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DOKUZ EYLÜL ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

YABANCI DİLLER EĞİTİMİ ANABİLİM DALI
İNGİLİZCE ÖĞRETMENLİĞİ PROGRAMI
DOKTORA TEZİ

TRANSFORMATIVE LANGUAGE LEARNING AND TEACHING APPLICATION IN AN ENGLISH AS A FOREIGN LANGUAGE PROGRAM: A MIXED METHODS STUDY

PINAR TURAL

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ETİK İLKE VE KURALLARA UYGUNLUK BEYANNAMESİ

Doktora tezi olarak sunduğum "Transformative Language Learning and Teaching Application in an English as a Foreign Language Program: A Mixed Methods Study" adlı çalışmanın içerdiği fikri izinsiz başka bir yerden almadığımı; çalışmamın hazırlık, veri toplama, analiz ve bilgilerin sunumu olmak üzere tüm aşamalarında ve bölümlerinin yazımında bilimsel etik ilke ve kurallara uygun davrandığımı, tez yazım kurallarına uygun olarak hazırlanan bu çalışmada kullanılan her türlü kaynağa eksiksiz atıf yaptığımı ve bu kaynaklara kaynakçada yer verdiğimi, ayrıca bu çalışmanın Dokuz Eylül Üniversitesi tarafından kullanılan bilimsel intihal tespit programıyla tarandığını ve *intihal içermediğini* beyan ederim. Herhangi bir zamanda aksinin ortaya çıkması durumunda her türlü yasal sonuca razı olduğumu bildiririm.

08/09/2025

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DOKUZ EYLÜL ÜNİVERSİTESİ EĞİTİM BİLİMLERİ ENSTİTÜSÜ

YÜKSEK LİSANS/DOKTORA TEZ ÇALIŞMASI ORİJİNALLİK RAPORU

Tarih: 9.10.2025

Tez Başlığı: Transformative language learning and teaching application in an English as a Foreign Language program: A mixed methods study

Yukarıda başlığı belirtilen tez çalışmamın a) Kapak sayfası, b) Giriş, c) Ana bölümler ve d) Sonuç kısımlarından oluşan toplam 205 sayfalık kısmına ilişkin, 6.10.2025 tarihinde **tez danışmanım tarafından** Dokuz Eylül Üniversitesi Kütüphane ve Dokümantasyon Daire Başkanlığı'nın sağladığı İntihal Tespit Programından (**Turnitin-Tez İntihal Analiz Programı**) aşağıda belirtilen **filtreleme tiplerinden biri** (uygun olanı işaretleyiniz) uygulanarak alınmış olan orijinallik raporuna göre, tezimin **benzerlik oranı % 13'dür.**

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Anabilim Dalı : Yabancı Diller Eğitimi Ana Bilim Dalı
Programı : İngilizce Öğretmenliği Doktora
Statüsü : Yüksek Lisans ☐ Doktora ✓

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ACKNOWLEDGEMENTS

I would like to express my deepest gratitude to my supervisor, [Prof. Dr. Yeşim BEKTAŞ ÇETİNKAYA], for her invaluable guidance, patience, and support throughout every stage of my doctoral journey. Her experience, expertise and constructive feedback have played a vital role in the development and completion of this dissertation. I could not have wished for a better mentor in this challenging but fruitful journey.

I would like to convey my sincere appreciation to the committee members, Prof. Dr. Fatma Feryal Çubukçu and Assoc. Prof. Dr. Didem Koban Koç, for their valuable feedback and thorough evaluation of this dissertation.

This research was supported by the Scientific and Technological Research Council of Türkiye (TÜBİTAK) through the National Scholarship Programme. Their support is gratefully acknowledged.

Special thanks are extended to my family (my husband, my mother, my father, my sister, and my grandmother) whose endless love, patience, and encouragement have been my greatest source of strength during this process.

Finally, I am profoundly thankful to my dear children (Efe and Ada), who sacrificed moments with me so that I could pursue this dream. This dissertation is as much theirs as it is mine.

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ABSTRACT

TRANSFORMATIVE LANGUAGE LEARNING AND TEACHING APPLICATION IN AN ENGLISH AS A FOREIGN LANGUAGE PROGRAM: A MIXED METHODS STUDY

In today's world, education is not limited to the transmission of knowledge. The real value of education results from its power to transform assumptions, attitudes, and behaviors. This is particularly critical in the context of foreign language education, as a new language offers new ways of thinking. Language learners not only develop linguistically but also grow their social and personal aspects as they encounter alternative perspectives. However, these new encounters can also lead to significant challenges, sometimes resulting in academic, social, or personal difficulties. To address these challenges, a transformative approach to language learning can be adopted, primarily through critical reflection. Transformative language learning can facilitate critical engagement with new experiences, provide meaning-making, and help learners revise their distorted assumptions in language learning.

The objective of the current study was to examine transformative learning and teaching application in an English as a Foreign Language program. Grounded in Mezirow's transformative learning theory, the study basically investigated the effects of transformative learning on changing the perspectives of students through critical reflection. The present study was carried out during the fall semester of the 2023–2024 academic year. The participants in this study comprised 52 preservice English language teachers. The embedded quasi-experimental mixed methods research was employed in the current study. The study included a quasi-experimental matching-only pretest-posttest control group design for the quantitative part. As the quantitative instruments, the Learning Activities Survey (King, 1997) and the Critical Reflection Inventory (prepared by Sofo and Kendall (1995) and adapted by Kaşkaya (2013) were used as both pretests and posttests. Furthermore, open-ended questionnaires, journals, and semi-structured interviews were employed to collect qualitative data. The Statistical Package for Social Sciences (SPSS), Version 22, was utilized to analyze the quantitative data. The qualitative data analysis involved the inductive application of sensitizing concepts and thematic analysis.

The study's findings included both quantitative and qualitative results. Quantitative analysis revealed no significant differences between the experimental and control groups in terms of transformative learning and critical reflection. However, regarding transformative

learning specifically, female participants significantly outperformed their male counterparts. The qualitative findings of the study revealed that participants in the experimental group had changes in their assumptions and perspectives toward language learning, social norms, and self-perceptions. The examination of questionnaires, journals, and interviews illustrated the importance of critical reflection on prior experiences. The participants in the experimental group examined their epistemic, sociolinguistic, and psychological distortions. Some of the students exhibited shifts in their assumptions and perspectives thanks to a transformative learning environment.

To conclude, this study offered valuable insights into the distorted assumptions and challenges students encounter during language learning. The effectiveness of reflective practices was emphasised as they aided students in overcoming difficulties in their academic, social, and personal lives. Finally, future research could involve longer study periods and more diverse participant groups for more comprehensive results.

Keywords: *Transformative learning, distorted assumptions, critical reflection, English as a foreign language*

ÖZET

YABANCI DİL OLARAK İNGİLİZCE PROGRAMINDA DÖNÜŞTÜRÜCÜ DİL ÖĞRENME VE ÖĞRETİM UYGULAMASI: BİR KARMA YÖNTEM ÇALIŞMASI

Günümüzde eğitim yalnızca bilginin aktarımıyla sınırlı değildir. Eğitimin asıl değeri, varsayımları, tutumları ve davranışları dönüştürme gücünden kaynaklanır. Bu durum özellikle yabancı dil eğitimi bağlamında önemlidir; çünkü yeni bir dil, yeni düşünme biçimleri sunar. Dil öğrenenler yalnızca dilsel açıdan gelişmekle kalmaz, aynı zamanda farklı bakış açılarıyla karşılaştıkça sosyal ve kişisel açıdan da gelişim gösterirler. Ancak bu yeni deneyimler, kimi zaman akademik, sosyal veya kişisel güçlüklerle sonuçlanabilecek önemli zorluklar da doğurabilir. Bu zorlukların üstesinden gelebilmek için, özellikle eleştirel yansıtma yoluyla, dönüştürücü bir dil öğrenme yaklaşımı benimsenebilir. Dönüştürücü dil öğrenimi, öğrenenlerin yeni deneyimlere eleştirel bir biçimde yaklaşmalarını kolaylaştırabilir, anlam oluşturma süreçlerini destekleyebilir ve dil öğrenimindeki çarpıtılmış varsayımlarını yeniden gözden geçirmelerine yardımcı olabilir.

Bu çalışmanın amacı, İngilizcenin yabancı dil olarak öğretildiği bir programda dönüştürücü öğrenme ve öğretim uygulamasını incelemektir. Mezirow'un dönüştürücü öğrenme kuramına dayanan araştırma, temel olarak eleştirel yansıtma yoluyla öğrencilerin bakış açılarını değiştirmede dönüştürücü öğrenmenin etkilerini araştırmıştır. Bu çalışma, 2023-2024 akademik yılının güz döneminde yürütülmüştür. Katılımcılar, 52 İngilizce öğretmeni adayından oluşmaktadır. Araştırmada iç içe geçmiş yarı-deneysel karma yöntem deseni kullanılmıştır. Nicel kısım için eşleştirme yöntemi ile gerçekleştirilen ön test-son test kontrol gruplu yarı-deneysel desen uygulanmıştır. Nicel veri toplama araçları olarak, Öğrenme Etkinlikleri Anketi (King, 1997) ile Sofo ve Kendall (1995) tarafından geliştirilen ve Kaşkaya (2013) tarafından uyarlanan Eleştirel Yansıtma Envanteri hem ön test hem de son test olarak kullanılmıştır. Ayrıca, açık uçlu anketler, günlükler ve yarı yapılandırılmış görüşmeler nitel veri toplamak amacıyla uygulanmıştır. Nicel verilerin analizinde Sosyal Bilimler için İstatistik Paketi (SPSS) 22. sürümü kullanılmıştır. Nitel veri analizi, duyarlılaştırıcı kavramların tümevarımsal olarak uygulanması ve tematik analiz yoluyla gerçekleştirilmiştir.

Araştırmanın bulguları hem nicel hem de nitel veriler içermiştir. Nicel analizler, dönüştürücü öğrenme ve eleştirel yansıtma açısından deney ve kontrol grupları arasında anlamlı bir farklılık ortaya koymamıştır. Ancak, dönüştürücü öğrenme bakımından, kadın katılımcıların erkek katılımcılara kıyasla anlamlı derecede daha yüksek düzeyler sergilediği

görülmüştür. Nitel bulgular ise deney grubundaki katılımcıların dil öğrenmeye, toplumsal normlara ve kişilik algılarına ilişkin varsayım ve bakış açılarında değişimler yaşadıklarını göstermiştir. Anketler, günlükler ve görüşmelerin analizi, geçmiş deneyimlere yönelik eleştirel yansıtmanın önemini vurgulamıştır. Deney grubundaki katılımcılar epistemik, sosyodilbilimsel ve psikolojik çarpıtmalarını eleştirel biçimde irdelemiş; bazı öğrenciler, dönüştürücü öğrenme ortamı sayesinde varsayımlarında ve bakış açılarında belirgin değişimler sergilemiştir.

Sonuç olarak, bu çalışma öğrencilerin dil öğrenme sürecinde karşılaştıkları çarpıtılmış varsayımlar ve zorluklara ilişkin önemli bulgular sunmuştur. Çalışma, yansıtıcı uygulamaların öğrencilerin akademik, sosyal ve kişisel alanlarda yaşadıkları güçlükleri aşmalarına yardımcı olma konusundaki etkililiğini ortaya koymuştur. Gelecek araştırmaların, daha uzun çalışma sürelerini ve daha çeşitli katılımcı gruplarını kapsayarak daha kapsamlı sonuçlar elde etmesi önerilmektedir.

Anahtar Kelimeler: *Dönüştürücü öğrenme, çarpıtılmış varsayımlar, eleştirel yansıtma, yabancı dil olarak İngilizce*

CHAPTER I

INTRODUCTION

1.1. Statement of the Problem

Today, the role of education has shifted from the simple transmission of knowledge to transformation of assumptions attitudes, and behaviors, as information is readily available. Although learning new information is vital, education's ultimate impact is in inspiring critical thinking, innovative ideas, and behavior change. The real value of education is defined by its ability to transform assumptions, attitudes, and behaviors. Unlike machines, people may grow personally and in response to new knowledge and experience, therefore including not only the acquisition of knowledge but also our power to transform our societies. Ultimately, transformation makes education successful and offers people more complete and satisfying lives than merely information transfer (Domu et al., 2023).

Foreign language learning requires much more than merely remembering vocabulary and grammatical structures. Students, particularly adolescents, have numerous challenges during this process (Alharbi, 2021; Gan, 2021). Thus, transformation is needed to overcome challenges and develop personally and in English. In other words, even if language classes offer numerous challenges, learning a second language offers great potential for growth. Controlling students' frustration of not being able to express ideas as naturally as in their native tongue is one of the key challenges. Such difficulties may lead to shyness, guilt, or anxiety, potentially resulting in a loss of self-confidence. For some, it can even be more demotivating when improvement seems slow or when mistakes are made - a natural part of learning, but nevertheless can be annoying. Another difficulty is adjusting to the several cultural aspects related to the language (Hinkel, 2001; Mitchell et al., 2015). Every language has particular norms, traditions, and cultural standards. Students may encounter concepts, practices, or attitudes that are strange or even opposing their own cultural background.

Foreign language learners need to not only learn the language but also understand and welcome new ways of thinking. It could be uncomfortable at the beginning. As they handle these challenges, students establish certain assumptions - sometimes known as meaning schemas - that help them to give their experiences relevance. They might learn, for example, how specific words are used in specific contexts or how different social conventions apply in the new language. In foreign language classes, then, sometimes students' existing assumptions do not match with new experiences (Munis, 2020; Piniel and Albert, 2018). Students who

come across circumstances that contradict their assumptions may have to reinterpret themselves, reconsider, or adjust their perspectives. The challenging experiences can sometimes act as obstacles rather than opportunities for growth. Instead of fostering development, they may create confusion, making it difficult for learners to interpret and make sense of new experiences. This is referred to as distorted assumptions.

In learning a foreign language, distorted assumptions may appear as a result of various factors, including linguistic and cultural challenges. Students who fail to engage in critical reflection to confront these distorted assumptions may be influenced by them, resulting in a disrupted and ineffective learning experience. In such instances, the educational process loses its transformative capacity, as learners find it challenging to assimilate new knowledge and experiences successfully. In this respect, in the linguistically and culturally embedded context of the foreign language education department (FLED), the role of English teachers and the program is significant in determining learners' experiences and perspectives. In transformative learning, there is an essential role to help students navigate the challenges safely in the learning process, so students can develop themselves intellectually, and linguistically, and culturally (Leaver et al., 2021). This highlights the requirement of teachers functioning not only as language teachers but also as transformational agents, enabling students to critically review and revise their ideas, assumptions, and meaning schemes in view of new encounters. Consequently, this study examines transformative learning and teaching application in an English as a Foreign Language program, as transformative learning brings about a shift in an individual's frame of reference. Mezirow's Transformative Learning Theory (TLT) (1991a, 2000b) provides the theoretical framework for this study.

1.2. Purpose and Significance of the Study

Transformative learning is "the process of using a prior interpretation to construe a new or a revised interpretation of the meaning of one's experience to guide future action" (Mezirow, 2000, p. 5). Mezirow identified his theory in 1978, based on a research study on women re-entering higher education. These women were limited to homemaking for an extended period of time out of university or the workplace. Special programs that foster not only academic but also personal and social skills were launched to assist them in university and work life. Mezirow carried out a qualitative study to determine which factors impede or facilitate the progress of re-entry programs and concluded that instead of adapting to new circumstances by applying old ways of learning, these women needed to acquire new perspectives (Mezirow, 1978a). "Learning occurs elaborating on existing meaning schemas,

learning new meaning schemas, transforming meaning schemas, or transforming meaning perspectives" (Mezirow, 2000, p. 163). Mezirow (1991a) states, "As adult learners, we are caught in our own histories" (p. 17). It is one of the primary differences between children and adults during their learning processes. Adults are not tabula rasa; when they encounter new information, they are apt to bring their beliefs, assumptions, and prior experiences and use them as a priori. They interpret the world through established assumptions. They have a tendency to reject ideas that do not fit their existing assumptions (Mezirow, 1991a). Transformative learning involves making meaning from experience while questioning the assumptions shaped by previous learning (Cranton, 2006).

A transformative experience can profoundly impact an individual's life. It changes how an individual perceives themselves, how they learn, and how they create new meanings about the world. Mezirow mentions four types of learning. The first is learning through the existing schemas (instrumental and communicative domains). The second is learning by creating a new schema compatible with the existing one. It is just an extension, not a fundamental change. The third one is learning through the transformation of meaning schemes. This requires reflection because old ways of seeing and understanding are no longer effective. The fourth type, perspective transformation, occurs when a person confronts experiences that contradict expectations or reveal inconsistencies that neither existing nor newly formed meaning schemes can adequately explain. Such situations are frequently accompanied by strong emotional responses (Mezirow, 1991a). It is the illumination and often results from a dramatic crisis. From Mezirow's (2000) perspective, transformation is the goal, and he explains ten necessary tenets of perspective transformation. It can be summarized as:

(a) a disorientating dilemma;

(b) self-examination with feelings of guilt or shame;

(c) recognition that one's discontent and the process of transformation are shared and that others have negotiated a similar change;

(d) exploration of options for new roles, relationships, and actions;

(e) a critical assessment of assumptions;

(f) provisional trying of new roles;

(g) planning of a course of action;

(h) acquisition of knowledge and skills for implementing one's plans;

(i) building competence and self-confidence in new roles and relationships;

(j) a reintegration into one's life based on conditions dictated by new perspectives (pp. 171–172).

In theory, the first step starts with a dilemma. The dilemma is a crisis, and previously experienced problem-solving strategies cannot solve it. This results in self-examination and critical assessment of assumptions (Mezirow, 1994). This process makes the individual uncomfortable and seeks new roles, relationships, or actions. If the individual can succeed, this challenging situation may positively manifest itself and lead to a transformed perspective. Mezirow's TLT could be an efficient guide to teach English as a foreign language to university students. Students bring a lot of experience to language classrooms. Some of them help them learn better. However, some others hinder them and function as barriers in their new learning experiences. Some students have experienced trauma, while others experience high levels of anxiety (Ng et al., 2018; Pavelescu & Petrić, 2018). Thus, first, they need to think about their past experiences and reflect on them. Additionally, it is proposed that learning a new language represents a transformative process in itself. King (1999) emphasized that adult learners are not just learning a language; they are changing their perspectives as they learn a new culture, gain intercultural awareness, empowerment, and self-confidence. When students learn a language, they also learn the target culture and think about the similarities and differences between their culture and the target culture. Immediate exposure to another language and culture has the potential to unsettle an individual's self-identity and perspective on the world. (Guiora, 1983). The students are forced to reshape what they have in their minds because a new language offers a different way of describing, conceptualizing, and experiencing the world (Bruce et al., 2010). As Mezirow (1991a) stated, transformation is a painful process, and language learning is also painful.

In this regard, TLT may be beneficial for teaching students in a foreign language. However, there are limited studies (Deveci, 2024; Salimi et. al., 2023) related to a transformative approach to language learning. Language teaching curricula should facilitate the transformation process with a better understanding. Curricula designed to foster transformative learning may help students adjust better and more quickly (Wills, 1991). In the language learning period, students may experience acculturation and personal transformation. Transformative language teaching presents a philosophy that underscores instruction with a commitment to preparing linguistically and culturally competent learners.

Critical reflection is at the center of the transformation, and it is "fundamental questioning and reordering of how one thinks or acts" (Brookfield, 2000, p. 139). In TLT, perspective-making is realized basically through critical reflection. Mezirow explains that critical reflection may be called perspective reflection or reframing, as critical reflection

implies a cognitive process, but what he means by critical reflection includes other dimensions such as emotional elements, context, and relationships (1998). In addition, Mezirow talks about three types of reflection: content, process, and premise. Content reflection involves considering past experiences and asking "what" questions. Process reflection deals with asking "how" questions and "causes a person to consider the etiology of actions and whether there are other factors yet to be unveiled" (Kitchenham, 2008, p. 114). These two kinds of reflections are necessary for transforming schemas. The final stage is premise reflection, which involves asking "why" questions. Premise reflection makes people question the value system in action. Consequently, critical reflection is a vital aspect of life, and its impact is visible in several contexts, including educational settings.

Mezirow (1991a) asserts that as a result of their past experiences, everyone possesses assumptions that influence learning. These assumptions, however, are not always accurate; some have been distorted and may misguide their thoughts and decision-making processes. Distorted assumptions may impede learning and development, hindering the reflection essential for transformative progress. Mezirow mentions three types of distorted perspectives: epistemic, sociolinguistic, and psychological. "Epistemic distortion might arise from earlier developmental stages; cognitive learning, and intelligence styles; narrow scope of awareness; inappropriate use of global or detail focus or concrete and abstract thinking; emphasis on entropy and linear time; and others" (Mezirow, 1991a, p. 67). Sociolinguistic premises are derived from beliefs, rules, social roles, cultural and language habits, learned behaviors, usual interaction patterns, and the theories that shape how we see experiences. They might be misleading and dysfunctional in adult life. Lastly, traumatic childhood experiences, like parental prohibition, are generated by psychological distortions. It is familiar to Freudian assumptions. In language classrooms, exploration of distorted perspectives of students and providing help might lead to profound effects on their lives by changing their perspectives. Thompson (2014) states that 18—to 25-year-olds are in the "emerging adulthood" period in which they develop their identity, underscoring that education needs to be transformational. It needs to provide coaching, modeling, and scaffolding through support and challenge. Educators need to create transformational learning opportunities.

All in all, teaching English as a foreign language in a higher-education program has some challenges (Aksoy, 2020; Bektaş-Çetinkaya, 2011; Williams et. al., 2008). As the students are adults, they have certain beliefs about learning English and need critical reflection skills (Caruana et al., 2015; Huang et al., 2020; Pajares, 2002). In language classrooms, the critical reflection skills of students need to be fostered, and the process needs to include the

premises behind their sociolinguistic, epistemic, and psychological assumptions. They can deal with their opposing assumptions if they can transform their perspectives, mostly through reflection. As they develop their reflection skills, they might succeed in academic, social, and personal life, and in English language learning. Applying TLT theory to the foreign language education department (FLED) may allow for individual interpretation of life experiences, creating a transformation that results in growth and development.

1.3. Research Questions

The prevailing study aims to examine transformative learning and teaching application in an English as a Foreign Language program. There are six research questions regarding the study:

1. Do the participants in the study experience any perspective transformation as a result of the transformative language learning and teaching practices?
2. Which learning activities/experiences have contributed to the perspective transformation of the participants?
3. Do the transformative language learning and teaching practices have any significant effect on EFL learners' critical reflections?
4. Does the gender of the participants have a significant effect on transformation?
5. What are the distortions of language learners at the beginning of the study?
6. How do the transformative language learning and teaching practices manifest themselves in this context?

1.4. Limitations of the Study

The study was limited to first-year university students enrolled in an EFL program at a state university, all of whom were at the B2 level of English proficiency. The scope was further confined to this proficiency level. A total of 52 students participated, selected through convenient sampling, which limits the generalizability of the findings to other EFL contexts. Since this was a quasi-experimental study with a limited sample, caution should be given when generalizing the findings to larger or diverse groups.

1.5. Assumptions

The assumptions considered were listed below:

1. It was assumed that the students would honestly answer the questions in the pretests and posttests used in the study.

2. It was assumed that they would faithfully and sincerely answer the semi-structured interview questions, which would be given before and after the study.
3. It was assumed that they would answer the open-ended questionnaires faithfully and sincerely.
4. It was assumed that they would write weekly journals eagerly and sincerely.
5. It was assumed that the instruments were valid and reliable enough to measure the results.

1.6. Definitions and Abbreviations

Meaning Perspective: A filter individuals use to make meaning in their present and future experiences, which are affected by epistemic, sociocultural, and psychological dimensions (Mezirow, 1991a)

Perspective Transformation: "The process of becoming critically aware of how and why our assumptions have come to constrain the way we perceive, understand, and feel about our world" (Mezirow, 1991a, p. 167)

Transformative Learning: The process where learners critically examine their beliefs, values, and assumptions in light of acquiring new knowledge, mainly due to a disorienting dilemma, and experience a change in their perspectives (Mezirow, 1990, 2000)

Disorienting Dilemma: An experience where the current understanding is insufficient to give meaning to a new experience, resulting in a conflict of views; the first step for transforming perspectives.

Critical Reflection: Assessment of the validity of the presuppositions of the one's meaning perspectives, and examination of their sources and consequences (Mezirow, 1990)

TLT: Transformative Learning Theory

EFL: English as a foreign language

FLED: Foreign language education

LAS: The Learning Activities Survey

CRI: The Critical Reflection Inventory

CHAPTER II

LITERATURE REVIEW

This section is divided into five main parts. In the first part, the history of Transformative Learning Theory (TLT) was discussed. The emphasis of the section was on the emergence of the theory. Additionally, the section presented the development of TLT through the influences of philosophers and scholars on Mezirow's theory. The second part introduced TLT. In the third part, transformative language learning and teaching was presented. This part centered on foreign languages and explored the potential applications of TLT in language learning. The fourth part focused on facilitating transformation. This part focused on how to facilitate critical reflection. Moreover, it explored some significant strategies for supporting transformative language learning and teaching. The final part included related studies. This part included studies supporting the notion that language learning was a transformation. Furthermore, it included studies on factors/activities affecting perspective transformation. Finally, it highlighted other studies with more comprehensive results.

2.1. The History of Transformative Learning Theory

This section presents the origins and development of TLT, highlighting how various philosophers and scholars influenced it. This section explored Mezirow's initial conception of TLT as a theory that emphasizes adult learning and perspective transformation, emphasizing the importance of disorienting dilemmas and critical reflection. We also discussed a variety of philosophers and scholars who influenced the development of TLT, particularly in terms of its conceptual framework.

2.1.1. The origin of Transformative Learning Theory

Mezirow introduced Transformative Learning Theory in 1978. The approach was based on a research study on women re-entering community colleges. Mezirow's wife decided to return to college after several years, and it affected Mezirow when he noticed that she was having a transformative experience. This led him to undertake a national study of women who were returning to college.

When women in the study decided to re-enter college, they had different motivations, such as career development, self-exploration, and personal growth. Their reasons varied, but these women needed support because, after an extended hiatus, they were expected to face some challenges. "They found themselves ignored or sometimes viewed with suspicion and

occasionally with hostility by faculty and even college administrators" (Mezirow, 1978a, p. 7). The study aimed to identify these needs and challenges and to determine factors that either impeded or facilitated their progress.

Following the principles of grounded theory, Mezirow collected data through an extensive field study of 12 different programs. Additionally, he included 24 more programs for intensive analytical descriptions and analyzed responses from 314 participants via mailed surveys. In *Education for Perspective Transformation: Women's Re-entry Programs in Community Colleges* (1978), he concluded that these women struggled to adapt to their new roles and needed a transformation in their perspectives. Rather than relying on old ways of learning, they were required to develop new perspectives.

Mezirow (1978a) emphasizes that transformation begins when an individual critically examines their social, economic, political, psychological, and religious assumptions and recognizes their impact. He describes how women in the study became aware of their socially prescribed roles—such as daughter, wife, mother, and community member—and the constraints these roles imposed. Identifying these limitations is a crucial step toward personal reassessment. In many cases, reverting to old perspectives inhibits transformation. However, the search for new roles encourages perspective transformation.

The process of perspective transformation involves several key steps:

1. Experiencing a disorienting dilemma,
2. Engaging in self-examination,
3. Critically assessing assumptions and feeling alienated from taken-for-granted social roles and expectations,
4. Recognizing discontent and sharing the process of transformation with others,
5. Exploring alternative ways of living,
6. Planning a course of action,
7. Acquiring knowledge and skills necessary for implementing one's plan,
8. Trying out new roles,
9. Building competence and self-confidence in new roles and relationships,
10. Reintegrating into one's life based on a transformed perspective (Mezirow, 1978a, p. 12).

A disorienting dilemma is the first step, in which a person experiences a situation that is difficult to interpret using old ways of thinking. As a result, the person reflects on it and critically evaluates the assumptions that shape their worldview. The dissatisfaction is shared by others, which functions as validation. The individual begins to consider alternative ways of

thinking and living, then creates a plan to adopt new perspectives or behaviors. To implement the plan, they acquire the necessary tools. The process continues with experimenting with new roles and behaviors. Furthermore, the person develops competence and confidence in these new roles. Finally, the new perspectives are incorporated into one's life.

2.1.2. The influences on the development of Transformative Learning Theory

In the early TLT, Mezirow was influenced by some philosophers and scholars of his time, as shown in Table 1. They basically included Kuhn's (1962) paradigm, Freire's (1970) conscientization, Gould's (1978) notion of psychic distortions, and Habermas' (1984) domains of learning.

Table 1

The influences on Mezirow's early Transformative Learning Theory and its related facets

Influence	**Transformative Learning facet**
Kuhn's (1962) paradigm	Perspective transformation Frame of reference Meaning perspective Habit of mind
Freire's (1970) conscientization	Disorienting dilemma Critical self-reflection Habit of mind
Gould's (1978) notion of psychic distortions	Epistemic, sociolinguistic, psychological premise distortions
Habermas' (1984) domains of learning	Learning processes Perspective transformation Meaning scheme Meaning perspective

Note. Adapted from "*The Evolution of John Mezirow's Transformative Learning Theory*" (Kitchenham, 2008, p. 106)

2.1.2.1. Kuhn and Mezirow

Mezirow's understanding of transformative learning was influenced by Kuhn's (1996) paradigm conception. In Kuhn's (1996) groundbreaking work The Structure of Scientific Revolutions the paradigm was defined as "universally recognized scientific achievements that for a time provide model problems and solutions to a community of practitioners" (p. x). It is a basic assumption taken for granted to solve a problem, generally a scientific one. It includes principles, methods, and techniques of that time. Paradigms may change over time; Kuhn suggested that science did not develop linearly but went through periodic revolutions.

In the history of science, there were specific periods when scientists needed to change their basic assumptions to solve problems, as existing frames were insufficient to solve the puzzle. In Mezirow's theory, the concept of a paradigm is referred to as the frame of reference. A frame of reference consists of "structures of culture and language through which we construe meaning by attributing coherence and significance to our experiences" (Mezirow, 2009, p. 92). Furthermore, "paradigms shared two essential elements: a scientific discovery that was clearly unprecedented enough to attract a group of researchers away from other interests (i.e., a set of meaning schemes) and an open-endedness that would leave problems to be solved or redefined by the scientists (i.e., a meaning perspective)" (Kitchenham, 2008, p. 106). One example of a paradigm shift was the former belief that the sun orbited the Earth. All the theories were derived from this assumption until the 16th century. Then, Nicolaus Copernicus presented a new paradigm claiming the opposite view that the Earth orbited the Sun. Conflicting theories existed with this claim, and there was no shared frame of reference (Mezirow, 1991a). The dominant paradigm of the time (i.e., meaning perspective) was unable to resolve the problems. As a result, it was replaced by Copernicus' claim (i.e., perspective transformation), which challenged the previous paradigm.

2.1.2.2. Freire and Mezirow

Another influential figure in Mezirow's initial TLT is Freire (1970). His understanding of transformative learning was affected by conscientization, which Paulo Freire described in his seminal work *Pedagogy of the Oppressed* (1970). Freire criticized the banking model of education as it was only the transmission of knowledge from teachers to students, where students were passive. In this system, students depended on teachers for knowledge rather than learning for themselves. Freire wanted to replace this system with a problem-posing education, where students developed their critical consciousness and saw reality as a transformation instead of a static one.

One significant contribution of Freire to educational sciences was that education needed to be "directive and transformative" (Freire, 1970, p. 25). It should not be "motionless, static, compartmentalized, and predictable" (Freire, 1970, p. 75). It was highlighted that education is never neutral. It either serves to help young people fit into the current system and follow its rules, or it becomes a tool for freedom, allowing individuals to think critically, act creatively, and contribute to changing the world around them (Freire, 1970). In problem-posing education, consciousness and critical intervention were involved. Education aimed to make critical thinkers. Freire (1970) defined conscientization as "learning to perceive social, political, and economic contradictions and to take action against the oppressive elements of

reality" (p. 35). To achieve conscientization, teachers were not merely information transmitters; both students and teachers were jointly responsible for the process, and it was essential to be critical thinkers. Education was not limited to classrooms but included all aspects of life. Hence, education was political. Teachers were required to guide their students in confronting problems and generating challenges, and taking active steps in response to these challenges was essential

The essence of education is not to force people to adapt by killing their creativity and critical thinking ability, but to practice freedom. To illustrate, when an illiterate peasant participated in an educational experience, the result should be an awareness, a new sense of dignity, and hope. He was expected to say, "We were blind; now our eyes have been opened. Before this, words meant nothing to me; now they speak to me, and I can make them speak. Now we will no longer be a dead weight on the cooperative farm" (Freire, 1970, p. 35).

In *Education for Critical Consciousness* (1973), Freire discussed three levels of consciousness. The lowest stage, intransitive thought, occurred when subjects believed they had no control over their lives and attributed change to God or fate. They would believe that only God made changes and would spend no effort to make changes in their life. The second stage, semi-transitive thought, included the idea that the subject was somewhat empowered. They had the mindset for change but were pessimistic and addressed problems one at a time. They saw problems as one of society's, wanting to follow a leader to make changes for them. Instead of being their own leader, they depended on others and hoped for change from them. The last stage was critical transitivity, where the highest level of thought and action occurred. They believed in themselves to make changes. They could consolidate critical thought with critical action to make changes in their lives. It was this level of consciousness that affected Mezirow. It is possible to see the traces of Freire in Mezirow's disorienting dilemma, critical reflection, and habit of mind. Mezirow's transformation theory is based on individual experiences; however, Freire conceptualizes the individual as a being acting upon the environment (Johnson, 2021). For Freire, individuals are both personal and social. The teacher's role is vital for transformation, as they support students in the transformation process, where teaching approaches are based on critical pedagogy. Thus, within a Freirean framework, transformation theory enables teachers to recognize the disorienting dilemmas of learners, foster critical reflection, and implement critical pedagogy (Freire, 1970).

2.1.2.3 Gould and Mezirow

In the mid-1970s, when Mezirow was in the early stages of building his theory, he was invited by Gould to his laboratory to spend some time as a counselor. He was influenced by

Gould during this period. Firstly, it is necessary to stress that Mezirow and Gould had different study fields. Gould was a psychiatrist who was interested in adult development but was not involved in educational theories. He worked with patients experiencing mental health issues and focused on the developmental stages of adult life. Thus, Gould's ideas on developmental stages and the transformation following development influenced Mezirow's perspective on transformation. Gould's theory was based on psychoanalysis, and he was influenced by Freud, who believed that adults' beliefs had their roots in childhood traumatic experiences. Gould (1978) supported the idea that adults hold psychic assumptions that hinder change and development. These assumptions might stem either from emotions or unresolved childhood problems. Emotions could emerge from cultural assumptions like stereotypes. Gould stated that transformation could be painful as it involved both loss and change. Experiencing loss and change involves processing emotions, as both can create anxiety and fear when moving from a familiar situation to an unknown one (Tsiboukli, 2020). Since the process is painful, people might resist change when encountering a challenge or new information. Similar to Mezirow, Gould focused on how adults perceive the world and how assumptions might act as obstacles. Gould (1978) described adulthood as a period in which individuals dismantle protective mechanisms that once gave them a sense of security in childhood Adulthood, according to Gould, consists of several stages where childhood illusions break down and maturity emerges. Between the ages of 16 and 22, people begin separating themselves from their families to become more independent. Between 22 and 28, they enter the adult world, committing to relationships and occupations, but they frequently reconsider these decisions between 28 and 34. Between 34 and 45, stability and self-acceptance typically follow as adults establish their roles. A midlife transition occurs for many between 45 and 50, during which they reflect on their mortality and seek personal fulfillment. After 50, adults focus on appreciating aging and wisely planning for the final stages of life.

As stated above, Gould's first adulthood stage includes the phase between 16 and 22. In this phase, the illusion of safety is still present, and people at this age assume that "I belong to my parents. Only their world has real value." This belief may lead to the false assumption that "If I become independent, I will be destroyed," and "Only my parents guarantee my safety." Some major assumptions are associated with unconscious psychic distortions and create other minor assumptions that reinforce each other (Gould, 1978). As a result of these flawed assumptions, people remain fixated on the past, limiting their capacity for change. Consequently, new distortions emerge. Both Gould and Mezirow emphasized that certain assumptions stemmed from distortions and inhibited transformation. They needed to be

addressed. However, the solutions each proposed differed. Gould advocated for guidance and direction to achieve measurable behavioral changes, whereas Mezirow emphasized the importance of critical reflection and reflective discourse to eliminate dysfunctional perceptions (Tsiboukli, 2020). At the beginning of his theory formation, Mezirow and Gould shared similar perspectives regarding the origins of these distortions. Mezirow (1978b) wrote that "transforming our meaning perspectives requires that we become critically aware of the fact that we are caught in our history and are reliving it and of the cultural and psychological assumptions which structure the way we see ourselves and others" (pp. 108–109). He also noted that all cultural assumptions have psychological roots—a viewpoint Gould, as a psychotherapist, also held. However, later in *Fostering Critical Reflection in Adulthood* Mezirow (1990), expanded the concept of meaning perspectives to include three types: epistemic, sociocultural, and psychological. While Gould's ideas were influential in shaping psychological meaning perspectives, Mezirow's later work broadened the scope to incorporate "social, epistemic, moral, and political dimensions" (Tsiboukli, 2020, p. 65). Thus, by 1990, Mezirow had shifted his focus, acknowledging that psychological assumptions were not the sole factors shaping meaning perspectives.

2.1.2.4. Habermas and Mezirow

In 1981, Mezirow used Habermas' ideas to shape TLT. Habermas's work, especially his Theory of Communicative Action (1984b), helped Mezirow explain how communication and dialogue influenced learning process. Habermas' ideas on critical thinking and the social context of learning were important for Mezirow, who used them to highlight how adults transform their thinking through reflection and discussion (Mezirow, 2000a). According to Habermas, grounding is the validity testing in social contexts. This refers to the situation in which the conditions for interpreting an utterance are met, so that both the speaker and the listener understand its meaning and know the circumstances under which it can be considered true (Calleja, 2014). True communication is possible through validity testing. Moreover, speech and self-consciousness are tied to each other in a social context (Horster, 1992). Communicative action permits people to interact with themselves and other people. For example, if people lied, language would lose its function and there would not be communication. Thus, the validity of what is said or implied is vital to communication, and meaning perspectives can be transformed through validity testing. In the process of validation, there are different steps, such as identifying a problem and making a new interpretation through reflection. People use their rationality in validity testing. Habermas's term for rationality is argumentation. In argumentation, people reach an agreement through thinking

critically and respectfully instead of manipulating or using force (Habermas, 1984). Thus, human beings communicate with each other through validating and interpreting arguments. Communication is a dialogue where people negotiate meanings, not passively accepting the arguments of others. Language is the means through which people are socialized. Symbols in the language need to have the same meaning to all participants of a communication to achieve real communication. Communication starts with unquestioned cultural convictions such as norms, roles, and codes. These cultural convictions are the foundation for communication. Habermas used the term lifeworld for this. The lifeworld includes both personal skills—our intuitive understanding of how to handle situations—and socially learned practices, which provide knowledge of what can be relied upon in various contexts, as well as the underlying beliefs that guide our actions (Habermas, 1984). The lifeworld is "a resource of implicit assumptions, pre-interpreted knowledge and traditional practices" (Brown & Goodman, 2001, p. 201). Lifeworld has become effective in the definition of meaning schemas and meaning perspectives of Mezirow. In both Habermas and Mezirow, critical reflection is essential to diminish lifeworld, meaning schemas, or meaning perspectives.

Mezirow discussed the domains of knowledge in *Transformative Dimensions of Adult Learning* (1991a). Habermas proposed three domains of learning: the technical, the practical, and the emancipatory. Technical learning is characterized by rote memorization, reliance on empirically acquired knowledge, and strict adherence to established rules (Kitchenham, 2008). In this domain, the skills and information are the base for constructing systems and making them work (Jesson & Newman, 2004). Technical learning controls and manipulates one's environment (Mezirow, 1991a). Empirical-analytic methods, which focus on identifying causal relationships, are applied in technical learning. Dewey's (1993) concept of reflection has relevance here. In a newly encountered situation, individuals create a hypothetical course of action, anticipate the results, act upon possible hypotheses, and test the validity of the hypothesis by action.

The second learning type is practical learning, which refers to "learning to understand what others mean and to make ourselves understood as we attempt to share ideas through speech, the written word, plays, moving pictures, television, and art" (Mezirow, 1991a, p. 52). It involves social norms, and its aim is communication. This kind of learning is used to understand oneself and other people. Practical learning includes assessing and evaluating the truthfulness of communications and checking the speaker's appropriateness, authenticity, believability, and qualifications (Fleming, 2018). In adulthood, individuals often use practical learning because it includes "understanding, describing, and explaining intentions; values;

ideals; moral issues; social, political, philosophical, psychological, or educational concepts; feelings and reasons" (Mezirow, 1991a, p. 52). In this domain, for validity testing, the empirical-analytical inquiry is not used; it is gathered through consensus. It suggests a universal agreement. Habermas emphasized the necessary conditions under this domain. One condition is that the members of a community need to be rational and free (Habermas, 1984). Freedom to accept proposed norms is a must. The second condition is equity. All members must have an equal voice when discussing social norms and procedures (Habermas, 1984). In communicative learning, an advanced meaning perspective is:

- more inclusive, discriminating, and integrative of experience
- based on full information
- free from both internal and external coercion
- open to other perspectives and points of view
- accepting of others as equal participants in discourse
- objective and rational in assessing contending arguments and evidence
- critically reflective of presuppositions and their source and consequences,
- able to accept an informed and rational consensus as the authority for judging conflicting validity claims (Mezirow, 1991a, p. 54).

The last domain of learning is emancipatory. This domain is introspective because people become free from their assumptions through self-reflection. It helps us to see the cultural and psychological assumptions that hinder how we see ourselves and the world. Emancipatory knowledge addresses factors such as misconceptions, ideologies, and psychological distortions from prior learning, which contribute to or maintain uncritical patterns of dependence (Calleja, 2014). Through emancipatory learning, we can liberate ourselves from distorted assumptions and transform our perspectives. Mezirow's analysis of three domains developed by Habermas resulted in his description of perspective transformation as:

> the emancipatory process of becoming critically aware of how and why the structure of psycho-cultural assumptions has come to constrain the way we see ourselves and our relationships, reconstituting this structure to permit a more inclusive and discriminating integration of experience and acting upon these new understandings (Mezirow, 1981, p. 6).

2.2. Transformative Learning Theory

In this section, TLT was introduced. The main focuses were to explain "learning" and "transformative learning," as well as "meaning perspectives," which are necessary for

understanding how transformation occurs. Additionally, "meaning distortions" were discussed, as they are essential for initiating transformation. The steps of transformation were also outlined, along with "critical reflection," which is the core process of transformation that turns dilemmas into opportunities.

2.2.1. Learning and transformative learning

Understanding transformative learning requires first understanding what learning means. Learning is at the core of TLT, as the theory provides a framework for how learning occurs. Therefore, a clear understanding of learning is the foundation for grasping the principles of TLT. Mezirow (1978b) identified several meanings of learning in his article *Perspective Transformation*. The first one is about to learn how to do something. The second one is to learn how to relate things together. The third one is to learn the expectations of others from him. The fourth one is to learn the important values of him. The last one is the most important for adult development, and to learn how he is caught in his own history. In other words, in TLT, learning is "the process of using a prior interpretation to construe a new or a revised interpretation of the meaning of one's experience in order to guide future action" (Mezirow, 1991a, p. 22). Learning needs to have five contexts interacting with each other:

1. The frame of reference or meaning perspective in which the learning is embedded
2. The conditions of communication: language mastery; the codes that delimit categories, constructs, and labels; and the ways in which problematic assertions are validated
3. The line of action in which learning occurs
4. The self-image of the learner
5. The situation encountered, that is, the external circumstances within which an interpretation is made and remembered (Mezirow, 1991a, pp. 22–23).

Learning is giving meaning, including individuals' frames of reference and perspectives. It is in interaction with communication, such as the codes existing in the context. The line of action includes purpose, intentionality, and conation, which means desire and volition to do something. The fourth one is self-image, which is related to how people feel, how things are going, and how they see their situation. It happens through intuition. Lastly, there are always external situations that affect interpretation.

Mostly through socialization, people internalize some assumptions even without noticing them. An individual who is totally autonomous and free from oppression is a myth. Thus, the cultural context of learning profoundly impacts people by affecting their meaning-making. Moreover, modern society leads to many contradictions with sudden dramatic

changes, and diverse beliefs, values, and practices. Old ways of knowing may not apply to changing situations. It is the starting point of TLT. Instead of adapting to changing situations, gaining new perspectives may help individuals control their understanding and the world around them. Anomalies in life could be solved through critical reflection of assumptions (Mezirow, 1978b). Thus, from this perspective, transformative learning can be defined as "a process by which we transform our taken-for-granted frames of reference […] to make them more inclusive, discriminating, open, emotionally capable of change, and reflective so that they may generate beliefs and opinions that will prove more true or justified to guide action" (Mezirow, 2012, p. 76).

2.2.1.1. Learning Types in Transformative Learning Theory

In TLT, the ultimate goal is perspective transformation, as highlighted in the definition of transformative learning, which emphasizes the need to transform taken-for-granted frames of reference. However, not all learning results in perspective transformation. Mezirow (1991a) distinguishes between different types of learning in *Transformative Dimensions of Adult Learning.*

The first learning occurs through meaning schemas. Meaning schemas are "sets of related and habitual expectations governing if-then, cause-effect, and category relationships as well as event sequences" (Mezirow, 1990, p. 2)At this step, Existing meaning schemas are elaborated or differentiated. A specific response changes within the frame of existing meaning schemas. This type of learning is mostly recipe or rote learning.

The second form is learning new meaning schemas. New schemas are created to extend the scope but complement the existing meaning schemas, consistent with acquired ones. In some situations, through learning, it is noticed that existing meaning schemas are insufficient to resolve inconsistencies or anomalies, and new meaning schemas are produced to fit the situation.

The third form is that existing meaning schemas are transformed. The difference from the previous one is that meaning schemas are not extended but fundamentally changed. It requires reflection on existing assumptions. In some learning contexts, individuals experience inadequacy of their existing schemas and conclude that they are dysfunctional. There is a radical change in schemas in this type of learning.

The last one is learning through perspective transformation. Through reflection and critique, a presupposition that leads to distortions is transformed. Sometimes individuals experience situations where they lose meaning; their experiences do not fit their expectations, resulting in emotional problems. They cannot gain coherence through learning within their

existing schemas or by creating new schemas. Redefinition of the problem is required. Individuals critically reassess their assumptions, and crises force people to redefine old ways of seeing, which might be a painful process. As a result, people change their meaning perspectives, which is introduced in the next part in detail.

2.2.2. Meaning perspectives in Transformative Learning Theory

A meaning perspective can be defined as "a habitual set of expectations that constitutes an orienting frame of reference that we use in projecting our symbolic models, and that serves as a (usually tacit) belief system for interpreting and evaluating the meaning of experience" (Mezirow, 1991a, p. 36). Scholars use different terms to refer to meaning perspectives. Mezirow (1991a) noted that terms such as horizons of expectation (Popper), perceptual filters (Roth), paradigms (Kuhn), frames (Goffman), personal constructs (Kelly), and language games (Wittgenstein) have been used to describe meaning perspectives.

The first term describing meaning perspectives is horizons of expectations. In *Transformative Dimensions of Adult Learning*, Mezirow (1991a), mentions Karl Popper and horizons of expectations in detail as he sees Popper as a forerunner of transformation theory. According to Popper, learning aims not to get knowledge but to change the structure of expectations. Popper sees learning as a problem-solving activity similar to Gestalt psychologists. When a problem is encountered, the existing gestalt is closed, and a new one is opened to achieve a goal. Mezirow's and Popper's learning is similar to Gestalt psychologists' in terms of learning as a change of view. However, there is one essential difference: it includes negation and transformation of old beliefs.

The second term describing meaning perspectives is perceptual filters. Irvin Roth uses perceptual filters, which have a similar meaning to meaning perspectives. He identified five categories in the constructed world of people (Roth, 1990). It is a typology that explains some sources, distortions, and limitations of Mezirow's meaning perspectives. He identified six categories—objects, persons, ways of learning, attentional processes, temporal structuring, and behavioral sequences—each highlighting sources, distortions, and limitations in perception. The typology includes opposing poles of characteristics or positions of an individual. Depending on our perspectives, we can position ourselves. For example, another person can be similar to or different from us according to our perspective.

The third term describing meaning perspectives is the paradigm by (Kuhn, 1996). A paradigm is "an accepted pattern" (Kuhn, 1996, p. 23). For Kuhn, it is a theory-based meaning perspective.

The fourth term describing meaning perspectives is frame (Goffman, 1974). A frame is the context to understand a situation. In different contexts, people behave differently. “Frames are collectively held meaning perspectives.” (Mezirow, 1991a, p. 38). Additionally, Bateson (1972) emphasized that psychological frames function as a type of meaning perspective. He further explained that ideology operates as an unconscious meaning perspective and encompasses collectively held sociolinguistic meaning perspectives. These frameworks shape how individuals interpret experiences and communicate within social contexts.

Another term describing meaning perspectives is personal construct. Kelly (1963) used the term personal construct where individuals create templates to fit over the realities. They are bipolar and have dichotomous dimensions such as good and bad, and wise and foolish. They are reference axes that allow us to organize events into scales and arrays, discern between their components, and group them by identifying polar opposites. Kelly’s personal constructs function as psychological dimensions of meaning perspectives (Mezirow, 1991a).

The last term with similarities is language games by Wittgenstein (1958). Language game is a philosophical term that refers to the activities played by the users of the language, where the context is influential in determining the rules. A word has a meaning in a specific game or context. For example, “water” can have various meanings in different contexts, such as an answer to a question, an order, or a request. Furthermore, there needs to be a tacit agreement between the interlocutors. When we say, “Jane is 1.6 meters tall”, we need to agree on under which conditions we use the meter. After the agreement, the truth value can be judged. There are also nonverbal games. For example, we have certain expectations when we see a man with a mask on his face and a gun in his hand in a bank. If we remain still, the chances of survival are higher, whereas shouting or provoking a fight increases the risk of harm or death. Thus, the context is essential to give meaning. It is very similar to meaning perspectives, which shape our experiences. Meaning perspectives are the language games people play. Language games are mainly sociolinguistic meaning perspectives (Mezirow, 1991a).

Our meaning perspectives function as a selective code for our understanding. They provide the criteria for evaluating the perceived content. They are made up of “the higher-order schemata, theories, propositions, beliefs, prototypes, goal orientations, and evaluations, and what linguists call networks of arguments” (Mezirow, 1990, p. 2). They are similar to lenses in our eyes. We experience everything through our meaning perspectives. Whether something is good or bad, true or false, is all affected by our meaning perspectives. Meaning

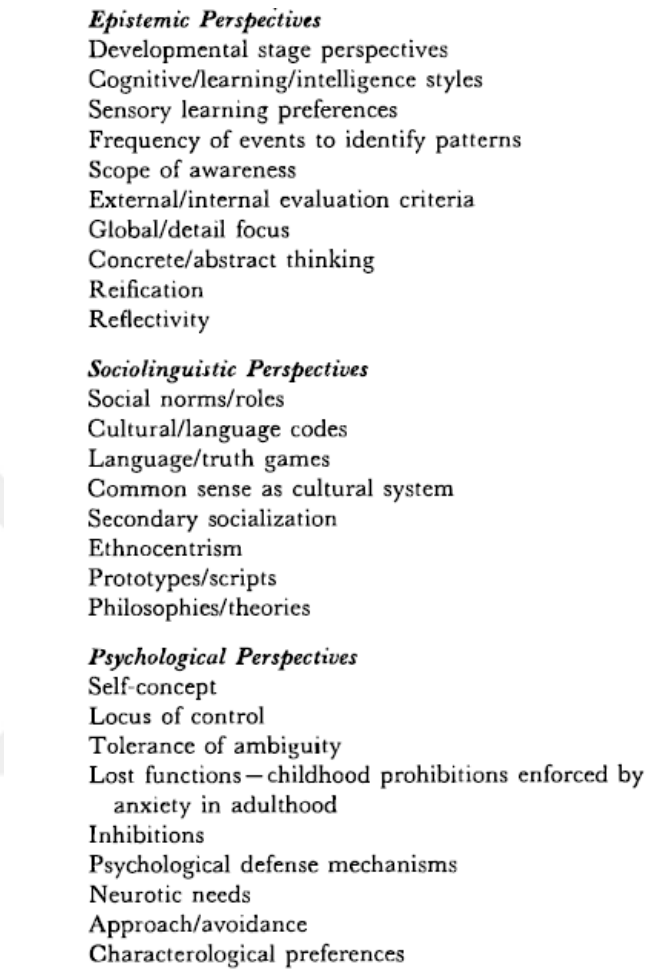
perspectives involve the habits of expectations of objects and events. For example, learning styles are habits of expectation when interpreting an object or event. Whether a person is a field-dependent or field-independent learner affects their learning, and they develop their own meaning perspectives during the interpretation. They also provide the base for making value judgments and belief systems. Different viewpoints are affected by our meaning perspectives. Our moral and ethical values are the interpretations of our experiences through meaning perspectives. Meaning perspectives are mainly composed through cultural assimilation. They may also result from intentional learning. To illustrate, a person might gain a Freudian perspective intentionally. It might also be unintentional. What it means to be a teacher, leader, or mother is primarily the result of stereotypes we learn unintentionally. In addition to such sociocultural concepts, they may include how people understand and use knowledge and deal with their feelings about themselves (Mezirow, 1990).

2.2.2.1. Meaning perspective types

Mezirow distinguishes between three types of meaning perspectives as epistemic, sociolinguistic, and psychological. The first one deals with what we know and how we know. Sociolinguistic perspectives pertain to how we understand ourselves and the social world through language, and psychological meaning perspectives are concerned with self-perception, especially relating it to childhood experiences. Factors shaping, limiting, and distorting different types of meaning perspectives can be seen in Figure 1.

Figure 1

Factors shaping meaning perspectives



Note. Three different perspective types and related categories by Mezirow (1991a, p. 37)

2.2.3. Meaning Distortions in Transformative Learning Theory

Meaning distortions refer to the misunderstandings or misinterpretations of experiences that can emerge from an individual's existing assumptions and meaning perspectives. Meaning perspectives have a fundamental role in shaping perceptions, understandings, and beliefs. They are the pre-existing systems individuals have. Through them, they make meaning. However, sometimes, they do not accurately represent reality, and people process objects and events through inappropriate knowledge structures. These are all distorted assumptions; as Figure 1 explains, different perspectives are affected by various distortions.

There are three different types of meaning distortions in TLT: epistemic premise distortions, sociolinguistic premise distortions, and psychological premise distortions. Epistemic premise distortions refer to mistaken assumptions on the nature and application of

knowledge. Sociolinguistic premise distortions are shaped by societal norms and language use. Psychological premise distortions reflect inaccurate or mistaken beliefs individuals possess regarding themselves. Each of them is explained in the next part in detail.

2.2.3.1. Epistemic premise distortions

Epistemic premise distortions are concerned with the wrong assumptions about the nature and the use of knowledge. They are related to cognitive distortions. In childhood, it is prevalent to experience these kinds of distortions when they are developing intellectually. However, they sometimes linger on some adults. Mezirow (1991a) underpins that

> Epistemic distortions are derived from perspectives held over from earlier developmental stages; cognitive, learning, and intelligence styles; narrow scope of awareness; inappropriate use of global or detail focus or concrete and abstract thinking; emphasis on entropy and linear time; and others (p. 87).

Cognitive distortions may have detrimental effects on learning. Ways of thinking make learners convince themselves that something is true. Because of cognitive distortions, learners may be convinced to believe that something contrary to fact is true. Mezirow and his followers mention some epistemic premise distortions people have. The first one is habitual mindsets. "Habits of mind involve how one categorizes experience, beliefs, people, events, and oneself" (Mezirow, 2006, p. 93). The habitual way a person perceives things may negatively affect them and lead to a misinterpretation of new experiences (Mezirow, 1991a). Habits could function as constraints for giving meaning to new experiences. Habitual mindsets show themselves as an approach or avoidance style. They look for something to approach or avoid (Mezirow, 1990). Moreover, people may have stereotypes, mostly unintentionally. The study conducted by Mezirow (1978a) exemplifies how stereotyping affects people's perspectives. In the study, the stereotype of being a woman was questioned, and it created a transformation among those women. Selective modes of perception are another epistemic premise distortion. Individuals filter information selectively. Schemas help individuals organize their minds and affect them in determining what task they will do (Mezirow, 2006). Similar to selective perception, seeking for confirmation for existing information may result in epistemic premise distortions. Cognitive dissonance is another type of epistemic premise distortion. It is the disorienting dilemma a person may experience when an existing frame of reference cannot explain a new experience. In some situations, if successfully handled, it may lead to transformation. However, in other situations, they appear as a hindrance to giving meaning. Lastly, biases people have as a result of their cultures may lead to epistemic premise

distortions. People's worldview is constrained by shared cultural assumptions, which have an impact on how they think, feel, and behave (Mezirow, 1991a).

Salyer and Leaver (2021) note that binary thinking and dysmorphic focus are two of the common epistemic distortions among language learners. Binary thinking is expecting everything to be "on" or "off." A foreign language learner can conclude that life is not binary when s/he is exposed to the language for a period of time. However, people with monolingual and monocultural environments tend to adopt binary thinking. Some examples of binary thinking are

- all-or-nothing thinking;
- labeling;
- either/or thinking;
- right-or-wrong thinking;
- "us" versus "them" thinking (polarization); and
- black-or-white thinking (Salyer & Leaver, 2021, p. 185).

A language learner might have a problem in the process, which could result in a decrease in performance. If the learner sees it as a failure and labels themselves as a failure, it becomes a problem, resulting in low self-esteem. For example, a student mispronounces a word and gets the idea that s/he cannot learn the language; it is binary thinking. Another example is a perfectionist student who fails because a second language is rarely perfectly performed. It is possible to find examples of experiences that trap learners due to binary thinking. Language instructors have a vital role in these experiences. They need to be aware of binary thinking and help learners identify and overcome it.

Another example can be an American learner who learns Arabic. In Arab countries, a "yes" may mean "no." An Arabic speaker may say "yes" to a request even when s/he has no intention to do so, just because s/he wants to be polite. The context of the situation has more meaning in understanding the intention. However, an American may not notice it because of binary thinking. Binary thinking may lead to slowdowns in language learning.

Dysmorphic focus can also be explained as an epistemic premise distortion. It happens "when learners fail to see a comprehensive whole and misinterpret a reality accordingly" (Salyer & Leaver, 2021, p. 186). In language learning, it occurs as follows:

- selective abstraction (reaching a conclusion by considering limited factors);
- overgeneralization (applying a conclusion or result too broadly);
- jumping to conclusions (making an effective assumption in the absence of logic);
- magnification (assuming one negative detail overwhelms everything else);

- minimization (assuming that important but difficult-to-master details do not matter); and
- filtration (discounting positive information) (Salyer & Leaver, 2021, pp. 186–187).

Learners may generalize negative experiences. It is possible to hear sentences like "You never taught us that" or "You always favor someone else." Thinking is unbalanced in dysmorphic focus. Language instructors can handle this by helping students refocus. They lead by assisting students in reframing their language learning experiences.

2.2.3.2. Sociolinguistic premise distortions

Meaning perspectives may be subject to sociolinguistic distortions. They include the mechanisms that are produced by society and language. Both society and language shape and limit our understandings and perceptions. "Cultural canon, social norms, customs, ideologies, paradigms, linguistic frames, language games, political orientations and secondary socialization, occupational or organizational cultures' habits of mind" (Mezirow, 2006, p. 93) influence our perception of reality. Our meaning perspectives mirror the culture and language we are born into as we internalize them through socialization. Socialization begins with our parents, and their location in society and their backgrounds primarily affect our perspectives. There are also some beliefs and attitudes in our society, including ideologies. They may lead to prejudices and restrict our perceptions.

On the other hand, language-based distortions might occur. "We must name a thing to bring it into active consciousness, and when we name an experience, we change it" (Mezirow, 1991a, p. 87). The nature of language leads to our internalization of interpretive schemas that have been defined by society. For example, common phrases such as brave boy or sweet girl shape our schemas related to gender roles. Lakoff and Johnson (1980) provided another example to illustrate how language affects our conception of reality. The sentences below show how we are conditioned to conclude that "argument is war":

- Your claims are indefensible.
- He attacked every weak point in my argument.
- His criticisms were right on target.
- You disagree? Okay, shoot!

Thus, how we interpret reality might be a product of language use. We might take linguistic constructs for granted, leading to perspective distortions.

In addition, recipe knowledge significantly affects sociolinguistic premise distortions. Every day routines shape our perception of reality. Rogers (1995) emphasized that the more

habitualized a pattern of action is within a population, the less its elements are available for scrutiny. As a result, we might abandon critical observation and block our understanding of reality. Freire's concept of conscientization effectively counteracts sociolinguistic distortions, as it helps people "participate in the dialogic educational process that focuses on validity testing of assumptions concerning social norms, cultural codes, and ideologies that foster dependency and oppression" (Mezirow, 1991a, p. 87).

One last point is that selective perception may result in distortions. Some viewpoints or perspectives are dismissed or blocked because we only see what we want to see. For example, homeless people we see on the street may not cause anxiety simply because we do not want to focus on them. Social norms and cultural codes influence how much attention we give to certain role players, and in some cases, they deceive us in our conception of reality. Overall, Mezirow (1991a) underlined that our assumptions could be misled by society and the language we are exposed to.

2.2.3.3. Psychological premise distortions

Psychological premise distortions are generally the result of traumatic experiences people have in childhood, leading to pain and inhibition in adulthood. They are primarily studied in psychotherapy, but they are also a natural form of transformative learning, as most of them are not resolved with the help of a therapist. They are often not shared with others, remaining hidden throughout a person's life and functioning as barriers to developing self-concept. They typically appear as parental prohibitions, such as showing limited love, imposing frightening and threatening punishment, and using humiliation. Psychological premise distortions are similar to Freudian assumptions. In education, they may act as learning barriers, as learners may develop fears and resistance. Gould (1989) refers to this as the analysis of regret and identifies five types of assumptions that lead to it:

1. I may regret taking this action because it might not be correct.
2. I may regret taking this action because it might disturb a meaningful relationship in my life.
3. I may regret taking action because I may fail and feel worse about myself.
4. I may regret taking action because I may succeed, and it will change my life in a way that makes me uncomfortable.
5. Taking action might disturb some inner balance, and I might discover something I do not want to know about myself. (Gould, 1989, p. 119)

Critical reflection is necessary to uncover the assumptions formed by childhood traumatic experiences. Educators can help learners identify their assumptions, experiences,

and problems. They can then work on possible solutions and create an action plan for transformation.

In *Transformative Dimensions of Adult Learning* (1991a), Mezirow provides an example of psychological premise distortions with the case of Jesse, a beautiful Black woman in her thirties. Jesse was promoted to a head position in an adult education program. She was delighted at the beginning, but she felt stuck in the new position. She had problems making decisions and could not set budgets, recruit personnel, develop programs, or select instructors. She was struggling, working both in the office and at home; however, she could not handle her job duties. She even hired an assistant, but it did not solve the problem. Finally, she attended a workshop organized by Gould, the psychiatrist, and it became clear that she had always had problems finishing what she had started. It was understood that she was a perfectionist. She was unable to finish what she had started because she was a perfectionist. Dr. Gould explained that nobody could be perfect in everything. Some people are good at some areas; others are good at others. However, perfectionists appear anxious because they want to be good at everything they are responsible for.

When Jesse thought about how she became a perfectionist, her childhood experiences appeared. She grew up in an unhappy family environment. Her father used violence against Jesse and her mother. She spent much time hiding in a closet and putting a pillow on her head as she did not want to hear her father. One day, Jesse got a C on an exam, and when she told her violent father, he grabbed her and yelled at her. He shouted, "Don't you ever come home again with a rotten grade like that. The world is full of those white bastards pushing everyone out of their way. You have got to be twice as good as any of them. DO YOU HEAR ME?!" On that day, she developed anxiety and fear of failure. She avoided failure as much as possible all her life. In the workshop, she wrote an unsent letter to her father as an insight into her feelings. She worked on the dilemma she had through critical reflection.

In language learning classrooms, learners may have traumatic experiences like Jesse's. Furthermore, instructors may encounter mild distortions resulting from the emotional aspects of language learning. Emotional reasoning and self-absorption can be two examples experienced in language classrooms. Emotional reasoning relies on emotions, not logic or critical thinking. Some examples of emotional reasoning are:

- negation of reality (assuming that negative feelings reflect a negative reality);
- confusion of self-perception and other perceptions; and
- low emotional intelligence (Salyer & Leaver, 2021, p. 188).

Students with emotional reasoning distortions cannot distinguish between their emotions and others' emotions. They cannot regulate their moods, concerns, and fears. Instructors can use critical thinking activities that orient learners toward logic rather than emotions.

Self-absorption is another dissonance that means not getting past one's own thoughts. It has an offensive or defensive nature. It involves:

- self-imposed standards;
- personalization;
- defensive mechanisms;
- blaming; and
- projection (Salyer & Leaver, 2021, p. 189).

As a result of self-imposed standards, people may experience discouragement when they are unable to meet them. Others have self-interests and have difficulty understanding and adopting group interests. They may develop defensive mechanisms instead of reframing their perspectives. Students with self-absorption need an instructor to help them find a way to cope. Rogers (1995) suggests three conditions for instructors to help learners change their internal frame of reference: (1) congruence (genuineness); (2) accurate empathy; and (3) a nonjudgmental stance. When instructors consider these conditions, learners are more inclined to open themselves, and as there is a trusting environment, they reconsider their existing frame of reference.

2.2.4. The Steps of Transformative Learning Theory

Transformative Learning Theory examines how this theoretical framework helps us understand social pedagogies by viewing disorienting dilemmas as catalysts for reflection and perspective transformation (Bass & Elmendorf, 2011). In transformational learning pedagogy, dilemmas that arise from meaning distortions are seen as opportunities for growth and change. Thus, transformation begins with dilemmas, and according to Mezirow, it consists of ten phases, as shown in Table 2.

Mezirow (1991a) grouped these ten steps, which are essential for transformation, into four broad categories. The first category is the disorienting dilemma, which serves as the initial trigger for perspective transformation. The second and third phases involve critical reflection. Phases four and five fall under critical discourse, emphasizing the role of dialogue in transformation. Finally, phases six through ten focus on action planning, where learners develop and implement changes based on their new perspectives.

Table 2

The steps of Transformative Learning Theory

Steps	**Categories**
A disorienting dilemma	Dilemma
Self-examination	Reflection
Critical reflection	
Recognition	Critical discourse
Exploration	
Planning a course of action	Action
Acquisition of knowledge and skills	
Trying out new roles	
Building of confidence	
Reintegration	

Phase 1 is a disorienting dilemma in which an individual has an experience in which their current understanding is insufficient to give meaning to a new experience. As a result, conflicting views arise, and the existing problem-solving strategies no longer work. A gradual feeling of discontent emerges. People in this stage often experience emotional and cognitive distress because they are unsure of what to do next. This phase can provoke a deeper level of reflection and motivate the person to challenge their existing assumptions.

Phase 2 is self-examination, where the individual reflects on their current situation. Feelings of fear, anger, guilt, or shame are prominent at this stage. People may begin to identify the underlying reasons for their emotional reactions, becoming more aware of the internal tensions caused by the disorienting dilemma. They might also start thinking about how their identity and self-concept are being questioned. Confronting unpleasant realities about one's beliefs or past actions is often necessary in this process.

Phase 3 is critical reflection, which follows self-examination. After reflecting on themselves, the individual connects their experience to the current dilemma and reflects on their assumptions. This stage encourages deeper thinking, as people begin to question the accuracy of their assumptions and analyze their thought processes. Through this critical reflection, individuals become aware of the limitations or misunderstandings in their previous knowledge and experiences.

Phase 4 involves the recognition of discontent and the awareness that the individual is not alone. Other people also undergo similar situations. This awareness helps them feel validated and less isolated, which can decrease their emotional burden and inspire them to continue the process. By fostering a sense of shared human experience, this step provides solidarity and support.

Phase 5 requires efforts to explore new roles, relationships, and actions. Through dialogue with others, the individual seeks new options, which results in changes in their frame of reference. In this phase, the individual has the opportunity to gather different perspectives and opinions, which help in shaping new knowledge and understanding.

Phase 6 involves planning a course of action that is more cognitive in nature. The person starts to organize their ideas into a plan and decides which actions are needed to implement the changes they have in mind. This stage is crucial for moving from reflection to action, as it requires making specific decisions.

Phase 7 is about acquiring knowledge and skills. The individual seeks out learning opportunities, training, or mentorship to build the necessary skills to cope with their new environment. This stage is characterized by growth and active engagement as the individual collects resources and builds the capabilities they need.

Phase 8 focuses on trying out new roles. At this stage, the individual has gained the necessary skills and has made plans, and now it's time to test them in different settings. This phase serves as a hypothesis-testing period where the person integrates changes with their self-concept.

Phase 9 requires both competence and confidence. The individual experiments with new roles, and through these experiences, they develop competence and confidence in similar settings. At this stage, the person feels satisfied with their progress, which provides positive reinforcement.

Phase 10 involves reintegrating new assumptions. This step involves adopting a new worldview, establishing a new frame of reference through the integration of new perspectives. This action step might occur slowly or immediately.

According to Mezirow (1991a), a perspective transformation experience may not necessarily occur in the exact sequence. Additionally, the stages do not always include all of the essential elements involved in the process of perspective transformation.

2.2.5. Critical reflection

By emphasizing critical reflection within Transformative Learning Theory (TLT), learners can examine existing assumptions, adopt new perspectives, and eventually reshape their understanding of themselves and the world around them. Reflection is the examination of the justifications for one’s beliefs, primarily to guide action and reassess the efficacy of the strategies and procedures used in problem-solving (Mezirow, 1990, p. xvi). A reflective

thinker is “aware that a problematic situation exists and can bring critical judgment to bear on the problem” (Kitchener & King, 1990, p. 159). Reflection has three functions: “to guide action, to give coherence to the unfamiliar, and to reassess the justification for what is already known” (Mezirow, 1990, p. xvi). Before individuals can continue learning, they must address concerns regarding the validity, applicability, or authenticity of claims made or implied about their physical surroundings, interpersonal relationships, and the innermost world of feelings and intentions (Mezirow, 1991a). Reflection is an essential part of the process of solving problems and transforming meaning schemas and perspectives.

Mezirow (1991a) mentions three types of reflection: content, process, and premise reflection. Content reflection is “reflecting on what we perceive, think, feel, and act” (Mezirow, 1991a, p. 69). Process reflection is “an examination of how we perform these functions of perceiving, thinking, feeling, or acting and an assessment of our efficacy in performing them” (Mezirow, 1991a, p. 69). Premise reflection “involves our becoming aware of why we perceive, think, feel, or act as we do and of the reasons for and consequences of our possible habits of hasty judgment, conceptual inadequacy, or error in the process” (Mezirow, 1991a, p. 69). In Mezirow’s (1991a) writings, premise reflection is referred to as critical reflection. Reflection involves more than simply being aware of what one is experiencing or that one is aware of awareness itself; it also includes analyzing how one is perceiving, thinking, judging, feeling, and acting, as well as the premises on which those actions are based (Mezirow, 1991a).

Critical reflection is defined as “the assessment of the validity of the presuppositions of one’s meaning perspectives, and examination of their sources and consequences” (Mezirow, 1990, p. xvi). Critical reflection is closely related to critical thinking. Brookfield (1987) comprehensively explains critical thinking as:

> It involves more than cognitive activities, such as logical reasoning or scrutinizing arguments for assertions unsupported by empirical evidence. Thinking critically involves recognizing the assumptions underlying our beliefs and behaviors. It means we can justify our ideas and actions. Most importantly, it means we try to judge the rationality of these justifications (p. 13).

Brookfield (1987) identifies several components of critical thinking:

- identifying and challenging assumptions,
- challenging the importance of context,
- imagining and exploring alternatives, and
- arriving at reflective skepticism.

Instructors need to encourage critical thinking if they want to create a transformative learning environment in their classrooms. For example, a student who encounters a different cultural practice may initially experience a disorienting dilemma, resulting in rejection (Johnson, 2021). Through critical analysis, learners may identify and challenge rational responses and their own emotions. They may imagine contacting someone from that culture and reflecting on how to behave. The process contributes to their critical thinking and reflection skills, leading to the transformation of perspectives.

Critical reflection, as a form of assessing assumptions, is a core element in transformative learning. For transformation to occur, people need to construct meaning through interpretation. Reflection enables individuals to interpret meaningfully. Their distorted assumptions are difficult to notice, and such distortions misdirect them when they learn or experience something new (Foster, 1997). Critical reflection helps correct these distortions in assumptions during the learning process, allowing for more accurate meaning-making.

In the modern world, authority, norms, and cultural codes, which used to be taken for granted, are now filtered through rational dialogue. The paradigms people once used to shape their thoughts and experiences must be examined critically. Thus, modernization requires transformation, likely through critical self-reflection, as people are freed from unquestioned systems, organizations, and structures.

Furthermore, critical reflection is significant in both instrumental and communicative learning. Instrumental learning relates to how to do or perform something. In instrumental learning, reflection focuses on the content or procedural assumptions used as strategies and tactics for problem-solving. Through reflection, individuals check their options, assess their hypotheses, control variables, and make inferences and generalizations based on available evidence. They also ensure that their actions align with their value systems. Metacognition, a term used by psychologists, refers to the process of reflection and understanding cognitive strategies (Mezirow, 1990).

Regardless of whether learning is instrumental or communicative, judgments are never entirely free from bias, as meaning perspectives shape one’s thinking. Learning through critical reflection requires:

- self-analysis,
- communication with others to explore alternative perspectives,
- emotional support,
- sharing dilemmas, and

- models for new perspectives.

Educators play a crucial role in guiding students through their transformative learning journeys. Since it is usually accepted as the main goal of education, critical thinking is quite important for this process (Bailin & Siegel, 2003).

2.3. Transformative Language Learning and Teaching

Transformative language learning and teaching, which originates in adult learning, presents a new approach to language instruction as it aims to produce linguistically and biculturally competent language learners in a way where learners are responsible for their own learning. In other words, transformative learning is not limited to adult education, and Transformative language learning and teaching can be used at all levels of language education. Historically, various methods and approaches have been used to teach a foreign language. Although the terminologies used in foreign language education and adult learning differ, in practice, the two fields deal with similar issues (Johnson, 2015).

In recent decades, communicative language teaching (CLT) has become the predominant method in foreign language education. While it has many advantages, assuming that CLT is appropriate for all language learners across different contexts, cultures, backgrounds, needs, and expectations is impractical. In this regard, as Kumaravadivelu (2003) suggests, language education has entered a post-method era, emphasizing that CLT is not the only or the best approach for language education. Additionally, Kramsch (2014) points out that globalization has affected how foreign languages are taught, learned, and used. It has disrupted the codes, conventions, and norms that language teachers once relied on to prepare learners for using the language outside the classroom. Today, a paradigm shift is occurring, particularly in EFL classrooms. Although this shift has not yet been explicitly labeled, Transformative language learning and teaching challenges CLT (Leaver, 2021), and educational philosophies are evolving. This change aligns with the principles of transformative language learning, which encourage learners to challenge assumptions to become more "inclusive, discriminating, open, reflective, and emotionally able to change" (Mezirow, 2003, p. 58). As a result, language education is undergoing profound transformations. Figure 2 summarizes this shift by categorizing it as transmission, transaction, and transformation.

Figure 2

Comparative educational philosophies

	Transmission	Transaction	Transformation
Goal	To know	To do/be able to do	To become
Information flow	Teacher to learner	Teacher to learner, learner to learner	Multidirectional and beyond the classroom
Roles	Teacher leads, learner responds	Teacher facilitates, learners (inter)act	Teacher as counselor, learners as clients
Progress check	Summative tests	Performance, prochievement, & proficiency tests, projects	Self-assessments, diagnostic & formative assessments
Cognition	Rote memory, reproduction	Recognition, schemata, associative memory, higher-order thinking	Critical thinking, creative thinking, reframing, awareness
Methods	Grammar translation, mastery learning	Communicative approaches, task-based instruction, content-based instruction	Learner-centered, scenario-based instruction, open architecture curricular design
Activities	Translation, fill-ins, matching, factual Q&A, grammar exercises	Projects, tasks, focus on form	Analysis & evaluation, exploration, comparison, research projects
Materials	Textbooks, teacher-prepared handouts	Textbooks, teacher supplements, authentic materials	Authentic materials, authentic people, authentic situations
Outcome	Right answers	Proficiency	Personal change

Note. A variety of educational policies in language teaching (Leaver et al., 2021, p. 15)

The transmission used to be the popular educational philosophy in FLED. It was the traditional approach to language teaching. Generally, grammar-translation and audiolingual methods were used as synonyms for transmission programs. In these programs, language learning meant knowing the language, focusing on memorizing vocabulary, and learning grammar rules, especially with fill-in-the-gaps exercises. Workbooks and drills were vital in transmission, where repetition and memorization were hallmarks. The interaction was generally from teacher to learner. Textbooks and teacher-prepared materials were the primary tools for language learning. The expected outcome was the correct answers. As long as knowledge was transmitted, it was successful. The philosophy behind transmission programs was the liberal arts (Johnson, 2015). In this philosophy, education aimed to educate the elite to have wiser rulers who were intellectually, morally, spiritually, and aesthetically developed (Elias & Merriam, 2005). It originated in Greece and Rome, where the languages were used to understand classics in literature and intellectual development. The languages were used for

reading and translation, not for communication. However, today, the aim of language learning is different. Language usage cannot guarantee language use. Knowing the language's rules and memorizing vocabulary does not mean a learner can use the language. Learners of languages want to use them in communication. Moreover, elderly learners especially choose to learn a new language for their career motivations (Uber Grosse et al., 1998). As a result, transmission programs have lost their popularity in FLED.

Today, the main philosophy behind language teaching is transactional. A learner is successful if they can use and speak the language (Hymes, 1972). Interaction is no longer one-way. As language develops through use, information flows from teacher to students and from students to teacher. A teacher led the class in transmission programs, and students responded. However, in transaction programs, the teacher is a facilitator, and the learners (inter)act. Progress is checked through projects and proficiency tests, and performance has gained importance (Leaver, 2021). Cognitively, language learning requires more than rote learning and reproduction; recognition, schemata, associative memory, and higher-order thinking are vital for performance. CLT, which is very common, is an example of a transaction program. Task-based and content-based instruction can also exemplify the program. In this program, projects and tasks are primary activities and focus on form is emphasized. Textbooks are still necessary but are supplemented by teacher-prepared materials and authentic resources. The expected outcome is proficiency, not simply correct answers. There is a dramatic paradigm shift when transmission and transaction are compared (Leaver, 2021).

Adult learning theories also show parallelism with transaction. The motivation behind adult students is similar to what transaction programs suggest (Johnson, 2015). In communicative classrooms, the fundamental motivation behind learning a language is to use it in practical contexts. Adult education favors the progressive philosophy, and it also promotes real-world problem-solving. In progressive philosophy, education needs to be practical, pragmatic, and utilitarian (Elias & Merriam, 2005). Similarly, communicative language teaching advocates for pragmatic, authentic, functional use of language for meaningful purposes (Brown, 2007). Furthermore, in transaction and adult education programs, students and teachers have similar roles (Elias & Merriam, 2005). A student-centered environment is needed for active participation of students. Learning styles, preferences, experiences, and competencies are considered and valued in both programs. Furthermore, teachers are facilitators in both programs.

However, there is also an outstanding amount of criticism against transaction programs. For example, CLT fails to fulfill some promises to create an efficient language

education (Didenko & Pichugova, 2016; Mirbabayeva, 2021). CLT favors communication in language teaching, but it is still being determined whether it provides authentic communication (Kumaravadivelu, 2006). Classroom interaction may be needed to create real-life communication. Many studies (Kumaravadivelu, 1993; Thornbury, 1996) have concluded that the so-called communicative classrooms are not found to be communicative when examined. Legutke and Thomas (1991) note that despite the popular terms in textbooks and teacher guides, little real communication happens in the L2 classroom because the way lessons are organized neither encourages learners to speak nor draws out what they might want to say.

Furthermore, one main reason why CLT needs to be replaced by other paradigms is that it does not have universality. Many countries, such as South Korea and Japan, are applying CLT, and there is a general dissatisfaction regarding different fitting contexts (Nam, 2023). There are different socio-cultural learning contexts, but CLT has a Western background, so using CLT in all contexts results in an insurmountable hurdle. One of the most common criticisms is due to the differences between Western and Eastern cultures and using CLT in these different cultures as if they have similar norms, cultures, and characteristics (Trang, 2023). Additionally, in his detailed analysis, Littlewood (2007) presented some problems, such as crowded classes, exam-oriented syllabi, public demands, and lower proficiency levels in students, and they needed to improve the use of CLT appropriately and effectively in the context in which it was used.

Due to the limitations, there is a transition from transactive to transformative approaches today. The current trade in language education is post-methods, where global and local factors are considered in language education (Kumaravadivelu, 2003). Some scholars (Byram, 2003; Fantini & Tirmizi, 2006) believe that the main goal of language education is intercultural competence. Moreover, sociocultural aspects of language education have gained momentum in language teaching (Atkinson, 2011; Firth & Wagner, 1997; Vygotsky, 1986). The language is inextricable from the context in which it is used, and learners of the target language are also influenced by the social factors in which they are. Critical pedagogy is also significant as critical reflection is at the heart of education. The emerging paradigms favor transformative language learning and teaching as it causes the learner to change in many ways. Thinking, behavior change, emotions, and tolerance to difference are all important aspects of education; for this reason, transactive approaches cannot compete with the necessary skills required in the 21st century. Human development is essential, and it is replaced with information transmission. In this respect, transformative Language Learning and Teaching is valuable in language teaching by applying Mezirow's ideas.

Mezirow states that transformation starts with a disorienting dilemma. Language learners experience the dilemma due to exposure to a new language as they are not only mastering the rules of a new language but also encountering a new culture with different rules, norms, and traditions. New experiences challenge their perspectives. A straightforward example is how "yes" is used in Arabic (Leaver, 2021). In some situations, "yes" may mean "no" depending on the speaker's intent and context. Understanding the intended meaning is difficult for an American learner. It is intellectually challenging to them, so it might be very confusing to figure out the parameters operated using "yes." The American learner might even find it morally wrong until s/he has a perspective change. It creates a dilemma because even a simple, frequently used vocabulary gains a new meaning. Advanced language proficiency requires a perspective change, or it functions as a barrier to language learning. A cross-cultural dilemma must be dealt with by reframing the ideas, perceptions, and tendencies.

Many studies have proven that language learning results in a disorienting dilemma. Johnson's study (2015) concluded that the dilemma is the starting point of transformation. Participants learning Spanish as an EFL underwent dilemmas as they learned about differences, connections, and learning. When learners learned about the differences between their culture and the target culture, they got the opportunity to change their perspectives due to the distortions they experienced. In this respect, the teacher is a guide or counselor, and learners realize their potential. They get lost if teachers do not provide the necessary support with their dilemmas. Teachers need to be prepared for unexpected situations, and there should be a move to more flexible content. Rogers (1986) states that teachers have certain roles in classrooms. They need to help learners identify their needs and interests; redraw their maps; understand themselves and others; pull apart their distortions. Thus, the effects of different scholars such as Mezirow and Rogers have resulted in transformative classrooms with new characteristics that are missing in transmission and transaction philosophies. Transformative learning aims to develop bilingual and bicultural individuals, foster autonomous and culturally aware learners, provide a flexible syllabus tailored to diverse needs, and engage students in critical thinking and reflective activities (Leaver, 2021).

Transformative language learning and teaching may look similar to communicative classroom activities we have used for years. "It might be technically true" (Leaver, 2021, p. 19). It does not deny most of the transactional expectations; it favors them, but it has more than communicative approaches do. For example, cultural awareness is essential in both programs. However, transformative language learning and teaching emphasize critical

reflection more in the process. It is predominant to turn back to existing perspectives and change them if necessary. It is not just awareness but transformation.

2.3.1. Meaning-making in transformative language learning and teaching

FLED has excellent potential for transformation; the transformation can emerge naturally in language learning. Language learning means growing communicative competence, self, and other awareness, greater opportunity to access and participate in the speech community, and new identities (Kearney, 2021). Even without special attention to transformation, FLED creates transformation. However, most importantly, language learning is meaning-making. From this perspective, FLED can lead to semiotic empowerment besides communicative and intercultural competence (Kearney, 2021). When learners study a foreign language, if deliberate attention and planning are given to raise awareness about meaning-making, FLED results in transformation. Educators should help learners notice their meaning schemas, consider the unfamiliar ones resulting from the newly learned language, and expand their schemas. The concept of meaning has evolved in transformative theories.

Moreover, in transaction philosophies, meaning has a significant value. Negotiation of meaning is one of the musts of communicative language teaching. It refers to achieving mutual understanding of interlocutors as a result of meeting at a common ground through information exchange (Ellis, 2003). In semiotic views of language, the negotiation of meaning has "inherently symbolic, not merely referential or propositional, dimensions" (Kearney, 2021, p. 167). Languages do not have fixed meanings or static codes. The connections between form and meaning are created through use and overlap in the user's repertoires (Rymes, 2014). Thus, we understand each other to a certain degree, as there might be a novel way of using a language form at any time. While there are conventional meanings of a form, it has the potential to be unique in some contexts. Kearney (2021) illustrates this concept through the 'American Dream.' Some examples of the conventional meaning of the American dream are picket fences and doing better than one's parents. On the other hand, less common meanings can be credit card debt, student loans, underemployment, and a retreating home as a mirage. Thus, learning a language can potentially lead to the discovery of new meanings under specific conditions and contexts. Learners build their agency and semiotic empowerment through conventional and novel meanings of forms. As Matthiesson (2009, p. 223) sums up:

> When people learn languages, they build up their personalized meaning potentials as part of the collective meaning potential that constitutes the languages, and they build up these personal potentials by gradually expanding their registerial repertoires – their shares in the collective meaning potential. As they expand their

registerial repertoires, they can take on roles in various contexts, becoming semiotically more empowered and versatile.

Languages include meaning uses, but meaning potential cannot be ignored as they are personalized and always have the potential for expansion. Kramsch (2014) stresses that although formal uses of language—such as academic writing, newspapers, public speeches, and classic literature—follow standard grammar and established genres, everyday language, like online chats, blogs, emails, marketing messages, and casual conversations, often shows unpredictability, multiple meanings, and commercial influences. Globalization challenges language educators to adapt their teaching to account for differences in age, gender, social class, and ethnicity, and to explain the meanings of these varied language forms. Kramsch (2014) explains that language learning requires meaning-making. Learners are exposed to new forms and potentials that they add to their repertoire. Teachers have essential roles in creating learning environments for semiotic engagement where learners find broader meaning potentials. To illustrate, Kearney (2021) describes a French language course where students, like Sydney, wrote fictional stories based on World War II characters. Using propaganda poster of Maréchal Pétain, they explored symbolic meanings beyond the literal. This activity helped students adopt new perspectives, discuss historical events in the present tense, and enhance their metalinguistic and cultural awareness. Through this, they transformed their ability to interpret language and symbols in various contexts. Thus, meaning is an essential part of language. When individuals learn a language, they need to work on meaning-making for communication, as a new language means new meanings in the repertoire.

2.3.2. Learner autonomy in transformative language learning and teaching

Learner autonomy is "the ability to take charge of one's own learning" (Holec, 1981, as cited in Little, 2021). It includes "determining the objectives; defining the contents and progressions; selecting methods and techniques to be used; monitoring the procedure of acquisition properly speaking (rhythm, time, place, etc.); evaluating what has been acquired" (Holec, 1981, as cited in Little, 2021, p. 177). The introduction of the concept of learner autonomy to foreign language education was at the end of the 1970s by Henri Holec. Since then, it has had significant value in language education.

Learner autonomy is also crucial in transformative language learning and teaching as "learner self-management results in a new relationship between the learner and existing knowledge and transforms the way in which knowledge is acquired" (Janne, 1977, p. 24). Holec also emphasized that through learner autonomy, learners took charge of their learning; universal and objective knowledge was no longer accepted, and personal knowledge occurred

(Little, 2021). The idea behind this process is that learners construe their reality. There is one difference between Holec's learner autonomy and how it is applied in transformative language learning and teaching. Holec has a cognitivist approach to autonomy where "learner thinks and acts in and for themselves" (Little, 2021, p. 177). In his monologic version, the focus is on self-access to language learning. However, learner autonomy in transformative language learning and teaching includes interpersonal dialectic dialogue in which group work is promoted. Learners develop autonomy in a community, not as independent agents. The claim is that optimal L2 development is achieved when "individually and collaboratively, they plan, execute, monitor, and evaluate their own learning" (Little, 2021, p. 178). In addition to teachers who scaffold the learners in the process, learners support each other in group work.

In one classroom practice, the teacher Lemi Dam, who taught English to Danish students, used logbooks and posters to foster learner autonomy through the collaboration of other parties (Dam, 1995, as cited in Little, 2021, p. 179). Learners used logbooks to write down words and phrases they learned, plan project work, write short texts, and regularly evaluate the process and outcomes. In the teacher's time, posters were created by the teacher through interaction with the learners. They were developed to respond to the needs in the first step, where learners worked individually. In the early stages, they included words and sentences that they needed. Later, they were about a good talk, good group work, reasons for learning English, ways of learning English, etc. Students shared the materials they produced. They had discussions. Peer assessment was also included. The process contributed to the learning of peers. The two examples taken from the scripts of the student interviews (uncorrected) show how an autonomous classroom can contribute to the transformation of the students as learners control their learning, and their identity also develops:

> Most important is probably the way we have worked. That we were expected to and given the chance to decide for ourselves what to do. That we worked independently.... And we have learned much more because we have worked with different things. In this way we could help each other because some of us had learned something and others had learned something else. It does not mean that we have not had a teacher to help us. Because we have, and she has helped us. But the day she did not have the time, we could manage on our own.
>
> I already make use of the fixed procedures from our diaries when trying to get something done at home. Then I make a list of what to do or remember the following day. That makes things much easier. I have also via English learned to start a conversation with a stranger and ask good questions. And I think that our "together"

> session has helped me to become better at listening to other people and to be interested in them. I feel that I have learned to believe in myself and to be independent (Dam & Little, 1999, as cited in Little, 2021, p. 179).

The dialogic version of learner autonomy can profoundly impact transformative language learning. An educational environment where learners have control of their learning may lead to changes in their assumptions that lead to distortions in their learning processes.

Another critical study to promote transformative learning in language classrooms was carried out by Johnson (2015). Johnson concluded that learners became more autonomous and self-directed in the study, which indicated the presence of transformation. It also showed a change in motivation. One student who was learning Spanish as a foreign language wrote in her journal how his motivation changed after the course. At the beginning, she tried to learn the language to get credits; however, over time, she understood that she needed Spanish to communicate with others. She was inspired by someone who spoke Spanish effortlessly and seemed fun, which made her feel that learning the language and talking to people could be enjoyable and achievable. Initially, the student was in the course to get a good grade; however, her purpose changed over time, and she wanted to learn the language to communicate; she became more self-directed and autonomous. All in all, learner autonomy favoring collaboration is valuable in transformative language learning and teaching

2.3.3. Gender in transformative language learning and teaching

Transformative language learning and teaching aims to change students' perspectives through critical reflection and engagement with alternative viewpoints. However, individual perspectives are influenced by many factors, and one of the factors is gender. Gender could affect how people shape their perspectives. Gender is closely related to identity, communication styles, and social expectations, functioning as a potential to affect the perspectives of individuals.

Gender is a socially constructed category and is influenced by societal norms and cultural values. What is appropriate for a man or woman is influenced by the norms of society. Additionally, in the literature, many studies about gender and identity can be found. Milet (1969) defines gender identity as "the sum total of the parents', the peers', and the culture's notions of what is appropriate to each gender by way of temperament, character, interests, status, worth, gesture, and expression" (p. 31). From childhood, people are exposed to some gender identities and mostly behave appropriately to be accepted by the society in which they live. Gender roles shape our perceptions of ourselves and others, as Butler (1999) notes. The

expectations that society creates shape individuals' experiences and influence their processes of meaning-making.

Females and males have different communication styles, impacting the potential for transformative learning. Several studies (Anderson & Haddad, 2005; Beebe et al., 2008) indicated that females and males reacted differently in discussions. The female discussants tended to be more empathetic and tried to understand the perspectives of other parties. The dialogic interaction could facilitate perspective transformation where interaction and understanding were necessary. Such characteristics may position female students to be more open to perspective transformation.

In contrast, studies (Jeong, 2006; Nussbaum & Bendixen, 2003) illustrated that males had a more adversarial or expository communication style. They are more inclined to assert their opinions and argue with others. They are more skeptical. (Prinsen et al., 2007; Schuetze, 2010; Huynh et al., 2005). This tendency may inhibit individuals from reflecting efficiently, functioning as a barrier for transformation. On the other hand, it could also be served as a strength because it fosters analysis by prompting individuals to question the assumptions behind ideas if used wisely. Another study (Cox, 2017) also supported that males reported higher criticality scores than females. What was interesting in the study is that although males' criticality scores were higher, the items from the criticality scale showed stronger correlations with transformative outcomes for females than for males in other words, females tended to have better transformative results. However, in most cases, males dominate discussions, and females feel less comfortable (Graddy, 2006). As a result, there seems to be a risk that opportunities for shared meaning-making and transformative engagement are being undermined.

In terms of gender roles created as a result of societal expectations, gender stereotyping is common in many societies. Societies create identities, and individuals are forced to behave in expected ways. People follow gender stereotypes, and they see, arrange, and assess their own and others' actions automatically inside the framework of these cognitive structures all their lives (Bem, 1984). Thus, stereotyping affects the perspectives of individuals. Stereotyping could be both descriptive and prescriptive, and they have been examined in many national and international studies. Women are described as warm, sensitive, kind, patient, weak, and submissive. On the other hand, men are defined as having agentic characteristics such as being fearless, independent, strong, active, ambitious, risk-takers, self-reliant, and competitive. In terms of prescriptive gender stereotypes, women are expected to be warm, kind, sensitive, patient, polite, and cheerful, while they are never expected to be

rebellious, stubborn, controlling, cynical, promiscuous, or arrogant. On the other hand, men are expected to have high self-esteem, leadership ability, self-reliance, and ambition, and they tend to be risk-takers, assertive, decisive, competitive, and aggressive (Wood & Eagly, 2010). Similar stereotyping is common in Turkish culture. Turkish women are identified as submissive, self-sacrificing, gentle, soft, admissive, emphatic, supportive, patient, calm, understanding, and loyal. On the other hand, Turkish men define themselves as assertive, brave, powerful, competitive, greedy, ambitious, tough, cold-blooded, determined, honorable, authoritative, rapid decision makers, and risk-taking (Çankaya, 2013).

The roles attributed to different genders influence the individuals and their meaning-making. As a result, when the goal is perspective transformation, men and women may react differently in the process, as most of them have certain roles in their minds. An assertive and aggressive person may react differently when it is wanted to question their existing assumptions, which mostly create dilemmas, compared to another person who is more kind, sensitive, or patient. Transformative learning and teaching require patience, endurance, and a critical perspective of experiences, and the characteristics of people influence how they give meaning to transformative experiences.

2.4. Facilitating Transformation

This section concentrated on facilitating transformation. Its emphasis was on cultivating critical reflection, a pivotal element for transformation. This section also focused on promoting transformative language learning and teaching.

2.4.1. Fostering critical reflection

Critical reflection has a cardinal role in perspective transformation. There are some key approaches that can be used to raise critical reflection: the reflective judgment model, critical incident technique, educational biographies, journal writing, metaphor analysis, and conceptual mapping (Mezirow, 1990). Each was explained in detail in the preceding parts.

2.4.1.1. The reflective judgment model

One factor that hinders people's critical thinking is their epistemic premise distortions. The model describes how epistemic premise distortions develop and how they create meaning perspectives.

Kitchener (1983) describes seven problem-solving stages, starting with epistemic premise distortions in the reflective judgment model. The model marks how epistemic assumptions develop and compose meaning perspectives. Each stage describes what can be known and how a person can be sure about knowing at a related stage. Every stage gives a

different role to evidence, authority, and interpretation. The steps exemplify the changes in epistemic distortions.

Stage 1: People assume that objective reality is what they see. Knowledge and reality can be understood through sense perception and prior learning. Both are absolute. If a person cannot perceive them, they apply to an authority. At this stage, truth is not problematic. Beliefs might seem as real as physical objects. People are unaware that opinion differences might exist, so justification is unnecessary. There is no reflective thinking at this stage because uncertainty does not exist. This stage is experienced chiefly by young children.

Stage 2: People assume the truth is ultimately accessible, but it is not directly and immediately apparent to everybody. The stage has dualism in a belief system, as some people have correct beliefs and others have wrong ones. Some people have wrong beliefs, as the truth is not accessible to them. At this stage, people seek the correct answer and seek an authority such as a teacher, doctor, or parents. This stage is typical of young adolescents or some university students. For example, there is a situation where the students are given a test (Kitchener & King, 1990). The test includes interpretative questions rather than factual information. The students are not satisfied with the test because they think it needs to test the materials covered in the class. Another situation for this stage can be taken from a history class (Kitchener & King, 1990)The students requested their teacher to give the real reasons for the Civil War instead of discussing all the related issues. They were unhappy when the teacher asked them to figure it out, and they wished for the truth.

Stage 3: People acknowledge that truth might be temporarily inaccessible. However, they keep the assumption that all problems have solutions, and certainty can be attained in the long run for some situations. They also depend on authority, and authority knows the truth. In some uncertainties, the truth will be manifested in time as the evidence is incomplete at that stage. At that stage, feelings are the only justification. Thus, in certain areas, knowledge is justified through authorities, while conclusions are justified through intuition in conflicted areas. The stage is mainly observed among students in the last two years of high school or at the beginning of university. To illustrate, a student gets a C in an art class. The students say that art can be anything they want, and their judgment is as good as others'. They worked hard, so they think they deserve an A. In this example, there is uncertainty. The only concrete truth is that hard work is the only criterion to judge (Kitchener & King, 1990). The challenges at this stage are that students have difficulty concluding ill-structured problems and differentiating between facts and opinions; they may not tolerate or value multiple perspectives on the same issue. Different perspectives mean confusion or false authoritative claims to

students at this stage. Thus, the objectives for the educator might be to make students use their reasoning to differentiate facts and opinions, use evidence to evaluate their intuitions, and confront multiple perspectives. Kitchener & King (1990) suggest some assignments for these objectives:

1. Evaluate an argument (for or against an issue) regarding its use of evidence, dependence upon authority, and understanding of the other view of the issue.

2. Give the best evidence for a specific point of view. Identify what makes it count as evidence.

3. Identify the evidence and arguments for a view that an authority in the field is presenting. What makes the evidence for the argument strong or weak?

4. Identify two or more points of view on an issue.

5. What do you believe about an issue? Is there any evidence that supports what you believe? What is the evidence that is contrary to what you believe? (p.169)

With the assignments, students' epistemic assumptions can be challenged. It is also essential to keep their emotions and feelings in mind. They will be confused and uncomfortable, so educators help students with it. They can provide support by modeling. The educator can justify the arguments for both sides or explain the rationale behind each opposing opinion. They can also create environments where peers share their feelings. It could be done through discussions or writing. Thus, the anxiety level of the students is also essential, and with detailed, clear instructions, it could be decreased.

Another example is a learning experience created by Kroll for first-year students. He used assignments related to the Vietnam War to make students more thoughtful and reflective. Students were expected to share their opinions about two different accounts of the battle at the beginning and end of the course. They were requested to tell which account was more believable and what happened in the war. Kroll tried to understand their epistemological assumptions through the comparison. In one course, for example, students read two different accounts of the Hue massacre. One of them is the official account, which explained that Communist forces massacred South Vietnamese because they had political relations with the United States. The other account claimed that the Viet Cong – a Vietnamese military and political organization – wanted to execute some governmental figures, the United States had a counterattack, and many civilians died there. After that, students read thirteen more historical accounts and a documentary depicting the Hue massacre. The students wrote their opinions about each input, and the teacher helped them think critically by asking students to identify different viewpoints and how they were supported. Ultimately, they were asked to analyze

what they learned and choose the best account of what really happened in Hue. At the end of the semester, they again compared the two different accounts of the event. The difference was that they used less dogmatic approaches. Students also shared that their critical thinking ability increased, and they learned to be more skeptical and cautious about what they read or hear. Kroll also stressed that although there were changes in their responses, there were no significant differences at the beginning and end of the semester. He concluded that developments in reflective thinking occur slowly. Changing meaning perspectives may take longer than a semester, but "education can make a difference in epistemological perspectives if it takes into account the developing world through which students filter their educational experiences" (Kitchener & King, 1990, p. 172).

Stage 4: The main characteristic of this stage is that uncertainty is acknowledged. People assume that knowledge that has uncertainty cannot be validated externally. They accept uncertainty as an intrinsic characteristic of knowing. This is the difference between the previous stages and this stage, which is a significant development. Moreover, uncertainty is attributed to the knower, and people are skeptical of authority. The stage differentiates between ill-structured and well-structured problems (Kitchener & King, 1990). An arithmetic problem is an example of a well-structured problem, as it can be described and solved with certainty. However, real-world problems are ill-structured as there is no clear path to solving the problem. To illustrate, solutions to air pollution are not easy to determine, as some parameters are uncertain and insufficient. Thus, at this stage, authorities and knowledge are questioned. Senior students at university typically score at this stage. For example, when a student says that I would believe in evolution if there were enough proof. It could be said that the student is at stage 4.

Stage 5: At this stage, context is essential. The importance of context results from the significance of interpretation in perception. Justification requires the interpretation of evidence, and individuals' perspectives affect the interpretations. Such reasoning is typical of graduate students.

Stage 6: This stage emphasizes that knowing is uncertain. Knowledge needs to be interpreted in its context and requires interpretation. During interpretation, it is accepted that some perspectives, views, or arguments are better than others. Comparing them is necessary to solve and judge ill-structured problems. Advanced graduate students are typical people at this stage.

Stage 7: At this stage, learners rely heavily on critical inquiry and argumentation when forming their perceptions and interpretations. People know that some ways of understanding

reality could be fallible, and beliefs need justification. Belief in objective reality is abandoned at this stage. Weighing the arguments is significant in processing. Such reasoning is rare among individuals. Kitchener explains the characteristics of stage 7, which hinders distorted epistemic assumptions, briefly:

(1) There is a reality against which ideas and assumptions must ultimately be tested; however, (2) the process of inquiry is itself fallible, (3) knowledge claims rest on the process of rational inquiry, and (4) justification is, therefore, based on a rational evaluation of evidence and interpretation (1983, p. 80).

Kitchener and King (1990) suggest some implications in education related to the stages:

1. Individuals show similar performances in different tasks. Their reasoning often shows the characteristics of a specific stage. Educators can identify the student's stage and approach that student accordingly, as the assumptions and needs vary.

2. Even if there is a specific effort to elicit the highest stage, individuals mostly pass to one stage above their reasoning rather than more. There are also age-related restrictions. Adolescents below nineteen or twenty cannot show the highest stages(Lynch & Kitchener, 1989). Thus, educators should avoid assuming that it is possible to show the performances of individuals with the highest stages when working with adolescents.

3. Individuals change stages sequentially. An individual at stage 3 rarely passes to stage 5. The data suggests that an individual moves upward every six years. Thus, educators should target students at most one or two stages higher than where they are. A developmental range should be considered for transformative learning experiences.

4. As some real-life problems are ill-structured, students should learn to deal with them. Firstly, they need to acknowledge that only some problems are well-structured, and uncertainty of knowledge exists. However, students are inclined to learn mostly facts and absolute truths through course books in traditional school settings. Educators should help them realize ill-structured problems and develop reflective thinking skills appropriate for their levels.

5. Transformation is giving up old assumptions, frames of reference, or worldviews. Disequilibrium enables change because it is uncomfortable and frightening. When an individual stops using old perspectives and notices they are useless, it is like losing the self. Educators must give them the emotional and intellectual support necessary to deal with the situation. Thus, they must help change the perspectives and provide support to create equilibrium again.

Mezirow (1990) emphasizes that Kitchener's stages are appropriate for the technical domain. Different stages show different levels of critical reflection. The suggestions could be useful for changing epistemic premise distortions, leading to transformation.

2.4.1.2. Critical incident technique

As mentioned before, Brookfield (1990b) stresses that one central point in critical reflection is the analysis of our assumptions. They provide criteria for our perceptions. Thus, the study of assumptions is vital in critical education. He exemplifies how critical incidents can be used in educational settings. He aims to help learners identify their existing assumptions about good education practice. The participants are educators from different settings with diverse experiences. He expected the participants to write descriptions of the question, "What made you feel a high excitement, satisfaction, or fulfillment as a teacher?". Before the application, the researcher showed a model from his own life. In the second step, the participants were asked to form groups of three. One read the description, and the others identified the assumptions related to good educational practices. Each person in the group read their description, and the other two tried to figure out the assumptions they had. They tried to answer "What assumptions do you think inform your colleagues' choices of significant incidents?" and "What assumptions underlie the specific actions they took in the incidents described?". They also discussed the validity and accuracy of the predictions regarding the assumptions. At the end of the sharing, some general beliefs, ideas, and intuitions appeared around teaching.

The technique used here has some benefits compared to traditional ways of identifying the beliefs and criteria in their teaching practice. Firstly, they work from specific to general. They recall a particular incident and reach conclusions through it. Secondly, they use their own experiences. It is not just receptive; they express themselves, which becomes more meaningful. Third, participants try to analyze each other's descriptions, and peer learning is emphasized. They feel less stressed and become more willing to share. Fourthly, they become more aware of groupthink's dangers, which is trying to reach a consensus without critical analysis. The final step of the critical incident technique is debriefing, where they are expected to think about the form and focus of the exercise. They talked about their difficulties while talking in public, whether they had difficulty finding a situation to share, and the problems in the descriptions and finding the assumptions.

2.4.1.3. Educational biographies

Educational biography is "an oral or written testimony of a person about the sum of his/her learning experiences, either within or outside the education system" (Koulaouzides,

2017, p. 1741). In educational biographies, individuals in the study focus on how they became themselves and learned in different educational contexts. It is a research method that is a part of life history. Life history was primarily used in anthropology and sociology through qualitative methods. However, today, it can be used to raise critical reflection on empirical research (Dominice, 1990). It provides a new educational perspective as each subject constructs knowledge (Ferrarotti, 1983). In the life history method, a learning experience gains a plurality of meanings as it is a subjective experience. An educational biography is not only related to school settings. Humans are social beings, and they also have relationships with parties unrelated to school. For example, parents affect their children deeply; thus, learning is seen as a social interaction. In a workshop by Dominice (1990), a woman said she returned to school to meet her parents' expectations. They forced her to do so. She wanted to realize their wish. Another example is that among working-class children, the common idea is that they must study for better living conditions than their parents. They need to take school seriously, not live what their parents live. Thus, educational biographies help the learner be aware of the effects of educational settings and the people around them on their lives. They focus on some educational experiences that affect their life. They might also reveal hidden beliefs shaped by our experiences with society (Dominice, 2000).

Some other studies (Charissi, 2020; Koulaouzides, 2017) also favor educational biographies to develop critical reflection. Charissi (2020) investigated the effect of educational biographies on 87 4th-year university students. He wanted to investigate whether it promoted critical reflection and transformation related to personal growth and professional development. In the study, first, students were given information about their educational biography. They were given guidelines about recalling and critically reflecting on essential people, events, or experiences that affected their learning/educational courses. The activities in the program include issues such as family, cultural context, significant educational paths, and narratives of their experiences, reflection, and interpretation of the experiences. Small group and pair work activities were organized to gain feedback about their self-reflection process. The study concluded that despite the initial recalling problems, the overall process was successful, and participants had the chance to engage in critical reflection related to their personal and professional experiences. It can be emphasized that in educational biographies, memory has an essential role as it is "an active meaning-making process" (Abrahão & Helena, 2012, p. 30). According to Franzosa (1992), when a person writes an autobiography, they share their own perspective by combining insights about personal identity and cultural context, and they challenge the usual assumptions and accepted interpretations of a particular time and place

(Franzosa, 1992). Thus, educational biographies could be an efficient tool to use to raise critical reflection in the learners.

2.4.1.4. Journal writing

Diary writing is an old form of expressing thoughts and feelings. Similarly, journal writing is "a means for recording personal thoughts, daily experiences, and evolving insights" (Hiemstra, 2001, p. 19). It is an effective aid for integrating the inner and outer parts of the self through reflection. Today, journal writing is used in education as an introspective tool to connect thought, feeling, and action. Through writing, individuals generate meaning through exploration. Scheduling opportunities for students where they respond to give prompts is a critical educational practice (Johnson, 2021)Moreover, journal writing has been an efficient tool for promoting critical reflection in education. It is used in critical pedagogy, where critical assumptions are revealed through critical reflection.

In the literature, there are theoretical sources for journal writing (Lukinsky, 1990). Humanistic psychology offers a broad frame for journal writing by legitimizing some expressions. Psychoanalysis is another source, and one famous version belongs to Jung, who descends into the collective consciousness. Journal writing is an introspective tool in psychoanalysis. Norton (1973) suggests that journal writing helps students understand what is unfamiliar by connecting it to their experiences. It functions like a teacher who helps the students familiarize themselves with the unknown by combining it with their personal material. One last source is to explore the unknown through language. Fulwiler (1987) notes that "leading language scholars including Vygotsky have argued that human beings find meaning in the world by exploring it through language – through their own easy, talky language, not the language of textbook or textbook and teacher" (p. 1).

In education, journal writing has some characteristics. They have certain language features. They are "conversational, colloquial language written in the first person" (Lukinsky, 1990, p. 217). They include cognitive activities. The examples could be "observation, speculation, inner questioning, self-awareness, digression, synthesis, revision, information seeking, and similar operations that demonstrate that attention is being paid to the content course (Lukinsky, 1990, p. 217). Lastly, it includes formal features such as frequent and prolonged student-initiated entries. Teachers make students write journals to collect data, engender personal connections to the content, and practice writing. They are sometimes not graded as they belong to the student.

Lukinsky (1990) suggests three different ways of journal writing in the educational field. It can be used before learning something new. It can be given to make students grasp an

insight before answering the questions on the content. Journal writing can also help students reflect while learning. A pause can help the learner to reflect on what is being learned. One last way is journal writing as a post-reflection. After learning is completed, the learner connects it with their inner life.

Many studies (Johnson, 2015; Kamin et al., 2002) found reflective writing effective in education. In one study (Kamin et al., 2002), participants had higher scores of critical thinking when they had written activities. Face-to-face oral discussion led to less critical thinking, and it was concluded that written reflection helped students spend more time and care to analyze. In another study (Johnson, 2015), students wrote weekly reflective journals in a beginning Spanish course. The aim was to collect data for the research, but students said it was essential for transformation. Students were asked, "What did you learn?", "How did you learn?" daily. Johnson (2015) noted that additional questions were asked, as these questions were insufficient to inform about deep learning. Additional questions were asked:

Since the last class meeting, have you had any experiences outside of class related to what we are learning in Spanish?

Is there anything we learned or discussed that caused you to feel excited, shocked, or disturbed?

Is there anything we learned or discussed that caused you strong feelings or reactions?

Is there any topic or content you wish the instructor would address more in class?

Other than grammar and vocabulary, what other things have you learned in class so far?

Has this class had any impact on your life?

Answering the questions in a written form helped them think about their learning. Students' responses provided information about their essential learning experiences. One interesting point in the study was that Johnson (2015) suggested that teachers do not specify to students how much they should write. It lets them make their own decisions. Over time, the length of the journals increased. Besides, the reflection might be in the mother tongue or the target language. Especially with novice learners, using their mother tongue might work better. Indeed, communicative teaching methods do not favor L1 use as it does not increase competency in communicative skills in the target language; however, it has some compensations (Johnson, 2015). Adult learners feel more comfortable and stable when L1 is integrated into foreign language instruction. Language classes are places where questioning, exploring, and discovery can occur. If students cannot use their L1, they might not be able to

experience a meaning perspective change, especially when they have limited L2 to make sense of a new world (Johnson, 2015).

2.4.1.5. Metaphor analysis

A metaphor is "any comparison that cannot be taken literally." (Bartel, 1983, p. 3). In the metaphor, there are primary and secondary subjects. The secondary subject is metaphorical, and interaction is founded between the two. People construe beliefs about the primary subjects by connecting them to secondary subjects. They share similar features, and correspondence is established through meaning perspectives. We often use metaphors in our everyday language. We are exposed to them in many areas, such as adverts, music, industry, and literature. They affect our assumptions, and they are affected by our assumptions. A mutual relationship between metaphors and assumptions creates our meaning perspectives. By exploring the metaphors we use and create, individuals might develop critical reflection and uncover frames of reference that affect their perceptions, beliefs, values, and experiences. Unpacking the meaning relationship can facilitate emancipatory education.

There are domains for different primary subjects (Deshler, 1990b). The personal domain includes subjects related to family, friends, parents, and gender. Popular culture deals with subjects such as art, literature, and music. Some subjects for the organization domain are educational institutions, workplaces, government, and public policy issues. There are also other domains, as metaphors abound in many subjects. In education, metaphor analysis could foster transformative learning based on reflection on meaning perspectives. Classroom settings are appropriate for metaphor analysis, primarily when used with dialogue. Deshler (1990) suggests eight steps to facilitate metaphor analysis:

1. Select a primary subject. It could be from the domains mentioned above.

2. Scan the memories to associate primary and secondary subjects. Some metaphors could be given as an example because learners may need help to achieve the task in this part. They may also focus on their past experiences with the primary subject.

3. Select one of the metaphors the learners have created. Learners describe it in detail. The connection between the primary and secondary subject is unpacked, and the meaning perspective behind the metaphor is recognized.

4. Reflect on the metaphor's values, beliefs, and assumptions.

5. Question the validity of the metaphor. The meaning of the metaphor is compared with values, life experiences, beliefs, and knowledge. They are approved or denied.

6. After the reflection, they create new metaphors that express the meaning they want to give. They share them with others.

7. Consider implications from the approved or newly gathered metaphors.

8. Repeat the process with other metaphors.

Dialogue plays a significant part in the process as it can assist the individual in the analysis, collaboration helps create new metaphors, and collective action can be taken.

One example of metaphor analysis is a person reflecting on her family lifestyle, which is a subject from the personal domain. She uses a *safe haven* to express her family lifestyle. When she unpacks the meaning behind it, she mentions the economic problems she encounters, the danger on the streets, and the meaning of safety in scarcity. This meaning has made her more "cautious, fearful, and lacking adventure" (Deshler, 1990b, p. 301). In the next step, she is asked whether it is the family life she wants to have. She uses the *hotel* as a metaphor for the family lifestyle. She considers what decisions she needs to take to have a family lifestyle that can be described as the *hotel*. In this step, dialogue is valuable. Another example of the analysis taken from the organization domain is the university. One woman says the metaphor that comes to her mind is *the military*. She described hierarchical decision-making and the policy for making a workforce. She reflects on the meanings of the university.

Identifying metaphors can facilitate transformative learning because metaphors "exert forceful, immediate, unobtrusive influence over our lives" (Deshler, 1990b, p. 310). The study of metaphors assists critical reflection as presuppositions are analyzed. They contribute to reflecting on our distorted assumptions. Existing metaphors are examined, and new metaphors are created. Recognition, reflection, comparison, creation, and decision-making are applied through metaphor analysis. New metaphors help learners take reflective action. Thus, metaphor analysis is effective both for critical reflection and transformative learning.

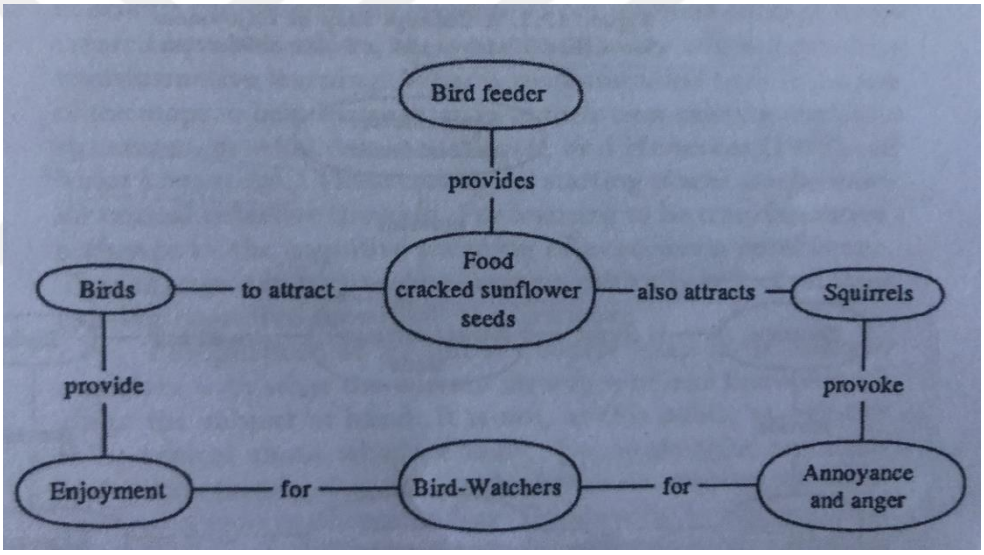
2.4.1.6. Conceptual mapping

A concept map can be defined as "a systematic device for representing sets of concept meanings embedded in a framework of propositions" (Novak & Gowin, 1984, p. 15). Conceptual mapping can effectively aid in critically reflecting on our concepts, the relationships among them, and the assumptions and values behind them. We all have taken for granted assumptions that affect the way we think, feel, understand, and perceive. Conceptual mappings help us reveal those assumptions and create new pathways to link and order our concepts. We may be aware of our false assumptions, inconsistencies, inaccurate relationships in concepts, and unrecognized gaps through drawing and reflecting on conceptual maps. It can be applied in classroom settings for transformative learning and emancipatory education. It could be used in elementary, secondary, and higher education to increase meaningful learning (Deshler, 1990a). Any subject or discipline can be validated through conceptual mapping. It

is a practical method as it does not require materials; only a pen and paper are necessary to draw charts. Concept maps differ from flow charts and organizational charts because they include more than representational depictions; they do not connect keywords and create concepts with meanings. Concept maps are "holistic, spatial, hierarchically constructed representations of the relationships among essential concepts" (Deshler, 1990a, p. 337). Concept maps help us reflect on our assumptions and reconstruct and validate them. Deshler (1990) gives one example from his own experiences to illustrate conceptual mapping, as shown in Figure 3. He wants to feed the birds and provide food for them. Feeding birds gives him enjoyment. He uses a container named a bird feeder. However, squirrels also come to the area and take food, which irritates him.

Figure 3

A concept map of enjoyment and anger for a bird-watcher

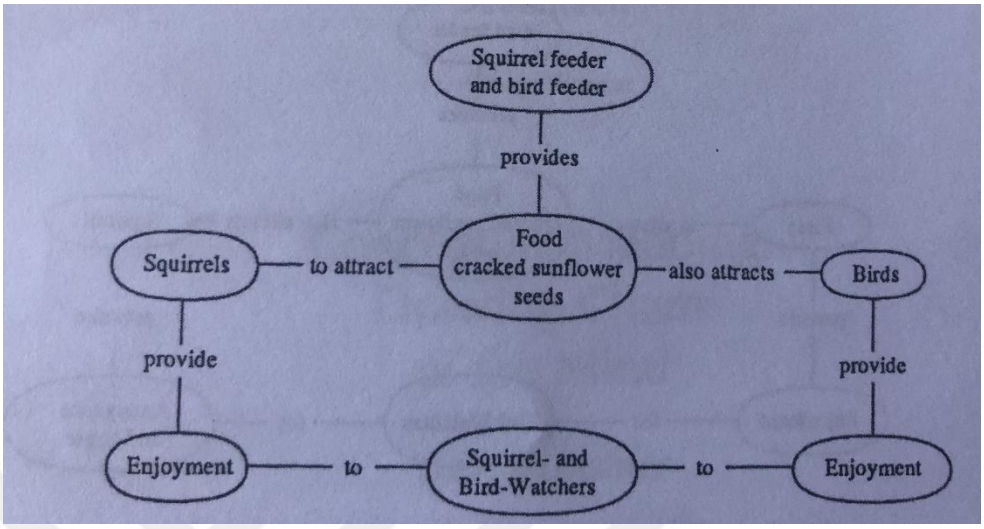


Note. Drawing charts of the mind as an example (Deshler1990a, p. 339)

He plans to find a technological solution to the problem, but he starts to reflect on the problem about why he is so bothered. He notices that, on the one hand, he wants to appreciate nature, but on the other hand, he excludes squirrels. He reconstructs his concept of a bird feeder and replaces it with a squirrel feeder and a bird feeder when he notices that he names the container (Figure 4). The concept map reveals his cognitive contradiction about nature and squirrels. He experiences the world differently and acts appropriately. This is a simple example to show the effectiveness of conceptual mapping.

Figure 4

A concept map of enjoyment for a bird-watcher and a squirrel watcher

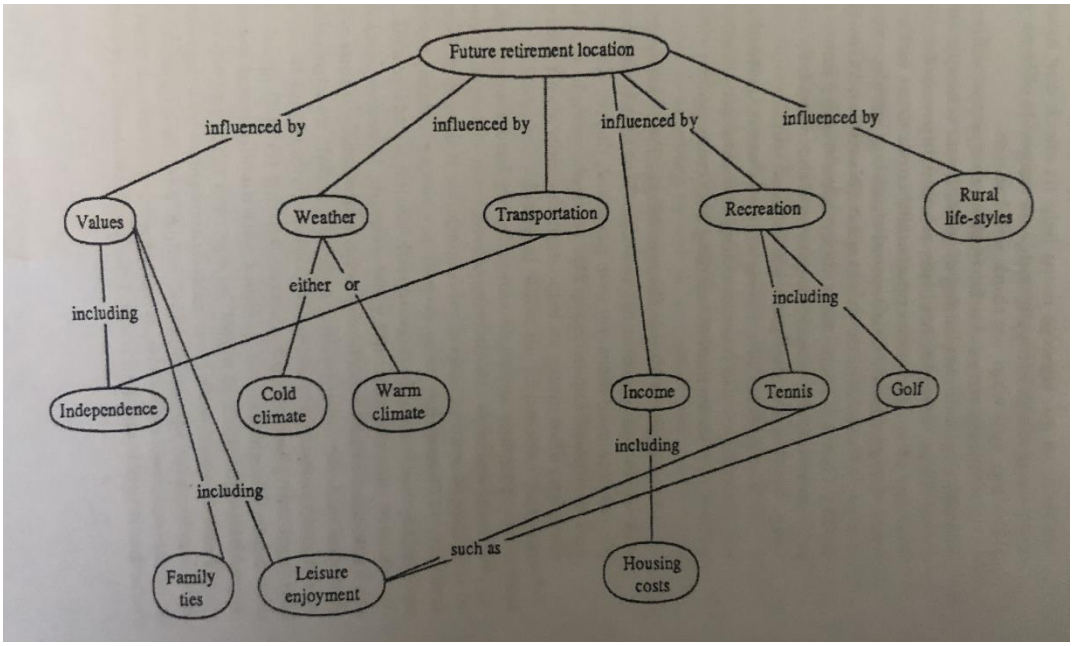


Note. Drawing charts of the mind after reflection (Deshler1990a, p. 341)

A concept map can also be more complicated. Figures 5 and 6 show a concept map of the retirement location. Figure 5 is the first map created by a person planning to retire. It includes popular assumptions such as weather and recreation. After some reflection, he adds new concepts, such as the values of friendships, family ties, and health concerns. It is a broadened version of the map.

Figure 5

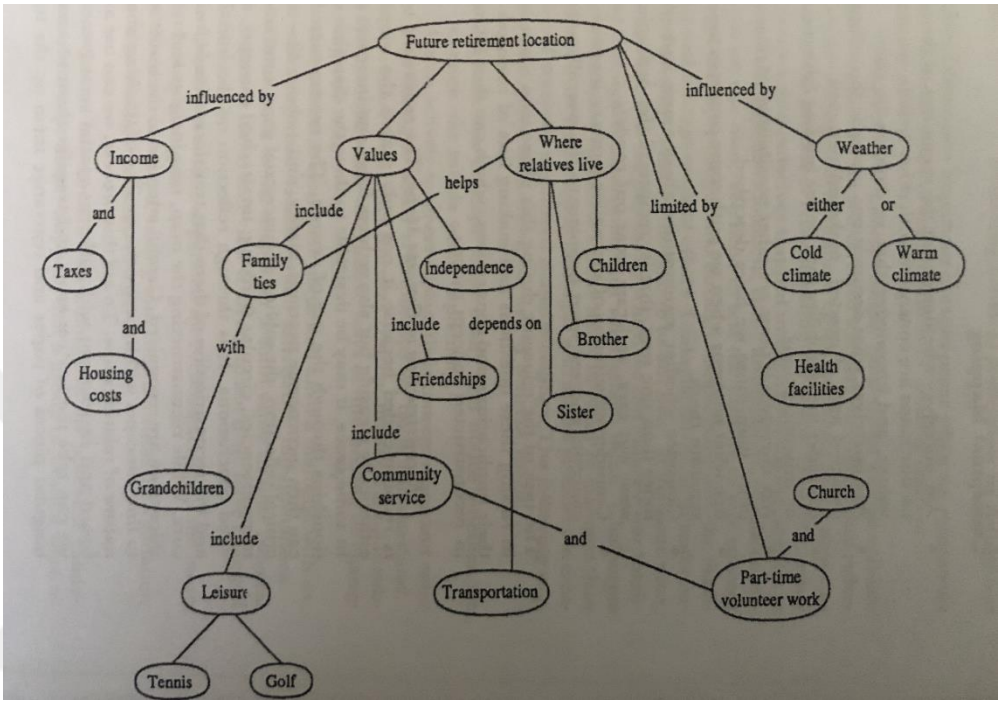
A concept map on choice of retirement location



Note. Conceptual mapping: Drawing charts of the mind as an example related to retirement plans (Deshler, 1990a, p. 341)

Figure 6

A reconstructed concept map on choice of retirement location



Note. Drawing charts of the mind after reflection related to retirement plans (Deshler, 1990a, p. 342)

It must be underlined that creating concept maps is not the solution; reflecting on them for transformative learning is required. There are two critical steps for transformation. One is creating the concepts, and the other is reconstructing them through reflection. To create concepts, a person writes all concepts to describe his/her ideas and assumptions. At this step, there is no critical reflection. Educators can help learners create their conceptual mappings by focusing on the content concern. Transformative learning can occur when content is essential, puzzling, and constraining (Deshler, 1990a). The content needs to be necessary so that learning for future situations, lifestyles, and environmental conditions can occur. When puzzling, a learner can produce a new synthesis of knowledge, ideas, and feelings. When it is constraining, learning may end up with expansion and emancipation. The following steps can be used to create concepts (Deshler, 1990a, p. 344):

1. Write or talk out the substance of concern.
2. Understand the difference between concepts, names, and linking words.
3. Make lists of the key concepts.

4. Select the most general concept.
5. Arrange the other concepts underneath that general concept.
6. Draw linking lines between concepts and write linking words.
7. Consider the maps temporary, pliable, in-process, and never finished.

After creating the concept map, reflection is essential. Deshler (1990a) proposes several steps for critical reflection to support transformative learning. This involves reviewing and refining the map by examining the hierarchy, arrangement, and connections among concepts; removing duplications; identifying inconsistencies; considering the addition, combination, or modification of concepts; and ensuring that the map accurately reflects one's assumptions, values, and potential cause-and-effect relationships. Educators need to assist their learners during the process. In some situations, individuals are trapped and cannot deal with them due to false consciousness and assumptions.

The dialogue could be efficient in validating assumptions. They get the chance to compare their thoughts with others. Challenges might occur, but negotiation can be helpful in the process. In dialogue with other parties, such as teachers and peers, learners explain their concepts orally and actively listen to others. They try to negotiate on points on which they do not agree with each other. They compare their concepts, and it stimulates alternative ways of thinking. Through feedback, they reconstruct their concepts thanks to dialogue (Deshler, 1990a)Critical reflection can make the reconstructed maps clear, neat, and consistent. Thus, conceptual mapping can be a tool for reflecting on assumptions. It uses and develops critical reflection.

2.4.2. Fostering transformative language learning and teaching

Transformative language learning and teaching can effectively facilitate language learning. The implementation process is another critical concern that must be addressed. Given that critical reflection is central to the theory, any methods that promote critical reflection may effectively cultivate a transformative language learning environment. In the preceding sections, more ways for encouraging transformation will be discussed. The first one is Open architecture curricular design, where students take an active role in the organization of the course; the second one is the use of authentic materials. By using authentic materials, language learners can get acquainted with different assumptions in different cultures and languages, and it might function as a disorienting dilemma. Finally, technology was incorporated because, in today's world, it plays a significant role in shaping perspectives. Both inside and outside the classroom, learners engage with technology, which profoundly influences their language

learning experiences. Use of technology is an effective tool to lead to perspective transformation among language learners.

2.4.2.1. Open architecture curricular design

Open architecture curricular design (OACD), as described by Campbell (2021), is a flexible and learner-centric methodology intended to enhance language proficiency via personal transformation, cultural competence, and learner autonomy. The concept, first introduced by Leaver and Campbell (2015), aligns closely with the principles of transformative language learning and teaching. This approach perceives personal transformation as a crucial element of language learning, referencing educational philosophers such as Dewey (1997) and Rogers (1986), who argued that transformative learning empowers the individual and fosters deeper engagement with the target language.

In the 1980s and 1990s, the importance of addressing learner needs became popular in language education, as theories developed to incorporate diverse tasks (Nunan, 1997), learning strategies (Oxford, 2017), and recognition of learner personality types and cognitive styles (Dörnyei, 2005; Ehrman et al., 2003). OACD enhances this change by promoting highly personalized learning experiences. In this paradigm, the teacher's position moves from an authoritative figure to a mentor who works with students in curriculum design. Negotiation between teacher and student is essential, with theme-based syllabi, which is a substitute for conventional textbook-centered instruction. This enables the curriculum to better address the needs of learners and cultural contexts (Campbell, 2021). An important feature of OACD is its focus on meaning-centered instruction. OACD educators should ensure continuous use of the target language, employ authentic materials, implement project- and scenario-based learning, promote higher-order thinking, integrate formal and colloquial language, and foster collaborative learning through group and research-based activities (Campbell, 2021). These components promote students' engagement with the language in authentic situations, enhancing both linguistic and cultural proficiency. Moreover, OACD underscores the need to employ genuine, unpolished language (e.g., language characterized by grammatical errors or fillers), allowing learners to comprehend and utilize language in dynamic, spontaneous environments.

The OACD has been used in several institutional contexts. The English-language program at the French War College in Paris underwent changes after identifying the weaknesses of conventional approaches like the grammar-translation approach and communicative language education (Cleret, 2021). Despite the use of real materials and communicative activities, the curriculum did not satisfy student requirements, mostly owing

to a "one-size-fits-all" methodology that overlooked differences in learners' motivations and cultural contexts. In response, the university adopted a transformative pedagogy, incorporating essential principles from the OECD. This modification entailed a more collaborative and student-centric methodology, where students actively participated in determining the content and emphasis of the lessons. According to Cleret (2021), the transition facilitated more profound participation, particularly in a situation where cultural and historical resistance to the English language presented further obstacles. By identifying these obstacles and implementing a transformative learning framework, the school successfully integrated learner requirements with teaching methodologies. In summary, OACD offers a comprehensive framework for language education by integrating authentic, meaning-focused instruction with learner-centered methodologies. OACD has considerable potential for personal and linguistic development by encouraging critical thinking, increasing collaboration, and involving learners in real-world language use.

2.4.2.2. Use of authentic materials

Authentic materials are "written by members of a language and culture group for members of the same language and culture group" (Galloway, 1998, p. 133). Movies, magazines, newspapers, social media posts, and advertisements are some examples of authentic sources. While many teachers favor using authentic materials in language classrooms, others find it challenging. Teachers prefer textbooks as they are easily digestible and do not lead to cognitive dissonance; however, cognitive dissonance may function as a disorienting dilemma. Teachers who have input-oriented and acquisition-focused models might prefer using texts that are nearly 100 percent comprehensible (Johnson, 2021). Although there are several criticisms against using authentic texts, in transformative language learning and teaching, authentic texts have some functions. They highlight the experiences and attitudes of target culture members. They help learners decenter from their own perspectives and center other perspectives. When students encounter different experiences, it has the potential to result in a disorienting dilemma as it functions as consciousness-raising. Students think about the points that have been invisible to them and discover hidden realities. Hearing the voices of others is helpful in transformation. Furthermore, from critical pedagogy, materials used in the classroom should help linguistic development and highlight power relationships, culturally-embedded first-person accounts, and L2 community activism (Glynn et al., 2018). Thus, authentic materials may make students generate cognitive dissonance. Authentic materials make learners more attentive as learners relate the instruction to real life. Students learn to cope with new information as authentic materials include a lot of vocabulary, various

structures, and different contexts. To deal with the problem that authentic texts are linguistically challenging, Johnson (2021) proposes several instructional practices. Teachers need to take learners' cognitive and proficiency levels into account. Teachers can design feasible tasks. For example, comparing two different countries in terms of eating habits might be challenging for novice learners. If pictures showing what people in another country eat are used, the task might be more effective. Learners look at the photos, list the items they see, and compare them with their eating habits. A critical approach might be added by asking if rich and poor people have similar eating habits. Moreover, teacher talk is an efficient way to provide learners with comprehensible input and make sure that learners are not overwhelmed. Thus, authentic texts are functional for transformative learning in language classrooms.

2.4.2.3. Use of Technology

Technology offers numerous advantages for language learning and the facilitation of perspective transformation. Technology enhances learners' intercultural awareness, serves as an alternative to study abroad programs, fosters learner autonomy, and contributes to personal and social development.

Intercultural competence is one of the most vital requirements for effective communication among people with different languages and cultures. There is a shift from "cultural invasion" to cultural synthesis, which is at the center of critical pedagogy, as stressed in *Pedagogy of the Oppressed* (Freire,1970). A world language learner is also an active person in communication. They do not mimic the prescribed content or act like authority models. As a transformative experience, they "undergo the cultural synthesis that emerges from negotiating to mean autonomously, self-directing their study in authentic linguistic and cultural contexts" (Garza, 2021, p. 90). They critically reflect by challenging their existing norms to negotiate with the people whose norms differ (Rivers, 1973). Technology provides significant benefits for the development of intercultural competence. Thanks to technology, students can be part of another society and experience "the other."

Study abroad programs provide unique opportunities for transformative learning experiences. They have a lot of linguistic, extra-linguistic, and cultural benefits. However, many students cannot access study-abroad programs due to economic reasons. Technology provides many utilities at this step. Advanced technologies have limitless sources for cultural synthesis. The virtual alternatives are well-suited for autonomous contact with native speakers. As a way of information transmission, visual media provides "multilayered meaning in communication" (Garza, 2021, p. 91). Students examine critically and respond to the content of the media. It helps students get an intercultural identity as new perspectives are encountered.

When they do not match their existing perspectives, they tend to learn to move from their existing perspectives and examine them. Visual media helps learners differentiate between cultural learning, which is about gaining knowledge of another culture, and intercultural learning. Culture learning is learning about other cultures; intercultural learning is reflecting on assumptions, comparing them with other cultural assumptions (Kern & Develotte, 2018). Technological developments enrich traditional classroom settings. Hybrid or blended learning models provide virtual interactions through websites, blogs, and chat rooms. Learners have contact with native speakers without physically being in another country. They are valuable in terms of perspective transformation because they provide cultural exchanges in virtual environments.

Thirdly, thanks to technology, virtual environments can be created for autonomous production. The interactions with lingua-cultural content can yield transformative learning experiences through web-based communities. There are many tools learners can use to have new experiences (Fischer, 2021). These technologies create transformative learning experiences where learners are exposed to alternative worldviews and reassess their values. Fischer summarizes that some apps may lead to transformative learning experiences. Google Maps, Street View, and conference systems such as Zoom, Google Connect, and Skype can open the doors of other countries. There are also programs such as the Amazing Slowdowner, which adjust the pitch and speed for comprehension. They can also be supported by learning management systems such as Moodle, Canvas, and Sakai. Some apps permit direct communication with native speakers. They include Teletandem, TalkAbroad, Diversity, WeSpeak, Panda Tree, and Italki (sic). Extempre is another one which offers speaking practices. Furthermore, there are some tutoring apps such as Duolingo in which structured four skills exercises can be found. Padlet and Flipgrid are other technological programs that allow users to post and react to things.

Lastly, technology provides opportunities to students for personal and social development. A virtual class can be created where students focus on their dilemmas and reflect on them. A series of scenario-based instructions might be fruitful in providing frames and reflection for disorienting dilemmas. In a study, learners joined virtually and had an online focus group discussion (Davidson & Garas, 2018). The students were presented with potential dilemmas such as internship, challenging interactions with others, classroom and professional hierarchies, sharing food, personal space, giving and taking advice, and social expectations in different settings. Three different scenarios were given to react to these dilemmas. They made acceptability judgments and compared their answers. They spent time reflecting on their

values and beliefs, which had a role in their decision when encountering a challenging situation. Technology can be invaluable for transformative pedagogy where students step out. Learners can have personal transformation when they undergo contact with native speakers, as virtual communities provide the content and context for transformative learning experiences. In addition to learning management systems and apps, learners can record themselves when they are speaking. It can be posted to a virtual classroom to share with peers or used in one-to-one sessions. The teacher can give feedback, and learners can detect and progress. The activities are also related to Vygotsky's zone of proximal development, where learners develop themselves with the help of other parties. They are efficient tools for noticing assumptions differing all over the world.

To illustrate the effectiveness of the use of technology, in one course, a teacher of Persian Farsi showed an Iranian movie to a group of American students (Monazamfar, 2017). Before the movie, the learners had a negative view of Iran. In the film, students saw Iranian women wearing like Western women, having flats with computing equipment, learning how to drive, and going to discos (with the separation of male and female dancers). In the end, the learners showed a change by being more objective, empathetic, and willing to accept Iranians as people much like themselves. They modified their views, which had been built mainly through the American media. The film criticism provided a context to show similarities and differences between them and others. It is a valuable experience to reflect on taken-for-granted assumptions and make changes if necessary. In Johnson's (2015) case study, films are highlighted as tools for critical reflection in a Spanish language classroom. Students watched *In the Time of the Butterflies*, a film set in the mid-20th-century Dominican Republic during the dictatorship of Rafael Trujillo. The teacher, Mr. Pérez, used the film to prompt discussions on the authenticity of the story and the reliability of authority figures, encouraging students to verify knowledge themselves. He also led discussions on sociological issues like "whitening," a practice of favoring lighter skin tones for societal success, challenging students to critically reflect on complex historical and social issues.

2.5. Studies about Transformative Language Learning

Numerous studies on perspective transformation could be found in the literature, and they were divided into two primary categories. The first highlighted how language learning could be a transforming experience. Learning a language caused major shifts in one's knowledge of language, personal development, and culture. The second category examined the factors and activities that facilitated transformation, highlighting the specific conditions and practices that prompted these changes in perspective.

2.5.1. Language learning is a transformation

Studies on transformative language learning indicated that language learners had various distorted assumptions, disorienting dilemmas were a common and indispensable part of language learning, and initiated transformation. Additionally, some studies (Johnson, 2015; Tang, 2016) stressed that language learning has a tremendous potential for transformation and that the transformative experience includes more than language acquisition, including personal and social aspects of transformation.

Language learners experience various difficulties in their learning process. Although these difficulties function as inhibitors, they function as the initiators for perspective transformation. The difficulties students go through mostly result from their distorted assumptions, including epistemic, sociolinguistic, and psychological distortions. Numerous studies have investigated how these distortions influence students' experiences and outcomes. Bektaş-Çetinkaya (2011) found that low self-esteem and negative attitudes toward academic texts increased anxiety, hindering comprehension and proficiency. Similarly, Maher and King (2023) discovered that students tended to overgeneralize negative experiences and focus on them, which resulted in avoidance and demotivation. This is in line with Urkutur's (2013) findings, which indicated that negative experience with a teacher led to students' avoidance of participation. Additionally, perfectionism appeared as a main reason for distortions in various studies. Mohebi and Khodadady (2011) found that the expectation for accent perfection increased anxiety and reduced deeper learning strategies. Many other studies (Dewaele, 2017; Gregersen & Horwitz, 2002; Khezerlou, 2023; Yin et al., 2023) had similar results and concluded that perfectionism led to avoidance, which was against the nature of language learning. These findings collectively show that distorted assumptions, ranging from perfectionism to overgeneralization, create significant obstacles in the language learning journey.

Distorted assumptions often lead to disorienting dilemmas, which serve as critical turning points in transformative learning. Several studies emphasize that disorienting dilemmas initiate perspective transformation and are integral to transformative learning in language education. A quantitative study was conducted by Brock (2010) to replicate the 10 precursor steps of Mezirow's transformative theory. The LAS was used and the study included 256 undergraduate business school students. Brock (2010) identified disorienting dilemmas as the most common precursor to transformative learning, specifically relating to actions (56.3%) and social roles (43.8%) in a study involving 256 undergraduates using the LAS instrument. King (2000) further demonstrated how adult ESL learners came to educational situations with

preconceived ideas about learning the English language, and the students were actually engaged in assessing their assumptions and beliefs in language classrooms. Glisczinski (2007) conducted another study with similar findings, reporting that 73% of college students encountered disorienting dilemmas. Jacobson (1996) highlighted that learning, especially a new culture, created a dilemma where existing meaning perspectives were not sufficient to explain the new experience and resulted in a transformation of perspectives as a result of reflection. Disorienting dilemmas were common in language learning, as learners were exposed to new cultures. Crane et al. (2018) reinforced this idea by emphasizing how disorienting dilemmas encourage critical thinking and cultural awareness, promoting a more profound understanding of language and culture. Learners were better prepared to negotiate the complexity of language and culture in the actual world by accepting these obstacles.

The reviewed studies collectively stressed that language learning had the potential for transformation. Different instructional approaches demonstrated varying degrees of effectiveness in fostering transformative learning. Ahmadpour et al. (2020) found that transformative instruction significantly improved EFL learners' oral performance compared to contemplative instruction. A total of 41 EFL students were exposed to each pedagogical approach, and their speaking development was examined. The transformative approach outperformed the other approach in improving learners' posttest speaking scores, according to both statistical and interview analysis results. In a similar study, Zarbafian (2013) also wanted to investigate the effectiveness of transformative teaching in terms of motivation and speaking performances on Iranian EFL students in a macro study. 81 intermediate-level EFL learners were the participants of the study. The study employed a quasi-experimental design. It was concluded that the experimental group was significantly better in terms of speaking performances and motivation. With a similar goal, Manson et al. (2010) investigated how two classes of 32 students in a university-level ESL environment enhanced their English language proficiency and how this method affected their perspectives on various subjects through action research. Many language learners made significant progress in their English language skills, gained more self-confidence when using the language, and developed new perspectives in the language learning process, other cultures, and various social issues, according to data acquired with both qualitative and quantitative methods. Additionally, Lacava (2002) and Jacobson (1996) also emphasized the transforming power of language learning because it challenges learners' existing perspectives in their studies.

Some other studies concluded that the transformative experience often went beyond language acquisition, influencing learners' personal and social perspectives. In a MA

dissertation that had more comprehensive results, Tang (2006) asserted that learning a new language could be a transformative experience. He mentioned transformation experiences two of which were epistemic and personal transformation. According to the epistemic transformation hypothesis, learning a foreign language allowed people to develop a special empathic attitude toward other cultures. Learning a new language (1) enabled a person to understand a culture; (2) helped them view things that initially seemed strange or difficult as normal and understandable; (3) allowed them to empathize with cultural differences; (4) encouraged taking a new culture seriously; and (5) prompted reflection on their own culture. Additionally, epistemic transformation resulted in personal transformation as people got empathic mindsets, and they questioned their own assumptions. They judged their values and altered their guiding principles accordingly. On the other hand, Schwartz (2013) carried out a comprehensive study in his PhD dissertation regarding the transformative learning experiences of college-level adult learners. He said that perspective transformation was linked to specific factors such as language combination (alphabetic-ideographic), self-reflection, personal connection with the target culture, mentoring, intrinsic motivation, and cultural exposure. Additionally, Goulah (2007) demonstrated that transformative learning could be successfully integrated into a foreign language curriculum, even among adolescent learners, but emphasized the necessity of addressing sociocultural standards. Through a transformative approach, the students created a multimodal, cross-cultural, planetary literacy that met FL cultural awareness standards and addressed transformative learning. In a similar vein, in his study, Johnson (2015) asked the participants what they had learned, and while some had mentioned language learning, the majority had brought up learning other things. Students said they had learned about themselves, the act and process of learning, as well as about prejudice, race, and culture. They claimed to have altered their viewpoints on significant problems and developed greater levels of self-direction in their learning. Similarly, King (2000) studied perspective transformation in various ESL college programs in New York City. The participants' accounts of experiences with perspective transformation fell into three categories: language learning, cultural change, and personal change. They both developed acculturation and intercultural awareness. In terms of personal change, the adult ESL students described how they improved their sense of empowerment and self-esteem as they figured out how to deal with learning a new language and culture. Finally, Deveci (2014) concluded that the participants' perceptions of languages, personal growth, and cultural awareness underwent certain changes, all of which appeared to impact their transformative learning experience to varying degrees.

2.5.2. Factors and activities affecting perspective transformation

Multiple factors and activities influenced the transformative learning process. Several studies mainly focused on which factors and activities led to transformation. Secondly, some studies stressed that critical reflection had a vital role in transforming assumptions and perspectives.

Several studies identified specific instructional approaches and activities as critical for facilitating transformative learning. Johnson and Nelson (2010) conducted a research study to investigate whether studying a foreign language can be a transformative experience. In this study, three adult women who successfully finished two semesters of a college-level Spanish course were examined. The LAS and interviews were used as research tools to determine the perspective change among the participants. The researchers concluded that a foreign language classroom can be a place where students can work together cooperatively to actively explore new perspectives. By reflecting on their behaviors and ideals and cultivating critical consciousness, the students had a transformation thanks to authentic texts and experiences. Another study was a doctoral dissertation mentored by Kathleen P. King. The researcher Lacava (2002) investigated how adult ESL learners' perspectives changed, as well as how internet technology impacted their ability to learn English as a second language. Adult ESL learners enrolled in a program of study that utilized Internet technology made up the 56 participants in this study. Participants came from a variety of Spanish-speaking nations, with Brazil accounting for half of the group. 33 years old was the median age. The LAS and follow-up questionnaire were used in the study to collect data. The study concluded that the participants in the study reported perspective transformation experiences. It was discovered that exposure to internet technologies, classroom activities, influential people, significant life changes, and major life events all considerably promoted perspective transformation experiences. In line with this, Johnson (2015) investigated whether students had transformative learning through his observation of the classroom, student learning journals, and interviews with students. The researcher sat in a classroom for a semester, paying close attention to what and how was being taught. Transformative Learning Theory provided an invaluable framework for analyzing the types of learning experiences that students described, as well as a road map for tracking their development throughout the course of the learning process. The study showed that course elements that provided students with disorienting dilemmas included films, class discussions, grammar instruction, comments from the teacher about cultural differences, and learning journals. Furthermore, in another study carried out by Akdağ Kurnaz (2018), several activities and factors were listed. Worksheets, cooperative

learning activities, a non-traditional course structure, in-class activities and exercises, reflective diaries, critical thinking, self-evaluation, individual reflection, and making posters all helped students change their points of view. Students in the experimental group claimed that the encouragement of their peers, professors, and counselors played a role in their perspective transformation. King (2000) similarly investigated the activities and factors that enhance perspective transformation. He studied perspective transformation in various ESL college programs in New York City. The researcher attempted to comprehend the participants' experiences with perspective transformation from their point of view; hence, the research was conducted mostly from a phenomenological perspective. There are 208 participants aged between 18 and 29. He found that the most influential activities for perspective transformation among 139 adult ESL learners were discussion of concerns (56.1%), class activities (40.3%), essays (38.8%), and assigned readings **(**36.0%). These findings highlight the value of diverse and interactive activities in fostering transformative learning.

Critical reflection plays a fundamental role in fostering perspective transformation, as supported by numerous studies. Critical reflection served as a catalyst for personal and educational transformation. Johnson and Nelson (2010) highlighted that reflection on one's behaviors and ideals, coupled with critical consciousness, played a key role in transformative experiences. Caruana et al. (2015) wanted to investigate whether or whether transformative learning occurs in pre-service teachers, and if so, what teaching and learning activities were recognized as contributing to the transformation of pre-service teachers. The analyses were based on a sample of 49 people. The participants were graduate students at a private Western liberal arts university. In addition, they were working for a professional master's program that included teacher certification. The researchers used the LAS in a mixed-method study. He reinforced that reflective learning activities, such as critical discussions and reflective assignments, were effective in fostering transformation. Kumi-Yeboah (2011) also found that assigned readings prompting critical reflection were the most frequently cited educational factor contributing to transformation among graduate international learners. Additionally, Booker's (2012) qualitative study investigated whether the cultural influences as a result of learning a new language produced a learning experience that is transformative. 8 Hispanic ESL learners attended the study. These participants reported their experience of their first-year college writing courses using their own words within the study's phenomenological framework. Individual interviews and replies to journal prompts were used to gather the data. Booker (2012) revealed that writing classes, which incorporated reflective cultural content and self-expression, led to personal and societal transformation. Each of the eight participants felt

that their English writing classes led to personal transformation. Five out of the eight participants thought that their English writing classes were societally transforming. Lastly, King (2000) found that 66.8% of adult learners in college-based ESL programs experienced transformation, with class discussions and teacher influence being crucial, and Huang et al. (2020) highlighted that self-reflection enhances language learning outcomes. Collectively, these studies highlight the transformative power of critical reflection.

2.5.3. Studies about transformative learning in the Turkish context

Several studies in Türkiye explored the applicability and impact of transformative learning theory across various educational contexts. The overall result of the mentioned studies was that transformative learning could be an efficient tool to promote critical and reflective thinking. Additionally, transformative learning could enhance students personally and socially.

In their study, Şahin et al. (2018) examined critical thinking and transformative learning to analyze the relationship between them. They emphasized that if the implementation was well-planned, transformative learning had a significant potential for cultivating critical thinking skills. It could also contribute to the analytical and context-related skills of students. Similarly, in a participatory action research, Kalender (2023) concluded that critical reflection played a pivotal role in perspective transformation, and they were closely tied to each other. He also emphasized the importance of a learning environment that favours critical and reflective thinking. From a different perspective, Bayram (2023) investigated the effects of transformative learning on conflict resolution. Transformative learning was found to develop conflict resolution abilities of the participants. The students in the study shared that transformative learning helped them question and think multidimensionally. Their analytic and synthesizing skills were developed through transformative practices. It also helped their value development. Another study favoring transformative learning was conducted by Feriver and Gezer (2010). The Learning Activities Survey and 6 follow-up interviews were used to gather data. The researcher aimed to examine the impacts and contributors of a transformative learning model on participants' perspective transformation. Firstly, she underlined that perspective transformation was a deeply individualized process, and the journey of transformative learning showed differences in learners. The participants did not show a linear development in the stages of Mezirow. Disorienting dilemmas initiated the transformation, which resulted from the fear and uncertainty of the future. Additionally, thanks to transformative learning, the participants had a chance to reevaluate their existing beliefs and assumptions. They had shifts in their worldviews and understanding of life. In a similar vein,

in a case study, Arıkan (2022) reported that participants experienced perspective transformation across Mezirow's three dimensions of learning: individual, communicative, and social. Similar to the previous study, the participants had varying degrees of transformation. The results of the study stressed that students became aware of their problems and developed action plans to resolve their conflicts. They revised their future plans as a result of transformative practices. Additionally, the participants developed both their social responsibility and social awareness. Transformative learning promoted the participants' sense of empathy, awareness of existing stereotypes and judgments, and a critical perspective on social inequality.

There were some other studies that emphasized the positive effects of transformative learning. Kutlu Kalender (2022) employed a mixed-methods approach to assess the impact of transformative learning-based instruction on 7th-grade students. The researcher investigated the effects of transformative learning on students' achievement, scientific epistemological beliefs, critical thinking, self-regulation skills and reflective thinking skills. The mixed-method research by Kutlu Kalender (2022) concluded that transformative learning had a positive effect on academic achievement, self-regulation, critical thinking, and reflective thinking. Another study with a similar goal was carried out by Doğru Oral (2022). The study aimed to explore how social sensitivity, critical literacy skills, and reflective thinking abilities in high school students could be improved with a transformative approach. Through the weekly critical literacy activities, the participants exhibited development. The students enhanced their critical reflection skills thanks to the questions about their self-evaluation and reflection. The researcher concluded that when the pre-application and post-application results were compared, the participants significantly developed their media literacy, social justice and equality, social sensitivity toward global environmental problems, critical literacy, and reflective thinking skills. A parallel study related to transformative learning was conducted by Epçaçan (2018). The study aimed to investigate how the transformational learning model affects 6th-grade students' critical thinking skills and metacognitive awareness. The study had several noteworthy results. When the average of the pretest and posttest cognitive awareness scores was compared, a significant difference was observed, and the students in the experimental group gained awareness. Similar results were observed in the critical thinking skills of the participants. Erçaçan (2018) found a significant difference between the averages of the pretest and posttest critical thinking tendency scores. Additionally, students became more autonomous researchers, generated original ideas, and developed their skills to integrate newly acquired knowledge into real-life contexts.

Finally, only a limited number of studies have examined transformative learning within language learning contexts. In a comprehensive study using the LAS alongside semi-structured interviews, Deveci (2014) wanted to find out if EFL students engaged in the study of English had any transformative learning experiences and, if so, whether they could identify the elements influencing those experiences. Participants in this study included 32 Turkish language students from the School of Languages (SL) at Sabanci University in Istanbul. The findings of this study indicated that language learners were likely to encounter transformative learning as a result of exposure to disorienting dilemmas that caused them to reflect on their views and existing assumptions. Their relationships, cultures, failures in the past, and successes could all have an impact on their subconscious mind, which directs meaning-making. Due to the severe feelings it might bring on in learners, the EFL experience of the participants had the potential to trigger transformative learning since it might make them doubt their capacity and aptitude for learning a foreign language. The last study related to EFL was conducted by Akdağ Kurnaz (2018). The purpose was to examine how university students' perspectives on foreign languages were influenced by the learning activities designed to foster transformative learning. The researcher looked into how the learning activities in the experimental group affected the different aspects of the students' perspectives. He found out that students underwent various stages of perspective transformation. These stages included experiencing a disorienting dilemma, engaging in critical reflection, and integrating new perspectives into their lives. Furthermore, the implementation of transformative learning activities led to significant improvements in students' critical thinking skills and metacognitive awareness. Finally, the students reported that transformative learning made the English lessons more engaging and meaningful in addition to its contribution to their personal and academic growth. When all studies are considered, there is strong evidence showing the efficacy of transformative learning in the Turkish educational context. It has the potential to foster cognitive, academic, personal, and societal growth.

CHAPTER III

METHODOLOGY

3.1. Introduction

Examining transformative learning and teaching application in an English as a Foreign Language program was the primary objective of the current study. The following questions were the focus of the current research:

1. Do the participants in the study experience any perspective transformation as a result of the transformative language learning and teaching practices?
2. Which learning activities/experiences have contributed to the perspective transformation of the participants?
3. Does the transformative teaching approach have a significant effect on EFL learners' critical reflections?
4. Does the gender of the participants have a significant effect on transformation?
5. What are the distortions of language learners at the beginning of the study?
6. How do the practices of transformative learning and teaching manifest itself in this context?

The current study's goal was to determine whether implementing transformational teaching and learning aided in participants' ability to modify their existing distorted assumptions, which mostly prevented people from fully experiencing new things, through critical reflection. This chapter included the aim and scope of the study as well as an overview of the research design, setting and participants of the study, general overview of the experiment, data collection procedures and tools, reliability and validity of the study, data analysis. In addition, the final part included the role of the researcher.

3.2. Research Design

This study was conducted using mixed methods research. A mixed methods research design can be defined as "the collection, analysis, and integration of quantitative and qualitative data in a single or multiphase study" (Hanson et al., 2005, p. 224). A mixed methods design was preferred in a study for several reasons: in some research, one type of research is inadequate to answer research questions, and a more in-depth understanding is necessary to evaluate the experiment (Creswell, 2015). A single research method is insufficient to address the various research questions. Quantitative methods can provide a broad overview with statistical power, while qualitative methods provide depth and detailed insights (Creswell,

2015). Together, they can supply a more robust analysis than either could alone. By using both quantitative and qualitative data in the current study, it was expected to have a better understanding of the research problems than either method by itself because quantitative data offers precision and qualitative data provides context and meaning. This dual approach can address a broader and more complex set of research questions.

As a type of mixed methods design, the embedded design was used in the prevailing study (Table 3). The embedded design is utilized "to collect quantitative and qualitative data simultaneously or sequentially, but to have one form of data play a supportive role to the other form of data" (Creswell, 2015, p. 544). Moreover, in the mixed methods design, mixing is necessary throughout a whole study: from the beginning to the end of the research, starting from research questions to interpretation (R. K. Yin, 2006). In the current study, our goal was to create high-quality mixed methods research considering this point. Additionally, qualitative data were used to support and complement the quantitative findings.

Table 3

The design of the study

Before the intervention		**During the intervention**	**After the intervention**	
Open-ended questionnaires (QUAL)	Pretests (QUAN)	Journals (QUAL)	Posttests (QUAN)	Interviews (QUAL)

For the quantitative part of the study, the quasi-experimental matching-only pretest-posttest control group design was utilized (Fraenkel et al., 2022) as "quasi-experimental designs do not include the use of random assignment" (Fraenkel et al., 2022, p. 271). In the current study, random assignment of students to groups was not possible because in the research area, we worked, classes were composed and assigned to instructors at the beginning of the term. Among the two existing groups, one was randomly assigned as the control and the other as the experimental group.

Students responded to written, open-ended questionnaires prior to the experiment, which gave the researchers some background information on the participants and their language learning experiences. The questionnaire included a variety of questions and aimed to learn about their language education process (See Appendix 5). Journal writing was another instrument that was utilized. Journaling refers to the process of sharing thoughts, ideas, feelings, and experiences through writing (Hayman et al., 2021). At the beginning of the study, students in the experimental group wrote their initial reflections regarding their previous epistemic, sociolinguistic, and psychological perspectives. They especially considered their

distorted assumptions related to English itself, learning English, people around them and how they affected their perspectives about learning English, their self-concepts and traumatic experiences during their language learning journey. Additionally, they kept weekly journals during the research study. They documented their thoughts, feelings, experiences, and reflections during the lessons. The reflections were about English and their language learning assumptions as a result of their past experiences in their language learning journeys. The journals were expected to help the researchers get a better understanding of their language learning experiences through critical reflection. In addition, the participants in the experimental group were interviewed. "A qualitative interview occurs when researchers ask one or more participants general, open-ended questions and record their answers" (Creswell, 2015, p. 216). One-on-one semi-structured interviews were conducted to get a deeper understanding of students' assumptions about language learning, and how transformative teaching and learning application manifested itself to change their perspectives.

3.3. Setting and Participants

Prior to the study, ethical approval was obtained from the Dokuz Eylul University Ethics Committee in 2023 (see Appendix 2). The research was conducted in the Department of English Language Teaching at a Turkish public university. Students needed to pass the university admission exam and to be admitted to this department. In addition, they had to pass an English proficiency exam after enrolling the university to prove their language skills. In the ELT department, students are engaged in an extensive four-year program as a part of an education faculty. English is used as the language medium. The current study was carried out in the first term of the academic year of 2023-2024. The department offers a wide range of courses. In the fall term of 2023–2024, the academic curriculum included Principles of Atatürk and the History of the Turkish Revolution I, Listening and Pronunciation I, Turkish Language I, Information Technologies, Reading Skills I, Writing Skills I, Introduction to Education, Educational Sociology, Foreign Language I (German, French, and English), Oral Communication Skills I, and an elective course. The present study was conducted within the Oral Communication Skills I course.

Preservice English language teachers enrolled in the ELT department were the participants in the current study. The study involved fifty-two pupils. In the fall term there were three sections of first-year ELT students, and the researcher was given two of these sections. The experimental group and the control group were randomly assigned from these already existing classes. Table 4 reveals that of the twenty-six students in the experimental

group, there were nine males and seventeen females, whereas the control group comprised of ten males and sixteen females. The participants ranged in age from 17 to 29.

Table 4

Gender and age distributions of the participants

	Gender			Age						
	Female	**Male**	**Total**	**17**	**18**	**19**	**21**	**22**	**29**	**Total**
The experimental group	17	9	26	3	15	6	1	0	1	26
The control group	16	10	26	1	13	10	1	1	0	26
Total	33	19	52	4	28	16	2	1	1	52

Table 5 depicted the international experiences of participants in both the experimental and control groups. In the experimental group, 7 out of 26 participants reported having short-term overseas experience, whereas the remaining 19 stated they had not had such experience. In contrast, the control group comprised four individuals who had had abroad experience and 22 who had not.

Table 5

Abroad experience of the participants

		The experimental group	**The control group**
Abroad experience	Yes	7	4
	No	19	22
Total		26	26

3.4. General Overview of the Experiment

The outlined experiment offered a structured yet multifaceted approach to exploring language learning and critical reflection in a fourteen-week period. The experimental and control groups had different implementations.

3.4.1. The experimental group

Table 6 outlines the content of each week during the experiment. The primary objective of the activities during the first week was to get to know one another. Since the participants were first-year students, neither the researcher nor they were familiar with one another. In order to foster a welcoming and secure research environment, icebreakers were employed to get to know one another. This week, the pupils also received qualitative instruments. To find out more about their past learning experiences, the students filled out personal learning assessment (PLA) forms as open-ended questionnaires. Questions like "When did you start learning English?" and "Did you study in a public or private school in your previous education?" were included in the form (See Appendix 5). Furthermore, they were given an open-ended questionnaire to learn about their language development and

transformation (See Appendix 5). The researcher gave presentations on distorted assumptions and critical reflection during the second week. Students were assigned readings regarding the sociolinguistic, psycholinguistic, and epistemic assumptions of language learning during the second week of class. The third week included presentations, discussions, and reflections related to these assumptions. The participants' educational biographies were created in the fourth week to help them understand how language learning was shaped by personal experiences. They were given guidelines for recalling and evaluating important individuals, times, or experiences that affected their language learning activities. Participants were given the chance to critically reflect on their experiences following their group work with peers. They concentrated on how they developed as individuals and learned English in various educational settings. The fifth week's main focus was critical incident technique. The technique included analysis of specific events or incidents in language learning to gain insights. Through critical reflections, students focused on their underlying assumptions related to language learning, and this technique offered a sophisticated grasp of the complex connections that existed within learning environments. In the sixth week, they studied metaphor analysis. The metaphors were limited to their language-learning experiences. People may learn to examine critically and identify frames of reference that influence their experiences, views, values, and beliefs by investigating the way people they use and construct the metaphors are influenced by their frames of references (Deshler, 1990b). Through metaphor analysis, learners can reveal their hidden assumptions, fostering transformative and emancipatory learning experiences (Deshler, 1990b). The participants created their metaphors about language learning and analyzed them through dialogue and reflection. In the seventh week, conceptual mapping, a graphic tool for explaining the complex relationships between concepts, beliefs, and experiences, was studied. Deshler emphasizes the transformative power of conceptual mapping in promoting a greater understanding and encouraging critical reflection (Deshler, 1990a). The participants created their concepts, and reconstructed them through reflection in this week. Week eight and week nine focused on awareness raising. On week eight, awareness raising regarding perspective distortions in media was the focus. The next week's goal was to raise awareness regarding English language, learning process, and different cultures. Media has a profound impact on shaping individuals' perspectives (Brookfield, 1990a). In these two weeks, students examined how language learning was portrayed and understood in various media forms. Furthermore, they explored some media forms by examining underlying assumptions, identifying biases, and questioning the intended and unintended effects of media representations, basically related to English. They were also

encouraged to become more aware of the perspective distortions in the media. They evaluated how the language itself, the culture, and the people speaking English were represented in the media. The class was planned to develop awareness which could be efficient to create a transformative learning atmosphere. In week ten, a literary text to aid students reflect on their language learning process and difficulties was used. A short story about an immigrant experiencing the challenges and frustrations of learning a new language was analyzed. The transformative power of literature in promoting critical reflection and emancipation was the basic motivation behind this class. By encouraging readers to interact with a range of viewpoints, literature can act as a catalyst for both social and personal change (Greeze, 1990). The students uncovered the meaning behind the story, studied underlying themes, and got insights into the experiences of others. They were encouraged to reflect on their own values, beliefs, and actions, ultimately fostering perspective transformation through literary texts. The planning of week eleven and twelve was inspired by open architecture curricular design (OACD) in which learners decided what to study. They wanted to debate on various topics where they shared their ideas and reflected on their assumptions. The last two weeks aimed to collect data after the implementation. They were given the quantitative instruments which were the LAS and the CRI to compare them with the pretests in the thirteenth week. Lastly, the researcher had one-on-one semi-structured interviews with the participants, which took two weeks in total (See Appendix 5).

Table 6

The outline of the implementation to the experimental group

WEEK 1-2	Ice breakers, lecture and discussion about how to reflect and values, beliefs etc. assigned readings, PLA, an open-ended questionnaire
WEEK 3	Noticing epistemic, sociolinguistic, and psycholinguistic assumptions about language learning
WEEK 4	Educational biographies
WEEK 5	Critical incident technique
WEEK 6	Metaphor analysis
WEEK 7	Conceptual mapping
WEEK 8-9	Awareness raising
WEEK 10	Reflection
WEEK 11-12	Open architecture curricular design
WEEK 13-14	Qualitative instruments, interviews

3.4.2. The control group

For fourteen weeks, the control group attended a course titled oral communication skills I. The course aimed to develop their communication skills. The students had the opportunity to practice speaking in English both as accurately and fluently as possible. They learned how to give speeches about various topics including media, culture, music, and fashion. The first week was spent on icebreakers to meet each other. Furthermore, the LAS and the CRI as quantitative instruments were given to the students. The researcher offered a session on the speech techniques during the second week of the study. They were expected to choose a topic that they wanted to give speech about and form groups of 3 or 4. Starting from the third week until the end of the experiment, the students prepared and gave speeches. After each speech, there was a question-answer session among students. In the midterm and final exams, they were given a topic and they were expected to talk about that topic. Lastly, quantitative data through the LAS and the CRI was collected in the last week as posttest instruments.

3.5. Data Collection Process and Tools

Table 7 outlines the data collection process and instruments used before, during, and after the intervention for both the experimental and control groups in the research study.

Table 7

Data collection process and instruments

	Before the intervention	**During the intervention**	**After the intervention**
Experimental Group	The LAS, The CRI, Open-ended Questionnaires	Journals	The LAS, The CRI, Interviews
Control Group	The LAS, The CRI		The LAS, The CRI

Before the intervention, two quantitative instruments were used to gather data: the Learning Activities Survey (The LAS) for measuring students' transformative learning experiences and the Critical Reflection Inventory (The CRI) for critical reflection. In addition, in the experimental group, students were given open-ended questions to know about their profile and their learning experiences. During the intervention phase, qualitative data was

gathered through journal entries from participants. After the intervention, data collection continued with the same quantitative instruments used before the intervention, along with additional oral interviews. In the control group, similar to the experimental group, data collection before the intervention included the use of The LAS and The CRI instruments. After the intervention, data collection was again conducted using the same instruments.

Quantitative and qualitative instruments are the two types of instruments employed in the present study. Both the CRI and the LAS were used as quantitative tools. Open-ended questionnaires, journals and interviews were utilized in the study as qualitative instruments in addition to the quantitative ones. In the sections that follow, each will be discussed.

3.5.1. The quantitative data instruments

Quantitative data was gathered via two separate instruments that were given to students as pretests and posttests. The Learning Activities Survey (the LAS) was the tool developed by King (1997) to assess transformative learning experiences. In addition, the Critical Reflection Inventory (the CRI) which was prepared by Sofo and Kendall (1995) and adapted by Kaşkaya (2013) for Turkish students was used in the current study to measure the participants' critical reflection levels.

3.5.1.1. The Learning Activities Survey (The LAS)

The Learning Activities Survey constructed by King (1997) was utilized in the current study to basically determine if there was a perspective transformation among our participants. In the context of higher education, the LAS was created to recognize, classify, and detect transformative experiences (King, 1997). As stated by King (2009, p. 14) the LAS's stated goal is to ascertain "whether adult learners have had a perspective transformation in relation to their educational experience; and if so, determining what learning activities have contributed to it". The instrument was used for research question 1(Q1) "Do the participants in the study experience any perspective transformation as a result of the transformative language learning and teaching practices?", and Q2 "Which learning activities/experiences have contributed to the perspective transformation of the participants?", and Q4 "Does the gender of the participants have a significant effect on transformation?". With the belief that participants might have a language barrier, a Turkish translation of the instrument (Akdağ Kurnaz, 2018) was given to them. The basic motivation for choosing the LAS was that it was the only instrument that was specifically designed to test Mezirow's Transformative Learning Theory by considering the precursor steps of transformative learning outlined by Mezirow (Mezirow, 1991a).

Table 8 shows that the instrument was divided into four sections. In section 1, Q1 aimed to identify the stages of transformation regarding the ten tenets (Mezirow, 1994). According to King (2009, p. 15), Q2 served three purposes: "it enhances the validity of the tool by restating and summarizing Item 1 [Q1]; it helps the respondent finish the tool, and it focuses the items [questions] on one experience of perspective transformation". The open-ended Q3 aimed to learn about the transformation experience in detail. Q5 was written to confirm that the respondent's educational experiences had an impact on the perspective transformation. Section 2 included question 4. In Q4, subsections were aiming to learn which activities could foster transformation. It consisted of three subcategories. The first one asked for the people such as other students and the teacher who led to transformation. The second one was about learning experiences in the class such as group projects, assigned readings, and personal self-reflection. The last one was related to life-changing events out of class such as the death of a loved one, change of school, and moving. In section 3, Q6 focused on critical reflection as critical reflection was an indispensable part of perspective transformation. Q7, Q8, Q9, and Q10 explored more information about what led to transformation in the participant. They aimed to find the most effective factors in the transformation experience. The last section collected demographic information such as name, age, and gender from the participants.

Table 8

The LAS questionnaire format

Section 1	Q1, Q2,Q3,Q5
Section 2	Q4
Section 3	Q6, Q7, Q8, Q9, Q10
Section 4	Q11, Q12, Q13, Q14

There were some modifications in the questionnaire. In section 1, Q1 aimed to identify the original LAS that was adapted for EFL learners in our setting by the guidelines given by King (2009). We stated our own context in Q1. We additionally modified the learning activities, significant changes in their life, and the demographic questions in the instrument. The original survey included these learning activities: class/group projects, writing about your concerns, personal journal, non-traditional structure of a course, internship or co-op, deep concentrated thought, personal learning assessment, verbally discussing your concerns, term papers/essays, self-evaluation in a course, class activity/exercise, lab experiences, personal reflection, assigned readings. There was also "other" part where they could write other class assignments. In our survey, internship or co-op was eliminated because there was not internship or co-op for the first-year students. Moreover, lab experiences were

excluded as there were not lab related courses. Instead of lab experiences, audio-visual materials were included in the class activities. In part 4 which included the question "was it a significant change in your life that influenced the change?", birth/adoption of a child and retirement were omitted as they did not have experiences about these changes. Instead, friendship problems and economic problems were included as they were expected to have these kinds of experiences in their context. Additionally, change of job was modified as change of job/school. Lastly, the demographic factors were reduced. Only gender, age, class were included. However, in the original survey, their marital status, race, current major, prior education, and their semester were included. In the current study, as these variables were fixed, they were not included.

A PT-Index (Perspective Transformation Index) was used to score the LAS questionnaires. The PT-Index showed whether learners had a perspective transformation experience. There were three different options which were PT1 (no transformation), PT2 (non-educational transformation), and PT3 (educational transformation). According to PT1 (no transformation), the participant did not think that, in this situation, they had experienced a transforming experience. According to PT2 (non-educational transformation), the participant felt that their experiences outside of the learning experiences had a transforming impact on their life. PT-Index 2 showed a perspective transformation related to the non-educational factors such death of a loved one, moving, and economic factors. According to PT3 (educational transformation) the participants felt that the learning experiences in the class had a transforming effect on them. PT-Index 3 showed a perspective transformation about the educational factors such as the effects of teachers, adviser, or classmate, and class activities such as assigned readings, class/group projects, personal self-reflection. Additionally, the combined PT-Index of 2 and 3 (both) was used in the analysis when there was a transformation as a result of both educational and non-educational factors. In the PT-Index, if the participant chose at least one item (except "I do not identify with any of the statements above.") in Q1 and if they said "yes" to Q2, it was concluded that there was a transformation. To identify whether it was an educational or non-educational transformation, Q3 and Q4 were analysed. If the participant chose statements such as moving or the death of a loved one, it was categorized as a non-educational transformation. If the participant chose items related to educational experiences in the class such as assigned readings or personal self-reflection, it was categorized as an educational transformation. In some participants, there were items in both categories, so it was concluded that there was both educational and non-educational transformation. Furthermore, Q3 as an open ended question for the details of the experience

was effective in choosing the PT-Index. Lastly, the findings in the current study indicated satisfactory internal consistency, as reflected by a Spearman-Brown corrected split-half reliability coefficient of .77.

3.5.1.2. The Critical Reflection Inventory (The CRI)

The second quantitative data instrument that was included in the study was the Critical Reflection Inventory (CRI) which was prepared by Sofo and Kendall (1995)and adapted by Kaşkaya in 2013 for Turkish students. The instrument aimed to answer research question 4 "Does the transformative teaching approach have a significant effect on EFL learners' critical reflections?". In the original instrument, there were 35 items and a six-point Likert scale was used. Sofo and Kendall (1995) stated that the researchers needed to add up the points participants received on each of the 35 items. "A total score of 90 or less is low; a score of 91 to 139 is average. An average score indicates that you could benefit from further development in critical reflection skills; a score of 140 plus is comfortable" (Sofo&Kendall, 1995, p. 195). The Turkish version of the CRI was modified in terms of the item numbers and answers. Items (2, 3, 5, 6, 7, 9, 14, 29, 30) with low factor loadings, determined by Exploratory Factor Analysis (EFA), were removed from the scale because they led to the low fit of the scale (Kaşkaya, 2013). In the end, there were 23 items, and a five-point Likert scale was used: 1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree, and 5 = strongly agree. In the adapted version of the instrument, a total score of 49 or less is low; a score of 50 to 76 is average and a score of 77 plus is comfortable. Kaşkaya (2013) reported an internal consistency reliability of 0.86.

3.5.2. The qualitative data instruments

In this study, open ended questionnaires before the intervention were given to the students. During the intervention, the participants wrote journals to reflect on their experiences. Finally, semi-structured interviews with the participants in the experimental group were conducted as interviewing is beneficial because respondents could express themselves from their perspectives (Patton, 2002).

3.5.2.1. Open-ended questionnaires

Students were given two types of open-ended questionnaires with the goal of getting their views and opinions and learning about their experiences. Both questionnaires were administered in the second week. There were nine questions in the first one, titled *Personal Learning Assessment* (PLA) Questions that asked about their prior English language learning experiences. It asked questions like "What are your standardized test scores (YKS exam)?" and "How were your school grades (English course) in high school and secondary

school?" Inquiries like "Have you attended any conferences or workshops?" concerning non-traditional learning activities outside of official educational contexts were also included. The researchers created the second open-ended questionnaire in order to gather detailed information on the individuals. They answered specific and subjective questions concerning their language-learning experiences in their mother tongue. In the questionnaire, there were seven questions. The questions aimed to learn about their experiences abroad, motivation to learn English, difficulties in learning a foreign language, concerns about learning and teaching English, and weaknesses that needed development. While the first questionnaire was mostly about their learning experiences, the second one was mostly about their existing assumptions.

3.5.2.2. Participants' journals

The students in the experimental group wrote weekly journals to reflect on what they discussed on that week and their personal experiences. The journals primarily included guided questions to facilitate reflection. Journals are effective tools where journal writers have the chance to explore themselves and make discoveries (Creswell & Creswell, 2018). Journals were important as they gave the researchers data about the RQ1. "Do the participants in the study experience any perspective transformation as a result of the transformative language learning and teaching practices?" and RQ5. "How do the practices of transformative learning and teaching manifest itself in this context?". Journals were crucial to the current study because they enabled students to reflect on their experiences, which was necessary for perspective transformation. It was important to reconsider the assumptions they had made based on their past experiences. They could use journaling to support or modify their existing assumptions. When necessary, they could change their existing assumptions which were mostly distorted ones. Additionally, it aided the researcher in learning more specific information about each participant. Most of the time, the participants wrote in their journals during class; nevertheless, on occasions, when time was limited, they were given assignments to complete. Most of the journal questions required students to think critically, and they were urged to write as much as they could. The students were allowed to write their journals in their mother tongue, so they could express themselves better.

3.5.2.3. Semi-structured interviews

Semi-structured interviews include "specifying the key themes of the interview that are, in turn, formulated as key questions" (Gibson & Brown, 2009, p. 88). At the end of the treatment, after they were given the LAS, they were interviewed by the researcher about their transformative learning experiences in Turkish. The interview questions were developed based on the guidelines proposed by King (2009). The interviews were conducted orally by person.

Their LAS responses served as the interview's guide. One benefit of this technique was that it allowed the interviewer to ask follow-up questions to clarify any points that were not apparent in the LAS and to get further information from the responder on particularly relevant answers (Fraenkel et al., 2022). Thus, the instrument provided data to answer the RQ1. "Do the participants in the study experience any perspective transformation as a result of the transformative language learning and teaching practices?", RQ2. "Which learning activities/experiences have contributed to the perspective transformation of the participants?", RQ5 "What are the distortions of language learners at the beginning of the study?", and RQ6. "How do the practices of transformative learning and teaching manifest itself in this context?".

3.6. Validity and Reliability of the Study and the Instruments

3.6.1. The Study

The prevailing study aimed to examine transformative learning and teaching application in an English as a Foreign Language program via embedded quasi-experimental mixed methods research design. When designing experimental research designs, validity and reliability are the significant issues that the researcher should account for. Validity refers to "the appropriateness, correctness, meaningfulness, and usefulness of the specific inferences researchers make based on the data they collect" (Fraenkel et al., 2022, p. 143). There were various threats to internal validity such as subject characteristics, loss of subjects, implementation, and instrumentation (Fraenkel et al., 2022, p. 143). The study demonstrated a conscientious consideration of potential threats to internal validity with some precautions planned before the study. Some important ones could be explained. To control subject characteristics, the researchers assigned the experimental and control groups randomly. Furthermore, the provision of comprehensive explanations to participants before experimentation aimed at minimizing the loss of subjects. It was explained that they could leave the research at any time, the participants felt more freedom to make their own decisions, and volunteer students took part in the study. The selection of first-year university students in the first semester, characterized by high levels of motivation and eagerness, probably contributed to the participation rate in the study. Besides, consistency in the location, timing, and instructor were expected to be effective in eliminating the threats to the implementation. As for the testing threats, the same instruments were given to both groups, and there was a prudent interval between the pretests and posttests to decrease the familiarity of the instruments. One last example of the threat to internal validity could be data collector bias. The collaborative involvement of the researcher and the research advisor in data interpretation

was instrumental in the treats to internal validity as it was possible that the data collector unintentionally distorted the data to increase the likelihood of particular outcomes.

Potential threats to external validity were recognized in order to reduce their impact. Such threats arise when researchers make incorrect generalizations from the sample to other people, settings, or time periods (Creswell & Creswell, 2018). The results of the study were not generalized by the researchers to groups with dissimilar characteristics. The results were not also generalized to different settings. Lastly, as the results were time-bound, it was not generalized to past or future situations.

3.6.2. Validity and reliability of the quantitative instruments

There were two quantitative instruments in the study called the LAS and the CRI. The LAS was developed by King and it was validated in multiple methods such as piloting and data triangulation (King, 1997, 2009). For the reliability of the LAS, a hermeneutical perspective was employed where each item was evaluated separately and after that, the composite PT-Index was identified (King, 2009). Additionally, with a variety of versions, the LAS has had its reliability and validity examined in numerous dissertations and other research (Lacava, 2002; Schwartz, 2013; Strange & Gibson, 2017; Yeboah, 2012). In our study, split-half reliability was calculated to determine the instrument's internal consistency. The results showed an acceptable level of internal consistency, with a Spearman-Brown corrected split-half reliability coefficient of .77.

The CRI demonstrated robust validity and reliability as a measurement tool for assessing critical reflection skills. The CRI underwent rigorous content development methods in order to verify validity (Sofo, 1995). The researcher who developed the Turkish version of the CRI established the validity of the instrument by using the Bartlett's test of sphericity and the Kaiser-Mayer-Olkin (KMO) Measure of Sampling Adequacy (Kaşkaya, 2013). Confirmatory Factor Analysis (CFA) was used in the study, and items with low factor loading values were removed from the instrument. Moreover, in the research done by Kaşkaya (2013), the reliability of the CRI yielded an internal consistency reliability coefficient value of .86 (Cronbach’s Alpha). In the current study, the internal consistency reliability coefficient value was .88.

3.6.3. Trustworthiness and credibility

Several strategies were employed for the trustworthiness and credibility of the qualitative data. To establish the trustworthiness and credibility of the data and interpretations, multiple validity procedures for the validity of the findings were used (Creswell & Creswell,

2018; Glesne, 1999; Saldaña, 2018). Our findings were triangulated from a variety of sources such as weekly journals by the students, critical reflection assignments, and semi-structured interviews as triangulation ensures consistency between sources, which raised the trustworthiness and credibility of our data. In addition, semi-structured interviews also enabled member checking to determine the accuracy of the data acquired in the research. It was an efficient tool to validate whether we understood their perspectives accurately. Besides, to have an in-depth understanding, personal learning assessment forms and written interview questions were given to students at the beginning of the study. Additionally, the researcher tried to spend as much as time we could with the participants. Rich and thick descriptions were included in the findings to make the results more realistic and richer. Rich descriptions of the research context, participants, and their experiences were included in the study. Furthermore, reflexivity was one of the primary aspects that was worked on from the beginning of the study. High-quality qualitative research includes reflections by the researchers on how their own background - such as gender, culture, personal history, and socioeconomic status - may influence their interpretation of the findings (Creswell & Creswell, 2018). Self-reflection of the researcher was included in the study through researcher reflection journals and meetings with the research advisor. Furthermore, special care was given to the documentation process and consistency in the data collection process of the current study. Lastly, in the inductive and deductive data analysis part, negotiated coding (Saldaña, 2009) was applied, and the research advisor and the researcher negotiated.

3.7. Data Analysis

Data analysis refers to the process of organizing and reducing research data into a manageable form, creating summaries, identifying patterns, and conducting statistical analysis (Tavakoli, 2012). The data analysis part was divided into two primary sections as a result of the mixed-methods methodology used in the study. Version 22 of the Statistical Package for Social Sciences (SPSS) program was used to analyse the quantitative data. The pretest and posttest results for the experimental and control groups were measured and coded as program input data. It should be highlighted that all of the variables were normally distributed in the quantitative section. Table 9 provided an overview of the research questions and the related statistical tests or data analysis methods employed in the study. The first research question investigated whether participants experience perspective transformation due to the transformative language learning and teaching practices using descriptive statistics and Chi-Square tests. The second question looked into the learning activities/experiences that resulted in perspective transformation using descriptive statistics. The third question investigated

whether the transformative teaching approach had any significant effect on EFL learners' critical reflections using descriptive statistics, T-tests, and ANCOVA. Finally, the fourth question looked at the effect of gender as a demographic factor on transformation using Chi-square tests.

Table 9

The data analysis of the statistical tests for the quantitative results

Research Question	**Statistical Test/Data Analysis Procedure**
1. Do the participants in the study experience any perspective transformation as a result of the transformative language learning and teaching practices?	Descriptive statistics, Chi-Square Tests
2. Which learning activities/experiences have contributed to the perspective transformation of the participants?	Descriptive Statistics
3. Does the transformative teaching approach have a significant effect on EFL learners' critical reflections?	Descriptive Statistics, T-tests, ANCOVA
4. Does the gender of the participants have a significant effect on transformation?	Descriptive Statistics, Chi-Square Tests

Qualitative data were analyzed through an inductive application of sensitizing concepts and thematic analysis. Sensitizing concepts refer to "categories that the analyst brings to the data" (Patton, 2002, p. 456). Using sensitizing concepts involves examining how a concept is expressed and understood within a particular context or among a specific group of people (Patton, 2002). The sensitizing concepts that were used in the current study were epistemic, sociolinguistic, and psychological premise distortions of the participants. These concepts were used to understand what kind of distortions the participants had in their language learning journey. In addition to the inductive application of sensitizing concepts, the thematic analysis was used for the rest of the qualitative data. The thematic analysis is "a method for systematically identifying, organizing, and offering insight into patterns of meaning (themes) across a data set" (Braun & Clarke, 2006, p. 57). In order to assess the data from the open-ended questionnaires, journals, and interviews, a six-phase method was used (Braun & Clarke, 2006). Familiarization with the data was the first phase. To do this, weekly readings of the data were conducted. Special effort was spent to read them actively, critically, and analytically. In the second stage, the first codes were created. The data were categorized and divided into codes. The following step was to look for themes, which show key ideas in the data connected to the research question and reveal patterns or meanings (Braun & Clarke, 2006). After that, potential themes related to both the whole set of data and the coded data were examined and named. In the final step, the findings of the thematic analysis were written.

3.8. The Role of the Researcher

An embedded mixed-methods approach that combined qualitative and quantitative research designs was used in this study. Thus, I both took part in gathering and analyzing both qualitative and quantitative data, which required different roles and priorities. In addition, in this longitudinal quasi-experimental study, I had the role of both the instructor and the researcher, which needed more care during the whole process.

Positionality and reflexivity of the researcher were the important aspects of the role of the researcher that I concentrated on in this study. I needed to take great caution while managing matters related to researcher positionality and reflexivity.

The nature of the research, the methods used, and the results are all influenced by the position of the researcher (Rowe, 2014). Aware of this, I tried to be reflective when designing the study, carrying it out, and analyzing the findings."Who is the researcher in relation to the subjects and environment?" was a question that required consideration in light of positionality (Herr & Anderson, 2015). I was the instructor of both groups, so there was a power difference. As we got to know each other, a welcoming classroom atmosphere where the participants felt secure and at ease was established. The experiment was carried out by the researcher, but because she worked at a different university, she was typically an outsider in the research environment. She met with the participants once a week to conduct classes in the research environment. Her research advisor assisted her in learning more about the research environment and the demographics of this university's pupils as a whole.

Reflexivity is the researcher's attempts to continuously reflect on their actions, decisions, positioning, and biases (Paltridge & Starfield, 2007). I considered how my personal opinions and prejudices might have affected how I developed my research questions, gathered and examined evidence, and reached conclusions. For reflexivity, I kept a research journal to be able to think critically about my thoughts and emotions to gain control over my assumptions and biases. It resulted in a more profound comprehension and consciousness of the research subject, method, and individual assumptions and prejudices, leading to self-awareness of the researcher. Furthermore, regular meetings with the research adviser significantly aided the study's reflexivity. Different viewpoints illuminated the assumptions that were taken for granted. In the data analysis part, most of the qualitative data gathered from the participants' journals were analyzed separately both by me and the research advisor. Engaging in dialogue helped me to see different viewpoints and necessary adjustments were made in the analysis, inhibiting the potential biases. Finally, I tried to provide rich description of the participants, setting, process, and data to see how themes were created. In a similar vein, I made an effort

to get detailed information from the participants, particularly through journals, which offered insightful information on detecting blind spots.

PART IV

RESULTS

4.1. Introduction

This embedded mixed methods research design aimed to examine transformative learning and teaching application in an English as a Foreign Language program. There were 52 students in total, 26 of whom were in the experimental group and 26 of whom were in the control group. In the study, both the quantitative and qualitative data were collected. The quantitative data was derived from the LAS for information about the transformation and the CRI for critical reflection levels of the participants. For the qualitative data, open-ended questionnaires, journals, and interviews were employed. This chapter presented the research questions and quantitative findings, and concluded with a qualitative analysis of the open-ended questionnaires, journals, and interviews used to further explore the research questions.

4.2. Research Questions and Findings

The study results from the data analysis was presented in an order determined by the research questions.

4.2.RQ1. Do the participants in the study experience any perspective transformation as a result of the transformative language learning and teaching practices?

Table 10 shows the pretest and posttest descriptive statistics for both the experimental and control groups concerning the LAS. The kind of transformation each group experienced determined the category of the data. Regarding the transformation, participants' responses fell into four categories: no transformation, transformation unrelated to education, transformation as a result of education, and transformation influenced by both educational and non-educational factors. Before the intervention, in the experimental group (n = 26), 11 participants reported no transformation, six experienced non-educational transformation, three reported educational transformation, and six experienced a combination of both educational and non-educational transformation. In the control group (n = 26), seven participants reported no transformation, eight reported non-educational transformation, three reported educational transformation, and eight experienced both types of transformation. After the implementation as a result of transformative practices, some changes from pretest to posttest were observed. In the experimental group, 11 participants continued to report no transformation from pretest to posttest. However, the number of participants reporting non-educational transformation

decreased from six to one. Educational transformation remained stable with three participants in both phases. Additionally, the number of participants experiencing a combined transformation of both educational and non-educational elements increased from six to eleven, In the control group, the transition from pretest to posttest revealed only slight changes: the number of participants reporting no transformation decreased from seven to six, non-educational transformation remained stable at eight participants, educational transformation held steady at three, and those experiencing combined transformation increased slightly from eight to nine.

Table 10

Descriptive statistics of the experimental and the control groups in their pretests and postests for the LAS

		Pretest Results		**Posttest Results**	
Class		**Frequency**	**Percent**	**Frequency**	**Percent**
The Experimental Group	No Transformation	11	42.3	11	42.3
	Transformation (Non-educational)	6	23.1	1	3.8
	Transformation (Educational)	3	11.5	3	11.5
	Transformation (Both)	6	23.1	11	42.3
	Total	26	100.0	26	100.0
The Control Group	No Transformation	7	26.9	6	23.1
	Transformation (Non-educational)	8	30.8	8	30.8
	Transformation (Educational)	3	11.5	3	11.5
	Transformation (Both)	8	30.8	9	34.6
	Total	26	100.0	26	100.0

Table 11 presents the results of the chi-square tests conducted on the pretest scores of the experimental group and the control group in terms of the LAS. In chi-square tests,

> The lowest expected frequency in any cell should be 5 or more. Some authors suggest a less stringent criteria: at least 80 percent of cells should have expected frequencies of 5 or more. If you have a 1 by 2 or a 2 by 2 table, it is recommended that the expected frequency should be at least 10. If you have a 2 by 2 table that violates this assumption, you should consider using Fisher's Exact Test instead (Pallant, 2010, p. 217).

In Table 11, 2 cells (25.0%) had expected counts less than 5, which justified the use of Fisher's Exact Test. The test yielded an exact significance (p-value) of 0.71, indicating that

there were no statistically significant differences between the pretest scores of the experimental and control groups on the LAS. Consequently, prior to the intervention, both the experimental and control groups exhibited statistically comparable levels of perspective transformation, indicating that both groups were similar in terms of perspective transformation levels.

Table 11

Chi-Square tests for pretest results of the experimental and control groups for the LAS

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Point Probability
Pearson Chi-Square	1.46[a]	3	.69	.78		
Likelihood Ratio	1.47	3	.69	.78		
Fisher's Exact Test	1.55			.71		
Linear-by-Linear Association	.84[b]	1	.36	.42	.21	.060
N of Valid Cases	52					

a. 2 cells (25.0%) have expected count less than 5. The minimum expected count is 3.00.
b. The standardized statistic is .914.

Table 12 presents the results of the Chi-square tests conducted on the posttest scores of the experimental and control groups. Since 4 cells (50.0%) had expected counts less than 5, Fisher's Exact Test was used for analysis, as recommended by Pallant (2010, p. 217). The Fisher's Exact Test had an exact significance of. 07, indicating no significant difference between the posttest results of both groups. Thus, after the intervention, both groups demonstrated similar levels of perspective transformation. This suggests that the treatment had no significant impact on the experimental group compared to the control group in terms of perspective transformation.

Table 12

Chi-Square tests for posttest results of the experimental and control groups for the LAS

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Point Probability
Pearson Chi-Square	7.16[a]	3	.07	.07		
Likelihood Ratio	7.89	3	.05	.07		
Fisher's Exact Test	7.16			.07		

Linear-by-Linear Association	.01[b]	1	.96	1.00	.50	.084
N of Valid Cases	52					

a. 4 cells (50.0%) have expected count less than 5. The minimum expected count is 3.00.
b. The standardized statistic is .11.

Table 13 presents the results of the chi-square tests conducted on the pretest and posttest data of the experimental group for the LAS. It was suggested that at least 80% of cells should have expected frequencies of 5 or more. If it was violated, using Fisher's Exact Test was suggested (Pallant, 2010, p.217). All cells (100%) had expected counts less than 5, with the minimum expected count being 0.12, so Fisher's Exact Test was applied. The results did not show a significant difference between the pretest and posttest scores (.83>.05). Consequently, the findings demonstrated that no significant perspective transformation occurred in the experimental group following the intervention, as assessed by the LAS.

Table 13

Chi-Square tests for pretest and postest results of the experimental group

	Value	**df**	**Asymptotic Significance (2-sided)**	**Exact Sig. (2-sided)**	**Exact Sig. (1-sided)**	**Point Probability**
Pearson Chi-Square	6.71[a]	9	.67	.75		
Likelihood Ratio	7.11	9	.63	.79		
Fisher's Exact Test	6.65			.83		
Linear-by-Linear Association	.31[b]	1	.58	.61	.31	.04
N of Valid Cases	26					

a. 16 cells (100.0%) have expected count less than 5. The minimum expected count is .12.
b. The standardized statistic is .56.

The stages of an experimental group's transformation are outlined in Table 14, along with the frequency and percentage of participants at each stage during the pretest and posttest phases. At the beginning, 46.2% of participants indicated encountering a disorienting dilemma. It diminished to 23.1% in the posttest. Following the intervention, fewer participants reported experiencing this stage. A slight rise in participants conducting self-examination of feelings was noted, increasing from 34.6% in the pretest to 38.5% in the posttest. The participants' critical assessment of their assumptions demonstrated a decrease, with 42.3% in the pretest and 34.6% in the posttest. However, critical assessment of assumptions revealed a reasonable participation rate in both tests. In the posttest, recognition of discontent and

awareness of others increased, with 38.5% of participants reporting this stage, compared to 30.8% in the pretest. Exploring alternatives decreased from 23.1% in the pretest to 15.4% in the posttest. The percentage of participants reporting the stage of planning a course of action increased from 19.2% in the pretest to 34.6% in the posttest. A slight increase was noted in acquiring new knowledge and skills, increasing from 15.4% to 19.2%. An increase in participants' willingness to try new roles and actions was found, moving from 3.8% in the pretest to 19.2% in the posttest. Building competence and self-confidence declined from 30.8% in the pretest to 15.4% in the posttest. Finally, fewer participants reported reintegration in the posttest, with a decrease from 26.9% in the pretest to 19.2%.

Table 14

Transformation stages of the experimental group in the pretest and posttest

Stages		**Pretest Results Frequency**	**Percent**	**Posttest Results Frequency**	**Percent**
Stage 1	Yes	12	46.2	6	23.1
A disorienting dilemma	No	14	53.8	20	76.9
Stage 2	Yes	9	34.6	10	38.5
Self-examination of feelings	No	17	65.4	16	61.5
Stage 3	Yes	11	42.3	9	34.6
Critical assessment of assumptions	No	15	57.7	17	65.4
Stage 4	Yes	8	30.8	10	38.5
Recognition of discontent and awareness of others	No	18	69.2	16	61.5
Stage 5	Yes	6	23.1	4	15.4
Exploring alternative actions, roles and relationships	No	20	76.9	22	84.6
Stage 6	Yes	5	19.2	9	34.6
Planning a course of action	No	21	80.8	17	65.4
Stage 7	Yes	4	15.4	5	19.2
Acquiring new knowledge and skills	No	22	84.6	21	80.8
Stage 8	Yes	1	3.8	5	19.2
Trying out new roles & actions	No	25	96.2	21	80.8
Stage 9	Yes	8	30.8	4	15.4
Building competence and self-confidence	No	18	69.2	22	84.6
Stage 10	Yes	7	26.9	5	19.2
Reintegrating into life	No	19	73.1	21	80.8

4.2.RQ2. Which learning activities/experiences have contributed to the perspective transformation of the participants?

Table 15 presents descriptive statistics concerning various learning activities and their contribution to the perspective transformation of participants. Class activity/exercise which included debates received the most affirmative responses (53.3%) out of all the learning

activities provided, with 8 out of 15 participants. Deep concentrated thought and self-evaluation in the course come in close second with 40.0% and 33.3% affirmative responses, respectively. Audio-visual materials and term papers/essays did not have any effect on perspective transformation.

Table 15

Descriptive statistics of the learning activities contributing to the perspective transformation of the participants

	Yes		No		Total	
	N	**Percent**	**N**	**Percent**	**N**	**Percent**
Group projects	2	13.3%	13	86.7%	15	100.0%
Writing your concerns	3	20.0%	12	80.0%	15	100.0%
Personal journal	4	26.7%	11	73.3%	15	100.0%
Non-traditional structure of the course	3	20.0%	12	80.0%	15	100.0%
Deep concentrated thought	6	40.0%	9	60.0%	15	100.0%
Personal learning assessment	1	6.7%	14	93.3%	15	100.0%
Verbally discussing your concerns	2	13.3%	13	86.7%	15	100.0%
Self-evaluation in the course	5	33.3%	10	66.7%	15	100.0%
Class activity / exercise	8	53.3%	7	46.7%	15	100.0%
Self reflection	4	26.7%	11	73.3%	15	100.0%
Assigned readings	1	6.7%	14	93.3%	15	100.0%
Other	1	6.7%	14	93.3%	15	100.0%
Audio-visual materials	0	0%	15	100.0%	15	100.0%
Term papers-essays	0	0%	15	100.0%	15	100.0%

Table 16 outlines the descriptive statistics of various life experiences contributing to the perspective transformation of participants. Out of 26 participants, only 15 responded to this section. Among the listed experiences, moving and friendship problems tie for the highest affirmative response rate, with 4 out of 15 participants (26.7%). The participants did not provide any affirmative answers for marriage, divorce/separation, loss of job, or economic problems, suggesting that none of these factors influenced the respondents' perspective transformation.

Table 16

Descriptive statistics of the experiences contributing to the perspective transformation of the participants

	Yes		No		Total	
	N	**Percent**	**N**	**Percent**	**N**	**Percent**
Moving	4	26.7%	11	73.3%	15	100.0%
Death of a loved one	1	6.7%	14	93.3%	15	100.0%
Change of school	3	20.0%	12	80.0%	15	100.0%
Friendship problems	4	26.7%	11	73.3%	15	100.0%
Marriage	0	0%	15	100.0%	15	100.0%
Divorce/separation	0	0%	15	100.0%	15	100.0%
Loss of job	0	0%	15	100.0%	15	100.0%
Economic problems	0	0%	15	100.0%	15	100.0%

Table 17 displays descriptive statistics pertaining to the individuals who facilitated the participants' perspective transformation. 15 students answered this section. It demonstrates that 26.7% of participants said that their perspective transformation was influenced by their teachers and classmates' support. On the other hand, just 6.7% of participants indicated that they were influenced by another student and other people. Remarkably, there were no affirmative answers for adviser support, suggesting that participants did not think this sort of support helped them change their perspective.

Table 17

Descriptive statistics of the people contributing to the perspective transformation of the participants

	Yes		**No**		**Total**	
	N	**Percent**	**N**	**Percent**	**N**	**Percent**
Another student's support	1	6,7%	14	93,3%	15	100,0%
Your classmate's support	4	26,7%	11	73,3%	15	100,0%
Your teacher's support	4	26,7%	11	73,3%	15	100,0%
Others	1	6,7%	14	93,3%	15	100,0%
Your advisor's support	0	0%	15	100.0%	15	100.0%

4.2.RQ3. Does the transformative teaching approach have a significant effect on EFL learners' critical reflections?

To address the research question, paired samples t-test and ANCOVA were employed. The underlying assumptions for both tests were met. The test of normality for the pretest and posttest results of the study for the CRI is shown in Table 18. Skewness and Kurtosis scores for the pretest and posttest results were examined in order to evaluate the normality. To determine if the data are normally distributed, George and Mallery (2010) argue that ±2 values within Skewness and Kurtosis are acceptable. Each value was within ±2 values, as can be observed in Table 18. As a result, the data used in the present study were acknowledged to be normally distributed. Based on the outcomes of the normality test, the parametric tests were run to assess the quantitative data. Descriptive statistics, paired-samples T-tests, and one way ANCOVA were therefore used to assess pretest and posttest results both within and between groups (Pallant, 2010). The statistical programs Statistical Package for Social Science Versions 25 was used to perform these analyses.

Table 18

Normality test for pretest and posttest scores of the CRI

	N	**Mean**	**Std. Deviation**	**Skewness**		**Kurtosis**	
	Statistic	**Statistic**	**Statistic**	**Statistic**	**Std. Error**	**Statistic**	**Std. Error**

Pretest Results	52	89.98	7.28	.70	.33	.87	.65
Posttest Results	52	91.81	10.43	-.52	.33	1.47	.65
Valid N (Listwise)	52						

The mean scores of the experimental and control groups were included in the descriptive analysis to provide an overall view. According to Table 19, while the mean score of the experimental group in the pretest was 90.58, the mean score of the group was 93.54 in the posttest. The control group had a mean score of 89.38 on the pretest, but a mean score of 90.08 on the posttest. Compared to the control group, the experimental group's mean scores increased more from the pretest to the posttest.

Table 19

Pretest and posttest descriptive statistics of the experimental and the control groups for the CRI

Class		**N Statistic**	**Mean Statistic**	**Std. Error**	**Std. Deviation Statistic**
The experimental group	Pretest Results	26	90.58	1.30	6.62
	Posttest Results	26	93.54	1.99	10.16
	Valid N (Listwise)	26			
The control group	Pretest Results	26	89.38	1.56	7.96
	Posttest Results	26	90.08	2.08	10.59
	Valid N (Listwise)	26			

The paired samples t-test was used to further analyze the data and determine whether there was a statistical difference between the experimental group's pretest and posttest results in the CRI. The experimental group showed an increase in mean scores from the pretest to the posttest. However, the increase was not statistically significant ($p = .11 > .05$) as shown in the Table 20.

Table 20

Paired samples t-test results of the pretest and posttest scores of the experimental group for the CRI

	Number	**Mean**	**Std. Deviation**	**Sig. (2-Tailed)**
Pretest Results	26	90.58	6.62	.11
Posttest Results	26	93.53	10.18	

A one-way between-groups analysis of covariance was used to compare the groups. The independent variable was the CRI results in the posttests, and the dependent variable consisted of two different classes. In the analysis, participants' scores on the pre-intervention administration of the CRI were taken as the covariate. Preliminary checks were done to check that there was no violation of the assumptions of normality (as shown in Table 18), reliable

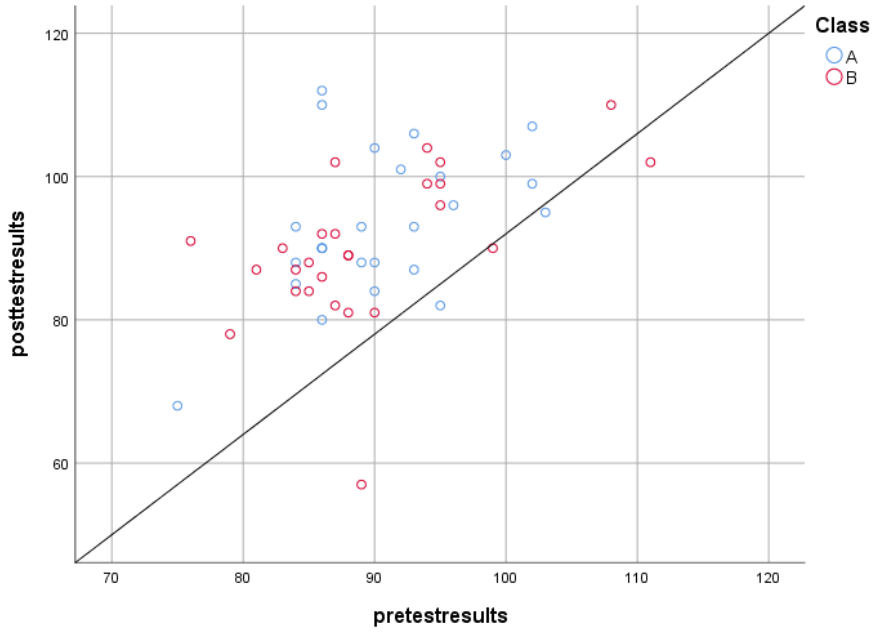
measurement of the covariate, linearity, homogeneity of regression slopes before using ANCOVA (Pallant, 2010, p.310).

Prior to the experiment, the covariate was put into use, and its reliability was examined. Its internal consistency was evaluated as a form of reliability by computing its Cronbach alpha (.88). Values should be above 0.7 to be considered reliable (Pallant, 2010, p. 235).

Furthermore, there should be a linear relationship between the dependent variable and the covariate for all groups (Pallant, 2010, p. 238). As can be seen in Table 21, there was not a curvilinear relationship, so the assumption of the linear relationship was not violated.

Table 21

Linearity results of the experimental and the control groups for the CRI



Finally, as demonstrated in Table 22, homogeneity of regression was included as a part of ANCOVA. As the significance level was .97 (>.05) for class*pretest scores, it was concluded that the assumption of homogeneity of regression was not violated.

Table 22

Homogeneity of variance for the pretest and posttest scores of the experimental and the control groups for the CRI

Tests of Between-Subjects Effects
Dependent Variable: Posttest scores

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	1529.98[a]	3	509.99	6.09	.001
Intercept	235.73	1	235.73	2.81	.10

Class	.11	1	.12	.001	.97
Pretest Scores	1333.75	1	1333.75	15.93	.00
Class * Pretest Scores	.15	1	.15	.002	.97
Error	4020.10	48	83.75		
Total	443840.00	52			
Corrected Total	5550.08	51			

a. R Squared = .276 (Adjusted R Squared = .230)

The assumption checks were completed before moving on to the ANCOVA analysis. To account for any pre-existing differences between the groups, the pretest results were handled as a covariate (Pallant, 2010, p. 233). According to the Table 23, the statistics showing covariance between pretest scores showed that there were not significant differences between the experimental and control groups' posttest results (.31>.05).

Table 23

ANCOVA results of the experimental and control groups for the CRI

Tests of Between-Subjects Effects

Dependent Variable: Posttest Results

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	1529.82[a]	2	764.91	9.323	.00	.28
Intercept	246.70	1	246.70	3.007	.09	.06
Pretest Results	1374.05	1	1374.05	16.747	.00	.26
Class	87.81	1	87.81	1.070	.31	.02
Error	4020.25	49	82.05			
Total	443840.00	52				
Corrected Total	5550.08	51				

a. R Squared = .28 (Adjusted R Squared = .25)

These findings suggested that both groups achieved comparable levels of critical reflection after the intervention. The result demonstrated that the intervention did not yield a statistically meaningful impact on critical reflection, since both groups had similar results.

4.2.RQ4. Does the gender of the participants have a significant effect on transformation?

In the prevailing study, gender as a demographic factor was analyzed. Table 24 summarizes the LAS posttest results across four categories of transformation: no transformation, non-educational transformation, educational transformation, and both educational and non-educational transformation with results broken down by gender. Among the 17 female participants, four were categorized in the no transformation group. In contrast, seven male participants were placed in the no transformation category. This indicated that a larger proportion of male participants did not show significant transformation after the intervention, compared to females. Secondly, for females**,** only one participant scored in the non-educational transformation category. Males, on the other hand, did not have any

participants in this category. This indicated that none of the male participants experienced transformation in the non-educational aspect. Thirdly, among the female participants, two scored in the educational transformation category. For males**,** one participant scored in the category. This indicated that both males and females experienced similar levels of transformation in the educational aspect. Lastly, a significant number of females (10) achieved both educational and non-educational transformation. For males**,** only one participant scored in this category.

Table 24

*The descriptive statistics of gender distribution in the experimental group (Gender * LAS posttest Crosstabulation)*

			LAS posttest				
			No Transformation	Transformation (Non-educational)	Transformation (Educational)	Transformation (Both)	Total
Gender	Female	Count	4	1	2	10	17
		Expected Count	7.2	.7	2.0	7.2	17.0
	Male	Count	7	0	1	1	9
		Expected Count	3.8	.3	1.0	3.8	9.0
Total		Count	11	1	3	11	26
		Expected Count	11.0	1.0	3.0	11.0	26.0

As seen in Table 25, six cells (75%) had expected counts less than 5, with the minimum expected count being 0.35. This did not meet the chi-square assumption, each cell should have an expected count of at least 5, or at least 80% of cells should meet this criterion (Pallant, 2010, p. 217), so Fisher's Exact Test was used. According to Fisher's Exact test results, gender and posttest scores were significantly correlated (p = .03). Table 25 showed that twelve female participants underwent some kind of transformation, with ten in the both kinds of transformation and two in the educational transformation category. In both kinds of transformation and educational transformation, there was only one participant for each of the two male participants. When Table 25 was taken into consideration, females exhibited more transformations compared to males in the LAS posttest scores in the experimental group.

Table 25

Chi-Square test results of the posttest scores of the experimental group for gender

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Point Probability
Pearson Chi-Square	7.79[a]	3	.05	.03		
Likelihood Ratio	8.60	3	.04	.05		
Fisher's Exact Test	7.63			.03		

Linear-by-Linear Association	6.59[b]	1	.01	.01	.01	.004
N of Valid Cases	26					

a. 6 cells (75.0%) have expected count less than 5. The minimum expected count is .35.
b. The standardized statistic is -2.57.

4.2.RQ5. What are the distortions of language learners at the beginning of the study?

To answer this question, qualitative data were analyzed using the inductive application of sensitizing concepts (Patton, 2002). The data were collected from open-ended questionnaires, journals, and semi-structured interviews, providing rich insights into participants' distortions. Mezirow (1991a) categorized premise distortions into epistemic, sociolinguistic, and psychological. The current study examined their presence and how they manifested among our students. It was found that these distortions influenced and overlapped with one another, creating barriers to learning and giving meaning to new experiences.

4.2.RQ5.1. Epistemic premise distortions

Epistemic premise distortions center on misconceptions regarding the nature and use of knowledge. Epistemic premise distortions, characterized by cognitive barriers, were common among the learners in this study. These distortions often involved unreasonable or rigid thinking patterns that hindered effective language learning. Among the 26 students, epistemic premise distortions were most commonly linked to cognitive, learning, and intelligence styles, affecting 16 students. Dysmorphic focus and perfectionism were each observed in 10 students. The following paragraphs elaborate on the subcategories as depicted in Table 26.

Table 26

Epistemic premise distortions

Distortion Type	**Subcategory**	**f**	**%**
Epistemic premise distortions	Cognitive, learning, and intelligence styles	16	61.5
	Dysmorphic focus	10	38.4
	Perfectionism	10	38.4

a) Cognitive, learning, and intelligence styles

The most common epistemic premise distortions arose from the cognitive, learning, and intelligence styles of the participants. They referred to the mismatches among these styles and learning. They resulted from short attention span, short/long term memory problems, unawareness of their learning styles, and their learning styles itself. Some students stated that they had difficulty in maintaining focus for extended periods. For instance, Ada said,

"*Sometimes I even miss the main idea of the lesson because I have a short attention span*." Similarly, Sultan stated that she could not pay attention to something as much as it was required. Short attention span of the students might have led to distortions among students. As a result of short attention spans, students might have difficulties in their comprehension and internalization of the target language input. It may lead to incomplete language acquisition, and students may have challenges in using the target language effectively, as they may miss some linguistic elements, fail to learn some vocabulary and grammar, and have misunderstandings.

In addition, there were challenges with retaining and recalling information. There were a number of students who stated problems about their memory. They said that they had a bad memory and inhibited them in their language learning process. For instance, Gonca stressed that she memorized things for exams, and after a short time, she forgot them; it did not help her future because she forgot things. There were also other students such as Buse and Deniz who stated the same problem. They had the assumption that they had an inability to recall things.

On the other hand, some students had distortions about their learning styles. Some of them were not aware of how they learned best, and some others were not flexible enough to adapt to different learning environments as they thought that they had certain learning styles. Not knowing which learning methods worked best for oneself was one of the main problems. Students like Ceyda expressed confusion about how to learn effectively, stating, "*I do not know how to learn the best."* Another student said that she had only enjoyed interactive activities, and had difficulty in others.

Several students also struggled with global/detail focus. They exhibited an excessive focus on details at the expense of overall comprehension. Kerem, for example, reported, "*I translate every single word in a reading text,"* which often led to difficulties in grasping the broader meaning of the material. This fixation on individual components, rather than seeing the text as a whole, contributed to comprehension issues and slowed progress. Students who became overly focused on specific language details, such as pronunciation, often neglected their overall fluency. This distorted focus led to discouragement, with learners underestimating their general competence in language learning.

Finally, cognitive preferences contributed to epistemic distortions. Some students, like Kerem, displayed a strong preference for concrete examples, expressing difficulty in processing abstract concepts. He stated, "*I always need concrete examples to understand*," indicating a reliance on tangible, relatable materials. This dependency on concrete knowledge

could limit their ability to engage with more abstract or theoretical aspects of language learning, such as grammar rules or cultural references.

b) Dysmorphic focus

Dysmorphic focus, which refers to distorted perceptions of reality by overgeneralizing, selectively abstracting, maximization, and minimization, was another significant barrier. It occurs when learners misinterpret reality as a comprehensive whole and fail to see it as such (Salyer & Leaver, 2021). In dysmorphic focus, overgeneralization was typical among students. Learners failed to be successful in a specific incident and they overgeneralized it to other incidents. For example, Derya said that once she pronounced a word wrong and she was scared to do it again; she had the assumption that her pronunciation was not satisfactory and she would fail again. She developed negative thinking patterns. She was over generalizing that experience to other situations because she had certain assumptions in her mind. When she experienced something new, she directly applied this assumption. The false assumption was that her pronunciation was bad, the distortions popped into her head when she spoke English. Additionally, Talyana said, "I *am not good at speaking so I do not speak much*," demonstrating how negative experiences were generalized to an extent that they impacted overall confidence and participation.

Selective abstraction also occurred as it focused exclusively on a detail and ignoring the bigger picture. For instance, concentrating only on pronunciation mistakes while ignoring overall language fluency was an example. Another common example was about their teachers. In the journals, there were sentences starting as "*My teacher always…*". A few student mentioned that their teachers always favored other students.

Dysmorphic focus also appeared as maximization and minimization. Students faced with some challenges in their learning process. It was a part of learning; however, what led to assumptions was maximizing it. For instance, Ceyda said "*I thought it was very difficult, and I would never be able to learn it. I compared myself with my cousins living in Germany and found myself insufficient*". On the other hand, some students such as Ezgi and Eda minimized the importance of English and the effort required for learning a language. They thought it was easy to learn a language. Their existing assumptions might be misleading because learning a language requires effort and practice. Their assumptions were far from reality.

c) Perfectionism

Perfectionism emerged as another prevalent epistemic distortion. It appeared as setting unrealistically high standards and being overly critical of oneself. This distortion was repeatedly stated by the students. They had a fear of making mistakes. The assumption behind

the examples given by students was that they wanted to excel at English. They had high standards and they did not have tolerance for failure and mistakes. They compared themselves to others, criticized themselves harshly, and placed the blame on themselves when they made mistakes. Fatma expressed that she feared making a mistake by saying that "*I am afraid of doing something wrong*". The distortion was that she never saw herself good enough, regardless of her accomplishments. As a result, she did not try news experiences or she is not taking risks. However, mastering a language involves practice. In this way, she limited herself and her learning. Mistakes were not seen as learning opportunities. Some students like Ersin were influenced by people around them. They were in a setting where perfectionism and high standards were valued. They were afraid of falling short of expectations. They decided to set high standards for themselves, much like those around them, as a result.

4.2.RQ5.2. Sociolinguistic premise distortions

The current study investigated sociolinguistic premise distortions in our participants who were EFL learners. Basically, sociolinguistic premise distortions are about how language learners understand themselves and the social world through language. Assumptions about cultural and language codes; and social norms, roles, and institutions were the main findings of the study in terms of sociolinguistic premise distortions. Table 27 shows the number of students who experience sociolinguistic premise distortions. Eight students had sociolinguistic premise distortions because of language and cultural codes, and 18 students had them as a result of social norms, roles and institutions. The results shed light on how these variables affect students' meaning giving to new experiences and impede their language learning process

Table 27

Sociolinguistic premise distortions

Distortion Type	Subcategory	F	%
Sociolinguistic premise distortions	Language and cultural codes	8	30.8
	Social norms, roles and institutions	18	69.2

a) Language and cultural codes

Language and cultural codes resulted in distorted assumptions among students. The primary causes of these distortions were the differences in linguistic structures between L1 and L2, as well as the cultural disparities between L1 and L2. Students claimed that managing the structural differences between Turkish (L1) and English (L2) was quite difficult. Pronunciation and sentence construction were frequent problems. For example, Nil noted, "*Sentence structures are different. I sometimes have difficulty making a sentence. I put the*

verb at the end of the sentence," highlighting the syntactic differences that complicate language production. Buse said that in English, the pronunciation was different and they did not have it in Turkish. She stated that it made language production more difficult. Some students said that pronunciation should not matter because in Turkish pronunciation directly corresponds to spelling. Thus, language differences influenced them negatively as their existing assumptions did not work in English.

Additionally, some pupils stressed that they had difficulty because of cultural differences. They had some assumptions as a result of the native culture that they had been exposed to. Those assumptions sometimes did not match with the assummptions of the newly learned language. To illustrate, because there were no clear translations for English idioms in Turkish, a few pupils found it difficult to comprehend and apply them. Ersin said, "*It is sometimes hard to understand English idioms*," emphasizing the disparity in language use between cultures. Buse explained her sociolinguistic premise distortions in detail:

> *Culture was an effective factor in my English learning. A language is the mirror of a culture. In some cultures, it is necessary to speak more respectfully when addressing elders, so they have words accordingly. Additionally, in some cultures, it is important to explain things in detail, while others aim to say a lot with few words. This is where Turkish culture and English culture differ. Turkish people want to know every detail. For instance, they can tell with a single word (like hala or teyze) whether someone's female relative belongs to their mother's or father's side. However, since the British did not consider this detail important, they found it sufficient to use the same word for both. Although such differences are generally not very important when learning English, they can confuse me.*

Thus, pre-existing assumptions shaped by cultural exposure can lead to misunderstandings or confusion when learners encounter different cultural contexts. Such cultural differences may cause distortions in meaning-making, as students might misinterpret or fail to use the target language as intended due to these misunderstandings.

b) Social norms, roles and institutions

Social norms and roles had a big influence on learners when they were giving meaning to new experiences. Their societal circles included their parents and teachers, relatives, and peers. A common assumption among learners was rooted in the high expectations imposed by their parents and teachers. This pressure often led to anxiety and stress. Achievement, especially academic success, was highly emphasized, which may be linked to cultural values. Students frequently faced discussions about grades and accomplishments during social events.

Parents and teachers placed significant emphasis on success, shaping children's perceptions of themselves and their abilities. For example, Ersin shared, "*My dad always wanted me to be very good at everything,"* illustrating how parental pressure impacted his self-perception and motivation.

Similarly, students experienced stress due to high expectations from their teachers. Merve, for instance, felt pressured when her English teacher consistently pushed for success. Merve explained that receiving lower grades made her feel as though she would fail in future exams. This pressure, combined with her father's intolerance toward lower grades, reinforced her belief that she had to be perfect, which heightened her stress in the learning environment.

Relatives also contributed to shaping learners' educational decisions. Gonca shared that some of his relatives pressured her to pursue a math-related field because of better job opportunities, reflecting societal assumptions about career paths. Other students echoed similarly, noting that choosing English as a major was often devalued in Turkish culture. Some learners expressed a desire to become English teachers but lacked support from those around them, further adding to the challenges they faced.

Peer disapproval, including verbal attacks for grammatical errors, was also prevalent. The statement made by Ezgi, "*I cannot forget that my friends were making fun of me when I was trying to speak English*," highlighted the influence of social interactions on one's confidence in language. Sultan added that she felt badly about her peers since they were perfectionists, which had a bad effect on her public speaking abilities.

Finally, the participants commonly shared their distortions about the institutions. Students shared their ideas about the education system they were exposed to. They said that insufficient foreign language education, grammar-based instruction, priorities, and summative evaluation affected them negatively. Most of them had the assumption that they did not take a good education to be competent in English. They accused the system which did not prioritize language learning for their failure. The predominant focus on grammar over communicative competence was a recurrent theme. Students felt that the education system did not provide sufficient opportunities for language production. Ceyda noted, "*We did not practice speaking enough*," pointing to the lack of emphasis on practical language use in the curriculum. In addition, because the system prioritized grades over comprehensive language development, short-term strategies for learning emerged. Berk said, "*Getting good grades is what drives us the most. We put it to memory and frequently forget it*," demonstrating the temporary character of their attempts to learn a language.

4.2.RQ5.3. Psychological premise distortions

Psychological premise distortions refer to wrong assumptions people have about themselves. These kinds of assumptions may significantly affect their personal development and learning process. Psychological premise distortions have their roots in past experiences and can act as obstacles that inhibit personal growth and effective learning. In our data, psychological premise distortions appear mostly as a result of traumas (14 students), and result in avoidance and distorted self-concepts (12 students) as shown in Table 28.

Table 28

Psychological premise distortions

Distortion Type	Subcategory	f	%
Psychological premise distortions	Traumas	14	53.8
	Avoidance and distorted self-concepts	12	46.2

a) Traumas

The students reported various traumatic experiences with teachers, friends, and parents. It was concluded that traumatic experiences had long term effects on the students. Several students recalled their negative experiences with their teachers. The shared experiences suggested that harsh behaviors of teachers damaged students psychologically, illustrating how traumas led to psychological premise distortions. Traumatic experiences profoundly affected students' self-concept, confidence, and approach to learning. For example, Ezgi mentioned, "*When I was in primary school, I had a terrible teacher who always shouted at us."* It created a pervasive fear of speaking in class. This fear was not limited to the classroom but extended into other areas of life. Her fear affected her confidence negatively and she refrained from speaking English in front of others. Eda's traumatic experience also resulted from repeatedly having unfavorable interaction with a teacher in her early school years. Eda said, "*My teacher made me believe that I would be unsuccessful even when I made minor mistakes*". Eda's teacher overemphasized mistakes. As a result, students became afraid of making mistakes and mistakes were viewed as failures. They were not seen as learning opportunities. This experience not only made Eda less confident, but it also increased her fear of making mistakes. Eda internalized the idea that she was naturally unsuccessful and unable to achieve academic standards as a result of the constant criticism.

The participants also shared their negative experiences with their friends in their education settings. These experiences mostly appeared as a result of bullying, exclusion, and ridicule, and had long terms influences on students' academic achievement and psychological well-being. The participants shared stories of verbal bullying, in which their classmates made

fun of or teased them. Derin, for example, talked about how being made fun of by her peers made her afraid to speak in front of groups of people. Ahmet's experiences with ridicule were closely related to his fear of making mistakes and ended up with avoidance of speaking. Berna also said, "*I couldn't pronounce R. My friends made fun of it, and I always preferred not to talk*." She felt excluded. Berna's experiences with social exclusion led to her reluctance to engage in group activities as she mentioned.

Lastly, there were findings related to the traumas experienced by participants due to family influences. The pressures of high parental expectations, lack of emotional support, unrealistic standards, and negative reinforcement led to psychological traumas. Many participants talked about how much pressure their parents put on them to do well in school, mostly resulting from perfectionism mentioned in the sociolinguistic premise distortions. This pressure frequently resulted in anxiety and a failure-related nervousness. Buse mentioned his father never accepting low grades. This pressure to perform well led to an anxiety of not meeting expectations. Additionally, it resulted in more stress, less self-confidence, and low grades. The absence of emotional support from family members was another common source of trauma. According to Kerem's story, his parents had high expectations for him and he lived in continual fear of making mistakes because of them: "*I thought my parents always expected the best. I was constantly worried that I might make a mistake."* His unwillingness to participate in class and learning opportunities suffered his fear of making mistakes, and brought about academic failure. Another example was Cansu who noted that her parents did not pay enough attention to her and it affected her communication skills. "*My parents never listened to me when I was a kid. I talk so quickly now because I do not want anyone to notice me*." The neglect by parents affected Cansu deeply, and she mentioned that she refrained from speaking to others in other settings as well. She developed a tendency to avoid interaction with others. She had problems about self-expression. All in all, negative experiences in childhood had profound effects on new experiences.

b) Avoidance and distorted self-concepts

When the participants were giving meaning to new experiences, these traumatic experiences influenced them negatively. Traumatic experiences led to avoidance and distorted misconceptions. Avoidance was one of the most prevalent experiences among the participants. While language learning typically relies on a process of trial and error, these students actively refrained from trying due to a fear of failure and reluctance to take risk. Participants said that they were afraid of making mistakes and failures. Deniz's case showed the profound impact of psychological trauma on language learning, particularly how it manifested as avoidance

behavior. Deniz mentioned, "*I don't try my best because I feel that even if I try my best, I still fail."* This statement highlighted the feeling of helplessness and hopelessness very well. Deniz was a good example for stressing how students developed avoidance because of lack of supportive environment. He had psychological suffering because of the feeling of inadequacy. In the study, there were some other students who avoided speaking in front of people. They remained silent especially in speaking activities. For example, Nil expressed her avoidance by stating, "*I have anxiety, and I avoid speaking English in front of people*." Nil's statement underscores the impact of anxiety on her reluctance to participate in speaking exercises, and shows the link between emotional distress and avoidance behavior.

The traumas also affected their self-concept. Many participants described themselves as shy or socially anxious. For example, Berna, Defne, and Talyana all said they were afraid to speak in front of others. Nil also said, *"I can have communication only with my close friends."* These quotations all highlighted the participants' social anxiety and the negative effects of traumas. Their experiences led to the development of more pessimistic views of themselves. The participants internalized the failures they had experienced previously. They brought about anxiety and stress which impeded their personal development and academic achievements. Many individuals openly mentioned that their decreased self-confidence contributed to this pessimism. Negative experiences damaged their confidence and made them feel more incapable of succeeding. To illustrate, Sultan said *"I blame my intelligence for my failure."* and Merve said, *"I fear that I will get bad grades, and I have no future beliefs."* These emotional challenges not only hindered their personal growth but also affected their academic performance, as also highlighted by Ergin. He stated, *"There are a lot of things to learn, which makes me anxious,"* leaving him feeling stuck and unable to keep up with his academic work. Ergin's situation clearly demonstrates the distortions he experienced, as he became an anxious, low-confidence, and pessimistic person.

All in all, distorted assumptions are unquestioned, inaccurate beliefs and values that shape and limit an individual's perspective. In the existing study, students were found to have epistemic, sociolinguistic, and psychological distortions affecting their language learning journeys and self-concepts negatively.

4.2.RQ5.4. Changes in premise distortions before and after the implementation

As the data suggested, the participants had a variety of distortions resulting from different reasons. Table 29 presents the changes in premise distortions observed before and after the implementation. Following the intervention, the overall frequency of epistemic premise distortions decreased across all subcategories. The number of students exhibiting

distortions related to cognitive, learning, and intelligence styles dropped from 16 before the implementation to six afterward. Ten students initially expressed dysmorphic focus distortions, which decreased to five. Additionally, after the implementation seven students changed their assumptions about perfectionism. Secondly, the number of students with sociolinguistic premise distortions decreased after the implementation. Distortions about traumas decreased from 14 students to seven students. Furthermore, initially, 12 students expressed avoidance and distorted self-concepts; this number dropped to four. Thirdly, students having psychological premise distortions decreased after the implementation. The number of students reporting language and cultural codes decreased from eight to two, while the number of students reporting social norms, roles, and institutions decreased from eighteen to eight. The most significant decreases were observed in distortions related to cognitive, learning, and intelligence styles, which dropped from 16 to six students, and in social norms, roles, and institutions, which dropped from 18 to eight students.

Table 29

The changes in distortions

Distortion Type	**Distortion subcategory**	**Before the Implementation**		**After the Implementation**	
		f	**%**	**F**	**%**
Epistemic premise distortions	Cognitive, learning, and intelligence styles	16	61.5	6	23.1
	Dysmorphic focus	10	38.4	5	19.2
	Perfectionism	10	38.4	3	11.5
Sociolinguistic premise distortions	Traumas	14	53.8	7	26.9
	Avoidance and distorted self-concepts	12	46.2	4	15.4
Psychological premise distortions	Language and cultural codes	8	30.8	2	7.7
	Social norms, roles and institutions	18	69.2	8	30.8

4.2.RQ6. How do the practices of transformative learning and teaching manifest itself in this context?

The last research question was “How do the practices of transformative learning and teaching manifest itself in this context?”. To explore this, we analyzed the data to identify the

stages of transformation, focusing on disorienting dilemmas, critical reflection, sharing with others, planning and action, and perspective transformation. In disorienting dilemmas, students articulated how their pre-existing assumptions proved ineffective in a new experience. Additionally, the participants engaged in critical reflection on their experiences and questioned their assumptions. As a next step, sharing with others, participants noted the impact of dialogue with their peers and instructors. In another step, students shared their plans and actions to give meaning to a new experience or to get rid of their distorted assumptions. Finally, how the students changed their perspectives was presented.

4.2.RQ6.1. Disorienting dilemmas

Many students had disorienting dilemmas in their language learning journey, when they recognized that their previous assumptions or approaches in their language learning journey were inadequate. As depicted in Table 30, related to disorienting dilemmas, four sub-themes emerged: prior assumptions about language learning, the value of different language skills, self-perception, and conflicts between the expectations.

Table 30

Disorienting dilemmas

Step	Codes	F	%
Disorienting dilemmas	Prior assumptions about language learning	13	50
	The value of different language skills	13	50
	Self-perception	11	42.3
	Conflicts between expectations	10	38.5

The participants had a variety of assumptions which inhibited their language learning journey as they functioned as barriers to give meaning to new experiences. Half of the participants showed dilemmas as a result of prior assumptions about language learning. For example, Beril perceived learning English as a simple effort, resulting in insufficient time dedicated to its study. Nevertheless, her recent experiences led her to realize that mastering English necessitated greater effort than she had anticipated. Her prior assumptions proved unhelpful, resulting in several challenges. Similarly, Berk, who shifted from a science background, unforeseen challenges in language acquisition owing to his minimal exposure to English during his education. He said that "*Two months before the university entrance exam, I stopped studying science and math because I was not going to finish the subject on time and chose language test.*" Instead, he started to study in a language class as he thought that he had an aptitude for learning English, and English was an easy subject, but he recognized that language learning necessitated ongoing practice and contact, which he found more challenging than expected. Conversely, some other pupils, including Ada, Lale, and Nil expressed that they

found English challenging. They presumed they could barely master the language. Nevertheless, their new experiences contradicted this assumption, leading to a more optimistic outlook. Another example about assumptions that did not work for a long time came from Selin who had assumed that English learning was a compulsory activity, but later viewed it as an integral part of life. Thus, participants entered the language learning process with some assumptions that shaped their early experiences, but did not work in a new experience, and it resulted in dilemmas in them.

Another important sub-theme was the perceived value of different language skills, which was highlighted by half of the students. Numerous students experienced feelings of confusion when realizing that proficiency in English required more than grammatical proficiency. To illustrate, Beliz, Ceyda, Gonca, and first perceived language study as a grammar-centric effort, resulting in frustration due to their insufficient speaking and listening skills. Gonca expressed: *"Everybody had difficulties. On my whole education, the focus was on memorizing grammar rules, and it led to problems in my language learning journey."* Ergin also articulated:

> *I found English a bit difficult. I realized it was not that difficult. I was always getting stuck on grammar; when I was about to speak, I would think, let me first set up the tense agreement in my head, then I will do it this way, and then I will speak like that. In reality, I realized that I was waiting for a very long time without actually speaking.*

Furthermore, certain individuals such as Beliz, Buse, and Eda exhibited anxiety regarding making errors or speaking publicly, which hindered their ability to develop their language, especially speaking skills. Beliz echoed: *"I was a bit scared of making mistakes because I thought I would never be successful again in something that I made a mistake."* Fatma also expressed: *"I am afraid of making pronunciation mistakes, so I do not speak during the lesson."* Thus, they encountered challenges when they began to assume that language development would be incomplete without verbal communication.

Furthermore, the distinction between daily and academic English was evident in the data. Selin expressed a strong preference for daily, conversational English, which she considered enjoyable and practical, especially during her time abroad. Nonetheless, she faced challenges with academic English, viewing it as rigid and less engaging. Ergin saw the contrast between his proficiency in informal English conversations and his challenges with the rigid standards of academic English, particularly in grammar and writing. The disparity between

daily and academic English became an important barrier for these students, as they understood that proficiency in daily English did not necessarily equate to skill in academic contexts.

The data indicated that eleven students experienced self-perception problems. These students had certain perceptions about themselves, and they were created as a result of their experiences. However, their new experiences forced them to rethink about their self-perceptions. One of the repeated reasons for the self-perception problems was shyness. The dilemma that raised from shyness in language learning was an internal conflict between the desire to improve and the fear of judgment or making mistakes. For students like Berna and Buse, shyness prevented them from actively participating in speaking activities, even though they recognized that speaking practice was essential for their improvement. Berna said: *"Someone made fun of my pronunciation and I did not speak a single word of English for two years."* In the data, she stated many times that she was a shy child. Berna's fear of being mocked for her pronunciation was so strong that she avoided speaking English for a significant period, despite knowing it was crucial to her learning. This kind of assumptions created a disorienting dilemma**,** as where their need to develop fluency clashed with their fear of exposing their perceived weaknesses.

Moreover, perfectionism significantly impacted the self-perception of certain students. They believed it was essential to model themselves after a native English speaker. They encountered challenges due to perfectionism and refrained from the inherently trial-and-error character of language learning, which included mistakes. Kerem echoed: *"For a considerable time period, I tried to be perfect, and it was a burden which slowed me down… I was always afraid of doing something wrong."* In addition to shyness and perfectionism, some participants devalued themselves. For instance, Deniz indicated that he did not try his best because he thought that if I tried his best and still failed, which made him embarrassed. He also stated that this assumption was making him unsuccessful.

The last sub-theme, comprising more than one third of the participants, highlights the dilemmas experienced by the participants when their personal expectations regarding learning a language clashed with those of their family, friends, and teachers. For example, Beliz felt pressure from her father, who lived in Germany, and her teachers, whom she believed were too good for her. Despite her love for English, this pressure caused self-doubt, as she perceived herself as failing to meet their high expectations. Similarly, Merve talked on the conflict she felt between her own desire for progress and her family's high standards. Even though she could speak English well, she frequently felt like a failure if she did not receive perfect scores on tests, especially since her father and teachers were very demanding and expected perfection.

In some other cases, the expectation that women should choose teaching careers created a disorienting dilemma. Participants were urged to confront the conflict between their own desires and the traditional roles imposed by family and society. Ece noted that although she was happy with a career in teaching, she became more aware of the societal pressure around the idea that teaching is a "woman's profession." This expectation generated internal tension, as she initially aimed to pursue translation instead of sticking to the traditional path expected for her. Cansu also shared how she had been resistant to the idea of becoming a teacher, as it was often presented as the "natural" choice for women. Cansu added that she had dilemmas because of her parents' expectation.

> *When I was a child, my parents rarely let me speak or truly listened to me. Because of this, I now find myself speaking quickly, feeling that people will only listen to me for a short time, just as my parents did.* (Cansu)

In addition to her family, her teachers rarely allowed her to speak in class because they assumed she already knew the answers. She experienced an annoying inner conflict as a result. Despite her confidence in her skills, she felt misunderstood and suppressed because she had few opportunities to express herself. Cansu consequently started to feel like she was being ignored. Finally, conflicts between the self and other parties appeared as a repeated reason for dilemmas.

All in all, the participants experienced dilemmas and it was repeatedly stated in the data that was studied. Although the reasons for the dilemmas varied, it could be said that learners felt discomfort when they could not match a past and present experience. They felt that they needed to question their assumptions to regulate their mindsets.

4.2.RQ6.2. Critical reflection

A prominent step necessary for perspective transformation was critical reflection. Through the reflective practices in the class, students got the chance to think deeply about their experiences, challenges, and progress, enabling them to identify assumptions they may not have otherwise recognized. Reflecting on their language learning journey started with self-examination and continued with critical reflection of their language learning, self-concept, and societal norms. The participants basically reflected on their language learning experiences (20 participants), their self-concept affecting their learning journey (eight participants) and societal norms (nine participants) as Table 31 depicted.

Table 31

Critical reflection

Step	Codes	f	%

Critical reflection	On language learning	20	77
	On self-concept	8	30.8
	On societal norms	9	34.6

The most common critical reflection was on students' language learning related experiences. The participants reconstructed their assumptions reflecting on their experiences. Most of the participants started with self-examination, considered how they learned English, and reflected on it. For example, Sultan shared her experiences and reflection as: *"I didn't even realize how I learned English. I thought I only learned through music. It turns out it's not just about listening to the song and watching the video."* The participants showed increased metacognitive awareness of their language learning processes through self-reflection. Ceyda echoed: *"I did not know that my learning style was listening. I thought I could never learn English."* In the interviews she also said: *"I knew that the learning method of listening was the one that worked best for me; I used it the most. But I had not thought long and hard about why this was happening or the problems I was experiencing."* Likewise, Cansu shared that she recognized a weakness in her formal writing abilities. Buse mentioned that she needed to develop her pronunciation skills.

In addition to self reflection, sharing with others also resulted in critical reflection. To illustrate, Selin reflected on how seeing her classmates use diverse learning methods encouraged her to expand her own strategies. She began reading English books and using games to reinforce her learning. She said: "*My friends who learn in different ways motivated me. I am now reading English books and trying to learn words through games."* Another significant reflection was on their assumptions about the value of different language skills. Basically, there was a transition from a grammar-focused approach to a more holistic understanding of language learning, and fluency, real-world communication, and self-expression were stressed. Ergin reflected how his initial strategy was memorization of everything, especially the grammatical rules, He said that he recognized that his goal for grammatical perfection impeded his speaking skills. Following his involvement in class activities, Ergin adopted a more communicative methodology. This transition exemplified a critical reflection on language learning practices. Berk, who initially identified grammar as the cornerstone of language acquisition, likewise reflected on the value of different skills. He thought, *"I previously believed that mastering grammar would automatically lead to fluency, but I was mistaken. I recognized fluency derives from practice rather than only from grammatical principles."* Finally, Talyana admitted that her strict emphasis on grammar had hindered her ability to participate in conversations. *"I frequently considered the grammatical*

correctness of my sentences prior to speaking," she stated. This led her to avoid interactions. Ultimately, she concluded that communication holds greater significance than accuracy. *"Currently, I concentrate on articulating my thoughts and engaging in dialogue."* It is acceptable if my grammar is not faultless. Students like Ceyda, Ergin, and Berk reflected on their existing assumptions favoring grammar-focused approach.

Another sub-theme, critical reflection on self-concept, emerged as numerous participants critically reflected on their perceptions of themselves especially as language learners and individuals managing their academic and personal identities. This self-exploration frequently included questioning firmly held assumptions on their own abilities and intellect. Students like Beliz and Gonca reflected on their perfectionism, which was a common reason for their failures. They concluded that they felt inadequate as they were afraid of making mistakes. However, they concluded many of their peers shared similar struggles, which helped them recognize that their perceived inadequacies were not unique. Aras also added that perfectionism slowed down his learning. In addition to perfectionism, a number of participants mentioned their shyness in their self-examination and critical reflection. Berna, who experienced deep shyness due to a trauma associated with learning to speak examined the impact of her speaking anxiety. She described an incident in which she was ridiculed for mispronouncing a word and she refrained from speaking English for a long time because of this experience. *"I was afraid of speaking following that incident."* Berna shared that she realized that her shyness stemmed from a fear of judgment rather than her actual abilities. Similarly, Fatma addressed her shyness and its impact on her language education. She explained how she would stay quiet during class, not out of a lack of knowledge, but because of the anxiety that others might judge her mistakes. *"I was so shy that even when I knew the answer, I did not speak,"* she admitted. Through the study, she recognized that this fear of judgment was manageable. She reflected on the limitations of her self-concept allowing her to move out of her comfort zone. One last example was Buse who was reluctant to speak in front of her peers due to her shyness. She said *"I would sit quietly in class because I thought my classmates were so much better than me, and it made me nervous to speak."* Buse understood that her shyness was a result of her fear of being judged rather than a lack of skill. She found the strength to participate more actively in class after realizing that other people had similar anxieties. *"I discovered that everyone faces challenges, and I should not be so harsh on myself,"* she continued. All in all, through these reflections, participants gained a deeper understanding of their self-concept and challenged these internalized beliefs, opening themselves up to more opportunities for participation.

The last sub-theme emerged in the current study was critical reflection of societal norms. Particularly in regards to gender roles, cultural stereotypes, and societal expectations, participants engaged in critical reflection. These realizations frequently emerged during peer talks and class debates, where participants were encouraged to take into account viewpoints that differed from their own. They started to doubt deeply held societal norms and see how they had affected their judgment and self-perception as a result of this process. For example, Eda reflected on societal expectations, particularly in the context of gender roles. Eda had been subjected to the view that women should pursue specific "acceptable" professions, such as teaching, which was perceived as a safe profession, throughout her life. *"From a young age, I was consistently advised that I should pursue a career in education, as it is the traditional role for women,"* she shared. This societal pressure had a significant impact on her career decisions, causing her to believe that she was compelled to pursue this path. Nevertheless, Eda began to question it through her own experiences and class discussions. She declared: *"I came to the realization that I am not obligated to conform to the expectations of society. I have the freedom to select a career that aligns with my personal interests, rather than those that others believe are appropriate for me."* This critical reflection enabled her to re-evaluate her career objectives, as she came to the realization that her decisions were significantly influenced by societal norms. Similarly, Ezgi, a participant from a community valuing traditional gender roles, struggled with the notion that women should prioritize family over personal ambitions. She realized the limiting views of these expectations and challenged them, becoming more determined to pursue her career in language education, despite societal expectations. Cansu also questioned societal expectations about education and career paths, recognizing they were based on cultural norms rather than personal desires. *"I have always felt that my family's expectations were weighing me down, but I did not realize how much until I started reflecting on it in class,"* she said. This realization led her to reconsider her career choices and pursue paths that aligned more with her interests. In another examination of societal norms, Ergin elaborated on the influence of societal pressure to conform to educational expectations. He was under constant pressure to excel academically. However, on reflection, he came to the realization that these standards had restricted his ability to explore a variety of opportunities.

There is a constant pressure to conform to societal expectations, such as achieving high grades and adhering to a stable career path. However, I have come to the realization that I get excited by the idea of exploring alternative paths rather than adhering to the conventional path. (Ergin)

His critical reflection enabled him to redefine success, surpassing societal norms to pursue a more meaningful and individual journey. To sum up, critical reflection which is at the center of transformative theory (Mezirow, 1991a), appeared in the current study in terms of the reflection of societal norms which have a profound effect on people's existing assumptions.

4.2.RQ6.3. Sharing with others

One significant step in Mezirow's transformative theory (Mezirow, 1991a), is the recognition of one's discontent and sharing with other people. In the current study, sharing was a crucial element in the students' transformative learning process. Colloboration was influential when students discussed their experiences, challenges, and ideas on various topics. Sharing was divided into three sub-themes which were names as sharing with others, sharing with the instructor, and developing understandings of others (please see Table 32).

Table 32

Sharing with others

Step	**Codes**	**f**	**%**
Sharing with others	Sharing with peers	22	84.6
	Sharing with the instructor	5	19.2
	Developing understandings of others	3	11.5

The most common sharing among the participants was sharing with peers. 22 participants stated that sharing with their peers helped them in the transformation process. Many participants realized that talking honestly about their struggles with peers brought them relief and validation. They noticed that they were not alone, and struggles, difficulties, and even failures were the part of language learning. Realizing that their challenges were not unique made them relieve. For example, *"I recognized that others also faced these issues, and I was not alone,"* Ceyda stated in her explanation. It was beneficial to her. This understanding lowered her sense of isolation about her pronunciation difficulties compared to her initial feelings. Beliz shared that when she confronted her mistakes, her anxiety decreased and stated, *"I feared making mistakes, but recognizing that others shared the same anxieties enabled me to manage my stress."* Likewise, Fatma expressed that when she talked to her classmates about her pronunciation difficulties, they motivated her for improvement. Fatma recognized that her anxiety was shared by others: *"Hearing others talk about their pronunciation problems made me feel like I was not alone, and it encouraged me to keep practicing."* One last student who expressed how sharing was effective was Ece, and she stated that:

> *I did not know that others were experiencing the same problems. And the problems I experienced sometimes made me feel bad. So why cannot I learn much?*

> *Or why do I forget some things in grammar, or why cannot I speak? I am hesitant in English. But I realized that everyone in the class is already experiencing these problems, you know. I am not alone. They helped with that matter.*

Students experienced validation and support from one other when discussing these issues. A sense of solidarity appeared. Besides, sharing with peers provided them role models as they talked to each other. They recognized that nobody was perfect, and the nature of language learning required mistakes but self-confidence at the same time. Mustafa stressed: *"I realized that the more outgoing people who spoke in class did not speak because they knew more words than me, but because they were more confident."* Another important aspect of the sharing process was the opportunity to learn from others' perspectives both in terms of their language experiences and opinions. Berna mentioned that hearing her classmates discuss their challenges with learning materials made her realize that she was not alone in facing economic barriers to language learning: *"I thought I was the only one struggling because of financial issues, but hearing others talk about similar problems made me realize we all have our difficulties".* Some other students expressed that people had different ideas and they noticed that their ideas on a topic showed variety.

> *This discussion we had as a group especially gave me the chance to see different people's perspectives on the topics we discussed. What I've actually experienced here, especially when encountering the thoughts of others, is that I have compared those thoughts with my own. And as we continued these discussions for a few more weeks and talked to different people, I realized that they actually thought about things in ways that were more different than I expected.* (Deniz)

In addition to sharing with peers, another sub-theme emerged from the data was sharing with the instructor (five participants). The instructor shared her experiences, especially negative ones in her learning process, and it made students question their existing assumptions.

> *The experiences the teacher has lived throughout their life and what they have offered us, as a result of these, could lead to a different perspective. I realized that all of this actually adds richness to us, and that this diversity is not such a bad thing after all.* (Nil)

Some participants addressed the importance of writing journals and reflection where they shared their experiences and ideas with the instructor. They helped them realize their assumptions and reflect on them. Ramazan indicated that sharing his experiences with the instructor gave him the opportunity to think. He had never considered this before. He had never thought about his process of learning the language before. He said that thanks to this

lesson, he had the chance to closely observe his language learning process. In summary, the sub-theme of sharing with the instructor highlighted how open communication with the instructor played a critical role in students' transformative learning processes where they gained awareness and questioned their existing assumptions.

The last sub-theme was developing understanding of others. Through sharing, learners not only re-evaluated their own beliefs and assumptions but also understood and appreciated the experiences of others. Beril was a good example to explain how students developed understanding of others, which could also be named as empathy. Initially, Beril approached learning English with significant confidence, believing that her natural abilities in the language set her apart. However, through classroom interactions and observing her peers, she realized that her confidence, while beneficial to her personal progress, could sometimes alienate others who struggled with language anxiety. Beril changed her behavior after realizing her own part in potentially making her colleagues feel inadequate. She started paying closer attention to her conversations and tried to be encouraging instead of unintentionally threatening.

In summary, the act of sharing, both with peers and the instructor, was crucial to the transformative learning experiences of EFL students. Peer sharing appeared as the main and most influential type of support, enabling students to recognize that their problems were not unique. The act of sharing fostered an environment in which students could examine their difficulties, consider their development, assist one another in their transformation, and most importantly, feel less alone.

4.2.RQ6.4. Planning and action

Moving forward, students expressed their plans and actions to make sense of new experiences and challenge their distorted assumptions. Planning and action was a crucial yet less common outcome of students' critical reflection compared to other themes like critical reflection itself. While eleven participants reported making plans, fewer followed through with concrete actions as seen in Table 33.

Table 33

Planning and action

Step	Codes	f	%
Planning and action	Planning	11	42.3
	Action	8	38.8

The planning theme described the stage where learners re-evaluated their existing assumptions and sat new goals based on the critical reflection of their past experiences. The participants were inspired to continue learning and set specific goals for their future

development. During the interview, Talyana acknowledged her pronunciation difficulties and expressed her intention to improve her speaking skills. Similarly, Selin indicated that she purchased numerous English books with the intention of reading them to improve her vocabulary. Mustafa also had plans about academic writing skills. Mustafa stated that he was inherently shy; yet, through profound reflection on his experiences, he resolved to confront his limitations upon seeing his potential. Ece shared similar thoughts and decided to concentrate on managing her shyness and anxiety during verbal communication. Buse also discussed her learning a language experience. Initially, she was a mathematics student in high school. She insufficiently studied English. She stated that she needed improvement in her English skills. She intended to study English during the winter break. A final illustration for the planning was provided by Beliz. She recognized the necessity of participating more in class, like her peers. She intended to challenge herself to participate more in class, despite her anxiety, recognizing that errors are a natural part of learning a new language. Ultimately, Merve discussed her weaknesses and potential strategies for improvement. She indicated that pronunciation and vocabulary were the domains requiring her improvement. She aimed to increase her reading and watch series on TV. She noted that support from her loved ones is crucial and emphasized the need of belief in oneself.

Another outcome of reflecting on their dilemmas was taking action. Students actively reflected on their experiences, and to feel more comfortable again, they took some concrete steps. Ceyda shared that it was the first time that she thought her language learning journey. Initially, she felt isolated and uncomfortable with some of the experiences. As Ceyda reflected on the difficulties her classmates experienced, she decided to take action.

> *I realized I was not the only one struggling with pronunciation and confidence, which made me feel more comfortable taking risks. I joined a theater club, and I have even started learning German.* (Ceyda)

Ceyda mentioned how the course motivated her to continue learning languages beyond English. Selin similarly reflected on how seeing her classmates use diverse learning methods encouraged her to expand her own strategies. She began reading English books and using games to reinforce her learning. She echoed: *"My friends who learn in different ways motivated me. I am now reading English books and trying to learn words through games."* Selin also joined language exchange events to increase her conversational practice. A number of students, such as Fatma and Eylul, highlighted how the course assisted them in getting over speaking anxiety, which had previously been a major obstacle to their development. This increased confidence resulted in a desire to keep using English both inside and outside of the

classroom. Additionally, Berna explained *"In the past, speaking English made me very anxious, but thanks to this class, I have gotten used to speaking, and now I want to practice more."* In the interview, she also said:

> *I was shy, as I said. I broke this during this period. I am exchanging more ideas. I used to be quite hard on myself regarding grammar mistakes. I no longer care about it. Of course, this needs to develop, but as I said, a communication is being established here, and there is a connection. Eventually, as long as there is a connection, this will come in some way after all. I have set some things aside now, I am not letting them bother me anymore.*

Her statement showed that she was not as much as shy as she used to be and open to communication more. The students mostly shared their actions related to language learning experiences. Deniz, on the other hand, shared that he became a less prejudiced person as he stated below:

> *I have not experienced a big change in my life, but I can say that I have tried to approach people with less prejudice because I used to think I could have some idea about their thoughts just by looking from the outside, even if I never spoke to them. But I have seen that this is not actually the case; people can be different from what they seem.*

All in all, the planning and action theme emphasized how a number of students were able to take active steps toward both academic and personal development mostly through critical reflection. To address weaknesses like pronunciation, vocabulary, and confidence, several participants created achievable goals. A number of them put these plans into practice by taking practical steps.

4.2.RQ6.5. Perspective transformation

Finally, the shift in the participants' perspectives was explored, showing how their perspectives had transformed over the course of their learning journey. This step served as the overall framework. The process started with a dilemma, continued with reflection, and was expected to end with a plan and action. A few pupils passed over several steps. A few others were unable to finish every step.

As Table 34 showed and as explained in detail in the previous steps, most of the students experienced the first step of the transformation which was disorienting dilemmas. Another common experience (20 students) was critical reflection which was a milestone in the transformation. 22 students expressed that sharing their assumptions and experiences,

especially with their peers was effective in the transformation. 13 students made plans or took action as a result.

Table 34

Perspective transformation

Step	Codes	f	%
Perspective transformation	Disorienting dilemmas	22	84.6
	Critical reflection	20	77
	Sharing with others	22	84.6
	Planning and action	13	50

The transformation appeared in three different areas: transformation in language learning perception, shift in self-concept and confidence, and re-evaluating societal norms. Many participants shifted their understanding of what it meant to learn a language. They mostly began to appreciate language learning as a communicative process. As students participated in more learning experiences, such as speaking activities and group work, they began to recognize the importance of diverse language abilities, especially communicative competence. Their perspective changed when they understood that learning a language was a complex process that incorporated speaking, listening, and cultural awareness. In the second week of the study, Lale said that she had a fear of falling behind in grammar. However, in the interview, she echoed: "*I was not participating in speaking activities in the class at the beginning of the semester. But I realized that I tried and started talking... It is getting better and better."* Berna also said that she used to be quite hard on herself regarding grammar mistakes, but she no longer cared it, prioritizing communication. Similarly, in the interview, Ergin shared that at the beginning he could speak because he cared a lot for accuracy, but later, he focused less on the accuracy and more on the fluency. Irmak also stressed how language learning was related to culture learning as she said "*English helped me be less lonely because through English I could meet new people new cultures."*

Additionally, several students reported a change regarding self-perception, especially in terms of their level of confidence when speaking in English. The students had anxiety, perfectionism, or feelings of inadequacy at the beginning, which made it difficult for them to take part in language activities. However, as they thought about themselves and realized that their classmates had similar problems, they questioned these assumptions, resulting in changes. Gonca was one of the students who experienced a change in this sub-theme. At the beginning of the study, "*the fear of making mistakes in what I do best is causing me anxiety*", she said. After a few weeks, she emphasised that she learned from their mistakes. In the last week, she stated that "*I re-examined my own principles. I discovered that I put a lot of pressure*

on myself." Finally, Talyana was another good example to show perspective transformation in the study. In the first weeks of the study, she said:

> *I want people to think that my English is perfect. My pronunciation is not good, that is why I do not speak… I am shy and cannot speak in front of others because of judgmental people. They make me feel discouraged.*

A few weeks later, she echoed: *"It is not late for anything, you can learn something."* She started to have a more optimistic perspective and focused on her weakness and anxiety less. In the last week, in the interview, she said:

> *I realized that I could speak. I am developing it now. I am trying to talk to foreigners here. For example, when we were doing group work and you wanted us to speak in English, I was a bit hesitant at first, but towards the end, I started to speak. I tried to push a little on that. It happened like this. I am currently pursuing it. I am now trying to do the things I used to be afraid of.*

Her initial fear of judgment and imperfection when speaking in English eventually gave way to self-reflection and active participation in class activities. Talyana changed from having a perfectionist mindset to one of progress and optimism by facing her limiting beliefs and realizing that learning is a continuous process. Her eagerness to interact with people in English and take part in group projects in spite of her prior anxieties showed how she had changed.

Lastly, students critically re-evaluating norms of society, particularly those related to gender roles and expectations, was another essential component of perspective transformation.

> *The roles of women and men, their places in society and social life, their duties, or what the public and society expect from them... There have been times when I questioned these again and thought about whether they were right or wrong. So, like the roles of women, the things that society expects from women. In general, the perception of women working in society has certainly changed in recent times, but overall, there are still certain professions that are more commonly associated with women. For example, teaching is it. If you are a woman, you should become a teacher. I find these disturbing, I think. I do not think it is right to believe that women can only do certain professions*. (Eda)

Selin who lived in Canada for a period time had good command of English when she was a kid. She was discriminated by her peers because she was too good. At the beginning of the study, she said that "*In Türkiye, I have always found learning English hard*." What she meant was she had a good command of English but her friends did not appreciate it. In the last

week she said that "*I now see English as a part of my life; everyone has incorporated it into their lives, and they have worked hard to learn it and so on. That is why I now see it as a part of my life."* Selin's transformation indicates a profound change in her perception of what society considers appropriate language and identity. She initially experienced unfavorable peer pressure that gave her the impression that her fluency in English made her stand out in an undesirable way. She began to view her language abilities as a drawback as a result. However, by the end of the study, she emphasized that she came to view English as a shared experience among her peers rather than merely a skill. She recognized that everyone was making an effort to learn the language, which fostered cooperation and a sense of community.

In conclusion, the students' experiences with the process of perspective transformation demonstrated how complicated and reflective language learning was. The study had an impact on the students' perspectives of language learning, self-concept, and societal expectations. The study showed that language learning was not just about acquiring linguistic skills but also could be reshaping perspectives.

CHAPTER V

DISCUSSION, CONCLUSION, AND IMPLICATIONS

The discussion, conclusion, and implications parts of the study were presented in this section. The study concludes with a summary of principal findings and pedagogical implications intended to assist educators in future research efforts. This study investigated the impact of transformative learning and teaching within an English as a Foreign Language (EFL) program at a Turkish university, using an embedded quasi-experimental mixed methods design. The quantitative part of the study investigated the experiences of perspective transformation, critical reflection, and demographic factors while the qualitative part of the study examined how transformative language learning and teaching manifested in this context.

5.1. Summary of the Results

The study aimed to examine the effects of transformative learning and teaching within an English as a Foreign Language (EFL) program at a Turkish university, employing an embedded quasi-experimental mixed methods research. Two first-year ELT classes, consisting of 52 students aged 17 to 29, were assigned as experimental and control groups. The experiment took 14 weeks in total, including the intervention and data collection. During the intervention, the experimental group engaged in activities designed to promote transformative learning. In contrast, the control group participated in a class focused on developing oral communication skills. Data collection included both quantitative and qualitative methods. The Learning Activities Survey (The LAS) and The Critical Reflection Inventory (The CRI) were utilized as pretests and posttests to measure the levels of transformation and critical reflection of the participants. Qualitative data was obtained through open-ended questionnaires, reflective journals, and semi-structured interviews with the experimental group. Quantitative data analysis was performed with SPSS for descriptive statistics, t-tests, ANCOVA, and chi-square tests. On the other hand, qualitative data was analyzed through the inductive application of sensitizing concepts (Patton, 2002) and thematic analysis.

The findings of the study had both quantitative and qualitative results. The quantitative findings of the study showed no significant differences in transformative learning and critical reflection between the experimental and control groups. However, gender significantly influenced perspective transformation in the study, and females showed more changes than males. On the other hand, the qualitative findings of the study indicated that individuals in the experimental group came to classrooms with a variety of distorted assumptions than could be categorized as epistemic, sociolinguistic, and psychological distortions. As a result, they had

disorienting dilemmas in their language learning journeys. Both the distorted assumptions and dilemmas limited their language learning and the understanding of their self-concept. During the intervention, they experienced changes in their assumptions and perspectives about language learning and self-concept. Analysis of weekly journals, interviews, and questionnaires highlighted the importance of critical reflection on their past experiences. Students noticed and reflected on their epistemic, sociolinguistic, and psychological distortions. Some participants showed changes in their assumptions and self-perceptions, fostering a transformative learning environment.

5.2. Discussion of the Results

This section discussed the study's findings. According to the quantitative data, students did not have significant changes in perspective transformation and critical reflection. However, female students in the experimental group significantly outperformed male students in perspective transformation. The results related to perspective transformation, as measured by the Learning Activities Survey (LAS), along with learning activities and experiences that supported transformation, and findings from the Critical Reflection Instrument (CRI), were examined in detail. The study also had findings from the open-ended questionnaires, journals, and interviews. In the light of these data, distorted assumptions of the participants and manifestation of transformation were discussed. In the manifestation of transformation part, disorienting dilemmas, critical reflection, sharing, and perspective transformation were explored in depth.

5.2.1. Perspective transformation (Based on The LAS results)

In the current study, the first research question was "Do the participants in the study experience any perspective transformation as a result of the transformative language learning and teaching practices?". It aimed to measure perspective transformation levels of the participants. With this goal, the LAS was administered as a pretest and posttest instrument to both groups. The results of the Fisher's exact test showed that there was not a significant change after the implementation. It was concluded that the study did not lead a significant perspective transformation among the participants in the experimental group when the pretests and posttests were compared. Although many studies using the LAS to measure perspective transformation could be found in the literature, there is no study using the LAS as a pretest and posttest. Some studies (Deveci, 2014; Schwartz, 2013) have had similar results with the current study and highlighted that perspective transformation was not found. In the study carried out by Deveci (2014), transformative learning experiences of EFL learners in Sabancı

University was investigated. It was concluded that merely one-quarter of the participants completed the transformation process, which was considered very low. The researcher attributed the results to the complicated nature of perspective transformation. Similarly, in another study (Schwartz, 2013), 84.7% of participants did not have transformative learning experiences throughout their enrollment in the foreign language classes. On the other hand, there are other studies (Johnson & Nelson, 2010; K. P. King, 2000; Lacava, 2002; Yeboah, 2012) which concluded that transformation was observed. Lacava (2002) investigated perspective change among adult ESL learners through the use of internet technology and reported that 53 out of 56 participants experienced changes in their perspectives. Regarding educational transformation (PT-Index 3), the participants commonly identified three key aspects: realizing how others perceive their beliefs, reflecting on their social roles, and reconsidering the way they act. In a similar vein, Kumi-Yeboah (2012) studied learning experiences of international graduate-level learners. It was reported that 79.6% of individuals experienced transformative learning, whereas 20.4% did not.

In the current study, there was no statistically significant difference between the transformation levels of the two groups. However, a descriptive analysis of the transformation types offers some contextual insights. In the study, as explained before, the LAS was organized in a PT-Index (Perspective Transformation Index) format. The PT-Index showed the different kinds of perspective transformation experience. There were three different options which were PT1 (no transformation), PT2 (non-educational transformation), and PT3 (educational transformation). The fourth one was added as PT4 which included both educational and non-educational transformation. In the experimental group, at the posttest, the proportion of participants who did not experience transformation stayed constant at 42.3% (11 students), while there was an increase in those reporting both kinds of transformation to 42.3%, reflecting a rise of 19.2 percentage points (from 6 students to 11 students). Non-educational transformation decreased from 23.1% to 3.8% (6 students to 1 student), and educational transformation remained constant at 11.5% (3 students). On the other hand, in the control group, relative stability was seen by the control group between the pretest and posttest. In the pretest, 26.9% (7 participants) said they did not have transformation. 30.8% (8 participants) said they had non-educational transformation, and 30.8% (8 participants) said they had both kinds of transformations. 11.5% (3 participants) indicated educational transformation. By the posttest, non-educational transformation stayed at 30.8% (8 participants), while no transformation dropped to 23.1% (6 individuals). The number of students who experienced educational transformation (11.5% with three participants) and both kids of transformation

(34.6% with nine participants) remained the same. In the experimental group, both kinds of transformation increased, and non-educational transformation decreased. Although there are descriptive shifts, especially in the experimental group, no statistically significant differences were found in the study, and there was a big number of students who did not experience any transformation. The results are in tune with the study conducted by Schwartz (2013) in terms of the fact that there was a high number of participants who did not experience transformation. In his study, 84.7% (84 participants) reported no perspective transformation, 1.7% (2 participants) identified a transformation linked to non-educational factors, 6.8% (7 participants) reported an educational transformation, and 6.8% (7 participants) recognized a transformation influenced by both educational and non-educational factors as a result of enrolling in foreign language courses. Conversely, Lacava (2002) reported that 53 participants had perspective transformation during their ESL education (PT3), two experienced transformations unrelated to the program (PT2), and one reported no transformation (PT1). In addition, Kumi Yeboah (2012) reported that 79.6% of the participants reported experiencing transformative learning, while 20.4% did not. Among those who experienced transformative learning, 32.3% attributed it to education, 29.4% experienced both educational and non-educational transformations, and 17.9% reported non-educational transformations. In another study on ESL (King, 2000), 66.8% (N=208) adult learners enrolled in college-based ESL programs had transformation and the rest did not have. The researcher used only PT1 and PT3. When comparing the current study to those with contradictory results, the main distinction was that the current study included pretests. Although perspective transformation was observed in the posttests, the comparison with pretest results revealed no significant differences. This suggests that transformation is a lengthy and complex process.

In addition, the current study descriptively explored the stages of transformation. Mezirow (2000) outlined 10 stages of transformation which started with a dilemma and ended up with reintegration into life. At Stage 1, the number of participants experiencing a disorienting dilemma decreased (46.2% to 23.1%), yet this was the most common initial stage. The high rate of dilemma is consistent with the study of Jacobson (1996). According to Jacobson (1996), learning a new cultural context meant that the learner had difficulty in giving meaning to new experiences from their own frames of references. Similarly, in the current study, at the beginning, students had dilemmas which might mean that they had confusions as they encountered a significant amount of learning when they were exposed a new language, and their existing meaning schemas were sometimes conflicted with new experiences. A similar study which showed that students came to language classes with dilemmas was

conducted by King (2000). He concluded that in language classrooms, studying perspective transformation was efficient, as learners had the chance to change their understandings both in their lives and worlds. Lastly, Glisczinski (2007) reported that 73% of college students experienced dilemmas, further validating this stage's prevalence. Increases were also observed in self-examination (from 34.6% to 38.5%) and in the recognition of discontent and awareness of others (from 30.8% to 38.5%). While these trends were not statistically significant, they may suggest that collaborative discussions and opportunities for reflection played a role in shaping student experiences. Furthermore, although the rate of critical assessment decreased from 42.3% to 34.6%, the overall levels were notable, given the centrality of this stage to transformative learning. In the study, the recognition of discontent and awareness of others increased from 30.8% to 38.5%. Sharing experiences may have helped reduce initial dilemmas. A similar result was found in Deveci's study (2014), where self-examination, critical assessment, and the recognition of discontent and awareness of others had high rates among the participants who were EFL learners in a School of Languages. Johnson and Nelson (2010) also emphasized the significance of collaboration, particularly in the steps of recognizing discontent and becoming aware of others. Likewise, additional research (Akdağ Kurnaz, 2018; Cranton, 2002; Lindberg, 2003) emphasized the importance of collaboration for transformation. Finally, from stage 5 to 10, there were increases and decreases. The findings supported Mezirow's (2000) argument that students did not experience the transformative steps in a linear pattern. All in all, although no firm conclusions could be drawn due to the lack of statistical significance, these patterns may offer useful directions for future research. Distorted assumptions, disorienting dilemmas, dialogue, and reflective practices may trigger a transformative learning environment, and future studies may investigate how they could be integrated into language classrooms for perspective transformation among the language learners.

Finally, in the current study, gender as a demographic factor was taken as a variable for perspective transformation. The influence of gender was examined. In the current study, according to the Fisher's Exact test results ($p = .03$), gender and posttest scores were found to be statistically significantly correlated. Females showed more perspective change compared to males. Especially in the PT4 where both education and non-educational transformation were observed, females outnumbered the males (10 females and one male). Social roles regarding the gender roles might have an effect on their openness and motivation for perspective change. Gender identities societies create and gender stereotyping influence how a person sees the world, and how they give meaning to new experiences. Individuals are surrounded by

unquestioned assumptions regarding what is acceptable for a man or woman from the childhood. Consciously or unconsciously, the assumptions about gender identities or stereotypes influence the individuals. As a result, men and women may differ from each other in their perspectives or how they are influenced by perspective transformation. This aligns with the findings of Stuckey et al. (2022) who reported that women achieved higher transformative learning scores. However, our findings diverge from those of Schwartz (2013**)** and Yeboah (2012)**,** who found no significant correlation between gender and transformative learning. There are some other studies (Brock, 2010; King, 2000) as well, and they concluded that there was no relationship.

5.2.2. Learning activities and experiences supporting transformation

In the current study, the second research question was "Which learning activities/experiences have contributed to the perspective transformation of the participants?" This section discussed this question in relation to learning activities and experiences that may have contributed to perspective transformation

According to the data gathered from the LAS, only a few participants seemed to have undergone the process of transformation. However, their experiences might provide valuable insights into the factors that contributed to different stages of a potential transformative process. The results offered data on the educational activities, real-world experiences, and social interactions that might have helped individuals change their perspectives. These findings suggested that these factors might have played a role in fostering transformation. While these observations did not confirm causal relationships, they aligned with the broader literature and may inform future research and practice.

The first factor investigated was the learning activities contributing to the perspective transformation. In the LAS, the learning activities suggested to the participants were group projects, writing their concerns, personal journals, non-traditional structure of the course, deep concentrated thought, personal learning assessment, verbally discussing their concerns, self-evaluation in the course, class activities / exercises, self reflection, assigned readings, audio-visual materials, term papers-essays. More than half of the participants acknowledged the importance of class activities and exercises in promoting perspective transformation, with debates being particularly effective. Basically, the perceived effectiveness of debates might result from the fact that the students encountered new perspectives, and they had to challenge their own perspectives in these kinds of activities. The results are in line with the Transformative Learning Theory (1991a, 2000b) as perspective change is possible when the existing meaning systems do not work in another experience. The participants might have

challenged their assumptions when they encountered a different one. The effectiveness of class discussions where students discovered others' voices was stressed in some other studies (Akdağ Kurnaz, 2018; Crane et al., 2018; K. P. King, 2000; Lacava, 2002). Our results were compatible with Akdağ's results as discussions were one of the most important class activities for perspective transformation. Besides, in King's study (2000), class discussions had the highest percentage (56.1%) in all activities. Crane et al. (2018) also underpinned the value of class discussions as they involved dialogue and interaction, they were effective in changing the participants' initial perspectives. Lacava (2002) also stressed that class discussions fostered collaboration and active engagement among diverse learners. The students actively engaged with and thoughtfully listened to perspectives different from their own. It fostered mutual understanding and had an influence on perspective change. Similarly, many participants identified deep concentrated thought and self-evaluation as a contributor for the change. Through deep concentrated thought, they might have reflected on themselves, especially on their past experiences. They may have concentrated on their past events which might still influence them when they wanted to give a meaning to a new experience. This reflective process appeared to involve critically examining their existing assumptions, often through justification or reinterpretation of their meaning systems. Through focused critical engagement, they might have gained awareness of previously unexamined assumptions and been able to integrate new insights into their understanding. The results align with the study by Anderson (2009). He ranked the factors leading to transformation, and deep concentrated thought was the fifth most important factor with the percentage of 38.1%. Additionally, self-evaluation in the course was reported by 33.3% of participants as an impactful activity. The results stressed the importance of reflecting of the participants' progresses, strengths and weaknesses during their language learning journey. Through self-evaluation activities, they might have gained metacognition, which is also essential in language development. Our results showed similarities with Akdağ's study (2012). In his study, self-evaluation had one of the highest percentages. 80.6% of the students expressed that self-evaluation had a role for perspective change.

The results suggested that audio-visual materials and term papers/essays were not influential in perspective transformation. The students in the modern world have been exposed to so many audio-visual materials that they might not serve as an effective stimulus to them anymore. Unlike the current study, Johnson and Nelson (2010) concluded that films from the target culture were the classroom activity with the greatest influence on participants' perspective transformation. In the study, the value of authentic films, especially about different

cultures was underscored. Crane et al. (2018) also had similar conclusions in terms of the use of films in class. There was just one movie and a few short videos in the current study. Its impact may have been greater if there had been more. Similarly, the traditional nature of term papers and essays, which are often more passive in their reflective capacity, may explain their lack of impact. These activities do not inherently challenge learners' assumptions in the same way as more interactive or critical reflection-based activities. Similarly, in the study conducted by Lacava (2002), essays were not found effective. However, unlike these studies, King concluded that essays were influential in his research with the percentage of 38.8. King emphasized the significance of use of essays for changing students' initial perspectives. The frequency of its use could influence its success.

Another section of the LAS focused on non-educational life experiences that may contribute to perspective transformation. The given experiences were moving, death of a loved one, change of school, friendship problems, marriage, divorce/separation, loss of job, and economic problems. Moving and friendship problems were the most commonly chosen life events that contributed to a change in perspective. Moving may require adjusting to new circumstances and experiences. When someone is in a new situation, they may need to modify their assumptions in order to fit in. The study by King (2010) also confirmed that moving was an influential experience for perspective change. Likewise, in Lacava's study (2002), it was stressed that life changing events played a role in perspective change, and moving was the most influential factor in the process. Moving leads to abrupt transitions in different areas, and might lead to dilemmas which initiates perspective transformation. Similarly, friendship problems appeared as one of the most common non-educational reasons. Friendship problems occur when the beliefs, ideas, and assumptions are different and requires negotiation. In order to negotiate, some assumptions must be left and others must be accepted. Life changes could cause dilemmas, and may initiate the perspective change, which aligns with the transformation theory. The participants did not choose marriage, divorce/separation, loss of job, or economic problems. This may be due to their age, as they are still in adolescence and have not yet experienced these life events. Moreover, it is possible that a significant number of participants were financially supported by their parents, which might explain their lack of involvement in financial difficulties.

Finally, people potentially influencing their perspective change were investigated. In the LAS, the given people were another student, their classmates, the teacher, and the advisor. Support from teachers and classmates were reported as the most important influences**,** likely because participants spent considerable time with them during the study. The teacher, in

particular, was perceived to challenge students and guide them toward critical reflection.The effect of the teacher for the transformation is stressed in a number of studies (Akdağ,2018; Crane et al., 2018; Decava, 2002; Deveci, 2014; King, 2000). In the study carried out by Decava (2002), nearly two-thirds (64.2%) of participants reported that their teacher influenced a change in their ideas or perspectives, and many students (50, 9%) attributed the change to a friend as well. In Deveci's study (2014), the majority of students (84.38%) highlighted the significance that their language teachers play in perspective transformation. In a similar vein, in King's study (2000), the most prominent effect was teachers (46%8). On the other hand, students worked a lot together in pairs or groups. This conforms to the value of sharing in perspective transformation. The significance of sharing was also confirmed in several studies (Akdağ Kurnaz, 2018; Johnson & Nelson, 2010). In collaborative activities, the participants exchanged ideas. They both questioned others' assumptions and their own assumptions. Collaboration also functioned as a form of psychological support, as participants realized they were not alone in facing difficulties during their learning journeys. They felt more comfortable and safe when they had similar experiences. Our findings in terms of the value of collaborative dialogue is consistent with the results of the study by Johnson and Nelson (2010). The activities which required collaboration with other learners was one of the most effective ones in their study. In collaborative tasks, they gained awareness through conscious reflection.

5.2.3. Critical reflection (Based on The CRI results)

The third research question was "Does the transformative teaching approach have a significant effect on EFL learners' critical reflections?" The CRI was administered as a quantitative instrument to compare the pretest and posttest scores of the two groups. The descriptive analysis indicated that both the experimental and control groups had an increase in critical reflection scores from pretest to posttest. However, the difference was not significant according to the results of the CRI.

The results of the CRI showed that the participants had satisfactory levels of the critical reflection even before the intervention. In the adapted version of the instrument, a total score of 49 or less is low; a score of 50 to 76 is average and a score of 77 plus is comfortable. Both the experimental and control groups had mean scores within the comfortable range both at the pretest and posttest stages. The lack of significant differences in scores could be attributed to several factors. Firstly, the pretest results of both groups were already high at the beginning, allowing minimal potential for substantial enhancement. Participants may have experienced only slight changes during the intervention because of their comparatively high initial levels of critical reflection. One possible explanation is that participants had prior

exposure to reflective methods in their educational experiences. The students had a B2 level of English, so they had exposure before the study. A new language means new perspectives, and they might have experienced encountering different perspectives before the intervention. In many EFL environments, learners are progressively urged to participate in reflective activities to enhance language learning strategies or cultural competence (Jacobson, 1996; Schwartz, 2013, Tang, 2016). Secondly, a different reason for the insignificant results may be the limited sample size in the study (Creswell & Creswell, 2018). Each group consisted of 26 participants, potentially limiting the statistical power of the studies. Consequently, although some descriptive differences were observed, these were not statistically significant. Thirdly, the limited duration of the intervention may have constrained participants to develop critical reflection. Given that perspective transformation is a complex and prolonged process (Mezirow, 2003), the short timeframe of the intervention may have been insufficient to observe measurable changes. Especially changing perspectives is a challenging experience where all assumptions are questioned critically and changed when necessary. The limited timeframe might have resulted in restriction of the participants' potential for critical reflection enhancement.

According to a number of studies in the literature (Brock, 2010; Johnson & Nelson, 2010; Schwartz, 2013), participants' levels of critical reflection increased as a result of transformative teaching techniques. Unlike these studies, the current study included pretest and posttest measures, allowing for an examination of change over time, though no significant differences were found.

5.2.4. The distortions of the language learners

Research question 5 qualitative results gathered from the open-ended questionnaires, journals, and interviews. RQ5. was "What are the distortions of language learners at the beginning of the study?". According to the results of RQ5, the study uncovered distortions in the epistemic, sociolinguistic, and psychological premises, which probably affected the language learning process of EFL learners. These distortions were discovered to influence and overlap with each other, leading to obstacles to gaining knowledge and giving meaning to new experiences.

The study examined epistemic, sociolinguistic, and psychological premise distortions that influenced participants' language learning and sense of self-worth. As suggested in the study by Bown and White (2010), learners' behavior is greatly influenced by the interplay of their prior language learning experiences and present learning activities. Thus, the distortions of the students may play a role in their learning process. Our findings revealed that many

students had distortions and were previously unaware of them. These findings align with the study by Mantle-Bromley (1995) which concluded that many young language learners had misconceptions about learning a language that could impede their ability to learn and persevere. The study might be beneficial in improving awareness among students. Identifying the underlying causes of the issues is the initial stage in problem-solving. These distortions resemble an iceberg, with numerous elements concealed beneath the surface, slowly influencing students' perceptions, experiences, and perspectives.

5.2.4.1. Epistemic premise distortions

One of the most common premise distortions was epistemic premise distortions. They were related to the nature and use of knowledge. The cognitive barriers faced by EFL learners as a result of misconceptions about knowledge appeared in the study. The categories that appeared in the epistemic premise distortions were cognitive, learning, and intelligence styles; dysmorphic focus; and perfectionism, which underscore the complexity of these cognitive issues. Each of these categories was further explored in the following paragraphs.

According to their assessments of their cognitive, learning, and intelligence styles, a number of study participants stated that they had trouble learning a language. The stories of students like Ada and Sultan revealed a recurring theme: they blamed their difficulties on unfavorable perceptions of their cognitive capacities, especially with regard to memory and attention span. These students were found to be frustrated and had a low self-efficacy because they had the assumption that they did not have control over their cognitive abilities. They blamed their innate capacities instead of finding rational ways of coping mechanisms. These cognitive distortions consequently had a detrimental effect on their new learning experiences. This idea connects with the concept of "perceived ability level," discussed by Williams and Andrade (2008) which they identified as a major source of anxiety for learners. In a similar vein, Aksoy (2020) investigated students' self-efficacy and foreign language learning anxiety with 39 participants at an English preparatory school, emphasizing the same issue. Another study by Bektaş-Çetinkaya (2011) illustrated how negative beliefs could impact language learning. Focusing specifically on academic reading, she concluded that low self- esteem about English proficiency and reading ability, and negative attitude towards academic texts could increase anxiety and hinder comprehension. Similarly, in the current study, the negative assumptions of students regarding their capacities might have hindered the students in their learning journeys. It could be argued that cognitive differences influence language learning results as supported by a variety of studies (Mavrou, 2020; Michel et al., 2019; Yang et al.,

2019). However, attributing failure to disabilities instead of finding a way to overcome a weakness could be detrimental to language learners.

Additionally, one common epistemic premise distortion in the current study was related to global or detail focus. The results demonstrated that an overemphasis on linguistic details, particularly linguistic ones, may impede learning a language effectively. The participants shared their experiences in which they could not understand the main points as they focused on details especially in reading skills. Students like Kerem exhibited this phenomenon, highlighting the cognitive distortions that arose when they focused more on discrete elements than on holistic comprehension. These findings coincide with the studies of Kolkaya (2019) and Aksoy (2020). Kolkaya (2019) investigated the English self-efficacy beliefs and the English learning anxiety of the students in high schools. In the study, students gave the lowest point to the statement "I can understand the key points when I read academic texts in English". Additionally, students gave the lowest point to the statement "I can identify the main idea of an English conversation I listen to". It could be underlined that tendencies and assumptions students have might influence students negatively. Likewise, Aksoy (2020) discovered that participants reported difficulties in understanding key aspects of activities, particularly those involving speaking and listening. From all of the studies, it could be concluded that overemphasis on specific elements could lead to discouragement, as learners underestimate their general competence and develop negative self-perceptions. However, students finding it difficult to understand the details may suffer if these elements are overlooked. The distortions of concrete and abstract thinking were also added in the current study. It may be challenging for students with limited learning preferences to acquire skills that conflict with their preferred ways of processing. This limitation might cause problems when individuals are asked to participate in both concrete and abstract learning components since their cognitive style may not be able to adequately handle the demands of different tasks or concepts. Students may therefore find it more challenging to understand and adapt to different types of learning information when faced with situations that require flexibility in their thinking. Thus, the results suggest that cognitive preferences play a significant role in shaping students' engagement with different aspects of language learning.

In addition to the mentioned categories of epistemic premise distortions, the findings suggested that dysmorphic focus, characterized by cognitive distortions such as overgeneralization, selective abstraction, maximization, and minimization, played a role in shaping students' learning experiences. In the current research, students exhibited dysmorphic focus distortions by extending specific unpleasant experiences to more general settings. For

example, Derya believed that her speaking ability is low because she mispronounced a word once. Talyana generalized negative self-beliefs, stating, “I am not good at speaking, so I don’t speak much.” This tendency to magnify a single experience and view it as representative of all future efforts is in line with the results of the study conducted by Maher and King (2023). In their study, students were found to focus on negative experiences and overgeneralize them to other settings. In both studies, this distorted thinking stopped learners from fully engaging in the learning process, as they had the tendency to focus on potential threats like making mistakes or receiving negative judgments and generalizing them. Additionally, in another study (Urkutur, 2013), students shared that when they were criticized by their teachers, they did not want to participate in the lessons anymore. Both in the current study and Urkutur’s study, the selective focus and maximization made students feel like they had failed, leading to avoidance behaviors and decreased confidence. In summary, the currrent study supported findings from these two studies, and it could be argued that cognitive distortions as a result of dysmorphic focus hindered learners’ ability to approach language learning with a realistic mindset.

Lastly, the current study revealed that perfectionism was a major epistemic distortion, with students fearing mistakes and holding themselves to unreasonably high standards. Students like Fatma, who were hesitant to try new things or take chances, were examples of this fear of failing. The study’s participants highlighted their anxiety about making mistakes and the pressure to perform well, which caused them to criticize themselves and stay away from settings that would highlight their imperfections. In the literature, many studies about perfectionism in language learning (Dewaele, 2017; Gregersen & Horwitz, 2002; Mohebi & Khodadady, 2011; Yin et al., 2023) could be found. In one study (Gregersen & Horwitz, 2002), some language learners worried about making mistakes, pronouncing words incorrectly, or answering a question incorrectly because they wanted to avoid giving a bad image. In the current study, we had participants with similar assumptions, and they especially avoided taking active part in the class. The participants in the current study stressed that they felt anxious in their learning journey because of high expectation or the fear of making mistakes. Similarly, Dewaele (2017) observed a strong positive relationship between perfectionism and FL anxiety in three distinct groups of English language learners. This means that students with higher levels of perfectionism tend to experience more anxiety in language learning contexts. Additionally, the findings from Yin et al. (2023) showed that perfectionism was linked to a lack of learning strategies, such as reflection and organized studying. In the current study, students like Ersin were not fully engaging in reflective learning. Instead, they tried not to

make mistakes and developed the fear of not meeting high standards. Thus, these assumptions and experiences hindered their learning progress. Finally, the results of another study (Mohebi & Khodadady, 2011) demonstrated the effect of accent perfectionism in language learning, with 95% of participants agreeing that speaking English with an excellent accent is important. Like other types of perfectionism, a desire for accent perfection can cause anxiety and a fear of being judged. Among our participants, there were students who aimed to be like a native speaker, but became demotivated at the end. Collectively, these findings emphasized the harmful effects of perfectionism in the language learning process. The findings of the mentioned studies emphasized the necessity of changing the emphasis from perfection to active participation and encouraging students to accept errors as a necessary component of learning.

5.2.4.2. Sociolinguistic premise distortions

This study's findings highlighted sociolinguistic premise distortions encountered by Turkish EFL learners. Language/cultural norms; and social norms, roles, and institutions were found to influence the assumptions and as a result, language learning experiences of the participants. Each of them was discussed in the following paragraphs.

The experiences of the participants revealed how language learning was impacted by the linguistic and cultural differences between Turkish (L1) and English (L2). As a result of their experiences, some students concluded that Turkish and English were different languages and cultures, and assumed that it would lead to barriers. In terms of the linguistic differences, students especially mentioned syntactic and phonological differences between the native and target languages. The challenges the participants experienced align with the studies supporting the L1 transfer (Bannai, 2008; Booth et al., 2018). In addition to L1 effect on English, the participants said that they had negative ideas because of cultural differences. As Buse explained, variations in cultural norms, such as the use of expressions to talk about relatives in Turkish, contrasted with English communication styles, resulting in confusion and misunderstandings. The results corresponds to the assertion that culture and language are deeply interconnected, and the ability to use language appropriately within cultural contexts is essential (Hymes, 1972). There are many studies (Hinkel, 2001; Al-Shboul et al., 2013; Mitchell et al., 2015; Valdes, 1990) stressing the relationship between languages and cultures. Hinkel's study (2001) with Chinese and Japanese students learning English revealed that cultural differences hindered their ability to give meaning to some experiences. Students had challenges while learning the format of essay structure because of the significant distinctions

between Eastern and Western cultures. Similarly, in the current study, students reported struggling to understand the meaning of certain experiences they faced while learning English.

Secondly, the participants' assumptions about language learning and self-perception were greatly impacted by social norms, roles, and institutions. Parents and teachers placing a high value on academic achievement affected the participants mostly negatively. The high expectations from those around our participants created a fear of failure, which in turn led to demotivation and a reluctance to attempt new challenges. Perfectionism because of the society emerged as a significant distortion among the participants. A supporting study by Khezerlou (2023), who examined perfectionism in writing, found that 47,1 percent of students exhibited high perfectionistic tendencies. He attributed these tendencies primarily to the cultural values prevalent in the country. Additionally, the undervaluation of language studies in society was highlighted by Gonca's experience of social pressure to pursue a career in math, which reflected broader cultural views on career. As stressed in the study (Külekçi, 2023) on prospective English language teachers' attitudes to teaching career in Turkey, a career in language studies was not viewed as offering strong promotion prospects, access to high-quality resources and equipment, or a competitive starting salary. Such prevalent societal beliefs have a negative impact on language learners. Finally, negative experiences with peers might have influenced how our participants viewed themselves and their language learning journey. Students who were teased by classmates struggled with self-confidence, which impacted their progress and attitude towards learning. Their reports also supported the idea that because language classes were interpersonal in nature, some students suffered from concerns about keeping positive relationships with their peers while maintaining their social image (Greer, 2000). According to Kolkaya (2019), students' anxiety was partly caused by the fear of being humiliated by their peers. Similarly, Kondo and Yang (2003), in their study of 148 university students in Japan, identified the fear of negative evaluation by classmates as a significant factor contributing to anxiety. The current study and other mentioned studies with similar results highlighted the role of social interactions in shaping assumptions of students regarding themselves, and the target language. The results stressed the significance of supporting learning environments. Finally, students experienced sociolinguistic premise distortions due to institutional factors, specifically the education system. The participants stressed insufficient foreign language education and the overemphasis on grammar-based instruction. At university, students were confronted with the significance of communicative purposes of language learning. Their expectations were reshaped as they made their way through a new and dynamic learning environment. Ceyda's comment about the lack of speaking practice

highlighted the difference between what they had learned and what language learners actually needed. Our participants reported that they needed to develop their speaking skills which they did not practice enough in high schools. A similar study stressing the importance of speaking comes from the context of Japanese higher education. The study (Curry et al., 2020) reported that students frequently described situations where they missed the chance to speak. Other researchers (Nishino & Watanabe, 2008; Shachter, 2018) also noted that students had limited exposure to practice speaking English beyond pronunciation. Additionally, the prioritization of grades over learning was also mentioned by the participants. This issue echoes concerns about instrumental motivation. In EFL contexts, students are primarily driven by instrumental motivations to learn English (Mohebi & Khodadady, 2011). There might not be any need for someone to continue studying after obtaining their grade if their primary objective for learning a second language is to pass a class or acquire academic credit (Akbari, 2019).

5.2.4.3. Psychological premise distortions

The study's findings investigated psychological premise distortions the participants had in their language learning journey. Two kinds of psychological distortions were analysed: traumas; and avoidance and distorted self-concept. They were found to affect their personality and learning experiences negatively. Each of them was discussed in the next paragraphs.

Psychological premise distortions appeared as a result of traumatic experiences resulting from their teachers, friends, and parents. Traumas were a common experience among the students; they were found to inhibit their future experiences, learnings, and assumptions. Teacher-student relationships affected the students deeply. Harsh criticism by the teachers was the most common experience leading to traumas, and traumas extended beyond the classroom affecting the students' whole life. Ezgi's fear of speaking because of her English teacher always shouting at students, and Eda's demotivation for participating actively due to the teacher overemphasising mistakes were some of the examples resulting from teacher-student relationship traumas. Our findings stressed the importance of positive classroom environment, especially supportive teachers with contructive feedback. Furthermore, the current study aligns with the studies (Ng et al., 2018; Pavelescu & Petrić, 2018; Sava, 2002; Subasi, 2010) that highlighted how teachers had a vital role for students. In his study gathered from 15 students, Subaşı (2010) concluded that one of the main sources of anxiety among students were teachers' manners. Similarly, in a qualitative study by Ng et al. (2018) conducted with 14 students, one of the participants shared her teacher trauma. She was slapped by her teacher, and developed a consistent fear. She lost her courage and resistance to deal with difficulties. According to Pavelescu and Petrić (2018), the motivation behind learning a foreign language

was the sense of love. Students' relationships with their teachers affect their sense of love for learning English. When students have traumatic experiences with their teachers, they may develop negative beliefs which they internalize. Sava (2002) asserted that when teacher humiliated or teased students, and they might experience negative feelings such as anxiety and fear. Furthermore, negative peer interaction such as bullying and ridicule was also found to have a significant effect on students as they were one of the main causes of trauma. The experiences of students like Derin, Ahmet, and Berna showed how negative peer experiences could create long-lasting effects on them. The students felt embarrassed when they were ridiculed by their peers for their effort in speaking. As a result, they reported that they lost their self-confidence and the incidents led to self-doubt. These findings match the research by Kolkaya (2019), Ng et al. (2018), and Sari (2018), which demonstrated the significant influence of peer relationships on students' psychological development and academic engagement. A common theme in the studies was that negative experiences with peers led to trauma and as resulted in low self-confidence and increased anxiety. Similarly, a number of factors, such as excessive parental demands, unrealistic standards, negative reinforcement, and a lack of emotional support, could contribute to significant psychological traumas as expressed by the participants such as Buse and Cansu. The findings align with the studies by MacIntre and Gardner (1991) and Ng et al. (2018), which focus on the impact of negative parent-student relationships. Overall, traumas stemming from negative experiences with teachers, peers, and parents could impact students' confidence, motivations, perceived abilities, and self-concepts negatively.

Avoidance and distorted self-concepts were additional psychological premise distortions identified in the current study. As students went through difficulties as a result of failure and criticism, they developed the sense of avoidance. Students such as Deniz had learned helplessness as a result of their traumatic experiences. Deniz's statement, "I don't try my best because I feel that even if I try my best, I still fail," clearly demonstrates it. The sense of failure and not having motivation for struggling could lead to avoidance behaviors, as demonstrated in the current study. Some negative experiences lead to distorted assumptions of self-concept, and hinders them to take part in new experiences. In language classrooms, students need to take risks and make mistakes as a natural part of learning process. However, avoidance limits their opportunity for practicing and learning. These findings conforms to previous research (Curry et al., 2020; Sari, 2018) suggesting that students develop the sense of avoidance as a result of negative experiences. Curry et al. (2020) studied with Japanese EFL learners and suggested students remained silent because they lacked confidence or believed

they were unable to express what they wanted to say. In another study by Sari (2018), students were found to be hesitant to speak because they were afraid of offending the speaker, being criticized, or not being seen as knowledgeable or intelligent. Both of the studies stressed the need for encouragement and positive reinforcement. In addition to avoidance, students had distorted assumptions of their self-concepts. Students reported that they were shy, anxious, and stressed, and they internalized and generalized it to almost every experience. For example, Nil's statement that she can only speak to close friends points to a deeper sense of social isolation, which is often linked to feelings of inadequacy and fear of criticism. Distorted self-concepts became barriers to new experiences and personal development. Distortions about their self-concept hindered their well-being, academic performance, and social interactions. The current study aligns with a study conducted by Bektaş-Çetinkaya (2024), which stressed the influence of negative experiences on language learning and self-concept. One participant in her study experienced shame and fear of English classes after being made fun of by his middle school peers for mispronouncing words. This fear persisted into university. He compared himself with his native like classmates, and felt inadequate. The study underscores how such negative experiences can shape learners' attitudes and behaviors, leading to avoidance and long-term challenges in language learning. Finally, the current study reinforced the notion that it is crucial for foreign language educators to focus on strategies that help learners manage their emotions and boost their confidence (Curry et al., 2020).

5.2.5. Manifestation of transformation

RQ6 was "How do the practices of transformative learning and teaching manifest itself in this context?". This last research question was addressed through qualitative data collected from open-ended questionnaires, student journals, and semi-structured interviews. Perspective transformation involves experiencing a disorienting dilemma, reflecting on assumptions, sharing experiences, exploring and planning new roles, acquiring necessary skills, trying out these roles, building confidence, and ultimately reintegrating a new worldview into one's life. In the existing study, four themes emerged as a result of the analysis of qualitative data: disorienting dilemmas, critical reflection, sharing with others, and perspective transformation. Students had disorienting dilemmas in their new learning settings as a result of their distorted assumptions. These dilemmas trigger transformation by prompting learners to critically reflect, question their existing beliefs, and open themselves to new perspectives. Sharing with others also could have a vital role for transformation. In the study, the students reflected on their experiences and assumptions. They also shared plans and actions to make sense of new

experiences or new assumptions. These processes appeared to facilitate perspective transformation.

5.2.5.1. Disorienting dilemmas

The first stage of transformation is experiencing disorienting dilemmas, critical moments that challenge learners' existing assumptions and create disruption (Mezirow, 2000). As previously discussed, students entered language classes with a variety of distortions. Their distortions led to disorienting dilemmas in the new learning environment as they gave meaning to new experiences with distorted assumptions shaped by their prior language learning experiences. Similar to Carson's study (2015), the current study highlighted beliefs and attitudes of language learners. He said that both attitudes and feelings of learners significantly affected the learning process. The discomfort students experience might hinder students. However, at the same time, it can trigger a transformative process as Mezirow (1991a) suggests. Students feel a need for reconciling their assumptions and an adaptation to new circumstances, and disorienting dilemmas act as catalysts for transformation.

In the current research, students experienced disorienting dilemmas primarily due to their prior assumptions about language learning and their overemphasis on certain skills. Some viewed language learning as an extremely challenging task. On the other hand, others underestimated the effort it required. These beliefs hindered their ability to adapt to new learning experiences. Our findings are consistent with Munis's study (2020), which revealed that about one-third of participants perceived English as difficult or very difficult. Additionally, the discrepancy between grammar and speaking, as well as between daily and academic English, highlighted the students' dilemmas. The frustration expressed by Gonca and Ergin stressed the significance of speaking and listening skills. The challenges resulting from academic English expectations were also noted by Piniel and Albert (2018) who found that students learning a foreign language often experienced higher levels of academic anxiety compared to those studying other subjects. This pattern was also evident in the current study, as many students entered the classroom with irrational beliefs.

Furthermore, disorienting dilemmas mostly result from their assumptions about their self-concept. Shyness, perfectionism, and self-doubt were some of the common problems. Our findings align with existing literature; for example, Curry and Peeter (2020) concluded that helping learners manage their emotions and boost their confidence should be a priority in the language learning process. Al-Shboul and colleagues (2013) also suggested that students' self-perceptions often led to anxiety. Thus, addressing students' emotional challenges about how they perceive themselves, and fostering positive self-perceptions is essential.

One final dilemma appearing in the current study stemmed from conflicts between personal goals and external expectations. The discrepancy between personal goals and external expectations created problems among the learners. Especially the high expectations of families, teachers, and relatives caused students to experience self-doubt and low confidence. The issue of high expectations and perfectionism was mentioned in several studies (Kolkaya, 2019; Molnar et al., 2023; Ng et al., 2018).

5.2.5.2. Critical reflection

Another significant step in perspective transformation is critical reflection during which individuals examine and question their previously held beliefs and assumptions. The current study concluded that students had a variety of epistemic, sociolinguistic, and psychological distortions, and experienced disorienting dilemmas. As matches Mezirow's theory (1991a), self-reflection has the biggest role to deal with the problems distortions and dilemmas bring. The findings of the study, based on the CRI, revealed that students demonstrated reflection skills, a conclusion further supported by the qualitative data. In the current study, the participants reflected on their language development, self-concept, and society. By means of this reflection, students gained metacognitive awareness. They examined their strategies, re-evaluated their learning styles, and challenged their assumptions about language learning. Critical reflection also went beyond language ability; students examined their self-concepts and societal norms that impede their language development. One of the biggest improvements was the transition from a grammar-focused approach to a more holistic understanding of language learning. As a result, they built confidence and had more control of their learning process. This is in tune with Maher and King's study (2023), in which they stressed that activities that encourage learners to reflect on in-class situations that trigger their negative assumptions could help them identify areas where they needed to focus on building confidence. Maher and King's study and the current study highlighted the significance of critical reflection, and the importance of reflection was stressed in many studies (Akdağ Kurnaz, 2018; Caruana et al., 2015; Huang et al., 2020; Pajares, 2002).

5.2.5.3. Sharing

Sharing, which involves exchanging experiences, thoughts, and feelings with others, plays a crucial role in perspective transformation. Alongside self-reflection, sharing played a crucial role in transforming students' perspectives. Students reported that sharing (dialogue) with their classmates was the most effective one in transforming their perspectives. This aligns with Mezirow's theory (1991), which asserts that recognizing and sharing discontent is a key step in the transformative learning process. According to data gathered from the participants,

addressing their difficulties assisted them to relax and foster solidarity. Sharing not only provided emotional relief, but also encouraged endurance in overcoming difficulties. Additionally, through sharing, the participants broadened their perspectives as they learned about other experiences that they had never thought about. They stated that it helped them to be more tolerant to differences. Students' perspectives were widened and empathy was fostered as they recognised problems including cultural and financial barriers through sharing their experiences. On the other hand, peer interaction offered students solutions to the difficulties they had. Mustafa clarified that seeing his confident classmates speak in front of the class enabled him to rethink how he approached participation. The study highlighted the role of sharing, mostly through peer interaction, to overcome challenges.

Secondly, sharing with the instructor helped students feel close to the instructor and critically analyze their own learning processes. The instructor's openness about her own learning encouraged self-reflection and made students feel supported. All things considered, sharing turned into a transforming event for students since it promoted empathy, solidarity, relief, and a closer awareness of others and themselves. There are studies (Akdağ Kurnaz, 2018; Johnson & Nelson, 2010; Sari, 2018) in the literature emphasizing the importance of sharing in classrooms. Sari (2018) stressed that a good interaction both with students and teachers was beneficial in the language learning process. In other studies (Ewald, 2007; Na, 2007), students said that they saw their classmates as competitors in the classroom setting and threats to their language self-efficacy or led to anxiety. Through creating an atmosphere where students have sharing, this could be inhibited. When students better understand one another, it fosters a sense of solidarity rather than competition.

5.2.5.4. Perspective transformation

The current study revealed that language learning has the potential to be transformative, especially when critical reflection is involved. While the findings gathered from the LAS and the CRI did not show significant differences, qualitative data from journals and interviews underscored the need for transformation in language learning. The current study emphasized that the participants had a variety of distorted assumptions and dilemmas which mostly resulted from their negative experiences in their learning process. Addressing these assumptions and distortions through reflective practices provided opportunity to the students to reconsider their language-learning experiences.

The study stressed that most of the participants in the study went through disorienting dilemmas. Reflective practices were found to be effective in resolving their conflicts. These findings are consistent with Crane et al.'s (2018) study, which highlighted the importance of

disorienting dilemmas in fostering deeper understanding during language learning. Similarly, Barrot (2014) emphasized the significance transformation in personal and social areas as deeply held beliefs were challenged through critical reflection. Like Barrot's work, the current study reinforced the idea that language learning could and should be a transformative process.

In the current study, students became increasingly aware of their distorted assumptions and the dilemmas they faced. This initial awareness marked the starting point of their transformational journey. By the end of the study, participants had the chance to experience perspective transformation. One common perspective change about language learning was about the importance of different language skills. They reported that they started to give more importance especially to speaking. Additionally, many students became more self-confident through sharing with their classmates and teacher. Furthermore, thanks to reflective practices, students worked on their inclination to perfectionism. They gained an awareness of how perfectionist they were and how it influenced them in their learning journey. They reflected on how perfectionism hindered their learning process. They became aware of how perfectionism led to anxiety and stress as they feared mistakes. By reconsidering their assumptions regarding perfectionism, they began to see mistakes as valuable learning opportunities. In addition, a variety of students had a change in terms of their self-concepts. Students reconsidered and evaluated their weaknesses and developed plans for a change. Some of them even took action during the experiment. Finally, students also examined societal norms that had an influence of their perspectives. Broader cultural and societal issues were discussed, which helped students question their assumptions and change their perspectives. All things considered, this study demonstrated that linguistic skills were only one aspect of language learning. Students' perceptions of themselves, their education, and society at large could all be altered by this very introspective process. In this respect, the current study is similar to Tang's study (2016) in which he concluded that language learning could lead to epistemic and personal transformation. Another similar finding was found in the study of Johnson (2015). In the study, students claimed to have gained knowledge about social and cultural issues in addition to learning about themselves and the act and process of learning. They asserted that they had become more self-directed in their study and had changed their perspectives on important issues.

Moreover, our results supported Mezirow's assertion that not all individuals complete every step of the transformation process, nor do they necessarily follow them in a linear sequence. Some participants skipped some steps, and some others did not have perspective transformation. However, many students gained awareness and concluded a variety of steps.

Mezirow's steps for perspective transformation have been replicated in numerous research (Brock, 2010; Deveci, 2014) in the literature, and they showed that participants did not always complete each stage or followed them in that order. This pattern was also evident in the current study, as participants varied in the stages they took and the extent to which they completed the process. This study demonstrated that language learning involves more than acquiring linguistic skills. It is an introspective process in which students have changes in their assumptions about their education, themselves, and society. Through critical reflection and collaborative practices, students are encouraged to gain awareness and self-confidence, become more active in their education, and have personal and social changes.

5.3. Pedagogical Implications

The following pedagogical recommendations for educators in the Turkish EFL context were presented. Firstly, a considerable number of students exhibited distorted assumptions that impeded their development. Confronting these distorted assumptions and facilitating students' awareness of them may be a crucial initial step in language classrooms for transforming perspectives. Distorted assumptions were common in our study, resembling an iceberg hidden beneath the surface. Teachers should notice that students come into classrooms with a variety of assumptions, mostly biases, and they are influenced by them negatively. The assumptions resulting from epistemic, sociolinguistic, and psychological experiences impede language learning. Flexibility in their pedagogical approaches is needed as these experiences may vary in different students and classrooms.

Additionally, the participants in our study reported that they had anxiety, fear of failure, and an inclination to perfectionism, which resulted in avoidance and low self-confidence. Hence, teachers need to establish a supportive and non-judgmental classroom environment where students feel confident, and safe. The trial-and-error nature of language learning should be kept. Lastly, the sociocultural context of language learning should be considered. The results of the study showed that language learners could be affected from native and target language and culture differences, and societal norms. Teachers should be aware of them and how they influence the perspectives of their students. Without addressing these underlying problems, new learning experiences may be negatively impacted. Humans are complex beings influenced by various beliefs, assumptions, and perceptions; thus, these elements must be acknowledged. Consequently, transformative language learning and teaching can successfully fix these distortions and offer students a renewed and unimpeded baseline.

Secondly, as students had a variety of distorted assumptions, they experienced disorienting dilemmas in their new learning environment. After starting university, they experienced academic, personal, and social changes. Students had difficulties as they tried to give meaning to the changes through previously held assumptions. When their assumptions were distorted and used as a foundation, they faced difficulties. In our study group, students reported their dilemmas. They had dilemmas due to their prior assumptions about language learning, the value of different language skills, self-perception, and conflicts between expectations. As stressed before, educators should help students identify and re-evaluate their existing assumptions. Activities that raise metacognitive awareness should be included in language programs. Additionally, one of the most common dilemmas in our study resulted from the value given to different language skills. Incorporating both grammatical competence and practical language use is important. From an early age, students should get the chance especially to practice their speaking and writing skills. Language instruction in primary, secondary, and high school should also stress real-life communication skills. Furthermore, students had anxieties because of their self-concept and societal expectations. Encouraging autonomy and assisting language learners in creating personal objectives could efficiently deal with the dilemmas resulting from self-perception and societal expectations.

Thirdly, in addition to critical reflection, sharing had a vital role in perspective transformation. Sharing with other students and teachers was found to be an effective tool for leading to changes in perspectives. A supportive and safe classroom environment could be created through dialogue among the students. Students have similar anxieties and concerns, and when they notice that they are not alone, they see it as a natural process. Solidarity creates an environment where students develop their self-confidence, and naturally, they refrain from avoidance. Additionally, they learn a lot from each other. Experiences of other people help them recognize diverse perspectives, challenge their assumptions, and gain new insights into their learning journeys. Students learn to be more empathic and respectful for differences thanks to sharing in classrooms. For these reasons, educators should create opportunities for students to work together. Pair work and group discussions should be incorporated into the curriculum. They should be incorporated more for sharing personal experiences through peer feedback sessions. Sharing not only provides academic benefits but also fosters emotional support among students. On the other hand, teachers should not underestimate their roles in students. They become models to students. When teachers share their struggles or growth stories, it provides students insights and encourages them to reflect on their assumptions. On the other hand, it should be emphasized that negative experiences with teachers are mostly

unforgettable. They become traumatic experiences that might have a lasting effect. Even years later, learners may enter classrooms carrying assumptions shaped by past teacher-related trauma. When teachers show favoritism, shout, act harshly, or are perfectionist and intolerant of mistakes, students can be hurt, and their confidence and self-image can suffer. In short, the findings suggest that teachers should provide constructive and supportive feedback, remain tolerant of errors, and avoid practices such as favoritism or harsh criticism, as these behaviors influence learners' confidence and self-perception in their language learning process.

Finally, perspective transformation is a long and complicated process. Individuals have taken for granted beliefs and biases. Transformative learning means teaching students reasoning, questioning, and reinterpreting. Perspective transformation helps students notice themselves and other people around them. Students gain metacognitive awareness, face their fears and traumas, and question the values of the society that they live in. Implementing transformative language learning and teaching enhances students holistically. They reconsider how they view themselves and the society. Through transformative learning, personal and social growth can be gained. However, it needs to be stressed that it is a long and complicated process. Additionally, teachers need to recognize that transformative learning is not a linear process. Not all students will experience the same steps. For some, it will take more time to transform their perspectives, and others will skip some steps. Flexibility, patience, and good planning that offer support and encouragement help students have transformative learning experiences.

5.4. Limitations of the Study

The study's limited sample size of 52 students restricts the generalizability of the findings to larger or more diverse populations. They are university students with advanced levels of English, and our study does not represent the experiences of EFL students in different educational contexts and levels. The 14-week intervention may be insufficient for students to engage with and reflect on transformative learning fully. A prolonged duration may provide a deeper understanding of long-term change. Another limitation of the study is the lack of randomization. Since classes were formed at the beginning of the semester, it was not possible to randomly assign individual students to groups. The experimental and control groups were randomly chosen from existing groups. Lack of randomization is a limitation of the current study because randomization helps control for extraneous participant characteristics that could affect the outcomes (Creswell, 2015). Furthermore, demographic factors were considered in the study, and gender was included. However, other factors, such as age and study abroad

experience, did not vary among participants and were not explored further. The lack of variation in factors such as age and study abroad experience can be a limitation in a study because it restricts the ability to examine how these variables might influence the findings. Other demographic factors could also be investigated. Furthermore, the research depended on self-reported data from questionnaires, journals, and interviews. Thus, the students might not have shared everything or reported accurately as they might have feared revealing personal weaknesses or vulnerabilities. Finally, the data collection process had further limitations. In the interview, the questions suggested by King (2009) were used as the protocol. However, the Learning Activities Survey (LAS) demonstrated moderate reliability, with a split-half reliability coefficient of 0.77. Therefore, future studies would take these into consideration to improve the instruments for the Turkish context .

5.5. Conclusion and Suggestions for Further Research

This mixed method study aimed to investigate whether transformative language learning and teaching caused perspective changes among the participants, which learning activities helped bring about this change, how the application affected the critical reflections of EFL learners, how gender as a demographic factor affected transformation, and how learners' initial distortions and transformative learning manifested themselves in this setting. The results were analyzed using both quantitative and qualitative approaches. The quantitative data was obtained from the LAS for analyzing transformation and from the CRI to evaluate the critical reflection levels of the participants. The quantitative data did not demonstrate statistically significant differences in transformative learning or critical reflection between the experimental and control groups, however, female participants showed significantly higher levels of transformative learning compared to males. The CRI results showed that the students had comfortable levels of critical reflection both before and after the implementation. In the learning activities, debates were chosen as the most efficient learning activity to promote transformation. Deep concentrated thought and self-evaluation followed debates. On the other hand, audio-visual materials and term papers/essays were found to be the least effective class activities in the study. Additionally, to gather qualitative data, open-ended questionnaires, journals, and interviews were utilized. The analysis showed that there were noticeable changes in students' assumptions, self-perceptions, and overall perspectives. The students in the experimental groups reconsidered their past experiences, gained awareness of their assumptions, and questioned their distorted assumptions. In the end, assumption changes regarding their linguistic experiences, self-perceptions, and societal issues emerged as students took part in reflective practices that encouraged them to reconsider and examine their prior

assumptions and experiences critically. The analysis revealed that students came to class with a lot of distorted assumptions and disorienting dilemmas. As Mezirow (1990, 1991a) suggested, discomfort is a necessary component for initiating transformation. In this study, students identified their epistemic, sociolinguistic, and psychological distortions, as well as the dilemmas they faced in their new learning environment. The findings indicated that many students experienced the initial stage of perspective transformation. Students experienced distortions and dilemmas, and guidance is necessary to help students overcome challenges and turn them into opportunities for growth. In this difficult process, guidance by the teacher favoring a transformative instruction could be effective to deal with the distortions and dilemmas as they hinder students academically, personally, and socially.

As the current study emphasises the effectiveness of reflective practices in improving students' engagement with language learning, it adds to the literature of research on transformative learning in EFL situations. In addition to learning the language, students discover more about themselves and diverse perspectives. They encounter a variety of new experiences, and the process requires meaning-making. This study provides insightful information about the distorted assumptions and dilemmas students have during this process. The current study offers suggestions on overcoming them and taking beneficial action. In the process, critical reflection and sharing are vital. Critical reflection is a milestone for perspective transformation. Additionally, the current study emphasizes the importance of sharing and collaboration both with other students and the teacher in this transformative process. By creating a safe, comfortable classroom environment and letting students be aware of their and others' assumptions, a transformative journey in an EFL setting can be created.

Future research could further explore the long-term effects of transformative learning in an EFL setting by collecting data from participants across different age groups. This would provide deeper insights into how transformative learning affects learners of different ages during their language learning. Studies with longer periods could be carried out for more comprehensive results. Reflective practices are the core for perspective transformation; for this reason, they could be investigated more. Additionally, addressing fears and anxieties through transformative practices could have valuable results. Moreover, the value of sharing experiences with others during the course of education might be explored more closely to understand how it promotes transformation. Finally, transformative learning could be integrated into teacher training. More study is needed on how teacher preparation could enhance transformational learning and empower teachers to guide their students through reflective and transformative practices.

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APPENDICES

APPENDIX 1. CURRICULUM VITAE

STUDENT'S CURRICULUM VITAE

Personal Information			
Name-Surname	Pınar TURAL		
Email Address/ Web Page			
Languages	English		
Specialization	Teaching methodologies		
Education			
	University	Department	Year
Bachelor's Degree	Boğaziçi University	English Language Teaching	2009
Master's Degree	Dokuz Eylül University	English Language Teaching	2020
Master's Degree	Necmettin Erbakan University	Philosophy	2017
M.A. Thesis Title	Raising intercultural awareness through short stories in efl classes		
M.A. Thesis Supervisor	Prof. Dr. Fatma Feryal Çubukçu		

Academic Studies

ARTICLES

Arıcı, M., & Toy, P. (2014). The ontology and developmental root of the first-person perspective. *GSTF Journal of General Philosophy, 1*(1). https://doi.org/10.7603/s40873-014-0001-5

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* Tural, P., & Bektaş-Çetinkaya, Y. (in press). Fostering critical reflection in EFL learning: A transformative learning approach. *Western Anatolia Journal of Educational Sciences, 16*.

PROCEEDINGS

*Tural, P., & Bektaş Çetinkaya, Y. (2024, February). *Examining epistemic, sociolinguistic, psychological premise distortions of EFL learners* [Conference presentation]. TESOL Virtual Convention 2024.

Tezden üretilen yayınlar * ile işaretlenmelidir.

Membership to Scientific Societies

Awards

APPENDIX 2. ETHICAL PERMISSION



T.C.
DOKUZ EYLÜL ÜNİVERSİTESİ REKTÖRLÜĞÜ
HUKUK MÜŞAVİRLİĞİ

Sayı : E-87347630-659-719958 09.09.2023
Konu : Etik Kurul İzni- Pınar TURAL

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

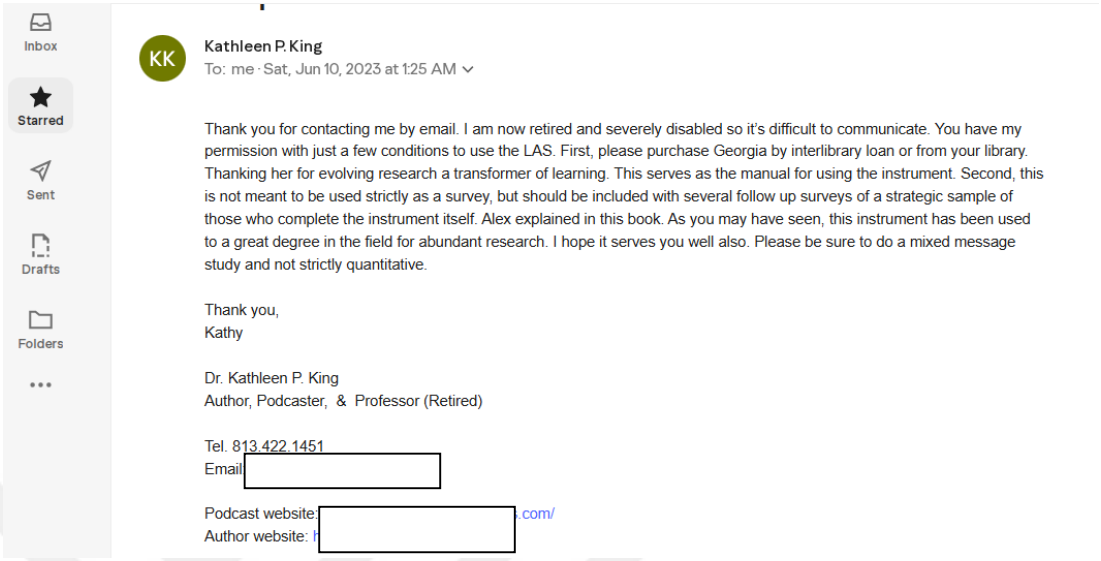
İlgi : 29/08/2023 tarih ve 708129 sayılı yazınız.

İlgide kayıtlı yazınız ile bildirilen başvuru, Üniversitemiz Sosyal ve Beşeri Bilimler Bilimsel Araştırma ve Yayın Etik Kurulunun 05/09/2023 tarihli toplantısında değerlendirilmiş ve toplantıda alınan 8 sayılı kırar ile Pınar TURAL'ın, ***"Transformative Language Learning and Teachineg Application İn An English As a Foreign Language Program: A Mixed Methods Study"*** başlıklı çalışmasının etik açıdan uygun olduğuna karar verilmiş olup, alınan karar Makamınızca onaylanmıştır.
Bilgilerinizi ve gereğini rica ederim.

Prof.Dr. Nükhet HOTAR
Rektör

Bu belge, güvenli elektronik imza ile imzalanmıştır.
Doğrulama Kodu: 8C2E36DE-693B-4BA5-B726-AC2619569865F Doğrulama Adresi: https://turkiye.gov.tr/dokuz-eylul-universitesi-ebys
Adres: Kiltlk Mahallesi, Cumhuriyet Blv No:144, 35220 Konak/İzmir Bilgi için:Özlem TOPÇU
KEP Adresi : dokuzeyluluniversitesi@hs01.kep.tr Sikicil Şef
Telefon No:(232) 412 11 93

APPENDIX 3. PERMISSION FOR INSTRUMENTS



Inbox
Starred
Sent
Drafts
Folders

KK **Kathleen P. King**
To: me · Sat, Jun 10, 2023 at 1:25 AM

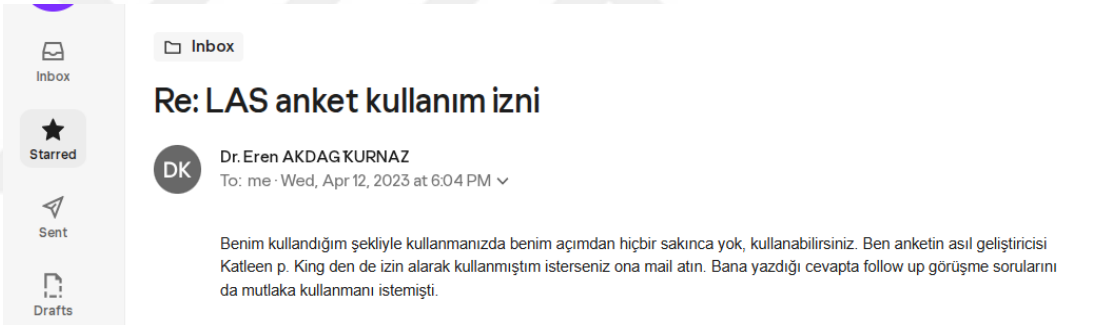
Thank you for contacting me by email. I am now retired and severely disabled so it's difficult to communicate. You have my permission with just a few conditions to use the LAS. First, please purchase Georgia by interlibrary loan or from your library. Thanking her for evolving research a transformer of learning. This serves as the manual for using the instrument. Second, this is not meant to be used strictly as a survey, but should be included with several follow up surveys of a strategic sample of those who complete the instrument itself. Alex explained in this book. As you may have seen, this instrument has been used to a great degree in the field for abundant research. I hope it serves you well also. Please be sure to do a mixed message study and not strictly quantitative.

Thank you,
Kathy

Dr. Kathleen P. King
Author, Podcaster, & Professor (Retired)

Tel. 813.422.1451
Email [redacted]

Podcast website: [redacted].com/
Author website: h[redacted]



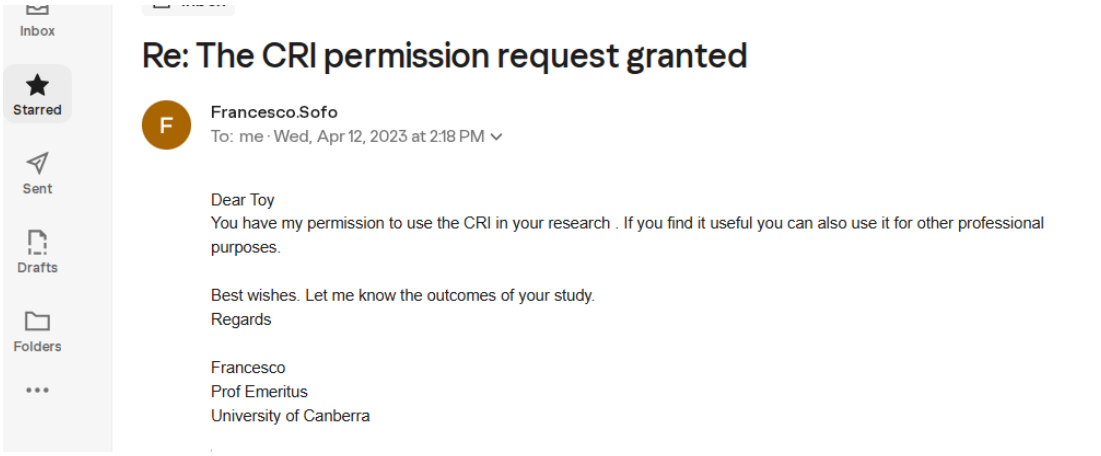
Inbox
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Drafts

Inbox

Re: LAS anket kullanım izni

DK **Dr. Eren AKDAG KURNAZ**
To: me · Wed, Apr 12, 2023 at 6:04 PM

Benim kullandığım şekliyle kullanmanızda benim açımdan hiçbir sakınca yok, kullanabilirsiniz. Ben anketin asıl geliştiricisi Katleen p. King den de izin alarak kullanmıştım isterseniz ona mail atın. Bana yazdığı cevapta follow up görüşme sorularını da mutlaka kullanmanı istemişti.



Inbox
Starred
Sent
Drafts
Folders

Re: The CRI permission request granted

F **Francesco.Sofo**
To: me · Wed, Apr 12, 2023 at 2:18 PM

Dear Toy
You have my permission to use the CRI in your research . If you find it useful you can also use it for other professional purposes.

Best wishes. Let me know the outcomes of your study.
Regards

Francesco
Prof Emeritus
University of Canberra


Inbox
Starred
Sent
Drafts
Inbox
Ynt: The Critical Reflection Inventory (CRI) anket kullanım izni
AK
alper kaşkaya
To: me · Thu, Apr 13, 2023 at 12:03 PM
Merhabalar; ilgili anketi kendi çalışmanızda kullanmanızdan mutluluk duyarım. Çalışmalarınızda başarılar dilerim.
Doç.Dr. Alper KAŞKAYA

APPENDIX 4. CONSENT FORM FOR PARTICIPANTS

GÖNÜLLÜ KATILIMCI ONAM FORMU

Prof. Dr. Yeşim Bektaş Çetinkaya danışmanlığında, doktora öğrencisi Pınar Tural tarafından yürütülen "Transformative language learning and teaching application in an English as a Foreign Language program: A mixed methods study (Yabancı Dil olarak İngilizce programında dönüştürücü dil öğrenme ve öğretim uygulaması: Bir karma yöntem çalışması)başlıklı **araştırmaya** davet edilmiş bulunuyorsunuz. Bu araştırmaya katılıp katılmama kararını vermeden önce, araştırmanın neden ve nasıl yapılacağını bilmeniz gerekmektedir. Bu nedenle bu formun okunup anlaşılması büyük önem taşımaktadır. Eğer anlayamadığınız ve sizin için açık olmayan şeyler varsa, ya da daha fazla bilgi isterseniz sorabilirsiniz. Bu çalışmaya katılmak tamamen **gönüllülük** esasına dayanmaktadır. Çalışmaya **katılmama** veya katıldıktan sonra herhangi bir anda çalışmadan **çıkma** hakkında sahipsiniz. **Çalışmayı yanıtlamanız, araştırmaya katılım için onam verdiğiniz** biçiminde yorumlanacaktır. Size verilen **formlardaki** soruları yanıtlarken kimsenin baskısı veya telkini altında olmayın. Bu formlardan elde edilecek bilgiler tamamen araştırma amacı ile kullanılacaktır.

Araştırmayla İlgili Bilgiler:

a. Araştırmanın Amacı: Bu çalışma, dönüştürücü öğrenme teorisi çerçevesinde, Yabancı Dil Olarak İngilizce programında dönüştürücü öğrenme ve öğretme uygulamasını incelemeyi amaçlamaktadır.

c. Araştırmanın Nedeni: ( ) Bilimsel araştırma (x) Tez çalışması

d. Araştırmanın Öngörülen Süresi: Bir eğitim Dönemi (14 hafta)

e. Araştırmaya Katılması Beklenen Katılımcı/Gönüllü Sayısı: 15-50

f. Araştırmanın Yapılacağı Yer: DEU İngiliz Dili Eğitimi ABD

Çalışmaya Katılım Onayı:

"Yukarıda yer alan ve araştırmadan önce gönüllüye / katılımcıya verilmesi gereken bilgileri gösteren Aydınlatılmış Onam Formu adlı metni kendi anadilimde okudum ya da bana okunmasını sağladım. Bu bilgilerin içeriği ve anlamı, yazılı ve sözlü olarak açıklandı. Aklıma gelen bütün soruları sorma olanağı tanındı ve sorularıma doyurucu cevaplar aldım. Çalışmaya katılmadığım ya da katıldıktan sonra çekildiğim durumda, hiçbir yasal hakkımdan vazgeçmiş

olmayacağım. Bu koşullarla, söz konusu araştırmaya hiçbir baskı ve zorlama olmaksızın gönüllü olarak katılmayı kabul ediyorum. Bu metnin imzalı bir kopyasını aldım."

Katılımcının (Kendi el yazısı ile)

Adı-

Soyadı:.....

İmzası:

Araştırmacı İletişim Bilgileri

Pınar TURAL

E-mail adresi:

Prof. Dr. Yeşim Bektaş Çetinkaya

E-mail adresi:

Not: *Bu form, iki nüsha halinde düzenlenir. Bu nüshalardan biri imza karşılığında gönüllü kişiye verilir, diğeri araştırmacı tarafından saklanır.*

APPENDIX 5. INSTRUMENTS

The learning activities survey (The LAS)

1- Ders kapsamındaki eğitsel deneyimlerinizi düşünerek, aşağıdaki maddelerden size uygun olanları işaretleyiniz, birden fazla seçenek işaretleyebilirsiniz. (Eğer maddelerden hiçbiri size uygun değilse, "m" yi işaretleyin ve ikinci soruda "Hayır"ı işaretleyin.)

□ a. Normal davranış şeklimi sorgulamama neden olan bir deneyim yaşadım.

□ b. Sosyal rollerle ilgili fikirlerimi sorgulamama neden olan bir deneyim yaşadım.

□ c. Fikirlerimi sorguladıkça önceki inançlarıma ya da rollerle ilgili beklentilerime artık katılmadığımı fark ettim.

□ d. "c" seçeneğinin aksine fikirlerimi sorguladıkça beklentilerimde değişiklik olmadığını fark ettim.

□ e. Diğer bireylerin de kendi inançlarını sorguladıklarını fark ettim.

□ f. Her zamanki inançlarım ve rollerimden farklı bir şekilde davranmayı düşündüm.

□ g. Geleneksel sosyal beklentilerle ilgili kendimi rahatsız hissettim.

□ h. Yeni rollerde daha rahat ve güvende olurum diye bu rolleri denedim.

□ i. Yeni davranış biçimlerini benimsemek için bir yol bulmaya çalıştım.

□ j. Yeni davranış biçimlerini benimsemek için gereksinim duyduğum bilgileri topladım.

□ k. Yeni davranışıma yönelik aldığım tepki ve dönütler hakkında düşünmeye başladım.

□ l. Harekete geçtim ve bu yeni davranış biçimlerini benimsedim.

□ m. Yukarıdaki ifadelerin hiçbiri benim durumumu tanımlamıyor.

2. Dersi almaya başladığınızdan beri değerlerinizin, inançlarınızın, fikirlerinizin ya da beklentilerinizin değiştiğini fark ettiğiniz bir an yaşadınız mı? (Eğer 1. Soruda "m" yi seçtiyseniz bu soruya cevabınız "Hayır" olmalıdır.)

□ Evet Cevabınız "evet" ise lütfen ankete 3. maddeden devam ediniz.

□ Hayır Cevabınız "hayır" ise lütfen ankete 6. maddeden devam ediniz.

3. Bu değişimi fark ettiğiniz anı kısaca açıklayınız.

_____

4a. Bu değişimi etkileyen şey, bir kişi miydi? (Birden fazla seçenek işaretleyebilirsiniz.)

□ Evet □ Hayır

Cevabınız "evet" ise, bu … (Birden fazla seçenek işaretleyebilirsiniz.)

□ Sınıf dışından bir öğrencinin desteği

□ Sınıf arkadaşlarının desteği

□ Başka bir öğrencinin desteği

□ Üniversitedeki danışmanın desteği

□ Öğretmenin desteği

□ Diğer:_____

4b. Bu değişimi etkileyen şey, sınıfta verilen bir görevin parçası mıydı? □ Evet □ Hayır

Cevabınız "evet" ise, bu neydi? (Birden fazla seçenek işaretleyebilirsiniz.)

□ Grup projeleri

□ Kaygılarını yazmak

□ Kişisel günlük

□ Dersin geleneksel olmayan yapısı

□ Derin düşünme

□ Bireysel öğrenmenin değerlendirilmesi (PLA)

□ Kaygılarını sözlü dile getirme

□ Dönem ödevi / kompozisyon

□ Dersteki öz değerlendirme

□ Sınıf etkinliği/alıştırması

□ Görsel / işitsel materyal (şarkı, film vb.)

□ Bireysel yansıtma

□ Okuma ödevleri

□ Belirtmek istediğiniz diğer aktiviteler:

_____

_____

4c. Bu değişimi etkileyen şey, yaşamınızda meydana gelen önemli bir değişiklik miydi?

□ Evet □ Hayır

Cevabınız "evet" ise, bu neydi? (Birden fazla seçenek işaretleyebilirsiniz.)

□ Evlilik

□ Taşınma

□ Boşanma/Ayrılma

□ Sevdiğiniz birinin ölümü

□ İş değişikliği

□ İşsiz kalma

□ Arkadaşlık ilişkilerinde yaşanan olumsuzluklar

□ Aile ekonomisindeki olumsuz değişim

□ Diğer: _____

5. Görüş ya da bakış açınızın değiştiğini ilk fark ettiğiniz anı düşündüğünüzde, bu ders kapsamında; üniversitede hangi şey değişim yaşamanızı sağladı?

-

_____

_____

_____

6. Kendinizi, geçmiş davranışlarınızı veya önceki kararlarınızı tekrar tekrar düşünen biri olarak tanımlar mısınız?

□ Evet □ Hayır

a. Kişisel olarak, kendinizi yaptığınız çalışmaların anlamı üzerine sıklıkla derinlemesine düşünen biri olarak tanımlar mısınız? □Evet □Hayır

7. Aşağıdakilerden hangisi/hangileri bu kurumdaki deneyimlerinizin bir parçasını oluşturmaktadır?

(Birden fazla seçenek işaretleyebilirsiniz.)

a. Bu kurumda ders alırken yaşamınızda aşağıdakilerden hangileri gerçekleşti?

(Birden fazla seçenek işaretleyebilirsiniz.)

□ Evlilik

□ Taşınma

□ Boşanma/Ayrılma

□ Sevdiğiniz birinin ölümü

□ İş değişikliği

□ İşsiz kalma

□ Arkadaşlık ilişkilerinde yaşanan olumsuzluklar

□ Aile ekonomisindeki olumsuz değişim

□ Diğer: _____

8. Eğer soru 4a için "Evet" ve birden fazla seçeneği işaretlediyseniz, sizin için en etkili olan hangisiydi?

(Sadece bir tane seçiniz.)

□ Sınıf dışından bir öğrencinin desteği

□ Sınıf arkadaşlarının desteği

□ Başka bir öğrencinin desteği

□ Üniversitedeki danışmanın desteği

□ Öğretmenin İngilizce dersinde verdiği zorlayıcı bir görev

□ Öğretmenin desteği

□ Diğer:_____

□ Birden fazla seçeneği işaretlemedim.

9. Eğer soru 4b için "Evet" ve birden fazla seçeneği işaretlediyseniz, sizin için en etkili olan hangisiydi?

(Sadece bir tane seçiniz.)

□ Grup projeleri

□ Kaygılarını yazmak

□ Kişisel günlük

□ Dersin geleneksel olmayan yapısı

□ Derin düşünme

□ Bireysel öğrenmenin değerlendirilmesi

□ Kaygılarını sözlü dile getirme

□ Dönem ödevi / kompozisyon

□ Dersteki öz değerlendirme

□ Sınıf etkinliği/alıştırması

□ Görsel / işitsel materyal (şarkı, film vb.)

□ Bireysel yansıtma

□ Okuma ödevleri

□ Belirtmek istediğiniz diğer aktiviteler:

---

10. Eğer soru 4c için "Evet" ve birden fazla seçeneği işaretlediyseniz, sizin için en etkili olan hangisiydi?

(Sadece bir tane seçiniz.)

□ Evlilik

□ Taşınma

□ Boşanma/Ayrılma

□ Sevdiğiniz birinin ölümü

□ İş değişikliği

□ İşsiz kalma

□ Arkadaşlık ilişkilerinde yaşanan olumsuzluklar

□ Aile ekonomisindeki olumsuz değişim

□ Diğer: _____

□ Birden fazla seçeneği işaretlemedim.

11. Adınız Soyadınız: _____

12. Cinsiyetiniz

Kadın □

Erkek □

13. Yaşınız: _____

The Critical Reflection Inventory (The CRI)

Eleştirel Yansıtma Ölçeği Bu ölçek sizin eleştirel yansıtma becerilerinize yönelik olarak hazırlanmıştır. Aşağıdaki ifadelere katılma durumunuzu ilgili alana işaret koyarak belirtiniz.	Kesinlikle katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
1- Kendi düşüncelerimi / yargılarımı sorgularım.					
2- Gözlem yaparken farklı yollar seçebilirim.					
3- Başkalarının duygularına karşı duyarlıyım.					
4- Doğru olmasalar bile görüşlerimi değiştirmemekte direnirim.					
5- Daha doğru karar verebilmek için kendi düşünme sürecimin farkına varırım.					
6- Problemlerin çözümü noktasında farklı görüşlerin artılarını eksilerini değerlendiririm.					
7- Benzer durumları farklı gözlemleme yollarım vardır.					
8- Başkalarının fikirlerine (düşüncelerine) karşı duyarlıyımdır.					
9- Açık fikirli biriyim.					
10- Gözlemlediğim bir şeyi birçok yönüyle tarif ederim.					
11- Kafam karıştığında bunun farkında olurum.					
12- Başkalarına, duygularını anlamalarında yardım ederim.					
13- Dürtülerimle hareket etmekten ziyade problemler üzerinde dikkatlice düşünürüm.					
14- Başkalarının bakış açılarını dikkate alırım.					
15- Gözlem becerilerimde genel bir ilerleme olduğunu fark ediyorum.					
16- Başkalarının söylediklerinde ne ima ettiklerini kolaylıkla belirlerim.					
17- Başkalarının kafası karıştığında bunu fark ederim.					
18- Farklı fikirlere önem veririm.					
19- Başkaları güçlü bir tepki verdiğinde bunu anlarım.					
20- Daha açık fikirli olmaya başladığımı düşünüyorum.					
21- Mantıklı davranışlar konusunda iyiyim.					
22- Gözlem yaparken kendi yanlılıklarımın (eğilimlerimin) farkındayımdır.					
23- Kendi bakış açımı / düşünme şeklimi sorgularım.					

Open-ended questionnaires (before the implementation)

1. Ne zaman İngilizce öğrenmeye başladınız?

2. Yurtdışında bulundunuz mu? Evet ise nerelerde, ne kadar süre ile ve ne amaçla bulundunuz?

3. Öğreniminizi özel okulda mı devlet okulunda mı gerçekleştirdiniz?

4. Sizce dil öğrenmek nasıl bir süreç? Kimler bu süreçte zorlanabilir?

5. Siz zorluklar yaşadınız mı? Evet ise açıklar mısınız?

6. Neden dil öğrenmeyi seçtiniz?

7. İngilizce öğrenmekle ilgili kaygılarınız var mı? Var ise nelerdir?

8. İngilizce öğretmekle ilgili kaygılarınız var mı? Var ise nelerdir?

9. İngilizce öğrenme ve öğretmeye dair geliştirmeniz gereken yönleriniz olduğunu düşünüyor musunuz? Evet ise nelerdir?

Personal learning assessment (PLA) questionnaire

İsim/soyisim:

Lütfen aşağıdaki soruları açıklayarak cevaplayınız. Tüm sorular sizin İngilizce öğrenme deneyimlerinizle ilgilidir.

1. Ne zaman İngilizce öğrenmeye başladınız?
2. Öğreniminizi özel okulda mı devlet okulunda mı gerçekleştirdiniz?
3. Lise ve ortaokuldaki İngilizce dersi notlarınız nasıldı?
4. YKS sınavı dil netiniz ve puanınızı yazınız.
5. KPDS ve TOEFL gibi başka sınav puanlarınız var mı? Cevabınız evet ise lütfen belirtin.
6. Sertifikanız var mı?
7. İngilizce ile ilgili herhangi bir ders aldınız mı (okul dışında)?
8. Herhangi bir konferansa veya çalıştaya katıldınız mı?
9. Bir projede yer aldınız mı?
10. Aldığınız ödüller var mı?
11. İngilizce öğrenmekle ilgili başka deneyimleriniz var mı?

Interview Questions (After the implementation)

1. Dil öğrenme sürecinizi düşündüğünüzde, değerlerinizin, inançlarınızın, beklentilerinizin (özellikle İngilizce öğrenmekle ilgili) değiştiğini fark ettiğiniz bir dönem yaşadınız mı? Hayır ise neden? (Diğer sorular geçerli değildir). Eğer evetse…

2. Deneyimi kısaca tanımlayın.

3. Onu neyin tetiklediğini biliyor musunuz? Eğer öyleyse, lütfen açıklayın.

4. Aşağıdakilerden hangisi bu değişikliği etkiledi? (Birden fazla seçebilirsiniz)

A. Değişimi etkileyen bir kişi miydi? Evet veya hayır.

Evet ise, o…

Başka bir öğrencinin desteği

Öğretmeninizin desteği

B. Bu değişikliği etkileyen sınıf ödevinin bir parçası mıydı? Evet veya hayır.

Evet ise, neydi?

Verilen okuma ödevi

Endişelerinizi sözlü olarak tartışmak

Sınıf etkinliği/alıştırması

Günlükler

C. Belki de bu değişikliği etkileyen başka bir şeydi. Eğer öyleyse, lütfen tarif edin.

5. Herhangi bir eğitim deneyiminin değişimi nasıl etkilediğini açıklayın.

6. Bu değişime yardımcı olmak için sınıfta farklı neler yapılabilirdi? Hangi faaliyetler?

7. Bu dersin sonucunda başka değişiklikler yaşadınız mı? Aklınıza gelenleri paylaşır mısınız? Düşünmek için zamanınız var.

8. Onlar hakkında ne yaptınız? Herhangi bir planınız var mı veya harekete geçtiniz mi?

9. Değişiklikler hakkında nasıl hissettiniz?

10. Herhangi bir sorunuz var mı?

APPENDIX 6. SAMPLE LESSON PLAN

Class: Advanced

Theme: Critical Incident Technique

Duration: 90 minutes

Materials: Handout (Appendix 1B)

Objectives:

- To explore learners' assumptions
- To explore alternative ideas regarding language learning
- To analyze learners' assumptions
- **Warm-up (10 minutes):**
- T draws two pictures on the board (Appendix 1A)
- T asks ss to predict what they are about. **(whole class)**
- T explains the pictures in detail. The pictures depict two critical incidents related to the language learning experience of the teacher. One picture is about a failure, and the other is about a success (or one high, one low) in her English learning journey.
- T talks about the assumptions she has about language learning by giving reference to the high and low incidents, such as:

- I cannot forget this incident because ….

- I used to think that I always had to be successful, but I realized that I could sometimes fail. Even if I experience failures, it does not mean that I cannot fix them. "Never give up" is the key phrase for a successful language learning journey.

- Ss share their ideas about the teacher's assumptions. **(whole class)**

Main activity (60 minutes):

ACTIVITY 1

- Ss draws two pictures that depict a failure and a success in their language learning journey (they do not have to be related). **(individual)**
- They are expected to include details of the incidents (e.g. time, place, actors) **(individual)**
- In groups of three, ss share their critical incidents. **(group work)**

- Ss participate in the analysis of highs and lows (after each description): **(group work)**

- What assumptions do you think inform your friend's choice of the significant incidents?

- What assumptions underlie the specific action your friend took in the incident described?

- After each description and analysis in the group, if they share the commonalities or differences in the assumptions they identify. **(whole class)**
- The student who describes the picture answers the questions below **(individual):**

  - Do you think they have gauged the assumptions you hold?

  - Were you surprised by their analysis?

  Follow-up (20 minutes):

- Ss will complete a reflective journal to get an exit ticket from the class (APPENDIX 1B). **(individual)**
- **Self evaluation** by the student: Have I learned anything from this class? Use your personal journal to answer the question.

Evaluation/Assessment:

Observation, teacher journal, reflective journals by students

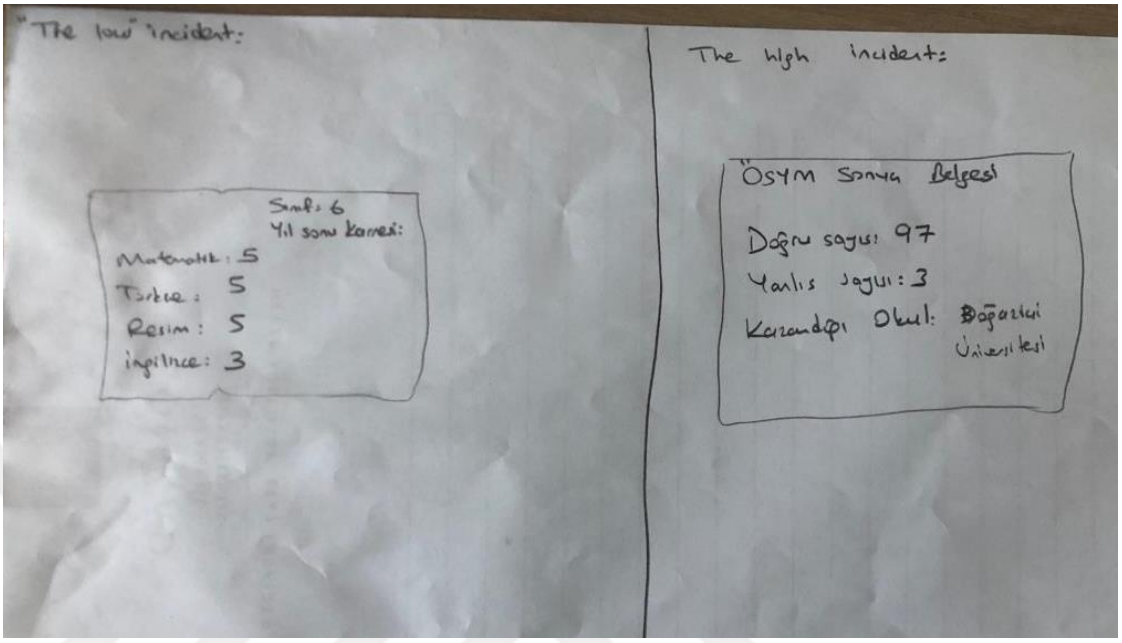
Teacher Reflection:

- What went well?

- What did not go well?

MATERIALS

APPENDIX 1A



APPENDIX 1B

Summarize the incidents:

The high incident:……

……

……

……

The low incident:

:……

……

……

……

Answer the questions below:

- Do you think your friends have gauged the assumptions you hold?

……

……

……

……

- Were you surprised by their analysis?

……

……

……

……

