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Remembered Teacher Behaviors, Student Perceptions, and Emotions: Evidence from Pre-Service Teachers' Memories

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Abstract
This qualitative descriptive study examined the positive and negative teacher images emerging in pre-service teachers' memories, the perceptions and emotions associated with these memories, and the characteristics they wished to emulate or avoid in their future teaching. The apprenticeship of observation was used as an interpretive framework. Twenty-seven pre-service teachers enrolled in six undergraduate teacher-education programs in Türkiye provided 54 teacher-specific written memories, including 28 positive and 26 negative accounts. The data were analyzed using predominantly inductive qualitative content analysis. Positive memories were concentrated at the elementary school level, whereas negative memories were more frequent at the high school level. However, these patterns were interpreted cautiously because of temporal distance and the structure of the elicitation prompts. Positive teacher images emphasized supportive and empathetic communication, caring and nurturing approaches, cheerfulness, and feelings of gratitude and love. Negative images were characterized by scolding and sarcastic approaches, critical communication, unfairness, and controlling conduct. Pedagogical competence also remained salient, while discipline was evaluated positively when associated with consistency, order, and safety rather than authoritarian control. Participants most often wished to emulate positive communication and personality characteristics and to avoid poor communication, negative personality traits, and weak professional competence. The findings support a non-deterministic interpretation of the apprenticeship of observation in which remembered teachers function as multidimensional professional reference points that are selectively evaluated rather than simply reproduced.

Keywords: Pre-Service teachers, Teacher-Student interaction, Memories, Teacher behaviors, Emotions, Apprenticeship of observation

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Introduction

Numerous studies, classifications, and expectations exist regarding the skills, competencies, and abilities teachers must possess to successfully perform their profession, effectively manage educational processes, and, in short, become effective teachers (Koçyiğit et al., 2020; Mara & Morar, 2023; Tosuntaş, 2020). In the past, the teacher profile was primarily defined through the role of a knowledge transmitter, an authority-based figure, and someone who centrally managed the teaching process. However, merely managing the teaching process well is necessary but insufficient for effective teaching. Today, teachers are viewed as professionals who facilitate learning, jointly support students' cognitive and affective development, and possess strong communication and guidance skills (Özkan & Arslantaş, 2013). Research has shown that personality traits and human emotions influence many organizational variables, and similarly, there is an affective dimension in educational processes (Becker et al., 2014). Until recently, emotions and their importance in teacher-student relationships have not been addressed extensively (Uitto et al., 2018). In particular, contemporary educational approaches emphasize that the teacher is not merely an actor who delivers academic knowledge, but also assumes a role that attends to students' emotional needs, is sensitive to individual differences, and creates interaction-based learning environments. Consequently, research and conceptualizations regarding the emotional variables, attitudes and communication skills of teachers and students have become widespread in recent years across educational organizations, school settings, classrooms, and any context where the teaching profession is practiced (Pi et al., 2022; Wang et al., 2024). The impact of emotions on organizational behavior (Ashkanasy & Dorris, 2017), job satisfaction and organizational commitment in educational organizations (Naderi Anari, 2012), as well as research areas such as emotional labor, psychological capital, or topics like resentment, grudge bearing, behavioral reductionism, and the effect of emotions on cognition or conceptions (Bächler & Salas, 2021; Çetinkaya & Koçyiğit, 2021; Koçyiğit & Tekel, 2021; Şehitoğlu & Koçyiğit, 2023) have increasingly become the focus of research in education.

Additionally, it is known that the emotions or thoughts evoked in students by teachers' attitudes and behaviors influence students' emotions, thoughts, attitudes, and outcomes regarding education and school (Pi et al., 2022). Research on topics such as teacher self-efficacy, self-perception and teacher expectations indicates that teachers who possess these characteristics to a high degree have a significant positive impact on students, not only enhancing their academic achievement but also increasing their positive feelings toward school and classroom practices (Lee & Kim, 2025; Swarnalatha, 2019; Wang & Pan, 2025). Based on all this, it can be concluded that teachers must possess certain professional and personal characteristics or competencies. Accordingly, the Ministry of National Education also categorized teacher competencies into three main headings—professional knowledge, professional skills, and attitudes and values—in its 2017 document titled "General Competencies of the Teaching Profession"; within the attitudes and values competency area, it added sub-competencies such as approach to students, communication and collaboration, and personal and professional development (MoNE, 2017).

On the other hand, questions such as what kinds of emotions and conceptualizations these personal characteristics evoke in students, or what the teacher behaviors or attitudes embedded in students' memories look like and what effects these have left on them, emerge as another issue. To illustrate with an example, if teachers were asked for their opinions on the statement "A teacher must be honest," not a single teacher would say no. However, when examining the teacher images or profiles embedded in students' minds, have all teachers actually behaved in accordance with what this judgment requires, and what kind of teacher profile have they established in the minds of students who will one day become teachers themselves?

The literature includes studies aimed at identifying the profile of an ideal or effective teacher based on the perceptions of students and teachers in terms of subject-specific teaching competence, pedagogical knowledge, and social-emotional skills (Demir & Koçyiğit, 2014). From the perspective of pre-service teachers, Çalışkan et al. (2013) sought to describe the ideal teacher and noted that the personal and educational characteristics of the ideal teacher are more important than content and program knowledge. Similarly, Holzberger et al. (2019) emphasized that, rather than requiring a teacher to be perfect in every aspect, being a teacher who has surpassed certain thresholds in specific areas may be more important for being an effective teacher. Various studies have also revealed that the most important characteristics of an ideal teacher are objectivity (Çakmak, 2009) and being understanding (Taşkaya, 2012). These studies highlight the impact of a teacher's personal, emotional, and relational characteristics on students, rather than their subject and curriculum knowledge.

In addition to studies aiming to identify an ideal or effective teacher, there are also studies that aim to highlight the importance of the relational and emotional dimensions of teacher-student communication. In his study, Van Hook (2002) focused on pre-service teachers' memories from early childhood and stated that childhood memories

and early school experiences play a role in shaping the values, beliefs, and expectations related to their future educational experiences. In a similar study, Bächler and Salas (2021) examined pre-service teachers' school memories specifically in terms of their conceptualizations of the relationship between emotions and the teaching-learning process. Among other findings, they noted that many of the pre-service teachers' diverse memories regarding their educational lives stemmed from their elementary school teachers, and that those who had experienced fear in school in the past were influenced by this in their educational conceptualizations. Uitto et al. (2018) demonstrated that the teacher's role as a source of love, understanding, guidance, and inspiration is important, based on positive teacher memories. Similarly, Yurt and Keleş (2019), in their study with preschool teachers, noted that affective characteristics such as enthusiasm and authenticity are considered important for effective teaching. In a recent study, Meço (2025) found that students highlighted individual attention, communication skills, and an energetic attitude as the most prominent traits in teachers they liked; conversely, they emphasized negative traits such as unfairness, aggressiveness, and indifference in teachers they did not like. When these findings are evaluated together, it becomes evident that teachers' personal, relational, and communicative characteristics, together with the emotional effects they create, play an important role in how teachers are remembered, evaluated, and represented in students' later perceptions. These studies in the literature demonstrate that the teaching profession is not limited to pedagogical competence alone, but that teachers' affective characteristics and communication skills are also effective in the teaching process.

Within this multidimensional framework, while students remember some teachers for the academic contributions they made, they remember others for the interest shown in them, the communication established, the fair or unfair attitudes displayed, and the emotional impacts created. For this reason, the significance of teaching in students' experiential world is too comprehensive to be understood solely through teaching methods or academic achievement indicators. In this regard, memories of past teachers offer an opportunity to examine which teacher characteristics leave a mark on students' experiences and how these characteristics are interpreted, hence making it possible to inform efforts to make teaching a more reflective undertaking (Lortie, 2005; Sarason, 2005).

Memories of past teachers are not unaltered records of events as they occurred, but rather narratives in which past experiences are selectively re-interpreted through the lens of the present. Therefore, memories of teachers should be treated not as direct evidence of what objectively happened in the past, but as a data source revealing which teacher characteristics have become enduring in participants' memories and how they are interpreted today (Crowe & McGarr, 2022).

Memories about teachers become more significant when it comes to pre-service teachers. Pre-service teachers are not only students who have observed their teachers in the past but also individuals who will assume a similar professional role in the future. Therefore, it is insufficient to evaluate their narratives about past teachers merely as recollections of their student experiences. These narratives may also include pre-service teachers' preconceptions about teaching, their professional expectations, and the images of teachers they look up to or seek to avoid emulating (Calderhead & Robson, 1991). In other words, pre-service teachers do not merely recall the teachers they encountered in the past; they also evaluate those teachers' behaviors in terms of what kind of teacher they wish to become—or not become—in the future.

A closely related body of literature highlights images of the ideal teacher, emphasizing not only subject and curricular knowledge but also personal, social-emotional, educational, and interpersonal traits like empathy and objectivity (Çakmak, 2009; Çalışkan et al., 2013; Chang-Kredl & Kingsley, 2014; Demir & Koçyiğit, 2014; Holzberger et al., 2019; Taşkaya, 2012; Üstüner et al., 2021). These studies provide an important descriptive background for understanding which traits are valued; however, they do not measure teachers' objective effectiveness and do not, on their own, explain how past teaching experiences are evaluated and linked to professional traits that are desired or to be avoided today.

When studies on ideal or valued teacher characteristics are considered alongside research focusing on school memories, it becomes evident what pre-service teachers value in teachers and which characteristics have become emotionally prominent in their past experiences (Çalışkan et al., 2013). However, when considered separately, these different lines of inquiry only partially explain how the recalled experiences come together in the participants' current images of teachers and acquire professional meaning for the future. In this study, teacher images emerging from pre-service teachers' memories and the emotions they evoked are treated as patterns formed by the personal, relational, communicative, and professional characteristics represented in the pre-service teachers' memories and not evaluated as objective criteria for an ideal or effective teacher.

Memories of Past Teachers and the Apprenticeship of Observation

Lortie (1975) conceptualized the notion of an apprenticeship of observation, which refers to the beliefs and assumptions about teaching that pre-service teachers develop through the period spent as students before entering formal teacher education. Pre-service teachers' experiences in this period may form some kind of pre-existing set of ideas about teaching, contribute to a latent culture of values and orientations, shape their perceptions of teaching and their professional identity, and remain influential during teacher preparation (Botha, 2020; Calderhead & Robson, 1991). The construct has therefore been linked to the persistence of established conceptions of teaching and to difficulties in developing more reflective and sophisticated professional understandings (Crowe & McGarr, 2022; Schempp, 1987). In its conventional interpretation, prolonged exposure to schooling may reinforce deeply rooted assumptions about what teaching and schooling should look like and contribute to the reproduction of established practices across generations (Smagorinsky & Barnes, 2014). However, although schooling is considered highly influential, the extent to which these experiences carry over into later professional practice remains incompletely understood (Davis, 2026; Lortie, 2005).

A major criticism of the apprenticeship of observation is that it has sometimes been interpreted too deterministically, as if prior schooling uniformly shapes later teaching beliefs and practices. Mewborn and Tyminski (2006) argue that these experiences may instead be interpreted and used in different ways. The construct has also been criticized for reflecting the educational conditions of an earlier period, whereas contemporary pre-service teachers are exposed to broader pedagogical resources, changing school practices, more diverse educational experiences, and new teaching-related experiences that were not encompassed by the original formulation (Brunker, 2024; Davis, 2026; Smagorinsky & Barnes, 2014).

While these criticisms call for a more context-sensitive understanding of the construct, the present study focuses more on the emotional dimension of prior schooling, particularly the affective components associated with memorable images of former teachers (Calderhead & Robson, 1991). From this perspective, the apprenticeship of observation remains a useful conceptual lens for examining these affective traces. Studies showing that pre-service teachers enter teacher education with pre-existing images of teachers and assumptions about teaching also support this framework (Calderhead & Robson, 1991; Smagorinsky & Barnes, 2014).

Apprenticeship of observation has long been interpreted as a conservative influence that stands in the way of new pedagogies introduced in teacher education and can lead to the reproduction of traditional teaching methods (Smagorinsky & Barnes, 2014). However, subsequent studies show that past practices are not always directly replicated and that prior experiences do not necessarily determine subsequent professional behavior. Mewborn and Tyminski (2006) showed that pre-service teachers can critically evaluate their past negative experiences and transform them into resources that guide them toward different classroom practices. Moodie (2016) also demonstrated that negative prior experiences function as an anti-apprenticeship of observation by clarifying the practices teachers seek to avoid. The blended apprenticeship of observation model proposed by Cancino et al. (2020) suggests that positive and negative past experiences may shape teacher beliefs and teaching choices in interaction with the current teaching context and personal perspectives. Taken together, these studies suggest that the apprenticeship of observation is not simply a process of imitation, but may involve selective evaluation, negotiation, and reinterpretation of prior experiences. Accordingly, school memories should not be understood simply as passive reproductions of past experiences. Crowe and McGarr (2022) found that pre-service teachers agentically constructed their memories of schooling, selectively encoding and recalling experiences that were congruent with their goals and self-conceptions.

While studies in Türkiye have examined pre-service teachers' perceptions of the ideal teacher (Çalışkan et al., 2013; Kara, 2020) and their memories of former teachers and teacher role models (Metin & Kuzey, 2025), research examining positive and negative memories of former teachers together with the characteristics pre-service teachers wish to adopt or avoid appears to remain relatively limited, particularly through the framework of the apprenticeship of observation. This study addresses this gap within the context of teacher education in Türkiye.

Accordingly, the aim of this study is to examine the positive and negative teacher images emerging in pre-service teachers' memories within the framework of the apprenticeship of observation. In this context, the study examines the personal, relational, communicative, and professional characteristics of remembered teachers, as well as which of these characteristics pre-service teachers wish to adopt or avoid in the future. The study's contribution lies in offering a context-sensitive account of how past schooling experiences, including their emotional dimension, are evaluated as multidimensional reference points for future professional practice, rather than merely depicting positive and negative teachers as separate examples of "good" and "bad." However, the study does not propose a

universal profile of an ideal or effective teacher; nor does it assume that memories determine subsequent practices or that remembered teachers reflect their actual effectiveness. To this end, the study sought answers to the following research questions:

Main research question:
What positive and negative images of teachers emerge from pre-service teachers' memories, and how do participants connect these images with the characteristics they wish to emulate or avoid in their future teaching?
Sub-research questions:
1- How are positive and negative teacher memories distributed across educational levels (elementary school, middle school, and high school)?
2- How are remembered personal characteristics, relational approaches, communication, and emotions represented in positive and negative memories?
3- How are pedagogical engagement, competence, discipline, and classroom management represented in the memories?
4- Which characteristics of remembered teachers do participants wish to emulate or avoid in their future teaching?

Method

The aim of this study is to analyze pre-service teachers' memories of their own teachers in order to identify the positive or negative characteristics of these teachers and to identify the personal, relational, communicative, and professional characteristics they associated with positive and negative school memories. It also examines how participants connected these remembered experiences with the professional characteristics they wished to emulate or avoid.

Research Design

This study employed a qualitative descriptive design using qualitative content analysis. Qualitative description is appropriate when the aim is to provide a comprehensive, data-near account of events and experiences in terms that remain close to participants' own expressions rather than to generate a formal theory or identify the essential structure of lived experience (Sandelowski, 2000, 2010). Accordingly, the study sought to describe how pre-service teachers represented memorable teachers in their written memories and how they connected remembered characteristics with qualities they wished to emulate or avoid. The apprenticeship of observation was used as an interpretive framework for contextualizing the findings rather than as an a priori coding framework. The memories were treated as participants' retrospective interpretations of earlier school experiences rather than as objective records of past events.

Participants

The participants were 27 pre-service teachers enrolled in six undergraduate programs at the Faculty of Education at Afyon Kocatepe University during the 2022 spring term. Participants were recruited purposively from a defined group of eligible pre-service teachers who were able to provide written memories of former teachers. Participation was entirely voluntary. Fifty-two pre-service teachers were invited to participate. Of these, 27 volunteered and met the inclusion criteria. No volunteer was excluded from the study.

An initial review of the written memories showed recurring codes, and the later memories did not yield substantively new categories. The researchers therefore considered the data provided by the 27 participants sufficiently rich and varied to address the research questions and did not undertake additional recruitment. This judgment was based on observed code recurrence and categorical adequacy.

Table 1. Participant characteristics

Variables	Categories	N	%
Gender	Female	23	85.19
	Male	4	14.81
Undergraduate program	Pre-school	7	25.93
	Turkish Education	6	22.22
	Social Studies	5	18.52
	Primary School	4	14.81
	Science	3	11.11
	Elementary School Mathematics	2	7.41
Academic year	Second year	5	18.52

	Third year	15	55.56
	Fourth year	7	25.93
Practicum experience	Yes	7	25.93
	No	20	74.07

As shown in Table 1, 23 participants were female (85.19%) and 4 were male (14.81%). Participants were enrolled in six undergraduate programs. Five were second-year students (18.52%), 15 were third-year students (55.56%), and 7 were fourth-year students (25.93%). The seven fourth-year participants had begun their school practicum, whereas the remaining 20 participants had not.

The 27 participants provided a total of 54 teacher-specific written memories: 28 positive and 26 negative. Twenty-five participants provided one positive and one negative memory. One participant provided only a positive memory, whereas another provided two positive memories and one negative memory. The two positive memories provided by the latter participant concerned two different teachers and were treated as separate units of analysis. All other memories focused on one teacher. When a memory included multiple incidents involving the same teacher, the incidents were retained within a single teacher-specific unit of analysis.

Data Collection Instrument

Data were collected using a semi-structured written form developed by the researchers (see Appendix 1). The form contained two sets of open-ended prompts asking participants to write about teachers they remembered positively and negatively, the contexts in which the remembered experiences occurred, the teachers' characteristics, the emotions associated with those teachers, and the characteristics participants wished to emulate or avoid in their future practice. During instrument development, draft questions were informed by the relevant literature and piloted with eight pre-service teachers from different undergraduate programs. The pilot indicated that the form functioned as intended; therefore, no changes were made to the wording or organization of the questions. These eight pre-service teachers were not included among the final 27 participants.

The separate positive and negative prompts were used to support the comparative focus of the research questions. However, this structure may have encouraged participants to organize their recollections in binary terms. Because the data were produced in writing rather than through oral interviews, the researchers did not use follow-up questions or probes. Consequently, the memories varied in detail and may have been influenced by participants' recall, writing ability, and motivation. These implications are considered in the limitations of the study.

Data Collection Procedure

Ethical approval for the study was obtained through Decision No. 2021/411 dated December 17, 2021, of Afyon Kocatepe University Social and Human Sciences Scientific Research and Publication Ethics Committee, confirming that there were no ethical concerns regarding the study. Data were collected over a two-week period during the 2022 spring term. During sessions attended by one of the researchers, participants completed the form in writing. They were asked to read the form before responding and could request clarification if an instruction was unclear. The researcher remained at a distance, did not inspect responses while they were being written, and did not ask probing or follow-up questions about the content. The completed written memories constituted the primary data source.

Data Analysis

The written memories were analyzed using predominantly inductive qualitative content analysis (Graneheim & Lundman, 2004). The analytic domains were initially structured by the research questions and the written prompts, but codes and categories within these domains were generated inductively from the data rather than derived from the apprenticeship of observation framework. The dataset comprised 54 teacher-specific memories: 28 positive and 26 negative. Each teacher-specific memory constituted a unit of analysis. Within these memories, the coding unit was a meaning unit (i.e., usually a meaningful word or expression and, when the relevant meaning depended on its context, a complete sentence). The analysis combined prompt-structured analytic domains with inductive, data-driven coding. The broad domains of positive and negative memories; remembered personal characteristics, approaches, communication, emotions, teaching practices, discipline, and classroom management; and qualities to emulate or avoid were structured by the written prompts and research questions. Within these domains, no pre-established code list was used. The memories were repeatedly read, relevant meaning units were identified, and

descriptive codes were generated inductively from the data while remaining close to the explicit content. Similar codes were then compared and grouped into categories within the relevant analytic domains. For higher-order reporting, these categories were compared for conceptual overlap and organized into four themes: Positive Relational Experiences; Negative Relational Experiences; Pedagogical Engagement, Competence, and Discipline; and Professional Role Models. This consolidation was used to present the findings more coherently and it did not alter the original descriptive codes or their recorded frequencies. All assigned codes and their frequencies were recorded in a coding matrix.

For analytic reporting, related dimensions were operationally distinguished as follows. A personality trait was a generalized dispositional description of a teacher that was not limited to a particular interaction (e.g., cheerful, tolerant, or rude). An approach was a remembered pattern of treatment or action toward students (e.g., caring, scolding, discriminatory, or indifferent). A communication style referred to the manner in which the teacher addressed or interacted with students (e.g., supportive and empathetic, critical, or authoritarian/controlling). A feeling was an emotion explicitly reported by the participant toward the remembered teacher or experience. Teaching skill referred to the organization and delivery of subject content and the involvement of students in learning, whereas classroom management referred to the management of group processes, order, and the resulting classroom environment. Remembered discipline was used when a memory explicitly characterized a teacher through disciplined, consistent, prepared, or orderly conduct. Professional model orientation was used only when participants explicitly identified a characteristic they wished to emulate or avoid. Identical or closely related labels could appear under more than one analytic dimension when their contextual function differed; classification was based on use in context rather than word form alone where possible.

A single memory could receive multiple codes when it contained more than one meaningful characteristic. For example, if a teacher was described as both 'rude' and 'grim-faced,' these expressions were coded as two distinct characteristics. Accordingly, the frequencies reported in the tables represent the frequencies of coded meaningful expressions, rather than the numbers of participants or teacher-specific memories. Because one memory could contribute to multiple codes, the sums of frequencies may exceed the numbers of positive or negative memories. All codes, including those with low frequencies, were retained in the coding matrix and considered in the analysis. Some low-frequency codes were omitted from the tables solely to keep the tabular presentation concise, but they were not removed from the dataset or the interpretation.

The Roles of the Researchers

One of the researchers in this study is a teacher with 15 years' teaching experience, while the other is an associate professor in the field of educational administration. The researcher who conducted the data collection process had taught the participants during the data collection period. However, the research was conducted independently of the course assessment and evaluation processes. Participation was entirely voluntary, and neither participants' attendance nor their written responses were graded or used for any academic assessment. Participants were also informed in advance that the coding and analysis of the data would be conducted only after the end of the academic term.

Trustworthiness and Credibility

Several procedures were used to support the credibility and analytic consistency of the study. The findings were grounded in participants' written memories, and direct quotations were included to make the relationship between the data, codes, and interpretations visible. The coding matrix preserved the links among teacher-specific memories, meaning units, assigned codes, categories, and frequencies. The completed written forms, coding matrix, and analysis notes were retained as an audit trail documenting the analytic process. The researcher who administered the written form had taught the participants, but participation was entirely voluntary and neither participation nor the written responses were graded or used in any form of assessment. No formal reflexive journal was maintained. To reduce interpretive imposition, the coding was descriptive and remained close to the explicit words, expressions, and sentences used in participants' written memories. Meanings not supported by the written text were not coded.

To examine intercoder consistency, the primary researcher and an independent second coder—a teacher holding a graduate degree in educational sciences—independently coded the memories contributed by five randomly selected participants (18.5%). Initial agreement was calculated before discussion using the Miles and Huberman (1994, p. 64) formula: number of agreements divided by the total number of agreements and disagreements, multiplied by 100. The coders agreed in 72 of 90 coding comparisons and disagreed in 18, yielding an initial

agreement rate of 80% [72 / (72 + 18) × 100]. After the initial calculation, the 18 coding disagreements were discussed and resolved through consensus.

Findings

The findings are presented first by educational level and then under four higher-order reporting themes: Positive Relational Experiences; Negative Relational Experiences; Pedagogical Engagement, Competence, and Discipline; and Professional Role Models. These themes integrate the original analytic dimensions of teacher characteristics, approaches, communication, teaching skills, classroom management, emotions, and role-modeling. Frequencies refer to coded occurrences. Because a single memory could contribute multiple codes, frequencies across dimensions are not additive.

Distribution of Positive and Negative Memories across Educational Levels

Table 2. Memories by educational level

Educational level	Positive memories	Negative memories
Elementary school	14	1
Middle school	8	8
High school	6	17

The 54 teacher-specific memories comprised 28 positive and 26 negative memories. Fifteen memories concerned elementary school, of which 14 were positive and 1 was negative. The 16 middle school memories were evenly distributed between positive and negative memories. Of the 23 high school memories, 6 were positive and 17 were negative. Thus, positive memories were concentrated in the elementary school memories, whereas negative memories were concentrated in the high school memories.

Positive Relational Experiences

Positive relational experiences brought together codes that had previously been presented separately as personality traits, approaches, communication styles, and feelings. Table 3 groups these codes by their original analytic dimension without combining their frequencies.

Table 3. Codes associated with positive relational experiences

Analytic dimension	Code	Frequency
Personality trait	Cheerful	12
	Tolerant	9
	Supportive	6
	Warm-hearted	5
	Helpful	5
	Nurturing	5
	Fair	5
Approach	Supportive/caring	14
	Nurturing	9
Communication style	Supportive and empathetic	23
Feeling	Gratitude	17
	Love	17
	Respect	6

Note. Frequencies represent coded occurrences and should not be summed across dimensions because the same memory could contribute multiple codes.

The most frequent relational code was supportive and empathetic communication (23). Supportive/caring approaches (14), cheerfulness (12), and nurturing approaches (9) also stood out. Across these dimensions, participants described positive teachers through how they spoke to students, showed interest, and created interpersonal closeness rather than through a single isolated characteristic. Other personality traits not included in the table were considerate (4), polite (3), honest (2), self-sacrificing (2), and realistic (1).

> Participant 22: *"...He spoke to everyone very well, got along with them, and cared about them; I would also very much like to care for my students and understand them just like he did..."*

In this memory, caring was described as a consistent way of relating to the whole class, and the participant explicitly connected the remembered relationship with a quality they wished to reproduce in future teaching. Participant 13 described their teacher's positive personality trait of being cheerful as follows: *"...She was the most cheerful, warm-hearted teacher I've ever seen...*" Participant 14 similarly associated a cheerful demeanor with warm, trusting, and supportive relationships:

> Participant 14: *"...My teacher was very cheerful and someone who built warm relationships with students. I also look up to her for always being trusting and supportive..."*

Nurturing appeared both as a personality trait (5) and as an approach (9). Participants compared such teachers with mothers, older siblings, or close friends. For instance, participant 16 wrote, *"...My teacher treated her students just as a mother would treat her child...*" The overlap shows why these frequencies were retained within their original dimensions rather than added into a single relational total. Positive memories were also accompanied most frequently by gratitude (17) and love (17), followed by respect (6). Participant 24 described these feelings by saying, *"...I feel a very pure love and great gratitude toward all of them.*" Participant 25 stated, "*I respect them.*" These feelings describe the personal meaning assigned to the remembered relationships rather than an independent measure of teacher effectiveness.

Negative Relational Experiences

Negative relational experiences likewise combined personal descriptions, teacher approaches, communication styles, and participants' feelings. Table 4 retains the original frequencies while bringing these related dimensions together.

Table 4. Codes associated with negative relational experiences

Analytic dimension	Code	Frequency
Personality trait	Unfair	7
	Rude	6
	Stern	5
	Irritable/angry	5
	Arrogant	2
Approach	Sarcastic and scolding	16
	Discriminatory	6
	Indifferent	3
Communication style	Critical	9
	Authoritarian/controlling	6
	Discriminatory	6
Feeling	Disliking	5
	Hate	3
	Disappointment	3
	Nothing	3

Note. Frequencies represent coded occurrences and should not be summed across dimensions. Lower-frequency codes retained in the analysis are reported below.

Sarcastic and scolding approaches were the most frequent negative relational code (16), followed by critical communication (9). The memories located these experiences in concrete interactions, including public scolding, belittling, yelling, and exclusion from the teacher's attention.

> Participant 1: *"...he was very angry. He called me up to the board in front of everyone in the class, scolded me, and made me cry..."*

This excerpt connects a teacher's anger and public reprimand with the participant's immediate emotional response. Unfairness (7) was described particularly through unequal attention and preferential treatment.

> Participant 9: *"Just as I never liked it during my high school education, the teacher showed positive discrimination toward my friends who got into elite departments like medicine and engineering."* Participant 27 described a similar pattern: "*He favored the more successful students in class. He conducted the lesson only with them.*"

In these memories, unfairness was therefore remembered not only as a general trait but as unequal access to the teacher's instructional attention. Rudeness (6), discriminatory approaches (6), discriminatory communication (6), and authoritarian/controlling communication (6) further reflected how negative judgments were tied to specific ways of addressing and treating students. Other negative personality traits not listed in the table include authoritarian (oppressive) (1), selfish (1), lacking empathy (1), insincere (1), and disorganized (1).

Participant 11 described the teacher's perceived rude behavior as follows: "*...He was the kind of person who mistook being rude for discipline. He was someone who would shout and yell in front of the students...*" Participant 4 described the teacher's sternness as follows: "*...When he came to class, he would enter the classroom with a stern expression... I don't want to be such a cold and unapproachable teacher*." Participant 10 described this situation as follows: "*...He never smiled in class; he'd come in, teach the lesson, and leave. I wouldn't want to model his very strict and irritable demeanor...*"

The most frequently reported negative feeling was disliking (5), followed by hate (3), disappointment (3), and no particular feeling (3). Other reported feelings were inability to be optimistic (2), coldness (2), anger (1), lack of respect (1), inability to take the teacher seriously (1), nausea (1), restlessness (1), and unhappiness (1).

Participant 21 summarized the connection between conduct and feeling by stating, "*Of course, I don't like any of them; what they did was wrong and hurtful.*" Participant 19 described the feeling of hatred by saying, "*...I hated them. Their voice was grating on my ears; it had turned into intense hatred...*" Participant 13 described their feelings by saying, "*...Disappointment...*"

Pedagogical Engagement, Competence, and Discipline

Memorable pedagogical experiences included both instructional practice and classroom management. Table 5 brings together the original teaching-skill, discipline, and classroom-management codes without altering their frequencies.

Table 5. Codes associated with pedagogical engagement, competence, and discipline

Analytic dimension	Code	Frequency
Remembered discipline	Disciplined	10
Teaching skill	Ineffective/inefficient teaching	12
	Effective/engaging teaching	8
	Fostering active student participation	6
	Encouraging a love of reading	4
	Mastery of subject matter	3
	Lacks subject matter knowledge	2
Classroom management	Successful classroom management	10
	Unsuccessful classroom management	5

Note. Frequencies represent coded occurrences and should not be summed across dimensions.

Ineffective or inefficient teaching (12) was the most frequent teaching-skill code, showing that professional competence was not absent from the participants' memories. Memories coded in this category described weak explanation, reliance on rote learning, and limited instructional activity.

> Participant 5: *"...In class, they would open a slide on the board and read it. They never got up from their seat..."*

In contrast, effective and engaging teaching (8) was remembered through enjoyable delivery, while fostering active student participation (6) was associated with hands-on activities and projects.

> Participant 15: *"...For example, he would tell the epic stories in social studies class in a way that made us laugh... I want to teach with such enjoyment in the future..."*
>
> Participant 24: *"...He organized various activities, held competitions, and addressed other shortcomings in the school. He never stopped, did many things, and always involved his students in the process..."*

Discipline was remembered positively when it referred to order, consistency, and a sense of safety. Participant 19 described their teacher's positive personality trait of being disciplined as follows: "*They were very disciplined. They were organized and polite. What impressed me most about teachers was order and discipline in the classroom. When there was order, I felt safe…*" This differs from the stern, critical, or authoritarian conduct reported under Negative Relational Experiences, where control was associated with yelling, irritability, or interpersonal distance. Successful classroom management (10) was similarly described as establishing discipline or maintaining control without those negative relational features. Participant 5 described this situation by stating, "*... Even though they were a newly assigned teacher, I think they had good classroom management...*"

> Participant 3: *"...My class was very crowded, and I was sitting in the front row. The female teacher was lecturing with her back completely turned to the board. Naturally, the class was very noisy..."*

This memory illustrates how unsuccessful classroom management (5) was described through the organization of instruction and the resulting class environment rather than through a personality label alone.

Professional Role Models

Participants described remembered teachers as both positive and negative professional models. Table 6 presents the characteristics they wished to emulate and those they wished to avoid.

Table 6. Characteristics participants wanted to emulate or avoid

Professional-model orientation	Characteristic	Frequency
Wanted to emulate	Positive communication skills	18
	Positive personality traits	16
	Positive professional competence	9
Wanted to avoid	Poor communication skills	12
	Negative personality traits	9
	Negative professional competence	8

Note. Frequencies represent coded occurrences; one memory could contribute to more than one characteristic.

Positive communication skills were the most frequent characteristics that participants wished to emulate (18), followed by positive personality traits (16) and positive professional competence (9). The resulting positive professional model therefore included relational, personal, and pedagogical characteristics.

Participant 27: *"...When I become a teacher, I want to embrace my work just like he/she does. I want to always come to class prepared."*

Participant 26 stated, "*...I take his/her interest and communication as an example*".

Participant 16 said, "*...I want to take his/her helpfulness as a role model*".

Other participants referred to the teacher's interest and communication (Participant 26) or helpfulness (Participant 16) as qualities they wished to adopt. Negative memories also supplied models of what to avoid. Poor communication skills were mentioned 12 times, negative personality traits 9 times, and negative professional competence 8 times.

Participant 21: *"...I don't want to humiliate my students, nor do I want to insult them in response to their ideas."*

Participant 25 mentioned, "*...being irritable and prone to violence...*"

Participant 13: *"...I don't want my students to think my subject knowledge is lacking or that I have other teachers solve their questions."*

These statements connect remembered communication and competence with participants' anticipated conduct as teachers. Four participants also explicitly stated that remembered teachers influenced their choice of department. Participant 9 wrote, "*Thanks to him, I am currently studying at this faculty*", while participant 13 stated, "*Because I loved my teacher so much, I told my family as early as first grade that I dreamed of becoming a teacher one day*." These explicit memories, rather than similarity of subject area alone, provide the basis for reporting a perceived connection between remembered teachers and participants' professional choices.

Across the four themes, the written memories linked what teachers did, how participants felt about those interactions, and which characteristics they wished to reproduce or avoid in their own professional practice. This thematic organization describes the connections participants made in their memories and it does not independently establish the actual effectiveness of the remembered teachers or a certain causal influence on participants' later choices.

Discussion

This study examined how 27 pre-service teachers represented memorable teachers in 54 written memories and how they connected remembered characteristics with anticipated professional conduct. The apprenticeship of observation provides the main interpretive framework. Accordingly, the memories are discussed as participants' present reconstructions of earlier observations, not as objective records of teacher behavior or evidence of certain causal influence.

School-Level Patterns as Retrospectively Reconstructed Memories

Positive memories were concentrated in elementary school as 14 of the 15 elementary-school memories were positive. By contrast, 17 of the 23 high-school memories were negative. Bächler and Salas (2021) likewise reported emotionally significant school memories associated with elementary school teachers. However, Smagorinsky and Barnes (2014) found that secondary schooling supplied the largest number of both positive and negative examples in their dataset, with distributions also varying across teacher education cohorts. Taken together, these differences indicate that the present school-level distribution is not a stable pattern.

Temporal distance, the positive/negative structure of the prompts, and participants' current professional concerns may have affected which events were selected and how they were interpreted. This interpretation is consistent with Crowe and McGarr's (2022) account of pre-service teachers' school memories as selectively reconstructed in relation to their current goals and self-conceptions. The school-level finding therefore locates the memories selected from participants' observation histories and it does not show that elementary school teachers were inherently more positive and that high school teachers were inherently more negative, or that either group had a stronger effect on later practice.

Relational Recognition, Fairness, and Emotional Salience

Positive relational experiences were organized around supportive and empathetic communication (23 coded occurrences), supportive and caring approaches (14), cheerfulness (12), and nurturing approaches (9); gratitude and love were each reported 17 times. This pattern resembles Uitto et al.'s (2018) accounts of memorable teachers as sources of love, understanding, guidance, and inspiration. It is also consistent with Lortie's (2005) observation that experienced teachers often described outstanding former teachers through affection and personal concern. In the present study, these characteristics were important because participants described being noticed, supported, and treated warmly, but the data do not show that they improved academic achievement. In line with this research finding, related studies have examined classroom management strategies and body language as dimensions of teacher behavior in classroom interactions (Akgün et al., 2011; Özbent, 2007). More specifically, Marici et al. (2025) experimentally examined teachers' emotional facial expressions in relation to primary school students' perceptions and engagement, while Sun et al. (2024) discussed emotional intelligence and joyful teaching in relation to student engagement and achievement.

Negative relational experiences emphasized sarcastic or scolding approaches (16), critical communication (9), and unfairness (7). Unfairness was recalled mainly as unequal access to teacher attention and instructional interaction, not only as unfair grading. The lower frequency of fairness in positive memories should not be taken to mean that fairness was unimportant as the dataset only shows that unfairness was more visible in the negative memories. From the student position emphasized in the apprenticeship of observation, communication, attention, and fairness are directly experienced and readily observable, while teachers' intentions and contextual reasoning are less accessible (Crowe & McGarr, 2022; Mewborn & Tyminski, 2006). The findings therefore support the relevance of observable relational conduct to remembered teacher images, but not claims about teachers' intentions, academic effects, or subsequent causal influence.

The emotional responses associated with negative memories were also notable. Participants reported not only disliking and disappointment but, in some cases, hatred, anger, restlessness, and other aversive feelings toward remembered teachers. The presence of such emotionally charged recollections suggests that some negative teacher experiences remain highly salient in pre-service teachers' memories. This pattern is consistent with research showing that emotionally significant school experiences may continue to shape how pre-service teachers interpret and conceptualize their prior schooling (Bächler & Salas, 2021). At the same time, these emotional responses can be understood as participants' present interpretations of reconstructed memories rather than as direct indicators of the objective severity of the original experiences (Crowe & McGarr, 2022).

Pedagogical Engagement, Competence, and Disciplined Structure

Relational prominence did not make professional competence irrelevant. Ineffective or inefficient teaching was the most frequent teaching-skill code (12); effective and engaging teaching (8), active participation (6), classroom management (15 coded occurrences), and subject-matter knowledge (5 coded occurrences) were also represented. Smagorinsky and Barnes (2014) similarly found that pre-service teachers' positive and negative models included both demeanor and pedagogy, including supportive conduct, engaging practices, rigid instruction, and instructional incompetence. In the present dataset, however, frequencies are coded occurrences rather than measures of importance or effectiveness, so they do not establish the relative value of relational and pedagogical characteristics.

Participants also distinguished disciplined structure from authoritarian control. Discipline was evaluated positively when associated with preparation, consistency, order, and safety, whereas yelling, humiliation, irritability, and interpersonal distance were evaluated negatively. This distinction is compatible with the separation of structure and guidance from controlling styles (Aelterman et al., 2019). Similar to this study's findings, Sakız (2016) noted that effective teachers are well-organized, orderly, and have neat classroom management styles, and Ahmed and du Plessis (2024) and Khuluse (2009) demonstrated that effective classroom management is possible in a well-structured and orderly environment. In terms of apprenticeship of observation, these judgments concern the visible enactment and relational consequences of teaching rather than full access to planning or pedagogical reasoning (Botha, 2020; Crowe & McGarr, 2022). They show differentiated evaluation of observable practice, not objective evidence of the remembered teachers' competence.

Remembered Teacher Images as Professional Role Models

Remembered teachers functioned as both positive and negative professional role models. Communication skills (18), personality traits (16), and professional competence (9) were prominent among the qualities participants wished to emulate, whereas poor communication (12), negative personality traits (9), and negative professional competence (8) were prominent among the qualities they wished to avoid. This coexistence accords with studies in which pre-service teachers drew on both admired and rejected models when describing future teaching (Cancino et al., 2020; Smagorinsky & Barnes, 2014). It also fits Lortie's (2005) later emphasis on helping teachers decide selectively what to retain and what to alter from prior experience, rather than treating all emulation as undesirable. Metin and Kuzey (2025) likewise emphasized communication related characteristics in pre-service teachers' teacher role models. Bozdaş (2008), from the perspectives of students, found in her study that the most important characteristic of an effective teacher, according to students, is the teacher's classroom behaviors and personal characteristics, and teaching competence, presenting a finding that also indirectly supports the results of this study. Pellikka et al. (2018), meanwhile, showed that positive memories of former teachers were related to pre-service teachers' views of an ideal teacher, supporting the broader link between remembered teachers and future-oriented teacher images.

Four participants also explicitly linked remembered teachers to their choice of department, suggesting that memorable teacher images may sometimes become part of participants' narratives about entering the teaching profession. This finding is consistent with research indicating that prior educational experiences and remembered teacher figures may contribute to pre-service teachers' professional identity expectations and reasons for entering teaching (Chang-Kredl & Kingsley, 2014).

The findings nevertheless stop at current professional intentions. Calderhead and Robson (1991) showed that negative teacher images can generate principles about what not to do without necessarily providing concrete images of an alternative practice. Gray (2020) likewise found that first-year teachers' classroom management practices became hybrids of childhood memories, teacher education, and the practices of colleagues in their schools. These studies caution against treating participants' emulate/avoid statements as predictions of later classroom behavior.

Within these limits, the professional role model findings are consistent with a non-deterministic reading of the apprenticeship of observation. Participants did not simply reproduce a single positive or negative model, but they differentiated relational treatment, pedagogical engagement, disciplined structure, and professional competence when identifying qualities to adopt or avoid. The study therefore supports selective evaluation and present meaning making as a defensible interpretation of the memories, while offering no evidence that these intentions will necessarily be enacted.

Conclusion

The findings portray memorable teachers through the intersection of relational treatment, emotional meaning, pedagogical practice, disciplined structure, and anticipated professional conduct. Positive memories emphasized supportive communication, care, cheerfulness, engaging instruction, and non-coercive order, while negative memories emphasized scolding, criticism, unequal attention, ineffective teaching, and controlling communication. Relational and emotional characteristics were highly visible, but professional competence was not absent. Most importantly, participants used both positive and negative memories to name qualities they wished to adopt or avoid as future teachers. The study therefore contributes a differentiated, context-bound account of how relational treatment, emotional meaning, pedagogical practice, disciplined structure, and professional competence are configured in remembered teacher images and connected with qualities participants intend to emulate or avoid. This contributes to a more differentiated, non-deterministic understanding of the apprenticeship of observation

perspective by portraying prior observations as multidimensional and selectively evaluated professional role-model resources rather than as practices that are simply reproduced. The findings do not establish a universally effective teacher profile, objective teaching effectiveness, or a certain causal effect on later professional practice.

Implications for Teacher Education and Practice

Teacher education programs may use structured reflections and case discussions through memories of past school experiences to help pre-service teachers examine how earlier school experiences inform their expectations of teaching. Such activities may invite critical examination of positive and negative remembered teacher images and may address respectful communication, equitable distribution of attention, constructive feedback, active instruction, and the difference between predictable classroom structure and coercive control. For practicing teachers, the findings also support attending jointly to pedagogical clarity and engagement, fair and inclusive interaction, and classroom management practices that maintain order without humiliation or interpersonal distance. It can be recommended that in-service seminars focus on topics such as empathetic relationships, classroom justice, and social-emotional competence. When defining teacher competencies, personal and emotional competencies should be expressed in a clear and measurable manner, in addition to professional knowledge and skills.

Directions for Future Research

Future research could combine written memories with in-depth interviews so that mixed, ambiguous, or changing interpretations can be probed. Longitudinal studies could examine whether stated qualities to emulate or avoid are reflected in later classroom practice, while observation or outcome data would be required to evaluate actual teaching effectiveness. Multi-institutional and cross-cultural studies could test the transferability of the relational and family-like meanings reported here. Further work could also compare educational levels while accounting for temporal distance, developmental context, subject preference, current practicum experience, examination pressure, and the effects of using binary versus more open-ended memory prompts.

Limitations and Strengths

Several limitations should guide interpretation. The study involved 27 volunteers from one faculty of education, with an uneven gender and program distribution. The retrospective memories were reconstructions of earlier experiences and may have been affected by temporal distance, current teacher education experiences, and positivity or negativity in recall. Elementary school events were generally more distant than high school events, so educational level cannot be separated from recency. The written form offered no opportunity for extensive probing; memories varied in length and detail according to recall, writing ability, and motivation. Its separate positive and negative prompts may also have encouraged binary evaluations and reduced the visibility of mixed or changing judgments. Because the researcher who administered the written form had taught the participants, completing it in the researcher's presence may have introduced social desirability or authority effects, despite the voluntary nature of participation and the fact that the written activity was neither graded nor used for any form of academic assessment. Operational distinctions were used for analytic reporting, but some expressions remained context-dependent, and the boundaries among personality, approach, and communication were necessarily interpretive. Member checking, peer debriefing, a formal reflexive journal, and information-power assessment were not used. Finally, the institutional and cultural specificity of the study limits transferability, and the data cannot establish actual teacher effectiveness, academic outcomes, or certain causal influence on later professional practice or career choice.

Within these boundaries, the study draws on 54 teacher-specific memories that include both positive and negative experiences and retains relational, emotional, pedagogical, and professional dimensions in the same analysis. Transparent definitions of the unit of analysis, analytic dimensions, and frequency rules, illustrative quotations, and an independently coded subset and the intercoder reliability strengthen the traceability of the findings.

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Author(s) Contribution Rate

The first author contributed 40%, the second author 60%.

Ethical Statement

Ethical approval was obtained from Afyon Kocatepe University Social and Human Sciences Scientific Research and Publication Ethics Committee through Decision No. 2021/411 dated December 17, 2021. Participants were assigned numbers, and teacher names, locations, school names, and other potentially identifying contextual details were omitted from quoted material. Former teachers were discussed only through participants' anonymized recollections and were not identified in the presentation of the dataset. Original handwritten responses are not reproduced. Appendix 2 presents a typed and anonymized excerpt.

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Appendix 1. Data Collection Tool

Dear pre-service teachers,
1. Throughout your student life, you may have had teachers whom you considered good or ideal, or teachers who left a positive impact on you—those you liked, respected, and could not forget. You are asked to describe the positive characteristics of such teacher(s) that have remained in your mind. While doing so, you may include one or more memories about one or more teachers. While describing your memories and your teacher's characteristics, please include the following information:
a) In which city, at what type and level of school, and during which years was this teacher teaching you?
b) What was their subject area, which course did they teach you, and what was your attitude toward that course? Did you like the course?
c) How old were you during the period when this teacher influenced you? What was the teacher's gender?
d) If you remember, please do not use their surname, you may use a pseudonym.
e) How would you describe yourself as a student in the class taught by this teacher? (e.g., successful, unsuccessful, average, etc.)
f) What were the positive characteristics of this teacher that influenced you the most? Describe one or more memories that reflect these characteristics. What kind of impact did this experience have on you?
g) Which characteristics of this teacher did you take or would you like to take as a role model in your life?
ğ) Which characteristics would you like to exemplify when you become a teacher?
h) How would you express the feelings you have toward this teacher?
2. Throughout your student life, you may also have had teachers whom you considered poor or not ideal, or teachers who left negative impressions on you—those you did not like or respect but could not forget. You are asked to describe the negative characteristics of such teacher(s) that have remained in your mind. While doing so, you may include one or more memories about one or more teachers. While describing your memories and your teacher's characteristics, please include the following information:
a) At what type and level of school, and during which years was this teacher teaching you?
b) What was their subject area, which course did they teach you, and what was your attitude toward that course? Did you like the course?
c) How old were you during the period when this teacher influenced you? What was the teacher's gender?
d) If you remember, you may provide the teacher's name; however, please do not use their surname. If you do not remember, you may use a pseudonym.
e) How would you describe yourself as a student in the class taught by this teacher? (e.g., successful, unsuccessful, average, etc.)
f) What were the negative characteristics of this teacher that influenced you the most? Describe one or more memories that reflect these characteristics. What kind of impact did this experience have on you?
g) Which characteristics of this teacher would you not want to take as a role model in your life?
ğ) Which negative characteristics would you not want to have when you become a teacher?
h) How would you express the feelings you have toward this teacher?

Appendix 2. Anonymized Excerpts from Written Memories

Original Turkish excerpt 1. [Okul Adı Çıkarıldı] Anadolu Lisesinde 10-11 ve 12. sınıflarda Coğrafya dersime giren öğretmenin adı [Öğretmen Adı Çıkarıldı]. Coğrafya dersini çok severdim. 30'larının sonunda erkek bir öğretmendi. Bu derste başarılı bir öğrenciydim. Derslere her zaman hazırlıklı gelir, konuları herkesin anlayabileceği şekilde anlatırdı. Anlamayanlar olursa anlayana kadar tekrardan anlatırdı. Bir gün ölçek hesaplama ile ilgili bir konu anlatırken ben dahil birkaç kişi konuyu anlayamadık. Bunu öğretmene söylediğimizde hiç usanmadan biz anlayana kadar konuyu defalarca kez anlattı. Öğretmenimin düzenli oluşunu örnek aldım. En sevdiğim öğretmenlerimden biri, öğretmenim olduğu için mutluyum.

English translation 1. At [School Name Removed] Anatolian High School, the teacher who taught my geography classes in grades 10, 11, and 12 was [Teacher Name Removed]. I really liked geography. He was a male teacher in his late thirties. I was successful in this course. He always came to class prepared and explained the topics in a way that everyone could understand. If there were students who did not understand, he explained the topic again until they did. One day, while explaining a topic related to scale calculation, several classmates and I did not understand it. When we told the teacher, he patiently explained it repeatedly until we understood. I took his being organized as a model. He is one of my favorite teachers, and I am happy that he was my teacher.

Original Turkish excerpt 2. [Okul Adı Çıkarıldı] Anadolu Lisesinde 12. sınıfta Edebiyat dersime giren [Öğretmen Adı Çıkarıldı] öğretmen 30'larının başlarında bir kadın öğretmendi. Sınıfa olan hakimiyeti ve dersi sıkmadan işleyişi beni çok etkilemişti. Bir gün dersi kaynatmaya çalışan öğrencileri bağırmadan çağırmadan susturup dersini işlemişti. [Öğretmen Adı Çıkarıldı] öğretmenimin sınıfa olan hakimiyetini örnek alıp öğretmen olduğumda sınıfıma bu şekilde hakim olmak istiyorum. [Öğretmen Adı Çıkarıldı] öğretmeni ve onun derslerini çok seviyorum. Bu derste başarılı bir öğrenciydim.

English translation 2. In grade 12 at [School Name Removed] Anatolian High School, the teacher who taught my literature course was [Teacher Name Removed]. She was a female teacher in her early thirties. Her command of the classroom and the way she taught without making the lesson boring impressed me greatly. One day, she quieted students who were trying to disrupt the class without shouting or raising her voice and continued teaching. I want to emulate her classroom management and manage my own classroom this way when I become a teacher. I like [Teacher Name Removed] and her lessons very much. I was successful in this course.