (-3.408; p<.05). This difference, which emerged as a result of quantitative data, shows that the cognitive coaching application caused an overall increase in the development of English teachers' instructional skills, and therefore, when the mean ranks and the sum of the difference scores are taken into account, the cognitive coaching approach has a significant effect on the development of teachers' instructional skills. In other words, the post-test scores of teachers who tried to improve their instructional skills were significantly higher than the pre-test scores (MD=36.47).

Quantitative Data Analysis Results

Within the scope of the second research question of the study, the impact of the cognitive coaching approach on the improvement of English teachers' instructional skills has been approached in the context of the sub-items of the SATPLR, which was applied as a pre-test and post-test, and the extent to what cognitive coaching affected the development of English teachers' (i) planning skills; (ii) personal and professional qualities and (iii) implementation skills has been presented through quantitative data.

Planning Skills

The quantitative findings regarding the extent to what the cognitive coaching approach contributes to the development of teachers' planning skills in terms of factors have been presented. The content of planning skills, within the scope of SATPLR, consists of the aims and objectives of the lesson (item 1), student needs (item 2), in-class activities (item 3), techniques

used in the class (item 4), resources used in the class (item 5) and the applicability of the lesson plan (item 6). The table below shows the pre-test and post-test Wilcoxon signed-rank test results regarding the development of planning skills of fifteen English teachers before and after cognitive coaching training, addressed in six dimensions in the context of SATPLR.

Table 4.

Wilcoxon Signed Rank Test Analysis of the Development of Planning Skills

Item	Pre-post-test	N	Mean rank	Rank score	Z	p*
1	Negative Rank	0	.00	.00	-3.501	.000
	Positive Rank	15	8.00	120.00		
	Equal Score	0				
2	Negative Rank	0	.00	.00	-3.461	.001
	Positive Rank	15	8.00	120.00		
	Equal Score	0				
3	Negative Rank	0	.00	.00	-3.473	.001
	Positive Rank	15	8.00	120.00		
	Equal Score	0				
4	Negative Rank	0	.00	.00	-3.473	.000
	Positive Rank	15	8.00	120.00		
	Equal Score	0				
5	Negative Rank	0	.00	.00	-3.624	.000
	Positive Rank	15	8.00	120.00		
	Equal Score	0				
6	Negative Rank	0	.00	.00	-3.497	.001
	Positive Rank	15	8.00	120.00		
	Equal Score	0				
		<i>M</i>	<i>SD</i>	Mean differences	<i>Z</i>	<i>p</i>
Score	Pre-test	14.40	4.64	13.40	-3.415	.001
	Post-test	27.80	1.78			

As shown in Table 4, the analysis findings of the Wilcoxon signed-rank test show that cognitive coaching practice has a remarkable impact on the improvement of teachers' planning skills measured by SATPLR (MD=13.40, Z=-3.415, $p < .05$). The quantitative findings in the table indicate that the positive ranks obtained according to the pre/post test results were 90, and the negative ranks were 0. It was also observed that the average rank of the negative ranks was 0.00 and the positive ranks were 8.00, with a total rank of .00 for the negative ranks and 120.00 for the positive ranks. According to the findings, it was statistically revealed that there was a significant difference between the planning skills development levels of English teachers before the cognitive coaching training and their planning skills development after the training (-3.415; $p < .05$). Considering the mean ranks and the sum of the difference scores, the post-test scores regarding the development levels of teachers' planning skills are significantly higher than the pre-test (MD=13.40).

Personal and Professional Qualities

Quantitative findings are presented regarding whether the cognitive coaching approach helps teachers improve in terms of factors related to personal and professional qualities. Within the scope of SATPLR, the content of personal and professional skills consists of the

teacher's agreement with the students (item 7), the teacher's presence in the classroom (item 8), the teacher's language proficiency (item 9), the teacher's language awareness (item 10), the teacher's responsibility for the personal development of the students (item 11) and the teacher's attitude towards his/her own self-development (item 12).

Table 5.

Wilcoxon Signed Rank Test Analysis of the Development of Personal and Professional Qualities

Item	Pre-post-test	N	Mean rank	Rank score	Z	p*
7	Negative Rank	0 ^a	.00	.00	-3.473	.001
	Positive Rank	15 ^b	8.00	120.00		
	Equal	0 ^c				
	Score	15				
8	Negative Rank	0 ^d	.00	.00	-3.482	.000
	Positive Rank	15 ^e	8.00	120.00		
	Equal	0 ^f				
	Score	15				
9	Negative Rank	0 ^g	.00	.00	-2.236	.025
	Positive Rank	5 ^h	3.00	15.00		
	Equal	10 ⁱ				
	Score	15				
10	Negative Rank	0 ^j	.00	.00	-3.247	.001
	Positive Rank	13 ^k	7.00	91.00		
	Equal	2 ^l				
	Score	15				
11	Negative Rank	0 ^m	.00	.00	-3.457	.001
	Positive Rank	15 ⁿ	8.00	120.00		
	Equal	0 ^o				
	Score	15				
12	Negative Rank	0 ^p	.00	.00	-3.482	.000
	Positive Rank	15 ^q	8.00	120.00		
	Equal	0 ^r				
	Score	15				
		<i>M</i>	<i>SD</i>	Mean differences	<i>Z</i>	<i>p</i>
Score	Pre-test	17.73	3.77	10.34	-3.419	.001
	Post-test	28.07	1.66			

*p<.05

As can be seen from Table 5 above, the results of the Wilcoxon signed rank test analysis reveal that the cognitive coaching approach has a significant effect on the development of teachers in terms of personal and professional qualities measured by SATPLR (MD=10.34, Z=-3.419, p<.05). According to the quantitative findings in the table, the positive ranks obtained according to the pre- and post-test results are equal at 78 and 12, while the negative ranks are zero. It is also observed that the average rank of negative ranks is .00, while the positive ranks range from 3.00 to 8.00, with a total rank of .00 for negative ranks and 120.00 for positive ranks. The findings show that there is a statistically significant difference between the development levels of personal and professional qualities of English teachers before and after the implementation of cognitive coaching training (Z=-3.419; p<.05). When the sum of the mean ranks and difference scores are examined, it is seen that the post-test scores regarding the development levels of teachers' personal and professional qualities are significantly higher than the pre-test (MD=10.34).

However, when the statistical findings in Table 5 are examined, it is observed that the lowest rank average and score in the development of personal and professional skills is the

teacher's language proficiency (item 9). In this respect, it can be interpreted that the item in question has a low significance value and that cognitive coaching training does not have a significant effect on the teacher's language proficiency acquisition process. This situation can be considered as showing that the fifteen English teachers who participated in the research have the necessary skills and qualifications in terms of language proficiency in their fields and that they are competent in using the language.

Implementation Skills

Firstly, the extent to which the cognitive coaching approach has an impact on the development of English teachers' practical skills as the last sub-dimension of educational skills in the context of SATPLR is presented through quantitative findings. Within the scope of SATPLR, the content of implementation skills consists of the structure/framework of the lesson (item 13), textbooks and auxiliary resources in the context of the materials used in the course (item 14), teaching tools and equipment (item 15), technical equipment (item 16), use of instructions in the context of classroom management (item 17), questioning techniques (item 18), timing (item 19), different interactions and the role of the teacher (item 20), correcting student errors (item 21), providing feedback (item 22), classroom discipline (item 23), communication in the context of the learning climate (item 24), the nature of the classroom (item 25) and student autonomy (item 26). Table 6 below shows the results of the pre-test and post-test Wilcoxon signed-rank test regarding the development of application skills addressed in fourteen dimensions in the context of SATPLR of fifteen English teachers before and after cognitive coaching training.

Table 6.

Wilcoxon Signed Rank Test Analysis of the Development of Implementation Skills

Item	Pre-post-test	<i>n</i>	Mean rank	Rank score	<i>Z</i>	<i>p</i> *
13	Negative Rank	0 ^a	.00	.00	-3.508	.000
	Positive Rank	15 ^b	8.00	120.00		
	Equal Score	0 ^c	15			
14	Negative Rank	0 ^d	.00	.00	-3.531	.000
	Positive Rank	15 ^e	8.00	120.00		
	Equal Score	0 ^f	15			
15	Negative Rank	0 ^g	.00	.00	-3.372	.001
	Positive Rank	14 ^h	7.50	105.00		
	Equal Score	1 ⁱ	15			
16	Negative Rank	0 ^j	.00	.00	1.000	.317
	Positive Rank	1 ^k	1.00	1.00		
	Equal Score	14 ^l	15			
17	Negative Rank	0 ^m	.00	.00	-3.573	.000
	Positive Rank	15 ⁿ	8.00	120.00		
	Equal Score	0 ^o	15			
18	Negative Rank	0 ^p	.00	.00	-3.453	.000
	Positive Rank	15 ^q	8.00	120.00		
	Equal Score	0 ^r	15			

Continue to Table 6

19	Negative Rank	0 ^s	.00	.00	3.462	.001
	Positive Rank	15 ^t	8.00	120.00		
	Equal	0 ^u				
	Score	15				
20	Negative Rank	0 ^v	.00	.00	-3.370	.001
	Positive Rank	14 ^w	7.50	105.00		
	Equal	1 ^x				
	Score	15				
21	Negative Rank	0 ^y	.00	.00	-3.530	.000
	Positive Rank	15 ^z	8.00	120.00		
	Equal	0 ^{aa}				
	Score	15				
22	Negative Rank	0 ^{ab}	.00	.00	-3.416	.001
	Positive Rank	14 ^{ac}	7.50	105.00		
	Equal	1 ^{ad}				
	Score	15				
23	Negative Rank	0 ^{ae}	.00	.00	3.345	.001
	Positive Rank	14 ^{af}	7.50	105.00		
	Equal	1 ^{ag}				
	Score	15				
24	Negative Rank	0 ^{ah}	.00	.00	-3.573	.000
	Positive Rank	15 ^{ai}	8.00	120.00		
	Equal	0 ^{aj}				
	Score	15				
25	Negative Rank	0 ^{ak}	.00	.00	-3.345	.001
	Positive Rank	14 ^{al}	7.50	105.00		
	Equal	1 ^{am}				
	Score	15				
26	Negative Rank	0 ^{an}	.00	.00	-3.542	.000
	Positive Rank	15 ^{ao}	8.00	120.00		
	Equal	0 ^{ap}				
	Score	15				
		<i>M</i>	<i>SD</i>	Mean differences	<i>Z</i>	<i>p</i>
Score	Pre-test	37.53	7.61	28.67	-3.411	.001
	Post-test	66.20	2.48			

*p<.05

As shown in Table 6, the results of the Wilcoxon signed-rank test analysis reveal a significant effect of cognitive coaching on the development of teachers' implementation skills measured by SATPLR (MD=28.67, Z=-3.411, p<.05). Quantitative findings from the pre- and post-test results show that positive ranks are equal at 191 and 19, but negative ranks are zero. Furthermore, the average rank of negative ranks is .00, while positive ranks range from 1.00 to 8.00, with a total rank of 0.00 for negative ranks and 120.00 for positive ranks. In the light of the quantitative findings obtained, it is observed that there is a statistically significant difference between the application skills levels of teachers before and after cognitive coaching training (Z=-3.411; p<.05). When the mean ranks and the sum of the difference scores are examined, it is seen that the post-test scores regarding the development of teachers' application skills are significantly higher than the pre-test (MD=28.67).

However, it is seen that cognitive coaching has the lowest significance value in the development of English teachers' implementation skills, with an average score of -1.000 (p=.317>.05) in technical equipment usage skills (item 16). This situation can be interpreted as meaning that the English teachers participating in the study have the ability to develop and

implement materials to support teaching practices, considering variables such as their average age and the private institution they work in, and that they apply transformation and differentiation in materials through technological tools, taking into account student differences.

Finally, in order to summarize the statistical analyses and quantitative findings explained so far regarding the second research question, the table below presents the findings of the pre-test and post-test Wilcoxon signed-rank test in three subscale dimensions within the SATPLR of teachers' educational skills before and after cognitive coaching training.

Table 7.

Mean Difference Values between Pre-Test and Post-Test Scores on the Three Subscale Dimensions of the SATPLR

Scale	Subscale	Mean difference	<i>p</i> *
SATPLR	Planning	13.40	.001
	Personal and Professional Development	10.34	.001
	Implementation	28.67	.001

* $p < .05$

As can be seen from the Table 7 above, when the average differences between the pre-test and post-test are taken into account, it is observed that cognitive coaching training has produced very important results and changes in the improvement of instructional skills of English teachers. As can be seen from the table above, when the average differences between the pre-test and post-test are taken into consideration, it is observed that cognitive coaching training has the highest average effect on the development of English teachers' instructional skills in application skills, and it also reveals very important results and changes in the development of English teachers' instructional skills as a whole.

Qualitative Data Analysis Results

After analyzing the quantitative data of the second research question and introducing the findings, this part of the study presents the extent to what cognitive coaching training impacts the development of English teachers' instructional skills within the scope of, i) planning skills, ii) personal and professional qualities and iii) implementation skills through qualitative data. In this context, cognitive coaching training evaluation form (CCTEF) and audio recordings (AR), which were used as qualitative data collection sources, have been examined. The qualitative findings have been analyzed and described in order to reveal the extent to which cognitive coaching training affected the development of English teachers' instructional skills within the framework of SATPLR in three sub-dimensions: planning skills, personal and professional qualities, and implementation skills. In order to find the answer to the research question in question, 3 themes have been identified within the scope of SATPLR and a total of 19 codes have been determined, including 5 codes related to planning skills, 4 codes related to personal and professional qualities, and finally 10 codes related to implementation skills. The themes, codes and frequency have been shown in detail in Table 8 below.

Table 8.*Themes, Codes and Data Collection Tools Regarding the Development of Educational Skills*

Theme	Codes	f
Planning skills	Recognizing and meeting student needs	3
	Implementing activities to engage students	3
	Developing techniques to include different types of students in the classroom	3
	Using different resources based on student differences	1
	Timing	5
Total		15
Personal and professional qualities	Establishing rapport with students and displaying a positive attitude	4
	Gaining awareness of strengths and weaknesses and demonstrating self-improvement	4
	Contributing to the social and emotional development of students	4
	Having language proficiency and awareness	2
Total		14
Implementation skills	Providing an appropriate and structured course framework	3
	Using appropriate textbooks	3
	Using the board effectively and preparing visual materials	2
	Using clear and understandable instructions	3
	Developing different questioning techniques	2
	Using time management effectively and following the lesson plan	3
	Providing effective feedback and evaluation	2
	Using different approaches and techniques to correct student errors	2
	Creating an effective classroom environment	2
	Providing student-centered practices	4
Total		26

In the following sections, examples of qualitative data related to each theme are presented to qualitatively support the answer to the research question.

Planning Skills

First of all, in order to qualitatively analyze the impact of cognitive coaching training on the development of teachers' planning skills, the findings obtained in the context of the five codes shown in Table 8 under the theme of planning skills have been examined. When the answers and thoughts of fifteen English teachers in the context of CCTEF and AR have been examined, it is understood that cognitive coaching training makes a significant contribution to the development of teachers' planning skills. In order to better ensample and make sense of teachers' development in planning skills, different teacher opinions obtained through qualitative data sources within the context of five codes specified within the framework of the theme in question are given below.

Teacher 1, who touched upon the importance and function of the feedback they received from the cognitive coach and the videos watched during the training in order to understand the needs of the students and meet these different needs in the context of the development of planning skills before and after the cognitive coaching training, explained this situation in CCTEF as follows:

“In the cognitive coaching training, the sample lesson videos we watched to make my planning skills more effective, to meet the needs and interests of the students, and to activate the existing knowledge of the students, and the feedback I received from the coach were very instructive for me. Because this situation was a struggle for me despite my professional experience. It was really nice to learn some innovations that would make a difference and

thus bring about changes in planning. I understood even better from the sample lesson video that I needed to make calmer and slower transitions in my lesson plan.”

Teacher 4 emphasized the effect of effective use of timing skills on the lesson and expressed it as follows in CCTEF:

“Before and after the cognitive coaching training, I experienced the biggest development in my time management while preparing a lesson plan. Timing had a big impact on the course and the duration of student participation in the lesson. Thanks to the videos I watched, I acquired and reinforced different techniques and thus saw that I balanced the teacher and student speaking time during the subject presentation. I developed a different perspective on myself and my lesson presentation and realized how good timing makes it easier for the teacher to conduct the lesson.”

On the other hand, teacher 15 also stated in CCTEF that the development of planning skills has an important function in attracting student interest:

“The sample videos I watched helped me understand how effective planning skills are in streamlining the lesson and helping students concentrate. Transferring the techniques I learned to the classroom environment, which encourages students to stay engaged and actively participate, greatly helped me create a student-centered lesson. Asking questions based on students’ levels provides them with different perspectives and builds confidence in their abilities. I can say that the mind maps we learned in cognitive coaching training were especially beneficial in this regard.”

Based on the qualitative examples given, it is seen that cognitive coaching training makes a significant contribution to the development of teachers’ planning skills and the qualitative findings obtained in this context are coherent with the quantitative findings presented in the previous section of the study. Therefore, based on the teachers’ opinions stated above, and in the context of the codes in Table 7, it is observed that cognitive coaching training offers significant gains and experiences in the development of teachers’ planning skills in terms of recognizing and meeting student needs, using activities to attract students’ attention, developing techniques to include different types of students in the lesson, using different resources and timing based on student differences.

Additionally, when we examine the findings in Table 7, it is understood that the codes related to “timing” are the most frequently mentioned codes in the development of cognitive coaching training in the planning dimension of English teachers’ instructional skills.

Personal and Professional Qualities

In order to qualitatively analyze the impact of cognitive coaching training on the development of teachers’ personal and professional qualities, four codes were assigned under the theme of personal and professional qualities in Table 7 and the findings obtained through qualitative data sources have been examined. The answers and thoughts of fifteen English teachers in the context of CCTEF and AR reveal that cognitive coaching training makes a significant contribution to the development of teachers’ personal and professional qualities. In order to better exemplify and detail the development of teachers’ personal and professional

qualities, different teacher opinions obtained through qualitative data sources within the context of four codes determined within the framework of the theme in question are presented below.

Teacher 14, who emphasized the development of personal and professional skills within the framework of establishing close relationships with students and demonstrating a positive attitude and stance in the classroom, reflected this situation in CCTEF as follows:

“I believe that one of the most important factors in improving the quality of a lesson is creating an effective classroom environment. Through the videos I watched before and after the cognitive coaching training and the feedback I received, I realized how crucial this is, and that establishing a good and genuine relationship with students has a significant impact on the trust and solidarity that develops in the classroom. This environment of trust increased both the quality of the lesson and the students’ potential. Furthermore, during this process, I questioned my stance as a teacher in the classroom and learned that I needed to take a clearer stance and use a more emphatic tone of voice.”

Teacher 9 evaluated the development of personal and professional skills in the process of gaining self-awareness and discovering strengths and weaknesses, and stated in CCTEF:

“With the cognitive coaching training, I realized my strengths and weaknesses as a teacher in my classes. I realized I needed to address my shortcomings in classroom management skills, especially since I work with younger students. I began applying what I learned about how to create a better and more effective classroom environment. I realized I needed to transition from one topic to another with a calmer and more relaxed demeanor. I decided to focus on my own professional development and implement it in my classes going forward.”

On the other hand, teacher 1, who evaluated the development of personal and professional qualities together with cognitive coaching training within the framework of contributing to the emotional, social and moral development of students, reflected this idea in CCTEF as follows:

“Throughout my professional life, I believe that it is an important responsibility for a teacher to contribute to the student’s personal and social development in addition to being academically competent and competent, and I have constantly tried to realize this in my teaching experience. Now, with this training, after the awareness I have experienced regarding my own cognitive and emotional needs and developments, I have reinforced how functional it will be for my students to develop an emotional and cognitive attitude in both their social and academic lives.”

Based on the qualitative examples presented above, it is seen that cognitive coaching training has significant effects on the development of teachers’ personal and professional qualities and the qualitative findings obtained are coherent with the quantitative findings presented in the previous section of the study. In this respect, in the context of the codes in Table 7, it is observed that cognitive coaching training provides important awareness in the development of teachers’ personal and professional qualities; establishing closeness with students and displaying a positive attitude, gaining awareness of their strengths and

weaknesses and demonstrating self-development, contributing to the social and emotional development of students, and having language proficiency and awareness.

Furthermore, when we consider cognitive coaching training in terms of gains within the scope of personal and professional qualifications, it is seen that the highest gains regarding the personal and professional qualifications of English teachers in cognitive coaching are realized in the context of three codes: “establishing a close relationship with students and displaying a positive attitude”, “gaining awareness of their strengths and weaknesses and demonstrating self-development” and “contributing to the social and emotional development of students”.

Implementation Skills

In order to qualitatively analyze the effect of cognitive coaching training on the development of teachers' implementation skills, the qualitative data obtained within the framework of ten codes determined under the application skills theme in Table 5 have been examined. The responses and opinions of fifteen English teachers within the scope of CCTEF and AR show that cognitive coaching training provides significant gains in the development of teachers' application skills. In order to better exemplify and make sense of teachers' development in their practice skills, different teacher opinions obtained through qualitative data sources are given below.

In terms of the development of Teacher 11, who addressed the effect of cognitive coaching training on implementation skills in terms of the benefits it provides in classroom management, touched upon the importance of effective use of instructions in CCTEF:

“I can say that cognitive coaching training contributed significantly to the development of my implementation skills and allowed me to develop awareness on how to plan the structure of my pre- and post-training course more effectively and clearly. Starting the course with an effective warm-up activity, then determining the focus of the course, conveying the target outcomes, and finally wrapping up what was learned in the course and ending the course contributed to creating an effective framework. When I did my own self-criticism, I realized that I was making sharp transitions in the course. Therefore, I realized that I needed to make calmer transitions, especially in activities, in order to ensure integrity in the course.”

When the effect of cognitive coaching training on the development of teachers' implementation skills is evaluated within the scope of developing and using different questioning techniques, it is seen that teachers benefited greatly from the videos they watched throughout the process and were satisfied with their gains. For example, teacher 1 expressed what he gained during this process in CCTEF as follows:

“In the videos I watched during this process, I found that developing different questioning techniques was quite useful and effective in measuring and controlling the student's level of understanding. Especially in the context of the subject, content questions help both to learn the subject clearly and to make comparisons between the native language and the target language easily. In other words, I think they are very functional in the student's learning process. Another very important point for me was to extend the student's

speaking time through different questions. In this way, I create different thoughts in the students' minds and allow them to reflect them using the target language and develop their communication skills."

Finally, in the context of the development of implementation skills, teacher 2 explained the outcome of the lesson being structured appropriately and effectively, having a clear integrity framework, and the functioning of the lesson in CCTEF as follows:

"I can say that the cognitive coaching training significantly contributed to the development of my application skills and allowed me to develop awareness of how to plan my pre- and post-training course structure more effectively and clearly. Starting the course with an effective warm-up activity, then determining the focus of the course, conveying the target outcomes, and finally concluding the course by summarizing what was learned helped me create an effective framework. When I self-criticized, I realized that I was making abrupt transitions. Therefore, I realized that I needed to make calmer transitions, especially during activities, to maintain cohesion in the course. By asking students for their outcomes at the end of the course, I also encouraged them to reflect deeply and gain awareness of the course."

Based on the qualitative examples presented above, which appear to be coherent with the quantitative findings, it appears that cognitive coaching training contributes greatly to the development of teachers' implementation skills. In this respect, in the context of the codes in Table 7 based on teachers' opinions, it is observed that cognitive coaching training creates significant changes and outputs in developing important awareness and enriching experiences in the development of teachers' implementation skills; providing an appropriate and structured lesson process and framework, using appropriate textbooks and support materials, using the board effectively and preparing and using visual materials, using clear and understandable instructions, developing different questioning techniques, using time management effectively and adhering to the lesson plan, providing effective feedback and evaluation, using different approaches and techniques in correcting student errors, creating an effective, moderate and disciplined classroom environment and providing student-centered practices.

Finally, in addition to this situation, when we evaluate cognitive coaching training in terms of the development and gains it provides regarding implementation skills, it is seen that the highest gain regarding implementation skills of English teachers is achieved in the context of "offering student-centered outcomes", followed by four codes with a small margin: "offering an appropriate and structured lesson process and framework", "using appropriate textbooks", "using clear and understandable instructions" and "using time management effectively and adhering to the lesson plan".

In light of the findings presented so far, it is understood that the cognitive coaching approach is generally an effective tool in the development of English teachers' instructional skills and that the cognitive coaching approach provides a professional perspective by helping teachers realize that their classroom behavior and practices affect all kinds of student behavior and learning and the importance of being a teacher.

Discussion and Conclusion

The rapid changes in today's education system have brought about innovations that have emerged with the increasing areas of responsibility of the teacher in the classroom environment and have given the teacher the identity of an educational leader beyond the role of a teacher. In this context, it is very important that the professional development of teachers is supported by practices that are free from pressure and judgment and allow for the development of teaching, classroom planning, educational and administrative skills. This study focused on the cognitive coaching approach as a professional development tool and aimed to reveal how cognitive coaching training strengthens English teachers' instructional skills within the scope of teaching methods and techniques applied in the classroom. Within the scope of this purpose, it is aimed to activate the metacognitive mechanisms of English teachers through cognitive coaching training, to enable them to experience cognitive awareness in both personal and professional dimensions, and as a result, to develop their educational skills by making self-evaluations regarding their own teaching methods and techniques.

Costa and Gramston (2002) stated that the main purpose of cognitive coaching is to increase teacher effectiveness and defined cognitive coaching as an approach that allows teachers to gain awareness at a cognitive level, increase their own appreciation, gain information about in-class teaching methods and techniques, and develop instructional skills during the teaching process. Based on the content and purpose of Costa and Gramston's (2002) cognitive coaching approach, it is seen within the scope of this research that cognitive coaching training provides significant gains in the development of English teachers' skills in using different classroom methods and techniques, and as a result, it has a strong and effective function in the development of English teachers' instructional skills examined within the scope of three subscales as (i) planning, (ii) personal and professional qualities and (iii) implementation skills. In this context, when the results regarding the extent to which cognitive coaching training affects the teaching skills of English teachers as a whole are evaluated, it has been concluded that cognitive coaching training has a holistic effect on the development of English teachers' teaching skills and in this respect, it makes significant contributions to the development of their professional skills, the acquisition and implementation of classroom practices.

In relation to the first research question, the results obtained within the scope of the second research question, which we addressed through quantitative and qualitative data in the context of three sub-scales of instructional skills, namely (i) planning, (ii) personal and professional qualities and (iii) implementation, also reveal that the cognitive coaching approach showed improvement in the three instructional skills of English teachers. However, when the scores and difference averages in the three subscales are examined in detail, it is seen that some different measurements emerge in some items. For example, when the statistical findings regarding personal and professional qualifications are examined, it is observed that the lowest rank average and score in the development of personal and professional skills is the teacher's language proficiency (item 9). The low significance value of this item can be interpreted as cognitive coaching training having no significant effect on the language

proficiency acquisition process of English teachers. This situation can be considered as an indication that the fifteen English teachers who participated in the study have the necessary skills and qualifications in language proficiency in their fields and that they are competent in using the language, and it can actually be considered as an expected result.

Furthermore, when we examine the development of cognitive coaching within the scope of English teachers' implementation skills, it is seen that the lowest significance value is the technical equipment usage skills (item 16), which received an average score of -1.000 ($p > .05$). This can be explained by the fact that English teachers have the necessary equipment, especially in the use of technology, and their proficiency levels are high in this sense. In this context, it can be stated that English teachers transfer the textbooks or supplementary books they use in the classroom to the classroom environment through technological devices, taking into account student differences and needs, and apply transformation and differentiation in the materials. In other words, considering variables such as the average age of the English teachers participating in this study and the private school they work in, it can be argued that they have the ability to develop and implement materials to support their teaching practices, and that cognitive coaching training did not create a significant effect on the development of these skills and did not reveal any change.

Previous studies examining the effects of the cognitive coaching approach on teachers' instructional skills and the development of their professional skills are similar to the results of this study (Batt, 2010; Carter & Francis, 2001; Costa & Garmston, 2002; Donnelly & Fitzmaurice, 2011; Göker, 2020; Joyce & Showers, 2002; Kennedy, 2016; Kennedy & Smith, 2013; Marable & Raimondi, 2007; Ürün Göker & Göker, 2021; Ürün Göker & Göker, 2024). These studies reveal that the cognitive coaching approach provides strong support for teachers in processes such as reflecting on their own teaching techniques and methods, adapting to the needs arising from student differences, producing solutions to problems, making effective planning, gaining competence in classroom management and becoming self-managing practitioners, and in this respect, it enables teachers' professional development. Based on the findings of this research, it can be argued that the results of this study exhibit similar patterns to other studies in literature. The results of this study demonstrate that the cognitive coaching approach is an effective model for developing English language teachers' instructional skills. In this context, it can be stated that the cognitive coaching approach affects English teachers' classroom practices, learning processes and ability to analyse student differences, and provides a professional perspective by helping them realize the importance of being a teacher.

On the other hand, as one of the research results regarding the development of instructional skills of English teachers, the cognitive coaching approach appears to be an effective source in the realization of the teacher's professional development, the development of instructional skills and teaching practices as a control tool in education by providing effective and meaningful reflective practices. Because, an important area of development in the cognitive coaching approach is the reinforcement of teachers' reflection skills through reflective practices. Quality and constructive reflective feedback is thought to guide teachers in making decisions about what and how to teach in order to meet student needs and increase success (Göker, 2017; Sergiovanni & Starrett, 2002). In this respect, it is predicted that the

feedback in the reflection process should be related to the teacher's learning and teaching process, otherwise shallow and meaningless feedback will not contribute to the teacher's development and learning process over time. Therefore, it can be stated that constructive and meaningful feedback is needed to support teachers in increasing both their reflective practices and teaching practices, thus enabling them to set and achieve new goals. In this respect, one of the results of this research is that the cognitive coaching approach, which allows teachers to gain awareness of their metacognitive processes, it is seen that cognitive coaching has an important function in the development of teachers' cognitive skills in order to analyse and evaluate their own teaching practices and instructional skills.

Many studies have shown that coaching practices are implemented as a professional development strategy embedded within teaching practices, serving as an effective and important source of authority for achieving high-quality and effective teaching practices and supporting teachers' instructional skills (Eger, 2006; Ellison & Haye, 2009; Denton & Hasbrouck, 2009; Göker, 2017; Lin, 2012; Neumerski, 2013; Pollara, 2012; Ürün Göker & Göker, 2024). These studies generally show that teachers who receive coaching support for professional development experience significant and positive changes in their teaching behaviors when provided with an appropriate program that includes dimensions of responsibility, support, companionship, solidarity, and feedback. In this context, coaching approaches, which are thought to contribute to the professional development of teachers, are evaluated as a collaborative, interactive, and evidence-based approach for teachers. This study's main focus, the cognitive coaching approach, appears to offer teachers intensive, comprehensive, and differentiated support, enabling them to incorporate new practices and approaches into their own teaching experiences. In this sense, the findings of this study show that it yields effective and meaningful results in helping teachers develop knowledge and skills in the teaching process, experience cognitive awareness in all stages of this process such as planning, teaching, analysing and implementing, and ultimately improve their instructional skills. In other words, it can be argued that the cognitive coaching approach, which forms the main subject of this study, contributes to the professional development of teachers by offering them the ability to examine similar practice patterns and recognize the latent assumptions that guide and direct their actions.

From this perspective, the results obtained at the end of this study regarding cognitive coaching and the development of instructional skills prove that cognitive coaching, as a powerful supervision and mentoring tool, has a positive effect on the development of instructional skills and professional development of English teachers. In this sense, it is observed that some changes and awareness have emerged in the development of instructional skills of English teachers with cognitive coaching training. In this context, it can be stated that for teachers to realize the acquisition and functionality of cognitive coaching as a supervisory tool within the framework of contemporary supervision approaches, in order to implement the changes and innovations created by the Education 4.0 approach in educational contexts, in other words, it is quite important to support teachers, as agents who desire change, with a cognitive coaching approach that includes innovative and reflective practices in fulfilling the new tasks and responsibilities that Education 4.0 imposes on them.

In conclusion, this study is considered to have made a theoretical contribution to the educational sciences literature by revealing the effect of the cognitive coaching approach on teachers' instructional skills and professional development, and by developing new conceptual models regarding the function of cognitive processes such as classroom planning and decision-making, developing teaching strategies, analysis, self-assessment, and reflection. Furthermore, the findings of this study regarding the contribution of improving teachers' self-assessment and reflective practice skills, thereby enhancing their professional awareness and enabling them to plan their classroom teaching processes more consciously, can also be evaluated within the context of contributions to the implementation process. In short, this study is thought to provide a basis for English teachers to evaluate their beliefs about their skills and abilities to adapt the educational content they use in their teaching contexts and to make improvements regarding their teaching methods and techniques.

Recommendations

The results of this study, in which the cognitive coaching approach was used as a powerful mentoring tool to support the development of English teachers' instructional skills, offer important implications for English teachers, but the results are evaluated within the framework of the limitations and sample of this study. In this respect, it is suggested that a cognitive coaching training program should be developed that can be implemented by planning different sample sizes and longer training periods in order to see the development of English teachers' instructional skills from a larger perspective for future studies on cognitive coaching, considering that it will contribute to the literature. Additionally, studies involving teachers from different branches may be needed to measure the effectiveness of the cognitive coaching approach on teachers working in different fields and to analyse changes specific to different subject areas. Within the limitations of this study, it is suggested that further research be conducted to examine the impact of the cognitive coaching approach on the development of teachers' instructional skills in the context of different variables such as different educational environments, different professional experiences, or gender.

On the other hand, in the Turkish literature, studies investigating the impact of the cognitive coaching approach on the development of teachers' instructional skills and self-efficacy perceptions (Göker, 2020; Ürün Göker & Göker, 2021; Ürün Göker & Göker, 2024; Pilevne, 2024) and on increasing the effectiveness of school administrators and improving student success (Akyıldız, 2015; Bulut, 2009; Ceylan, 2011; Demir, 2009; Demir & Doğanay, 2010; Demir & Bal, 2011) are found. In this context, it is observed that cognitive coaching in the Turkish literature is only examined within the scope of these variables. Therefore, considering that it would contribute to the Turkish literature, there is a need for studies that examine the impact of the cognitive coaching approach not only within these variables but also in terms of the development of teachers' reflection skills, the formation of a professional school culture and climate, the creation of collaboration and solidarity among teachers, increased professional satisfaction, and support for teachers' personal development.

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BIOGRAPHICAL NOTES

Contribution Rate of Researchers

Author 1: 60%

Author 2: 40%

Conceptualization: CP, SDG; Methodology: CP; Software: SDG; Validation: CP, SDG; Data Collection: CP; Data Analysis: CP; Investigation: CP; Resources: CP; Data Curation: SDG; Writing-Original Draft Preparation: CP; Writing-Review & Editing: CP, SDG; Supervision: SDG. The authors reviewed the results and approved the final version of the article.

Conflict Statement

The authors declare that there is no conflict of interest or any material or individual organic link with any person or institution involved in the research.

Notice of Use of Artificial Intelligence

The authors did not utilise any artificial intelligence tools for the research, authorship and publication of this article.

Mesleki Gelişim Aracı Olarak Bilişsel Koçluk Yaklaşımı: İngilizce Öğretmenlerinin Eğitsel Becerilerinin Gelişiminin İncelenmesi



Özet

Yapılandırmacı yaklaşımla birlikte değişen eğitim anlayışı, öğretmenler için farklı roller ve sorumluluk alanları tanımlamıştır. Bu bağlamda, öğretmenlerin günümüz eğitim sisteminde ortaya çıkan değişimlere uyum sağlayabilmeleri için mesleki gelişimlerini ve eğitsel becerilerini geliştirmelerini sağlayacak çağdaş denetim uygulamalarıyla desteklenmeleri oldukça önemli hale gelmiştir. Bu çalışma, çağdaş denetim uygulamalarından bilişsel koçluk yaklaşımına odaklanmakta ve bilişsel koçluğun İngilizce öğretmenlerinin eğitsel becerilerinin geliştirilmesinde işlevsel bir kaynak olarak kullanılıp kullanılmayacağını keşfetmeyi amaçlamaktadır. Bu amaç kapsamında, Çanakkale’de özel bir okulda farklı kademelerde çalışan on beş İngilizce öğretmenine 2022-2023 öğretim yılı güz dönemi boyunca on dört haftalık Bilişsel Koçluk eğitim programı uygulanmıştır. Bu araştırma, ön/son test desenine dayalı tek durum çalışması olup, araştırma yöntemi olarak nitel ve nicel analizlerin her ikisini de içeren iç içe geçmiş karma yöntem kullanılmıştır. Çalışmanın veri tabanı, nicel veri toplama aracı olarak kullanılan Ders Sonrası Öz Değerlendirme Ölçeği ile elde edilen nicel veriler ve nitel veri toplama aracı olarak kullanılan koçla yapılan bireysel görüşmelerin ses kayıtları, her bir öğretmenden alınan ders video kayıtları ve bilişsel koçluk eğitimi değerlendirme formu ile elde edilen nitel veriler kullanılarak yapılandırılmıştır. Araştırma sonuçları, bilişsel koçluğun öğretmenlerin eğitsel becerilerinin geliştirilmesinde etkili bir kaynak olduğunu göstermekte ve güçlü bir denetim aracı olarak kullanılabileceğini önermektedir.

Anahtar Kelimeler: Bilişsel koçluk, eğitsel beceriler, mesleki gelişim, denetim yaklaşımları.

Giriş

Küreselleşen ve değişen dünya, sosyokültürel, ekonomik ve teknolojik düzeyde pek çok dönüşümü beraberinde getirmiş ve tüm bu süreçte en güçlü ve önemli değişim, bireyleri toplumsal yaşama hazırlayan eğitim sisteminde yaşanmıştır. Bu süreçte eğitimin odak noktası öğrenme yönetimine evrilmiş ve öğretmenlerin eğitsel becerilerini ve etkililiklerini artırmak amacıyla yeni öğretim yöntem ve tekniklerinin sınıf ortamına aktarılması ve eleştirel düşünme, problem çözme, planlama, değerlendirme ve analiz etme gibi bilişsel becerilerin kazandırılması mesleki gelişim kapsamında büyük önem kazanmıştır (Ishak & Mansor, 2020). Geleneksel eğitim anlayışından farklı olarak yapılandırmacı yaklaşımla beraber, eğitimin öğrenme sürecine ilişkin değişen odak noktası, öğretmenlerin rol ve davranışlarında da değişime yol açmıştır (Göker, 2017). Bu kapsamda eğitimin değişen odağı, öğretmenler için farklı rol ve sorumluluk alanları tanımlamış ve onlara öğretmenlik rolünün ötesinde bir “eğitim lideri” kimliği kazandırmıştır. Eğitimde başarıya ulaşmak için öğretmenlerin mesleki gelişimlerini destekleyecek etkili stratejilerin belirlenmesinin, öğretmenlerin liderlik rolünün gerçekleştirilmesi kapsamında oldukça değerli olduğu anlaşılmaktadır (Pilevne, 2024).

Liderlik, istenilen hedeflere ulaşmak için ilişkiler kurmaya ve ortak kapasitenin geliştirilmesine dayanmaktadır. Bu nedenle öğretmenlerin liderlik becerilerinin gelişiminin, öz

güven, öğretim teknik ve yöntem, mesleki tutum, bilgi ve bakış açılarının gelişimiyle ilişkili olduğu belirtilebilir. Dolayısıyla birer eğitim lideri olarak öğretmenlerden hem bireysel hem de mesleki düzlemde becerilerini geliştirme kapsamında, sınıf içi öğretim yöntem ve tekniklerinde, sınıf yönetiminde sürekli gelişim ve değişim odaklı davranmalarının ve mesleğe ilişkin algılarını daha yaratıcı, yenilikçi biçimde yapılandırmalarının beklendiği ileri sürülebilir (Bloom vd., 2003). Bu nedenle öğretmenlerin, Eğitim 4.0'ın getirdiği değişimlere ve yeniliklere nasıl uyum sağlayacaklarına ilişkin çeşitli varsayımlar ortaya atılmıştır. Yenilikçi toplumun ihtiyaçlarını karşılamayı amaçlayan Eğitim 4.0 yaklaşımında, “öğrenme” kavramı her bireyin kendisinin en iyi nitelik ve beceriyle donatılmasıyla başka bir deyişle çağın ihtiyaçlarına uygun kalite ve becerilerin yaratılmasıyla ilişkilendirilmektedir (Katzenmeyer & Moller, 2009).

Abersek (2017) Eğitim 4.0'ın eğitim alanında hem öğretmenler hem de öğrenciler için yeni mücadele alanları ürettiğini ileri sürmüştü ve bu mücadele alanlarının üstesinden gelmek için özellikle öğretmenlerin düşünce yöntemleri, derin analiz yapma becerisi ve problem çözme teknikleri gibi nitelikler geliştirilmesinin önemine vurgu yapmıştır. Benzer biçimde Ishak ve Mansor (2020), Eğitim 4.0 kapsamındaki öğrenme eğilimlerine dayanarak, Eğitim 4.0'a cevap veren öğrenme yönetiminin, bireyleri yaratıcı ve yenilikçi olmaya hazır hale getirmeyi amaçladığını belirtmiş ve bu nedenle öğretmenlerin liderlik, işbirliği, yaratıcılık, dijital okuryazarlık, etkili iletişim, duygusal zeka, girişimcilik, küresel vatandaşlık, problem çözme, eleştirel düşünme ve grup çalışması gibi 21. yüzyıl becerileri kapsamında ele alınan özellikleri edinmesinin önemine vurgu yapmıştır. Son olarak Tanang ve Abu (2014), bu süreçte, öğretmenlerin, öğrencilere öğrenme süreçlerinde rehberlik etmek ve yol göstermek amacıyla “kolaylaştırıcı” olarak tanımlayabilecek yeni bir rol üstlenmeleri gerektiği savunmuşlar ve öğretmenlerin öğrencilerin öğrenme sürecine sunabilecekleri en büyük katkının, öğrencilerin kendilerini gerçekleştirmek adına kendi öğrenme sorumluluklarını edinmesine aracılık etmek olduğunu ileri sürmüşlerdir.

Buradan hareketle, Eğitim 4.0 ile birlikte açığa çıkan yenilikçi ve liderliğe dayalı öğrenme bağlarının öğretmenlerin hem dijital hem de fiziki sınıf ortamında işlevlerini sürdürebilmeleri adına değişimi gerçekleştirmek için yeni görev ve sorumlulukları yarattığı ve bu sürecin aktif özneleri olarak öğretmenlerin mesleki gelişimlerinin desteklenmesinin önemli hale geldiği savlanabilir. Kısaca, Eğitim 4.0 ile birlikte eğitimde yenilikçi anlayışın ve öğrenme yönetimi üzerine evrilen eğitim odağının, eğitimsel bağlamlarda daha etkin şekilde kavramsallaştırılması amacıyla çağdaş eğitim denetimi anlayışı bağlamında yeni teknik ve yöntemleri içeren öğretmen mesleki gelişim programlarının etkinleştirilmesinin önemli hale geldiği belirtilebilir. Bunu gerçekleştirmek için, öğretmenin öğretme pratiklerinde öz değerlendirme ve öz denetim becerilerinin gelişimine olanak tanıyan farklı çağdaş denetim uygulamalarının, öğretmenlerin eğitsel becerilerinin gelişimlerinin desteklenmesinde oldukça etkili kazanımlar sunacağı ileri sürülebilir.

Bu bilgiler ışığında, rol ve ilişkilerin yeniden yapılandırıldığı yansıtıcı denetim uygulamalarının, öğretmenin edilgen konumda olduğu ve hiyerarşik yapının denetim sürecinde katı bir biçimde şekillendiği geleneksel denetim anlayışının yeniden kavramsallaştırılmasına olanak tanıdığı öne sürülebilir (Göker, 2017). Knight (2009), özellikle eğitim bağlamında mesleki gelişim odaklı olan koçluk uygulamalarının, yeni eğitsel

becerilerin, pratik ve yöntemlerin edinim ve uygulanması sürecinde öğretmene sağladığı rehberlik ve destek kapsamında oldukça önemli olduğunu vurgulamıştır. Eğitimsel bağlamlarda ele alınan koçluk yaklaşımları genel olarak, öğretmenin gelişim, değişim, öğrenme yaşantıları ve koçluk uygulamasına ilişkin bakış açısı ve tutumu üzerine odaklanmakta ve söz konusu durumlar kapsamında öğretmeni desteklemektedir (Ürün Göker & Göker, 2021). Bu çalışmada yansıtıcı denetim uygulamalarından bilişsel koçluk yaklaşımına odaklanılmıştır.

Etkili bir mesleki gelişim aracı olarak bilişsel koçluk yaklaşımı, öğretme ve öğrenme sürecinde yeniliklere açık, fark yaratmayı hedefleyen, mesleki ve kişisel gelişimine önem veren, yeni öğretim uygulamalarını edinmeye ve uygulamaya istekli ve bu uygulamaların sürdürülebilirliğini hedefleyen bir öğretmen profilinin yetiştirilmesinde oldukça etkili ve işlevsel bir kaynak olarak düşünülmektedir (Brooks, 2000). Bilişsel koçluk yaklaşımı, öğretmenlerin öğretim pratiklerine ve mesleki gelişimlerine yönelik bilişsel ve duyuşsal yeterliliklerini artırmaya ve bilişsel davranışlarda kalıcı değişimlere odaklanarak, öğretim sürecinde öğretmenlerin becerilerinin geliştirilmesine aracılık eden, yargı içermeyen bir süreci kapsamaktadır (Costa & Garmston, 2014). Costa ve Garmston (2002) tarafından geliştirilen bilişsel koçluk yaklaşımının temel düşüncesi, öğretmen mesleki gelişiminin temel itici güçlerine gönderimde bulunan John Dewey'in (1984) yapısalcı kuramına ve yansıtıcı uygulamalar hakkındaki fikirlerine dayanmaktadır.

Alan yazınında bilişsel koçluk yaklaşımının, (i) öğretmenlerin yansıtma becerilerinin gelişimi (Avant, 2012; Bjerken, 2013; Chang vd., 2014; Henry, 2012; Rinaldi, 2013); (ii) profesyonel okul kültürü ve ikliminin oluşumu (Knabel, 2008; Skytt vd., 2014); (iii) öğretmenler arası iş birliği ve dayanışmanın yaratılması (Eger, 2006; Sommer & Costa, 1993); (iv) mesleki gelişimle bağıntılı olarak mesleki doyumun artması (Batt, 2010; Donnelly & Fitzmaurice, 2011; Joyve & Showers, 2002; Kennedy & Smith, 2013; Marable & Raimondi, 2007; McClay, 2014; Rich, 2013; Van Veen vd., 2012; Von der Bengeh vd., 2015) ve (v) mesleki gelişime etkisi kadar öğretmenlerin kişisel gelişimi (Beltman, 2009; Edwards, 2015; Schlosser, 1998; McLymont, 2000) gibi farklı değişkenler çerçevesinde etkisinin incelendiği çalışmalar görülmektedir. Bilişsel koçluk yaklaşımının farklı değişkenler bağlamında etkisinin incelendiği söz konusu çalışmaların bulguları, bilişsel koçluğun öğrenciler, öğretmenler, eğitimciler, yöneticiler ve dolayısıyla bir bütün olarak okul ortamı üzerinde oldukça önemli sonuçları olduğunu ortaya koymaktadır. Söz konusu çalışmaların sonuçlarına dayanarak, bilişsel koçluk yaklaşımının (i) öğretmen öz yeterlik algısını arttırdığı, (ii) öğretmenler arasında mesleki iletişim ve etkileşimi teşvik ettiği, (iii) eğitim ve öğretim sürecinde ortaya çıkan yenilikleri desteklediği ve (iv) mesleki doyumunu arttırdığı görülmektedir. Edwards (2015) yaptığı çalışmasında bugüne kadar konuyla ilgili yapılmış çalışmaları incelemiş ve bilişsel koçluğun, öğretmenlerin yetkilenmesinde önemli bir etkiye sahip olduğunu ve karar verme sürecinde öğretmenin özerlik, seçim, sorumluluk ve katılım fırsatı edinmesine olarak tanıdığını vurgulamıştır.

Bilişsel koçluk, planlı, hedef odaklı koçluk görüşmeleri ve koçluk döngüsü aracılığıyla öğretmenlerin bilişsel etkinliklerinin geliştirilmesine ve güçlendirilmesine odaklanmaktadır. Koçluk döngüsü, bilişsel koç tarafından öğretmene yöneltilen birtakım sorular ve dikkatlice

hazırlanmış bir eğitim planı aracılığıyla yansıtıcı pratikler sunarak, koçluk yapılan kişilerin kendi gelişim alanlarını belirlemelerine yardımcı olmaktadır. Bilişsel koçluk döngüsü (i) planlama; (ii) gözlem ve (iii) yansıtıcı görüşme olmak üzere toplam üç ana bileşen içermektedir (Costa & Garmston, 2014). Söz konusu bileşenler çerçevesinde, bu araştırmanın oturtulduğu teorik temellerden biri olan yapılandırmacı yaklaşım bağlamında bilişsel koçluk yaklaşımının sınıf içi uygulanan öğretim yöntem ve tekniklerin, uygulanan öğretim pratiklerinin iş birliği ve dayanışma çerçevesinde paylaşımının yapıldığı koç ve öğretmen arasındaki görüşmelerde gerçekleştiği görülmektedir. Diğer yandan, Costa ve Garmston (2002), bilişsel koçluk sürecinin kilit kavramlarından biri olarak iş birliği olgusunun önemine vurgu yapmış ve iş birliğinin, okullarda kaliteli ve etkili öğretimin gerçekleşmesi için oldukça önemli bir özelliğe sahip olduğunu belirtmişler ve aynı zamanda bilişsel koçluk eğitim programının, içerik, planlama, uygulama pratikleri ve mesleki gelişim gibi konular bağlamında başkalarıyla iş birliği yapma fırsatları sunduğunu ileri sürmüşlerdir.

Bilişsel koçluk yaklaşımı, söz konusu koçluk görüşmeleri ile birlikte öğretmenlerin yeni beceriler edinim sürecinde üst-bilişsel mekanizmalar aracılığıyla kendi öğretim yöntem ve pratikleri üzerine düşünmelerini ve sorgulamalarını teşvik etmektedir (Brooks, 2000). Bu bağlamda bilişsel koçluk yaklaşımı, öğretmenlerin üst-bilişsel süreçlerini harekete geçirerek kendi bilişsel süreçlerini gözlemlemelerine, yansıtılmalarına ve deneyimlemelerine olanak tanıyan bir üst-bilişsel izleme sürecini içermekte ve böylece öğretmenlerin gözlem sürecinin çıktılarına ilişkin bilinçli ve bilinçsiz kararlarını üst-bilişsel kontrol mekanizması aracılığıyla izlemelerine olanak tanımaktadır (Perfect & Schwarts, 2002).

Bu bilgiler ışığında, öğretmenlerin davranışlarını değil, algılarını, düşünme süreçlerini, inançlarını ve tutumlarını değiştirmeyi ve böylece öz farkındalık geliştirmelerini hedefleyen bilişsel koçluk yaklaşımının, öğretmenlerin kendi eğitsel pratiklerinde geliştirmeleri gereken alanları bağımsız olarak keşfetmelerine ve kendi ihtiyaçları bağlamında uzmanlaşmalarına yardımcı olduğu görülmektedir (Knowles vd., 2011). Böylece bilişsel koçluk yaklaşımıyla öğretmenler, kendi öğretim uygulamaları aracılığıyla yenilikçi ve liderlik odaklı yeni eğitim çağının ihtiyaçlarını karşılayabilmek için artırmaları gereken bilişsel gelişim düzeylerini keşfetme ve bilinçlendirme fırsatına sahip olmaktadırlar (Ürün Göker & Göker, 2024).

Bilişsel koçluk modelinin temel düşüncesi, yüksek kavramsal ve bilişsel becerilere sahip olan öğretmenlerin öğretim biçimlerinde, uyguladıkları yöntem ve tekniklerde, sınıf içi pratiklerinde daha esnek bir tutum sergiledikleri ve deneyimlerini eğitim ortamına aktarırken daha hızlı uyum sağladıklarını ortaya koyan çalışmalara dayanmaktadır (Costa & Garmston, 2002). Bilişsel koçluğun bir mesleki gelişim aracı olarak öğretmenlerin eğitsel becerileri ve mesleki gelişimleri üzerindeki etkisinin incelendiği önceki çalışmalarda, bilişsel koçluğun öğretmenlerin mesleki gelişim sürecine ve eğitsel becerilerine katkı sağlayan bir yaklaşım olduğu ortaya konmuştur (Batt, 2010; Carter & Francis, 2001; Costa & Garmston, 2002; Donnelly & Fitzmaurice, 2011; Joyce & Showers, 2002; Kennedy & Smith, 2013; Marable & Raimondi, 2007). Söz konusu araştırmalar, bilişsel koçluk yaklaşımının, öğretmenlere kendi öğretim teknik ve yöntemleri hakkında düşünme, yansıtma, öğrenci farklılıklarını dikkate alma, etkili ders planı hazırlama, sınıf yönetiminde yeterlilik kazanma gibi süreçlerde destek sağlayan mesleki bir gelişim aracı olduğunu ortaya koymaktadır.

Ancak Türk alan yazını incelendiğinde, bilişsel koçluğun öğretmenlerin mesleki ve eğitsel becerilerinin gelişimi üzerindeki etkilerinin incelendiği çok fazla çalışmanın olmadığı görülmektedir (Göker, 2020; Ürün Göker & Göker, 2021; Ürün Göker & Göker, 2024). Söz konusu çalışmaların bulguları, bilişsel koçluk yaklaşımının, öğretmenin kendi öğretim yaşantısına ve deneyimine ilişkin derinlemesine düşünme fırsatı sunduğunu, öğretmenin yansıtma becerilerinin ve böylece eğitsel becerilerinin gelişimine katkı sağladığını ve mesleki doyumu artması noktasında önemli etkiler yarattığını göstermektedir. Bilişsel koçluğun ele alındığı diğer çalışmalara bakıldığında ise bilişsel koçluğun öğrenci başarısı ve okul yöneticileri üzerine etkilerinin incelendiği görülmektedir (Bulut, 2009; Ceylan, 2011; Demir, 2009; Demir & Doğanay, 2010; Demir & Bal, 2011). Bilişsel koçluk sürecinin öğrenci başarısı üzerine etkisinin incelendiği çalışmalarda, bilişsel koçluk eğitimi alan öğretmenlerin öğrenci başarısına daha odaklı oldukları ve öğrenci başarısında önemli yükselme görüldüğü ortaya konmuştur. Bu açıdan öğretmenlerin bilişsel koçluk eğitiminin ardından öğretim pratiklerinde etkili bir dönüşüm yaşadıkları, yeni yöntem ve teknikler aracılığıyla daha sakin ve huzurlu sınıf ortamı yarattıkları, öğretmen ve öğrenci etkileşimini daha açık hale getirdikleri ve öğrencilerin problem çözme becerilerinin gelişimine katkı sağladıkları bu çalışmaların sonuçlarıyla desteklenmiştir. Diğer taraftan bilişsel koçluğun öğretmen ve yöneticilere mesleki açıdan sağladığı katkıların incelendiği çalışmalarda ise bilişsel koçluğun, öğretmenlerin ve yöneticilerin iletişim becerileri, etkili karar verme, yeni stratejileri edinme ve uygulama, yönetici ve öğretmen arasında güven ve iş birliğine dayalı ilişki inşa etme, öğretmenlerin yöneticilerle daha açık iletişim kurma gibi nitelikler bağlamında mesleki fayda sağladıkları araştırma sonuçlarıyla desteklenmiştir. Ek olarak yöneticilerin liderlik ile ilgili daha yetkin tutum ve tavır sergiledikleri ve yöneticilik rollerini etkili liderlik davranışlarına dönüştürmede başarılı oldukları da çalışmaların bulgularıyla desteklenmiştir.

Bu nedenle bilişsel koçluk yaklaşımının ele alındığı Türk alan yazındaki çalışmaların, öğretmenin kendi öğretim yaşantısına, öğretme deneyimine ve sınıf içi yöntem ve tekniklerin edinim ve kullanım becerisine ilişkin derinlemesine düşünme fırsatı sunmada yeterli çıktılar sağlamadığı görülmektedir. Bu anlamda bilişsel koçluğun çağın gereksinimlerini karşılayacak eğitim ortamının yaratıcıları olarak eğitim lideri rolü üstlenmesi gereken öğretmenlerin, eğitsel becerilerinin zenginleşmesi ve gelişimine ilişkin kazanımların ortaya konmasında etkili bir denetim aracı olarak işlevinin yeterli düzeyde araştırılmadığı anlaşılmaktadır. Bu bağlamda bu çalışmada, bilişsel koçluğun, öğretmenin kendi öğretim pratiklerini çözümlenmek ve kendi eğitsel becerilerini değerlendirmek ve zenginleştirmek adına bilişsel becerilerinin gelişimine yardımcı olan bir denetim aracı olarak etkisinin incelenmesi alan yazına sağlayacağı katkı olarak düşünülmektedir. Çünkü, bilişsel koçluk yaklaşımının, denetsel bir yaklaşım olarak, bireyin düşünme, problem çözme, planlama gibi bilişsel süreçleri kullanım becerilerini geliştirdiği ve böylece bireyin düşüncelerini inşa etme ve yapılandırma sürecine katkı sağladığı vurgulanmaktadır. Bu bağlamda, bu çalışmanın Türk alan yazınındaki boşluğa ışık tutması, bilişsel koçluk yaklaşımıyla öğretmenlerin bilişsel farkındalık kazanması ve kendi öğretim deneyimlerine ilişkin zenginleştirmeleri ve geliştirmeleri gereken alanları belirlemelerine yardımcı olması beklenmektedir. Kısaca, bu çalışmanın öğretmenlerin hem mesleki hem de eğitsel becerilerin geliştirilmesi sürecinde önemli bir kaynak olacağı ve alan yazına katkı sağlayacağı düşünülmektedir.

Bu çalışmada, öğretmenlerin hedef belirleyebilen, başarı göstergelerini tanımlayabilen, uygun öğretim stratejilerini seçebilen ve bunları kendi öğretim deneyimlerine yansıtabilen uygulayıcılar haline gelmelerini sağlayan mesleki gelişim aracı olarak bilişsel koçluk ele alınmaktadır. Bu bilgiler çerçevesinde, bilişsel gelişim ile eğitsel becerilerin gelişiminin birbiriyle ilişkili olduğu gerçeğinden yola çıkılarak, bu çalışmanın problem durumu, öğretmenlerin yenilikçi çağda eğitimde yaşanan değişim ve dönüşümlere cevap verebilmeleri için etkili bir mesleki gelişim ve denetim aracı olarak bilişsel koçluk yaklaşımının öğretmenlerin eğitsel becerilerinin geliştirilmesi sürecinde işlevselliğini ortaya koymaktadır.

Bütün bu bilgilerden yola çıkarak, bu çalışmada nitel ve nicel verilerin analizi yoluyla aşağıdaki araştırma sorularına yanıt bulmak amaçlanmaktadır:

1. Bilişsel koçluk, İngilizce öğretmenlerinin eğitsel becerilerinin gelişimini bütün olarak ne ölçüde etkilemektedir?

2. Bilişsel koçluk, İngilizce öğretmenlerinin (i) planlama, (ii) kişisel ve mesleki nitelikler ve (iii) uygulama becerilerinin gelişimine ne ölçüde katkı sağlamaktadır?

Yöntem

Bu çalışmada, araştırma yöntemi olarak hem nitel hem de nicel araştırma yöntemini kapsayan karma yöntem kullanılmıştır. Bu araştırmanın amacı ve soruları kapsamında nitel ve nicel verilerin toplanması, analizinin zamanlaması ve ağırlık verilen veri türü dikkate alınarak, nicel ve nitel verilerin aynı zamanda toplanıp analizini içeren eş zamanlı iç içe geçmiş karma yöntem tasarımı kullanılmıştır. Bu bağlamda eş zamanlı iç içe geçmiş karma yöntem aracılığıyla, nicel ve nitel bileşenlerden ayrı ayrı elde edilen sonuçlar birleştirilmiş ve analiz edilmiştir. Diğer taraftan, bilişsel koçluk yaklaşımının belirli bir olgu olarak ele alındığı bu araştırma, ön/son test tasarımına dayanan tek grup deneysel desene sahiptir ve İngilizce öğretmenlerinin sınıf içi öğretim pratik ve becerileri bilişsel koçluk uygulaması öncesi ve sonrası ele alınıp incelenmiştir.

Araştırmanın çalışma grubunu, 2022-2023 eğitim-öğretim yılında, Çanakkale ilinde bir özel okulda ilköğretim, ortaokul ve lise kademelerinde görev yapan, 24-43 yaş arasında 12'si kadın 3'ü erkek olmak üzere çalışmaya gönüllü olarak katılan toplam 15 İngilizce öğretmeni oluşturmaktadır. Katılımcı öğretmenler, gönüllü örnekleme yöntemiyle seçilmiş ve araştırmanın gerçekleştiği okuldan araştırmanın uygulanması için gereken izin alınmıştır.

Bu çalışmada hem nitel hem de nicel veriler bağlamında incelenen bilişsel koçluk ve eğitsel beceriler arasındaki bağıntıya bütünsel bir betimleme ortaya koymak amacıyla, nitel veri toplama aracı olarak bilişsel koçluk eğitim değerlendirme formu (BKEDF); ders video kayıtları (DVK); koçla yapılan bireysel görüşmelerin ses kayıtları (KYBGSK) kullanılmıştır. Söz konusu nitel veri toplama araçlarının çeşitliliğinin nedeni, eğitim programının etkililiğine ilişkin uzlaşma sağlanan gelişim noktalarına gönderimde bulunan öğretmen görüş ve düşüncelerin net biçimde saptanması ve böylece tema ve kodların oluşum sürecine ilişkin verilerin açık bir şekilde belirlenmesidir. Diğer taraftan, bilişsel koçluk eğitiminin öğretmenlerin eğitsel becerilerinin gelişimi üzerindeki etkisini ortaya çıkarmak amacıyla bu çalışmada nicel veri toplama aracı olarak "Ders Sonrası Değerlendirme için Öz Değerlendirme Ölçeği" (DSÖDÖ) (ELTE-DELP, 2014) kullanılmıştır. DSÖDÖ, öğretmenlere bilişsel koçluk

eğitimi ile birlikte ders öncesi ve sonrası gözlemler aracılığıyla ilerlemelerine yardımcı olmak için tasarlanmış ve (i) planlama; (ii) kişisel ve mesleki nitelikler ve (iii) uygulama olmak üzere üç temel öğretim becerisini kapsayan 26 maddeden oluşmaktadır.

Verilerin analizi aşamasında ön test ve son test sonuçlarıyla toplanan nicel veriler SPSS 18 kullanılarak analiz edilmiştir. Bu çalışmada 15 İngilizce öğretmeninin eğitim öncesi ve sonrası eğitsel becerilerinde ortaya çıkan puanlar ölçüleceği için, örneklem büyüklüğünün küçük olması ve grupların birbirine bağımlı olması nedeniyle parametrik olmayan Wilcoxon işaretli sıralama testi uygulanmıştır. Bu nedenle, iki ilişkili ölçüm setindeki puanlar arasındaki fark sonuçlarını test etmek ve İngilizce öğretmenlerinin bilişsel koçluk eğitimi öncesi ve sonrası eğitsel becerileri arasında anlamlı bir fark olup olmadığını ortaya koymak amacıyla, DSÖDÖ'nün ön test ve son testinden sonra elde edilen veriler Wilcoxon işaretli sıralar testi ile analiz edilmiştir. Nitel veri analizinin ilk aşaması olarak, İngilizce öğretmenlerinin bilişsel koçluk eğitiminde eğitsel becerilerinin gelişimine ilişkin paylaştıkları görüşleri içeren bilişsel koçluk değerlendirme formları içerik analizi kapsamında okunmuştur (Patton, 2002). Daha sonra öğretmen, koç ve araştırmacının da yer aldığı görüşme oturumlarının ses kayıtları dinlenerek, içeriğin tam olarak anlaşılması ve temaların belirlenmesi için gerekli diyaloglar ayrıntılı olarak not alınmıştır. Son olarak da araştırmanın amacına uygun olarak DSÖDÖ kapsamında benzerlik ve farklılık örüntüleri dikkate alınarak belirli temalar ve kodlar sınıflandırılmıştır. Veri kaynaklarına dayalı olarak oluşturulan tema ve kodların güvenilirliğini sağlamak amacıyla öncelikle DSÖDÖ'nün üç alt ölçeğine dayalı olarak üç tema oluşturulmuş, ardından öğretmenlerle yapılan görüşmeler sonucunda sağlanan uzlaşma ve fikir birliği dikkate alınarak ve yine DSÖDÖ'de yer alan maddeler çerçevesinde belirli kodlar saptanmıştır.

Araştırmanın Etik İzinleri:

Bu çalışmada “Yükseköğretim Kurumları Bilimsel Araştırma ve Yayın Etiği Yönergesi” kapsamında uyulması gerektiği belirtilen tüm kurallara uyulmuştur. Yönergenin ikinci bölümü olan “Bilimsel Araştırma ve Yayın Etiğine Aykırı Eylemler” başlığı altında belirtilen eylemlerin hiçbiri gerçekleştirilmemiştir.

Etik Kurul İzin Bilgileri:

Etik değerlendirmeyi yapan kurulun adı = Çanakkale Onsekiz Mart Üniversitesi Etik Kurulu

Etik Kurul Etik inceleme karar tarihi = 23 Haziran 2022

Etik değerlendirme belgesi konu numarası = E-84026528-050.01.04-2200134567

Bulgular

Bu çalışmanın amacı, bilişsel koçluk yaklaşımının, İngilizce öğretmenlerinin eğitsel beceri ve bilişsel farkındalıklarının geliştirilmesinde etkili bir kaynak olarak nasıl kullanılabileceğini ortaya koymaktır. Bu amaç kapsamında, nicel ve nitel veri analizler çerçevesinde öncelikle bilişsel koçluk yaklaşımının İngilizce öğretmenlerinin eğitsel becerilerinin gelişimine bir bütün olarak ne ölçüde etki ettiği, ardından bilişsel koçluğun İngilizce öğretmenlerinin (i) planlama becerileri, (ii) kişisel ve mesleki nitelikler ve (iii) uygulama becerilerinin gelişimine ne ölçüde etki ettiği incelenmiştir. Çalışmanın birinci

araştırma sorusu kapsamında, Wilcoxon işaretli sıra testinin analiz bulguları, bilişsel koçluk yaklaşımının DSÖDÖ ile ölçülen öğretmenlerin eğitsel becerilerinin genel gelişimi üzerinde dikkate değer bir etkiye sahip olduğunu göstermektedir (MD=36.47, Z=-3.408, p<.05). Nicel veriler sonucunda, öğretmenlerin son test puanları, ön test puanlarından anlamlı derecede yüksek çıkmıştır (MD=36.47). Dolayısıyla söz konusu fark, bilişsel koçluk eğitiminin İngilizce öğretmenlerinin eğitsel becerilerinin gelişimi üzerinde anlamlı bir etkiye sahip olduğunu göstermektedir.

Çalışmanın ikinci araştırma sorusu kapsamında, ilk olarak bilişsel koçluk yaklaşımının öğretmenlerin planlama becerilerinin gelişimine ne ölçüde katkı sağladığına ilişkin nicel ve nitel bulgular incelenmiştir. Bu noktada DSÖDÖ kapsamında planlama becerilerinin içeriği; dersin amaç ve hedefleri (madde 1), öğrenci ihtiyaçları (madde 2), sınıf içi etkinlikler (madde 3), derste kullanılan teknikler (madde 4), derste kullanılan kaynaklar (madde 5) ve ders planının uygulanabilirliği (madde 6) başlıkları çerçevesinde ele alınmıştır. Belirtilen altı boyutta Wilcoxon işaretli sıra testinin analiz bulguları, bilişsel koçluk uygulamasının İngilizce öğretmenlerin planlama becerilerinin gelişiminde dikkate değer bir etkiye sahip olduğunu göstermektedir (MD=13.40, Z=-3.415, p<.05). Diğer taraftan çalışmanın ikinci araştırma sorusu bağlamında, bilişsel koçluk yaklaşımının öğretmenlerin kişisel ve mesleki niteliklerin gelişimine etkisi, DSÖDÖ kapsamında öğretmenin öğrencilerle anlaşması (madde 7), öğretmenin sınıfta bulunması (madde 8), öğretmenin dil yeterliği (madde 9), öğretmenin dil farkındalığı (madde 10), öğretmenin öğrencilerin kişisel gelişiminden sorumlu olması (madde 11) ve öğretmenin kendi öz gelişimine yönelik tutumu (madde 12) boyutlarında elde edilen nicel ve nitel bulgular aracılığıyla incelenmiştir. Bu kapsamda, Wilcoxon işaretli sıra testi analiz sonuçları, bilişsel koçluk yaklaşımının kişisel ve mesleki nitelikler açısından İngilizce öğretmenlerinin gelişimi üzerinde anlamlı bir etkiye sahip olduğunu ortaya koymaktadır (MD=10.34, Z=-3.419, p<.05). Son olarak yine çalışmanın ikinci araştırma sorusu bağlamında, bilişsel koçluk yaklaşımının öğretmenlerin uygulama becerilerinin gelişimine etkisi, DSÖDÖ çerçevesinde, dersin yapısı (madde 13), ders kitapları ve yardımcı kaynaklar (madde 14), öğretim araç ve gereçleri (madde 15), teknik donanım (madde 16), sınıf yönetimi bağlamında yönerge kullanımı (madde 17), soru sorma teknikleri (madde 18), zamanlama (madde 19), farklı etkileşimler ve öğretmenin rolü (madde 20), öğrenci hatalarının düzeltilmesi (madde 21), geri bildirim sağlanması (madde 22), sınıf disiplinini sağlama (madde 23), olumlu öğrenme iklimi yaratma (madde 24), sınıfın doğası (madde 25) ve öğrenci özerkliği (madde 26) düzlemlerinde elde edilen nicel ve nitel bulgular aracılığıyla irdelenmiştir. Bu bağlamda Wilcoxon işaretli sıra testi analizinin sonuçları, bilişsel koçluğun İngilizce öğretmenlerin uygulama becerilerinin gelişimi üzerinde anlamlı bir etkiye sahip olduğunu ortaya koymaktadır (MD=28.67, Z=-3.411, p<.05).

Tartışma ve Sonuç

Günümüz eğitim sisteminde yaşanan hızlı değişimlerin, öğretmenlere sınıf içinde farklılaşan rol ve sorumluluklar tanımladığı ve sonucunda öğretmene öğretmen rolünün ötesinde bir eğitim lideri kimliği kazandırdığı görülmektedir. Bu bağlamda öğretmenlerin mesleki gelişimlerinin baskı ve yargıdan uzak, yeni öğretim yöntem ve tekniklerin edinimine, etkili sınıf planlamasına, eğitim ve yönetim becerilerinin geliştirilmesine olanak tanıyan

uygulamalarla desteklenmesinin büyük önem taşıdığı belirtilebilir. Bu çalışmada bir mesleki gelişim aracı olarak bilişsel koçluk yaklaşımı ele alınmış ve bilişsel koçluğun sınıf ortamında uygulanan öğretim yöntem ve teknikler kapsamında İngilizce öğretmenlerinin eğitsel becerilerini nasıl ve ne ölçüde güçlendirdiğini ortaya koymak amaçlanmıştır. Bu amaç kapsamında, bilişsel koçluk eğitimi ile İngilizce öğretmenlerinin üst-bilişsel mekanizmalarının harekete geçirilerek hem kişisel hem de mesleki boyutta bilişsel farkındalık yaşamlarının sağlanması ve bunun sonucunda kendi öğretim yöntem ve tekniklerine ilişkin öz değerlendirmeler yaparak eğitsel becerilerinin geliştirilmesi hedeflenmektedir.

Costa ve Gramston'un (2002) bilişsel koçluk yaklaşımının içeriği ve amacı temel alınarak bu araştırma kapsamında, bilişsel koçluk eğitiminin, İngilizce öğretmenlerinin sınıf içi yöntem ve teknikleri edinim ve uygulama sürecindeki becerilerinin geliştirilmesinde önemli kazanımlar sağladığı ve sonuç olarak İngilizce öğretmenlerinin (i) planlama, (ii) kişisel ve mesleki nitelikler ve (iii) uygulama becerileri olmak üzere üç alt ölçek kapsamında incelenen eğitsel becerilerinin geliştirilmesinde güçlü ve etkili bir işleve sahip olduğu görülmektedir. Bu çalışmanın bulguları da bilişsel koçluğun İngilizce öğretmenlerinin eğitsel becerilerinin gelişimi üzerinde bütüncül bir etkiye sahip olduğunu ve İngilizce öğretmenlerinin mesleki becerilerinin gelişiminde, sınıf içi uygulamalarının ediniminde önemli katkılar sağladığını ortaya koymaktadır.

Birinci araştırma sorusuyla bağıntılı olarak, eğitsel becerilerin üç alt boyutu olan (i) planlama, (ii) kişisel ve mesleki nitelikler ve (iii) uygulama bağlamında nicel ve nitel veriler aracılığıyla ele aldığımız ikinci araştırma sorusu kapsamında elde edilen sonuçlar da bilişsel koçluk yaklaşımının İngilizce öğretmenlerinin söz konusu üç alt beceri boyutunda önemli çıktıları olduğunu ortaya koymaktadır. Ancak söz konusu üç alt ölçek boyutunda yer alan bazı maddeler incelendiğinde ortaya çıkan puanların farklı anlamlılık değeri yansıtmadığı görülmektedir. Örneğin, kişisel ve mesleki yeterliliklere ilişkin istatistiksel bulgular incelendiğinde, kişisel ve mesleki becerilerin geliştirilmesinde en düşük sıra ortalaması ve puanın öğretmenin dil yeterliliği (madde 9) olduğu görülmektedir. Bu maddenin düşük anlamlılık değeri, bilişsel koçluk eğitiminin İngilizce öğretmenlerinin dil yeterliliği edinme süreci üzerinde anlamlı bir etkisi olmadığı ve çalışmaya katılan on beş İngilizce öğretmenin kendi alanlarında dil yeterliliği konusunda gerekli beceri ve yeterliliklere sahip olduklarının bir göstergesi olarak değerlendirilebilir. Ayrıca, İngilizce öğretmenlerinin uygulama becerileri kapsamında bilişsel koçluğun gelişimi incelendiğinde, en düşük anlamlılık değerine sahip maddenin teknik ekipman kullanım becerisi (madde 16) olduğu görülmektedir. Bu durum, İngilizce öğretmenlerinin özellikle teknoloji kullanımı konusunda gerekli donanıma sahip olmaları ve bu konudaki yeterlilik düzeylerinin yüksek olmasıyla açıklanabilir. Bu bağlamda, İngilizce öğretmenlerinin sınıfta kullandıkları ders kitaplarını veya yardımcı kitapları, öğrenci farklılıklarını ve gereksinimleri dikkate alarak teknolojik ekipmanlar aracılığıyla sınıf ortamına aktardıkları ve materyallerde dönüşüm ve farklılaştırma uyguladıkları söylenebilir.

Diğer taraftan, bilişsel koçluk yaklaşımının öğretmenlerin mesleki ve eğitsel becerilerinin gelişimi üzerindeki etkilerinin incelendiği önceki çalışmalar da bu çalışmanın sonuçlarına benzerlik göstermektedir (Batt, 2010; Carter & Francis, 2001; Costa & Garmston, 2002; Donnelly & Fitzmaurice, 2011; Göker, 2020; Joyce & Showers, 2002; Kennedy, 2016;

Kennedy & Smith, 2013; Marable & Raimondi, 2007; Ürün Göker & Göker, 2021; Ürün Göker & Göker, 2024). Söz konusu araştırmalar, bilişsel koçluk yaklaşımının öğretmenlere kendi öğretim teknik ve yöntemleri üzerine düşünme, öğrenci farklılıklarından kaynaklanan ihtiyaçlara uyum sağlama, sorunlara çözüm üretme, etkili planlama yapma, sınıf yönetiminde yetkinlik kazanma ve öz yönetim uygulayıcıları olma gibi süreçlerde güçlü bir destek sağladığını ve bu bağlamda öğretmenlerin mesleki gelişimlerine olanak sağladığını ortaya koymaktadır. Bu araştırmanın bulgularına dayanarak, bu çalışmanın sonuçlarının da literatürdeki diğer çalışmalarla benzer örüntüler sergilediği savlanabilir. Bu bağlamda, bilişsel koçluk yaklaşımının İngilizce öğretmenlerinin sınıf içi uygulamalarını, öğrenme ve öğretmen süreçlerini ve öğrenci farklılıklarını analiz etme becerilerini etkilediği ve öğretmen olmanın önemini anlamalarına yardımcı olarak profesyonel bir bakış açısı sağladığı ileri sürülebilir.

Ek olarak, İngilizce öğretmenlerinin eğitsel becerilerinin gelişimine ilişkin ulaşılan araştırma sonuçlarından biri olarak bilişsel koçluk yaklaşımının, etkili ve anlamlı yansıtıcı pratikler sunarak, öğretmenin mesleki gelişiminin gerçekleşmesinde, öğretim becerilerinin geliştirilmesinde ve eğitimde bir kontrol aracı olarak öğretim pratiklerinin gerçekleştirilmesinde etkili bir kaynak olduğu görülmektedir. Çünkü bilişsel koçluk yaklaşımında önemli bir gelişim alanı, öğretmenlerin yansıtma becerilerinin yansıtıcı uygulamalar yoluyla güçlendirilmesidir. Bu bağlamda, yansıtma sürecindeki geri bildirim öğretmenin öğrenme ve öğretme süreciyle ilişkili olması gerektiği, aksi takdirde yüzeysel ve anlamsız geri bildirim öğretmenin zaman içindeki gelişimine ve öğrenme sürecine katkı sağlamayacağı öngörülmektedir. Dolayısıyla öğretmenlerin hem yansıtıcı uygulamalarını hem de öğretim uygulamalarını artırmada, dolayısıyla yeni hedefler belirleme ve bu hedeflere ulaşmada destekleyici, yapıcı ve anlamlı geri bildirimlere ihtiyaç duyulduğu söylenebilir. Bu bağlamda, öğretmenlerin meta-bilişsel süreçlerine ilişkin farkındalık kazanmalarını sağlayan bilişsel koçluk yaklaşımının, öğretmenlerin kendi öğretim uygulamalarını ve öğretim becerilerini analiz edip değerlendirebilmeleri açısından bilişsel becerilerinin geliştirilmesinde önemli bir işlevi olduğu bu araştırmanın sonuçlarından biridir.

Yapılan pek çok çalışmada koçluk uygulamaları, etkili ve önemli bir yetki kaynağı olarak, kaliteli ve nitelikli öğretim pratiklerinin gerçekleşmesi ve öğretmenin eğitsel becerilerinin desteklenmesi amacıyla sunulan öğretim uygulamalarının içine yerleşik olarak konumlanan bir mesleki gelişim stratejisi olarak uygulanmaktadır (Denton & Hasbrouck, 2009; Eger, 2006; Ellison & Haye, 2009; Göker, 2017; Lin, 2012; Neumerski, 2013; Pollara, 2012; Ürün Göker & Göker, 2024). Söz konusu çalışmalar, genel olarak mesleki gelişim amaçlı koçluk desteği alan öğretmenlerin sorumluluk, destek, eşlik, dayanışma ve geri bildirim boyutlarını içeren uygun program sağladığında öğretimsel davranışlarında önemli ve pozitif değişimlerin yaşandığını göstermektedir. Bu kapsamda öğretmen mesleki gelişimine katkı sağladığı düşünülen koçluk yaklaşımları, öğretmenler için iş birlikçi, etkileşimsel ve kanıta dayalı bir yaklaşım olarak değerlendirilmektedir. Bu çalışmanın temel inceleme konusu olan bilişsel koçluk yaklaşımının da öğretmenlere, yoğun, kapsamlı ve farklılaştırılmış destek sağlayan pratikler sunarak öğretmenlerin kendi öğretim yaşantılarına ilişkin yeni uygulama ve pratikleri dahil etmelerine olanak tanıdığı görülmektedir. Bu anlamda bu çalışmanın bulguları, öğretmenleri öğretim sürecinde bilgi ve beceri geliştirmesinde ve bu sürecin planlama, öğretme, analiz etme ve uygulama gibi tüm aşamalarında bilişsel farkındalık yaşamasında ve

nihai olarak eğitsel becerilerinin geliştirmesinde etkili ve anlamlı sonuçlar ortaya koyduğunu göstermektedir. Başka bir ifadeyle, bu çalışmanın temel inceleme konusunu oluşturan bilişsel koçluk yaklaşımının, öğretmene benzer uygulama biçimlerini inceleme ve onları eyleme yönelten ve yöneten gizli varsayımları tanıma yeteneği sunarak, öğretmenlerin mesleki gelişimlerinin artmasına katkı sağladığı öne sürülebilir.

Tüm bu bilgiler ışığında, bilişsel koçluk ve eğitsel becerilerin geliştirilmesine ilişkin bu çalışma sonunda elde edilen sonuçlar, güçlü bir denetim ve mentorluk aracı olarak bilişsel koçluğun, İngilizce öğretmenlerinin eğitsel becerilerinin geliştirilmesi ve mesleki gelişimleri üzerinde olumlu bir etkiye sahip olduğunu göstermektedir. Bu anlamda bilişsel koçluk eğitimi ile İngilizce öğretmenlerinin öğretim becerilerinin gelişiminde bazı değişimlerin ve farkındalıkların ortaya çıktığı görülmektedir. Bu kapsamda, Eğitim 4.0 yaklaşımının eğitim bağlamlarında yarattığı değişim ve yenilikleri gerçekleştirmek için çağdaş denetim yaklaşımları bağlamında bilişsel koçluk uygulamasının bir denetim aracı olarak, öğretmenler tarafından edinim ve işlevselliğinin farkına varılmasının, başka bir ifadeyle, Eğitim 4.0'ın öğretmenlere yüklediği yeni görev ve sorumlulukların gerçekleştirilmesinde, değişimi isteyen birer özne olarak öğretmenlerin, yenilikçi ve yansıtıcı pratikler içeren bilişsel koçluk yaklaşımıyla desteklenmesinin oldukça önemli olduğu belirtilebilir.

Sonuç olarak bu çalışmanın, bilişsel koçluk yaklaşımının öğretmenlerin eğitsel beceri ve mesleki gelişim üzerindeki etkisini ortaya koyarak, sınıf içi planlama ve karar verme, öğretim stratejileri geliştirme, analiz etme, öz değerlendirme yapma, yansıtılarda bulunma gibi bilişsel süreçlerin işlevine ilişkin yeni kavramsal modeller geliştirilmesi kapsamında eğitim bilimleri alan yazınına teorik açıdan katkı sağladığı düşünülmektedir. Ayrıca bu çalışmanın, öğretmenlerin öz değerlendirme ve yansıtıcı uygulama becerilerini artırarak mesleki farkındalıklarını geliştirmelerine ve öğretmenlerin sınıf içi öğretim süreçlerini daha bilinçli planlanmalarına katkı sağlamasına ilişkin ulaşılan sonuçlar da uygulama sürecine yönelik katkılar bağlamında değerlendirilebilir. Kısaca, bu çalışmanın, İngilizce öğretmenlerinin, bilişsel koçluk eğitim aracılığıyla, öğretim bağlamlarında kullandıkları eğitim içeriklerini uyarlama ve öğretim yöntem ve tekniklerinde iyileştirmeler yapma konusunda beceri ve yeteneklerine ilişkin inançlarını değerlendirmeleri ve mesleki deneyimlerini zenginleştirmeleri için bir temel sağladığı düşünülmektedir.

Öneriler

Bilişsel koçluk yaklaşımının İngilizce öğretmenlerinin eğitsel becerilerinin gelişimini desteklemek amacıyla güçlü bir mentorluk aracı olarak ele alındığı bu çalışmanın sonuçları İngilizce öğretmenleri açısından önemli çıkarımlar sunmakla birlikte, sonuçlar bu çalışmanın sınırlılıkları ve örnekleme çerçevesinde değerlendirilmiştir. Bu bağlamda, bilişsel koçluk alanında yapılacak ileriki çalışmalarda, İngilizce öğretmenlerinin eğitsel becerilerinin gelişimini daha geniş bir perspektiften görebilmek adına farklı örneklem büyüklükleri ve daha uzun eğitim süreleri planlanarak uygulanabilecek bilişsel koçluk eğitim programının geliştirilmesinin literatüre katkı sağlayacağı öngörülebilir. Ayrıca, bilişsel koçluk yaklaşımının farklı alanlarda çalışan öğretmenler üzerindeki etkililiğini ölçmek ve farklı konu alanlarına özgü değişimleri analiz etmek için farklı branşlardaki öğretmenleri kapsayan çalışmalara ihtiyaç duyulabilir. Bu çalışmanın sınırlılıkları kapsamında, bilişsel koçluk yaklaşımının,

öğretmenlerin eğitsel becerilerinin gelişimine etkisinin farklı eğitim ortamı, farklı mesleki deneyim veya cinsiyet gibi farklı değişkenler bağlamında gelişimini inceleyen çalışmaların yapılması önerilebilir.

Diğer yandan Türk alan yazınında, bilişsel koçluk yaklaşımının, öğretmenlerin eğitsel beceriler ve öz-yeterlik algılarının gelişimine (Göker, 2020; Ürün Göker & Göker, 2021; Ürün Göker & Göker, 2024; Pilevne, 2024) ve okul yöneticilerinin etkililiğın artmasına ve öğrenci başarısının gelişimine (Akyıldız, 2015; Bulut, 2009; Ceylan, 2011; Demir, 2009; Demir & Doğanay, 2010; Demir & Bal, 2011) ilişkin değişkenler kapsamında etkisinin araştırıldığı çalışmalara rastlanmaktadır. Bu bağlamda Türk alan yazınında bilişsel koçluğun yalnızca söz konusu değişkenler kapsamında incelendiği görülmektedir. Bu açıdan Türk alan yazınına katkı sağlayacağı düşünülerek, bilişsel koçluk yaklaşımının, söz konusu değişkenlere ek olarak, öğretmenlerin yansıtma becerilerinin gelişimi, profesyonel okul kültürü ve ikliminin oluşumu, öğretmenler arası iş birliğı ve dayanışmanın yaratılması, mesleki doyumun artması ve mesleki gelişime etkisi kadar öğretmenlerin kişisel gelişiminin desteklenmesi gibi farklı değişkenler çerçevesinde etkisinin incelendiğı çalışmalara ihtiyaç duyulabilir.