

AN ASSESSMENT OF ENGLISH LANGUAGE TEACHING METHODS
COURSES:
THE CASE OF MIDDLE EAST TECHNICAL UNIVERSITY FOREIGN
LANGUAGE EDUCATION PROGRAM

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FOREIGN LANGUAGE EDUCATION PROGRAM**

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ABSTRACT

**AN ASSESSMENT OF ENGLISH LANGUAGE TEACHING METHODS
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The purpose of this study was to assess English Language Teaching (ELT) methods courses offered by undergraduate Foreign Language Education program of Middle East Technical University in relation to their goals, content, organization, implementation, student assessment and the courses' alignment with the needs of the education sector, by gathering the opinions and experiences of novice teachers who graduated from the program and the faculty members who offer ELT methods courses. A combination of criterion sampling and snowball sampling was utilized in the selection of eleven novice teachers, and a combination of purposive and maximum variation sampling was used in the selection of six faculty members who offer ELT methods courses. Employing phenomenological research design, data were collected through semi-structured interviews. Data were analyzed through content analysis. The results of the study demonstrated opposing opinions on the achievement level of the goals, content, content organization, implementation, assessment and the degree to which ELT methods courses could meet sectorial expectations. Overall, it is possible

to state that ELT methods component requires improvement especially by updating goals, bridging theory and practice, offering more genuine practice opportunities, updating the content, diversifying methods and techniques used, utilizing performance-based assessment more, ensuring a common perspective among faculty members in terms of course conduct and addressing to perceived sectorial expectations more.

Keywords: Teacher Education, ELT Method Courses, Teacher Competencies, FLE program



ÖZ

İNGİLİZ DİLİ ÖĞRETİMİ YÖNTEM DERSLERİNİN DEĞERLENDİRMESİ: ORTA DOĞU TEKNİK ÜNİVERSİTESİ YABANCI DİLLER EĞİTİMİ PROGRAMI ÖRNEĞİ

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Yüksek Lisans, Eğitim Bilimleri, Eğitim Programları ve Öğretim Bölümü

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Bu çalışmanın amacı, Orta Doğu Teknik Üniversitesi İngilizce Öğretmenliği lisans programında verilmekte olan İngilizce öğretimi yöntemleri derslerini amaçları, içerikleri, içeriklerin sıralanışı (organizasyonu), derslerin öğretimi, ölçme ve değerlendirme faaliyetleri ve eğitim sektörünün gerektirdiklerine cevap verebilmeleri açısından değerlendirmektir. Bu değerlendirme bölümden mezun öğretmenlerin ve dersleri veren öğretim üyelerinin görüşleri alınarak yapılmıştır. Çalışmaya mesleğinin ilk yıllarında olan on bir öğretmen ve altı öğretim üyesi katılmıştır. Çalışmaya katılan öğretmenlerin seçiminde ölçüte dayalı örnekleme ve kartopu örnekleme yöntemleri; öğretim elemanlarının seçiminde ise amaçlı örnekleme ve maksimum çeşitlilik örnekleme yöntemleri kullanılmıştır. Olgubilim deseninde gerçekleştirilen çalışmada, veriler yarı yapılandırılmış görüşmeler yoluyla toplanmıştır. Veriler içerik analizi yoluyla analiz edilmiştir. Çalışmanın sonuçları, hedeflere ulaşma düzeyi, içerik, içerik organizasyonu, uygulama, değerlendirme ve derslerin sektörel beklentileri ne ölçüde karşılayabileceği konusunda karşıt görüşler ortaya koymuştur. Derslerin iyileştirilebilmesi için hedeflerin güncellenmesi, kuram ve uygulama arasında daha

güçlü bir bağ kurulması, daha özgün uygulama fırsatları sunulması, içeriğin güncellenmesi, kullanılan yöntem ve tekniklerin çeşitlendirilmesi, performansa dayalı değerlendirmenin daha fazla kullanılması, derslerin yürütülmesiyle ilgili olarak öğretim üyeleri arasında ortak bir bakış açısı geliştirilmesi ve algılanan sektörel beklentilere daha fazla hitap edilmesi gerektiğini söylemek mümkündür.

Anahtar Sözcükler: Öğretmen Eğitimi, İngilizce Öğretim Yöntemleri Dersleri, Öğretmen Yeterlikleri, YDE programı





To my beloved husband...

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LIST OF ABBREVIATIONS

FLE:	Foreign Language Education
ELT:	English Language Teaching
FEDU:	Faculty of Education
MoNE:	Ministry of National Education
HEC:	Higher Education Council
NT:	Novice Teacher
I:	Instructor (Faculty Member)
YDE:	Yabancı Diller Eğitimi

CHAPTER 1

INTRODUCTION

This chapter includes four sections. The first section presents the background of the study. The second section indicates the purpose and the research questions. The third section discusses the significance of the study and the final section defines the terminology used.

1.1. Background of the Study

English Language Teaching (ELT) practices have been gaining an increasing level of importance around the world since English is regarded as today's *lingua franca* (Mishan & Timmis, 2015). For that reason, the number of learners of English is growing day by day. Önalán (2005) states that English is primarily learned to attain better occupational and educational opportunities, which might mean a better future for individuals. For that matter, the fact that schools have been in a race to provide better English education to students is not shocking from the perspective of demand-supply relationship. Apparently, the concept of a better English education is multifaceted as it deals with many aspects such as curriculum design and development, implementation and evaluation as well as teachers themselves. Considering the fact that teachers take an executive role in these aspects - especially in implementation, their competency in teaching English might be one of the determinants of success. Therefore, it becomes urgent to improve teacher education programs in order to have more qualified English teachers and in turn, better English language teaching practices (General Competencies for Teaching Profession, 2017). Moreover, improvement of teacher education programs might mean that teachers become able to address sectorial needs in a better way after they graduate from these programs. In Turkey, MoNE, as a major employer of English teachers, defined sectorial expectations via English Teacher Competencies and General Teacher Competencies documents (2017) (see *Appendices G and H*) in an attempt to standardize teacher education process. TED

University also conducted a study to increase the quality of education via aligning curricula with current trends and sectorial needs in 2019 (TEDU, 2019).

In order for institutions to improve their English teacher education programs, a careful and systematic analysis of the situation must be made since training English teachers is a continuous process and it needs to be meticulously planned and evaluated (Köksal & Ulum, 2018). Many studies investigating the adequacy of teacher education programs have been conducted, both abroad and in Turkey. For instance, in a study gauging the sufficiency of pre-service teacher education in Turkey conducted by Eret-Orhan et al (2018), participants stated that they had a sufficient training in lesson planning, classroom management, technology use in the classroom and communication with students, but it was less sufficient with regard to determining students' individual learning needs and planning lessons accordingly. Many others have been pointing out that there is still much to be done to enhance teacher education programs in Turkey. For instance, improving practicum practices is advised in a study conducted by Arkün-Kocadere and Aşkar (2013) and training teachers more parallel to *teacher competencies* identified by the MoNE is suggested by Bilir (2011).

English teacher education programs have complex structures which comprise of certain domains such as competency in language skills, linguistics, literature, general knowledge, educational sciences and ELT approaches, methods and techniques (pedagogical content knowledge). Pedagogical content knowledge is one of the main factors influencing students' success in learning English as it depicts the "ways of representing and formulating the subject that make it comprehensible to others" (Shulman, 1984). Furthermore, Richards (2010) defines pedagogical knowledge as "knowledge that provides a basis for language teaching, which is drawn from the study of language teaching and language learning itself and which can be applied in different ways to the resolution of practical issues in language teaching." From that perspective, pedagogical content knowledge which is conveyed through ELT methods courses might be regarded as the core component of ELT undergraduate program in terms of its capacity of equipping teacher candidates with required skills of English language teaching. In his book named 'English Language Teaching Methodology', Demirel

(1992) also emphasized the necessity and importance of acknowledging how much information to be conveyed, which methods should be utilized while conveying the information, and which materials should be used in order to increase students' motivation for teachers, which might be regarded as some of the skills and competencies that ELT methods courses aim to convey to teacher candidates.

However, informally collected opinions of the graduates state that these courses are “adequate to teach theoretical knowledge, but not efficient in terms of classroom practice.” This might be linked to Bartels' (2005) ideas on teachers' methodological knowledge and its effect on their practices in the classroom. He claims that studies have shown controversial results when it comes to the effect of pedagogical content knowledge on teachers' practices in the classroom. Namely, the fact that a teacher has a good amount of pedagogical knowledge may not mean that s/he will utilize it in real classrooms. As it might be seen, pedagogical content knowledge and the ability to apply it are significant in the success of English language teaching. For these reasons, this study concentrates on ELT methods courses and the skills expected to be developed in these courses.

The domain of ELT methods courses that are subject to this assessment study is currently being applied by undergraduate ELT program of Middle East Technical University Foreign Language Education (METU FLE) department, and it is aligned with HEC's (Higher Education Council) program update in 2007. In undergraduate ELT program of METU FLE, the total number of compulsory ELT methods courses is ten, distributed over four years and eight academic semesters. Teacher candidates start taking ELT methods courses in sophomore year with Approaches to ELT course and end with Practice Teaching course in senior year.

To sum up, this study aims to uncover whether ELT methods courses achieve their overall goals; whether their content is selected, organized and implemented in a way that develops and improves language teaching skills; whether assessment of the courses provide appropriate feedback on teacher candidates' learning and progress; whether the courses can address sectorial needs, and what skills and competencies are

taught in these courses. Competencies are emphasized since teachers who are aware of the competencies and develop them will have an effect on the quality of education, and student success (Çelik et al, 2018). Via analyzing systematically gathered data about these courses, the researcher intends to consolidate the opinions of novice teachers and faculty members regarding the process of ELT methods courses; detect the parts that work well or need improvement in relation to courses' goals, content, organization, implementation, student assessment and alignment with sectoral needs and propose practical implications for the department to improve them. This assessment might reveal why some of the graduates of the program think that they have not been prepared to teach in real classrooms and why they think they are equipped with theoretical knowledge, but not so much of skills and abilities that help them survive in real teaching environments.

1.2. Purpose of the Study

As it has been stated in the above section, English has been the dominant language of worldwide communication, both spoken and written. All of a sudden, knowing English has begun to mean being connected to the rest of the world. Besides, it is undeniably clear that foreign language education will be beneficial in modernization efforts – in following the innovations in science and technology and gaining knowledge about other cultures (Işık, 2005). To that end, competent English teachers who are able to address the needs of education sector have become undeniably necessary in order to raise English-language-literate individuals who are able to follow the latest developments of today's ever-changing world. Therefore, it is clear that we need an assessment of how well their teaching skills are developed by ELT methods courses and to what extent they are equipped with skills and competencies that meet sectorial needs.

As stated by Eret-Orhan et al (2018), the quality of the components of teacher education and graduates' readiness for teaching are significant in terms of raising qualified teachers who can deal with the realities of schools and classroom environment. However, Darling-Hammond and Baratz-Snowden (2007) imply that many teachers who have been trained in teacher training programs lack some essential knowledge and training that will assist them to become better teachers. Şimşek and

Yıldırım (2001) stated that teacher candidates need to be trained in real classrooms instead of revising theoretical knowledge again and again. Moreover, the informally collected thoughts and experiences of graduates of METU FLE undergraduate program - who state that they have not been prepared enough for teaching English in real classrooms by the department – urge us to gather data in order to demonstrate if these individual informal observations are of value and comprehend in what ways these courses might be improved. It is also valuable to know which components of the program serve the needs of education sector, which one(s) of these components need(s) improvement or change. Such research-based data might assist the institution to assess its own situation and make necessary changes. As Ertürk (1972) underlines, educational programs, as unfinished products, require feedback that is collected via systematic analysis of the situation.

For the reasons mentioned above, the aim of this study is to assess ELT methods courses offered by undergraduate ELT program of METU FLE Department in relation to their goals, content, organization, implementation, student assessment and the courses' alignment with the needs of the education sector, by gathering the opinions and experiences of both novice teachers who graduate from the department and start practicing, and the faculty members who offer ELT methods courses.

Regarding this purpose, following research questions are formulated for the study:

1. Do ELT methods courses achieve their overall goals from the perspective of novice teachers and faculty members?
2. How do novice teachers and faculty members assess the content, content organization, implementation and assessment of ELT methods courses?
3. How do novice teachers and faculty members assess the alignment of ELT methods courses with sectorial expectations?
4. Which skills and competencies required by education sector might novice teachers have gained from ELT methods courses from the perspective of faculty members and novice teachers?

5. What strengths and weaknesses are primarily emphasized regarding ELT methods courses from the perspective of faculty members and novice teachers?

1.3. Significance of the Study

As cited in Çelebi-İlhan (2013), learning how to teach before entering the profession will become a technical/theoretical routine unless a systematic inquiry of one's own practice is not made (Jaworski, 2009). It is also indicated earlier that graduates of undergraduate program of METU FLE have been informally stating that ELT methods courses are often too theoretical rather than being practical and applicable to real-life situations, which might be supported by the literature indicating teacher candidates' criticisms on limited number of practice opportunities (Enginarlar, 1997; Seferoğlu, 2006; Şallı-Çopur, 2008; Çoşkun & Daloğlu, 2010). It seems that 'practice' has been an issue that teacher candidates have been pointing out for a considerable amount of time. As pointed out by Gülmez-Dağ (2012), focusing mostly on theoretical foundation limits the opportunities of experiencing the profession as it is and results in inexperienced workforce, which might impede the quality of teachers in the sector. In that sense, assessing ELT methods courses in terms of practice opportunities might be meaningful.

Furthermore, graduates pointed out the need of a closer connection between course contents and real classroom practices (Seferoğlu, 2006). Informally collected opinions of graduates point out that they were unsure about how to meet expectations in their workplace when they first started teaching. These might be linked to some educational researchers' idea of "sink or swim experience" of first-year teachers (Farrell, 2003). Farrell (2003) explains this experience as a kind of reality shock where ideals that were formed during teacher education are replaced by the reality of school life, indicating an enormous gap between education that the graduates take and what they face in real classrooms after graduation. Thus, arising questions are "What is the reason for the gap?" and "Is it possible to close the gap via some improvements in teacher education programs?" Teacher education programs might be able to, as cited in Gülmez-Dağ (2012), prepare teacher candidates to the profession psychologically, as well as academically (Nakiboğlu & Sağesen, 2002). Additionally, as the literature

suggests, grounds of program revisions enacted by HEC in 1998, 2007 and 2018 have stayed rather questionable as they have lacked comprehensive on-site evidence and basically relied on reports of committees founded by HEC (Gülmez-Dağ, 2012; YÖK, 2007; YÖK, 2018). However, gathering the opinions of learners (in this case graduates') regarding the processes might be essential since they are, as Richards (2001) underlines, the key participants in an evaluation as they might provide evidence regarding to what extent program is relevant to their needs. From that perspective, it will be quite valuable to inquire whether novice teachers who graduated from the program agree with informally collected opinions of graduates mentioned above; the underlying reasons of it, and what possible and remedial actions might be taken. Such information will help the department work on the goals, content, content organization, implementation and student assessment of the courses, which might eventually lead to raising more qualified and ready English teachers who can understand teaching in today's world and respond to its needs better.

To this end, this study aims to assess ELT methods courses in relation to their course designs, alignment with the needs of the education sector, skills/competencies gained, and the strengths and weaknesses of the courses from the perspective of faculty members and novice teachers. Questioning whether the overall goals have been achieved or not might point out which goals have not been reached and the possible reasons of it. Gathering information about the courses' content, organization, implementation, student assessment might offer some insights regarding courses' adequacy and appropriateness. Assessing whether courses are aligned with sectorial needs reveals setbacks regarding the design of courses and the requirements of sector which have not been addressed by the courses under investigation. Gathering faculty members and novice teachers' opinions regarding what skills/competencies might have been learned from the courses might show the parts that work well in the design of the courses, or perhaps the side effects. Lastly, knowing about the strengths and weaknesses might help the department develop ways to revise weak parts while continuing using the strong parts, which may also be time-efficient.

The results of this study may provide data for foreign language departments which would like to revise their curriculum especially after the HEC's 2020 decision to delegate the authority for curriculum revision to the faculties of education. The decision aims to enable them to design or develop their curricula according to their needs and the frameworks provided by HEC and MoNE (YÖK, 2020), which is quite the opposite of HEC's earlier centralized approach. For that reason, the findings of this study might be utilized by METU FLE department in their future decisions to improve ELT methods courses.

1.4. Definition of Terms

In this study, terms such as faculty members/course instructors, novice teachers and needs of the (education) sector/sectorial needs are used.

The term '**faculty members/course instructors**' refers to academic staff at FLE department of METU who have frequently offered ELT methods courses. Throughout the text, 'course instructors' and 'faculty members' are synonymously used.

The term '**novice teachers**' is generally defined as "teachers who are in the early years of their teaching career". Although there is not a common perspective regarding the time "when teachers stop being novices, early studies often characterize novices as teachers with three (Kim & Roth, 2011; Farrell, 2012), or fewer years of teaching experience" (as cited in Akçor & Savaşçı, 2020). In this study, the term novice teacher is used for teachers who have zero, one, two or maximum three years of teaching experience.

Needs of the (education) sector / sectorial needs refers to skills and competencies that are needed in order to teach more effectively and efficiently in today's schools. In this study, information regarding perceived needs of the sector are gathered from faculty members and novice teachers as well as publications of Ministry of National Education regarding teacher competencies (*see Appendices G and H*).

CHAPTER 2

LITERATURE REVIEW

This chapter consists of six sections. The first section provides a historical overview of English Language Teaching in the world, the second focuses on historical development of English Language Teaching practices in Turkey. Then, the third section introduces the details of 2007 revision of teacher training programs initiated by Higher Education Council of Turkey as the focus of this study is on ten ELT methods courses, which were identified by 2007 change, and currently applied in foreign language education departments. In the fourth section, English language teacher competencies are discussed. In the fifth section, empirical research in Turkey and abroad is presented. In the final section, literature review is summarized.

2.1. Historical Development of English Language Teaching (ELT)

Önalın (2005) underlines that being literate in English is necessitated by the current commercial and cultural relations in the world in order to adjust to the latest developments in all the areas of life. This has resulted in a growing interest in English teaching and increased the number of institutions which aim to raise individuals with English literacy (Güntek, 2005). As a consequence of these developments, English has been intensively taught both in English-speaking and non-English-speaking countries.

Language teaching practices have always been an issue throughout history (Kelly, 1969). In the chapter named *A Brief History of Language Teaching* of their book named *Approaches and Methods in Language Teaching*, Richards and Rodgers state that bilingualism and multilingualism has always been a norm during the course of history, and therefore foreign language learning has always been practical and important. Five hundred years ago the dominant language was Latin, but then it was replaced by French, Italian and English respectively as a result of political changes in

Europe in the 16th century. Although the status of Latin degraded due to the political developments of that time, it did not cease to exist (2001). Instead, the study of it became a model for foreign language studies between 17th and 19th centuries (Howatt, 1984). In that era, students in ‘Grammar Schools’ were introduced to grammar, which was taught via rote learning, study of declensions and conjugations, translation and practice in writing sample sentences. In those days, school used to be a weary activity for students who repelled to be taught that way (Kelly, 1969). People such as Roger Ascham, Montaigne, Comenius and John Locke occasionally attempted to change the way students were taught; however, teaching foreign languages had already been identified with teaching Latin, which was considered as the classical and the most ideal form of language as cited in Richards and Rogers (2001). Therefore, it was quite unlikely to voice different approaches, methods and techniques in language teaching for those times.

Although modern languages entered the curricula of European schools in the 18th century, they were taught using the same procedures as Latin. The procedures included a heavy reliance on textbooks which provide explicit grammar rules, lists of vocabulary and sentences for translation (Howatt, 1984). Speaking the target language had never been the goal of the lessons, and speaking practices were limited to reading aloud the sentences that were being translated (Richards & Rodgers, 2001).

Indeed, the 19th century was not really different from 18th century. Till that time, teaching language via rote learning and translation had become a common practice of language teaching in all the schools. Textbooks were still heavily depended upon by teachers, which were oriented around target grammar topics. Perhaps, Seidenstücker and Plötz’ textbooks were the most typical ones. They consisted of two parts: in part one, the book explained grammar rules. In part two, it provided a great deal of written exercises where students were required to translate the given sentences. This approach to foreign language teaching is known as *Grammar Translation Method* (Richards & Rodgers, 2001). As Howatt and Smith (2014) indicates Grammar Translation Method, later accompanied by the Natural Method or Direct Method, prevailed until the early years of 1900s.

However, toward the mid-nineteenth century, oral proficiency in foreign languages gained more importance and individual language learning specialists developed special methods in order to improve oral language production of learners. Unfortunately, they could not create a lasting impact in the field. Towards the end of 19th century, on the other hand, with and the revival of Linguistics and scientific method, finding better ways of teaching foreign languages was under the spotlight again (Howatt & Smith, 2014). Scholars such as Henry Sweet and Wilhelm Viëtor based their ideas regarding foreign language teaching on science and felt the necessity of developing new, inductive methods since Grammar Translation Method, in their opinion, was proved to be inadequate (Kelly, 1969). These ideas led to the rise of approaches and methods such as Audiolingual Method, Communicative Approach, Silent Way, Natural Approach, Total Physical Response, Content-Based Instruction, Task-Based Language Teaching, Competency-Based Instruction, Whole Language Approach and Multiple Intelligences in the 20th Century (Richards & Rodgers, 2001). According to Larsen-Freeman (2000), knowledge of approaches and techniques will help teachers to discover which one/ones they are more comfortable using, whether to use an eclectic approach, and to conceptualize their own approaches and techniques.

When it comes to the late 20th century and 21st century, the usage of methods, as well as, their practicality was started to be questioned. Namely, people started to criticize that some methods are difficult to understand and use, fail to specify the application of it or require special training; and therefore, they may not be widely used. Instead, people in the area started to acknowledge that they could use approaches and methods flexibly – in an eclectic way - so that they can discover a way that suits their purposes better and fosters their students' creativity (Richards & Rodgers, 2001). This eclectic way of language teaching has become known as Post-Method Era. Arıkan (2006) suggests that post method condition has gained widespread acceptance, and for that reason it has necessitated a change in ELT programs since the focus has shifted from approaches and methods to teachers' capabilities and competencies in order to adapt methods and techniques to the needs of learners and sector.

It is also noteworthy that the prevalence of English learning-teaching practices around the world has led to different teaching contexts such as EFL (English as a Foreign Language), ESL (English as Second Language) or English as a mother tongue. As cited by Ersen-Yanık (2007), in EFL context, English is *taught as a subject in schools but not used as a medium of instruction in education nor as a language of communication* (Richards & Platt, 1992), while in ESL context, English is taught to speakers of other languages in countries where English is the official or important language as it is defined in *Cambridge Online Dictionary* (n.d.). As for English as a mother tongue context, as the name suggests itself, English is the mother tongue of the context and it is taught to learners whose first language is also English. By its nature, EFL differs from teaching English as a mother tongue and teaching ESL (Ersen-Yanık, 2007). One of the major differences could be the motive to learn English. For instance, the source of motivation might be surviving in an English-speaking context for an ESL learner while it is to be able to speak and write in Academic English for an English as a mother tongue learner. For EFL context, however, the reasons behind the motivation to learn English might be different from ESL and English as a mother tongue learners.

2.2. English Language Teaching in Turkey

As stated by Işık (2011), foreign language teaching practices were accelerated by ‘westernization’ efforts of Ottoman Empire. Within this framework, European education systems were brought to the country together with teachers and materials. In these schools, foreign languages were taught via rote learning and Grammar Translation Method, just as it was the case of Latin in Europe. In the meantime, missionary schools whose medium of instruction was either French or English such as Robert College gained prevalence in the country (Sarıçoban & Sarıçoban, 2012). Among them, American missionary schools became prominent and since these schools provided consistent and quality education; their graduates could get prestigious positions and they had neutral political climates. Moreover, English became the dominant language of these schools (Sarıçoban & Sarıçoban, 2012). As cited in Sarıçoban and Sarıçoban (2012), English later entered in the curricula of Turkish schools such as State Navy College (Bahriye Mektebi), School of Navy

Engineering (Çarkçı Mektebi), School of Foreign Languages. Furthermore, as Demiryürek (2014) states, Direct Method was put into practice in the early years of 20th century.

Çakır (2017) underlines that there was not a serious demand for learning English before World War I. It was due to the fact that German and French were being used in order to track the developments happening around the world. After the foundation of modern Turkish Republic, Mustafa Kemal Atatürk stated *the need for the work of private initiative to reach the targeted level in education*, awakening such efforts countrywide, as it is stated in Turkish Education Association website (n.d.). Turkish Education Association was founded in 1928, and its schools were opened between the years 1931 and 1936. Twenty years later, the medium of instruction became English in its schools. Furthermore, many scholars were invited to examine education system of Turkey in order to improve the quality of education (Turan, 2000). As Çakır underlines (2017), in 1933 Lawrence Faucett was asked to give counsel regarding ELT practices in Turkey for fifteen months. In 1938, Gazi Training Institute started to offer a foreign language teaching program due to the growing number of language learners in already-existing language schools such as Galatasaray High School (Demircan, 2012). Also, in 1938, a two-year foreign language school was opened in İstanbul in order to raise foreign language teachers of German, French and English. The education in this school included Turkish literature courses, pedagogical knowledge courses and one-year education in Germany, France or England (Demircan, 2012). In 1940, departments of foreign language studies for Higher Teacher Education School were opened. The graduates of these schools only worked in high schools. In 1942, E. V. Gatenby came to Turkey to work as a linguistic adviser. He published a book called *Essential English for Turkish Students* with Charles Eckersley. Later between the years 1949 and 1953, Longmans published a book called *A Direct Method English Course* which was written by Gatenby for Turkish students. In 1954, under the scope of Georgetown Project, a language laboratory with four native speakers of English was opened in Turkey, which was later turned into a language school in Ankara. Later, it was transferred to British Council and eventually closed.

In 1955, Anatolian high schools, the first state-funded English-medium schools (Kirkgöz, 2005) were opened. Later, these schools provided one-year English preparatory education and medium of instruction of Science and Mathematics was English for a while (Sarıçoban & Sarıçoban, 2012). After 1956, different kinds of schools which provided English education started to be opened (Çelebi, 2006). In 1960s and 1970s, the need for foreign language learning and teaching increased, therefore foreign language branches were opened in certain institutes of education as well as evening programs, summer school programs or correspondence schools for foreign language teaching (Demircan, 2012). Moreover, in 1962 Ministry of National Education administered several examinations to candidate teachers where questions regarding methods and difficulties of foreign language teaching, grammar, vocabulary, pronunciation, reading, audio-visual aids and writing were asked (Demircan, 2012). In 1988, Board of Education developed the first foreign language policy in the country (Sarıçoban & Sarıçoban, 2012). With the education reform that took place in 1997-1998, foreign language lessons were introduced to students earlier, in the 4th grade in primary school. Moreover, many universities whose medium of instruction was English were opened such as METU or Boğaziçi University. Furthermore, universities started to open vocational schools of foreign languages departments in order to raise foreign language teachers (Demircan, 2012).

Although many initiatives have been taken in order to expand foreign language teaching practices for over two hundred years, there are still problems regarding it (Suna & Durmuşçelebi, 2013). Işık indicates that this might be caused by the system of teacher training in Turkey. Moreover, according to him, there seems to be ‘procedural errors’ in language teaching in Turkey. He claims that the usage of Grammar Translation Method within the scope of Ottoman westernization efforts prevailed after the foundation of modern Turkish Republic and resulted in ‘procedural errors’ in foreign language teaching practices of Turkey (2008). Another reason for the problems arising in terms of foreign language practices in Turkey might be the motive to learn a foreign language. In her qualitative study with Turkish EFL learners in a public university preparatory school, Çetinkaya (2009) revealed that students learn English for instrumental purposes, which are described as *the desire to learn the*

target language for utilitarian purposes such as getting a better job in the future or passing the course with a good grade by Aksoy (2015). The study conducted by Köning (1991) supported this claim by stating that Turkish students are less successful in learning English than the students of developed countries since Turkish students are instrumentally motivated. Similarly, Tunç and Demir (2010) supported the idea that Turkish students do not demonstrate the desired level of English proficiency and stated that this issue has been discussed in Turkey for a long time. Suna and Durmuşçelebi (2013) emphasize that the problems regarding language learning in Turkey might arise due to issues of language teaching policies, heavy reliance on grammar teaching, demotivation, student exposure time, lack of areas of practice, crowded classrooms, poor assessment practices, ineffectiveness of teacher training programs and insufficient in-service training practices. Lightbown and Spada (2007) express that learning habits of learners - especially adults - might mislead and demotivate them to learn foreign languages. However, transforming students into active users of English can be regarded one of the goals of language teaching. As Mirici (2008; 2015b) also underlined, plurilingualism and pluriculturalism are mentioned as the eventual results of foreign language learning. However, being taught in an EFL context limits English's sphere of influence for learners in Turkey, which plunges its chances of exposure in everyday life down to a minimal level. Thus, teaching English in an EFL context requires a careful planning so that the chances of exposure inside and outside the classroom could be maximized. In a study conducted by İnceçay and İnceçay (2009), Turkish university students in a private university thought they would benefit more from aligning communicative activities with traditional teaching methods in an EFL context. As cited by Barut (2012), the demand for quality ELT programs has been on a dramatic rise all over the world, particularly in the new millennium. Similarly, Güntek (2005) implies that there has been an increasing focus on course development in order to provide learners with quality language education, and suggestions have been made as to the planning, implementation and evaluation of different English language courses by well-known scholars so far. However, according to Başaran (2012), there is still much to be done in order to assure the quality of English language teaching especially in higher education. In order to increase the quality of English language teaching, qualified teachers should be raised as it is also underlined in

‘General Competencies for Teaching Profession’ published by Ministry of Education (2017).

According to General Competencies for Teaching Profession (2017), educational programs of universities which train teachers have been revised many times depending on the worldwide or nationwide developments in the field. Following the developments in 1982 when teacher training institutions were taken from Ministry of National Education and transferred to universities, there was a renewal in 1997 in teacher training programs (Şimşek & Yıldırım, 2001). This renewal included many developments such as restructuring teacher training via reforming the names of departments and programs, and improving the curricula, as indicated in *Turkish Education System 2007* (n.d.). There have been revisions in 2007 and 2018. However, as HEC (2018) indicates, 2018 renewal was to be put in practice in 2018-2019 academic year, starting from freshman year. The other grade classes would not be influenced by it and continue with the requirements of 2007 revision. Since the participants of this study are graduates of 2017 and 2020 and they have been influenced by the program revision done in 2007, detailed information regarding 2007 revision is provided below.

2.3. 2007 Revision

HEC initiated a process where faculties of education were restructured in 1997. This restructuring was put into practice in 1998-1999 academic year. In the following 8 years, the competencies that a teacher must possess in order to keep up with the latest developments of the era were highly debated by academic bodies. Moreover, the changes in primary school curricula made by Ministry of National Education indicated new requirements from faculties of education. Another reason that led to the update of programs for faculties of education might be Turkey’s inclusion into *European Higher Education Area* which intended to identify the learning outcomes of these programs at undergraduate level, to decide on the content of the courses, to allocate an appropriate amount of time to teach the content, to find out teaching methods and techniques to teach this content better, and to determine ways to assess the learning outcomes with the same assessment tools.

For the reasons mentioned above, programs of education faculties were updated by a committee of twenty-five faculty members from various faculties of education and feedback on the committee's first draft was gathered from related parties. The renovations could be summarized as:

- Programs must include 50% of subject matter knowledge (the knowledge of the field); 30% of pedagogical knowledge and skills and 20% of general knowledge skills.
- Getting a minor degree is abolished (except for *Culture of Religion and Knowledge of Ethics Minor* in two faculties).
- Must courses in teacher training programs become more flexible. Faculties are given the authority to determine the courses to be offered by 25% and the number of elective courses is increased. However, in some programs it could be done less flexibly due to the number of must courses.
- 4th grade students are provided with the chance of internship in multigrade classes, villages and regional primary boarding schools under the scope of School Experience and Practice Teaching courses.
- The weight of general knowledge courses in the program is increased. Courses such as History of Science, Methods of Scientific Research, Effective Communication and History of Turkish Education are given more space in the program. However, thanks to the flexibility of new programs, it becomes possible to offer a variety of different general knowledge courses.
- Community Service course was introduced.

- The Program of Psychological Counselling and Guidance is prepared considering new curricula put into practice by Ministry of National Education and the suggestions of nongovernmental organizations.
- Programs are aligned with teacher education programs in EU.
- Renovations aim to raise teachers who could teach problem solving and critical thinking.

2.4. Teacher Competencies

Akyüz (2003) indicates that difficulties regarding standardization arose due to different practices in teacher training. For that reason, competencies were identified by a commission comprised of the members of Ministry of National Education and members of faculties of education of universities in 1999 (as cited in Seferoğlu, 2004). These included detailed competencies for educating-instructing, and general competencies for general knowledge and subject matter. In the same year, Higher Education Council also published a paper for teacher competencies (MEB, 2007).

Ministry of National Education (2007) states that these competencies were revised between 2002 and 2006. They were aimed to be used in identifying teacher training policies, pre-service education of teachers, selection of teachers, evaluation and performance assessment of teachers, in-service training of teachers and teachers' self-improvement as Ministry of National Education explains (as cited in Seferoğlu, 2004). The document included general teacher competencies comprised of 6 main competency domains, 31 sub-category competencies and 233 performance indicators. For primary education teachers, 17 subject matter competencies and levels such as basic, medium and expert were identified (MEB, 2007). Ministry of National Education states that the general competencies included professional development, knowledge about students, the process of teaching and learning, monitoring and evaluating learning and development, relationships with school, family and society, and knowledge about curriculum and subject matter. In 2017, Ministry of National Education published a revision for teacher competencies.

Studies have been conducted in order to investigate whether teachers or teacher candidates think that they have the competencies in order to meet the sectorial needs. One of them was conducted in Zonguldak with practicing primary school teachers of public and private schools. It was understood that public school teachers felt themselves less competent than private school teachers. Similarly, teachers who graduated from faculties of education were reported to be more confident in testing and evaluation than the teachers who graduated from other faculties (Kararmaz & Arslan, 2014). In their study which investigated whether English Language Teacher Education program aligned with competencies defined by Ministry of National Education, Kartal and Başol (2019) found out that the program was not effective in terms of equipping its students with competencies determined by Ministry of National Education. In their study on competency levels of pre-service English teachers at a state university in line with the general and English teacher competencies set by Turkish Ministry of National Education, Atmaca and Çakır (2016) found out that teacher candidates would become more able to fulfil the needs of students and deal with problems of real teaching environments if they gained these competencies in their pre-service education.

2.5. Empirical Research in Turkey and Abroad

There has been a great deal of evaluation studies in order to gather information regarding educational programs or components of them in order to make decisions of whether to continue, improve or eliminate a program. Examples from Turkey and outside Turkey are presented below.

As for studies outside Turkey, Sampong (2009) evaluated a distance teacher education program in the University of Cape Coast to detect discrepancies between the program standards and the actual performance of the program within the perspectives of students and administrators. He found out that there were some discrepancies related to technologies used, supervision and contact with the instructors. However, the overall program was considered successful in fulfilling its purposes. Kordi and Koosha (2018) conducted a comparative evaluation of Iranian ELT PhD curriculum with the curriculum of five universities from the United States, Turkey and Ireland.

They found out that Iranian ELT PhD curriculum required revisions in terms of goals, admission criteria and required courses.

In Turkey, Özüdoğru (2016) evaluated 10th grade mathematics curriculum of secondary schools in Turkey from teachers' and students' perspectives. She found out that there was a discrepancy between the planned program, which was designed as learner-centered, and the actual implementation of the curriculum, which turned out to have quite teacher-centered qualities. Başaran and Ulubey (2018) evaluated initial teacher training programs which were updated in 2018. It was found that these programs were prepared in line with curriculum development principles. Başaran and Ulubey (2018) conducted a study which was based on DEM by Provus to evaluate preschool education before 2013 in Turkey. Results showed that preschool program before 2013 was effective and appropriate in fulfilling most of the terminal objectives whereas it needed improvement in terms of family cooperation practices, guidance practices and learning centers. In another study conducted by Berk (2012), modular system implemented in vocational and technical secondary schools was evaluated. It was understood that modules in the modular system were not designed in accordance with principles of modular curricula development. Moreover, competencies and qualifications of graduates met expectations and requirements of the sector at a fundamental level, but graduates could not satisfy the specific competency requirements needed at the sector. Gelen and Alış (2019) evaluated middle-school Turkish and English curriculum and found out that the most common problems faced were lack of functionality, flexibility, practicality and scientificness. Kaya and Ok (2016) evaluated new English language curriculum in Turkey in order to check if the program is implemented as planned in terms of materials, activities, and teachers' expected roles. The study revealed that some of the teacher roles are not in line with the curriculum objectives, and materials and communicative activities are not utilized properly.

2.6. Summary of Literature Review

Throughout history, language teaching practices have been given importance. In Europe, even after impact area of Latin narrowed, it remained as a model for foreign

language studies. Latin and other languages used to be taught via rote-learning with heavy reliance on the textbooks and translations. This approach was known as Grammar translation method, prevalence of which continued until 1900s. Then, it was followed by Natural Method and Direct Method. Towards the end of 20th century, approaches and methods such as Audiolingual Method, Communicative Approach, Silent Way, Natural Approach, Total Physical Response, Content-Based Instruction, Task-Based Language Teaching, Competency-Based Instruction, Whole Language Approach and Multiple Intelligences gained importance as oral proficiency in the target language became a necessity. In the late 20th century and the beginning of 21st century, eclectic use of approaches and methods gained widespread acceptance as the focus changed from approaches, methods and techniques to teacher capabilities and competencies. Moreover, as English became a widely spoken language, different contexts of teaching it arose such as English as a Foreign Language, English as the Second Language and English as a mother tongue.

Modern English language teaching practices in Turkey could be traced back to missionary schools and schools employing European education systems within the scope of westernization efforts of Ottoman Empire. At those schools, Grammar Translation Method was mainly used. Later, English entered the curricula of Turkish schools such as State Navy College (Bahriye Mektebi), School of Navy Engineering (Çarkçı Mektebi), School of Foreign Languages. Moreover, Direct Method was applied in early 1900s. After the foundation of modern Turkish Republic, private initiative in education was accelerated, leading to the foundation of Turkish Education Association schools where medium of instruction was English. As foreign language education gained importance, Gazi Training Institute started to offer a foreign language teaching program and a two-year language school was opened in Istanbul to train language teachers. Starting from the middle of 20th century, many schools for language learning and for training foreign language teachers were opened and valuable contributions to the literature were made. In 1988, Board of Education developed the first foreign language policy in the country. Moreover, vocational schools of foreign languages departments were opened to train language teachers.

Although many contributions were made to foreign language education in Turkey, literature clearly suggests that there is still too much to be done as the heavy reliance on Grammar Translation Method and coursebooks continues, students are instrumentally motivated, students maintain their impractical habits of learning and students are taught in EFL context. Since these could be minimized by training qualified teachers, teacher training programs have been revised in 1997, 2007 and 2018 including changes in reforming the names of departments and programs and improving the curricula. Moreover, teacher competencies were developed so as to ensure standardization, which were revised between 2002-2006 and lastly in 2017. Studies which investigated whether teacher competencies are gained or not revealed that there is still too much to be done to achieve them at a desired level. However, it was found that teachers could cope with the problems of teaching environment if they gained these competencies in pre-service education.

Many evaluation studies were conducted in order to decide whether to continue, improve, or eliminate a program by judging the worth and merit of it. The ones conducted in Turkey on language teacher education programs indicated a need for improvement in terms of linguistic competence, pedagogy, practical aspects, cultural aspects and the ability to meet the needs of the modern Turkey.

CHAPTER 3

METHOD

In this chapter, design of the study, context of the study, participants, data collection instruments, data collection procedure, researcher's role, trustworthiness, data analysis and limitations are introduced and explained. In design of the study part, the pattern of the design and its rationale are explained. Context of the study provides the background for ELT methods courses. The part for participants focuses on whom the subjects are and how they were selected. Data collection instruments part clarifies which instruments were utilized, for what purposes they were used and how they were developed. As for data collection procedure, it expresses how, when and by whom data collection tools were administered. It also presents ethical considerations. Researcher's role part indicates how the researcher is involved in the process of ELT methods courses and how she could avoid potential biases. Trustworthiness part explains how the present study fulfills the criteria set by Guba so that its results could be trusted. Data analysis part, on the other hand, pleads procedures and techniques which were used in order to analyze the data. Lastly, limitations part discusses potential restrictions that the researcher faced while conducting the study.

3.1. Design of the Study

Patton (1990) explains that the purpose of the study determines the research design to be selected (as cited in Akın, 2017). This research study initially aimed to examine the extent to which novice teachers are prepared by ELT methods courses to teach in real classrooms since some graduates informally stated that they did not feel themselves sufficiently prepared due to the lack of practice opportunities and heavy reliance on the theories of ELT. In order to explore this further, it was essential to address the design of the 'ELT methods courses' component of the program through assessing the

goals, content, content organization, implementation, student assessment, skills and competencies gained through courses, and lastly the strengths and weaknesses of the courses.

To that aim, the study utilized phenomenological design as it aims to have a ‘practical understanding of meanings and actions’ (Miles & Huberman, 1994) in the processes during and after ELT methods courses, which were experienced by novice teachers and faculty members. As it is stated by Fraenkel et al (2012), a phenomenological study aims to explore the “perceptions and reactions” of individuals in order to shed light on a particular phenomenon. Phenomenologists cherish the multiple perspectives and realities of an event perceived by different people (Merriam, 2014; Marshall & Rossman, 2011; Bogdan & Biklen, 2007), which enables access to the richness and depth of the phenomenon. For the case of this study, it is possible to mention different perspectives and interpretations of the shared experiences of novice teachers and faculty members regarding the processes during and after ELT methods courses; and exploring these might provide the researcher with an in-depth understanding of the process. In order for these to be demonstrated clearly, context of the study is discussed below.

3.2. Context of the Study

Offered by one of the respectable foreign language education departments in Turkey, ELT methods courses aim to provide a solid methodology foundation which help contribute to students’ full growth as qualified language teachers who are able to work in various educational institutions (METU FLE, 2021).

Shortly after it was founded, the department attempted to design its own core undergraduate curriculum; however, they could not implement it as HEC prepared a unified curriculum and distributed it to all faculties of education. However, with the flexibility HEC granted to the department, it was able to make some additions to the curriculum sent by HEC. Over the years, it improved its curriculum, taking students’ needs and latest developments into consideration. When HEC issued a program update in 1998, it basically adhered to it, making some changes for the sake of improving the

curriculum (METU FLE, 2021). For that reason, besides following a set of uniformed goals and objectives issued by HEC, the department has had much broader goals and objectives from the very beginning, which has also been made possible by multi-disciplinary staff (METU FLE, 2020). Goals of the courses stated in syllabi are revised by coordinators of each course and learning outcomes of the courses are revised by course instructors at the beginning of semesters. Details of the goals can be seen in Appendix B.

The courses' content includes theories of learning and teaching, approaches to foreign language teaching, objective writing and Bloom's Taxonomy, the difference between approach-method-technique, skills teaching and writing objectives specifically for these skills, young learners, classroom management, coursebook evaluation for suitability according to a teaching context, coursebook adaptation methods and techniques, materials design, methods and techniques of item design in testing, test types, principles of testing, standardized assessment and classroom assessment, class observations and teaching practice (METU FLE, 2020). The content is conveyed through a variety of materials such as coursebooks, course packs, assigned reading materials and videos. Details of the content can be seen in Appendix B.

The medium of instruction is English in the department. Courses are implemented using a variety of methods such as lecture, discussions, presentations, questioning, pairwork, groupwork, project-based learning, independent study, demonstration, case studies, video study, micro-teaching, role playing, simulations, collaborative method, brainstorming, individualized study, educational games, concept maps, reflection, journal writing and observations. Generally, instructors use methods such as lecturing, video study, discussion, case studies, concept maps, brainstorming, individualized study, independent study in order to convey theoretical knowledge. Then, they utilize methods such as role playing, micro-teaching, simulations, collaborative method, educational games, reflections and journal writing in order to put theoretical knowledge into practice (*see Appendix B*). Courses are conveyed by knowledgeable and experienced faculty members. Part-time faculty members are invited from time to time to offer certain courses. It is observed that classrooms are equipped with

computers with internet connection, projectors and projection screens; therefore, it is possible to say that they are technologically well-equipped.

As for assessment, students are assessed via a number of norm-referenced and criterion-referenced assessment tools such as team projects, midterm exams, final exams, reading journals, lesson plans, presentations, projects, discussions, reflection tasks and micro-teachings (*see Appendix B*). Students are clearly informed about the requirements and expectations for each via syllabi and at the beginning of the semester.

To sum up, it is possible to state that the context seems to be convenient in order for students to gain theoretical knowledge and to practice what is learned. The process that students go through seems to be pre-planned and suitably organized.

3.3. Participants of the Study

According to Creswell (2013), it is important for particularly phenomenological studies that participants need to have experienced the phenomenon investigated and be able to describe it from their perspective (as cited in Akin, 2017). Therefore, the participants of this study are selected among individuals who experienced the processes during and after ELT methods courses at METU FLE department. Namely, some of the novice teachers who graduated from undergraduate program of METU FLE and faculty members who offer ELT methods courses at METU FLE department participated in this study.

As it is explained in Definition of Terms section, the term ‘novice teachers’ refers to teachers who completed their teacher training and in their first years of teaching. Nevertheless, there is no common perspective among researchers with regard to what is meant by ‘first years of teaching’. While some researchers identify teachers with five years of experience as novice teachers, others might characterize them as teachers with three or fewer years of experience (Farrell, 2012; Curry et al, 2016; Taneri, 2004; Personn, 2014). On the other hand, recurring pattern in literature suggests that teachers who have zero to five years of experience can be characterized as novice teachers.

Taneri (2004) state that first, second or third year of full-time teaching is the period when teachers are transformed into full-time teachers from university students through in-service trainings, and they become more able in applying theory into practice in this process. Taneri's perspective of the term novice teachers is applicable to the purposes of this study since novice teachers need to remember the details of ELT methods courses under investigation well enough to answer questions regarding course designs (goals, content, content organization, implementation and assessment); their experiences and thoughts regarding them. Also, they need to have experienced the ways to put their knowledge into practice so far. Therefore, for this study, novice teachers who had started teaching or had up to three years of experience were selected. As Maxwell (2013) underlines, in qualitative research it is important to choose individuals, settings, events and processes that relate to research questions.

In addition to the clarification of the term 'novice teachers' and the fact that novice teachers need to be graduates of METU FLE department, some additional criteria were identified in the selection of teachers who participated in the study. English instructors working at preparatory schools of public or private universities were excluded from the study since working at preparatory schools requires a master's degree, and participants with a master's degree might mistakenly refer to their experiences regarding master's courses or have difficulty in recalling their experiences regarding their education prior to master's degree. Moreover, novice teachers who work at private language courses were also excluded as the requirements and expectancies from the teacher in those schools drastically change from raising English-speaking individuals to teaching examination techniques, which is not identified as one of the aims of METU FLE department. For these reasons, novice teachers who graduated from METU FLE department, who worked at a public or private school (at primary schools, middle schools or high schools) were invited and those who volunteered to participate in the study were initially selected. Then, they were kindly asked to nominate colleagues who were suitable for the aforementioned criteria of the present study and would be willing to participate in the study. Then, they were asked to contact with those colleagues so that they could be invited to participate in the study. The ones who agreed were contacted by the researcher and provided with information and

clarifications of the study. After their consent was taken, they were interviewed. The same procedure was followed until data saturation was established.

As it might be seen, the selection of novice teachers who participated in the study was made on the basis of a combination of snowball sampling and criterion sampling. As it is indicated by Miles and Huberman (1994), snowball sampling is useful in order to reach information-rich individuals via identifying people who are in contact with them. Patton (1990) states that particular utility of criterion sampling is to be able to assure the participation of individuals who meet the criteria of the study.

As a result of the sampling procedure described above, eleven novice teachers participated in this study. Demographic information, willingness to teach after graduation and readiness level of the participants are summarized in Table 3.1.

Table 3.1.

Demographic Information, Willingness and Readiness Level of Participating Novice Teachers

Participant	Gender	Graduation Year	GPA	Amount of Experience	Current Institution	Level	Previous Institutions	Willingness to Teach After Graduation	Readiness to Teach After Graduation
1	Female	2019	3.37	1 month	MoNE	Primary School	No	Yes	Not Ready
2	Female	2020	3.86	3 weeks	Private School	Middle School	No	Yes	Ready
3	Female	2017	3.40	2 years*	MoNE	High School	Language School	Yes	Not Ready
4	Female	2019	3.67	1 year	MoNE	Middle School	Private School	No	Not Ready
5	Female	2017	3.57	2.5 years*	MoNE	Middle School	Private School	Yes	Not Ready
6	Female	2018	3.41	1.5 years	MoNE	High School	No	Yes	Pretty Ready
7	Female	2018	3.42	1.5 years	MoNE	Middle School	No	Yes	50% Ready**

Table 3.1. (continued)

Participant	Gender	Graduation Year	GPA	Amount of Experience	Current Institution	Level	Previous Institutions	Willingness to Teach After Graduation	Readiness to Teach After Graduation
8	Female	2017	3.10	2 years*	MoNE	Middle School	Private School	Yes	Not Ready
9	Female	2018	3.48	2 years*	MoNE	High School	MoNE	Yes	Not Ready
10	Male	2017	2.74	1.5 years	MoNE	Middle School	Private School	No	Not Ready
11	Female	2018	3.66	1 year	MoNE	Middle School	No	Yes	Not Ready

**The participants are in their third year of teaching.*

***The participant stated that she was ready to teach in terms of theoretical knowledge, but not ready in terms of practice.*

The majority of participating novice teachers is female ($n=10$) and the number of male participants is one, which is somehow similar to gender distribution of students at METU FLE department. The average age of novice teachers is 24.36, ranging from 22 to 26. The graduation year of participating novice teachers ranges between 2017 and 2020 while their CGPAs are between 2.74 and 3.86. The number of novice teachers who have teaching experience less than a year is two while there are two novice teachers with one-year experience. Table 3.1 shows three novice teachers who are in their second year of teaching while there are four novice teachers who are in their third year of experience. As it might be seen in the table, the majority of participating novice teachers are currently working at MoNE schools at middle school ($n= 6$) while there is one teacher who works at MoNE, primary school level. The number of novice teachers who work at high school level at MoNE is three, and there is one teacher who works at a private school, at middle school level. Table 3.1. demonstrates that novice teachers who worked at any institution before the current one usually worked at private institutions such as private schools or language schools with one exception; participant 8 worked at another MoNE school before the current one. Additionally, the majority of participating novice teachers stated that they considered teaching after graduation ($n=9$). They stated that it was their ideal to become a teacher. However, only three of them felt ready to teach after graduation. Three of the participating novice teachers said that they were not willing to teach after graduation,

as they were indecisive about what to do with their career. One of them stated that s/he never wanted to be a teacher. The number of participating novice teachers who considered teaching after graduation, but did not feel ready to teach is six while there are two teachers who did not consider teaching after graduation and did not feel ready to teach. The main reason why they did not feel ready to teach was lack of practice. They stated that they learned too much theoretical knowledge, but did not have the chance to practice them adequately.

It was also crucial to gather information from faculty members as they would provide an in-depth insight regarding the designs and cumulative outcome of the courses under investigation. As it was stated earlier, the aim of the study determines the design of it and identifies the methods to be applied in the design, such as the sampling method. For the case of this study, gathering the most relevant and authentic information is crucial in order to answer research questions (Maxwell, 2013), and such data might be gathered from faculty members who offer the courses under investigation most frequently. Therefore, in the selection of faculty members to be interviewed, purposive sampling is utilized. According to Patton (1990), a purposeful selection of information-rich individuals enables researcher to reach issues of central importance. The process of selecting faculty members with highest frequencies of offering ELT courses is shown in the figure below:

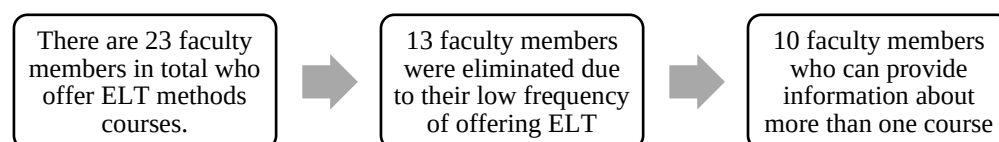


Figure 3.1. Selection of Faculty Members

In addition to purposive sampling, maximum variation sampling is also utilized in this study. As it is indicated by Miles and Huberman (1994), maximum variation is useful to see whether main patterns still hold when outlier cases are considered. Deliberate inclusion of confirming and disconfirming cases, extreme or deviant cases, and typical cases allows researchers to be more confident in conclusions. In this study, it was

useful to see whether the main patterns still hold when six of ten faculty members who have the highest frequencies of offering ELT methods courses were selected considering factors such as nationality and education background.

As a result of the sampling procedure described above, six faculty members participated in this study. Demographic information and satisfaction level for offering ELT method courses of participating faculty members are summarized in Table 3.2.

Table 3.2.

Demographic Information and Satisfaction Level of Participating Faculty Members

Participant	Gender	Title	Years of Experience as a Faculty Member	Department Graduated	Courses Being Offered	Courses Offered	Years/Times of Offering the Courses	Satisfaction with Offering the Courses
1	Female	Assoc. Prof. Dr.	32	FLE	(interviewed before the semester starts)	FLE 238 FLE 262 FLE 304 FLE 308 FLE 404 FLE405 FLE 425	For 30 years	Quite Satisfied
2	Male	Prof. Dr.	53	English Language and Literature	(interviewed before the semester starts)	FLE 238 FLE 262 FLE 324 FLE 404 FLE 405 FLE 413	5-6 times 4-5 times A few times 10 times 5-6 times 3 times	Satisfied
3	Female	Prof. Dr.	32	Economy and Psychology	FLE 200 FLE 425	FLE 200 FLE 238 FLE 304 FLE 308 FLE 324 FLE 404 FLE 405 FLE 413	For 32 years (not exactly sure because of her administrative duties)	Satisfied
4	Male	Assoc. Prof. Dr.	10	FLE	FLE 200	FLE 200 FLE 238 FLE 262 FLE 304 FLE 308 FLE 324 FLE 404 FLE 413 FLE 425	For 10 years	Quite Satisfied
5	Female	Dr.	5 (including PhD assistant years)	Business English	FLE 238 FLE 262 FLE 425	FLE 200 FLE 304 FLE 308 FLE 324	Twice Once Twice Once	Pretty Satisfied

Table 3.2. (continued)

Participant	Gender	Title	Years of Experience as a Faculty Member	Department Graduated	Courses Being Offered	Courses Offered	Years/Times of Offering the Courses	Satisfaction with Offering the Courses
6	Female	Dr.	10	Translation and Interpreting	On leave	FLE 238 FLE 324 FLE 308 FLE 404 and 425 FLE 405	4-5 times 7-8 times Once Almost 8 times 3-4 times	Quite Satisfied

As it might be seen in Table 3.2, there are more female faculty members ($n=4$) than male ones ($n=2$). The distribution of title is even; there are two professor doctors, two associate professor doctors and two doctors. The number of experience years as a faculty member ranges between five and 53. Additionally, the departments graduated from indicate a variety, from FLE to Economy and Psychology. Table 3.2 also shows the number of courses offered so far, ranging from four to nine while demonstrating that sufficient information was gathered regarding all the courses under investigation. The number of years or times of offering these courses ranges between once to thirty-two times. Finally, all of the participating faculty members indicated that they were satisfied with offering these courses, ranging from pretty satisfied to quite satisfied. As the reasons for their satisfaction of offering these courses, they stated that the courses adapt students to teaching profession, help students learn and practice content, foster creativity in students, enable students to develop a critical view on materials, help them develop a holistic view of ELT and have students engage in meaningful discussions.

3.4. Data Collection Instruments

As Miles and Huberman (1994) emphasize, instrumentation means more than devices to observe and record. It is shaped by conceptual frameworks, research questions and sampling plans that direct the researcher to decide what s/he wants to gather, from whom s/he wants to gather them and why. Moreover, the researcher needs to consider validity, reliability and usability of instruments. As the researcher initially intended to shed light on course designs of ELT methods courses and their alignment to the requirements of education sector in order to gain an in-depth understanding of the whole process via gathering the perceptions of individuals who experienced them

either as a student or a course instructor, she decided to utilize semi-structured interview questions for both novice teachers and faculty members. Semi-structured interview questions would help her to gather answers regarding pre-determined themes without restricting individuals' answers, which is what a quantitative data collection instrument would do.

The researcher has composed interview schedules (*see Appendix E & F for the interview schedule of faculty members, and G & H for the interview schedule of novice teachers*) considering related literature such as doctorate dissertation of Fatoş Erozan (2005), the research questions as they are sources of the questions to be asked in order to gather detailed information (Maxwell, 2013), syllabi of ELT methods courses and English Language Teaching Competencies published by Directorate General for Teacher Training and Development of Ministry of Education. Interview schedules for both groups include two parts. In the first part, in addition to demographic information, questions regarding satisfaction level of offering these courses or challenges faced while offering the courses take place in the interview schedule of faculty members; while questions regarding readiness and willingness to teach after graduation are included in the interview schedules of novice teachers. The questions asked in demographic information part were different for faculty members from the ones asked to novice teachers as their qualifications and backgrounds are different from each other. Namely, for instance, courses offered so far are asked to faculty members while current workplace is asked to novice teachers. In the second part of both interview schedules, eleven to thirteen questions regarding designs of ELT methods courses, strengths and weaknesses of the courses, skills and competencies gained through the courses, sectorial expectancies and courses' alignment to the expectancies are asked to participants. The questions in the second part of both interview schedules are open-ended to enable participants to fully describe processes and their experiences regarding the processes. The questions also include probes, which were formed in accordance with related literature, to help participants recall their experiences more vividly so as not to leave any possible detail behind.

In order to ensure validity and reliability, certain stages were followed during the formation of interview schedules since they are not previously used or tested tools. Therefore, expert opinions and pilot tests were utilized in order to ensure validity and reliability. After the first drafts of interview schedules were formed considering the related literature, research questions, syllabi of ELT methods courses and English Teacher Competencies published by MoNE, they were examined by the supervisor of the researcher and his expertise and experience in the field were consulted. The questions to be asked were selected and changes regarding their clarity and wording were made in accordance with his precious feedback. Then, expert opinions were gathered as it was crucial to test both interview schedules curriculum-wise, foreign-language-education-wise and evaluation-and-testing-wise with the help of knowledgeable people from the related fields. Therefore, two curriculum specialists who completed their bachelor's degree at a FLE department (one faculty member and one PhD candidate from METU FEDU) and one expert who specializes in evaluation and measurement in education (one faculty member from METU FEDU) were consulted for the second drafts. Necessary changes in the schedules in terms of wording of the questions, terms used, questions to be removed or added and the order of the questions were made accordingly afterwards. Moreover, in order to minimize ambiguity (Fraenkel, Wallen & Hyun, 2012) and to ensure that questions are understood as intended and yield the answers that are sought in this study, the interview schedule for novice teachers was piloted on four senior level students studying at METU FLE department (one male and three female students) as well as on two graduates of METU FLE department who have experience in teaching English at MoNE or private schools at k12 level (2 female teachers). Similarly, the interview schedule for faculty members was piloted on two faculty members who frequently offer ELT methods courses at METU FLE. Insights gained from these pilot studies were discussed with the supervisor of the study, and the changes needed to be done in terms of wording of the questions, terms used, questions to be changed were identified. For instance, instead of the term "ELT methodology courses" "ELT methods courses" was proposed. Also, providing English teacher competencies in appendices was suggested. Then, the interview schedules were revised and finalized accordingly. In its final form, the interview schedule for faculty members comprised of 18 questions

together with questions for personal information while interview schedule for novice teachers had 19 questions.

3.5. Data Collection Procedure

Before data collection, the permission of METU Human Subjects Ethics Committee was obtained. In this way, the researcher ensured that no physical or psychological harm would be brought to institution, students, graduates or faculty members. Moreover, she insured that all data to be collected were going to be used only for academic purposes and the participants' identities would remain confidential. The approval of the committee was obtained in March 2020 (*see Appendix A*).

The researcher conducted semi-structured interviews with six faculty members and eleven novice teachers. Data collection procedure started in September 2020 and ended in November 2020, conducted concurrently with novice teachers and faculty members. These interviews enabled the researcher to learn about participants' experiences and reflections regarding the whole process of ELT methods courses including goals, outcomes, content selection, content organization, implementation, assessment, strengths /weaknesses and the extent to which they address sectoral needs. Also, they provided the researcher with a chance to further explore on these phenomena.

As it is stated in 'Participants of the Study' section, snowball sampling and criterion sampling are used in the selection of novice teachers. In order to reach to 'information-rich' individuals in the selection of novice teachers (Miles & Huberman, 1994), people who might be in contact with them, such as research assistants or former graduates of METU FLE department were reached. Initially, the researcher contacted five people via telephone calls, text messages or e-mails, who would direct her to novice teachers that comply with the pre-determined criteria. Before directing the researcher to potential participants, they contacted potential participants first and asked for the permission to share their contact information with the researcher. In the second phase, the researcher contacted nine individuals via telephone calls, text messages or e-mails. She introduced herself, explained the aim of the study and stated that their

participation in this study was highly recommended. Their contribution was kindly requested and meetings were organized with the ones who accepted to participate. Four novice teachers were interviewed in the second phase. With the help of the individuals contacted in the second phase, the researcher could reach six more novice teachers, five of whom she could have a chance to have an interview with, following the same procedure in the previous phase. In the final phase, the researcher was able to reach two novice teachers and she interviewed both of them, following the same steps in the previous phases.

Before the interviews, participants were fully informed about the research conditions and their consent was taken via informed consent forms (*see Appendix C and D*). Interview schedule was sent to them just before the interview so that they would refer to it during the interview. Interviews were conducted on Zoom, Skype or as phone calls depending on the choices of the participants, and lasted around 25-60 minutes. The fact that some participants were eager to depict a detailed picture of their experiences or some of their statements required clarification resulted in differences among the durations of interviews. All the interviews were voice or audio-recorded with the consent of individuals. As notes facilitate analysis (Muswazi & Nhamo, 2013), the researcher took notes during the interviews besides recordings, in order to reflect on the issues addressed in the interviews afterwards.

As it is explained before, faculty members to be interviewed were selected on the basis of purposive sampling and maximum variation sampling. In order to do that, the researcher first visited the website of METU FLE department and found course schedules and catalogues of the last 4 years. Then, she identified the faculty members who had the highest frequency of offering ELT methods courses. It was also important to gather sufficient data regarding each course; therefore, the courses that the faculty members have been offering were also a criterion in order not to exclude any. After that, the researcher examined the resumes of faculty members and identified eight of them on the basis of maximum variation sampling, by considering age, gender, education background, previous workplaces, and years of experience or nationality. The researcher contacted them via e-mail where she introduced herself, explained the

purpose of the study and stated the reasons why their contribution was kindly requested for the course of the current study. Meeting times and platforms were decided and organized with the faculty members who agreed to participate. Before the interview, informed consent form, abstract of the study and the interview schedule were sent to faculty members.

Interviews were conducted on Zoom, Skype or as phone calls depending on the choices of the participants and lasted around 25-75 minutes. The difference in the duration of interviews might be caused by the fact that participants were willing to share their experiences in detail and the researcher needed to ask clarification questions. All the interviews were voice or audio-recorded with the consent of individuals. The researcher also took notes during the interviews in order to enrich the recordings with the impression of the researcher, which would assist her during analysis.

Furthermore, participants' voluntary participation in the study was an absolute requirement from the perspective of ethical concerns as well as the quality of data obtained via present study. For that reason, the researcher made sure to introduce herself properly to subjects and to fully and appropriately explain the purpose, the procedure and conditions of the current research study, as no deception was needed for the purposes of this study (Fraenkel et al., 2012). Volunteer participants were ensured that no personal information that could identify them would be asked, their responses would be kept confidential and inaccessible to third parties except researchers, and data they would provide would not be matched with the credentials collected in informed consent forms. Besides, they were reminded that they could withdraw from the study at any time and request the audio or videorecording be deleted. After these clarifications and negotiations (Miles & Huberman, 1994), their consent was taken via informed consent forms before the interviews (*see Appendix C and D*).

3.6. Researcher's Role

As researchers play a central role in qualitative research, their background might affect findings, analysis and interpretations (Creswell, 2013). From that perspective, it is significant to depict it and potential biases that might be caused by it clearly.

As the researcher of the study, I graduated from METU FLE department and have been working as an English instructor/teacher at various institutions ever since. In the first years following my graduation, I felt that I could have been prepared for real classrooms better. "What would have been done differently in ELT methods courses?" was the question that remained in my mind for a considerable amount of time. Pondering on that, I wondered if a larger group of graduates shared the same opinion, which served as a base and a starting point of the current study.

My studies in Curriculum and Instruction master's program at METU was another reason for me to explore this further from the perspective of program evaluation, especially after I took Curriculum Evaluation course. Throughout that course, I had a chance to learn fundamentals of curriculum evaluation, approaches towards it and how to conduct curriculum evaluation. The insights I gained from that course enlightened my way and made it possible for me to design a study which would answer my questions regarding ELT methods courses.

The fact that I thought I could have been better prepared for the profession by the department as a graduate of it could create biases; I could have projected my own experiences and feelings to the novice teachers that I interviewed. However, being aware of this pitfall made me alert against the biases and I made extra effort to establish trustworthiness and stay in line with ethical considerations.

3.7. Trustworthiness

As Guba (1981) suggests, naturalistic inquiry paradigm or as it is referred to nowadays, phenomenological, anthropological or ethnographic paradigm differs from rationalistic paradigm as it cherishes multiple realities. Instead of manipulation of or overemphasis on certain variables as rationalistic paradigm does, naturalistic inquiry

aims to uncover relationships between all variables within reach in depth. Therefore, certain criteria such as *credibility*, *transferability*, *dependability* and *confirmability* are needed in order to ensure that results of the study could be trusted.

To ensure credibility in this research study, the researcher collected data from two different groups of participants, faculty members and novice teachers who are graduates of METU FLE department, in order to be able to examine the phenomena from different perspectives. Moreover, two different interview schedules were used in order to collect data to include as many variables as possible.

In order to test transferability, purposive sampling methods were utilized in the current study as it is explained in the *Participants of the Study* section. Moreover, the researcher collected *thick descriptive data* in order to demonstrate all contextual factors influencing the inquiry (Guba, 1981). Namely, via asking for clarifications or follow-up questions, the researcher tried to gather a sufficient amount of details from the participants in order to understand phenomena mentioned.

For the fulfillment of dependability criterion, a *dependability audit*, the supervisor of the researcher, who has a great deal of expertise and experience in the field checked and guided processes of this study so that it could be in line with the common practice (Guba, 1981). The supervisor of this study was also consulted as *confirmability audit* in order to ensure confirmability. Interpretations made were grounded on participants responses, without bias.

3.8. Data Analysis

As Miles and Huberman (1994) explain, the main units of data gathered via qualitative design are words, and it is the researcher's responsibility to comprehend the participants' perceptions explained as words, sentences and paragraphs. As such data might pile up pretty quickly, they must be dealt with care in order not to leave out any pieces of information, which would change the course of the analysis. In order to analyze participants' perceptions and experiences on a phenomenon, qualitative data are divided into smaller segments such as codes and themes for analysis, and they are

categorized under certain properties (Gredler, 1996). *Coding*, therefore, is the most useful technique in qualitative studies such as observations and interviews as stated by Fraenkel et al (2012). For the analysis of the study, content analysis was utilized and interviews were coded.

In order to prevent data loss and ease data analysis, the researcher started transcribing audio or video-recordings verbatim during data collection procedure. Therefore, raw data compiled in this study were in the form of fully-transcribed interviews. Maxqda 2020, 20.2.1 was used in the transcriptions of the recordings since using computer-assisted tools or software can speed up the analysis as Miles and Huberman (1994) underlines. Maxqda 2020, 20.2.1 was useful in terms of transcription of data, data management and analysis. The researcher transcribed all the interviews by herself. After each transcription was completed, the researcher listened the recordings and revised their transcripts in order to ensure that it was accurately transcribed. Moreover, each transcript was read by the researcher, checked for spelling and punctuation in order to make sure that it could be comprehended as it was stated in the recording. During the whole process of data collection, transcribing, revising and re-reading, the researcher gained familiarity to the experiences and perceptions of participants regarding the related phenomena, which would assisted her to conduct her initial analysis, and to revise pre-determined codes and themes which were identified based on the related literature as well as research questions.

In order to ensure inter-coder reliability, one sample from faculty members' interview schedule was sent to two researchers who had experience in qualitative data analysis, one of whom had a PhD degree whereas the other was a PhD candidate. Both had familiarity to METU FLE department and ELT methods courses. Faculty members' interview schedule was coded by both of them as well as the researcher herself, and themes and codes corresponded by 90.7%, which also helped the researcher to develop the list of pre-determined codes and themes the researcher of the present study identified in the earlier steps. She coded the other interview schedules for faculty members on the basis of these codes and themes.

In order to ensure inter-coder reliability of novice teachers' interview schedule, the researcher coded one sample and it was also sent to 3 different researchers who had experience in qualitative data analysis, one of whom had a PhD degree while the other two were PhD candidates. The consistency percentage of codes and themes between the researcher and intercoder 1 was 87.5%; intercoder 2 was 78.8% and intercoder 3 was 89.2%, which aided the improvement of the list of pre-determined codes and themes the researcher of the present study identified in the earlier steps. She coded the other interview schedules of novice teachers on the basis of these codes and themes.

After all data were coded and common themes were identified, the results of the content analysis conducted on faculty members' interview schedule and novice teachers' interview schedule were combined in order to have a clearer picture of the phenomena.

3.9. Limitations of the Study

The current study aims to assess undergraduate level ELT methods courses offered by METU FLE department by gathering the opinions of novice teachers and faculty members. Due to coronavirus pandemic and due to the fact that novice teachers resided in different cities, the data were collected via online tools or as telephone calls; therefore, interaction was impeded by poor connection from time to time. Additionally, the researcher could not get a chance to observe the participants' body language, mimics and gestures during the interviews made as telephone calls, which would have facilitated the interview notes and enrich the nature of the data gathered.

CHAPTER 4

RESULTS

In this chapter, the results of the study are presented under five main sections in line with the research questions, which respectively inquire 1) whether ELT methods courses achieve their overall goals from the perspective of novice teachers and faculty members 2) how novice teachers and faculty members assess the content, content organization, implementation and assessment of ELT methods courses 3) how novice teachers and faculty members assess the alignment of ELT methods courses with sectorial expectations 4) what skills and competencies that are required by education sector novice teachers might have gained from ELT methods courses 5) strengths and weaknesses emerge in the assessed ELT methods courses.

The first section reports the results of the extent to which overall goals of ELT methods courses are achieved. The sub-sections present goals of ELT methods courses, clarity, adequacy and appropriacy of goals; the process in which the goals are developed and the need for a change in terms of goals as well as the achievement level of overall goals such as high level of achievement, variety in achievement levels, uncertainty of achievement and low level of achievement. In the second section, results regarding course contents, content organization, implementation of courses and assessment are presented. The sub-sections demonstrate perceptions of participants in terms of adequacy and appropriacy of course content; practices and shortcomings of implementation and assessment. In the third section, the findings of the extent to which ELT method courses are aligned with needs of the education sector are stated. In the fourth section, attainment of skills and competencies that are required by sector of education are reported. The fifth section presents the strengths and weaknesses of ELT methods courses as well as participants' suggestions for further development of weak parts.

4.1. Achievement of Overall Goals

Content analysis of interview data regarding the first research question yielded in-depth information regarding the goals of ELT methods courses, opposing views on clarity, adequacy and appropriacy of them, development process of goals, need for a change in goals; as well as the participants' different views on the achievement level of the goals.

The theme "achievement level of overall goals" is therefore examined in two sub-themes starting from the in-depth information of "goals of ELT methods courses" which might provide a basis and a better understanding of the achievement levels. Then, insights regarding "achievement level of goals of ELT methods courses" are provided. Codes under these sub-themes are shown in Table 4.1 below.

Table 4.1.

Corresponding Sub-themes and Codes for Achievement Level of Overall Goals

Sub-themes	Codes
1. Goals of ELT methods courses	1.1. general knowledge, skills, traits and attitudes aimed 1.2. specific knowledge, skills, traits and attitudes aimed 1.3. clarity, adequacy and appropriacy of goals 1.4. development of goals 1.5. need for revising goals
2. Achievement level of goals of ELT methods courses	2.1. high level of achievement 2.2. variety in achievement levels 2.3. uncertainty of achievement 2.4. low level of achievement

4.1.1. Goals of ELT Method Courses

As a result of the content analysis conducted on the data gathered in terms of the goals of ELT methods courses, it was revealed that ELT methods courses aim to equip teacher candidates with some general and specific skills, knowledge, traits and attitudes. Apart from that, it was understood that participants had opposing views on the clarity, adequacy and appropriacy of the goals. Participants also shared their views

and experiences on the development of goals of ELT methods courses, and some proposed a revision in goals.

In the simplest sense, ELT methods courses aim to convey all skills and knowledge that an English teacher might need, as I3 stated. Moreover, I4 expressed that these courses aim to raise competent teachers who can teach at every level - from young learners to adults – and students are prepared for this in various ways such as discussions, case studies, examples, simulations, panels and seminars. They are also introduced to teaching environments, contemporary topics, discussions on private or public schools and practice opportunities via School Experience and Practice Teaching. Apart from that, I4 pointed out that the courses aim to develop communication skills of students. Moreover, according to I2 and I6, they aim to introduce students with coursebooks used in the sector and develop a critical view of them. Furthermore, I6 emphasized that these courses mainly aim to teach technical skills, which might be defined as the knowledge of methods and techniques of ELT. However, s/he added that this is a reductive approach towards teaching profession and emphasized that the department needs to go beyond it.

Broadly speaking, the faculty members listed a series of general skills, knowledge, traits and attitudes that students are expected to develop with the help of ELT methods courses, demonstrated in the Table 4.2 below:

Table 4.2.

General Skills, Knowledge and Traits and Attitudes aimed by ELT Methods Courses

Knowledge and Skills	Personal Traits and Attitudes
developing teacher conduct	presentation skills
having a notion of education programs	cooperation with colleagues
time management / instructional planning	body language
pedagogical knowledge	being innovative
designing activities to increase students' motivation	critical thinking skills
understanding and knowing students	research skills
giving instructions	reflectiveness
	having a 'teacher appearance'

Table 4.2. (continued)

Knowledge and Skills	Personal Traits and Attitudes
effective use of technology	eagerness to learn methods and techniques of
developing teacherly behaviors	effective instruction
classroom management	
instructional skills	
pedagogical content knowledge	
testing and evaluation skills	
engaging students and attracting their attention	
positive communication with students	

Apart from these, I4 made it clear that FLE 200 (Instructional Principles and Methods) course emphasized that general skills that students would develop via the courses. It was explained that this course reflected the perspective of educational sciences. It aims to teach students designing and planning of instructional processes and helps students to understand the role of aims and standards in instructional processes. In addition, it aims to introduce students with cognitive, affective and psychomotor domains in writing objectives and planning. It also aims to teach instructional skills, strategies for direct and indirect instruction as well as self-directed, cooperative and project-based learning:

In the context of general teacher competencies, contents such as educational programs, instructional processes and design as well as planning of instructional processes come to the forefront in this course (FLE 200). Then, we focus on understanding concepts such as aims and standards in instructional processes... Then, we introduce... Teaching strategies that all teachers may need in practice within the frameworks such as direct teaching and indirect teaching. We talk about self-directed learning, collaborative learning, project-based learning. (I4)

When faculty members were asked which specific skills are developed by these courses, they listed a number of skills that are summarized in Table 4.3.

Table 4.3.

Specific Skills and Knowledge Expected to be Developed in ELT Methods Courses

Specific Knowledge and Skills Indicated by Faculty Members
building a teacher identity (FLE 324)
developing an awareness of a teaching toolkit
knowing how to apply curriculum and instruction knowledge to ELT (FLE 200)
pedagogical content knowledge
lesson planning - goals, objectives and timing
being aware of teaching points
knowing how to teach language components
improvement in ELT skills
subject matter knowledge and continuous development of it
ability to make spontaneous mini lesson plans
project-based design in ELT
clarifying / ability to explain
classroom management skills (FLE 404 and 425)
teaching congruent with student level
technological literacy and use of it in ELT
listening to the students
being patient
presentation skills
using voice and body language
overcoming the feeling "I have to cover the curriculum."

As summarized in Table 4.3 faculty members identified a number of specific knowledge and skills, some of which such as presentation skills, using body language and pedagogical content knowledge are intertwined with the general skills shown in Table 4.2.

As shown in Table 4.1, clarity, adequacy and appropriacy of the goals are respectively discussed under this sub-theme below.

To begin with **clarity**, I1, I3 and I4 stated that the goals and objectives are clear. According to I2 and I4, they are clear thanks to course outlines and the verbal

explanations made at the beginning of the semester. Also, it was expressed by I2 that they are clear thanks to already-descriptive names of the courses:

In terms of clarity, instructors need to state objectives and explain what will be done and why in course outlines. I think they do it. The names of the courses also show it. (I2)

I find the goals quite simple, clear and understandable. We also verbally explain them one by one at the beginning of the semester and throughout the semester. (I4)

Nevertheless, some of the faculty members found goals of ELT methods courses **unclear** due to the fact that they cause different interpretations in different sections, course descriptions are unclear and students find goals of some courses ambiguous.

I6 found them unclear underlining the fact that there are different interpretations and different practices in different sections due to this unclarity. Also, s/he stated that faculty members often have difficulty in forming objectives as course descriptions are not clear enough or sometimes they prefer not to follow course descriptions, which was also agreed by I5:

I don't know how clear the goals of the courses are. They are written in course descriptions, but they are not always very clear or we don't apply what it says there. Like in the FLE 324 course (Teaching Language Skills), for example. It is not very clear or transparent, and every faculty member can interpret it differently and do something different. Different things can also be done in different sections, so I don't think they are really clear. (I6)

So the clarity and adequacy might need to be improved because as an instructor what I see is... and I didn't really receive any very clear instructions in terms of how to teach these courses. What I have is from the previous teachers... basically their syllabus and sometimes I don't even have a syllabus that is available, so I have to create my own syllabus... (I5)

Based on feedback s/he gathered from her students, I1 stated that FLE 200 (Instructional Principles and methods) has unclear objectives. Similarly, I2 pointed out that FLE 413 (English Language Testing and Evaluation) course lacks clear-cut goals:

I hear students have trouble with FLE 200 course. Its content, its goals are very ambiguous for students... I mean, what is it? Everything is in it... I think it is a bit ambiguous because it is more like an educational science course. It should be (in the program), but I never wanted to offer FLE 200. I don't have motivation to do so. Because it is ambiguous for me. (I1)

When it comes to English Language Testing and Evaluation, there is not enough time for this course. I do not think that our goals in this course are very clear-cut. (I2)

As for **adequacy**, NT4, NT7, NT9 and NT10 found goals adequate as they broaden teacher candidates' vision; are satisfactory and applicable to real life:

Teaching Language Skills... We learned how to teach grammar in this course. Let me just comment that this was a good course (in terms of goals) ... School Experience was good (in terms of goals) because we went to practice schools. Material Adaptation and Development... It was also a good course (in terms of goals), in this we covered things about disregarded communities or people that were not in English books and should be... This really broadened my vision, I had never looked at it from that angle before. (NT4)

When I thought about my undergraduate years, I actually found the goals sufficient then. The course contents were really intense and we learned what we can use in our professional life. I never said, "Why did we learn that?" I really went to classes willingly, I always felt that I was learning something after the lessons. That's why I find the goals of courses sufficient. (NT9)

If I think of it both as a student and as a teacher, I think that they are sufficient. (NT10)

Moreover, I5, I6, NT3 and NT6 found the goals **inadequate** as more technological input is needed, these courses do not prepare teacher candidates well enough to work with different student profiles and they were more focused on theoretical knowledge. NT3 made a suggestion regarding having specific goals to teach different age groups to make them more adequate:

I don't see enough technological input in the curriculum. There is just a lot of new things that's not involved. (I5)

We need to be aware of the diversity of students, we need to awaken this awareness in our students. They should be aware that not all of the students will be like private school students or students at good high schools in Ankara. (I6)

I mean, I don't think the (goals of the) courses are adequate because I don't think we have practiced much in general for four years. I feel very lacking in practice, and I think many of my friends were also feeling it... You make a presentation, and then you sit back and relax throughout the semester, watching your friends. It was mostly that way. That's why I don't find them sufficient at all. (NT3)

We need to teach listening to children and to adults differently, and those of middle school age differently. You know, we did not get down to that much in the courses... So I think could be a little more specific, more age-group-specific... (NT3)

As for **appropriacy**, I1, I3, I4, I5 and NT1 stated that the goals and the objectives of the courses are appropriate, useful, clear and sufficient. As I5 expressed, the objectives were formed based on students' demand and the demand of educating future teachers:

I think the goals regarding preparing a lesson plan are very useful for us. They were very efficient in terms of [teaching how to prepare] a lesson plan and writing outcomes... I [also] learned about different approaches. (NT1)

I think the goals of these courses are set up appropriately. It's based on the students' demand and the demand of educating future teachers. (I5)

I6 and NT8 stated that the goals and objectives are **inappropriate** since they are not up-to-date and realistic:

In terms of appropriacy, they are a little bit out-of-date if you look at program and course descriptions of HEC... They aren't always compatible with today's classroom realities. They are far from the developments in the world. There are methods, four skills, materials, testing... It's like as if these could not be changed... What is written in documents aren't very clear, adequate and appropriate, neither are the practical applications of them. (I6)

We learned a lot of theoretical knowledge in ELT methodology courses... But these are actually designed for ideal classroom settings. But real life is very different... That's why I don't find them very realistic, actually. I had a better chance of using them in the private school I worked for two years. But unfortunately, I cannot use any methods at the school I am working for at the moment (MoNE) because I have different problems [to focus on here]. (NT8)

In terms of inappropriacy, another interesting feature of course objectives pointed out by I1, I3 and I6 that some courses have overlapping objectives, which is supported by NT1 and NT2:

There can be overlaps in some courses. I mean... For example, I think FLE 304 and 324 have overlapping objectives... But these courses are planned as not overlapping. (I3)

That course (FLE 324) was a little bit unclear. Its name is Teaching Language Skills, but we do not teach skills there because other method courses already cover reading, writing and four skills. (I6)

There were too many repetitive points... We had Instructional Principles and Methods course. That course was a bit like a repetition of things covered in the Approaches to ELT course. (NT1)

I think Methodology 1-2, Approaches to ELT, Instructional Principles and Methods... All of them can be merged into one course. They're actually talking about similar things... (NT2)

As shown in Table 4.1, development process of goals and need for changing goals are reported under the sub-theme “goals of ELT methods courses” respectively below.

In terms of ***development process of goals***, I3 stated that goals and objectives are determined in a way starting from identifying cumulative outcomes of the courses - which are to prepare students for Practice Teaching and to the profession - by examining the program published by HEC, benchmark in Canada, TESOL standards, English Teacher Competencies published by MoNE. Then, additions were made to goals and objectives identified by HEC. I3 summarized the process in these words:

Actually, the cumulative outcome of these courses is to prepare students for Practice Teaching and then for teaching profession. While planning the flow – I mean planning of course organization and writing goals - we kept this in mind. When the goals were identified – the program came from HEC – we made additions to them considering what we expect from English teachers. We didn’t exclude anything; we just added more goals. We considered English teacher competencies identified by MoNE, TESOL standards and benchmark in Canada. Then we tried to identify the outcomes of courses in a backwards fashion. (I3)

It is also clearly stated by three faculty members that the goals and objectives of the courses are constantly revised. One faculty member stated that the revisions were done based on faculty members’ previous experiences of offering the courses in recent years. It was also added that the goals and objectives were recently revised for institution’s database of syllabi.

Need for revising goals was proposed by I6, emphasizing the need for a holistic view towards teaching is needed. S/he emphasized that teaching profession cannot be reduced to techniques, pointing out overemphasis on methods and techniques of ELT in the courses. S/he criticized that these methods and techniques are taught as if they were applicable to all situations, disregarding the complex structure of teaching-learning practices, which is limiting teacher candidates’ perception of teaching profession. Teaching profession, as s/he explained, is an intellectual, creative, problem-solving and context-dependent act.

It's as if these were techniques that would work anywhere, in any way, in any condition... Of course, there is no such thing. First of all, teaching is not something that can be reduced to techniques. Yes, techniques are useful, but teaching is an intellectual, creative action

which aims at solving problems... And it is dependent on the context... Apart from this, we need to be aware of the diversity of students, we need to awaken this awareness in our students... What do we do with the mainstreaming students?... Or we have LGBT students... I mean, none of these exists... We are also responsible for developing their native language... Their intellectual, emotional and psychological development... Students should perceive teaching as a whole... We should not reduce both teaching and education to just such techniques. Techniques are not trivial, they are important, but the whole story is not about how to teach reading. (16)

In conclusion, sub-theme “goals of ELT methods courses” reports what kind of skills, competencies, traits and attitudes are expected to be developed via ELT methods courses. It also presents the opposing views on the clarity, adequacy and appropriacy of goals respectively. While three of the faculty members found the goals clear with the help of course outlines, verbal explanations done on them and already-descriptive names of the courses, two faculty members found them unclear since there are different interpretations and practices in different sections. Unclearity of HEC’s course descriptions were mentioned as the source of this unclarity and it was stated that some of the faculty members prefer not to follow those descriptions. On the other hand, four novice teachers found the goals adequate whereas two faculty members and two novice teachers found them inadequate as more technological input is needed, courses do not prepare teacher candidates well enough to work with different student profiles and there is a need for goals to teach different age groups. As for appropriacy, four faculty members and one novice teacher found them appropriate. However, one faculty member and one novice teacher found them inappropriate since, according to them, goals are not up-to-date and realistic. Also, it was stated that there are overlapping goals among some courses. Moreover, it was stated that goals are developed via examining HEC’s program, benchmark in Canada, TESOL standards, English Teacher Competencies published by MoNE. Lastly, a need for changing the goals was uttered by one of the participants as a holistic view towards teaching profession is necessary.

4.1.2. Level of Achievement in Goals of ELT Methods Courses

Qualitative data analysis conducted on interviews with faculty members and novice teachers revealed varying opinions in terms of the level of achievement in the goals of ELT methods courses. Namely, while some of the participants stated that the goals of ELT methods courses are highly achieved, some others pointed out that there is a

variety in terms of their achievement. On the other hand, some of the participants indicated hesitations regarding the achievement of the goals while others found the achievement level of them low.

Therefore, the findings with regard to the achievement level of ELT methods courses are presented as “high achievement level”, “variety in achievement levels”, “uncertainty of achievement” and “low achievement level” respectively.

To begin with **high achievement level**, some of participants think overall goals of ELT methods courses are achieved at a considerably high level. The reasons given include success in *Practice Teaching* course, accurate use of terminology and pedagogical content knowledge, ability to apply knowledge and skills, ability to solve problems regarding teaching-learning processes and courses’ contribution to students and ability to prepare students for the profession. I2, I3, I4, NT2, NT5 and NT10 stated this as:

We see that [the fact that courses prepare students to profession] in Practice Teaching course. Students do it quite successfully. (I3)

When we ask them how they would teach a particular topic [in job interviews], they could give satisfying answers. There is competency there. (I2)

When the students start teaching years later, they send me a message and share that they can utilize, remember and apply such design attainments very well in the profession. (I4)

Actually, I think that everything I learned there has been useful in my experience right now, so I think goals are achieved. They contributed a lot to me. (NT5)

I think these goals have been achieved enough to prepare us for the profession. (NT10)

As for **variety in achievement levels**, data gathered from faculty members and novice teachers revealed that goals are achieved in different levels in different sections, which might be caused by lack of communication and understaffing, lack of transparency, differences in implementation and students’ interest level.

I1 and I3 implied that attainment level of goals differs among sections due to lack of communication among faculty members who offer the same course. It was underlined that the department does not have a sufficient number of faculty members and the sections are crowded; therefore, part-time instructors are invited to teach some of the

ELT methods courses, which might be a factor in lack of communication among faculty members. It was stated that underachievement of goals in a particular course influences the process of following ELT methods courses which have certain pre-requisites, as it affects readiness level of students for the following courses in these words:

There are too many part-time instructors in our department because it is understaffed. In order to decrease the number of students in sections, part-time instructors are invited to teach ELT methods courses...I don't mean that only part-time instructors do that... When there is a part-time instructor among instructors who offer the same course in different sections, there can be a lack of communication among them. For that reason, if you teach a course with pre-requisites - as it is the case in FLE 262 and 304 – students may not be ready for the goals of the following course. There can be some problems there...(I3)

NT8 stated that there were differences among sections in terms of implementation, which might impede the achievement of overall goals:

For example, the methods of our instructor and the instructor of another section (of the same course) were not the same. Our satisfaction was, therefore, not the same. This is true for most of the courses. Yes, some of them were able to do that, but some really got stuck in too much theory... (NT8)

NT11 expressed that achievement of overall goals depends on students' interest and willingness to learn, though they are generally achieved:

When we look at the goals from the perspective of the instructors, I think they were doing everything necessary to achieve the goals of the courses. It's up to the students... How much these goals were achieved or not was dependent on how much we wanted to learn from that course... What we wanted to take from the courses for ourselves. I think it varies from student to student. (NT11)

As for ***uncertainty of achievement***, the analysis of qualitative data yielded that some of the participants were not sure about whether the goals are achieved due to the fact that in-class practice of methods and techniques are diluted, most of the goals were related to theoretical knowledge, teacher candidates do not feel themselves ready to teach after graduation and there is uncertainty in how much of knowledge could be applied. I2, NT6 and NT10 stated it in these words:

We try to have students practice techniques and skills in the class, as much as we can. I can say this is a little bit weak. It's as if... diluted... When it comes to whether desired

techniques and skills are attained or not, I will say it remains a bit of a question mark... But I cannot say anything about whether these students can write good tests or handle testing processes. (I2)

A syllabus was already being given, in fact, most of the goals stated there were actually related to the theory. They actually provided what they claimed to offer. Just for myself, when I started profession, I felt that the courses didn't prepare me enough. (NT6)

What the courses tried to offer me, yes, I gained them. Yes, I learned what methods to apply. But as I said, I do not know how much I can use them in my lessons. (NT10)

Finally, with respect to ***low level of achievement***, analysis of data revealed that some of the faculty members and novice teachers thought that goals of ELT methods courses were underachieved. They stated that the goals of ELT methods courses were not achieved at a desired level due to temporary knowledge and skills gained, lack of genuine practice, students' level of taking the courses seriously, rote learning (in FLE 200), artificial teaching practices, faculty members' lack of ELT experience, need for a change in pedagogic formation of faculty members, a drastic change in student profile and motive to come to the department.

I2, I5, NT3, NT4 and NT8 stated that teacher candidates gain temporary knowledge and skills from ELT methods courses, they tend to forget what is taught afterwards and they lack practice. Some of their words might be seen below:

The professors, instructors have already provided everything that they need in order for them to teach. But a lot of times, students just forget. I think that's the problem. When they graduate, they don't feel ready. And then, another thing is they don't have enough real life [real classroom] experience to practice [teaching]... (I5)

I think they have not been fully achieved. I think the practical part of it is very lacking... I think we memorized... Because we memorize, we can write very well in theory. But in practice, if I don't remember anything about the course I passed with AA, it doesn't matter... That's why I don't think it's very effective... I don't remember much about this Instructional Principles and Methods course. I just remember that our instructor was telling us to try different methods, "Try different methods, do not memorize" kind of stuff, but we were doing this by rote learning. (NT4)

Believe me, I don't know how I was able to forget everything so quickly in 2-3 years. Even my knowledge of the content of the courses is very limited. I guess because I don't have the opportunity to use them too much or revise them. (NT8)

NT5 stated that goals of FLE 425 course (School Experience) have not been achieved as environment of teaching practices were artificial and they did not reflect the real life:

But I don't think the School Experience course has achieved its goals... During our time at practice schools, we used to teach at regular intervals. At those times, I realized that I did not actually see the real classroom environment. Teachers already knew that we were interns [and] students in the classroom [too]... We were in a very artificial environment. And the schools we went to were actually really good schools... Maybe it is very good for students, but I don't think it reflects real life. [We couldn't see] different student profiles... [This is] a course that I don't think has contributed much to me... I knew I was an intern and I knew that the students also acted accordingly. In the ELT method courses, it was the same environment as our friends were demoing in the classroom and we, as students, treated them respectfully. (NT5)

On the other hand, I5 underlined that student may not take ELT methods courses as seriously as they should do while NT3 gave the reasons for this:

Generally speaking, if the student, at least from METU, takes each individual course seriously, and they finish all the tasks that the teachers assign them, they should be ready to teach when they graduate in any public schools or private schools... But the problem is students usually don't follow what the professors assign them and after they finish this course, they forget everything that they learned. That's the problem, I guess. (I5)

You make the presentation, then you are comfortable during that semester, watching your friends. It was mostly that way. That's why I don't find them enough at all, I don't think they have achieved their goals... Maybe we didn't take them seriously, but the system always made us feel this. The course[s] are in the form of an assignment, in the form of a presentation... So I don't think they are very adequate, so it seems like we lost our main purpose there a little. (NT3)

It is also stated that faculty members are lacking English teaching experiences and there is a need for a change in pedagogic formation of them. I1 and I6 mentioned it in these words:

You might say, "You have been working at this department for over 32 years. How long did you teach English at a school?" This is a very serious defect, isn't it? Okay, I worked at a language center when I was a student in order to gain experience, but it is limited. I think it is a must for any instructor working at a teacher training program in any university to have teaching experience. This must be criterion of hiring instructors. (I1)

And of course, the instructors shouldn't be this far from practice. How could an instructor teach 'how to teach English' if s/he didn't teach English before? S/he never experienced it himself/herself... I mean, someone who never taught English is teaching how to teach... So, I think instructors need to continue teaching English somehow... There is a need for a

change in (pedagogical) formation of instructors... I mean teacher trainers. They have to update themselves. (I6)

As another reason for low achievement level, I1 and I6 stated that there has been a drastic change in students' profile since the new examination system was put into practice, which affected the motive to come to the department and the level of achievement in objectives. S/he revealed that some students come to the department in order to improve their English; while some others prefer the department as a second bachelor's degree or students who get an equal-weight point in university entrance exam decide to come to the department:

Some of them aren't even from language departments; they are from quantitative reasoning departments [of high schools] and they chose our department at the last minute. There are too many of them nowadays. Sometimes they prefer us to get a second degree. I mean, they graduated from a university, from an engineering department for example. There were too many of them at freshman level last year. They studied engineering and came to us to get a second degree or to improve their English. Student profile has changed a lot with the latest changes in the examination system. (I6)

For one thing, students who graduate from teacher high schools feel like teachers. Their motivation is high. They behave like a teacher... They are happy to be in that department... I generally like the fact that those kids love English, they love being teachers. This is the type of student you want to see in your class. (I1)

In conclusion, level of achievement in the goals of ELT methods courses deals with "high achievement level", "variety in achievement levels", "uncertainty of achievement" and "low achievement level". In high achievement level part, the fact that 1) students succeed in Practice Teaching course 2) graduates could use their pedagogical content knowledge and relevant terminology accurately in job interviews demonstrates 3) graduates state that they are able to solve the problems in teaching-learning processes and cope with the difficulties in their workplaces 4) courses contribute to students and are able to prepare students for the profession are mentioned as signs of a high achievement of overall goals. In variety in the achievement level of overall goals part, 1) lack of communication among the instructors of the same courses and understaffing 2) lack of transparency 3) differences in the implementation of the courses 4) the fact that the achievement level of overall goals depends on how much students would like to learn from the courses were mentioned as reasons. In uncertainty of achievement of goals of ELT methods courses part, 1) diluted in-class

practice 2) the fact that most of the goals deal with theoretical knowledge 3) the fact that novice teachers did not feel ready when they started teaching 4) uncertainty of how much of taught knowledge could be applied were mentioned as reasons. In low achievement of overall goals part, 1) temporary knowledge and skills from ELT methods courses 2) lack of (genuine) practice opportunities 3) artificial teaching environments 4) rote-learning 5) the fact that students may not take ELT methods courses as seriously as they should do 6) faculty members' lack of English teaching experiences and need to update themselves, which requires a change in pedagogical formation requirements 7) drastic change in student profile due to the new examination system 8) wrong motives to come to the department were mentioned as underlying factors.

4.2. Content, Content Organization, Implementation and Assessment of Goals

The second research question inquires how novice teachers and faculty members assess the content, content organization, implementation and assessment of ELT methods courses. Content analysis of the qualitative data gathered via semi-structured interviews from participants on content, content organization, implementation and assessment of goals provided comprehensive understanding of them as well as some suggestions to improve them. The data is presented under four sub-themes, which are “content”, “content organization”, “implementation” and “assessment”. Codes under each sub-theme are shown in Table 4.4 below.

Table 4.4.

Corresponding Sub-themes and Codes for Content, Content Organization, Implementation and Assessment of Goals

Sub-Themes	Codes
1. Content	1.1. appropriacy of content 1.2. suggestions to improve content
2. Content Organization	2.1. content organization: from general to specific 2.2. organization of ELT methods courses 2.3. organization of topics 2.4. suggestions to improve content organization
3. Implementation	3.1. practices and shortcomings in implementation 3.2. suggestions to improve implementation

Table 4.4. (continued)

Sub-Themes	Codes
4. Assessment	4.1. practices and shortcomings in assessment 4.2. suggestions to improve assessment

4.2.1. Content

Based on the content analysis conducted, it was revealed that some of the participants thought that the content of the courses is appropriate whereas some participants found it inappropriate. Moreover, some suggestions were made to improve the content.

The content of ELT methods courses are found *appropriate* since it is constantly revised, positive feedback regarding it is gathered from students, it is determined by the instructors who offer the same course, it is suitably intense, there is little to be removed from the content, it provides students with in-depth theoretical information, it is relevant to real life practices.

I1 thought the contents of the courses s/he offered were appropriate and adequate. I3 and I4 found the content of the courses they offered appropriate as it is constantly revised, students give positive feedback regarding it and it is determined by the instructors who offer the same course:

I find the content adequate and appropriate. It's a content we constantly revise and we get positive feedback from students. (I4)

The content is determined by the instructors who offer that course on that year or that semester. So, I don't know if they have made a change, but when I offered these courses, we would sit down and decide together as the instructors offering that course. We would choose something suitable. (I3)

NT3, NT6, NT7, NT8, NT9 and NT10 said that the content of methodology courses (ELT Methodology 1 and 2) adequately intense and there is little to remove from the content:

As far as I remember, especially the methodology courses were very useful and informative... I remember that I learned a lot about what I should do, what I should pay attention to, what and how I should teach in a professional sense. The content of the methodology courses was very intense and good. (NT9)

I couldn't think of any unnecessary information right now. I think we use all of them more or less somewhere in real life. Maybe it didn't come to my mind, I don't know, there seems to be nothing I can take out from the content right now. (NT8)

NT2 and NT4 expressed that content is appropriate as it is relevant to real life practices. NT1, NT6, NT10 and NT11 stated that the content is adequate in terms of theory - though more compatible with the working conditions of private schools - and the knowledge gained from it can be perfected by practice:

I can say this for all of them, they give us detailed information...Which one we can use in the classroom, in which situation, etc. We learned all of these, but I think we can see how useful they actually are over time and via experience. (NT1)

Their contents... I think they are quite enough. You know, I think I have learned everything I can - most of the things that I can learn - when I look back now. Of course, there are things that we forget, but I think, in general terms, these courses contributed to us a lot in terms of theory. (NT6)

In terms of content, the courses are great... Theories, articles, etc....There are no problems in terms of content. (NT11)

But I think these courses were mostly suitable for working at private schools, in academia. Therefore, it is not very compatible with the working conditions of state schools. I can say that. But content is quite sufficient. (NT10)

Some of the participants found the content *inappropriate* due to the fact that some courses lack all-inclusive coursebooks, more outside resources are needed, lack of practice is an issue to consider in assessing the content, content is too theoretical and inapplicable to real situations, ELT methods are overly emphasized in the content, there is not a uniformed content for different sections, it is conveyed via too many examples and scenarios, long reading materials, long and old videos and the content of ELT methods courses is taken less seriously.

I2 underlined that FLE 324 (Teaching Language Skills) lacked an 'all-inclusive course book and explained that this is caused by the comprehensiveness of the course and added that there is not enough time to cover them all in a semester. Therefore, according to him/her, there is a need for assigning more responsibilities (some of the content) to students, and this is done inadequately. Also, it was emphasized that coursebook is utilized as the only source and more outside resources are needed, which is difficult as instructional time is not enough to cover extra things:

About Teaching Language Skills... One coursebook is not enough. It needs to be supported by three or four different resources when four skills and two language areas (grammar and vocabulary) are included... You need to support them via three or four different channels, but time is not enough for anything... It may be better to leave some supplementary materials and resources to the students for research. This may be a little deficit [in us]... I can say that we leaned a little too much on a single book in Materials [Adaptation and Development course]. So maybe there could be a little more external source, such as enriching the course with more examples from the internet. But on the other hand, of course, there is no time to do everything. (I2)

I2, NT1, NT3 and NT9 stated that course content is too theoretical for some students who find them inapplicable to real situations and lack of practice is an issue to be considered in assessing the content:

Half of it (FLE 413) is theoretical to some students. Without these, testing cannot be explained. After that, we move on to tasks... The students get to practice testing techniques a little bit. But this is very minimal... So they only get an introduction... So I find the content and adequacy of this course as a somewhat questionable... The practical part remains insufficient. (I2)

I took the Instructional Principles and Methods course twice... It was a very intense and somewhat 'in the air' because it was not very open to practice. So we didn't have the chance to apply, we were just learning the terms. (NT9)

As I said, there are a lot of theoretical things actually... So we've seen a lot of theoretical things, but I'm sure there are some really unnecessary ones... There are things that I cannot apply right now... (NT1)

The content of the courses... So they were insufficient, very theoretical. Sometimes I was saying, "What will it do for me to know this?" Or I say I know this theory, an approach comes to my mind, but I never use it, I cannot see any benefits of them for me during my lesson. So we could be more active in the lessons, there could be something more from real life. (NT3)

On the other hand, NT1 and NT4 stated that there was too much emphasis on methods in the content of the courses; therefore, it was inappropriate. I5 found the content inappropriate because there is not a uniformed content of the courses in different sections; therefore, it is not possible to generalize the content since, according to him/her, there is limited communication among the instructors of the same course:

There really is not a uniformed content for each course except for this semester we have for FLE 425, our coordinator provides the materials that she uses in her class. I guess people... other instructors just followed this material. Other than this, for the other courses, each instructor develops their own things. I don't think it is possible to generalize the content because I don't know theirs and they don't know mine. (I5)

NT2 and NT4 underlined that the content of the courses is inappropriate as it included too many examples and scenarios, long reading materials, and long and old videos:

In fact, there were too many examples, too many scenarios...Instead of giving many examples, we may be asked to give one example and actually apply it... (NT2)

We were watching really old videos. Maybe you also remember, they were hours long. It was really boring for me. I think this needs to be changed. (NT4)

NT10 indicated that the content of ELT courses are taken less seriously than other departmental courses due to the content:

I just want to add this, there are courses such as linguistics and literature in our department other than ELT methods courses. I think ELT courses are one degree lower compared to these courses... In terms of content and the degree to which they are taken seriously. (NT10)

Participants made certain **suggestions** which they thought would improve the content of ELT methods courses. Categories of these suggestions are presented in Figure 4.1 below.

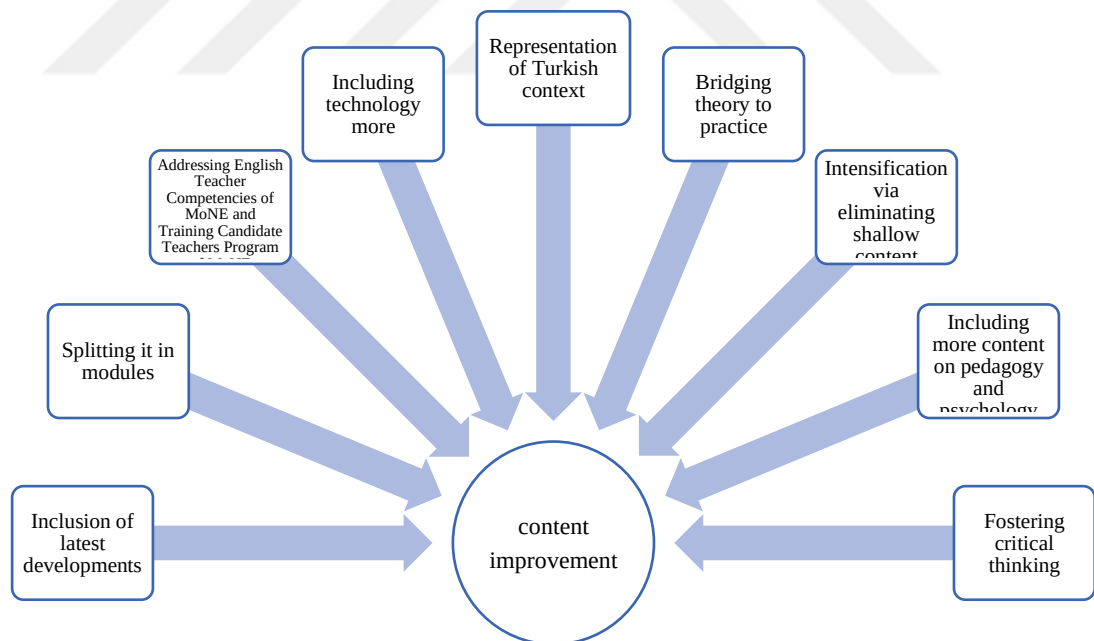


Figure 4.1. Suggestions to Improve Content

As it can be seen, participants made a variety of suggestions ranging from inclusion of latest developments to fostering critical thinking. For instance, I6 suggested that the contents of all ELT methods courses should be changed in order make them more up-to-date and realistic. I2 proposed to support the content with audio-visual materials. NT4 expressed a need for shorter, more up-to-date videos, shot in Turkish context:

Maybe we need to change the names and the contents of the courses so that the current issues can be included...Goals and contents are left to the faculty members. What is written on course descriptions is not very clear anyway, and it is not appropriate, either. (I6)

There is a coursebook of Larsen-Freeman. It's quite sufficient. It needs to be supported via audio-visual resources a bit. There is a need for good demos on methods. (I2)

There could be videos which are more integrated with real life, short and more relatable... Or something about Turkish context in 2000s. (NT4)

Moreover, I2 proposed that content of English Language Testing and Evaluation needs to be split into two, as one course for theoretical background and one for practice:

Maybe it would be good to have two courses with different names and different foci. One may be a little more theoretical. And the other can be done in groups of 3 or 4, where they do a project from the very beginning. (I2)

NT10 expressed a need for training about cooperation with parents, school and society and emphasized the need for content on local issues:

That is to say, I would like it (cooperation with parents, school and society to be given in the department, in ELT methods courses. It would be a preliminary preparation for what kind of situations we will face when we start our profession... In our department, mostly foreign sources were used... But I don't think this has anything to do with the public school work environment... Some content can be added in accordance with the conditions of our country. (NT10)

NT8 and NT9 added that there needs to be more emphasis on contingency plans and practical applications. NT11 expressed a need for more practice regarding preparing students for national tests and test preparation:

If there is no technology in the classroom, what extra activities should we do? What should we resort to if there is no electricity? I think that if there were more plans B, maybe it would be more useful for us. (NT8)

Let me talk about FLE 413 course... We were examining national exams or the exams prepared by ÖSYM... It was not enough... I teach 8th grade. [Students are going to take] LGS or other exams... In that context, maybe there could be subjects about them, suitable for improving our skills... I would like to prepare an exam. (NT11)

NT3 and NT9 expressed a need for intensification of the content and practice opportunities for some of the courses. NT5 also expressed that the content of FLE 413 (English Language Testing and Evaluation) course needs to be enhanced:

I guess there is nothing I want to take out [from the content], maybe intensifying the content of the courses [can be done] ... (NT3)

I wish the content of the course (FLE 405) was more intense, or if we had taken more of this course, I would have learned a little better... It would be better to intensify the content of the School Experience (practice courses are meant) course. (NT9)

I noticed in fellow teachers that they learned different things in terms of calculations, they learned mode, median calculations and so on (in FLE 413) ... I did not know those subjects at all... Because you know, these are the questions we are asked during candidate teacher period. So I had to study for them by myself. (NT5)

NT9 added that modules for skills teaching are necessary. On the other hand, NT5 stated that there are methods and techniques that were not covered in ELT methods courses:

Frankly, I would like these four skills to be taught in different modules because I think learning how to teach four skills is too much for one course. I wish we had this one by one. (NT9)

I realized that there are different methods that I have never seen... For example, there is the aquarium technique [and] flipped learning. There are different techniques I haven't heard of. (NT5)

NT7 underlined that content should be enhanced so that teachers might become better equipped to teach at state schools and stated a need for covering different scenarios:

I teach at a village school now. We don't have any technological tools. So how can I teach English to kids differently? We always see [talk about] such things at METU, we have a classroom, everything we need is ready in that classroom and we will teach English to children that way. But actually it is not [the case] ... They could have added different scenarios [into content]. (NT7)

NT3 stated that there is a need for content improvement on how to increase student motivation. NT2 expressed content needs to be enhanced with more knowledge on pedagogy and psychology:

Students constantly ask, "Why do we need to learn English?", "Do they learn our language?" ... Other than that, they are very reluctant to speak English, or to listen [to something in English]. I don't know if I could have learned something to motivate them a little more. (NT3)

I don't think we have learned much about pedagogy. I mean, we learned great things, but... For example, I would take out Teaching Language Skills and add a course about it, just about it... You know, it would have been more helpful if we had covered psychology and pedagogy a little bit more deeply. (NT2)

Additionally, for FLE 405 (Materials Adaptation and Development), I6 explained how s/he enhanced the content so as to develop a critical view of materials in students:

In Materials course, for example, I emphasize this (uniformity of textbooks) very much. Like how we can change them... Or if I must use the existing book, for example, I may not use it as it is and read it critically. Here, we never see (topics/units on) workers' rights, human rights, women's rights, animal rights, immigrants' rights etc. ... Always the same issues, cliché issues. A discussion can be made as to why these are there, why these subjects are not included. (I6)

As it might be seen above, content was found appropriate since it is constantly revised, positive feedback on it is received from students, it is determined by the instructors who offer the same course, it is suitably intense, there is little to be removed from the content, it provides students with in-depth theoretical information, it is relevant to real life practices and it is conveyed through lengthy materials. On the other hand, it was found inappropriate due to the fact that some courses lack all-inclusive coursebooks, more outside resources are needed, lack of practice is an issue to consider in assessing the content, content is too theoretical and inapplicable to real situations, ELT methods are overly emphasized in the content, there is not a uniformed content in different sections, it includes too many examples and scenarios, it is conveyed through long reading materials, long and old videos, and the content of ELT methods courses is taken less seriously. Suggestions to improve the content include revising the content so that it could be more up-to-date and realistic; supporting it with more examples, audio-visual materials, videos shot in Turkish context; splitting some courses into two;

including more content related to cooperation with parents, school and society; localizing the content; emphasizing contingency plans; adding more practice opportunities to prepare students for national tests and test preparation; underlining topics with practical applications more; intensifying the content; including modules for skills teaching; including methods and techniques which are not covered in the content; enriching courses with different scenarios; including topics to increase student motivation; emphasizing pedagogy and psychology and enhancing the content so as to develop critical view of materials in students.

4.2.2. Content Organization

Content analysis conducted on the data gathered via semi-structured interviews from faculty members and novice teachers revealed participants' experiences and views on content organization of ELT methods courses, the organization of topics, organization of the courses within the program and suggestions to improve content organization.

Participating faculty members and novice teachers indicated that the content of ELT methods courses is organized from general to specific. It was also stated that topics are properly organized in a from-theory-to-practice and from-easy-to-difficult manner. Also, both novice teachers and faculty members found the organization of courses within the program suitable, building up on each other.

I2 and I6 stated that ***the organization of content*** is from general to specific:

First [we teach] general principles, then specific [topics] like grammar and vocabulary teaching, and teaching English to children... (I2)

First general things.... Instructional principles and methods... Then, approaches, methods... Four skills, teaching English to children, teaching language skills, practice, material, testing and evaluation... I already said that practical courses (School Experience and Practice Teaching) must be offered earlier... (I6)

I5, NT1, NT2, NT4, NT5, NT7, NT8, NT9, NT10 and NT11 stated that ***topics of ELT methods courses were properly organized***, in a from-theory-to-practice and from-easy-to-difficult way:

I try to put foundational and basic concepts in the beginning like in the first couple of weeks, and then towards the middle I try to provide students with more opportunities to review what they have learned throughout the semester...Towards the end concepts are more related with practical concepts. (I5)

The topics of the courses were conveyed in a certain pattern. You know, we were advancing by adding on what we learned. (NT7)

I think there is a very logical order from 1st grade to 4th grade. You first learn the principles and methods; then you learn the methods in the field of ELT. After learning the principles and methods, you learn techniques... I think it made sense in terms of specification [of knowledge] ... (NT 5)

As far as I remember, the topics were organized from easy to difficult... First, our instructors were informing us about the topic and how it can be taught. Then, they wanted us to apply it. At the end of the lesson, we were either making a presentation or a micro teaching. We were asked to present and apply what we learned. (NT9)

I1, I2, I3, NT1, NT2, NT3, NT5, NT6, NT7, NT8, NT9, NT10 and NT11 expressed that ***the organization of courses*** are suitable. Some of the quotations can be seen below:

I think it (organization) is good. It starts with principles and methods. Then, micro teachings – First, we did a practice in our own classroom, then outside, you know with this School Experience course. In that sense, I think the order is quite appropriate. (NT6)

Yeah, it's quite suitable... After they take ELT Methodology 1 and 2, they take Teaching Language Skills. Then, these 3 courses come together and their cumulative output is to prepare students for FLE 405 and 413. (I3)

Suggestions to improve content organization include a flexible organization of ELT methods courses; changing the organization of some courses; adding, removing or merging certain courses.

NT10 suggested a flexible organization for courses depending on the teacher candidates' future plans:

I think the order can be changed a little depending on the students' goals... [According to] what s/he thinks to do with his/her career in the future, to what direction s/he thinks to move forward... In fact, a slightly different order can be made on that matter. Some courses may be given more priority. (NT10)

I6, NT3, NT4, NT7, NT8 and NT9 suggested a change in the organization of courses:

It might be sensible to teach Materials and Testing after techniques are taught, but I'm not sure how effective it is to teach them in senior year. ... I already said that practice courses must be offered earlier. (I6)

I would do it this way: Approaches in English Language Teaching is number one. Later in the spring semester, I would offer English Language Teaching Methodology 1, but not Instructional Principles and Methods. Then I would offer English Language Teaching Methodology 2. Then I would offer Teaching Language Skills. Teaching English to Young Learners would be after that. Then maybe the Instructional Principles and Methods, I would have preferred to offer it in later stages. (NT9)

Maybe I wouldn't leave Testing to the last year. I could offer it in the 3rd grade. I would also relocate Young Learners. It is not necessary to have this at 3rd grade. (NT4)

Maybe I could offer Young Learners a little bit earlier. It was a little bit towards the end. Maybe it could have been given at first. (NT8)

NT11 suggested that FLE 308 could be an elective:

All of these courses are necessary. I don't know, I might be thinking wrong, the course on Teaching English to Young Learners is really a course for them (the ones who want to teach young learners). I used to see most of my friends bored. Why is that? Because they don't like children, they don't want to work with children... So maybe it can be an elective, not a must course. (NT11)

I2 and Novice teachers also stated a need for more practice courses:

There were two School Experience courses, but it was decreased to one. Why? Because of the logistics problems of Turkey. It would be better if we had two of them. (I2)

I would like to add more Practice Teaching courses. to 3rd grade or 2nd grade. For example, we can only make observations in the 2nd grade in School Experience, and we can practice teaching at later stages. (NT1)

There is also Practice Teaching (and School Experience), we took it last year... I wouldn't want this to be limited just to the last year... I wish we had been given more practice opportunities... You know, even the chance of teaching wasn't more than ten minutes. (NT7)

Again, it would be a practical course [I would add one more practical course]. So a course where we can actually put what we have learned into practice and work with real students would be great... (NT2)

I1 pointed out that School Experience should not be offered earlier:

School Experience used to be offered in the spring semester of sophomore year. I find it inappropriate. I mean... They used to take School Experience before developing the notion of being a teacher. I think the organization is much better now. (I1)

NT9 and NT11 expressed that some courses should be divided into two, or offered in modules in order to cover the content in a more detailed way and include more practice opportunities:

After Teaching Language Skills course, I could add the modules of it as teaching listening, teaching speaking.... Or for Young Learners, I would divide it into two. I would divide Material Adaptation and Development course into two so that we can cover the content in detail. (NT9)

Of course, we tried to prepare quizzes during the course (Testing), but you know there are units at universities for testing or material development... So are we prepared enough for these units? I want to ask that. So I wish it had a larger scope. Or I would like it to be taught as two courses like one course for general testing, one for Turkish context. (NT11)

NT1, NT2 and NT4 expressed that FLE 324 course should be removed from the program and two courses for ELT methodology are not necessary:

Teaching Language Skills was a kind of a repetition... Would I lose a lot if I hadn't taken it? I wouldn't, I suppose. (NT1)

NT8 and NT9 thought that FLE 200 course should be removed from the program:

I think Instructional Principles and Methods can be removed...I don't remember much of its content. (NT8)

I would remove Instructional Principles and Methods from the program, I wouldn't remove any course other than that. (NT9)

NT1 and NT2 also suggested merging some courses into one:

It could be something like Teaching Language Skills course and (one of the) ELT Methodology course could be merged because we had a course in Erasmus and we were taking both of them together in that course... (NT2)

We took Methodology 1 and 2 in separate semesters. If they can be merged into one, there will be nothing left that I would like to remove. (NT1)

To sum up, the participants stated that content is organized properly from general to specific and in a way that courses might build up on each other. Similarly, organization of topics of courses was found appropriate. Some suggestions were made to improve content organization such as offering courses in a more flexible order, removing some

courses from the program, merging some of the courses into one. Remarkably, many of the participants suggested offering more practice courses. Also, it was proposed that some courses should be offered in modules or split into two so as to cover the content in a more detailed manner and provide more practice opportunities.

4.2.3. Practices and Shortcomings of Implementation

Content analysis of the data gathered on implementation of ELT methods courses provided in-depth understanding of the instruction besides its shortcomings. Namely, participants stated the reasons why they found the implementation of courses successful and what parts need improvement.

In terms of *practices in implementation*, it was stated that the success in implementation depends on how well the knowledge is conveyed and how prepared students come to classes, and a pre-planned program is followed. Moreover, faculty members stated that they could cover the content on time, with minor adaptations. Some of the faculty members and novice teachers found the implementation successful as the courses progress smoothly and are organized from theory to practice. Faculty members stated that they tried to bridge theory with practice. Also, it was stated that micro teachings are utilized, which are reported to be very effective by one of the novice teachers. Faculty members expressed that they also utilize weekly readings, group works, projects, class discussions – which is found to be effective and appropriate by some novice teachers.

I2 expressed that the success in implementation depends on how well the knowledge is conveyed and how prepared students come to classes. S/he also added that they follow the program which is planned beforehand:

I mean, [it is important] how effectively we can convey the knowledge, how prepared students come to class... Of course, there is a curriculum and materials we aim to use. (I2)

All of the instructors expressed that they could cover the content on time, as planned with minor adaptations. It was also expressed that minute-by-minute lesson plans are not made:

Because - just like any other educator - we plan the courses before the semester starts, but we might make adaptations considering the specific needs of the students we teach that semester. So it goes as planned with minor adaptations. (I3)

After getting to know the students and listening to them a bit, we might make minor adaptations. I mean we may not implement the course via the same strategy 100% of the time. (I4)

It may be thanks to experience; I don't make minute-by-minute plans. I make notes while preparing for a class. I already know how much can be covered in a 3-hour session. We also have the flexibility of being an instructor at a university. (I1)

I2, NT2, NT4, NT8 and NT10 found the implementation of some courses effective and successful:

I find the methods and techniques used by the instructor very professional and sufficient... Apart from that, as I said, there is a pre-thought and planned process that is open to all kinds of ideas, from the beginning to the end... I did not feel that there were gaps in between, and it was progressing very smoothly. (NT10)

Some courses were interactive. We were constantly working in groups, learning by ourselves. We were using online tools as well. So I think these were good. (NT2)

Some courses were taught really well. At least I think they fulfilled their purpose. There have really been things that we can use in real life, but Instructional Principles and Methods... That course was really inefficient. (NT8)

Practice Teaching... I think that was nice, the way it was taught. We were already practicing [teaching]. When we went back to the campus, when we met with our instructor, we were making a presentation to the class regarding our own experiences. That was nice. (NT4)

The courses are generally taught in a from-theory-to-practice way. I1, I4, NT2, NT5, NT6, and NT9. Some of them expressed this as:

Step by step, first theoretically... What [teaching] speaking or listening includes... Their theories, approaches... First we develop an awareness in that, then we expect them to gain experience in these by having them teach a little bit. (I1)

The courses usually followed the same order. If it's a Methodology course, the instructor teaches the method, then show a video demonstrating it and have a class discussion. Always the same order. Then a model micro teaching... After that, s/he was having us prepare a lesson plan. We were preparing them together with our friends. It was pretty good that way. (NT2)

For FLE 200, I4 expressed that s/he tries to bridge theory and practice via field trips, observations, teaching practices. However, according to him/her, it is not easy to arrange:

It might be suitable to send students to real classrooms apart from the projects, materials and methods we use in class. It's not possible to plan these really comprehensively due to the complexity of permission processes. We can have school visits sometimes... We might need to think of ways to enrich the practice component. (I4)

NT5 and I1 explained the methods used in some courses:

Our instructors were making demos in methods courses to present us examples and we do the same in our micro teachings. The Principles and Methods course was taught directly through presentations or through the book. Material was a course in which basic theories were taught and we all worked actively after that. We actively adapted and developed the books ourselves. School Experience was also a course that we experienced. Testing was also nice, which I learned it in a very different way by examining many exam samples. (NT5)

Of course, we add the latest research to our course content. I mean, we try to convey these too while teaching... First I explain the theories to them. I provide them with a demo in the upcoming week. Of course, I don't want it to be just from my perspective. I provide different short demos. Sometimes I send them videos. Last semester, in Practice Teaching we examined the courses on EBA TV. (I1)

For the implementation of FLE 200 course, I4 expressed that weekly readings are assigned to students, the course is conveyed as interactively as possible and s/he utilized group works and projects:

We assign weekly readings to students in FLE 200. We try to do it interactively as much as we can. We try to make room for group works and projects... We want them to develop a 'systems perspective' and make relations [among terms]. We want them to understand concepts and all the elements a teacher needs in instructional processes. And we aim that they make an innovative and creative project using these. (I4)

I5 stated that s/he conveys information based on discussions or brainstorming on useful reading materials assigned to students and NT4 stated that class discussions were good:

I always assume that they do the readings – expect them to read – and I have my classes as discussions or brainstorming. (I1)

One of our instructors was managing the class discussions very well. That's why discussions were fun for me. (NT4)

As for **shortcomings**, it was expressed that implementation of ELT methods courses is insufficient or inappropriate because there is little room for practice - even in

practice courses, practice opportunities are limited, courses progress too theoretically via lecturing, micro teachings do not provide students with genuine practice opportunities, there is a lack of instructional time, the number of students in each section is high, some courses are too dependent on student presentations, practice courses are inadequate, certain methods are used repetitively, there is a lack of model in micro teachings, presentations are inadequate, there is a need for more interaction and student engagement and there is a high dependence on class discussions.

NT5 and NT9 stated that implementation of FLE 200 course was inappropriate because there was little room for practice. Similarly, I2 made some comments about the insufficiency of teaching testing based on observations and pointed out the importance of practice as well as stating that students might find FLE 324 (Teaching Language Skills) and FLE 405 (Materials Adaptation and Development) too theoretical, which is agreed by NT1. Moreover, I6 mentioned ineffectiveness of lecturing:

So we try to integrate this with School Experience. We say, "Interview your mentor teacher." or "Get examples of a few quizzes. Learn how they assess students. Do they assess writing? How do they do it? How different schools assess students?" They come and say a few things, but it is not enough... Theoretical part might be a little bit too much in Materials and Teaching Language Skills. (I2)

The majority of the courses... Approaches, Methodology... These are theoretical courses. (NT1)

These courses cannot be taught via lecturing. Students need to experience what is taught... Because they haven't learned by experiencing till they come to the department... I guess these (methods and techniques) can be experienced by students in second foreign language classes. (I6)

I1, I2, I5, I6, NT2 and NT11 pointed out the artificiality of micro teachings:

We try to have the practice component in the class, as much as we can. I can say it is a little bit insufficient. I mean, it's like... diluted... Students always say these (micro-teachings) are artificial... And that is correct. (I2)

You know, students generally complain about micro-teachings a lot – about their effectiveness. Research findings also support this. I also think that they aren't effective. Therefore, I do not include micro-teachings in my classes if possible... I try to send my students to real schools. (I6)

Also, I don't think these micro teachings are very efficient because we were teaching our friends and they already know what we teach. You know, there was no real learning environment. We were pretending to teach... Though they were good in terms of lesson planning. (NT2)

For example, let's say I'm doing micro teaching in FLE 262 course... I'm doing it to my friends. My friends are excellent, the lesson is understood, and everything is good. It is not like that. There are very few things we can teach in forty minutes, but we fill our lesson plans a lot. (NT11)

NT1, NT6 and NT11 found implementation of practice courses inadequate:

School Experience and Practice Teaching... We were never like teachers in those two courses... I mean, of course, I don't know if we can be called teachers, but in the end we have to experience it. This is the purpose of practice courses. In that sense, I think that even practice-oriented courses do not serve this purpose very well. (NT6)

During practice courses, for example, mentor teacher spontaneously asked us to teach on that day. We were doing it, but we did not know what we were doing. Observation was also not right. I think it can be improved a little more in practical terms... (NT6)

As you know, practice schools are different. Our mentor teachers are different... I go to one classroom for a semester and observe one teacher. Why is that? For example, can't I observe another mentor teacher? (NT11)

Shortcomings of offering School Experience course during COVID-19 pandemic was discussed by I3 and I4:

They normally do very little teaching in School Experience. In other words, they used to teach 15 minutes of a 40-minute lesson or something in face-to-face education. I have never taught this course before, it is my first time, but I know that. Now [pandemic period] they will not be able to do it, they will just develop materials, make preparations, and prepare a quiz or something. (I3)

Class size and lack of instructional time were mentioned by I2 as another shortcoming while NT2 expressed that use of instructional time can be ineffective:

There is a lack of instructional time for some things. Another issue is class size – I mean the number of students in sections. (I2)

Since the sessions were three hours long, there was too much focus on the same topic. We already learned the topic, made good comments on it... But we watched a video on that again, and then a further reading and discussion on that subject... You know, it was good to reinforce it, but it was a little waste of time... (NT2)

I2 also pointed out some ELT methods courses are carried out only with student presentations. NT3 expressed that presentations were inadequate due to the class size:

I sometimes hear about some bad examples. I mean... Some instructors just assign presentations to students and utilize them [as their only teaching method]. (I2)

There was always a presentation and there were already 30 students in the class. I used to make at most two presentations during the term. Afterwards, even at METU, everyone relaxed and took it easy. That's why we couldn't gain much experience. (NT3)

Suggestions were made in order to improve implementation. The first suggestion was to include more genuine practice opportunities, which was supported by the majority of participants. Secondly, it was proposed that methods used should be changed so that implementation could address students' needs better in distance education. Also, a need for integration of new technologies were mentioned. Moreover, it was stated that instructors' active role is needed to provide proper input and instructor and peer criticisms are needed.

NT10, I2, I6, NT7 and NT 6 stated that there is a need for more (real-life) practice:

I mean, it could be like going to real classrooms and observing; brainstorming or discussing potential situations that we may encounter beforehand. You know, an idea can be developed on it. (NT10)

In Australia, they have Practice Teaching for three months... They spend one month in a school, another month in another school... I mean we need this. There is something missing in our model... Considering instruction, technical skills develop via practice. There may be some deficiencies there. (I2)

We need to direct students to practice and [class] observations... Also, we need to have them experience techniques beyond lecturing and micro teaching. (I6)

Besides real-life practice, I5 stated a need for integration of new technologies:

Like I mentioned, if there is real life practice or there is also new technologies that students can use, teaching simulations rather than only micro teaching. I guess [we need] more new technology components. (I5)

According to I2, instructors' active role is needed to provide proper input and criticisms should be used to enrich the experience:

Sometimes the instructor comes and does a little something. Then, s/he spends the whole semester with student presentations. It's not supposed to be like that. The instructor should be active in conveying the input.... And provide demo micro-teachings. If I wish them to do a micro-teaching, I should demonstrate a 10-minute demo... What makes our presentations different? Our presentations – I hope your experience was like that – need to be interactive, interrupted, include instructor and peer criticisms... (I2)

In conclusion, implementation of the courses was found to be effective, successful, satisfactory or sufficient as a pre-planned program is followed, which moves from theory to practice via weekly readings, interactive lessons, group work, projects, good discussions, examples from real life and useful micro teachings. As for shortcomings, participants stated that the courses were conveyed too theoretically and there was little room for practice. Besides, it was underlined that micro teachings were artificial, lecturing method used in some courses was ineffective, practice courses were inadequate in terms of implementation, some courses relied too much on class discussions or presentations which were ineffective due to class size and instructional time limited faculty members' choice on the methods used, instructional time was used ineffectively in some courses and more interaction and engagement were necessary in Teaching English to Young Learners course. Participants strongly suggested to include more real-life practice in ELT methods courses. Moreover, it was proposed that new technologies should be integrated, there should be more class discussions and they should be supported by more in-class practice opportunities. Furthermore, it was suggested that instructors should be more active in conveying input and there should be more individual work and less lecturing and group work.

4.2.4. Practices and Shortcomings of Assessment

Content analysis conducted on data gathered on assessment of ELT methods courses provided comprehensive information regarding how teacher candidates are assessed in ELT methods courses and what kind of shortcomings these practices possess.

As for *the practices of assessment*, it was observed that the selection of assessment tools depends on the goals and the content of the courses, and generally both theoretical knowledge and student performances are assessed in ELT method courses. In written exams, open-ended questions which require synthesis of information are

asked. In performance assessments (of groups), faculty members stated that they tried to be careful about the individual contributions of students. Novice teachers found the performance assessments proper as they better reflected how much they had learned, directed them to critical thinking and teamwork; as well as making knowledge more permanent. Moreover, it was clearly stated that assessment through assignments was more beneficial as they have students engage in the content more and give students a chance to apply their knowledge, do research, cooperate with peers. Also, it was stated that assessment tools were changed constantly by faculty members. Moreover, it was stated that assessment process was transparent. The majority of novice teachers stated that assessment of the courses was proper and fair and reflected their performances.

According to NT1, NT7 and NT8, the assessment tools to be used are selected based on the goals and content of the course. I1, I2, I4, NT1 and NT5 expressed that both theoretical knowledge and performance of students are assessed. Regarding question types, I5 stated that s/he utilized open-ended questions and I1 explained what s/he tried to assess in paper-and-pencil tests:

In most of these courses, the percentage of exam component is low. It needs to be that way... Either a midterm or a final, not both of them... We need to decrease their percentage... Of course, there is a percentage for presentations and their reports – which can be assessed differently as writing skills affect it – and we also have a percentage for attendance and participation... I can say that we assess the process. (I2)

They can at least write a short answer for them rather than multiple choice questions because I think it's really difficult to assess students only through the multiple-choice questions at their level and for the topics that they have to study. (I5)

I try to ask questions requiring synthesis of information and they might have more than one correct answer. (I1)

In theoretical courses, there were classical exams because they asked for the information directly. We were already giving presentations in practical courses. I think giving a presentation is better for us in terms of grades. (NT1)

I remember that we were usually doing group works. The things we did were project-based. I think it was very nice, we were exchanging very good ideas together and experiencing 'all for one' feeling in the presentations... In the exams, the things we learned were usually asked. They had us interpret or improve our critical thinking, I think it was nice. (NT5)

In terms of the assessment of student performances, I1 and I4 stated that:

As I said before, I give the same grade to all three students in a group. If there is a student in the group who doesn't contribute much, students report it to me and I assess that student differently. (I1)

I also track down the individual performances of students in projects. (I4)

NT8, NT9 and NT11 stated that assessment of performance was proper and formative assessment helped students learn better:

Micro teachings were really good. They reflected how much we learned in the process. These kinds of activities reflected our learning more than midterms [could do] ... It was formative assessment, I guess... We were writing journals, for example, we were doing micro teachings. Or various assignments were given from time to time... I definitely think these are more useful and logical. Midterms... Courses that only have midterms and do not have much formative assessment are a bit in the air. (NT8)

I prepared lesson plans, adapted materials, practiced teaching... There was no problem there. We had creative assignments, they were generally task-based. (NT11)

If I had the opportunity, I would prefer to evaluate students as our instructors evaluate us at METU. Instead of exams, I would prefer to assign homework like they do - to assign things that students will produce and learn while producing... (NT9)

NT3, NT9 and NT11 mentioned the benefits of assessment through assignments such as they are better indicators of learning, help students engage in the content, direct students to do research as well as cooperation with peers. Also, it was mentioned that tools used in the assessment were changed throughout years:

As for assessment and evaluation, I think it is more logical for us to be assessed and evaluated with more homework and lesson plans. For example, listening... When you ask me about teaching listening, I can write it very easily by heart, but if I apply this in my actual lesson plan, it would be more efficient. It would be the real indicator of what I really learned. (NT3)

We didn't have many exams, usually we passed the courses by collecting points over the presentations or the homework we did... We were not just taking an exam and memorizing something. As I said, we got involved in lessons, and we were active throughout the year. (NT9)

I really needed to do research in those classes, to get ideas... Consult my friends to do homework, cooperate... Yes, I was complaining a lot then, but now I see how useful it was for me. So believe me, there is no problem with assessment. I would also like to say that most of our instructors change their style and exams each year. (NT11)

NT4, NT7 and NT10 found the assessment fair, proper and transparent. NT1, NT3, NT6, NT7, NT9, NT10 and NT11 stated that grades reflected their performance:

I think it was fair. We had quizzes, midterms, finals, assignments... It was not dependent on one or two exams. These assignments and quizzes kept us interested in the course. (NT7)

We prepared a magazine in Material Adaptation and Development... This was really nice because it was something we had to think about. I think the assessment of this course was very successful. (NT4)

The details of this are already given in syllabi at the beginning of the term. Under what conditions the evaluation will be made, percentages... These were clearly stated. I think they were very successful in this regard. Apart from that, we were informed in advance what we should pay attention to in exams, essays, other assignments. Apart from that, if the student sees a problem with the evaluation, if s/he sees a mistake, s/he can clearly report it, and as a result, a response is provided. I find it successful in these aspects. (NT10)

As for *shortcomings*, ineffectiveness of midterms and finals to assess students was mentioned. Furthermore, assessment of courses was found to be self-contradictory since faculty members utilized the methods and techniques that they advised students not to use. Assignments were criticized by novice teachers because they were too dependent on students' writing skills, which have little contribution to their teaching skills. Micro teachings as assessment tools were also criticized since they were not genuine teaching experiences and grade anxiety directed students to make lesson plans for young learners as they are more colorful. Moreover, it was stated that there is an inequality of workload in group micro-teachings. In the assessment of micro teaching, language proficiency was mentioned as a factor influencing students' grades. Furthermore, it was claimed that there was an issue of over-grading in the assessment of performances, which was caused by the assessment of the process. On the other hand, the assessment of FLE 413 (English Language Testing and Evaluation) course was criticized since it was heavily dependent on group work and there were not any rubrics to allow students to know why their points were cut off.

I6 underlined the ineffectiveness of midterms and finals to assess students. NT4 agreed with it and added that assessment and what instructors advised them during classes were self-contradictory. NT5 criticized the dependence on assignments:

In these courses, I don't believe in midterms and finals. So I don't include them much in my outlines... Of course, there is no doubt that knowing terminologies and concepts is important. But there is no use of memorizing them in terms of practice. They need to be able to apply these, too... So I try to include more creative, productive and critical types of assessment. (I6),

I think the assessment generally contradicted itself. I remember it very clearly, they were saying “Don't do this.” but we had instructors who asked us the information directly in the written exam. This was very clear in Instructional Principles and Methods course... Approach to ELT was also like that. (NT4)

I remember, in a course, the instructor used to upload a task regularly and if you do not come to that lesson, you cannot do that task. Once I got sick so badly... I sent an e-mail to the instructor, but s/he said that I had to come to class to do the task. I went to that class sick. I didn't learn anything on that day, but I just went to upload that task. Sometimes, it's dependent on homework too much. (NT5)

Novice Teacher 6 expressed that writing assignments might be ineffective:

Some of them, like Teaching English to Young Learners, had too many writing assignments. We were evaluated by those. However, how I will be in the classroom is not related to my writing skills. Only in this sense, I think this course is obviously ineffective... (NT6)

NT3 also expressed that micro teachings could be ineffective. NT5 expressed that there was inequality of workload in micro teachings:

In ELT Methodology courses, since we were assessed (through micro teachings), we were trying to prepare the most colorful and enjoyable lesson plans. Therefore, a lesson plan for young learners was usually prepared because it was the most colorful. No one would choose to teach a class at high school level because they wanted to get good grades... (NT3)

Nobody wanted to do speaking demos because you know it's a little bit different... Listening demo is simpler. Our instructors could have been more careful about which student or which pair would do a demo because it's really not the same in terms of workload. Teaching listening is very different from teaching speaking. (NT5)

On the other hand, I1 pointed out that language proficiency makes it difficult to assess micro teachings:

It's not really easy to assess performance-based practices and teaching performances. You need to consider that students are inexperienced. You need to keep in mind how much you offered to them and how much of it is reflected... For example, a student teaches speaking in a micro-teaching, but s/he cannot speak English herself/himself... How many points should I take off from his/her English proficiency? I prepare rubrics... But that student came to the department with a low level of English and could improve it that much until 2nd or 3rd grade. If I claimed that that student couldn't teach English because of his/her low proficiency level, wouldn't it be unfair? (I1)

I2 pointed out the subjectivity in grading presentations and micro teachings. Moreover, s/he and NT11 suggested that there is an over-grading issue, explaining its reasons:

Students think there is subjectivity in the assessment of presentations.... We use checklists, allocating points in these checklists for certain things, we try to quantify the performance. Generally, we're being encouraging. It's kind of over-grading... There is evidence that supports me. The average of our department's grades is either 2nd or 3rd at METU... This says something... Okay, we love our students, we want to encourage them, but how reliable and valid is this? In other words, when our instructors are not trained very well, when there is not much effort put in this, and because a unity cannot be established among instructors of the same course, the students are graded too tolerantly in order to avoid harm... As a result, a slightly more tolerant grading comes up. (I2)

To encourage us in the FLE 262 course, yes, the instructor may have given good grades at first (in micro teachings), it's true. I don't think I did a good teaching [there]. (NT11)

Moreover, I2 claimed that there is a tendency to over-grade senior level students. I1 confirmed that over-grading issue is a perspective shared by the department. S/he also stated that assessment should be improved since high grades create expectancies and false beliefs in students:

A lot of instructors, I'll admit, don't want to fail a senior level student. What's going to happen if they give an FF to that student? The student will take a make-up exam... Instead, they say, "Give him/her a DC." In fact, DCs and DDs are FFs... But the student has come that far. S/he should have failed in some courses in freshman or sophomore year. Because this hasn't happened, the student finds himself/herself in senior year. (I2)

There is this common perception among instructors who do not offer ELT methods courses – or let's say in the department, saying that GPAs are higher in our department... I think we can improve it... Students say, "I've gotten AA in this class. I can teach one way or another." We especially need to diminish the perception of students claiming that teaching is an easy job and everybody can do it. (I1)

NT2 pointed out some problems in the assessment of FLE 413 (English Language Testing and Evaluation):

I can say something about testing course. I took it in summer school... I cannot say that there was a very good assessment in Testing. It was only based on group work, only group assignments. I was already doing the work in the group, but my friends did not care about it and thought "S/he does it anyway." In addition, we had no individual assessments in summer school. And there was no rubric, either. I do not know how we were evaluated, where points were cut off. (NT2)

In order to minimize assessment-related shortcomings mentioned above, participants proposed **suggestions** to improve it. It was proposed that more performance assessment should be included. Besides, assessment of participation is suggested. Moreover, it was suggested that assessment should be integrated with class work, including group work, experiencing and peer-teaching. Also, it was expressed that there is a need for individual projects. Another suggestion was to use feedback as an improvement tool to develop student performances, not as a tool to discourage students.

NT1, NT4 and NT6 suggested that more performance assessment is needed. On the other hand, NT3 stated that the assessment of participation is needed:

I will give an example from the Materials course. I definitely think that there could be more practice or real teachings [that we do practice such as Practice Teaching and School Experience] ... We did something practical, but maybe we could have gone to a real school and been assessed that way. (NT4)

After all, METU has its own kindergarten. Perhaps the performance of the course (Teaching English to Young Learner) can be evaluated by taking the students there and having them teach a lesson. Honestly, it is very difficult, not very economical, but when we look at the results, I think it will give a better result than writing something. So I think it will represent better how much that student understands the content. (NT6)

NT1 suggested that assessment should be integrated with class work, including group work, experiencing and peer-teaching:

I would assess [students] as our instructor assessed us in Research course. We were doing a group work. Then, we were telling each other about that work. So we were learning from each other... I love how this is integrated into classes. So if we are teaching something, students should experience it. (NT1)

I4 also expressed a need for individual projects:

We get positive results from team projects. But it would be better if we had a chance to provide feedback for individual projects... Of course, this is influenced by the number of students in the class. (I4)

I1 expressed that instructors should assess what students can do and use feedback as an improvement tool not to discourage students:

In ELT methods courses... In order not to discourage students, we need to stick to what students can do and improve the weak parts in their performances via feedback and criticisms. (I1)

To conclude, participants indicated that assessment tools are selected in accordance with goals and content and generally both theoretical knowledge and performance are assessed via paper-and-pencil tests and performance assessment tools. Paper-and-pencil tests included open-ended questions where teacher candidates were asked to synthesize the knowledge that they gained. Performance assessment was found proper as it helped teacher candidates learn better and is the real indicator of what is learned. It was stated that group assessments are utilized and individual performances in the groups were also tracked. Moreover, it was indicated that assignments encouraged teacher candidates to do research. Participants found the assessment transparent, fair, proper as they emphasized that it reflected their performances. As for shortcomings of assessment, it was implied that 1) midterms and finals were inappropriate assessment tools as they lacked practical aspects 2) assessment was found to be contradictory with what instructors suggested students to do 3) it was found to be too strict in some cases 3) written assignments were ineffective in that they could not reflect teaching performances 4) micro teachings directed teacher candidates to plan a young learners' lesson in order to get a better grade 5) there was inequality in workload in group work 6) teacher candidates' language proficiency levels affected assessment badly 7) there was a subjectivity issue in grading 8) there was an issue of over-grading 9) high grades created false beliefs and expectancies in teacher candidates 10) a course relied too much on group work and it created inequality; also there were no rubrics provided. As for suggestions, more performance assessment, assessment of participation, integration of class work with assessment and more individual projects are proposed in order to improve the assessment of ELT methods courses and it was underlined that feedback must be used as a tool to improve, not to discourage teacher candidates.

4.3. Alignment of ELT Methods Courses with Sectorial Needs

The third research question of the current study tackles with how novice teachers and faculty members assess the alignment of ELT methods courses with sectorial expectations. Qualitative analysis conducted on the interview data gathered from

faculty members and novice teachers unveiled that some of the participants thought ELT methods courses were aligned with sectorial expectations while others thought that the courses were not aligned with them. For these opposing views, participants provided a set of reasons. Moreover, participants provided in-depth information regarding the sectorial needs and criticized some aspects of them.

This section includes four sub-themes under the theme “alignment of ELT methods courses with sectorial needs”. Sub-themes are named “aligned”, “not aligned”, “sectorial needs” and “suggestions for a better alignment”. Codes under each sub-theme can be seen in 4.5 below.

Table 4.5.

Corresponding Sub-themes and Codes for Alignment of ELT Method Courses with Sectorial Needs

Sub-Themes	Codes
1. Aligned	1.1. preparing students for the profession 1.2. employers' feedback 1.3. providing good introductory knowledge 1.4. graduates' confidence in fulfilling most of the expectations of MoNE 1.5. courses' ability to offer more than expected 1.6. graduates' ability to meet employer's expectancies 1.7. effect of experience
2. Not aligned	2.1. not meeting the expectations fully 2.2. disconnected from the sector 2.3. incongruence between what is learned and experienced 2.4. courses are too theoretical 2.5. courses' inability to address students with special needs 2.6. graduates' inability to meet expectancies regarding exam success 2.7. graduates' inability to meet expectancies regarding development of critical thinking skills 2.8. graduates' inability to meet expectancies regarding skills teaching 2.9. graduates' inability to meet expectancies regarding cooperation with parents, school and society 2.10. courses' insufficiency to prepare graduates to work with very young learners at private schools

Table 4.5. (continued)

Sub-Themes	Codes
3. Sectorial needs	3.1. identified by faculty members 3.2. identified by novice teachers
4. Criticisms on sectorial expectations	4.1. basic and inadequate expectancies 4.2. the difference between what is intended and what is done 4.3. problematic examination system of MoNE 4.4. no alignment between objectives and examinations 4.5. lack of in-service training to work in different contexts 4.6. inadequacy of KPSS for the selection of teachers 4.7. inadequate facilities of MoNE schools 4.8. the difference between real expectancies from teachers and the ones stated in English Teacher Competencies stated by MoNE

The analysis of data showed that participating novice teachers and faculty members think that the courses are **aligned** with the sectorial needs since the courses can prepare students for the profession, employers make positive comments about graduates, courses can provide good introductory knowledge, graduates are confident in satisfying the expectations of MoNE, courses can offer more than expected, graduates find themselves able to meet employers' expectancies and experience influences their performances as teachers.

I1, I2, I3, I4 and I5 stated that ELT methods courses are able to prepare students for the profession. NT2 expressed that ELT methods courses provided her/him good introductory knowledge:

Courses prepare students [for teaching profession and the sector] sufficiently well. We can see that in Practice Teaching Course. (I3)

Feedback we gathered from graduates, employers at various levels and institutions indicate that we can prepare students efficiently as they say they are satisfied with the qualities of our graduates... I think we can highly meet the sectorial needs; we can even offer more than expected. (I4)

NT2, NT4, NT5, NT6, NT7, NT8, NT9 and NT10 expressed that they could meet most of the sectorial expectations stated in English Teacher Competencies published by MoNE:

I can prepare a suitable environment for learning or I can use resources or materials suitably for the learning process. Or which method or technique can be used for the subject on that day, I think I can do that, too. Frankly, I think I am able to do these adequately with what I learned from these courses and my experience. (NT7)

Nine of participating novice teachers expressed that they had never been aware of MoNE's English teacher competencies. One of them stated that s/he had an awareness of them to some extent and one said that s/he knew about them.

NT6 and NT11 expressed that they have the competency to identify the objectives of an activity, to plan lessons and arrange proper learning environments (stated in English Teacher Competencies published by MoNE):

Planning and organizing a learning environment... I think education we get is very good in that sense. (NT6)

Being able to determine the objectives of activities... In a course I took, we practiced being able to determine the objectives of the activities. (NT11)

NT11 stated that s/he could use methods of ELT (stated in English Teacher Competencies published by MoNE):

Methods and techniques ... Again, a little bit, yes. Somehow, I have the chance to apply some of the method although I cannot do [apply] it all. (NT11)

I think the courses meet the expectations in Competence Area 2 (Language Skills Development). Helping students develop effective language learning strategies, improving their listening skills, improving their reading skills... So we covered these in methods courses. (NT3)

NT1, NT2, NT5, NT6, NT7 and NT10 expressed that they can meet employer's expectancies:

I consider my qualities sufficient in the instruction part of this job and I think that I also meet these expectations. (NT10)

Of course, when I first started, there were question marks, both because I just graduated and because I did not have any previous work experience. But now I think I am sufficient in their eyes. (NT6)

NT11 stated that s/he could help students to develop effective language learning strategies based on his/her own experiences as a language learner (stated in English Teacher Competencies published by MoNE). Novice teachers also expressed that they are able to meet the expectations more as they gain experience in teaching. NT5 expressed that his/her teaching experience provide her/him with confidence:

Being able to help them develop effective language learning strategies... I was a language learner, the way students learn the language well, I can only help them develop from my experience by giving examples from my own life. (NT11)

There is a huge difference between starting inexperienced and doing that job for two years and starting that way. When I compare myself with the beginning teachers, [I know] how to teach a topic, how to introduce a topic, how to manage the classroom, how to ensure discipline... I really had experience in that. That's why I feel really confident about this at the school I started working. (NT5)

Frankly, I can say that I was more idealistic one and a half years ago when I started. I was more like, "I will stick to the curriculum. I will improve my students. They will graduate speaking English." etc. I do not have this right now, but I still think that I am a more effective teacher compared to that time, and I think that I will be able to meet these expectancies more thanks to those experiences, even if this is only 1.5 years. (NT6)

As for the sub-theme named '**not aligned**', some of the participants stated that courses are not aligned with sectorial needs since 1) courses do not meet the expectations fully 2) courses are disconnected from the sector 3) there is an incongruence between what is learned and experienced 4) courses are too theoretical 5) courses cannot address the needs of students with special needs 6) graduates are unable to meet expectancies regarding exam success 7) there are uncertainties regarding development of critical thinking skills, skills teaching, cooperation with parents, school and society 8) courses are insufficient to prepare graduates to work with very young learners at private schools.

I6 expressed that courses do not align with the expectations of any institution fully. NT1, NT4, NT5, NT10 and NT11 stated that courses were disconnected from the sectorial needs:

It responds to the needs of the sector to some extent. We must admit that the education we provide is above the average... But I say it is insufficient, we can do a better job than most institutions, better meet the expectations... But these don't meet the needs of MoNE schools, private schools, public or private universities fully. (I6)

We were a little disconnected from the sector, we did not have much of a connection, we did not know much about what would be required and done in real life... I think courses didn't prepare us much. Once you leave METU and start working at a private school, real life is really different. Okay, so we learn the theories. We go to public or private schools, but I do not think that the courses prepare us much because the private schools are completely different. (NT4)

Theory and practice are very different. This is a cliché indeed, everyone says that. But they really are different, I just didn't think that way until I graduated. When I went there (started working), I thought that I could apply different methods and approaches, adapt myself according to the students, adapt my material, but I saw that it was not the case... (NT11)

NT1 and NT10 expressed that they could not use their theoretical knowledge while teaching. NT1 expressed that the reasons why s/he cannot apply what s/he learned in her classrooms can be students, workplace and the fact that theory deals with perfect classrooms:

I do not think these expectations can be met very much. Yes, they can be met [to some extent], I say that I can [meet them], but can I do this thanks to (METU FLE) program? No. As I said, the program is too theoretical... Frankly, I haven't been able to use what I learned so far. I do not know if I will ever use it... That's why I say theoretical knowledge is not something that needs to be elaborated that much, I think it is more important to experience teaching and observe students... The level of students is important... It is also very important how many people are in the classroom and where you work. In theory, what we have learned shows us more that there are very good things that we can apply if we have all the means, if everything goes well in the classroom... But many things in the classroom may not go well. (NT1)

As I said, there is no problem with content, but maybe our instructors or books should reflect real life... Theory and practice do not actually coincide at this point. What I can do is limited, let me say that. (NT10)

Contrary to what we learn in ELT courses, school principals want us to be more careful about paperwork. Frankly, I see myself insufficient in this regard. Unfortunately, what they wanted from us and what I learned in ELT courses do not match. (NT10)

NT4 underlined that courses cannot meet expectancies regarding students with special needs. NT5 expressed that s/he cannot meet expectancies regarding developing students' critical thinking, analysis and questioning skills (stated in English Teacher Competencies published by MoNE):

They always want critical thinking, analysis skills, and their questioning skills to be developed. I cannot meet this expectation very much. (NT5)

Being able to apply practices that take special needs and students who need special education into account in English teaching... We have not learned this, I do not feel myself adequate in this. If I had a student who used sign language, or now I have Syrian students, for example... I remember we didn't really learn anything about them. (NT4)

NT5, NT8 and NT11 stated that they could/may not meet expectancies that are related to exam success:

My administrators expect a lot from me. They expect me to prepare students for exams more. I do not do that much. As I learned at METU, I am trying to get students communicate, keep them a little more interactive and have them love English. Maybe I do not meet expectations in that sense. (NT5)

My principal didn't have much of an expectation at first. But since I was the first English teacher appointed to the school, s/he expressed his/her expectations about exams, s/he said, "This year students will answer all questions in English part correctly." But the level of students is low. Of course, I feel some pressure because how can students with no background be so successful? Expectations are not realistic for the situation we are in. (NT8, 7 October 2020)

NT1 and NT10 stated that they cannot meet expectancies regarding skills teaching (stated in English Teacher Competencies published by MoNE):

There are skills such as listening, speaking, reading and writing within developing language skills. I think there is not enough time for each of these separately in ELT courses. In general, these are mentioned, we try to develop some skills, but they were not specifically emphasized. Actually, I see a little deficiency in this respect. As for monitoring and assessing language development, I remember that this was not focused on much in ELT courses... Cooperating with the school, family and society... I frankly don't remember talking about this issue. (NT10)

For example, being able to improve students' listening skills. I cannot do that. (NT1)

NT3, NT9 and NT11 stated that they may not meet expectations regarding cooperation with parents, school and society (stated in English Teacher Competencies published by MoNE):

There might be an incongruence only when it comes to collaborating with school, family and community. The reason is that maybe the practice courses were not enough for us. We couldn't get together with the parents at that time, even with the other teachers at the school. In this sense, I think it is insufficient. Only in this sense it would be insufficient. (NT9)

We did not see how to communicate with the family and parents in our courses. We haven't seen it in any of our courses. (NT11)

I3 stated that courses may not meet sectorial expectations regarding ELT to very young learners based on the feedback s/he gathered from graduates:

At private schools, English lessons start at kindergarten level... Our graduates say they aren't experienced enough to work with such young students. (I3)

As for **sectorial expectations**, I1, I2, I5 and I6 identified certain expectancies that the sector requires from English teachers, which might be seen in Table 4.6 below:

Table 4.6.

Sectorial Expectancies Identified by Participating Faculty Members

	Sectorial Expectancies
1. General Expectancies	1.1. submissiveness 1.2. passive technicians or reflective practitioners 1.3. proper clothing 1.4. teacherly behaviors 1.5. openness to improvement 1.6. motivation 1.7. motivation for progress 1.8. excelling a basis in competence in ELT 1.9. competence in pedagogical knowledge 1.10. language proficiency 1.11. pose and posture 1.12. professionalism 1.13. interest in the profession 1.14. awareness of ELT 1.15. favorable personal characteristics 1.16. academic ambition
2. Specific Expectancies	2.1. language proficiency 2.2. handling crowded classrooms 2.3. managing too many class hours 2.4. classroom management 2.5. enjoying being a teacher 2.6. filling in class hours 2.7. handling restricted sources of materials 2.8. good communication with parents 2.9. motivating students 2.10. heavy workload 2.11. more strict conditions

Novice Teachers also identified some of the expectancies of employers and sector. They stated that exam success, tracking progress, engaging students, being aware of differences of students and skills teaching are expected:

The employer expects the teacher to teach English, we need to train students in accordance with LGS, I think I can do this. (NT4)

They expect us to keep track of students' progress... They expect us to engage students... Other than that, noticing the differences of students and channel them properly. (NT2)

My principal at the current social sciences high school really cares about English... S/he wants them to improve themselves in all those four skills. In order to pass the preparatory class, students should be sufficient in this sense... So I think I have met them in my lessons so far. (NT9)

NT2, NT3 and NT9 stated that communicating with parents and students, having students like English are also expected from them:

Yes, there are expectations about that too (communication with parents). We are in constant communication with parents. We inform them, we get information from them. Based on the information we receive, we can change our attitudes in class because some of our students may require more special attention or we may have very shy students... (NT2)

Good communication with students... You know, this is not related to English, they want us to keep in touch with students. (NT3)

They expect us to be sensitive about communicating with students and to have students like English. I think I do my best in that regard. (NT9)

Also, making projects, approaching students positively and carefully, expressing oneself, knowing students well, covering the content on time, pedagogical content knowledge, understanding students, creativity, awareness, technological literacy, a valid score in KPSS are also expected of them as NT3, NT4, NT8 and NT10 stated:

Apart from that, there is also an e-twinning thing. They want something to be done for this. Frankly, I don't know how to do it. Maybe we could have learned this during the undergraduate period, like how to organize different projects. (NT4)

Apart from that, we have to be understanding, patient and careful about how we react to different types of students in different situations... I think there is an expectation in this regard... They expect us to have the ability to express ourselves. (NT10)

MoNE expects teachers who teach parallel to the curriculum and on time... They expect us to be teachers who are truly knowledgeable in our field, who know what to teach and how to teach. (NT8)

Moreover, novice teachers stated that classroom management skills, high motivation, good teaching skills, skills teaching, language proficiency, exam success, use of Turkish are also expected:

Apart from that, of course, classroom management is one of the basic expectations of this job. Classroom management skills are expected. (NT11)

Love for the profession and motivation... One of the most important things is ambition. Intrinsic motivation should be high... They also need to be able to teach well; that is, they must be proficient in terms of teaching... They need to be competent in teaching these [four] skills. (NT3)

I was a candidate teacher, and the vice principal came to make an observation in my class and they warned me about not using English in lessons while giving me feedback. They said, "Please don't speak English in 8th grade. They have a high school entrance exam." (NT11)

There were some **criticisms** on expectancies of the sector. The expectancies were criticized as being basic and inadequate; moreover, education system was claimed to be "bad". Also, the system was criticized as what is intended and done are quite different. Another criticism was made for the disconnection between goals, objectives, practices and testing system of MoNE. MoNE was heavily criticized as it does not provide proper training to work in different regions of Turkey, its KPSS exam was inadequate to select correct candidates, its physical conditions are not adequate, its real expectancies and what is expected on paper (on English Teacher Competencies) are different and its testing system has some problems.

I6 found the expectancies basic and inadequate:

The expectancies of private schools and universities include teachers who can speak English very well, not a teacher with a good knowledge of pedagogical content. It's like as if all the problems were solved when the teacher can speak English very well... When it comes to expectancies of MoNE, it seems like they don't have many expectancies. It seems enough for them to know very basic things, enter the classroom, teach English more or less... I do not know if there is a goal to educate students who can communicate very well (in English). There seems to be a lack of expectations. (I6)

I1 and I2 criticized the education system in Turkey. I1 stated that what is intended and what is done in practice are quite different:

We can say that these courses prepare students for the system, but system itself is bad... I might tell you that these courses prepare students for the sector, but we cannot go further due to the drawbacks in the system. (I2)

Of course, the most important problem in Turkey is that... Yahya Akyüz discusses this very well in his book. He says, "The intellectual side of Turkish education system is always very rich and elaborate. But there is a problem in practice." There are certain things which aren't meant or will not come true. (I1)

I2 criticized the testing system of MoNE. S/he also criticized the alignment of goals, objectives and testing system of it. NT11 stated that s/he cannot apply her testing knowledge due to the examination system at MoNE (stated in English Teacher Competencies published by MoNE). S/he criticized that expectations of MoNE schools in reality are different from what it states in English Teacher Competencies:

We can say that these courses prepare students for the system, but the system itself is flawed. Both in MoNE and in some other schools, it is unfortunately too grammar-oriented, utilizing discrete point multiple choice under the name of objective testing... We have trouble with the curriculum, the goals and the objectives of the curriculum, how testing has to be aligned with that... Of course, the teacher training dimension is also missing here. For that reason, the teachers do as they please in the classroom when the door is closed. So regardless of what the curriculum is, we do not have a holistic approach. So, the results are not very bright, unfortunately. (I2)

To enable them to use the language accurately and in an understandable way (stated in English Teacher Competencies published by MoNE) ... Maybe I can do this, I would like to do it, but I cannot apply it (because exam success is expected in my school) ... Yes, we learned about testing. But I mean ... I can't reflect it on my work...I am working in a village of Tokat. Exams come from the center, for each class and each level. This is prepared by the testing and evaluation center. Can we add something? - No. Our students failed the exams, compared to the student at the center of Tokat. (NT11)

Additionally, MoNE was criticized by instructor 6 regarding lack of training to work in different contexts:

MoNE does not bother much about the fact that teachers working in the east or working with certain difficulties should be trained accordingly or should receive a different formation accordingly. For example, wouldn't it be better if the teacher knew Kurdish in a place where Kurdish is spoken? If there was a Kurdish course? An Arabic course? There are a lot of Syrian students now. If MoNE could do these things... The ministry has no such expectation, neither does it put such an effort. (I6)

Moreover, KPSS was also heavily criticized by I1, I2, I6 and NT7:

Without a chance of properly testing teacher candidates, MoNE just hires teachers that they can find... (I1)

You know, MoNE applies a test for English teachers, which is full of theoretical and very challenging questions... Even I can't answer these questions correctly. (I2)

How well does KPSS assess MoNE's teacher competencies? (I6)

As you know, we are taking KPSS. Okay, maybe our grammar knowledge, knowledge of the field or general knowledge is assessed. But they don't assess me as an English teacher. So maybe I have knowledge, but I'm unable to convey what I know to the student. Or maybe I don't know enough. Or I will convey it in the wrong way. (NT7)

NT11 criticized the facilities at MoNE schools, stating that s/he could not set up proper learning environments because of them (stated in English Teacher Competencies published by MoNE):

Being able to organize appropriate learning environments... Yes, I have to do that. This is taught to us and we are expected to be able to do it, but again in practice, I cannot do this as a teacher. A manager of mine has to help or I cannot do it. (NT11)

As it might be seen, participants provided reasons for why they thought the courses are aligned with sectorial needs such as courses' ability to prepare teacher candidates for the profession, employers' positive feedback about graduates, graduates' confidence and capability in fulfilling sectorial expectations. On the other hand, participants stated that the courses are not aligned with sectorial needs since the courses are disconnected from the sector, there is an incongruence between what is learned and experienced, courses are too theoretical, courses are incapable of fulfilling expectations of exam success, developing critical thinking skills, skills teaching, cooperation with parents, school and society, and working with very young learners. Moreover, participants shared their views and experiences of sectorial expectations and made criticisms regarding them.

4.4. Attainment of Skills and Competencies Required by Education Sector

The fourth research question deals with what skills and competencies that are required by education sector novice teachers might have gained from ELT methods courses. Content analysis of qualitative data gathered from faculty members and novice teachers depicted a detailed picture of knowledge, skills and competencies attained through ELT methods courses.

One sub-theme emerged under the theme “attainment of skills and competencies required by education sector”, which is “knowledge, skills and competencies attained through ELT methods courses”. Table 4.7 below shows related codes under this sub-theme.

Table 4.7.

Corresponding Sub-themes and Codes for Attainment of Skills and Competencies Required by Education Sector

Sub-Themes	Codes
1. knowledge, skills and competencies attained through ELT methods courses	1.1. identified by faculty members 1.2. hesitations regarding the attainment of certain knowledge, skills and competencies 1.3. identified by novice teachers

Faculty members stated that graduates gained certain skills and competencies required by today’s education sector from ELT methods courses. These might be seen in Table 4.8 below:

Table 4.8.

Skills and Competencies Attained through ELT Methods Courses

Skills and Competencies Attained
lesson planning
writing objectives
using coursebooks
preparing, adapting, applying and evaluating materials
teaching skills
being able to motivate students

Instructors expressed their hesitations regarding the attainment of knowledge, skills and competencies. I2 expressed that graduates tend to have better teaching skills in terms of grammar and vocabulary, and underlined the overemphasis on grammar and vocabulary teaching. S/he also indicated that more time is needed in order to attain competence in testing. On the other hand, I6 stated his/her uncertainty in the attainment of general terminology and basic skills:

Our graduates present grammar and vocabulary well, but is it the right thing to do? This is a different issue... This is something negative in fact...Testing is a trial-error process. It will take time. There might be deficiencies in students' background. (I2)

Students gain general terminology and basic skills, I hope. I say I hope because I don't know. (I6)

Participating novice teachers also stated that they gained certain knowledge, skills and competencies thanks to ELT methods courses. They also expressed that they could apply these in their teaching. Table 4.9 below demonstrates these:

Table 4.9.

Knowledge, Skills and Competencies Gained Through ELT Methods Courses

Knowledge, Skills and Competencies Gained through ELT Methods Courses
theoretical knowledge
ELT methods and eclectic use of them
teaching grammar
teaching vocabulary
teaching four language skills
lesson planning and applying it
material selection, adaptation and development
testing and evaluating students
language development in young learners
teaching and interacting with young learners
using the correct techniques for different age groups
(applying) pedagogical content knowledge
achieving objectives
awareness of classroom dynamics
classroom management
dealing with students with different paces
keeping students on task
giving enough time to students
assigning homework to students
using online tools
problem solving
understanding students
communication with parents
teaching experience
language proficiency
developing professionally

To sum up, faculty members expressed that graduates gain skills and competencies such as lesson planning, writing objectives, using coursebooks, preparing, adapting, applying and evaluating materials, teaching skills, being able to motivate students.

However, some of the faculty members uttered their hesitations. For instance, one faculty member stated that graduates have better teaching skills when it comes to grammar and vocabulary teaching and admitted that competence in testing requires time and practice, so students might not gain them fully. Also, instructor 6 uttered his/her uncertainty regarding the attainment of general terminology and basic teaching skills. Secondly, novice teachers stated that they gained certain knowledge, skills and competencies such as theoretical knowledge, ELT methods and eclectic use of them, teaching grammar, teaching vocabulary, teaching four skills, lesson planning and applying it, material selection, adaptation and development, testing and evaluating students, language development in young learners, teaching and interacting with young learners, using the correct techniques for different age groups, (applying) pedagogical content knowledge, achieving objectives, awareness of classroom dynamics, classroom management, dealing with students with different paces, keeping students on task, giving enough time to students, assigning homework to students, using online tools, problem solving, understanding students, communication with parents, teaching experiences, language proficiency and developing professionally.

4.5. Strengths and Weaknesses of ELT Methods Courses

The fifth research question inquires strengths and weaknesses emerging in the assessed ELT methods courses. Content analysis conducted on interview data gathered from faculty members and novice teachers yielded a set of strengths and weaknesses of ELT methods courses besides suggestions to improve weak parts.

Table 4.10 below demonstrates codes under sub-themes “strengths”, “weaknesses” and “suggestions for the development of weak parts”.

Table 4.10.

Corresponding Sub-themes and Codes for Strengths and Weaknesses of ELT Methods Courses

Sub-Themes	Codes
1. Strengths	1.1. preparing students for the profession 1.2. preparing students to work at private schools or to pursue a career in academia 1.3. a good basis of theoretical knowledge 1.4. providing students with a relatively solid foundation of instruction 1.5. (internationally valid) content 1.6. conveying technical skills 1.7. (deepening knowledge via) practice opportunities 1.8. micro-teachings 1.9. practice courses 1.10. familiarizing students with curricula and school environment 1.11. familiarizing students with approaches 1.12. familiarizing students with English coursebooks used 1.13. familiarizing students with the process of national exams 1.14. providing chances to interpret knowledge 1.15. class discussions and brainstorming 1.16. competent faculty members who enjoy offering these courses
2. Weaknesses	2.1. not preparing students to profession 2.2. not preparing students to work at public schools 2.3. not open to the latest developments 2.4. overlapping objectives 2.5. too much focus on theory 2.6. theory-practice incongruence 2.7. memorization of approaches 2.8. too much lecturing 2.9. intense content 2.10. long and old videos (content) 2.11. lack of language improvement courses 2.12. lack of a 'cultural dimension' 2.13. preparing lesson plans as finals 2.14. language proficiency 2.15. lack of deep learning 2.16. lack of quality 2.17. lack of one-to-one interaction between faculty members and students 2.18. lack of participation and engagement in students 2.19. student shyness 2.20. limited practice opportunities 2.21. inadequacy of practice and practice course
3. Suggestions for the development of weak parts	3.1. more courses on language development 3.2. inclusion of current and critical issues

Faculty members and novice teachers listed a number of strengths of ELT methods courses, which might be seen in Table 4.11 below:

Table 4.11.

Strengths of ELT Methods Courses

Strengths of ELT Methods Courses
preparing students for the profession
preparing students to work at private schools or to pursue a career in academia
good basis of theoretical knowledge
providing students with a relatively solid foundation of instruction (internationally valid) content
conveying technical skills (deepening knowledge via) practice opportunities
micro-teachings
practice courses
familiarizing students with curricula and school environment
familiarizing students with approaches
familiarizing students with English coursebooks used
familiarizing students with the national exams
providing chances to interpret knowledge
class discussions and brainstorming
competent faculty members who enjoy offering these courses

Regarding practice opportunities, I4 added:

[There are] practice opportunities at a certain rate throughout the semester... School Experience and Practice Teaching do this throughout the semester, practicing concepts. Goals and practices of these courses focus on this entirely. But as for others, all other courses have application dimensions at a certain rate throughout the semester. These can be micro teaching methods, simulations, presentations, design projects... (I4)

Faculty members and novice teachers stated a number of weaknesses of ELT methods courses. These might be seen in Table 4.12 below.

Table 4.12.

Strengths and Weaknesses of ELT Methods Courses

Weaknesses
not preparing students to profession
not preparing students to work at public schools
not open to the latest developments (courses)
process of ELT program development
overlapping objectives
too much focus on theory

Table 4.12. (continued)

Weaknesses
theory-practice incongruence
memorization of approaches
too much lecturing
intense content
long and old videos (content)
lack of language improvement courses (program weakness)
lack of a 'cultural dimension'
preparing lesson plans as finals
language proficiency
lack of deep learning
lack of quality
lack of one-to-one interaction between faculty members and students
lack of participation and engagement in students
student shyness
limited practice opportunities
inadequacy of practice and practice courses

Faculty members and novice teachers explained why they thought certain things are weaknesses. Some of them are presented below.

NT5 stated that experience s/he gained via practice courses did not prepare him/her much for the profession and explained the reason of it. For “inadequacy of practice and practice courses”, NT3, NT5 and NT7 expressed that more practice with real student is needed. Moreover, NT3 claimed that practice courses were ineffective for him/her. For “lack of practice” NT4 said:

I went to a good college for my internship. It is very different from the public school I work for now. First of all, the students' viewpoints towards English is very different... My students do not know Kurdish or Turkish well. They do not know their two mother tongues well... I am teaching them a third language. (NT5)

So we go to a practice school and just sit there. We shouldn't have been just sitting. In other words, if our mentor had given us a lesson every week, if they had allowed us to teach, every week, it would have been better. (NT3)

How to prepare tests for our students... I don't remember much, as I said. This may be due to lack of practice... I may not remember it because we did not prepare it [much] ourselves. (NT4)

As for “intense content”, NT9 expressed that it limits their practice opportunities:

However, the content of the courses is really intense. Because it is intense, it can sometimes be difficult to learn all these things in a course and put them into practice, sometimes it is insufficient in this sense. It's nice to put it into practice, but of course it is lacking in terms of practice. We could apply what is taught once or twice, we didn't have the chance to apply more of them. In other words, this may be the missing part. (NT9)

I6 indicated that the fact that the courses are not open to latest developments is a weakness since:

For example, the issue of global Englishes is a very hot debate right now, there is not a single English. And, here we are working as non-native teachers in a non-native context and we have very serious problems about this. Pretending that these do not exist... I think these topics, such critical issues should be included in the content of the courses because if they are not included in these courses, there is no other course which problematizes these. That is, the course content needs to keep up with current developments in the field and the world, which is a weakness of the courses. (I6)

I2 also stated that undergraduate program lacks language improvement courses and a cultural dimension, which might affect students' performances in ELT methods courses. Moreover, having a one-to-one interaction with students is emphasized:

But as I said, the missing part is the courses on language development. In other words, we need to concentrate more on culture courses, a little bit of literature, philosophy and education courses; encourage our students to read more and invite them to more one-to-one interaction and engagement. (I2)

As for "theory- practice incongruence", NT11 stated:

As I said, it doesn't have much connection with real life. We have difficulties in practice, this is a weakness. As I said, I don't know how to find a solution to this, but we have to be trained in tough conditions... (NT11)

As for the weaknesses, I2 mentioned a lack of deep learning, quality and low language proficiency. I1 stated that low language proficiency level is caused by HEC's 2007 update on teacher training programs:

Some students lack depth. This is our problem in general. We've solved the quantity problem, but we have a quality problem. Our main problem is language competency, proficiency... They teach wrongly, and they think they taught. Therefore, methods part is OK, but language proficiency part remains incomplete. (I2)

Let me just tell you this... This is not with the program coming three years ago (2018 update), but with the program before that (2007 update) ... For these one or two programs

of HEC, without asking us, they said, "Oh, we took out the literature courses. We also filled the program with methods courses." Such a funny thing happened. We faced a silly situation where the student doesn't speak English but is just starting to teach. As a result, the number of the method courses artificially increased. (I1)

As other weaknesses, shyness, lack of participation and engagement of students are mentioned:

It's very upsetting that, in senior year, we have students who hide a lot and avoid participating. So I tried to dig it up, but when it comes to senior year, it feels a little too late. In other words, these students should not get lost or slip away. We need to handle them better in sophomore and junior years. So they need to open up a little more and speak. In senior year, the student cannot talk, s/he is afraid (of speaking) ... So we have such problems, unfortunately. (I2)

As for **suggestions**, more courses on language courses and inclusion of current and critical issues were proposed by I2 and I6:

But as I said, the missing part is the courses on language development. In other words, we need to concentrate more on culture courses, a little bit of literature, philosophy and education courses; encourage our students to read more, and invite them to more one-to-one interaction and engagement. (I2)

For example, the issue of global Englishes is a very hot debate right now, there is not a single English. And, here we are working as non-native teachers in a non-native context and we have very serious problems about this. Pretending that these do not exist... I think these topics, such critical issues should be included in the content of the courses because if they are not included in these courses, there is no other course which problematizes these. That is, the course content needs to keep up with current developments in the field and the world, which is a weakness of the courses. (I6)

As it might be seen above, strengths mainly revolve around conveying fundamental knowledge and skills of teaching profession while weaknesses include some aspects of goals, content and implementation of ELT method courses. It was also suggested that language proficiency problems could be minimized via including more culture courses and content should be updated.

CHAPTER 5

DISCUSSION

In this chapter, discussion of results was presented in consideration of relevant literature under six sections; achievement of overall goals of ELT method courses, course contents, content organization, implementation of courses and assessment, alignment of ELT method courses with sectorial needs, attainment of skills and competencies that are required by sector of education, the strengths and weaknesses of ELT methods courses. Finally, implications for practice and further research were presented.

5.1. Discussion of Results

Present study aimed to assess ELT methods courses offered by undergraduate ELT program of METU FLE Department in relation to their goals, content, content organization, implementation, student assessment and the courses' alignment with the needs of the education sector as well as the strengths and weaknesses of the courses. In order to achieve this, opinions and experiences of both novice teachers who graduated from the department, and faculty members who offer ELT methods courses in the department were gathered via semi-structured interviews. Then, content analysis was conducted on the data gathered from participants. Based on the analysis of the data, the discussion of the results is presented under six sections, in line with the research questions.

5.1.1. Achievement of Overall Goals

The nature of the goals and their achievement level provide useful information regarding the success of the ELT methods component of the program. Knowledge of it also sheds light on what courses of action are needed to be taken. Therefore, this study investigated goals of ELT methods courses in terms of 1) general and specific knowledge, skills, traits and attitudes aimed 2) clarity, adequacy and appropriacy of

goals 3) development of goals 4) need for a change in terms of goals 5) achievement levels of goals, which are discussed respectively below.

First of all, goals listed by faculty members included general and specific knowledge, skills, traits and attitudes such as curriculum and instruction knowledge, classroom management skills, knowing how to teach language components, teaching congruently with students' level, research skills, and reflectiveness. From this perspective, they might be grouped under three headings as general pedagogical knowledge, pedagogical content knowledge and personal and professional development. Among these, general pedagogical knowledge and pedagogical content knowledge are in accordance with Shulman's categorization (1987).

Knowledge and skills of pedagogical content knowledge were particularly and naturally emphasized in the results as the focus of the present study was on ELT methods courses. Given that English Language Teacher Competencies focus on planning English language teaching processes, improving, tracking and evaluating language improvement, cooperating with school community and ensuring professional development (MoNE, 2017), it can be stated that identified knowledge, skills, traits and attitudes are in line with these competencies though they do not include cooperating with school, family and society. Moreover, given that General Teacher Competencies focus on content knowledge, pedagogical content knowledge, knowledge on legislation, national, moral and universal values, approach to students, communication and cooperation, personal and professional development (MoNE, 2017), it is possible to interpret that identified knowledge, skills, traits and attitudes are in line with these competencies except for knowledge on legislation, national, moral and universal values. Moreover, when syllabi of ELT methods courses are examined (see Appendix B), it can be seen that course objectives do not refer to cooperating with school, family and society, knowledge on legislation, national, moral and universal values. The discrepancy in that aspect might be resulted by the fact that cooperating with school, family and society and knowledge on legislation are regarded as knowledge and skills to be developed in candidate teacher period, which was also stated in Candidate Teacher Training Program (MoNE, 2020). However, knowledge

on legislation might be provided by educational sciences courses such as Turkish Educational System and School Management. The fact that faculty members or course syllabi do not particularly state national, moral and universal values as goals of ELT methods courses might be caused by the fact that they are conveyed via hidden curriculum. As suggested, hidden curriculum enables schools to convey social norms and prepare students for (industrial) society (Dreeben, 1968; Halstead & Xiao, 2010).

As for the clarity of goals, it was stated that goals are clear provided that course outlines are clear and they are also explained by faculty members at the beginning of terms. Also, it was stated that goals are clear thanks to already-descriptive names of the courses. On the other hand, they were found to be unclear as there are different interpretations and practices in different sections. It was also emphasized that some courses such as English Language Testing and Evaluation lack clear-cut goals, which is supported by the related literature stating that the course lack objectives which are essential for literacy in assessment (Şahin, 2019). Ornstein and Hunkins (2004) stated that in curriculum design and development, goals function as ground rules which enable certain purposes to be achieved. From that angle, although it was stated that goals are tried to be clarified by course names, outlines, and faculty members' efforts, there seems to be a lack of direction due to the unclarity of goals, which in turn results in differences in practices, clouds the achievement of goals and alters outcomes in a unpredictable way.

Goals of ELT method courses were found to be adequate by some of the participants as students get a chance to be acquainted with what they could utilize in their professional life. On the other hand, goals were found to be inadequate as more technological input is needed and goals do not prepare students to work with different student profiles and different age groups, which are parallel to Çelik and Kasap's (2019) findings that state considering the diversity of the English learners (pre-school, primary school, middle school and high school and higher education or language learning for a specific purpose), it is necessary to include courses on how to teach English as a foreign language to these groups and undergraduate education must be able to offer practice opportunities of different educational levels, as Şallı-Çopur

(2008) and Seferoğlu (2006) also underlined. When course syllabi are examined (see Appendix B), a few objectives on teaching English to different age groups or different student profiles can be spotted. Moreover, other than Teaching English to Young Learners (FLE 324), there seems to be no focus relating to other age groups. Considering these, perhaps, there is a need for more objectives specifying what students can do with particular age groups and profiles.

Goals were found to be appropriate as they were formed based on students' demand and demand of educating future teachers. However, they were regarded as inappropriate since they were claimed to be unrealistic as they deal with "perfect classrooms" where physical conditions are favorable and students exemplify an ideal stance. However, as it turns out, teacher candidates' needs are quite different as they will be unable to find such classrooms when they start teaching. When appropriateness is considered from Ornstein and Hunkins' (2004) perspective, deciding on what type of learning outcomes must be achieved in order to meet the needs of students is of utmost importance. From that perspective, there seems to be a need for improving goals in order to prepare teacher candidates for the realities of the profession better. Moreover, it was stated that there are overlapping objectives of different courses although they were designed not to overlap, which is parallel to the findings of related literature (Enginarlar, 1997; Seferoglu, 2006; Şallı-Çopur, 2008; Coşkun & Daloğlu, 2010). From Bruner's (1960) perspective, the underlying reason for this overlap might be to ensure a deeper level of goal achievement. When course outlines (see Appendix B) are examined, it seems, for instance, while ELT Methodology I aims students to "learn teaching listening, speaking and integrated skills" and ELT Methodology II aims students to "learn reading, writing and integrated skills" while Teaching Language course aims students to "demonstrate an understanding of teaching all skills and language elements". Therefore, it is possible to say that a spiral curriculum design is intended. On the other hand, when course descriptions within 2007 program update are examined, it is difficult to find indicators of a spiral curriculum. Perhaps, this was an undesirable outcome of designing courses based on a limited course description, as participating faculty members also stated. However, Çelik and Kasap (2019) stated that this problem was solved by 2018 program update of HEC by combining the

overlapping courses under a single course, though it is still questionable how much of it can be reflected to practice especially after HEC's decision to delegate authority.

It was also clearly indicated that goals of ELT methods courses are identified by keeping in mind that cumulative outcome of these courses is to prepare students for Practice Teaching course in the short run and to prepare them for the profession in the long run. In that sense, it follows a top-down design (Wiggins & McTighe, 2005). To that aim, it was stated that program published by HEC functions as a base. Then, benchmark in Canada, TESOL standards, English Teacher Competencies published by MoNE are examined and additions are made to the goals identified by HEC. Ornstein (1992) claimed that committee members involving in formulating goals must be familiar with legislation, national commission reports specifying goals, professional association reports, community concerns, professional literature, reports on employee requirements, teacher reports and concerns, evaluation reports, local needs assessments, reports of accreditation agencies or social and economic trends in the community. It might be seen that evaluation reports, local needs assessments, reports of accreditation agencies or social and economic trends in the community were not mentioned as the criteria in goal development process. Therefore, there is a need for concentrating more on them so that a holistic view on teaching can be established, which is a requirement in today's world as literature states that competent teachers are individuals who are able to construct their own models of good teaching depending on students' needs (Shahmohammadi, 2015). Participants' suggestions regarding the improvement of goals in order to establish an intellectual, creative, problem-solving and context-dependent teaching approach might be regarded as a sign indicating examination of evaluation reports, local needs assessments, reports of accreditation agencies or social and economic trends in the community during the formation of goals. Such an examination might result in better satisfying the needs of teachers and society.

As the indicator of success in achieving overall goals, teacher candidates' success in *Practice Teaching* course was pointed at. It might also demonstrate how well they are able to use terminology and pedagogical content knowledge, apply knowledge and

skills, solve problems regarding teaching-learning processes, which are skills that they need to possess in their careers. Similarly, Aydın (2016) emphasized the importance of this course as it demonstrates teacher candidates' performances in real classrooms. As for the factors behind variety in achievement levels, participants referred to the lack of communication among faculty members of the same course and understaffing, which confirms Tezgiden-Cakcak (2015) and lack of transparency between faculty members, which were in line with Şallı-Çopur's (2008) findings indicating "the faculty's lack of collaboration and communication on instruction, assignments and assessments" causing the differences in the implementation of courses, which might result in differences in student performance (Deane et al, 2021). Also, teacher candidates' interest in ELT and willingness to learn was pointed out as a reason for the difference in achievement levels. Uncertainty of achievement mainly resulted from uncertainty of how much of knowledge could be applied and teacher candidates' unreadiness to teach after graduation, which according to the participants, were caused by the fact that most of the goals concentrated on theoretical knowledge, and in-class practice of methods and techniques via presentations or micro-teachings was diluted. From these, it is possible to conclude that genuine practice opportunities are the key to remove the uncertainty. As Aydın (2016) suggested, school-based practice opportunities will bridge the theory and practice, assist students in their performances and provide them feedback regarding their performances.

Participants also indicated reasons/factors underlying low achievement of overall goals of ELT methods courses. Factors included teacher candidates' temporary knowledge and skills, which might be caused by lack of genuine practice even in practice courses and rote-learning in some courses. Furlong (2010) found out that learning to teach occurs when teacher candidates start teaching in real classrooms (as cited in Aydın, 2016). It is worth noticing that there has been a drastic change in student profile and their motive to come to the department, which might affect the extent to which they take the courses seriously and in turn, result in low achievement. This idea is supported by literature indicating academicians' views on student profile recently. It was pointed out that this was caused by the change in student selection processes and community's views of on teaching profession (Kozikoğlu & Kayan,

2018). Moreover, it was indicated that faculty members lack ELT experience. Literature underlines the importance of teaching experience of faculty in order to increase the quality (Demir-Yıldız & Tatık, 2018). Participants suggested a change in pedagogic formation of faculty members, which was supported by the related literature indicating that the number of faculty members whose academic background is not-ELT is too high to be disregarded (Enginer et al., 2009).

As it might be seen, there are certain issues to be considered in order to increase the level of achievement and make knowledge and skills as permanent as possible, such as differences among instruction, teacher candidates' aptitude, the quality of practice opportunities, the nature of goals, faculty members' qualifications and changing student profile. From this perspective, it is possible to say that although there is evidence regarding ELT methods component of Undergraduate program of METU ELT could achieve its overall goals to a certain extent, overall goals, implementation, practice opportunities, qualifications of both faculty members and students need to be improved.

5.1.2. Content, Content Organization, Implementation and Assessment of Goals

In order to be able to assess a program component properly, it is vital to assess content, content organization, implementation and assessment of goals. Results gained from this assessment reveal details regarding the success or failure in the achievement of goals and indicate which parts require revision. As a result of content analysis conducted on the data, reasons for appropriacy/inappropriacy of the content were presented and certain suggestions were made to improve the content. Moreover, information regarding the content organization was gathered together with some suggestions to improve it. Also, participants shared their experiences regarding practices and shortcomings in the implementation and assessment of the courses besides some suggestions to improve them.

According to participants, content is constantly revised and decided upon by the faculty members offering the same course in consensus, it enables students to engage in in-depth, satisfactorily intense theoretical information which is parallel to real-life

practices via suitable materials; therefore, it is appropriate. As for reasons why content was found to be inappropriate, participants stated that content is too theoretical, not uniformed and inapplicable to real situations and focuses on ELT methods too much, which was supported by Seferoğlu (2006) stating some of the methods taught are found to be impractical in real classrooms. Moreover, it was pointed out that some courses lack comprehensive coursebooks and outside resources and there is a need for revision of content as some of it is found to be long and old-fashioned, including too many examples and scenarios. Also, it was stated that the content of ELT methods courses is taken less seriously by students. As it can be seen, a need for revising the content is obvious since there seems to be a lack of content which serves as a tool to reach endpoints of the program, or abundance of it which focuses on the same endpoint. From Wiggins and McTighe's perspective (2005), while narrowing down the content, it is essential to consider the core of the unit or the course so that endpoints can be reached. According to Çelik and Kasap (2019), these could be solved by clearly including the contents of the courses in program implementation directives. Participants also suggested a number of ways to improve the content of ELT methods courses. They include representation of Turkish context more in the content, which is in line with the related literature revealing that courses fail to address local culture and needs of teacher candidates (Şallı-Çopur, 2008). Moreover, fostering critical thinking, including more content on pedagogy and psychology, bridging theory to practice, addressing English teacher competencies of MoNE and training for candidate teacher program of MoNE are also proposed. The suggestions regarding the inclusion of latest developments and technology are also in line with related literature pointing out that English language teaching undergraduate program in 2006 should be updated in parallel with the innovations in English teaching and technological developments Çelik and Kasap (2019). The suggestion to bridge theory to practice is also supported by related literature stating that more practice opportunities are necessary (Seferoğlu, 2006). Intensification of the content of ELT methods courses via eliminating shallow content is also suggested, which was also suggested by Şallı-Çopur (2008). The suggestion to split the content of some courses into modules also seems to be supported by related literature. Şahin (2019) states that one course on testing and evaluation is not adequate to cover all necessary theoretical and practical aspects in

order to acquire literacy in testing. When content and its selection are tested against selection criteria of self-sufficiency, significance, validity, interest, utility, learnability and feasibility, which are proposed by Ornstein and Hunkins (2004), it is possible to state that content requires improvement as 1) it does not enable students to attain self-sufficiency at a desired level due to the lack of practical experience on theoretical knowledge 2) it is not sufficiently valid because it does not appropriately address latest developments in the field and lack technological features 3) it does not satisfy utility criterion as it lacks bridging theory to practice, which would enable students to use the knowledge learned in job situations at a desired level. However, it could satisfy the criteria of “significance” as it is in line with the basic ideas, concepts, principles and generalizations of the overall aims of the curriculum, “interest” because it is meaningful to students’ future careers as teachers, “learnability” as it does not include topics which are impossible for students to learn, “feasibility” as participating faculty members stated that they could cover the content on time, which might mean they select the content considering environmental factors such as school policies, time allocated, etc.

In terms of content organization, it was stated that content organization and organization of topics in ELT methods courses are from general to specific, from easy to difficult and from theory to practice, in a way that the content builds up. Certain suggestions for change in the content organization were made. The emphasis was mainly on practice courses, which were proposed to be offered at an earlier stage and more in number for permanent learning, which confirms the findings of Senemoğlu (1993) stating that practice courses assist teacher candidates to bridge the theoretical knowledge they have learned with practice and become reflective teachers. Therefore, contact hours of these courses should be increased and practice courses should be included in the program at earlier stages. One striking suggestion made by one of the participants was to offer courses in a flexible order, depending on candidates’ future plans. As Çelik and Kasap (2019) suggested, there is a need for a more flexible program and it is suggested that education faculties should have the right to design/develop their own programs, which is in fact made possible by HEC’s 2020 decision of delegating authority to education faculties (YÖK, 2020). Participants also

suggested removing, merging or splitting some courses based on their content and goals. Considering all these, although it seems sequencing is appropriate from the perspective of Ornstein and Hunkins (2004) as 1) it progresses from simple to complex 2) it complies with pre-requisite learning because content of the courses builds up on each other 3) it is simple to complex and it enables whole to part learning, it requires revision in terms of bridging theory into practice and addressing the needs of the students better.

Implementation of ELT methods courses, which was stated to follow a pre-planned, bridging theory to practice by design program, were found satisfactory as use of methods and techniques is quite professional and smooth. On the other hand, it was pointed out that implementation of courses was inappropriate as there was little room for practice and courses progressed too theoretically. From these, it could be understood that although the program is designed in a from-theory-to-practice way, the implementation of it could be theoretical and away from practice. It seems there is not a balance of theoretical knowledge and practice opportunities, which is a quite important feature as Karakaş (2012) expressed. Another highlight in the results was that micro-teachings were found to be artificial, not reflecting the true nature of teaching-learning environment, though related literature shows the opposite. Related literature stated that micro teaching method was proved to be useful when opportunities of feedback on video-recorded demo lessons, self-assessment, instructor feedback and peer feedback were provided and different groupings such as friendship groupings and random groupings were utilized (Özonur & Kamışlı, 2019; Önal, 2019); Chand Dayal & Alpana, 2020; Deneme, 2020; Msimanga, 2021). Perhaps, micro teaching practices at METU FLE department could be enhanced via well-structured criticism sessions where peer feedback, instructor feedback and self-assessment were satisfactorily provided on video-recorded teaching sessions. Another shortcoming pointed out was that lecturing is an ineffective technique to teach ELT methods courses as it does not enable students to practice what they learn and limits practice opportunities by taking up too much of instructional time. Therefore, it can be said that it might be a good idea to reduce the amount of lecturing in ELT methods courses. Implementation of practice courses was also mentioned as a shortcoming due to the

differences in the attitudes of mentor teachers, differences among classrooms, which was supported by the related literature (Erten et al, 2000). Also, lack of opportunity to observe different mentor teachers and different classrooms was mentioned as another shortcoming, which was supported by related literature indicating that teacher candidates criticized observing just one teacher and one level of proficiency and being limited to one school setting only. (Enginarlar, 1997; Seferoğlu, 2006). It was stated that practice courses could not serve their purpose as they could not offer proper teaching opportunities, which confirms the findings of relevant literature stating inadequacy of practice courses (Çoşkun & Daloğlu, 2010; Enginarlar, 1997). Another shortcoming stated was class size especially for practice courses. As Tezgiden-Cakcak (2015) stated, the number of students per faculty member should not be more than 12, or they have to struggle with lack of instructional time. Finally, too much reliance on class discussions as a technique was criticized by participants. Participants made a variety of suggestions to improve the implementation. The most frequent suggestion was to include more opportunities of real-life practice and micro-teachings – which is in parallel to the findings of Seferoğlu (2006) who suggested more micro-teaching opportunities. So there are incongruencies among the findings. Namely, while some argue that micro teachings are not very beneficial in terms of providing practice opportunities, others suggest that there should be more of them. Also, integrating new technologies, supporting class discussions with practice opportunities, providing proper input to teacher candidates, enriching teaching experiences with proper instructor criticisms, including more discussions and individual work and less lecturing and group work were proposed. Overall, it can be implied that learning experiences should be reorganized in accordance with criteria of being goal-driven, student-centered, economical and coherent with other learning experiences (Ertürk, 2013).

As for assessment, it was underlined that both theoretical knowledge and student performances are assessed in ELT method courses. Performance assessments were highly praised by participants as they helped students utilize critical thinking and teamwork; deepen their knowledge; engage in the content more; apply their knowledge; do research and cooperate with peers, which is supported by the related

literature stating that performance assessments used in teacher education provide insights regarding interns' performances (Many, 2018; Demosthenous et al., 2020). The majority of participating novice teachers indicated that assessment of the courses was transparent, fair, proper and reflective of their performances. However, shortcomings of examinations and assignments as well as performance assessment tools were articulated. While examinations and assignments were criticized as failing to assess students' learning properly and relying too much on students' writing skills, performance assessments were criticized as being artificial, easily affected by language proficiency of the students and resulting in over-grading student performances. In order to improve assessment, participants suggested to include more performance assessment and individual projects, to assess in-class contribution of students, and to utilize feedback as an improvement tool. Drawing upon the aforementioned information, it is possible to conclude that METU FLE department uses a variety of assessment tools which ensure both theoretical knowledge and performance to be assessed. The criticisms regarding the effectiveness of examinations and assignments seem to be rather ungrounded due to the fact that education sector clearly requires teachers who have a solid background of theoretical knowledge (MoNE, 2017). Moreover, although it is undeniable that teachers need to have good writing skills in order to teach it to their students, it should be separated from assessment. However, considering the fact that current study raises the issue of English proficiency levels of teacher candidates, assignments might be an opportunity for students to improve their writing skills (Özer & Tanrıseven, 2016). Moreover, the fact that issue of over-grading takes place in performance assessment reveals a need for a study on fidelity risks in performance assessment in order to avoid pitfalls (Adie & Wyatt-Smith, 2020) as well as careful structuring of rubrics (Gallardo, 2020) as over-grading seems to be an issue that misleads interpretations regarding the achievement of program outcomes.

5.1.3. Alignment of ELT Methods Courses with Sectorial Needs

Regarding the alignment of ELT methods courses with sectorial needs, results of the interviews that were conducted with faculty members and novice teachers revealed that some of the participants thought that ELT methods courses are aligned with

sectorial needs while others indicated that ELT methods courses are not aligned with sectorial needs. Moreover, comments on sectorial needs and criticisms on sectorial expectations are also evident.

Reasons why some of the participants thought that ELT methods courses can meet sectorial needs rely on the idea that courses are able to prepare candidates for the profession, which was supported by the idea that employers make positive comments about the graduates, graduates find themselves confident in satisfying the expectations of MoNE and employers' expectations there (such as theoretical knowledge, teacher's role of leading society, language use, lesson planning, arranging proper learning environments, ELT methods, working with young learners), which is in line with Şallı-Çopur's (2008) findings emphasizing that employers from public primary and secondary schools and private primary schools find graduates competent in the knowledge of language, ELT and communication skills. Existing literature explains that professional competencies of English language proficiency, level of acquisition, practice, ability to transfer them into class and having communicative skills are highly dependent on each other (Temizel-Zengin & Radmard, 2019). It is also stated that although technological and pedagogical content knowledge of teachers in Turkey seem to be highly developed, more descriptive and experimental studies need to be conducted in order to shed light on competency levels of teachers (Ekmekçi, 2018). In conclusion, from the perspective of some participants of this study and related literature, courses seem to equip teacher candidates with certain skills and competencies which would enable them to fulfill sectorial expectations to a certain extent. This could be explained by the fact that present study revealed the majority of the goals of ELT methods courses are parallel to MoNE's general competencies and English language teacher competencies.

On the other hand, some of the participants stated that ELT methods courses are not aligned with sectorial expectations as there seems to be a disconnection and an incongruence between what is learned as a student and experienced as a teacher. This might be caused by the fact that courses are claimed to focus on theory too much, which was supported by HEC's reports in 1998 and 2004 stating that departments

under faculties of education direct their attention to the theory of subject matter areas (YÖK, 1998 and 2004). Perhaps, this perceived disconnection might be solved by bridging theory to practice. Morgan (2009) underlined the need for case studies and real-life-like lesson plans in order to demonstrate how to connect theory and practice. Besides, it was stated that courses fail to fulfill the expectations fully as they are unable to address to students with special needs, which is in line with Tezgiden's (2015) findings underlining that undergraduate ELT program failed to prepare teachers candidates to work with students who have special needs. However, English Teacher Competencies document by MoNE clearly states that competency to attend to students with special needs is expected from teachers (MoNE, 2017). Furthermore, it was stated that teachers are expected to prepare students for exams, which is a narrowing approach towards teaching (Güven, 2008) and teachers express they fail to do so. Furthermore, it can be understood from the statements of participants that whether novice teachers can develop their students' critical thinking skills is a question mark, though it is clearly stated by MoNE as a competency expected from teachers (2017). Rocha Pessoa and Urzêda Freitas (2012) demonstrated that students were able to develop critical thinking skills through practices employing critical pedagogy. For that reason, it can be proposed to the department to utilize critical pedagogy so that teacher candidates could learn to develop critical thinking skills and convey the knowledge of it to their students. Participants also expressed their uncertainty regarding graduates' ability to teach four skills properly, which is a finding in line with the related literature underlining that graduates find themselves incompetent in teaching productive skills such as writing or speaking (Şallı-Çopur, 2008; Tezgiden-Cakcak 2015; Gürsoy & Korkmaz, 2018), which might be related to graduates' own language proficiency levels. Participants also indicated an uncertainty regarding graduates' ability to cooperate with parents, school and society, which was a competency expected by MoNE (2017), as they indicated that they did not receive training or were not provided with practical opportunities where they could experience it. Moreover, it was stated that courses are not sufficient to provide graduates with knowledge and skills in order to work with very young learners, which is a requirement of private schools these days. In the light of these, it might be concluded that more practice opportunities in order to bridge theory to practice, problematizing and solving the issue of language proficiency

and including certain competencies required by MoNE (2017) in the goals and outcomes of ELT methods courses are necessary in order for the department to better address sectorial needs, though some of the competencies such as developing critical thinking skills of students and cooperating with school, family and community may not be specifically within the scope of ELT methods courses. However, attending to students with special needs, exam success, skills teaching, teaching English to very young learners require urgent attention as they have direct relations with ELT methods courses. In that sense, developing the ELT methods component of the program from these aspects might be considered.

Perceived sectorial expectancies listed by faculty members and novice teachers such as pedagogical content knowledge and ability to use it, cooperation with family and community, professional development, attitudes and values are in line with expectancies identified by MoNE in its English Teacher Competencies and General Teacher Competencies published in 2017. However, other expectancies such as “favorable” personal characteristics of teachers, a valid KPSS score, student success, time management, coping with crowded classrooms and course load were also mentioned. Sectorial needs were criticized as being basic and inadequate. MoNE was criticized as it fails to provide proper in-service teacher training for teachers who work in different regions and require different skills accordingly. Its selection process via KPSS is claimed to be questionable. Moreover, fairness of interviews is questionable. In that sense, it seems that sectorial expectancies are well-understood by participating novice teachers and faculty members, as they uttered expectancies similar to the ones identified by MoNE (2017). As previously underlined by the present study, goals of ELT methods courses show parallelism to expected competencies of MoNE. However, it is understood from the criticisms that MoNE does not put certain measures into effect in order to ensure that such expected competencies are achieved or can be put into practice as it does not select teacher candidates accordingly, supervise curricular practices, provide teachers with necessary physical conditions or ensure a reasonable number of students and class hours. Therefore, expectations which are not meant or realistic due to improper conditions cannot be met regardless of how diligently teacher education programs work to fill in the gaps. However, it is worth

mentioning that there are well-equipped public and private schools which are able to meet sectorial expectations country-wide.

In conclusion, as Kartal and Başol's (2019) study on generic teacher competencies and English language teaching education program of Turkey emphasized, pre-2018 English language teaching program is not effective enough to train teacher candidates to reach the level of teaching skill sought by MoNE. However, by bridging theory to practice and making practice opportunities more realistic, including the stakeholders in decision-making processes, tracking the developments and trends and revising entry and exit requirements of the program, these deficiencies can be lowered to minimum. Additionally, improving the standards of recruiting teachers and the conditions at schools could result in a better alignment between teacher education programs and sectorial expectations.

5.1.4. Attainment of Skills and Competencies Required by Education Sector

Content analysis conducted on the qualitative data gathered from faculty members and novice teachers through semi-structured interviews revealed knowledge, skills and competencies attained through ELT methods courses as well as hesitations regarding the attainment of them.

Faculty members and novice teachers listed knowledge, skills and competencies attained through ELT methods courses, which might be presented under categories such as subject matter knowledge, pedagogical knowledge, pedagogical content knowledge and professional development. While subject matter knowledge refers to proficiency in English, pedagogical content knowledge refers to classroom management, establishing a good rapport with students and parents, motivating students. Pedagogical knowledge included lesson planning, preparing, adapting, utilizing and evaluating materials, approaches, methods and techniques in ELT, teaching four language skills and two language elements, testing skills, teaching young learners whereas professional development addresses a solid theoretical background and willingness for professional development.

Considering the goals of ELT methods courses listed and discussed in part 5.1.1 of Discussion chapter, it is possible to say that knowledge, skills and competencies gained through ELT methods courses are parallel to the goals. From this perspective, ELT methods courses seem to achieve its overall goals to a certain extent. Moreover, attained knowledge, skills and competencies are in line with English language teacher competencies. From that perspective, perhaps, it can be implied that ELT methods courses are indeed able to convey introductory knowledge that a teacher might need in his/her professional life (Shulman, 1987).

Apart from that, faculty members uttered their hesitations regarding the attainment of certain knowledge, skills and competencies. For instance, it was stated that graduates are not equally competent in teaching four language skills and language elements; namely, they were claimed to be better at teaching grammar and vocabulary, which might be the result of graduates' background as language learners. In Turkey, language teaching is grammar-oriented in order to ensure that students can get better grades in exams (Demirel, 2015). Raised in such a system, perhaps, graduates become more inclined to teach this way (Tatar, 2015). Or perhaps, their epistemological beliefs affect the teaching style that they prefer to use (Soleimani, 2020). Also, it was expressed that graduates may not be fully competent in testing as it requires time to be developed (Şahin, 2019). As the last hesitation, one of the participating faculty members indicated that s/he was unsure whether graduates are able to learn general terminology and acquire basic technical skills. In relation to that, Andrews (1999) found out that teachers' explicit knowledge of terminology expands in time with the help of experience.

5.1.5. Strengths and Weaknesses of ELT Methods Courses

Participating faculty members and novice teachers listed a number of strengths of ELT methods courses, which could be categorized under goals, content, implementation and skills gained. Listed weaknesses can be categorized under goals, content and implementation. Moreover, the suggestions that they made to improve weak parts are also discussed in this part.

When strengths are grouped into “goals”, “content”, “implementation” and “skills gained”, results indicated that preparing students for the profession, preparing students to work at private schools and preparing students for academia might be strengths of goals. On the other hand, a solid theoretical background on pedagogical content knowledge and curricula is the strength of the content. On the other hand, a variety of methods used and faculty members are strengths of implementation. As for skills gained, teaching skills gained through practice courses and ability to interpret knowledge are the strengths.

Weaknesses might be categorized under “goals”, “content” and “implementation”. The fact that goals do not prepare students for the profession and public schools, some objectives overlap and goals do not foster deep learning are the weaknesses of goals. Weaknesses of content include that it is not up-to-date and intense, it focuses on theory too much, and it does not support language development. Implementation was regarded weak as it does not bridge theory to practice, it fosters memorization, it lacks one-to-one interaction, participation and engagement, and it is limited and inadequate in terms of practice.

When strengths and weaknesses are compared and contrasted in terms of goals, content and implementation, it might be said that although teaching and interpretation skills were claimed to be gained, goals were found to better suit to raise teachers for private schools or future academicians whereas they were found weak in terms of preparing teachers for a career at public schools. Considering the fact that participants mentioned ELT methods courses deal with “perfect classrooms” which require better physical conditions and students with a considerably high level of readiness, it is not surprising for them to state that courses prepare students for private schools where physical conditions are favorable in order to apply their pedagogical content knowledge on students whose readiness level is suitable. However, as it is frequently mentioned in the present study, teachers who work at public schools have to cope with a majority of issues ranging from physical conditions or students’ readiness levels to vast diversity of students there; therefore, the education that they get might not help them survive in such “imperfect” situations. Therefore, perhaps, a need to enhance the

content in relation to such local issues arises, as participants of the present study already suggested. Participants also mentioned the solid theoretical background that they gained through ELT methods courses, which in turn, might result in them saying that goals are able to prepare them for a future at academia. Interestingly enough, in terms of preparing students for teaching profession, goals are found to be weak by some of the participants whereas some others suggested otherwise, which is a decision that could be affected by faculty members and novice teachers' teaching philosophies or approaches to the profession. As for the fact that some courses have overlapping objectives, considering participants' statements indicating that goals are designed as not overlapping, it could be understood that this interposition is not intentional as in the case of spiral curriculum of Bruner (1960), which proposes a repeated presentation of key points in deeper levels of complexity or in different practices. From that perspective, goals of ELT methods courses might need a revision. Lastly, the fact that goals do not foster deep learning might be linked to participants' statements regarding lack of (real life) practice and focus on theoretical knowledge.

In terms of content, solid theoretical knowledge on pedagogical knowledge and curricula was regarded both as a strength and a weakness by participants, which might be caused by the fact that participants' own dispositions towards teaching profession. Moreover, the fact that the other weaknesses such as intensity, not being up-to-date, not supporting language development (Erozan, 2005) might point out the fact that courses lack practical aspects. In order to enhance the content of the courses, it was proposed that issues of non-native teachers in a non-native context should be problematized in the courses.

For implementation, it can be said that although a variety of methods are used by faculty members, implementation still requires improvements in terms of methods used due to the fact that it still encourages memorization, fails to bridge theory to practice and lacks practical aspects. Moreover, in order to improve implementation, it is necessary to foster student motivation, which could be challenging given that changing student profile affects the process of ELT methods courses, as one of the participants stated.

5.2. Implications for Practice

Evaluation of program components is essential in order to improve the quality of teacher training programs. In a world where English literacy is gaining more and more importance every day, it is crucial to raise better English teachers who can cope with the ever-changing needs of English learners. Assessments focused on specific components of the programs shed light on the parts which work well or need improvement, enabling to-the-point changes to be made. Present study assessed ELT methods courses in terms of their goals, content, content organization, implementation, assessment, alignment of the courses with sectorial needs and strengths and weaknesses of the courses. In the light of results of the present study and their comparison and contrast with the findings of related literature, following suggestions might be made in order to improve the quality of ELT methods courses offered at METU undergraduate program of ELT:

- Findings of the present study revealed that goals of ELT methods courses require a change as participants indicated differences in the achievement levels, uncertainty regarding the achievement or a low achievement of the goals although there were some data confirming that goals could be achieved. Therefore, goals need to be revised in an environment where stakeholders are included and a common perspective can be established. Issues such as unclarity regarding course descriptions, different practices in different sections, overlapping or overemphasized features, underemphasized competencies, the need of more genuine practice opportunities, integration of technology could be problematized and necessary steps could be taken. This could be more meaningful after HEC's decision to delegate authority to education faculties.
- It is also evident that change in the student profile results in low achievement of the goals. In order to prevent this, there needs to be selection criteria other than university entrance exam, assessing students' motivation and aptitude towards teaching. Moreover, as low language proficiency level of students in the department is highly criticized, some measures to improve it could be

taken. Existing literature and the findings of the present study suggest an increase in language improvement courses. Besides that, a higher score in METU English Proficiency Exam could be required from the prospective students of FLE department since their language requirements should be different from the rest of the university. Perhaps, an English proficiency exam specifically designed for the prospective students of FLE department could be administered to those students in order to minimize problems caused by low language proficiency.

- As to avoid communication problems and divergency in teaching among sections and faculty members, the number of full-time faculty members needs to be increased in order to establish sense of belonging to the department and to foster communication and collaboration among faculty members.
- Faculty members' lack of English teaching experience and their pedagogic formation is also problematized in the present study as well as in the related literature. The recruitment criteria could be revised in order to minimize problems caused by faculty members' academic backgrounds and lack of ELT experience.
- Although content was found to be appropriate and adequate by some of the participants, it is evident that it requires some improvement so that it can address the needs of not only private schools but also state schools; its focus might be directed towards more practice more rather than theory; it might problematize local issues of ELT in Turkey; it might address to disadvantaged groups such as students with special needs.
- Allowing students to take courses in a more flexible order could minimize the problems caused by content organization. However, this might result in courses to be offered in both semesters, which might require more full-time faculty members as stated above.

- Increasing the number and the quality of genuine practice opportunities where teacher candidates could experience teaching in different contexts seems to be an urgency in that matter, which might eradicate problems regarding theory-practice incongruence and graduates' unreadiness to teach. For that matter to be resolved, collaboration among universities and practice schools seems to be a necessity.
- As another way to improve implementation, variety is necessary. Namely, instruction of the courses could employ various methods and techniques and not rely on one particular method or technique, which might exemplify how to put methods and techniques into practice for teacher candidates.
- Assessment of the courses could be improved via more performance-based assessment tools. Midterms and assignments in their classical sense, were found to be inadequate to assess teacher candidates' performances as prospective teachers. Therefore, they might be transformed into performance-based assessment practices.
- Also, assessment of group micro-teachings was criticized since there is a tendency to give the same grade to all of the group members, which disregards individual contributions in the project or task. The number of the students in sections seems to determine how micro-teachings are carried out. Therefore, class size should be decreased in order for faculty members to allocate more time for individual projects and micro-teachings. Moreover, an increase in the instructional time might help resolve this problem.
- Over-grading was mentioned as an issue in the assessment as a result of alternative assessment practices, assessment of group projects or faculty members' unwillingness to discourage teacher candidates. Faculty members could establish a framework on what is expected of teacher candidates during teaching performances. Moreover, well-tailored rubrics where the expectancies increase every year could be utilized in order to minimize this

problem. Moreover, student performances could be assessed by more than one faculty member.

5.3. Implications for Further Research

Present study put forward some issues regarding ELT methods component of METU FLE program and certain suggestions to improve them by assessing goals, content, content organization, implementation, assessment, alignment of the courses with sectorial needs and strengths and weaknesses of the courses. To assist educational researchers who aim to conduct research on ELT methods courses, this section presents the implications of the current study for further research.

- In order for the department to obtain results regarding the whole program, complete and periodic program evaluation studies could be conducted in order to gain a better insight into implementation and assessment practices.
- The scope of the present study is limited to METU FLE undergraduate program ELT methods courses; therefore, it does not reflect the situation in other FLE departments. The scope of the present study could be broadened so that a broader assessment of the situation could be made, which could be particularly meaningful after HEC's delegation of authority to education faculties.
- This paper concentrates on ELT methods component of the undergraduate program as it is considered to be the core. However, it does not provide information regarding the effect of educational sciences, linguistics, literature or elective courses on the achievement of overall goals. A study concentrates on this influence must provide insights and direction for these courses to be improved as well.
- The present study employed a phenomenological qualitative research design where semi-structure interview schedules were used in order to gain insights regarding goals, content, content organization, implementation, assessment,

alignment with sectorial needs, strengths and weaknesses. Especially in order to assess the achievement level of goals, a mixed-method research study where novice teachers are administered a questionnaire containing items regarding goals of the courses might be conducted. Moreover, in order to evaluate knowledge and skills that they gained via ELT methods courses, lesson observations of novice teachers might be utilized.

- As the present study highlights, lack of genuine practice opportunities prevents teacher candidates from bridging theory and practice, internalizing what they have learned and producing strategies in order to cope with the difficulties that they are going to face at their workplaces. Literature contains so many of such studies. Perhaps, a study which examines these collectively and discovers existing patterns and frequently made propositions could be conducted so that guidelines to include genuine practice opportunities could be prepared for departments to benefit from.
- Moreover, in order for FLE departments to address to sectorial needs better, a nationwide needs analysis including state and public schools should be conducted. It could help departments problematize the current issues of ELT in Turkey and work on strategies that teacher candidates could use at their workplaces, which would help satisfy sectorial expectations to a greater extent.

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APPENDICES

A: APPROVAL OF MIDDLE EAST TECHNICAL UNIVERSITY HUMAN SUBJECTS ETHICS COMMITTEE

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ
APPLIED ETHICS RESEARCH CENTER



ORTA DOĞU TEKNİK ÜNİVERSİTESİ
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16 MART 2020

Konu: Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi: İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Prof.Dr. Ahmet OK

Danışmanlığını yaptığınız Saniye Demirtaş YİĞİT'in "İngilizce Öğretmenliği Bölümü Tarafından Lisans Düzeyinde Verilen İngiliz Dili Öğretimi Yöntem Derslerinin, Tasarımları ve Eğitim Sektörünün İhtiyaçlarına Cevap Verebilmeleri Açısından Değerlendirmesi" başlıklı araştırması İnsan Araştırmaları Etik Kurulu tarafından uygun görülmüş ve [REDACTED] protokol numarası ile onaylanmıştır.

Saygılarımızla bilgilerinize sunarız.

Prof.Dr. Mine İVİSİRLİSOY

Başkan

Prof. Dr. Tolga CAN

Üye

Dr. Öğr. Üyesi Ali Emre TURGUT

Üye

Dr. Öğr. Üyesi Müge GÜNDÜZ

Üye

Doç.Dr. Pınar KAYGAN

Üye

Dr. Öğr. Üyesi Gülşen SEVİM

Üye

Dr. Öğr. Üyesi Süreyya Özcan KABASAKAL

Üye

B: COURSE OUTLINES OF ELT COURSES

FLE 200 (Instructional Principles and Methods)

Taken as the first ELT course in the department, FLE 200 is a course that requires no prerequisite classes with 3 course credit and 7.0 course ECTS. It aims to equip its students with theoretical knowledge of basic instructional principles (principles of learning and teaching), methods and techniques as well as to show the significance of planning and organizing learning (yearly plans, lesson plans, etc.). The course also aims to provide students with chances of applying this knowledge on simulated situations. Students will also become aware of teacher responsibilities and strategies of giving quality education. The course is described by the department as follows:

This course presents the basic instructional principles and methods in education. It focuses on the principles of learning and teaching, the significance and necessity of being planned and organized in learning. To this end, this course will cover the basic principles of course design (e.g. yearly plans, lesson plans, and etc.) as well as basic methods and techniques in learning and teaching. In this course students will discover the ways to apply their relevant theoretical knowledge while learning how to utilize their teaching materials effectively. Students will also become conscious of teacher responsibilities and develop strategies to enhance quality in education.

Course objectives are stated as follows in the course syllabus:

By the end of the course, students will be able to:

- *explain metacognitive tools for learning and utilize them in their self-directed learning process.*
- *know theoretical bases of instruction and the dynamics of major instructional processes.*
- *identify major learning, development, and instructional theories.*
- *compare various instructional methods and explore lesson plans incorporating these methods.*

Course learning outcomes are stated as follows in the course syllabus:

By the end of the course, students will be able to:

- *develop their receptive skills.*
- *gain confidence in communicating English.*

In order to reach to this end, the instructors utilize ‘lecture’, ‘discussions’, ‘presentations’, ‘questioning’, ‘pairwork’, ‘groupwork’, ‘project-based learning’, ‘independent study’ ‘demonstration’, ‘case studies’ and ‘video study’ as instructional methods.

Students are assessed through ‘participation in the course discussions and reading journals’, which makes up to 15% of the total weight; ‘team projects’ which constitute 10% of the total weight; midterm exam, which forms 35% of the total; and final exam, which is 40% of the total weight. In section 3, on the other hand, assignments and participation in course activities constitutes 25% of total grade, which includes completion of reading journals as 10% and team projects as 15%. The weight of midterm and final is the same with other sections. For reading journals, students are required to ponder upon following questions: 1) What have I learned from this reading? 2) What perspectives can I discuss during the course meeting this week? 3) How would I employ some of the principles I learned when I become a teacher? For team projects, students need to:

- 1) develop instructional objectives as part of a lesson plan with your team members (3-4 students per team. This is going to take place in the 7th week.
- 2) lead a discussion on instructional processes, learning environments, schools, or educational innovations in a particular country

As the course policy, attendance to all class sessions is required. Program also includes information for students with special needs as follows:

To obtain disability related academic adjustments and/or auxiliary aids, students with disabilities must contact the course instructor and the ODTÜ Disability Support Office as soon as possible. If you need any accommodation for this course because of your disabling condition, please contact me. For detailed information, please visit the website of Disability Support Office: <http://engelsiz.metu.edu.tr/> (<http://engelsiz.metu.edu.tr/>)

Students are also informed in terms of academic honesty as follows:

The METU Honour Code is as follows: *"Every member of METU community adopts the following honour code as one of the core principles of academic life and strives to develop an academic environment where continuous adherence to this code is promoted. The members of the METU community are reliable, responsible and honourable people who embrace only the success and recognition they deserve, and act with integrity in their use, evaluation and presentation of facts, data and documents."*

FLE 238 (Approaches to ELT)

Taken as the second ELT course in the program, FLE 238 aims to make students familiar with the main theories of the field. The syllabus does not specify its own course description or the instructional methods to be used.

Course objectives are stated as follows in the course syllabus:

At the end of this course students will learn:

- *the theories of learning and second language learning.*
- *major new and classical methodologies.*
- *the practical applications of learning theories and ELT methodologies.*

Course learning outcomes are stated as follows in the course syllabus:

By the end of the course the students will be

- *familiar with the cognitive processes of language learning.*
- *approach learning theories more critically to see how they have changed over time.*
- *make a distinction between different disciplines that contribute to ELT.*
- *be familiar with all the ELT methodologies.*
- *realize the weaknesses and the strengths of each method when they think about their teaching context.*
- *pick the useful techniques and methodologies i.e. be more eclectic to meet their students' needs.*
- *realize whether the existing methodologies are practical or too idealistic.*
- *learn to make their own decisions to form their philosophy of teaching in accordance with their teaching context.*
- *theorize from their own practices as they gain experience as a teacher.*

Students are assessed through presentations and assignments, which makes up to 30% of the total weight; midterm exam, which constitutes of 30% of the total; and final exam, which makes up to 40 % of the total.

As for course policies, it is specified that students are required to attend to all course sessions, and students are required to switch off their mobile phones. Also, make up policies and final exam entrance requirements are explained. Moreover, students are informed about academic honesty in the syllabus, which is in the same way with ELT 200 class.

FLE 262 (ELT Methodology I)

Presented as another ELT course in the program, FLE 262 is a course that requires no prerequisite classes with 3 course credit and 4.0 course ECTS. It aims to familiarize students with the processes of conducting needs assessment, writing objectives and designing course syllabus accordingly and planning lessons in line with these.

Course objectives are stated as follows in the course syllabus:

By the end of this course students will:

- *acquire the knowledge and skills to design a lesson plan to teach English.*
- *evaluate, adapt and develop language teaching materials.*
- *learn the techniques of teaching Vocabulary, Listening, Speaking, and Integrated Skills in English.*
- *acquire skills necessary for teaching Vocabulary, Listening, Speaking, and Integrated Skills in English.*
- *engage in micro-teaching lessons to teach English to different proficiency levels of English.*

Course learning outcomes are stated as follows in the course syllabus:

By the end of the course the students will be able to:

- *analyze the different components of a lesson plan to teach English.*
- *create lesson plans to teach English to a variety of student profiles.*
- *learn different techniques and materials to teach Vocabulary, Listening, Speaking, and Integrated skills in English.*

- *design tasks and materials to teach Vocabulary, Listening, Speaking, and Integrated skills in English.*
- *observe instructor demonstrations on how to teach Vocabulary, Listening, Speaking, and Integrated skills in English.*
- *carry out micro-teachings to teach Vocabulary, Listening, and Speaking in English.*

In order to achieve this, lecture, demonstration, micro-teaching, role-playing, simulations, pair work, group work, collaborative method, brainstorming, questioning, discussion, individualized study, educational games and concept maps are utilized.

Students are assessed through 3 micro-teachings on separate skills in English together with a lesson plan/ presentation outline (45%); a written exam (20%); one final project (25%) (an integrated lesson plan that will consist of teaching vocabulary, listening and speaking in English) and participation (10%).

Syllabus specifies that more than three weeks of absence will result in failing the class, so attendance is highly recommended. Also, class participation requirements are clarified in the syllabus as:

Active student participation is essential in every phase of the course. You are expected to come to each lesson having read the assigned course material. Do not forget to bring your course book and course pack to class at all times during class hours. Students without course materials will not be admitted to class.

Class and laboratory rules specified in the syllabus are:

Please, turn off your cell phones during class. No chewing gums and/or eating are allowed in the classroom. I expect all students to be respectful to me and their peers to create an optimum and productive teaching/learning atmosphere.

Information regarding students with disabilities and academic honesty is provided in the same way with the courses mentioned above.

FLE 304 (ELT Methodology II)

This course is a continuum of FLE 262 course, building up on the concepts that have been taught there although it is not stated in the syllabus of the course as a prerequisite course. It is a 3-credit, 3.0 ECTS course. It is described as a course *enabling students to acquire skills necessary for teaching different language skills with special emphasis on learning and teaching strategies, lesson planning and class management.*

Course objectives are stated as follows in the course syllabus:

By the end of this course, students will:

- *acquire the knowledge and skills to design a lesson plan to teach English.*
- *evaluate, adapt and develop language teaching materials.*
- *learn the techniques of teaching Reading, Writing and Integrated Skills in English.*
- *acquire skills necessary for teaching Reading, Writing and Integrated Skills in English.*
- *engage in micro-teaching lessons to teach English to different proficiency levels of English.*

Course learning outcomes are stated as follows in the course syllabus:

By the end of the course, students will be able to:

- *analyze the different components of a lesson plan to teach English. create lesson plans to teach English to a variety of student profiles.*
- *learn different techniques and materials to teach reading, writing and integrated skills in English.*
- *design tasks and materials to teach reading, writing and integrated skills in English.*
- *observe instructor demonstrations on how to teach reading, writing and integrated skills in English.*
- *carry out micro-teachings to teach reading and writing in English.*
- *reflect on their own teaching performances and experiences based on the micro-teachings they conducted in class.*
- *reflect on their peers' teaching performances in a constructive way based on the micro-teachings conducted in class. design integrated lesson plans to teach English.*

In order to achieve this, instructional methods such as lecture, demonstration, micro-teaching, role-playing, simulations, pair work, group work, collaborative method,

brainstorming, questioning, discussion, individualized study, educational games, concept maps are utilized.

Students are assessed through 3 micro-teachings on separate skills in English together with a lesson plan/ presentation outline (40%); a written exam (20%); one final project (30%) (an integrated lesson plan that will consist of teaching vocabulary, listening and speaking in English) and participation (10%).

Syllabus specifies that more than three weeks of absence will result in failing the class, so attendance is highly recommended. Also, class participation requirements are clarified in the syllabus as:

Active student participation is essential in every phase of the course. You are expected to come to each lesson having read the assigned course material. Do not forget to bring your course book and course pack to class at all times during class hours. Students without course materials will not be admitted to class.

Class and laboratory rules specified in the syllabus are:

Please, turn off your cell phones during class. No chewing gums and/or eating are allowed in the classroom. I expect all students to be respectful to me and their peers to create an optimum and productive teaching/learning atmosphere.

Information regarding students with disabilities and academic honesty is provided in the same way with the courses mentioned above.

FLE 308 (Teaching English to Young Learners)

This course is given in the third year of the undergraduate ELT program with 3 course credits and 5.0 course ECTS. It does not need any prerequisite courses, and in the syllabus it is described as:

The learning strategies of young children and the acquisition of the mother tongue as well as the learning of a foreign language; the classroom methods and techniques to be used when teaching English to young learners; the development of games, songs and visual materials and their use in teaching.

Course objectives are stated as:

At the end of this course, students will ...

- *be aware of the theoretical and practical aspects of teaching English to young learners*
- *know the difference between young learners and other age groups, and among different young learner groups.*
- *know the theories of child learning, child language learning and children's learning styles and strategies*
- *learn a variety of teaching-learning activities, materials, syllabus types and assessment methods for young learners*
- *use instructional techniques relevant for different young learner groups.*
- *become familiar with the classroom management methods and techniques to be used when teaching English to young learners*

Course learning outcomes are stated as follows in the course syllabus:

By the end of this course the students will be able to ...

- *discuss the differences between learning and acquisition and its implications for language teaching*
- *discuss the importance of input and exposure in language learning*
- *refute the misassumptions of child language learning referring to research findings in the field*
- *discuss the educational innovations on EFL teaching to young learners in the local and national context*
- *distinguish among young learners and teenagers and adults in terms of their attitude towards learning and language learning, their language needs and language learning aims, and language development*
- *distinguish among different young learner age groups in terms of their cognitive, affective psychomotor and moral development*
- *comprehend basic theories of child learning, child language learning and different learning styles and strategies*
- *compare and contrast different theories of child learning, child language learning and learning styles*
- *discuss the theories of child learning, child language learning in terms of foreign language learning of young learners*
- *discuss a variety of activities to teach and practice language elements (grammar, vocabulary, pronunciation) and language skills (listening, speaking, reading, writing)*
- *analyze syllabus types designed for primary school learning and discuss their relevance to the EFL curriculum and the learners*

- *recognize that there are several options in dealing with mistakes and assessment of learning in young learner classes*
- *design motivating activities to promote effective learning in young learners*
- *integrate a variety of instructional techniques such as games, songs, stories, visuals etc. to support young learners' language learning in class*
- *develop the confidence to become creative, flexible and adaptable in all classroom conditions and situations.*
- *list a number of classroom management options to manage students, time and the physical environment*
- *discuss appropriate classroom configurations, student interaction patterns, optimal uses of time, mistake management, and assessment of learning*

As instructional methods, class discussion, demo, activity presentation and pair/group work are used.

Students are assessed through discussion (doing a small internet search and sharing the findings with the class) and reflection tasks (reflecting on the sessions with invited speakers who have experience on teaching young learners organized by the instructor) (40%); activity presentation (Choosing an activity from source books provided and practicing a language focus or skill (15%); poster presentation (20%); take-home final exam (20%) and participation (5%). The weight changes as: midterm exam (20%); activity presentation (15%); poster design and presentation (20%); discussion and reflection tasks (25%).

Syllabus also provides information for students with disabilities as and about academic honesty in the same way with the courses mentioned above.

FLE 324 (Teaching Language Skills)

With 3 course credit and 7.0 ECTS and without any prerequisite courses, this course is described as:

This course concentrates on building language awareness and teaching skills through a detailed study of techniques and stages of teaching listening, speaking, pronunciation, reading, writing, grammar and vocabulary to language learners at various ages and language proficiency levels. Student teachers will design individual and/or group micro-

teaching activities focusing on the language skills above with adherence to principles of lesson planning and techniques of the specific skills for a variety proficiency levels.

Course objectives are stated as:

At the end of the course,

- *students will be able to apply their teaching skills to language learners at various ages and language proficiency levels via microteaching activities.*
- *students will demonstrate an understanding of techniques and stages of teaching listening, speaking, pronunciation, reading, writing, grammar and vocabulary through being involved in various classroom discussions.*
- *students will evaluate the benefits of and challenges involved in applying different techniques used in teaching language skills for a variety of language proficiency levels via pair/group microteaching activities.*
- *students will evaluate different lesson plans prepared for different learner profiles.*
- *students will compose lesson plans for given learner profiles.*

Course learning outcomes are stated as follows in the course syllabus:

At the end of the course,

- *students will have worked collaboratively in various pair /group work activities related to teaching language skills.*
- *students will have developed their pedagogical content knowledge via reading academic articles related to teaching language skills.*
- *students will have critically analyzed different perspectives into teaching language skills.*
- *students will have practiced their lesson plan preparation skills by getting involved in micro teaching activities.*
- *students will have critically analyzed the lesson plans prepared for a variety of learner profiles.*
- *students will have raised their awareness towards new trends and classroom applications for teaching language skills.*

As instructional methods, lecture, discussion, micro-teaching practice and reflection journal writing are used.

Students are assessed through reflections tasks (18%); Lesson plan evaluation tasks (12%); seminar/webinar attendance (10%); a midterm exam (30%); micro-teaching together with its lesson plan, revision and reflection (30%). The other instructor of the course assesses students as discussion facilitation (10%); participation (5%); lesson plan evaluation (15%); microteaching (20%); midterm exam (25%) and final exam (25%).

The course has a strict attendance policy as indicated in the syllabus:

You should attend all classes on a regular basis so that you can benefit from the course at maximum level. Attendance will be taken in each class. If you are not able to attend the class due to some important reasons, then inform me certainly before the class via e-mail. Do not forget to compensate for notes, assignments, or tasks. If you are ill, report it to me officially... Students who miss two class meetings will automatically receive an F (fail).

Class participation requirements of the course are specified as follows:

Active participation in class is strongly encouraged and you should keep in mind that the definition of participation includes relevant contributions to class discussion, and participation in-class activities.

Syllabus clearly indicates the penalty regarding late submission of assignments as follows:

Late assignments cannot be accepted without penalty. 20% per day late will be docked from late assignment submissions. Extensions without penalty will only be provided in the medical circumstances in case a medical note is provided within one week of the absence. Medical notes will not be accepted after the course has concluded.

Make up conditions for exams and assignments are explained as follows:

Under no circumstances will a make-up exam be administered if a student misses the midterm. If a student misses the midterm exam due to an unanticipated and serious medical emergency or due to a death in the immediate family, then the missed midterm exam score will be imputed by using only the final exam score. The Department-wide method of imputation is simple. If the midterm exam was missed due to unanticipated and serious medical emergency or due to a death in the immediate family, and the final exam score turns out to be, for example, 80 out of 100, then the missed midterm grade will be recorded as 80 out of 100. This simple method of imputation, which does not adjust for potentially

different difficulty across exams, will be used unless an instructor specifically states a different rule. If a student misses the final exam due to an unanticipated and serious medical emergency or due to a death in the immediate family, then that student will be required to take a makeup final exam administered by the Department at the officially announced day and time. It is the student's responsibility to contact the instructor.

In the syllabus, final exam entrance conditions are also stated:

The students will not be able to take final exam and have NA grade under the following conditions:

- *Students who do not attend 40% of the lessons*
- *Students who do not complete the half of the given assignments Students who do not take any of the examinations*
- *Students having NA grade will not be able to take resit exams as well. Please carefully read the undergraduate regulations of the university.*

Syllabus also describes class and laboratory rules, information for students with disabilities and academic honesty code in the same way with the courses described above.

FLE 404 (Practice Teaching)

This course is offered to students in their senior year with 5 course credits and 13.5 course ECTS, without any prerequisites. It is described in the syllabus as:

Consolidating the skills necessary for teaching English as a foreign language at primary and secondary schools through observation and teaching practice in pre-determined secondary schools under staff supervision; critically analyzing the previously acquired teaching related knowledge and skills through further reading, research and in class activities in order to develop a professional view of the ELT field.

Course objectives are stated as:

In this course, students will

- *become familiar with a new school environment in order to gain authentic experience at primary/secondary (state or private) schools under staff supervision.*
- *become aware of the similarities and differences between the theoretical aspects of language teaching and their practical applications.*

- *practise planning lessons, adapting and developing materials and executing their plan and materials in a real classroom atmosphere under the supervision of a language teacher.*
- *develop a professional identity and cooperation.*

Course learning outcomes are stated as follows in the course syllabus:

By the end of this course, students will be able to

- *compare and contrast their experience with that they have gained in FLE 425 School Experience in terms of learner profile, mentor support and school environment.*
- *distinguish different learner groups in terms of their age and level of proficiency.*
- *distinguish different school community in terms of the type of school and addressed learner group.*
- *analyze the previously acquired teaching related knowledge and skills through further reading, observation and in class activities in order to develop a professional view of the ELT field.*
- *discuss the observation data they have collected and their mentor teacher's language teaching methods and techniques.*
- *design effective lessons that adapt the materials given in the coursebook according to the needs of the learners.*
- *develop materials relevant for the needs of the students and appropriate for the nature of the lesson*
- *reflect on their observation and teaching through completing relevant tasks.*
- *evaluate their and their partner's teaching experience through providing constructive feedback.*

As instructional methods, observation tasks, discussion and reflection tasks and teaching tasks are used.

Students are assessed through observation tasks (spending 4+2 hours per week to perform duties in the school that they are assigned to) (20%); discussion and reflection tasks (20%); mentor teacher grading (30%); final teaching (30%). In another two sections, distribution is made as observation tasks (spending 4+2 hours per week to perform duties in the school that they are assigned to) (20%); discussion and reflection tasks (20%); mentor teacher grading (30%); final teaching (20%) and participation (10%). In another section, teaching tasks make up of 60% of the weight distributed as

30% of it given by mentor teacher and the other half is given by course instructor. Observations tasks make up of 40% of the total.

As the standard procedure, information for students with disabilities and academic honesty is given in all the syllabuses of all the sections. Some sections specify the terms of class attendance, class participation and class and laboratory rules as follows:

Attendance to classes is mandatory. If students do not attend more than three weeks of the classes, they automatically fail the course... Active student participation is essential in every phase of the course. You are expected to come to each lesson having read the assigned course material. Do not forget to bring your course book and course pack to class at all times during class hours. Students without course materials will not be admitted to class... Please, do NOT use your cell phones during class unless there is an emergency or it is needed for a class activity. No chewing gums and/or eating are allowed in the classroom. I expect all students to be respectful to me and their peers to create an optimum and productive teaching/learning atmosphere.

FLE 405 (Materials Adaptation and Development)

The syllabus does not provide information regarding either a course description or course credits and ECTS. However, it states the course objectives as follows:

At the end of this course, students will...

- *learn the approaches and techniques of materials selection, evaluation, adaptation and development.*
- *acquire skills necessary for evaluating coursebooks and language teaching materials in current textbooks.*
- *engage in materials adaptation for language teaching.*
- *engage in designing or developing materials for language teaching.*

Course learning outcomes are stated as follows:

By the end of the course, students will be able to...

- *comprehend the role of materials within the curriculum design for language teaching*
- *know the importance of materials selection according to the profile of the learners and the teaching context*
- *discuss the advantages and disadvantages of using published and teacher-made materials*
- *know different techniques of adapting published materials*

- *distinguish between internal and external evaluation to assess the potential and suitability of a coursebook for a given context*
- *design a set of criteria to evaluate a coursebook according to the needs of the learners and the requirements of the teaching context*
- *evaluate a contemporary textbook according to a given learning context and learner needs*
- *evaluate the effectiveness of the activities, tasks, exercises in a coursebook according to the language elements (grammar, vocabulary, pronunciation) emphasized and language skills (listening, speaking, reading, writing) addressed.*
- *comprehend basic adaptation techniques*
- *identify different techniques of adaptation through analyzing coursebook lesson plans and teacher lesson plans.*
- *Apply materials adaptation considering the needs of the students, the authenticity of the material, and the language teaching methodology addressed*
- *Reflect on the success of their own (or their peers') adaptation according to the needs of the students and the execution of the material*
- *Prepare materials in order to supplement the coursebooks.*
- *Evaluate the worksheets prepared by their peers in terms of content, organization, language and student needs.*
- *Design lessons based on authentic materials.*
- *Reflect on the success of their own (or their peers') development according to the needs of the students and the execution of the material.*

As instructional methods and assessment tools, coursebook evaluation, class discussions, post-debate reflections, quizzes, pair/group work activities, reports, peer feedback sessions, micro-teachings (adaptation or development in groups) and take-home exam.

Syllabus also provides information for students with disabilities as and about academic honesty in the same way with the courses mentioned above.

FLE 413 (English Language Testing and Evaluation)

The syllabus does not provide information regarding either a course description or course credits and ECTS. However, it states the course objectives as follows:

At the end of this course students will

- *learn and use basic terms and concepts related to language testing appropriately where/when necessary appropriately.*
- *engage in various processes and practices related to assessment of language proficiency successfully.*
- *perform statistical analysis of testing data.*
- *design, implement and evaluate a variety of testing instruments for a specific group of language learners.*
- *acquire skills necessary for evaluating various language tests and test results/items.*

Course learning outcomes are stated as follows:

On successful completion of this course, students will be able to

- *use basic terms and concepts related to language testing appropriately where/when necessary.*
- *express successfully their knowledge related to the role of tests within the curriculum design for language teaching.*
- *discuss the importance of test selection according to the profile of the learners and the teaching context.*
- *select tests according to the profile of the learners and the teaching context.*
- *write, implement and evaluate a variety of testing instruments for a specific group of language learners.*
- *use different techniques for adapting language test.*
- *use various processes and practices related to the assessment of language proficiency successfully.*
- *perform statistical analysis of testing data.*
- *evaluate tests and test results/items.*
- *discuss the advantages and disadvantages of using published and class teacher-written tests.*

Syllabus does not specify the instructional methods used, but it clarifies the assessment tools and their weight as midterms holding the 25% of the total and weekly

assignments consisting of 75% of the total. In another section, students are assessed as tasks making up of 40%; midterm covering up of 20%; final project 40%.

Syllabus also provides information for students with disabilities as and about academic honesty in the same way with the courses mentioned above.

FLE 425 (School Experience)

The syllabus does not provide information regarding either a course description or course credits and ECTS. However, it states the course objectives as follows:

By the end of this course, students will be able to:

- *understand the complexity of teaching in a real classroom environment*
- *interpret the classroom events they observe in the light of educational theory*
- *practice their teaching skills in a real-life classroom context*
- *demonstrate a teacher stance*
- *evaluate their own performance in line with the feedback they receive from their students, peers, mentor teachers or supervisors*

Course learning outcomes are stated as follows:

By the end of the semester, students will be able to:

- *recognize individual differences.*
- *reflect on different ways of responding to unexpected student behaviors.*
- *develop flexibility in modifying lesson plans in response to student needs.*
- *identify the stages of a lesson.*
- *describe classroom events in relation to the basic concepts of classroom observation.*
- *interpret student-teacher interaction.*
- *prepare realistic lesson plans for the given course content.*
- *produce creative, meaningful tasks.*
- *practice giving instructions.*
- *try different strategies for classroom management.*
- *interpret students' body language.*
- *control their body language and voice well.*
- *develop a teacher identity.*
- *reflect on their teaching performance.*
- *adapt their teaching according to the feedback they receive.*

As instructional methods, class discussions, pair and group work, demonstrations, questioning, simulations and field trips are used.

Students are assessed through observation and reflection tasks (40%); mentor teacher's evaluation report (30%); final teaching (30%). In another section, the weights change as observation and reflection tasks (45%); mentor teacher's evaluation report (30%); final teaching (25%). In a different section, the weights change as observation and reflection tasks (50%); mentor teacher's evaluation report (30%); final teaching (20%). In another section, the weights change as observation tasks (30%); reflection and research tasks (10%); mentor teacher's grading (30%); final teaching (30%).

Syllabus also provides information for students with disabilities as and about academic honesty in the same way with the courses mentioned above.

C: INFORMED CONSENT FORM

ARAŞTIRMAYA GÖNÜLLÜ KATILIM FORMU

Bu araştırma, Orta Doğu Teknik Üniversitesi Eğitim Programları ve Öğretim programı yüksek lisans öğrencilerinden Saniye Demirtaş Yiğit tarafından yürütülmektedir. Bu form sizi araştırma koşulları hakkında bilgilendirmek için hazırlanmıştır.

Çalışmanın Amacı Nedir?

Bu araştırma Yabancı Dil Öğretimi (FLE) lisans programı kapsamında verilen İngiliz Dili Öğretimi yöntem (ELT) derslerini *hedefleri, içerikleri, içeriklerin sıralanışı, derslerin öğretimi, ölçme ve değerlendirme faaliyetleri ve eğitim sektörünün gerektirdiklerine cevap verebilmeleri açısından bölümden mezun öğretmenlerin ve öğretim üyelerinin görüşlerini alarak* değerlendirmeyi amaçlamaktadır.

Bize Nasıl Yardımcı Olmanızı İsteyeceğiz?

Araştırmaya katılmayı kabul ederseniz, sizinle bu derslerle ilgili bir görüşme yapılacaktır. Araştırmaya katılımınız tamamen gönüllülük temelinde olmalıdır. Sizden kimlik belirleyici hiçbir bilgi istenmemektedir. Cevaplarınız tamamıyla gizli tutulacak, sadece araştırmacı tarafından değerlendirilecektir. Sağladığınız veriler gönüllü katılım formlarında toplanan kimlik bilgileri ile eşleştirilmeyecektir.

Katılımınızla ilgili bilmeniz gerekenler:

Araştırmaya katılımınız süresince herhangi bir nedenden dolayı kendinizi rahatsız hissederseniz, araştırmacıya bu çalışmaya katılmak istemediğinizi söylemeniz yeterlidir. Çalışma sonunda, bu araştırma ile ilgili sorularınız cevaplanacaktır.

Araştırmayla ilgili daha fazla bilgi almak isterseniz:

Bu çalışmaya katıldığınız için şimdiden teşekkür ederiz. Araştırma hakkında daha fazla bilgi almak için [] e-posta adresim aracılığıyla benimle veya [] e-posta adresi aracılığıyla Orta Doğu Teknik Üniversitesi Eğitim Bilimleri Bölümü öğretim üyelerinden Prof. Dr. Ahmet OK ile iletişim kurabilirsiniz.

Yukarıdaki bilgileri okudum ve bu çalışmaya tamamen gönüllü olarak katılıyorum.

(Formu doldurup imzaladıktan sonra uygulayıcıya geri veriniz.)

İsim-Soyad:

İmza:

Tarih: ____/____/____

D: INFORMED CONSENT FORM (ENGLISH VERSION)

This research study is conducted by Saniye Demirtaş Yiğit, a master's student at Curriculum and Instruction Program of Middle East Technical University. This form has been prepared to inform you about the research conditions.

What is the purpose of the study?

This study aims to assess English Language Teaching methods courses offered by undergraduate Foreign Language Education program in relation to *their goals, content, content organization, implementation, student assessment and their alignment with the needs of the education sector from the perspective of novice teachers who graduated from the department and faculty members.*

What will you be asked to do?

Participation in this study is voluntary. If you decide to participate in this research study, we are going to have an interview with you. You will not be asked of any personal information that could identify you. Your responses are going to be kept confidential, used only for scientific purposes and inaccessible to third parties except researchers. The data you provide will not be matched with the credentials collected in informed consent forms.

What you need to know about your participation:

If you feel uncomfortable for any reason during your participation, you can withdraw from the study by telling the researcher that you do not wish to participate, and you can request your sound recording be deleted, if any. At the end of the study, your questions will be answered.

If you would like to get more information about this study:

Thank you in advance for your invaluable contribution. If you would like to learn more about this study, you may contact me via [REDACTED] or my advisor Prof. Dr. Ahmet Ok, who is a faculty member at Middle East Technical University Faculty of Education via [REDACTED].

I have read and understood the information above and I voluntarily agree to participate.

Name-Surname:

Signature:

Date:

E: INTERVIEW SCHEDULE FOR FACULTY MEMBERS

ÖĞRETİM ÜYESİ GÖRÜŞME FORMU

Görüşme No:	
Tarih:	
Saat (Başlangıç-Bitiş):	
Öğretim Üyesi No:	
Hakkında Bilgi Alınacak Ders/dersler:	

Sayın Hocam,

Ben Saniye Demirtaş Yiğit, Orta Doğu Teknik Üniversitesi Eğitim Programları ve Öğretim programında yüksek lisans öğrencisiyim. Ayrıca, Jandarma ve Sahil Güvenlik Akademisi'nde öğretim görevlisi olarak çalışmaktayım. Tezim kapsamında bir Yabancı Dil Öğretimi (FLE) lisans programında verilen İngiliz Dili Öğretimi (ELT) yöntem (methods) derslerini *hedefleri, içerikleri, içeriklerin sıralanışı (organizasyonu), derslerin öğretimi, ölçme ve değerlendirme faaliyetleri ve eğitim sektörünün gerektirdiklerine cevap verebilmeleri açısından mezunların ve öğretim üyelerinin görüşlerini* alarak değerlendirmeyi amaçlıyorum. Bu çalışmadan elde edilecek bulguların bu derslerin geliştirilmesine katkıda bulunacağına inanıyorum. Bu noktada görüşlerinizin aydınlatıcı olacağını düşünüyorum ve katkılarınız için şimdiden teşekkür ediyorum.

Sorulara geçmeden önce bu çalışmaya katılımın gönüllü olduğunu belirtmek isterim. Araştırmaya katılımınız süresince herhangi bir nedenden dolayı kendinizi rahatsız hissederseniz çalışmadan çekilebilir, varsa ses kaydınızın silinmesini talep edebilirsiniz. Kimliğiniz ile ilgili bilgilerin araştırmam içerisinde kesinlikle yer almayacaktır. Ayrıca, görüşme sürecindeki paylaşımlarınızın gizli tutulacağını, yalnızca bilimsel amaçlarla kullanılacağını ve onlara araştırmacılar dışında kimsenin erişemeyeceğini de bilmenizi isterim.

Veri kaybını önlemek ve analizi kolaylaştırmak için izninizle görüşmeyi kaydetmek istiyorum. Görüşmemiz yaklaşık 25-30 dakika sürecektir. Başlamadan önce sormak veya söylemek istediğiniz herhangi bir şey var mı?

İzninizle görüşmeyi başlatmak istiyorum

Saniye DEMİRTAŞ YİĞİT
ODTÜ Eğitim Fakültesi
Eğitim Programları ve Öğretim
Bölümü

Prof. Dr. Ahmet OK
ODTÜ Eğitim Fakültesi
Eğitim Programları ve Öğretim
Bölümü

Bölüm 1: Demografik Bilgiler

1. Hangi bölümden mezun oldunuz?
2. Kaç yıldır öğretim üyesi olarak görev yapıyorsunuz?
3. Bu derslerden (*bkz. Ek-1 ve Ek-2*) hangisini/hangilerini vermektесiniz?
4. Bu derslerden (*bkz. Ek-1 ve Ek-2*) hangisini/hangilerini daha önce verdiniz?
5. Kaç yıldır/kaç kez bu dersi/dersleri vermektесiniz/verdiniz?
6. Verdiğiniz dersleri okutmaktan ne derece memnunsunuz? Neden?
7. Verdiğiniz dersleri okuturken karşılaştığınız zorluklar nelerdir?

Bölüm 2: Öğretim Üyeleri Görüşme Soruları

1. Bu dersin/derslerin (*bkz. Ek-1 ve Ek-2*) hedeflerini açıklık, uygunluk ve yeterlik açısından nasıl değerlendirirsiniz?
2. Bu dersin/derslerin (*bkz. Ek-1 ve Ek-2*) içeriğini/içeriklerini uygunluk ve yeterlik açısından nasıl değerlendirirsiniz?
3. Bu derslerde (*bkz. Ek-1 ve Ek-2*) öğrencilerin...
 - a. hangi genel becerileri geliştirmesi beklenmektedir?
 - b. hangi özel becerileri geliştirmesi beklenmektedir?
4. Bu dersin/derslerin (*bkz. Ek-1 ve Ek-2*) içeriğinin sıralanışıyla (organizasyonu) ilgili neler söyleyebilirsiniz?
5. Bu dersin/derslerin (*bkz. Ek-1 ve Ek-2*) öğretimi (yöntem vb.) ilgili neler söyleyebilirsiniz? Bu dersi/dersleri ne derecede planladığınız şekilde yürütebiliyorsunuz?
6. Bu derste/derslerde (*bkz. Ek-1 ve Ek-2*) yapılan ölçme ve değerlendirme işlemleriyle ilgili neler söyleyebilirsiniz? Sizce neler daha farklı yapılabilir?
7. Sizce bu ders/dersler (*bkz. Ek-1 ve Ek-2*) hangi güçlü/zayıf özellikleriyle öne çıkıyor?
8. Sizce eğitim sektörü İngilizce öğretmenlerinden hangi yeterlikleri beklemektedir?
 - a) Milli Eğitim Bakanlığı İngilizce öğretmenlerinden hangi yeterlikleri beklemektedir? Mezunlarınızdan bu konuda ne gibi dönütler alıyorsunuz?
 - b) Özel Okullar İngilizce öğretmenlerinden hangi yeterlikleri beklemektedir? Mezunlarınızdan bu konuda ne gibi dönütler alıyorsunuz?

- c) Devlet Üniversitelerinin/Özel Üniversitelerinin İngilizce Hazırlık bölümleri İngilizce öğretmenlerinden hangi yeterlikleri beklemektedir? Mezunlarınızdan bu konuda ne gibi dönütler alıyorsunuz?
- 9.** Sizce bu ders/dersler eğitim sektörünün İngilizce öğretmenlerinden beklentilerine ne ölçüde yanıt veriyor?
- 10.** İngilizce öğretmenlerinden beklenen yeterlilikler dikkate alındığında, bu dersin/derslerin (bkz. *Ek-1* ve *Ek-2*) öğrencilerin hangi öğretmenlik bilgi ve becerilerini geliştirdiğini düşünüyorsunuz?
- 11.** Konuştuklarımız dışında neler söylemek istersiniz?

Görüşmemiz tamamlanmıştır; katkı ve katılımınız için teşekkür ediyorum.

EKLER

Ek-1: Yabancı Dil Eğitimi Yöntembilim (ELT Metodoloji) Dersleri

- Öğretim İlke ve Yöntemleri (FLE 200)
- İngilizce Öğretiminde Yaklaşımlar (FLE 238)
- İngilizce Öğretimi Yöntembilimi I (FLE 262)
- İngilizce Öğretimi Yöntembilimi II (FLE 304)
- Çocuklara İngilizce Öğretimi (FLE 308)
- Dil Becerilerinin Öğretimi (FLE 324)
- Öğretmenlik Uygulaması (FLE 404)
- Materyal Adapte Etme ve Geliştirme (FLE 405)
- İngilizce Öğretiminde Ölçme ve Değerlendirme (FLE 413)
- Okul Deneyimi (FLE 425)

Ek-2: Yabancı Dil Eğitimi Yöntembilim (ELT Metodoloji) Derslerinin Yıllara ve Dönemlere Dağılımı

YIL	GÜZ DÖNEMİ	BAHAR DÖNEMİ
1	-	-
2	FLE 238 - İngilizce Öğretiminde Yaklaşımlar (<i>Approaches to ELT</i>)	FLE 200 - Öğretim İlke ve Yöntemleri (<i>Instructional Principles and Methods</i>) FLE 262 - İngilizce Öğretimi Yöntembilimi I (<i>ELT Methodology I</i>)
3	FLE 304 - İngilizce Öğretimi Yöntembilimi II (<i>ELT Methodology II</i>)	FLE 308 - Çocuklara İngilizce Öğretimi (<i>Teaching English to Young Learners</i>) FLE 324 - Dil Becerilerinin Öğretimi (<i>Teaching Language Skills</i>)
4	FLE 405 - Materyal Adapte Etme ve Geliştirme (<i>Material Adaptation and Development</i>) FLE 413 - İngilizce Öğretiminde Ölçme ve Değerlendirme (<i>English Language Testing and Evaluation</i>) FLE 425 - Okul Deneyimi (<i>School Experience</i>)	FLE 404 - Öğretmenlik Uygulaması (<i>Practice Teaching</i>)

F: INTERVIEW SCHEDULE FOR FACULTY MEMBERS (ENGLISH VERSION)

FACULTY MEMBERS' INTERVIEW SCHEDULE

Interview Number:	
Date:	
Time (Start-End):	
Interviewee Number:	
ELT Course(s) Under Investigation:	

Dear Faculty Member,

I am Saniye Demirtaş Yiğit, a master's student at Curriculum and Instruction Program of Middle East Technical University. I am also an English instructor at Gendarmerie and Coast Guard Academy. Within the scope of my thesis study, I aim to assess ELT methods courses offered by undergraduate FLE program in relation to *their goals, content, content organization, implementation, student assessment and their alignment with the needs of the education sector from the perspective of novice teachers who graduated from the department and faculty members*. The findings of this study are expected to contribute to improvement of these courses. I think your perspectives and experiences with respect to the process will be enlightening and I would like to thank you in advance for your invaluable contributions.

Before proceeding any further, I would like to remind you that participation in this study is voluntary. If you feel uncomfortable for any reason during your participation, you can withdraw from the study by telling the researcher that you do not wish to participate in this study, and you can request your sound recording be deleted, if any. Moreover, your name and personal information will never be disclosed throughout the present study. I also would like to assure you that your responses are going to be kept confidential, used only for scientific purposes and inaccessible to third parties except researchers. At the end of the study, your questions about it will be answered.

If I may, I would like to have an audio-record of our interview in order to prevent data loss and expedite analysis. This interview is expected to take 25-30 minutes. Would you like to ask or say anything before starting?

If I am allowed, I would like to initiate the interview right now.

Saniye DEMİRTAŞ YİĞİT
METU Faculty of Education
Department of Curriculum and
Instruction

Prof. Dr. Ahmet OK
METU Faculty of Education
Department of Curriculum and
Instruction

Part 1: Personal Information

1. What department did you graduate from?
2. How long have you been working as a faculty member?
3. Which of these courses (*see Appendix 1 and Appendix 2*) are you currently giving?
4. Which of these courses (*see Appendix 1 and Appendix 2*) have you given before?
5. (For) how many years/times have you offered/been offering this/these course(s)?
6. How contented are you with giving these courses? Why?
7. What difficulties have you faced while giving this/these course(s)?

Part 2: Interview Questions for Faculty Members

1. How do you evaluate the goals of this/these course(s) (*see Appendix 1 and Appendix 2*) in terms of clarity, appropriateness and sufficiency?
2. How do you evaluate the content of this/these course(s) (*see Appendix 1 and Appendix 2*) in terms of appropriateness and sufficiency?
3. In this/these course(s) (*see Appendix 1 and Appendix 2*), ... are students expected to develop?
 - a. which general skills
 - b. which specific skills
4. What could you tell me about the content organization of this/these course(s) (*see Appendix 1 and Appendix 2*)?
5. What could you tell me about the implementation of this/these course(s) (*see Appendix 1 and Appendix 2*)? To what extent can you implement it/them as planned?
6. What could you tell me about student assessment practices of this/these course(s) (*see Appendix 1 and Appendix 2*)? What can be done differently about them?
7. What strengths and weaknesses do these courses stand out with? (*see Appendix 1 and Appendix 2*)?
8. Which English teacher competencies are required by today's education sector?
 - a) What competencies does Turkish Ministry of National Education expect from English teachers? What are your graduates' impressions regarding it?
 - b) What competencies do private schools expect from English teachers? What are your graduates' impressions regarding it?

- c) What competencies do English preparatory schools of public/private universities expect from English teachers? What are your graduates' impressions regarding it?
- 9.** To what extent does/do this/these course(s) (*see Appendix 1 and Appendix 2*) respond to the expectations of education sector?
- 10.** Considering the competencies expected from English teachers, which teaching knowledge and skills do you think your students might have gained from this course/these courses?
- 11.** What would you like to add apart from what we have discussed?

This is the end of our interview; thank you for your time and contribution.



APPENDICES

Appendix 1: ELT Courses

- a. Instructional Principles and Methods (FLE 200)
- b. Approaches to English Language Teaching (FLE 238)
- c. ELT Methodology I (FLE 262)
- d. ELT Methodology II (FLE 304)
- e. Teaching English to Young Learners (FLE 308)
- f. Teaching Language Skills (FLE 324)
- g. Practice Teaching (FLE 404)
- h. Materials Adaptation and Development (FLE 405)
- i. English Language Testing and Evaluation (FLE 413)
- j. School Experience (FLE 425)

Appendix 2: Distribution of ELT Courses to years and semesters

YEAR	FALL SEMESTER	SPRING SEMESTER
1	-	-
2	FLE 238 - Approaches to ELT	FLE 200 - Instructional Principles and Methods FLE 262 - ELT Methodology I
3	FLE 304 - ELT Methodology II	FLE 308 - Teaching English to Young Learners FLE 324 - Teaching Language Skills
4	FLE 405 - Material Adaptation and Development FLE 413 - English Language Testing and Evaluation FLE 425 - School Experience	FLE 404 - Practice Teaching

G: INTERVIEW SCHEDULE FOR NOVICE TEACHERS

ÖĞRETMEN GÖRÜŞME FORMU

Görüşme No:	
Tarih:	
Saat (Başlangıç-Bitiş):	
Öğretmen No:	

Sevgili Öğretmen,

Ben Saniye Demirtaş Yiğit, Orta Doğu Teknik Üniversitesi Eğitim Programları ve Öğretim programında yüksek lisans öğrencisiyim. Ayrıca, Jandarma ve Sahil Güvenlik Akademisi'nde öğretim görevlisi olarak çalışmaktayım. Tezim kapsamında bir Yabancı Dil Öğretimi (FLE) lisans programında verilen İngiliz Dili Öğretimi (ELT) yöntem (methods) derslerini *hedefleri, içerikleri, içeriklerin sıralanışı (organizasyonu), derslerin öğretimi, ölçme ve değerlendirme faaliyetleri ve eğitim sektörünün gerektirdiklerine cevap verebilmeleri açısından bölümden mezun öğretmenlerin ve öğretim üyelerinin görüşlerini alarak* değerlendirmeyi amaçlıyorum. Bu çalışmadan elde edilecek bulguların bu derslerin geliştirilmesine katkıda bulunacağına inanıyorum. Bu noktada görüşlerinizin aydınlatıcı olacağını düşünüyorum ve katkılarınız için şimdiden teşekkür ediyorum.

Sorulara geçmeden önce bu çalışmaya katılımın gönüllü olduğunu belirtmek isterim. Araştırmaya katılımınız süresince herhangi bir nedenden dolayı kendinizi rahatsız hissederseniz, araştırmacıya bu çalışmaya katılmak istemediğinizi söyleyerek çalışmadan çekilebilir, varsa ses kaydınız silinmesini talep edebilirsiniz. Kimliğiniz ile ilgili bilgiler araştırmam içerisinde kesinlikle yer almayacaktır. Ayrıca, görüşme sürecindeki paylaşımlarınızın gizli tutulacağını, yalnızca bilimsel amaçlarla kullanılacağını ve onlara araştırmacılar dışında kimsenin erişemeyeceğini de bilmenizi isterim. Çalışma sonunda bu araştırmayla ilgili sorularınız cevaplanacaktır.

Veri kaybını önlemek ve analizi kolaylaştırmak için izninizle görüşmeyi kaydetmek istiyorum. Görüşmemiz yaklaşık 25-30 dakika sürecektir. Başlamadan önce sormak veya söylemek istediğiniz herhangi bir şey var mı?

İzninizle görüşmeyi başlatmak istiyorum.

Saniye DEMİRTAŞ YİĞİT
ODTÜ Eğitim Fakültesi
Eğitim Programları ve Öğretim
Bölümü

Prof. Dr. Ahmet OK
ODTÜ Eğitim Fakültesi
Eğitim Programları ve Öğretim
Bölümü

Bölüm 1: Demografik Bilgiler

1. Kaç yaşındasınız?
2. METU FLE bölümünden ne zaman mezun oldunuz? Mezuniyet not ortalamanız nedir?
3. Mezun olduğunuzda öğretmenlik yapmayı düşünüyor muydunuz? Neden?
4. Mezun olduğunuzda kendinizi öğretmenlik yapmaya ne derecede hazır hissettiniz?
5. Kaç yıldır öğretmenlik yapıyorsunuz?
6. Hangi kurumda öğretmenlik yapıyorsunuz? Şu an çalışmakta olduğunuz kurumdan önce başka bir kurumda öğretmenlik yaptınız mı?

Bölüm 2: Öğretmenler İçin Görüşme Soruları

Öğretmenlik tecrübelerinizi ve (İngiliz dili öğretimi lisans programındaki) öğrencilik deneyimlerinizi düşünerek...

1. İngiliz Dili Öğretimi yöntem (ELT methods) derslerinin (bkz. Ek-1 ve Ek-2) hedeflerini ne oranda yeterli buluyorsunuz? Sizce bu hedeflere ne derecede ulaşıldı?
2. Bu derslerin (bkz. Ek-1 ve Ek-2) içerikleriyle ilgili neler düşünüyorsunuz?
 - a. bu derslerin (bkz. Ek-1 ve Ek-2) içeriklerine neler eklemek isterdiniz?
 - b. bu derslerin (bkz. Ek-1 ve Ek-2) içeriklerinden neleri çıkarmak isterdiniz?
3. Bu dersleri (bkz. Ek-1 ve Ek-2) bir bütün olarak düşünürseniz, derslerin program içindeki sıralanışı (kolaydan zora doğru vb.) hakkında neler söyleyebilirsiniz?
 - a. bu sıralamaya neleri eklemek isterdiniz?
 - b. bu sıralamadan neleri çıkarmak isterdiniz?
 - c. bu sıralamada nelerin yerini değiştirmek isterdiniz?
4. Bu dersleri (bkz. Ek-1 ve Ek-2) tek tek düşünürseniz, konuların sıralanışı (kolaydan zora doğru vb. gibi) hakkında neler söyleyebilirsiniz?
 - a. bu sıralamada neleri değiştirmek isterdiniz?
 - b. bu sıralamaya neleri eklemek isterdiniz?
 - c. bu sıralamadan neleri çıkarmak isterdiniz?

5. Bu derslerin (*bkz. Ek-1 ve Ek-2*) öğretimi (yöntem vb.) hakkında neler söyleyebilirsiniz? Siz olsanız bu derslerin öğretiminde (yöntem vb.) neleri değiştirmek isterdiniz?
6. Bu derslerde (*bkz. Ek-1 ve Ek-2*) kullanılan ölçme değerlendirme yöntemleriyle (ödevler, sınavlar vb.) ilgili görüşleriniz nelerdir?
 - a. Sizce bu derslerden aldığınız notlar performansınızı ne derece yansıttı?
 - b. Siz olsanız bu derslerde öğrencileri nasıl değerlendirirdiniz?
7. Bu dersleri (*bkz. Ek-1 ve Ek-2*) bir bütün olarak düşündüğünüzde, derslerin sizce güçlü/zayıf yönleri neler olabilir?
8. Sizce bu dersler (*bkz. Ek-1 ve Ek-2*) size sektörün gerektirdiği hangi öğretmenlik bilgi ve becerilerini kazandırdı?
9. Sizce bu derslerden (*bkz. Ek-1 ve Ek-2*) öğrendiklerinizi sınıflarınızda ne derecede uygulayabiliyorsunuz?
10. Aldığınız metot dersleri mesleğinizi yapmanızda ne ölçüde yararlı olmuştur? Örneklerle açıklayınız.
11. Bugünün eğitim sektörü hangi yeterliklere sahip olmanızı bekliyor? Hangileri daha çok ön plana çıkıyor?
 - a. Milli Eğitim Bakanlığı'nın belirlediği İngilizce öğretmen yeterliklerini (*bkz. Ek-3*) ne ölçüde inceleme fırsatınız oldu?
 - b. ELT metot derslerinden edindiğiniz bilgi ve becerilerin bu beklentileri ne ölçüde karşıladığını düşünüyorsunuz?
 - c. Öğretmenlik deneyimlerinizden edindiğiniz bilgi ve becerilerin bu beklentileri ne oranda karşılayacağını düşünüyorsunuz?
12. Şu anki işvereninizin sizden beklediği özelliklere ne ölçüde sahip olduğunuzu düşünüyorsunuz?
13. Konuştuklarımız dışında neler söylemek istersiniz?

Görüşmemiz tamamlanmıştır; katkı ve katılımınız için teşekkür ediyorum.

EKLER

Ek-1: Yabancı Dil Eğitimi Yöntembilim (ELT Metodoloji) Dersleri

- Öğretim İlke ve Yöntemleri (FLE 200)
- İngilizce Öğretiminde Yaklaşımlar (FLE 238)
- İngilizce Öğretimi Yöntembilimi I (FLE 262)
- İngilizce Öğretimi Yöntembilimi II (FLE 304)
- Çocuklara İngilizce Öğretimi (FLE 308)
- Dil Becerilerinin Öğretimi (FLE 324)
- Öğretmenlik Uygulaması (FLE 404)
- Materyal Adapte Etme ve Geliştirme (FLE 405)
- İngilizce Öğretiminde Ölçme ve Değerlendirme (FLE 413)
- Okul Deneyimi (FLE 425)

Ek-2: Yabancı Dil Eğitimi Yöntembilim (ELT Metodoloji) Derslerinin Yıllara ve Dönemlere Dağılımı

YIL	GÜZ DÖNEMİ	BAHAR DÖNEMİ
1	-	-
2	FLE 238 - İngilizce Öğretiminde Yaklaşımlar (<i>Approaches to ELT</i>)	FLE 200 - Öğretim İlke ve Yöntemleri (<i>Instructional Principles and Methods</i>) FLE 262 - İngilizce Öğretimi Yöntembilimi I (<i>ELT Methodology I</i>)
3	FLE 304 - İngilizce Öğretimi Yöntembilimi II (<i>ELT Methodology II</i>)	FLE 308 - Çocuklara İngilizce Öğretimi (<i>Teaching English to Young Learners</i>) FLE 324 - Dil Becerilerinin Öğretimi (<i>Teaching Language Skills</i>)
4	FLE 405 - Materyal Adapte Etme ve Geliştirme (<i>Material Adaptation and Development</i>) FLE 413 - İngilizce Öğretiminde Ölçme ve Değerlendirme (<i>English Language Testing and Evaluation</i>) FLE 425 - Okul Deneyimi (<i>School Experience</i>)	FLE 404 - Öğretmenlik Uygulaması (<i>Practice Teaching</i>)

Ek-3: Milli Eğitim Bakanlığı'na belirlenen İngilizce Öğretmeni Yeterlikleri

YETERLİK ALANI 1: İngilizce Öğretim Süreçlerini Planlama ve Düzenleme	
YETERLİK 1	İngilizce öğretimine uygun planlama yapabilme
YETERLİK 2	İngilizce öğretimine uygun öğrenme ortamları düzenleyebilme
YETERLİK 3	İngilizce öğretim sürecine uygun materyaller ve kaynaklar kullanabilme
YETERLİK 4	İngilizce öğretim sürecine uygun yöntem ve teknikleri kullanabilme
YETERLİK 5	İngilizce öğretiminde teknolojik kaynakları kullanabilme
YETERLİK ALANI 2: Dil Becerilerini Geliştirme	
YETERLİK 1	Öğrencilerin etkili dil öğrenme stratejileri geliştirmelerine yardım edebilme
YETERLİK 2	Öğrencilerin İngilizceyi doğru, anlaşılır bir şekilde kullanmalarını sağlayabilme
YETERLİK 3	Öğrencilerin dinleme/izleme becerilerini geliştirebilme
YETERLİK 4	Öğrencilerin konuşma becerilerini geliştirebilme
YETERLİK 5	Öğrencilerin okuma becerilerini geliştirebilme
YETERLİK 6	Öğrencilerin yazma becerilerini geliştirebilme
YETERLİK 7	İngilizce öğretiminde özel gereksinimli ve özel eğitime gereksinim duyan öğrencileri dikkate alan uygulamalar yapabilme
YETERLİK ALANI 3: Dil Gelişimini İzleme ve Değerlendirme	
YETERLİK 1	İngilizce öğretimine ilişkin ölçme ve değerlendirme uygulamalarının amaçlarını belirleyebilme
YETERLİK 2	İngilizce öğretiminde ölçme ve değerlendirme araç ve yöntemlerini kullanabilme
YETERLİK 3	Öğrencilerin dil gelişimlerini belirlemeye yönelik ölçme sonuçlarını yorumlama ve geri bildirim sağlayabilme
YETERLİK 4	Öğrencilerin dil gelişimlerini belirlemeye yönelik ölçme değerlendirme sonuçlarını uygulamalarına yansıtabilme
YETERLİK ALANI 4: Okul, Aile ve Toplumla İş Birliği Yapma	
YETERLİK 1	Öğrencilerin dil becerilerinin geliştirilmesinde ailelerle iş birliği yapma
YETERLİK 2	Öğrencilerin yabancı dil kullanmanın önemini kavramalarında ilgili kurum, kuruluş ve kişilerle iş birliği yapabilme
YETERLİK 3	Öğrencilerin, ulusal bayram ve törenlerin anlam ve öneminin farkına varmalarını ve aktif katılımlarını sağlayabilme
YETERLİK 4	Ulusal bayram ve törenlerin yönetim ve organizasyonunu yapabilme
YETERLİK 5	Okulun kültür ve öğrenme merkezi haline gelmesinde toplumla iş birliği yapabilme
YETERLİK 5	Toplumsal liderlik yapabilme
YETERLİK ALANI 5: İngilizce Alanında Mesleki Gelişimini Sağlama	
YETERLİK 1	Mesleki yeterliklerini belirleyebilme
YETERLİK 2	İngilizce öğretimine ilişkin kişisel ve mesleki gelişimini sağlayabilme
YETERLİK 3	Mesleki gelişimine yönelik uygulamalarda bilimsel araştırma yöntem ve tekniklerden yararlanabilme
YETERLİK 4	Mesleki gelişimine yönelik uygulamalarını uygulamalarına yansıtabilme

H: INTERVIEW SCHEDULE FOR NOVICE TEACHERS (ENGLISH VERSION)

NOVICE TEACHERS' INTERVIEW SCHEDULE

Interview Number:	
Date:	
Time (Start-End):	
Interviewee Number:	

Dear Novice Teacher,

I am Saniye Demirtaş Yiğit, a master's student at Curriculum and Instruction Program of Middle East Technical University. I am also an instructor at Gendarmerie and Coast Guard Academy. Within the scope of my thesis study, I aim to assess ELT methods courses offered by an undergraduate ELT program in relation to *their goals, content, content organization, student assessment and their alignments with the needs of the education sector from the perspective of novice teachers and faculty members*. The findings of this study are expected to contribute to improvement of these courses. I think your perspectives and experiences with respect to the process will be enlightening and I would like to thank you in advance for your invaluable contributions.

Before proceeding any further, I would like to remind you that participation in this study is voluntary. If you feel uncomfortable for any reason during your participation, you can withdraw from the study by telling the researcher that you do not wish to participate in this study, and you can request that your sound recording be deleted if any. Moreover, your name and personal information will never be disclosed throughout the present study. I also would like to assure you that your responses are going to be kept confidential, used only for scientific purposes and inaccessible to third parties except researchers. At the end of the study, your questions about it will be answered.

If I may, I would like to have an audio-record of our interview in order to prevent data loss and expedite analysis. This interview is expected to take 25-30 minutes. Would you like to ask or say anything before starting?

If I am allowed, I would like to initiate the interview right now.

Saniye DEMİRTAŞ YİĞİT
METU Faculty of Education
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Instruction

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Part 1: Personal Information

1. How old are you?
2. When did you graduate from METU FLE undergraduate program?
3. Did you consider pursuing a teaching career after graduation? Why?
4. To what extent did you feel ready to teach after graduation?
5. How long have you been teaching?
6. What is your current institution? Did you work at any institution before the current one?

Part 2: Interview Questions

Please answer the following questions considering your experiences as a teacher and a student of METU FLE undergraduate program.

1. To what extent do you think the objectives of ELT methods courses are adequate (see Appendix 1 and 2)? To what extent do you think they were attained?
2. What do you think about the content of these courses (see Appendix 1 and 2)?
 - a. What would you like to add to the content (see Appendix 1 and 2)?
 - b. What would you like to exclude from the content (see Appendix 1 and 2)?
3. Considering ELT methods courses as a whole, what can you tell me about the organization of these courses within the program (sequenced from easy to difficult, etc.)?
 - a. What would you add to their organization (see Appendix 1 and 2)?
 - b. What would you exclude from their organization (see Appendix 1 and 2)?
 - c. What would you change in their organization (see Appendix 1 and 2)?
4. Considering ELT methods courses separately, what can you tell me about the organization of the topics (sequenced from easy to difficult, etc.)?
 - a. What would you change in their organization (see Appendix 1 and 2)?
 - b. What would you add to their organization?
 - c. What would you change in their organization?
5. What can you tell me about the implementation (teaching methods, etc.) of these courses (see Appendix 1 and 2)? What would you change in the implementation (teaching methods, etc.) of them?

6. What do you think about student assessment practices of these courses (*see Appendix 1 and 2*) (homework, tests, etc.)?
 - a. To what extent did your grades reflect your performance in these courses?
 - b. How would you assess students in these courses?
7. Considering these courses (*see Appendix 1 and 2*) as a whole, what can be their strengths/weaknesses in your opinion?
8. Which knowledge and skills of teaching required by education sector do you think you have gained in these courses?
9. To what extent can you apply what you have learned from these courses (*see Appendix 1 and 2*) to your classes?
10. To what extent are ELT methods courses (*see Appendix 1 and 2*) helpful to you in teaching? Please provide examples.
11. Which competencies do you think today's education sector requires from you as a teacher? Which qualifications particularly stand out?
 - a. To what extent have you had a chance to examine English Language Teaching Competencies published by Ministry of National Education?
 - b. To what extent do you think the knowledge and skills you gained from ELT methods courses meet these expectations?
 - c. To what extent do you think the knowledge and skills you gained from your teaching experiences meet these expectations?
12. To what extent do you think you possess the competencies that your current employer expects you to have?
13. What else would you like to add apart from what we have been discussing?

This is the end of our interview; thank you for your time and contribution.

APPENDICES

Appendix 1: ELT Courses

- a. Instructional Principles and Methods (FLE 200)
- b. Approaches to English Language Teaching (FLE 238)
- c. ELT Methodology I (FLE 262)
- d. ELT Methodology II (FLE 304)
- e. Teaching English to Young Learners (FLE 308)
- f. Teaching Language Skills (FLE 324)
- g. Practice Teaching (FLE 404)
- h. Materials Adaptation and Development (FLE 405)
- i. English Language Testing and Evaluation (FLE 413)
- j. School Experience (FLE 425)

Appendix 2: Distribution of ELT Courses to years and semesters

YEAR	FALL SEMESTER	SPRING SEMESTER
1	-	-
2	FLE 238 - Approaches to ELT	FLE 200 - Instructional Principles and Methods FLE 262 - ELT Methodology I
3	FLE 304 - ELT Methodology II	FLE 308 - Teaching English to Young Learners FLE 324 - Teaching Language Skills
4	FLE 405 - Material Adaptation and Development FLE 413 - English Language Testing and Evaluation FLE 425 - School Experience	FLE 404 - Practice Teaching

Appendix 3: English Teacher Competencies identified by Ministry of National Education

COMPETENCY DOMAIN 1: Planning and Organizing English Teaching Processes	
COMPETENCY 1	Being able to plan lessons suitably for teaching English
COMPETENCY 2	Being able to arrange learning environments that are suitable for teaching English
COMPETENCY 3	Being able to utilize materials and resources that are suitable for teaching English
COMPETENCY 4	Being able to apply methods and techniques that are suitable for teaching English
COMPETENCY 5	Being able to utilize technological resources in teaching English
COMPETENCY DOMAIN 2: Improving Language Skills	
COMPETENCY 1	Being able to assist students to develop effective language learning strategies
COMPETENCY 2	Being able to have students use English accurately and intelligibly
COMPETENCY 3	Being able to improve students' listening/following skills
COMPETENCY 4	Being able to improve students' speaking skills
COMPETENCY 5	Being able to improve students' reading skills
COMPETENCY 6	Being able to improve students' writing skills
COMPETENCY 7	Being able to do practices considering students with special needs and students who need special education
COMPETENCY DOMAIN 3: Tracking and Evaluation Language Improvement	
COMPETENCY 1	Being able to identify the objectives of testing and evaluation practices of English teaching
COMPETENCY 2	Being able to use means and methods of testing and evaluation in English teaching
COMPETENCY 3	Being able to interpret the results of tests that are conducted in order to determine students' language development and provide feedback
COMPETENCY 4	Being able to project the results of tests that are conducted in order to determine students' language development to classroom practices
COMPETENCY DOMAIN 4: Cooperating with School, Family and Society	
COMPETENCY 1	Being able to cooperate with family in order to ensure the improvement of students' language skills
COMPETENCY 2	Being able to cooperate with related institutions, organizations and people in order to ensure that students comprehend the importance of using English
COMPETENCY 3	Being able to assure that students realize the meaning and the importance of national celebrations and ceremonies, and their active participation to them
COMPETENCY 4	Being able to direct and organize national celebrations and ceremonies
COMPETENCY 5	Being able to cooperate with society in order to turn school into a culture and learning center
COMPETENCY 5	Being able to lead the society
COMPETENCY DOMAIN 5: Ensuring Professional Development in the Field of English	
COMPETENCY 1	Being able to identify professional competencies

COMPETENCY 2	Being able to ensure personal and professional development with regard to English teaching
COMPETENCY 3	Being able to employ methods and techniques of scientific research in practices of professional development
COMPETENCY 4	Being able to reflect professional development practices in teaching practices



I: TURKISH SUMMARY / TRKE ZET

İngiliz Dili Öğretimi Yöntem Derslerinin Deęerlendirmesi: Orta Doęu Teknik Üniversitesi Yabancı Diller Eğitimi Programı Örneęi

1. Giriş

İngilizce, günümüz dünyasının ortak dili olmuş; bilim ve teknolojinin baskın dili haline gelmiştir. Bu nedenle, Önalın (2005) belirttięi gibi, iyi mesleki ve akademik fırsatlara ulaşmak için öğrenilmektedir. Dolayısıyla İngilizce öğrenenlerin sayısı her geçen gün artmakta ve İngilizce öğretimi uygulamaları giderek daha fazla önem kazanmaktadır. Oluşan ihtiyacı karşılamak için öğretmen yetiştirme programları kendilerini geliştirmenin yollarını aramaktadır (Öğretmenlik Mesleęi için Genel Yeterlilikler, 2017). Bu nedenlerle, İngiliz dili öğretimi programlarının, özellikle de İngiliz dili öğretimi yöntemleri derslerinin bu amaca ne ölçüde hizmet edebildięini sorgulamak önemlidir.

Bu çalışma, Orta Doęu Teknik Üniversitesi lisans İngiliz Dili Öğretimi programında verilen İngilizce öğretimi yöntemleri derslerinin amaçlarını, içerięini, içerik organizasyonunu, öğretimini, öğrenci deęerlendirmesini ve eğitim sektörünün ihtiyaçları ile uyumluluęunu deęerlendirmeyi amaçlamaktadır. Bu amaçla aşağıdaki sorular çalışmaya rehberlik edecektir:

1. İngiliz dili öğretimi yöntem dersleri, öğretim üyeleri ve mesleęinin ilk yıllarındaki öğretmenlerin ve bakış açısından genel hedeflerine ulaşıyor mu?
2. Mesleęinin ilk yıllarındaki öğretmenler ve öğretim üyeleri, İngiliz dili öğretimi yöntemleri derslerinin içerięini, içerik organizasyonunu, öğretimini ve deęerlendirmesini nasıl deęerlendiriyor?
3. Mesleęinin ilk yıllarındaki öğretmenler ve öğretim üyeleri, derslerin sektörel beklentilerle uyumunu nasıl deęerlendiriyor?
4. Eğitim sektörünün gerektirdięi hangi beceri ve yetkinlikler, mesleęinin ilk yıllarındaki öğretmenler tarafından kazanılmış olabilir?
5. Dersler hangi güçlü ve zayıf yönleriyle ortaya çıkıyor?

Bu çalışmanın sonuçları, özellikle YÖK'ün 2020 yılında verdiği yetki devri kararından sonra programlarını güncellemek isteyen yabancı dil öğretimi bölümleri için veri sağlayabilir.

2. Yöntem

Fraenkel, Wallen ve Hyun'un (2012) belirttiği gibi, olgubilim deseninde gerçekleştirilen bir çalışma belirli bir olguya ışık tutmak için bireylerin “algılarını ve tepkilerini” keşfetmeyi amaçlar. Bu çalışmada, İngiliz dili öğretimi yöntem derslerine ilişkin anlam ve eylemlerin anlaşılması amaçlandığından olgubilim deseni kullanılmıştır (Miles ve Huberman, 1994). Öğretim üyelerinin ve mesleğinin ilk yıllarında olan öğretmenlerin bu derslerle ilgili farklı deneyimleri, bakış açıları ve yorumları olduğundan, bunları keşfetmek, araştırmacıya süreç hakkında derinlemesine bir anlayış sağlamıştır.

Araştırmaya katılan öğretmenlerin seçimi, kartopu örnekleme ve ölçüt örnekleme yöntemleri kullanılarak yapılmıştır. Miles ve Huberman'ın (1994) da belirttiği gibi kartopu örnekleme, bilgi açısından zengin bireylere, onlarla temas halinde olan kişileri belirleyerek ulaşmak için yararlıdır. Akın'ın (2017) aktardığı gibi Patton (1990), ölçüt örnekleme faydasının, çalışmanın ölçütlerini karşılayan bireylerin katılımını sağlayabilmek olduğunu belirtmektedir. Bu örnekleme prosedürü sonucunda bu çalışmaya 11 aday öğretmen katılmıştır. Çalışmaya katılan öğretim elemanlarının seçiminde ise amaçlı örnekleme ve maksimum çeşitlilik yönteminden yararlanılmıştır. Bunun sonucunda, bu çalışmaya 6 öğretim üyesi katılmıştır.

Veri toplamada yarı yapılandırılmış görüşme soruları kullanılmıştır. Görüşme soruları Fatoş Erozan'ın (2005) doktora tezi, İngilizce öğretimi yöntemleri derslerinin programları, Millî Eğitim Bakanlığı Öğretmen Yetiştirme ve Geliştirme Genel Müdürlüğü tarafından yayınlanan İngilizce Öğretmeni Yeterlikleri gibi ilgili alanyazını göz önünde bulundurarak oluşturulmuştur. Sorular ayrıca, katılımcıların deneyimlerini daha canlı hatırlamalarına yardımcı olmak ve önemli ayrıntıları geride bırakmamak için sondalar da içermektedir. Ölçeklerin geçerlik ve güvenirliğini sağlamak için uzman görüşlerinden ve pilot testlerden yararlanılmıştır.

Görüşmelerden önce katılımcılar araştırma koşulları hakkında tam olarak bilgilendirilmiş ve gönüllü katılım formları aracılığıyla onayları alınmıştır. Görüşmeler, katılımcıların tercihlerine göre Zoom, Skype veya telefon görüşmesi şeklinde gerçekleştirilmiş ve yaklaşık 25-60 dakika sürmüştür. Görüşmelerin tamamı kişilerin onayı ile görüntü veya ses kaydına alınmıştır. Veriler, içerik analizi yöntemiyle Maxqda 2020, 20.2.1 programı kullanılarak analiz edilmiştir. Veri analizinde güvenilirliği sağlamak için kodlayıcılar arasındaki uyum gözetilmiştir.

3. Bulgular ve Tartışma

Bu bölümde araştırmanın bulguları, araştırma sorularıyla paralel olacak şekilde 1) genel hedeflere ulaşılması 2) ders içerikleri, içerik organizasyonu, derslerin öğretimi ve değerlendirme 3) İngiliz dili öğretimi yöntemleri derslerinin sektörel ihtiyaçlarla uyumu 4) eğitim sektörünün gerektirdiği beceri ve yeterliliklerin öğretmenler tarafından kazanılması 5) ELT yöntemleri derslerinin güçlü ve zayıf yönleri sırasıyla sunulmuştur.

Hedeflerin muhteviyatı ve gerçekleştirilme düzeyleri, hem derslerin başarısına ve etkililiğine ilişkin yararlı bilgiler sağlamakta, hem de hangi adımların atılması gerektiğine ışık tutmaktadır. Bu nedenle, bu çalışma, yöntem derslerinin hedeflerini 1) hedeflenen genel ve özel bilgi, beceri, özellik ve tutumlar 2) hedeflerin açıklığı, yeterliliği ve uygunluğu 3) hedeflerin geliştirilme aşaması 4) hedeflerde değişiklik yapılmasının gerekliliği 5) hedeflere ulaşılma düzeyi açısından incelemiştir.

Hedefler. Öğretim üyelerince listelenen hedefler, “program ve öğretim bilgisi”, “sınıf yönetimi becerileri”, “dil bileşenlerinin nasıl öğretileceğini bilme”, “öğrenci seviyelerine uygun öğretim yapabilme”, “araştırma becerileri” ve “yansıtıcılık” gibi genel ve özel bilgi, beceri, özellik ve tutumları içermektedir. Bu açıdan, belirlenen hedefler genel pedagojik bilgi, pedagojik alan bilgisi, kişisel ve mesleki gelişim olmak üzere üç başlık altında toplanabilir. Bunlar arasında genel pedagojik bilgi ve pedagojik alan bilgisi Shulman'ın (1987) sınıflandırmasına uygundur.

Bu çalışmanın odak noktası İngilizce öğretimi yöntem dersleri olduğundan pedagojik alan bilgisine ilişkin bilgi ve beceriler çalışmada özellikle vurgulanmaktadır. İngilizce Öğretmeni Yeterlikleri (MEB, 2017), “İngilizce öğretim süreçlerinin planlanması”, “dil gelişiminin gerçekleştirilmesi, izlenmesi ve değerlendirilmesi”, “okul ve toplum ile işbirliği yapma” ve “mesleki gelişimin sağlanması” konularına odaklandığından, çalışma kapsamında ortaya çıkarılan bilgi, beceri, özellik ve tutumlar- okul ve toplum ile işbirliği yapma dışında- büyük oranda bu yeterlilikler doğrultusundadır. Ayrıca Genel Öğretmen Yeterlikleri (MEB, 2017), “alan bilgisi”, “pedagojik alan bilgisi”, “mevzuat bilgisi”, “ulusal, ahlaki ve evrensel değerler”, “öğrenciye yaklaşım”, “iletişim ve iş birliği”, “kişisel ve mesleki gelişim” konularına odaklandığından, belirlenen hedeflerin bunlarla da büyük oranda paralel olduğu gözlenmektedir. Fakat mevzuat bilgisi, milli, ahlaki ve evrensel değerlere ilişkin bilgiler İngiliz dili öğretimi yöntem derslerinin hedefleri olarak görünmemektedir. Ayrıca, yöntem derslerinin ders tanıtım formları incelendiğinde, derslerin amaçlarının okul, aile ve toplumla iş birliği yapma, mevzuat bilgisi, ulusal, ahlaki ve evrensel değerler ile ilgili hedefleri içermediği de görülmektedir. Bu konudaki farklılık, bu becerilerin aday öğretmenlik döneminde geliştirilmesi gereken bilgi ve beceriler olarak görülmesinden kaynaklanmış olabilir (MEB, 2020). Yöntem derslerinin bir hedefi olarak ulusal, ahlaki ve evrensel değerleri belirtmemesi, bunların örtük program aracılığıyla aktarılmış olmasından kaynaklanıyor olabilir. Alanyazında belirtildiği gibi, örtük program, okulların sosyal normları aktarmasına ve öğrencilerin (endüstriyel) topluma hazırlanmasına olanak tanır (Dreeben, 1968; Halstead ve Xiao, 2010).

Hedeflerin açık olmasına ilişkin olarak, ders tanıtım formlarının açık olması, bu formların dönem başında öğrencilere anlatılması, derslerin isimlerinin açıklayıcı olması sebebiyle hedeflerin açık olduğu ifade edilmiştir. Öte yandan, farklı sınıflarda farklı yorum ve uygulamalar olduğu için belirsiz de bulunmuşlardır. Ölçme ve Değerlendirme gibi bazı derslerin açık hedefler içermediği vurgulanmış, bu da ilgili alan-yazın ile desteklenerek dersin “ölçme ve değerlendirme okuryazarlığı” için gerekli olan kazanımlardan yoksun olduğu belirtilmiştir (Şahin, 2019). Ornstein ve Hunkins (2004) program tasarımı ve geliştirmede hedeflerin, belirli amaçların gerçekleştirilmesini sağlayan temel kurallar olarak işlev gördüğünü belirtmişlerdir. Bu

açından her ne kadar ders isimleri, ders tanıtım formları ve öğretim elemanlarının çabalarıyla hedeflerin açıklığa kavuşturulmaya çalışıldığı belirtilse de hedeflerin açık olmamasından dolayı bir doğrultu eksikliği ortaya çıkmakta, bu da uygulamalarda farklılıklara neden olmaktadır. Bu durum, hedeflere istenen düzeyde ulaşılmasını gölgelemekte ve program çıktılarını değiştirmektedir.

Yöntem derslerinin hedefleri, öğrencilere mesleki yaşamlarında yararlanabilecekleri bilgileri öğrenme fırsatı verdiğinden bazı katılımcılar tarafından yeterli bulunmuştur. Öte yandan, Çelik ve Kasap'ın (2019) öğrenci çeşitliliğini (okul öncesi, ilkokul, ortaokul, lise, yükseköğretim, belirli bir amaç için İngilizce öğrenme gibi) göz önünde bulundurarak belirttiği bulgularına paralel olarak, daha fazla teknolojik girdiye ihtiyaç duyulması ve hedeflerin aday öğretmenleri farklı öğrenci profilleri ve farklı yaş grupları ile çalışmaya yeterince hazırlanmaması nedeniyle yetersiz bulunmuşlardır. Bu sebeple, Şallı-Çopur (2008) ve Seferoğlu'nun (2006) da altını çizdiği gibi İngilizcenin bu gruplara öğretimi için bazı derslerinin programa dâhil edilmesi ve uygulama olanaklarının yaratılması gerekmektedir. Dahası, ders tanıtım formları incelendiğinde, farklı yaş gruplarına veya farklı öğrenci profillerine İngilizce öğretimine yönelik birkaç hedef tespit edilebilmektedir. Ayrıca, Çocuklara İngilizce Öğretimi (FLE 324) dersi dışında, yaş gruplarına odaklanan bir dersin olmadığı anlaşılmaktadır. Bunları göz önünde bulundurarak, öğrencilerin belirli yaş grupları ve profillerle neler yapabileceğini belirleyen daha fazla hedefe ihtiyaç olduğu söylenebilir.

Hedefler, öğrencilerin ihtiyaçlarına ve geleceğin öğretmenlerini yetiştirmenin gereklerine göre oluşturulduğu için bazı katılımcılar tarafından uygun bulunmuştur. Ancak, fiziki şartların elverişli olduğu ve öğrencilerin ideal bir tavır sergilediği “mükemmel sınıfları” konu aldıkları için bazı katılımcılar tarafından uygun bulunmamışlardır. Bu tür sınıflar gerçek yaşamda bulunamayacağından, öğretmen adaylarının buna ilişkin ihtiyaçları oldukça farklıdır. Ornstein ve Hunkins'in (2004) bakış açısıyla uygunluk düşünüldüğünde, öğrencilerin ihtiyaçlarını karşılamak için ne tür öğrenme çıktılarının elde edilmesi gerektiğine karar vermek son derece önemlidir. Bu bağlamda öğretmen adaylarını mesleğin gerçeklerine daha iyi hazırlamak için hedeflerin iyileştirilmesine ihtiyaç olduğu görülmektedir. Ayrıca, derslerin

örtüşmeyecek şekilde tasarlanmasına rağmen örtüşen amaçları olduğu belirtilmiştir ki bu alanyazında da desteklenmektedir (Enginarlar, 1997; Seferoglu, 2006; Şallı-Çopur, 2008; Coşkun ve Daloğlu, 2010).). Bruner'in (1960) bakış açısına göre, bu örtüşmenin altında yatan neden, hedeflere ulaşma düzeyini arttırmak olabilir. Ders tanıtım formları incelendiğinde sarmal bir öğretim programı tasarımının amaçlandığını söylemek mümkündür. Öte yandan, 2007 program güncellemesindeki ders tanımları incelendiğinde sarmal bir programın göstergelerini bulmak güçtür. Bu durum, öğretim üyelerinin de belirttiği gibi sınırlı bir ders tanımına dayalı ders tasarlanmanın istenmeyen bir sonucu olabilir. Ancak Çelik ve Kasap (2019) YÖK'ün 2018 program güncellemesi ile çıkan derslerin tek ders altında birleştirilmesiyle bu sorunun çözüldüğünü belirtmişlerdir.

Hedeflerin belirlenme aşamasında, yöntem derslerinin kümülatif çıktısının kısa vadede öğrencileri Öğretmenlik Uygulaması dersine, uzun vadede ise mesleğe hazırlamak olduğu katılımcılar tarafından belirtilmiştir. Bu amaçla YÖK'ün yayınladığı programın baz işlevi gördüğü belirtilmiştir. Daha sonra Kanada ölçütü, TESOL standartları, MEB tarafından yayınlanan İngilizce Öğretmeni Yeterlikleri incelenmiş ve YÖK tarafından belirlenen hedeflere eklemeler yapılmıştır. Ornstein (1992), hedefleri oluşturan komite üyelerinin mevzuata, hedefleri belirten ulusal komisyon raporlarına, profesyonel dernek raporlarına, toplumun ihtiyaçlarına, alanyazına, çalışan gereksinimlerine ilişkin raporlara, öğretmen raporlarına ve ihtiyaçlarına, değerlendirme raporlarına, yerel ihtiyaç değerlendirmelerine, akreditasyon kurumlarının raporları ve toplumdaki sosyal ve ekonomik eğilimlere aşina olması gerektiğini belirtmiştir. Bu açıdan bakıldığında, bu tür belgelerin hedef geliştirme sürecinde kriter olarak belirtilmediği görülebilir. Bu nedenle, bunlara daha fazla odaklanmaya ihtiyaç olduğu söylenebilir.

Bazı katılımcılar genel hedeflere ulaşma düzeyinin yüksek olduğu belirtmişler; öğretmen adaylarının Öğretmenlik Uygulaması dersindeki başarısının bunun bir göstergesi olduğunu dile getirmişlerdir. Benzer şekilde Aydın (2016), öğretmen adaylarının gerçek sınıflardaki performanslarını göstermesi açısından bu dersin önemini vurgulamıştır. Bazı katılımcılara göre hedeflere ulaşma düzeyi çeşitlilik

göstermektedir; bunun sebebi olarak da aynı dersi veren öğretim elemanları arasındaki iletişim eksikliği ve personel yetersizliği işaret edilmiştir ki bu da Tezgiden-Cakcak'ı (2015), Şallı-Çopur'u doğrular niteliktedir. Ayrıca öğretmen adaylarının İngilizce öğretimine olan ilgileri ve istek düzeyleri de bir sebep olarak belirtilmiştir. Hedeflere ulaşılma düzeyine ilişkin dile getirilen tereddütlerin sebeplerine gelince, öğrenilen bilgilerin ne kadarının uygulanabileceğinin belirsizliği ve öğretmen adaylarının mezun olduktan sonra öğretmeye hazır olmadıklarını sebepler arasında yer almıştır. Katılımcılara göre bu, hedeflerin çoğunun teorik bilgi üzerinde yoğunlaşmasından ve sunum veya mikro öğretim uygulamalarının “seyreltilmiş” olmasından dolayıdır. Bu tereddütleri ortadan kaldırmak için gerçek uygulama fırsatlarının yaratılması gerektiği açıktır. Aydın'ın (2016) öne sürdüğü gibi, okul temelli uygulama fırsatları teori ve pratiği birbirine bağlayacak, öğrencilere performanslarında yardımcı olacak ve performansları hakkında onlara geri bildirim sağlayacaktır. Katılımcılar ayrıca, yöntemleri derslerinin genel hedeflerine düşük düzeyde ulaşılmasının altında yatan nedenleri de belirtmişlerdir. Öğretmen adaylarının uygulama derslerinde dahi gerçek uygulama imkânlarından yoksun kalması ve bazı derslerdeki ezberci yaklaşımdan kaynaklanan geçici öğrenme bu faktörler arasında sayılabilir. Furlong (2010), öğretmen adaylarının gerçek sınıflarda öğretmeye başladıklarında öğrendiklerini ortaya çıkarmıştır (akt. Aydın, 2016). Ayrıca öğrenci profilinde ve programa başlama motivasyonunda, derslerin ciddiye alınmasını etkileyebilecek ciddi bir değişiklik olduğu ifade edilmiştir. Bu düşünce, akademisyenlerin son dönemde öğrenci profiline ilişkin görüşlerini belirten alan-yazın ile de desteklenmektedir. Bunun öğrenci seçim süreçlerindeki değişimden ve toplumun öğretmenlik mesleğine bakışından kaynaklandığına dikkat çekilmiştir (Kozikoğlu ve Kayan, 2018). Ayrıca öğretim üyelerinin İngilizce öğretimi deneyiminden yoksun oldukları belirtilmiştir. Alan-yazın, kaliteyi artırmak için öğretim üyelerinin öğretmenlik deneyiminin önemini vurgulamaktadır (Demir-Yıldız ve Tatık, 2018). Katılımcılar ve alan-yazın öğretim elemanlarının pedagojik formasyonunda bir değişiklik önermişlerdir (Enginer ve diğerleri, 2009).

Görüldüğü gibi, hedeflere ulaşma düzeyini artırmak ve bilgi ve becerileri olabildiğince kalıcı öğretebilmek için öğretim arasındaki farklılıklar, öğretmen adaylarının

yetenekleri, uygulama olanaklarının kalitesi, uygulama olanaklarının niteliği, öğretim üyesi nitelikleri ve değişen öğrenci profili gibi dikkat edilmesi gereken hususlar vardır. Bu açıdan bakıldığında, yöntem derslerinin genel hedeflerine belirli bir ölçüde ulaşabildiğine dair kanıtlar olmasına rağmen, genel hedefler, uygulama, uygulama olanakları, öğretim elemanlarının ve öğrencilerin niteliklerinin iyileştirilmesi gerektiğini söylemek mümkündür.

İçerik. Katılımcılara göre içerik, aynı dersi veren öğretim elemanları tarafından sürekli olarak gözden geçirilip oy birliği ile kararlaştırılmakta, öğrencilerin teorik bilgileri derinlemesine ve gerçek uygulamalara paralel olarak öğrenmelerini sağlamaktadır; bu nedenle de uygun bulunmaktadır. İçeriğin uygunsuz bulunmasının nedenlerine gelince, katılımcılar içeriğin çok teorik olduğunu, tek tip olmadığını, gerçek durumlara uygulanamaz olduğunu ve İngilizce öğretim yöntemlerine çok fazla odaklanıldığını belirtmişlerdir ki bu Seferoğlu (2006) tarafından da desteklenmektedir. Ayrıca, bazı derslerin kapsamlı ders kitaplarından ve dış kaynaklardan yoksun olduğu ve içeriğin güncel olmadığı da belirtilmiştir. Çelik ve Kasap'a (2019) göre, program uygulama yönergesinde derslerin içeriklerine net bir şekilde yer verilmesiyle bu problemler çözülebilir. Katılımcılar ayrıca yöntem derslerinin içeriğini geliştirmek için çeşitli yollar önermişlerdir. Derslerin yerel kültüre ve öğretmen adaylarının ihtiyaçlarına hitap etmediğini ortaya koyan ilgili literatürle uyumlu olarak içerikte Türkçe bağlamın temsiline daha fazla yer verilmesi gerekliliği önerilerden biridir (Şallı-Çopur, 2008). Ayrıca, pedagoji ve psikoloji üzerinde daha fazla durulması, eleştirel düşünmeyi teşvik edici içerik sunulması, teori ile pratik arasında köprü kurulması, içeriğin teknolojik gelişmelerle uyumlu olacak şekilde güncellenmesi, sık içeriğin kaldırılması, MEB'in İngilizce öğretmeni yeterliklerinin ve aday öğretmen programının ele alınması da önerilmektedir ki bunlar alanyazınla paralellik göstermektedir (Çelik ve Kasap, 2019; Seferoğlu, 2006; Şallı-Çopur, 2008). Bazı derslerin içeriğinin modüllere ayrılması önerisi, alan-yazın tarafından da desteklenmektedir. Nitekim Şahin (2019), ölçme değerlendirme okuryazarlığı kazanmak için bir ölçme ve değerlendirme dersinin gerekli tüm teorik ve pratik konuları kapsamaması için yeterli olmadığını belirtmektedir. İçerik ve seçimi Ornstein ve Hunkins (2004) tarafından önerilen yeterlilik, anlamlılık, geçerlilik, ilgi,

Fayda, öğrenilebilirlik ve uygulanabilirlik kriterlerine göre test edildiğinde, deneyim eksikliği nedeniyle öğrencilerin istenilen düzeyde yeterlilik kazanamamaları, alandaki son gelişmelerin uygun şekilde ele alınamaması ve teknolojinin içeriğe istenen düzeyde yansıtılamaması sebebiyle yeterince geçerli değildir. Öte yandan, öğrenilen bilgilerin istenilen düzeyde kullanılmasını sağlayacak teori-pratik bağlantısını oluşturmadığı için fayda kriterini karşılamamaktadır. Ancak içerik, programın genel amaçlarıyla uyumlu olduğu için “önem” kriterlerini karşılamaktadır. Dahası, öğrencilerin öğretmenlik kariyerleri için anlamlı olduğundan “ilgi” kriterini karşılamaktadır. “Öğrenilebilirlik” kriterini karşılamaktadır, çünkü öğrenmesi imkânsız olan konuları içermemektedir. “Fizibilite” kriterini karşılamaktadır çünkü içerik zamanında öğretilmektedir ve bu da içeriğin çevresel faktörler dikkate alınarak seçildiği anlamına gelmektedir.

İçerik organizasyonu. Yöntem derslerinde içerik organizasyonu ve konuların organizasyonunun genelden özele, kolaydan zora ve teoriden pratiğe şeklinde olduğu belirtilmiştir. Kalıcı öğrenmenin sağlanması için uygulama derslerine ağırlık verilmesi ve bu derslerin sayıca daha fazla olması önerilmiştir ki bu Senemoğlu'nun (1993) bulgularını doğrular niteliktedir. Bu nedenle bu derslerin saatleri artırılmalı ve uygulama dersleri programa daha erken aşamalarda dâhil edilmelidir. Ayrıca öğrencilerin planlarına bağlı olarak derslerin esnek bir düzende verilmesi de içerik organizasyonuna ilişkin önerilerden biri olmuştur. Katılımcılar ayrıca içerik ve amaçlarına göre bazı derslerin kaldırılmasını, birleştirilmesini veya bölünmesini de önermişlerdir. Tüm bunlar göz önüne alındığında, içerik organizasyonu Ornstein ve Hunkins (2004) açısından uygun görünse de teoriyi pratiğe bağlama ve öğrencilerin ihtiyaçlarını daha iyi ele alma açısından iyileştirme gerektirmektedir.

Derslerin öğretimi. Yöntem derslerinin öğretimi, yöntem ve tekniklerin kullanımı profesyonel ve sorunsuz olduğundan tatmin edici bulunmuştur. Öte yandan, derslerin öğretiminin uygun olmadığı, uygulamaya çok az yer verildiği ve derslerin teorik bilgiye çok fazla odaklandığı da belirtilmiştir. Anlaşılmaktadır ki, program teoriden pratiğe doğru giden bir düzende tasarlanırsa da uygulanmasının teorik ve pratikten uzak olabileceği anlaşılabılır. Bulgularda öne çıkan bir diğer nokta, mikro öğretimlerin

yapay olduđu ve öğretme-öğrenme ortamının gerçek doğasını yansıtmadığıdır ki bu ilgili alan-yazın ile bağdaşmamaktadır. Mikro öğretim uygulamaları, video kaydına alınmış, akran ve öğretim üyesi geri bildiriminden daha çok yararlanan ve öz değerlendirmenin etkili bir şekilde sağlandığı geri dönüt oturumları ile geliştirilebilir (Özonur ve Kamışlı, 2019; Önal, 2019; Chand Dayal ve Alpana, 2020; Deneme, 2020; Msimanga, 2021). İşaret edilen bir diğer eksiklik ise, öğrencilerin öğrendiklerini uygulamalarına olanak vermediği ve öğretim zamanını çok fazla alarak uygulama fırsatlarını sınırladığı için uzun ders anlatımlarıdır. Dahası uygulama dersleri, uygulama öğretmenlerinin tutumlarındaki farklılıklar ve sınıflar arasındaki farklılıklar nedeniyle bir eksiklik olarak dile getirilmiştir ki bu alanyazın ile desteklenmektedir (Erten ve diğerleri, 2000). Ayrıca farklı uygulama öğretmenlerini ve farklı sınıfları gözlemlene imkânının olmaması da eksiklik olarak belirtilmiştir. Öğretmen adaylarının tek bir öğretmen ve tek bir yeterlik düzeyi gözlemlemeyi ve tek bir okul ortamıyla sınırlı kalmayı eleştirdikleri belirtilmiştir ki bu da alanyazın ile desteklenmektedir (Enginarlar, 1997; Seferoğlu, 2006). Uygulama derslerinin uygun öğretim olanakları sunmadığı için amacına hizmet edemediğinin belirtilmesi, ilgili literatürün uygulama derslerinin yetersizliğine ilişkin bulgularını doğrular niteliktedir (Çoşkun ve Daloğlu, 2010; Enginarlar, 1997). Belirtilen bir diğer eksiklik ise özellikle uygulama dersleri için sınıf mevcudu olmuştur. Son olarak, bir teknik olarak sınıf tartışmalarından çok fazla yararlanmak katılımcılar tarafından eleştirilmiştir. Katılımcılar, öğretimi iyileştirmek için daha fazla uygulama imkânı, öğretimde yeni teknolojilerden faydalanmak, sınıf tartışmalarını uygulama fırsatlarıyla desteklemek, öğretmen adaylarına uygun girdi sağlamak, daha fazla tartışma ve bireysel çalışma dâhil olmak üzere pek çok öneride bulunmuşlardır. Genel olarak, öğrenme deneyimlerinin hedef odaklı, öğrenci merkezli, ekonomik ve diğer öğrenme deneyimleriyle uyumlu olma kriterlerine göre yeniden düzenlenmesi gerektiği söylenebilir (Ertürk, 2013).

Değerlendirme. Yöntem derslerinde hem teorik bilgilerin hem de öğrenci performanslarının değerlendirildiği vurgulanmıştır. Performans değerlendirmeleri, öğrencilerin bilgilerini derinleştirmelerine ve uygulamaya dökmelerine, eleştirel düşüncelerine ve takım çalışmasını kullanmalarına yardımcı olduğu için katılımcılar

tarafından uygun bulunmaktadır ki bu alanyazın tarafından da desteklenmektedir (Many, 2018; Demosthenous ve diğerleri, 2020). Katılımcı öğretmenlerin çoğunluğu derslerin değerlendirilmesinin şeffaf, adil ve uygun olduğunu belirtmişlerdir. Ancak sınavlar ve ödevler, öğrencilerin öğrenmesini doğru bir şekilde değerlendiremediği ve öğrencilerin yazma becerilerinden etkilenebildiği için eleştirilmiştir. Performans değerlendirmeleri ise yapay olmaları, öğrencilerin dil yeterliliğinin performanslarını etkilemesi ve öğretim üyelerinin yüksek not verme eğiliminde olmasından dolayı eleştirilmiştir. Alanyazın, yüksek not verme eğiliminin azaltılması için aslına uygunluk riskleri üzerine bir çalışmaya ihtiyaç olduğunu ortaya koymaktadır (Adie ve Wyatt-Smith, 2020; Gallardo, 2020). Katılımcılar, değerlendirmeyi iyileştirmek için daha fazla performans değerlendirmesi ve bireysel projelere yer verilmesini, öğrencilerin sınıf içi katkılarının değerlendirilmesini ve geri bildirimin bir iyileştirme aracı olarak kullanılmasını önermişlerdir. Ayrıca, performans değerlendirmesinde yüksek not verme konusunun yer alması, performans değerlendirmesinde aslına uygunluk riskleri üzerine bir çalışmaya ihtiyaç olduğunu ortaya koymaktadır (Adie ve Wyatt-Smith, 2020; Gallardo, 2020).

Derslerin sektörel ihtiyaçlarla uyumu. Katılımcılardan bazılarının yöntem derslerinin sektörel ihtiyaçları karşılayabileceğini düşünmelerinin nedenleri, derslerin onları mesleğe hazırlayabildiği fikrine dayanmaktadır. Çalışmaya katılan öğretmenler, teorik bilgi, öğretmenin toplumu yönlendirme rolü, dil kullanımı, ders planlaması, uygun öğrenme ortamlarının düzenlenmesi, öğretim yöntemleri, çocuklarla çalışma gibi beklentileri karşılama konusunda kendilerini yetkin hissetmektedirler ki bu alanyazınla uyumlu bir bulgudur (Şallı-Çopur, 2008). Öte yandan, bazı katılımcılar, öğrenci olarak öğrendikleri ile öğretmen olarak deneyimledikleri arasında bir kopukluk ve uyumsuzluk olduğu için derslerin sektörel beklentilerle uyumlu olmadığını belirtmişlerdir. Bunun nedeni, derslerde teoriye fazla ağırlık verilmesidir ki bu 1998 ve 2004 yıllarında YÖK'ün eğitim fakültelerine bağlı bölümlerin dikkatlerini teori konu alanlarına yönelttiğini belirten raporlarıyla da desteklenmektedir (YÖK, 1998 & 2004). Bu kopukluk, teoriyi pratiğe bağlayarak çözülebilir. Morgan (2009), teori ve pratiğin nasıl birleştirileceğini göstermek için vaka çalışmalarına ve gerçek hayata benzer ders planlarına duyulan ihtiyacın altını

çizmektedir. Ayrıca derslerin özel gereksinimli öğrencilere hitap edemediği için beklentileri tam olarak karşılayamadığı belirtilmiştir. Ancak MEB tarafından hazırlanan İngilizce Öğretmeni Yeterlikleri belgesinde, öğretmenlerden özel gereksinimli öğrencilere yönelik yeterliliğin beklendiği açıkça belirtilmektedir (MEB, 2017). Ayrıca MEB tarafından öğretmenlerden beklenen bir yeterlik olarak açıkça belirtilmesine rağmen (2017) aday öğretmenlerin öğrencilerinin eleştirel düşünme becerilerini geliştirip geliştiremeyeceklerinin bir soru işareti olduğu katılımcıların ifadelerinden anlaşılmaktadır. Rocha Pessoa ve Urzêda Freitas (2012) öğrencilerin eleştirel pedagojiyi kullanan uygulamalar yoluyla eleştirel düşünme becerilerini geliştirebildiklerini göstermiştir. Bu nedenle, öğretmen adaylarının eleştirel düşünme becerilerini geliştirmeyi öğrenebilmeleri ve bu konudaki bilgilerini öğrencilerine aktarabilmeleri için eleştirel pedagojiden yararlanılması önerilebilir. Katılımcılar ayrıca mezunların dört beceriyi doğru bir şekilde öğretebilmeye ilişkin tereddütlerini dile getirmişlerdir ki bu da mezunların kendilerini yazma, konuşma gibi üretken becerileri öğretmede yetersiz bulduklarının altını çizen ilgili alanyazın ile uyumlu bir bulgudur (Şallı-Çopur, 2008; Tezgiden-Cakcak, 2015; Gürsoy ve Korkmaz, 2018). Katılımcılar ayrıca, MEB'in beklediği bir yetkinlik olan veli, okul ve toplumla işbirliği yapma becerilerine ilişkin eğitim almadıklarını veya bu eğitimi deneyimleyebilecekleri pratik imkânların kendilerine sunulmadığını belirtmişlerdir. Ayrıca, günümüzdeki özel okulların bir gereği olan çok küçük yaştaki öğrencilerle çalışabilmeleri için mezunlara yeterli düzeyde bilgi ve beceri kazandırılmadığı da ifade edilmiştir. Sonuç olarak, sektörel beklentilerin belirli bir ölçüde karşılanmasını sağlayacak beceri ve yeterliliklerin dersler tarafından aktarıldığı görülmektedir. Bu durum, bu çalışmanın İngilizce Öğretmenliği yöntemleri derslerinin hedeflerinin çoğunun MEB'in genel yeterlikleri ve İngilizce öğretmeni yeterlikleri ile paralel olduğunu ortaya koymasıyla açıklanabilir. Fakat, derslerinin amaç ve çıktılarına MEB tarafından istenen bazı yetkinlikleri dâhil etmek, daha fazla uygulama fırsatı sağlamak, farklı özelliklerdeki ve yaş gruplarındaki öğrencilere İngilizcenin nasıl öğretileceğini kapsama dâhil etmek gerektiği söylenebilir.

Katılımcıların ifade ettiği sektörel beklentilere gelince, pedagojik alan bilgisi ve onu kullanma becerisi, aile ve toplumla işbirliği, mesleki gelişim, tutum ve değerler gibi

sektörel beklentiler, MEB'in yayınladığı İngilizce Öğretmeni Yeterlikleri ve Genel Öğretmen Yeterliklerinde belirlenen beklentilerle uyumludur. Ancak, öğretmenlerin “olumlu” kişilik özellikleri, geçerli bir KPSS puanı, öğrenci başarısı, zaman yönetimi, kalabalık sınıflarla baş etme ve ders yükü gibi diğer beklentilerden de bahsedilmiştir. Sektörel ihtiyaçlar yetersiz oldukları için; MEB farklı bölgelerde görev yapan ve buna bağlı olarak farklı becerilere ihtiyaç duyan öğretmenlere uygun hizmet içi öğretmenlik eğitimi veremediği için; KPSS ise şüpheli bir işe alım gerçekleştirdiği için eleştirilmiştir. MEB'in öğretmen adaylarını yeterliklerde belirlediği kriterlere göre seçmediği, program uygulamalarını denetlemediği, öğretmenlere gerekli hizmet içi eğitimleri vermediği de ifade edilmiştir. Bu nedenle, öğretmen yetiştirme programlarının boşlukları doldurmak için ne kadar özenle çalıştığına bakılmaksızın, koşulların uygun olmaması nedeniyle gerçekçi olmayan beklentilerin karşılanamayacağı açıktır. Ancak ülke genelinde sektörel beklentilere cevap verebilecek donanımlı devlet ve özel okulların bulunduğunu belirtmekte fayda vardır. Sonuç olarak, Kartal ve Başol'un (2019) Türkiye'nin genel öğretmen yeterlikleri ve İngilizce öğretmenliği eğitim programı üzerine yaptıkları çalışmanın da vurguladığı gibi, 2018 öncesi İngilizce öğretim programı öğretmen adaylarını MEB'in aradığı öğretme becerisi düzeyine ulaştırmak için yeterince etkili değildir. Ancak teori ile pratik arasında köprü kurarak, karar alma süreçlerine paydaşları dâhil ederek, gelişmeleri ve eğilimleri takip ederek, programa giriş ve çıkış gerekliliklerini gözden geçirerek, uygulama fırsatlarını daha gerçekçi hale getirerek bu eksiklikler en aza indirilebilir.

Kazanılan beceriler ve yeterlikler. Katılımcılar, yöntem dersleri aracılığıyla kazanılan beceriler ve yetkinlikler olarak alan bilgisi, pedagojik bilgi, pedagojik alan bilgisi ve mesleki gelişim gibi kategoriler altında sunulabilecek olan bilgi, beceri ve yetkinlikleri listelemişlerdir. Derslerin amaçları göz önüne alındığında, kazanılan bilgi, beceri ve yetkinliklerin hedeflerle paralel olduğunu söylemek mümkündür. Bu açıdan bakıldığında, yöntem derslerinin genel hedeflerine belli bir ölçüde ulaşıldığı gözlenmektedir. Ayrıca kazanılan bilgi, beceri ve yetkinliklerin İngilizce öğretmeni yetkinlikleri ile uyumlu olduğu ortaya çıkmaktadır. Bu açıdan bakıldığında, yöntem derslerinin bir öğretmenin mesleki yaşamında ihtiyaç duyabileceği giriş bilgilerini

aktarabildiği söylenebilir (Shulman, 1987). Fakat bazı katılımcılar belirli bilgi, beceri ve yetkinliklerin kazanılması konusundaki tereddütlerini de dile getirmişlerdir. Örneğin, mezunların dört dil becerisini ve dil öğelerini öğretmede eşit derecede yetkin olmadıkları ortaya atılmıştır. Türkiye'de dil öğretimi, öğrencilerin sınavlarda daha iyi notlar alabilmeleri için dil bilgisi odaklıdır (Demirel, 2015). Böyle bir sistem içinde yetişen mezunlar bu şekilde öğretmeye daha yatkın hale gelmektedir (Tatar, 2015). Ayrıca, geliştirilmesi zaman gerektirdiğinden mezunların ölçme değerlendirme konusunda da tam yetkin olamayabilecekleri ifade edilmiştir (Şahin, 2019).

Derslerin güçlü ve zayıf yönleri. Güçlü yönler “hedefler”, “içerik”, “öğretim” ve “kazanılan beceriler” olarak gruplandırıldığında, hedeflerin öğrencileri mesleğe, özel okullarda çalışmaya ve akademik hayata hazırlayabilmesi ifade edilen güçlü yanlarıdır. Öte yandan, pedagojik alan bilgisi ve sağlam bir teorik bilgi, içeriğin güçlü yanları olarak ifade edilmiştir. Kullanılan çeşitli yöntemler ve öğretim üyeleri, öğretimin güçlü yönleri olarak belirtilmiştir. Kazanılan becerilere gelince, bilgiyi yorumlama becerisi ve uygulama dersleri yoluyla kazanılan öğretim becerileri güçlü yönlerdir. Zayıf yönler “hedefler”, “içerik” ve “öğretim” başlıkları altında kategorize edilebilir. Hedeflerin öğrencileri mesleğe ve devlet okullarına hazırlamaması, bazı hedeflerin çakışması ve kalıcı öğrenmeyi teşvik etmemesi hedeflerin zayıf yönleridir. İçeriğin zayıf yönleri arasında güncel olmaması fakat yoğun olması, teoriye çok fazla ağırlık vermesi, dil gelişimini desteklememesi sayılabilir. Öğretim, teori ile pratik arasında köprü kuramaması, ezberlemeyi teşvik etmesi, birebir etkileşim ve katılımdan yoksun olması, sınırlı uygulama imkânı sağlaması nedeniyle zayıf görülmüştür.

4. Sonuç ve Öneriler

Bu çalışmanın bulgularının, saptanan problemler ve sunulan önerilerle birlikte İngiliz dili öğretimi yöntem derslerinin süreçlerinin iyileştirilmesine katkıda bulunacağı düşünülmektedir.

Öncelikle, paydaşların dâhil olduğu ve ortak bir bakış açısının oluşturulabileceği bir ortamda hedeflerin gözden geçirilmesi gereklidir. Bu sayede ders tanımlarının

belirsizliđi, farklı sınıflardaki farklı uygulamalar, akışan veya fazla vurgulanan zellikler, yeterince vurgulanmayan yetkinlikler, daha zgn uygulama olanaklarına duyulan ihtiya, teknoloji entegrasyonu gibi konular sorunlařtırılabilir.

İkinci olarak, niversitelere giriř sınavı dıřında đrencilerin đretmenliđe ynelik motivasyon ve yeteneklerini len bir seim kriteri oluřturulmalıdır. Ayrıca, blmdeki đrencilerin dil yeterlikleri ok eleřtirildiđinden, bunu geliřtirmek iin bazı nlemler alınmalıdır. İngilizce đretmenliđi blm adaylarının dil gereksinimlerinin niversitenin geri kalanından farklı olması gerektiđinden, ODT İngilizce Yeterlik Sınavından daha yksek bir puan istenebilir veya bu blmn adayları iin zel olarak hazırlanmıř bir İngilizce yeterlilik sınavı uygulanabilir.

Ayrıca, aidiyet duygusu oluřturmak, đretim elemanları arasında iletiřim ve iřbirliđini geliřtirmek iin tam zamanlı đretim yesi sayısının artırılması gerekmektedir. đretim yelerinin İngilizce đretim deneyimlerinin eksikliđi ve pedagojik formasyonları bu alıřmanın bulguları arasında yer aldıđından, bunlardan kaynaklanan sorunları en aza indirmek iin iře alım kriterleri gzden geirilebilir.

Dahası, ierikte teorik bilgiye nem verildiđi kadar pratiđe de nem verilmelidir; ierik Trkiye’de İngilizce đretmenliđi bađlamında yařanan problemleri iermelidir ve zel gereksinimli đrenciler gibi dezavantajlı gruplara hitap edebilmelidir. Ayrıca đrencilerin dersleri esnek bir sırada almasına izin verilmelidir.

Derslerin đretimiyle ilgili olarak, đretmen adaylarının farklı bađlamlarda đretimi deneyimleyebilecekleri zgn uygulama fırsatlarının sayısının ve kalitesinin artırılması gerekmektedir. Bu sorunun czlmesi iin niversiteler ve uygulama okulları arasında iřbirliđi yapılması bir zorunluluk olarak grnmektedir. Dahası, derslerin đretiminde eřitli yntem ve teknikler kullanılmalı ve đretim belirli bir yntem veya tekniđe dayandırılmamalıdır.

Derslerin deđerlendirilmesi performansa dayalı deđerlendirme aralarının arttırılmasıyla geliřtirilebilir. Ayrıca, đretim yelerinin bireysel projelere ve mikro

öğretilere daha fazla zaman ayırabilmeleri için sınıf mevcudu azaltılmalı ve öğretim süresi artırılmalıdır. Dahası, yüksek not verme eğilimi, performanslar sırasında öğretmen adaylarından neler beklendiği konusunda bir çerçeve oluşturularak en aza indirilebilir. Bu sorunu çözmek için beklentilerin yıllar içerisinde arttığı, iyi tasarlanmış değerlendirme kriterlerinden yararlanılabilir; öğrenci performansları birden fazla öğretim üyesi tarafından değerlendirilebilir.



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