EXPLORING THE ROLE OF WRITING APPROACHES TRAINING IN TEACHER EDUCATION IN NON-ENGLISH DOMINANT CONTEXTS

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2023

EXPLORING THE ROLE OF WRITING APPROACHES TRAINING IN TEACHER EDUCATION IN NON-ENGLISH DOMINANT CONTEXTS

Thesis submitted to the

Institute for Graduate Studies in Social Sciences

in partial fulfillment of the requirements for the degree of

Master of Arts

in

English Language Education

by

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2023

Exploring the Role of Writing Approaches Training

in Teacher Education in Non-English Dominant Contexts

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DECLARATION OF ORIGINALITY

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ABSTRACT

Exploring The Role of Writing Approaches Training

in Teacher Education in Non-English Dominant Contexts

Previous research and teaching about writing in English as a foreign language have primarily focused on students' writing performance and the role of corrective feedback. How teachers accumulate knowledge about writing instruction and whether they can utilize this knowledge in real classrooms in EFL contexts need further investigation. Therefore, this thesis research presents a multiple case study to examine five pre-service EFL teachers' awareness of different writing approaches in a teacher preparation program at a public university in Turkey and whether they benefit from training on writing approaches, specifically genre-based pedagogy. The study also includes an analysis of four leading universities' teacher education curricula. Data and the findings of the study mainly generate from document analysis, semi-structured interviews, pre-service teachers' visual reflections, teaching philosophy texts, and sample lesson plans. The findings can empower teachers and teacher educators with implications for teaching writing in non-English dominant contexts.

ÖZET

İngilizcenin Yabancı Dil Olarak Öğretildiği Bağlamlarda Yazma Yaklaşımları Eğitiminin Öğretmen Eğitimindeki Rolü

Yabancı dil olarak İngilizcede yazmaya ilişkin yapılan çalışmalar, genellikle öğrencilerin yazma performansına ve öğretmenlerin öğrencilere verdikleri geri dönüt ve bildirimlerin rolüne odaklanmıştır. Öğretmenlerin yazma öğretimi hakkında nasıl bilgi edindikleri ve bu bilgileri sınıf içi öğretim ortamlarında kullanıp kullanamayacakları konusu üzerine daha fazla çalışmaya ihtiyaç duyulmaktadır. Buradan yola çıkarak, bu tez araştırması Türkiye'deki bir devlet üniversitesindeki bir öğretmen yetiştirme programındaki beş İngilizce öğretmeni adayının farklı yazma yaklaşımları üzerine verilen ve özellikle yazı-türüne dayalı pedagojiyi içeren bir eğitimden yararlanıp yararlanmadıklarını incelemeyi amaçlamıştır. Çoklu bir vaka çalışması sunan bu araştırma, aynı zamanda Türkiye'de önde gelen dört üniversitenin öğretmen eğitimi müfredatının analizini de içermektedir. Araştırmanın verileri ve bulguları ağırlıklı olarak belge analizi, yarı yapılandırılmış görüşmeler, görsel yansıma çalışmaları, öğretim felsefesi metinleri ve örnek ders planlarının analizinden oluşmaktadır. Bulgular, İngilizcenin yabancı dil olarak öğretildiği bağlamlarda öğretmen ve öğretmen eğitimi programlarında yazma öğretimiyle ilgili çıkarımlar sunabilir.

ACKNOWLEDGMENTS

Working on this thesis research required an enormous amount of time, hard work, resistance, and dedication to the topic. I would not be able to complete such work without the support and guidance that I received from the people around me during the process. First and foremost, I would like to express my deepest gratitude to my thesis advisor and mentor Assist. Prof. Şebnem Yalçın for her guidance, time, and support from the beginning till the end of this thesis research. She was always available for my questions and/or concerns and she helped me gain new perspectives on the topic. I would not be able to finalize my data collection without her help which she graciously offered! I owe sincere thanks to my committee members Prof. Yasemin Bayyurt and Prof. Lisya Seloni for their contributions and comments on my study.

Secondly, I would like to thank TÜBİTAK for their financial support through the TÜBİTAK BİDEB 2210 Master's Degree Scholarship program. Thanks to their financial support, I managed to focus on my thesis project better without having financial distress. Third, I would like to thank Prof. Christine Tardy for her insightful comments and feedback on my thesis research. I learned a lot from her about the study design and presenting the findings in the thesis draft.

I was also surrounded by my family and close friends who motivated me keep going further and made me always believe in myself. I appreciate my parents and husband's patience, love, and affection who encouraged me and cheered me up even at times I felt overwhelmed. Finally, a big thank you goes to my close friends Sündüz Divle and Gökçen Çiflik Chamberlin for always being there for me, ready to help and support me. Their experiences and perspectives shed light on my thesis research journey and guided me during the process.

To my parents, Rengin Tunalı and Selçuk Tunalı and my husband, İsmail Avcı who always support me and show their unconditional love and affection for me…

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CHAPTER 1

INTRODUCTION

The first time I heard the term "genre" in a writing course was in 2021. I was confused about what it was and, ironically, I was the main instructor of the course. As a first-year graduate teaching assistant, I was assigned to teach a Foundational Writing Course to undergraduate students. The pre-designed curriculum was built around genre and rhetorical awareness in writing. As a student who was taught writing mostly through five-paragraph essays, I had a hard time understanding what genre-based pedagogy means and how to teach writing through this approach. First of all, I needed to familiarize myself with many concepts and terminologies, such as genre, discourse communities, rhetorical awareness, registers, audience, and style. The names were quite fancy but difficult to grasp and explain. There were so many questions wandering in my mind: Does genre mean text type? How are discourse communities different from readers or audiences? How can students compose writing in a flexible and creative manner if we still have genre conventions? How is rhetorical awareness and genre awareness different? It was through training opportunities, coursework, and conversations with other graduate teaching assistants and writing instructors in the program that this pedagogy made sense and created a big picture.

For me, the most important part of teaching writing through genre-based pedagogy was whether we can build on students' existing knowledge with their everyday genres or not. Even if the terminology sounds confusing, the idea is "simple": Writing is constructed for a specific purpose and audience using language,

style, and organization accordingly (Swales, 1990). We all know that writing a text message to a close friend is different from writing an email to an instructor. Therefore, depending on the students' age, proficiency, needs, and goals, we might not need to necessarily use the terms such as genre and discourse communities, but we can still help them build genre awareness with various activities.

As I observed the positive impacts of genre-based pedagogy in teaching writing on my students' writing skills, I reflected on my learning and teaching experience in terms of writing instruction in my home country, Turkey, which is a non-English dominant context. Even though I was a graduate of an English Language Teaching program at one of the best universities in Turkey, I have not been introduced to genre-based pedagogy. In fact, product-oriented writing instruction and activities that can promote process-oriented writing were dominant in that context. As a result, second language writers are mostly taught formulas and static rules when it comes to writing in English in EFL contexts, especially in preparatory schools (Ünaldı et al., 2019). This may limit learners' creativity in writing and might make it difficult for them to understand how and why a writing piece is created. Research into teacher education of L2 writing, especially in EFL contexts, is quite limited and it requires further attention (Hirvela & Belcher, 2007). Therefore, I decided to explore the effects of training about different writing approaches and, specifically genre-based pedagogy, on teachers' understanding and practices in teaching writing in a non-English dominant context. To do so, relevant literature about teacher training education on teaching writing and writing instruction in Turkey is reviewed and a multiple case study is conducted and explained in detail in this thesis research.

CHAPTER 2

LITERATURE REVIEW

2.1 Teacher learning and practices in teaching writing

Second language (L2) writing studies have mainly focused on the experience of learners rather than the role of the teachers and teacher training programs (Hirvela & Belcher, 2007). Less attention to writing instruction in teacher training programs usually leads teachers to build on their own learning experiences in teaching writing (Lee, 2010). In some EFL contexts, although teachers are provided some methods and suggestions to teach writing, these approaches largely reflect Western pedagogies that are taught in English-dominant contexts (i.e., inner circles) by ignoring the local sociocultural learning context. The study conducted by Ruecker et al. (2014) revealed that the role of English in the country as a second language or foreign language creates differences in instructional principles. Hence, curriculum and instruction should consider local factors such as "student goals, institutional structures, and the socio-political situation" (p. 401).

In non-English dominant contexts, primary disconnections emerge in teaching writing between the local teachers and teacher training programs when they do not align well with the students' needs and local factors (Seloni & Lee, 2019). One of the local factors in non-English dominant contexts, for example, is the role of high-stake exams and assessment-driven pedagogies in schools (McCarthey, 2019). There are two main issues with the exams and their relation to writing instruction. The first one is that the exams tend to underscore reading comprehension and vocabulary items. There is usually less weight on writing skills in high-stakes exams and that's why teachers might prefer to concentrate more on teaching reading and

vocabulary instead of writing to prepare students for the exams. Secondly, even when there is a writing component in the exam, the way questions are structured primarily follows templates and five-paragraph essays. This might affect how teachers and students approach writing in their classes. The second contextual factor is related to students' views and habits in writing. In some contexts, students are not prepared to think critically, and they are used to applying patterns or formulaic templates when it comes to writing (Nazari, 2022). When teachers try to implement diverse writing activities that focus on the meaning and arguments, students might not feel comfortable in such situations. Therefore, the direct adoption of Westernized writing pedagogies in teacher training programs may not be a successful solution for writing instruction in such contexts. Instead, teachers can be provided with training on different teaching approaches and be encouraged to adapt them to their teaching context by using what they have learned in the training as a toolkit.

Studies on the effects of teacher education on teaching writing mostly provided promising outcomes in different contexts with various teacher profiles as pre-service, elementary school, secondary school, and college-level (Larsen, 2013, 2016; Lee 2010; Nazari, 2022). Nazari (2022) found that a genre-based teacher education course focusing on argumentative writing resulted in three emerging themes: enhanced awareness and a more professional identity, enhanced pedagogical content knowledge, and better genre-based instruction mental representations. The analysis of reflective journals, post-class discussions, and stimulated recalls indicated that the training had a positive impact on teachers' understanding of argumentative essay writing. On the other hand, some studies revealed the tension between the content of the training and the difficulty of implementing what is learned in a real classroom (Gebhard et al., 2013; Yu et al., 2022). For instance, Gebhard's (2013)

case study with 10 linguistically and culturally diverse students in the MA TESOL program in the United States showed that pre-service teachers' understanding of a specific writing approach has expanded. However, the participants emphasized how challenging it was to implement such pedagogy in their teaching practices due to the crowded classroom environment, the role of exams, and students' English proficiency. Therefore, contextualized teacher training that considers local dynamics is necessary to provide teachers with practical and realistic writing instruction in real classrooms. In the United States, professional development opportunities and training after the initial preparation is often considered to be very important to support teachers and increase student achievement. McCarthey and Geoghegan (2015) listed some of the professional development opportunities as large networks, workshops, training, professional learning communities, interventions, literary coaching, and technological support. The National Writing Project (2003) proved that a large network of teachers had a significant impact on their teaching philosophies of writing, agency, leadership, and autonomy and, as a result, increased student achievement.

The above-mentioned studies revealing the positive effects of teacher learning and professional development opportunities on teachers' knowledge and practices contradict the idea of "training as a low-impact enterprise" by some scholars in the field (e.g., Grossman, 2008). According to these scholars, teachers tend to rely on their own learning experiences regardless of their training. This kind of view implies that no matter how much instruction teachers are provided, their own learning experiences might suppress the knowledge acquired from the teacher education program. I also believe that the role of learner experiences in teaching writing needs to be considered. However, teacher learning, and education can also

have an impact on the teachers' cognition and practices in teaching writing (Teng, 2016). That's why, the role of training and education should not be underestimated. Martin and Dismuke's (2018) study clearly illustrates the role of training in that sense. The authors compared two groups of teachers' classroom practices. While one group of teachers was trained in teaching writing, the other group was not. The results have shown that teachers without formal training in writing instruction relied more on their learning experiences while trained teachers built on the training to scaffold the students' cognitive processes during a writing task. Similarly, Lamie (2004) believes that a change is feasible in the knowledge and practices of teachers through training and awareness-raising.

Lee (2018) calls for action for further studies on writing teacher education and teachers' cognitions in her writing in *The TESOL Encyclopedia of English Language Teaching*. Teacher cognition can be defined as "what teachers know, think, and believe and its relation to their classroom practices" (Borg, 2003, p. 81). While studies mostly investigate teacher cognitions on grammar, there is a further need for investigating the cognitions of teachers in relation to writing. Lee argues that writing teacher cognition centers around three main themes: *the socio-historical impetuses of teachers' cognitive makeup*, *the connection between cognitions and practices*, and *the role of teacher education in shaping teachers' cognitions*. One such study examining the teachers' cognition and beliefs of themselves as writers in L1 and L2 was conducted by Yiğitoğlu and Belcher (2014). Through the qualitative analysis of the data collected from interviews, observations, and stimulated recalls, the authors found that teachers' beliefs of themselves as writers in L1 and L2 and their writing experiences as learners were connected to their instructional practices in teaching L2 writing.

Based on the previous literature, the present study assumes that pre-service EFL teachers' understanding of writing instruction initially entails writing practices that they were exposed as student-writers such as more static rules and patterns rather than innovative approaches. The study also hypothesizes that they can expand their knowledge on teaching writing according to the rhetorical situations and context in their socio-cultural environment after writing approaches training, specifically genre pedagogy as a form of professional development. Genre-based pedagogies provide principled ways of teaching and learning to both pre-service and in-service writing teachers with "targeted, relevant and supportive instruction" (Hyland, 2007). As Tardy (2019) states "Learning to use a genre involves much more than learning its form" (p. 12). Creating genre awareness plays an essential role to show teachers and students the dynamic nature of writing and how it is affected by the rhetorical situations it is created such as the context, the purpose, and the audience (Swales, 1990). Several studies illustrated how students benefited from rhetorical awareness and genre-based writing approaches (Kessler, 2021; Tardy, 2009; VanDerHeide 2018; Wette, 2017; Yasuda, 2017). For example, a previous study conducted by Yasuda (2017) investigates the effectiveness of genre-based tasks in college-level students' summary writings and their understanding of the genre. The course takes place for 15 weeks and follows scaffolding questions in genre analysis during the discussions in class on how to write a summary. The findings revealed that students tended to use verbatim phrases from the original text and direct quotes and their understanding of summary was quite limited before genre-based pedagogy. Post-writing revealed that students used paraphrased structures and more varied reporting verbs. In another study conducted by VanDerHeide (2018), students learned how to make moves in their writing via class discussions and prompts by their teachers.

They were engaged in genre analysis by looking at various samples, working on the samples in terms of the moves in small groups, and also as a whole class discussion. In that way, they were able to see patterns and their functions in the text. Building on the general knowledge provided in this section regarding teacher learning and practices and the potential role of writing approaches training and genre pedagogy, the next section will elaborate on writing teacher education in a specific non-English dominant context.

2.2 Writing and writing teacher education in Turkey

Although the research on second language writing is extensive regarding students' writing development, there is less focus on teachers' awareness of writing approaches and how different approaches are integrated into teacher training programs in EFL contexts in literature. Reichelt (2009) put forward that many EFL teachers lack knowledge of composition. A recent publication on English language teacher preparation for writing instruction also revealed a further need to investigate the writing curriculum and teaching practices in teacher education programs in Turkey. The chapter written by Ünaldı et al. (2019) in the book *Second Language Writing Instruction in Global Contexts: English Language Teacher Preparation and Development* (Seloni & Lee, 2019), examines the curriculum of a first-year writing program in teacher education and concludes that there should be not only academic genres, but also non-academic writing tasks included in the curriculum to better prepare the students for diverse writing situations. There is also a vast array of factors that influence undergraduate students' writing practices in non-English dominant contexts such as Turkey. A recent study exploring those factors in an undergraduate program in Turkey by Altınmakas and Bayyurt (2019) listed the

following educational and contextual factors: *the amount and nature of L1 and L2 pre-university writing instruction and experience*, *students' perceptions about academic writing and disciplinary-specific text genres*, *prolonged engagement with the academic context and discourse*, and *expectations of faculty members*. The authors emphasized the need for recontextualizing how writing is viewed in the educational and social context. Generally, the secondary school writing curriculum in Turkey uses writing tasks as a way to practice language skills rather than learning to write. These practices as writing to learn language-related skills may restrict the content in the writing tasks, and students can view writing as a redundant activity. The authors suggest that the writing tasks should be created around meaningful, up-to-date topics such as technology and the modern world and should encourage students to critically think about the writing prompt and build creative and engaging reflections on the topic. Through such changes, students can view writing as part of their everyday life and can use it to stimulate more thoughts in their academic careers.

A major contextual factor for writing instruction in many non-English dominant countries, like Turkey, is the high-stake exam. Students who aim to pass the English proficiency exam at English-medium universities are usually taught writing by templates and formulaic expressions. Those who continue their education in Teaching English as a Foreign Language Department as teacher candidates, then, largely build on their existing knowledge. When they are not trained for current teaching writing approaches, they might not be able to achieve going beyond the fixed genres. To prevent this, Ünaldı et al. (2019) stress the importance of written communication skills instruction for teacher candidates and suggest a close examination of writing programs.

CHAPTER 3

THE PRESENT STUDY

To fill the gap in the field that is explained above, the present study aims to explore pre-service EFL teachers' awareness of writing approaches and how training in writing approaches, specifically genre pedagogy influences their teaching knowledge through an analysis of four prominent universities' curricula of teacher training in Turkey and a training intervention focused on writing approaches including genre-based writing instruction. The prominence of these universities is determined based on the rankings in the country; the teacher education programs in these four universities are among the top five in the rankings in 2021. The findings can highlight the importance of linking genre-based approaches to teaching writing to support teacher candidates' linguistic knowledge, writing, teaching practices, and pedagogical implications for teacher training programs are discussed at the end.

3.1 Research questions

Grounded on previous work on EFL writing teacher education, the present study was guided by the following research questions:

1) What is the current state of EFL teacher training programs in relation to teaching writing pedagogy?
2) To what extent are pre-service EFL teachers in Turkey aware of different writing approaches in teaching writing?
3) How do pre-service EFL teachers in Turkey construct knowledge related to teaching writing?

4) How does training in writing approaches influence pre-service EFL teachers' understanding and prospective practices of teaching writing?

3.2 Research design

Most of the studies in applied linguistics relied on positivist/post-positivist research paradigm to answer questions related to language learning, acquisition, and task complexity (Duff, 2008). The positivist/ post-positivist research paradigm usually follows more empirical research patterns by testing hypotheses. It differs from the constructivist/interpretive research paradigm in that the former aims to reach "objective" and generalizable findings (Denzin & Lincoln, 2005). Since both research paradigms offer a unique perspective and methodology during the investigation, the researchers' goal, research questions, and the topic under investigation play a significant role while making a decision on the research paradigm. The current study adopted a constructivist/interpretivist research paradigm to allow for a more contextualized, in-depth, and multidimensional analysis of the issue. The constructivist/interpretivist research paradigm was chosen specifically in this study because the researcher attempted to understand pre-service EFL teachers' cognitions of writing pedagogy through their experiences and perspectives by mainly drawing on the interviews conducted with them.

Based on the constructivist/ interpretivist research paradigm, the study followed a qualitative research design rather than a quantitative research design. That is, the researcher's main goal was to provide the bigger picture of the issue under investigation in the specific context through the participants' own experiences, beliefs, and perspectives by exploring multiple realities and trying to make sense of

the issue rather than generalizing the findings (Creswell, 2009; Denzin & Lincoln, 2005). The research design aligned well with the principles of qualitative research stated by Creswell (2009). These principals were investigating the issue in the natural setting, acknowledging the role of the researcher in the study, including a variety of data collection tools, being flexible in the research process due to the emergent nature of qualitative research, and being open to multiple interpretations of the issue under study.

In line with the qualitative research design, the current study adopted a multiple case study approach using five participants from the course "Practicing Teaching English as a Foreign Language (out of 31 students) to investigate the pre-service teachers' awareness of writing approaches, specifically genre-based pedagogies, and the effects of training on their beliefs about writing instruction. Multiple case study serves well for the purposes of the current study by allowing the researcher to "explore real-life, multiple bounded systems (cases) over time through detailed, in-depth data collection involving multiple sources of information […] and reports case themes" (Creswell, 2013, p. 97). The five pre-service teachers were selected based on their voluntary consent, willingness, cooperation, and active participation in all of the steps (e.g., the training, interview, etc.). The case study was selected as the study design on purpose because it is helpful to "create stories of learners or contexts that may help the public understand issues more poignantly than reports based on other kinds of research might" (Duff, 2019, p. 145).

3.3 Reflexivity statement

Qualitative research is not without its limitations due to the interpretivist research paradigm and the emergent nature of the research process. Unlike quantitative research design which tends to be more numerical and "objective", qualitative inquiry is open to multiple interpretations and the findings are socially situated and co-constructed between the participants and the researcher (Creswell, 2009). This phenomenon might raise some questions in the readers' minds about the credibility and validity of qualitative inquiries. Reflexivity is recommended to take into account by the researcher in qualitative research. By definition, reflexivity is "thoughtful and methodological self-consciousness that involves a shift from treating data as objective truths to considering it as subjective co-constructions of reality which need to be acknowledged within the analysis of a project." (Rabbidge, 2017, p. 962). In other words, it includes being transparent, engaging in critical self-reflection, and examining the researcher's own positionality, belief systems, judgments, assumptions, and experiences that might have an impact on the analysis and reporting of the data. This section provides a glimpse of my reflexive practices during this thesis research to ensure the accuracy of the current study.

I recognize the value of my position and perspectives in this thesis research, but I am aware that my both identities as the researcher and designer of the teacher training in this study might be running the risk of bias in reporting the findings of the study. Under the circumstances, though, it was not possible to find another person to carry out the interviews with the participants. Interviewing the participants takes time and requires experience to obtain useful data from the interviewees. In addition to that, since I conducted semi-structured interviews with the participants, the interviewer must be knowledgeable of the purpose and the background of the study

very well in advance to ask follow-up questions during the interview. Considering all these factors, I made a decision on conducting the interviews myself. Still, a number of steps were taken to ensure the validity of the findings. First, the interview questions (see Appendix A) were prepared in a non-leading and open-ended manner (Mackey & Gass, 2015). Second, I asked the participants to read the transcribed interview notes and preliminary analysis to confirm my interpretations. Third, another graduate-student researcher took part in the analysis section for reliability purposes (Creswell, 2013). All in all, I attempted to do my best to achieve the trustworthiness and credibility of such qualitative research and minimize bias by being reflexive of my research practices and employing multiple strategies such as member checking, triangulation, prolonged engagement, and researcher positioning (Duff, 2008).

3.4 Context and participants

The study was implemented in a four-year undergraduate English Language Teaching program offered by a public university in Istanbul, Turkey. Students that are prospective teachers of English are supposed to complete 45 courses entailing a total of 137 credits of work. The data of this study were collected from a compulsory course “Practice Teaching in English as a Foreign Language” including topics like on-site classroom observations, practicum teaching, and reflecting on teaching experiences. The course was taught by a faculty member and encouraged students to regularly engage in reflections and critical evaluations of their teaching performance. It lasted for one academic semester and the follow-up course continued in the next semester. All students were required to attend an internship in their assigned schools,

observe the mentor teachers' instructional practices, and conduct micro- and macro-teaching demonstrations. As part of the regular course content, a short training in writing approaches and genre pedagogy was integrated into the fourth-year course in the program. The training followed a task-based approach, and the participants completed hands-on tasks relevant to the content of the training. More information on the training is shared in the further sections. When “the training” is mentioned throughout this thesis research, it specifically refers to the extra training added to the course, while “the teacher preparation program” refers to the entire ELT program. The five participants in the study are named Burak, Erdem, Berna, Leyla, and Melisa (all pseudonyms). They all are current senior students in the same teacher preparation program described above. Participants’ demographic information can be seen in Table 1.

The first participant, Burak, is a 24-year-old male pre-service teacher in the program. He speaks Turkish as a first language, English as a second language, and German as a third language. He learned English through formal education for approximately 14 years and German for five years. Among the participants, Burak actively engaged in extra-curricular activities such as tutoring. He has been tutoring students who learn English as a foreign language for a few years. He stated that he enjoys tutoring students and seeing the progress of his students. Recently, he has been doing an internship at a public high school in Turkey for five months. As part of the internship, he observes the main teacher and conducts micro- and macro-teaching sessions and activities. In a typical week, he mostly engages in everyday genres such as blog posts related to his hobbies and interests in English. He attended and actively participated in the writing approaches training for four weeks.

Table 1. Demographic Information of the Five Participants

Name (pseudonym)	Gender	Age	Extra-curricular activities (years)	Languages	Texts interacted regularly
Burak	Male	24	3	L1 Turkish L2 English (14 years) L3 German (5 years)	Blog posts and academic texts
Erdem	Male	23	2	L1 Turkish L2 English (12 years) L3 German (4 years)	Summaries, academic articles, news articles, reports, reflections, evaluations
Berna	Female	23	Less than 1	L1 Turkish L2 English (14 years) L3 Spanish (3 years)	Social media posts, novels, articles, and academic papers
Leyla	Female	23	2	L1 Turkish L2 English (15 years) L3 Korean (7 years)	Essays and summaries
Melisa	Female	21	0	L1 Turkish L2 English (13 years) L3 Korean (2,5 years)	Academic texts, blog posts, short stories, novels, news articles

The second participant, Erdem, is a 23-year-old male pre-service teacher in the program. He speaks Turkish as a first language, English as a second language, and German as a third language. He studied English through formal education for approximately 12 years. He took German classes for four years in high school and college. His German language proficiency is pre-intermediate level according to his own statements. Erdem has been engaging in extra-curricular activities for 2 years. He has been tutoring elementary school students who learn English as a foreign

language during that time. He has completed 72 hours of internship in a public high school in Turkey as part of the curriculum of the teacher preparation program. During the internship, he prepared and demonstrated 2 macro-teaching sessions. In a typical week, he usually interacts with academic genres such as summaries, academic articles, reports, reflections, and evaluations in English. He attended and actively participated in the writing approaches training for four weeks.

Berna is a 23-year-old female pre-service teacher in the program. She speaks Turkish as a first language, English as a second language, and Spanish as a third language. She learned English through formal education for approximately 14 years and Spanish for 3 years. Despite being less than the other participants, she also participates in extra-curricular activities. For example, she has been tutoring a student who is learning English as a foreign language for less than a year. Currently, she is enrolled in an internship at a public high school as part of the teacher preparation program's requirements. She observes the main teacher and conducts micro- and macro-teaching sessions and activities similar to other participants. In a typical week, she usually engages in digital genres such as social media posts in English. She creates content for the social media accounts she manages. She also added that she engages in reading for pleasure in various fields in her free time. She attended and actively participated in the writing approaches training for four weeks.

The fourth participant, Leyla, is a 23-year-old female pre-service teacher in the program. She speaks Turkish as a first language, English as a second language, and Korean as a third language. She studied English through formal education for approximately 15 years and Korean for 7 years. She has been engaging in extra-curricular activities for 2 years. Currently, she is working as a babysitter in English for two years. Her job responsibilities are looking after a young learner and speaking

and playing games with her in English. She is enrolled in an internship at a public high school as part of the teacher preparation program. She observes the main teacher and conducts micro- and macro-teaching sessions and activities similar to other participants. In a typical week, she usually engages in academic genres such as academic texts, summaries, and writing essays in English. She attended and actively participated in the writing approaches training for four weeks.

The last participant, Melisa, is a 21-year-old female pre-service teacher in the program. She speaks Turkish as a first language, English as a second language, and Korean as a third language. She learned English through formal education for approximately 13 years and Korean for two and a half years. Among the participants, she has the least years of engagement in extra-curricular activities. She has not taught or tutored anywhere else except in the internship program. As part of the internship, she visits a public high school weekly and observes classes for 6 hours a week. She prepares lesson plans and implements them twice every academic semester in a year. In a typical week, she engages in both academic genres and everyday genres such as academic articles, blog posts, novels, and news articles in English. She also immerses herself in short stories and readings in her third language, Korean to practice her reading and writing skills. She also attended and actively participated in the writing approaches training for four weeks.

3.5 Data collection and analysis

The study design was approved by the Institutional Review Board for Research with Human Subjects (see Appendix B). Participants were given an informed consent form explaining the objective and procedure of the study. Data of the study mainly come from document analysis and in-depth individual interviews with the five pre-

service EFL teachers, before and after the training. They were triangulated with data gathered from the participants' visual reflections, teaching philosophy texts, and sample lesson plans and activities. The researcher conducted a document analysis to collect information about how pre-service EFL teachers were trained in teaching writing in teacher preparation programs in Turkey. To do this, I investigated four prominent universities' curricula of teacher training programs regarding their approach to writing instruction and the content of the writing programs. A brief anonymous survey on teacher preparation programs' curricula was also shared with the faculty of the examined institutions to gain a deeper understanding of the issue. After the training, semi-structured interviews were conducted with focal participants; they focused on their reactions to the writing approaches training and their cognitions of writing instruction. The interviews were conducted in English or Turkish (the participants' and the researcher's first language) via Zoom and lasted approximately 30 minutes. Even though the in-depth interviews provided many insights into the pre-service teachers' cognitions and development, data from the participants' visual reflections, writings, and sample lesson plans were used to corroborate the findings. The data collection lasted around one semester. I took several steps to increase the validity of the findings; nevertheless, I must acknowledge the limitations of self-reported data.

The recorded interview data were transcribed verbatim by the researcher. The researcher conducted Braun and Clarke's (2006) thematic analysis on the data gained from the participants' visual reflections, interview transcripts, writing artifacts, and lesson plans to understand pre-service EFL teachers' beliefs and prospective practices on teaching writing and the role of training in their awareness of different writing approaches. The thematic analysis in this study can be described

as an inductive analysis with latent themes. That is, the analysis was data-driven without top-down ways or a pre-existing coding frame. I followed the phases of thematic analysis that are presented in Table 2.

Table 2. Phases of Thematic Analysis

Phase	Description of the process
1. Familiarizing yourself with your data:	Transcribing data (if necessary), reading and re-reading the data, noting down initial ideas.
2. Generating initial codes:	Coding interesting features of the data in a systematic fashion across the entire data set, collating data relevant to each code.
3. Searching for themes:	Collating codes into potential themes, gathering all data relevant to each potential theme.
4. Reviewing themes:	Checking if the themes work in relation to the coded extracts (Level 1) and the entire data set (Level 2), generating a thematic 'map' of the analysis.
5. Defining and naming themes:	Ongoing analysis to refine the specifics of each theme, and the overall story the analysis tells, generating clear definitions and names for each theme.
6. Producing the report:	The final opportunity for analysis. Selection of vivid, compelling extract examples, final analysis of selected extracts, relating back of the analysis to the research question and literature, producing a scholarly report of the analysis.

Note: The table is taken from Braun and Clarke (2006).

The thematic analysis following the stages described by Braun and Clarke (2006) (i.e., getting familiar with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report) initially generated 40 codes in Appendix C. Some of these codes were learning as a transformative act, peer interaction and feedback, providing feedback, adapting writing tasks, individual differences, and so on. Based on these codes, the researcher searched for themes and found eight main themes in Figure D1 (see Appendix D). Some of the initial themes were *teachers as facilitators*, *peer collaboration*, *parents*, *writing teacher knowledge*, and *using a variety of approaches*. After carefully reviewing themes, reading and re-reading the data and the codes generated, a revised thematic map including four main themes and sub-themes was created in Figure D2 (see Appendix D) as the following: *writing teacher knowledge construction*, *creating effective writing content and tasks*, *the role of different writing approaches*, and *challenges in teaching writing*. Another experienced graduate student-researcher

enrolled in the Master's in Applied Linguistics also participated in the analysis section. She was given information on the study and the methodology. She was also provided with the initial lists of codes generated by the researcher during the initial reading and re-reading of the data. There was an 85% agreement over the coded data. Regarding the disagreements, consensus was reached through a joint review of data and discussion. Each theme and subtheme are going to be discussed with greater emphasis in relation to individual cases below. Member checking was included by having the participants read the transcripts and preliminary analysis to verify the accuracy of the data transcription and to ensure the validity of the interpretations. As for the participants' visual reflections, writings, and sample lesson plans, relevant data were extracted for triangulation.

3.6 Teacher training on writing approaches

A training in writing instruction covering different writing approaches, specifically genre pedagogy was added additionally to the regular course content at the university where the study was conducted. It lasted for four weeks, an hour/week and four hours in total. Presentations and tutorials introduced product-oriented, process-oriented, and genre-based writing pedagogies to pre-service EFL teachers. More specifically, they explored how to implement genre pedagogy via hands-on tasks such as engaging in moves analysis on self-presentation genres, conducting genre analysis on sample CVs, and writing a teaching philosophy by utilizing the genre-based writing elements in their writing process.

The lesson plan and activities in the online training were created based on the "Genre-based Enhanced Theoretical Framework" by Tardy et al. (2020). In line with

this framework, the training included activities that could elicit information on participants' procedural knowledge (by looking at the writer's performance) and their declarative knowledge (through interviews and visual representation). In addition, the training incorporated activities such as comparing genre use across languages and cultures to enhance genre knowledge development through a multilingual lens. The participants discussed the implications of genre pedagogy for teaching in their context, brainstormed about possible challenges in its implementation due to local factors, and shared ideas about how to overcome these challenges. In this way, the targeted writing pedagogy was presented in a contextualized manner to yield the best results for the teachers and their students in the non-English dominant context and could dissolve the potential disconnections between the existing writing pedagogies and the local teaching environment.

The key point in the training was that information on genres and writing approaches was not presented by the instructor in the lessons right away; instead, student-driven exploration was at the center of the training. The participants engaged in awareness-raising activities to examine genre features by identifying patterns in a scaffolded manner. This approach can be empowering for the teachers because instead of just learning about one genre at a time, they learn a metacognitive strategy that can be used repeatedly in their writing and teaching practices (Tardy et al., 2020). The self-presentation genres were selected on purpose in that they can also be useful for the participants when they plan to apply for a job after the training. Brief content and activities in the training for each week are summarized in Table 3.

Table 3. Scope and Sequence of the Training

Week	Objectives	Activities and Tasks
1	● Understand the scope and sequence of the current training ● Compose a first draft of teaching philosophy writing ● Create a visual representation of "writing instruction" and the genre "teaching philosophy"	● Reading/watching the slides with voiceover ● Composing a teacher philosophy draft ● Creating a mind map about teaching philosophy and writing instruction
2	● Learn about different writing instruction approaches, especially genre-based pedagogy in writing ● Apply the knowledge of genre and rhetorical awareness ((e.g., context, purpose, content, audience, language, style) in short activities of writing	● Reading/watching the slides with voiceover ● Applying knowledge of genre and rhetorical awareness in short activities of writing such as writing a bio for two different audiences ● Comparing how CVs are organized and conducting moves analysis
3	● Conceptualize what a teaching philosophy is ● Understand genre conventions by engaging in moves analysis in sample teaching philosophies	● Reading/watching the slides with voiceover ● Applying moves analysis to understand the genre conventions of teaching philosophies
4	● Compose another teaching philosophy by building on the genre knowledge ● Create a post-visual representation of "writing instruction" and the genre teaching philosophy ● Discuss teaching implications of genre-based pedagogy in teaching writing	● Reading/watching the slides with voiceover ● Composing a teaching philosophy ● Creating a mind map about writing instruction and teaching philosophy ● Discussing teaching implications of genre-based pedagogy for the local context

At the beginning of the training, participants were asked to write a teaching philosophy and draw a visual representation of their teaching philosophy on writing before they received instruction on writing approaches and genre pedagogy. Visual representations can help to understand the participants' descriptive and conceptual

knowledge of writing instruction and of the genre (Negretti & McGrath, 2018). The participants' initial visual representations and teaching philosophy writings were used as comparison drafts with the post-representations and post-writings to see the effectiveness of the training on their cognitions of writing instruction.

Since the training is limited to only four weeks, it is not an end itself and further training and professional development opportunities would be necessary for teachers to investigate more about genre-based pedagogy and/or to implement relevant activities in their classes. However, as Bruner (1960) states, any learning follows a spiral route and training like that is iterative. It can create an interest in teachers, break their prejudices about the complexity of such pedagogies, and can encourage them to participate in following training opportunities. In that way, they can be more competent in designing writing activities and teaching materials with different writing approaches.

CHAPTER 4

FINDINGS AND DISCUSSION

This section first provides results from the document analysis of the four teacher preparation programs' curricula in Turkey and then, discusses the findings via themes generated from the data in relation to the individual cases.

4.1 Teacher preparation programs' curricula on writing instruction in Turkey

To investigate how EFL teachers are taught writing skills and instruction, the curricula of four prominent teacher preparation programs in Turkey have been analyzed by reviewing their visions, missions, coursework, the content of the classes, course pack/readings, lesson objectives, and goals. In addition to the document analysis, an anonymous three-questions survey was shared with teacher preparation program faculty to learn more about their perspectives on the issue under investigation. Teacher preparation programs' background information, the total number of courses offered, and the number of writing-related courses are summarized in Table 4.

The teacher training program in Institution 1 requires students to have a minimum of 45 courses. The program is one of the top teacher training programs in Turkey based on the rankings and offers a fully English medium of instruction. Therefore, students are expected to successfully complete major projects and writing tasks in English. When it comes to how the program offers instruction on writing skills and teaching writing, the list of courses and course descriptions on the institution's official website reveals that there are mainly 3 courses that specifically

focus on writing skills and writing instruction. The first course is “Academic Writing” which is generally taken in the first year and aims to teach “essay development” through the use of summarizing, paraphrasing, direct quotations, and conventions of citation. The course explanation emphasizes “focus and precision in responding to essay assignments and exam questions by analyzing, selecting, and synthesizing relevant information from sources”. The second course that integrates writing is “Theoretical Foundations of Language Skills”. The course focuses on “reading, writing, listening, and speaking skills in a second language”. The course explanation highlights that the emphasis is on “theoretical perspectives and models”. The third course is named “Teaching Second Language Skills”. This course is a follow-up course to the “Theoretical Foundations of Language Skills” and covers “methods and techniques in teaching reading, writing, listening, and speaking”. There is more focus on the practical aspects and how to teach the skills by encouraging the “development of syllabi and lesson plans and peer teaching in the classroom”.

Another interesting feature of the program’s coursework is that it actually offers a wide range of courses about teaching English as a foreign language in terms of methods, curriculum development, and assessment such as second language teaching methods, technology-enhanced language teaching, language assessment, English as a lingua franca-aware teacher education. There is also a course named “Teaching Second Language Grammar”. While language skills such as reading, writing, speaking, and listening are taught together in the “Teaching Second Language Skills” course, allocating a separate course on grammar might be reflective of how the foreign language education system in that context puts greater emphasis on teaching grammar.

Table 4. Background Information of the Four Teacher Preparation Programs in Turkey

Institution	Type	Year	Medium	The total number of courses	The number of courses that cover writing and writing instruction and course titles
#1	Public	4	English	45	3: Academic Writing, Theoretical Foundations of Language Skills, Teaching Second Language Skills.
#2	Public	4	English	45	4: Writing Skills 1, Writing Skills 2, Critical Reading and Writing, Teaching English Language Skills 2.
#3	Public	4	English	45	10: English Compositions 1, English Composition 2, Advanced Reading and Writing 1, Advanced Reading and Writing 2, English Grammar and Composition 1, English Grammar and Composition 2, Advanced Writing Skills, ELT Methodology 2, Advanced Writing Research Skills, Teaching Language Skills.
#4	Public	4	English & Turkish	60	4: Writing Skills 1, Writing Skills 2, Critical Reading and Writing, Teaching English Language Skills 2

Institution 2 states its overall goal as “to train foreign language teachers needed by the Turkish educational system”. The “Teaching English Language Skills” course in the fifth semester mainly focuses on how to teach grammar “via the theoretical background of grammar teaching approaches and micro-teaching”. The

program's coursework entails theoretical, methodological, and pedagogical aspects of English language teaching and offers a wide range of topics in courses such as language testing, drama in English language teaching, material design, and sociolinguistics and language teaching. Although there are separate courses that extensively focus on teaching grammar and vocabulary (e.g., "Teaching English Vocabulary" course), there is not a course that allocates a separate hour to teaching writing. It can be said that the program offers courses on developing writing skills through "Writing Skills 1" and "Writing Skills 2" courses; however, the content of these courses usually focuses on writing a composition as a structured practice. These courses emphasize "using appropriate paragraph development methods at a more advanced level" and teach writing templates such as "topic sentence, major idea, minor idea, and paragraph development methods." It can be inferred that five-paragraph essays are commonly created texts in these courses.

The program does not offer comprehensive courses on how to teach writing. Even though there is a course named "Teaching English Language Skills 1" in the fifth semester, the careful analysis of the course description, learning outcomes, content, and weekly topics that are provided on the program's website show that it prioritizes teaching grammar "via the theoretical background of grammar teaching approaches and micro-teaching" instead of focusing on other language skills such as reading, writing, and speaking. The follow-up course named "Teaching English Language Skills 2" aims to teach "reading, writing and listening approaches and theories of reading, writing, and listening." Although the content focuses on writing approaches and theories, in terms of practical activities and pedagogical implications, students' micro-teaching sessions are about grammar instruction starting from Week 11 to Week 15.

Among the four institutions, Institution 3 has the highest number of writing-related courses. Before analyzing the content and objectives of these courses, it is vital to understand the program's visions and goals. According to the information on the program's website, the program aims to endow the pre-service teachers with the necessary theoretical framework and methodological practices in English as a foreign language teaching by "taking into consideration the latest developments in the field". The program requires students to complete 45 courses out of which 10 are related to writing. The majority of the writing-related courses are heavily based on developing necessary writing skills. It seems that pre-service EFL teachers in this program have ample opportunities to practice writing in terms of "organization of paragraphs, developing skills of summarizing, outlining, paraphrasing, and answering exam questions at paragraph level, developing expository essay writing skills, focusing on example essays" and so on. Compared to Institutions 1 and 2, pre-service teachers in Institution 3 seemed to be provided more opportunities to develop their writing skills as a learner.

Although the program's overview emphasizes "taking into consideration the latest developments in the field", the content of the writing classes mostly approaches writing from a product-oriented view in Institution 3. Careful analysis of the course descriptions and objectives did not reveal traces of innovative or latest developments in writing instruction such as genre-based pedagogy or socio-literate approaches. The writing content is usually supported with other skills such as grammar and reading. When it comes to writing pedagogy, the coursework is limited in terms of the number of courses on writing pedagogy. The course named "Teaching Language Skills" covers teaching all language skills in a semester and includes micro-teaching activities to practice "teaching skills through a detailed study of

techniques and stages of teaching listening, speaking, pronunciation, reading, writing, grammar and vocabulary to language learners at various ages and language proficiency levels".

Finally, Institution 4 differs from the other three institutions regarding the medium of instruction as it provides English and Turkish mixed medium of instruction. The teacher preparation program at this institution also offers more courses in general; that is, pre-service teachers are expected to complete 60 courses before graduation. Among the 60 courses, four courses specifically cover writing instruction and teaching writing. Two of these courses are entitled "Writing Skills I/ II" which covers "the fundamentals of writing in order to enable the students to acquire composition skills at the sentence, paragraph, and essay level". An interesting part of these courses is that they create an awareness of "a variety of rhetorical modes including exposition, description, and narration"; however, it does not cover the rhetorical situation in a broader sense. As for teaching writing pedagogy, there is one course that explores "techniques and stages of teaching reading, writing, and grammar, building language awareness and teaching skills for language learners at various ages and language proficiency levels".

Overall, the document analysis on the curricula of four teacher preparation programs in Turkey shed light on the extent that writing instruction and writing pedagogy are covered in the coursework. The findings indicate that teaching skills such as reading, writing, speaking, and listening are usually not taught in separate courses but altogether in one or two courses. Regarding the writing instruction, the programs above include academic writing courses assigned usually during the first year of the program; however, the analysis implies that these courses tend to adopt a product-oriented or process-oriented approach with fewer references to genre-based

pedagogy. Building on the preliminary findings from the document analysis, the next section provides a more in-depth analysis and discussion on the teacher preparation programs and pre-service EFL teachers' awareness of writing instruction and approaches.

4.2 Pre-service EFL teachers' cognitions on teaching writing and the role of training in their awareness of different writing approaches

Building on the participants' interview responses, visual reflections, teaching philosophies, and sample lesson plans, this section presents four main themes and discusses them in relation to and across the five cases in the current study: *writing teacher knowledge construction*, *creating effective writing content and tasks*, *the role of different writing approaches*, and *challenges in teaching writing* respectively.

4.2.1 Writing teacher knowledge construction

Interviews revealed that pre-service EFL teachers' knowledge about writing skills and how to teach writing in this study is constructed mainly through three activities: *their current teacher preparation program*, *extra-curricular activities such as teaching,* and *extra training in writing approaches*. Pre-service teachers' opinions about the scope and sequence of their teacher preparation program in terms of teaching writing skills and instruction were in line with the document analysis' findings. They stated that there is coursework covering how to teach language skills such as reading, writing, and listening. However, most of the time, these courses cover how to teach all four skills in foreign language education focusing more on the

theoretical framework rather than specializing in each skill separately. Then, the instructor of the course has to move pretty quickly from one skill to another to cover teaching all skills without much opportunity to practice the pedagogy in relation to specific teaching contexts. The general design of the teacher preparation program, in that sense, might fall short in providing detailed contextualized writing instruction discussing not only theories but also practice. As Lee (2010) asserts, teaching writing must go beyond learning theories and concepts but requires situated practices and participation. When teaching language skills is compressed into one or two courses in an academic year, pre-service EFL teachers might have a limited amount of opportunity to participate in situated practices and process what they are taught.

Probably one of the first potential solutions coming to mind to tackle the problem is adding more coursework to teach skills, especially writing. However, when we consider the course load and the responsibilities that the pre-service EFL teachers have already had, this might not be the best option. One of the pre-service EFL teachers in this study, Burak, explains that he was taught writing skills in the preparatory year before transitioning to the teacher preparation program. He had a few courses on writing embedded in other language skills in the program. He emphasizes the need for adapting the content of the current writing instruction and pedagogy classes rather than increasing the number of the coursework in his responses.

> Other than the preparatory year, we have like few courses on writing. I think that to improve academic writing and teaching writing, we might need more courses. I don't find the current courses sufficient. They are not meeting the needs of the students. Not necessarily more but like, maybe better courses, maybe with better content. (Interview)

Burak focuses on the "needs of the students [pre-service EFL teachers in the program]" while evaluating the effectiveness of the coursework of the teacher preparation program in teaching writing in his opinions. When teacher training program's curricula are designed, these might guide the content of the coursework in the program and create a more meaningful experience for prospective teachers. To ensure this, a needs analysis survey can be shared with the pre-service EFL teachers early in the program. Their responses would give insights into the needs and goals of the pre-service EFL teachers and the program's content can be tailored accordingly as much as possible. Action research centered around the needs of the pre-service EFL teachers in the program and the evaluation of the program can also be a helpful source to investigate these issues and offer solutions. To exemplify such a study, Ünaldı and her colleagues (2019) found that first-year students in a teacher preparation program in Turkey preferred to have instruction on a wider range of genres rather than being taught only academic genres. It is worth heeding the findings of such studies and revisiting the program's objectives and curriculum.

Another parallel finding between the participants' experiences in the teacher preparation program and the document analysis is related to the sequence of the writing coursework. As discussed in the document analysis section, the teacher preparation program does not cover teaching individual skills in a separate course for each, but it is integrated into a course named "Teaching Second Language Skills". This course provides brief information and discussion on how to teach reading, writing, listening, and speaking altogether in one. The program's coursework distribution over the semester shows that pre-service teachers usually take this course in their third year in the program. Another participant in the study, Erdem, draws attention to this fact saying that they are not knowledgeable about how to teach

writing until toward the end of the program. This situation might make it hard for the pre-service teachers to internalize the information on how to teach language skills, especially writing as the focus of the current study, and have an opportunity to practice what they learned.

> Until last year, we hadn't experienced teaching writing opportunities, and even in last year, we were informed about teaching writing in a brief manner, just just within a single course. And in this specific course, just a single topic. I think it's, it continues for, like two or three weeks. (Interview)

The major question, then, is whether pre-service EFL teachers feel competent in teaching writing during the program or after their graduation considering the fact that their exposure to teaching writing is relatively limited. According to most of the participants' responses in this study, they do not feel competent in teaching writing in English as a foreign language. They actually refrain from preparing writing activities for the demo teaching tasks and micro- or macro-teaching sessions in their internship if possible because they stated that they are not sure how to implement writing activities. Leyla gives examples of how the writing tasks were less frequently used in their internship or peer-teaching sessions.

> Frankly, I don't remember much about teaching writing, but I believe the curriculum might be revised and improved because in the courses that we took so far, for example while doing peer-teaching, we refrained from writing tasks or activities usually. There are just few students who do writing instruction and our instructors did not encourage doing that much. There are only 1-2 people who gives a writing task in their teaching. (Translated from Turkish, Interview)

Mainly owing to the scope and sequence of the second language skills and teaching skills courses, she highlighted that the content in such courses might get repetitive in teaching language skills (e.g., teaching writing) after a while since they try to cover all skills at the same time and the content tends to overlap frequently.

> In our program, we don't have courses like Teaching Reading or Teaching Writing. In Teaching Language Skills courses, we are taught about all four or five skills and their pedagogical implication. There are a few courses like that. We take it in one semester, and then, take it again in the following semester. At some point, we are learning about the same things in teaching all these skills at the same time and get unmotivated. Instead of taking a general Teaching Language Skills course over two-three semesters, I believe they should be divided into teaching separate skills. Then, we can learn new things in relation to teaching one skill at a time and be informed more comprehensively about them. (Translated from Turkish, Interview)

These findings are relevant to what Shulman and Shulman (2004) advise on teacher learning. The authors underline that teacher learning is not a simple process. Rather, it is a highly complex activity intertwining several factors such as *readiness*, *motivation*, *practice*, and *reflection*. So far, the participants' responses have drawn attention to three of these aspects in their teacher education program in relation to teaching writing: *readiness*, *motivation*, and *practice*. Earlier in this section, Burak commented on how pre-service teachers' "needs" might be overlooked in terms of teaching writing in teacher education programs. This implies that the teacher educators might want to closely scrutinize the readiness of the pre-service EFL teachers while designing the courses. Later in this part, Leyla shared how the content of skills instruction coursework can get repetitive and the pre-service teachers feel unmotivated after a while due to the recycles in the coursework. As for the practice, the document analysis shed light on the theory-focused nature of the program and the limited opportunity to practice teaching writing. All in all, the issues around these three major aspects of teacher learning in the program design might lead to pre-service teachers' reports of "feeling incompetent in teaching writing."

Participants also reflected on how they were taught how to write apart from teaching writing. They had slightly different experiences with writing skills and brainstormed different solutions to the existing issues in that area. Melisa pointed at

the overall weight of writing instruction in the Turkish education system and reflected on both L1 and L2 writing experiences. She highlighted the lack of writing instruction in Turkish. Since she did not learn how to write a composition in her first language, she believed that she did not have much existing knowledge of writing that she could build on while learning how to write in L2. Therefore, she insisted on the need for writing instruction both in Turkish and in English as a solution.

> Even in Turkish, we don't really get instructed on how to write Turkish essays, for example. So, we don't really know how to write, especially when we start university, I didn't even know how to write a Turkish essay, for example. (Interview)

According to Berna, on the other hand, she was instructed on composing a text and writing skills, especially in her freshman year in the undergraduate program. However, she highlighted that there needs to be consistency in terms of the content of the course on writing skills. To provide some background information, students take an "Academic Writing" course in their first semester in their teacher preparation program at their university. There are different sections of this course that are taught by different instructors. The instructors have agency and flexibility in designing their content for the "Academic Writing" course. She explained that, as a result of this flexibility, the instructors might have different expectations from the students and what each section focuses on can vary a lot. In her own experience, for instance, her instructor focused on creative writing such as writing short stories and narratives rather than academic writing and she did not have much opportunity to practice and improve her academic writing skills. On the other hand, some of her friends who were enrolled in different sections learned about academic writing without engaging in creative texts because their instructors designed the content mostly on academic texts.

Eliciting information on pre-service EFL teachers' own beliefs about themselves as learners of writing and their experiences on learning writing can be valuable to understand how their cognitions on their learning experiences shape their instructional views and practices. Similar to the findings of Yiğitoglu and Belcher's (2014) study, the participants (i.e., Melisa and Berna) in this study also reflected on how the deficiencies they observed in their writing instruction, as students, shaped their instructional practices and decision-making in teaching writing as pre-service EFL teachers. Both pre-service teachers made suggestions on teaching L2 writing in an attempt to fill in what was left out in their own educations. Melisa argued for more structured and individualized courses to teach writing both in L1 and in L2 since this part was lacking in her own learning experiences whereas Berna explicitly emphasized the need for consistency among the sections and/or instructors' delivery and content while teaching a writing course as this was absent in her own learning process.

Based on the responses and the materials collected during this study, it would be wrong to state that pre-service EFL teachers are not taught teaching writing in their programs. They receive coursework that covers writing skills and writing instruction. However, the effectiveness of the coursework and how much they help pre-service EFL teachers construct knowledge on writing instruction still needs further inquiry. Overall, the participants in this study emphasized that the current coursework on writing pedagogy could generally introduce writing instruction without elaborating on details of EFL writing instruction such as different writing approaches, creating a writing task, and providing feedback on students' texts. Interestingly, though, most of the participants were able to provide valuable insights and comments on how to teach EFL writing. It turned out that they also benefited

from two other resources that helped them construct further knowledge on writing instruction. These activities were participants' *extra-curricular experiences* and t*he training on writing approaches* provided as part of the current study. Therefore, the rest of this section focuses on how these two sources helped the participants construct writing pedagogy knowledge, beginning with the role of extra-curricular activities and continuing with the training.

Pre-service EFL teachers gained information about writing approaches and writing instruction not only from their coursework in the teacher preparation program but also through extra-curricular activities. Participants had different kinds of work and/or teaching experiences with varying numbers of years of engagement such as tutoring/teaching, babysitting, and managing social media accounts. Still, it was evident from their responses that their external teaching or work experience influenced their beliefs, opinions, and practices in teaching writing. For example, the most experienced participant among the others, Burak, tutors students using English as a foreign language. He explained that he had "some ideas on how to teach writing" because he, at times, found himself in circumstances where he needed to teach writing to his students. In creating writing tasks and activities, he mainly depended on the available online sources and his students' coursebooks that are used at school and activities published in their schools' learning management systems. Since he usually prepared his students for their school exams, he stated that he was mostly familiar with the product-oriented approaches where students looked at a model text and tried to create an error-free text using some templates and sentence starters. Other than that, he was not very knowledgeable of the other writing approaches (i.e., process-oriented and genre pedagogy). He explained that he heard their names before but did not have ample opportunities to implement them in his teaching practices.

Participants' internship experiences as part of the teacher preparation program also played a role in their writing teaching beliefs and practices. While some participants noticed that teaching writing was not a priority in the school's curriculum, others had a chance to learn more about different writing approaches and tasks during their internship visits. For example, Burak commented on his internship experience in relation to writing skills and stated that he "felt like they never teach students how to write". Melisa's ideas were on the same lines as Burak's in that students and/or teachers in the school where she does her internship "don't really do lots of writing experiences." In contrast to Burak and Melisa's experiences during the internship, Leyla explained that she learned about genre-pedagogy during her internship because her mentor teacher mainly designed activities and lesson plans considering genre-based teaching. That's why different writing approaches were not new to Leyla, and she gained useful information on a variety of writing tasks through her internship. This difference is worth noting because all five participants are enrolled in the same public school for their internship. Still, there are major differences in terms of their experiences and how they construct knowledge about writing instruction. This difference can be mostly attributed to their mentor teachers whose classes they observe and conduct teaching demonstrations.

In addition to their teacher preparation program's regular coursework, extra-curricular activities, and internship, all five participants actively participated in a four-week training on writing approaches, specifically genre-based teaching as part of this study. From the participants' responses and visual reflections, it can be stated that the training was helpful for the pre-service teachers in this study in constructing further knowledge and beliefs on teaching writing. How the pre-service EFL teachers' cognitions about writing evolved before, during, and after the training is

going to be presented below by examining the focal participants' visual reflections and interview responses.

Even though Burak knew about product-oriented and process-oriented approaches in writing, he was not quite familiar with genre pedagogy before the training. His experiences during the training were overall positive, stating that the training made him consider "the points that he had no idea before" such as the context and the audience. He found looking at sample texts, discussing the functions of the texts, and conducting moves analysis on them helpful to understand the writing situation better. He expressed that he could use similar activities in teaching writing to his students because knowing why we compose a text makes it more meaningful for the students. He also mentioned that he would like to participate in more training like this one to expand his knowledge and skills, specifically in writing since he does not have enough resources or experience in teaching writing at the moment. Burak's visual reflections and writings before the training and the post-visual reflections and writings after the training give insights into the conceptualizations of his teaching philosophy.

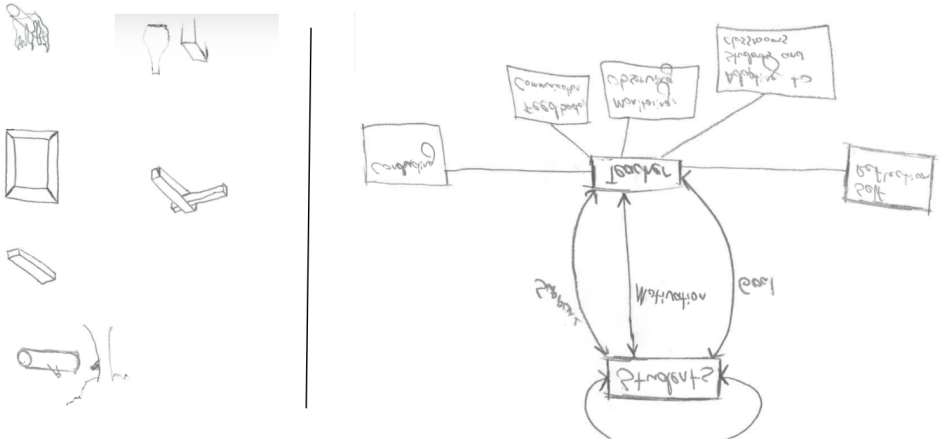

Figure 3. Burak's pre- and post-visual reflections
Note: Pre-visual reflection is on the left and the post-visual reflection is on the right.

Burak created the visual reflection on the left when he was asked to reflect on his teaching philosophy. He elaborated on his ideas in the pre-visual reflection during the interview.

> I exemplified woods and trees as the students, and the teachers as the carpenters… The idea is, we can't turn everyone into a chair or a table. So, each type of wood and each branch of a tree has different purposes. So as teachers, our responsibility is to find the proper purpose for the students and have it into that shape… Everybody has different skills and different abilities. So, we need to find them and help them achieve that. (Interview)

As can be seen in his visual reflection about teaching, instructors are in the center, and they have the power to "shape" the students' skills and abilities via instruction in his opinion. There is a top-down interaction where the teacher transmits knowledge to the student to usually let them "fit in". Therefore, when teaching writing or another subject, the teacher was the knowledge provider according to his initial beliefs. Burak was conscientious of individual learner differences and emphasized that everybody learns in a different way but, again, it is the teacher's responsibility to find how students learn best and help them achieve their goals.

When we look at his post-visual reflection on the right, after the training, we can claim that the learning environment went beyond the teacher-student relationship this time. The training helped to raise Burak's awareness of peer interaction in teaching writing. He shared that the think-pair-share activities and the peer collaboration during the hands-on activities in the training made him aware of the role of peer interaction and peer feedback. In addition to peer interaction, feedback and communication elements are added to the post-visual reflection. He stated that he did not use to consider the importance of feedback in writing because he, as a learner, was used to writing as an end-product idea, especially during high school. That is, his teachers would assign a writing essay task, and he would write the essay

almost in one sitting and hand it to the teacher. Next, the teacher would grade the essay but there is not enough room for feedback or growth. Unlike his learning experience, “writing as a process idea” discussed in the training and the role of brainstorming, drafting, receiving feedback, and revising provided him with new perspectives in teaching writing. Burak’s case aligned well with Teng's (2016) findings. Similar to the participants in her study, the one-month training impacted Burak’s beliefs and views on teaching L2 writing. For instance, his views on writing shifted from writing as a product to writing as a process and innovative approaches such as genre-pedagogy; he became more aware of different writing approaches; and, most importantly, he expanded his knowledge on the teachers’ role in teaching writing from the dominance of the teacher to “teachers as facilitators”.

Unlike Burak, Erdem was already familiar with the genre pedagogy from his teacher preparation program. He stated that the course titled “Teaching Second Language Skills” briefly introduced the approach. However, he did not have a full grasp of the genre-pedagogy because the course covered teaching all language skills such as reading, listening, and speaking during one semester and there was not enough time to discuss each skill in detail. He also tries to utilize genre pedagogy in his tutoring sessions. For example, he teaches speech genres such as persuasive speech and debates via genre-based teaching activities because he believes that genre pedagogy facilitates authentic language learning and writing practices. He found the training helpful to build on what he already knew about genre pedagogy. Specifically, he benefited from sample genre-informed activities shared in the training. He was also willing to participate in further training opportunities as he believed he “has not had much exposure to teaching writing” in this regular

coursework. Erdem's pre- and post-visual reflections and writings can be seen in Figure 4.

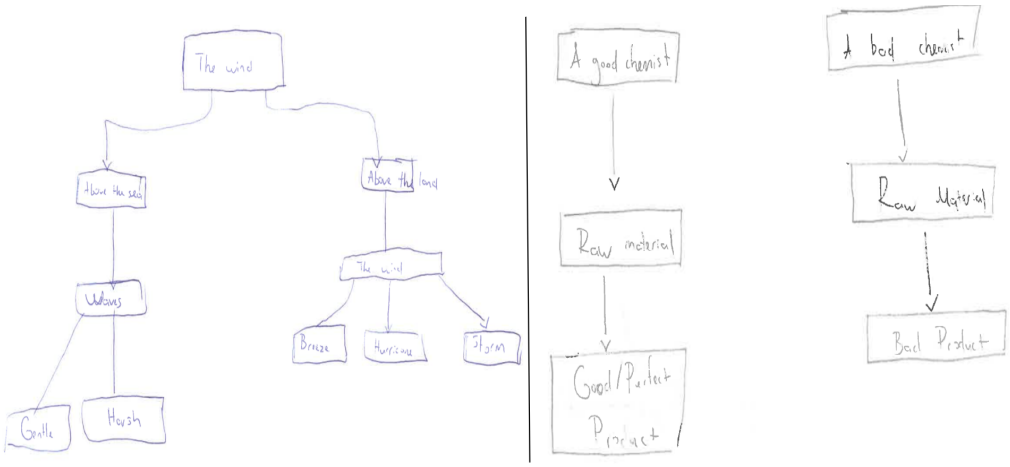

Figure 4. Erdem's pre- and post-visual reflections
Note: Pre-visual reflection is on the left and the post-visual reflection is on the right.

We can say that his views on teaching writing and the role of the teacher did not change much after the training. His visual reflection on the left before the training views the "teachers as the wind in the learning environment"; that is, they have the power to create "waves" or to make a change. If the student is motivated to participate in the process, the teachers' impact can be bigger this time in his explanation. As can be seen, the interaction is limited to teacher-student in the teaching process. This view stays intact in his post-visual reflection on the right. This time, the teacher resembles a chemist. If the chemist is good enough, the product of the teaching environment will also be good, or vice versa. His teacher-controlled view of instruction still remains the same after the training. The difference between the participants' uptake from the training must further be investigated. Various factors such as the teaching experience, learning experiences, and the amount of interaction with writing in different genres (Kessler, 2021) might have an impact on what the pre-service teachers gain out of the training and the level of effectiveness of the training. For example, compared to Erdem, Burak has more engagement in extra-

curricular activities. One possible reason for the change in his beliefs and views on teaching writing after the training can be that he found more opportunities to put what he learned during the training into practice during the extra-curricular activity sessions, unlike Erdem. As we discussed the four aspects of teacher learning, "practice" is one of the core elements for effective professional growth (Shulman & Shulman, 2004).

Similar to Burak's experiences, Melisa stated that she was not knowledgeable about genre pedagogy before the training. She explained that they took academic writing courses in the first semester of their program. The course taught them how to write. Overall, they were expected to "produce something" rather than learn writing or how to teach it. She stated that she would appreciate the opportunity to take part in further training like this one. It seems that the training raised her awareness of the prevalence of writing in daily life and her academic career. She said, "Because we do lots of writing in our entire academic life, and since we don't get instructions and the feedback on them, I don't think the current coursework is sufficient."



Figure 5. Melisa's pre- and post-visual reflections
Note: Pre-visual reflection is on the left and the post-visual reflection is on the right.

When Melisa's pre- and post-visual reflections on her teaching philosophy are analyzed, the outcome reveals that there are three new categories added to her

visual reflection after the training. These are *target language only*, *finding the balance between instruction and implementing them in daily life*, and *different activities targeting different language skills*. During the interview, she elaborated on each element saying that *target language only* was added based on her experiences in her internship while the last two emerged after the training on writing approaches. Based on her observations in the internship, teachers tend to use L1 more even when students' language proficiency is high, and they can understand the instructions in English. She believes that this can be a barrier to practicing communicative English language skills and more English exposure should be secured during the classes. Still, she highlighted that she does not support the idea of target language in all circumstances; there can be times when the use of L1 can be facilitatory, but it should be limited as much as possible in her opinion. As for the balance between instruction and implementing them in daily life, she commented on the training and how the content of the training, especially the genre-pedagogy made her consider the importance of context and students' needs and goals. She stated that as part of the training, she had the opportunity to practice the materials and texts that she will need during a job application as a teacher as the participants analyzed sample CVs and teaching philosophies to explore genre-pedagogy implications. The design and content of the training were, therefore, meaningful to her and she benefited from that experience. As a result, she added tailoring the activities to students' daily life and needs as a new element in her teaching philosophy. Likewise, the training was helpful in reminding her of the effectiveness of the integration of language skills when teaching writing instead of only focusing on the individual skills separately from one another according to her accounts. She highlighted the role of pre- and post-tasks before and after a writing activity to help students brainstorm about the

writing topic by conducting initial research and engaging in readings and, later, reflecting on their composing practices through class discussion and think-pair-share activities. She shared sample activities from the training supporting this idea such as creating mind maps before writing, peer/group discussions after the text analysis, listening to tutorials before discussions, and so on.

Unlike the other participants, Berna shared that she has not heard about these writing approaches till the extra training. She was not able to comment on the affordances and challenges of the implementation of each approach much because she felt that she did not have a sufficient background about these approaches. She shared that she does not "feel competent enough to teach writing because there was not enough coursework on writing instruction." During the interviews, she also said, "I don't have much to say actually because I don't know much, and I am not very knowledgeable about this topic." Overall, she commented on the genre-pedagogy and writing approaches training positively and expressed that she would like to attend more training like that, especially on writing. She even suggested that the academic writing course that they take during the first semester can be designed in line with the genre-pedagogy implications and students might improve their writing knowledge further that way.

In her initial visual reflection on the left in Figure 6, Berna included seven elements as the following: *mimicking*, *a good amount of feedback*, *a cooperative learning environment*, *communication*, *authentic texts*, *tasks*, and *integration of all four skills*. After the training, she added three more elements to her visual reflection. These elements were *integrating online tools/ technology*, *giving feedback*, and *teaching methods (process vs. product)*. She emphasized the use of technological tools and applications to draw students' attention to the content and increase student

engagement. As students are born amidst technology, she believed that teachers should also keep up with the tools. As for the writing classes, using technology such as commenting features and google docs for feedback practices or collaborative tasks can be beneficial for her. Reflecting on the training and the writing approaches, she came up with giving feedback as a new element in her visualization because she, now, viewed writing beyond an outcome but a process. To understand what students, achieve well and what could have been improved further, she regarded feedback as a vital component in the writing process.

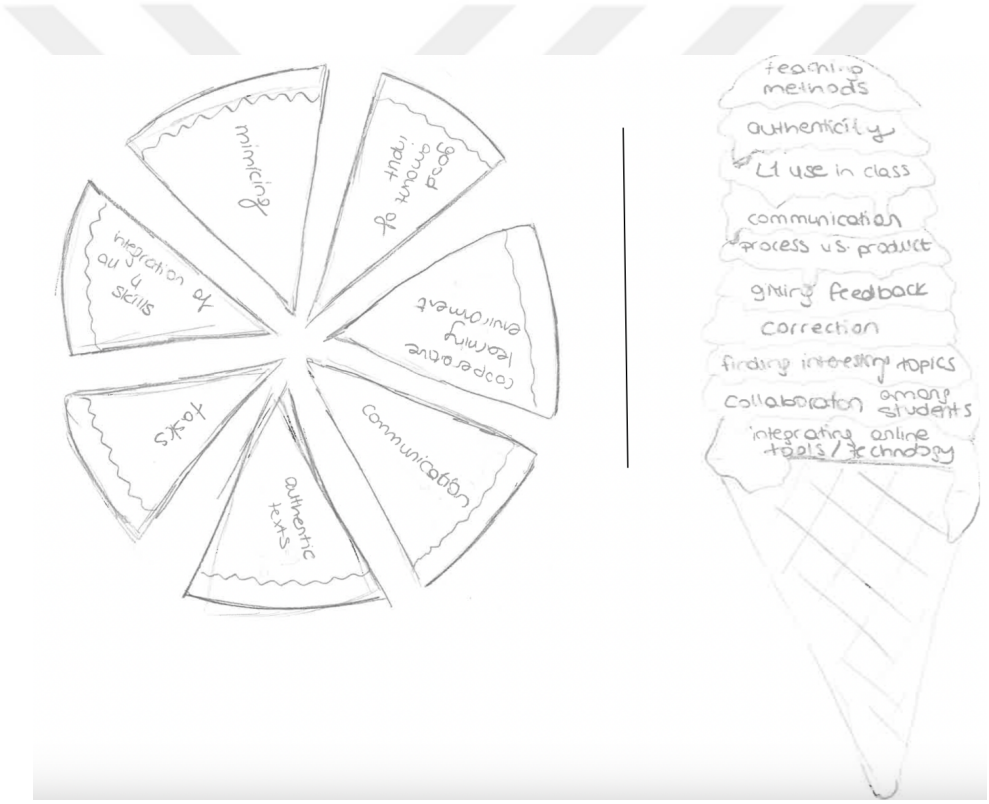

Figure 6. Berna's pre- and post-visual reflections
Note: Pre-visual reflection is on the left and the post-visual reflection is on the right.

In addition to the technology and feedback, it can be seen that teaching methods and product vs. process were also present in her visual reflection after the training. Since she was not familiar with these methods in her own words before the training, the training expanded her knowledge of these approaches, and these

elements are now included in her teaching philosophy. Interestingly, though, genre pedagogy is not added in her visual reflection although the training on writing approaches included the three approaches. The underlying reason for this might be related to the pretty short duration of the training (only four weeks). It would be unrealistic to expect pre-service teachers to learn everything about teaching writing and to be fully knowledgeable of all three writing approaches in a month. Instead, the training generally aimed to raise awareness of the pre-service EFL teachers' cognitions of different writing approaches. Desimone (2009) highlighted five principles for effective professional development as the following: *content specificity*, *sustenance over time*, *encouraging active learning*, *encouraging interaction among the teachers*, and *coherence or heeding contextual particularities*. In the case of this training, sustenance over time has not been achieved yet. The scope of this Master's thesis was only able to identify the need for teacher preparation program evaluation and add a short training on the writing approaches in the available time frame. Based on the pre-service teachers' comments on this training and their needs, further training can be planned carefully and added to the program in the long run. This would allow for sustenance over time and the pre-service teachers can, then, have ample time and opportunities to internalize the instruction. Other than the second principle (i.e., sustenance over time), this training meets the other four principles. For example, the content is specific to teaching writing only rather than including all language skills; it encourages active learning through first-hand experience in writing and practice; peer and group work during the tasks and discussions foster interaction among the pre-service teachers; and the participants were constantly encouraged to reflect on the contextual factors.

Finally, the last participant, Leyla, was familiar with the writing approaches mostly due to the coursework in her teacher preparation program and the internship experiences. However, she did not have sufficient opportunities to discuss the implications of these approaches for actual teaching practices. Rather, she had mostly theoretical knowledge of them till the internship. For all these reasons, she expressed that she finds teaching writing quite challenging from a teacher's perspective and she does not feel ready to teach writing. She said, "I think teaching writing is more difficult. For example, even if I would like to teach writing, I can't teach it now; it is tough." She constantly positioned herself as a language teacher and did not put on the writing teacher hat even after the training. This is quite different from the experiences of the participants in Yu et al. 's (2022) study in that they were able to explore their writing teacher identity along with the language teacher identity in Yu et al.'s study. Again, the difference can be mainly attributed to the short duration of the training.

Among the three writing approaches, Leyla found that genre pedagogy has greater potential compared to the other two approaches. Her justification for this claim was that genre-pedagogy brings tangible contextual information when working on the writing activities; hence, the experience tends to become more meaningful for the students and they can be more easily motivated to accomplish the task. Just like Erdem, Leyla's views on teaching writing have not shifted much from the focus on the teacher. Although she added the student and the parents in her post-visual reflection, she expressed that "the teacher is the core element of the teaching." Her post-visual reflection included the same elements as the initial reflection.

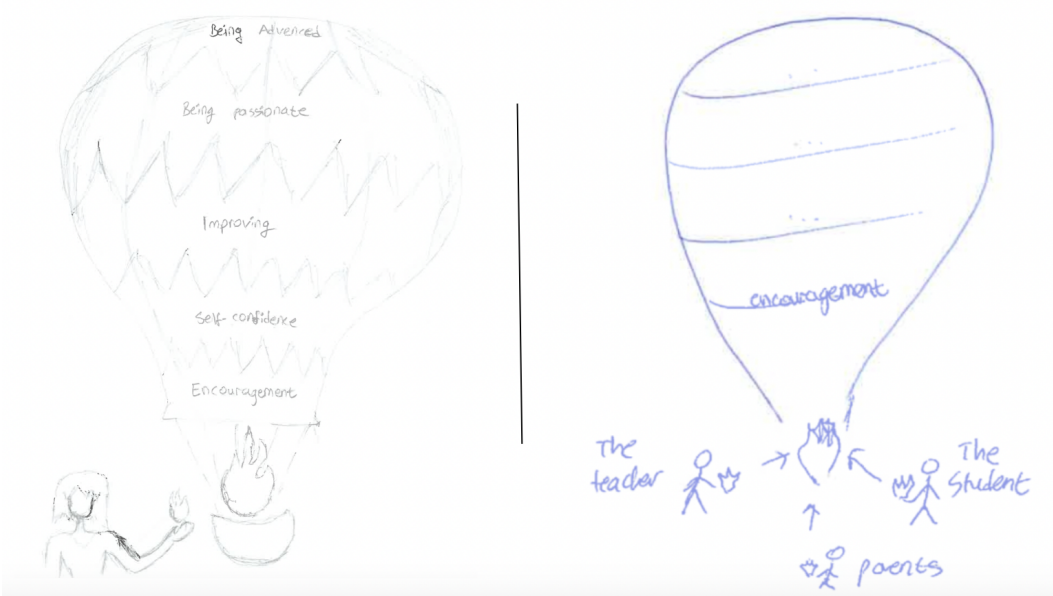

Figure 7. Leyla's pre- and post-visual reflections
Note: Pre-visual reflection is on the left and the post-visual reflection is on the right.

To wrap up, it can be claimed that pre-service EFL teachers in this study constructed further knowledge on their beliefs and views on teaching writing through three major activities: teacher preparation program, extra-curricular activities, and the training on writing approaches. While their current program followed process-oriented approaches more, their awareness of different writing approaches, especially genre-pedagogy, seems to have risen after attending the training. The positive feedback from the participants on the training and their willingness to take part in further training like this one indicates that training and professional development opportunities can be effective in adding to pre-service teachers' existing knowledge. While some scholars view teacher education as a "low-impact enterprise" and argue that teachers rely on only their learning experiences even after such training and professional development opportunities (Grossman, 2008), the current findings can oppose this idea for the pre-service teachers in this study. To illustrate this, pre-service EFL teachers in this study were able to leave the training with key takeaways regarding teaching writing and they even attempted to mediate their learning

experiences with their prospective teaching experience by reflecting on what was missing in their writing instruction as students. Building on the pre-service EFL teachers' knowledge construction in teaching writing, the next section will unpack their knowledge on creating effective writing content and tasks.

4.2.2 Creating effective writing content and tasks

Based on what pre-service EFL teachers in this study learned during their teacher preparation program, training on writing approaches, internship, and extra-curricular activities, they tried to formulate their own understanding and beliefs about effective writing lessons and tasks. Participants' interview responses and writing teaching philosophy texts elicited five key components of creating effective writing content and tasks as the following: *individual learner differences*, *adapting content to students' needs and goals* (the students that they will be teaching upon graduation), *critical pedagogy, peer collaboration,* and *feedback*.

Participants embrace that every student is unique in terms of their learning preferences and needs. Especially for writing classes, they emphasized the need for tailoring the content and delivery techniques to students' learning styles, preferences, and diversity that they will be teaching upon graduation. To do so, they came up with various ideas such as integrating a wide range of methods and modalities. For example, Erdem suggested considering the theory of multiple intelligences. Some students might be better at remembering and working on visuals while some might learn better when they hear the content. He stated that writing instructors can integrate tasks that require multimodal elements such as researching a topic and conveying information on the topic by designing a poster or creating a video. He also

shared his ideas on teacher-student meetings and the importance of considering individual learner needs and differences based on what he learned in his teacher training program, his extra-curricular activities, and the extra training opportunity.

> I fundamentally believe giving every student within a classroom the same opportunities and provide assistance for those who have different learning techniques. In the process, the teacher should consider Gardner (1983)'s multiple intelligences and assist the learning process with individualized feedbacks or even teacher-student meetings… A teacher should provide different ways for different students to explore their potential and to facilitate their learning experience which they will carry into their future selves as motivation, self-confidence, and problem-solving techniques. (Writing)

Berna also underlined the importance of individual learner differences in her writing teaching philosophy after the training and she suggested that differentiated instruction should be utilized to suit the writing content to students' needs and preferences. To achieve this, she mentioned providing options as part of the writing tasks and integrating technology and online tools. By doing so, students can have the agency to select what they feel more comfortable with working. She also added monitoring students' work and participation and supporting the areas in which they have difficulty.

> Each student is unique and has different needs than others. To meet each individual need, I will differentiate learning based on their different needs so that each student can become cognizant of his/her strengths as well as weaknesses. As a teacher, I will be there to guide them and assist them in working on their weaknesses and developing their strengths. (Writing)

Leyla had a similar view on the significance of individual learner differences in teaching writing and she created a nice analogy to explain her beliefs on this topic. According to her analogy,

> Each student is an air balloon, and the teacher is the person controlling the fire to fly that air balloon. If the teacher provides the sparkle in the beginning, which can be the encouragement for the students, then the balloon has the power to fly. (Writing)

She elaborated on the idea of an air balloon sparkling by the teacher during the interview. In her opinion, the teacher can achieve this by considering the individual needs of the students and by supporting them through diverse teaching methods and approaches.

On the same lines with individual learner differences, pre-service EFL teachers stressed the importance of adapting the content to students' needs and goals that they will be teaching upon graduation in creating effective writing lessons. Each participant focused on a different aspect of this topic. For instance, Burak approaches the issue from the assessment perspective. According to him, each student has different abilities and needs, and it is the teacher's responsibility to monitor the students' work and fit the assessment practices into them. Students might have different plans and goals for higher education such as attending a public university, English-medium institutions, or studying abroad. Since these aspirations require following a different path in terms of assessment and qualifications, Burak emphasized the need to tailor assessment practices to students' diverse needs and goals. If a student plans to attend a college abroad, the admission process would most likely ask the student to take a standardized exam including writing tasks. On the other hand, if the student is planning to enroll in a public college in their context, then, the student needs to take the University Entrance Exam which does not have a writing section. Burak draws attention to these factors and believes that the teacher must be aware of what the students plan for their future careers and prepare them accordingly. Other participants discussed the importance of creating meaningful tasks and instruction and how teachers should adapt the content to prepare students for real-life settings. Melisa suggested authentic tasks through which students can practice the necessary content and language knowledge. In that way, they can get

ready for real-life circumstances such as job application letters and writing emails. She also considered the role of pre-writing activities in providing meaningful interaction among the students and preparing them for the tasks such as peer discussion, think-pair-share activities, and role-plays. Berna and Leyla addressed a common question that students tend to ask while learning something: “What will I do with this information?”, “How is this helpful to me?” In their opinions, these questions are frequently articulated by the students while learning a new subject or a topic. When students (that they will be teaching) do not see how the topic is related to them or how they can utilize the information they try to learn, they tend to be less motivated and attentive and learning can be hindered. To prevent this from happening, they highlighted the need to adapt the content to students’ needs and goals by integrating authentic writing activities and building connections between the prior and further topics in a lesson. They stated that brainstorming with students (that they will be teaching upon graduation) and reflecting on how this task or activity can be beneficial in real life can encourage students to participate actively and make the learning experience meaningful. Leyla also suggested assigning personalized tasks to students where they can write narratives about significant events in their lives. Other than that, she believed that providing a generic writing prompt and asking students to write an essay would not motivate the students to practice their writing skills. She shared a sample activity from her internship showing how the writing task was contextualized and authentic.

> In previous weeks in my internship school, there are 1-2 schools abroad that they are connected to, in Poland and in Greece. They selected a school from these countries and the students became penpals. They wrote letters to one another. The subjects in the letters were cuisines, traditions and so on. The class was writing a letter altogether and they read the letter received from the other school. I really liked this activity because of culture exchange, the writing task, being penpals, introducing your country etc. (Translated from Turkish, Interview)

Pre-service EFL teachers in this study not only emphasized the need for adapting the content to students' needs and goals (the students that they will be teaching upon graduation) but also the need for critical language pedagogy in the curriculum and lesson contents. Most of the participants complained that the language and writing content tends to be created around general and simplistic themes and generic writing prompts. They called for a change to include more sensitive topics in their teaching practices. Burak explained that he feels "responsible to enable students to explore new horizons and perceive the world through different perspectives". In his learning experience, learning a new language completely changes his world perspective and he wants to help his students feel the same change in their experiences. He sees learning as a transformative act that is "beyond communicating with others and also entails getting familiar with new cultures, having access to more sources, and seeing the world through others' eyes without traveling". Therefore, when it comes to teaching writing in English as a foreign language, he feels the urge to address topics such as human rights and global warming rather than generic agree/disagree essay prompts. Similar to Burak, Erdem asserted that what we include in the writing curriculum might have an effect on students' future selves. Teachers can design activities that will help the students write critically and creatively and they can explore who they are and what they aspire to do in the world. In his own words, "Depending on our instruction, students can develop certain skills and general abilities, they can become powerful and have a strong effect in their environment." Melisa approaches the critical language pedagogy issue in writing classes from a multilingual perspective. In her writing teaching philosophy text and the responses in the interview, she recommended that students should be encouraged to utilize multiple resources in their brainstorming, drafting, and writing

stages. They should learn how to embrace their multilingual practices. According to her, writing in a foreign language is more than practicing a language; it is "viewing the world through the eyes of a bilingual/multilingual and learning how to express meanings that are different from one's first language."

Participants' writing teaching philosophy texts and visual reflections before and after the writing approaches training revealed that they found peer interaction as a core element in effective writing lessons after attending the training. Burak reflected on how he included teachers in the center initially before the writing instruction discussions and activities in the training. In his first visual reflection on teaching writing, he made an analogy describing that students were similar to trees and woods that can be shaped by the teacher. With the motivation, skills, and techniques that the teachers are endowed with, they can "turn [students] into a frame that stores a piece of art inside or into a window that shines a light on others." Later in the process, however, he added the role of peer interaction in his teaching philosophy. Rather than the idea of learning as a top-down process, that is from the teacher to the student, he acknowledged that students also learn from one another. That's why, in his latest visual reflection, he put "students" as a new category in the middle and added that "peer interaction is crucial" for effective writing instruction. He unpacked the role of peers in the learning process by sharing tangible examples such as peer feedback and peer teaching. He stated that students can be encouraged to share their texts with one another to conduct peer reviews and give and receive useful feedback from their peers rather than only relying on the teacher to provide feedback. Similar to Burak, Berna also provided sample activities that can foster peer interaction and peer learning. In her own words, "the ideal classroom environment is a student-centered one where my students engage in creative, authentic, and

communicative activities and tasks with their peers." She maintained that creating collaborative writing tasks in which the students can work as a group together to accomplish a writing task can be useful for not only learning writing skills but also for social skills such as negotiating and language practice.

Although the pre-service EFL teachers in this study acknowledged the integration of peer feedback and peer interactions, they still believed that feedback provided by the teacher plays a major role in improving writing skills. The participants first reflected on their learning experiences as foreign language writers to explain the importance of feedback. Overall, they stated that they do not find the feedback provided on their writing sufficient. Melisa shared that she either seldom receives feedback on her written work or the feedback does not turn out to be meaningful to her.

> One of our instructors also told us that they don't give feedback on exactly what we need to change. I think they're just expecting us to already know what is wrong. So, they're like "What do you mean, here? What are you trying to say?" or they just put question marks. If I get a question mark on my paper as feedback, what am I supposed to do? (Interview)

In this excerpt, she commented on how frequently instructors put a question mark on her writings and how she is confused about what to change in that part or what that question mark actually means. She stated that there can be multiple reasons that this question mark tries to imply such as unclear ideas, unclear language, sentence fragments, and so on. Building on her experience, Melisa emphasized the need for clear, useful, and prompt feedback on students' writing. She also emphasized the need to prioritize the mistakes in students' writing and not to try to fix every single mistake on their papers. According to her, this would discourage the students; rather, teachers can identify the most important elements in that writing task and provide

feedback on these areas only in an easy-to-understand manner. That way, students realize what they did well and what areas need to be improved in their writing.

Burak touched upon the issue of instructor feedback in writing, too. However, his point was about the tone of the feedback. He stated that the way we, as teachers, communicate with our students and provide feedback matters. He found communication as the most important skill in life and, therefore, believes that a writing teacher must be a successful communicator, especially when providing feedback. Continuing with his analogy of students as being pieces of wood and teachers as the carpenters, he warned that students might be left with irreversible damage as a result of teachers' actions. That's why, instead of being too critical and harsh when providing feedback, teachers try to provide constructive and effective feedback to the students' writing. Likewise, Berna included "giving feedback" as an essential component in her visual reflection about writing a teaching philosophy. She expressed that providing feedback to students' work is needed to allow them to see their strengths and weaknesses, and to keep working on them. She added correcting the students' mistakes is a teaching responsibility and stated that it should be done in the best way possible. When asked more about how to provide feedback the best way, though, she said that she was not sure how to do so. Instead of focusing on the mistakes or the corrections, Leyla viewed feedback as an opportunity to build a good rapport with the students and let them grow positive attitudes towards the subject. Therefore, she believed that teachers should provide more positive feedback to the students' written work instead of concentrating on what is missing or wrong. That way, the students might feel more confident in writing, and they become more eager to spend more time practicing it. Ultimately, as they build confidence and practice their skills, they can be better writers.

4.2.3 The role of different writing approaches

The findings from the pre-service EFL teachers' visual reflections, writings, and interview responses revealed parallel insights with the document analysis on the knowledge of different writing approaches in this study. Overall, the participants were mostly familiar with the product-oriented approach and process-oriented approach from their experiences in the language preparatory year but were not knowledgeable of genre pedagogy much before the training on writing approaches. They evaluated the role of each approach and how they have their own benefits and drawbacks for teaching writing. To illustrate this, Erdem illustrated that a "product-oriented approach is more applicable for a classroom environment in which the teacher can assess" the writing skills and productive abilities of the students whereas there is more focus on the thinking process, stages of writing and drafts in a process-oriented approach. According to him, the drawback of the product-oriented approach is that the teacher or the students "are not interested in meaning or the message but the form and the organization." He usually benefited from a process-oriented approach as a learner and could see that he improved his level of thinking in time by drafting.

Regarding the genre-pedagogy, the participants found this approach useful to discuss how context, audience, and purpose can shape the way students construct a text. Since the pre-service EFL teachers also experimented with the genre-pedagogy via hands-on tasks while writing their teaching philosophy, they stated positive experiences with this approach. They found looking at sample texts and analyzing them in terms of moves, especially helpful because they could see how certain structures or language choices help us convey a specific meaning. Burak stated that going over several sample CVs and their layouts helped him see how CVs were

organized in general. He also mentioned that genre-informed activities encouraged them to consider cross-cultural differences and similarities in texts. He gave the example of creating a CV for the Turkish context and the United States context by discussing how the latter would not usually include a photo of the applicant while the former would mostly require it. Melisa agreed with Burak on the usefulness of exposing students to sample writings before they are expected to compose their own drafts. She made connections to her learning writing experiences and explained how the focus of writing was on grammar and drills most of the time.

> I think the best way to teach writing in English would be to show examples first. Students don't get to see lots of examples in classes because in schools, especially in the state schools of Turkey, they only get to learn grammar. So, they get to practice grammar, and they don't have lots of reading. And like the only reading content they get is the simple dialogues… It doesn't really improve their reading or writing skills at all. So, I think in the training, I remember the genre-based approach and writing examples. Students can be demonstrated in different genres of writing, so they can see examples first, and they can work on it. (Interview)

Although the participants were able to grasp what genre pedagogy entails and how it works in a real classroom, interviews revealed that the participants would need follow-up training or information on genre-based teaching to capture its functions clearly. Otherwise, they might be misled into thinking that genre pedagogy is all about looking at sample texts, identifying patterns, and following templates. Melisa, for example, gave an example of a sample activity with genre pedagogy that in a way presented another formula for writing based on her example. Her idea was to give students a story as a model, identifying the template and changing the story based on the model text. This kind of understanding of writing can be associated more with product-oriented views of writing where students write a text based on a model text. However, the idea in genre-pedagogy is not necessarily conforming to "the conventions" in sample texts but understanding why the text is written in that

way and what kind of functions and purposes it fulfills that way. In that sense, it seems that this initial training would need to be supplemented and continued with further training, coursework, or information to process and internalize what is learned.

When it comes to the challenges of implementing genre pedagogy, though, the participants emphasized that the students need to be familiarized with the context in which the writing takes place. If they are familiar with those contexts of the writing, they could compose better. Taking the time to provide background knowledge and contextual information can be a burden on the teacher when there is already a curriculum load. Erdem stated that he designed lesson plans and activities around genre pedagogy to teach speech genres to his students and, although it takes time to create meaningful and authentic genre-informed tasks initially, he stated that his students enjoyed those activities and learned new skills such as reasoning and argumentation.

Ultimately, participants in this study emphasized using a variety of approaches in teaching writing rather than adopting one over the other. The reason why they consider using a variety of approaches is related to what works best for their student in the specific context. They admit that students have different needs, goals, and preferences; that's why, integrating a variety of approaches into the lesson plan and activities can help teach students with diverse needs. To achieve this, Melisa mentioned using anonymous surveys that can be conducted at different points during the semester to understand what students would like to improve, how they learn best, what they find helpful, what can be improved in terms of the lesson content, delivery, and activities, etc. Collecting students' opinions and feedback on

such topics can guide the teacher to plan and adjust their content, writing tasks, and the approaches they use accordingly.

Pre-service teachers' responses in this study revealed that they were able to critically approach what they are being taught about teaching writing. Instead of adopting only one writing approach and sticking to it, they were able to develop "personalized theories of writing" (Lee, 2010) by meshing the affordances of each approach and considering the local factors and students' goals. Such critical reflection can help them reach well-informed decisions about their instructional practices. In addition to the affordances, it is essential to take into account the challenges in teaching writing in decision-making. Therefore, the following section is going to examine the challenges put forward by the pre-service EFL teachers.

4.2.4 Challenges in teaching writing

Writing approaches training that was introduced to the pre-service EFL teachers in Institution 1 for four weeks provided information on three main writing approaches (i.e., product-oriented, process-oriented, and genre-informed teaching), specifically genre pedagogy since the participants were less familiar with this approach and the approach goes beyond providing templates or formulaic expressions in teaching writing. Previous work on genre pedagogy and integrating it into EFL pre-service teacher programs' curricula stressed the importance of potential challenges and disconnections emerging between the approach and the local sociopolitical factors in the teaching environment as some scholars view genre-pedagogy as a Western approach and believe that following the genre-informed teaching ideas without adapting it to the focal teaching context would create some problems both for the students and for the practitioners. Taking this into consideration, the training and the

study encouraged pre-service EFL teachers to brainstorm possible challenges they might encounter in teaching writing in their teaching and learning context and ideas on how to deal with these challenges.

Previous studies revealed a number of challenges in the implementation of genre pedagogy while teaching writing in non-English dominant contexts. Some of the common challenges in the literature are a large number of students in the classroom setting, the role of standardized or high-stake exams, students' language proficiency, and the set curriculum to follow (Hirose & Harwood, 2019; Lee, Mak & Burns, 2015; Yang & Gao, 2013). Among these factors, the current study found language proficiency as a potential challenge according to the pre-service EFL teachers but not the crowded classrooms, exams, or set curriculum. Contrary to Hirose and Harwood's (2019) findings, classroom constraints such as large class sizes were not reported as a potential challenge by the participants in this study. Participants explained that even if the classroom was a crowded one, they can implement the activities by dividing students into smaller groups and conducting group work. Instead, participants in this study added two more challenges: motivation and background knowledge. Hence, this section is going to scrutinize the following three challenges that are discussed by pre-service EFL teachers in this study: *language proficiency*, *motivation*, and *background knowledge*.

Similar to the previous studies listed above, language proficiency was found as a common challenge in the implementation of genre pedagogy in this study. Participants gave insights on the learning context by emphasizing the mixed level of students studying in the same classroom. That is, students in the classroom tend to have varying degrees of language proficiency and it is common to have students who can understand higher-level vocabulary and topics and students who have difficulty

understanding the topics in English at the same time. Berna suggested that implementation of genre pedagogy might be difficult with students having lower-level language proficiency because genre pedagogy can be "complex" by analyzing the context and language and organizational features of the texts. According to her, for lower-level English proficiency students, simpler and smaller tasks might work better. Leyla also shared her concerns about genre pedagogy in relation to language proficiency, specifically vocabulary knowledge. She mentioned that some genres might require the knowledge of specific jargon and terminology and students might have a harder time learning these vocabulary items. She gave an example from her experiences in the internship.

> There can be difficulties in terms of vocabulary. Last week, the topic was related to crime and students were expected to write texts about this topic. I realized that students did not know the jargon related to crime. Actually, some knew but some did not. (Translated from Turkish, Interview)

Apart from language proficiency, pre-service EFL teachers discussed how lack of motivation can be a serious challenge in teaching writing. It is interesting that in previous studies, lack of motivation did not emerge as a frequent subtheme under challenges whereas all of the participants touched upon the issue of motivation in teaching writing in the current study. Burak highlighted lack of motivation as a serious problem for teachers in writing instruction and he even asserted that if the students are not motivated to learn and practice writing, learning cannot happen, and the teacher cannot play a role in this kind of learning environment. He could not even think of a solution or potential plans when faced with this kind of problem in teaching.

> I find that if the student or the person doesn't want to follow it, we will have no outcome… first the main problem will be lack of motivation. Obviously, as a student, I also said this sentence, many times that what I'm going to do with this information, do I really need it. So not everyone has to be writing academic papers and things like that or or so that's why I think that when we are implementing these ideas to ideas in real life, we will face many problems. (Interview)

One common challenge that was shared related to genre-based teaching in writing was about providing background knowledge on the topic or the genre. As discussed in the literature review part of this thesis research, genres are closely connected to the context and discourse communities that use them. To successfully learn how to perform a genre, students need to be provided background information such as the discourse communities, the functions of the genre, how it is written, and what kind of purposes it achieves. Pre-service EFL teachers viewed that as a potential challenge. They highlighted that students might not be familiar with the context that the genre is written in, and the teachers should explain the context beforehand or create activities that the students will be more familiar with. This is also the solution itself; however, when the class meeting times and teachers' responsibilities are considered, providing background might require more time and preparation. Erdem explained this challenge in his response.

> The most basic thing in genre-based pedagogy might be students might not be familiar with the context that we provide. And for this challenge, we might provide the context before. For example, if you were to write about World War II, we can provide the context, the week before, and maybe talk about that, formulate some ideas, and organize the ideas in graphic organizers maybe. After that, they are competent, or at least proficient, to write about such topics. (Interview)

In relation to background knowledge as a challenge, Melisa commented on the lack of background knowledge in writing in students' first language. She expressed that since most of the students are not instructed on how to compose a text in their first

language, in her opinion, composing a text in English as a foreign language might be even harder for them. Students might not know “how to begin writing and how they can build their paragraphs.” As a solution, she offered genre pedagogy by looking at and analyzing sample texts and discussing how they are organized, in what ways they are written similarly or in different ways, and the reasons for these similarities or differences.

CHAPTER 5

IMPLICATIONS AND CONCLUSION

This thesis research examined pre-service EFL teachers' beliefs and knowledge of the writing approaches, their evaluation of the teacher preparation program in terms of writing instruction and pedagogy, and the role of training in constructing further knowledge on writing. The study overall showed that teacher preparation programs in Turkey as a non-English dominant context place less emphasis on teaching writing skills and pedagogical implications of writing instruction and pre-service EFL teachers benefited from brief training on different writing approaches and teaching writing. Exploring the writing approaches and teaching writing implications through first-hand activities and discussion on how to tailor the approaches to the local dynamics and context deepened participants' cognitions and awareness of writing approaches and teaching writing (Borg, 2003). As previous literature and the current study indicates, teacher education should not be only considered as individual learning (e.g., teacher learning) but should also be evaluated at the institutional and broader level (Lee, 2010) such as its connection to the contextual values, goals, and needs. Whether the teaching methodologies in the program align well with the local socio-political practices and whether they prepare pre-service EFL teachers for such contextualized factors are critical questions to evaluate the effectiveness of a teacher preparation program.

Although the researcher did her best to corroborate the findings through the triangulation of the data with sample lesson plans, visual reflections, writings, and teaching philosophy texts and took steps to ensure the validity such as the inter-rater reliability of the data analysis and member checking, the study is, of course, not

without its limitations. The major findings of this study were based on the self-reported data from the interviews with pre-service EFL teachers. Due to the restrictions such as time and logistics, the researcher's ability to carry out observations and take field notes during the teacher preparation courses was limited.

Despite the limitations, the study provides three significant implications for teacher educators, teacher preparation program curriculum developers, and pre-service EFL teachers in EFL contexts. The first major implication is related to teaching writing as a separate skill. A common response among the participants in this study was about the lack of separate skills instruction courses in the teacher preparation program. They believed that when the skills' instructions are individualized by separate courses rather than teaching all skills in the same course, more time can be allocated to discuss how to provide instruction in a specific skill (e.g., teaching writing, teaching reading, etc.). A separate teaching writing course, then, could offer more comprehensive writing instruction. Second, writing instruction courses can introduce a variety of writing approaches rather than limiting it to a product- or process-oriented approach and raise awareness of the pre-service EFL teachers in innovative pedagogies such as genre-based teaching. All of the participants found genre-based pedagogy effective in teaching writing in their context because of the contextual information that genre-based tasks include and the considerations of audience, context, purpose, and language in composing a text. Third, more awareness-raising activities and further training opportunities (Lamie, 2004) in writing pedagogy into the coursework can be integrated. Since one size does not fit all, the teacher preparation programs can invite the pre-service EFL teachers to the discussion of situated practices in writing around different writing approaches, encourage them to consider the real-life challenges during writing instruction and

help them brainstorm for possible solutions. These little steps can, hopefully, facilitate teacher learning and prepare them for real-life writing instruction situations. It is essential not to treat one writing approach as the best but, rather, inform the pre-service EFL teachers about all of them. They can critically evaluate different approaches' affordances and challenges and be encouraged to create their personalized writing approaches blending the principles and activities from each, explore teaching with it, receive feedback, and then, make well-informed decisions on what works well for their prospective students in the specific teaching context. Otherwise, when pre-service EFL teachers only develop "purely idealistic notions of teaching", they would have a hard time facing the realities of the classroom in certain social contexts (Lee, 210) such as lack of students' motivation, low language proficiency, deficiencies in prior knowledge or background on the task and so on. As Ortega (2009) perfectly phrases it, "a blend of realism and idealism is our best hope to deliver successful L2 writing instruction across EFL contexts" (p. 249).

Based on the findings of the current study, its limitations, and implications, future research can investigate writing teacher education in non-English dominant contexts further. While doing so, acquiring a longitudinal approach can yield deeper insights into the issue. Observing the effects of training or teacher education not only in the short-term but also in the long run (after graduation/ in-service) might reveal more about the teachers' cognitions and practices, and whether these diverge or converge with one another (Brouwer & Korthagen, 2005). This kind of study design can also include classroom observations to have a deeper analysis of the role of the training.

APPENDIX A

SAMPLES OF SEMI-STRUCTURED INTERVIEW QUESTIONS

1) In your opinion, what are the most important things to remember when composing a teaching philosophy?
2) To what degree do you think that you have changed your way of thinking about writing instruction in English in this course?
3) What activities did you find helpful during the genre-based instruction?
4) *Visualization Reflection*: Please think about your teaching philosophy and draw a picture that represents your understanding of it. It can have words in it, pictures, images, etc. It can be anything. For example: maybe it consists of a flowchart, a tree with branches, a pyramid, or anything at all that comes to your mind.

   After the drawing is complete, please describe the picture and what each part represents in a paragraph.
5) Do you think you can use the skills and knowledge you acquired in this course in your teaching writing practices? How/ Why/ Why not? Do you expect any challenges in your implementation of newly learned skills/writing approaches in real classrooms? How do you think you can overcome these challenges?

APPENDIX B

THE ETHICS COMMITTEE APPROVAL

T.C.
BOĞAZİÇİ ÜNİVERSİTESİ
SOSYAL VE BEŞERİ BİLİMLER YÜKSEK LİSANS VE DOKTORA TEZLERİ ETİK İNCELEME KOMİSYONU
TOPLANTI KARAR TUTANAĞI

Toplantı Sayısı	:	34
Toplantı Tarihi	:	28.09.2022
Toplantı Saati	:	10:00
Toplantı Yeri	:	Zoom Sanal Toplantı
Bulunanlar	:	Prof. Dr. Feyza Çorapçı, Doç. Dr. Arhan S. Ertan, Doç. Dr. Senem Yıldız, Dr. Öğr. Üyesi Yasemin Sohtorik İlkmen, Dr. Öğr. Üyesi Ayşegül Metindoğan
Bulunmayanlar	:	Dr. Öğr. Üyesi Harun Muratoğulları

Dilara Avcı
İngiliz Dili Eğitimi

Sayın Araştırmacı,

"Yazınsal Türe Dayalı Yazma Eğitiminin İngilizce Öğretmen Adaylarının İkinci Dilde Yazma Becerileri ve Yazı Türleri Farkındalığı Geliştirmesi Üzerindeki Etkileri" başlıklı projeniz ile ilgili olarak yaptığınız SBB-EAK 2022/69 sayılı başvuru komisyonumuz tarafından 28 Eylül 2022 tarihli toplantıda incelenmiş ve uygun bulunmuştur.

Bu karar üyelerin toplantıya çevrimiçi olarak katılımı ve oy birliği ile alınmıştır. Onay mektubu üye ve raportör olarak Yasemin Sohtorik İlkmen tarafından toplantıya katılan bütün üyeler adına e-imzalanmıştır.

Saygılarımızla, bilgilerinizi rica ederiz.

Dr. Öğr. Üyesi Yasemin
SOHTORİK İLKMEN
ÜYE

e-imzalıdır
Dr. Öğr. ÜyesiYasemin Sohtorik
İlkmen
Öğretim Üyesi
Raportör

SOBETİK 34 28.09.2022

APPENDIX C

INITIAL CODES THAT WERE GENERATED DURING THE THEMATIC ANALYSIS

- The flexibility of mind: Learning as a transformative act
- Providing feedback & communication
- Adapting writing tasks and content to students' needs, goals, and classrooms
- Peer interaction & feedback
- Motivation: Lack of motivation as a challenge
- Teacher-oriented instruction
- Using a variety of methods
- Use of personalized tasks in writing
- Role of parents
- Multilingualism
- Insufficient number of writing courses
- More qualified content on writing skills
- Writing is not taught separately
- Construction of knowledge through other resources
- Genre-analysis activities
- The importance of context in writing tasks
- Unfamiliarity with genre-pedagogy before
- The dominance of the product-oriented and process-oriented approaches
- Clear instructions
- Process-oriented
- Individual differences
- Reflection
- Feeling insufficient in writing skills/ teaching knowledge
- Restricting first-language use
- Innovative approaches: corpus
- Product-oriented writing is convenient for the assessment
- Affordances of genre-pedagogy
- Familiarity with the writing approaches from previous coursework
- Providing authentic context and meaningful, real-life like tasks
- The importance of brainstorming, planning, and drafting
- Unfamiliarity with the context (challenge)
- Students' language proficiency (challenge)
- Willingness to get further training in writing
- Integration of four skills
- Learning not only content but also the culture
- Too much grammar focus
- Providing many writing samples
- Genre-pedagogy as templates and patterns
- Lack of vocabulary (Challenge)
- Critical pedagogy/ Teachers' responsibility

APPENDIX D

THEMATIC MAPS



Figure D1. Initial thematic map, showing eight main themes

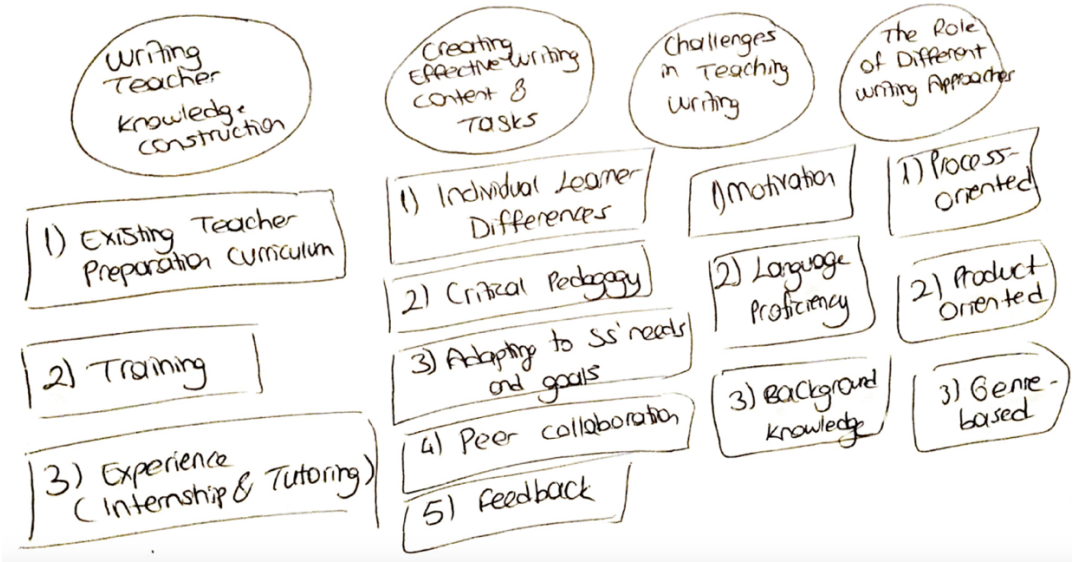

Figure D2. Revised thematic map, showing four main themes

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