

Second Language Writing Teachers' Perceptions of Themselves as Language Learners

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Abstract

While mother-tongue speakers of English might appear to some to be advantaged as teachers of English-language writing, it may also be the case that they are inherently disadvantaged if not experienced language learners themselves. Given limited prior research on second language (L2) writing teachers' awareness of themselves as language learners, the purpose of this study is to explore how L2 writing teachers' beliefs about and practice of teaching L2 writing are influenced by their own language experiences. Two mother tongue English language speaking (EL) teachers of L2 writing took part in this qualitative case study. During a 15-week semester, their writing classes were periodically observed and audio-recorded. Additionally, each teacher was interviewed using stimulated recall. Findings revealed not only that the teachers' previous language learning experience was an important contributor to their empathy with students as language learners but that the teachers' memories of their own language teachers influenced their beliefs about the learning and teaching of L2 writing. Further research on the impact of language and literacy educators' reflections on their own language learning is encouraged.

Key words: Second language writing, teachers as language learners

Introduction

This is a study on the impact of English-language writing teachers' cognitions as tied to the teaching of second language (L2) writing. Although teacher cognition related to the teaching of grammar is relatively well explored (e.g. Borg, 2001, Borg & Burns, 2008; Farrell & Lim, 2005; Phipps & Borg, 2009), L2 writing teacher cognition has received considerably less attention. In terms of research methodology, L2 writing teacher cognition research so far has included relatively little classroom observation data collection (Lee, 2018). Thus, for a more inclusive study on writing teachers' cognitions and practices, it is important to investigate both teachers' stated beliefs and also their instruction in L2 writing classrooms.

Casanave, when reviewing ongoing questions related to L2 writing teachers' decision-making processes, emphasized the importance of researching and understanding the effect of teachers' experiences as writers in both their first language (L1) and/or L2s and called for increased attention to this aspect of teacher cognition (Casanave, 2004). Additionally, other authors have addressed the issues related to L2 writing teacher cognition, including writing teachers' self-reported beliefs and practices about teaching and learning writing (Lee, 1998); writing teachers' conceptualizing, planning and delivering writing courses (Cumming, 2003), teachers' use of written language in ESL classrooms (Burns, 1992), L2 writing teachers' beliefs about and

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practices of error feedback (Diab, 2005; Lee, 2003) and writing teachers' perspectives about their own development as teachers of writing (Lee, 2010). More recently, Yiğitoğlu and Belcher (2014) looked at L2 writing teacher cognition by examining the connections L2 writing teachers make between their beliefs and practices as writing teachers and their own experience as writers in both their first and second languages. Their study suggested that teachers' awareness of themselves as writers, whether in their L1 or L2, was perceived by the participants to play a role in their decision-making as L2 writing teachers.

What research on teacher cognition in L2 writing instruction has not yet explored in any significant depth is L2 writing teachers' beliefs about themselves as language learners. Since the teaching of L2 writing is about teaching both writing and language (Manchón, 2011), theories about teacher cognition and L2 writing teacher education need to draw on information about not only teachers' beliefs about certain aspects of teaching and learning of writing, but also L2 writing teachers' beliefs about themselves as language learners—beliefs that may influence how they see the teaching and learning of L2 writing. To address this gap in the literature, this study investigates L2 writing teachers' perceptions of themselves as language learners and the extent to which their beliefs about and practice of teaching L2 writing are influenced by their language learning experiences.

Literature Review

In the language teacher education literature, the role of language learning has been discussed widely. Researchers reported the importance of language-learning experiences to beliefs and knowledge about language learning. Ellis (2006), for instance, investigated the links between teachers' language learning background and their professional knowledge and beliefs. Ellis conducted semi-structured interviews with 31 practicing teachers of ESL in Australia and their language autobiographies were collected to better understand their language experiences, beliefs and teaching approaches. The results indicated that different kinds of experiential language learning experiences, including formal, adult, and childhood, contributed to ESL teachers' beliefs and professional knowledge about language teaching.

Given Ellis' results, it would seem that teachers of English as an additional language²(EAL) would start with an advantage if they themselves were EAL speakers as they could, among other things, serve as role models for learners of English. The role of language learning experience on self-perceptions of EAL teachers has, in fact, been reported in several studies (Liu, 1999; Tang, 1997). In Liu (1999), for instance, seven EAL English teachers were interviewed via email and asked about their self-perceptions as language learners and teachers. These participants were from different parts of the world, including Hong Kong, Denmark, Italy, Korea, Surinam, Philippines, and Zaire.

² In this paper, *English as an additional language* is operationalized as the study and use of English by speakers of other languages. This term acknowledges the multilingual competence of EAL speakers. We have chosen to use EAL and EL rather than the terms nonnative and native speaker of English in order to avoid what Phillipson (1992) and others have called the "native speaker fallacy," a deficit view of speakers of English as an additional, or international, language that fails to fully recognize the expertise of users of English as a lingua franca.

The results suggested that, as most of these teachers had native-like proficiency, they served as role models for their students. Some of the teachers also indicated language learning background helped them to relate to the students' needs and experiences as ESL learners.

While Liu (1999) reported a study on EAL teachers who had native-like proficiency and thus were confident, Tang (1997) described EAL teachers who saw their native English-speaking (NES) counterparts as superior in some aspects of English language proficiency and teaching. In this study, Tang (1997) investigated EAL teachers' beliefs about the English proficiency of EAL and NES teachers of English. Forty-seven EAL teachers were surveyed in Hong Kong. Results indicated that these EAL teachers saw NES teachers as superior in speaking, pronunciation, and listening. At the same time, the EAL teachers viewed themselves as having advantages as English language learners and as speakers of their students' first language that NES teachers lacked and that impacted positively on their instructional practices.

While Liu (1999) and Tang (1997) gave the participant teachers' accounts of language learning experience, some other authors reported their own language learning experience and its impact on their teaching in the form of personal narratives (e.g. Braine, 1999; Hansen, 2004). These autobiographical accounts suggested that EAL teachers' previous language learning experience in general, and English language learning experience in particular, may help them better relate to the needs of their students. Thus, they again recognized advantages of being an EAL teacher. All these studies have contributed to our understanding of self-perceptions of EAL teachers, but their results are limited in some respects. In terms of research methodology, for instance, the studies in this group included interviews (Liu, 2005), surveys (Tang, 1997) and autobiographies (e.g. Braine, 1999; Hansen, 2004). As a result, all of these studies have relied exclusively on EAL teachers' self-reported data.

While the studies above investigated the role of language learning and/or writing experience through their self-reported data (i.e. surveys, interviews and autobiographies), no studies to date have explored how EL teachers draw on their language learning experiences in their first and/or second languages when they teach L2 writing. It has, however, been suggested that L2 writing teachers' perceptions of themselves both as writers (Casanave, 2004) and as language learners may play a crucial role in their decision-making processes as teachers of L2 writing. This study expands upon the above studies by investigating, through a classroom-practice-oriented approach using both emic and etic perspectives, the extent to which L2 writing teachers' beliefs about and practice of teaching L2 writing are influenced by their language learning experience.

The Present Study

Teacher cognition requires an in-depth investigation of the complexity of what teachers "know, believe and think" (e.g. Borg, 2006). Especially in research studies focusing specifically on the development of EAL teachers' cognitions, one of the most common research steps is to determine whether EAL teachers' English language learning experience positively impacts their cognitions (Liu, 1999; Tang, 1997). The influence of prior language learning on EL, or mother tongue, writing teachers' beliefs and practices,

however, has remained relatively under-explored compared to that of EAL English teachers. What we do not know is how EL (English language mother tongue) teachers view their own language experiences as helping or hindering them in the L2 writing classroom. The links between teachers' language learning background and their professional knowledge and beliefs are, arguably, important to explore for the development of EL and EAL teachers alike.

In order to increase awareness of the issues surrounding L2 writing teachers' beliefs about themselves as language learners, the specific purpose of the present study is to determine how L2 writing teachers' beliefs about and practice of teaching L2 writing are influenced by their experiences in language learning experiences. For the purposes of the present study, L2 writing teachers' beliefs about themselves as language learners are important for various reasons. First, as far as the nature of teaching L2 writing is concerned, teachers of L2 writing teach language concurrently with writing skills in their classrooms (e.g. Silva, 1993; Manchon, 2011). L2 writing teachers' beliefs about themselves as language learners, therefore, should be more extensively investigated to more fully describe any relationships between their language learning experience and their L2 writing instruction.

The broad guiding research questions that guide the present case study are as follows:

1. How do EL L2 writing teachers' own perceptions of themselves as language learners affect their beliefs about how students learn L2 writing and how L2 writing should be taught?
2. How do EL L2 writing teachers' own perceptions of themselves as language learners affect their instructional practices in L2 writing classrooms?

Methodology

*Participants*³

Susan

Susan is one of the ELs in the present study. She was a writing teacher from a midwestern state in the United States, and, by the time this study was conducted, she had been teaching EAL in the U.S. for approximately twenty years. She had a Master of Arts degree in teaching English to speakers of other languages. Most of her recent English language teaching focused on academic writing. In addition, she had written a college L2 writing textbook. She had extensive L1 writing experience in different creative and scholarly writing. Her L2 language writing experience, however, was limited compared to her L1 writing experience. She did not become very advanced in either of her additional languages, Spanish, which she had studied much earlier and more recently in her life, and Turkish, which she had studied only very recently, and thus her L2 writing experience in both of these languages remained on the sentence or paragraph level. As evidenced by her recent study of both Spanish and Turkish, Susan

³ This study is based on dissertation research completed by the first author (Yigitoglu, 2011). The original study had five focal participants. In order to provide the "thick description" (Duff, 2008, pp. 43-44) valued in qualitative case study research, only two of those participants are reported on in this article.

was open to continuing to learn languages, even a language entirely new to her which she was convinced more Americans should learn.

The researcher observed Susan's "Academic writing for graduate students" class, a class which focuses on improving graduate-level, disciplinary writing skills of international students who want to pursue their graduate level education in U.S. universities. The class was offered through an ESL program for matriculated graduate students. Adopting a process-oriented approach, the course was designed to help EAL students improve their academic writing skills. During the semester, students discuss and analyze writing genres (e.g., published research articles, e-mail, and book reviews) used in academic settings in U.S. universities. A variety of academic writing tasks, including extended definition, summaries, summary-responses, abstracts, problem/solution analysis, and data commentary, were designed to help graduate student writers develop their writing skills for discipline-specific writing. Some of the learning outcome objectives of this three-credit course included the following:

to gain a clearer understanding of writing conventions in your discipline (e.g., use of certain verbs, use of citations), develop skills to gather appropriate sources and cite those sources according to the style of your field (and be aware of online resources to assist you), increase your understanding of paraphrasing, summarizing, and synthesizing, along with how to avoid plagiarizing, and develop academic vocabulary and a greater understanding of the collocations within your field or discipline (e.g., Academic Word List, connecting words, definition structures, formal verbs vs. phrasal verbs, analysis of collocations). (Course syllabus)

Some writing assignments required students to work with mentors in their respective areas of specializations, and, consequently, incorporate both disciplinary mentor and English writing instructor feedback as appropriate.

Susan had taught this class 10 times before she taught the class that was observed. The researcher observed a class of 11 students. The class met twice a week, on Mondays and Wednesdays, and each class meeting lasted for one hour and 15 minutes. The class met in a computer laboratory which allowed students to work on revising their essays or compose their first drafts during class time. In addition, students were asked and encouraged to use some online concordancing websites to aid their writing. During the time of the present study, five students were in their second semesters in their master's degrees and the remaining six class members were pursuing doctoral degrees. The students came from various L1 backgrounds, mostly, Korean, Chinese and Indian. The class was a multidisciplinary class including members from biology, computer science, chemistry, managerial sciences, biological science, social work, music, and political science. At the time of the study, most of them had been in the U.S. for approximately 5 months.

Debra

The second EL participant, Debra, was a doctoral student in Applied Linguistics and she majored in Spanish in her undergraduate degree. She studied Spanish and Italian as her L2s. She stated that she was fluent in Spanish and beginner in Italian. She started learning Spanish in her childhood because her mother, a nonnative speaker of Spanish,

spoke Spanish as an L2 at home. As a result of this regular L2 Spanish practice at home, Debra studied abroad in several different Spanish-speaking countries and had worked in Latin America, where she taught Spanish. At the time of the present study, she was a second-year student in her doctoral program in a U.S. university. While participating in the study, she was finishing her last semester of coursework in the doctoral program and getting ready for her comprehensive exams. Her language teaching experience included high school and adult Spanish, family literacy tutoring for a local refugee aid organization, and more recently, freshman composition classes in university level, one of which was observed for the present research.

Debra taught a freshman composition class, specifically, English Composition I, for bilingual and EAL students. This class, according to the university catalogue, is “a composition course designed to increase the student's ability to construct written prose of various kinds.” The syllabus indicated that the main goal of the course was to help bilingual/ESL writers develop their academic writing abilities, including organization and development of ideas, paraphrasing and summarizing of reading selections, use of academic language structures. Adopting a process-oriented approach, students were asked to write, revise, and edit their writing according to the conventions that are expected in U.S. universities. The class met twice a week, on Tuesdays and Thursdays, and each class session was one hour and 15 minutes.

Prior to the present study, Debra had taught the freshman composition class twice. At the time of this study, Debra had a class of 20 students. Most of the students were generation 1.5 students⁴. That is, most students in the class were born in other countries but moved to the U.S. when they were still at school age. They came from various countries, including Sweden, Italy, Korea, Japan, Colombia, Mexico, Cuba, China, and Papua New Guinea. Like most generation 1.5 students, the students had continued their K-12 education in the U.S. and they were required to take a writing course as a part of their undergraduate degree. The class also included a few students who were international students, that is, had recently arrived in the U.S. for the specific purpose of pursuing a degree. The class met in a computer lab, which enabled the students to revise their essays in class while conferencing with the teacher.

Materials and Data Analysis

The study employed qualitative methodology to investigate the extent to which L2 writing teachers' beliefs about and practice of teaching L2 writing are influenced by their experiences in language learning. The present study aimed to contribute to the existing literature on language teacher cognition by investigating the role of language learning experiences in informing L2 writing teachers' beliefs about teaching and their actual teaching practices (see Lee, 2018). To achieve this, a case study design was adopted since the study required a comprehensive description of the context and intensive analyses of the two cases under study to be able to delineate the particularity and complexity of the participants as well as the teaching activities involved.

⁴ Generation 1.5 is a term used to refer to students consisting of immigrants and US-born children of immigrants who continue to enroll in ESL classes at the college level (Harklau, Losey & Siegal, 1999)

More specifically, using classroom observation, interviews and document analyses of teachers' written feedback, this study adopts a case study approach. The study included two information-rich cases, that is, employed purposeful sampling (Patton, 2002). Patton notes that "information-rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the research, thus the term *purposeful* sampling" (p. 46). A range of different data sources, including observational audio-recordings and transcriptions, audio-recorded and transcribed interviews and documents (i.e. student writing samples with teachers' written feedback, writing assignments, grading rubrics, and any writing-related instructional documents) supported triangulation of data for each case in the study.

As described above, data for the present study included interviews, classroom observations and document analyses of written feedback on ESL students' writing. The goal of qualitative data analysis, as Rubin and Rubin (2005) write, is "to discover variation, portray shades of meaning, and examine complexity" (p. 202). Data analysis for the present research began immediately after the first initial interview and continued after each interview and observation. In addition, field notes which were taken in each observation were selectively typed, read and summarized. Data analysis was also aided by a use of computer program called Atlas.ti. With the help of this qualitative analysis program, the textual data was organized and coded according to emergent categories.

Results

The results of the present study indicate that the writing teachers' language learning experiences can serve as a reference point. Additionally, the participants commented that, regardless of their proficiency level in their L2 and/or additional language(s), they empathized with students due to their experiences in language learning. The following sections will detail the themes that emerged from data collected on teachers' perceptions of themselves as language learners, including, (1) teachers' previous language learning experience increasing empathy with students as language learners, and (2) teachers' memories of their own language teachers influencing their beliefs about the learning and teaching of L2 writing.

Teachers' Previous Language Learning Experience and Empathy

Each of the participants in the present study had learned at least one second and/or additional language as a part of their education. Debra, for example, became advanced in Spanish. Susan, however, remained less proficient in either of her additional languages, Turkish and Spanish, compared to the proficiency level of Debra in Spanish. Regardless of the second and/or additional language teachers studied, or even their proficiency level in their second or additional languages, each teacher commented that their language positively influenced their current cognitions as tied to the teaching of L2 writing. More specifically, in several instances, the teacher participants in the study, both when reflecting on their instructional practices and also expressing their own beliefs of themselves as language learners, pointed out that, regardless of their proficiency level in their L2 and/or additional language(s), they empathized with their students as a result of their language learning experiences.

Debra, for instance, stated that she thinks about her “students as language learners in general and myself as a language learner. I think I am very sympathetic to the stress and the cognitive load of what it takes to communicate in your second language” (Debra, Follow-up interview 1). Similarly, later in the semester, while commenting on an issue that arose in one of the class sessions that was observed for the present study, she further explained the impact of her language learning experience on her understanding of one Swedish student who had difficulty in formatting the paper, and, who, thus, was frustrated. Debra indicated that in that classroom incident when the student was confrontational with her when Debra asked her to double space her paper and indent paragraphs, she remembered her own language learning and writing experiences in Spanish. She explained that “At first, I thought ‘Why is she getting attitude with me?’ but thinking about my previous experience in South America, I thought it does seem weird especially when you are asked to do something new for the first time and you don’t know why.” (Debra, Follow-up interview 2)

Although Debra’s Spanish language proficiency exceeded Susan’s self-reported proficiency of her additional languages, Spanish and Turkish, Susan also commented that her language learning experiences made her empathize with international graduate students taking her academic writing class. In fact, that she did not become more advanced in either of her languages made her more understanding of her graduate students who were “advanced” but, “still beginners in the academic writing field” (Susan, Initial interview). During the semester, in a classroom session on summary writing, several students in Susan’s class repeatedly asked some clarification questions regarding the assignment as well as her expectations from them. In a stimulated recall interview after that classroom session, Susan wanted to comment specifically on her most recent language learning experience in Turkish, and she connected that particular classroom event to her understanding of her own Turkish learning. She said that she was not sure if the students understood the basic requirements of the writing assignment, and she explained the analogy between her own Turkish language learning and her students’ academic writing learning as follows:

When I took beginner Turkish last semester, I realized how much was going on in my head when I was in class. It was a nice reminder to me that I need to slow down in my writing class... In many ways, these graduate students, like me learning Turkish, are beginning students. They are new to learning to write this genre [summary writing]... Sometimes, in fact, when I compared my language learning with theirs, I’m dealing with thinking “Am I doing the students a disservice because I really have to move at this fast pace?” (Susan, Follow-up interview 1)

Although she was able to draw on her beginner Turkish language experience, Susan, later in the semester, also observed that language learning experience, or more specifically, knowledge of other languages, while helpful, is not the only requirement to understand the students and/or teaching writing process in L2 writing classes. In another follow-up interview later in the semester, she wanted to talk specifically about a classroom session in which she explained the use of subordinating clauses in academic writing in English. In that class, she first compared the use of subordinating clauses in English and Turkish, and then asked students if they could compare such structures with

similar structures in their native languages. She explained how languages differed in general and how she used her language learning experiences especially in classroom events like that one as follows:

Language learning does affect, and maybe it should affect, but I don't think it necessarily has to affect writing teachers' thinking. I know, for instance, in other languages, you might have a subordinator and a transition word. So that might give you an insight.... But I think you can teach without having a lot of that. You can still be a good teacher, you just might be more efficient maybe if you can rely on language learning. (Susan, Follow-up interview 2)

To conclude, the L2 writing teacher participants in this study commented on the positive impact of their language learning experience on their instruction in L2 writing classes. Despite the fact that EL teachers' language learning experiences included learning languages other than English and that the teachers had achieved very different levels of proficiency, both EL teachers in the study seem to share similar understanding of students as a result of their own language learning experiences, as well. For instance, as we have seen in the case of Debra, her own struggles as a language learner in Spanish made her more appreciative of the pressure their students may feel as language learners. Even EL teachers who are not advanced in their respective L2 and/or additional languages, like Susan for example, may still refer to their language learning experiences. L2 writing teachers' being able to make the connection between their own language learning experiences and the language learning challenges their students are facing seems to be equally if not more important than teachers' being advanced in their additional languages.

Teachers' Memories of Language Teachers and Evolving Beliefs about the Learning and Teaching of L2 Writing

A major theme that has been explored in the language education literature has been students' perceptions of so-called nonnative-speaking teachers (Benke & Medgyes, 2005; Hertel & Sunderman, 2009; Kelch & Santana-Williamson, 2002; Lasagabaster & Sierra, 2002, 2005; Pacek, 2005). Teachers' perceptions, on the other hand, of former language teachers in general (i.e. both NES and EAL teachers) is relatively under-explored compared to that of students' perceptions of EAL teachers, yet the influence of previous language teachers and/or their own previous teaching practices on current language teacher cognition has been reported in conjunction with related findings in some teacher cognition studies (e.g. Brown, 2009, Shin, 2002). Both instructors in the present study, when commenting on the influence of their language learning experience on their L2 writing instruction, also described their perceptions of language teachers and the influence that memories of their own language teachers had on their views of themselves as teachers, a phenomenon that Lee (2018) refers to as "apprenticeship of observation" (p. 2352). For instance, Susan also talked about her previous language instructors when talking about her current teaching practices. In her earlier attempts to learn Spanish in college, she explained language learning methods were "quite different in the 80's. And what I remember is playing a lot of games." (Susan, Initial interview) Recently she took a class in Spanish, and, even more recently, another one in Turkish in

a university setting, and she commented that she noticed the language teachers she had in the university language classes brought cultural materials in the classroom, which, in turn, impacted her way of teaching:

That Spanish teacher and [the Turkish teacher] in the university brought in the culture. But it's not like game-ish, which is what I remember from my language learning in high school... Even though whatever you're talking about with the culture might not be directly related to the language piece, I think it makes it meaningful... So I try to do that in my writing classes. (Susan, Initial interview)

The other participant, Debra, talked about her language teachers influencing her current practices. Specifically, she preferred to talk about Spanish teachers whom she met when she was learning Spanish abroad rather than her high school Spanish teachers. When talking about these experiences, she described a very different kind of language learning experience than what Susan commented on. She noted that her Spanish teachers in high school in the U.S. were not able to contextualize the material as much as her Spanish teachers in Spanish-speaking countries. In addition, given that her immediate needs to communicate in Spanish in her study abroad program were very similar to those needs that her own students have in English language learning and communicating in the target language in a university setting, she mentioned that her current teacher cognition is more affected by her perception of her Spanish teachers abroad rather than her high school Spanish teachers. In her own words, the Spanish teachers in her study abroad program “connected what they are teaching to something real outside of the classroom” (Debra, Follow-up interview 2). Debra also referred to their use of authentic materials making the students “really use the language in immediate communication needs” (Debra, Follow-up interview 2). For this reason, Debra, as an English writing teacher, wanted to create the same environment for her students in her writing class. In all of our interviews throughout the semester, she emphasized the importance of the issue of “connection” (e.g. connecting classroom instruction to real life outside of the classroom), which her previous language teachers abroad were especially adept at. She noted,

I think the way that [my language learning] translates into the class now is that I think it is important for my students to know that the tasks have meaning outside of the classroom... You need to be able to connect what you are doing to something that has importance for you outside of that event. Like my teachers in Spanish-speaking countries, I try as much as I can to get my students to think about how what we are doing and learning in this class is going to help you or affect you as a person, as a citizen, or in your psychology class. (Debra, Follow-up interview 1)

In conclusion, the teachers commented on perceptions of language teachers they had in the past who shaped their current cognitions as L2 writing teachers. Depending on their language learning and/or writing experiences, teachers may either react negatively to certain practices (as Susan appeared to do with respect to her early experience with game-playing) or they may include some instructional practices that they observed in their previous teachers and found especially valuable as learners (as Debra did regarding her sense of the value of making real-world connections). Whether influenced by positive or negative role models, the L2 writing teachers in this study

clearly were well aware of the impact that their perceptions of previous language teachers had on their current instructional practices.

Discussion and Conclusion

It appears, thus, that L2 writing teachers' self-perceptions as language learners may influence their beliefs about the learning and teaching of L2 writing in several crucial ways. As far as their language learning experiences were concerned, the EL writing teachers' language learning experiences in this case study served as a reference point for them, especially in developing greater understanding and empathy towards the challenges students may also face as language learners and as L2 writers. Additionally, the teachers' memories of their own language teachers also appear to play a role when they decide what materials to include and how to present materials during L2 writing instruction. In previous studies, EAL teachers' English language learning background has frequently been reported as an important positive contributor to their self-perceptions as well as confidence as English language teachers in general (Liu, 1999; Tang, 1997). This finding in prior research was also echoed by the results regarding the EL teachers in this present study. That is, even though the EL teacher participants had language learning experiences in languages other than English, their L2 (i.e., English-language) writing instruction appeared to be impacted by such experiences. As seen in the case of Debra, for example, her Spanish language learning experiences provided her with insights into students' EAL learning processes. In the case of teacher Susan, her more limited but also very recent language learning experience was perceived as enhancing her understanding of the challenges students face as English language learners. It may be especially noteworthy that one participant had achieved advanced proficiency in an additional language (Spanish) and had also studied and lived in that linguacultural context, and that the other focal participant, while achieving less advanced L2 proficiency, had recently taken language classes, including a language (Turkish) she had never studied before. It remains to be seen if teachers with less advanced proficiency and no study-abroad immersion experience or far less recent language learning experiences would have been impacted in the same ways that this study's two participants were.

As mentioned earlier, a close examination of L2 writing teachers' self-perceptions as language learners is a complex task. As with any research, there are some limitations in the present research. For L2 teacher education research, it is important to investigate the interplay of teachers' self-perceptions and instructional practices. Hence, this study attempted to look closely at how L2 writing teachers perceive the influence of their self-perceptions as language learners on their instructional practices, and because of its in-depth look at a small number of individual cases, such a study is necessarily not without limitations.

The present study was conducted over a single semester at one institution in an English-dominant setting, focusing on two information-rich cases, that is, two highly experienced EL L2 writing teachers. However, all L2 writing teachers inevitably, if incrementally, change as they themselves continue to learn and use languages, engage in literacy in those languages, teach over time, and adapt to new contexts, including possibly moving from one linguacultural context, or imagined community (Norton,

2001), to another. Thus, L2 writing teachers' self-perceptions and the possible influences of these on their teaching practices may change over time and vary from context to context. This may be especially true for teachers who are actively and critically reflecting on their teaching and on the impact that all their experiences, including language learning, have on it. Future ethnographic research should take a more longitudinal and cross-contextual approach focusing on both EAL and EL cases for an extended period of time and across varied contexts to investigate (1) the possible changes in teachers' self-perceptions, and (2) how such changes may influence their teaching of L2 writing over time and in different contexts. Given the findings of our own case study, it seems likely that further similar research will continue to expand our understanding of the ways in which language and literacy educators' personal language learning experiences can affect how they view both their students and their own professional practice.

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İkinci Dil Yazma Öğretmenlerinin Kendilerinin Dil Öğrenme Süreçleri Konusundaki Öz Algıları

Öz

Anadili İngilizce olan dil öğretmenleri, yabancı dil öğretiminde üstün durumda gibi görünseler de, aslında kendileri başka bir dil öğrenim süreci geçirmedilerse yoksun durumda da olabilirler. İkinci dil olarak yazma eğitimi veren öğretmenlerin dil öğrenim süresindeki algıları konusunda çok az sayıda çalışma yapıldığı göz önünde bulundurularak, bu çalışma ikinci dil yazma öğretmenlerinin dil öğrenme deneyimlerinin, kendilerinin ders anlatma süreçlerini nasıl etkilediğine bakmıştır. Bu çalışmada, anadili İngilizce olan iki yazma öğretmeni araştırılmıştır. 15 haftalık bir akademik dönemde, bu katılımcıların anlattıkları yazma dersleri düzenli olarak gözlenmiş ve kaydedilmiştir. Buna ek olarak, çağrışım tekniğine dayalı görüşme (stimulated recall) uygulanarak röportajlar yapılmıştır. Sonuçlar, ikinci dil yazma öğretmenlerinin yabancı dil öğrenme deneyimlerinin öğrencilerini daha iyi anlamalarına yardımcı olduğunu göstermiştir. Bu sonuçlar ışığında dil öğretmenlerinin kendi yabancı dil öğrenme süreçleri üzerinde yansıtıcı olarak düşünmeleri önerilmektedir.

Anahtar Kelimeler: İkinci dilde yazma, dil öğrenen olarak öğretmenler