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INVESTIGATING EFL TEACHERS' PERCEPTIONS OF MINDFULNESS IN TEACHING: A MIXED-METHODS STUDY

THESIS BY

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APPROVAL

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To my mom, dad and grandmother...

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Fatma ALTUN

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ABSTRACT

INVESTIGATING EFL TEACHERS' PERCEPTIONS OF MINDFULNESS IN TEACHING: A MIXED-METHODS STUDY

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This mixed study investigated EFL teachers' mindfulness perceptions considering Intrapersonal and Interpersonal dimensions in teaching. In this direction, the study includes 150 EFL teachers with a distribution of % 60 females and %40 males. The Mindfulness in Teaching Scale (MTS) developed by Frank et al. (2015) was utilized to collect quantitative data from the participants. Additionally, qualitative data was obtained with the help of individual semi-structured interviews about the experiences of EFL teachers related to their mindfulness in teaching. Correlational design was used to determine the relationship between MTS and its dimensions. In this context, results indicated that EFL teachers have strong perceptions of mindfulness in teaching. In addition, it was determined that EFL teachers' perceptions of mindfulness in teaching showed significant differences according to their ages and educational backgrounds. Correlational analysis findings revealed a significant, strong positive relationship between MTS and Intrapersonal mindfulness. On the other hand, a negative relationship between the Intrapersonal and Interpersonal dimensions was found. With the scope of qualitative results, it was concluded that EFL teachers' improvement of perceptions of mindfulness is connected with self-monitoring and problem-solving skills based on the Intrapersonal mindfulness dimension, and it is associated with receiving feedback from students and creating a friendly and conversational environment based on the Interpersonal mindfulness dimension.

Keywords: Mindfulness, EFL teacher, Mindfulness in teaching, Interpersonal mindfulness, Intrapersonal mindfulness

ÖZ

EFL ÖĞRETMENLERİNİN ÖĞRETİMDEKİ BİLİNÇLİ FARKINDALIK ALGILARININ ARAŞTIRILMASI: BİR KARMA METOT ÇALIŞMASI

Fatma ALTUN

Yüksek Lisans Tezi, İngiliz Dili Eğitimi Bölümü

Tez Danışmanı: Dr. Seden TUYAN

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Bu karma çalışma EFL öğretmenlerinin öğretimdeki içsel ve kişilerarası boyutları dikkate alarak farkındalık algılarını araştırmıştır. Bu doğrultuda, çalışmaya % 60'ı kadın, %40'ı erkek olmak üzere toplam 150 EFL öğretmeni dahil edilmiştir. Katılımcılardan nicel veri toplamak için Frank ve arkadaşları (2015) tarafından geliştirilen Öğretimde Bilinçli Farkındalık Ölçeği (ÖBFÖ) kullanılmıştır. Ayrıca, EFL öğretmenlerinin öğretimde farkındalıklarına ilişkin deneyimleri hakkında bireysel yarı yapılandırılmış görüşmeler yardımıyla nitel veriler elde edilmiştir. ÖBFÖ ile boyutları arasındaki ilişkiyi belirlemek için korelasyonel tasarım kullanılmıştır. Bu bağlamda sonuçlar, EFL öğretmenlerinin öğretimde güçlü farkındalık algılarına sahip olduklarını göstermiştir. Ek olarak, EFL öğretmenlerinin öğretimde farkındalık algılarının yaşlarına ve eğitim geçmişlerine göre anlamlı farklılıklar gösterdiği belirlenmiştir. Korelasyonel analiz bulguları, ÖBFÖ ile içsel farkındalık arasında anlamlı güçlü pozitif bir ilişki olduğunu ortaya koymuştur. Öte yandan, içsel ve kişilerarası boyut arasında negatif bir ilişki bulunmuştur. Nitel sonuçlar kapsamında, EFL öğretmenlerinin farkındalık algılarını geliştirmenin içsel farkındalık boyutuna dayalı olarak kendi kendini izleme ve problem çözme becerileri ile bağlantılı olduğu, kişilerarası farkındalık boyutuna dayalı olarak öğrencilerden geri bildirim almak ve arkadaşça ve etkileşimli bir ortam kurmakla ilişkili olduğu sonucuna varılmıştır.

Anahtar Kelimeler: Farkındalık, EFL öğretmeni, öğretimde farkındalık, kişilerarası farkındalık, içsel farkındalık

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ABBREVIATIONS

ACT   **:** Acceptance and Commitment Therapy

ANOVA   **:** Analysis of Variance

CARE   **:** Cultivating Awareness and Resilience in Education

DBT   **:** Dialectical Behavior Therapy

EFA   **:** Exploratory Factor Analysis

EFL   **:** English Foreign Language

MAAS   **:** Mindful Attention Awareness Scale

MBI   **:** Mindfulness-based interventions

MBI   **:** Maslach Burnout Inventory

MBSR   **:** Mindfulness-Based Stress Reduction

MBWE   **:** Mindfulness-based Wellness Education

MTS   **:** Mindfulness in Teaching Scale

PP   **:** Positive Psychology

SPSS   **:** Statistical Program for Social Sciences

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CHAPTER I

1. INTRODUCTION

1.1. Background of the study

Mindfulness was found as a psychotherapy technique by Dr. John Kabat-Zinn and utilized to reduce stress and anxiety levels during the 70s (Fulwiler & de Torrijos, 2011). Mindfulness has been defined with many descriptions in the psychology literature; however, Kabat-Zinn (2003) identifies mindfulness as an awareness that occurs while focusing on the purpose without any judgement at the moment. Hence, John Kabat-Zinn expanded a Mindfulness-Based Stress Reduction programme at Massachusetts Medical School (Kabat-Zinn, 1990) and after that, mindfulness and its practices started to be included as a significant term open to research for some different areas such as positive psychology, healthcare, law and education. Mindfulness programmes have become used systematically in some fields, including the military, schools, public health, workplaces, rehabilitation, and leadership training (Purser, 2019; Walsh & Arnold, 2018). In this respect, Yuan et al. (2020) declare that mindfulness has been introduced to the teacher education field in the past two decades. At this point, Korthagen (2004) asserts that mindfulness can provide the teacher with awareness of the moment and encounter their present experiences with curiosity and openness while interacting with their values, beliefs, and identities in teaching. Teachers can monitor themselves by exploring how, why and what they teach at social, personal, and ethical levels (Rodgers & Raider-Roth, 2006; Ergas, 2017). In addition, studies show the importance of mindfulness in increasing teachers' satisfaction, well-being, engagement, and emotional competence (Skinner & Beers, 2016; Garner et al., 2018). However, Li (2021) states that there is a dearth of investigating the field of FL education besides other positive psychological variables, even if mindfulness is important for teachers' positive psychology. Similarly, Zhu (2022) states that there is a lack of studies investigating the role of mindfulness in the field of EFL teaching. Thus, the study aims to investigate EFL teachers' perceptions of mindfulness in teaching. Also, it was aimed to determine whether EFL teachers' mindfulness perceptions differ by their demographic characteristics, such as gender, age, educational background, and experience

years. It also aimed to determine whether there is a significant relationship between teachers' perceptions of overall MTS and sub-dimensions of MTS.

1.2. Statement of the problem

Teachers generally deal with negative emotions and stress in the teaching process (Chang, 2009; Kyriacou, 2001; Lazarus, 1991), and some teachers have difficulty understanding their emotions and beliefs; in other words, they may not be aware of their beliefs, mindsets, perspectives, and attitudes towards teaching. Thus, they might reflect these emotions and feelings to their students and teaching if they do not realize them. In this respect, mindfulness is associated with focusing on the present nonjudgmentally and accepting the inner experience. Thus, mindfulness and its practices are accepted as an important component of professional identity development and transformational learning for teachers with the help of reflective practices. Also, mindfulness has a significant role in decreasing the stress and burnout levels of teachers while increasing positive and reasonable outcomes. In this respect, recent studies demonstrate that more mindful teachers are more beneficial in teaching (Şimşir, 2019; Huang, 2022; Pan & Liu, 2022). In addition, foreign language teachers encounter many difficulties in teaching the language process. As it is a long, complex and dynamic process, FL teachers and students mostly deal with negative feelings and emotions. In response, studies investigated the mediating role of mindfulness in EFL learning and teaching (Xie et al., 2022; Zhu, 2022). However, there are a limited number of studies regarding the investigation of EFL teachers' perceptions of mindfulness in teaching. To fill in this gap, this study aims to explore EFL teachers' perceptions of mindfulness in teaching.

1.3. Purpose of the study

Firstly, this study investigates EFL teachers' perceptions of mindfulness in teaching. Also, it was aimed to determine whether EFL teachers' mindfulness levels in teaching differ by their demographic characteristics such as age, gender, educational background, and work experience years. Finally, it was aimed to investigate whether there is a meaningful relationship between the overall Mindfulness in Teaching Scale and sub-dimensions of it.

1.4. Research questions

In the light of these thoughts that were signified above, the study answers these questions below;

1. What perceptions do EFL teachers have of their mindfulness levels in teaching?

2. Do the EFL teachers' levels of mindfulness vary according to gender, age, educational background and work experience years in teaching?

3. Is there a relationship between the overall Mindfulness in Teaching Scale (MTS) and its sub-dimensions, Intrapersonal and Interpersonal Mindfulness?

4. What are the experiences of EFL teachers related to their mindfulness in teaching?

1.5. Significance of the study

The act of teaching is generally regarded as a challenging process for teachers. To deal with many challenges, such as negative emotions, expectations of students and administrators, the quality of methods and techniques that teachers use makes teachers more stressed while teaching. Especially, English Language teaching has been defined as a difficult and complex process for EFL teachers for many years. In this respect, mindfulness-based programs and their interventions were used as a technique for teachers to deal with stress and negative emotions while teaching. Moreover, in the educational field, mindfulness-based programs were integrated into teacher education, and the results demonstrate that mindfulness provides teachers with some emotion regulation skills and allows them to develop a coping mechanism both for their present and future work. In the same vein, there are several studies that demonstrate integrating a mindfulness-based approach into teacher education programs is important to prepare undergraduate students for their future work (Ergas & Ragoonadan, 2020; Flook et al., 2013; Soloway, 2011; Zimmerman, 2018). In this regard, the significance of this study is to enhance awareness of EFL teachers' perceptions of mindfulness in teaching and aims to contribute to the EFL teacher education field.

1.6. Literature Review

1.6.1. Mindfulness

Mindfulness is a term that originally came from the word "sati", which is the English translation of the Pali language (Germer, 2004). Germer also wrote that the Pali language derives from Buddist psychology 2500 years ago, and mindfulness was accepted as the heart of teaching this culture. In this context, Siegel et al. (2009) state that sati word cognates "awareness, attention, and remembering" (p.18). Similarly, Bodhi (2000) defines mindfulness as attention and awareness. From another point of view, mindfulness is the ability to regulate thoughts and emotions and also includes awareness and acceptance (Bishop et al., 2004). Likewise, it is theorized to raise metacognition and concentration and also reduce ruminating thoughts (Davis & Hayes, 2012).

Mindfulness was recognized in the field of *Positive Psychology (PP)* with many advantages; such as improving working memory, increasing well-being, and decreasing stress levels (Brown& Ryan, 2003). In this context, Positive psychology has been defined as a scientific study of positive features which help both individuals and societies to flourish (Gable & Haidt, 2005; Şimşir, 2019). According to Seligman and Csikszentmihalyi (2000), who are pioneers of the Positive psychology domain, considering Positive psychology at the individual level is related to positive individual features such as "the capacity for love and vocation, courage, interpersonal skill, aesthetic sensibility, perseverance, forgiveness, originality, future mindedness, spirituality, high talent, and wisdom (p. 5)", on the other hand, considering at the group level, it is related to public merits: "responsibility, nurturance, altruism, civility, moderation, tolerance, and work ethic (p.5)". In this direction, both positive psychology and mindfulness are interested in the improvement of human virtues and adaptive traits (Baer & Lykins, 2011). In relation to this, as a pioneer of the mindfulness field, Dr. Kabat-Zinn established a *Mindfulness-based Stress Reduction* programme, and since then, mindfulness has become popular in the West, leaving aside both eastern borders and religious teachings (Schmidt, 2011). As Davis and Hayes (2011) clarify, mindfulness has transferred from the Buddhist approach to the psychotherapy field. Studies show that mindfulness has been used as a technique at the core of psychotherapy, such as *Mindfulness-Based Stress Reduction*

(MBSR), Mindfulness-Based Cognitive Therapy, Acceptance and Commitment Therapy (ACT), Dialectical Behavior Therapy (DBT) (Davis& Hayes, 2011; Mace, 2007; Johanson & Dapa, 2006; Chopko et al., 2008). On the other hand, over time, mindfulness and its applications have developed and become a subject that addresses wider and different areas. As Phillips and Kozen (2022) state, mindfulness has been integrated into daily life, business, company and especially education in the last two decades. At this point, Albrecht et al. (2012) assert that it might be practised through meditation on "eating, gardening, walking, listening and school-based activities such as class work" (p.2). In this respect, Kabat-Zinn (2012) suggests some mindfulness mediation for beginners, such as getting started with formal practice, mindfulness of eating, mindfulness of breathing, mindfulness of the body as a whole, mindfulness of sounds, thoughts and emotions, and mindfulness as pure awareness, and asserts that these practices can improve people's quality of life and work. Similarly, Hanh (2005) states that people can practice mindfulness while doing everyday activities in the place where they are in the moment without the need to go to different places and recommends some mindfulness practices: daily practices, eating practices, physical practices, relationship and community practices, extended practices, and practising with children that people can use in their daily life. In this context, Fletcher et al. (2010) state that Western scientists realized the advantages of these mindfulness meditations, and neuroimaging laboratories precisely report the impacts of meditation on the brain. In accordance with this, neuroscience indicates that mindfulness meditation empowers the prefrontal and the hippocampus, which are two key learning areas connected to attention and memory (Knox, 2018). In this way, Şimşir (2019) suggests that the brain can freshen itself for better performance, and a well-organised prefrontal context may be more influential for reasoning and attention skills. In this respect, Tang and Leve (2015) reveal that mindfulness meditation can provide neuroplasticity in the construction and activity of brain regions that include emotion-regulation, self-awareness, and attention control. As a consequence, mindfulness theory directly links to the improvement of neural pathways (Holmes, 2019).

In addition, there is a growing interest towards mindfulness-based interventions in schools nowadays (Emerson et al., 2020), and these mindfulness

techniques increase the quality of 21st-century education (Zenner et al., 2014). Thus, mindfulness strategies and practices have started to be integrated into the curriculum in many schools from primary to university context (Ergas, 2019).

1.6.1.1. Mindfulness in Education

During the past decades, mindfulness implementation has been a prevailing piece of the curriculum in classrooms worldwide (Ager et al., 2015). In this direction, Noblet (2019) asserts that the purpose of integrating mindfulness curriculum into teaching is to focus on the present moment rather than stressing about the past and future. It was concluded that mindfulness practices are helpful techniques to make teachers more flexible and decrease stress levels while increasing motivation (Zhu, 2022). At the same time, Erwin et al. (2015) state that there has been an expansion in investigating the role of mindfulness on students' well-being and learning in the past decade. In this respect, Mogdaham et al. (2022) assert that mindfulness interventions can influence all aspects of learning: "cognitive, metacognitive, motivational and emotional" (p.95). Additionally, Davenport and Pagnini (2016) revealed that mindfulness practices enhance 21st century skills and social-emotional learning in primary schools.

In this direction, Khng (2018) refers to some kind of standardized school-based programs, such as the *US-based Mindful Schools program* and the *UK-based Mindfulness in Schools Project.* Furthermore, Renshaw (2020) defines other mindfulness-based programs to integrate school curricula, such as *MindUp, Learning to Breathe and A Still Quiet Place.* Also, Semple et al. (2017) suggest basic definitions and critical analysis of ten mindfulness-based programs for schools such as *Inner Explorer, Master Mind and Moment Program, Mindfulness and Mind-Body Skills for Children, Mindful Schools, Resilient Kids, Still Quiet Place, Stress Reduction and Mindfulness Curriculum and Mindful Moment, and Wellness and Resilience Program.* They concluded that these mindfulness-based interventions had been successfully implemented in K-12 schools and are regarded as appropriate and accessible tools for teachers, students and school administrators.

Moreover, Felver et al. (2016) state that implementing mindfulness-based interventions (MBI) gives opportunities to get better academic and psychosocial

results for teens, and they offer that MBI is adequate and suitable for school settings. In the same vein, Meiklejhon et al. (2012) describe ten mindfulness-based programs' principles, methods, and length for children and teens and state that these programs provide the students with some skills that increase the ability to deal with academic challenges and attention capacity. Additionally, Lillard (2011) writes about Montessori schools that are parallel to mindfulness practices in education, and it was found appropriate for very young children in terms of socio-emotional aspects. Therefore, mindfulness-based programs are preferred in educational areas and supported to be developed and integrated into the curriculum.

1.6.1.2. Mindfulness in EFL Classrooms

Many studies indicate that the field of psychology and language learning is interwoven. In this regard, mindfulness and language teaching have been popular topics in recent days, and it is possible to become an extended field to investigate in the future (Zeilhofer & Sasao, 2022; Takiguchi, 2015; Fallah, 2017). One of the well-known theories, mindful learning , was suggested by Dr. Ellen Langer in 1997 to brighten language education area (Moafian et al., 2019). According to Langer (2000), *mindful learning* means to open novelty rather than be stuck in the past and to be flexible rather than acting like automatons with our mindsets. Also, Langer and the other researchers assert that mindful learning help to increase 21st-century skills and social-emotional learning, such as creativity, critical thinking, collaboration and communication (Davenport & Pagnini, 2016; Langer, 2000; Kumar& Nair, 2021). At this point, a case study by Davenport and Pagnini (2016) shows that Langerian mindfulness gives opportunities for students to improve 21st century skills and social-emotional learning in K-12 primary schools. In addition to this point, there are some studies that show mindful learning creates a stress-free and relaxing environment and enhances the engagement of EFL students in language classrooms (Skelly & Chichon, 2021). It refers to *Krashen's Affective Filter Hypothesis* (1986), which is closely related to the psychological sides of language learners during the language learning process. Krashen states that students create an affective filter for themselves that prevents them from learning when they encounter anxiety and stress, lack of motivation, and negative emotions. As a result of this, the learning process may become more difficult for

language learners unless they are aware of their affective filter. When the students have lower stress levels, they have better language learning (Yıldız, 2019). In this direction, the results of the study by Jenkins (2015) show that mindfulness meditations help language learners relax and have lower affective filters and help the teachers manage the classroom and teach new vocabulary. In the same vein, it was concluded that mindfulness practices changed students' attitudes towards English learning and provided a more relaxing place for the students (Eraldemir Tuyan et al., 2018; Mortimore, 2017).

Furthermore, Gönen (2022) suggested some mindfulness activities for English teachers, such as *Rainbow Breathing, Worm Breathing*, *Guided Meditation* and *Mindfulness-based Language Practice*. Gönen (2022) asserts that these mindfulness activities help teachers and students before starting lessons; however, mindfulness-based language practice may improve students' language skills, including the main four skills: reading, writing, listening, speaking, and grammar, vocabulary and pronunciation. Mindfulness techniques were found helpful in developing the critical reading abilities of EFL learners (Azizi& Kralik, 2020). Furthermore, Khonamri et al. (2022) explored the role of mindfulness in Iranian EFL students' interactions in reading activities. In this respect, they conducted the study dividing participants into two groups, less-mindful and non-mindful, and the result of the study shows that the less mindful group participants have more interactions with each other than the non-mindful group participants.

Moreover, as a result of a case study by Wang and Liu (2016), it was concluded that language learners have taken their own learning responsibilities with the help of mindfulness practices. Piscayanti (2022) conducted a study investigating 15 language learners of English Language Education Universitas Pendidikan Gonesha and implemented a mindfulness approach 16 times in a poetry course. As a result of the study, it was concluded that mindfulness triggers the students to hear their voices and choices, and also, the students can be responsible for their own learning. On the other hand, Navaie et al. (2018) investigated the correlation between mindfulness and critical thinking of Iranian EFL learners, and the result of the study shows that there is no significant correlation between critical thinking and mindfulness of EFL learners in the Iranian context.

1.7. Teacher Mindfulness

Mindfulness and its practices have gained great interest in the teacher education field (Ergas & Ragoonaden, 2020), and these practices are beneficial and helpful for educators both in their personal and professional lives (Le & Alefaio, 2018). As Reuben (2012) states, mindfulness can build a bridge between the personal and professional values and identities of the professions. In addition, the results of the study show that English teachers are more effective and beneficial when they practice mindfulness (Şimşir, 2019). In this regard, Khodabakhshzadeh et al. (2020) investigated whether there is a relationship between EFL teachers' mindfulness levels and their job anxiety, and the results demonstrated that teachers' anxiety reduced when their mindfulness level increased. At this point, Huang (2022) states that the integration of mindfulness into English teaching provides a more positive classroom atmosphere and helps to build more healthy relationships between EFL teachers and students. Thus, there are several studies that demonstrated the role of the integration of mindfulness-based programs in decreasing negative feelings while increasing positive feelings of teachers. In this respect, Jennings (2011) also concluded that a mindfulness-based professional development program called *Cultivating Awareness and Resilience in Education (CARE)* provided significant growth in teacher well-being, such as reduction of stress and burnout. Similarly, Flook et al. (2013) also state that a mindfulness-based course has had a great impact on decreases of stress and burnout of the teachers. Moreover, Roeser et al. (2012) concluded that mindfulness training programs such as *Cultivating Awareness and Resilience in Education (CARE), Stress Management and Relaxation Techniques (SMART-in Education), Inner Resilience, Mindfulness, Courage, and Reflection for Educators, Mindful Schools and Passageworks Soul of Education* improve the teachers' habit of mind, job satisfaction and well-being. Also, the results of the study conducted with two experienced language teachers by Yuan et al. (2020) revealed that mindfulness practices provided the teachers with opportunities to deal with some contextual challenges and negative feelings towards their professions. Thus, a doctoral dissertation conducted by Soloway (2011) investigating the effect of the mindfulness-based approach in teacher education implemented *Mindfulness-based Wellness Education* into the teacher training program, and the results show that MBWE improved the teacher candidates both

personal and professional identities and helped to prepare for their professions in the future. Furthermore, Waldman and Carmel (2019) explored the impacts of mindfulness practices on pre-service teachers' regarded self-efficacy for teaching writing in English as a foreign language. In this respect, they implemented mindfulness practice, which takes 14 weeks to teach writing with the control group, and results indicated that there is a significant development of teachers' self-efficacy for teaching writing with the help of mindfulness practice.

Nevertheless, Rickert et al. (2020) assert that there are limitations to exploring teacher mindfulness since teaching naturally includes collaboration and cooperation with the students. In accordance with that, Frank et al. (2015) suggested that teacher mindfulness needs to include *interpersonal mindfulness* in addition to *intrapersonal mindfulness* developing a Mindfulness in Teaching scale. In this respect, teacher mindfulness was enforced as an emotion regulation manner with reference to both interpersonal and intrapersonal dimensions to focus on present rather than past and future situations (Frank et al., 2015; Li, 2021).

1.8. Intrapersonal Mindfulness

Intrapersonal mindfulness includes traditional descriptions of mindfulness (Duncan et al., 2009; Kohlenberg et al., 2015). The traditional descriptions of mindfulness consist of individuals' inner experiences, awareness of the present, acceptivity without judgement, and not behavioural reaction, and this description is defined as intrapersonal mindfulness (Kohlenberg et al., 2015). Intrapersonal mindfulness focuses on one's inner experiences and inner stimulants (Erus & Deniz, 2020).

In the literature, there are several studies that explored individuals' intrapersonal mindfulness process (Duncan, 2007; Pratscher et al., 2018), particularly teachers' intrapersonal mindfulness process in teaching (Frank et al., 2016; Anama-Green, 2022). Mindfulness approaches in the context of teaching cope with mindfulness in the teaching process investigating it as two factors: teacher interpersonal mindfulness and teacher intrapersonal mindfulness in teaching (Gordesli & Örnek, 2022). In this regard, teacher intrapersonal mindfulness identifies an individual's own awareness and attention (Frank et al., 2015). On the other hand, mindfulness is a framework that also considers one's

awareness and behaviour towards other people (Frank et al., 2015), and it is an important area that needs to be evaluated impacts of mindfulness on relationships (Erus & Deniz, 2020). Therefore, Moyano et al. (2021) suggest that these two dimensions of mindfulness in teaching need to be explored together to determine whether they can predict different outcomes. Integrating two dimensions provides the assessment of teachers' mindfulness completely (Tao, 2022).

1.9. Interpersonal Mindfulness

Interpersonal mindfulness brings awareness to present nonjudgmentally while interacting with others (Stahl ve Goldstein, 2010). Duncan et al. (2009, as cited in Khoury et al., 2022) defined Interpersonal mindfulness as four dimensions: "(1) listening with full attention to others, (2) present-centered awareness of emotions experienced by the self and others during interactions, (3) openness, acceptance, and receptivity to others' thoughts and feelings, (4) self-regulation, and (4) compassion for the self and others" (pp. 1008). In light of this definition, Pratscher et al. (2019) assert that people are aware of their own ideas, feelings, emotions, body sensations, experiences, and intentions when they interact with others. However, Medvedev et al. (2020) state that while interacting with others with full attention, people do not focus on their own thoughts, moods, reactions, and sensations; thus, this situation can increase the quality of relationships and interactions. At this point, a mindful person in the process of interaction not only aware of own thoughts, emotions, sensations, and inner experiences, but also aware of external experiences, what the person he or she is communicating with is saying, behavior, mood, tone of voice, and body language (Erus & Deniz, 2020).

Recently, there have been several studies investigating the interpersonal structure of mindfulness in the literature (Erus & Tekel, 2020; Pratscher et al., 2018; Frank et al., 2015). In this context, the studies revealed the importance of interpersonal mindfulness in relationships such as mindful parenting (Duncan et al.,2009), friendships (Pratscher et al., 2018), marriages (Deniz et al., 2020), and teaching (Frank et al., 2015). In accordance with this situation, Frank et al. (2015) developed a Mindfulness in Teaching Scale focusing on specific experiences of mindfulness in the teaching context. While intrapersonal mindfulness of teachers is associated with teachers' own beliefs, thoughts, emotions, and experiences,

interpersonal mindfulness of teachers is related to the teacher-student relationship. At this point, Frank et al. (2015) assert that both interpersonal and intrapersonal mindfulness have a significant role in effective teaching.

CHAPTER II

2. METHODOLOGY

2.1. Introduction

In this part, the research design, setting and participants, data collection instruments, data analysis, and reliability of the study are presented.

2.2. Research design

In order to investigate EFL teachers' perceptions of mindfulness in teaching, mixed-method research was designed. Mixed-method research combines techniques of both quantitative and qualitative methods to answer research questions (Bryne & Humble, 2007).

Furthermore, a correlational design was used to explore the relationship between overall MTS and sub-domains of MTS. Correlational research is used to investigate the relationship between two or more variables (Leedy & Ormrod, 2010).

2.3. Setting and Participants

The participants were selected through convenience sampling to obtain the data from the participants quickly and easily. It refers to investigating subjects of populations that are easily available to the researcher (Given, 2008). In this direction, 150 EFL teachers were included in the study. At the beginning of the study, the consent form was given to all participants selected to prove participation in the study (see Appendix B). In the group, participants include 60 males (%40,0) and 90 females (%60,0) of 150 EFL teachers are presented in Table 1.

Table 1

Descriptive Statistics of Gender Distribution

Gender	N	P %
Female	90	60.0
Male	60	40.0
Total	150	100.0

Firstly, a demographic information form prepared by the researcher was given to the participants to collect their demographic information. Also, questionnaires were sent to the participants with the help of google forms to obtain quantitative data. In addition, individual semi-structured interviews were conducted face-to-face and online with the 20 EFL teachers to collect qualitative data for the study. Finally, the researcher kept the researcher journal to notice and remember some important ideas and feelings throughout the study.

2.4. Data Collection Instruments

This study included a Mindfulness in Teaching Scale, a demographic information form, and individual semi-structured interviews were utilized to collect the data.

2.4.1 Mindfulness in Teaching Scale (MTS)

The scale developed by Frank et al. (2015) was used in order to assess the EFL teachers' mindfulness levels in teaching (see Appendix F). The scale is a five-point Likert scale composed of 2 factors, "intrapersonal" and "interpersonal", and includes 14 items. Cronbach Alpha internal consistency coefficients were calculated at .86 for "Intrapersonal Mindfulness" and .71 for "Interpersonal Mindfulness" (Gördesli et. al, 2019). As a result of exploratory factor analysis, it was observed that the factor loadings ranged between .830 and .432. The two-factor structure yielded from Exploratory Factor Analysis (EFA) was tested with the Confirmatory Factor Analysis, and this structure was found to be compatible with the data.

Moreover, in order to determine the validity of the scale, researchers have investigated whether there is a relationship between MTS and other scales such as the Mindful Attention Awareness Scale (MAAS), Maslach Burnout Inventory (MBI), Teacher Socio-Emotional Self-Efficacy Scale and Teachers Behavior Management Self-Efficacy Scale. As a result of the validity of the scale, it was found that there is a significant correlation with all of these constructs. Also, a 6-month test-retest reliability was also identified to be statistically significant.

2.4.2. Demographic Information Form

A demographic Information Form that was prepared by the researcher was used to explore the results of the EFL teachers' mindfulness levels in teaching

vary according to their age, gender, educational background, and years of work experience (See Appendix E).

2.4.3. Individual semi-structured Interview

Individual semi-structured interviews were prepared by the researcher and were utilized to have an in-depth understanding of EFL teachers' perceptions of mindfulness in teaching (see Appendix G). The researcher got help from the supervisor while preparing interview questions, and these questions were checked by the other researchers studying in the same field. Accordingly, the semi-structured interview is composed of eight questions and 20 EFL teachers were interviewed. In this regard, first, second, third, fourth and eighth interview questions were asked to find out answers to EFL teachers' perceptions of teaching. Furthermore, fifth, sixth and seventh interview questions were asked to explore EFL teachers' mindfulness in teaching. Throughout the interview, the researcher provided a more flexible area for the participants, and individual interviews were recorded. Along with this, the findings of the interview were enhanced with members checking for credibility and validity. As the researcher, I shared my interpretations or summaries of the collected data with the participants and sought their feedback, comments, or corrections. In this way, participants were able to verify the accuracy and authenticity of my interpretations based on their own experiences and related perspectives.

2.5. Data Analysis

The quantitative data for the study was analyzed with the help of the Statistical Package of Social Sciences (SPSS). Firstly, the descriptive analysis was used to explore the EFL teachers' mindfulness perceptions in teaching to find the answer to the first question of the study. The instrument of mindfulness in teaching is a five-point Likert scale, and to determine EFL teachers' perceptions of their mindfulness in teaching, mean scores were calculated, and to find out their level, it is used as follows: "1.0-1.8=first level, 1.8-2.6=second level, 2.6-3.4=third level, 3.4-4.2=fourth level, 4.2-5.0=fifth level".

Furthermore, as a result of normality analysis, the data was determined as normally distributed. Thus, an independent sample t-test analysis was used as a parametric test to find out the difference between EFL teachers' mindfulness levels and their gender. In addition, One-Way ANOVA analysis was used to

determine whether there are significant differences in EFL teachers' mindfulness levels regarding their ages, educational backgrounds and years of work experience. Finally, the Pearson correlation was used to analyze whether there is a significant relationship between overall MTS and sub-dimensions of MTS.

Moreover, the qualitative data for the study was analyzed utilizing Content Analysis with the help of Atlas.ti software. All the interviews were recorded during the interview process. The recorded data from each interviewee in the form of sentences were transformed into findings by identifying, coding, and categorizing by the researcher and another researcher who carries out qualitative research in the same field and is familiar with content analysis.

2.6. Reliability/ Validity

In order to provide validity of scales, the researchers analyzed the scales with the help of the SPSS. In this direction, the internal consistency was analyzed, and Cronbach's alpha coefficient was found to be .86 for "Intrapersonal Mindfulness" and .71 for "Interpersonal Mindfulness". In this regard, Kılıç (2016) states that scores either at .70 or higher are statistically adequate. Therefore, the reliability and validity coefficients of the scale were sufficient for the study. In addition to this, the exploratory and confirmative factor analyses have been implemented for the scale to provide structure validity. As a result, structures were found to be compatible with the data. In this regard, these factors provided to increase the reliability and validity of the study.

Furthermore, using individual interviews provides the readers with direct information about the study, and the readers believe that the study is credible. Moreover, the interviews were recorded during the interview, and participants had a chance to check their answers at the end of the study through member checking. They read the questions and their answers to consider whether their words match what they actually intended. Moreover, the data analysis process created opportunities for the examination of the project by another researcher to validate the study. The recorded data was coded and categorized by the researcher and another researcher cooperatively. Furthermore, the context of the study was given in detail to provide transferability and to be original. Detailed and precise information was given about the study to provide dependability, such as the

purpose of the study, the sampling, and setting, data collection and analysis process, findings, and outcomes. The findings consist of the results of the participants' ideas and experiences to enhance confirmability. Cautious attention was paid not to include any preferences and the characteristics of the researcher.

2.7. Ethical issues

First of all, the researcher received the approval of all ethics committee permissions related to the study before starting it (see Appendix A). At the same time, the researcher contacted the developers of the scale to get permission to use them for the study. Moreover, a consent form was given by the researcher to get permission from the participants for the study (see Appendix B). Therefore, the reliability and validity of the study was enhanced.

CHAPTER III

3. FINDINGS

3.1. Quantitative Analysis of the Study

In this part, quantitative analysis was used to obtain quantitative data for the study. At this point, descriptive statistics, inferential statistics (Independent t-test and One-way ANOVA) and Pearson correlation were utilized to analyze and report the findings of the data analysis.

Firstly, descriptive statistics was used for the first question to show a descriptive analysis of EFL teachers' mindfulness levels in teaching. As a result of normality analysis, the data was found to be normally distributed. In this respect, an Independent Sample t-test and One-way ANOVA analysis were used to answer the second question of the study. An Independent Sample t-test was used to decide whether there was a difference between the EFL teachers' genders. Also, One-way ANOVA analysis was used to show whether EFL teachers' mindfulness levels differ according to their educational backgrounds, experience years, and ages. Finally, Pearson correlations were used to determine whether there is a meaningful relationship between overall MTS and its sub-dimensions.

3.1.1 Analysis of the data to answer the first question: "What perceptions do EFL teachers have of their mindfulness levels in teaching?"

To find out EFL teachers' mindfulness levels in teaching, the data was analyzed by using descriptive statistics. As a result of descriptive analysis, the findings are presented in Table 2 as shared below.

Table 2

Descriptive Results of EFL Teachers' Mindfulness Levels in Teaching

Items	M	SD
1. When I am teaching, it seems I am "running on automatic" without much awareness of what I am doing.	3.3	1.0
2. When I am in the classroom, I have difficulty staying focused on what is happening in the present.	3.7	0.9
3. When I am teaching, I find myself doing things without paying attention.	3.8	0.9

		M	SD
	4. When I am teaching, I get so focused on the goal I want to achieve that I lose touch with what I'm doing right now to get there.	3.4	1.0
	5. At school, I tend to walk quickly to get where I'm going without paying attention to what I experience along the way.	3.3	1.0
	6. I rush through activities with my class without being really attentive to them.	3.7	0.9
	7. When something painful happens at school, I tend to blow the incident out of proportion.	3.6	1.0
	8. I am often so busy thinking about other things that I am not really listening to my students.	3.9	1.0
	9. When I'm really struggling with teaching, I tend to feel like other teachers must be having an easier time of it.	3.5	1.0
	Total	3.60	0.7
Interpersonal Mindfulness	10. Even when it makes me uncomfortable, I allow my students to express their feelings.	4.0	1.1
	11. I listen carefully to my student's ideas, even when I disagree with them.	4.6	0.6
	12. I am aware of how my moods affect the way I treat my students.	4.3	0.9
	13. When I'm upset with my students, I notice how I am feeling before I take action.	4.1	0.8
	14. When I am upset with my class, I calmly tell them how I am feeling.	4.1	1.0
	Total	4.26	0.6
	Total Score	3.81	0.5

Note: N=150

Table 2 shows that EFL teachers have high mindfulness levels in teaching based on the overall mean score of the questionnaire (M=3.81, SD=0.5). Furthermore, the total mean score of Interpersonal Mindfulness level was found to

be very high (M=4.26, SD=0.6). For this reason, the results demonstrate that EFL teachers let the students share their feelings and ideas during the class and respect them even if they disagree with them (M=4.6, SD= 0.6). At the same time, EFL teachers' Intrapersonal Mindfulness level was also found to be high (M=3.60, SD=0.7). In this respect, the results indicate that EFL teachers listen to their students carefully without losing their attention during the teaching process (M=3.9, SD=1.0).

3.1.2 Analysis of the data to answer the second research question: "Do the EFL teachers' levels of mindfulness vary according to gender, age, educational background and years of work experience in teaching?"

3.1.2.1 Analysis of EFL teachers' mindfulness levels in teaching regarding their gender

To determine whether EFL teachers' mindfulness levels in teaching vary according to their gender, an Independent Sample t-test was utilized to analyze data. In this respect, the findings of the Independent Sample t-test are presented in Table 3.

Table 3

Analysis of EFL Teachers' Mindfulness Levels in Teaching Regarding Their Gender

Scale	Gender	N	M	SD	t	p
Mindfulness in Teaching	Female	90	3.82	0.5	-0.171	0.865
	Male	60	3.80	0.5		
Intrapersonal	Female	90	3.60	0.7	0.059	0.953
Mindfulness	Male	60	3.61	0.6		
Interpersonal	Female	90	4.29	0.6	-0.828	0.409
Mindfulness	Male	60	4.21	0.5		

Note: *p<0.005

Table 3 shows that there is no meaningful difference between EFL teachers' genders (p=0.865> 0.05). Also, there is no meaningful difference between their Intrapersonal (p=0.953>0.05) and Interpersonal (p=0.409>0.05) mindfulness levels regarding their gender. In this respect, it could be said that male and female EFL teachers have similar mindfulness perceptions in teaching.

3.1.2.2 Analysis of EFL teachers' mindfulness levels in teaching regarding their age

To determine whether EFL teachers' mindfulness levels in teaching differ according to their age, the One-way ANOVA test was used. Accordingly, One-way ANOVA results are presented in Table 4.

Table 4

ANOVA Results for EFL Teachers' Mindfulness Levels in Teaching Regarding Their Age

	Age Groups	*n*	M	S.D.	*F*	*p*
Intrapersonal Mindfulness	20-25	41	3.88	0.63	3.556	**.008***
	26-30	73	3.45	0.75		
	31-35	17	3.31	0.86		
	36-40	14	3.82	0.73		
	40+	5	3.93	0.12		
Interpersonal Mindfulness	20-25	41	4.24	0.50	1.154	.334
	26-30	73	4.33	0.62		
	31-35	17	4.25	0.67		
	36-40	14	3.96	0.67		
	40+	5	4.24	0.71		
Mindfulness in Teaching	20-25	41	4.00	0.45	2.488	**.046**
	26-30	73	3.73	0.57		
	31-35	17	3.61	0.58		
	36-40	14	3.86	0.55		
	40+	5	4.03	0.23		

Note: *p<0.005

Table 4 shows that there is no significant difference between age groups based on Interpersonal Mindfulness (F=1.154, p= 334>0.5). On the other hand, a meaningful difference was found between the age groups based on Intrapersonal Mindfulness (F= 3.556, p= 0.008 < 0.05). At this point, Post Hoc analysis was utilized to show differences between age groups (see Appendix H). Based on Post Hoc results, EFL teachers' mindfulness levels in teaching differ between the 20-25 and 26-30 age groups (MD= .429[*], p= .014). Accordingly, it could be said that the group of 20-25-year-old EFL teachers have stronger mindfulness perceptions (M=3.88) than the 26-30- year-old group (M=3.45). Also, there was a significant difference between the ages of 26-30 and +40. In this regard, it could be revealed

that 40+ EFL teachers have stronger mindfulness perceptions (M=3.93) when compared to the group of teachers whose ages vary between 26-30 (M=3.45). In addition, there was a significant difference between EFL teachers' ages based on overall Mindfulness in Teaching. At this point, a Post Hoc test was applied to clarify differences; however, results indicated that there was no difference (see Appendix I).

3.1.2.3 Analysis of EFL teachers' mindfulness levels in teaching regarding their educational background

To determine whether EFL teachers' mindfulness levels in teaching vary according to their educational backgrounds, the One-way ANOVA test was utilized. At this point, the findings of One-way ANOVA test are shown in Table 5.

Table 5

ANOVA Results for EFL Teachers' Mindfulness Levels in Teaching Regarding Their Educational Backgrounds

	Educational Background	*n*	M	S.D.	*F*	*p*
Intrapersonal Mindfulness	English Language Teaching	113	3.62	0. 76	4.931	**.003***
	English Translation	7	2.63	0.45		
	English Literature	23	3.82	0.60		
	Other	7	3.54	0.45		
Interpersonal Mindfulness	English Language Teaching	113	4.22	0.60	1.897	.133
	English Translation	7	4.17	0.87		
	English Literature	23	4.53	0.48		
	Other	7	4.11	0.57		
Mindfulness in Teaching	English Language Teaching	113	3.81	0.56	5.846	**.001***
	English Translation	7	3.11	0.27		
	English Literature	23	4.05	0.39		
	Other	7	3.75	0.26		

Note: *p<0.005

As seen in Table 5, there is a meaningful difference between the educational background based on Intrapersonal Mindfulness level (F=4.931, p=.003< 0.05) and Mindfulness level in Teaching (F=5.846, p=.001<0.05). In this

respect, Post Hoc analysis was used to clarify the difference between the educational backgrounds of EFL teachers (see Appendix J). The results show that EFL teachers' Intrapersonal Mindfulness levels differ among English Translation, English Language Teaching and English Literature fields (MD= -,987[*], p=.004). At this point, it could be revealed that EFL teachers who studied English Literature field have stronger perceptions of mindfulness in teaching (M= 3.82) when compared to English Translation (M= 2.63) and English Language Teaching departments (M= 3.62). In addition to this, there is a meaningful difference between English Translation and the "other" group based on Mindfulness in Teaching (See Appendix K). Thus, it could be said that the other group of EFL teachers (M=3.75) have more significant perceptions of mindfulness than teachers who studied English Translation (M=3.11).

On the other hand, no difference was found between the educational background of EFL teachers' mindfulness levels based on Interpersonal Mindfulness (F= 1.897, p=.133>0.05).

3.1.2.4. Analysis of EFL teachers' mindfulness levels in teaching regarding their years of experience

Table 6

ANOVA Results for EFL Teachers' Mindfulness Levels in Teaching Regarding Their Work Experience Years

	Years Of Experience	n	M	S.D.	F	p
Intrapersonal Mindfulness	1	14	3.41	1.00	1.583	.156
	1-2	28	3.78	0.65		
	3-5	68	3.61	0.76		
	6-10	18	3.20	0.65		
	11-15	15	3.76	0.73		
	16-20	4	3.89	0.31		
	21+	3	3.89	0.11		
Interpersonal Mindfulness	1	14	4.27	0.58	1.799	.103
	1-2	28	4.25	0.53		
	3-5	68	4.38	0.56		
	6-10	18	3.98	0.73		
	11-15	15	4.01	0.69		

	16-20	4	4.15	0.68		
	21+	3	4.67	0.57		
Mindfulness in Teaching	1	14	3.69	0.65	1.998	.070
	1-2	28	3.93	0.45		
	3-5	68	3.86	0.57		
	6-10	18	3.45	0.42		
	11-15	15	3.84	0.54		
	16-20	4	3.96	0.16		
	21+	3	4.13	0.24		

Note: *p<0.005

Table 6 shows that there is no difference in EFL teachers' mindfulness levels in teaching regarding their years of experience (F=1.998, p=.070>0.05). Accordingly, results indicate that EFL teachers' mindfulness levels do not differ according to their teaching experience years. On the other hand, EFL teachers who have +21 experience years have stronger mindfulness perceptions in teaching than the others based on mean scores (M=4.13).

3.1.3 Analysis of the data to answer the third research question: Is there a relationship between overall MTS and sub-dimensions of MTS?

To determine whether there is a meaningful relationship between overall MTS and sub-dimensions of it, Correlational Analysis was utilized. In this direction, the findings of the analysis are presented in Table 7.

Table 7

Correlational Analysis of the Relationship between overall MTS and its sub-dimensions

Scale	Intrapersonal	Interpersonal	MTS
Intrapersonal	1		
Interpersonal	-.032	1	
	.694		
MTS	.941**	.299**	1
	.000	.000	

**Correlation is significant at the 0.01 level (2-tailed).

As seen in Table 7, there is a strong positive relationship between MTS and its Intrapersonal sub-dimension (r= .941). In addition, there is a weak positive

relationship between MTS and Interpersonal sub-dimensions (r=.299). Thus, it could be suggested that EFL teachers' overall mindfulness perceptions in teaching are enhanced when their Intrapersonal mindfulness perceptions increase. Furthermore, there is a negative relationship between Intrapersonal and Interpersonal Mindfulness (r= -.032). Hence, it could be said that EFL teachers' interpersonal levels decrease as their intrapersonal levels increase.

3.2. Qualitative Analysis

Content Analysis was utilized to analyze qualitative data for the study. In this regard, individual semi-structured interviews were conducted with 20 EFL teachers to gather data about EFL teachers' perceptions of mindfulness in teaching. In order to gain more time for the study, convenience sampling method were utilized to choose the participants. Firstly, the data was transcribed and coded by the researcher. Then, codes were categorized and displayed in this part. In this respect, the codes were categorized under the main two themes: "EFL Teachers' Perceptions of Teaching" and "Mindfulness in Teaching". Firstly, EFL teachers' perceptions of teaching were considered to get more information about their awareness towards teaching. Thus, EFL teachers' perceptions of teaching were divided into two sub-categories: "Emotional and Professional Perceptions". Then, to obtain data related to EFL teachers' mindfulness perceptions in teaching, the main category, "Mindfulness in Teaching", was created and divided into two sub-categories as "Intrapersonal and Interpersonal Mindfulness". In this regard, EFL teachers' perceptions of teaching, sub-categories and codes were presented in Table 8.

3.2.1. Analysis of the interview data to answer the fourth research question: "What are the experiences of EFL teachers related to their mindfulness in teaching?"

Category 1: EFL Teachers' Perceptions of Teaching

Table 8

Sub-categories	Codes	f
Emotional Perceptions	Feeling happy	10
	Feeling satisfied	8

	Feeling upset	4
	Feeling stressed	3
	Feeling confident	3
Professional Perceptions	Attending conferences	11
	Reading current studies	10
	Doing master & PhD	8
	Searching	5
	Getting peer-feedback	3

As seen in Table 8, EFL teachers mostly feel satisfied and happy as a teacher during their teaching process. In this regard, Teacher A defined her perceptions of teaching:

"Especially being in contact with students and thinking that I am benefiting them makes me very happy..."

Additionally, Teacher G stated her ideas:

"I feel proud and happy because English is important to me, and teaching also makes me happy"

Teachers also defined that they have more positive feelings towards teaching rather than just feeling happy. At this point, Teachers B and C said the following:

"I feel like the classroom is my world..."

"I feel like touching the students' lives in terms of their future careers, academic paths, creating awareness..."

As seen in these excerpts, teachers express their feelings towards teaching using some metaphors like "touching students' lives" and "classroom is my world". With the help of these metaphors, teachers strengthened their feelings and ideas towards teaching. Along with this, some teachers also stated that they feel confident in the teaching process. As Teacher S and Teacher R said in the comments below:

"While years are passing by, I'm feeling more comfortable and confident"

"I generally feel confident. I love teaching."

On the other hand, even if most teachers defined their teaching perceptions in a good way, some teachers had negative feelings and perceptions. At this point, Teacher D stated:

"Generally stressful because I just try to understand the teaching process and students"

Overall, participants' responses indicated that their teaching experiences and feelings dynamically changed. Although they sometimes feel upset and stressed, they mostly feel happy and satisfied while teaching. In this regard, Teacher A stated:

"Although I generally enjoy it, from time to time, I encounter some difficulties. Especially in the first years of my teaching, I had some deficiencies in classroom management and effective communication with students due to my lack of experience. However, after a few years of experience, I have developed my own methods, and I believe that I have provided the classroom environment that should have."

In addition to emotional perceptions of EFL teachers, as a professional perception of teaching, teachers mostly stated that they support their professional sides by attending conferences and seminars, reading current literature and doing master's degree or PhD in their department. At this point, the teachers commented, as shared below:

"I attended many seminars and trainings related to my field. I still continue to do this, and I think I will continue throughout my teaching life. Finally, I aimed to improve myself by doing a master's degree in my field." (Teacher A)

"I am currently a PhD student in my field, so I always try to stay up to date on current issues and also do research. I also attend conferences and seminars." (Teacher M)

"As a PhD candidate, I constantly follow and contribute to the related literature. I attend and give conferences and seminars related to my field." (Teacher T)

As seen in these excerpts, EFL teachers emphasized that doing a master's degree or PhD and reading current literature improves their professional perceptions.

In the same vein, teacher E stated:

"I like to read and learn; I like to improve myself. That's why I continued my MA education after my undergraduate education. As for conferences and seminars, I attended conferences and seminars organized by our university lecturers during my undergraduate. In addition, I currently participate in online seminars and conferences organized by various institutions and individuals."

On the other hand, teacher E also defined that he reads current literature not only in their own field but also in other fields to develop themselves as a professional teacher.

"Since my undergraduate education, I have been regularly reading studies on current issues related to my field. In fact, I am interested in current studies not only in my field but also in a wide variety of fields. In addition, I often try to make connections about my own field with various fields..."

Along with this, EFL teachers also stated that searching for new methods and techniques develops their teaching as a professional. At this point, Teacher B and Teacher F stated the following respectively:

"I usually research for new tactics..."

"...searching for new info and methods always is the key to progress and development..."

As seen in these excerpts, the participating EFL teachers reported that they generally need to update their teaching methods and try to change their methods according to their students' needs and backgrounds. At this point, the following

teacher comments are also supportive of this issue, basing their development on the feedback they receive from the students:

"Since the first years of my teaching, I have been criticising my own teaching both positively and negatively. I develop methods to correct the parts that I see missing, especially taking into account the feedback from my students." (Teacher A)

"...I need to update my methods to follow up the generations..." (Teacher F)

"I have students aged from 7 to 77 from all areas of life. So, I usually do my lessons accordingly." (Teacher B)

In this direction, as professionals, EFL teachers also stated that they need to explore new methods and decide their methods according to dynamic changes in students' emotions and ideas and classroom climate to be more effective in teaching. Relatedly, Teacher E stated the following:

"I definitely use specific strategies and ways because every grade, every classroom environment, every student profile varies. Teachers, on the other hand, should organize their own teaching methods and strategies by considering these variables in order to create a more efficient teaching-learning environment... When deciding on my strategies and materials; I decide by paying great attention to class level, socioeconomic level, cultural diversity and student profile."

In addition to this, some teachers emphasized that they have difficulty finding time to observe and review themselves during teaching. Thus, they stated that they take opinions from their colleagues. Teacher S and Teacher R commented as shared below:

"...However, we do peer feedback to each other about our teaching with other teachers."

"I generally monitor myself during teaching, but if I don't have enough time for it, I take my colleagues' ideas about my teaching."

Thus, it could be revealed that peer feedback has an important part in teachers to contribute to their professional perceptions.

As a consequence, EFL teachers specified that their perceptions of being professional are open to improvement throughout the teaching process. They mostly said that they read and search for current literature and attend MA and PhD programs to develop themselves professionally. As they stated, the English Language Teaching field is always updated with new methods and techniques; they emphasized that they need to gain knowledge about these methods and use them according to their students' needs and necessities in a dynamic way.

Category 2: Mindfulness in Teaching

Table 9

Sub-categories	Codes	f
Intrapersonal Mindfulness	Problem-solving	12
	Self-monitoring	8
Interpersonal Mindfulness	Creating friendly relationship with students	8
	Getting feedback from students	4
	Creating conversational atmosphere	4

As seen in Table 9, EFL teachers' mindfulness perceptions in teaching were gathered under two sub-categories, "Intrapersonal Mindfulness" and "Interpersonal Mindfulness". In this regard, Intrapersonal Mindfulness perceptions of EFL teachers were considered under two sub-categories, "Problem-solving" and "Self-monitoring." Related to the first sub-category, EFL teachers mostly stated that they notice problems while teaching and try to find solutions for them. It could be supposed that EFL teachers improve their problem-solving skills by finding suitable solutions for problems that occur while teaching, as was revealed in the following teacher comments:

"*I try to diagnose the problems and to find solutions by negotiating with the students.*" (Teacher C)

"*I create different solutions according to the needs of the class. I apply whichever is most appropriate to the situation at that moment.*" (Teacher K)

"*Although difficulties used to upset me and demotivate me, I am now more solution-oriented, and there are very few problems that cannot be solved, especially with proper communication.*" (Teacher D)

In addition to Teacher D's ideas, Teacher S emphasized that she tries to find a solution, even if teaching is a difficult process and feels upset about the situation, as shared in her comment below:

"*Of course, as I said before, this teaching situation has ups and downs. So, sometimes I feel sad, but I always try to find solutions.*"

Along with this, some teachers explained how they find suitable solutions for possible problems in teaching. In this regard, teacher Y said:

"*Sometimes I feel that students are distracted, which is a challenging situation for me. In these cases, I try to take a short break, change the subject, and talk about daily life situations. Another challenge is that my students do not understand the subject I am teaching, in which case I try to find a different way of explaining the subject. I find this very useful.*"

In the same vein, Teacher E gave details about his problem-solving ideas to increase awareness towards effective teaching in the following comment:

"*...40-45 minutes is a very long and tiring time for students at this level. During this process, students can get distracted and focus their attention on different things. In such cases, the duty of the teachers is to make this process enjoyable. In a fun teaching process, students cannot even understand how time passes...*"

In this respect, it could be said that EFL teachers' problem-solving skills have a significant role in increasing their awareness towards their teaching with respect to their intrapersonal mindfulness.

Furthermore, teachers claimed that they generally monitored and observed themselves both while teaching and at the end of teaching. At this point, Teacher G and Teacher S said the following:

"I attend pieces of training for this. I review myself from time to time at the end of the lesson."

"...I constantly monitor myself and my methodologies during the teaching and learning process to improve or modify them"

Furthermore, Teacher G explained the importance of monitoring herself, and getting feedback from the students during teaching:

"My personal awareness developed thanks to my teacher-trainers and friends, and now it is improving thanks to the feedback I receive from my students and by observing myself. I made it a duty to observe myself. This is very important for me."

In addition to this, some teachers said that they sometimes stop and try to understand what is happening during the class. At this point, Teacher I and Teacher J said the following:

"I stop and take a deep breath while teaching, and I notice and realize what is going on at the moment."

"I often stop while teaching and try to understand what's going on"

Besides their Intrapersonal Mindfulness experiences, the EFL teachers had also Interpersonal Mindfulness perceptions in their teaching. In this regard, teachers mostly emphasized the importance of creating friendly relationships with their students with respect to their interpersonal mindfulness, as can be seen in the following comments by the teachers:

"Ideal relationship with the ss should be like a friend but not a real friend." (Teacher L)

"...You should be the authority in class also, you should be their friends." (Teacher S)

"My relationship with students has always been positive. I aim to approach them as friends and get down to their age, but at the same time, not exceed the teacher-student relationship between us." (Teacher G)

Furthermore, Teacher E gave detailed information about the importance of creating friendly relationships with his students, as he stated in the comment below:

"I can say that I have established a friendship relationship with my students rather than a teacher-student relationship. Every individual is different, and they experience different positive or negative processes in their lives. As a teacher, I can say that sharing students' happiness in these positive processes motivates students very much. In addition, listening to students' problems and finding solutions in the same way as negative processes is an important factor in overcoming negative situations and giving students focus on the lesson. Therefore, instead of being an authoritarian and arrogant teacher in the classroom, I think it is better to have a friendly teacher attitude."

In addition to creating a friendly atmosphere, teachers also emphasized the importance of creating a conversational atmosphere in teaching. In line with this, some teachers stated that conversational teaching provides them with more awareness towards their relationship with their students. Relatedly, Teacher A said the following:

"The lessons, which proceed in a conversational atmosphere with the students, also strengthen my communication with them. For me, the ideal relationship with students is the type of communication in which students feel close to you and can share their feelings but also respect you as an instructor."

Also, Teacher B commented on how conversational teaching supported students' voluntary participation in speaking activities:

"Conversational teaching is a different experience. I think the relationship should be on a friendly term… otherwise, students feel uptight towards the teacher and lesson, then they don't want to speak."

Additionally, Teacher Y emphasized the importance of encouraging student talk and preparing suitable materials for this:

"...I encourage my students to talk as much as possible, and I do activities related to this..."

As seen in these excerpts, EFL teachers stated that they consider the teacher-student relationship as a first step in their teaching. With the Interpersonal mindfulness perspective, teachers emphasized that sharing students' feelings and emotions and also listening to them nonjudgmentally is a significant factor that makes the students feel closer to the teacher. Additionally, they stated that it helps students to overcome their prejudgments towards lessons. Regarding this issue, Teacher Y stated the following:

"I have a good relationship with my students, and we are always respectful of each other. The ideal relationship is when both teacher and student do their part to provide quality education and respect each other."

Apart from these, EFL teachers also emphasized another important factor regarding their Interpersonal mindfulness experiences. In this regard, some teachers stated that getting regular feedback from students provided to them to enhance their awareness towards both themselves and their teaching:

"...and the feedback from the class is enough always interact... (Teacher B)

"...it is improving thanks to the feedback I receive from my students..." (Teacher G)

Furthermore, Teacher E mentioned that he has specific strategies to get regular feedback from students to increase his awareness towards his teaching. He said:

"I want to record video and observe myself while I am teaching, but it is forbidden to record videos in the classroom as per the rules. As a solution to this, I try to get regular feedback from my students at the end of the classes. At the end of the lesson, I asked them how the lesson was and if they were bored. I also sometimes ask them to write me letters in English and tell me what they think

about my teaching. This is both a good English learning activity for my students and useful self-monitoring data for me."

In the same vein, Teacher A talked about her experiences related to getting feedback from the students to enhance her awareness of teaching, as shared below:

"I develop methods to correct the parts that I see missing, especially taking into account the feedback from my students."

All in all, EFL teachers' mindfulness experiences were examined under two main categories, Intrapersonal and Interpersonal Mindfulness in Teaching. Accordingly, they mostly stated that they review themselves from time to time. In this respect, they said that they enhance their self-awareness skills towards their teaching and methodologies with the help of self-monitoring. Also, teachers specified that they notice and realize the students' problems when they encounter them while teaching and emphasized that they diagnose those problems and try to find suitable solutions. Thus, the teachers suggested that they are more solution-oriented by using this strategic way. At the same time, EFL teachers put an emphasis on getting regular feedback from their students as a significant part of increasing their self-awareness towards teaching. Additionally, teachers claimed that making the students part of this process and nurturing their communicative sides provide them with a more meaningful and beneficial relationship with their students. Finally, they also reported that they develop and use some specific strategies to get feedback from the students believing that the students become more eager to learn and show more respect to their teacher in this way.

CHAPTER IV

4. DISCUSSION AND CONCLUSION

4.1. Discussion of the first research question: "What perceptions do EFL teachers have of their mindfulness levels in teaching?"

This study investigated EFL teachers' perceptions of mindfulness in teaching. In this regard, EFL teachers' perceptions of mindfulness were explored with the help of the Mindfulness in Teaching Scale, considering two factors: Intrapersonal and Interpersonal mindfulness. In this respect, EFL teachers' mindfulness perceptions in their teaching were defined as high (M=3.81) based on the mean score of the Mindfulness in Teaching Scale. In addition, Intrapersonal mindfulness perceptions were also found to be high (M=3.60). Particularly, the Interpersonal mindfulness perceptions were at very high level (M=4.21); thus, it could be said that EFL teachers have strong perceptions of Interpersonal mindfulness in their teaching. At this point, Frank et al. (2015) state that the Interpersonal mindfulness of teachers can be the most important factor in helping teachers improve their sense of professional efficacy and protect them from burnout. Furthermore, Tonga and Erden (2021) conducted a study with 271 preschool teachers to find out the relationship between pre-school teachers' levels of burnout and mindfulness; thus, the results of the study concluded teachers' mindfulness was at a high level. In the same vein, Akkaya (2019) revealed that teachers' mindfulness levels were higher than average. In addition, Babahanoğlu and Mavili (2018) identified social work students' mindfulness is at a high level. All in all, these results support the findings of this study; however, there are studies that revealed a moderate level of mindfulness of participants in the relevant literature (Özgün, 2018; Konan & Yılmaz, 2020; Koç, 2023).

Furthermore, it could be revealed that the participating EFL teachers pay attention to having meaningful relationships with their students and consider this relationship during the teaching process. As regards the descriptive findings of the teachers' Interpersonal Mindfulness perceptions, the findings suggested that the EFL teachers provide an area for their students to express themselves and feel comfortable. Also, this finding indicated that they listen to their students even if they disagree with them. In this respect, it could be stated that the teacher-student relationship has a significant part to contribute EFL teachers' developing their

interpersonal mindfulness perceptions. In this respect, Huang (2022) states that EFL teachers need to have awareness towards their own emotions, and with the integration of mindfulness and compassion in teaching, both EFL teachers and learners will have fun and comprehend the interactions and accomplishments they have.

Along with the quantitative results of the study, regarding qualitative findings based on EFL teachers' perceptions of teaching, it was found that the EFL teachers generally feel happy and satisfied towards their teaching. Although they sometimes feel upset and angry, they mostly defined their perceptions as happy, enjoyable, and satisfied in teaching. Furthermore, based on the Interpersonal Mindfulness category, they defined their relationship with their students as "friendly" and claimed that creating a friendly atmosphere helps the students deal with some negative emotions towards lessons and build strong bonds with their teachers. According to participating EFL teachers, listening to students' problems and sharing their feelings make them close to students and thus, students both become more successful academically and feel more comfortable emotionally. Parallel to this finding, Dawaele and MacIntyre (2014) suggest that teachers' attitudes and behaviors have an impact on students' enjoyment in a language class in terms of the teacher-student agreement. They also emphasize that good teachers can create a constructive classroom atmosphere to increase students' skills. Additionally, as revealed by the qualitative analysis, EFL teachers indicated getting feedback from their students is an important part of supporting their interpersonal mindfulness. They emphasized that they get regular feedback from their students to enhance their awareness towards themselves and their teaching. Thus, it could be concluded that it is important for EFL teachers to involve their students in the process of developing their own awareness in teaching.

On the other hand, based on the Intrapersonal Mindfulness category, EFL teachers also asserted that they often notice problems during teaching and try to find solutions by searching for new ways. As teachers observed themselves, they stated that they become more solution-oriented teachers day by day. Thus, based on this finding, it could be suggested that EFL teachers' problem-solving skills are important to enhance their awareness from the point of Intrapersonal

Mindfulness. The findings also suggested that EFL teachers often monitor themselves during teaching as well as review themselves at the end of their teaching. Thus, it could be argued that self-monitoring has a significant role in terms of increasing the awareness of EFL teachers in their teaching. Supporting this finding, Wichadee asserts (2011) that self-monitoring gives chance for teachers to evaluate themselves and observe what is going on in teaching. Thus, this study emphasizes the significance of self-monitoring as part of ongoing professional development.

Overall, it could be inferred that EFL teachers who participated in this study have strong perceptions of mindfulness in their teaching. Especially they have very strong perceptions of their interpersonal mindfulness, which reveals that EFL teachers mostly attach importance to relationships with their students in teaching.

4.2. Discussion of the second research question: "Do the EFL teachers' levels of mindfulness vary according to their gender, age, educational background and years of work experience in teaching?"

First of all, in order to determine EFL teachers' mindfulness perceptions in teaching and whether they differ according to their *gender*, an independent sample t-test was utilized. As a result of this, there was no meaningful difference between male and female EFL teachers' overall mindfulness levels in teaching ($p=0.865>0.05$). Also, there was no difference between male and female EFL teachers' mindfulness levels based on their intrapersonal and interpersonal mindfulness. At this point, it could be suggested that male and female EFL teachers have equal mindfulness perceptions in teaching. In this regard, Öksüz and Yiğit (2020) explored the relationship between teachers' mindfulness and their job satisfaction in teaching. As a result of the study, they claimed that teachers' mindfulness in teaching does not differ by their gender. In the same vein, Dilci and Kaya (2012) assert that there is no difference between male and female teachers in terms of levels of mindfulness. Similarly, Güngör et al. (2020) found participants' levels of mindfulness do not vary according to gender variable. In addition, there are more studies that demonstrate mindfulness levels do not vary according to gender in the literature (Acar, 2019; Çelikler, 2017; Şehidoğlu, 2014; Babahanoğlu & Mavili, 2018; Atalay, 2020; Konan& Yılmaz, 2020; Aydeniz, 2022; Koç, 2023).

However, Öksüz and Yiğit (2020) state that the results of some studies demonstrate that mindfulness levels vary according to gender. For instance, Murathan (2023) revealed that students' mindfulness levels have a significant difference regarding their gender. In addition, Moyano et al. (2021) investigated some factors related to teacher burnout and engagement. According to the results, men have a stronger level of interpersonal mindfulness when compared to women. Furthermore, Akkaya (2019) conducted his master's dissertation with 357 classroom teachers to explore the relationships between mindfulness and hopelessness levels of classroom teachers in terms of some variables. At this point, the findings of the study show that male teachers have higher mindfulness levels. Similarly, Gündüz (2016) revealed males have higher mindfulness scores than females. Also, Aygün (2020) revealed males participating in the study had higher scores of mindfulness than females; however, it was not identified a significant difference. On the other hand, Çakır et al. (2022) identified gender does not lead to a statistical difference on both the overall mindfulness scale and sub-dimensions of it. However, they assert that even if there is no significant difference, female teachers have higher scores based on overall mindfulness and Intrapersonal and Interpersonal dimensions than male teachers. In the same vein, Akyıldız (2019) revealed that female students' levels of mindfulness are higher than male ones. Overall, it could be said that relevant literature supports the result of this study (Güngör et al., 2020), even if some studies revealed that gender has a significant difference in teachers' mindfulness.

In addition to gender, to determine whether there was a difference between EFL teachers' mindfulness levels and their *ages*, One-way ANOVA test was used. EFL teachers' age groups were considered as five different age groups; "20-25, 26-30, 31-35, 36-40, and 40+". According to ANOVA results, there was a meaningful difference based on Intrapersonal mindfulness levels (p= 0.008 < 0.05). Relatedly, Post Hoc test was utilized to clarify the difference. As a result of this, there was a meaningful difference between and 20-25 and 26-30 EFL teachers' age groups. In this regard, it could be said that the age group of 20–25-year-old EFL teachers have stronger Intrapersonal mindfulness perceptions when it was compared to the age of 26-30. Additionally, a significant difference was found between the age groups of 26–30-year-old and 40+ year-old teachers. As a

result, it could be concluded that the 40+ age of EFL teachers have stronger Intrapersonal mindfulness perceptions than the 26-30 year-old group of teachers. Parallel to these findings, Çakır et al. (2022) revealed that age has a significant difference in preschool teachers' Intrapersonal Mindfulness, and they state that 26-30 year-old group of teachers' scores were higher than 25-year-old ones based on Intrapersonal Mindfulness. Similarly, the results of the study by Acer (2018) show that over 34-year-old teachers' scores were significantly higher when compared to under 25 and 26-28 year-old teachers' groups. Furthermore, in the study by Alispahic and Enedina (2017), 411 participants' mindfulness levels were explored regarding their ages; thus, it was found a significant difference between the age groups of 20-32, 33-49, and 50+. As a result, it was concluded that older ones participating in the study had higher scores than younger ones. In light of these findings, Çakır et al. (2022) and Acer (2018) assert that teachers' mindfulness levels enhance as their ages increase. Along with this, there are some other studies that show an increase in mindfulness levels with an increase in age (Hohaus & Spark, 2013; Gündüz, 2016; Kocaarslan, 2016; Kara, 2021). On the other hand, as a result of the One-way ANOVA test, a meaningful difference was found between EFL teachers' ages based on overall mindfulness in teaching; however, no difference was identified according to the results of Post Hoc analysis. Thus, it could be suggested that there was no difference between EFL teachers' overall mindfulness perceptions in teaching regarding their ages. Similarly, no significant difference was found between EFL teachers' Interpersonal Mindfulness perceptions in teaching and their ages. In the same vein, Çakır et al. (2022) identify that the findings of the study demonstrate that age has no significant difference both in teachers' Interpersonal and overall Mindfulness in Teaching. Similarly, there are some studies that revealed that age is not an effective variable in the mindfulness of teachers (Akkaya, 2019; Aydeniz, 2022; Koç, 2023; Tonga & Erden, 2021). To sum up, it could be suggested that EFL teachers' perceptions of Intrapersonal mindfulness show an alteration in different age groups. This might be because teachers may have more opportunities to improve their teaching practices as they get older; in other words, they may have more time for learning and developing themselves in the teaching area, and this can make them more experienced and mindful teachers. On the contrary, EFL teachers' ages do not lead to any significant difference in

interpersonal mindfulness and overall mindfulness in teaching. The possible reason might be because interpersonal mindfulness includes relationships with others; whether a teacher is older or younger, the quality of the relationships he/she establishes with the students may change. Thus, it could be concluded that interpersonal mindfulness perceptions of EFL teachers are not related to their ages.

Moreover, to determine whether there is a meaningful difference between EFL teachers' mindfulness levels regarding their *educational backgrounds*, One-way ANOVA test was utilized. At this point, EFL teachers' backgrounds were considered as four departments; "English Language Teaching, English Translation, English Literature and other". As a result of the analysis, there was a meaningful difference between the educational backgrounds of EFL teachers based on their Intrapersonal Mindfulness level (p=.003< 0.05) and Mindfulness level in Teaching (p=.001<0.05). In this direction, Post Hoc analysis was utilized to clarify the difference between the educational backgrounds of EFL teachers. According to Post Hoc results, EFL teachers' Intrapersonal Mindfulness levels vary according to their fields of undergraduate studies; English Translation, English Language Teaching and English Literature (MD= -,987[*], p=.004). In addition to this, there was a meaningful difference between English Translation and the "other" group based on the Mindfulness in Teaching perceptions. In this regard, it could be inferred that EFL teachers' who studied in the English Literature department have stronger perceptions of mindfulness in teaching (M= 3.82) when compared to the graduates of English Translation (M= 2.63) and English Language Teaching departments (M=3.62). Furthermore, based on overall mindfulness in teaching perceptions, English Translation and "other departments" have different mindfulness perceptions in their teaching. This finding implies that the participating EFL teachers who studied other fields have stronger perceptions of mindfulness in teaching than the ones who studied English Translation. To support these findings, Gürpınar (2021) concluded mindfulness levels of students studying in the preschool teaching department are higher than the mindfulness levels of students studying in other branches. Moreover, Babahanoğlu and Mavili (2018) conducted a study with 578 social work students, as a result of the study, it was concluded that there was a meaningful difference between students' levels of

mindfulness and their faculties. Furthermore, Atalay (2020) directed a study with 744 participants, as a result of the study, findings identified a significant difference between college employees' levels of mindfulness and their departments. Thus, Atalay asserts that academic personnel have a higher level of mindfulness than administrative ones. Opposite to these findings, Tuncer (2017) conducted a dissertation that included 277 university students who studied Engineering and Social Sciences; as a result, participants' levels of mindfulness did not differ according to their departments. Similarly, Tatoğlu (2019) revealed that there was no difference between the mindfulness scores of participants regarding their departments as numerical and verbal fields. Supporting these findings, Akyıldız (2019) concluded that university students' levels of mindfulness did not have a significant difference according to departments of Psychology and Theology. Also, the results demonstrate that university students' levels of mindfulness do not differ by their faculties (Şahin, 2019; Kılınçoğlu, 2020; Konan & Yılmaz, 2020). In contrast to all these findings, in this study, it could be suggested that the department that EFL teachers graduated from is an important factor in their Intrapersonal and overall mindfulness perceptions in teaching. Therefore, it could be said EFL teachers should pay attention to the importance of training that they receive in their undergraduate programmes in terms of improving their Intrapersonal and overall mindfulness in teaching.

Finally, to determine whether EFL teachers' perceptions of mindfulness in teaching vary according to their *work experience years*, one-way ANOVA test was used. In this respect, EFL teachers' years of experience in ELT were considered in seven groups; "1, 1-2, 3-5, 6-10, 11-15, 16-20, 21+". As a result, EFL teachers who have +21 experience years in teaching had higher scores when compared to mean scores, however, the results demonstrated that there was no significant difference in EFL teachers' mindfulness perceptions in teaching regarding their experience years. Therefore, it could be gathered that EFL teachers' mindfulness perceptions do not change according to their experience years in teaching. Supporting this finding, there are studies that demonstrate teachers' mindfulness does not differ regarding their experience years in teaching (Tonga & Erden, 2021; Akkaya, 2019; Atalay, 2020). Furthermore, a thesis by Özgün (2018) investigated 115 high school principals' mindfulness levels

regarding their demographic information. As a result of the study, work experience years of high school principals did not lead to any significant difference in their mindfulness levels. Besides these supporting findings, Öksüz and Yiğit (2020) revealed that experience years had a significant difference in teachers' levels of mindfulness in teaching and their job satisfaction. Consequently, the results of the study concluded that there was no significant relationship between the EFL teachers' experience years and their mindfulness perceptions in teaching. However, it could be suggested that EFL teachers who spent +21 years in teaching have a higher level of mindfulness than the others based on mean scores. Accordingly, it could be said the increase in mindfulness levels of teachers may be directly proportional to the increase in their experience years in teaching. This might be because teachers' experiences can trigger their awareness towards teaching as the years pass in this field; in other words, teachers can learn more about teaching by experiencing, and in this way, they can make changes in their teaching acts and behaviours. In this direction, teachers need to have more insight towards their teaching practices in order to make some changes and regulations. Therefore, teachers who have spent more years in teaching can make more differences in their teaching using their knowledge and awareness. At this point, even if this study revealed EFL teachers' experience years had no difference in their mindfulness perceptions, it could be inferred that EFL teachers should not ignore their work experience years in terms of expanding their mindfulness perceptions in teaching.

4.3. Discussion of the third research question: "Is there a relationship between MTS and sub-dimensions of MTS?"

To determine whether there is a significant relationship between overall MTS and sub-dimensions of MTS, a Pearson correlation analysis was utilized. As a result of the analysis, a strong positive relationship was found between MTS and the Intrapersonal Mindfulness dimension. Thus, it can be suggested that the participating EFL teachers' overall mindfulness levels increase as their Intrapersonal Mindfulness levels enhance. Supporting this finding, the results of the study by Kim and Singh (2017) revealed a stronger correlation with the Intrapersonal mindfulness dimension rather than the Interpersonal mindfulness dimension; thus, they state that results demonstrate a higher level of mindfulness intended for individuals' own experience like observing, describing, and being a

non-judgement and nonreactivity to inner experience. Similarly, Gördesli et al. (2019) concluded a strong relationship between the total score of MTS and the Intrapersonal dimension. Besides, Erus and Deniz (2018) assert that Intrapersonal mindfulness may be insufficient to determine awareness, reactivities and judgements of individuals in the social interaction process. Therefore, current literature generally focuses on the Interpersonal mindfulness of teachers regarding the importance of teacher-student relationships (Elreda et al., 2018; Skoranski et al., 2019; Anama-Green, 2020). In this direction, Erus and Deniz (2020) assert that both overall mindfulness and Interpersonal mindfulness are under the same roof and based on the same basis. However, the findings of the study revealed that there was a weak positive relationship between MTS and Interpersonal Mindfulness dimension. On the other hand, Gördesli et al. (2019) found a strong relationship between MTS and the Interpersonal dimension. Moreover, several studies demonstrate a positive relationship between data collection tools for assessing Interpersonal mindfulness and overall mindfulness (Parent et al., 2016; Erus & Deniz, 2018; McCaffery et al., 2017; Pratscher et al., 2018). All these findings suggest that Interpersonal mindfulness and overall mindfulness in teaching may influence each other in a positive way. However, the findings of this study revealed that Intrapersonal mindfulness has an impact on EFL teachers' overall mindfulness perceptions in teaching. At this point, it could be suggested that EFL teachers need to improve their Intrapersonal mindfulness perceptions in order to contribute to their overall mindfulness perceptions in teaching.

Furthermore, the results of this study revealed a negative relationship between the Intrapersonal and Interpersonal mindfulness of teachers. According to the results, it could be suggested that EFL teachers' Interpersonal levels decrease with high levels of Intrapersonal mindfulness. Related to the scope of this study, Anama-Green (2020) investigated levels of burnout and secondary traumatic stress with participants' levels of Interpersonal and Intrapersonal mindfulness, as a result of the study, it was found a weak positive correlation between Intrapersonal and Interpersonal Mindfulness. Furthermore, there are studies that revealed a moderate relationship between Intrapersonal and Interpersonal mindfulness of teachers (Frank et al., 2015; Gördesli et al., 2019). In contrast to the findings of this study, Moyano et al. (2021) explored factors that are related to

teachers' burnout and engagement, and it was concluded that there is a meaningful relationship between Intrapersonal and Interpersonal mindfulness; hence, they assert that having of a higher level of Intrapersonal mindfulness generates a greater level of Interpersonal mindfulness. All these findings suggest that Intrapersonal and Interpersonal mindfulness have a meaningful relationship with each other, both in negative and positive ways. Therefore, it could be said EFL teachers need to be aware of this interaction between their Intrapersonal and Interpersonal mindfulness in teaching; thus, teachers may contribute to their overall mindfulness in teaching. Relatedly, studies demonstrate that Interpersonal and Intrapersonal mindfulness can be insufficient on their own to explain overall mindfulness; therefore, mindfulness needs to be evaluated as a whole considering these two dimensions (Duncan, 2007; Erus, 2019; Bayraktar, 2022).

4.4. Discussion of the fourth research question: "What are the experiences of EFL teachers related to their mindfulness in teaching?"

An individual semi-structured interview was conducted with participants to explore the experiences of EFL teachers related to their mindfulness in teaching. Based on the related codes, two main categories were created; "EFL teachers' perceptions of teaching" and "Mindfulness in teaching". Firstly, EFL teachers' perceptions of teaching were considered before investigating their perceptions of mindfulness. As a result, EFL teachers' perceptions of teaching were explored under emotional and professional perceptions sub-categories. In accordance with this, Hargreaves (1998) identifies that emotions are the heart of the teaching process, and Bentea and Anghelache (2012) state teachers' perceptions of their professional duty impact the interaction of their positive and negative perspectives towards teaching. Regarding the *Emotional Perceptions in Teaching* sub-category, most of the EFL teachers stated that they feel satisfied and happy while teaching. In addition, they emphasized that they can deal with problems even if they sometimes feel upset during this process. In the same vein, they stated that they become more comfortable and confident teachers as they experience teaching. In this respect, it could be suggested becoming a more confident teacher may lead to being more mindful teacher in teaching. To support this idea, Cede and Gözen (2021) state that mindfulness is in relation to feelings of confidence. Accordingly, there are studies that demonstrate the interaction

between mindfulness and self-confidence in the literature (Park et al., 2019; Netz & Rom, 2020).

In addition to this, EFL teachers had professional perceptions that have an important role in their teaching. Regarding the *Professional Perceptions of Teaching* sub-category, most EFL teachers reported that they often attend seminars and conferences and read current pieces of literature related to their fields. In the same vein, teachers said they are doing a master's or PhD degree in our field to improve their teaching professionally. Supporting these findings, results of the study by Richards et al. (2001) conclude that teachers reported in-service courses and seminars/conferences provide many ideas to practice in the class, help to improve their skills to follow up trends related to teaching methods and tools and help to change their perspectives towards English teaching. Furthermore, Joshi et al. (2018) interviewed 45 EFL teachers; thus, the findings of the study revealed that most of the EFL teachers agreed ELT journals and workshops could be useful in terms of providing self-confidence and an area for discussing ELT practices and problems and improving classroom practices. Moreover, the results of the study by Tarusan et al. (2022) suggest that webinar training may support teachers' skills and competencies and also increase their teaching strategies. In the same vein, as a result of the study by Tanaka and Diez-Ortega (2021), reveals four main themes regarding the effects of conferences and seminars that teachers attended; "changed an aspect of their teaching, opened up to a different way of thinking about teaching, increased motivation to learn about their profession, built relationship and professional network" (p. 13). All these supporting findings imply that EFL teachers' professional perceptions have an important role in terms of their Intrapersonal mindfulness in teaching relating to the reason that Intrapersonal mindfulness focuses on an individual's internal process; therefore, teachers can utilize seminars and trainings, and improve their professional sides reading current literature in related field in order to enhance their mindfulness perceptions in teaching.

On the other hand, results show some teachers claim that they sometimes need peer feedback to check themselves when they have no time for it. At this point, the findings of the study by Richards et al. (2001) reveals that the teachers state the importance of collaboration with their colleagues by reporting that

discussing with their colleagues helps to discover and adapt new teaching methodologies, they can find new strategies to deal with a task as they communicate, and supporting ideas coming from them help too much. Parallel to these findings, the study by Joshi et al. (2018) concludes that most EFL teachers agree they learn from each other, and they emphasize the importance of collaborative learning using peer observations in terms of providing an awareness of their weaknesses and strengths in teaching. Similarly, the results of the study by Wilkins et al. (2009) demonstrated that peer feedback practice provides more opportunities for preservice teachers in terms of reflective thinking and collaborative working to develop their teaching practices. In light of all these findings, collaborative working and providing peer feedback could contribute to increasing EFL teachers' mindfulness in teaching in a positive way. In this way, EFL teachers may evaluate different perspectives that come from their colleagues related to their teaching, and it may provide more insight towards their teaching practices.

In addition to perceptions of teaching, EFL teachers' mindfulness in teaching was investigated under the *Intrapersonal and Interpersonal Mindfulness* categories. The *Intrapersonal Mindfulness* category was generated as EFL teachers' problem-solving and self-monitoring skills codes. Accordingly, most EFL teachers stated they develop their problem-solving skills by trying new methods and techniques during teaching. In this regard, it could be said that problem-solving skills help EFL teachers to be more mindful and solution-oriented teachers. To support this finding, Gördesli (2021) assert that teachers who have high levels of mindfulness in teaching will have the ability to solve problems in the class, and their self-efficacy will be enhanced. In the same vein, there are some studies that demonstrate mindfulness impacts on problem-solving skills (Behan, 2020; Britton, 2019; Chevalier et al., 2020; Christensen & Bicknell, 2022; Conversano et al., 2020; Yurdkhani et al., 2023). At the same time, EFL teachers stated they monitor themselves during teaching, and self-monitoring skills help them to understand what they need to be more effective. They indicated that they explore new methods and ways when they notice their methods do not work in teaching. With respect to these findings, Joshi et al. (2018) reveal that most EFL teachers who participate in the study report their learning from self-

monitoring in teaching. Furthermore, Nepal (2019) states that self-monitoring is a strategy for teachers to evaluate themselves and the changes they want to make; thus, they can improve themselves in terms of personal and professional. According to the findings of the study by Nepal (2019), all EFL teachers who participated in the study reported that self-monitoring is one of the most effective strategies for their professional development, and it helps them to analyse their weaknesses and strengths. In the same vein, Kalis et al. (2007) conclude that self-monitoring is a useful tool to use in class to boost monitoring and modifying teachers' behaviour. Similarly, the results of the study by Hager (2012) indicate that self-monitoring is a powerful strategy for both increasing and decreasing behaviours a lot. In light of these supportive findings, it could be suggested that teachers need to observe and do a self-analysis of themselves more often in teaching. In this context, Eğmir (2019) investigated relevant studies comprehensively, which include teachers' self-reflection strategies, and the results of the study demonstrate that these practices have positive impacts on the reflective thinking of teachers. In addition to this, there are studies that suggest some kinds of reflective activities for teachers (Ünver, 2003; Erginel, 2006; Russell, 2022). With the help of these activities, teachers can improve their Intrapersonal mindfulness levels by increasing their reflective thinking skills.

In addition to the Intrapersonal Mindfulness Category, EFL teachers' *Interpersonal mindfulness* was found to be an important part of their awareness of teaching. Along with this, Jennings and Greenberg (2009) assert that teachers can regulate classroom atmosphere with various feedbacks that might motivate students' behaviours thanks to the high level of Interpersonal mindfulness. Additionally, Genç et al. (2022) state that a teacher needs to pay attention to the whole class rather than one student by focusing on the moment and atmosphere instead of moving on autopilot. Regarding this, this study results demonstrated that most EFL teachers emphasized the importance of the teacher-student relationship in teaching. Thus, teachers indicated that creating a friendly atmosphere helps both teachers and students to deal with some problems related to language learning and get better academic achievements. In this direction, Barr (2016) states that interpersonal skills affect classroom atmosphere, which has a huge influence on students' academic results, and especially, having a positive

relationship with students contributes to students' motivation and learning. Similarly, the results of the study by Dağdalen (2013) reveal that Biology teachers' interpersonal behaviours had impacts on students' attitudes and achievements towards Biology classes. In addition, as a result of the study by Arrascue (2023), three implications were determined considering teacher-student relationships. In this regard, the findings of the study demonstrate to teachers how to build strong relationships with their students and how these relationships can be used as an educational tool for classroom management and student motivation. Supporting these findings, Lee (2011) claim that supportive teacher-student relationships are significantly interrelated to students' behavioral and emotional engagement.

Furthermore, EFL teachers stated they generally get regular feedback from their students, and it could be inferred they learn from each other and their relationship is getting better in this way. It could be suggested students' feedback has an important role in increasing teachers' awareness of teaching. Relatedly, Iqbal et al. (2016) state that students' feedback is a significant tool for developing practicum, and also it empowers prospective teachers to evaluate their teaching. Similarly, the results of the study by Mandouit (2018) showed that student feedback is both an important tool and an influential stimulus for the reflection of the teacher. Supporting these findings, Husain and Khan (2016) concluded that student feedback is an efficient tool for teacher evaluation. To parallel these studies, there are some studies that demonstrate the impacts of students' feedback on teaching (Chawla & Thukral, 2011; Gärtner, 2014; Flodén, 2016; Buurman et al., 2018). In this direction, it could be said that all these findings emphasize that EFL teachers can benefit from their students' feedback in the process of improving their Interpersonal mindfulness. As supporting findings asserted, students' feedback may be an efficient tool for the teachers to reflect and evaluate themselves, for this reason, teachers' mindfulness perceptions in teaching may be boosted.

In addition, some teachers emphasized the importance of creating a conversational atmosphere as the best way for students to be able to talk to their teachers and feel more confident. According to them, creating a conversational teaching atmosphere provides a flexible area for students to express their feelings

and ideas; thus, the student-teacher relationship becomes stronger. Accordingly, it could be said providing an area for students to able to express their feelings and ideas can enhance teachers' interpersonal skills which may impact their Interpersonal mindfulness dimension in teaching. In accordance with this, researchers define Interpersonal mindfulness as listening with full attention to others and openness and acceptance the others' feelings and ideas (Frank et al., 2015; Pratscher et al., 2018). In this context, Milova (2015) states that language teachers need to pay great attention to conversational teaching; thus, they ought to create a classroom environment that provides meaningful communication. Supporting these findings, Qiu (2022) asserts that a positive second-language classroom atmosphere improves social interactions in online classrooms by providing an area in which students feel more comfortable and able to share their ideas with their peers and teachers. Furthermore, Gorjian and Habibi (2015) discuss that using conversational strategies can have a huge impact on improving EFL students' conversation skills. According to the results, the experimental group that implemented conversational strategies presented better performance than the control group. Similarly, Nguyet and Mai (2012) investigated the effects of conversational strategies on students' speaking; thus, results demonstrated that students' speaking performance increased after six weeks of treatment. In the same vein, Saragih et al. (2019) reveal that strategies used for teaching conversation could make students more active and confident in speaking and asking in English in front of the class. In this direction, all these supporting findings put forward to importance of conversational teaching in the classroom in terms of creating a flexible area for the students where they can feel themselves understandable. In this context, EFL teachers can strengthen interpersonal communication with the students. As a consequence, findings of the study suggest that creating a friendly environment and conversational atmosphere in teaching and getting feedback from students contribute to EFL teachers' perceptions of Interpersonal Mindfulness in terms of establishing strong relationships with their students. For this reason, EFL teachers should not neglect to create friendly relationships with the students and to benefit their feedback in the way of developing their Interpersonal mindfulness perceptions in teaching.

4.5. Implications of the study

Investigating EFL teachers' mindfulness perceptions in teaching considering two factors, Intrapersonal and Interpersonal mindfulness, is limited. Along with this, there are studies that emphasize these limitations and the necessity of further research in the literature (Frank et al., 2015; Rickert et al., 2020). For this reason, this study explored the perceptions of EFL teachers' mindfulness in teaching based on the Intrapersonal and Interpersonal dimensions of mindfulness. According to the quantitative results of the study, EFL teachers' both Interpersonal and Intrapersonal mindfulness and overall Mindfulness in Teaching were found at a high level. However, the highest point belongs to Interpersonal mindfulness, while the lowest score belongs to Intrapersonal mindfulness. Thus, it could be said EFL teachers have stronger Interpersonal mindfulness perceptions in teaching than Intrapersonal mindfulness. On the other hand, the results of the correlation analysis concluded a strong positive relationship between EFL teachers' overall mindfulness and their Intrapersonal mindfulness in teaching. Hence, it could be suggested that EFL teachers' overall mindfulness levels increase as their Intrapersonal mindfulness levels increase. In this regard, it could be proposed that EFL teachers need to improve their Intrapersonal mindfulness to increase their overall mindfulness levels in teaching. Accordingly, this study emphasises self-reflection strategies to improve Intrapersonal mindfulness, such as self-monitoring and problem-solving skills. Therefore, it could be said EFL teachers need to consider these two skills to contribute to their Intrapersonal mindfulness in teaching. Furthermore, the findings of the study point out teachers' Intrapersonal mindfulness levels increase with their age. Therefore, this study indicated age is an effective factor for teachers to develop their levels of mindfulness in teaching. In addition, the results of the study demonstrated that EFL teachers' Intrapersonal mindfulness and overall mindfulness perceptions in teaching differ by their undergraduate departments; thus, it indicates that the content of the courses that teachers receive during the licensing process may have an impact on their perceptions of mindfulness in teaching. Therefore, it could be suggested that EFL teachers need to take both of these variables into account to improve their mindfulness in teaching.

Besides Intrapersonal mindfulness, this study's results also pay attention to the Interpersonal mindfulness of teachers. In this direction, it should not be ignored for teachers to create a friendly environment regarding relationships with their students and get feedback from students from time to time. Moreover, creating a conversational teaching atmosphere should be taken into account by teachers in terms of strengthening relationships with students. The findings of the study emphasize that these points need to be considered to increase the interpersonal skills of teachers, which also influences the Interpersonal mindfulness levels of teachers in the teaching process.

Overall, the findings of this study also suggest that mindfulness-based programs and interventions can be integrated into teacher education programs and curriculums. The pedagogy of mindfulness-based approaches is considerably important in terms of teachers embodying the spirit and bringing mindfulness to personal experience (Crane et al., 2010). In this direction, teachers can benefit from some mindfulness training and seminars, and they can apply mindfulness techniques and strategies in their teaching. Hence, it could be said EFL teachers can improve their overall mindfulness skills thanks to these practices. In this respect, Altan (2021) states that providing mindfulness training to teachers will be the best way for teachers to transfer this knowledge to their students, which will help to create a more conscious society in the future.

4.6. Limitations and Further Recommendations

This study aimed to explore EFL teachers' mindfulness perceptions in teaching considering two dimensions "Intrapersonal" and "Interpersonal" mindfulness. In this respect, 150 EFL teachers' mindfulness perceptions in teaching were investigated with the help of MTS and individual semi-structured interviews. However, this study has limitations in terms of number of participants. In addition to this, there are several studies that emphasize teachers' mindfulness generally being associated with interaction with students (Rickert et al., 2020; Moyano et al., 2022). Therefore, previous studies generally focused on the Interpersonal mindfulness of teachers. In response, Frank et al. (2015) developed the Mindfulness in Teaching Scale considering both Intrapersonal and Interpersonal dimensions. However, there is still a dearth of research investigating

EFL teachers' mindfulness perceptions of teaching regarding both Intrapersonal and Interpersonal factors. According to Moyano et al. (2022), further studies need to investigate different results of these two factors of mindfulness in teaching EFL in different international contexts. Therefore, the study recommends investigating EFL teachers' mindfulness perceptions deeply considering Intrapersonal and Interpersonal factors with a larger number of participants for further studies in the EFL education field.

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APPENDICIES

APPENDIX A. Ethic Committee Approval of Çağ University

T.C		
ÇAĞ ÜNİVERSİTESİ		
SOSYAL BİLİMLER ENSTİTÜSÜ		
TEZ / ARAŞTIRMA / ANKET / ÇALIŞMA İZNİ / ETİK KURULU İZİNİ TALEP FORMU VE ONAY TUTANAK FORMU		
ÖĞRENCİ BİLGİLERİ		
T.C. NOSU		
ADI VE SOYADI	Fatma ALTUN	
ÖĞRENCİ NO	2021008002	
TEL. NO.		
E - MAİL ADRESLERİ		
ANA BİLİM DALI	İngiliz Dili ve Eğitimi	
HANGİ AŞAMADA OLDUĞU (DERS / TEZ)	TEZ DÖNEMİ	
İSTEKDE BULUNDUĞU DÖNEME AİT DÖNEMLİK KAYDININ YAPILIP-YAPILMADIĞI	2022 / 2023 - GÜZ DÖNEMİ KAYDINI YENİLEDİM.	
ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER		
TEZİN KONUSU	İngilizce Öğretmenlerinin Mesleki Kimlikleri ile Öğretimdeki Farkındalık Seviyeleri Arasındaki İlişkinin Araştırılması	
TEZİN AMACI	Bu çalışma, İngilizce öğretmenlerinin mesleki kimliği ile öğretimdeki farkındalık düzeyleri arasında anlamlı bir ilişki olup olmadığını araştırmayı amaçlamaktadır. Ayrıca, İngilizce öğretmenlerinin mesleki kimliklerinin ve öğretimdeki farkındalık düzeylerinin sonuçlarının onların yaş, cinsiyet, eğitim geçmişi ve iş deneyimi gibi demografik bilgilerine göre farklılık gösterip göstermediği konusunun araştırılması amaçlanacaktır.	

TEZİN TÜRKÇE ÖZETİ	Bu çalışma İngilizce öğretmenlerinin mesleki kimlikleri ile öğretimdeki fakındalık seviyeleri arasında herhangi bir ilişki olup olmadığını araştırmayı amaçlamaktadır. Daha detaylı verilere ulaşmak için bu çalışmada karma araştırma yöntemi kullanılacaktır. Anketler ve bireysel yarı yapılandırılmış görüşmeler yardımıyla korelasyonel araştırma tasarımı kullanılacaktır. Bununla beraber, İngilizce öğretmenlerinin mesleki kimlik düzeylerini ölçmek için Hashemi ve arkadaşları tarafından geliştirilen EFL Teacher Professional Identity Inventory (2021) kullanılacaktır. İngilizce öğretmenlerinin öğretimde fakındalık seviyelerini ölçmek için ise Frank ve arkadaşları tarafından geliştirilen Mindfulness in Teaching Scale (2016) kullanılacaktır. Ayrıca, anketler öncesinde İngilizce öğretmenlerine ait kişisel bilgileri toplamak amacı ile bir Kişisel Bilgi Formu verilecektir. Aynı zamanda, nitel data toplamak amacı ile katılımcılar ile yarı yapılandırılmış görüşmeler yapılacaktır. Bu çalışma 2022-2023 eğitim öğretim yılında Mersin'de gerçekleştirilecek olup, araştırmanın örneklemi olarak yaklaşık 150 tane İngilizce öğretmeni yer alacaktır. Katılımcılar uygun veya elverişlilik örnekleme yöntemi ile seçilecektir.
ARAŞTIRMA YAPILACAK OLAN SEKTÖRLER/ KURUMLARIN ADLARI	Araştırma için net bir kurum yoktur.
İZİN ALINACAK OLAN KURUMA AİT BİLGİLER (KURUMUN ADI- ŞUBESİ/ MÜDÜRLÜĞÜ - İLİ - İLÇESİ)	
YAPILMAK İSTENEN ÇALIŞMANIN İZİN ALINMAK İSTENEN KURUMUN HANGİ İLÇELERİNE/ HANGİ KURUMUNA/ HANGİ BÖLÜMÜNDE/ HANGİ ALANINA/ HANGİ KONULARDA/ HANGİ GRUBA/ KİMLERE/ NE UYGULANACAĞI GİBİ AYRINTILI BİLGİLER	Araştırma ulaşılabilir olan İngilizce öğretmenlerine uygulanacaktır.
UYGULANACAK OLAN ÇALIŞMAYA AİT ANKETLERİN/ ÖLÇEKLERİN BAŞLIKLARI/ HANGİ ANKETLERİN - ÖLÇELERİN UYGULANACAĞI	Mindfulness in Teaching Scale (Frank et al., 2016) / EFL Teacher Professional Identity Inventory (Hashemi et al., 2021)

EKLER (ANKETLER, ÖLÇEKLER, FORMLAR, ... V.B. GİBİ EVRAKLARIN İSİMLERİYLE BİRLİKTE KAÇ ADET/SAYFA OLDUKLARINA AİT BİLGİLER İLE AYRINTILI YAZILACAKTIR)	1) 1 Sayfa Eğitimde Farkındalık Ölçeği. 2) 1 Sayfa İngilizce Öğretmenleri Mesleki Kimlik Anketi. 3) 1 Sayfa Kişisel Bilgi Formu.

ÖĞRENCİNİN ADI - SOYADI: FATMA ALTUN	ÖĞRENCİNİN İMZASI: Evrakın aslı Enstitü müdürlüğünde ıslak imzalıdır. TARİH: 31/ 01/ 2023

TEZ/ ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ DEĞERLENDİRME SONUCU
1. Seçilen konu Bilim ve İş Dünyasına katkı sağlayabilecektir.
2. Anılan konu İngiliz Dili Eğitimi faaliyet alanı içerisine girmektedir.

1.TEZ DANIŞMANININ ONAYI	2.TEZ DANIŞMANININ ONAYI (VARSA)	ANA BİLİM DALI BAŞKANININ ONAYI	SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRÜNÜN ONAYI
Adı - Soyadı: Seden Tuyan	Adı - Soyadı:	Adı - Soyadı: Şehnaz Şahinkarakaş	Adı - Soyadı: Murat Koç
Unvanı: Dr. Öğr. Üyesi	Unvanı:	Unvanı: Prof. Dr.	Unvanı: Prof. Dr.
İmzası: Evrakın aslı Enstitü müdürlüğünde ıslak imzalıdır.	İmzası:	İmzası: Evrakın aslı Enstitü müdürlüğünde ıslak imzalıdır.	İmzası: Evrakın aslı Enstitü müdürlüğünde ıslak imzalıdır.
31.01.2023	31.01.2023	31.01.2023	31.01.2023

ETİK KURULU ASIL ÜYELERİNE AİT BİLGİLER						
Adı - Soyadı: Şehnaz ŞAHİNKARAKAŞ	Adı - Soyadı: Yücel ERTEKİN	Adı - Soyadı: Deniz Aynur GÜLER	Adı - Soyadı: Mustafa BAŞARAN	Adı - Soyadı: Mustafa Tevfik ODMAN	Adı - Soyadı: Hüseyin Mahir FİSUNOĞLU	Adı - Soyadı: Jülide İNÖZÜ
Unvanı : Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.	Unvanı : Prof. Dr.	Unvanı : Prof. Dr.
İmzası : Evrakın aslı Enstitü müdürlüğünde ıslak imzalıdır.	İmzası : Evrakın aslı Enstitü müdürlüğünde ıslak imzalıdır.	İmzası : Evrakın aslı Enstitü müdürlüğünde ıslak imzalıdır.	İmzası : Evrakın aslı Enstitü müdürlüğünde ıslak imzalıdır.	İmzası : Evrakın aslı Enstitü müdürlüğünde ıslak imzalıdır.	İmzası : Evrakın aslı Enstitü müdürlüğünde ıslak imzalıdır.	İmzası : Evrakın aslı Enstitü müdürlüğünde ıslak imzalıdır.
...... / ..... / 20.....	...... / ..... / 20.....	... / ..... / 20.....	...... / ..... / 20.....	... / ..... / 20.....	...... / ..... / 20.....	...... / ..... / 20.....
Etik Kurulu Jüri Başkanı - Asıl Üye	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi

OY BİRLİĞİ İLE	X	Çalışma yapılacak olan tez için uygulayacak olduğu Anketleri/Formları/Ölçekleri Çağ Üniversitesi Etik Kurulu Asıl Jüri Üyelerince İncelenmiş olup, ... / ...... / 20...... - .... / .... / 20...... tarihleri arasında uygulanmak üzere gerekli iznin verilmesi taraflarımızca uygundur.
OY ÇOKLUĞU İLE	◯	

AÇIKLAMA: BU FORM ÖĞRENCİLER TARAFINDAN HAZIRLANDIKTAN SONRA ENSTİTÜ MÜDÜRLÜĞÜ SEKRETERLİĞİNE ONAYLAR ALINMAK ÜZERE TESLİM EDİLECEKTİR. AYRICA FORMDAKİ YAZI ON İKİ PUNTO OLACAK ŞEKİLDE YAZILACAKTIR.

APPENDIX B. Informed Consent Form

Tarih:.......................

ÇAĞ ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ
ETİK KURULU

BİLGİLENDİRİLMİŞ ONAM FORMU

Bu formun amacı araştırma ile ilgili olarak sizi bilgilendirmek ve katılmanız ile ilgili izin almaktır.

Bu kapsamda "Investigating EFL Teachers' perceptions of mindfulness in teaching" başlıklı araştırma "Fatma ALTUN" tarafından **gönüllü katılımcılarla** yürütülmektedir. Araştırma sırasında sizden alınacak bilgiler gizli tutulacak ve sadece araştırma amaçlı kullanılacaktır. Araştırma sürecinde konu ile ilgili her türlü soru ve görüşleriniz için aşağıda iletişim bilgisi bulunan araştırmacıyla görüşebilirsiniz. Bu araştırmaya **katılmama** hakkınız bulunmaktadır. Aynı zamanda çalışmaya katıldıktan sonra çalışmadan **çıkabilirsiniz.** Bu formu onaylamanız**, araştırmaya katılım için onam verdiğiniz** anlamına gelecektir.

Araştırmayla İlgili Bilgiler:

Araştırmanın Amacı: Bu araştırmanın amacı, İngilizce Öğretmenlerinin öğretimde bilinçli farkındalık algılarını araştırmayı amaçlamaktadır. Bununla beraber, İngilizce öğretmenlerinin bilinçli farkındalık algılarının onların yaşlarına, cinsiyetlerine, eğitim geçmişlerine ve deneyim yıllarına göre değişip değişmediğini incelemeyi amaçlamaktadır.

Araştırmanın Nedeni: Farkındalık ve uygulamaları, yansıtıcı uygulamalar yoluyla mesleki kimlik gelişimi ve dönüşümsel öğrenmenin önemli bir bileşeni olarak kabul edilmektedir. Başka bir deyişle araştırmacılar, farkındalığın öğretmenlerin değerlerini, temel inançlarını ve duygularını tanımalarına yardımcı olabileceğini savunuyorlar. Bu yüzden, bilinçli farkındalık EFL eğitimi alanında önemli bir yere sahip olmakta ve öğretmenlerin kendi içlerine dönük ve dışarıya dönük bilinçli farkındalık algılarına dair farkındalık düzeylerini geliştirmeleri gerekmektedir. Bu sebepten ötürü, bu çalışma İngilizce öğretmenlerinin öğretimlerindeki bilinçli farkındalık algılarına dair farkındalıklarını yükseltmek amacı ile yapılacaktır.

Araştırmanın Yürütüleceği Yer: Araştırmanın yürütüleceği mevcut bir konum yoktur. Araştırma ulaşılabilecek her İngilizce Öğretmeni ile yapılacaktır.

Çalışmaya Katılım Onayı:

Araştırmanın amacını, nedenini, yürütüleceği yer ile ilgili bilgileri okudum ve gönüllü olarak üzerime düşen sorumlulukları anladım. Araştırma ile ilgili ayrıntılı açıklamalar yazılı ve sözlü olarak tarafıma sunuldu. Bu araştıma ile ilgili faydalar ve riskler ile ilgili bilgilendirildim.

Bu araştırmaya kendi isteğimle, hiçbir baskı ve zorlama olmaksızın katılmayı kabul ediyorum.

Katılımcının (Islak imzası ile***)

Adı-Soyadı:

İmzası***:

Araştırmacının

Adı-Soyadı: Fatma ALTUN

e-posta:

İmzası: Enstitü müdürlüğünde evrak aslı ıslak imzalıdır.

APPENDIX C. Çağ University Ethics Permission Request Form from the Institute of Social Sciences

T.C.
ÇAĞ ÜNİVERSİTESİ
Sosyal Bilimler Enstitüsü

Sayı : E-23867972-050.01.04-2300000810   31.01.2023
Konu : Bilimsel Araştırma ve Yayın Etiği
            Kurulu Kararı Alınması Hk.

REKTÖRLÜK MAKAMINA

İlgi: 09.03.2021 tarih ve E-81570533-050.01.01-2100001828 sayılı Bilimsel Araştırma ve Yayın Etiği Kurulu konulu yazınız.

İlgi tarihli yazınız kapsamında Üniversitemiz Sosyal Bilimler Enstitüsü Lisansüstü Programlarda tez aşamasında kayıtlı olan **Beritan Yücel, Fatma Altun** isimli öğrencilerimize ait tez evraklarının "Üniversitemiz Bilimsel Araştırma ve Yayın Etiği Kurulu Onayları" alınmak üzere Ek'te sunulmuş olduğunu arz ederim.

Prof. Dr. Murat KOÇ
Sosyal Bilimler Enstitüsü Müdürü

Ek : 2 adet öğrenciye ait tez evrakları dosyası.

APPENDIX D. Çağ University Ethics Committee Permission Letter

T.C.
ÇAĞ ÜNİVERSİTESİ
Rektörlük

Sayı : E-81570533-044-2300001265   24.02.2023
Konu : Bilimsel Araştırma ve Yayın Etiği
        Kurul İzni Hk.

SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : a) 31.01.2023 tarih ve E-23867972- 050.01.04-2300000810 sayılı yazınız.
        b) 01.02.2023 tarih ve E-23867972- 050.01.04-2300000864 sayılı yazınız.
        c) 01.02.2023 tarih ve E-23867972- 050.01.04-2300000865 sayılı yazınız.

İlgi yazılarda söz konusu edilen **Dilara Şahin, Beritan Yücel, Fatma Altun** ve **Hande Kalli** isimli öğrencilerimize ait tez evrakları Bilimsel Araştırma ve Yayın Etiği Kurulunda incelenerek uygun görülmüştür.

Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. Ünal AY
Rektör

APPENDIX E. Demographic Information Form

Date: ....

Demographic Information Form

This study will investigate EFL teachers' perceptions of mindfulness in teaching.In this regard, researcher will collect data from participants' demographic information for the study. The data collected from the participants will be only used for the study and will not be shared with anyone and anywhere. It is voluntary to participate and the participants can withdraw from the study at anytime.

Please put the tick which is suitable for you.

Gender: Male (...)   Female (....)

Age: 20-25 (....)   26-30 (....)   31-35 (....)   36-40 (.....) 40+ (....)

Educational Background: English Language Teaching (...)   English Translation (...) English Literature (....)   Other (....)

Years of Experience in ELT: 1 (...) 1-2 (...) 3-5 (...) 6-10 (...) 11-15 (...) 16-20 (...) 21+ (...)

APPENDIX F. Mindfulness in Teaching Scale

		Never true	Rarely true	Sometimes true	Often true	Always true
1	When I am teaching it seems I am "running on automatic" without much awareness of what I am doing.	☐	☐	☐	☐	☐
2	When I am in the classroom I have difficulty staying focused on what is happening in the present.	☐	☐	☐	☐	☐
3	When I am teaching I find myself doing things without paying attention.	☐	☐	☐	☐	☐
4	When I am teaching I get so focused on the goal I want to achieve that I lose touch with what I'm doing right now to get there.	☐	☐	☐	☐	☐
5	At school I tend to walk quickly to get where I'm going without paying attention to what I experience along the way.	☐	☐	☐	☐	☐
6	I rush through activities with my class without being really attentive to them.	☐	☐	☐	☐	☐
7	When something painful happens at school I tend to blow the incident out of proportion.	☐	☐	☐	☐	☐
8	I am often so busy thinking about other things that I am not really listening to my students.	☐	☐	☐	☐	☐
9	When I'm really struggling with teaching, I tend to feel like other teachers must be having an easier time of it.	☐	☐	☐	☐	☐
10	Even when it makes me uncomfortable, I allow my students to express their feelings.	☐	☐	☐	☐	☐
11	I listen carefully to my student's ideas, even when I disagree with them.	☐	☐	☐	☐	☐
12	I am aware of how my moods affect the way I treat my students.	☐	☐	☐	☐	☐
13	When I'm upset with my students, I notice how I am feeling before I take action.	☐	☐	☐	☐	☐
14	When I am upset with my class, I calmly tell them how I am feeling.	☐	☐	☐	☐	☐

APPENDIX G. Interview Questions

This interview is a part of study aiming at expanding our knowledge of EFL teachers' perceptions of mindfulness in teaching. Please provide your answers thoughtfully and sincerely as only this will guarantee the success of this investigation. The results and findings will be used for research purposes only!

Thank you very much for your help:)

Semi-structured Interview Questions

1. How do you feel while teaching English?

2. How do you feel about your teaching experience so far?

3. Do you use specific strategies or ways while teaching English? How do you decide your strategies?

4. What are the most challenging situations you faced in the classroom?

5. What do you do when you find yourself in a challenging situation while teaching? Do you try to find a solution, or do you feel upset?

6. How do you describe your relationship with the students? What can for you be the ideal relationship with students/class?

7. What do you do to increase your personal awareness of your own teaching? How often do you observe and monitor yourself during the teaching process?

8. How do you contribute to your professional development? Do you search and read about current topics in your field? Do you attend conferences or seminars related to your field?

APPENDIX H. Post Hoc results of EFL teachers' Intrapersonal mindfulness levels regarding their ages

Multiple Comparisons

(I) Age	(J) Age	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
20-25	26-30	,429*	,133	,014	,06	,80
	31-35	,574	,233	,133	-,11	1,26
	36-40	,063	,219	,998	-,59	,72
	40+	-,053	,114	,990	-,38	,28
26-30	20-25	-,429*	,133	,014	-,80	-,06
	31-35	,145	,229	,968	-,53	,82
	36-40	-,365	,214	,455	-1,01	,28
	40+	-,481*	,105	,001	-,78	-,18
31-35	20-25	-,574	,233	,133	-1,26	,11
	26-30	-,145	,229	,968	-,82	,53
	36-40	-,510	,287	,405	-1,34	,32
	40+	-,626	,218	,067	-1,29	,03
36-40	20-25	-,063	,219	,998	-,72	,59
	26-30	,365	,214	,455	-,28	1,01
	31-35	,510	,287	,405	-,32	1,34
	40+	-,116	,203	,977	-,74	,51
40+	20-25	,053	,114	,990	-,28	,38
	26-30	,481*	,105	,001	,18	,78
	31-35	,626	,218	,067	-,03	1,29
	36-40	,116	,203	,977	-,51	,74

*. The mean difference is significant at the 0.05 level.

APPENDIX I. Post Hoc results of EFL teachers' overall mindfulness levels in teaching regarding their ages

(I) Age	(J) Age	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
20-25	26-30	,268	,098	,055	,00	,54
	31-35	,387	,159	,137	-,08	,85
	36-40	,141	,164	,909	-,35	,63
	40+	-,032	,127	,999	-,47	,40
26-30	20-25	-,268	,098	,055	-,54	,00
	31-35	,119	,157	,939	-,34	,58
	36-40	-,127	,162	,932	-,62	,36
	40+	-,300	,125	,207	-,73	,13
31-35	20-25	-,387	,159	,137	-,85	,08
	26-30	-,119	,157	,939	-,58	,34
	36-40	-,247	,205	,748	-,84	,35
	40+	-,420	,176	,167	-,95	,12
36-40	20-25	-,141	,164	,909	-,63	,35
	26-30	,127	,162	,932	-,36	,62
	31-35	,247	,205	,748	-,35	,84
	40+	-,173	,181	,871	-,73	,38
40+	20-25	,032	,127	,999	-,40	,47
	26-30	,300	,125	,207	-,13	,73
	31-35	,420	,176	,167	-,12	,95
	36-40	,173	,181	,871	-,38	,73

APPENDIX J. Post Hoc results of EFL teachers' Intrapersonal mindfulness levels in teaching regarding their educational backgrounds

(I) Major	(J) Major	Mean Difference (I-J)	Std. Error	Sig.
English Language Teaching	English Translation	,987*	,281	,004
	English Literature	-,199	,165	,789
	Other	,083	,281	1,000
English Translation	English Language Teaching	-,987*	,281	,004
	English Literature	-1,186*	,312	,001
	Other	-,905	,386	,116
English Literature	English Language Teaching	,199	,165	,789
	English Translation	1,186*	,312	,001
	Other	,282	,312	,935
Other	English Language Teaching	-,083	,281	1,000
	English Translation	,905	,386	,116
	English Literature	-,282	,312	,935

*. The mean difference is significant at the 0.05 level.

APPENDIX K. Post Hoc results of EFL teachers' overall mindfulness levels in teaching regarding their educational backgrounds

(I) Major	(J) Major	Mean Difference (I-J)	Std. Error	Sig.
English Language Teaching	English Translation	,701[*]	,116	,001
	English Literature	-,239	,097	,081
	Other	,064	,113	,941
English Translation	English Language Teaching	-,701[*]	,116	,001
	English Literature	-,940[*]	,132	,000
	Other	-,637[*]	,144	,004
English Literature	English Language Teaching	,239	,097	,081
	English Translation	,940[*]	,132	,000
	Other	,303	,129	,133
Other	English Language Teaching	-,064	,113	,941
	English Translation	,637[*]	,144	,004
	English Literature	-,303	,129	,133

*. The mean difference is significant at the 0.05 level.