

Code System

Code System	Memo	Frequency
Code System		451
GREEN		22
MASTERS DEGREE		3
concurrent with teaching		2
various courses		1
learner psychology		1
research-focused		1
TEACHERS: TEACHING EXPERIENCES		4
motivating stories		1
different teaching under different circumstances		1
the need to provide extra resources		1
learning to be a more informed teacher		1
supporting existing beliefs		1
learning to be more flexible		3
Word/PDF Text Highlight		0
Yellow		3
ADAPTATION		0
CONTEXTUAL FACTORS		0

ONLINE education	2
Classroom-level	1
students' expectations	1
classroom management	3
Student participation	0
undertaking activities	0
monitoring Ss	0
materials	6
Internet resources	1
More & More	0
MEB	0
students' proficiency	4
low proficiency in other classes as well	1
time management	0
students' expectations	0
School-level	0
the location of the school	it affects students' and other related parties opinions about English 3
private school policies	11
parents	4
crossing the borders	1
English group teachers	8

heterogeneous classes	3
administration	2
unsupportive	1
not sufficient resources	3
close-minded	2
supportive	3
partners	0
communication	0
school mentor	0
feedback	0
university mentor	0
feedback	0
Society & Policies	2
contract teacher	1
not valued enough	2
Status of teachers	3
chance or not	1
salary	1
sacred	1
prestigious?	0
equipped teachers	0

positive impact		0
testing & evaluation		7
broad content		0
not discriminating those who know and do not know		0
Educational policies		5
feeling demotivated		1
books		1
weekly hours of English classes		0
curriculum		1
problems in implementation		1
great on paper		1
informative	raising awareness about environmental issues gibi	0
current: curriculum changes	positive changes have been observed over the years	0
lack of informing Ss		0
problem: repetition of topics	e.g. the same grammar structure	0
past: grammar-focused teaching		0
ELT PROGRAM		2
PREP SCHOOL		0
L2 use		3
activities & techniques		5
great teachers		3

intro to language skills	This is because of the proficiency exam that he would take	2
practicing skills to prepare for prep exam		0
UNI TEACHING EXPERIENCES		0
COURSES		1
presentations		1
linking theory with practice		1
learning how to be a teacher		1
Eng literature		1
professors		6
pragmatics		1
Material Evaluation and adaptation		1
evaluating coursebooks		0
Dr. AS		0
Practicum		4
lack of interaction		0
lack of eye contact		0
classroom management		0
short attention span		0
Integrated skills		2
Language Skills		1
demos		0

skimming & scanning	0
applied course	0
receptive and productive skills	0
Dr. Isk	0
experienced	0
Drama	1
a variety of techniques	0
Dr. SR	0
Young Learners	1
classroom management	0
Dr. MG	0
creativity	0
Approaches to lang teaching	0
presentations on appaches	0
SLA	0
Dr. PŞ	0
real-life examples	0
Eng. Methodology	2
Dr. CM	0
grammar	0
feedback	burada özellikle hala hatırladığı bir örneği veriyor 0

presentations	0
low effective filter	0
ice-breakers	0
wrap-up	0
teaching philosophy	0
Linguistics	0
Dr. CL	0
use of L2 effectively	0
getting attention	0
Adv reading & writing	0
Ins FM	0
speaking in English	0
instructor feedback	0
Listening and Pronunciation	1
Ins GN	0
tongue twisters	0
repeated practice	0
fair	0
effective communication	0
Ins. CNN	0
getting attention	0

friendly		0
integrating grammar		0
why ELT		3
limited choices		0
high school English teacher		0
although poor in teaching techniques		0
showing interest in his/her students		0
travelling/working abroad		0
parents as role models		0
PRIOR LANGUAGE LEARNING EXPERIENCES		0
personal English learnings strategies & methods		0
videos & podcasts		0
noting unknown vocabulary		1
penpals		1
reading books		1
songs & movies		4
love		1
prep for exams	ignoring skills	1
memorization of vocabulary	Because he does not know any vocab learning techniques. + Vocab to prepare fo university entrance exams	1
Foreign Language Class at high school		0
various strategies		2

skill integration into in-class exams	1
listening	1
exam-driven courses	5
K-12	0
vocabulary learning	1
peer impact	2
memorization of vocabulary	2
fun classes	3
interest in language	4
teachers	3
communicative teaching	0
not internalizing	0
memorization of language structures	1
teachers' ignoring skills	2
focus on grammar	3
reading comprehension	1
GTM	1
MATERIALS	0
students' proficiency	1
i+1	1
instructions	1

pre-while-post stages	1
mechanic and meaningful activities	1
cultural elements	1
matching with students' proficiency	1
cultural backgrounds	2
age	0
students' interest	1
balanced skills + language components	2
current English	0
usable?	kullanılabiliyor mu kitap yani
USE OF L1	0
students' needs and interests	2
minimum	3
L1 when only necessary	0
e.g. cancelling a class	0
e.g. talking about an exam	0
students' proficiency in English	0
ERROR CORRECTION	1
students' learning	1
providing choices	1
recast	1

against direct correction	0
errors indicate learning	2
against immediate correction	0
guiding	0
peer correction	2
implicit correction	0
feedback	1
error or mistake	0
TEACHING ENGLISH	0
pronunciation	2
fossilization of errors	1
sound discrimination	0
minimal pairs	1
through listening	1
grammar	2
grammar in context	1
students' needs	0
wordwall for practice	0
elicitation	1
grammar in a target sentence	2
form & meaning & function	0

functions	teaching functions of grammar	0
vocabulary		1
Turkish when necessary		0
paraphrasing		0
exposure		0
visuals		0
guessing from the context		1
demonstration		0
antonyms & synonymys		1
guide (to elicit the meaning of words)		0
different vocab teaching techniques		1
time constraints		0
bold/highlighted		0
writing		0
process writing		1
from restricted to more free		1
pre- while- post- writing		1
quiding before writing		2
a real purpose for writing		1
providing a sample		1
input before output		1

listening	1
clear instructions	1
pre- while- post- listening	2
giving a purpose	0
first listening	2
understanding the main idea	0
second listening	2
understanding details	0
making inferences	making inferences + understanding details ve getting ready for production reading'ın "scanning" kodu için de geçerli
getting ready for production	0
reading	2
grammar teaching	1
target vocabulary	1
based on students' interests	1
pre- while- post-reading	2
skimming	0
understanding the main idea	0
scanning	0
reading between the lines	0
speaking	1
feeling comfortable	1

time needed	1
giving a reason	1
modeling/sample the language	1
input before speaking	2
body language	0
mutual communication	1
useful language	1
to facilitate production	0
overall approach	0
based on real life	1
emotional bond	1
communicative language teaching	1
a variety of methods & strategies	0
exposure to the L2	0
eclectic approach	2
smooth transitions	0
productive as language production	0
input (grammar, vocab..) through receptive skills	0
based on needs	0
English for specific purposes	0
integrated	2

STUDENT ROLES	0	
autonomous learner	1	
using English in real life	0	
improvement over the semester	0	
in-class performance	0	
interest in the class	0	
emphatetic communication	0	
should expand to outside the class	1	
TEACHER ROLES	0	
guide	1	
facilitator	1	
PURPOSE OF LANGUAGE TEACHING	Teachers explain their primary aims while teaching English. Beliefs - Interview question #1	0
English as a global language		2
culture learning		1
new friends		1
getting Ss like English		1
a new mindset		2
interaction with the world		4
language production		0
expressing oneself in their their lives		3
development of four skills		0

quotations	135
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