PERSONAL PRACTICAL KNOWLEDGE OF INTERNATIONAL FACULTY: A CASE STUDY

A THESIS SUBMITTED TO
THE GRADUATE SCHOOL OF SOCIAL SCIENCES
OF
MIDDLE EAST TECHNICAL UNIVERSITY

BY

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IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR
THE DEGREE OF MASTER OF ARTS
IN
THE DEPARTMENT OF ENGLISH LANGUAGE TEACHING

JUNE 2021

Approval of the thesis:

PERSONAL PRACTICAL KNOWLEDGE OF INTERNATIONAL FACULTY: A CASE STUDY

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ABSTRACT

PERSONAL PRACTICAL KNOWLEDGE OF INTERNATIONAL FACULTY: A CASE STUDY

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M.A., Program of English Language Teaching
Supervisor: Prof. Dr. A. Cendel Karaman

June 2021, 257 pages

In the context of internationalization, international faculty are considered among stakeholders in higher education. These instructors' cognition about teaching reflects over the classroom and the institution through their personal practical knowledge embodied by past experiences, current awareness, and future expectations. Their cognition also shapes and is shaped within sociocultural venues. In this regard, this case study was designed to explore personal practical knowledge of five English language instructors working at the Department of Foreign Languages of a Turkish foundation university. Their personal practical knowledge was examined with four constructs. These were narrative unity, images, cycles, and rhythms. In addition, the extracurricular activities generated and supported by these instructors were scrutinized with reference to Cultural Historical Activity Theory. In line with the theory, students attending the clubs, coordinators, and international teaching assistants also participated in the study. Data were collected in one academic term with semi-structured interviews, focus group interviews, observations, and

reflections on documents. Data analysis was carried out with a three-tiered method. Upon examining narrative unity, images, rhythms, and cycles, teaching philosophies as a moral component of personal practical knowledge was found to be externalized through the preferred classroom practices. Besides, teacher learning actualized with mediation was found to embody the instructors' personal practical knowledge. Their knowledge was also seen to be influential in informing their practices in the classrooms and the clubs. As non-formal curricular settings developed with personal practical knowledge, these extracurricular activities provided affordances for intercultural reflections among students and instructors within the department.

Keywords: Internationalization in higher education, Teacher cognition, Personal practical knowledge, Cultural Historical Activity Theory, Extracurricular activities in English teaching

ÖZ

YABANCI UYRUKLU ÖĞRETİM ELEMANLARININ KİŞİSEL MESLEKİ UYGULAMA BİLGİSİ: BİR VAKA ÇALIŞMASI

Karaağaçlı, Bahar Cemre
Yüksek Lisans, İngiliz Dili Öğretimi
Tez Yöneticisi: Prof. Dr. A. Cendel Karaman

Haziran 2021, 257 sayfa

Uluslararasılaşma bağlamında yabancı öğretim elemanı zümresi yükseköğretimin paydaşları arasında yer almaktadır. Bu öğretim elemanlarının öğretim hakkındaki bilişsellikleri geçmiş deneyimleri, şu anki farkındalıkları ve gelecek beklentileriyle şekillenen kişisel mesleki uygulama bilgileri yoluyla sınıflara ve kurumlara yansımaktadır. Ayrıca öğretim elemanlarının bilişsellikleri sosyokültürel alanlarda biçimlenmekte ve bu alanları biçimlendirmektedir. Bu bağlamda, bu vaka çalışması bir Türk vakıf üniversitesinde çalışan İngilizce eğitimi veren beş öğretim elemanının kişisel mesleki uygulama bilgisini ortaya çıkarmak için tasarlanmıştır. Kişisel mesleki uygulama bilgisi anlatı bütünlüğü, imgeler, döngüler ve ritimler olarak adlandırılan dört yapıyla incelenmiştir. Ayrıca bu öğretim elemanlarının oluşturduğu ve desteklediği ders dışı aktiviteler Kültürel Tarihsel Etkinlik Kuramı ile irdelenmiştir. Teoriyle eşgüdümlü olarak kulüplere katılan öğrenciler, koordinatörler ve yabancı öğretim asistanları da çalışmaya katılım sağlamışlardır. Veriler bir akademik dönem süresince yarı yapılandırılmış görüşmeler, odak grup görüşmeleri,

gözlemler ve belgeler üzerine fikir alışverişiyle bir araya getirilirken veri analizi üç aşamalı bir yöntemle yürütülmüştür. Anlatı bütünlüğü, imgeler, döngüler ve ritimlerin incelenmesinin ardından kişisel mesleki uygulama bilgisinin ahlaki yönünü yansıtan eğitim felsefelerinin tercih edilen sınıf pratikleri yoluyla dışavurumuna ulaşılmıştır. Bununla birlikte arabulucu vasıtalarla gerçekleşen öğretmen öğrenme sürecinin kişisel mesleki uygulama bilgisini şekillendirdiği bulunmuştur. Öğretim elemanlarının bilgilerinin hem kulüplerdeki hem de sınıftaki pratiklerini etkilediği de görülmüştür. Müfredat dışı etkinlik örneği olan ve kişisel mesleki uygulama bilgisiyle yönlendirilen ders dışı aktiviteler bölüm içinde öğrencilerle öğretim elemanları arasındaki kültürlerarası fikir alışverişine olanak sağlamıştır.

Anahtar Kelimeler: Yükseköğretimdeki uluslararasılaşma, Öğretmen bilişselliği, Kişisel mesleki uygulama bilgisi, Kültürel Tarihsel Etkinlik Kuramı, İngilizce öğretiminde ders dışı etkinlikler

To My Beloved Family

ACKNOWLEDGMENTS

In the first place, I would like to express my gratitude to my supervisor, Prof. Dr. A. Cendel Karaman for his guidance, support and encouragement during this research study. I sincerely appreciate his support and insights, which have been considerably valuable in the process of thesis writing.

I also wish to thank Prof. Dr. Ayşegül Daloğlu and Prof. Dr. Sumru Akcan for being on my examining committee and for their valuable contributions.

I owe thanks to all my professors and lecturers at Middle East Technical University. With their guidance and diverse contributions, I could extend my knowledge concerning the academic world and the world system. I would also like to thank the university where this study took place and show my gratitude for all my participants who made this study possible by giving unconditional support. Many special thanks to my dear friends Fadime Ural and Burcu Özcan for their continuous encouragement, support and soothing comments in the hard times and to my dear friend Munise Gültekin for her support in language editing.

I would like to extend my sincere thanks to TÜBİTAK (The Scientific and Technological Research Council of Turkey) for supporting me with the scholarship given under the name of 2210-A National Scholarship Program for Master Students.

Last but not least, I would like to express my sincerest and most profound appreciation to my parents, Metin Karaağaçlı and Gülsema Karaağaçlı, for their unceasing support, unparalleled love and constant faith in me; to my brother, Yağız Efe Karaağaçlı, for his compassion and always being there for me and to my grandparents for their encouragement all through this journey.

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CHAPTER 1

INTRODUCTION

1.0. Presentation

Five parts in this chapter depict the backbone of the thesis study. The first part about the background illustrates internationalization purposes shaped in a globalized world, international faculty's meaning in higher education and language education, and international instructors' position in English language teaching in Turkey. In the second part, the conceptualization encompassing personal practical knowledge and four components of this particular knowledge is explained. The third part gives details of the theoretical framework, which is Cultural Historical Activity Theory (CHAT). The fourth part demonstrates the need for this particular study, while the last part presents the purpose statement and research questions.

1.1. Background of the study

Higher education plays a crucial part in the globalization processes since globalized societies' requirements, economy and labor markets necessitate intercultural and social skills for higher education graduates. As a vital resource to develop higher education, internationalization provides access to international standards and openness to the global environment. Internationalization blends the individuality of a nation with globalization. As a complex, dynamic, and rich concept, internationalization bears the image of "between or among nations and cultural identities" (Qiang, 2003, pp. 248-249).

The international community satisfies a considerable number of its needs through the internationalization of higher education. "Education, professional development, evaluation, measurement, and quality of graduates" are regarded as

beneficial aspects of internationalization (Ardakani et al., 2011, p. 1690). Besides, internationalization is not evaluated as a goal any longer. On the contrary, it is perceived as an instrument to enhance educational quality. Mobilizing talented academics for global research, internationalized curriculum, and knowledge transfer are regarded as some gains of internationalization in higher education (Jibeen & Khan, 2015).

Political, cultural, and economic reasons become prominent on the ground of internationalization (Ardakani et al., 2011). As Van der Wende (2007) mentioned, the government perspective focuses on foreign policy and economic development, while institutions emphasize internationalization to enhance qualified teaching and research capacity. According to the institutions' perspective, national and local status are positively affected by internationalization attempts. Also, in relation to internationalization, skilled students, young researchers, and outstanding teaching staff are being recruited for the worldwide competition, which strengthened institutions in the global academic environment. Associated with prestige, internationalization has been valued at higher education institutions of the globalized world (Seeber et al., 2016).

Internationalization attempts are encouraged by economic advantage, knowledge and language acquisition, and international content-based curriculums (Altbach & Knight, 2007). Institutions, academic systems and individuals implement policies and practices in line with internationalization. The impact of internationalization over these stakeholders were also illustrated by several studies. One of these studies was concerned with strategies, plans, and activities compared in terms of internationalizing teaching and learning methods and curriculums of higher education (Ardakani et al., 2011). In another study, internationalization's power to serve transformational changes in institutions and the needed support for fulfilling personal and professional transformations among the communities were scrutinized (Robson, 2011).

During the process of internationalization, intercultural and international dimensions are also integrated into the service, teaching, and research (Knight, 1994; Knight & de Wit, 1997; Jibeen & Khan, 2015). In non-English speaking countries,

English-medium programs and degrees are generated as a consequence of internationalization (Altbach & Knight, 2007). Higher education institutions in several non-English speaking countries have also implemented internationalization in their campuses through international faculty members (Kim & Tatar, 2018). International faculty is associated with academics, researchers, and teaching staff in various contexts and numerous objectives. For instance, international faculty at Japanese universities have gained attention for the definition of their unique characteristics, demographic profiles, research activities, work-related duties, and teaching acts (Huang, 2018). In China, international faculty's educational, professional, and individual characteristics at a range of Chinese colleges and universities were revealed to be diverse (Wu & Huang, 2018).

A considerable number of international faculty are represented as doctorate and professorate holders (Huang, 2018; Wu & Huang, 2018). However, there is a minority who holds subordinate degrees. For instance, in Wu and Huang's (2018) study, less than 10 percent among international faculty ranged by academic rank was shown to be non-holders of doctoral degrees. International faculty was mostly concentrated in science, technology, engineering, and mathematics, followed by the humanities, social sciences, economics and management, and medical science. In contrast, the number of international faculty comprising law, literature, education, linguistics, and English is low. As seen, the language as a primary component of the internationalization processes is generally neglected and deprived of the attention needed (Lozano & Strotmann, 2015).

As Jenkins (2014) stated, "the issue as far as language is concerned is the extent to which English is seen as a bona fide part of this new international or intercultural dimension" (p. 10). In this regard, native English language teachers have been perceived to act as a channel where the English language is spread in the globalized world (Copland et al., 2020). In various internationalized higher education contexts, these teachers take responsibility as international instructors. In addition to the graduate degrees in English Language Teaching, some certification, qualification or degree programs such as M.A. TESOL (Teaching English to Speakers of Other Languages) and DELTA (Diploma in Teaching English to Speakers of Other

Languages) also provide these instructors an opportunity to work in the tertiary context. After being recruited with the help of these programs, international instructors bring their cultural norms into the tertiary context. These norms mostly vary from the students they are supposed to teach (Kim & Tatar, 2018) as international instructors' teaching styles differ worldwide with respect to "culture, custom and history" (Gress & Ilon, 2009, p.190).

In Turkey, the number of international faculty has risen in the Higher Education institutions over the years (Özer, 2016). Under the influence of internationalization, the departments of foreign languages have also recruited many international staff (Council of Higher Education, 2020). Native English speaker teachers have taken roles as international instructors in such departments. According to the regulation made in 2018 about the article 31 of the Law of Higher Education (1981), teachers in the Preparatory Schools, which prepares students for English level examinations, or Department of Foreign Languages, which provide instruction in various foreign languages during undergraduate and graduate programs, were positioned as instructors. The tenure for such positions started to be provided after satisfying the requirement of at least having a related master's degree. However, native teachers with education related bachelors or two years of language teaching experience could be exempted from this requirement (Council of Higher Education, 2020). At the departments, the international instructors basically hold teaching-only positions, which are not very common in the higher education context. This position generally requires expertise in a particular profession and in this case the native instructors' expertise in English language teaching enables them to be teaching staff at the departments (Hort, 2009).

Five international instructors, who work as teaching staff and contribute to the institutional culture and classroom processes, represent the international faculty of this study. The cultural wealth which these international instructors convey to the classrooms should be noticed, welcomed, and recorded. (Yep, 2014). During this cultural transmission, the faculty's cognition about teaching reflects on the classroom processes and the institutional culture. These cognitive forces shape and are shaped in sociocultural venues comprising cultural, historical aspects, and perceptions of

various people. Especially a particular type of cognition, personal practical knowledge, is manifested in their classroom practices and teaching-related perceptions. Therefore, in this study, personal practical knowledge of the international faculty working at a foreign language department of a Turkish university is explored to unveil the cultural wealth and the influences of cognition in sociocultural venues.

1.2. Conceptualization of the Study

Knowledge and action coalesce into a special kind of knowledge that a teacher attains, namely personal practical knowledge (Connelly & Clandinin, 1984). In the crossroads of theoretical and practical aspects, this particular sort of knowledge is embodied and utilized by teachers. This distinctive knowledge includes the personal background and traits of a teacher. Being personal is embedded in every characteristic that a person can have and gives insights into knowledge in actions. Describing as a type of knowledge displayed in specific situations, Clandinin (1985/2013) indicated that this knowledge "resides at the nexus of the theoretical, the practical, the objective, and the subjective" (p. 68). Personal practical knowledge also possesses a dialectical relationship between theory and practice. It is perceived to be integral to this relationship as "practice is seen as theory in action" (p. 71).

Personal practical knowledge carries "biographical details, emotionality, morality, aesthetics based on narrative of experience" (Clandinin & Connelly, 1987, p. 495). For biographical details, Hung (2020) emphasizes "personal life stories, professional experiences, and teaching experiences" to reveal teachers' personal practical knowledge and disclose any likely links that guide the professional practice of teachers (pp. 283-284). Morality and emotionality represent the whole world of a teacher. For instance, concerns for morality are manifested in our purposes for nurturing education (Harrington, 1994; MacIntyre, 1981/2007). Aesthetics shows the knowledge with teachers' perception of the setting and interaction with the people (Johnson, 1989). Integrating all these aspects, Golombek (1998) highlights the features of personal practical knowledge as "personally relevant, situational, oriented

toward practice, dialectical, and dynamic as well as moralistic, emotional, and consequential" (p. 452).

It must be acknowledged that belief and knowledge are intertwined concepts (Pajares, 1992). However, in contrast to belief, personal practical knowledge prioritizes experiential background (Clandinin & Connelly, 1987). In this knowledge, a teacher's experiential background comes to the fore with personal and professional dimensions. In accordance with Clandinin's (1985/2013) conceptualization, this knowledge originates from situations, deeds, and experiences which leave affective marks on the person. In personal practical knowledge, social or firsthand experiences lead to some implicit or explicit principles, and these are represented in one's actions. All these experiences embody personal practical knowledge in that this knowledge finds its meaning with a professional and personal history full of experiences. Beyond past experiences, it arrives at the present and the future. Thus, personal practical knowledge is "a particular way of reconstructing the past and the intentions of the future to deal with the exigencies of a present situation" (Connelly & Clandinin, 1988, p. 25).

Personal practical knowledge is related to the study of practice. Observation regarding practices is interpreted, whereas biographical elements are revealed with teachers' narratives on their experiences. Thus, this type of knowledge resides in practice surrounded by narratively transmitted experiential history (Clandinin, 1985/2013). Personal practical knowledge is also investigated by looking closer at the connections between accounts of experience and articulated versions of them (Connelly & Clandinin, 1984) because personal practical knowledge, which is described to be tacit, is not realized by the holder most of the time. This knowledge has also cultural and social character evolved through one's life narrative that determines the actions in the practical world (Xu & Connelly, 2009). In this knowledge type, the society and life context of teachers cannot be separated from the personal dimension (Connelly & Clandinin, 1984).

Overall, personal practical knowledge is found in a teacher's prior experiences, in his/her current mind and body, and in his/her future intentions and actions. This knowledge demonstrates the person's background knowledge and

addresses the contextual nature of teacher knowledge. Personal practical knowledge is engraved and formed by situations, whereas it is shaped and reshaped in the process of story-making and reflection (Clandinin, 1992/2005). Personal practical knowledge is also regarded as a wide-ranging term (Hung, 2020). The most crucial concepts in this wide-ranging term are "image, rules, practical principles, personal philosophy, metaphor, cycles, rhythms, and narrative unities" (Connelly et al., 1997). For this research, four concepts are utilized: narrative unity, image, cycles, and rhythms.

Narrative Unity was integrated into the notion of personal practical knowledge with reference to MacIntyre (1981/2007). Clandinin (1985/2013) described the meaning of narrative unity for personal practical knowledge as following:

> What we mean by unity is the union in a particular person in a particular place and time of all that he has been and undergone in the past and in the past of the tradition which helped to shape him. The notion of narrative unity is not merely a description of a person's history but a meaning-giving account, an interpretation, of one's history… The notion of narrative unity allows us the possibility of imagining the living out of a narrative as well as the revision of ongoing narrative unities and the creation of new ones (p. 72).

Each person consists of "uneasy cohesions" of diverse aspects of their own past and present. The interplay of these aspects develops a sort of progression that is named as "narrative unity" (Connelly & Clandinin, 1984, p. 65). Theory and practice are united by the narrative unity of a teacher's experience (Carter, 1993). In this unity, narratives of experience are adopted to embrace teacher knowledge. Narratives of experience reach phenomena and permeate them with understanding. This understanding discloses the activities that a teacher participates in (Johnson, 2009). In the narratives of experience, stories also help teachers to articulate their personal practical knowledge clearly for everyone as they live and tell or relive and retell them (Craig, 2004). As being parts of the narrative unity of teachers' experiences (Connelly & Clandinin, 1985), images, cycles, and rhythms are also examined in this research study.

The practical side of teaching is handled with personal practical knowledge represented by some structures. One of these structures is called images which are generated through formal education and in an interrelationship with the knowledge composed of past experiences (Black & Halliwell, 2000). Images can connect three time zones: past, present, and future. As Clandinin (1989) explained, "it reaches into the past, gathering up experiential threads meaningfully connected to the present, and it reaches intentionally into the future and creates new meaningfully connected threads" (pp. 139-140). Images are generated by professional experience, educational history, student years, and family experiences (Connelly & Clandinin, 1984). Images also demonstrate the unified emotional and cognitive nature of teacher knowledge and transmit the personal understandings responsible for the embodiment of this knowledge (Elbaz, 1991). Every image is peculiar to a teacher only, and in the same vein, the experiential background and connection of that image are also unique. These particular images, with their moral and emotional qualities, can be grasped in classrooms and interviews (Clandinin 1985/2013). However, it should be cautioned that they are not apparent in each practice, and their actualization could change with regard to the classroom situations (Connelly & Clandinin, 1984).

Cycles and rhythms are fundamental to what teachers know about teaching. According to Clandinin and Connelly (1986), a teacher goes through reconstructing his/her teaching experiences on a yearly basis. These yearly reconstructions constitute cycles. Eventually, these cyclical reconstructions embedded in the narrative of a teacher provide a way to know his/her classroom rhythmically. Rhythm experientially has a historical character and narratively transcends into the future with ongoing cycles. With their rhythms, teachers can leave their personal and cultural imprint on the teaching act (Clandinin, 1989). These rhythms evolve in a developmental course where thoughts and perceptions are constructed. Interactions between people become the manifestations of such developmental course (Vygotsky, 1986).

1.3. Theoretical Framework

The social formations and cultural transmissions of higher mental functions, including memory, thinking, language, attention and perception, are the fundamental aspects of the Marxian concept of historically determined human psychology (Vygotsky, 1978; Leontiev, 1978). As a follower of this tradition, Vygotsky contributed vastly to historically formed and culturally conveyed psychology. In contrast to biological or naturalistic dispositions, Vygotsky accentuated cultural historical development and introduced two main thoughts to the field of psychology: the concept of historicism embedded in the human mind and the notion of change about natural mental processes during sociohistorical and ontogenetic maturity (Leontiev, 2009).

Cultural Historical Activity Theory (CHAT), which emerged in Russia during the mid-1920s, opposed behaviorism's stimulus-response perspective in human development by emphasizing human activity and human beings' connection with their surroundings (Yamagata-Lynch, 2010). Lev Vygotsky worked closely with Alexei Nikolaevich Leontiev and Alexander Romanovich Luria, and they were the theory makers in the cultural historical approach (Cole & Engeström, 1993). Cultural Historical Activity Theory (CHAT) has also been noted as the sociocultural theory, activity theory, and social constructivism (Yamagata-Lynch, 2010). Cultural refers to human beings' enculturation, while individual actions influence and are influenced by cultural resources and values. Cultural development is originated from the social level and the individual level. The first step is taken at the social level and followed by the individual level (Vygotsky, 1978). Adding historical to cultural allows us to observe the actions within historical trajectories. Activity that is adjusted by cultural and historical aspects indicates collective actions.

In CHAT, there are significant concepts embedded in the social formations and cultural transmissions. Vygotsky's (1978) zone of proximal development (ZPD) is regarded as one of these concepts. After the studies conducted with children, Vygotsky (1978) theorized two processes in human growth. Development and learning symbolize two different but interconnected processes. The developmental process is perceived to be underdeveloped compared to the learning process. This

situation, which entails deeply intricate dynamic relations between these processes, causes the zone of proximal development. The first layer is "the actual developmental level," which indicates the previously ended developmental cycles, whereas the second layer is the assistance obtained from a peer or a teacher, which paves the way for the zone of proximal development. The zone of proximal development symbolizes the range between the actual development level set by autonomous problem solving and the level of likely development set in collaboration with more competent peers or under adult supervision. The zone of proximal development also signifies the embryonic stage in maturation, and psychologists and educators utilize ZDP to delve into the internal course of development with the immature and mature cycles. For educators, the zone of proximal development is generally regarded as a pedagogical artifact or a variable (Yamagata-Lynch, 2010). It plays a significant part in learning because learning stimulates several interactions in the surroundings with people involved, such as teachers and peers. The interactions enable a child to internalize a new component, which has turned into an independent developmental accomplishment (Vygotsky, 1978).

Vygotsky's (1978) second concept is the mediated act/action which restores the process of stimulus-response. The mediated act is embedded in all higher psychological processes, and the signs in this mediated act facilitate the conception of a culturally based psychological process. As a semiotic thinker, Vygotsky believed that semiotic means order human mental processes and that these processes arise in social practices (Van der Veer, 2008). These semiotic means, tools, and signs vary in functions. Tools, which are resources in an activity system, are externally oriented and have an impact on the object of activity. Meanwhile, signs are internally oriented and help a human being learn the very self (Vygotsky, 1978). According to Leontiev (1978), when mediating instruments such as tools or signs are included in the relationship between subject and object, they are internalized and become an activity of consciousness.

Internalization and externalization play a significant role in the mediated act. Internalization refers to culture reproduction, while externalization is related to the production of novel artifacts with the transformation (Engeström & Miettinen, 1999).

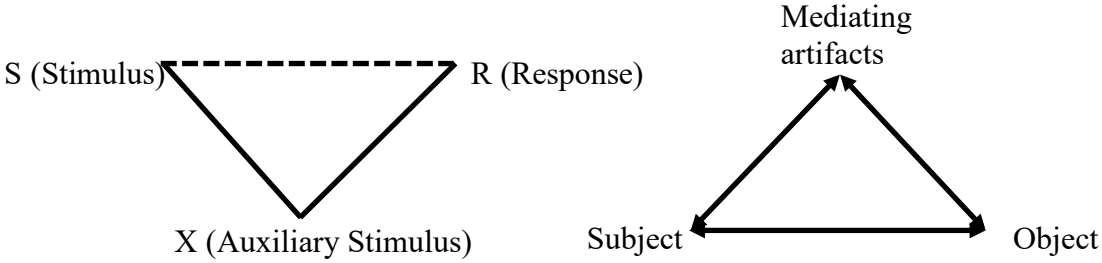
Leontiev (1978) stated that amid mediated activities, internalization could never be separated from externalization. By starting in an external material object, transformation reaches out to the level of consciousness, thereby generalizing, articulating, and developing internalized actions. For instance, the colored cards experiment of Vygotsky (1978) supports his assertion that all higher mental processes flow from external to internal mediation while proficiency is acquired (Van der Veer, 2008). In Vygotsky's (1978) experiment, a mediating instrument, namely an auxiliary stimulus which is the colored cards, served as an external sign for an operation or action. The colored cards mediated the operation or action as a child used them to perform more efficiently. When the auxiliary stimulus was liberated from the original external structure, internalization occurred. The method in colored cards became an internal sign to promote remembering at the end.

Upon these ideas, three generations of cultural historical activity theory emerged. The first generation of activity theory refers to Vygotsky's mediated action triangle. The second generation entails Leontiev's conceptualization of collective human activity and Engeström's activity system model generated in 1987. The third generation is emerged out of networks of activity system and Engeström's (2001) concept of expansive learning. It aims at understanding interconnected activity systems and revealing multiple perspectives in these systems (Engeström, 2014).

The first generation is based on Vygotsky's (1978) notion of mediation. Mediated action is regarded as a unit of analysis to capture individual actions in a sociohistorical context (Wertsch, 1985). Auxiliary stimuli as mediating artifacts were integrated into the relationship between the subject and the object. These auxiliary stimuli could be the tools of culture, language, bodily functions, signs, or instruments (Vygotsky, 1978). In the first generation of activity theory, mediating artifacts act as elements that human beings respond to and perform upon (Nussbaumer, 2012) as seen in Figure 1.

Figure 1

Vygotsky's (1978) Mediated Act and Its Widespread Interpretation



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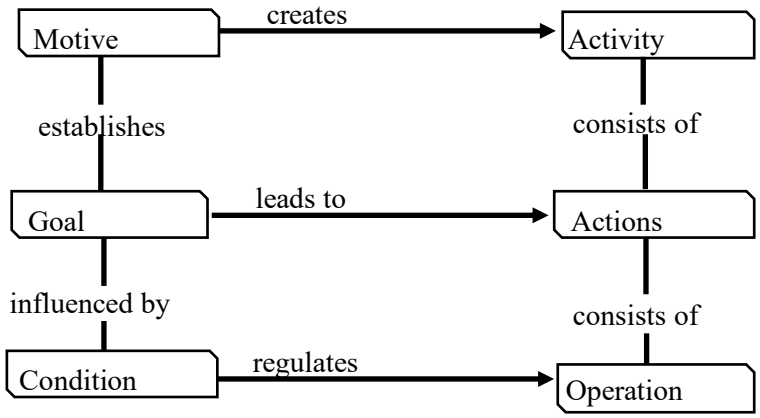
The first triangle was found to be inadequate to illustrate the collectivity of the human activity system (Cole & Engeström, 1993). After several additional reformulations, the second generation credited to Leontiev (1981) and Engeström (1987) emerged. Leontiev added community and division of labor into Vygotsky's model by making it more collective and system-based. By integrating the division of labor into the concept of activity, Leontiev introduced a distinction between "collective activity and individual action" (Engeström & Miettinen, 1999, p.4). This differentiation produced Leontiev's three-level activity model (1978): activities, actions, and operations. Leontiev's analysis levels as activities, actions, and operations also introduced three interrelated components: motives, goals, and conditions as seen in Figure 2.

Human social practices generate human needs, namely, goals and motives (Stetsenko & Arievitch, 2004). The highest layer, collective activity, is directed by a motive relevant to the object. The motives linked to the objects in the activities might be tangible or abstract; nonetheless, they are required to meet the one need (Leontiev, 1978). Action (goal) and activity (motive) have a dialectical relationship in which actions develop activities and activities stimulate a specific series of actions (Roth & Lee, 2007). However, activities are long-lived as a unit of analysis because

they can be standardized as cultural practices contrary to goal-driven actions (Cole & Engeström, 1993). A goal as subordinate to a motive directs the halfway layer of individual or group action. As the last component, the conditions and tools direct the bottom layer of unconscious operations (Engeström & Miettinen, 1999). Operations bounded by actions develop in the crossroads of goals, the present action, and the material setting (Roth & Lee, 2007).

Figure 2

Three-level Activity Model (Leontiev, 1978)



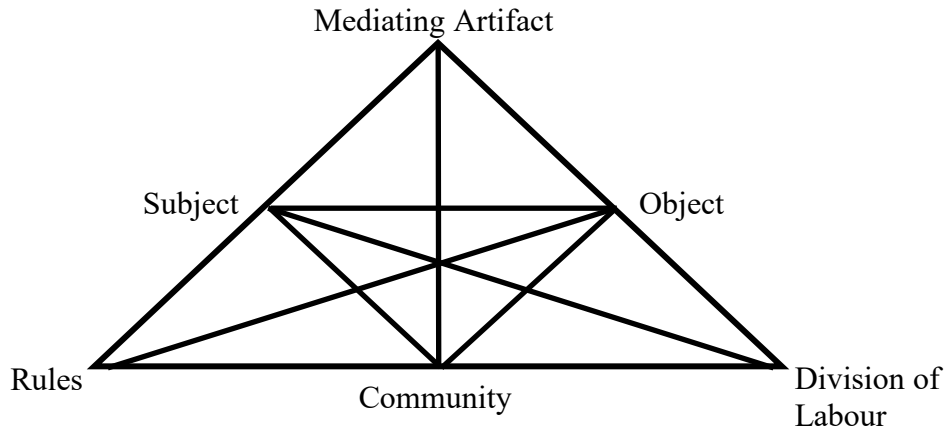
Note. Adapted from "A re-examination of information-seeking behavior in the context of activity theory", by T. D. Wilson, 2006, *Information Research, 11*(4), paper 260, Copyright 2006 by Information Research. Adapted with the permission of Prof. Tom Wilson.

In the second generation activity theory, Engeström (1987) advanced activity systems analysis with a systematic approach. He revised the connection between the individual and the community within the first generation structure and devised the subject as a person or a group to attain an object heading to an outcome. In the second generation, activity system serves as a unit of analysis with the object, subject, mediating artifacts (signs and tools), rules, community, and division of labor (Engeström, 1987; Cole & Engeström, 1993; Foot, 2014). In Cole and Engeström's (1993) conceptualization, the subject is the individual or a group of individuals whose actions are the research focus. The object which entails goals and motives

(Yamagata-Lynch, 2010) is an untreated matter or an existing problem area that activity addresses and is converted into outcomes through multiple tools. The community encompasses many individuals or groups who hold the same overall object. The division of labor is both the distribution of tasks horizontally and the distribution of authority and status vertically. Rules are the norms, regulations, and conventions manifested externally or internally. Rules are not only obeyed but also transformed and redefined by the community (Engeström, 1993). Rules, division of labor, mediating artifacts (tools) mediate the relationship between the subject and community as seen in Figure 3. The achievement regarding the object and the outcome is dependent on all these constructs as tools, rules, community, and division of labor (Nussbaumer, 2012).

Figure 3

The Second Generation Activity Theory



Note. Reprinted from *Distributed cognitions: Psychological an educational consideration* (p. 8), by M. Cole, & Y. Engeström, 1993, Cambridge University Press. Copyright 1993 by Gavriel Salomon. Reprinted with the permission of Prof. Michael Cole and Prof. Yrjö Engeström.

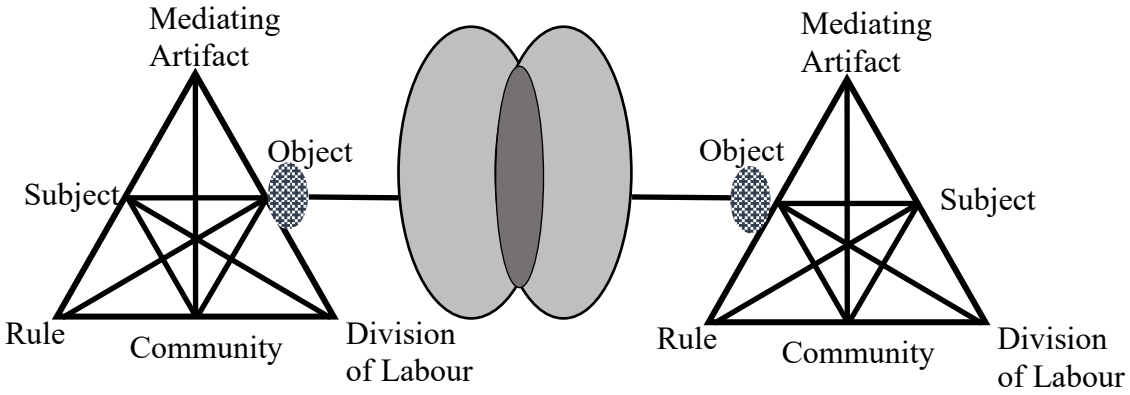
In the activity theory, the unit of analysis could be an individual and a group (Nussbaumer, 2012). Personal, interpersonal, and institutional planes comprise the three planes of sociocultural analysis to demonstrate the activity's bounded system

(Rogoff, 1995). The personal plane refers to the individual as the subject of activities, while the interpersonal plane indicates a group of individuals involving in joint actions. The institutional plane entails the collaborative community-based activities of the subject. These planes facilitate the description of object-oriented activities and goal-directed actions as bounded system units. Even though the object-oriented activities endure to be the unit of analysis, the subject turns into three planes as an individual, a group of individuals, or an institution or community (Yamagata-Lynch, 2010).

The activity systems are always dynamic with constant transformations within and among (Cole & Engeström, 1993). The inner tensions and inconsistencies provide the drive for transformation and improvement. Engeström (2001) incorporated interacting systems with their tensions and contradictions in the third generation, which stimulates collective learning by transforming (Nussbaumer, 2012) as seen in Figure 4.

Figure 4

The Third Generation Activity Theory



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Engeström (2001) explains the third generation activity theory in five principles. As the first principle, a shared, tool-mediated, and object-oriented activity system observed within a network is the unit of analysis. Operations and actions, which can find meaning through the history of surrounding activity systems, have the role of stimulating the activity system itself. The second principle is regarded as multi-voicedness, which portrays an activity system as a community with various interests, viewpoints, and established practices. The people in the activity system hold different positions in line with the division of labor, and they all bring their distinct backgrounds. Therefore, the activity system is composed of numerous tiers of history that emerged in its tools, sets of regulations, and traditions. The third principle is historicity that indicates the historical timeline of an activity system. The activity system reconstructed over an extended duration could be interpreted against its history. This interpretation must be on the local history, the objects, and the tools. The fourth principle is the contradictions' importance in changing and transforming an activity system. Not being similar to problems, contradictions are the structural tensions concentrated over a period of time. These contradictions can be between or within activity systems. For example, an adoption of a new component from other activity systems such as a new tool may trigger a contradiction. Contradictions could be primary, secondary, tertiary, or quaternary (See Table 1). The fifth principle is the likelihood of expansive transformations in activity systems. This transformation is proclaimed with several phases: need state, double bind, object/motive construction, application, generalization, reflection, and consolidation (Engeström, 2014). The completion of all these phases is named a shared journey through the zone of proximal development (Engeström, 2001).

Table 1

Contradictions

Primary	Within the elements of the first activity system
Secondary	Between the elements of the first activity system

Table 1 (continued)

Tertiary	**Between the first and the newly emerged activity**
Quaternary	Between the newly emerged activity and its neighboring activities

Note. From *Learning by Expanding: An Activity-Theoretical Approach to Developmental Research* (2nd ed., p. 152), by Y. Engeström, 2014, Cambridge University Press. Copyright 2014 by Yrjö Engeström.

The expansive cycle and expansive learning are two fundamental concepts of the third generation activity theory. Cole and Engeström (1993) explain an expansive cycle as a progress-based series sequenced with the internalization of the culture of practice and the production of new tools and interaction patterns. The expansive cycle with the phases mentioned earlier is claimed to offer the equivalent experience the ZPD provides for a person or small group. During the progression and development, three zones as "the zone of a need state, the zone of motive formation, and the zone of transformation of needs and activity" need to be experienced (Bratus & Lishin, 1983, p. 44). For a new activity to be generated, the zone of a need state should be settled with expansion (Engeström, 2014).

Expansive learning refers to "the capacity to interpret and expand the definition of the object of activity and respond in increasingly enriched ways" (Daniels, 2004, p. 190). Expansive learning entails the development of new practices in a recently materializing activity. Learning is spread through the development of this new activity system. In expansive development, Engeström (2016) states that "the community learns to widen its object and possibilities for action by redesigning its own activity" (p. 109). Activity systems can also be linked with a partially shared object as in partnerships or networks, all of which can be viewed as the unit of analysis in the third generation activity theory (Sannino & Engeström, 2018).

Cultural Historical Activity Theory with all these generations suggests that "human cognition is considered as situated and distributed across social settings and acting in concert with diverse, changeable artifacts" (Roth & Lee, 2007, p. 200). In contrast to the understanding of cognition as firmly positioned inside a person's

mind, cognition is perceived to be distributed in social settings to apprehend the fundamental core of human behavior and experience (Cole & Engeström, 1993). In other words, cognition has been defined in a distributed manner rather than a trait of an individual mind (Salomon, 1993; Hutchins, 1995).

1.4. Need for the study

Every instructor accumulates knowledge, insights which form their individual cognition. Teacher cognition, which takes many complex aspects of teachers' mental lives into account, cannot be understood in isolation from teaching practices (Borg, 2003). Cognition is also unsettled and changeable, shaped by situations, and developed collectively in a distributed way (Li, 2017). In this study, international faculty brings their cognition in various shapes to the context and puts them into practice. Meanwhile, they reciprocally reconstruct the context, Department of Foreign Languages, in a situated and distributed manner. During these reconstructions, instructors' previous experiences, personal insights, perceptions, which have the power to determine their route in the present and future times, also find meaning in their teaching practices. Understanding these reconstructions embedded in instructors' interpretations and actions in teaching can provide their perspective on the core aspects of educational processes and the understanding of classroom work where several education-related components such as interactional patterns, material choices meet (Li, 2017). All these components demonstrate that the significant goal of teacher cognition research defined by Borg (2019) still remains constant:

> Its goal remains of paramount importance, and I define this understanding, with reference to the personal, professional, sociocultural, and historical dimensions of teachers' lives, how becoming, being, and developing as a teacher is shaped by (and in turn shapes) what teachers (individually and collectively) think and feel about all aspects of their work (p. 1152).

As a component in teacher cognition, personal practical knowledge has a biographical and historical character embedded in classroom actions (Clandinin & Connelly, 1986). Personal practical knowledge is revealed through an experiential and biographical search in a teacher's life narratives (Clandinin, 1992/2005). This

search means understanding the teacher's knowledge by his/her constructions and reconstructions in these narratives (Karaman & Edling, 2021). After this search, personal practical knowledge can enable us to understand teachers' personal and professional life history, previous experiences, and their teaching practices occurring in an educational context. This knowledge provides "a more holistic understanding of language teachers' practices and cognitions" and could reveal the previous academic history and professional experiences (Borg, 2003, p. 98). For a specific group, instructors with TESOL qualification, it has been argued that experiential history and personal characteristics were neglected, and more studies should be conducted on the life histories of instructors or previous experiences in a broader perspective (Hayes, 1996; Cross, 2010; Ellis, 2016). In this study, four instructors in the faculty have TESOL training, which addresses the aforementioned need.

Cognition should not be assumed to be detached from the context. Besides individuals' inner worlds, larger contexts such as institutional settings are highlighted for more acknowledgement in language teacher cognition research (Kubanyiova & Feryok, 2015). As Borg (2019) illustrated, there is a strong emphasis on mental constructs of individual teacher cognitions; however, there is inadequate effort to interpret these in relation to present and wider contexts such as classrooms and teachers' past and present lives. In this regard, the scarcity of research regarding international instructors' experiences is still valid (Kim & Tatar, 2018). By accommodating these needs, the experiences of the international faculty are examined in relation to the context.

Moreover, in recent years, teacher cognition research has widened its scope and integrated sociocultural elements, which illustrate teacher cognition's complex and embedded nature in context (Bruzzano, 2018). In line with the sociocultural movement, social relevance starts to be sought in teaching contexts. Accordingly, Kubanyiova and Feryok (2015) suggested accommodating the need for social relevance; therefore, more studies are needed to show teachers' career progression and the impacts of their teaching on student learning. They also pointed out that the connection between teachers' and students' inner worlds was neglected and should be addressed. Through Cultural Historical Activity Theory, teachers' and students'

inner worlds could be examined in a distributed framework. Thus, the emphasis on personal is to be strengthened by a focus on historical, cultural, social, and institutional aspects (Golombek, 2009). All these personal and cultural-historical examination could lead us to the social relevance of English language teaching and learning as Clandinin and Connelly (1987) stated that "a cognitive and affective understanding of personal practical knowledge of teachers will help produce more living, viable understandings of what it means to educate and be educated" (p. 499).

1.5. Purpose Statement and Research Questions

Under the influence of internationalization, native English speakers are hired as international instructors at universities after meeting the necessary qualifications. These instructors comprise the international faculty at the departments of foreign languages. In this study, an international faculty at the department of foreign languages of a foundation university conveys their personal practical knowledge in their classes, and in the extracurricular activities emerged as clubs. This study aims to reveal the application of the international faculty's personal practical knowledge in this context through several constructs. These are narrative unity, images, cycles, rhythms, and activity system analysis.

International instructors bring the narrative unities concerning their educational and professional lives to this tertiary context. Past encounters in these narrative unities are interpreted against the present context, and the present context shapes future routes in this regard. Moreover, instructors' perceptions regarding their practical knowledge, their actual teaching practices and the images guiding these practices portray the practical side of their knowledge. On the practical side, the interconnected activity system that the instructors have built with clubs illustrates the development of cycles and rhythms, the instructors' role in promoting internationalization in this context, and the benefits of the activity to the department and the students.

Through personal practical knowledge, the department of foreign languages transforms into a context where international instructors' cognition and activities find meaning.

> Personal and social history, present social relationships, and future social perceptions are interwoven in the fabric of teachers' mental lives. Together these forces provide a sort of core that threads itself through the activity of teaching. Context thus becomes more than the physical space of the classroom and school in which teachers practice teaching skills. It assumes a virtual dimension through the socializing power of the teacher's past and present experiences and communities (Freeman, 2002, p. 7).

In this study, the department as a bounded context encompassing classes and clubs serves as a place where the international faculty brings their narrative unities, forms perceptions, exercises images and teaching practices, and develops activities. The research questions below are devised to explore the narrative unities brought, perceptions formed, images and teaching practices exercised, and activities developed. The first three questions are addressed for narrative unity, namely the past encounters, present context, and future routes. The fourth question is included for instructors' perceptions, actual teaching practices, and images, whereas the last one is concerned with the activity system analysis:

1. What have the international instructors brought from their education-related history to teaching at a language department in a higher education context?
    1.1. What are the fundamental elements of the instructors' teaching philosophies?
    1.2. Which education-related experiences have guided the instructors?

2. How do the international instructors view the construction of their personal practical knowledge in relation to their current practices?
    2.1. What roles are assigned to the instructors in addition to teaching?
    2.2. Which aspects at the department have contributed to the international instructors' professional growth?
    2.3. How have professional development activities influenced the practices of international instructors?

3. How influential are the current practices over international instructors' future routes in teaching?

3.1. How do the international instructors perceive the benefits of having worked in the current context?

3.2. How do the instructors relate their teaching experiences at the department to their future career goals?

4. What are international instructors' perceptions on various aspects of their practical knowledge?

4.1. How do the reported educational experiences reflect over the instructors' instructional preferences?

5. How has the cognition of international instructors influenced the system of extracurricular clubs?

1.6. Definitions of Key Terms and Concepts

Cycles and rhythms: As components linked to personal practical knowledge, cycles consist of sequenced events or activities done over a short period of time and rhythms emerge when these events and activities are repeated on a temporal basis, which creates a unity (Clandinin & Connelly, 1986).

Distributed cognition: In this theory's standpoint, cognitive processes are shaped among people, within social interactions and outside the boundaries of time (Cole & Engeström, 1993).

Externalization and internalization: In a mediated action, internalization refers to incorporating a process of knowing within oneself, whereas externalization indicates manifesting this process in a social surrounding.

Images: These constructs guide teaching actions of a teacher and are originated from experiential background and personal knowledge (Connelly & Clandinin, 1984; Elbaz, 1981).

International faculty and international instructors: These terms represent native English language teachers who work at the university level as teaching staff.

Mediation: This term refers to the interactions occurring between human beings and environment with the help of tools and signs.

Narrative unity: This term refers to "a continuum in one's experiences which renders life experiences meaningful" (Connelly & Clandinin, 1984, p.69). The mentioned continuum starts in the past and reaches out to the present and future times.

Zone of proximal development (ZPD): A concept signifies the development taking place under the supervision of a knowledgeable person (Vygotsky, 1978).

CHAPTER 2

LITERATURE REVIEW

2.0. Presentation

Teacher cognition is a diverse field of inquiry that has experienced various transitions until reaching out to the present day. This literature review aims to illustrate these transitions that have been experienced in cognition and specifically personal practical knowledge in three parts. The first part gives an overview of teacher cognition research in relation to teacher learning, teaching context, and sociocultural theory. In the second part, as a subcategory of teacher learning, teacher knowledge is shown within historical trajectories and dichotomies. The background of personal, experiential, and practical knowledge is explicated in order to inform the formation of personal practical knowledge. In the last part, the development and research of personal practical knowledge are shown under three subheadings concerning the concepts of personal practical knowledge, its origin of narrative inquiry, and research studies adopting personal practical knowledge as a framework.

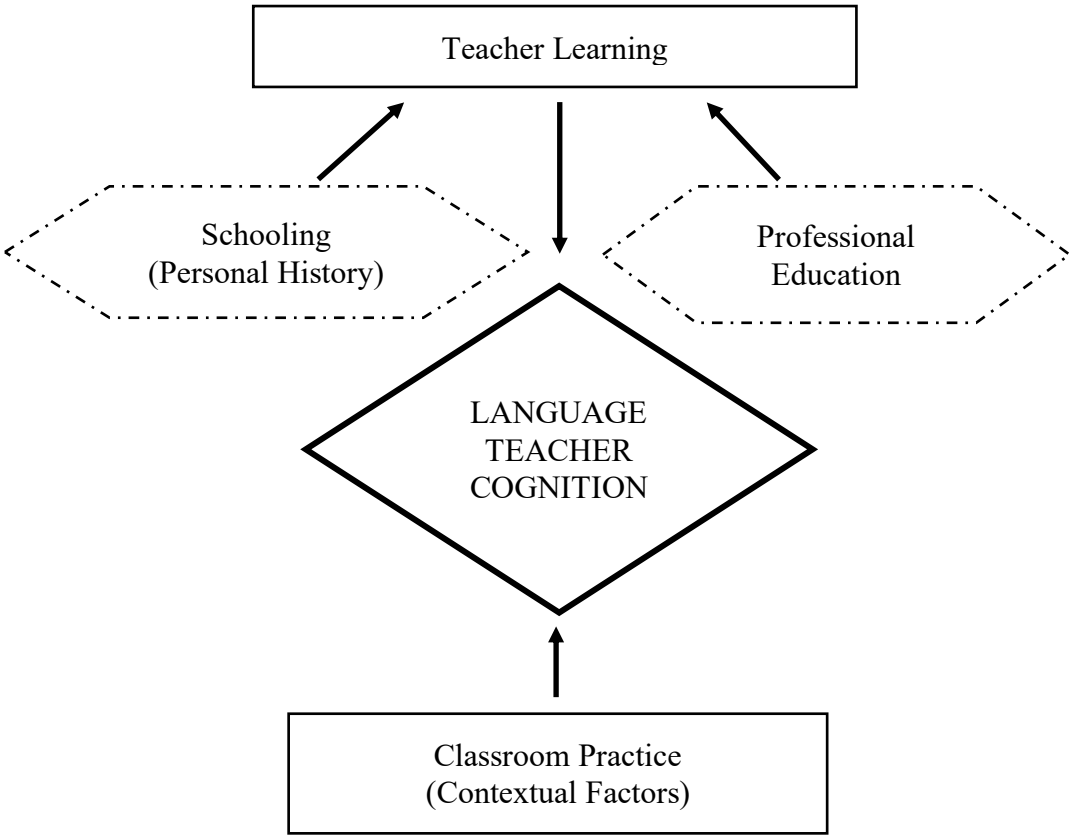
2.1. Teacher Cognition

Teacher cognition is “an often tacit, personally-held practical system of mental constructs held by teachers… defined and refined on the basis of educational and professional experiences throughout teachers’ lives” (Borg, 2006, p. 35). The cognition of teachers, which is under the influence of the context, is shaped and promoted by their experiences as learners in schools and professional activities. Meanwhile, their teaching acts are influenced by their cognition in personal terms. Personal experience bears a significant role in the formation of predispositions about education (Li, 2017). As in Borg's (2006) representation, education-related

experiences and contextual factors can influence language teacher cognition greatly, as assumed by personal practical knowledge as seen in Figure 5.

Figure 5

Influences on Language Teacher Cognition



Note. Adapted from *Language teacher cognition: research and practice* (p. 41), by S. Borg, 2006, Continuum. Copyright 2006 by Simon Borg.

During the mid-1970s, studies on cognitive processes such as decision-making started to be carried out in relation to teachers' behaviors and the context (Shavelson & Stern, 1981), while in the mid-1980s, constructs such as personal practical knowledge took researchers' attention to reveal the complexity of teacher thinking (Freeman & Johnson, 1998). The same time periods were also put under various categorizations. Freeman (2002) put three periods of teacher cognition research into categories. 1980-1990 was named as "decade of change" and 1990-2000 as "decade of consolidation" (p. 3). Other researchers, Burns et al. (2015), put

the history of teacher cognition research into four ontologic periods, "individualist, social, sociocultural, and complex, chaotic systems" (p. 589). The individualist period handled cognition with specific constructs such as beliefs. The social period integrated the idea of situatedness in social contexts. The sociohistorical period widened the focus on the social context with a historical dimension and integrated the concept of activity. The sociohistorical generation focused on the entire context in a socially determined place and activity accompanied with current and historical awareness. In the sociohistorical ontology, a context was equally crucial since the context creates a platform uniting the actions and thoughts of a teacher. The last period, the complex, chaotic systems period, demonstrated the interaction among diverse, interrelated aspects.

In TESOL, teacher cognition research, which dates back to the end of the twentieth century, has been influential (Crookes & Arakaki, 1999). Grammar teaching and literacy instruction were two areas mostly studied in language teacher cognition (Borg, 2006). According to Johnson (2006), teacher cognition research has also been groundbreaking in second language education for understanding teachers' practices in its complexity. With sociocultural theories, teacher cognition research also changed its paradigm with a perspective in which human learning is constructed dynamically in social activity and situated in contexts.

In all these traditions, cognition has been described with various conceptualizations, to name a few: "decisions and perceptions" (Walberg, 1977), "teacher beliefs" (Burns, 1992), "conceptions of teaching" (Freeman & Richards, 1993), "beliefs, attitudes and knowledge" (Woods, 1996), "teachers' maxims" (Richards, 1996), "teachers' pedagogical systems" (Borg, 1998). The field of teacher cognition consists of a vast number of constructs which can be differentiated on the basis of philosophical and theoretical discussions (Borg, 2006). The variety of constructs do not refer to diversity; as Borg (2006) illustrated, "identical terms have been defined in different ways and different terms have been used to describe similar concepts" (p. 35). Elbaz's (1981) practical knowledge and practical theories of Sanders and McCutcheon (1986) exemplify identicality in conceptualization.

On the other hand, the distinction between knowledge and belief is very controversial and given with a dichotomy: objective, universal versus subjective, idiosyncratic. Despite their similarity in meaning, knowledge is accepted as more verifiable than beliefs (Bruzzano, 2018). This distinction could also shatter as in the concept of personal practical knowledge because practical knowledge might have a theoretical and practical base (Woods & Çakır, 2011). A holistic terminology in language teacher cognition research was also advocated for the sake of the embodied complexity of teachers' mental constructs. For example, Kubanyiova and Feryok (2015) described all these constructs in the context of activities as "ecologies of language teachers' inner lives" (p. 436).

Another interpretation done by Li (2017) indicates that cognition is not an entity existing only in teachers' minds. Cognition is a process through which knowledge is acquired and understood. Knowledge is complementary to cognition. Thinking, experiencing, and believing develop cognition, in that experiencing is bound to external forces whereas thinking and believing to internal ones. Perceptions, thoughts, feelings, and intuitions are all varieties or results of cognition. Even if cognition cannot be evidently observed and expressed, it could be represented in knowledge, perceptions, thoughts or feelings about an object or a happening. Therefore, teachers' understandings, perceptions, and behaviors constitute their cognition, which is also highly connected to the values and emotions that these teachers have.

Cognition is linked to practice as Borg (2009) indicated that there were several studies which proved the solid bond between cognition and practice (e.g., Breen et al., 2001; Gatbonton, 1999; Mullock, 2006; Meijer et al., 1999). Classroom practices in language teaching are shaped by various aspects such as contextual layers of teacher thinking (Burns, 1996) or pedagogical knowledge domains (Gatbonton, 1999). For instance, Gatbonton (1999) analyzed verbal protocols of seven ESL teachers qualitatively and quantitatively for their pedagogical thoughts. Six general domains of pedagogical knowledge, such as content knowledge or knowledge about the teacher-student relationship, were revealed to have shaped classroom practices in language classrooms.

Teachers are active professionals who make teaching-related decisions through utilizing knowledge, thoughts, and beliefs that are intricate, personalized, practice-based, and pertinent to context (Borg, 2003). As Tsang (2004) commented, the thoughts and beliefs of teachers frame how their understanding of teaching emerges and which choices are prioritized in their teaching. Inspecting teachers' mental lives and the relationship between these constructs and classroom practices enlighten how to become, be and develop as a teacher (Borg, 2009). Because teacher cognition research provides a way to grasp the complex nature of teaching, teacher learning processes, the role of contexts in one's career, and teachers' knowledge and beliefs (Johnson, 2006).

2.1.1. Teacher Learning

Teacher learning is perceived to be constructed continuously from socially situated experiences such as being a learner in classrooms, a participant in teacher education programs, and a part of the teaching community in the schools (Johnson & Golombek, 2002). Teacher learning involves many different elements of teaching and is complex in nature. To have an insight on teacher learning, the cultural knowledge, issues, routines, and the culture of the institutions should be taken into consideration.

According to Li (2017), sociocultural theory, as one of the learning theories, advocates that teacher learning is interactive and collaborative. Teacher cognition is mediated and altered in social interactions. During this mediation and alteration, teacher knowledge can develop in a close relationship with various contexts such as school culture (Holliday, 1994). Another perspective called situative perspective claims that cognition has three features enabling learning and knowing to happen: situatedness in physical and social contexts, being social in essence, and being distributed among people and tools (Putnam & Borko, 2000).

Human learning is embodied as situated in physical, cultural, and social contexts and distributed among people, artifacts, and practices (Lave & Wenger, 1991; Salomon, 1993; Vygotsky, 1978; Wertsch, 1991). In line with theories of situated cognition, the knowledge of a teacher is built within the knowledge

communities where practices are unfolded (Johnson, 2006). Thus, second language teacher learning is a considerably personal and collective process and occurs under the effects of contextual factors and by taking active roles in teaching contexts for a while (Burri et al., 2017).

2.1.2. Teaching Context

Contexts and teaching practices have a dialectical relationship which orders knowledge about teaching and learning (Tsui, 2003). If the context is not taken into consideration, the study on cognitions and practices could be assumed incomplete in conceptual terms (Borg, 2009). For instance, in his study on the cognition about subject matter, Andrews (2003) explained the extent of contextual influence on beliefs and pedagogical practice with the help of the mixed method. It was found that teachers' cognitions were shaped by their understanding of the context and roles within that context.

Contextual factors such as institutional, social, and instructional are crucial to be delved into because they could reveal the rooted understandings of the relationship between cognition and practice. Without an understanding of these factors, only an insufficient account of teachers and teaching could be accomplished (Borg, 2003). Beyond merely a setting, context becomes one of the main actors shaping teacher knowledge by situating personal and institutional histories and connecting a number of people (Freeman, 2002). Besides, context does not need to be restricted to a specific location. It could be sociohistorical contexts influenced by local and global circumstances such as the globalization of English (Johnson, 2006).

In specific, professional knowledge contexts carve knowledge and perceptions of teachers and the effectiveness of teaching (Clandinin & Connelly, 1996). According to Duffee & Aikenhead (1992), teaching situations affect instructional decisions by taking several components into account. These components could be curriculum, colleagues, students, materials, or administration. Similar to these components, Li (2013) claims that the interrelated micro- and macro-contexts influence teachers' theories and practice. Micro-context includes classroom-

related factors and student knowledge, while macro-context encompasses the curriculum, testing, and culture of a school.

Micro- and macro-level components urge a language teacher to adapt his/her contextual knowledge. Macro-level components such as language policy, testing, curricular policies, and cultural norms make a considerable impact on classroom practices. Li (2017) exemplified macro- and micro- contexts' influence on teaching practices in a latter study. As a macro-context, a school's cultural norms might promote a specific way of acting and practicing. Teachers behave customarily by utilizing the same teaching materials, adopting similar teaching methods and feedback strategies, preparing similar teaching activities, having the same relationship patterns with students. Micro-level components such as student knowledge could inform teachers' practice within the boundaries of a classroom.

2.2. Sociocultural Theory and Teacher Cognition

Revitalized by the view of "sociocultural activity," Cross (2010) mentions the conceptualization of cognition as a dynamic entity influenced by the relationship between thinking and practice. This sociocultural view maintains the dialectical relationship between thoughts and actions within socially and culturally united contexts. In these contexts, teachers are regarded as subjects who get involved in the "activity" of teaching language with their historical, social, and cultural backgrounds (p. 438). Socially mediated activities leading to learning find meaning in historically and culturally accumulated situations where communities of practice obtain an inheritance from previous communities (Johnson, 2006).

The viewpoint regarding knowledge has shifted from propositional to practical and experiential, which enabled the expansion of the unit of analysis. This expansion in language teacher cognition has resulted in the perspective that knowledge is accepted to situate in a social situation and be mediated in contexts (Bruzzano, 2018). After joining a social activity, a person's cognition moves on to the intrapsychological plane, preceded by the interpscychological plane. According to Golombek and Doran (2014), at this time of internalization, "the mind is mediated" (p. 104). Moreover, the dialectical perspective wins over traditional dichotomies such

as mind versus body because this perspective sees development in a dynamic interdependence (Vygotsky, 1978). Human development in an activity is determined by an individual's zone of proximal development and the nature of mediation provided by expert individuals in this zone (Vygotsky, 1978; Golombek & Doran, 2014). The social activities which people get involved in and their effects on these people's mental lives should be examined to grasp human cognitive development (Vygotsky, 1978; Wertsch, 1985).

In the Vygotskian framing of teacher cognition, several concepts have been adopted. Golombek and Doran (2014) utilized the concept of perezhivanie which is the cognitive and emotional transformation of prior and new experience in a mutual way. By examining a novice teacher's journals, the teacher educator accessed this novice teacher's perezhivanie and was able to negotiate a developmental path for her. Apart from the concepts taken, the sociocultural perspective has also conceptualized language teaching on a collective base. Cross (2010) highlights a sociocultural perspective in language teaching by taking the situated and socially distributed essence of learning into consideration. In this situation, teachers develop an understanding related to their professional context. He also points out the changing scope of teacher cognition research, which has incorporated the relationship between practice and context.

Cross (2010) also puts forward a conceptual framework on a Vygotskian viewpoint to make sense of the interaction among thinking, practice, and context. This conceptual framework is justified with several objectives: the need for an expansive psychological theory of cognition to capture the interplay between thoughts and practices, of seeing teachers as social agents, of accepting cognition's dynamic nature, of reserving a place for tensions and contradictions, and of being compatible with innovations in the field. With the help of Vygotskian layers of human development and Cole and Engeström's (1993) genetic analysis on these layers, Cross (2010) focused on the language teaching activity of Dan, a nonnative teacher of Japanese as a foreign language in an Australian secondary school. The mentioned layers of time as physical, phylo, cultural-historical, ontogeny and microgenesis successively reify cultural transmission (Cole & Engeström, 1993). In

this study, three layers are taken into account. The cultural-historical layer of time provides a wider lens to capture language teaching in a distributed manner. The ontogenetic layer of time is shaped and formed with a person's experiences and background, while the microgenetic layer of time occurs in the immediate environment (Cross, 2010). Guided by these layers, the study scrutinized Dan's activity of teaching Japanese in the wider policy context (cultural-historical), analyzed the contribution of Dan to the system through his background and experiences (ontogeny), and contextualized Dan's involvement in his current sociocultural context (microgenesis). It was found out that in the cultural-historical layer, the present priorities in Australian schools urged him to see his activity outside the development of students' communicative competence in Japanese. In the microgenetic layer, discipline-specific goals were replaced with an emphasis on generic abilities. Therefore, he started to disregard the value of being a Japanese language teacher in the ontogenetic layer.

Sociocultural perspectives advocate that human development happens when people participate in cultural communities where cultural practices and circumstances evolve (Johnson, 2006; Rogoff, 2003). Within the same direction, Rogoff (1995) conceptualized three phases in a sociocultural activity: apprenticeship, guided participation, and participatory appropriation. Apprenticeship as a metaphor signifies a communal activity. In this activity, active participants take part in a culturally arranged activity to increase the participation of less active individuals. In guided participation, people mutually get involved in activities by observation and active participation. After this interpersonal plane achieved with guided participation, people make progress towards participatory appropriation through which they can deal with a later issue on the basis of previous experience.

As bound to sociocultural perspective, activity theory is utilized to analyze wider social, historical, institutional, and cultural contexts. Activity theory illustrates the indirect and direct relationships among components and gasps the system in an entire composition (Johnson & Golombek, 2011). As an example, Feryok (2012) investigated an Armenian EFL teacher's agency in English language teaching with the help of an activity theory framework. This single case study provides an insight

into Nune's experiences as a student, teacher, and teacher trainer in the activity of language teaching facing changes between Soviet and independent periods of Armenia. By revealing images for each phase in her career, her individual representations, goals, and social motives that she found substantial were aimed to be disclosed. The agentive actions in her student life were guided by her image of being willing to learn. This image was also substantiated while her English teacher in those years became a supportive role model. During the next phase, being a teacher, she oriented her image because of the political, social, and economic changes. Nune also manifested her image of being positive and active against struggles. While being a teacher trainer, she adopted an image built on battling for society to transform a social activity. She urged her community to engage in professional development activities which were obstructed by some preconceptions. It was found that the main factor affecting her agency was her personal knowledge derived from life experiences. The images which were internalized with the help of experiences mediated the progression of teacher agency because prior experiences are able to mediate further progressions.

2.3. Teacher Knowledge

The developments in cognitive science fostered new research endeavors for the examination of teacher knowledge. Shifting away from the behaviorist tradition, cognitive aspects of teaching introduced the research studies concentrated on the components of teacher knowledge and the acquisition of teacher knowledge with formal training and classroom experience. Carter (1990) also stated that teacher knowledge was found to be "a promising framework" in the research on teacher's learning (p. 291).

Teacher cognition research first attempted at investigating teacher thoughts and teacher learning. One of the earliest models in teacher thinking is credited to Clark and Peterson (1984), whose model was constructed on teacher thoughts and actions. In this model, three categories about teacher thought processes were specified as teacher planning, interactive thoughts and decisions, and theories and beliefs, which have a mutual relationship. The other earliest model belongs to Woods'

(1996). This model emphasized a structure with beliefs, assumptions, and knowledge which was called BAK which periodically shapes and is shaped by the context (Li, 2017).

The relationship between knowledge and beliefs has also been very controversial. Firstly, the distinction between beliefs and knowledge was found to be obscure (Alexander et al., 1991; Kagan, 1992; Pajares, 1992). After his review of studies on beliefs, Pajares (1992) stated that these two constructs are inseparable. However, there was a widespread assumption in the studies that beliefs have judgemental characteristics, whereas knowledge has objective elements. Hofer and Pintrich (1997) highlighted that there were multiple instances where these two terms (beliefs and knowledge) happened to have the same meaning. As in BAK (Woods, 1996), the distinction between knowledge and beliefs was interpreted to develop on a spectrum, which is not clearly seen in practice. And some scholars proposed that the parts of knowledge, beliefs, intuitions are inseparably related in teachers' minds. Verloop et al. (2001) depicted teacher knowledge as "an overarching, inclusive concept, summarizing a large variety of cognitions, from conscious and well-balanced opinions to unconscious and unreflected intuitions" (p. 466).

Towards the end of the 1980s, teacher knowledge replaced teacher thinking and has become one of the most prevalent concepts in teacher cognition (Borg, 2006). However, it has been defined in various ways and labeled differently in dichotomies. One of the categorizations proposed by Shulman (1987) includes "content knowledge, general pedagogical knowledge, curriculum knowledge, pedagogical content knowledge, knowledge of learners, knowledge of educational context, and knowledge of educational purposes" (p. 8). Each knowledge type encompasses one delicacy of the teaching profession. As a "learned profession," teachers acquire subject matter knowledge [content knowledge]. Teachers apply certain strategies in their classrooms while conducting a lesson [general pedagogical knowledge]. They also understand the curricular aspects, including materials and tools [curriculum knowledge]. To be more than content specialists, teachers merge their subject matter knowledge with an insight into the learners' dispositions [pedagogical content knowledge]. Meanwhile, teachers understand the characteristics of a student profile

[knowledge of learners]. They grasp the pervasive sociocultural forces in the classrooms, schools, or community [knowledge of educational contexts]. Teachers see the bigger picture concerning the purpose of their instruction [knowledge of purpose] (pp. 8-9). This categorization is still found to be very consistent in the current educational contexts (Trust, 2017).

One of the other researchers conducting research on teacher knowledge, Grossman and Richert (1988), emphasized professional knowledge containing general pedagogical principles and knowledge of the subject matter. Johnson (1989) associated knowledge with personal experience and mentioned that knowledge deriving from personal experience is the medium where human beings affect the environment, and the environment leaves a mark on them in return. Carter (1990) demonstrated three categorizations of teacher knowledge in her review, "teachers' information-processing, practical knowledge, pedagogical content knowledge" (p. 296). She also stated that teacher knowledge is neither very abstract nor formalized but experiential and situational. Elbaz (1991) asserted that teacher knowledge has non-linearity in which matters could be resolved at any possible time. Teacher knowledge is bound to "the discursive social matrix" with a dialectic contact (p. 5). Therefore, the development of a teacher's knowledge is highly related to an intricate, dialectic relationship with the discursive social matrix embodying it. Overall, teacher knowledge attains several characteristics such as non-linearity, harmonized quality, partially patterned nature, being permeated with personal meaning.

Formality versus practicality has created essential differences in labeling and categorizations. One labeling was craft knowledge constructed with a perspective of know-how instead of know-what. Craft knowledge was described by Grimmett and MacKinnon (1992) as a specific form of morally suitable, original, logical know-how created by teachers who possess educational beliefs in their experiential background and perform teaching with content and learner-centered pedagogy. Academic/formal knowledge and experiential/practical knowledge were elaborated with several dichotomies as received versus experiential knowledge (Wallace, 1991), a priori versus grounded knowledge (Freeman & Johnson, 1998). In another distinction about knowledge, Fenstermacher (1994) claimed that epistemological basis plays a crucial

role. Knowledge could both rely on an epistemological basis and indicate a group of mental states without justifying their epistemic ground, such as insights. Moreover, formal knowledge could be revealed as paradigmatic, while practical knowledge could be interpreted narratively. Formal knowledge is propositional, while practical knowledge is situational and experiential (Fenstermacher, 1994; De Vries & Beijaard, 1999). Formal (propositional) knowledge encompassing plenty of situations is also described as more conceptual compared to practical knowledge. Practical knowledge has a more perceptual character shaped through particular situations (Korthagen, 2010).

The same dichotomy was presented by Cochran-Smith and Lytle (1999) with three notions on how teachers learn. Formal knowledge generated by research and bound to theory was called "knowledge-for-practice." Practical knowledge or "knowledge-in-practice" that could be strengthened with expert teachers' assistance was conceptualized to capture knowledge embedded in practice. "Knowledge-of-practice" was introduced to explicate teacher learning in a transformative framework beyond the dichotomy between formal and practical knowledge. In this framework, learning happens when teachers develop a special knowledge of practice by inquiring about knowledge put forward by others and relating their teaching to the wider cultural or social contexts. In this inquiry, teacher groups or communities become prominent to promote reflection in and on teaching practices (p. 250).

The same labeling was also utilized in different ways. In their study, Meijer et al. (1999) stated that “knowledge for teachers,” which is generated by research, constitutes formal knowledge, whereas “knowledge of teachers” that is generated by teachers themselves forms practical knowledge (p. 60). Xu and Connelly (2009) renamed “knowledge of teachers” as “teacher knowledge” which points out how teachers see themselves and their professional workplaces. “Teacher knowledge” occurs as a narrative phenomenon where informal and formal educational spheres shape the personal practical knowledge of a teacher (p. 221). Schaefer and Clandinin (2019) proposed the same dichotomy: “knowledge for teachers” versus “teacher knowledge.” In “knowledge for teachers,” knowledge is seen as a target to be

accomplished or handed over, whereas knowledge is narratively embodied and practically expressed in “teacher knowledge” (p. 62).

2.3.1. Personal and Experiential Knowledge

Teacher knowledge carries personal conceptions shaped by personal life experiences, learning and teaching experiences, academic background, and participation in professional development activities. These concepts are highly influential in teachers' management of learning and teaching (Tsui, 2003; Li, 2017). Polanyi’s (1958/2005) conceptualization on personal knowledge claims that knowledge is experienced by human beings and carries personal traces. Diverged from the codified body of knowledge on what teachers know, personal knowledge illustrates the attributes of teachers’ knowledge in an idiosyncratic form (Carter, 1990). Moreover, revealing personal aspects of teacher knowledge provides a distinct viewpoint towards classroom practices (Ben-Peretz, 2011). Similar to this perspective, Lampert’s (1985) case study over the personal knowledge of two elementary mathematics teachers and herself revealed how teachers could solve dilemmas with the knowledge of self, including personal desires and the knowledge of students.

Polanyi's framing of personal knowledge (1958/2005) and Schön's framing of reflection-in-action (1983) have been argued to be equivalent to experiential knowledge (Barrett, 2007). For instance, Schön's (1983) concept entails criticism over implicit understanding originated by repeated experiences in a particular practice and the interpretation of newly emerging challenges in experiences. However, it was Dewey (1938) who gave credence to the experiences which are educationally valuable in the experiential continuity. Although reflective thinking was also highly valued in his philosophy, Dewey (1933) accentuated experiences as a starting point for learning. Previous human activities shape and bind a person’s experience because human experience "does not occur in a vacuum" (Dewey, 1938, p.40). For educative experiences, Dewey (1933) emphasized three notions which are "open-mindedness, whole-heartedness, and responsibility" (pp. 30-32). These notions enable teachers to keep student learning more permanent. In Dewey's

conceptualization of experience and evolving ideas on practical knowledge, interaction, temporal continuity, and situation are essential aspects. These three aspects hold deeper conceptions, while interaction is manifested as personal and social. Continuity is divided into past, present, and future, while situation signifies place (Craig, 2009).

Teacher knowledge could encompass interaction with personal and professional knowledge carved from experiences. Tamir (1991) asserted that the professional actions of teachers are originated from this interaction between their personal and professional knowledge. In the realm of professional knowledge, two sorts of experiences as teaching-related experiences and general life experiences, could be effective. The mediation of second language teachers' actions in a classroom takes place with their experiences as teachers, students, and people outside the classroom, with personal and social aspects, and with their values (Golombek, 1998).

Moreover, in second language teachers' actions, teaching philosophy serves as a wide-ranging, historically and institutionally oriented concept. Crookes (2015) highlighted this concept in relation to language teacher cognition as both are bound to thought processes and professional practice. Teaching philosophy is defined as "views or principles informing and guiding professional practice and an accompanying body of professional knowledge" (p. 486). A language teacher's teaching philosophy is revealed after a teacher states the favored teaching practices and shares teaching ideas about the morally and philosophically significant dimensions. In addition to thoughts about learning, educational purposes hold a remarkable place in teaching philosophy since teaching philosophy statements encompass teachers' definitions concerning goals of language teaching. Teaching philosophy also finds its source in reflections, personal values which demonstrate the moral dimension, and experiences, which could happen as a student or in general terms.

Teachers with their unique teaching philosophies create their own knowledge out of social situations because knowledge is generated in socially situated experiences (Cobb & Bowers, 1999). Perceptions and emotions are also bound to the context where knowledge is created. In these contexts, interacting with people allows

experiences to be shared, evolved, and learned (Li, 2017). Overall, teacher knowledge emerges from the totality of a teacher's experiences (Connelly et al., 1997) and could be interpreted as personalized, experiential in a unique sense, individual-based in interpretation, and connected to local contexts. (Li, 2017). To demonstrate teachers as legitimate knowers who produce knowledge out of their lived teaching experiences has also been an overarching movement in the new scholarship of teacher education which focuses on reflection and experience (Schön, 1995; Zeichner, 1999; Johnson & Golombek, 2002).

Studies have shown the impacts of personal and experiential knowledge of teachers. Crookes and Arakaki (1999) conducted a study on ESL teachers' teaching ideas. After making interviews in an intensive English program, the most frequently named source of teaching ideas was revealed to be teaching experiences acquired through trial and error in a teacher's personal history. In another study, Breen et al. (2001) borrowed the concept of "pedagogic principles" (Breen, 1991) which were found to be limited in number and shared among the group (p. 472). In Breen et al.'s (2001) study, the link between teachers' thinking and actions and whether teachers do have a common set of principles was examined. After the examination of pedagogic principles of eighteen experienced teachers with observations and elicitation techniques, this study demonstrated that the relationship between the principles and the practices is unique for each teacher even if they teach identical student groups in the same institution. Meanwhile, there happened to be a collective pedagogy in which a particular set of principles dominate the classroom practice. It was also found that personal theories regarding teaching a language are prone to be more self-inflicted, independent from the context, and experiential in nature.

2.3.2. Practical Knowledge

Practical knowledge was introduced as a concept seeking links between practical and theoretical; cognitive and affective; process-based and product-based (Elbaz, 1983). De Vries and Beijaard (1999) asserted that practical knowledge also contributes to the discussion of good teaching by demonstrating knowledge embedded in personal meaning and in context. Without always being compatible

with scientific knowledge, practical knowledge is shaped in contexts. From the perspective of professional growth, it is also dynamic in a continuous progression. In contrast to viewing knowledge as a product, practical knowledge is regarded to be dynamic, progressive, and bound to individual experiences (Elbaz, 1981). Despite these claims of the idiosyncratic nature of teacher's practical knowledge, Grimmett and MacKinnon (1992) also suggested that knowledge derived from practice can serve as "a framework" in teacher learning (p. 444).

Practical knowledge is influenced by the background knowledge of a teacher (Arıoğul, 2007) and develops through the accounts of one's learning-related, teaching-related, and general life experiences (Duffee & Aikenhead, 1992). Beyond technicality, practical knowledge is experiential; in that respect, practitioners reflect in action (Schön, 1983) to resolve classroom issues (Carter, 1990). Practical knowledge also empowers a teacher by crediting his/her power to take the initiative and by giving him/her space to create a style in teaching (Elbaz, 1983). Practical knowledge is conceptualized through direct examination and presented by two aspects: practicality that is extracted from routines in instruction resolving student needs and from the interaction that is originated within the environment (Elbaz, 1981).

Besides these descriptions concerning practical knowledge, Meijer et al. (1999) portrayed several features of practical knowledge after reviewing several studies such as Elbaz (1991), Brown et al. (1989), Grimmett and MacKinnon (1992), Clark and Peterson (1984), Calderhead and Robson (1991), Shulman (1986):

- practical knowledge is unique and personal,
- practical knowledge is bound to the context and the classroom situation,
- practical knowledge occurs and advances with teaching experience,
- practical knowledge is the guiding force of teaching practices,
- practical knowledge is primarily implicit, which means that teachers are not used to expressing it,
- practical knowledge is related to the taught subject (p. 60)

As a precursor in practical knowledge research, Elbaz (1981) revealed several of the above-mentioned characteristics in her study. This particular study illustrated an experienced high school English teacher, Sarah's practical knowledge, by describing a single case vividly. In this study, the traits of teacher knowledge were examined instead of the knowledge base (Carter, 1990). To make these traits meaningful, three components (rule, principle, image) were explored in Sarah's teaching. These three components carry some characteristics. The rule of practice is guided by methodical concerns, while the principle requires reflection. The image itself is an intuitive component guiding an action. For instance, Sarah had a principle of providing a risk-free and communicative classroom. In line with this principle, she kept the rule of allowing students to express themselves without facing criticism. The image of hers is to open a window to her students' thoughts and encourage them to keep their windows open to the world.

Elbaz's (1983) book on the same case provided some elaboration on Sarah's practical knowledge. The content of her practical knowledge was categorized as knowledge of herself (personal characteristics and goals), of her milieu (classrooms, relations to teachers and administrators, political concerns), of subject matter (as the body of knowledge, as skills, content, theories on teaching), of curriculum development (objectives, students' needs, relevant materials), and of instruction (teaching strategies, student needs, evaluation procedures). Similar to her article, three types of imagery were also explained in the book as rules of practice, practical principles, and images. In the book, rules of practice referred to the simply and basically defined accounts of actions and methods adopted in a specific situation which are generally lived out in teaching practices. Practical principles were described as a more comprehensive but less articulated term having the sense of a more deliberate purpose. Images were denoted as an umbrella term holding teachers' emotions, values, beliefs, needs and organizing experience, contextual elements, and theoretical knowledge. Moreover, five teaching orientations were introduced for the examination of practical knowledge: "orientation to situations, the personal orientation, the social orientation, the experiential orientation, and theoretical orientation" (p. 14). Practical knowledge is held and utilized for specific practical

needs and contexts (orientation to situations), within a teacher's unique perspectives (the personal orientation), in social conditions (the social orientation), to an experiential base (the experiential orientation), and with the theories that a teacher holds (theoretical orientation). Apart from orientations, cognitive style, which every teacher holds and uses in practical knowledge, showed Sarah's unified and coherent characteristics in teaching actions. Johnson (1984) pointed out two insights into educational practices elicited from this book: "the incredible complexity of human experience" and "practices being a contextually relative exercise of capacities for imaginatively ordering experience" (p. 467).

Meijer et al. (1999) conducted a study on practical knowledge to describe collective knowledge held by thirteen foreign language teachers for reading comprehension. As a first step, they categorized practical knowledge about teaching reading comprehension into six. These six categories were about content, student characteristics, student learning, curriculum, purposes, and instructional techniques. They also took the effects of six possible background variables into consideration in their study. These variables were previous education, the language of instruction, the school environment, years of experience, personal attributes, and quality of reflection. Through concept maps and interviews, these categories were analyzed, and three patterning groups were revealed. The first one was about how subject matter knowledge, student knowledge, and knowledge of student learning and understanding interact. Subject matter and student knowledge were revealed to be in balance with knowledge of student learning and understanding. The second one was about the curriculum. In addition to external elements, subject matter knowledge, student knowledge, and knowledge of learning and understanding were found to be influential in the selection of reading texts. The third one showed that background variables such as teachers' experiences, previous education, and reflection among colleagues were quite significant. Instead of a collective knowledge base, they established a typology with regard to teaching reading comprehension to adolescents whose ages ranged from 16 to 18. After these three patterning groups, practical knowledge was described with a focus on subject matter knowledge, student knowledge, and knowledge of student learning and understanding. The very same

study inspired Yu's (2011) study on personal practical knowledge held by thirteen teacher for reading comprehension in English. Grouping personal practical knowledge of teachers who taught reading comprehension to university students illustrated teachers in three orientations: subject-matter-, student-, and student-learning-oriented teachers. The same background variables were investigated and resulted in three patterns of personal practical knowledge as "student-centered teachers, authority-maintaining, and professional-growth teachers" (p. 50).

Practical knowledge has also been associated with teacher development in research studies. Through schematic charts and a written text on the use of these charts in teaching English as a second language, Cumming (1989) reported several representations on curriculum decision-making that thirty-seven pre-service ESL teachers held. Out of these representations, several suggestions for teacher development were made, and practical knowledge was discussed as a theme in this matter. However, practical knowledge was found to be far away from providing a joint ground for such development because of its personal traces. In Ruohotie-Lyhty's (2011) study, eleven novice teachers' discourse on language teaching was examined for their personal sense of teacher development and practical knowledge construction. In this study, their practical knowledge development was found to be idiosyncratic. Besides, how teachers conceptualize and perceive the environment was reported to be influential on their professional growth.

2.4. Personal Practical Knowledge

The contribution of Clandinin and Connelly to teacher cognition has been capturing the whole picture of teacher knowledge with the notion of personal practical knowledge (Borg, 2006). In contrast to the technician viewpoint, personal practical knowledge embraces teaching in holistic terms and allows for investigation over teachers' moral and affective concerns in classroom teaching (Borg, 2003). Their line of research was also found to be conducive to the tradition of practical research (Borg, 2006). Clandinin (1985/2013) saw Elbaz (1983) as her precursor and highlighted that the dialectical relationship between theory and practice was taken for granted. However, Clandinin and Connelly unified theory and practice with the

narrative unities of experience in contrast to Elbaz's conceptualization of teaching (Tsui, 2012).

Context and experience hold significance in shaping personal practical knowledge (Clandinin, 1992/2005). Experiential and theoretical aspects are united under the frame of personal practical knowledge. Tasks, theories, and skills are nourished by a teacher's personal and practical experiences, likewise "subsidiary awareness" where he/she is unconscious of these aspects in his/her action (Polanyi, 1958/2005, p. 57; Clandinin 1985/2013, p. 69). Image, rule, practical principle, personal philosophy, metaphor, narrative unity, and rhythm are seven essential concepts captured in personal practical knowledge (Connelly & Clandinin, 2000).

2.4.1. The Concepts in Personal Practical Knowledge

2.4.1.1. Narrative Unity

MacIntyre's (1981/2007) narrative unity is one of the concepts that personal practical knowledge finds meaning in. By seeing life as an adventure, MacIntyre conceptualized narrative unity of life linking birth to life and life to death. As life goes on with several encounters, this adventure finds its path through traditions. People construct a personal view on reality with respect to the social and cultural systems and make stories all along this adventure (Beattie, 2000; Mela, 2011). According to Mela (2011), the social development of people, these people's experiences in relation to their characteristics, and a historical-social continuum are inherent in the conception of narrative unity of life. The person resides in a particular historical-social continuum, while the ontological conditions governing him/her mesh with the collective base of this continuum. Hence, none can find their narrative unity without a glance at their historical-social background.

As one of the first studies conducted to reveal such historical-social background, Connelly and Clandinin's (1982) study captured a teacher's narrative unity, Phil, as the main participant. Phil, who was a school principal, immigrated with his family from Ireland to Canada in young ages and lived in Toronto Islands. This project revealed that Phil carries two persons in his life narrative: the boy attending an inner-city school from an island community and the principal in an

inner-city school as an island resident. Moreover, the threads of his narrative were connected by the cultural and historical narratives of his immigration to Toronto, several schools he worked for, and in general, the education system in Ontario (Connelly & Clandinin, 1984).

2.4.1.2. Images

Clandinin (1985/2013) describes personal practical knowledge as a concept deriving from the theoretical ground of developing a language for teaching practices. As a part of this development, images encompass the dialectic of practice and inquiry. Beyond their historical and up-to-present characteristics, images are unfolded into future actions. Images also find meaning in actions and personal knowledge (Clandinin, 1989) and illustrate the affective quality of personal knowledge (Clandinin & Connelly, 1987). Images, as implicit concepts, combine teachers' theoretical and experiential knowledge with school culture in its formulation (Elbaz, 1981) as they connect a teacher's personal and educational lives (Golombek, 2009). According to Johnson (1984), images do not carry any concept or proposition but are "embodied imaginative processes" (p. 467). There are also two similar terms to images: metaphors and gestalts. Metaphors are verbally articulated, less physical components of personal practical knowledge (Connelly et al., 1997), while gestalts are a personal composite of requirements, worries, values, understandings, preferences, emotions, and behavioral inclinations which lead a person unconsciously (Korthagen, 2001).

The variability in verbalizing and practicing images demonstrated that personal practical knowledge is not supposed to have clear verbalization or reasonable definition in order to be highly influential in the life of a teacher (Clandinin, 1985/2013). A teacher might verbalize her image by explaining her teaching without any actual classroom practice. Similarly, an image can be performed as a classroom practice without any verbal expression. Therefore, it is stated that "either form of expression may occur without the other" (Clandinin 1985/2013, p. 91).

Images which carry the aforementioned qualities were examined in Clandinin's (1983) doctoral dissertation. In this study, two primary teachers, Alieen and Stephanie, performed distinct images. Clandinin (1985/2013) showed how differently their images were manifested. Aileen displayed her image with a metaphor, "language is the key." This metaphor and her classroom practices, such as equating children's cognitive development with their language development, demonstrated the significance of language in her teaching (p. 89-90). On the other hand, instead of articulating her image, Stephanie mostly showed it as "classroom as home" in her classroom activities, in the established rapport with her students, in the routines of the classroom, and in devising curriculum (p. 90). Besides, Stephanie's "classroom as home" image reflected her personal practical knowledge in various aspects such as instructional processes, her style as a teacher and her character as a person, and in suitable subject matter selection (p. 77).

The image as a component of personal practical knowledge helps the interpretation of new circumstances. Moreover, new knowledge about one’s capabilities can be gained with an image. For instance, Stephanie’s image of “classroom as home” encouraged her to initiate planting practices in her school (p. 85). Subsequently, she realized her ability in growing plants. With the apprehension of the emotional and the moral dimensions of her teaching, this image found spirit. The image can be defined as a "moving force in practice" (p. 86). This image of Stephanie reflected on the classroom by baking and cooking, her personal money spent on the classroom, and the arrangements to initiate a cozy atmosphere. Her image showed how her personal life connected with her teaching life. Thus, the connection that the image allows us to observe was between Stephanie's personal life and her professional life (p. 80). In this study, it was found that the image of Stephanie was leavened by four areas of her experiential history: teaching experiences, teacher education-related experiences, out-of-school experiences, and previous school experiences.

Clandinin (1985/2013) pointed out that some images are portrayed as more powerful and assumed to contain "watershed" experience, whereas some are structured with a combination of various experiences after a while (p. 89). For

instance, Aileen's image of a child's face was revealed to have a watershed character. She interpreted the image as a twist in her teaching because she occasionally remembered the child's face when she tried to solve other students' problems. In addition to images with a watershed character, images could be articulated to explain teaching practices. This way of portraying an image also refers to the explanation of one's "personal theories." For example, Aileen used her image "language is the key" to justify her actions while discussing her instructional purposes (pp. 91-92).

Images have also been incorporated into the studies with pre-service teachers. Calderhead and Robson (1991) conducted a study with twelve prospective primary teachers to gather their conceptions on teaching, learning, and curriculum. Their images were manifested in their classroom practices and in the course where the study was taking place. For example, Harriet held an image of teaching based on a role model who was her secondary school teacher with an attention-grabbing style and tolerance. Anna established her image of teaching on the idea of rapport between a teacher and student. On the other hand, Steve had a negative image of teaching that he restrained himself from imitating. As seen, images could guide actions in many ways. Teachers might hold an image regarding an ideal teaching environment, and they could encourage his/her students to be active without any fear of failure under the guidance of his/her image about an emotionally supportive classroom, similar to Duffee and Aikenhead’s study (1992).

Every teacher could form an image with their background and experiences, as in the study of Tsui (2003). As four ESL teachers, one of them as an expert, participated in this study, these teachers' teaching expertise was analyzed for their developmental cycles. As having no previous formal teacher training, it was revealed that they brought their own images about how to be a teacher. These images were also accompanied by their perceptions about learning and teaching shaped by family backgrounds, lived experiences, and learning experiences. For instance, one novice teacher, Eva's knowledge in the field of sociology explicitly impacted her. She esteemed moral and social values and integrated them into her teaching. Caring for the idea of individual human beings, she asked for being challenged by her students and developed personal relationships with them. Beyond teaching English as

academic content, moral, political, social issues were infused into her teaching, which enabled Eva to set unique criteria for her teaching endeavors.

2.4.1.3. Cycles and Rhythms

Cycles and rhythms illustrate teachers' cultural and historical stories. Significant events and celebrations could be parts of these cycles and rhythms. In Connelly and Clandinin's (1984) study, crucial events exemplified as the Chinese New Year celebrations and traditional school holidays provided insights into cycles and rhythms embedded in personal narratives, and ultimately personal practical knowledge. In this study and several others, the same school, Bay Street School was the research setting and the teacher, Stephanie was the participant. Stephanie's image, "classroom as home", was penetrated during the enactment of these cycles of events and celebrations. The rhythm in a school year emerged out of these cycles of events and the celebrations contained minded practices of Stephanie. Stephanie integrated common Canadian celebrations such as Easter and Christmas into her teaching because students are accustomed to celebrating them in their home environments. Stephanie constructed the rhythms for her classroom after the cultural celebrations of an American Christian home. She adapted the rhythms of her culture as in Christmas, Thanksgiving, and Easter to her classroom rhythms. Moreover, she found a balance between her cultural and personal rhythms originated from American culture and her students' culture in Canada (Clandinin, 1985/2013). In this way, she contributed to her school's cultural calendar and relevant cycles of events (Clandinin & Connelly, 1986).

According to Clandinin (1985/2013), rhythms harmonize a teachers' actions personally and socially. In this study, rhythms of Stephanie's and her students were found to be accorded. Stephanie's personal and cultural rhythms about holidays of another country were accompanied with her students' expressing their own, which resulted in "a harmonious living out of the school year" (p. 83). The actions that she took during a school year presented her classroom as a home within a harmonized rhythm.

In another study, Connelly et al. (1997) compared novice and expert teachers in terms of cycles and rhythms. Expert teachers were found to be more prone to leave their imprints on teaching and to skillfully consider various teaching-related aspects. The first years in teaching were illustrated to be significant because novice teachers could deepen their understanding of teaching rhythmically by accumulating knowledge about how to teach and how to understand their classrooms (Clandinin & Connelly, 1986). Experienced teachers reconstruct their experiences yearly, which constitutes a cyclic repetition. This repetition allows teachers to understand their classes rhythmically (Clandinin, 1989) because cyclical experiences occur if the teacher has a historical understanding within the school context. One's narrative can only be experienced cyclically against this historical understanding (Clandinin & Connelly, 1986).

2.4.2. Personal Practical Knowledge and Narrative Inquiry

Personal practical knowledge on a conceptual basis was developed with the notions of Schwab on practicality (1971, 1983), Dewey on experience (1938), Polanyi on personal knowledge (1958), and the same intellectual resources created the phenomenon and the method of narrative inquiry (Xu and Connelly, 2009). Narrative inquiry as a phenomenon has two crucial components: professional knowledge landscapes and personal practical knowledge. Clandinin et al. (2009) explained that conceptualizing knowledge as being experiential, moral, emotional, and manifested in classroom actions created the idea of professional knowledge landscapes. Additionally, personal practical knowledge was regarded as social and personal in that there is a dialectical relationship between the personal dimension and social context. Ultimately, professional knowledge landscape was interpreted as a dialectical relationship between personal practical knowledge of a teacher and his/her social context and were devised to include sociality into teacher knowledge. In contrast to personal practical knowledge evolving with a person's insights, professional knowledge landscape is bound to a context (Connelly & Clandinin, 2000). Professional knowledge landscapes show the ways particular contexts manipulate personal practical knowledge and this knowledge's effects on these

contexts (Xu & Connelly, 2009). Professional knowledge landscape is also a term containing teachers' narrative unities, which store knowledge from past experiences, current mind and body, and future intentions (Ben-Peretz, 2011).

In narrative inquiry as a method, teachers should be thought as individuals who have feelings, moral and aesthetic concerns and develop interactions with many people in the wider context. In narrative inquiry, personal attributes are intertwined with social and environmental conditions. The environment determines social conditions, which can be interpreted through social, cultural, linguistic, and institutional narratives (Clandinin & Huber, 2010). Wider professional knowledge contexts are also emphasized for the effects that they have left on individuals' lives and undergone with this reciprocal relationship (Clandinin, 1992/2005). In the method of narrative inquiry, life was interpreted in three dimensions: temporal continuum (past-present-future), a personal-social continuum, and place (Xu & Connelly, 2009, p. 224). There have been numerous narrative inquiries done on distinct perspectives and topics such as teachers' experiences of culture in the curriculum (Chan, 2006), cross-cultural teaching (Schlein, 2010), immigrant students and multicultural education (Chan, 2010), students' experiences with culture and curriculum (Schlein & Chan, 2012), teacher retention (Schaefer & Clandinin, 2019).

Narrative inquiry aims to reveal a person's journey to be and to become by interpreting the person's lived and told stories (Clandinin & Huber, 2010). In human society, people tell stories about their actions, practices, and fictions. Stories enable these people to see their places in human society (McIntyre, 1981/2007). Teacher knowledge is perceived to be narrative as a phenomenon. Teachers' stories and stories dominant over professional knowledge landscapes are formed based on narration. These two-story types possess emotional, moral, and aesthetic characteristics (Connelly & Clandinin, 2000). Golombek and Johnson (2004) also assert that teacher narratives serve as a semiotic tool promoting teacher development and documenting a teacher's participation in social reality. Teacher knowledge, which is embraced with narratives of experience, links phenomena and permeate them with understanding. This understanding discloses the activities that a teacher participates in (Johnson, 2009).

2.4.3. Personal Practical Knowledge as a Framework

Personal practical knowledge has been employed in various research studies as a framework. In one of the earliest studies, Connelly and Clandinin (1984) examined the impacts of personal practical knowledge on school reform in a Canadian elementary school. The school as the focus of the study was scrutinized in relation to the people in charge of school policies. Race and language development-related policies were introduced in four volumes. To reveal major components influencing school- and classroom-related practices, the practices of the principal, teachers, and notably one teacher were observed. Accordingly, these activities were described in relation to personal practical knowledge of teaching faculty. Concepts such as image, narrative unity, ritual, and rhythm were captured throughout the interaction between researchers and staff. In addition to gathering insights into practice, the study has significance for the understanding of staff's opinions over school board policy and implementation techniques.

Clandinin (1989) examined one novice teacher, Stewart's personal practical knowledge in his first year in kindergarten teaching. Stewart's prior experience was combined with the contextual influences since personal practical knowledge is a sort of knowledge "carved out of and shaped by situations" (p. 122). Stewart's image evolved from two realms of a lifetime: personal-private and educational-professional. Besides, his emotional and moral understandings united the experiential dimension under this image. Extracted from the interviews and journal entries, the image of Stewart, "teaching as relating to children," reflected many aspects of his personal practical knowledge about instructional processes, himself, or subject matter (p. 126). His image, "teaching as relating to children," had also conflicts with the cycles of the school. This conflict, nevertheless, led him to foster rhythmic knowledge in his teaching. Stewart constructed a rhythm in his interaction with students and in the cycles of unit planning.

Johnson (1989) points out that personal practical knowledge encompasses worldly understanding, which has an impact on the classroom experience and student-teacher interactions. He proposed an analogy between linguistic aspects and personal practical knowledge illustrated in four layers: syntax, semantics,

pragmatics, and grammar. Personal practical knowledge consists of repetitive forms of experience in its syntax. Interpreted by its semantics, these experiences are knowingly or unknowingly worthwhile. Taking actions in a certain way to reach one's goals indicates pragmatics of personal practical knowledge. Grammar highlights practice and the expression of personal practical knowledge in the context of practice. Johnson's conceptualization of grammar is also inspired by Yinger's (1987) "a language of practice" metaphor indicating the concept of learning how to teach beyond technical education (p. 296). As Johnson (1989) said, personal practical knowledge provides profound awareness and plentiful clarifications out of teachers' life narratives, and if embodied, it enables researchers to see the way that a teacher's world of experiences and insights take part in the circumstances of a school environment.

Connelly et al. (1997) delved into a story of a Chinese teacher and teacher educator that taught in China after a graduate study in Canada. Her image, rules, principles, personal philosophy, metaphor, cycles, rhythms, and narrative unity were explained by giving detailed descriptions (See Table 2).

Table 2

Shiao's Personal Practical Knowledge

IMAGE - Tension	Modern China versus historical China Western educational philosophy versus modern Chinese education Generational tensions between the educational authorities and her students
RULE	Listening carefully to students
PRINCIPLE	Keeping education meaningful for students
PERSONAL PHILOSOPHY	Experientially oriented philosophy
METAPHOR	Push-pull metaphor/ Pushed and pulled by societal perceptions
CYCLES	Cycles of household-related, parenting, teaching activities, etc.

Table 2 (continued)

RHYTHM	The flow connected to the cycles of her daily living and life cycles such as education, work life
NARRATIVE UNITY	Multiple threads of her life, such as personal, educational, parenting, teaching, social, and cultural threads

Note. Adapted from "Teachers' personal practical knowledge on the professional knowledge landscape" by F. M. Connelly, D. J. Clandinin & M. F. He, 1997, *Teaching and Teacher Education, 13*(7), p.670-671, Copyright 1997 by Elsevier.

In Golombek's (1998) study, how personal practical knowledge of two in-service ESL teachers informed their practice in a demanding classroom was revealed with two findings: the retrieval of relevant experiences for reconstruction and physical attempts to put them into action. By utilizing several data collection tools such as class observations, interviews, stimulus recall reports, it was demonstrated that the narrative reformation of their experiences in various modes enabled them to interpret the outcomes of their experiences, thereby embracing their personal practical knowledge affectively and morally. For instance, one of the participant teachers, Jenny, had an image of "balance" to make sense of the objectives about fluency and accuracy in her classroom (p. 453). Jenny was unsure of how often she should correct students' mistakes, which created tension. Because of her traumatic language learning experience, she was sensitive in this matter. After considering the possible repercussions of hyper-correction, she found the solution in having a balance between accuracy and fluency, which had her personal practical knowledge embodied. The other participant teacher, Sonya, showed her personal practical knowledge in relation to her experiences as a learner and an individual outside the teaching spheres. Sonya's image of "scaffold" determined her attitudes and practices (p. 456). She maintained a belief where scaffolding was her responsibility to provide a foundation for her students. However, contextual factors, syllabus requirements, and time limitations contradicted her image. Jenny's giving voice to her students, and Sonya's respecting her students by scaffolding demonstrated the emotional, moral, and consequential nature of their personal practical knowledge.

Beyond analyzing the interactive decisions of these teachers, Golombek (1998) introduced a new categorization for the components of personal practical knowledge as knowledge of self, subject matter, instruction, and context. Knowledge of self is the roles or identities which teachers assume by reconstructing their experiences. Knowledge of subject matter includes all the interactions with the discipline that a teacher can have, such as readings, lectures, undergraduate training, and other related experiences, which were refined with personal interpretations to deepen their understandings of second language learning and teaching. Knowledge of instruction refers to the pedagogical knowledge which the teachers utilize in classroom practices and in the sense-making of their teaching styles. The embodiment of this knowledge in teaching contexts might be realized with different elements, such as the role between teachers and students, the role of setting in language learning, the function of lesson plans, the goals of tasks, evaluative processes concerning tasks and students, interaction patterns with students, and assessment procedures. Knowledge of contexts encompasses the institution and socio-political surroundings containing the time, place, and relevant actors.

In another study, Tsang (2004) examined interactive decision making of three pre-service non-native English teachers in relation to teachers' personal practical knowledge which was operationalized as teaching maxims. Teaching autobiographies were utilized to decipher teachers' personal practical knowledge. With different data collection tools such as interviews, observation, video-based method, lesson plans, journals, it was revealed that personal practical knowledge can be applied with new interpretations of the maxims or a fresh look to the old ones. Some components of personal practical knowledge could also be competing with each other, and because of certain classroom variables, access to personal practical knowledge might be conditional during interactive decision-making. Moreover, the access to personal practical knowledge was found to be limited during the class hours, while post-active decisions were found to be informed by this knowledge. It was concluded that post-active decisions polish future lesson planning and future online teaching, and a delay in accessibility to personal practical knowledge assists the evaluation of new teaching maxims. Overall, three findings of personal practical

knowledge were divided into three sections: having competitive and conditional features; being fluid and developing source; informing decisions made subsequent to teaching (p. 172). Tsang (2004) contributed that modeling a favorite teacher is one aspect borrowed from experiential history. Personal practical knowledge expresses the traces gathered from teachers met and teaching approaches experienced; meanwhile, teaching philosophy expresses one's personal practical knowledge.

In Morton and Gray's (2010) study, the role of "lesson planning conferences" between a teacher educator and prospective teachers in a TESOL certificate course was investigated with a discursive approach to reveal whether they could effectively construct personal practical knowledge. Their negotiation on being a part of the English teaching community took place while the teacher educator and prospective teachers made sense of lesson plans with discursive practices, including evaluation, imagined classroom events, directives, offered actions, and teaching principles. Despite the fact that teacher educators found more access to their personal practical knowledge, it was found that prospective teachers could obtain a repertoire with co-created meaning and agency.

Despite the common Western views concerning teacher knowledge, Sun (2012) demonstrated an Eastern view with a case study about an immigrant Chinese language teacher's personal practical knowledge in a New Zealander secondary school. The study aimed to examine how much an immigrant's identity and Chinese educational tradition, such as Confucian-heritage culture, influenced her personal practical knowledge and teaching practices. Upon the examination, the knowledge and identity were found to be intertwined. The dimensions of her personal practical knowledge are revealed as "being accepted by students for winning their trust," "building qi-field for managing the classroom," and "going smoothly for teaching practice" (pp. 763-764). Her personal practical knowledge was greatly embodied with Chinese educational tradition, especially with the conception of the virtuoso teacher in the Confucian-heritage culture. This Chinese immigrant teacher’s identity and cultural background made a serious impact on her personal practical knowledge and her teaching practice.

Ross and Chan (2016) delineated personal practical knowledge for its significance in teacher education. Its significance was exemplified with four approaches. The first one is that personal practical knowledge presents an understanding of teachers' curricular decisions. Teachers could see the role of their experiences in classroom decisions and curriculum practices, thus deepen their insights into their professional identity. The second approach is that personal practical knowledge provides clarification on different practices within settings which impose routinized and standardized flow of instruction. Besides breaking the chains of conformity imposed by the settings, personal practical knowledge legitimizes the image of a knowledgeable teacher who makes decisions in the classroom-related circumstances. Thirdly, personal practical knowledge embraces all the teaching-related components in a balanced manner. As the fourth and the last one, teachers can recognize the marks of their experiences in their classroom, in that they can appreciate students' experiences. This approach allows teachers and students to relate their diverse viewpoints to classrooms and school communities. Ross and Chan also (2016) asserted that teacher educators hold personal practical knowledge. To be aware of their own and understand student teachers' personal practical knowledge provide teacher educators a way to address differences in perspectives.

Across intercultural arena of teacher education, personal practical knowledge has been employed for professional development purposes of pre-service and in-service teachers and the sense-making of teacher educators' lives and work. In a teacher education related study, teachers' personal practical knowledge was analyzed with regard to a teacher preparation course, TESOL. Ellis (2016) renamed personal practical knowledge for her study as "insights" (p. 215). As the meeting point for knowledge, beliefs, and experience, insights emerge from the personal experience and provide different perspectives through various realities. It was revealed that two individuals trained in a TESOL course could develop different relationships with the theoretical knowledge due to their distinct insights.

Huang (2017) conducted a study about teacher learning and professional learning community through cross-cultural collaboration. Through a project in which Canadian and Chinese schools were paired as sister schools, it was reported that the

collaboration between Canadian and Chinese teachers in this international network enabled participant teachers to reformulate their personal practical knowledge through comparison of pedagogical differences between the education systems. In another international collaboration, an experienced teacher and a beginner teacher came together for a reflection-based study. In the study of Kumagai and Black (2018), a beginner teacher observed lessons of an experienced professor in a university setting. Both participants also reflected on the teaching philosophy of the experienced professor. It was found out that personal practical knowledge makes teaching philosophies and teaching practices compatible through mediation.

In Swart et al.'s (2018) study, teacher educators' personal practical knowledge was examined to enhance their understanding of language use in classrooms to communicate effectively with students and was named as personal practical knowledge of language. With the focus group interviews, four sub-topics were aimed to be investigated, such as inspiring experiences that happened in the classroom, personal language awareness, the perceived meaning and relevance of personal practical knowledge, and favored choices for improving this knowledge. Two instances of language use embedded in personal practical knowledge were found out as "language-sensitive and interpersonally oriented" and "language-focused and pedagogically oriented" (p. 177). The mentioned understanding was evaluated as a way to ease the process of constructing a professional practical knowledge base of language for classroom communication.

Furthermore, the meaning, relevance, and improvement of personal practical knowledge of language were examined by individual frequencies that occurred in the focus group. For the meaning of personal practical knowledge of language, the participants gave responses as "insight and reflection, professional development, and learning by teaching." For the relevance of personal practical knowledge of language, the most frequent responses were "interaction with students, developing both learning and language, being attentive to language during teaching." For improvement of personal practical knowledge of language, their top three responses were "time availability, interactive practice with colleagues, professional development" (pp. 170-171). Language-oriented knowledge of teacher educators

also combined two prominent elements: reasoning and communication. Reasoning and communication were connected in this knowledge when student learning was the concern. In line with the previous studies (e.g., Tsang, 2004), past experiences were found to be more dominant in the insights about personal practical knowledge. Current awareness and future motives were presented as less relevant to the personal knowledge of language (Swart et al., 2018).

Thomas et al. (2018) analyzed the pedagogical practice of three teachers from the famous Harry Potter series with the narratives from the books. The personal practical knowledge of these three teachers, Remus Lupin, Rubeus Hagrid, and Severus Snape, was highlighted in relation to their curriculum implementations. The aim of the study was to emphasize the significance of narrative perspective and setting in order to assess and evaluate the pedagogical practice of teachers. During the study, oral histories, memories, and conversations were utilized. The images, metaphors, and rules by which these three characters construct meaning as teachers at Hogwarts School of Wizardry and Witchcraft were revealed. By making an analogy with a famous Western film, the characters were named as the good (Lupin), the bad (Hagrid), and the ugly (Snape). We can witness different traces of personal practical knowledge in these three teachers. Lupin possesses a democratic pedagogy with an inclusive language to encourage his students for risk-taking. Hagrid is stuck between the expected curricular aims and the irrelevant teaching practices that he devises. Snape, who attains a "language practice" with a revision- and experience-based pedagogy, discloses his true character as a person and as an educator at the end of the series with current experiences and flashbacks to his personal history (p. 191). In this study, personal practical knowledge is embodied with teachers' perspectives and the setting where their personal and professional histories and identities find meaning. In addition to the depiction and appraisal of three fictional teachers at Hogwarts, it was suggested that real-life teachers can also be portrayed and evaluated with the narrative construction of their knowledge within a pedagogical and historical setting. By serving narrative perspective and context, this knowledge can facilitate the evaluation of pedagogical practices and curriculum implementation.

According to Hung (2020), disputed public issues as a curricular aspect improves students' skills and prepares them for egalitarian participation. In her case study, she examined the role of personal practical knowledge in teaching immigration to students as a disputed public issue. How the issue of immigration influences curricular, instructional decision-making for elementary school classrooms was also analyzed. Through narrative interviews and documents, the curriculum and instruction-related decisions of three elementary school teachers were revealed. These teachers utilized their personal practical knowledge to make adaptations with the help of their choice of curriculum, the preparation of an assignment, and the creation of dialogue over conflicts. As a concept, personal practical knowledge merges experiences that emerged from teachers' practices and daily lives. In the same vein, these teachers' decisions emphasized the relation between the professional and the personal. The data demonstrated that personal practical knowledge is not only restricted to personal beliefs and stories but also entails personal life experiences.

CHAPTER 3

METHODOLOGY

3.0. Presentation

This chapter explains the methodology of this research in relation to qualitative research, case study, research setting, and participants. Each step of data collection and analysis is illustrated thoroughly. Moreover, the ways adopted for validity and reliability are emphasized in this chapter.

3.1. Qualitative Research

Qualitative research offers various opportunities for a researcher to find a presence in the world. As Denzin and Lincoln (2018) described, qualitative research provides unique ways to makes sense of this world:

> Qualitative research is a situated activity that locates the observer in the world. Qualitative research consists of a set of interpretive, material practices that make the world visible. These practices transform the world. They turn the world into a series of representations, including field notes, interviews, conversations, photographs, recordings, and memos to the self. At this level, qualitative research involves an interpretive, naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of or interpret phenomena in terms of the meanings people bring to them (p. 43).

Qualitative research holds several strengths which enhance our understanding of this world (Miles et al., 2014). Firstly, qualitative research accentuates an insider perspective to understand a phenomenon or an activity (Lapan et al., 2012). With "local groundedness," it enables researchers to enter the natural context where "the real life" itself is situated (Miles et al., 2014, p. 30). In this real-life representation, participants' perspectives, lived experiences, and stories are highly valued (Tracy, 2013).

Secondly, the social world or contexts are found to be very connected to the participants' lives in qualitative research (Lapan et al., 2012; Miles et al., 2014). As being context- and time-bounded, it demonstrates the unique and prevailing characteristics of a phenomenon or an activity (Miles et al., 2014; Stake, 1995). Thirdly, various data collection methods are integrated into a qualitative research study (Yin, 2011). In this way, rich and holistic representations provide clarity (Stake, 1995; Tracy, 2013), while flexibility in the process gives opportunities to make adjustments (Lapan et al., 2012; Miles et al., 2014). Although the possibilities in making interpretations are diverse, qualitative research demonstrates the ones which are "theoretically compelling, morally significant, or practically important than others" (Tracy, 2013, p. 5).

3.2. Case Study

Case study research is one of the methods that originated within qualitative research tradition. A specific case is put into the center of research in this method. The case could be a person, a group, an organization, a program, or a relationship (Creswell, 2013; Yin, 2009). The first requirement for a case study to make sense of the specific case, not the other cases. In case study, generalizability is not applicable, and to represent individuals or sites comparatively doesn't establish a goal in itself (Saldaña, 2011; Stake, 1995). The most favored characteristic of case study is that a researcher is allowed to have an in-depth analysis (Saldaña, 2011). Through various data collection tools such as observation, interviews, in-depth knowledge of the case is attained (Creswell, 2013).

Case study enables researchers to uncover holistic and worthwhile features of real-life situations (Yin, 2009). The cases could have variety in terms of participants' experiences, and perspectives; therefore, a particular theme is unlikely to depict all the diversity (Saldaña, 2011). Instead, each case strives to reach out to multiple themes peculiar to itself after a thorough description (Creswell, 2013). These themes could be revealed in different case study designs because the goal of case study determines its design. Several of these designs are *intrinsic/instrumental*

(Stake, 1995), *descriptive /explanatory/exploratory* (Yin, 2018), *single/multiple cases* (Creswell, 2013).

Intrinsic case studies aim to reveal a unique case, whereas in instrumental case study, the case is chosen to interpret a matter, to understand a problem, or to grasp an overall insight (Creswell, 2013; Stake, 1995). A case study can also illustrate a phenomenon (descriptive), a process and connected reasons (explanatory), or a direction for further research (exploratory) (Yin, 2018). A single case or multiple cases could be selected to examine a phenomenon or an activity. In the single or multiple case study design, a case might be analyzed in its entirety or with its embedded units. Case study also describes the case within a system bounded by time and place (Creswell, 2013). The units of the case and the focus of analysis are connected to this bounded system. By specifying these components, rich and thorough case descriptions are generated (Moore et al., 2012).

3.2.1. The Case Representation

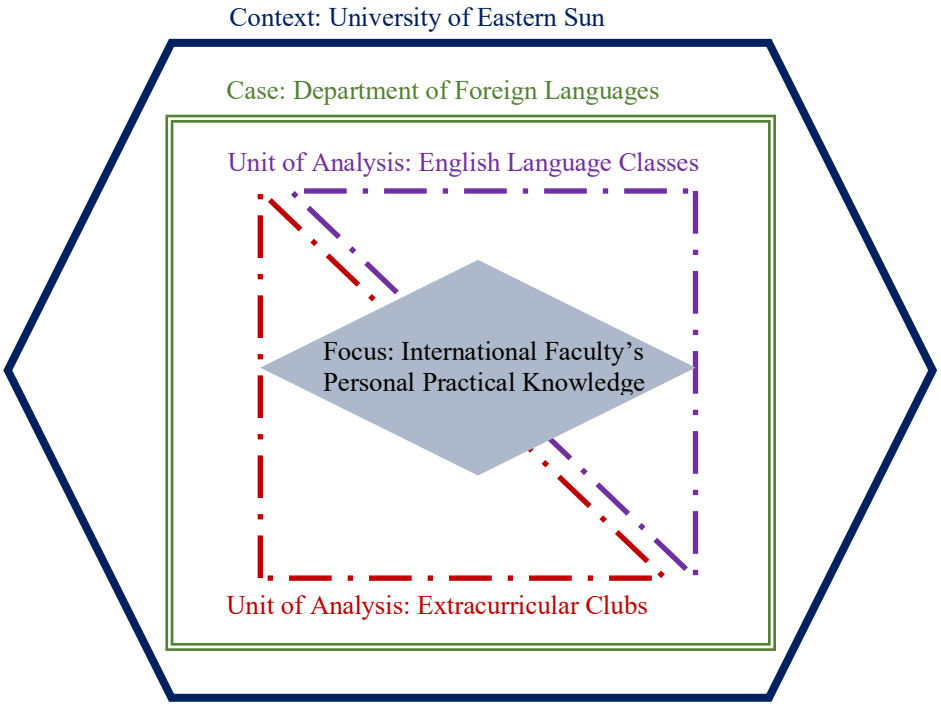
Case study design has been preferred in the research of personal practical knowledge. In Clandinin's (1986) introduction of personal practical knowledge as a construct, vivid case studies illustrated teachers' classroom practices which were rendered holistically after a certain time (Golombek, 2009). Similarly, a case study design is employed in this research study for the examination of personal practical knowledge.

In this thesis study, the research context was the University of Eastern Sun[1], a foundation university in Turkey. This case is within a bounded system including time and place, in that it is bound to an academic semester, the fall term of 2020-2021, and to a foreign language department. Department of Foreign Languages consists of two units of analysis, English language classes, and extracurricular clubs. The focus in this bounded system, international faculty, comprises five international instructors. With all these components, this single embedded instrumental case study aims to reveal the international faculty's personal practical knowledge within the boundaries of the department in the fall term as seen in Figure 6.

[1] Pseudonym is used for the mentioned foundation university.

Figure 6

Single Embedded Instrumental Case Study Design



3.3. Research Setting

In the research setting, there are three levels: the university as the context, the department as the case, and the classes and clubs as the units to be explained in the following.

3.3.1. The University

The University of Eastern Sun was founded at the beginning of the millennium as a foundation university in Turkey after the attempts of a renowned foundation. This foundation is an extension of a union aiming to develop commerce and industrialization in Turkey. The University of Eastern Sun, which admitted its first students in 2004 as a foundation university, has a mission of educating a qualified workforce to be accommodated in the business world and doing research to contribute to the economic and social development in Turkey. This university's vision is to become a pioneer university by promoting technological and productive

advancements for the future. In the same vein, entrepreneurship holds great importance in its vision. To enhance entrepreneurship and give opportunities to young entrepreneurs for their start-up or business ideas, a special organization was established in the campus of Eastern Sun.

One of its official goals is also to increase its national and international recognition. In the last ten years, the University of Eastern Sun has been recognized on the national and international scales. For example, a research organization in Turkey announced Eastern Sun to be among the first ten private universities ranked with nine evaluation criteria. In an international ranking for millennium universities, Eastern Sun was chosen among the first fifty millennium universities in the world after the evaluation with thirteen performance indicators.

In this university, there are three terms, and the obligatory summer terms are reserved for internship opportunities. In these summer terms, foreign academic or internship experiences are promoted and provided to students. There are no 100% English medium programs, but except for two programs which are Turkish Language and Literature and Visual Communication Design, 30% of the curriculum is conducted in English. There are six faculties functioning with several departments, and in 2020, these faculties admitted 1018 students in total (See Table 3). There are also full, and partial scholarship opportunities for these students enrolled.

Table 3

Overall Information about Student Enrollments in 2020

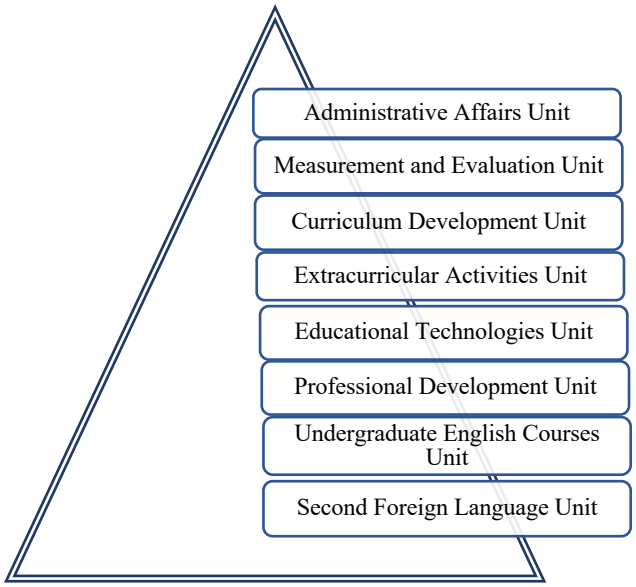
Faculty	Students Enrolled in 2020
Faculty of Arts and Sciences	126
Faculty of Economics and Administrative Sciences	154
Faculty of Architecture and Design	167
Faculty of Medicine	43
Faculty of Engineering	425
Faculty of Law	103

3.3.2. Department of Foreign Languages

Department of Foreign Languages is the first place that students visit for their studies. As operating in a separate building, three programs are offered to the students in this department. These three programs are run as English Preparatory Program, English Language Program for Undergraduate Students, and Second Foreign Language Program. There are eight units in this department as seen in Figure 7.

Figure 7

The Units in the Department of Foreign Languages



Preparatory Program aims to enable students to comprehend, communicate in colloquial and academic English, and become fluent speakers of English. In this program, two general examinations are held. The first one is the proficiency exam prepared by the department. The second one is the standardized English test. In both exams, there are three sections: listening comprehension, grammar and vocabulary, and reading comprehension. Newly admitted students first take the proficiency exam. If students succeed, they can sit for the standardized English test. On the condition that a mark above the benchmark score of 500 is obtained, they can progress in the first-year undergraduate courses in their faculties. Otherwise, they are supposed to start preparatory English classes, and the English preparatory program becomes obligatory for them. With the results of the proficiency exam, they are divided into

levels and classes. There are five levels ranging from beginner to intermediate. There are also two more levels which are upper intermediate and repeat levels. Upper intermediate level consists of students enrolled in the Department of English Language and Literature, whereas at the repeat level, students are trained further in English after not passing the standardized English test. During a term, lessons on grammar, four English skills, and standardized English test preparation are conducted. Students are required to take several exams, quizzes before sitting for the standardized English exam at the end of the term, which enables them to start their undergraduate studies. The whole number of students starting the preparatory program was 848 in the fall term of 2020-2021. The distribution of students who started the English preparatory program in the fall term is shown by level in Table 4.

Table 4

The Distribution of Students by Level in 2020-2021 Fall Term

Level	The Number of Students
Beginner Level	225
Elementary Level	221
Pre-Intermediate Level	157
Intermediate Leve	158
Upper-Intermediate Level	10
Repeat Level	77

In English Language Program for Undergraduate Students, there are four must courses to be completed. These courses (ELP01, ELP02, ELP03, and ELP04)[2] are structured in a requisite order. To finish this program, students are supposed to complete all these four courses successfully in their respective order. ELP01 and ELP02 have a curriculum based on preparation for standardized tests such as *TOEFL*. While the instruction in ELP03 is done on academic writing skills, ELP04 prepares students to make effective presentations.

The third program, Second Foreign Language Program, offers several foreign language courses. These foreign languages are German, Russian, French, Japanese,

[2] Pseudonyms are used for the Undergraduate English Courses

Arabic, Chinese, Italian, and Spanish. Undergraduate students can take any of these courses in their studies to be competent in another foreign language.

Three terms last thirteen weeks in the mentioned programs. The pandemic caused the summer term of 2019-2020 and the fall term of 2020-2021 to continue online; thus, the same programs have been run with some changes in curriculum and lesson distribution. In the fall term in which the current study was undertaken, there were 42 full-time and 17 part-time instructors working in the department.

3.3.3. Extracurricular Clubs

Extracurricular Clubs are run by the Extracurricular Activities Unit in the department. Extracurricular Activities Unit is basically responsible for four arrangements in the department:

- ◊ Organizing and conducting the international standardized tests
- ◊ Being the Erasmus coordinator for the Department of Foreign Languages
- ◊ Establishing international partnerships with the universities
- ◊ Coordinating extracurricular activities and correspondences for teaching assistants

The unit is managed voluntarily by a full-time instructor. This instructor, namely the extracurricular activities coordinator, undertakes all the mentioned responsibilities.

Extracurricular activities are valued highly in the department. In recent years, the department was also granted an award for a project on extracurricular activities by the European Commission. The objective of this project was to provide opportunities to students to learn English by enjoying extracurricular activities. It was planned by three full-time instructors and undertaken by American teaching assistants to create an atmosphere as if English was taught in an English-speaking country.

Every semester, the unit organizes extracurricular clubs. These clubs are run by international instructors and international teaching assistants. International instructors have organized most of these clubs for the last two years though the main responsibility of organizing these extracurricular activities is upon teaching assistants. International teaching assistants, as native students coming from

universities abroad, have their internships in the Department of Foreign Languages as a requirement of the cooperative education programs at their home universities. For the last two years, teaching assistants have conducted conversation lessons. These lessons have been obligatory whereas attending the clubs is voluntary. Therefore, the clubs are introduced to the newcomers to tempt their attention at the beginning of each semester. During this introduction, a slideshow is shown to give necessary information about the available clubs, and students are also encouraged to offer their ideas in the club-making. Clubs are done every week and can last for thirteen weeks as long as students participate. Under the current coordinator's management, there have been many clubs organized in the last three years (See Table 5). The variety of clubs was lessened in the summer term of 2019-2020 because of the pandemic. In the fall term of 2020-2021, the clubs done by international instructors have been postponed and replaced by Conversation Club organized by international teaching assistants. Concerning clubs of the fall term, international instructors only held a few sessions to provide a model to international teaching assistants.

Table 5

Clubs Organized in the Last Three Years

2018-2019	**2019-2020 (Fall & Spring)**	**2020 (Summer)**
Chess Club	Conversation Club	Board Games Club
Drama Club	Drama Club	English Friends Club
Debate Club	English Friends Club	Online Conversation Club
Documentary Club	Foodie Club	Video Games Club
English Friends Club	Games Club	
Grammar Club	Grammar Club	
Prep Times	Music Club	
Short Story Club	Rhythm Club	
Story Club	Story Club	
Travel Club	Masters Club	
Vocabulary Games Club	TV Series Club	
	Vocabulary Club	

3.3.3.1. Activity Systems

English Friends Club is an extracurricular club organized for three years by the instructors from North America at the department. This club has aimed to make students practice conversation, bridge cultures, and help students learn and appreciate English-speaking culture, especially American culture. Due to a tension caused by the pandemic, English Friends Club was temporarily ceased in the fall term. All through the term, only Conversation Club, which was obligatory for beginner and elementary level students, was held by international teaching assistants.

3.4. Participants

3.4.1. International Faculty

Five instructors working in the English Preparatory Program of the Department of Foreign Languages have constituted International Faculty of this study. By criterion sampling that is a commonly applied strategy under purposeful sampling, the participants were chosen to "meet some predetermined criterion of importance" (Patton, 2002, p. 238). The important criteria were to be international faculty member and work in the preparatory program of this current department.

3.4.1.1. Susan

Susan is an instructor who is from Blackpool, Lancashire, the United Kingdom. At the time of the study, she was 61 years old. She has been teaching English in Turkish contexts for around 23 years. However, her initial career trajectory was different. She had an undergraduate degree in Biochemistry in the first place, and in her youth, she took a secretarial course in England. She did a secretarial job in England for a while. When she and her husband returned to Turkey, there were two options for her to work. The first one was to work for a laboratory, and the second one to work at a corporation. When she first came to Turkey, she chose to work in an automobile corporation, and at the same time, she taught English part-time, which continued for a couple of years. In the corporation, she worked for the sales department. She also had a job in corresponding banking. While working in the banking sector, she earned her master's degree in Economics. After this corporation-based job, her career choice shifted to the teaching profession. Firstly, she taught

Economics at a private university in Northern Cyprus for two years after earning her master's degree in Economics. Later, she made a minor change in her teaching career and started to teach English and obtained her second master's degree. This degree was in English Language Teaching from a state university in central Turkey. She taught English as a native speaker in the Preparatory School of a state university for 13 years and retired from this state university. Nevertheless, she continued working in the English teaching field. In a private primary school, she worked in kindergarten for three and a half years. She has been working at the University of Eastern Sun for six years. In addition to being an instructor, she has also been working as an examiner and a proofreader. Susan has been an examiner in the assessment of a standardized English exam organized by a global English institution. In the current department and national testing services, she has taken the responsibility of proofreading the examinations. Currently, she has been working in the English Preparatory Program; as of the last semester, she has been in the English Language Program for Undergraduate Students. As a native speaker, this international instructor mostly conducts her lessons in listening, speaking, and reading.

3.4.1.2. Ruth

Ruth is an Asian-American instructor from Boise, the state of Idaho, the United States of America. When the study was conducted, she was 60 years old. She has been teaching abroad for nine years. Apart from the University of Eastern Sun, she worked at an International School in China for one year and in a private school in Turkey for three years. Similar to Susan, her career started in another work field. She had an undergraduate education in mathematics and a certificate in computer science. She worked in a high-tech company for 18 years in different roles, the last one being a software test engineer. In the summer of 2012, she worked on her certificate in Teaching English as Second Language in Seattle. She did her practicum at an English for Academic Purposes program at the University of Washington. In this practicum, she was a volunteer assistant who was an extra conversation partner for academic speaking purposes. After Seattle, she came to Turkey because of a network connection. She worked in the K-9 program of a private school in an Eastern

city and taught speaking skills. After three years in this school, she wanted to have another experience; thus, she went to a school in China. She worked in the Intensive English Program of an International School to get students' English skills to increase so that they can take part in academic work. The International School was in Southwest China, Sichuan, and the city was Chengdu which is famous for its pandas and relaxed lifestyle. After a one-year-long experience in China, she wanted to work with university students; therefore, she came back to Turkey to work at Eastern Sun. She has been working in the Preparatory English Program, and it is her fifth year at Eastern Sun. In private school, she mainly taught speaking. In the International School, she conducted her lessons on integrated skills with reading, writing, speaking, listening, and it was content-based instruction, such as Social Studies. She trained learners at the elementary level, but at Eastern Sun, she mostly instructed in pre-intermediate and intermediate classes. She has also acquired many tutoring experiences. She tutored in English as a Second Language for a Chinese graduate student while working at a university in her hometown. She has done Conversation Clubs and private tutoring in Turkey. Ruth is currently writing her thesis for a practice-based master's program in English teaching.

3.4.1.3. Daisy

Daisy is an instructor from Chicago, the state of Illinois, the United States of America. At the time of the study, she was 30 years old. She has a sister, Isabel, working at the University of Eastern Sun as well. She has been teaching for the past seven years in the ESL/EFL field. Her undergraduate degree was in English and was called Secondary English Education. While studying, she worked in public school systems in the state of Illinois, America. She worked in middle schools and high schools for about two years as an observer and as a part-time assistant. Before she went to graduate school to study for TESOL, she also conducted a community-based conversation class with her sister. Daisy obtained her master's degree in TESOL from an American university in the South of the States. As she was studying English Language Teaching in the Linguistics Department, she was teaching part-time at an Intensive English Program in Illinois for two years. When she finished her master's

degree, she started looking for jobs, and found a job in Turkey, and moved here. She has been working at Eastern Sun for six years. Her instruction has been mostly in intermediate to advanced levels in Turkey, but she has taught some beginner classes in America. She co-taught that beginner class which was a grammar class. She co-taught it with one Iraqi co-teacher because he spoke Arabic with the students who are mostly Saudi Arabian, and she spoke English with them. In Turkey, her classes have mostly been with a younger demographic of students, while in the United States, it was a bigger range with people in their 40s, 50s, or some who were younger. She usually teaches listening and speaking and sometimes reading and writing, and some lessons on the standardized English test. She also does some private tutoring on an online platform which is mostly on conversational speech.

3.4.1.4. Isabel

Isabel is an instructor whose hometown is Chicago, the state of Illinois, the United States of America. She was 30 years old while the study was carried out. She has been working as an English teacher for almost seven years, but professionally for six years. In the first place, she did not study teaching. She studied Social Work, Social Services in her bachelor's degree. Teaching started as a hobby for her. She began exploring the field of English teaching with the conversation partners at her university in America since the university had a lot of international students. The first few conversation partners she had were mostly Chinese students. In her bachelor's degree, she had an internship as a social worker. For six months, she worked as a case manager and, at the same time, taught English. With her sister Daisy, they also started teaching some community ESL classes at their university, in which they had mostly Asian students. She earned her master's in TESOL at an American university in the South of the States. While doing her master's, she worked at her university's Intensive English Program. There she had students mostly from Arab countries, Brazil, and Asia. She taught in this program for about two years part-time and one summer as full-time. Afterwards, she came to Turkey. She has been teaching in this English preparatory program for five years. Back in the States, she had some beginner students. However, in Turkey, she has mostly had intermediate or lower advanced students. The majority of the classes she has taught have been listening and

speaking. Other than that, she has also taught some reading and writing courses. She has not had a class that focused on grammar.

3.4.1.5. Matthew

Matthew is an international instructor who is 27 years old. He is from Indianapolis, the state of Indiana, the United States of America. He also shifted to the teaching profession after studying in another field. He studied Business, specifically Logistics, in his bachelor's degree. In the business sector, he worked shortly during college. He worked at the warehouse that did reverse logistics for Amazon. Upon the recommendation of his friend, he started CELTA in a hybrid program which was conducted half online half in person. He taught classes every day for two weeks in this program. After graduating, he obtained his CELTA from Teaching House in Chicago and a year or two after that, a TESOL diploma. His experience in teaching has been primarily at the University of Eastern Sun. He did not have any teaching experience before that, except the CELTA program. At Eastern Sun, he did a year as an intern. As an intern, he would plan some speaking, some lessons designed around maximizing time for students to produce speaking every week. During the same trimesters, he ran some extracurricular clubs with the similar goals. These goals were giving students lots of speaking practice and opportunities to become more proficient and comfortable in using English. The internship year was a trial period for the department to see him in the classroom, how he engaged with the students, how he led conversation classes. There was a long trial period which was a period for him to get more comfortable in a classroom setting. When he was doing the internship, the director and head of the department requested from him to acquire the TESOL diploma. After acquiring higher credentials, he was given the full responsibilities of an instructor. 2019 was his first year as a full-time employee at Eastern Sun. As a full-fledged instructor at the university, he has been working for full-time teaching, 20 hours a week. He has taught several levels at the university, from elementary to intermediate, and has mainly taught listening-speaking and reading-writing courses.

3.4.2. International Teaching Assistants

During the fall term of 2020-2021 academic year, there were two international teaching assistants working in the department. They gained the opportunity to work in the current department with the cooperative education (co-op) program of a Canadian university. This co-op program is a five-year-long program in which four years are spent studying and one year in having an internship. During an academic year, they alternate between study and internship. In the fall term, Evelyn and Kathleen were on co-op period, and the next term, they would be studying. They believe that they would figure out what they want to do when they graduate and gain more experience by having a co-op. By being on co-op, they make some money on the side to pay for their tuition. They were also taking a course since it is not as full-time as other jobs. For instance, Kathleen was taking a psychology course and a professional development course in communication at the time of the study.

3.4.2.1. Two International Teaching Assistants: Evelyn and Kathleen

Evelyn is from Waterloo, the State of Ontario, Canada. At the time of the study, she was about to be 20 years old. Her major is English and Rhetoric at this Canadian university. In this major, she has been trained in literature rhetoric studies and also in a co-op program. Evelyn saw the internship position in the Department of Foreign Languages on their university's job posting website, which they use to find internships. She applied for it because of her passion for becoming a teacher in the future and her desire to experience teaching in an international workplace. Evelyn dreams of traveling, teaching abroad, and eventually settling down and teaching high school literature.

Kathleen is from Toronto, the State of Ontario, Canada. She is a third-year student at the very same university and studies Biology with a minor in Psychology. She is interested in teaching as her previous co-op has been in the teaching field as well. When she saw the posting on the website, international work experience at the University of Eastern Sun intrigued her. Kathleen plans to attend Teacher’s College first because they have to take training at a Teacher’s College in Ontario for two

years to become a teacher. She dreams of teaching Science and Math in high school or at a university after holding a PhD.

3.4.3. Community

In the third generation activity theory, two activity systems (English Friends Club and Conversation Club) are united with a similar object (goal). The subjects, as introduced above, influence and are influenced by the community in these activity systems (Cole & Engeström, 1993). This community for both activity systems consists of the administrative affairs coordinator, the coordinator of extracurricular activities, and students.

3.4.3.1. Administrative Affairs Coordinator

Koray is a member of the Administrative Affairs Unit. He has been working at the University of Eastern Sun for nine years, and currently, he is the assistant director of the Department of Foreign Languages. In administration, they are preparing the program for the instructors and the class rosters for students in each level. They handle annual leaves, hourly leaves, social leaves of instructors. Administrative assistants are principally seen as problem-solvers in the department.

3.4.3.2. The Coordinator of Extracurricular Activities

Dilan was the coordinator of extracurricular activities who supervised English Friends Club for two years and Conversation Club in the fall term of 2020-2021. She has been teaching English for nearly 13 years and working in the Department of Foreign Languages since 2012. She previously worked as a coordinator of the Administrative Affairs Unit in the department. She earned a master's degree in Educational Psychology with a thesis on extracurricular activities. After she completed her M.A., she started coordinating the unit where her thesis served well in the activities. Dilan has worked as the coordinator of the Extracurricular Activities Unit and has carried out the duties peculiar to a coordinator of the Extracurricular Activities Unit for the past two years. For the clubs, she has also hired teaching assistants, who generally come from the aforementioned Canadian University. It is significant to mention that in the middle of the study, a

new coordinator has taken her responsibility. The processes in the club-making such as past years' endeavors and planning of the fall term were actualized by the coordinator, Dilan; therefore, this change didn't inflict any problem in the research design.

3.4.3.3. Students Attending English Friends Club

Four students who attended English Friends Club during the academic year of 2019-2020 accepted to take part in this research study and share their previous experiences in English Friends Club. They have been in their undergraduate studies except for Bilge, who was studying for the standardized test to progress in her department (See Table 6).

Table 6

Students Attending English Friends Club

Name of the Student	Age	Department
Selim	21	Political Science and International Relations
Bilge	19	Law
Bora	23	Material Science and Nanotechnology Engineering
Melisa	20	Law

3.4.3.4. Students Attending Conversation Club

Thirteen students who are participants of the study have been in the English preparatory program in the fall term of 2020-2021. These students from two levels participated in Conversation Club regularly. They agreed to share their recent experiences in Conversation Club (See Table 7).

Table 7

Students Attending Conversation Club

Student	Age	Level	Department
Suna	18	Beginner	Psychology
Fatih	21	Beginner	Psychology
Emre	20	Elementary	Computer Engineering
Gülsu	18	Beginner	Management
Zühre	19	Elementary	Industrial Engineering
Ravza	19	Elementary	Law
Arslan	19	Elementary	Political Science and International Relations
Cihan	19	Elementary	Artificial Intelligence Engineering
Gökhan	19	Elementary	Psychology
Hale	18	Beginner	History
Bülent	18	Beginner	Economics
Zerrin	18	Elementary	Interior Architecture and Environmental Design
Yavuz	18	Elementary	Electrical and Electronics Engineering

3.5. Data Collection Tools

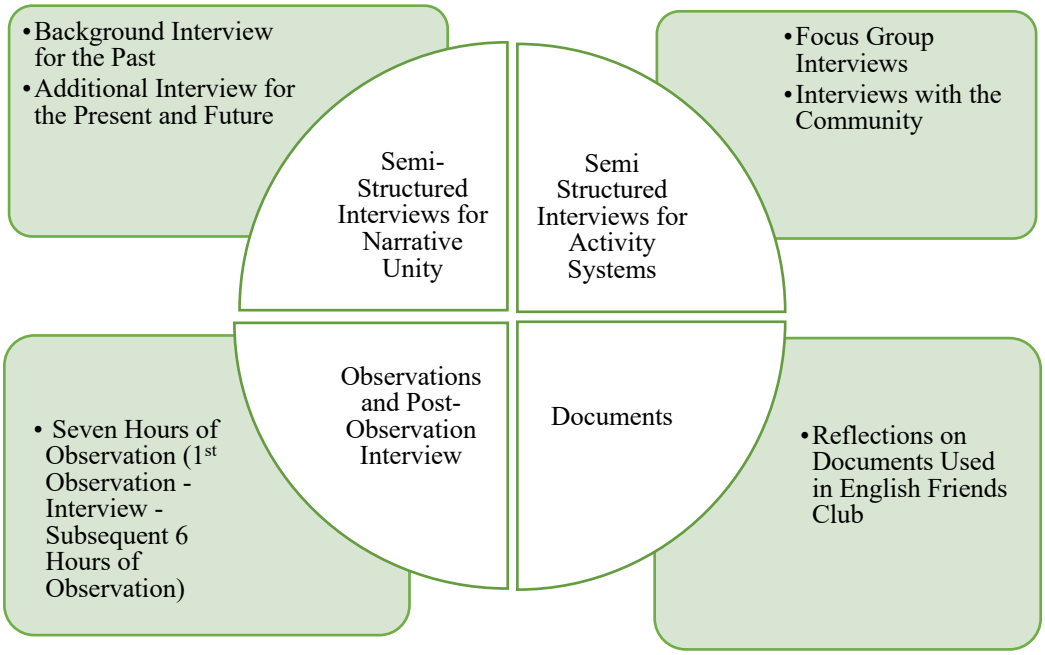
Tools utilized for research on personal practical knowledge include field notes, interviews which could be unstructured as in the form of a conversation, teacher stories, oral history, and some terms such as images, cycles, rhythms, narrative unity, personal theories (Connelly et al., 1997). In this research, various tools were utilized to depict personal practical knowledge of international faculty as seen in Figure 8. The first tool was semi-structured interviews designed as background, post-observation and focus group interviews. Background interviews revealed teachers' background and experiences in teaching whereas post-observation interviews elicited their perceptions on their practical knowledge. An additional interview to background interview was also designed for instructors' present practices and future expectations. For activity systems, two focus group interviews and interviews with the community were carried out. Secondly, international instructors' seven classes were observed, and field notes were generated with

descriptions and reflections. As Hung (2020) stated, personal practical knowledge as a concept encompasses personal background, family narratives, teaching experiences, and teachers' understanding regarding ongoing matters or topics. With all these interviews and observations, the insights about these aspects were aimed to be reinforced. Lastly, English Friends Club-related documents were reviewed with instructor Daisy in line with Yin's (2011) framework for data collection methods.

With the emergence of the COVID-19 pandemic, non-contact interactions and online instructions have become common. Many educational institutions across the world have transitioned to remote learning. Similarly, English language instruction has continued online (Shin, 2020). The same circumstances happened at the University of Eastern Sun and resulted in online instruction during the fall term. Data collection began two weeks after the start of the online fall term in September and finished one week before the term ended in December. All through the data collection period, a video conferencing tool was utilized to meet with the participants due to the pandemic conditions. All these interviews were audio-recorded and transcribed verbatim after the data collection period ended.

Figure 8

Data Collection Tools



3.5.1. Semi-Structured Interviews

Semi-structured interviews were prepared and conducted in three parts: for narrative unity, as post-observation, and with the community. These interviews were conducted between October and December and lasted for different durations (See in Table 8 & Table 9).

Table 8

Durations of International Faculty's Semi-Structured Interviews (Minutes)

	Susan	**Ruth**	**Daisy**	**Isabel**	**Matthew**
1st Semi-Structured Interview (Background Interview - Past)	73	54	34	33	49
2nd Semi-Structured Interview (Additional Interview – Present and Future)	60	50	26	27	35
Post-Observation Interview	37	41	31	19	31
Total	170	145	91	79	115

Table 9

Durations of Semi-Structured Interviews with the Community (Minutes)

	Koray	**Dilan**	**Students**			**Total**
			English Friends Club	**/**	**Conversation Club**	
Semi-Structured Interviews with the Community	16	37	44	/	107	204

3.5.1.1. Semi-Structured Interview for Narrative Unity

Narrative unity implies that a person is shaped by all the past actions and practices. It also illustrates one's history beyond the sole description. A person has numerous narrative unities out of the history that is held. Narrative unity enables us to retrieve lived stories, develop current unities, and embody novel ones (Clandinin,

1985/2013). In line with narrative unity, two semi-structured interviews were utilized to reveal the international faculty's past, present, and future to show personal practical knowledge depicted through teachers' professional practice (Hung, 2020).

The past of international instructors was revealed through a background interview and had a focus on their professional history and experience (Appendix B.1). Background interviews were designed to reveal biographical teacher accounts, which are accepted to be evidential (Clandinin & Connelly, 1987). In addition to these accounts, teacher stories that could be about a teacher's own educational history or about his/her teaching experiences (Connelly et al., 1997) were aimed to be retrieved. According to Elbaz (1991), an epistemological claim comes to the fore about teacher knowledge and the notion of story to present it. This epistemological claim is that teachers' knowledge is arranged by story and can be appreciated with the help of story-telling. The inseparable connection between thought and action is presented with story-telling since the stories are told by displaying the thinking process. Furthermore, a story can be defined as a gateway through which life experience of ours is interpreted and finds meaning in a personal sense. Stories are personal by mirroring life history and social by mirroring the professional milieu of a teacher (Connelly & Clandinin, 2006). The inquiry of their professional experience and teaching philosophy was integrated into this background interview to allow story-telling.

International faculty's present-day and future anticipations were explored with an additional semi-structured interview (Appendix B.2). In this interview, their current involvement in professional development activities, their roles in the department, and the department's influence on their professional growth were investigated to demonstrate their current unity. For their future anticipations, two lines of inquiry with the perceived benefits of working in the department and future plans were adopted. Although traces of their personal lives were evident in these two interviews, there was no special emphasis on their personal lives during the conduct of semi-structured interviews.

3.5.1.2. Semi-Structured Post-Observation Interview

After the first observation, a post-observation interview was conducted to reach international faculty's perceptions on their practical knowledge (Appendix C). The categories in this interview were generated based on Meijer et al.'s (1999) study. Meijer et al. (1999) studied language teachers' practical knowledge of reading comprehension. As a preliminary stage, they originated six categories to depict and analyze their data. After the preliminary stage where categories were examined independently, they analyzed the responses of thirteen teachers in a matrix to finalize the conceptualization of practical knowledge in six categories. In establishing these categories for practical knowledge, seven knowledge components which Van Driel et al. (1998) discussed concerning pedagogical content knowledge paved the way. These seven knowledge components were extracted from several renowned studies in teacher knowledge (Cochran et al., 1993; Fernández-Balboa & Stiehl, 1995; Grossman, 1990; Marks, 1990; Shulman, 1987). Teachers' practical knowledge, which can serve as a way to realize the knowledge in professional contexts and the strategies to be employed in these contexts, was explored through the following six categories: "Subject matter knowledge, Student knowledge, Knowledge about student learning and understanding, Knowledge of purposes, Knowledge of curriculum, Knowledge of instructional techniques" (Meijer et al., 1999, p. 64). In this thesis study, the same knowledge categories have been utilized with some questions adapted from Meijer et al. (1999) and Yu (2011). Moreover, questions over several teaching actions witnessed in the first hour of observation were added to the interview. It gave a chance for them to explain and justify their preferences, which valued the voice of teachers (Elbaz, 1991).

3.5.1.3. Semi-Structured Interviews with Community

International instructors' embodiment of personal practical knowledge influences the department and the students. For that reason, three parties in the community were involved in interviewing process. To gather the views of the department, two interviews were conducted with the administrative affairs coordinator and the coordinator of extracurricular activities (Appendix D.2.1 &

D.2.2). As mentioned earlier, English Friends Club has had a tradition formed in three years and helped the functioning of Conversation Club this semester. To make sense of student learning out of the activities conducted in these clubs, four students who attended English Friends Club and thirteen students attending Conversation Club shared their learning outcomes (Appendix D.2.3 & D.2.4). These outcomes aimed to be revealed to see what has been achieved in terms of learning outcomes and how personal practical knowledge of international instructors and teaching assistants has been performed in the clubs.

3.5.2. Observation and Field Notes

Teachers' experiential narratives which carry biographical and personal traces require observation for a period of time to uncover personal practical knowledge (Clandinin, 1985/2013). One hour followed by semi-structured post-observation interview and subsequent six more hours per instructor were observed to uncover their personal practical knowledge over a two-month time period. To witness instructors' naturalistic actions and interactions, the researcher attended their online classes as a participant. The researcher's active participation during the classroom processes was limited; nevertheless, social actions were observed and corroborated the viewpoints extracted from interviews. Additionally, the rapport between the instructors and the researcher facilitated gaining opportunities for participant observation when the researcher needed to participate in the flow of instruction (Morgan & Guevara, 2008). During these observations, field notes with descriptions and reflections on teaching actions, interactions in the online classes of international faculty were noted down. Field notes were turned into write-ups which could be read, revised, interpreted, and coded with several methods (Miles et al., 2014). These 123 pages long field notes were typed into a computer program as write-ups for further analysis. Additionally, orientation sessions done by international instructors for the benefit of assistants and 20 sessions of Conversation Club in four levels were observed to be familiar with the structure of this club. During these sessions, the flow of instruction was noted down for the topic choices and instructional preferences.

3.5.3. Focus Group Interviews

Cognition which entails the processes of thinking, knowing, and conceptualizing, has apparent and socially-determined nature (Li, 2017). Activity systems demonstrate the distributed cognition with regard to the triangle of mediation surrounded by activities, actions, and conditions. To delve into the details of these constructs, two focus group interviews were undertaken in November and December (See Table 10). Focus group interviews enable a researcher to reach out to many participants at the same time, which can intrigue discussion to a great extent (Morgan, 2008). To discuss the activities, actions, and goals, focus group interviews were preferred. In the first focus group interview, four international instructors except Susan shared their roles and experiences in English Friends Club and their mentoring for Conversation Club (Appendix D.1.1). In the second interview, international teaching assistants Evelyn and Kathleen explained their experiences in conducting Conversation Club (Appendix D.1.2).

Table 10

Durations of Focus Group Interviews (Minutes)

	English Friends Club	Conversation Club	Total
Focus Group Interviews	44	31	75

3.5.4. Document Analysis and Reflections

Documents are regarded as reliable sources which gives information about various aspects happening in a long span of time (Saldaña, 2011; Yin, 2009). Documents can also enable a researcher to realize the progress achieved in a social network (Prior, 2008). Daisy shared the documents used in English Friends Club in the last three years and later reviewed them in an online meeting with the researcher. There were no questions prepared prior to this review. Instead, her reflections over documents were captured inductively during this review. The online meeting was recorded with the permission of Daisy, and the audio was transcribed to be benefitted for analysis. This method was adopted for two reasons. The first reason was that

reflection and dialogue can make the articulation of personal practical knowledge attainable (Golombek, 1998). The second reason was to evoke emotions and cognitions through these reflections (Boud et al., 1985).

3.6. Data Analysis

3.6.1. Steps in Data Analysis

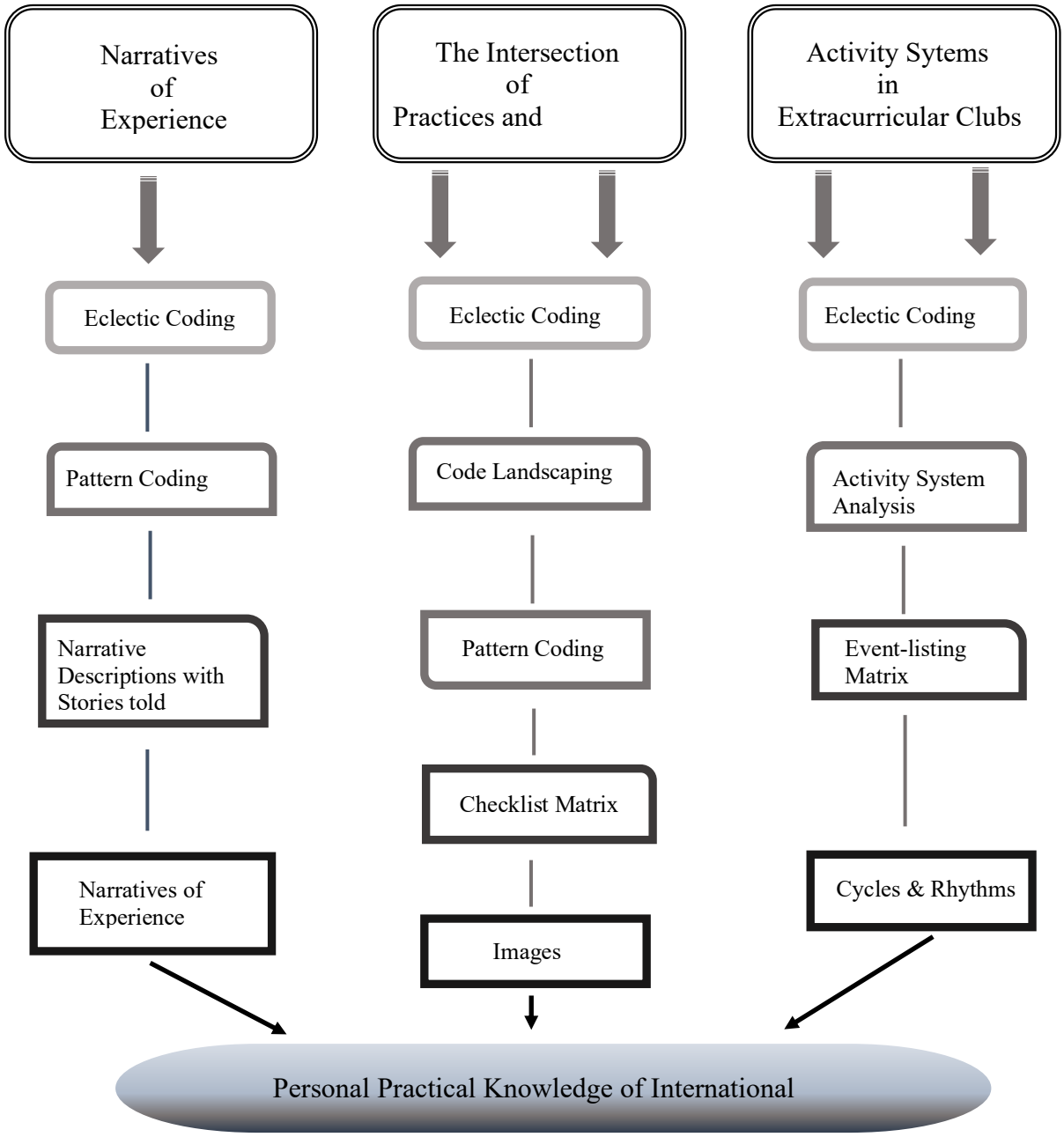
Dataset was examined in three parts: narratives of experience, the intersection between practices and perceptions, and activity systems in extracurricular clubs. Semi-structured interviews for narrative unity were analyzed for narratives of experience, whereas observations and post-observation interviews led to the intersection of practices and perceptions. For the activity systems, semi-structured interviews with the community and document analysis were analyzed. Under these three separate parts, three components of personal practical knowledge as narratives, images, cycles and rhythms were explored with a similar method which encompassed Eclectic coding as First Cycle and Pattern coding as Second Cycle.

For Eclectic Coding, several First Cycle coding styles were utilized as First Cycle coding is described as the initial investigation on the dataset through various styles (Saldaña, 2013). The choice of these styles in Eclectic coding was to be purposeful and changing for each part. These coding styles were Holistic, Values, Descriptive, Provisional, Process, and In Vivo coding[3]. While the dataset was coded eclectically, brief reflections and thoughts on the process and phenomena were noted down as analytic memos, which served as "first-draft self-reports" (Miles et al., 2014, p. 95). As Saldaña (2011) stated, this "reflexive freewriting" was employed to promote inductive, deductive, and abductive thinking by interpreting data in the researcher's own words (p. 98).

[3] Before coding in a detailed way, Holistic coding was adopted when a general idea about what to examine was set. Values coding was applied when experiences on intrapersonal and interpersonal planes were to be revealed. Descriptive coding was utilized to label topics that emerged in datasets. Provisional coding was applied when a provisional list that emerged out of a preliminary inquiry was used to explore the dataset. Through Process coding, activities or actions were coded with gerunds to signify the process itself (Saldaña, 2013). In Vivo codes were generated with participants' own words to retain the sense of their thoughts and actions (Charmaz, 2006).

Figure 9

The Steps in Data Analysis



Analytic memo writing was followed by Second Cycle coding which is the phase where all the initial codes are classified, organized, and synthesized (Saldaña, 2013). Therefore, Eclectic coding was merged with a Second Cycle coding style

named Pattern Coding to generate a pertinent design. This way, generated pattern codes as meta-codes weaved First Cycle codes into more coherent and condensed sets of data with categories and themes (Miles et al., 2014). After Pattern coding, different presentations were utilized for each part. Narratives were conveyed and matrices were created for visualization by following Miles et al.'s (2014) suggestion on think display. All along with these steps, MAXQDA was used as a tool to facilitate the analysis. After the analysis steps were taken, as shown in Figure 9, personal practical knowledge of international faculty was illustrated with three interrelated components: narratives of experience, images, cycles, and rhythms.

3.6.1.1. Narratives of International Faculty's Experiences

As personal practical knowledge is idiosyncratic in nature, each international instructor's narrative unity was examined individually. As a first step, semi-structured interviews for narrative unity were coded holistically with three categories: past, present, and future. Secondly, Descriptive, In Vivo, and Value coding were used to explore personally and socially-oriented experiences. Thirdly, these First Cycle codes were merged into Pattern codes. As the narratives were knitted with stories (Miles et al., 2014), at the end, narratives of personal experience were exposed in biographical terms.

3.6.1.2. The Intersection of Practices and Perceptions: Images

Images are conceptually significant variables in this study because they are the fundamental interpretive constructs combining experience (Clandinin, 1985/2013). At the nexus of action and personal knowledge, image is permeated with "meaning-giving emotionality and morality" and "the glue that melds together a person's diverse experiences, both personal and professional" (Clandinin, 1985/2013, p. 89). In this study, images with the aforementioned features were aimed to be explored through the intersections between actions and perceptions. Classroom practices represented actions, while interviews provided perceptions which exceeds the behavioral instances (Smith, 2001).

Similar to narratives of experience, post-observation interviews and write-ups of observations were analyzed separately for each participant. For interviews,

knowledge types taken from Meijer et al. (1999) were utilized as a provisional code list. After Provisional coding, In Vivo coding was applied to show the personal articulation of their perceptions. After Eclectic coding was finished, Code Landscaping was applied to capture the overview. Code Landscaping, which refers to visual displays of codes or words in a document by frequency (Saldaña, 2013), was performed manually, but systematic frequency was counted with code clouds from MAXQDA. As seen in the code clouds, the codes used only once was extracted from Code Landscaping. With the codes given more than once, Code Landscaping provided "an exploratory heuristic for qualities" (Saldaña, 2013, p. 202). At the end, the most frequent code in the Code Landscaping was selected as the perception influencing instructors' image regarding their practical knowledge.

Apart from frequency, In Vivo codes were compiled into Pattern codes and instructions' perceptions on their practical knowledge based on these Pattern codes were written down in the narrative format. At the same time, write-ups of observation, which represent actions, were analyzed with Process coding to match with instructors' perceptions on the knowledge types. As the last step, the checklist matrix compared the perceptions with classroom observations to show their connection in real teaching instances (Miles et al., 2014). Based upon the frequencies and matrix, an image emerged for each instructor, and the related educational experiences were linked with the image accompanied by vignettes for contextual richness.

3.6.1.3. Activity Systems in Clubs Evolved with Cycles and Rhythms

Clubs have been spheres embodying personal practical knowledge of international instructors. Therefore, two activity systems, English Friends Club and Conversation Club were investigated to see how personal practical knowledge of international faculty were represented in the club-making and how English Friends Club was expanded into Conversation Club conducted by international teaching assistants. In this research, these two clubs were examined with the third generation activity theory. Several constructs such as subjects, objects, mediating artifacts, community, rules, division of labor demonstrated how distributed cognitions were enacted in the clubs (Cole & Engeström, 1993). This examination informed the

research study about the components of the clubs and the activity itself, which found cyclic movement and rhythm in practice.

The activity systems of both clubs were revealed through focus group interviews, interviews with the community and reflections on documents. They all were firstly coded with Holistic coding. Interviews were coded with the guiding elements of Activity theory, while on the reflections, three academic years were employed. Holistic coding was eclectically followed by Process, In vivo, and Descriptive coding in all the datasets. As a first step, Eclectic coding emerged from interviews demonstrated the activity system of the clubs. Activity systems in both clubs were scrutinized on personal, interpersonal and institutional levels.

Secondly, cycles and rhythms were aimed to be revealed. Cycles and rhythms provide straightforward awareness concerning a teacher's experiences and present "an almost physical sense of what the teacher feels, thinks, believes" (Elbaz, 1991, p. 13). Similar to historicity in the third generation activity theory, cycles and rhythms are bound to time and illustrate the way teaching practices are unfolded in time. Therefore, after Eclectic Coding on the reflections, the events taken place in the last three academic years were written down in analytic memos. At the end, an event-listing matrix demonstrating "a series of concrete events by chronological time periods" (Miles et al., 2014, p. 196) were created to illustrate the cycles and rhythms of international faculty.

After the activity system and the cycles and rhythms in English Friends Club were revealed, the expansive learning of teaching assistants was unveiled. International instructors guided teaching assistants in the first week of Conversation Club and helped these teaching assistants move through their zone of proximal development by modeling the club sessions. This resulted in the expansion of cycles and rhythms. At the end, the influences of both clubs on students were uncovered.

3.7. Issues of Validity and Reliability

Qualitative research's search for meaning is always confronted with issues related to validity and reliability (Creswell, 2013). In this research, the discovery of personal practical knowledge with many encounters also necessitated resolutions to

these issues. For the issues related to validity, four strategies were adopted. Thick descriptions done in detail were integrated into the process of reporting as a validation technique. In this way, readers could see commonalities between different settings (Lincoln & Guba, 1985). These detailed descriptions could also enhance transferability beyond the current study (Creswell, 2013). Validity was also ensured by collecting various sorts of data to have a view through diversified lenses (Tracy, 2013). To analyze and represent varied viewpoints, data was gathered from semi-structured interviews, observations, focus group interviews, and documents. By triangulating these data, the study could become more credible and trustworthy (Saldaña, 2011). Trustworthiness and credibility of research could also be enhanced with member checking and peer debriefing (Miller, 2008a, 2008b). After data analysis was complemented, a document of draft findings was shared with the international instructors. The international faculty reviewed this document on their personal practical knowledge, specifically on their narrative experiences. Additionally, a research assistant from the education field contributed to this study with peer debriefing after the findings and discussion were shaped. In addition to the validation strategies, the issue of reliability was also taken into consideration and handled with intercoder agreement and reflexivity. Intercoder agreement refers to the analysis of codes by more than one coder (Creswell, 2013). In my study, a fellow researcher participated in my effort to seek intercoder agreement about the coding leading to the images of the international instructors.

3.8. Reflexivity

A researcher's reflexivity is embraced to acknowledge the unique role of the researcher's background and interest during the conduct of a study. Reflexivity also urges the researcher to explain herself in relation to the research context and process by engaging in an ongoing reflection and examination concerning the researcher's impacts on the research study (Dowling, 2008). Through this elaborate examination, the researcher's past experiences, roles, thoughts, shortly background are revealed. This self-reflexivity ascertains positionality of the researcher (Tracy, 2013) since positionality is informed by reflexive practices (Darwin Holmes, 2020). Positionality

can be interpreted from an insider or outsider perspective. However, insider position and outsider position are both interpreted to have their advantages and disadvantages. But as Merriam et al. (2001) mentioned, “the insider’s strengths become the outsider’s weaknesses, and vice versa” (p. 411). Despite seeing these positions’ relationship in a dichotomy, researchers can also be an insider and outsider on a continuum (Darwin Holmes, 2020). By locating myself in the research context and process, I have realized that culturally I am an outsider, but as an instructor working at the same university, I am an insider. On this continuum, I was personally involved in the observation of classes and interpretation of data; therefore, my personal practical knowledge was also embedded in these processes. Therefore, I attempted to bracket my own biases self reflexively.

Personal practical knowledge exceeds the boundaries of theoretical underpinnings and unites an instructor's past, present, and anticipated future. I have worked in different settings since I started teaching four and a half years ago. While working in an English language course for kids during my sophomore year, I acquired first-hand experiences about the power of games in teaching English in a fun environment. Subsequent to my graduation, I continued teaching in my second hometown, where I found a place in a private school. For nine months, I gained various insights about being a teacher. My classes from secondary and high school levels taught me the diverse characteristics of student groups. I learned how to communicate uniquely with each group and gained insights into the depths of the teaching profession. My passion for theatre found an expression in a play that my high school students performed. After gaining such diverse experiences, I decided to pursue an academic study and moved to my ancestral hometown. During my graduate studies, I have worked as a part-time instructor at the University of Eastern Sun for three years. By getting to know university students and teaching English at a higher level, I explored my aesthetic and moral concerns about teaching from a different angle. I realized that I prioritized establishing rapport with my students, sharing my personal college memories with them, and showing them how to reach their goals in line with their skills. Teaching at the university level raised my awareness towards

the place of higher education, which influenced my future career prospects. My teaching-related cognition has been shaped all through this journey.

By revealing this journey, my unique ways of learning to teach, performing teaching, and connecting with teaching, namely my personal practical knowledge, are illustrated. From my perspective, personal practical knowledge should be embraced to understand teaching practices better. In the university context that I have been working in, I have known these international instructors and shared personal time with them. I witnessed their unique practices in their regular classes and their clubs, such as English Friends Club. Their search for an understanding of Turkish culture initiated insightful conversations among us. All these shared moments created my personal interest in their personal practical knowledge, which is embodied at the nexus of their personal lives from a different cultural background, their diverse teaching career trajectories, and the reciprocal influence between themselves and the department.

3.9. Ethical Considerations

Ethical approval was attained for this research study from the Human Research Ethics Committee of Middle East Technical University. The application was approved first time in June (Appendix E.1). Due to an adjustment in club organization, the second time application for change was issued in November (Appendix E.2). Department of Foreign Languages also granted permission to this study in June. Consent forms that were arranged differently for each participant group were collected (Appendix F) and debriefing forms were shared with the international faculty at the end of the study (Appendix A). For the protection of anonymity, pseudonyms were given for every participant, the university, and the courses explained. The name of the Canadian university was also masked for the very same purpose.

CHAPTER 4

FINDINGS

4.0. Presentation

Throughout this chapter, findings from the data analysis of interviews, focus interviews, observations, and reflections on documents are presented under research questions which explicate the narrative unity, perceptions, images, activity systems encompassing rhythms and cycles.

4.1. What have international instructors brought from their education-related history to teaching at a language department in a higher education context?

4.1.1. What are the fundamental elements of the instructors' teaching philosophies?

4.1.1.1. Susan: Lifelong Learner

Teachers formulate their own teaching philosophies all through their teaching experiences. In these philosophies, teaching and learning convey unique meanings for teachers on an individual basis. For Susan, who has been in the field for more than twenty years, language teaching is "a means to convey meaning, understanding or world knowledge." By learning a foreign language, a person can discover new avenues every day. This discovery exceeds the boundaries of time as "learning is progression, non-ending as a growth and it is continuing." As learning is progression, learners only compete with themselves rather than with others. Students' progression on this self-competition depends on their necessary resources, motivation level, guidance needed, and feelings towards their environment. In the same vein, Susan emphasizes lifelong learning as a journey into which every individual should venture.

> In the world that we are in today, it does not matter what age you are, now you are forced, whether you are like it or not, to continually learn. Because life, the pace of life, and the way the advancements that have been made, mostly in the technological sense, are appearing very rapidly, and you do not have to do it 100%, you have to be aware of certain things and do things at the basic level. So, you have to force yourself to learn, to continue. It does not matter what age you are, even if ninety (Susan, 1st Interview).

Communication is the desired outcome of learning a language for Susan as "all purpose of learning a language is to be able to communicate more effectively." To accomplish this outcome, one of her approaches is to find ways for interaction while enhancing students' proficiency in English. To facilitate interaction, creating a pleasant, warm atmosphere is her personal goal. In a pleasant atmosphere, ideas, thoughts about daily matters in the world are shared. In these sharing moments, the generation gap between Susan and her students becomes apparent because their perspectives and hers seem detached. In one of these moments that she recalled, the unit covered was on green spaces and parks. In the classroom, she wondered whether students realized some plants in restaurants are real, and some are plastic. She asked how that would make them feel, but disappointed when nobody responded well. Despite the differences in interests and the generation gap, she never abandons her interactionist approach.

In her classrooms, Susan is sensitive to her students' attention span, motivation, and expectations. However, she does not strive to change any of these aspects. After studying motivation in her master's thesis and attending the article group as a professional development activity, she realized that focusing on student motivation is a waste of time because "at the end of the day everybody is an individual, everybody has got their needs."

4.1.1.2. Ruth: Community Builder

The conceptualization of teaching shows the values possessed. Ruth values the "helping facet of teaching," which enables students to come closer to their goals. In addition to helping their individual goals, the encouragement given to learn from each other is one of her teaching goals. By giving space, she aims to encourage her

students to help each other during classes. Before all of these interactions, the community, which is embedded in a social, ecological system, needs to be built; “my first week was totally about them learning each other, getting to know each other.” Ruth believes that every student brings their attributes shaped within their social, ecological system to the classrooms.

> It is all how we are part of a system, an ecological system. You know the fact the student comes to class, also he comes in with different backgrounds, its family experiences, his cultural background, the country's social, socioeconomic conditions (Ruth, 1st Interview).

Rapport and social-emotional learning are the key aspects of her teaching. As seeing social presence indispensable, Ruth manifests her affections in actions. One example is saying “I love you” at the end of the classes to show that she cares about her students. Therefore, the relationship with students finds meaning on an affective scale. In this relationship, Ruth is also sympathetic and empathetic with her students by crediting their needs. For instance, she lets students bring their food to meet their physical needs as students' needs come first.

Students are not passive listeners in Ruth’s lessons. Questions are constantly asked because “their mind is more open to receiving the answer” if students inquire. By asking questions, she also gives them a choice, ensuring their autonomy. In her online classes, she once asked a question to a student who focused on his phone in order to make him notice his attitude and take action accordingly, “I am trying to get their minds engaged by giving them a question. Instead of saying put it away, I am giving them a choice.”

Language learning strategies are one of Ruth’s targets in teaching. Students should be taught language learning strategies which could be applied to any language. One of the strategies is about vocabulary learning by looking up in the dictionaries. Ruth highlights the significance of using a dictionary to read more example sentences in her classes as knowledge of the meaning does not guarantee that they could use words correctly in a sentence.

4.1.1.3. Daisy: Constructivist Teacher

Teaching individuals means providing them a scaffold to move one step further. Parallel notions, constructivism and zone of proximal development, take an important place in Daisy's teaching practices. By communicating and pushing students beyond their current level, Daisy aims to assist her students in challenging themselves. Her characteristics ease this assistance as she considers herself an approachable person with whom students can be comfortable. As one of her professors stated, her teaching personality does not differ from her actual personality as being approachable, sociable, encouraging. Her teaching philosophy's most compelling aspects appear as being an approachable teacher and having students challenge themselves.

Teaching English is more than knowledge and skills taught in the classrooms. It involves getting familiar with the very self and the community. Therefore, for Daisy, "being a teacher is about teaching character and teaching life skills and helping people have a better life." Besides teaching life skills and helping to have a better life, the most beneficial aspect of learning that she conceptualizes for her students is to "connect learning to their lives." In a communicative environment, students should connect language learning with their real lives. Daisy believes that teachers should make students aware of this connection.

> A lot of students maybe do not realize the importance of language learning or the importance of knowing another culture. So, I like to try to connect whatever we are doing in the classroom to their lives and to help them see the usefulness of it. That is the number one aspect for me, helping students translate what they are learning in our class to their real lives and how to improve their lives and whatever ways that might be for them (Daisy, 1st Interview).

4.1.1.4. Isabel: Guiding Teacher

Goals in teaching could be specified as short-term and long-term. Isabel's short-term goal is to help students carry out their responsibilities about participation in classes or assignments. Meanwhile, long-term goals are connected to the lives of students. For Isabel, teaching enables students to pursue their goals in connection to English. They can have job interviews or communicate with people whose native

language is other than Turkish. To make students reach these long-term goals, she advises them through different mediums such as emails or face-to-face meetings.

Her teaching philosophy is about "more on a personal level than task level." In line with the affective filter hypothesis, Isabel believes that "the best way to have a class or learn a language starts with the teacher making the students feel comfortable." Her efforts are bound to make students feel relaxed and comfortable about learning the English language. Despite the advice and efforts, language learning is beyond a teacher's efforts. Thus, Isabel aims to guide her students in order to find their own study habits or ways to motivate themselves. One of her beliefs is that "as teachers, we should try to teach our students how to learn or teach them how to teach themselves."

4.1.1.5. Matthew: Student-Oriented Teacher

Skills are one of the instructional areas in English language teaching. Matthew's aim in teaching English is to prepare his students with the necessary skills to succeed in the classroom. Nevertheless, his objective is not the standardized exam itself. It is his belief that when students get prepared adequately, they can pass the test. His main concern is to equip them with the necessary skills and help them find their own success, which should be within the limits of their abilities. Matthew only works to encourage his students to do the best of these abilities. This encouragement includes students' increasing active participation in the lessons and engagement with the content.

Matthew implements his philosophy by engaging and building rapport with students and giving students autonomy in tasks. Building rapport is achieved by asking questions about their personal lives, departments, or activities. In addition to rapport, Matthew sees student autonomy as the most effective aspect of his teaching. He prefers to make space for student autonomy because, in this way, students can "experiment or explore with the language themselves." In this experimentation, free production is highly valued. The other reason of Matthew's emphasis on student autonomy is that university students are mature enough to have their choices.

Therefore, he does not give priority to class participation and allows students to make their own decisions.

Motivation appears as the most beneficial aspect of language learning from Matthew's perspective. He could even make an analogy with his own language learning experience in Turkish.

> I can think of my own learning and my own study, particularly with the language before I moved here… I was really motivated, and I wanted to learn, and I was excited, and I would like to study regularly, whether it was with apps or music or videos online. Compared to now, I have to admit my motivation is lower for studying the language… I think because of that; my learning is slowing down, and less motivated. So, I think motivation is a big part because if you really want something, you are going to work hard to make it happen (Matthew, 1st Interview).

4.1.2. Which education-related experiences have guided the instructors?

4.1.2.1. Susan: A Lifelong Learner on Many Levels

The educational history of teachers is divided into two periods: as a student and as a teacher. In her educational history as a student, Susan could not recall any inspirational teacher because she found the teaching of those times moderate. The only teacher she has remembered was her history teacher because she imagined her in a certain way. The reality was supported by the imagination, which shows Susan's dissatisfaction with the teaching practices. Although this teacher was imagined in a certain way, Susan still criticized her for relying on dictation in her teaching. Interaction with students was mostly neglected in this particular teacher's classroom practices. One of Susan's beliefs is that interaction and imagination should be incorporated more into lessons. Besides, compared to the present day, technology was not prevalent and a part of educational processes, which necessitated using essential educational equipment such as chalk and blackboard. Overall, she was not very optimistic about her educational history as a student.

The reason for becoming a teacher could be interpreted against the educational history as a teacher. As an individual who studied in another field, Susan "never wanted to be a teacher." From her perspective, teaching is a demanding

profession and more complex than acting because teachers stand in front of a class as themselves. Two initiatives were influential in Susan's entry into the teaching profession: opportunity and capability. Teaching was seen as an opportunity, and English language was one of her capabilities. The circumstances happening at that time provided an opportunity for her to start teaching at a state university. The only aspect she needed to improve was her grammar knowledge because they use grammar automatically and are not directly taught grammar in schools. This need was crucial for Susan to understand and appreciate the grammar: "Even if you are a native speaker of that language, you do need to have some grammar knowledge to understand and appreciate how certain structures come about and why they are used and what is the differences." Furthermore, after more than twenty years of teaching, Susan realized that standing in front of a class, in the long run, changed her introverted personal qualities, and she has become more confident while teaching and interacting in the classroom.

From the state university, Susan retrieved three impactful experiences. One impactful memory of hers is about her voice. One of her students at this state university wanted her to sing, which she had not experienced before. She performed singing and challenged her introverted character in front of her class. The other two impactful experiences were about classroom dynamics at the same state university. In one term, she realized that students from different backgrounds segregated themselves, which adversely affected the classroom dynamics. The other one was about a project on which she taught. In this project, two adult participants electrified the classroom atmosphere and made complaints, which resulted in a colleague's observations without any notification. In both experiences, mutual and positive interaction was desired instead of detached and negative patterns of interaction.

Susan remembered how she used to confront "foreigner complex" in her classes. In her perception, foreigner complex refers to the fear of students to communicate with native speakers. One of the experiences where she noted this foreigner complex was about her British accent. Her accent was admired by students but created some problems in communication. One of her students said one time, "we love your accent, but we cannot understand what you are saying." She names it as a

prejudice in the students' mindsets as explaining, “foreigner, foreigner, I cannot, and she is British. Oh my God... I am not going to be able to understand what she is saying.” After some time, she noticed that this prejudice reduced, and students started to interact more with Susan.

In her teacher education background, two programs bear importance: Diploma in Teaching English to Speakers of Other Languages (DELTA) and M.A. degree in English Language Teaching. According to Susan, DELTA was “the king or one of the best certificates to get in English language teaching field”; therefore, she started this teacher training program while working in the primary school. In this program, she participated in three modules specified in various topics. During the modules, she designed a course and sat for an exam. At the same time, her practical teaching was observed, and she was given feedback about her objectives, strengths, and weaknesses. Meanwhile, in her master's, she carried out a qualitative research study and took academically oriented training. Teacher training program as DELTA or academically oriented program as the master has given her perspectives on teaching-related aspects. Teacher training program equipped her with an introspective look into *“*where she is, where she can go, what she can do, what resources there are to achieve or to gain, and what she needs to do in a real situation.” Although this program was more practical than her master’s degree, she found both beneficial.

4.1.2.2. Ruth: Community Builder with Social and Emotional Concerns

Educational history carries traces of experiences which could inflict emotions. An emotion-inflicted experience from Ruth’s school years reminded her of a physics teacher. She remembered this physics teacher in high school as an inspiring teacher and as a creative person who presented ideas in relevant and authentic ways. Despite his efforts, in one class, she recognized his disappointment in students who were disrespectful to him. Ruth can still recall how she was emotionally affected by seeing the emotional state of this teacher.

Her teaching-based educational history made a start in her forties. Teaching has been Ruth’s second career as she was forty years old when she started to take a

role as a teacher. Before starting teaching, she worked in a high-tech company and this career shift stemmed from the end of social pressures and expectations. In her younger ages, she was under the pressures of social expectations and went through that phase until her parents passed away. She did not have any familial attachment anymore; therefore, she was free to start teaching. This decision was also under the influence of two main motivators: her desire to be in an international setting and help people with English.

The current context made her more sensitive to the pressures that students from a different culture must endure. Her first memory happened in a repeat class where a student scored low in a writing quiz. This student was disappointed with his score, and according to Ruth, the score was supposed to be higher. At this troublesome moment, her officemate, who was the main course teacher of this class, encouraged these students by saying, “your success will be in your department, not in English.” In Ruth’s point of view, it was understanding of her, and this act encouraged students a great deal because students in repeat classes have low motivation most of the time. She witnessed that Turkish instructors have wisdom coming from their cultural background. Her deficit was in cultural understanding as she could know how an American student thinks, but not a Turkish student. After her officemate's wisdom, she started to be more empathetic towards students and realized parental pressures students might feel. In another memory, her cultural understanding increased after being knowledgeable about the exam period that students went through. The idea of a university exam was different to her because, in the U.S.A., there is no such a high-stake exam forcing students to postpone their hobbies. During speaking quizzes, students were talking about their hobbies with a side note. The side note was that they stopped their hobbies for the university exam. She then noticed that this is “a big deal,” and being at university is a success. These all acknowledged her about the culture; therefore, she has become more sensitive to this fact in her lessons: “I am sensitive to the fact that they are just coming from high school where they took this big exam. So, this year I was more intentional in welcoming them, congratulating them on being at university.”

Concerning teacher education, she has taken training in Teaching English to Speakers of Other Languages (TESOL) and has been currently following a master's program in English teaching. When it came to the benefits of the master's program, Ruth specified what she has acquired from this master's program with two concepts: asking questions as an instructional technique and the idea behind the triangle of "I thou it" (Hawkins, 1974). Firstly, the lecturers in her master's program never answered the questions of trainees directly but replied to their questions by asking another one similar to the Socratic method. Ruth took this technique about asking questions and adapted it for her classrooms. Additionally, she realized what Hawkins' (1974) framework of "I thou it" means for English language classes. As she observed, three figures in the classroom, teacher, student, and subject, constitute a triangle that connects them as a web: "Teacher is *I*, the student is *thou*, *it* is the subject that we are learning, and we are all interconnected."

4.1.2.3. Daisy: Constructivist Teacher with the Teaching-related Past

The schools are the places leaving a range of marks on students. Daisy has been a student who acquired positive marks from her school experiences. From her early ages on, the school has been a place where she was happy to be. In addition to the positive associations with the school, there have been many teachers in her family. Teaching is a "family profession" as her mother, older sister, and brother are teachers. As teachers, Daisy, who is fond of socializing with other people, and her family see themselves as "people-focused." Her personality, the social value given to teachers in her local community, and the teacher's power to make people's lives better were her reasons to become a teacher. After Daisy started teaching in English, she also realized her passion for learning about other cultures and languages. Therefore, she registered for graduate school to work with people from other cultures and teach English.

Daisy's school life was full of inspirational teachers who made an impact on her life. Her middle school teacher helped her deal with difficulties in her personal life while her English teachers in high school who taught American literature classes showed her general life skills and study skills such as "reading books as reading people and learning about people's lives." Another teacher, her history teacher from

middle school, taught her the significance of working diligently after the submission of imprecise homework. The teacher gave back the homework by saying that it was not good enough because she prepared this class project at the last minute. At university, she attended a Junior College for the first two years, and she "learned from English professors as teachers and people." During studying in graduate school, her academic advisor also provided guidance in her academic life and professional life as a teacher. Before going abroad for teaching, she encouraged Daisy to move and work abroad.

> Whenever I was thinking about leaving America, when I wanted to move abroad, I felt kind of nervous, and I did not know what to do. And I did not know much about Turkey, and my academic advisor said, you are going to do, I am going to make this happen, trust me, I will help you. And so, I think she just believed in me, and also, she encouraged me (Daisy, 1st Interview).

In her professional life, she saw the benefit of working hard as a teacher. One such professional experience that she can recall vividly took place in her advanced English grammar class in America. The first time when she taught this class, the international students were not happy with the way she taught grammar. After unfavorable teacher evaluations, she studied seriously for two to three months on English grammar. The next time she taught the same class, her teaching was evaluated much more positively. Even her co-workers started to ask her questions about grammar and see her as "the grammar authority." With this experience, she came to the realization that one's weakness can become a strength with hard work. Seeing weaknesses as "a way to become stronger" also helped her when she faced difficulties in Turkey. One of such difficulties has been learning Turkish which was challenging, but rewarding at the end as Daisy recalled:

> When I came to Turkey in the beginning, and I did not understand what the students are saying in Turkish, and sometimes I could not understand emails in Turkish, and it was really hard in the beginning, but now like a few years later, I feel like I enjoy Turkish, and I understand it. So, I think it is the same idea, not to give up, but just to keep working and you benefit from your work in the end (Daisy, 1st Interview).

Daisy’s undergraduate degree is related to teaching, unlike the other international instructors. After this teaching-related degree, she also earned a master's in TESOL. Both her undergraduate and graduate degree have brought various dimensions into her teaching style. Her undergraduate degree, the teacher education program, taught Daisy the school system of her state and teachers' formal roles. Besides, she learned about practical components such as lesson planning, classroom management, or general laws concerning American schools. This program was more traditional and formal compared to her master's program. In her master's program, she was lectured on formal teacher training involving practical know-how, understanding students' mindsets, and skills. The dimensions presented have also influenced her classroom practices. For instance, having proximity with a disruptive student and asking him/her the reason for his/her actions have influenced her practices. Overall, continuity in conversation, error correction, and modeling as a teacher were her practical gains from her graduate degree program.

4.1.2.4. Isabel: A Guide for Students on Behalf of Human Service

Teachers support, inspire, and lead students for their own benefit, and these efforts are never forgotten. Similarly, Isabel was inspired and led by many teachers in her life. From her family, her mother was a teacher who taught her study habits. She was inspired by her English literature teacher from high school because this teacher taught for joy, not for necessity. In the Intensive English program, she had a chance to meet with supervisors and colleagues who had taught English all around the world. These supervisors and colleagues trained her with some methods. These methods are the use of agenda to show what would be covered in the lesson and the ways of being organized and scheduled, both of which she uses efficiently in her teaching at the department.

Being in the human services field was her job preference. However, Isabel was initially undecided about the profession she would do for the rest of her life. In her region, being a nurse has been popular among women; therefore, she studied a nursing major for one semester. Still undecided, Isabel switched to another field focusing on counseling. Thus, she started her bachelor's degree in Social Work,

Social Studies. This particular field requires close relationships with people who have problems related to their personal lives, values, and beliefs. She found this sort of requirement as “emotionally draining.” After overwhelmed by the requirements, she decided to explore English teaching. This field was appealing because she does not have to be emotionally involved and could see the world and various cultures. Thus, she and her sister, Daisy, started the TESOL program together, and English teaching has become the field that she could envision herself for the rest of her life.

The reasons behind her decision to become a teacher are about to be in the human service but to be in a more neutral way of human relationship’s emotional side. When she started teaching, she did not have any concrete aims or ideals in her mind. She searched for a good job and good benefits which would satisfy her. Becoming a teacher was also a practical decision. Isabel realized that she could find a job in various countries or settings. Her interest in other cultures and countries also could offer many opportunities and experiences: “we are all humans, we are all the same on some level but another level; it is completely different, the food we eat, languages we speak. I just never get tired of learning about different people, different places.

Motivation and cultural aspects have been prioritized in Isabel’s teaching career. For example, in the English preparatory program, she realized that some students are unable to fit into the program. In her classes, she does not let her motivation go down in such discouraging instances. While staying positive, she ponders on ways to increase her students' motivation. Another impactful professional experience of hers regarding motivation was about helping Chinese students in speaking. While working with Chinese students in America, Isabel never gave up on her students and steadily motivated them to speak.

> The Mandarin speakers really had a problem with English pronunciation and speaking, and they did not want to speak very much in the class. But I just asked them to repeat until we could understand them. We did extra practice. Later, the students said it helped them, and they thanked me (Isabel,1st Interview).

Isabel has also perceived introducing cultural elements as an impactful aspect. She especially feels motivated when students are eager to learn phrases in everyday American English. For instance, in one of her classes, a student showed appreciation for learning American phrases, daily language, and personal stories about Isabel's hometown. Isabel found this appreciation as a "positive encounter." Beyond teaching, she also learns Turkish cultural aspects, which she uses to connect with students: "I was trying to talk about people sharing something, and I made a joke about Cem Yılmaz like little little in the middle. I like to connect on a cultural level with the students learning about their language, culture."

Concerning teacher education, TESOL's name, Teaching English to Speakers of Other Languages, arose Isabel's curiosity. Initiated with curiosity, this program taught Isabel a practical skill on communication with people: "it has made me a better communicator, not only with students but with people in general, learning about how people receive communication and how I can better communicate. This has probably been the biggest thing." During this training, she also had the full responsibility of a class in the Intensive English course where she cannot "think of any better experience to start a teaching career." As being a headteacher, her supervisor supported her all the way.

> If we developed any material at all, they would have to check it. We were regularly observed, and so through the observations, they were able to critique us and help us and really mentor us. It was really good for practice, but also for emotional teacher support; we had really good support. The student body was really diverse. It was a true English as a second language class (Isabel, 1st Interview).

4.1.2.5. Matthew: Student-oriented Teacher with Continuous Experience

Creative lecturers at universities could influence a student group in a way that the lecture is perceived as a scene from real life. Matthew had such a business law class at university. It was his favorite class, whose lecturer was very creative in turning a tedious and demanding lecture into an enjoyable and challenging instruction. In this class, there were many readings about cases and laws. Instead of solely reading, she made her students "interact with the materials." At the end of the semester, this lecturer even invited a judge into her lecture and gave students specific

scenarios to defend or prosecute in front of this judge. Matthew and other people "appreciated her and her effort."

After earning his bachelor's degree in business, Matthew was undecided about his career. He studied business in the first place as this degree is applicable for a wide range of areas. His problem-solving skills could be useful in business; however, he was not passionate about this field. Instead, he realized his passion for "helping people to cross cultural barriers through language." Matthew entered the teaching profession because of his natural dispositions, preference for social interaction, and interest in international experience and other cultures. As his natural disposition, he believes that he has "some skills that are naturally good for the job." Moreover, jobs containing social interactions always appeal to him. In teaching, interaction with students was one of the reasons for his decision to start teaching. According to him, teaching could also serve as a worthwhile opportunity to have an international experience. To gain such experience, Matthew earned his CELTA and started to look for job opportunities abroad. His other interest was in foreign languages and cultures as teaching English could help people reach their goals related to learning foreign languages and cultures.

The department has been the first place where he practiced his teaching; therefore, two classroom experiences impacting his perception happened in this setting. Both experiences were related to classroom dynamics. The first one was about an unmotivated class where he found his own style to manage, whereas the second one was about the importance of a class that gets along well with each other. The realization of this importance was "eye-opening" for him. After this experience, Matthew wondered about the ways to learn how to facilitate good relationships between students as a part of professional development.

> In the second semester last year, I had two classes; they were intermediate-level listening-speaking classes. And I taught the same five hours to both classes every week, and the way it actually played out in the classrooms was completely different. One class liked each other, and they got along well, and they, for the most part, wanted to learn together, and it was really enjoyable for them and for me. The other class, they did not want to be there. I did not really like going to that class, and I do not know if they liked me coming to

> that class. It is the same exact material, the same stuff, and classes were night and day, so different (Matthew, 1st Interview).

Matthew learned different aspects of English language teaching in two language teacher education certification programs. Firstly, Certificate in Teaching English to Speakers of Other Languages (CELTA) taught him the history of language acquisition theories, learning and teaching styles and gave him his first in-depth English language teaching experience. During this program, his classes were observed and criticized, and ways for improvement were suggested. Ultimately, this short-term English teacher certification program shaped his teaching approach and ideas about how to structure a successful lesson. For instance, in this certification program, he learned how to activate students' schema. Through activating schema, Matthew aimed to "help them start talking about it and realize what they actually know about it and then teach them new things on top of that to build up from there." Matthew also learned the strategy of personalization from this program. By personalizing the topic, the aims are to make students more engaged in the lesson and connect with the topic. Matthew emphasized activating schema and personalization as the effective ways to "help students engage with the topic or the content" and to enable them "to build off of what they already know." Secondly, a higher credential, TESOL, trained Matthew in several modules. The module concerning methodology influenced his teaching ideas, while the other two modules on phonology and grammar demonstrated him the grammar rules and delicacies of phonology in English, which he uses unconsciously.

> For example, one that really stood out was adjective order. I can all say it right every time, but I would never be able to tell you the order that are supposed to be. Just learning these things that students are going to come across and it is not going to be natural to them definitely helped me be more aware of grammar and the rules in English (Matthew, 1st Interview).

4.2. How do international instructors view the construction of their personal practical knowledge in relation to their current practices?

4.2.1. What roles are assigned to instructors in addition to teaching?

4.2.1.1. Susan: Learning in Testing and at Sharing Moments

In the first place, Susan was given the responsibility for testing as a member of the Testing Unit, which was shocking for her. Susan was out of the university context for three years, and the university had a different system compared to the universities where she had worked before. She thought that this decision was based on her previous testing duty at the state university for a year. At that state university, Susan coordinated testing for the upper intermediate group, which was counted to over 1000 students. Even if Susan felt like she was forced for this position initially, she worked as a tester for 2-3 years at the department and now also creates listening questions for the exams of upper-intermediate and repeat levels. Apart from testing responsibility, since the very beginning, she has been proofreading the departmental exams, which only stopped due to the COVID-19 pandemic.

Although starting in the Testing Unit was unexpected for her, Susan found its advantages on the following days. She favored teaching ten hours per week in contrast to the usual workload of twenty hours a week. Too many contact hours make Susan exhausted, which could stem from the number of years teaching or her age. Teachers should also have time to “go over what they have done, investigate other avenues, read about subjects that have been presented.” One of her values is that teachers need to have other interests and spend time accordingly. This way, the interaction could be promoted in the classroom because the books are mechanical; it is the teacher who can make them appealing.

At Eastern Sun, Susan prefers to get involved with testing more. She would rather proofreading and preparing questions more than spending time in the classroom. From her perspective, preparing questions and proofreading stimulate one's mind, whereas teaching is the opposite. Concerning the stimulation of the mind, in testing, instructors could consider how a student thinks and arrange questions, and in proofreading, optional distractors or rewording requires careful examination. Understanding the components of testing could have some impact on teaching as

well. However, in teaching, only a good student who shares ideas and brings different perspectives can help minds to be stimulated. From her perspective, the beauty of teaching only shows itself in the moments when knowledge or viewpoints are shared.

4.2.1.2. Ruth: Building Community in Clubs

In addition to teaching responsibilities, Ruth has organized extracurricular clubs in the department. Retrospectively, she has organized several clubs such as the foodie club, pronunciation club, rhythm club, debate club. Except for the debate club, which the coordinator Dilan suggested, all the other clubs were her idea. Ruth organized these clubs because these areas "are not covered enough in the main classroom." All these clubs were shaped with her materials and ideas.

These clubs have made a positive impact on her teaching. For instance, her knowledge on how to teach these components has increased while conducting these clubs. Even today, when Ruth has a conversation about rhythm and stress, she could remember some materials used in these clubs. In addition to organizing clubs, she has taken responsibility in material development. Curriculum Unit assigned her three units from the book in the summer in order to develop several materials such as slideshows.

4.2.1.3. Daisy: Constructing Clubs and Group Network

Daisy has officially only the role of being an instructor who has a 20-hour load of classes per week. Nevertheless, unofficially, as an "unwritten expectation" from native speakers, she runs an extracurricular activity. In her second year at Eastern Sun, it was requested from Daisy to offer a culture-sharing conversation club. Daisy and Isabel offered this club for two weeks. The following year, Ruth was employed and came up with the idea of English Friends Club. Daisy planned the weekly activities in English Friends Club, while the other American co-workers supported her during the club sessions. In the pandemic, English Friends Club was turned into online, and in this term, it has been temporarily ceased, and instead, the Canadian teaching assistants have started to conduct a culture sharing club.

English Friends Club has provided some other avenue for Daisy apart from the regular teaching practices bound to the book activities and the curriculum.

> With the club, I felt like it was a cultural outlet for me as an American living in Turkey, celebrating American holidays and national days with my Turkish students in the extracurricular club. It was fun for me because I could explain what we normally do in America for these holidays, and I tried to replicate the celebration for our students in small ways. So, it gave me more motivation as a teacher and more creativity (Daisy, 2nd Interview).

In this club, Daisy also connected the activities with the aim of skill-building and with real-life application. During the club activities, she exemplified her aim by saying, "if you ever go to America and you experience this holiday, you should know these terms and these vocabulary words because you will hear them a lot."

Another unofficial role is about helping other international teachers. Her sister and Daisy name themselves as "the international teacher liaison," making efforts to help other international instructors who do not know the Turkish language adequately and have questions. That name, liaison, comes from a friend's suggestion about having contact with an experienced instructor: "she referred to that person as the liaison like a contact person to get advice and suggestions." When they first arrived at the university, there was also one instructor who has been to the United States and has known American culture. This instructor helped them by translating Turkish and giving advice about the workplace. However, they were the first international instructors in the department; thus, they decided to form an international teacher liaison. Daisy and Isabel still keep the liaison open for the international faculty through a messaging application in order to text each other about department-related schedules and duties. Through this liaison, international faculty "keep communication open and share questions and answers."

4.2.1.4. Isabel: Providing Guidance for New Teachers and Clubs

Isabel does not have an official role apart from teaching. However, she has helped new international instructors with policies and paperwork as the aforementioned unofficial "liaison." Daisy and Isabel are international instructors who have been at Eastern Sun the longest; thus, they aspire to "make sure all the other international teachers know what to do." They are willing to help because they put themselves into these new instructors' place as they have gone through all these

stages: “when my sister and I came, we were the first ones, and it would have been nice if we would have had other international co-workers to guide us.”

Moreover, Isabel has supported the extracurricular club organization. Although the roles and objectives differ in clubs, extracurricular clubs are primarily organized with international instructors' “joint effort.” She has been involved with planning and “team effort” in some speaking and culture-sharing clubs. In the past six years, being a part of the joint effort in clubs and helping new international instructors have increased her motivation. Isabel feels more encouraged to develop herself professionally. While helping newcomers, she also “feels accomplished” because she realizes the goals she has achieved for herself.

4.2.1.5. Matthew: Experiencing Club-making

As an unofficial role, Matthew has done extracurricular clubs for the past two years; only this term, teaching assistants are taking the responsibility. In his extracurricular clubs, he aimed to create “a fun environment where students can come and practice their speaking.” For instance, in the online summer term, Matthew organized an online game club with another international instructor. In this club, they organized one tournament through an application where game competition took place. Despite his desire to conduct a club this term, the teaching assistants overtook the responsibility of organizing extracurricular clubs.

Extracurricular clubs giving students opportunities for practice and exposure promoted some benefits for Matthew. By organizing and conducting extracurricular clubs, he has created rapport with the students and understood their opinions and attitudes towards teaching and materials. While rapport with students was accomplished through the clubs, his relationships with colleagues were nurtured with another unofficial role. This unofficial role features Matthew’s perspective as a native speaker. Concerning this role, as “a resource,” his non-native colleagues consulted Matthew for the natural use of the language.

4.2.2. Which aspects at the department have contributed to the international instructors' professional growth?

4.2.2.1. Susan: Learning to Face Dilemmas

On the conceptual ground, Susan sees the growth of knowledge and the improvement as a need for all ages; however, she questions whether she should grow professionally. On the practical ground, Susan faced two dilemmas in the department. First, she was forced for a testing position, but internalized her role as a tester and proofreader of the department. Second, she realized the foreigner complex and experienced how students could overcome with time.

4.2.2.2. Ruth: Learning How to Be a Part of the Community

For Ruth, professional growth "means to be open to learning, to be humble." In the department, her professional growth has been promoted by learning three aspects: how to teach listening and speaking skills, the background knowledge regarding students, and the phrases which enable her to connect with them. Club-making gave her new ideas to teach listening and speaking. The interaction with Turkish students in the classes enriched her cultural understanding. She has also learned Turkish phrases, which could help connect with students on the cultural level. In one instance about using Turkish phrases, the university distributed a survey to learn students' preferences, online classes versus face-to-face classes. Most of her intermediate-level class said they would not prefer face-to-face teaching. She made a joke about face-to-face classes and used the Turkish word she learned before: "Because of your parents, yavrum (my dear), do not go."

4.2.2.3. Daisy: Continuous Learning for Effectiveness

For Daisy, professional growth refers to "becoming more effective as a teacher and maintaining effectiveness as a teacher." The club as a cultural outlet has been a place where her effectiveness is tested. To become effective, she has also learned Turkish. She can speak and understand Turkish; she has watched many Turkish movies and TV. Now she knows "what to expect and how to understand the students better." Professional growth also means avoiding being a burned-out

teacher. She dreads becoming a teacher who always feels tired and lacks enthusiasm in teaching. In the past few years, she also carried out some research projects on these issues.

4.2.2.4. Isabel: Self-learning and Collaboration

Professional growth connotes being a self-learner and includes collaboration for Isabel. As professionals, instructors should be self-learners and motivate themselves to learn more. All these years, she has motivated herself and learned a great deal about Turkish, which occurred to be "a good challenge at the end." The more she learned about Turkish, the more comfortable she felt about her English language instruction in the department. Collective problem-solving and discussion have been also a step for her professional growth. In her joint effort for clubs and the liaison for international instructors, she has been exercising these aspects.

4.2.2.5. Matthew: Learning the Ways for Improvement

At first, Matthew had a yearlong internship at the Department of Foreign Languages. During this internship, he has improved his two weaknesses: lesson planning in detail and conduct of lessons with low-motivated classes. Matthew had difficulty preparing detailed lesson plans and mostly had "a rough idea" about the lesson, but not a step-by-step lesson plan. To strengthen this weakness, he submitted a lesson plan each weekend as an intern, and the extracurricular activities coordinator checked it. Making low-motivated students participate in the lessons was another challenge for him because he did not have the experience to handle such a situation. Matthew had these weaknesses minimized at the end of the internship and was hired as a full-fledged instructor with teaching responsibility.

Matthew does not have a specific definition for professional growth because there is no "setup plan" for him to follow in his career. However, in general terms, he defines it as progress to reach the ideals of his teaching. Matthew has made progress in minimizing his weaknesses by writing structured lesson plans and handling classrooms with different motivation levels and dynamics in the department. Additionally, Matthew has understood what he values in his teaching

after questioning the mandatory attendance policy for classes and Conversation Club for the lower-level classes.

4.2.3. How have professional development activities influenced the practices of international instructors?

Professional Development Unit has offered seven different professional development activities at the department, one of which full-time instructors are compelled to attend each year. These activities are action research, article club, mentoring program, team teaching, video coaching, peer coaching, and online learning communities. In the action research group, each instructor finds a problematic area in their classroom, plans and conducts action research for resolution. In the article club, articles are reviewed and exchanged among colleagues for further knowledge. In the mentoring program, an experienced instructor helps a novice instructor in the department by setting a target area to be improved, having observations, and mutual meetings. In the team-teaching group, two instructors conduct a lesson in the same class and reflect on their joint experience. In the video coaching, instructors record their own class and share the video with their partner for feedback and reflection. During peer coaching, instructors together reflect upon the teaching practices and their consequences through recordings. In online learning communities, instructors choose an online course, write a reflection, and devise a classroom implication accordingly.

4.2.3.1. Susan: Lack of Concrete Impact on Practice

Susan attended all the professional development groups except the action research group and mentioned three professional development activities from different angles. In line with the topic in her master's thesis, Susan would like to read further on motivation; therefore, she attended the article club. In this professional development group, she was paired with a colleague, and they both read articles and gave feedback on each other's articles. This particular group enhanced her academic and scientific knowledge on motivation.

Professional Development Unit also offers a mentoring program. In this program, a mentor guides a mentee who is a novice teacher. The mentoring program aims to help the mentee with his/her concerns and discuss the problems he/she is likely to have. Thus, the mentor becomes a guide whom the mentee can approach and ask for help and ideas. In one term, Susan chose to be a mentor because of the mentor-mentee interaction. According to her, this program offers the mentee a chance to communicate with an experienced teacher. Although Susan was willing to help the mentee, the mentee gave up because of personal reasons.

For professional development, Susan also attended an online course on pronunciation as a component of online learning communities. The course was detailed, and additional materials were provided. She became aware of the position of the tongue and its effects on accents through this online course. For teaching pronunciation, approaching phonetics from this angle gave her insights.

> When you speak in English, the tongue is usually fairly high up, touching the top of the pallet, whereas, with French, it is low down at the bottom and behind the bottom teeth. So that awareness was quite interesting (Susan, 2nd Interview).

After this pronunciation course, she experimented with some of its details with her students. This experiment was done with two intermediate-level classes. She gave them a paragraph and requested them to understand their tongue's position while repeating all the paragraphs aloud. Only one student accomplished this task. Demoralized by the low impact, she gave up experimenting with pronunciation. Susan also found teaching pronunciation irrelevant to the departmental context. In the department, pronunciation is not prioritized; instead, passing the standardized test is the most crucial concern.

4.2.3.2. Ruth: Widened Perspective

Ruth has attended many professional development activities but found video coaching as the most helpful activity because it allowed her to observe one Turkish teacher. Video coaching enabled her to understand the perspective of a Turkish teacher. Beforehand, she held the belief that Turkish teachers have the principle of

“par distance,” which implies the power dimension in relationships. In the video that her partner sent, she realized that this Turkish teacher did not exercise par distance and did not stay behind the desk to keep her distance, which is similar to the American perspective. The video coaching activity also increased her awareness about the connection with students: “From the video coaching, hearing her, watching how she teaches helped me. That changed how I taught. It increases the importance of connecting with the students.”

The other groups which made an impact on her teaching were action research and article club. In the article club, she learned about teacher talk time. To examine teacher talk time, she collected data on her teacher talk time and compared it with student talk time. Ruth found out that her talk time encompassed forty percent of the lesson while her students only 20 percent. Since this finding was revealed, she has been trying to increase student talk time in her lessons: “One of them which I am doing now, which is important with online, is I count to ten before I continue. If I ask a question, I notice that I need it to stop and count to ten to give students time to think.”

4.2.3.3. Daisy: Realization of Similarities

Daisy’s favorite activities have been peer coaching and team teaching, which weakened some preconceptions about her teaching style. In the beginning, Daisy had worries about her effectiveness as a teacher and was comparing herself with Turkish teachers. These two professional development activities helped her overcome these worries. In the peer coaching group, she was paired with a Turkish teacher teaching English at the department for six years. They both recorded their lessons and shared the recordings with each other. Upon the recordings, Daisy realized that their styles were different, but teaching practices were not. The experienced Turkish teacher also assured her that her teaching was effective, and it was unnecessary for her to have the foreigner complex. In the second group, team teaching, Daisy and one other experienced teacher were paired. They visited each other's classrooms and taught together. This team teaching enabled the pair to understand each other’s teaching styles. After these activities, she was able to overcome her fear of being ineffective, and her confidence was boosted.

> What I am doing is the same as what my co-workers are doing even though we were trained in different systems and we have different home cultures. It is okay to be different and still be effective. So that was the biggest takeaway (Daisy, 2nd Interview).

At the department, Daisy has become interested in carrying out research projects since professional development activities encouraged her to conduct research and present at conferences. In these projects, she could build a relationship between research findings and classroom applications. For instance, in her first year, Daisy and Isabel conducted a research project about the transition to another teaching context. Professional development activities have also helped her to reflect on teaching. By attending workshops, she reflected on her teaching-related practices.

4.2.3.4. Isabel: Benefits for Contextualization

Professional activities have given Isabel a way to understand "what is normal" in this context. She noticed normal expectations of the department, of the students and made a comparison within her classes; therefore, she searched for ways to fit into the context better, which is beneficial for "contextualization." Isabel has participated in team teaching, video coaching, and article club, but has evaluated research projects and presentations at academic conferences as the most significant accomplishment based on professional development.

Isabel's favorite activity has been conducting research and presenting at an academic conference because she has learned much from the preparation processes and has interacted with other professionals at the conferences. At the department, she has carried out two research projects, both of which were self-initiated and personally relevant. The first research project carried out by Isabel and Daisy was about teacher adaptation and mitigation. They carried out this research to see how new teachers measure success and adapt to new contexts. It was personally helpful for Isabel because it has been only several months since she started working at Eastern Sun. Their friends and other prospective teachers could also benefit from the project after its article was published. Lastly, this project made her feel more satisfied with her teaching experience in Turkey.

> Depending on the context you are in, you could feel disappointed by different aspects that did happen or did not happen in your classroom with your students. But from that project, we could see it was a normal thing that teachers experienced (Isabel, 2nd Interview).

The second research project was about the difference between English as a foreign language context and English as a second language context in terms of student motivation. Isabel, Daisy, and another American colleague conducted this research project and presented it at a conference. This project was also relevant to her and her team because they all had experience in both contexts. They reached out to some practical ways that could improve their teaching practices. Personally, the comparison between ESL and EFL contexts improved her lesson planning in the EFL context and changed her ideas about the classes.

4.2.3.5. Matthew: Peer Interaction for Good Foundation

Matthew has participated in only a few professional development activities. In his first year, Matthew attended the orientation program of the department and attended the mentoring program. As his mentor, Isabel observed his several classes and evaluated the strong and weak sides. Matthew and Isabel discussed ways to improve his teaching practices. He also regularly observed some classes during his internship. During these observations, he filled out forms with different objectives such as rapport, classroom management, student talk time, and teacher talk time.

His focus in professional development has been acquiring "a good foundation" with experience. Although Matthew sees himself as a "pretty flexible and good learner," he believes that his skills can be polished only after having an adequate foundation. For example, in the department, he has been learning how to discipline a class. As he is not "very confrontational," he does not always warn students to put their phones away or stop chatting. He describes his classroom management style as "I do not rule with an iron fist in the classroom." For the classroom management-related issues, the community of teachers has enriched this foundation with their advice concerning resolution. Besides classroom management,

his peers have had him reflect on various teaching aspects and have given him recommendations for many situations.

4.3. How influential are the current practices over international instructors' future routes in teaching?

4.3.1. How do the instructors perceive the benefits of having worked in the current context?

4.3.1.1. Susan: Material Benefits and Criticism of the University Mindset

Susan's perception of the benefits in the current context is bound to the department's general structure and the university. For Susan, the department is very systematic as the materials are pre-prepared and ready. Teachers only need to plan how it is covered. The university system is also easy for new teachers to fit because the materials are ready, and everything is organized. Although the system is efficient, teachers should be on track about meetings and invigilation by checking their emails regularly. Medical support and location have been regarded as other benefits. The university offers medical support for staff, and the location of the campus is small but pleasant, convenient for Susan.

Besides its material benefits, she criticizes the mindset of Eastern Sun. According to Susan, this university has a company mindset and is managed similarly to the system of big companies. As a company, this university aims to maximize its profits, and, in this analogy, students become customers. Susan believes that university should not have a company mindset. The true meaning of university is to "facilitate more interaction, sharing of ideas, openness to ideas, resources for students to access." Furthermore, from her perspective, *"*the aim of the university should be to help educate, develop, and help young people to grow in all directions."

4.3.1.2. Ruth: University-related and Cultural Benefits

One of the most significant contributions of working at Eastern Sun is the interaction with colleagues and officemates, which she has missed in the online term. Even an online post of her colleagues could influence Ruth. For instance, one of her colleagues posted on her social media account about the young adults' attributes.

Ruth found the post encouraging and empathetic as the age group in the preparatory program are young adults. There are also other benefits related to working at this university. At the university's hospital, they could have a discount, with which she has recently had a checkup. After her tutoring with two students from another university, Ruth also realized that the students at Eastern Sun are intelligent. Furthermore, they come from wealthy families and have not faced serious difficulties in having the necessary resources.

Turkish students and culture have enriched her worldview. Turkish students' capabilities about all the media and technology made her notice that technology "has brought more knowledge and information and culture to people through movies and songs." At the department, Ruth also realized cultural differences. One of them was about the difference between individual and collective societies. In the United States, where are you from means where you live, but in Turkey, the same question refers to where your ancestry is from; it does not necessarily refer to the city where people live. The other one was about cheating during exams. In the United States, cheating is unacceptable, while it could be tolerated among peers in Turkey.

> And it seems it is more collective society, even thinking like he needs help. I am going to help him, and he is my friend. I am going to help him. So, in the U.S., we do not think like this, I cheat because I want to succeed (Ruth, 2nd Interview).

4.3.1.3. Daisy: Intercultural Competence and Skill Improvement

Working at the University of Eastern Sun has expanded Daisy's worldview and enabled her "to look at the world through a cultural lens." This perspective has improved her intercultural competence.

> In America, I had friends from other countries, and I liked learning about their cultures; and I wanted to learn about their culture, but I was never in their culture. So, I think living in Turkey has taught me a lot about looking at the world through this cultural lens, what the students value, what my co-workers value. It is different from my home culture in a lot of ways, but I think living and working in Turkey has helped me to appreciate my own culture better and also to appreciate cultural differences in a way that I did not understand before coming here (Daisy, 2nd Interview).

Daisy has been learning and improving her teaching skills in this job. Learning about intercultural communication, learning styles, and strategies and experiencing them hands-on have served well in this context.

> I feel like working at the university as an American has taught me a lot about intercultural communication and Turkish students and learning styles, learning strategies. I just think that I would not have seen if I would have stayed in my own culture (Daisy, 2nd Interview).

In Turkey, speaking and communicative language skills are emphasized the least and could be challenging for students. Under these circumstances, Daisy has learned how to approach students to help them communicate effectively.

> Over the years at the university and in Turkey, I have seen a lot of students know English, and they understand English, but they are not sure about how to use it and how to communicate effectively. So, I think working with them has taught me a lot about the affective filter theory and making students feel comfortable enough to try and also about error correction (Daisy, 2nd Interview)

4.3.1.4. Isabel: Skill-focused Advantages

Isabel is accustomed to being more prepared and planned as an instructor, thanks to the department's schedule. As a part of this planning, she has learned how to attract students' attention and makes spontaneous decisions in her lessons without pre-planning. In addition to planning, working at Eastern Sun has improved her speaking and presentation skills: “I think not only planning but also maybe speaking or presentation skills. They have been improved.”

The more Isabel continues working at Eastern Sun, the more comfortable she feels. She has become more adapted and has had more energy and creativity. During these years, she has also felt satisfied by keeping in touch with her former students and hearing from them as “I am glad I learned about this part of English or this part of English-speaking cultures in your class.”

In this job, Isabel has acquired knowledge about Turkish culture and history, which has enriched her worldview. Moreover, she has developed herself concerning communicating with other people effectively.

> I have learned a lot about Turkish culture, Turkish history, also in our program with our student population, the typical learning style, our communication style. So, I think I have learned more about people and how to communicate with people better (Isabel, 2nd Interview).

4.3.1.5. Matthew: Teaching Style and Understanding

Working at Eastern Sun is Matthew's first teaching experience. He has formed and established a teaching style by working at this university: "I am forming my teaching experience, my teaching style here in the classroom as I understand what works." At this point, Matthew sees himself in a more advantageous position compared to other instructors and believes that as a novice teacher, he can learn from experienced instructors in the department. He interprets it as an opportunity for growth.

Matthew's worldview has been enriched with what he has observed at the university and experienced in Turkey. For instance, Matthew questioned the idea of mandatory attendance that the university is supposed to take. According to him, the responsibility of attending the lesson should be on students as he experienced in his previous teaching context in the U.S., and the university should not have an attendance policy. He also questioned why the department is managed by top management, which has no English language teaching background. With this questioning, he became concerned about the credibility of the decisions made by the top management: "there is a businessman making business decisions, and sometimes it is not the best for teaching English."

Living in Turkish culture has given him an understanding and made him become more perceptive and aware: "It is definitely opened my eyes and seeing that there are different ways of doing things." Matthew has also taken many Turkish courses and has attained intermediate-level knowledge of the Turkish language. Overall, this international experience at Eastern Sun has given him a better understanding of himself as an instructor.

4.3.2. How do instructors relate their teaching experiences at the department to their future career goals?

4.3.2.1. Susan: Internalized Roles

For future plans, Susan does not have a specific idea on her mind. However, her age and the offers on a financial basis are the factors to be considered. Previously, a yearlong job in Italy was offered, but the unsatisfactory offer discouraged her from moving to Italy; thus, Susan thought that it would be better to stay in Turkey at that time. Susan also considers the choice of moving to a southern city, where her daughters live. In this city, she would work at a private university, but she is unsure whether their offer would be financially sufficient. Under the influences of the mentioned thoughts, Susan has possessed two main professional goals at the department: proofreading and testing. In Ankara, Susan could imagine herself continuing with testing as an examiner. If the University of Eastern Sun provided a part-time or proofreading-only position, she would also be willing to offer her services.

4.3.2.2. Ruth: Short-term Goals

During teaching at the department, Ruth has focused on “creating opportunities” for herself. As part of these opportunities, Ruth’s plans are primarily about the near future encompassing 6 to 12 months. For example, Ruth has an annual goal of submitting and presenting a paper at a conference. Among her goals, the foremost goal is to finish her thesis. This master's thesis was shaped by her career goals of improving the students' listening skills since listening exercises in the books are not developing listening skills but testing comprehension. Ruth also would like to learn about writing skill instruction, for which she considers pursuing an online PhD program.

Ruth’s teaching practices at Eastern Sun, such as material development, video preparation, skill instruction, are the experiences shaping her future goals because they create opportunities for her to learn and experience more as an instructor. Ruth found her experience of living abroad positive and would like to continue this

experience in Turkey because she finds the transition to another culture is troublesome: “80% chance is, I will be still here, in Turkey.”

Ruth is acknowledged that there is a competitive job market in America, the language schools are closed because of the inadequate number of students. Therefore, she is uncertain about whether she could find a job in the United States. However, she considers applying for the English Language Fellow Program with the U.S. State Department in the future. In this program, teachers are sent to different countries as teacher trainers or staff for the universities' English language departments. She views the English Language Fellow Program as a career move; however, she has not felt qualified enough to train pre-service English teachers yet.

4.3.2.3. Daisy: A Stable Career

In graduate school, Daisy’s foremost goal was to find a good, stable job and be employed. It was originally her father's requirement for her and her sister, Isabel. Her second goal was “to get international experience and to work at a university.” In this job, she feels like she has reached those goals by “having a stable job, learning about the culture, and having foreign experience.” In this context, her general underlying goals have become to improve her teaching practices and communicate interculturally.

Working at the University of Eastern Sun serves her possible future goals. After their experiences in the current context, Daisy and Isabel believe that they can adapt to another country more smoothly than the first time. They could draw on their experiences in Turkey if they need to move to another country. Daisy also recognized this advantage from her friends who have lived in Turkey for a long time. When they returned to the United States, they were “more effective at handling the challenges than they were previously.” However, Daisy does not consider changing countries now because, from her perspective, “changing country once is enough.” As finding jobs is still hard in America, Daisy aims to keep working in ESL/EFL field and continue learning abroad.

Daisy does not specify her future career steps. Her future career choices would depend on her personal needs and family needs. Even if Daisy does not have a specific future goal momentarily, she holds a goal as a language teacher.

> I think one of my goals as a language teacher is to just learn another language fluently and be able to function well in that language, so that has been one of my goals, you know, while living in Turkey, learn Turkish and be able to use it effectively (Daisy, 2nd Interview).

4.3.2.4. Isabel: Supervising Role

Isabel's career goals have been attained by working in the current context. These goals were working abroad and working with her favorite student population, adults. Some recommendations shaped her first career goal about teaching overseas. As mentioned, if Isabel could teach abroad for at least two years, it would be "a golden ticket" for English teaching jobs. Even though her initial goal was limited to two years, she has been working at Eastern Sun for the past six years. Now she believes a stable career at one university would improve her CV: "The longer I stay at a school, the more stable my CV looks for my experience."

Isabel's present goal has shifted to learning a foreign language. As an English language teacher, she thought it would break the general stereotype about American people as monolinguals and provide a model for her students. As a model, Isabel could share her personal language learning experiences, and the students could treat her as "a more credible source." Through the practice of language learning, she also asks herself several questions, such as how to improve speaking or increase vocabulary knowledge: "If I experienced this myself, then I can better teach students these skills. I also think students respect the teacher who has learned a language more."

Isabel has heard about the stories of foreign language teachers who are reluctant to learn Turkish and expresses their reluctance in the classroom. From her perspective, teachers need to make effort for learning the language instead of making excuses. Furthermore, Isabel would like to be proficient in Turkish so that she can make use of it in future job applications. For her language development, Eastern Sun

serves well with all its departments as a semi-Turkish context. Therefore, there is no plan concerning the change of the university or the country.

Isabel would like to be in a supervisor role in the future as a program director or a teacher mentor. In this department, taking a role in the administration could also shape her ideas about the future. Nevertheless, Isabel is content with her current role in the department and finds herself close to these future goals as being "on the ground, in action." In the future, she could have a smooth transition from the instructor role to a supervisor role with her personal experience in the classroom

4.3.2.5. Matthew: Teaching Experience

In the first place, Matthew did not have a career goal as a setup plan. His initial career goals were primarily to have an international experience and to live abroad as an ex-pat. Both of these goals have been accomplished in the current setting. Since starting to work in this setting, his career goals have been concentrated on gaining experience and becoming a better teacher. For instance, with practical experience in classrooms, he has felt more familiar and comfortable with the teaching aspects, such as "getting to know students and getting to help them improve their skills." Teaching experience at Eastern Sun showed Matthew what he enjoys in teaching.

Matthew does not consider moving to another country because he thinks that establishing in a country is burdensome. He would like to continue in this teaching job at Eastern Sun. Although this teaching experience has evoked some of his thoughts about the future, he has currently desired only to have teaching experience in this context.

4.4. What are international instructors' perceptions on various aspects of their practical knowledge?

Each instructor's perceptions concerning six knowledge types are given to shed light on their practical knowledge. For each instructor, the following six knowledge categories are narrated in an orderly manner: knowledge of purpose in

teaching and learning English, knowledge of subject matter covered in classes, student knowledge specific to the student population, knowledge of student learning and understanding concerning skills, knowledge of curriculum entailing texts and materials, and knowledge of instructional techniques regarding strategies and lesson design. These knowledge types are also searched in actual classroom practices, and matching aspects are shown in the matrix below the narrative part.

To answer the sub question of how the reported educational experiences reflect over instructors' instructional preferences, the most frequent perception in the code landscaping is given in the matrix as the last one. This perception is searched in the educational experiences and comprises the images. As the last step, the links between the image and instructional preferences are depicted through vignettes.

4.4.1. Susan's Perceptions Regarding Her Practical Knowledge

Susan's goals in teaching English are to "facilitate better learning and enable them to advance in English to increase their proficiency, whatever level they are at." She believes that students make progress by experimenting with the language. After obtaining a basic knowledge of grammar and vocabulary, they need "to experiment with the language to build on it," even if they are forced to learn English.

All the units of her books are about vocabulary, and all the tests in a term assess students' vocabulary knowledge. Susan describes it as "the only real thing they are going to be tested on...It is a selling point." In her lessons, keywords used in different exercises play a crucial role. Listening exercises where students can hear the words in context are followed by reading exercises "to hammer home or stress those words, those keywords, which they are going to be tested on." Susan cares about enriching vocabulary activities by teaching other parts of speech and sees teaching parts of speech as "one part of vocabulary building." By introducing them at the recognition level, students could build connections in other skills. For example, in reading, "they understand the part word plays in the sentence or the context." She also aims to "increase awareness base" by showing common mistakes in pronunciation. As the subject matter, keywords, parts of speech, and pronunciation are highly prevalent aspects in her practice (See Table 11 – D & E).

Susan understands the characteristics of her students by observing *"*what they did in that class." How students interact with Susan and each other and how they feel in the classroom makes her aware of their characteristics. This semester she had two elementary level classes, and their characteristics were different. In one of her memories with "the cheeky class," she gave students a survey on food. In the video conferencing tool, the students were supposed to annotate their preferences. When a choice between meat and vegetables was made, the boys were carried away by the meat and put lots of ticks onto the meat. The mentioned elementary level class was named "cheeky" because of their attitudes in annotating. Concerning student learning, her students mostly have difficulties in productive skills, writing and speaking, but listening could also cause problems.

As the curriculum, Susan uses online document editing tools, creates a whiteboard, and organizes some whole class and group activities. She could integrate a video or a clip while planning a lesson. She sometimes makes them play online games because students are eager to play games. In her opinion, games only help to learn English, such as in word-building or improving grammar. Furthermore, slideshows were prepared to satisfy student expectations (See Table 11 – C). It is her assumption that students at the university would expect slideshows all the time. Thus, she criticizes their use and sees their use as an escape from communicating with students.

Susan prefers a change of interaction as the first instructional technique (See Table 11 – B). In addition to teacher talk, she believes that pair work and group work can "give them a break." Susan uses exemplification and makes analogies and comparisons to a great deal (See Table 11 – A). She adopted this method to make them "look from another angle." She explained it as "you could look through one window and not see as much and then look through another and see things from different perspectives or different angle."

In the current term, the pandemic of Covid-19 forced English language instruction to continue online. During this instruction, the books were turned into an online format where everything could be found. For instance, in these online books, the sentences and answers can be reached with a click. As using the online book,

Susan has experienced its advantages such as the annotate function. The annotate function has enabled Susan to write on the text and highlight some sentences as she favors (See Table 11 – F). Students could also annotate, thus join the lesson by putting stamps or ticks. It has overall facilitated interaction between students and the teacher.

Relating to what is in life is a highly crucial aspect of Susan's teaching (See Table 11 – G). In practice, students should be able to use the words they have learned "in relation to their own lives." Through this relating to their own life, they could *"*build on it and progress a bit faster." After all, learning a language is bound to whether you relate it to your life or not: "At the end of the day, you're going to learn a language, you have to relate to what is in your life, introduce the language to what relates to you."

Table 11

Traces of Susan's Perceptions on Practice

Practical knowledge	**Perceptions**	**Classroom Practices**
A. Exemplification, analogies and comparisons	To look from another angle	-Exemplification about different topics such as climate, the use of verbs and nouns, synonyms, and compound nouns *(1st & 3rd Hour)* Making comparison -between a Turkish city and a British city on the topic of weather *(1st Hour)* -between email writing and formal letter writing *(2nd Hour)* - between the population of Britain and Turkey *(3rd Hour)* -between the music tastes of the past and the present *(4th Hour)* -between Turkish and American sign language; British and American sign language *(7th Hour)*
B. The change of interaction	To give a break to teacher talk with pair and group work	- Email writing- Breakout rooms for group work, Revision of the fundamentals in email writing *(2nd Hour)*

Table 11 (continued)

		- Formal report writing- Breakout rooms and group work for 8 minutes, The lecturer visited each room, Full report writing on the analysis of company's sales *(6th Hour)*
C. The use of slideshows	To satisfy students' expectations	Every lesson, PowerPoint slideshows were used (1st – 7th Hour)
D. Vocabulary knowledge	To teach key words and parts of speech	-Wild weather (the content) - Words such as snow, drought, predict, rising sea levels, Parts of speech such as exist, existence *(1st Hour)* -Future housing (the content) - Parts of speech with additional information about their use, synonyms and past forms of words, Words given in a context *(3rd Hour)* -Arts (the content) - Parts of speech and explanation, Words such as appeal, interpret, lively, traditional *(4th Hour)* -Sign language (the content) - Interaction based on parts of speech such as expression, express, Warning about tricky words *(7th Hour)*
E. Pronunciation	To increase awareness base	-Correcting the pronunciation of rising *(1st Hour)* -Warning about difficulty in pronunciation of desert-dessert *(3rd Hour)* -Emphasizing the word stress in "property" *(3rd Hour)*
F. The annotate function	To facilitate interaction between students and the teacher	Using the annotate function for writing, highlighting, drawing, and underlining *(1st, 2nd, 5th, 7th Hour)*

Table 11 (continued)

G. Relating to what is in life	To make language learning meaningful	-Wild weather in Turkey *(1st Hour)* -Expectations from instructors about formal email *(2nd Hour)* -Landscapes in Turkey *(3rd Hour)* -Vacation preferences & Tourist destinations *(4th Hour)* -Music and instruments *(5th Hour)*

4.4.1.1. Susan's Image: Relating to What is in Life

Susan values lifelong learning and interaction in her teaching practices. As her teaching philosophy showed, interaction emerges to be a highly significant purpose in teaching English. As a teacher and as a student, interaction has been her criteria in the effectiveness of teaching. Her childhood memory which was about neglected interaction demonstrated this criterion. In her current practice, she increases the amount of interaction in her classes by "relating to what is in life." As Susan is from the United Kingdom, she relates the topics to Turkey and Britain in her classes. Relating the topic to students' lives and making a connection to different cultures have been the image influencing her teaching practices as observed in her classrooms.

In the online fall term, the cameras were turned on, microphones were unmuted, and the lessons started in the mornings. It was the first hour and Susan and her students were in front of their computers looking at a slideshow about natural disasters and wild weather. Susan connected the topic of flooding to Turkey accompanied by the details about where exactly flooding happens. The Black Sea region appeared as an example. Related to the same topic, a sandstorm came to the stage because it was very unusual for everyone experiencing it.

The departmental course focused on academic writing. In the second hour about proper email writing, students' mistakes in mails were Susan's concern. She was worried if her students would still send the emails in an incorrect tone. She restlessly commented that "students still do not know how to send a proper mail to an instructor even if they finished this course." Humorous it was as she requested proper mails from them as saying, "I am trying to brainwash you, make you send

proper emails to instructors, including me." Beyond this course, knowing how to send proper emails was promoted as a capability that could be used in real life.

In the third hour, the natural landscapes in Turkey initiated discussion. In a morning lesson, Susan wondered if there is any desert in Turkey. By interrupting the flow of the lesson, she waited for an answer. One of the students came forward with his knowledge about a desert in Konya. This particular student was willing to share information with Susan in English. This interaction about this desert's size, futileness lasted for some time.

In the fourth hour, vacation was the topic. Students and Susan were eager to discuss where to go for a vacation. Susan wondered if there was anyone who had gone camping. Immediately, one student responded that he had gone and found it different but could not tell the whole story. The incomplete story was unsatisfying. Thus, Susan decided to compare Britain and Turkey for camping. Explicitly she expressed her idea about Turkey's being a better location for camping. Not so long, Turkey again was evaluated for vacation. The class heard a place for the first time, Baja California in Mexico. Upon discussing whether they would like to go to Baja or Turkey, students were reluctant to participate. After a dull moment, she felt the urge to comment. In her view, Baja looks dry and has a hotter climate than Antalya.

In the fifth hour, a common topic in language classes, music, was discussed. From a different angle, the change in technology and different forms of recordings such as tapes, cassettes, C.D. gave color to the discussion. Expectedly, students who play a musical instrument presented their history in playing the instrument. One of them was a female student who had been playing piano since she was five years old. Music was also connected to daily life and common places. Susan curiously asked what sort of typical music is played in the shopping centers. After waiting for a few minutes, the typical music was told to be relaxing in mood because people are supposed to move calmly and slowly. Relating to her own life, Susan also introduced her childhood instrument, the harmonica. After this nostalgia, musical instruments played on the streets in Turkey were not forgotten: "Sometimes people in Turkey play accordion to collect money, which could be appealing to the tourists."

4.4.2. Ruth's Perceptions Regarding Her Practical Knowledge

Ruth sees English as a need because it is the lingua franca. Students learn this lingua franca because "they want to open up their world, open up the doors to opportunities." To comprehend some mediums of entertainment in English as movies, TV shows, songs, students also need to have English knowledge. One of her personal goals in teaching is bound explicitly to speaking: "One of my goals is actually to make sure that every student is speaking in the class, even though it is just reading a sentence, answering a question, the question from the textbook, and giving an answer."

Ruth thinks that listening is the most important skill as "if you do not understand what the person is saying, it is just one-way street, just talking." She believes that the assessment for listening is not aligned with the listening activities. Therefore, she recommends some websites to her students for practicing more. In teaching English, she teaches her students some language learning strategies that could be used for any language. For example, she teaches root verbs because, as a tool, learning root verbs "increases their ability to make guesses at what a word may mean." Additionally, socio-linguistic and cultural aspects and pronunciation at the word level have been crucial in her teaching. To address these aspects, Ruth makes jokes in her lessons with three purposes: "to lower their affective filter," "to add some fun to the class," and "to give them a joke if they meet up with a foreign friend" (See Table 12 – G).

Ruth's belief regarding student learning is that "the more the students are engaged, the more they are participating, the more they can learn." In the light of the correlation between participation and academic performance, she emphasizes repetition (See Table 12 – D). Repetition appears as a way to improve learning because "repetition is part of how the brain learns and connections are made in your brain." Furthermore, Ruth connects real-life instances with the materials taught (See Table 12 – E). Instead of sharing facts, she tells stories happening in her life and real life.

Ruth does not prepare her own material because the slideshows that the unit prepare are functional with all the graphics and pictures (See Table 12 – A).

However, in the slideshows, she aims to avoid cognitive overload. She believes that some materials cause cognitive overload with unrelated pictures or unknown words for the level.

> In this week, the word was attachment. When you have a connection with someone, you have an attachment. So, the picture that they use is a monkey hugging a stuffed teddy bear. The example sentence was that she has a special attachment to Tim. Okay, so you have that in the picture, and then this example sentence has nothing to do with that picture. I think that is cognitive overload. So, I changed the picture to a mother looking at a baby, and then the sentence was that the mother has a special attachment to their children (Ruth, Post Observation Interview).

One of Ruth's favorite techniques is asking questions for various purposes (See Table 12 – B). By asking questions, she aims to activate her students' critical thinking abilities and attract their attention when they are distracted by their phones. Besides, she would like to connect with all the students even though it could be a brief interaction and, help them to overcome speaking anxiety. Some of her students are anxious to speak with a native teacher. With speaking practice, Ruth aims to improve their speaking skill and prevent them from being paralyzed in speaking quizzes (See Table 12 – C).

Ruth finds online classes challenging and sees online instruction as a way that "opens up new opportunities." Breakout rooms, which are separate sessions managed by the main session, open up such an opportunity (See Table 12 – F). Ruth visits the rooms during the activities and does formative assessments about students' proficiency. She encourages students to speak up in breakout rooms. Furthermore, breakout rooms can also help students "to build community." As in this online term, they are detached, they can come together and share a moment and learn from each other in these breakout rooms.

To make students improve on a social and emotional basis, Ruth aims to create an intimate classroom setting by connecting with students (See Table 12 – H). For instance, she uses Turkish phrases to connect with students' world and this strategy "serves like personalizing which enhances the learning." Ruth's strategies to connect with students for social emotional learning are enacted with her attitudes,

words and instruction as Frey et al. (2019) highlighted for the implications of social-emotional learning.

> The ways in which teachers behave, what we say, the values we express, the materials we chose, and the skills we prioritize all influence how the children and youth in our classroom think, see themselves, interact with others, and assert themselves in the world (p. 17).

Table 12

Traces of Ruth's Perceptions on Practice

Practical knowledge	**Perceptions**	**Classroom Practices**
A. Slideshows	To avoid cognitive overload	- Adding daily plans to the slideshows (*1st Hour)* - Adapting slideshows with more common words used in English *(2nd Hour)* - Showing agenda under the title of announcements *(3rd Hour, 4th Hour, 5th Hour, 6th Hour, 7th Hour)* - Apologizing for the uncommon words that were put into the slideshows *(5th Hour)*
B. Asking questions	To make students think critically	Questions about - methods and materials that could be used for better constructions in Turkey *(4th Hour)* - earthquake and house construction *(4th Hour)* - the possible reasons for the death of an Egyptian pharaoh *(5th Hour)* -the use of barcodes *(6th Hour)* - having awareness and controversial topics *(6th Hour)* - the mission of their university *(7th Hour)*
C. Speaking	To make sure every student is speaking	- In every lesson, students opened their microphones, and Ruth asked various questions by calling out their names.

Table 12 (continued)

		- Ruth provided a tongue twister for everyone to practice *(4th Hour)*
D. Repetition	To improve learning	- A ceremonial beginning- "Ruth: Welcome to English World, Students: I am happy to be here" - Every lesson, they repeated some words - Pronunciation was also emphasized in these repetitions - In some exercises, students repeat without opening microphones *(7th Hour)* - Ruth's justification: "If you repeat, the words go into your brain, and you remember better" *(7th Hour)*
E. Real-life instances	To show what is happening in life	- Water shortage in Colorado, Denver *(1st Hour)* - Her experience in a taxi *(3rd Hour)* - A protest in Oregon *(4th Hour)* - Indonesia and earthquakes *(4th Hour)* - A video prepared by her and her colleague *(6th Hour)*
F. Breakout rooms	To build a community	- Discussion *(1st Hour)* - Pair work *(3rd Hour)* - Group work *(4th Hour)* - Vocabulary exercise *(6th Hour)*
G. Jokes	To make students feel emotionally safe as lowering their affective filter	- A joke about prawn and prawn shop *(1st Hour)* - A joke about a ruler as a person and a tool *(5th Hour)*
H. Social-emotional learning	To make a connection with students	- The use of Turkish *(1st Hour, 2nd Hour, 4th Hour)* - Culturally related examples *(2nd Hour, 3rd Hour, 6th Hour, 7th Hour)* - Asking students' feelings (*1st Hour, 2nd Hour*, *4th Hour*, *6th Hour*, *7th Hour*) - Showing feelings (*4th Hour*, *5th Hour, 6th Hour)*

4.4.1.2. Ruth's Image: Establishing a Caring Environment

Ruth values rapport, social skills and emotional skills. Being mindful of emotions is a prominent aspect of her teaching. As illustrated in the first part, her memories with the physics teacher and the repeat class demonstrate how she has been sensitive to emotions and empathetic acts. Moreover, her gain from the master's, triangle of *"I thou it"* signifies how she prioritizes the relationship among content, students, teachers. Having rapport on the affective scale, Ruth intends to establish a caring environment in her classes. In this caring environment, she makes reference to Turkish culture and language for well-established rapport.

Ruth's efforts to connect with students on the affective scale were observed from the first hour till the last one (See Table 13). During these hours, Ruth's speaking class always began with announcements concerning the activities. Regardless of the activities, her unique motto about constant practice, which was adapted from a Turkish proverb, stayed the same: "Damlaya damlaya göl olur, damlaya damlaya dil olur." Not limited to this proverb, in the lesson about a romantic relationship, Ruth wondered whether there was anyone who would like to get married. One male student unmuted herself and told the whole session: *"I have to get married."* At this very moment, instead of saying congratulations, she said amusingly, *"başarılar dilerim."*

Apart from the use of Turkish, culturally relevant examples are also used to enhance rapport with the students. In the same lesson, Ruth brought forward the henna night organized before the Turkish weddings. To show her knowledge about the henna night, she came up with a tradition happening in the henna night, as commenting that*"kına gecesi (henna night), some other dances have some sequence."*

In another online lesson, Ruth started to take attendance. While taking attendance, she gave students a scale of 1-5 to see how they felt and made them speak English early in the morning. One is the lowest end, and five is the highest. By asking her students what number they were, Ruth noticed how they felt that day. Students unmuted themselves and told a number, whichever described their mood. When a low number was heard, she did not ask for any further details. After 10 minutes, she

finished taking attendance and saw where her students were on the affective scale. In the post observation interview, Ruth explained her motive and explained it as “a part of making a connection with students.”

In addition to attendance taking, where she asked students’ feelings, Ruth was open to ask them directly whether they were bored or not. In the video conferencing tool, she checked their faces simultaneously and commented contentedly that she saw people smiling. Besides, Ruth was not hesitant to show her feelings. In another online meeting where the sad news from İzmir was reminded, Ruth expressed her condolences.

4.4.3. Daisy’s Perceptions Regarding Her Practical Knowledge

Daisy teaches English to help people. To her perspective, in the U.S.A., she taught English to help people survive, whereas in Turkey, she teaches English to help people communicate with English speakers. There are several reasons to learn English, and, from her perspective, these could mostly be counted as academic, career-related, and personal reasons. The most significant reason for students to learn English is “to be more globalized, more internationally minded.” This has also been the university's request: “I was said they want to have graduates who are globalized, who can move and work in different countries and communicate with different people.” Besides, English would support them academically because they need to have access to research articles and books written in English. Apart from university-related reasons, some of her students have hobbies and dreams in relation to English, such as having foreign friends or a desire to travel. Some students may also learn English solely out of interest, which “is refreshing for her as a native English speaker.”

In her vocabulary-oriented lessons, new words are introduced with different strategies (See Table 13 – D). One way is to give synonyms when a new word is presented. Thus, students could make a connection with the words that they already know. Another is to introduce affixes to reinforce vocabulary knowledge and make their speech natural. Apart from vocabulary knowledge, she has been teaching her students some cultural information. For example, Turkish students sometimes could

make mistakes with pragmatics. Accordingly, she highlights these mistakes to enhance students' competency in English.

With regard to student knowledge, Daisy can easily understand whether her students are willing to speak by observing them and is aware that students could be motivated to discuss specific topics. For example, in one of her lessons, some students were eager to talk about video games, and in another, Daisy's questions about students' departments sparked conversation.

Students' major problems lie in communicative learning and productive skills. They know English grammar, and they are successful in receptive skills such as reading. However, they struggle in communicating in English and producing language in writing and speaking. Although she teaches listening and speaking skills, she cannot separate them from efficient vocabulary and grammar knowledge. These knowledge types improve students' listening and speaking skills.

As the other international instructors do, Daisy uses the materials that the Curriculum Unit prepares. Even if the materials cover the curriculum and the book, Daisy "adds a personal touch to the lesson" (See Table 13 – F). With the help of personalization, she modifies the lesson as "more engaging and more catered toward her teaching style." Similar to her American history teacher, who personalized his lessons with stories, she utilizes storytelling and visual aids in her lessons, which she finds compatible with the cultural expectations. The visual aids rely on basically PowerPoint slides and realia such as videos (See Table 13 – A). Through videos, she aims to help her students' intercultural competence: "They have never been to the English-speaking environment. But if we watch a video clip, they can at least see people in the other country or how they communicate with each other."

Daisy has several instructional techniques. She favors the direct method and task-based language teaching. She is an advocate of constructivism, the theory which "the learners construct their own knowledge because they are more motivated." In her classes, she also utilizes modeling to facilitate communicative learning (See Table 13 – B). Through modeling, she guides her students to find a partner and discuss some questions. During speaking exercises, students do not respond to the discussion questions very frequently. Therefore, she adds details to their short

answers and models a discussion for them. With modeling, she has the goal "to push the zone of proximal development."

Daisy's favorite English language teaching method is the direct method, in which students are not allowed to use their native language (See Table 13 – C). With this method, she aims to "tap into their knowledge" about the English language. Thus, in her classes, she insists on speaking English only. Her students are aware that she knows Turkish, but she does not let them speak Turkish with her. In the online term, she also "forces students to speak" in English with their friends in breakout rooms (See Table 13 – E).

Teaching English means for Daisy helping communication and intercultural competence (See Table 13 – G). She comes across various cultural misconceptions about America and Americans; therefore, she strives to show the realities of America. In addition to showing realities, Daisy teaches her students how to share their cultural values, traditions in English.

> As an international person living in Turkey, I think it is really great whenever my Turkish friends can explain things about their own country to me in English, now I speak Turkish so I can speak Turkish with them. But I think a lot of students have never thought about the need of explaining Turkey or Turkish things in English. If they move abroad or if they meet foreign friends, they should be able to talk about their own culture and their own country (Daisy, Post Observation Interview).

Table 13

Traces of Daisy's Perceptions on Practice

Practical Knowledge	Perceptions	Classroom Practices
A. Realia and Visuals	To help students improve intercultural competence	-Watching short clips *(1st Hour)* -Effective posters on global warming *(4th Hour)* -Photos of a historical site *(6th Hour)* -The renewed book with interesting pictures *(7th Hour)* -A Disney Pixar movie *(7th Hour)*

Table 13 (continued)

B. Modelling	To facilitate communicative learning	-Modelling how to make a sentence with a phrase that has been taught recently *(2nd Hour)* -A presentation model on social media *(3rd Hour)* -Showing an outline for the assignment *(5th Hour)*
C. Direct Method	To access students' knowledge about the English language	In every lesson, only English was spoken. She never talked in Turkish.
D. Strategies about Vocabulary	To reinforce vocabulary knowledge	-Vocabulary related to land such as formation, landscape, collapse, erode *(1st Hour)* -Highlighting prefixes *(1st Hour)* -Words related to jobs and business such as profit, cooperate, entrepreneurship *(2nd Hour)* -Vocabulary revision for the midterm *(4th Hour)* -Referring to parts of speech *(5th Hour)* -Giving antonyms with rhetorical meaning *(5th Hour)* -Guessing the parts of speech *(6th Hour)* -Making sentences spontaneously for each vocabulary item covered *(7th Hour)*
E. Breakout rooms	To encourage students to speak	Discussion about - landscapes *(1st Hour)* - a particular architectural design *(3rd Hour)* - environmental protection *(4th Hour)* - medicine *(5th Hour)* - civilizations *(6th Hour)*
F. Personalized instruction	To make lessons more engaging	-Her dream job *(1st Hour)* -Her father's job as a worker *(1st Hour)* -The story of her friend from Madagascar *(1st Hour)* -A TV show her sister enjoys watching *(3rd Hour)*

Table 13 (continued)

		-Her experience as a student in a field trip *(4th Hour)* -Her accomplishment in a driving test *(4th Hour)* -The change of her mindset after moving to Turkey *(4th Hour)* -Her learning habits *(7th Hour)*
G. Helping Intercultural Competence	To make st udents more internationally minded	-Different accents *(1st Hour)* -Her goal to teach culture *(2nd Hour)* -American's knowledge of Turkey *(3rd Hour)* -The everyday use of a phrase in English *(4th Hour)* -Twin festival in the U.S.A. *(5th Hour)* - A comparison between America and Turkey *(6th Hour)* -A fair in the U.S.A. *(7th Hour)* -Universal facial expressions *(7th Hour)*

4.4.1.3. Daisy's Image: Helping Intercultural Competence with a Personal Touch

Daisy values constructivist approaches and pushing the limits in teaching. Daisy herself pushed her own limits by improving her grammar instruction. In the Intensive English Program, Daisy overcame her weakness in teaching grammar. While improving in teaching, she preferred to be in an intercultural setting to work with foreign people. That was the reason why she started the graduate degree program in the first place. After finishing this program, Daisy moved to the intercultural setting, the University of Eastern Sun. In this current context, she has aimed to construct ideas about American culture and facilitate intercultural competence with her teaching and in her extracurricular club.

Daisy openly stated her goal in teaching English and explicitly expressed this goal as "to teach them culture and help them reach their goals." This goal was acted upon through her image. In the first hour, the topic was natural parks. While students were following the lesson in front of their computers, starting from American

national parks, she related the topic to Turkey with examples from Turkey. In the post observation interview, she clarified this strategy, “if we only talk about American National Parks, some of them probably will never go there, and maybe they never wanted to go there.” In the same hour, a listening track was played. Students were supposed to hear different accents in this listening track. Daisy stopped the recording after some time and emphasized the accent of the Australian professor.

Her lessons carry personal traces as well. While personalizing parts of the lesson, she added intercultural elements into it. In the third hour, the topic was about designing. Towards the end of that class, she sent students some discussion questions about museums. Daisy mentioned that American people are knowledgeable about Anatolian Civilization Museum where she has not visited before. She expressed how she was surprised to encounter this situation. In the fifth hour, she showed the class a photo from the twin festival in the U.S.A. Their photo was with Indian and Chinese twins enjoying the festival, the idea of which was unfamiliar to Turkish students.

Around the time of the sixth hour, Daisy was facing the heating system problem at her home. After sharing her personal problem, Daisy compared Turkey with America. “In America, we do not have kombi(heating) system; we are getting used to it.” Later, she switched to the Thanksgiving celebration as the very same week was Thanksgiving. Their plans for Thanksgiving, such as gathering up at their home, gave a pause to the lesson flow.

In the seventh hour, Daisy showed a picture of a fair in the U.S.A. The fair was in Tennessee, where her sister lives. Typical of her previous moments, she personalized it and told them that she spends time in this city when she is in America. In the same hour, a listening track came forward. This two-and-a-half-minute-long track was about facial expressions from two different countries, Indonesia and Canada. By listening to the track, Daisy asked for some opinions about facial expressions. Few students unmuted themselves; nonetheless, it was concluded that facial expressions are universal.

4.4.4. Isabel's Perceptions Regarding Her Practical Knowledge

Isabel's goals in teaching English are to make English compelling and accessible for students. For her, "teaching English means not only teaching a language but also teaching a different way to look at the world." At this point, students' purposes in her classes vary. The first reason students learn English is that the university requires them to pass the standardized test. The second reason is that students will need English in their lives after graduation for jobs, interaction, or travel opportunities.

Isabel's favorite skills for teaching are listening and speaking, although she finds every skill essential. Her listening-speaking classes at Eastern Sun are based on different contents. In these content-driven lessons, Isabel covers different units about diverse topics. These lessons also serve well with her purpose in teaching English. According to Isabel, students' participation is a reliable indicator of motivation or engagement. If students' participation is low, she suspects that they could be lost; therefore, she designs some interactive parts for her lessons to "gauge where they are."

Students, in general, have difficulties in speaking. Language learners have receptive knowledge more than productive knowledge. Most of her students could not start to speak instantaneously and do not know how to start and what to say. Isabel believes that if they overcome their inhibitions, they could speak naturally. To help them through this hardship, she provides concrete speaking samples in her classes. In her activities, Isabel targets the moderately skilled students in her student groups. This way, she believes that she can reach out to every student in a classroom: "I think they always say in education it is right to teach to the middle. You have students who are lower and students who are higher, and you should try to go for somewhere in between."

Slideshows are indispensable parts of her lessons: "I cannot really think of many lessons I have taught without a slideshow or PowerPoint." She also integrates different resources such as videos or games to make the students engaged (See Table 14 – D). Furthermore, during the online term, Isabel prefers breakout rooms to involve students in the lesson more (See Table 14 – E). The speaking opportunities

in the main session are limited. Breakout rooms are highly effective in increasing speaking opportunities and motivating students to talk.

As the first technique, Isabel gives a short outline that demonstrates the sequence of activities (See Table 14 – A). In this outline, students can see what would be expected from them. Isabel learned it from one of her teacher trainers, who recommended this technique as a way to provide a predictable flow. In her Turkish language classes, she would prefer such outlining herself. She explains her reason with an analogy: "When you go to the doctor, you like the doctor to explain what is going to happen. So, it is not a big surprise."

Isabel shares her personal experiences when she feels comfortable in the class (See Table 14 – B). Isabel prefers sharing her personal experiences when the topic is about North America, which most of the students could be unfamiliar with (See Table 14 – C). For instance, in one of her repeat classes, she introduced an American ice cream called Dippin Dots in her lesson about entrepreneurship. Daisy and Isabel also plan speaking samples out of the textbook to scaffold students to initiate speaking (See Table 14 – F). In one of her lessons, Isabel modelled a speaking sample on business. She asked her students if they could start a new business, what kind of business it would be and which products they would sell.

Isabel prioritizes activating students' schema and presenting background information to make students curious about the topic (See Table 14 – G). Their schema is activated with a starter activity, and her main activities mostly happen to be modeling and practicing. During modeling, she prefers to explain the activity beforehand and provide the model for the rest of the activity. At the same time, during the activation of schema, Isabel implements her lesson plan step by step to keep students' attention alive.

Table 14

Traces of Isabel's Perceptions on Practice

Practical Knowledge	Perceptions	Classroom Practices
A. Short outline	To show what is expected	- Talking about the daily plan *(1st Hour)* - Giving agenda *(5th Hour, 6th Hour)*
B. Personal experiences	To capture students' attention	- Her personal experience as a teaching assistant *(3rd Hour)* - Her memory as being a sister *(4th Hour)* - Her driving license test *(4th Hour)* - American elections in 2020 *(4th Hour)* - Her preference in Turkish foods *(5th Hour)* - Tornadoes and hurricanes in the U.S.A. *(6th Hour)* - Natural disasters in the U.S.A. *(6th Hour)* - A conversation on the perfect world *(7th Hour)*
C. Background information	To make students curious about the topic	- A different use of a word in American English *(1st Hour)* - Scholarships for the university education in the U.S.A. *(1st Hour)* - Poverty in America *(2nd Hour)* - The jobs of teaching assistants *(3rd Hour)* - How hurricanes are named in the U.S.A. *(6th Hour)* - New Orleans and Hurricane Katrina *(6th Hour)* -The activity named world builder *(7th Hour)*
D. Different resources	To make students engaged	- Slideshows used in each lesson - Kahoot *(1st Hour, 2nd Hour, 3rd Hour, 5th Hour)* - A resource for phrasal verbs *(5th Hour)* - Video *(6th Hour)* - Quizlet *(7th Hour)*

Table 14 (continued)

E. Breakout rooms	To motivate students for speaking	Discussion on - ecotourism *(1st Hour)* - inventions *(2nd Hour)* - environmental problems *(4th Hour)* - feelings of optimism and pessimism *(4th Hour)* - sources of news *(4th Hour)* - natural disasters *(6th Hour)* - A speaking task with some phrases *(5th Hour)*
F. Modelling	To scaffold students	- Exemplifying words by making sentences *(4th Hour)* - Completing sentences- My perfect world would be... *(7th Hour)*
G. Activating schema	To activate prior knowledge	- The primary way to activate schema in this listening-speaking lesson was to ask questions. Questions asked for the topics: - How to choo se a university *(1st Hour)* - Dream job *(2nd Hour)* - About a comic strip having a teaching assistant *(3rd Hour)* - Natural disasters in Turkey *(6th Hour)*

4.4.1.4. Isabel's Image: Motivating Students with Schema Activation

Isabel values a comfortable teaching environment. As illustrated in the first part, her literature teacher's joyful teaching shows what she perceives to be valuable about teaching. In this comfortable teaching environment, motivation is a crucial aspect for herself and her students, which could be noticed in her reported experiences. In her memory concerning the repeat class, Isabel searched for ways to motivate herself and her students. In her professional experience with Chinese students, Isabel constantly motivated her students to speak. Beyond prior

experiences, she utilizes activating schema as a technique in order to motivate students in her classes.

In the first hour, Isabel showed the presentation adapted with the information of a Canadian city, Calgary. It was highly probable that students could be unfamiliar with this city; therefore, Isabel herself added extra information about Calgary to the slideshow that the Curriculum Unit had prepared. Intending to make students become interested and think about Calgary, she started the lesson with questions and animated pictures. After her presentation was shown in a timely manner, one student volunteered to answer one of the questions about the factors to choose a university. In line with his department, the industrial opportunities and internships were his factors. Not so long, Isabel linked the lesson with the previously done activities as she believes that this pre-knowledge may ease listening comprehension and make students realize their achievement and competency.

Brainstorming questions were the tool to activate students' schema. In the first hour, students commented on what factors are crucial in choosing a university. In the second hour, their dream jobs were the topic. They were asked what they would do to reach their dream jobs. In the third hour, there was a comic strip where a teaching assistant handles a situation. In this comic strip where the teaching assistant seems frustrated, students made guesses about the job requirements and the reason for her frustration. In the sixth hour, natural disasters were the topic. Isabel asked the types of natural disasters in Turkey and one student exemplified wind erosion. However, she mainly wondered whether any hurricanes happened in Turkey. Realizing that it is not a common disaster in Turkey, Isabel adapted her question to whether they have experienced tornadoes, floods, or earthquakes. Eventually, the main focus was unveiled as "how to help people facing natural disasters."

4.4.5. Matthew's Perceptions Regarding His Practical Knowledge

Teaching English means for Matthew helping students "move towards a greater understanding." Teaching English helps students understand the language "from the meaning of individual words to the meaning of whole sentences and how to communicate beyond meaning." In addition to understanding, teaching English

refers to production. Students understand and produce English for passing the test to start their department and academic career. Matthew sees “helping students to be successful in the class with the end goal of passing the test” as the reason why he was hired. In addition to the standardized test, students also could have auxiliary reasons, such as learning about foreign cultures. Regardless of the reason, Matthew helps his students connect with English by showing its possible benefits in the future and shares his knowledge related to America.

In his lessons, there is always an emphasis on vocabulary. In this vocabulary instruction, Matthew aims “to get the students exposed to the vocabulary and then familiar with it in both reading it or listening to it” (See Table 15 – C). Matthew finds speaking the most crucial skill because he finds it underdeveloped compared to other English language skills. Concerning speaking, Matthew is not very much concerned about pronunciation and tends to tolerate students' speaking with a thick Turkish accent. Correctness is what only matters for him. In the lower levels, he is even content when students can communicate and make a complete sentence.

Mostly, the level determines the difficulties his students may have. The lower-level students have more difficulties in speaking, while higher-level students have “the normal challenges.” His students' abilities also vary in his classrooms; therefore, Matthew makes effort to find a balance in timing for activities to give chances to every student. Matthew also utilizes breakout rooms in online instruction for speaking activities because students could feel more comfortable speaking up in the breakout rooms than the whole session.

Matthew uses slideshows the unit prepares; however, he feels the need to clarify some parts of these slideshows. For instance, he came across the word attachment, which was described as a relationship, but he explained to his students that they would hear this word more as an e-mail document. His main concern in vocabulary teaching is to make sure students know the words in different contexts and with their usefulness. Matthew sometimes makes students play online games such as Kahoot or Quizlet as he personally enjoys games (See Table 15 – A). “If students can have fun and learn at the same time. I really value that.” Matthew has a strong preference for extra materials (See Table 15 – B). For example, in one of his

lessons on strange weather, he integrated a few engaging videos about ball lightning and fire tornadoes so that students can have "a better context for understanding." His extra materials are mostly visuals and discussion questions.

Matthew almost always prefers breakout rooms in his lessons (See Table 15 – D). Students could do various activities such as matching or fill-in-the-blanks exercises. He also gives them the freedom to do the activities alone in the breakout rooms if they do not want to study together. In breakout rooms, Matthew also implements discussion activities. Brainstorming and discussion activities are highly used in his lessons (See Table 15 – E). After the discussion is over, he calls them back for an answering session as a whole class.

Similarly, role-play activities are adopted in his lessons. Roleplay activities come after students hear vocabulary, use them in different ways, and practice the listening of the topic. Therefore, Matthew finds role-play activities as light-hearted activities where students do not compete with each other but are encouraged to have fun. In one of his lessons, there was a role-play activity about making decisions on water distribution in a city. Students took different roles such as water managers, farmers, national park directors.

Matthew has adopted activating schema and personalization in his teaching practices (See Table 15 – F & G). He utilizes the technique of activating prior knowledge and evaluates it as one of his main focuses in the classes.

> I always like to activate schema, activate prior knowledge. I think that is really important. And I find it just helps to flow the lesson in general, to get the students into it and to get them to start talking, and then when they are more comfortable, they tend to answer questions better or engage in the activities (Matthew, Post Observation Interview).

Table 15

Traces of Matthew's Perceptions on Practice

Practical Knowledge	Perceptions	Classroom Practices
A. Games	To have fun and learn at the same time	- Kahoot *(1st Hour)*

Table 15 (continued)

B. Extra materials	To give a better context for understanding	- Video about the change in Korean diet in the 20th century *(3rd Hour)* - An activity where students prepare questions as if they were teachers *(4th Hour)* - Making outlines *(5th Hour)*
C. Emphasis on vocabulary	To get students exposed to vocabulary	Vocabulary items about - environmental problems *(1st Hour)* - romantic relationship *(2nd Hour)* - tectonic plates *(4th Hour)* - archaeological discoveries *(5th Hour)* - entrepreneurship *(7th Hour)*
D. Breakout Rooms	To speak up by overcoming intimidation	-Fill-in-the-blanks exercises *(1st Hour*, *5th Hour)* - Discussion questions *(2nd Hour)* - Context clues *(2nd Hour)* - Creating a test as teachers *(4th Hour)* - Matching with definitions *(4th Hour)* - Making outlines *(5th Hour)* -Speaking practices *(6th Hour)* - Opinions and facts *(7th Hour)*
E. Discussion activities	To engage students during the activities	Activities about - a map of water shortages in the world *(1st Hour)* - chemical reactions happening in love *(2nd Hour)* - the change of diet *(3rd Hour)* - generational differences about eating habits *(3rd Hour)* - facts and opinions in a reading text *(7th Hour)*
F. Personalization		- Water shortages in Turkey *(1st Hour)* - Water shortages in the U.S.A. *(1st Hour)* - Personal interests in Korean diet and romance *(3rd Hour)*

Table 15 (continued)

G. Activating prior knowledge	Prior knowledge about - water shortages *(1st Hour)* - chemical reactions when fallen in love *(2nd Hour)* - ancient Egyptians *(5th Hour)* - stock market and the value of a stock *(7th Hour)*

4.4.1.5. Matthew's Image: Engaging Students through Prior Knowledge

Matthew values rapport and engagement in his classes. In his college years, he personally enjoyed being engaged in the classes as encountered in his business law class. As shown in the first part, initially one of his reasons to start teaching was having social interaction and international experience. The training in the short-term English teacher certification program provided him a significant advantage in order to acquire this international experience. In the same program, he learned how to activate prior knowledge of students. To engage students, he adopts this technique in his teaching.

Matthew asks thought-provoking questions and memories to activate students' prior knowledge. In the first hour, the topic was water shortages all around the world. Matthew tried to revoke any memory of students related to water shortages in Turkey. At one point, he asked if there are rules regulating the use of water. After discussing the rules, the whole class looked at the map showing water shortages all over the world. Matthew and students interacted about the critical areas on the map. In this way, he tried to engage students by activating their prior knowledge about water shortages, and he spontaneously connected the topic of water use with Turkey.

In the second hour, students were supposed to answer three discussion questions about love: "What happens when we fall in love?", "What is the chemical responsible for love?", "Do you think love is a chemical reaction?" Several students unmuted themselves and responded. One student talked about chemicals such as serotonin and dopamine, while the other expressed his dissatisfaction about seeing love as a chemical reaction. In the same hour, before sending students to the breakout rooms with an exercise, Matthew decided to teach a sound strategy. He explicitly

gave a speech about the usefulness of prior knowledge and context clues for comprehension.

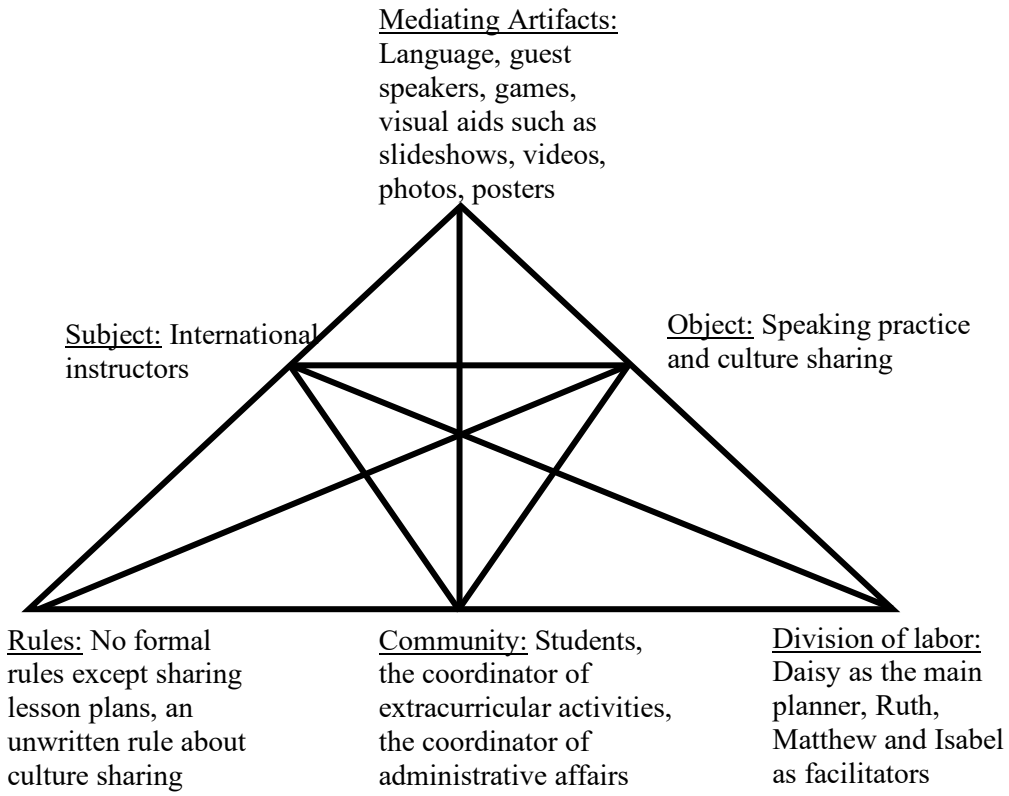
In the fifth hour, the life of an Egyptian pharaoh, Tutankhamen, was reviewed with a general outline. Beforehand, Matthew asked students what they had known about ancient Egyptians. Only a few students participated. Nevertheless, he started the main vocabulary activity where archaeology-related items were introduced. In the seventh hour, Matthew was introducing the concepts of the stock market and stock value before the exercise about detecting facts and opinions. By giving an example from a worldwide famous company that students are very likely to have heard before, Matthew exemplified the meaning of stock: “If you have stock on Apple, you have a small portion and the value of the stock increases if the company does well.”

4.5. How has the cognition of international instructors influenced the system of extracurricular clubs?

4.5.1. English Friends Club

Figure 10

Activity System in English Friends Club



Subjects in English Friends Club are mainly international instructors, Daisy, Isabel, Ruth and Matthew. Before English Friends Club, Daisy and Isabel organized a club called "English Conversation and Culture Club" in their second year at Eastern Sun. After two sessions, this club ended. Next year, Ruth came with the idea of "English Friends Club". In the first academic year of English Friends Club which is 2017-2018, Ruth was the main planner and facilitator. After one year, Ruth left her main position in the club as she wanted to organize new clubs. Since the academic year of 2018-2019, the leading instructor has been Daisy while the other instructors

have helped her facilitate the club. Daisy has planned the sessions and prepared lesson plans and the others led some sessions and contributed with their ideas. Daisy explained the basics of English Friends Club as follows:

> For English Friends Club, we met once a week for 40 to 50 minutes and we did it most weeks of the term, except for midterm weeks and holidays. We usually stopped in week 10, which was the end of the term and so we just planned topical activities like music and sports, and we had parties for American holidays like the Super Bowl, Thanksgiving. We had a Christmas/New Year's party. And so sometimes it was just pretty relaxed, we would just talk about the holidays and try to bring some food or something to show what the holiday would be like (Daisy, Focus Group Interview).

In the first place, Ruth organized this club for friendships to develop as the name implies. The object in this club has also entailed speaking English and learning culture. Therefore, the main motives in English Friends Club have been "helping students practice English and appreciate the American culture and making friends." In this club, students had a chance to speak with native speakers in an engaging and relaxing way, whereas for the instructors, it served as "a cultural outlet".

Mediating artifacts could entail physical tools, social others (Yamagata-Lynch, 2010), or psychological tools (Wertsch, 1985). Language is the basic psychological and cultural tool in this culture sharing club. There have been many physical tools such as games, slideshows, videos, pictures to share culture and encourage speaking. Moreover, guest speakers attended some sessions as social others to share information about their states.

All the international instructors except for Susan have involved in the organization of English Friends Club. Concerning the division of labor, Daisy was the main planner, while the others were facilitators. For example, Ruth supported the club time to time whereas Isabel planned some activities. They helped the activities, contributed to the club with some ideas and some games. When English Friends Club was forced to continue online, Daisy organized the club on her own, which she found as an isolated but creative journey.

> I think when I started doing English Friends club by myself online, I felt like it was just not as fun, because we didn't have Matthew there to start the club or Ruth to come with her coordinated outfits like cowboy hat and stuff. It was just really more fun with more people but doing the club myself made me

> more creative. I could plan to make it more interesting (Daisy, Focus Group Interview).

The club did not have any formal rules. Instructors were free to plan their own lessons, only required to share them with the coordinator. Students' attendance was on a voluntary basis. However, the instructors felt that there has been an unwritten rule about native speaker's duty to organize clubs.

> It is not in our contract that we lead clubs, but it's kind of an unwritten rule that as American native speakers, we should share our culture in some way because the administration asked us to. Also, for me, I think I felt motivated to share our culture because I felt like it was a cultural outlet for me. In the classroom, we don't have a lot of time to talk about our holiday traditions or food, but with the English Friends Club, it was, like Isabel said, a relaxed time to spend with each other and talk with the students (Daisy, Focus Group Interview).

Administrative affairs coordinator, extracurricular activities coordinator and students comprise community in this activity system. On the institutional plane, international faculty is seen as a valuable group in the department. The international instructors bring many advantages to the department on the matter of organizing extracurricular activities, teaching an English-speaking culture, practicing with students, proofreading the departmental tests, and preparing authentic materials for classes. Although there is an unwritten rule about sharing culture, they organize clubs voluntarily. Their efforts for these extracurricular activities are highly appreciated.

> Whenever we need help, extra help, they are volunteers. I think extracurriculars are good example for this because they don't have to do it. It is not compulsory for them, but they voluntarily organize extracurricular activities every week after classes. And they spend one or two hours with students and about the preparation. They spend three or four hours of their time every week for the students. And this is just voluntary (Koray, The coordinator of administrative affairs).

The other benefit of the clubs is regarded as teaching culture because it is found highly beneficial for the internalization of the language. These clubs also give opportunities to students for the practice of their speaking and listening skills, which they couldn't develop fully in the Turkish context.

> In Turkey, the hardest part of learning English might be the speaking part. Everyone understands but they don't speak. It's a general saying in Turkish. In our regular classes, of course, we try to push them to speak. I mean the students, but they don't have a chance to speak that much but in the clubs. For example, the first aim of the clubs is totally to encourage students to speak, to improve their listening and speaking skills. So, each week, they get together with the students and they talk to students and by this way students improve their speaking and also the listening skills. I think this is the most important benefit for our department. Improving students speaking and listening skills so that when they finish university, this prep class, I think they will be able to speak or at least express themselves (Koray, The coordinator of administrative affairs).

During the last two years when Dilan was the coordinator of extracurricular activities, she was informed about the clubs and their influences on instructors and students. On the interpersonal plane, the club-making has been a sign of the international instructors' dedication.

> They are not paid for this to be honest. They are teaching 20 hours a week. They don't get any extra money for this and they are doing this voluntarily. So, it shows us that how dedicated they are in this. And they prepare lesson plans for them beforehand. They discuss about the topics with me having meetings and sometimes they spend some more time with the students after the clubs or outside the club hours. So, it's such a dedication and this is a job satisfaction for them (Dilan, The coordinator of extracurricular activities).

On the personal plane, the club made an impact on students. Students who hadn't had any experience in an English-speaking environment could gain a chance to communicate with a native speaker and learn a foreign culture. In her focus group interview that she carried out for her thesis study, Dilan reached out such benefits of the clubs for students.

> Most of the students were coming from Anatolian cities and they have no awareness, or they don't have the background for a foreign culture, and they were learning many things here. Probably they did not even know that they were learning, and it was also, apart from having a chance to practice the language, learning about the culture but also it was a great place for them to socialize. That's what they actually informed me while I was doing my focus group interviews with them and they themselves said that it was beneficial for them to learn about the language to practice it, to learn about the culture and to make friends, to socialize and also to relax a little bit (Dilan, The coordinator of extracurricular activities).

On the institutional plane, Dilan sees the structured program of the clubs as an advantage for the department and students. English Friends Club, which has been the most popular club, had an effective system and a structured program.

> I can say because they were preparing their lesson plans and sharing beforehand. We can say that this was a highly structured club and also, they were preparing some PowerPoints adding some videos on them and thinking about some contingency plans and we were talking about all these things together, but they were of course leading the way. I was just supervising I can say and so it was a good way to run a club and it worked well (Dilan, The coordinator of extracurricular activities).

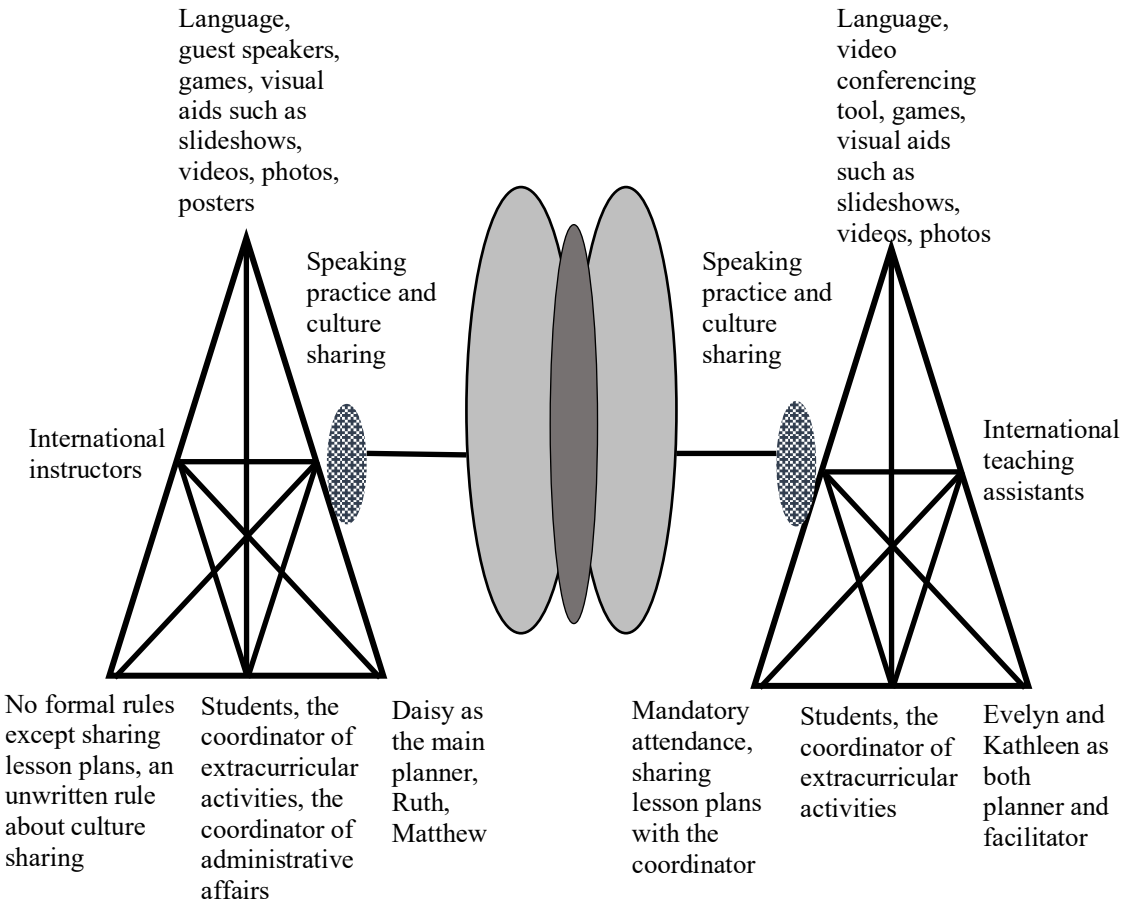
4.5.2. Expansive Learning

In this activity system, there appeared a primary contradiction in the division of labor and a quaternary contradiction with a newly emerging activity, Conversation Club. In the online terms, every instructor wanted to conduct only their own clubs, which distorted the division of labor. Moreover, time restriction, which occurred due to the heavy schedule in the fall term, forced international instructors to quit their roles as club organizers. At the same time, teaching assistants, who had not run any clubs for the last two years, were given a chance to conduct their own Conversation Club. In the department, teaching assistants have only held conversation classes with students in regular classrooms in the past two years although the main responsibility of organizing clubs belongs to them.

English Friends Club and Conversation Club have had the same motive/object as the practice of speaking and learning about other cultures by speaking. Even though Conversation Club was designed similarly to English Friends Club where international instructors conveyed American culture, teaching assistants brought the cultural input from their Canadian perspective to Conversation Club. Even if there was not a complete expansive transformation or a full expansive cycle, the motive/object was widened with this new cultural perspective, and the activity was redesigned with expansive learning. After the need state regarding the responsibility shift was satisfied, international instructors scaffolded international teaching assistants in their zone of proximal development.

Figure 11

Interacting Activity Systems: English Friends Club and Conversation Club



The international instructors helped these teaching assistants to move through their zone of proximal development. Firstly, Dilan, Isabel, Daisy and Matthew held an online meeting with teaching assistants. Secondly, Ruth, Isabel, Daisy and Matthew ran the club in the first week and recorded their online sessions except Matthew. They uploaded their videos to the streaming website, YouTube. Instructors recorded their sessions with different aims. Daisy made an overview about American culture and discussed about the ways to learn culture in the English learning environment. Daisy's aim in this orientation session was to show what would be expected in the clubs.

> I think the aim was just helping the Canadian interns know what to expect and also to give them a glimpse of what we would normally do, if they could do it with us, like if it could have been in person. So, in my lesson, I tried to show a variety of activities and whenever I sent the video and the lesson plan to the interns, I also told them some reflections. If I could teach it again, I would add a video here or do this there. And yeah, so just to help prepare them and show them what to expect more (Daisy, Focus Group Interview).

Isabel adopted the same plan as Daisy's but added more free discussion. In this session, Isabel's aim was to show the student level. Deliberately she spoke clearly and slowly and used more basic vocabulary. In the orientation sessions, Ruth's aim was "to mingle students with each other" through group work while Matthew presented some conversation questions and they all answered random questions. All these recordings were given to the teaching assistants/interns for orientation purposes. The orientation purposes were met after the recordings were shared.

> It was so helpful. Going into this, we had no idea how it would look online or what we were kind of doing. So, having them send us those lessons was very informative and it showed us how we could plan our lessons and how to talk especially with the levels who aren't as experienced with English. It is very important to take your time and speak so that they understand what you are saying because when we talk, we talk fast, and they might not understand. So, I think that was also something that I noticed that I have to make sure that I do that (Evelyn, Focus Group Interview).

Daisy also wrote very detailed lesson plans and shared with them because Dilan gave the mentoring responsibility to Daisy. At first, she was planning to have all the instructors as mentors, but heavy workload constrained it. Therefore, she asked Daisy for being a mentor.

> I was planning to have all the native teachers as the mentors for the Canadian friends. But later on, we realized that it's impossible to have them all because sometimes they may be reluctant or sometimes their workload is heavy. I just asked Daisy and she agreed upon being the mentor and so I informed assistants if they have any questions or anything, they would like to ask, they can do it with Daisy (Dilan, The coordinator of extracurricular activities).

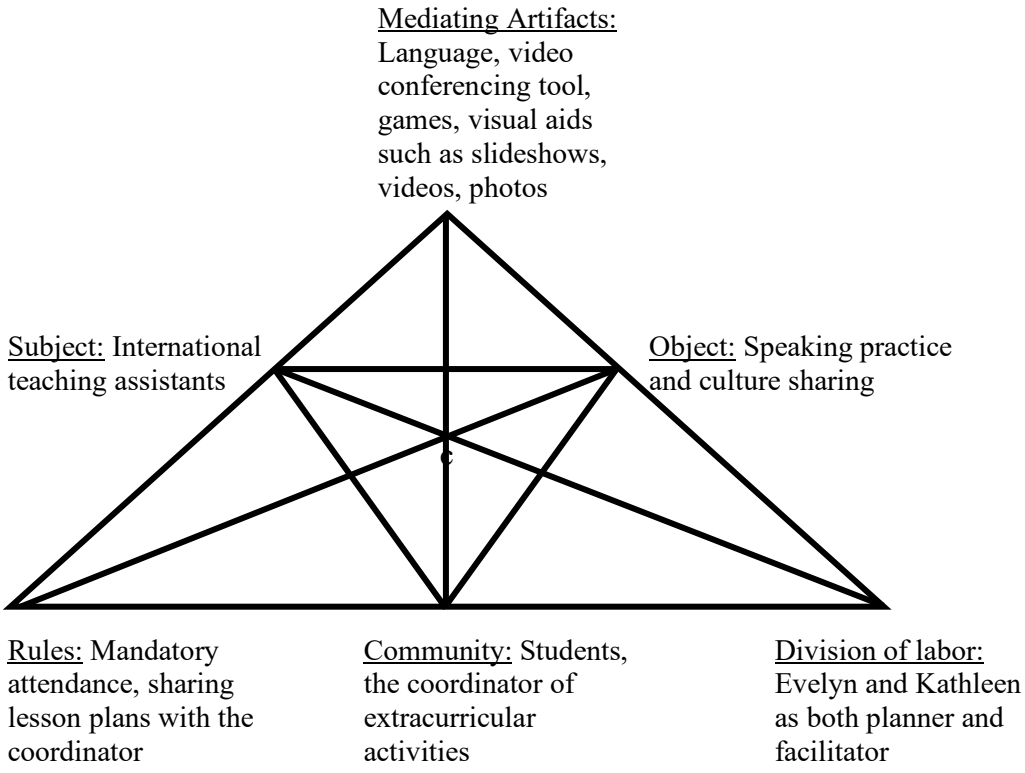
Although they did not contact Daisy for any suggestions after the orientation week, the lessons recorded, and lesson plans shared scaffolded them in organizing

Conversation Club. From the lessons, Kathleen took the idea of having discussions to make pace question-answer while Evelyn took the idea of having agenda. They included the idea of question of the day in the beginning and suggested resources to students for self-learning at the end.

4.5.3. Conversation Club

Figure 12

Activity System in Conversation Club



The subjects in Conversation Club are international teaching assistants, Evelyn and Kathleen. Conversation Club had the same object as English Friends Club. In the previous terms, teaching assistants were responsible for conducting conversation lessons in regular classes while instructors for running clubs at the department. This time, teaching assistants facilitated the clubs instead of instructors. On the personal plane, Evelyn found Conversation Club as a great opportunity for students to talk with native speakers. To Kathleen's perspective, Conversation Club served a relaxed environment where students made friends and helped

communication skills in English. Evelyn's personal motive was “to learn about new cultures and expand knowledge of other people” whereas Kathleen’s motive was about knowing Turkish culture better and meet new people. Community in this club consists of students and the coordinator of extracurricular activities.

In Conversation Club, the mandatory attendance was the first rule. Beginner and elementary level classes were supposed to attend the sessions. Another rule was about sharing lesson plans every week with the coordinator. The time schedule in the club was arranged by the unit, but they were free in their planning of the club. Concerning the division of labor, they had a schedule of topics in the beginning of the term. By alternating topics every week, one of them prepared materials on the assigned topic and shared with the other. As outcomes, Evelyn got benefit out of teaching in front of a large audience whereas Kathleen improved her public speaking skill. They learnt the differences between Canadian and Turkish education systems and celebrations.

4.5.4. Cycles and Rhythms in English Friends Club

The documents on which Daisy made reflection illustrated different events of English Friends Club in the last three academic years. It should be noted that these were the ones documented, not all the events taking place. English Friends Club generated cycles of events on a yearly basis and these cycles in the last three years found a rhythm in itself. These cycles of events were originated from the American culture and created personal and cultural rhythms in this club (See Table 16).

Table 16

Documented Events of English Friends Club in the Last Three Academic Years

2017-2018	2018-2019	2019-2020
Valentine’s Day - A guest speaker talked about Chinese New Year	Valentine’s Day	Valentine’s Day

Table 16 (continued)

Master Builder Competition - Each group is given a bag of supplies - A free standing structured is aimed to be built as a team	Master Builder Competition	Master Builder Competition
Thanksgiving - The history of Thanksgiving - Trivia game - Macy's Thanksgiving Day Parade - The game – "Pin the gobbler on the turkey"	Thanksgiving	Thanksgiving
Debate - Discussion	Halloween Party - History of the holiday - Information about how it is celebrated - Halloween music - Candy in the jar guessing game - Complete the phrase activity about Halloween facts	Halloween Party
	American Folk Dances - Square dancing	American Folk Dances
	Show and Tell - Students show their favourite object	Show and Tell
	Counselling session: Time Management - Special sessions for general life skills	Karaoke
	Online game about American celebrities	Speaking games

Table 16 (continued)

	Discussion - Speaking practice with general discussion questions	A guest speaker from California
	April Fools' Day - Presenting some jokes	A session about TV show Friends (Summer)
	Global Games - The common games that American children grew up with - Additional games from Spanish speaking countries	A guest speaker from Louisiana (Summer) - Information about the state - Food and Traditions
		Session about Natural Wonders (Summer) - Turkish and American natural wonders - The Great Smoky Mountains in America -
		A session about movies (Summer) - American and British movies

Each cycle of events carries some cultural and personal background. Holiday parties were the first significant cycle. One holiday celebration per month was held (October - Halloween, November - Thanksgiving, December – New Year's/ Christmas Party, February - Valentine's Day, March - Spring Party). Among them, Halloween party is one of the most festive holidays. In this event, the history of Halloween was taught, games were played and food such as cinnamon rolls was served. The other holiday, Valentine's Day was celebrated because it was an important celebration in the United States for friendship and love. Daisy recalls its celebration from her primary school years. When Daisy was in primary school, they

used to give each other candies or small cards to celebrate Valentine's Day. Another party in this cycle of events was Thanksgiving. This event included a short lecture about the history of Thanksgiving, a trivia game about general facts, a video about Macy's Thanksgiving Day Parade, which is played in the morning of Thanksgiving, and a game called "pin the gobbler on the turkey." This game was adapted by an American game called "pin the tail on the donkey," which reminded the instructors of their childhood memories. Besides, some Thanksgiving traditions were modeled. In this session, students shared what they were grateful for since in Thanksgiving dinner, American people tell their family members what they are grateful for. Additionally, Daisy used to cook a pumpkin bread to serve as a traditional food.

The second cycle of events entailed cultural games, dances, activities. The instructors organized an event about common games that they grew up with such as musical chairs, duck duck goose. The aim of this event was to create a communicative classroom and have a conversation about culture. Thus, they asked about common games in Turkey. In another event, American folk dances, specifically square dancing was taught to students. As Matthew was the leader in this session, he and Daisy demonstrated how to do square dancing. Moreover, they planned to show some other dances such as Hokey Pokey or YMCA. Another significant event was Show and Tell as a popular activity in the U.S. In primary schools, teachers pick a day for this activity, and on this day, students are supposed to bring their special objects. In English Friends Club, the instructors organized the same event. Students brought their musical instruments such as violin, harmonica, and objects such as Rubik's cube, and explained their features. The American instructors organized this activity as an event in English Friends Club because they grew up with this concept. While organizing it, Daisy also noticed that this concept is highly cultural and carries traces of individualistic culture. In addition to all these activities, there organized karaoke events with English songs with the objectives of fluency and pronunciation.

The third cycle of events was about special days in North America and the variety of cultures in the states of America. April Fools' Day is a special day in America as Daisy mentioned it as "in America, it's a fun day, you play pranks on your friends." An event about April Fools' Day was held. In this event, the instructors

made some verbal jokes and explained them to the students. Ruth also did a prank about quiz grades. Furthermore, several guest speakers visited English Friends Club. In these events, they introduced their states, the special food, traditions in their states and showed pictures from there. International instructors invited these guest speakers in order to help students connect the cultural information with real life.

Sessions targeting students' needs and cooperation were the last cycle of events. In the second year, some students had emotional difficulties. During this troubled time in the school community, Dilan suggested them to arrange some sessions in extracurricular activities. They organized some counselling sessions and called them "special sessions." These sessions were on time management and stress management. The idea of these sessions was coming from their American point of view and their educational background. At American universities, there are "Guidance Counselling Department" or "Student Counselling Services" where people visit if they have troubles. Similar to this idea, they organized these special sessions. English Friends Club's other target was to maintain cooperation among students. To facilitate cooperation as a team, Daisy included Master Builder competition, of which the American and Canadian businesses take advantage. Daisy learned this competition from the university and experienced a similar competition in middle school. In this competition, every team is given one marshmallow, 12 sticks of spaghetti, some string and tape. Within time limit, each team aims to build a free-standing structure holding the marshmallow. In this event, students attending the club worked together as a team and used English at the same time.

In the summer term where Daisy organized the club alone, there were four sessions held. In these sessions, similar cycle of events was adopted. The event about TV show *Friends* was the first one held. In the second session, her friend from Louisiana was invited and gave information about her state. In the third session, Turkish and American natural wonders were the topic. In this event, she shared her trip to the Great Smoky Mountains in Tennessee-North Carolina. The last session was about British and American movies. Although more sessions on baseball/softball, pop culture, Memphis-Tennessee were planned, low student attendance resulted in the cancellation of the club in the summer term.

All of these cycles constituted personal rhythms and cultural rhythms in English Friends Club. These rhythms found meaning with the motive, activity, goals, actions, conditions and operations (See Table 17).

Table 17

Three-level Activity Model in English Friends Club

Motive	"To learn about English-speaking cultures" (Motto in their website)
Activity	English Friends Club
Goals	Informing about special holidays and days Teaching cultural games, dances and activities Having students meet guest speakers and learn about their states Helping students by providing counselling
Actions	Events held each week such as parties, competitions
Conditions	Holiday weeks and weekly club plans Student needs
Operations	Organizing parties, games and preparing special food Playing cultural games Practicing square dancing Presenting favorite objects Making jokes in English Preparing a karaoke list Inviting guest speakers Including general life skills Making a free-standing structure as a team

4.5.4.1. Community/ Students in English Friends Club

Students experiencing such cycles and rhythms gained some benefits. Four students who attended English Friends Club in the academic year of 2019-2020 found benefits in various dimensions such as improved listening skills or interaction as shown in Table 18.

Table 18

The Perceptions of Students Attending English Friends Club

Student Name	Favourite Activities & Topics	Perceived Benefits
Selim	- Valentine's Day and the reasons for its celebration	- Understanding American perspective of Turkey and Turkish culture - Getting to know American culture - Listening to different accents
Bilge	- Activities showing cultural differences between Turkey and America	- Having interaction with people - Improving listening and speaking skills
Bora	- Listening to guest speakers	- Having dialogues with the instructors on a linguistic and cultural basis - Improving pronunciation
Melisa	- Special holidays - Private conversations with the instructors about America	- Building confidence - Improving listening and speaking skills

4.5.4.2. Content in Conversation Club

Similar to the cycles and rhythms in English Friends Club, Conversation Club presented some cultural topics as seen in Table 19.

Table 19

The Content of the Weekly Events

Week 1	Introduction about Canada
Week 2	Seasons & Winter in Toronto
Week 3	Western Myths & Fairytales
Week 4	Special Holidays in Canada
Week 5	Traditional Canadian food
Week 6	Films & Cinema
Week 7	A day at a Canadian university
Week 8	Travelling & Seven Wonders of the World
Week 9	Jobs & Beauty
Week 10	Personal Goals & Christmas

4.5.4.3. Community/ Students in Conversation Club

Developed through the mentoring of international faculty, Conversation Club gave various advantages to the students attending in the fall term (See Table 20). Only Emre, Zühre, and Zerrin found these general benefits inapplicable to them. Emre found club duration short and thought that he would get this benefit after three more months. Zühre and Zerrin could not benefit due to their personal attributes.

Table 20

The Perceptions of Students Attending Conversation Club

Student Name	Favorite Activities/ Topics	Perceived Benefits
Suna	- Films & Cinema - Western myths and fairytales - Traditional Canadian food	- Overcoming intimidation regarding public speaking - Getting to know a different culture - Improving listening skill
Fatih	- Films & Cinema - A day at a Canadian university	- Forcing oneself to speak because English was the only medium
Emre	- Vocabulary exercise based on a video clip - Introduction about Canada - Traditional Canadian food	- Being obliged to speak English - Getting to know the mindset of a person from another culture
Gülsu	- Introduction about Canada - Films & Cinema - A day at a Canadian university	- Encouraging for speaking - Improving pronunciation
Zühre	- Introduction about Canada - Traditional Canadian food - Films & Cinema	- Having interaction with peers in an English-speaking environment - Improving listening skill
Ravza	- A game to make sentences - A day at a Canadian university - Traditional Canadian food	- Getting to know the culture, cuisine, lifestyle of an English-speaking country - Improving pronunciation
Arslan	- Special holidays in Canada - Traditional Canadian food - Word games	- Overcoming intimidation with speaking practice - Getting to know a different culture and a different education system

Table 20 (continued)

Cihan	- Traditional Canadian food - A day at a Canadian university - Introduction about Canada	- Being exposed to English of a native speaker
Gökhan	- Vocabulary exercise based on a video clip - Traditional Canadian food - Special holidays in Canada - Seven wonders of the world	- Having knowledge about other cultures, lives - Improving speaking and listening skills
Hale	- Special holidays in Canada - Seasons and winter in Toronto - Western myths and fairytales	- Being obliged to speak - Improving pronunciation and listening skill
Bülent	- Traditional Canadian food - Seven wonders of the world - A day at a Canadian university	- Listening to a native speaker - Making a friend from another culture - Acquiring world knowledge
Zerrin	- Hangman/game - Introduction about Canada - Western myths and fairytales	- Boosting confidence
Yavuz	- A day at a Canadian university - An online word game about film characters - Guessing game	- Improving listening skill

CHAPTER 5

DISCUSSION, CONCLUSIONS AND IMPLICATIONS

5.0. Presentation

This chapter is composed of four parts. In the first part, three underlying themes are presented, and findings are discussed thoroughly with these themes. The second part presents the primary conclusions raised with the major findings. In the third part, the implications of the study are addressed in detail. The last part of this chapter presents limitations and suggestions for further research.

5.1. Discussion

In this qualitative study, international faculty's personal practical knowledge was examined with the narrative unity encompassing past encounters, present context and future routes, the perceptions on practical knowledge, the actual teaching practices with images, and the interconnected activity systems with their benefits surrounded by cycles and rhythms. Within all these aspects, this study was carried out to unveil the faculty's idiosyncratic journeys to become instructors through their past experiences, through classroom practices and clubs for the reconstructions of their personal practical knowledge in the context, through the examination of the impacts of their personal practical knowledge on the context and the context's influence on their future goals and career moves. Concerning these aims, five main research questions with sub-questions were directed to explore their personal practical knowledge in a bounded context.

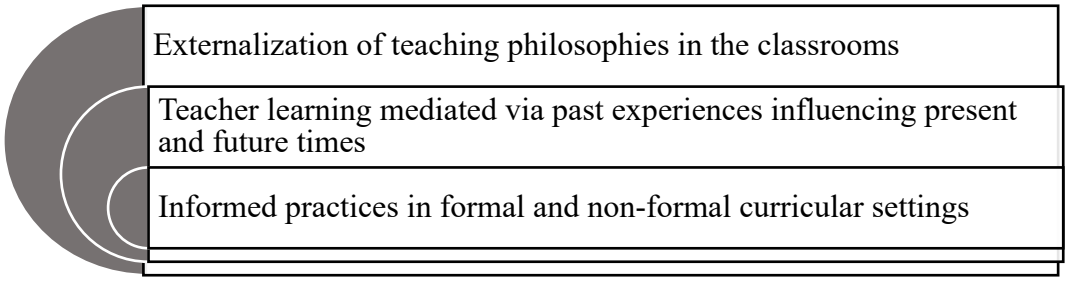
The first research question with two sub-questions targeted instructors' idiosyncratic journeys in the teaching profession with the exploration of teaching philosophies and education-related experiences. The second research question with

three sub-questions was addressed to illuminate the narrative unity's present stand and the ways the context shapes personal practical knowledge and is shaped in return. The first sub-question was addressed to reveal the roles assigned to the international instructors. The second sub-question was asked to uncover the department's contributions to the professional growth of international faculty. The third sub-question targeted the impacts of professional development activities on the instructors' current practices. As the last step of narrative unity, the third research question with two sub-questions aimed to explore future routes with the perceived benefits of working in this department and future goals shaped in the department. The fourth research question was asked to reveal instructors' perceptions regarding practical knowledge and a guiding image, whereas the fifth research question depicted their position in distributed cognition occurring in an extracurricular activity.

Personal practical knowledge encompasses hidden notions of instructors, lived experiences, theory-, practice-, and policy-related understandings (Ross & Chan, 2016). In this study, narratives of experience, observations, reflections, and activity systems analysis led to three themes composed for the personal practical knowledge of international faculty, as seen in Figure 13. The first theme is that instructors' personal practical knowledge was externalized with teaching philosophies in the classrooms as a mediational space which enabled understandings to be exercised and reconceptualized. The second theme is that instructors' learning and cognition were mediated via past experiences as students, prospective teachers, and instructors in the department, which developed their personal practical knowledge for the present and future times. The third theme is that the personal practical knowledge informed instructors' practices in the formal curricular setting where perceptions and images guide the instruction and in a non-formal curricular setting which benefitted the students and department.

Figure 13

Three Themes for the Appropriation, Development, and Implementation of International Faculty's Personal Practical Knowledge



5.1.1. Externalization of Teaching Philosophies in the Classrooms

Personal practical knowledge's moral concern in the realm of education found an expression with the exploration of teaching philosophy (Tsang, 2004) as language teacher philosophy embraces the moral element (Crookes, 2015). The moral element for each instructor is shaped through their personal thoughts and goals regarding language teaching. In this study, the first theme is the role of English class as a mediational space to express international instructors' teaching philosophy as the embodied personal practical knowledge. As Johnson (2009) claimed, instructors' understanding is externalized and reconceptualized in this mediational space through the use of tools such as activities, artifacts, and concepts.

In the current study, the international instructors' understandings originated from their philosophies were revealed to be externalized in the classes, which acted as the mediational spaces. As an experienced instructor who has worked more than two decades in this field, Susan regards continuity of learning highly and sees the competition on the personal level. In this continuity, her approach is to facilitate better learning and convey world knowledge in a pleasant and interactive environment. In her classes, her philosophy was externalized with several instructional techniques such as changing interaction patterns and annotate function. Ruth's philosophy puts the helping facet into the heart of teaching. To help students reach their goals, she aims to build communities through established rapport, social presence, and emotional proximity. In this community, students are perceived to be

active listeners responding to critical questions and acquiring general language learning strategies. In her classes, it was revealed that she adopted some techniques to externalize these understandings through asking questions and making jokes.

The other three instructors also demonstrated similar instances of externalization of teaching philosophy mediated by personal practical knowledge. In her philosophy, Daisy ratifies the notions of constructivism and zone of proximal development and provides a scaffold and space for self-challenging. As an instructor viewing language teaching beyond the normative structure, she gives priority to connecting language with real life. In the same vein, her philosophy was externalized with modeling, emphasis on the Direct Method, and the use of realia. Isabel's goal in teaching English is to make English compelling and accessible and to aid students in the path of their personal goals. In line with the affective filter hypothesis, Isabel also aims to create a convenient and carefree environment where students are encouraged to find their own study habits and motivation. In her classes, these goals were externalized by sharing personal experiences, using breakout rooms, and modeling. Matthew's aspiration in teaching English is to help students towards a greater understanding and to equip students with the necessary skills which could pave the way for the successful completion of the program. Acknowledged by different aptitudes, Matthew is concerned with improving skills within the limits of students' abilities after giving priority to engagement, rapport, and student autonomy. Matthew's understandings were observed to be externalized through the use of extra materials, personalization, and breakout rooms.

In this study, instructors' personal practical knowledge made their philosophy and practices compatible by externalizing their philosophy in English language classes as mediational space. These findings could also be supported by other studies such as Kumagai and Black's (2018). In their study, after an experienced professor reflected on her teaching practices with a trainee, they found out that personal practical knowledge could provide mediation for the compatibility between teaching philosophy and teaching practices.

5.1.2. Teacher Learning Mediated via Past Experiences Influencing Present and Future Times

All the experiences of instructors in the past, present, and future demonstrated the mediated nature of teacher learning; therefore, the second underlying theme refers to teacher learning that was mediated via past experiences as a student, a prospective teacher, or an instructor. In the same vein, several research studies depicted second language teacher learning as a lifelong and regulative phenomenon (Borg, 2003; Freeman, 2002; Golombek, 1998). These studies also underlined the creative force of experiences in social contexts, which were attended as a student in classrooms, as a trainee in teacher education programs, or as a practitioner in teaching settings. Thus, second language teacher learning is portrayed as socially mediated and conditional upon knowledge of self, students, content, curriculum, and context (Johnson, 2006). Teacher learning is not limited to the physical space as classrooms but is achieved with participation in communities (Li, 2017). In these communities, the human mind develops on a social basis. As Vygotsky's (1978, 1986) representation claims that the development of the human mind is innately social, the social interaction, which is external in the first step, becomes internalized through participation. This journey, as Vygotsky claimed, is not straightforward but mediated. Throughout their journey, instructors participated in the communities of practice which formed their personal practical knowledge as seen in the narratives of experience. These communities of practice have been classrooms where teachers attended as students, teacher education programs where they were trained, and the schools where their work has transformed their thoughts about the learning-teaching process (Johnson, 2009).

In the first communities of practice where teachers were students, inspirational teachers could provide a positive or negative model mediating an instructor's perceptions regarding teaching and learning. When the instructors' experiences and memories were asked about this community of practice, four instructors conveyed at least one positive model except for Susan. Their emphasis on these memories or experiences showed the sociocultural quality of their personal practical knowledge. As an instructor valuing interaction, Susan recalled her history teacher's underemphasis of interaction and criticized this moderate educational

experience. By putting emphasis on social and emotional aspects in a classroom, Ruth's memory was primarily about her inspirational physics teacher's disappointment in his students. Scaffolded by many teachers, Daisy had the chance to gain general life skills, study skills, and emotional support. Isabel, prioritizing guidance, met a genuinely passionate teacher, supervisors, and colleagues who guided her. Recalling the engaging methods, Matthew appreciated his lecturer's efforts in the business law class.

The second community of practice was teacher education. Johnson and Golombek (2016) point out that teacher education constitutes one form of social interactions mediating teachers in their journey. As an external form of social interaction, teacher education is hoped to be internalized as a psychological tool for teacher thinking to come into use in teaching practices. For instance, mediation in teacher education helps teachers to understand their everyday concepts and augments academic concepts with everyday concepts, which builds true concepts in teaching expertise. These concepts, which were created by Vygotsky (1986) to understand the development of a child's mind, were linked to second language teaching by the same scholars. In their conceptualization, academic concepts represent propositional, formal knowledge, while everyday concepts refer to experiential, personal knowledge. Surrounded by true concepts, international instructors' understandings came into being when they were involved in the social interaction of English language certification programs or master's degree in English language teaching.

All these instructors earned one of these high credentials in the English teaching community of practice. Concerning their experiences in teacher education programs, their true concepts, which emerged out of the formal and experiential knowledge, were found to be oriented with practical implications. These practically oriented true concepts enriched instructors' personal practical knowledge. For example, Susan had a high opinion of the teacher training program and gained an advantage from this program by reflecting on her abilities and development. Ruth's master program promoted two new teaching ideas as the triangle *"I thou it,"* which raised her awareness of the interrelated relationship in the classes and asking questions which provided her a new technique to stimulate critical thinking. In

master's program, Daisy was able to experience practical know-how and make sense of mindsets and skills. Her practical gains consisted of arranging proximity, continuing conversation, correcting errors, and doing modeling. Isabel's prominent benefit from her master's was to improve her practical skill of communication, thereby becoming a better communicator. From the programs, Matthew had a foundation in teaching English and raised awareness regarding phonology and grammar. In the short-term program, Matthew learned how to adopt schema activation and personalization in his teaching practices, which serve as strategies to facilitate engagement and trigger prior knowledge. International instructors have not had identical true concepts, as Ellis' (2016) case study revealed, two individuals could establish different relationships with the theoretical knowledge presented in the same TESOL program due to their personal practical knowledge.

The third communities of practice have been the teaching contexts where instructors put their personal practical knowledge in practice and develop on the professional ground as second language teachers develop professionally under the circumstances of their teaching contexts. This development also entails sociocultural histories existing in a unique manner (Johnson & Golombek, 2002; 2016). When impactful teaching experiences, which illustrated the moralistic, emotional, and consequential elements in instructors' personal practical knowledge, were asked, this unique quality of sociocultural histories was manifested. Susan's impactful teaching experiences concerning performing a song and adversely affected classrooms due to the dynamics showed the consequences of teaching as a change in character and her value for positive and mutual interaction in her classes. For Ruth, the impactful experiences were centered around acquiring cultural understanding. In her repeat class, learning how to be more empathetic after encountering another instructor's cultural wisdom and gaining cultural understanding by getting familiar with the notion of university exam increased her sensitivity consequentially. Similar to Ruth's experiences, Daisy's impactful experience has had the power to be used beyond the contextual boundaries. Overcoming her weakness concerning grammar teaching supported her journey and adaptation from the United States to Turkey. Isabel's impactful experiences were weaved with her perseverance in motivating students and

learning cultural aspects to connect with students, whereas Matthew's impactful experiences were concerned with classroom dynamics. His new conduct of classroom management in the unmotivated class and realization of the significance of student group's attachment in the classes with opposite qualities strengthened his teaching style.

Teaching contexts as the third communities of practice facilitate teacher learning as knowledge is situated in social situations and mediated in contexts (Bruzzano, 2018). From the sociocultural viewpoint, the context acts as a "text" unifying teachers' practices and thoughts (Burns et al., 2015, p. 597). In this "text," knowledge about teaching and learning emerges from the dialectical relationship between context and teaching practices (Tsui, 2003). Therefore, taking active roles in teaching contexts allows teacher learning (Burri et al., 2017). Accordingly, the international faculty has taken several active roles enabling teacher learning. The department, as the bounded context, has been assigning instructors with the official role of teaching 20 hours a week; yet various unofficial roles have been given to international instructors. In these roles, instructors' understandings and teaching styles were mediated in the departmental context while their personal practical knowledge found an expression. Susan was given the duty of testing as a member in Testing Unit in her first term. Although the initial assignment of testing duty was perceived as unpleasant, Susan got accustomed to the work details and started to prefer this specific assignment over teaching. As an unwritten expectation, it was requested from international instructors to take the responsibility of organizing culture-sharing clubs. Accordingly, Ruth has organized a wide range of clubs in the last three years in the department, which was her essential input. In these clubs, Ruth has put some of her teaching ideas into action, which enriched her teaching style. For Daisy, English Friends Club has been the place where this expectation was fulfilled. English Friends Club has acted as a spot to interact through cultural information and build skills with real-life applications. Isabel was also part of the joint effort in the club-making, thereby planning and organizing some of these speaking and culture-sharing clubs. As the last instructor expressing personal practical knowledge through clubs, Matthew has created game-related clubs for students to enjoy playing games

and practice speaking, which enabled him to establish rapport and understand students' characteristics. As seen in the instructors' narratives of experiences, the roles given to instructors in teaching contexts could facilitate their professional development through several activities such as proofreading or planning activities and enrich their personal practical knowledge by devising new practices within a mediational space for implementation such as clubs.

In addition to the roles, instructors' narrative accounts concerning professional development illustrated how their thinking was developed and how this transformative thinking shaped their understanding of themselves as teachers and teaching practices. These accounts of transformative thinking processes entailed mediation (Johnson, 2009). Instructors' transformative thinking mediated their professional growth in the departmental context. Susan experienced facing dilemmas concerning her job description and being a native speaker. Unreluctantly accepting, she started as a testing unit member, which she internalized as a role, whereas the foreigner complex that the students could overcome presented another dilemma. Ruth's professional growth was boosted in the department by gaining insights into the ways of improving listening-speaking skills, having a cultural understanding with student-teacher interaction, and learning Turkish to relate to students. For Daisy, English Friends Club as a cultural outlet and learning Turkish have been attempts to maintain her effectiveness, which enables her to grow professionally. Isabel, who sees professional growth to accomplish self-learning and collaboration, has learned Turkish in the department and comprehended the cultural differences by self-learning and collaborated with other instructors through clubs and the liaison. As a step to reach his ideals in the department, Matthew realized his genuine teaching values by questioning mandatory attendance, handling the classroom with different dynamics. The instructors' transformative thinking processes concerning dilemmas, difficulties, curricular, linguistic, and cultural insights mediated instructors' professional growth in the department.

Besides mediation through transformative thinking, the international instructors had the opportunity for dialogic mediation in structured professional development activities. The professional development activities in the department

that target different areas of in-service training act as the venues for dialogic mediation, which prioritized interaction. Through this interaction, experiences are shared, understood, and developed (Li, 2017). In these activities, colleagues could have dialogic interaction over several teaching-related aspects through different tools such as videos, articles, which mediated teacher learning. According to their narratives of experience, each instructor's development has been mediated distinctly. Susan and Matthew lacked substantial impact on practice, while the other instructors developed their personal practical knowledge through this mediational space. As one of the instructors who did not have a significant impact, Susan participated in the mentoring program for the mentor-mentee interaction and took the pronunciation course as an online learning community. However, the mentee's personal problems hindered the anticipated interaction for the mentoring program. Low attendance and irrelevance to evaluation caused the course to be failed in practical terms. The other instructor, Matthew, only attended the mentoring program on which his mentor, Isabel, put forward his strong and weak sides with observation. Outside the professional development activities, he instead focused on acquiring a good foundation as a novice teacher. His focus on having a good foundation was bound to peer interaction in the form of dialogic mediation. Through this mediation, he reflected on various teaching-related aspects and had recommendations, which enabled concept development (Vygotsky, 1986).

On the other hand, the other instructors developed their personal practical knowledge in this mediational space. Ruth found similarities between American and Turkish culture through video coaching and overcame her preconceptions. In the action research group and article club, her discovery of the concept of teacher talk time has also turned into an effort to balance teacher and student talk time. Two professional development activities helped Daisy to overcome her fear of being ineffective. In peer coaching and team teaching, she observed her Turkish colleagues and found relief in realizing the similarities between teaching practices as the difference in home culture or educational background does not adversely alter the effectiveness of teaching. Encouraged by the professional development activities, she also carried out research projects related to her own practices and attended workshops

to make reflections on her classroom practices. Professional development activities equipped Isabel with the conceptualization of the department and students' expectations. From her perspective, the most beneficial aspect has been an encouragement to conduct research and make presentations at the conferences as researching and presenting gave her opportunities to examine personally relevant topics. In their first year, Daisy and Isabel conducted a research project to examine the adaptation and mitigation of newly hired teachers, thereby understanding the diverse possibilities in teaching experiences. Following that, they conducted a second project concerning the comparison between ESL and EFL contexts, which had her lesson planning skills sharpened, and her teaching ideas changed. As illustrated, professional development activities provided these three instructors with opportunities to develop their personal practical knowledge about their self, their context, and their pedagogy.

In a socially situated and distributed teacher learning, the definition of professional development becomes blurred. Beyond actual professional development activities such as workshops or seminars, unofficial social and professional networks and classrooms as scenes for professional learning are included in the definition of teacher learning (Johnson, 2006). In the same direction, Daisy and Isabel have built a private network to inform the international faculty and called this network the international teacher liaison. They were the first international instructors recruited; thus, they had to face the difficulties of learning the departmental culture. Through this liaison, they aimed to help other international instructors; therefore, the novice instructors could be relieved from overcoming similar challenges. Their role in this liaison is to ensure every international instructor is kept informed about the department's policies, paperwork, and current schedule. By taking part, Isabel has felt empowered and motivated to make progress after realizing her achievements in this regard. This liaison has functioned as a knowledge community (Craig, 1995), which refers to the individuals with whom a teacher builds and rebuilds meaning out of teaching experiences. Craig's (1999) knowledge communities are located on teachers' professional knowledge landscape as a sphere for negotiating meaning with other teachers. In these communities, teachers' personal practical knowledge is

narrated and nurtured. Similarly, in this liaison, newly hired teachers have been informed about departmental structures and negotiate the meaning of their experiences with the experienced instructors. This liaison has enabled instructors to reformulate their personal practical knowledge from this collectivity as second language teacher learning's collectivity is accompanied by a personal process (Johnson, 2006).

Schools and schooling are also combined on the sociocultural ground where teaching is conceptualized, exercised, and assessed (Freeman and Johnson, 1998). Schools refer to the physical and sociocultural place, whereas schooling represents the historical and sociocultural processes, which take place in the schools. While instructors move from one school to another and one cultural site to another, they construct an understanding of schooling and teaching, dissimilar to the teachers established in one culture (Elbaz-Luwisch, 2004). Similarly, while finding their way in this culturally different school and schooling, instructors perceived several benefits which enriched their understandings. Susan gained an understanding of the management of the university and criticized the company mindset because she sees the corporate management style as betraying the very essence of tertiary education. In this sociocultural place, Ruth's worldview has been enriched by meeting Turkish students, understanding Turkish culture, and realizing differences between Turkish and American mindsets regarding social structure such as individualistic and collectivist societies. By looking at the world through another cultural lens, Daisy enhanced her intercultural communication competence and gained an insight into Turkish students' learning styles and strategies. After feeling more adapted and creative in this context, Isabel improved her presentation and communication skills and became knowledgeable about Turkish culture and history. As his first teaching experience, Matthew has formed his teaching style by working at this university, where he questioned the idea of the attendance policy and business-related top management. In this particular context, Matthew's insights into Turkish culture and knowledge of the Turkish language also raised his awareness. Besides developing various skills, the instructors' primary benefit from working in a different cultural setting has been their insights into the Turkish culture, society, and educational

policies. They primarily compared their existing thoughts and schema with the recently encountered system of thoughts embedded in the social and political arena. Experience of such schooling in a foreign school provided native instructors a new lens towards learning and teaching processes, which reformulated their personal practical knowledge.

Besides the present context, previous experiences acquired with personal practical knowledge could influence the future routes. As seen in Feryok's (2012) study about an English language teacher agency, previous experiences, as the basis for individual actions, were revealed to have the power to mediate future actions. Similar to these findings, the international instructors' previous experiences in the department mediated their future actions. The testing and proofreading responsibility have become two main professional goals for Susan, while Ruth's positive experience in the department led her to pursue the same goal of living in Turkey. As her experiences in the current context could lead to adaptation to another country, Daisy's goals have shifted to professionally improving her teaching, communicating interculturally, and using Turkish effectively. Isabel's present goal is concerned with learning a foreign language so that the American stereotype as monolinguals could be broken, and she could act as a model who is experiencing the same struggles in language learning. The department's semi-Turkish context has given her opportunities to accomplish this goal. Working in the department and forming a repertoire of teaching experiences have also inspired her to take a supervisor role in the future. After Matthew accomplished his goals by living abroad and having international experience in the current setting, gaining experience and becoming a better teacher have become his present goals. Despite his thoughts about the future, he would like to work in the current context to have more teaching experience.

Beyond the current context, economic factors were very influential for all the instructors' future goals. Under the effects of economic factors such as the competitive job market with inadequate opportunities in America and teaching abroad being a golden ticket for English teaching jobs, instructors aim to continue teaching English to non-natives in foreign countries. As the market of the English teaching jobs forces instructors to work overseas, it could be easily claimed that the

positive work experiences in the past determine the stability of instructors in one institution.

5.1.3. Informed Practices in Formal and Non-Formal Curricular Settings

Personal practical knowledge filters the experiences of a teacher as an interpretive framework. As a teacher's sense-making is a dynamic process, personal practical knowledge interprets the particular context and informs practice accordingly (Golombek, 1998). How personal practical knowledge informed these instructors' practices was revealed by unveiling their perceptions about six categories of practical knowledge and their traces in actual practices in the formal curricular setting, the classrooms. As the first category, the teacher's purpose could give a hint about instructors' personal practical knowledge. For instance, as a lifelong learner, Susan named her purpose as facilitation of better learning while Isabel, who values motivation, has the goal of making English compelling and accessible for students. Students' purposes of learning English were basically perceived to be bound to professional and personal reasons such as job and travel opportunities. Although their classes have the same structure devised on listening-speaking skills, their perceptions were revealed similar in terms of subject matter, student learning and understanding, and curriculum, but varied regarding their definitions about student knowledge and instructional techniques.

Regarding subject matter, the similarities in definition encompassed vocabulary and skills of listening and speaking. For student learning and understanding, the common perception was difficulties in productive skills. Their perceptions of curriculum included slideshows, visuals, games, discussion questions, and other online applications. Student knowledge and instructional techniques carried different perceptions. Student knowledge used for an insight into student characteristics was associated with observation, student participation, and interaction patterns among students. Furthermore, each instructor's instructional techniques were revealed to be distinct. One technique for each instructor became prominent among their techniques and was linked to the instructors' prior experiences and teaching philosophies. These techniques touched on the images connecting teachers'

personal and educational lives (Tsui, 2003; Golombek, 2009). Susan related the coursework with real life in Turkey, and Britain thereby increased the interaction. Ruth built rapport in her classrooms through emotional proximity and making reference to the Turkish language and culture. Daisy's constructivist approach found an expression through helping intercultural competence in her teaching and through her club-making experiences. Isabel utilized the technique of schema activation to boost motivation in her classes. Matthew also implemented activation of prior knowledge that he learned in CELTA in order to engage students more. As international instructors' distinct images conveyed their cultural wealth and their personal practical knowledge in sociocultural venues, the image was found to be effective in informing teaching practices beyond this formal curricular setting. Daisy's image of helping intercultural competence shaped a non-formal curricular setting: English Friends Club.

The Vygotskian stance supports the transformative power of the human mind; therefore, individuals are able to transform the context for their purposes (Johnson & Golombek, 2016). International instructors have transformed the context through club-making. Daisy as the main planner and the others as facilitators contributed to the formation of clubs. As the main planner, English Friends Club has served as a cultural outlet for Daisy. In English Friends Club, Daisy expressed her image of helping intercultural communication and transformed the context of the club for her purposes. During this transformation of the context, language and culture have been treated as two crucial elements in English Friends Club. These two elements shaped the motives, which were primarily about helping students practice English, appreciate the American culture, and make friends. According to Johnson and Golombek (2016), context is situated in a web of material-social and mental-personal. On the top of this web, language is seen as the most impactful cultural artifact transforming and mediating the human mind and performance. As a cultural artifact, language establishes social relationships and develops knowledge on a joint basis. As a psychological tool, language shapes thinking processes on an individual basis. The individual and social realms linked by language establish a dynamic dialectical relationship. In this club, English was utilized as a tool linking social and

individual realms, whereas the other mediated artifacts were physical tools and social others who conveyed the culture through lived experiences. Thus, the club allowed the use of English to transform and mediate students' minds and performances. By using English as a tool in the club, native instructors should take advantage of this cultural artifact to make it a psychological tool. This way, the English language could be internalized and become intrapersonal for students.

In congruence with the unwritten rule about native speakers' duty to organize clubs, these international instructors cooperated with the extracurricular activity coordinator and the administration. From their perspectives, the international faculty could contribute to the department in various aspects such as organizing extracurricular activities, practicing with students, proofreading the departmental tests, and preparing authentic materials for classes, or providing space to improve listening and speaking skills. As seen, the departments of foreign languages could benefit from the input of international instructors in curricular and non-curricular domains. In this department, the administration also evaluated teaching an English-speaking culture as a beneficial aspect for the internalization of language. Thus, the transmission of the international faculty's cultural background could reinforce the learning processes of students. For such cultural transmission, English Friends Club was founded as a venue that has survived for three years. Also, the coordinator's evaluation demonstrated the club's real value for the whole community. After naming English Friends Club as the most popular club with an effective system and a structured program, the coordinator described this club as an English-speaking environment where students can communicate with native speakers and learn a foreign culture. All these confirmed the statement of Xu and Connelly (2009) that language learning is assumed to be meaningful if it is supported by learning culture. As intertwined, teaching language and culture necessitate the inclusion of teachers' cultural and historical backgrounds. This inclusion provided the department with a unique English-speaking environment facilitating student learning.

Two kinds of contradictions, division of labor and time restriction, resulted in English Friends Club to be expanded towards another club with new subjects, teaching assistants, and a new cultural perspective in the object. During this

expansion, international instructors helped the teaching assistants move through their zone of proximal development (Vygotsky, 1978). As the main mentor, Daisy, who values scaffolding, helped these assistants during their progress in the zone of proximal development. For instance, Daisy prepared lesson plans with her previous ideas in the club-making. With the lesson plans, her personal practical knowledge was manifested and assisted teaching assistants during the conduct of Conversation Club. Although the main mentor was Daisy, the other instructors also provided scaffold with different aims, such as showing the proficiency of the student group. All the scaffold, which was provided to the teaching assistants for orientation purposes, gave them teaching ideas such as agenda or resource of the day. After conducting this club with these ideas, the teaching assistants, Evelyn and Kathleen, earned personal outcomes. Evelyn felt experienced teaching in front of a large audience, while Kathleen improved her public speaking skill. Both assistants also gained insights into the differences between Canadian and Turkish education systems and celebrations. These findings proved that cognition is an entity displayed publicly and shared socially (Li, 2017) and has a situated character in physical and social contexts and distributed nature among people and tools (Putnam & Borko, 2000). This share on the social basis was initiated with the scaffolding of the international instructors and influenced the cognition of teaching assistants and the conduct of Conversation Club that was seen as a good opportunity for students to practice speaking with native speakers. While the instructors, especially Daisy, transmitted their experiences and scaffolded these two inexperienced teaching assistants in the club organization, they stimulated the organization of a club reflecting a new cultural perspective from another English-speaking country. This way, the transmission of international instructors' experiences through personal practical knowledge could facilitate introducing a new cultural perspective in the department.

The cycles and rhythms of English Friends Club, which evolved out of instructors' personal practical knowledge, demonstrated its narrative quality as Clandinin (1989) stated that cycles establish rhythms by denoting a historical character and a narrative quality for the future. As the established rhythms leave cultural and personal marks, there were four cycles of events in the English Friends

Club, finding the personal and cultural rhythm in the club-making. The first cycle was about American holidays such as Halloween, Thanksgiving, Christmas. On these holidays, the instructors brought traditional food, played traditional games accompanied by information about these holidays. The second cycle was about cultural games, dances, and activities such as common American child games, American folk dances, activities, Show and Tell, and karaoke. The third cycle was about special days in America, such as April Fool's Day and the culture of states, where guest speakers from America introduced and gave information. The last cycle was about students' needs and increasing cooperation among students. Inspired by American universities and companies, special counseling sessions were devised to accommodate students' needs, and the Master Builder competition was integrated to increase cooperation. When Daisy conducted the club alone, she also put emphasis on cultural topics. This finding was compatible with the study of Connelly and Clandinin about cycles and rhythms. In Connelly and Clandinin's (1984) study, cycles of cultural events and celebrations formed rhythms through their participant, Stephanie's image of classroom as home. In this club, Daisy's image enabled cycles and rhythms to be evolved out of culture-related topics. This finding was also corroborated by the study of Sun (2012) revealing that her participant's cultural background influenced this participant's personal practical knowledge and teaching practice. In this study embracing the distributed nature of clubs, Daisy's personal practical knowledge found a way to inform her practice, thereby enriched the context. The departments could benefit from the clubs where international instructors' personal practical knowledge informs their practice with their cultural and historical backgrounds.

Within the personal and cultural rhythms of the English Friends Club, this activity system accomplished several goals and operations with the motive of practicing English and teaching English-speaking cultures. Similar culture-related cycles were also transferred to Conversation Club. Out of these cycles, all the students, who constituted the community in both activity systems, mentioned at least a culture-related activity as their favorite activity or topic. Their benefits, which might be divided into three categories like personal, skill-related, and culture-related,

showed the diversity of the club's effectiveness for students. Building confidence and overcoming intimidation constituted students' personal benefits while improving pronunciation, listening, and speaking was the skill-based outcomes. Culture-related benefits were revealed to be diverse such as getting familiar with the mindset, culture, lifestyle of English-speaking countries or acquiring world knowledge. This extracurricular activity also contributed to the departmental context since extracurricular activities could not be regarded as detached from other developmental contexts such as schools and communities. On the contrary, these activities are embedded in these contexts (Feldman & Matjasko, 2005). English Friends Club and its expanded version, Conversation Club, were influential for the students on the intrapersonal plane and the department on the institutional plane. Beyond students' capabilities and understandings, the clubs nourished the department's mission of teaching English in a globalized world.

Besides the similarities, the influences of cycles were different because of the structures of both clubs. First of all, these two clubs differed in terms of attendance policy. In Conversation Club, there was compulsory attendance concerning beginner and elementary levels. International teaching assistants had to target a specific student group and had equal duties about lesson organization and material development. However, in English Friends Club, international instructors had more space to arrange their activities according to their preferences as there was no target group. This club was open to the whole department. In terms of division of labor, international instructors could bring their genuine ideas to implement in this club. For instance, Daisy and Matthew wanted to teach students American folk dances and arranged a session accordingly. In this session, they performed square dancing in front of students. Secondly, the instruction type changed the circumstances. In Conversation Club, everything was conducted online through video conferencing tools, whereas in English Friends Club, students attended the sessions in person. Thus, some possible experiences concerning cycles were missing in Conversation Club. For example, in English Friends Club, instructors used to cook some traditional food for students at the holiday parties. For students and instructors, English Friends Club has served firsthand experiences, unlike Conversation Club.

English Friends Club was bound to the institutional context as a part of the non-formal curriculum. In general terms, three curricula are manifested via informal, non-formal, and formal forms in a school context (Birzéa et al., 2004). In a non-formal curriculum, extracurricular activities hold a significant place and could be oriented as clubs, projects, or voluntary work. Bartkus et al. (2012) define extracurricular activities as academic or non-academic activities occurring outside of regular class hours and curricular boundaries. Participation in these activities is voluntary, and there is not grading scheme related to these activities. Common with these features, two concepts, direct and indirect extracurricular activities, differ in their association with the curriculum. The lack of relation to the curriculum creates an indirect extracurricular activity, while a close association with the curriculum embodies a direct extracurricular activity. English Friends Club and Conversation Club were direct, structured extracurricular activities that served the department's curriculum non-formally with the practice of speaking and listening and culture-learning.

As seen in this study, extracurricular activities could benefit students and instructors. In previous studies, participation of adolescents in extracurricular activities was revealed to generate positive outcomes for academic achievement, prosocial behaviors, supportive social network, interaction with competent adults, consciousness concerning environmental problems, and increasing intercultural awareness (Gilman et al., 2004; Karaman, 2010; Keser et al., 2011; Yıldırım-Tastı & Akar, 2021; Zaff et al., 2003). Gilman et al. (2004) also emphasized the effectiveness of structured extracurricular activities compared to unstructured ones. As shown in the literature of structured extracurricular activities, there is an association between these activities and ecological systems theory which evolves into the bioecological model (Bronfenbrenner & Morris, 2007). In the bioecological model, human development takes place through reciprocal interactions among people, objects, and symbols in the environment. In line with this model, these studies exemplified the outcomes of structured extracurricular activity involvement as accessing a supportive social network and interactions with a competent adult. Similar to their findings, students attending these clubs had access to a supportive social network generated

by the international instructors and teaching assistants and could interact with competent adults, which promoted their development.

Concerning the benefits to the instructors, personal practical knowledge has been practiced more freely in this direct structured extracurricular activity as seen in Daisy's case. Under the influences of the micro-and macro-contexts (Li, 2013), Daisy could only express her image as part of the activities in the classroom. On the other hand, her image could shape cycles and rhythms in English Friends Club as the driving force. As there were no curricular boundaries restraining this force, her personal practical knowledge in the shape of an image shaped the club. Daisy's image of helping intercultural communication also expanded to Conversation Club. Overall, this image harmonized the club's structure with the affective and cognitive aspects of intercultural communication competence.

It is crucial to note that the perceptions of instructors and students represent their construction of cultural or intercultural elements as the representation of cultures is based on their cultural identities (Amadasi & Holliday, 2018; Tochon & Karaman, 2009). Upon the examination of these perceptions, it was seen that intercultural reflections occurred between students and instructors in these extracurricular clubs. These reflections strengthened students' intercultural awareness and sensitivity. In line with Chen's (2014) model, intercultural sensitivity means to be willing to acknowledge, appreciate and respect cultural differences to produce a positive result from interaction as the affective aspect. Meanwhile, the capability of understanding different cultural practices generates the outcome of intercultural awareness as the cognitive aspect (Chen & Starosta, 1998; Chen, 2014). After attending sessions in both clubs, students have been accustomed to realizing and appreciating the cultural differences and understanding different cultural practices through the cycles of events and cultural topics. They could have a chance to enhance their intercultural sensitivity and awareness. Besides, English as a tool represented the genuine and authentic side of internationalization (Jenkins, 2014). In English Friends Club, internationalization has been promoted in an authentic way through the use of English. Overall, English Friends Club facilitated Daisy's image to be practiced, intercultural sensitivity and awareness of students to be increased,

and English to be used as a tool. On the macro level, this direct, structured, non-formal extracurricular activity could support the objective of the English preparatory program for promoting internationalization and communicative abilities.

5.2. Conclusions

Under the influence of internationalization, the universities strive to be more internationally oriented. Therefore, the departments of foreign languages at the universities reinforce the internationalization by recruiting native instructors, who form an international faculty in the departments. These international instructors bring their unique cognition and teaching practices through their personal practical knowledge into the department. This qualitative case study was conducted to reveal how the faculty's personal practical knowledge was enacted in this tertiary context. Personal practical knowledge was examined with the related constructs such as narrative unity, images, cycles, rhythms, and activity system analysis. In narrative unity, instructors' past experiences, present understandings, and future anticipations were scrutinized to reach out the narrative character of teacher knowledge. Perceptions regarding practical knowledge and images were targeted to see the practices that have been adopted in the departmental context. Cycles and rhythms were sought to reveal the yearly reconstructions of teaching experiences in an extracurricular activity, English Friends Club. With these concepts as a framework, this study aimed at analyzing this club as an activity system that these international instructors organized. For a thorough analysis, Cultural Historical Activity Theory was adopted to see the instructors' position and effect in the activity system serving distributed cognition.

In the light of these objectives, five research questions with several sub-questions were addressed. The first three questions targeted narrative unity. The first question with two sub-questions aimed to reveal instructors' teaching philosophies and education-related experiences in the past. The purpose of the second question with three sub-questions was to shed light on instructors' journey in the present context. The third question with two sub-questions was addressed to unveil anticipated future routes of international instructors. The practical side that is held in

perceptions and images was illustrated by the fourth question. The last question aimed to demonstrate the roles of international instructors in activity systems and within cycles and rhythms.

To answer these questions, data were collected with several tools, such as semi-structured interviews, focus group interviews, observations made with field notes, and reflections done on documents. The setting of the study was bounded by time and place. This thesis study was conducted in the Department of Foreign Languages of a foundation university in Turkey during the fall term of 2020-2021. International faculty as participants consisted of five native speaker instructors. The data analysis was accomplished with three steps for narratives of experience, the intersection of practices and perceptions, and activity systems in extracurricular clubs. The findings were presented under each research question by drawing on the conceptual and theoretical framework. Three themes out of this analysis were introduced in the discussion and supported by the literature. After such thorough data analysis, this study could indicate the following conclusions.

First, the teaching philosophies of the international faculty showed the moral dimension of personal practical knowledge. In the form of goals of teaching English, this moral dimension found an expression in the classroom, which behaved as a mediational space. In this mediational space, instructors' philosophies and understandings were externalized through their preferred instructional techniques.

Second, past, present experiences and future expectations showed the mediated character of teacher learning, which reinforced their personal practical knowledge. Instructors have attended many communities of practice as a student, as a trainee, and as a teacher. Teacher learning as a socially mediated phenomenon influenced them in various contexts. In the first community that they attended as students, inspirational teachers mediated their notions regarding teaching and learning. Except for one international instructor, all the instructors stated at least one positive model from their student years. As the second community of practice, teacher education programs served different true concepts for the instructors. However, these different true concepts were oriented practically and enriched their personal practical knowledge. As the third community of practice, teaching contexts

enabled instructors to apply and develop their personal practical knowledge. As seen in the narratives of their prior impactful teaching experiences, the sociocultural histories of instructors were captured to be unique.

Third, the current teaching context in the department demonstrated how mediation aided teacher learning through the roles given, professional growth exercised, and the professional development activities attended. In this current teaching context, the active roles of the instructors, such as proofreading or club organization, mediated their understandings and teaching styles, which could endow their personal practical knowledge with new practices. Transformative thinking triggered by dilemmas, difficulties, curricular, linguistic, and cultural insights mediated the instructors' professional growth in the department. Structured professional development activities provided the instructors with the venues for dialogic mediation, which promoted three instructors' personal practical knowledge. Beyond professional development activities offered by the department, the instructors' development was promoted via an unofficial network called international teacher liaison. This liaison served as a knowledge community for the international faculty.

Fourth, working in the current context led the instructors to their career moves; thus, their narrative unity attempted to create new unities. Moving to this new cultural site and participating in the sociocultural processes of this department provided the instructors with a fresh perspective towards learning and teaching practices. Under the impacts of economic factors and positive encounters and benefits in this context, the preferences of these international instructors emerged as stable and encompassed the near future.

Fifth, perceptions of the instructors demonstrated their personal practical knowledge in practical terms. The instructors' perceptions regarding practical knowledge types were similar for subject matter, student learning and understanding, and curriculum but differed in knowledge about students and instructional techniques. The most prominent instructional technique of each instructor illustrated their images linked with their teaching philosophies and past educational experiences. And these images were found to inform the practices of the faculty.

Compared to the formal curricular setting, the image of one instructor was revealed to be more influential in a non-formal curricular activity, English Friends Club.

International instructors created English Friends Club as an extracurricular activity where English was spoken, and American culture was introduced. Through this club, Daisy practiced her image of helping intercultural competence and expanded her personal practical knowledge by transforming the context. With her experiences, she also assisted a newly emerging club, Conversation Club; therefore, the department was endowed with a club from another cultural viewpoint even if it could not serve firsthand experiences. Besides, cycles and rhythms, which were created in English Friends Club and imitated by Conversation Club on the cultural issues, were revealed to be the products of the personal practical knowledge which contributed to the students and the department. These American instructors' joint efforts supplied the department with this English-speaking setting, and this setting promoted student learning, intercultural abilities, and internationalization. Students' minds and performances were mediated with English used as a tool and cultural, personal, and skill-based outcomes. Overall, the clubs as direct, structured extracurricular activities, in which international instructors' personal practical knowledge inform their practice with their cultural, personal, and historical backgrounds, could significantly contribute to the departments of foreign languages.

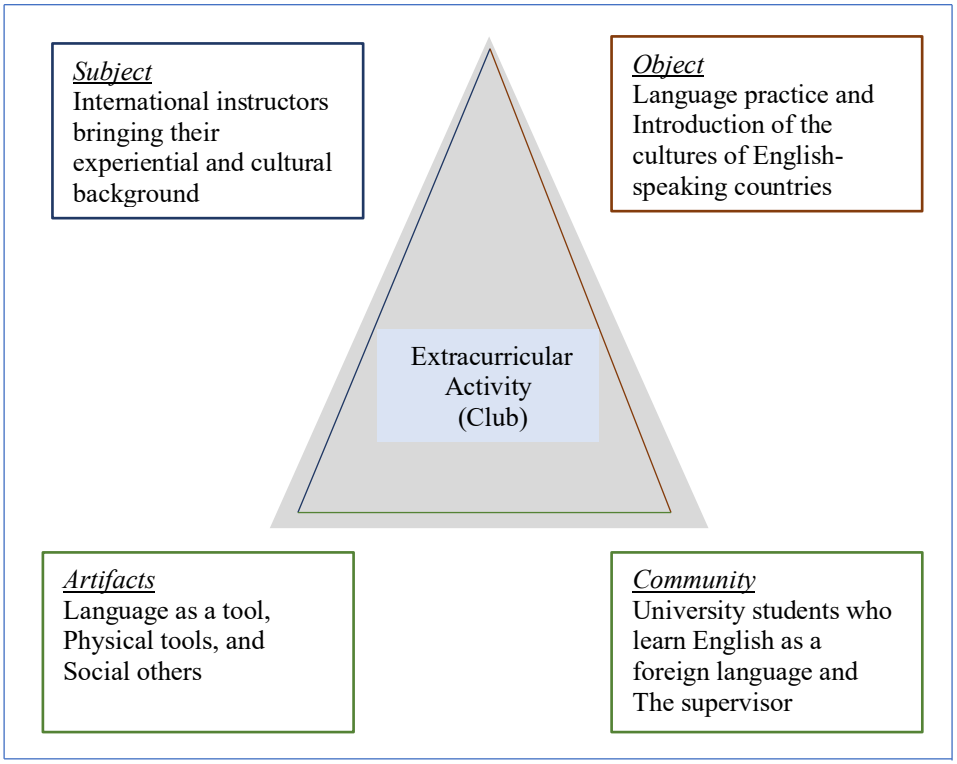
5.3. Implications

As corroborated by the findings and literature, firstly, an extracurricular activity shaped in the form of a club could be proposed as a non-formal curricular model for the departments of foreign languages. In this model, an activity system in the shape of a club could potentially be beneficial for international instructors to activate their personal practical knowledge through experiential and cultural background. At the same time, students and the department can benefit from language practice and culture-sharing. The model could be devised with the four components of Cultural Historical Activity Theory (Cole & Engeström, 1993), as seen in Figure 14. Subjects who operate the clubs would be international faculty who can teach an English-speaking country's cultural values and traditions in a non-

formal curricular setting. They can also practice their experiential background embedded in personal practical knowledge without any curricular boundaries. Objects, which are the goals or motives in an activity system, could be devised as language practice and introduction of the cultures of English-speaking countries. The mediation would be accomplished with the artifacts such as language, physical tools such as visual aids, and social others who could be guest speakers from the same culture. As the community, the mediated actions would target the university students who learn English as a foreign language and could be coordinated with a supervisor from the administration to maintain the quality. For the department, this activity could stimulate internationalization by facilitating intercultural awareness and sensitivity. It can also accelerate the internalization of the English language by making students familiar with the cultures where the English language is spoken.

Figure 14

A Non-formal Curricular Model for the Departments of Foreign Languages



Secondly, international instructors working in the departments should be given a chance to build a community for solidarity and exchange of information. As illustrated in this study, the community named as an international teacher liaison provided various benefits to the instructors. If similar communities are built in the departments of foreign languages, international instructors could adapt to the teaching context more quickly and stay informed of the department-related requirements and schedule. This knowledge community that could be self-initiated or encouraged by the department also provides a place where instructors share their experiences.

Thirdly, teacher learning through professional development activities could generate new understandings about teaching and learning. As seen in the findings, an international instructor can be paired with an instructor with the same background as students. The exchange between them could organize the international instructor's cognition about cultural and social preconceptions. In other words, the international instructor's cognition is enriched with an insider look towards the workplace carrying distinct features. Acquiring this insider look, instructors' personal practical knowledge could be developed. Therefore, professional development activities such as peer coaching and team teaching should be offered in the departments under the name of in-service training to facilitate the adaptation and sense-making processes of native instructors.

5.4. Limitations and Suggestions for Further Research

This thesis produced various significant findings, yet several limitations should be addressed, which could be compensated with future research attempts. Firstly, personal practical knowledge encompasses every dimension of interaction occurring in a classroom. In online instruction, physical connection between instructors and students was lacking. This lack of proximity could be regarded as a limitation. To be present in the classroom for a prolonged period of time and combining data from online instruction with face-to-face instruction could resolve such a shortcoming in further research. Besides, in the online instruction, firsthand

experiences were missing in one of the clubs; therefore, the clubs could be examined in a prolonged time when the instruction turns into face-to-face.

Secondly, personal practical knowledge was overviewed with a close look into the context emphasizing previous and current educational and professional landscapes. This emphasis diminished the chances of understanding personal life experiences. In a further study, narrative inquiry could be adopted for the articulation of personal practical knowledge with personal life experiences. This way, personal life experiences could facilitate the sense-making process concerning personal practical knowledge.

Thirdly, the experiences and stories of the instructors basically concentrated on this university context. In a further study, experiences and stories during teacher education programs could be retrieved to examine the impacts of teacher education on the formation of personal practical knowledge.

Fourthly, images were originated from the instructors' professional-educational lives. Instructors' personal lives were integrated with their cultural background. An ethnographic approach could be adopted in a further study to decipher collective sense-making processes shaped by cultural understandings.

Lastly, the main data collection tool was oral interviews, and the data analysis was carried out by the researcher. In a further study, narratives of experience could be reached out with written reflections encompassing narrative activity. The analysis of narrative activity could also be combined with the participants' contributions in order to create praxis. With externalization, verbalization, and systematic examination, the narrative activity could be adopted as proposed by Johnson and Golombek (2016) in a three-step conceptualization. Narrative activity is utilized as a mediational tool to externalize and verbalize teaching- and learning-related sense-making, which could foster professional development. In externalization, teachers express their implicit ideas, emotions, and anticipations, which generate a cohesive unity out of lived experiences. In verbalization, teachers unite these understandings with the theoretical constructs to organize their cognition and teaching practices, whereas, in the systematic examination, teachers' recognition of their reasoning and desires gives them a way to transform their stance. A collaborative research design

with all these steps of narrative activity could substantiate findings and promote professional development of instructors.

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APPENDICES

A. DEBRIEFING FORM

The mentioned study is a Master thesis study in English Language Teaching of which is carried out by Bahar Cemre Karaağaçlı under the supervision of Prof. Dr. A. Cendel Karaman, Department of Foreign Language Education, METU. In this study, teacher cognition specified as personal practical knowledge and an extracurricular club with the lenses of cultural historical activity theory are to be investigated to discern international instructors' personal and professional experiences.

Higher Education has been following the trend of internationalization. In Turkey, the Higher Education institutions have several departments, one of which is the Department of Foreign Languages. The instructors in the Department of Foreign Languages are also under the influence of internalization. Native English speaker teachers take roles as international instructors in such departments. These instructors' cognition about teaching reflects over the classroom processes and the institutional culture. Personal practical knowledge which is shaped by teachers' professional practice occurring with past experiences, current awareness and future expectations plays a crucial role for these teachers' cognition (De Graaff et al., 2018, p. 166).

Activity theory, in particular Cultural-Historical Activity Theory, associates the individual mind with the cultural and social environment where it is set, define the transformation of individual psychology, and promote the activity with various sorts and levels on the course of interplay between individual and external context (Shi, 2017, p. 1063). In addition to instructors' personal practical knowledge, this thesis study is designed to explore the activity system in a club run by international instructors within a cultural-historical framework. Six components which are subject,

object, tools, division of labour, communities of significant others, and rules have been examined to analyze the activity system of the club (Cole & Engeström, 1993).

It is aimed that the preliminary data will be acquired in the middle of December 2020. These data will be used solely for research purposes. For further inquiries and questions regarding the study and its results, you can consult the following names. We would like to thank you for your participation in this thesis study.

Prof. Dr. A. Cendel Karaman (E-mail: cendel@metu.edu.tr)
Bahar Cemre Karaağaçlı (E-mail: cemre.karaagacli@metu.edu.tr)

As a volunteer who has contributed to this study, you can deliver your questions and comments on your rights about participation or ethical principles to METU Human Subject Ethics Committee.

E-mail: ueam@metu.edu.tr.

B. SEMI-STRUCTURED INTERVIEWS FOR NARRATIVE UNITY

B.1. BACKGROUND INTERVIEW FOR THE PAST

1. Can you introduce yourself?
2. Can you give information about your teaching career such as your experience, your internships and workplaces?
3. What courses have you offered until this semester? Can you specify the teaching areas and student levels?
4. Why did you choose the teaching profession?

a. What influenced you to become a teacher? Have you had any inspirational teacher, moment, or do you possess an ideal for teaching?

b. What are the reasons behind your decision to become a teacher?

5. What kind of teacher education did you hold?

    a. What qualities from teacher training do you think you have gained?

    b. Which components in your undergraduate courses have become practical through your

    teaching?

6. Where and how did your teaching experience take place before the current department?
7. When and how did you start to work in the current department?

    a. What were the reasons for you to apply for such a teaching position?

    b. In the first year, how did your adaptation happen?

    c. Which difficulties did you overcome during this adaptation period?

8. How can you describe your teaching philosophy?

    a. Which aspects of teaching do you conceptualize as the most effective?

    b. Which aspects of learning do you conceptualize as the most beneficial?

    c. What goals are prominent in your teaching?

    d. How do you implement your philosophy in your classes?

    e. What does professional growth connote for you as a teacher?

8. Which professional experiences can you recall vividly?

a. Can you mention one impactful professional experience on your teaching?

b. How has this experience transformed your teaching attitudes?

B.2. ADDITIONAL INTERVIEW FOR THE PRESENT AND THE FUTURE

1. What other roles do you have in addition to teaching?

a. What are your responsibilities in these roles if any?

b. How do you evaluate these roles? Are you willing to be involved in such roles?

c. In your teaching, can you find any benefit of such additional roles such as autonomy, content or pedagogical knowledge?

2. How do you describe your professional growth?

a. In which aspects of professional growth have been promoted since the initiation of teaching in the department?

3. Which professional development activities did you participate in?

a. During this year, which activity have you joined and can you specify your reason to join that specific group?

b. Can you give some details about the activity itself and your involvement in the activity?

b Have you experienced any transformative effect after a professional development activity you have attended?

4. How can you identify the benefits of working here?

a. After having started working in this department, what contributions have been made to

your teaching style?

b. Apart from your teaching character, how has been your worldview influenced? Did you experience any positive or negative transformations?

5. After the graduation of the university, what did you possess as a career goal/ career goals?

a. If so, how did this career goal alter with the work experiences?

b. Do you see working in the department as one step in realization of your career goals?

c. Do you have any future goal after working in the department? Can you describe the features of such goal?

d. If so, what is the role of the teaching position held in here in the shaping of such future goal?

C. POST-OBSERVATION INTERVIEW

1. What does teaching English mean for you as an International instructor? (Knowledge about subject matter)
2. Which language skills do you find very important for your classes and why? (Knowledge about subject matter)
3. How do you understand the characteristics of student profile in your classes? (Knowledge about student)
4. In which skills do your students have difficulties and what kind of difficulties are they? (Knowledge about student learning)
5. Why is English crucial for your students? (Knowledge about purpose)
6. What are your goals in teaching English? (Knowledge about purpose)
7. What kind of activities do you prefer in your classes? (Knowledge about instructional strategy)
8. Which criteria bears importance for your lesson designs? (Knowledge about instructional strategy)
9. Which materials do you prefer in your teaching? (Knowledge about curriculum)

Adapted by Meijer et al. (1999) and Yu (2011)

D. SEMI-STRUCTURED INTERVIEWS FOR ACTIVITY SYSTEMS

D.1. FOCUS GROUP INTERVIEWS

D.1.1. WITH INTERNATIONAL FACULTY

1. What was exactly English Friends Club and what did the club aim at ?
2. Could you give some specific information about the club? (Duration, Planning, Schedule, Student Profile)
3. How long have you taken part in the making of English Friends Club?
4. Could you explain your roles in the club organization?
5. What kind of motives did you have to conduct such a club?
6. What has changed for you since you started organizing this club?

a. Which capabilities do you think you have improved?

7. Last semester, you conducted the club virtually. How do you evaluate the virtual experience of English Friends Club?

8. In this semester, you have acted as mentors for Canadian interns during the conduct of Conversation Club. What did you do as a mentor in the first weeks?

a. How did you plan the orientation week?

b. What did you aim to achieve with such mentoring?

b. During the term, which suggestions have you given to the interns about the club?

D.1.2. WITH INTERNATIONAL TEACHING ASSISTANTS

1. Can you introduce yourself? (Name, Surname, Place of residence etc.)
2. Can you give information about your post-secondary educational history?
3. How did you decide to have an internship at Eastern Sun?
4. What are you planning to achieve with the Conversation Club?
5. What is exactly Conversation Club and what does the club aim at?

6. Could you give some specific information about the club? (Duration, Planning, Schedule, Student Profile)
7. How did you find the orientation made by the instructors in the first week of the club?
    a. Which guiding principles or aspects did you realize in these sessions?
8. Could you explain your roles in the club organization?
9. What kind of motives do you have to conduct such a club?
10. What has changed for you since you started organizing this club?

D.2. INTERVIEWS WITH THE COMMUNITY

D.2.1. WITH ADMINISTRATIVE AFFAIRS COORDINATOR

1. How long have you been in the position of administration and what are your responsibilities as an administrator?
2. In your department, what are the roles of International instructors?
3. How do you evaluate the International instructors in your departmental culture? What characteristics do they bring to the departmental culture?
4. For the department, are there any advantages/disadvantages that International instructors provide?

D.2.2. WITH EXTRACURRICULAR ACTIVITIES COORDINATOR

1. Can you introduce yourself and give brief information about your roles as a coordinator for extracurricular activities?
2. When and why was English Friends Club initiated?
3. Were there any pedagogical goals for its initiation? If so, what were they?
4. How beneficial have you found the club's activities

a. For students ?

b. For teachers ?

c. For the department ?

5. How did you find the functioning of the club? What kind of division of labor was processed for native teachers? Did you evaluate it effective?
6. During the last semester, what kind of a program did you apply for the virtual setting?
7. Why has this club been ended and turned into Conversation Club?
8. Which aspects did you pay attention to during the mentoring of international instructors and planning of this club?

D.2.3. STUDENTS ATTENDING ENGLISH FRIENDS CLUB

5. How long did you join English Friends Club?
6. Did you have any reason to participate in this club?
7. How did you find the club in general? (The atmosphere, the materials, the activities)
8. Which activities do you recall from the times you have attended to English Friends Club?
9. What were the benefits of joining English Friends Club for a student?
10. Did you suggest the club to your friends and can you explain why/why not?

D.2.4. STUDENTS ATTENDING CONVERSATION CLUB

11. How long have you been joining Conversation Club?
12. Do you have any reason to participate in this club?
13. How do you find the club in general? (The atmosphere, the materials, the activities)
14. Which activities do you recall from Conversation Club?
15. What are the benefits of joining Conversation Club for a student?
16. Do you suggest the club to your friends and can you explain why/why not?

E. ETHICS COMMITTEE APPROVAL

E.1. FIRST ETHICS APPROVAL

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ
APPLIED ETHICS RESEARCH CENTER

ORTA DOĞU TEKNİK ÜNİVERSİTESİ
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16 HAZİRAN 2020

Konu: Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi: İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Doç.Dr. Cendel KARAMAN

Danışmanlığını yaptığınız **Bahar Cemre KARAAĞAÇLI'nın "Uluslararası Fakültenin Kişisel Mesleki Bilgisi: Bir Vaka Çalışması"** başlıklı araştırması İnsan Araştırmaları Etik Kurulu tarafından uygun görülmüş ve **210 ODTU 2020** protokol numarası ile onaylanmıştır.

Saygılarımızla bilgilerinize sunarız.

Prof.Dr. Mine MISIRLISOY
Başkan

Prof. Dr. Tolga CAN
Üye

Doç.Dr. Pınar KAYGAN
Üye

Dr. Öğr. Üyesi Ali Emre TURGUT
Üye

Dr. Öğr. Üyesi Şerife SEVİNÇ
Üye

Dr. Öğr. Üyesi Müge GÜNDÜZ
Üye

Dr. Öğr. Üyesi Süreyya Özcan KABASAKAL
Üye

E.2. REVISED ETHICS APPROVAL

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02 KASIM 2020

Konu: Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi: İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Doç.Dr. Cendel KARAMAN

Danışmanlığını yaptığınız **Bahar Cemre KARAAĞAÇLI'nın** ***"Yabancı Uyruklu Öğretim Elemanlarının Kişisel Mesleki Uygulama Bilgisi: Bir Vaka Çalışması"*** başlıklı araştırması İnsan Araştırmaları Etik Kurulu tarafından uygun görülmüş ve 210-ODTU-2020 protokol numarası ile onaylanmıştır.

Saygılarımızla bilgilerinize sunarız.

Prof.Dr. Mine MISIRLISOY
İAEK Başkanı

F. EXAMPLE OF INFORMED CONSENT FORM

This thesis study has been conducted by Bahar Cemre Karaağaçlı from Middle East Technical University for Master's degree programme, English Language Teaching.

The steps regarding the research procedures and an explanation of the rights as a participant are described below. According to the policies of Middle East Technical University, you have been requested to read the information thoroughly. If you consent to participate, you will sign in the space provided to demonstrate that you have read and comprehended the information supplied on this form. You are warranted to obtain a signed copy of the consent form.

The Purpose of the Study: The aim of this research is to examine teacher cognition specified as personal practical knowledge and an extracurricular club with the lenses of cultural historical activity theory to discern International instructors' personal and professional experiences. The thesis study will also present the distributed cognition in this extracurricular club.

Risks: Any acknowledged or expected risks are not found in relation to participating in the current thesis study.

Benefits: A benefit of the participation for International instructors will be the realization of their distinctive experiences in a social, cultural and historical basis. Instructors can notice that their background from their home countries and their own personal lives shape the classroom whereas the institutional, cultural and social milieu they have settled in reciprocally influence their current practices and form a new dimension in their personal practical knowledge.

Rights During Participation: Your participation is on a voluntary basis**.** You may reject participation or withdraw at any time; no penalty will be involved. Some parts of the thesis may not be explained until all the data is gathered. However, at the end, all the data will be shared. After the completion, you have the choice to withhold the answers provided before.

[4] **Expectations and Procedures:** Upon the agreement for participating in this study, two sessions of interviews, one lesson long observation and a post-observation interview will be conducted for the examination of personal practical knowledge. The researcher will participate in the extracurricular club all through the semester. For the extracurricular club, a focus group interview will be arranged as well.

[4] In this study, the part concerning expectations and procedures was modified for each participant group (administrative staff, international teaching assistants, and students) with the expectations peculiar to them.

During this study, your participation will last approximately 2-3 hours for the interview sessions in total and interviews will take place at an office or an empty classroom. Voice recording will be made during the interviews. One lesson long class observation will be arranged with mutual communication for the most appropriate time.

Confidentiality & Compensation: Confidentiality will be provided for the data collected. The thesis study will be carried out with pseudonyms. There will be no compensation for the participation in this thesis study.

For Further Inquiries: In case of any questions, you may call/reach the researcher, Bahar Cemre Karaağaçlı (E-mail: cemre.karaagacli@metu.edu.tr). If you possess further questions about your rights, you may directly contact Middle East Technical University.

I declare that I am at least 18 years old and I am participating in this study completely on my own will and am aware that I can abandon participating at any time I would like. I give my consent for the use of the information I provide for scientific purposes.

NAME & SURNAME	PARTICIPANT'S SIGNATURE	DATE

As a researcher, time to read this consent form is provided to the participant named above and any question regarding the study has been responded. A copy of this consent form will be given to the participant.

NAME & SURNAME	RESEARCHER'S SIGNATURE	DATE

G. LIST OF FIRST AND SECOND CYCLE CODES FROM NARRATIVES OF EXPERIENCE

SUSAN

PAST ENCOUNTERS
Differences to the present day [5]
Comparison between Turkish and British Education Systems
Dictation in teaching
More interaction and imagination
Students as participants
The lack of technology
Entry into teaching profession
Being a teacher is hard
By coincidence
Capability and opportunity
Circumstantially starting the job
Never really wanted to teach
Impactful memories
Classroom dynamics
Singing for a class
Inspirational teacher memory
An imagined teacher
Moderate teaching example
Teaching philosophy- Expectations
Motivation is personal
Reluctance in responding
Students' expectations
Teacher's expectations
Teaching philosophy- Goals
Goals on a personal level
Long-term goal
Passing the test
The improbability of long-term goals
Teaching philosophy- Language learning
All purpose of learning a language
Causal approach
Interaction
Learning is a progression
Learning language is to communicate
Lifelong learning
Sensitive to the learning of the students
Teaching's beauty is sharing
Teaching philosophy- Teacher as a person
Age
Every teacher could offer something
Fear of native speakers
Foreigner complex
Generation gap
Introverted character
Personality
The problem in communication
Teacher training
DELTA qualification
Grammar knowledge
Comparison between Master's and DELTA
Preparation for a lesson

PRESENT CONTEXT
External roles
Examiner
OSYM (National Testing Services)
Role outside of the university
Neo-liberal university
Company mindset
The lost aims of education
The true meaning of university
University is a place for questioning
Professional development activities
Article Group
Attended activities
Course on pronunciation
Interesting but unapplicable activity
Role of mentoring
Proofreading
A bit of a shock
Forced for the position
Professional goals
Proofreading as another role
Question-making
Testing responsibility
Live your life and learn other venues
Testing and its benefits

[5] The codes in bold are Pattern Codes (Second Cycle), whereas the codes under them are Eclectic codes (First Cycle).

TOEFL listening
Too many contact hours
The criticism on professional growth
The interrogative stance on professional growth
Voluntary professional development
The departmental system
Advantages of the system
Adaptation
Disadvantages of the system
Benefits to work here
Reasons to choose this university
Work conditions

FUTURE ROUTES
Uncertain future plans
Better off staying in Turkey
Going to Italy
Proofreader as part-time
Testing
The age problem
To be close to daughters

RUTH

PAST ENCOUNTERS
Memory of a teacher
An emotional memory
Inspirational teacher
Teaching as a second career
Teaching as a second career
To make her decisions freely
Two main motivators
Teaching philosophy - student learning
Her altered wisdom
Sharing among colleagues
Part of an ecological system
Some strategies for language learning
Students should ask questions
Students should learn strategies
They should help each other
Teaching philosophy - student-teacher relationship
Being aware of their needs
Making students laugh
Relationship with the students is the key
Showing respect one another
Student choice
Students should know that I care
The connection through phrases
The triangle of I thou it
Teaching philosophy - values
Asking questions
Helping facet of teaching
Social emotional learning

PRESENT CONTEXT
Additional roles
Curriculum development
Extracurricular clubs
Tutoring
Adaptation to the context
Help from American colleagues
Help from officemates
Syllable writing
The culture that I'm acknowledging
To work with university students
Turkish students and education system
Benefits
Administrative choices
Hospital discount
Intelligent students
Interaction with colleagues
Well-off families
Work permit
Enriched worldview
Her view of the Turkish culture
Societal structure
Technology and media
Interaction with colleagues
Wisdom coming from the culture
Your success will be in department
Professional development
Article group
Background knowledge
Big source of influence
Emotional reaction
Master's program
Professional development activities
Professional growth means to be open to learning
Reflection is always done
Social media

Teacher talk time
Teaching listening-speaking
Turkish culture par distance
Videocoaching

FUTURE ROUTES
Career moves
Action research
Competitive job market in America
PhD
Positive experience of living abroad
Presenting at a conference
The English Language Fellow Program
This teaching position creates opportunities
Transition to another culture is hard

DAISY

PAST ENCOUNTERS
An impactful memory
Grammar authority
Weakness becomes strength
Teaching as a family profession
Family profession
From an early age
People focused
Teacher education
Gains from Bachelor's degree
Gains from Master's degree
Practical gains from Bachelor
Practical gains from TESOL
Teaching philosophy - being a student
Connecting the learning with real lives
Student related goals
Teaching philosophy - being a teacher
Being approachable
Constructivism
More than skills and knowledge
Personal goals as a teacher
Reasons to become a teacher
Teaching in another culture
Teaching personality
Various inspirational teachers
Encouragement from her professor
Four inspirational teachers
Lessons taught by her history teacher

PRESENT CONTEXT
A culture club
Cultural outlet
English Friends Club
Unofficial role
Adaptation
Adaptation on many levels
Everything is getting easier
School-related adaptation
Turkish language
Workplace culture
Worry of not being effective
Benefits
Contributions to her teaching style
Intercultural communication
Looking at the world through cultural lens
Job recruitment
Official role
Teaching abroad and benefits
The reasons for applying
The story of job recruitment
Professional growth
Fear of burned-out
Foreigner complex
International teacher liaison
Peer coaching
Professional development activities
Research to professionally develop
Solidarity among colleagues
Team teaching

FUTURE ROUTE
Initial goals
To get a good job
To get international experience
Lack of planning
Learning how to adapt
Nothing specific planned
Possible future goals
The general underlying goals
To keep working in this field and keep learning

ISABEL

PAST ENCOUNTERS
Entry into English language teaching
Emotionally draining
Good job and benefits
Personal interest
Practical decision
Reasons to become a teacher
Undecided to choose a profession
Inspirational teachers
A lot of good teachers
Enthusiastic teacher
Experienced supervisors and co-workers
Study habits
Teaching philosophy - goals
Long term goals
Short term goals
Trying to advise students
Teaching philosophy - students
My teaching philosophy is more intrinsic
Study habits
To make students feel comfortable and relaxed
Insights into TESOL
A better communicator
Any better experience to start teaching career
Being scheduled
The name of TESOL

PRESENT CONTEXT
Adaptation
A good challenge at the end
A lot of learning
Cultural difference
Exposed to the Turkish language
The work culture
Application Process
A handful of Turkish friends
A lot of chances for English teachers
Applying for this university
TESOL International Website
Benefits
Adapted to the setting
Attention of students
Better presentation skills
How to better communicate with people
Organized department
Spontaneous teaching
To become really planned in activities
To stay in contact with students
Turkish language
Liaison
Extracurricular clubs
Helping the other international teachers
I feel really accomplished
Increased motivation
Professional development activities
A kind of expectation
Article club
Contextualization
Institutionalized professional development
Professional experience
A positive encounter
Cultural aspects
Help for the speaking
Negative encounters turn into positive
Professional growth
Collaboration with colleagues
Collective problem solving
Teachers as self-learners
Research projects
Concrete ways to design classes
Normal thing to experience
Personally connected topics
Research and academic presentations
The biggest thing professional developmentwise

FUTURE ROUTES
Career goals
Favourite student population
Manager position
More credible source
Stable career
Staying in Turkey
To teach abroad

MATTHEW

PAST ENCOUNTERS
Business major
Less appealing cause compared to language teaching
Bachelor's degree in business
Disinterest in business
Inspirational teacher
Business law class
Interacting with the material
Reasons to become a teacher
Good at explaining things
Helping people with English
Interaction with students
Interested in languages
Interested in other cultures and international experience
Teacher training programs
Activating schema
CELTA experiences
Gains from teacher training
Personalizing the topic
TESOL experiences
Teaching philosophy - goals
Active participation and engagement
Being successful in the class
Building rapport with students
Teaching philosophy - values
Motivation is important in learning
Nothing on the top of my head about the ideals
Student autonomy

PRESENT CONTEXT
Critiques
External decision-making
Extracurricular clubs should not be mandatory
Mandatory attendance at university
Contributions
Career goals
Contact with experienced people
International experience
More perceptive with cultural input
My first teaching experience
Turkish language knowledge
Understanding of one culture
Enriched worldview
Professional development
Learning from community of teachers
Learning from peers
Mentoring program
Absence of professional development activities
Lack of specific definition for career
Professional development for motivated classes
Professional development unit
Progress towards the ideals
Regular observations
Roles
Extracurricular clubs
The only official roles
Teaching for the first time
A good learner
Classroom discipline
Classroom dynamics
Lesson planning
Orientation program
Smooth transition

FUTURE ROUTES
Career moves
Experience of teaching
Lack of second plan

H. TURKISH SUMMARY/ TÜRKÇE ÖZET

YABANCI UYRUKLU ÖĞRETİM ELEMANLARININ KİŞİSEL MESLEKİ UYGULAMA BİLGİSİ: BİR VAKA ÇALIŞMASI

GİRİŞ

Yükseköğretim küreselleşme sürecinde düzenin gerektirdiği kültürlerarası ve sosyal becerileri odak noktasına koymasıyla çok önemli bir role bürünüyor. Benzer bir şekilde uluslararasılaşma dinamik, kapsamlı yapısıyla kültürlerarası ve uluslararası gayeleri yükseköğretimdeki hizmet, eğitim ve araştırma süreçlerine dahil ediyor (Knight, 1994; Knight & de Wit, 1997; Jibeen & Khan, 2015). Bu etkilerin altında yükseköğretimde çeşitli amaçlarla ve alanlarda aktif olan yabancı öğretim elemanlarının bulunduğu bir zümre oluşuyor. Akademisyenlerden, araştırmacılardan ve öğretim elemanlarından oluşan bu yabancı öğretim elemanı zümresinin çoğu profesör ve doktor unvanlarına sahip olsa da bu zümrede yüksek lisans seviyesine sahip öğretim vermek için görevlendirilen küçük bir kesim de bulunmaktadır.

Jenkins'in (2014) de ifade ettiği gibi, "dil söz konusu olduğunda asıl mesele İngilizcenin bu yeni uluslararası ve kültürlerarası boyutta herkesçe kabul edilen konumunun sınırlarıdır" (s. 10). Bu sınırlar çerçevesinde ana dili İngilizce olan öğretmenler küresel dünyada İngilizceyi aktaran kanalları sembolize etmektedir (Copland vd., 2020). Uluslararası alanda faaliyet gösteren yükseköğretim kurumlarında bu öğretmenler yabancı uyruklu öğretim elemanı olarak görev yapmaktadırlar. Yüksek lisans seviyesine ek olarak TESOL yüksek lisans programından mezun olmak ya da DELTA diploması almak bu zümreye dahil olmak için diğer yollardan sayılabilir.

Türkiye'de yükseköğretim kurumlarının bünyesinde İngilizce ve diğer yabancı dillerde eğitim veren Yabancı Dil Bölümleri ya da öğrencileri İngilizce sınavlarına hazırlayan Yabancı Dil Yüksekokulları bulunmaktadır. Yabancı Dil Bölümlerinde ana dili İngilizce olan yabancı öğretmenler uluslararasılaşmanın açtığı alanla birlikte yabancı uyruklu öğretim elemanı olarak ders vermektedirler. Eğitimle ilişkili bir lisans programından mezun olmak gibi Yükseköğretim Kurulunun koyduğu kriterleri karşılayarak ve belirli bir konuda elde etmiş oldukları uzmanlığa (Hort, 2009) binaen yabancı öğretim elemanı zümresini oluşturmaktadırlar. Bu zümre kendi kültürel zenginliklerini ve bilişselliklerini hem sınıf süreçlerine hem de kurum kültürüne yansıtmaktadır. Sosyokültürel ortamlarla çevrelenmiş bilişsellikleri kişisel mesleki uygulama bilgisi yoluyla algılarında ve sınıf pratiklerinde kendini gösterir. Bu tez çalışmasında Türkiye'de bir üniversitenin yabancı diller bölümünde görev alan yabancı öğretim elemanı zümresinin getirdiği kültürel zenginlikler ve sosyokültürel mecralardaki bilişselliğinin etkileri incelenmektedir.

Bu çalışmada bilişsellik kişisel mesleki uygulama bilgisi odağıyla ele alınmaktadır. Kişisel mesleki uygulama bilgisi bilgi ve pratik üzerinden gelişen özel bir bilgi türüdür (Connelly & Clandinin, 1984). Bu bilgi türü öğretmenler tarafından geliştirilir ve kullanılır. Teori ve pratiğin diyalektik ilişkisi üzerine gelişen bu bilgi türünde öğretmenin kişisel özellikleri ve geçmişinden izler bulunur (Clandinin, 1985/2013). Geçmişin izleri kişisel hayata dair hikayeler, profesyonel deneyimler ve öğretim deneyimleri yoluyla açığa çıkarılır (Hung, 2020). Kişisel mesleki uygulama bilgisi "manevi, duygusal ve sonuç odaklı yapısına ek olarak kişisel, duruma göre değişen, pratiğe karşı konum alan, diyalektik ve dinamik bir bilgi türüdür" (Golombek, 1998).

Sosyal odaklı ve ilk elden elde edilmiş deneyimler bu bilgi türü yoluyla öğretim pratiklerine yansımaktadır ve bu pratiklerin yorumlanması hususunda gözlem şarttır. Ayrıca kişisel mesleki uygulama bilgisi kültürel ve sosyal bir karakter gösterir (Xu & Connelly, 2009). Genel çerçevede, bir öğretmenin geçmiş deneyimlerinde, şu anki akıl şemasında ve gelecek beklentilerinde kendini gösteren ortama dayalı bir bilgi türüdür. Bu bilgi türü kendi içinde pratiğe dayalı birkaç terimi barındırır. Bu terimler, imge, kurallar, pratik ilkeler, kişisel felsefe, metafor, döngü,

ritim ve anlatı bütünlüğüdür (Connelly vd., 1997). Bu çalışmada anlatı bütünlüğü, imge, döngü ve ritimden yararlanılmıştır.

Anlatı bütünlüğü filozof MacIntyre'ın fikirleri (1981/2007) üzerine geliştirilmiş bir terimdir. Bu terim "bir kişinin deneyimlerinde hayat deneyimlerini anlamlı kılan sürekliliği" temsil etmektedir (Connelly & Clandinin, 1984, s. 69). Bahsedilen süreklilik geçmişte başlar, şu ana ve geleceğe uzanır. İmgeler ise bir öğretmenin pratiklerine yön veren ve geçmiş deneyimlerle kişisel bilgilerden hayat bulmuş bir terimdir (Connelly & Clandinin, 1984; Elbaz, 1981). İmge bireysel olarak bir öğretmene özgüdür çünkü imgeler profesyonel deneyimler, eğitim hayatı, öğrencilik yılları ve ailedeki deneyimler yoluyla vuku bulur (Connelly & Clandinin, 1984). Kişisel mesleki uygulama bilgisine bağlı diğer kavramlar döngüler ve ritimlerdir. Döngüler belirli bir süre zarfında tekrarlanan olaylar ve etkinlikler yoluyla meydana gelirken ritimler bu döngülerdeki olaylar ve etkinliklerin zamana bağlı tekrarlanmasıyla oluşmaktadırlar (Clandinin & Connelly, 1986).

Kişisel mesleki uygulama bilgisi gelişirken öğretmenler çevreleriyle sürekli bir etkileşim içindedir. Bu etkileşim hem sosyal oluşumları hem de kültürel aktarımları meydana getirir. Bu etkileşimleri incelemek adına Vygotsky'nin (1978) ve Leontiev'in (1978) şekillendirdiği Kültürel Tarihsel Etkinlik Kuramı teorik çerçeve olarak çalışmaya dahil edilmiştir. Bu teorik çerçevede kültürel gelişim sosyal seviyede başlar ve bireysel seviyede son bulur (Vygotsky, 1987). Bu gelişimi anlatan birkaç kavram çalışmaya zenginlik katmıştır. Bu kavramlar yakınsal gelişim alanı, arabuluculuk, içselleştirme, dışsallaştırma ve dağılmış bilişselliktir. Yakınsal gelişim alanı bir kimsenin gelişiminin daha yetkin birinin desteği ve denetimi altında gerçekleşmesi durumunu işaret etmektedir (Vygotsky, 1978). Arabuluculuk kişiler ve çevre arasında oluşan ve aletlerle simgeler yoluyla ilerleyen etkileşimleri ifade etmektedir. İçselleştirme bilgi sürecinin kişinin akıl şemasına dahil olmasını ve dışsallaştırma bu bilgi sürecinin bir sosyal ortamda dışa vurumunu simgelemektedir. Dağılmış bilişsellik ise bilişselliğin kişilerle birlikte, sosyal etkileşimler yoluyla ve zamanın sınırlayıcılığının ötesinde şekillendiğini savunur (Cole & Engeström, 1993).

Bahsedilen kavramlar üzerine Kültürel Tarihsel Etkinlik Kuramı çeşitli değişimler yaşamıştır ve çeşitli jenerasyonlar meydana gelmiştir. Bu çalışmada

Leontiev'in (1978) üç seviyeli etkinlik modelinden, Cole ve Engeström'ün (1993) ikinci jenerasyon etkinlik kuramından ve Engeström'ün (2001) üçüncü jenerasyon etkinlik kuramından yararlanılmıştır. Leontiev'in (1978) kurguladığı modelde motifler, amaçlar ve durumlar ile etkinlikler, eylemler ve faaliyetler arasındaki iç içe geçmiş ilişki ele alınmaktadır. İkinci jenerasyonda etkinlik analizin temelini oluşturmaktadır. Bu analizde etkinliğin içinde yer alan altı yapı öne çıkmaktadır. Bunlar özne (etkinliği yapan), nesne (etkinliğin hedefi), arabuluculuk yapan araçlar (etkinlikte kullanılan araçlar), görev dağılımı, topluluk (etkinliğe dahil olan kişiler) ve kurallardır. Etkinlik bu yapılarla bir sonuca doğru ilerlemeye çalışmaktadır (Cole & Engeström, 1993). Üçüncü jenerasyondaysa iki etkinlik sisteminin nesne açısından ortaklığı söz konusudur ve bu jenerasyona tarihsellik, çok seslilik, tutarsızlıklar, genişlemeci öğrenme yapıları eşlik etmektedir (Engeström, 2001). Bunlara ek olarak kişisel, kişilerarası ve kurumsal düzeyde analizler de etkinliği analiz etmede kullanılmıştır (Rogoff, 1995).

Bu konseptler ve teorik çerçeve ışığında bu çalışma dört farklı gereklilikten doğmuştur. Birincisi öğretim elemanlarının hayatının kişisel, profesyonel, sosyokültürel ve tarihsel bağlamlarda incelenmesidir (Borg, 2019). İkincisi TESOL eğitiminden geçmiş öğretim elemanlarının deneyimlerine yer verilmesidir (Ellis, 2016). Bu çalışmada dört kişi TESOL eğitimi almıştır. Üçüncüsü bilişselliğin öğretim elemanlarının geçmiş ve şimdiki hayatları gibi daha geniş çaplı bağlamlarda ele alınmasıdır (Borg, 2019). Son olarak öğretim elemanlarının kariyer ilerlemesi ve verdikleri eğitimin öğrenciler üzerindeki etkilerinin sosyokültürel mekanizmalarla incelenmesidir (Kubanyiova & Feryok, 2015). Bu gereklilikleri yerine getirmek için bu çalışma ilk önce öğretim elemanlarının bölüme getirdikleri eğitim ve profesyonel hayatlarına dair anlatı bütünlüklerini incelemeyi amaçlamıştır. Bu anlatı bütünlükleri geçmişte yaşanılanların şu ana yansıması ve şu anın geleceği şekillendirmesi anlamına gelmektedir. Ayrıca öğretim elemanlarının uygulama bilgilerine karşı algılarını, sınıf pratiklerini ve imgelerini araştırarak kişisel mesleki uygulama bilgisinin pratikteki karşılığının gösterilmesi hedeflenmiştir. Pratik boyutunun birbiriyle bağlantılı ders dışı aktivite olarak tasarlanmış kulüplerde de araştırılması planlanmıştır. Bu araştırmayla döngüler, ritimler, öğretim elemanlarının

uluslararasılaşmadaki rolü, kulübün bölüme ve öğrencilere olan yararlarının ortaya çıkarılması hedeflenmiştir. Bu amaçlar doğrultusunda aşağıdaki araştırma sorularına cevap aranmıştır:

1. Yabancı uyruklu öğretim elemanları eğitime dair geçmişlerinden neleri yükseköğretimde faaliyet gösteren bir dil bölümündeki öğretime aktarmışlardır?
   1.1. Öğretim görevlilerinin öğretim felsefelerinin temel unsurları nelerdir?
   1.2. Öğretim görevlilerine hangi eğitimle alakalı deneyimleri rehberlik etmiştir?

2. Yabancı uyruklu öğretim elemanları kendi kişişel mesleki uygulama bilgilerinin oluşumunu şu andaki praktikleriyle nasıl bağlantılandırıyor?
   2.1. Öğretmenlik rolünün yanında öğretim görevlilerine başka hangi roller veriliyor?
   2.2. Bölümdeki hangi yönler öğretim elemanlarının profesyonel gelişimine katkı sağlamıştır?
   2.3. Mesleki gelişim aktiviteleri yabancı uyruklu öğretim elemanlarının pratiklerini nasıl etkilemiştir?

3. Yabancı uyruklu öğretim elemanlarının eğitimdeki gelecek rotalarında şu anki pratikleri ne kadar etkilidir?
   3.1. Öğretim görevlileri şu anki bağlamda çalışmış olmanın yararlarını nasıl değerlendiriyorlar?
   3.2. Öğretim elemanları bölümdeki eğitim tecrübelerini gelecek kariyer planlarıyla nasıl ilişkilendiriyorlar?

4. Öğretim elemanlarının uygulama bilgilerine dair algıları nelerdir?
   4.1. Öğretim elemanlarının aktardıkları eğitime dair tecrübeleri öğretim tercihlerine nasıl yansımaktadır?

5. Öğretim elemanlarının bilişselliği ders dışı kulüplerin sistemlerini nasıl etkilemiştir?

YÖNTEM

Nitel araştırma bu dünyaya dair algılarımızı güçlendirirken vaka çalışmaları gerçek hayattan kesitleri bize bütüncül bir bakış açısıyla sunar (Miles vd., 2014; Yin, 2009). Bu bütüncül bakış açısından yararlanmak adına yabancı öğretim elemanlarının kişisel mesleki uygulama bilgisi bir vaka çalışması olarak tasarlanmıştır. Bu vaka çalışması 2020-2021 akademik yılının sonbahar döneminde bir Türk vakıf üniversitesinde yapılmıştır. Eastern Sun Üniversitesinde bulunan Yabancı Dil Bölümündeki İngilizce dersleri ve ders dışı kulüpler yoluyla yabancı öğretim elemanı zümresinin kişisel mesleki uygulama bilgisine ulaşılması hedeflenmiştir. Eastern Sun Üniversitesi milenyumun başında kurulmuş olan hem ulusal hem de uluslararası anlamda vizyona ve misyona sahip bir üniversite olarak karşımıza çıkar. Bu üniversitedeki bölümlerden biri olan Yabancı Dil Bölümü üniversiteye girişte İngilizce bilgisi yeterli olmayan öğrencilerin uğradığı ilk durağı işaret etmektedir. Bu bölümde üç program ve sekiz tane birim vardır. Bu çalışma özelinde Hazırlık Programı ve Ders Dışı Aktiviteler Birimi önem arz etmektedir. Ders Dışı Aktiviteler Birimi ders dışı aktiviteleri düzenler ve bir tam zamanlı öğretim elemanı tarafından koordine edilmektedir. Bu aktiviteler arasında bu çalışmada iki kulüp öne çıkmaktadır. Bunlardan ilki Amerikalı öğretim görevlilerinin organizasyonundan sorumlu olduğu English Friends Club ve ikincisi Kanadalı öğretim asistanlarının yürüttüğü Conversation Club'dır.

Bu çalışmaya katılım sağlayan yabancı öğretim elemanları ölçüt örneklem yoluyla seçilmiştir. Hazırlık programında çalışan bu öğretim elemanlarının beşi de İngilizce konuşulan ülkelerin vatandaşlarıdır. Bir katılımcı (Susan) İngiliz'dir ve diğerleri (Ruth, Daisy, Isabel, Matthew) Amerikalı'dır. Yabancı uyruklu öğretim elemanlarına ek olarak bahsi geçen iki kulüpteki sistemlerin analizi için idari işlerden sorumlu koordinatör, ders dışı aktiviteler biriminin koordinatörü, iki tane yabancı uyruklu öğretim asistanı, dört tane English Friends Club'a katılmış ve on üç tane Conversation Club'a katılmış öğrenci çalışmaya katılım sağlamıştır.

Çalışma salgın koşullarından ötürü online yollarla yürütülmüştür. Dört farklı şekilde veri toplanmıştır. İlk olarak anlatı bütünlüğü için yarı yapılandırılmış görüşmeler hazırlanmıştır. Bu görüşmeler geçmişe ve şu an ile geleceğe dair olmak

üzere iki adettir. Anlatı bütünlüğünü hedefleyen sorularda bu bağlama getirdikleri (öğretim felsefeleri, eğitime dair deneyimler) ve bu bağlamın kendilerinde yarattıkları (roller, mesleki gelişim, gelecek beklentileri) önemsenmiştir. İkinci olarak gözlem, gözlem sonrası görüşmesi, saha notları yöntemi uygulanmıştır. Bütün öğretim elemanlarının bir dersi gözlemlenmiş ve her biriyle gözlem sonrası görüşmesi yapılmıştır. Gözlem sonrası görüşmelerinde Meijer ve diğerlerinin (1999) sunduğu bilgi türleri üzerinden öğretim elemanlarının algıları araştırılmıştır. Ayrıca her öğretim elemanının altı dersi daha dönem boyunca gözlemlenmiş ve bu gözlemlerde saha notları alınmıştır. Gözlem ve saha notları iki aylık bir sürede elde edilmiştir. Üçüncü olarak aktivite sistemleriyle ilgili yarı yapılandırılmış görüşmeler yapılmıştır. Odak görüşmeleri, toplulukla yapılan görüşmeler ve belge analizi yoluyla kulüplerin sistemlerinin incelenmesi hedeflenmiştir. Bu kapsamda iki tane odak grup görüşmesi ayarlanmış, biri öğretim elemanlarıyla diğeri öğretim asistanlarıyla gerçekleştirilmiştir. Ayrıca topluluğa dahil olan koordinatörler ve öğrencilerle görüşmeler yapılmıştır. Son olarak son üç yılda English Friends Club'taki etkinlikleri gösteren belgeler üzerine Daisy ile fikir alışverişinin yapıldığı bir görüşme gerçekleşmiştir.

Veriler ses kaydı ve transkripsiyon yoluyla analize hazır hale getirilmiştir. Analiz sürecinde MAXQDA programından faydalanılmıştır. Analiz üç adımdan oluşsa da temel mantığı birinci kodlama döngüsü – ikinci kodlama döngüsü – verilerin gösterimi şeklinde dizayn edilmiştir (Saldaña, 2013). Analiz ise deneyim anlatıları, algı ile pratiklerin kesişimi ve ders dışı kulüplerdeki aktivite sistem analizi şeklinde üç adımda gerçekleşmiştir. Bu üç adım sırasıyla anlatı bütünlüğü, imgeler, döngüler ve ritimlerin ortaya çıkarılması için tasarlanmıştır. Her öğretim görevlisi için birinci döngüde çeşitli kodlama türleri yoluyla (değer, tanımlayıcı, süreç, bütüncül, hazırlık ve in vivo kodlaması) veriler eklektik bir şekilde kodlanmıştır. İkinci döngüde kodlar arasında belirli modeller yakalanmaya çalışılmıştır. En son olarak deneyim anlatısı ya da matrisler yoluyla analiz yazıya dökülmüştür (Miles vd., 2014). Bu süreçte verinin yorumlanması adına analitik kısa notların yazımı öncelenmiştir (Saldaña, 2011).

Deneyim anlatıları aşamasında anlatı bütünlüğü için yapılan görüşmeler her öğretim görevlisi için birinci ile ikinci döngü kodlamasından geçmiştir ve anlatı biçiminde son halini almıştır. Algılar ve pratiklerin kesişimi için birinci döngüden sonra en fazla tekrar eden kodu bulmak adına kod düzeni tekniği uygulanmıştır (Saldaña, 2013). Geri kalan algılar ikinci döngüyle anlatı olarak yazıya aktırılırken saha notlarının bilgisayara adapte edilmiş versiyonları kodlanmış ve anlatıdaki algılarla kesişimlerinden bir kontrol matrisi elde edilmiştir. Aynı zamanda en fazla tekrar eden kodun anlatı bütünlüğünde bahsedilen öğretim felsefeleri ve eğitime dair deneyimlerde izleri aranmıştır. Bağlantılı oldukları deneyimlerle bu kodlar imgeleri ortaya çıkarmış ve bu imgelerin sınıf pratiklerindeki yansımaları kısa hikayeler yoluyla canlandırılmıştır. Son adım olan aktivite sistemlerinin araştırılmasında grup odak görüşmeleri ve topluluk ile yapılan görüşmeler eklektik olarak kodlanmış ve aktivite sistemlerinin analizine ulaşılmıştır. Takriben belgeler üzerine yapılan fikir alışverişleri üç akademik yıldan oluşan bir etkinlik matrisine dönüştürülmüştür. Bu matris bize English Friends Club'taki döngüleri ve ritimleri göstermiştir. Veri toplama ve analiz süreçlerinde güvenilirlik ve geçerlilik detaylı tanımlama (Lincoln & Guba, 1985), veri toplama yollarının çeşitliliği (Tracy, 2013), yorumların katılımcılarla paylaşımı, akran çözümlemesi, kodlayanlar arası tutarlılık ve düşünümsellik yollarıyla sağlanmaya çalışılmıştır.

BULGULAR, TARTIŞMA VE SONUÇ

Yabancı uyruklu öğretim elemanlarının kişisel mesleki uygulama bilgisi kendilerine has anlatı bütünlüklerinde, rehberlik edici özelliklere sahip imgelerde ve iki iç içe geçmiş aktivite sisteminin analiziyle ortaya çıkan döngüler ve ritimlerde görünür kılınmıştır. Bütün bu detaylar bize bu zümrenin öğretim elemanı olma yolculuklarındaki adımları göstermiştir. Geçmiş deneyimler, sınıf ve kulüp pratikleri yoluyla Eastern Sun bağlamında gözlenen kişisel mesleki uygulama bilgileri ve bu bilgi türünün bağlamın üzerinde bıraktığı etkilerle bu bağlamın gelecek planlarını şekillendirmedeki gücü üç temayı açığa çıkarmıştır.

İlk tema sınıfın arabulucu özellikleri taşıyan bir alan konumuna gelmesi ve bu alanda kişisel mesleki uygulama bilgisinin öğretim felsefeleri yoluyla

dışavurumudur. Bu noktada öğretim elemanlarının kavrayışı kendine has bir ifade alanı bulmuştur. Tsang (2004) eğitim alanında öğretim felsefelerinin açığa çıkmasını kişisel mesleki uygulama bilgisinin ahlaki boyutuna bağlamıştır çünkü dil öğretmenlerinin öğretim felsefeleri ahlaki bir boyut içerir (Crookes, 2015). Bu tez çalışmasında beş yabancı uyruklu öğretim elemanın öğretim felsefeleriyle sınıf pratiklerinin kişisel mesleki uygulama bilgileri yoluyla birbiriyle uyumlu hale getirildiğine ulaşılmıştır. Kişisel mesleki uygulama bilgisi öğretim elemanlarının öğretim felsefelerinin arabulucu özellikleri taşıyan alanlarda dışavurumunu sağlamıştır.

İkinci tema öğretim elemanlarının öğrenme ve bilişselliklerinin öğrenci, öğretmen adayı ve öğretim elemanı olarak yaşadıkları geçmiş deneyimleri yoluyla şekillenmesidir. Öğretmen öğrenmesi olarak adlandırılan bu süreç kişisel mesleki uygulama bilgilerinin şu ana ve geleceğe dair boyutlarını geliştirmiştir. Öğretmen öğrenmesi hayat boyu süren bir olgu olarak kabul görmüştür (Borg, 2003; Freeman, 2002; Golombek, 1998). Bu olgu fiziksel alanlara sığmaz çünkü topluluklara katılımla hayat bulur (Li, 2017). Vygotsky'e (1978/1986) göre, insan aklının gelişimi sosyal etkileşimle başlar ve katılım yoluyla içselleştirilir. Bu içselleştirme yolculuğunda, yabancı öğretim elemanları deneyim anlatılarında görüldüğü üzere üç çeşit eylem topluluğu içinde bulunmuşlardır. Bu topluluklar sırasıyla öğrenci olarak bulundukları sınıflar, öğretmen adayı olarak eğitim aldıkları öğretmen eğitimi programları ve öğretim elemanı olarak yer aldıkları öğretim ortamlarıdır (Johnson, 2009). Bu topluluklarda eğitim ve öğretime dair düşünceler geliştirmişler ve bu süreç onların kişisel mesleki uygulama bilgisini oluşturmuştur.

İlk topluluk olan öğrenim gördükleri okullardan her öğretim elemanı en az bir tane öğretmeni kendilerine ilham verici olarak anımsamışlardır. Bu anımsanan öğretmenler öğretim elemanlarının eğitime ve öğretime dair algılarında önem teşkil eden pozitif ya da negatif modelleri oluşturmuştur. Susan dışında bütün öğretim elemanlarının deneyimlerinde en az bir pozitif öğretmen modeli vardır. Öğretim elemanlarının anılarında ya da deneyimlerindeki ilham veren öğretmen vurgusu ayrıca onların kişisel mesleki uygulama bilgisinin sosyokültürel tabanını da göstermiştir.

Öğretmen öğrenme sürecinde ikinci topluluk ise öğretmen eğitimi programlarıdır. Johnson ve Golombek (2016) öğretim eğitimini öğretmenlerin düşünme süreçlerini etkileyen bir tür sosyal etkileşim olarak görmektedir. Öğretmen adayları öğretmen eğitimi programlarına kendi deneyimsel bilgilerini getirirler ve bu bilgi türü programlarda akademik bilgi ile birleşir. Bu kombinasyondan her öğretmenin kendisine ait gerçek konseptleri oluşur (Vygotsky, 1986). Araştırmaya katılan öğretim elemanlarının gerçek konseptlerinin pratik çıkarımlarla kendi kişisel mesleki uygulama bilgilerini geliştirdiği görülmüştür.

Üçüncü toplulukta öğretmen öğrenmesi birkaç katmanda kendini göstermiştir. Şu anı etkileyen boyutu ele alındığında ilk olarak öğretim ortamlarında iz bırakmış deneyimlerin öğretim elemanlarının sosyokültürel tarihlerine dair ipuçları taşımasıdır. Bu deneyimler ayrıca öğretim elemanların kişisel mesleki uygulama bilgilerinin ahlaki, duygusal, sonuca odaklı yapısını işaret etmiştir. İkinci olarak öğretim ortamlarında aktif rol almaları öğretmen öğrenmesine zemin hazırlamıştır. 20 saat ders verme gibi resmî ve ders dışı kulüp düzenleme gibi gayri resmî rolleri öğretim elemanlarının kavrayışı ve öğretim stilleri üzerinde etkili olmuştur. Bu roller yoluyla kişisel mesleki uygulama bilgisi açığa çıkabileceği bir alan bulmuştur. Üçüncü olarak öğretim elemanlarının profesyonel gelişimi bakış açılarını değiştirecek bir düşünme pratiği ile ilerlemiştir. Öğretim ortamındaki çelişkiler, zorluklar, müfredat, kurum dili ve kültüre dayalı edindikleri deneyimler düşünme pratikleri yoluyla profesyonel gelişimlerini şekillendirmiştir. Dördüncü olarak bölümde sunulan profesyonel gelişim aktiviteleri öğretim elemanlarına diyaloğa dayalı arabuluculuk için bir mekân sağlamıştır. Bu mekânda gerçekleşen etkileşimler sonucunda üç öğretim elemanın kişisel mesleki uygulama bilgilerini geliştirme şansı elde ettiklerine ulaşılmıştır. Son olarak kişisel gelişimin özel bir iletişim ağıyla sağlandığı görülmüştür. İki öğretim elemanının yeni gelen yabancı öğretim elemanlarına yardım etmek için kurdukları ve yabancı öğretim elemanı irtibat hattı olarak adlandırdıkları bu özel iletişim ağı halen aktif olarak yabancı öğretim elemanı zümresi arasında kullanılmaktadır. Bu irtibat hattının deneyimlerin paylaşıldığı ve kişisel mesleki uygulama bilgisinin ifade edilebildiği ve şekillendiği bir bilgi topluluğu işlevi gördüğü söylenebilir (Craig, 1995).

Öğretmen öğrenmesiyle ilgili temanın ikinci boyutu olan geleceğe uzanma noktasında iki detay öne çıkmaktadır. Türkiye'deki öğretim sürecine ve farklı bir kültürel ortama dahil olmak öğretim elemanlarının kavrayışları üzerinde etkili olmuştur. Bu sürecin içinde olmak öğretim elemanlarını öğretime ve eğitime farklı bir bakış açısıyla bakmaya itmiş ve kişisel mesleki uygulama bilgilerini zenginleşmiştir. Bu deneyimlerin ve süreçlerin hepsinin ardından geleceğe dair hedefleri son halini almıştır. İş alanın darlığının yanı sıra öğretim ortamında edindikleri pozitif deneyimler onların bu kurumdaki istikrarını desteklemiştir.

Üçüncü tema örgün eğitim alanı olan sınıflarda ve ders dışı organize edilen kulüplerde öğretim elemanlarının pratiklerinin kişisel mesleki uygulama bilgisi çerçevesinde biçimlenmesidir. Öğretim elemanlarının pratik bilgilerine dair algılarına bakıldığında İngilizce öğrenmenin nedenlerine, konuya, öğrenci öğrenmesine ve müfredata dair benzer algılarının olduğuna ulaşılmıştır. Öğretim elemanlarının nedenleri kendi kişisel mesleki uygulama bilgileri hakkında ipucu verirken öğrencilerin nedenleri çoğunlukla kişisel ve mesleki düzlemde algılanmıştır. Konu bağlamında kelime bilgisini, dinleme ve konuşma becerilerini vurgulamışlardır. Öğrenci öğrenmesi algısında üretken becerilerde öğrencilerin yaşadığı zorluklardan bahsetmişlerdir. Müfredat konusundaysa benzer materyaller sınıf pratiklerinde kullanılmıştır. Bu algılar içerisinde öğrencilerin özelliklerine ve öğretim tekniklerine dair olanlar farklılık göstermiştir. Öğrencilerin özelliklerine dair algılar gözlem, öğrenci katılımı ve etkileşim olarak her öğretim elemanı tarafından farklı yorumlanmıştır. Öğretim tekniklerine gelince her öğretim elemanın sınıf pratiklerinde bir imgeye sahip olduğuna ulaşılmıştır. Bu kişilere özgü imgeler öğretileni hayatla ilişkilendirme, şefkat dolu bir ortam yaratma, kişisel dokunuşla kültürlerarası yetkinliğe destek verme, etkin düşünsel bir çerçeveyle öğrencilerin motivasyonunu arttırmak ve geçmiş bilgiler yoluyla öğrencilerin ilgisini uyandırmak olarak ifade edilmiştir. Bu imgelerin geçmiş deneyimlerle ve öğretim felsefeleriyle olan bağlarına ve gözlemlenen derslerde ifade alanı bulduğuna rastlanmıştır.

Bahsedilen imgelerden biri örgün eğitimin sınırlarını aşarak ders dışı kulüplerden birinin üzerinde dönüştürücü etkiye sahip olmuştur. English Friends Club'da Daisy'nin kültürlerarası yetkinliğe ilişkin imgesi kendine ifade alanı bulmuş

ve bu kulübün yapısına önemli katkılarda bulunmuştur. Kültürel Tarihsel Etkinlik Kuramı bağlamında incelendiğinde özne Amerikalı öğretim elemanlarıdır. English Friends Club üç farklı nesneye/amaca sahiptir: öğrencilerin İngilizce pratik yapmasına yardımcı olmak, Amerikan kültürünü yakından tanımalarına olanak sağlamak ve öğrencilerin arkadaş edinebilecekleri bir ortam sunmaktır. Bu kulüpte dil en önemli araç olarak kullanılmıştır. İngilizce bir araç olarak kullanılırken öğrenciler üzerinde önemli etkilere sahip olmuştur ve bölüm içinde uluslararasılaştırmayı teşvik etmiştir (Jenkins, 2014). Sunum araçları ya da yabancı misafir konuşmacılar gibi başka araç niteliği gören öğeler de vardır. Görev dağılımda Daisy bu kulübün yöneticisiyken Isabel, Ruth ve Matthew'un bu kulübün işleyişini destekleyen rolleri olduğu görülmüştür. Bu kulüp katılımın isteğe dayalı olduğu bir kulüptür ve kural olarak koordinatörle iletişim halinde olma zorunluluğu vardır.

Ders dışı kulüpler yoluyla aktarılan kültürel paylaşım öğrencilerin öğrenme süreçlerini desteklemiştir. Etkili sistemi ve özenle dizayn edilmiş programıyla English Friends Club öğrencilerin ana dili İngilizce olan öğretmenlerle rahatça iletişime geçip, bir yabancı kültür hakkında bilgi edinebildikleri bir ortam oluşturmuştur. Sonbahar döneminde görev dağılımı ve zaman kısıdı yoluyla bölümde ortaya çıkan iki tutarsızlık English Friends Club'ın geçici olarak durdurulmasına ve Conversation Club'ın oluşmasına neden olmuştur. Conversation Club'da özne iki tane Kanadalı öğretim asistanıdır. Bu yeni oluşan kulüp dil pratiği ve kültür tanıtımı açısından benzer nesnelere/amaçlara sahiptir. Misafir konuşmacılar dışında aynı araçlar kulübe dahil edilmiştir. Koordinatörle yakın iletişimde olma kuralı aynı kalsa da Conversation Club'a başlangıç ve orta seviye öncesi kurlardaki öğrencilerin katılımı zorunlu hale getirilmiştir. İki öğretim asistanı kulübü beraber tasarlayıp yürütmüşlerdir. En sonunda ikisi de bu deneyimden kişisel faydalar elde ettiklerini ifade etmiştir. Conversation Club'ın ilk haftasında English Friends Club'ta görev alan öğretim elemanları örnek dersler yapmış ve bu örnek dersleri kaydedip öğretim asistanlarına ulaştırmışlardır. Ayrıca Daisy ders planları yazıp örnek olarak paylaşmıştır. Daisy ve diğer öğretim elemanlarının bu katkıları öğretim asistanlarının yakınsal gelişim alanında ilerlemelerini desteklemiştir. Öğretim elemanlarının deneyimlerinin kişisel mesleki uygulama bilgisi yoluyla aktarımı bölümü yeni bir

kulüple zenginleştirmiştir. Bu bulguların hepsi ayrıca bilişselliğin sosyal ortamlarda paylaşıldığını ortaya koymuştur (Li, 2017).

English Friends Club'ta döngüler bir ritim oluşturarak bu kulübe tarihsellik katmıştır (Clandinin, 1989). Bu kulüpte dört döngü olduğu ve bu döngülerin kişisel ve kültürel ritimlere yol açtığı görülmüştür. Birinci döngü Amerikalıların kutladığı tatil günlerinden; ikinci döngü Amerika'ya ait kültürel aktivitelerden; üçüncü döngü Amerika'daki özel günlerden ve Amerikalı misafir konuşmacıların kendi eyaletlerini tanıtmasından; son döngü fikirleri Amerika'da yapılan uygulamalara uzanan öğrencilerin ihtiyaçlarını ve iş birliğini arttırmak için tasarlanan özel kulüp saatlerinden oluşmuştur. Ayrıca Daisy'nin imgesi bu döngü ve ritimleri olanaklı kılmıştır. "Kültürel bir çıkış yolu" olarak gördüğü English Friends Club'ta Daisy'nin kişisel mesleki uygulama bilgisi ifade alanı bulmuştur.

Bu iki aktivite sisteminde topluluğa dahil olan öğrenciler kültürle alakalı en az bir aktiviteden favorileri olarak bahsetmişlerdir. Ayrıca bu öğrencilerin kendilerince yorumladıkları bazı faydalar vardır. Bu faydalar üç grupta incelenirse birincisi utangaçlığı yenmek, özgüven artışı gibi kişisel nedenler; ikincisi dinleme ve konuşma becerilerini geliştirmek gibi dil becerisi odaklı nedenler; üçüncüsü ise yabancı bir kimsenin kültürünü, bakış açısını, yaşam stilini öğrenmek gibi kültüre bağlı nedenlerdir. Bu kültürlerarası fikir alışverişinde öğrencilerin kültürlerarası duyarlılığı ve farkındalığı pekişmiştir (Chen & Stratosta, 1998). Bu kulüp yabancı dil bölümünün küreselleşmiş dünyada İngilizce öğretimi misyonunu da pekiştirmiştir. Sonuç olarak English Friends Club ve Conversation Club'ın dil pratiği, kültür tanıtımı sunan ve bölümün müfredatını besleyen iki sistem olduğu görülmüştür.

Sonuç olarak yabancı öğretim elemanı zümresinin kişisel mesleki uygulama bilgileri sınıflarda, öğretmen öğrenmesi yolculuğunda ve kulüplerde kendini göstermiştir. Bölümde kişisel mesleki uygulama bilgisi öğretim felsefelerinin öğretim teknikleri olarak dışavurumunu sağlamıştır. Öğretmen öğrenmesi yolculuğunda öğrencilik yıllarında, öğretmen adayı olarak ve öğretim yaptıkları ortamlarda kişisel mesleki uygulama bilgileri kendilerine özgü biçimlerde gelişmiştir. Geçmiş, şu an ve gelecek olarak üç zaman dilimine yayılan bu süreçte

öğretim elemanlarının anlatı bütünlüğüne ulaşılmıştır. Sınıflarda etkili olan imgelere ek olarak kulüpler etkileşimli iki sistem olarak kişisel mesleki uygulama bilgisinin imgeler, döngüler ve ritimler yoluyla ortaya çıkmasına olanak sağlamış, bu iki sistemden öğrencilerin, öğretim elemanlarının ve bölümün fayda gördüğüne ulaşılmıştır.

Bu bulgular ve kaynaklar ışığında bölümlere ders dışı aktivite olarak kulüpler önerilebilir. Öznenin yabancı öğretim elemanı ya da öğretim asistanı olduğu kulüplerde dil becerileri ve kültür tanıtımı nesne/amaç haline getirilerek dil, misafir konuşmacılar gibi araçlar yoluyla öğrencilerden ve bir koordinatörden oluşan topluluk için bir model sunulabilir. Bu kulüplerde ayrıca öğretim elemanlarının kişisel mesleki uygulama bilgisi kendine ifade alanı yaratır. İkinci olarak yabancı dil bölümlerinde bir iletişim ağı ve bilgi topluluğu olarak yabancı öğretim elemanı irtibat hattı kurulması teşvik edilebilir. Üçüncü olarak yabancı öğretim elemanlarına diyaloğa dayalı arabuluculuk yoluyla ilerleyebilecekleri kişisel gelişim aktiviteleri sunulabilir. Bu aktiviteler yoluyla yabancı öğretim elemanlarının adaptasyonu hızlandırılabilir ve eğitim-öğretim süreçlerini takip etmelerine yardımcı olunabilir.

Çalışmada belirli kısıtlar da mevcuttur. Bunlardan ilki bu çalışmanın online dönemde yürütülmüş olmasından dolayı fiziksel olarak gözlem yapılamamış olmasıdır. Veriler yüz yüze eğitime geçildiği dönemde yapılacak gözlemlerle güçlendirilebilir. İkinci olarak bu çalışmada kişisel mesleki uygulama bilgisinin profesyonel yaşam bağlamı ele alınmıştır. Başka çalışmalarda anlatı sorgusu yöntemiyle kişisel yaşam deneyimlerine ulaşmak amaçlanabilir. Aynı zamanda öğretmenlik programlarındaki deneyimler ve hikayelerin daha fazla incelenmesi yoluna da gidilebilir. Ayrıca kültürel detaylarla şekillenen anlama yorumlama süreçlerinin grup içindeki benzerliğinin yorumlanması için etnografik bir çalışma da kurgulanabilir. Son olarak fikir yazıları ve praksis yoluyla yabancı öğretim elemanlarının kişisel mesleki uygulama bilgisi anlatı aktivitesi yöntemiyle açığa çıkarılabilir (Johnson & Golombek, 2016).

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TEZİN ADI / TITLE OF THE THESIS (**İngilizce** / English) : PERSONAL PRACTICAL KNOWLEDGE OF INTERNATIONAL FACULTY: A CASE STUDY

TEZİN TÜRÜ / DEGREE: **Yüksek Lisans** / Master ■ **Doktora** / PhD ☐

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