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**THE PERSPECTIVES OF TEACHER EDUCATORS ABOUT
THE 2018 ENGLISH LANGUAGE TEACHING EDUCATION
PROGRAM**

**Ali ERSOY
Master's Thesis**

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**İNGİLİZCE ÖĞRETMEN EĞİTİMCİLERİNİN 2018 İNGİLİZCE
ÖĞRETMENLİĞİ EĞİTİMİ PROGRAMI HAKKINDAKİ
GÖRÜŞLERİ**

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BİLDİRİM

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İngilizce Öğretmen Eğitimcilerinin 2018 İngilizce Öğretmenliği Eğitim Programı Hakkındaki Görüşleri

(Yüksek Lisans Tezi)

Ali ERSOY

ÖZ

İngilizce günümüz dünyasının en geniş çağlı kullanılan iletişim dilidir ve bu özelliği nedeniyle uluslararası ölçekte küçük yaşlardan itibaren ders olarak sunulmaktadır. Ülke yönetimleri bireylerinin küresel çapta başarılı olabilmeleri için İngilizce öğretimine özel ilgi göstermektedirler. Bir eğitim-öğretim sistemin en temel öğelerinden biri dersi öğrenenlere aktaran öğretmenlerdir. İstenilen hedeflere ulaşılabilmesi için öğretmenlerin alan bilgisi, pedagojik bilgi ve genel kültür bilgisi yeterliliğine sahip olması gerekmektedir. Çağın gerekliliklerini yansıtan bir öğretmen yetiştirme programı bu yüzden büyük önem arz etmektedir. Bu bağlamdan yola çıkarak bu çalışma öğretmen yetiştiricilerin güncel İngilizce öğretmeni yetiştirme programı hakkındaki görüşlerini yansıtmayı amaçlamaktadır. Çalışmanın katılımcıları Türkiye'nin çeşitli illerindeki devlet üniversitelerinde İngilizce Öğretmenliği lisans programlarında ders veren akademisyenlerdir. Çalışmaya farklı akademik unvanlara sahip 80 öğretmen eğitimcisi katılmıştır. Çalışmanın veri toplama aracı olarak Peacock değerlendirme modelini baz alarak bir anket oluşturulmuş ve anket sonrasında gönüllü katılımcılarla yarı yapılandırılmış bir görüşme yapılmıştır. Çalışma sonuç olarak İngilizce Öğretmenliği lisans programında ders veren akademisyenlerin genel olarak programdan memnun oldukları, memnun olmadıkları ve kararsız kaldıkları yönlerini ortaya koymuştur. Öğretmen yetiştiricileri genel olarak programı güncellik, materyal eğitimi, yabancı dilde ölçme ve değerlendirme ve İngilizce literatürünün tartıştığı güncel olayları yansıtmaya açısından başarılı bulurken ders saatlerinin ayarlanması, uygulama ve pratik yapma, öz-benlik gelişimini destekleme, sınıf yönetimi becerilerini geliştirme, farklı yetenekleri dengede tutma ve farklı kademelerde ders verebilme becerisi kazandırma bakımından başarısız bulmuşlardır.

Anahtar Kelimeler: Hizmet öncesi öğretmen eğitimi, Öğretmen yetiştiricilerinin görüşleri, Program Değerlendirme

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The Perspectives of Teacher Educators About 2018 English Language Teaching Education Program

(Master Thesis)

Ali ERSOY

ABSTRACT

Since English is the most widely spoken communication language in the world, it is presented as courses from the early ages of childhood internationally. Governments in countries take particular attention on English language teaching in order to make individuals a successful communicator globally. Teachers who manage the classrooms are one of the key elements of education system. To achieve desired goals in education, it is vital that teachers must have some qualifications regarding to field knowledge, pedagogical knowledge and general culture knowledge. Pre-service teacher education is the phase where future teachers shape their beliefs and attitudes toward professional identity. An education program which meets the necessity of present-day standards are an important. Deriving from this knowledge, this study aims to find out opinions of teacher educators in English language teaching department about English Language Teaching Education Program (ELTEP). Participants of the study are academicians who teach courses in English language teaching departments across state universities in Turkey. Study was conducted electronically in 2020. Firstly, academicians in respective departments were invited via e-mail then a reminder e-mail was sent two weeks later to ensure announcement of the study. 80 participants who have different academic titles were agreed to take part in the study. As data collection tools, a questionnaire based on Peacock's evaluation model and follow-up semi-structured interviews were performed. Findings of the study present the parts where teacher educators in English language departments are satisfied, dissatisfied and neutral on the education program. Teacher educators mostly find program successful about up-to-datedness, teaching materials, testing and evaluation in foreign language and covering modern issues of English, on the other hand, they mostly find program unsuccessful about setting of course hours, training opportunities, promoting self-awareness, improving classroom management skills, balancing different language skills and preparing student teachers for teaching at different stages. Teacher educators mostly reflect a neutral position on parts like connection through courses and overlapping between courses. Further, the study reveals that teacher educators consider need analysis as a must in program development. The study includes discussion of findings and recommendations for future researches.

Keywords: Pre-service teacher education, Program evaluation, Opinions of teacher educators

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CHAPTER I

INTRODUCTION

This introduction chapter presents the background of the study, statement of the problem and purpose of the thesis, followed by the research questions, the significance of the study and definitions of the relevant terms.

1.1. Background to the Study

Emerging from various grounds such as economical, educational, political and religious, a demand for a bridge language between people who do not share same language has been needed. This requirement can happen in any place to establish a gateway between different parties from neighbourhoods to continents. English has the star role in today's world because of having credits like "international" and "well-recognised language across the world" (Karakas, 2012). As a dominant language since 17th century, English possibly has more or less two billion speakers worldwide and it is spoken "either as a first language, or as an official second language in fields such as government, law and education" (Jenkins, 2009, p.2) in rounded up to seventy-five territories. Crystal (1997, p.106) stated that more than 80% of all information saved in electronic environments was in English and it was the choice of language to express "scientific, technological and academic information" over two decades ago and situation has been in favour of English since that time if not better.

Since English is the language of international communication and the media, being an English speaker is momentous for socialising and enjoyment together with work where a person can multiply opportunities of taking a job in a multinational company within his/her country or in abroad. Howbeit, English language teaching as a field has been questioned lately (Karakas, 2012). Stern (1983, p.21) expresses in words the language teaching as activities that are meant to engender language learning. Strictly speaking, the role of teacher is to create target activities and to spot when and how to employ learners with the target language in the classroom environment. English has more non-native speakers than native speakers (Canagarajah, 2006; Kachru, 1992). In that event, it is not rocket science that it is being taught by non-native speakers of English to other

non-native speakers of English (Hall, 2018; Kachru & Nelson, 2006; Medgyes & Ryan, 1996; Pasternak & Bailey, 2004). In order to have highly qualified language teachers who are aware of their role in the language learning process, a teacher education system consisting of pre-service teacher education and in-service teacher education is a must. Pre-service teacher education is particularly important to the extent that later education and training in in-service teacher education will be based on it therefore it can be seen as the first big step into being a professional. Structuring a good balanced program for pre-service English language teacher has a vital importance so that student teachers can achieve their educational tasks, reach their goals and improve their future teaching performances.

An educational program is “an organised sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license or transfer to another institution of higher education” (ASCCC.org, 2018 p.2-3). The evaluation of program is “the collection, analysis and interpretation of information for forming judgements about the value of a particular programme” (Robinson, 2002: p.199) and it is of use to grasp “the extent to which it meets student teachers’ needs and objectives in general and calls program designers’ and teacher trainers’ attention to necessary improvements to be made in the program” (Demir, 2015). Evaluation of program is an operative instrument for exposing either it prepares teacher students well or not in the context they will work. Evaluation of English language education program has gained popularity among researchers in the field internationally and case is no different locally. There are some studies conducted to evaluate the program from the outlooks of different stakeholders in Turkey (Coşkun-Ögeyik, 2009; Coşkun & Daloğlu, 2010; Demir, 2015; Hismanoğlu, 2012; Karakaş, 2012; Kıldan et al., 2013; Salihoğlu, 2012; Yavuz & Topkaya, 2013).

1.2. The Statement of the Problem

Education of English language teachers take place in education faculties of the universities in Turkey. The education itself generally lasts four years if there is not an entailed one-year concentrated preparatory class by the department then which lasts five years. Students from some other departments like English/American language and literature or English philology can be entitled as English teachers as long as they hold

a pedagogic formation certificate. A centralised compulsory curriculum published by Higher Education Council (HEC) is being followed by departments yet elective courses and materials can be shown variety because departments are free to administer them by themselves.

The studies performed in Turkey regarding ELTEP mostly share perspectives of student teachers and teachers and externalise the ones who apply the program. Participant numbers of teacher educators are not quite there to gain a healthy idea. Coşkun-Ögeyik's study in 2009 has fifty-three third year student teachers as participants, Coşkun and Daloğlu's study in 2010 has fifty-five senior grade student teachers and three university instructors, Hişmanoglu's study in 2012 has seventy-two second grade student teachers as participants and Salihoğlu's study in 2012 has two-hundred fourth grade student teachers and twenty-one teacher trainers. As it is seen in given examples, there are not many studies in Turkish context where teacher educators put in front.

The researcher who took part in one of these studies as the participant realised that studies that only rely on student teachers' views cannot be a trusty source for data because a student teacher cannot know the meaning of some words or given definition or they can parry the questions given in questionnaire to be out of classroom as soon as possible.

2018 version of ELTEP has been published lately and its outcomes are not observable yet so projection to possible outcomes can be handy to make a preparation for undesired ones.

1.3. The Purpose of the Study

The present study plans to expand the realm of ELTEP evaluation studies that one may bring a more professional aspect in Turkish context that can lead to an agreement on the improvement of future programs in the long run. In other words, the present study aims to unveil the drawbacks of the latest ELTEP and specify the program components which are found to be adequate or inadequate by teacher educators in ELT departments. To fulfil this purpose, the following research question and sub-questions related to it were formulated:

1. What are the opinions of the teacher educators about the new teacher education program for ELT?

- What do they find positive in the program?
- What do they find negative in the program?

1.4. Significance of the Study

This study is significant as one of the first studies evaluating ELTEP from the perspectives of teacher educators. There are studies in Turkish context that evaluate previous ELTEP programs nevertheless there is no study that focuses on teacher educators as the target group. Thus, in terms of conducting the study with teacher educators in ELT departments, it also has importance for the field.

Another significance of the present study derives from its methodological design in that it uses mixed methods research design and thus differs from most of the previous research on ELTEP evaluation in Turkey. Many studies on ELTEP evaluation have mostly focused on quantitative research design yet the validity of research is maximised by including both quantitative and qualitative data.

To conclude, the present study is valuable regarding to its participants and methodological design.

1.5. Assumptions

While collecting data, it was assumed that:

- The teacher educators who participated in the study were honest in their responses to the questionnaire items.
- The teacher educators were familiar with the program and its content.
- Questions were read and answered carefully and voluntarily.

1.6. Limitations

The present study has a few limitations related to gathering data process. First, it should be noted that the number of participants only cover one fifth of the whole population. The results could be different if there were more participants. Another

thing that may be noted is that the distribution of academic titles can be set to a pre-determined amount to calculate more balanced data whereas it was random in the present study. Finally, the data collection instrument, a questionnaire developed upon Peacock's model in the present study, can be different to detect more perspectives of teacher educators on the program and semi-structured interview questions might be more structured to restrict teacher educators to talk about different matters.

1.7. Definition of Key Terms

The pre-service teacher is defined as the student enrolled in a teacher preparation program who must successfully complete degree requirements including course work and field experience before being awarded a teaching license (Ryan, Young & Kraglund-Gauthier, 2017).

In-service education can simply be defined as the relevant courses and activities in which a serving teacher may participate to upgrade his professional knowledge, skills, and competence in the teaching profession (Osamwonyi, 2016).

Pre-service teacher is a student who is studying to be a teacher and who, as part of the training, observes classroom instruction or does closely supervised teaching in an elementary, secondary or high school (dictionary.com).

The term in-service teacher designates a teacher that has certification or is already teaching in a classroom (oxforbibliographies.com).

CHAPTER II

LITERATURE REVIEW

2.1. Introduction

This chapter centres main concepts on English Language Teacher Education Programs and presents the appraisal of the literature to provide further background. Firstly, Key concepts of teacher education is investigated and regarding it, pre-service teacher education, in-service teacher education, teacher education models, essential characteristics of English language teachers, subject knowledge of English language teachers, and teaching practice in teacher education are explained. As the second part of the chapter, English language teacher education in Turkey is inspected and previous programs and the current program are examined. At the third part of the chapter, previous studies, locally and internationally, on teacher education are given. Chapter ends with a summary of literature review.

2.1.1. Program evaluation and evaluation purposes. One of the prominent issues in any educational context is evaluation and program evaluation is one of the most common kinds of it. Worthen (1990, p.42) explicates the program evaluation as “the determination of the worth of a thing consisting those activities undertaken to judge the worth or utility of a program (or alternative programs) in improving some specified aspect of an education system.” Parallel to the definition of Worthen, Lynch (2006, p.2) explains program evaluation as “the systematic attempt to gather information in order to make judgements or decisions.” Likewise, Brown (2002) also states that program evaluation is systematic information gathering and analysis for improvement and for the effectiveness of any institution.

Guba and Lincoln (1981) mapped out two concepts to make a clear vision of program evaluation purpose. One of their concepts is merit which means the intrinsic value of an entity and the other one is worth which means the value of an entity in reference to a particular context or a specific application. According to these concepts, a given program might be suitable in the eyes of experts: it may reflect theory, developed through recent researches and include content that experts consider beneficial yet it

might demand teaching skills that the educators have not mastered and learning materials that the learners cannot grasp. The foregoing explanation produces definition of program evaluation as the assessment of the merit and worth of a program.

After considering all items related to program evaluation, Erarslan (2016) summarises evaluation as “a systematic and a planned process in which collecting and analysing research data about organisations and programs are made to inform stakeholders about current situation of them.” Furthermore, program evaluation is managed to procure awareness about productiveness of the program so that an amelioration to enhance the program may be made. Ultimately, upshots of the program can assist stakeholders to determine whether the program should be terminated, prevailed or widen.

2.2. Key Concepts and Building Blocks About Teacher Education

Education policy of countries have been changing dynamically for more over a hundred and fifty years. Even though humanity has been interested in education for more than thousands of years, it was mostly for upper class members, priests, a number of selected high skilled children to make them civil servants and specialists of the community and it has never become so publicly available in history before. From those times to today, education of highest possible rates of the community has gained so much importance by the governments. As a result of this outcome, governments believe that it is indispensable to invest in teachers, so that a nation can be secured and lived in wealth. Clinton (1996) stated that every community should have a talented and dedicated teacher in every classroom. We have enormous opportunity for ensuring teacher quality well into the 21st century if we recruit promising people into teaching and give them the highest quality preparation and training.

As a result of this educating large number of society members policy and emphasis on the education, teaching has become an important and separated professionalism from any other area and received interest from scholars to determine borders of it. Since education of small human communities and large human communities are two different settings, researches and studies regarding to large human communities teaching is relatively new compared to other areas of science.

In 19th century, the first type of Normal Schools started to be seen across the world eg. Darulmuallimin in Turkey and The Toronto Normal School in Canada. Normal

Schools were the places which were built to train middle or high school graduates to be teachers. After mid-20th century, training colleges and normal schools have been progressively integrated into faculties and teacher colleges (Gordon & Lawton, 1987).

There is a continuing and deep-rooted altercation about two terms, teacher education and teacher training, due to connotation they make. Even though, the etymological distinction between education and training was considered inconsequential at the beginning, later studies argued differences among them (Blisshen, 1969; Deighton, 1971; Hawes & Hawes, 1982; Hills, 1982; Rowntree, 1981; Duncan & Sills, 1968). Blisshen, Deighton and Sills did not clarify two concepts and used both terms synonymously whereas Hills, Good, O'Neill and Rowntree aimed to explain differences between two notions.

There is a number of divergent definitions about teacher education and teacher training. According to Rowntree (1981, p. 313), teacher education is

...is wider than teacher-training in that it includes not simply a teacher's vocational training (whether initial, pre- service training or subsequent in-service training) but also whatever general post-secondary education he has that contributes to his growth as a person regardless of his future profession. Thus, teacher education courses include the study of one or more academic disciplines as well as educational subjects and supervised teaching practice.

Whereas he defined teacher training is

The systematic development in a person of the knowledge, attitudes and skills necessary for him to be able to perform adequately in a job or task whose demands can be reasonably well identified in advance and that requires a fairly standardised performance from whomever attempts it (p. 327).

There are even earlier scholars who proposed teacher education concept as close to present day understanding. Rivlin (1943, p.793) stated that

Teacher education refers to the whole range of activities that constitute preparation for, and improvement of members of, the teaching profession. It includes pre-service education for those who have not had teaching experience and in-service education for those who are actually engaged in teaching. The elevation of quantitative and qualitative standards for the profession is reflected in the use of the term "teacher education" rather than the older term "teacher training". Whereas teacher training suggests the development of a rather narrow proficiency in the skills or methods of classroom teaching, teacher education connotes the broad professional preparation needed for the highly complex task of teaching in the modern world.

Subsequently, Munroe (1950, p.1374) acknowledged in a similar fashion that

Teacher education refers to the total educative experiences which contribute to the preparation of a person for a teaching position in schools, but the term is more commonly employed to designate the program of courses and other experiences offered by an educational institution for the announced purpose of preparing persons for teaching and

other educational service and for contributing to their growth in competency for such service.

Another distinction between teacher education and teacher training was made by Hills. He gives difference between education and training as “Education deals a great deal with the acquisition of knowledge. Training deals more with the application of knowledge” (Hills, 1982, p. 273).

Be that as it may Deighton (1971) utilised the labels "professional training" (p.70), "teacher education in universities and colleges" (p.78), "in-service training" (p.79), "sources of training" (p. 80), and "types of in-service education" (p.81) in a random manner. Good (1973) also discriminated accurately between the terms education and training, conversely continued to treat the definitions teacher education and teacher training as synonyms.

Evidently, there is lack of consistency in putting into operation of these two concepts. It is therefore assumed as a fact that the assertion of teacher education and teacher training should possibly be employed when referring to present-day teacher preparation programs. Nevertheless, the notion training itself could be registered to certain characteristic of the teaching act, but the expression teacher training should be evaded when referring to contemporary teacher preparation programs. The expression teacher training might have been relevant at a time when teachers were mechanics, but without doubt that time has passed. The term education, then, encompasses the total mental, psychological, and communal maturing of the individual. Enlarged, it consists of the theoretical, professional, and pedagogical elements of a teacher preparation program. Conversely, the expression training is limited more to particular, structured, regulated, well identified, job related, outcome-adjusted practices. With its nuance of preparing human resources for a professional responsibility as a reflective practitioner, the term teacher education should be selected over the term teacher training.

In the light of these transpiring events, it is expected for teaching to be appraised as a profession and accordingly for teachers to be classed as professional. Professionally, high-powered teaching is very significant and escalating in our concurrent community as a result of the energy of active ingenuity of human evolution and advancement. Because of these evolution and advancements, qualities of learning could be higher in the 21st century than it was in the 20th century. Thus, teachers could need to obtain supplementary comprehension and skills, both intensive and extensive, to be able to

remain and be eminent in the 21st century school environment. Such judgement leads to a view which the emphasis of teacher preparation should shift from tutoring to education if it has to make a favourable impact on the calibre of syllabus account in classrooms and by that means students learning and the sizeable cultural transformation. Having this perspective in mind, teacher educators have questioned themselves with questions such as how education should be and how teachers should be in the teaching environments. After such questioning, teacher educators have chosen different type of definitions and education models when they venture to provide demanded skills to their students-teachers. They have tried to provide concepts upon teacher education to enable students-teachers' full power.

2.2.1. Pre-service teacher education. Pre-service teacher education is the phase of education and training presented to student teachers before they have engaged in teaching professionalism. The term, pre-service teacher, can be defined as the candidate people who are in the process of getting education to become a professional. Pre-service teacher education takes distinct configuration in a range of variable institutional scenes such as constitutional or private teacher training colleges, universities and private institutes. Over and above that, it can be administered through contrasting modalities like residential education and distance education and using divergent technologies like printed media, radio, television, internet etc.

Pre-service teacher education is a stage of mentored and administered teaching in order to make student teachers to provide all possible pedagogical knowledge and teaching skills. Pedagogical knowledge covers the theoretical, sociological and mental elements that would allow the student teachers to possess a base for performing the teaching skills in the classrooms. Teaching skills builds in the procedures, schemes, methods and approaches which could help teachers to fill out their career and also service towards the expansion of the profession.

In almost all countries, teachers have some kind of pre-service education however the duration of education may vary to a large degree, as well as the theme, formation and modalities of education. In some occasions, pre-service education has been extremely decreased to allow governments to stay with the demands for teachers in communities encountering a swift grow in enrolment. There may also be cases where teachers have

need of a professional certificate or governmental exams in addition to academic qualification.

Schwille and Dembele (2007) proposed that pre-service teacher education may be lambasted for its inflexible, expensive, time-consuming setup and ineffectiveness to keep rapidity with the needs of curriculum transform and new demands at classroom and schools. The time necessary to make changes or additions to the curriculum can be stretched and difficult at the institutional stage. Size is a different limitation on institution-based pre-service education. In general, there are occurring discussions about the quality of pre-service teacher education and field is relatively new in terms of mass education.

Teacher education is an unbroken process and pre-service teacher education has a key factor on the teacher students to develop their own educational characters before they become a teacher professional.

2.2.2. In-service teacher education. In-service teacher education refers to education that teachers receive when they start teaching professionally. It has a number of aims and objectives such as exploring, reflecting on and developing one's own practice, updating oneself about one's academic discipline or other areas of school curriculum, researching and reflecting on learners and their education, understanding and updating oneself on educational and social issues and preparing for other roles professionally linked to education/teaching.

In-service teacher education is consisted of several type of programs which are offered by different institutes. Conferences, workshops, refresher courses, orientation programs, and study groups are most common type of in-service teacher education programs. Conferences has an extensive exchange of views about the subjects of practical interest. In most cases there is a leading topic which is expanded on a handful of sub-topics. It includes a variety of presentations that tend to be brief and to the point. There is generally a discussion part after the presentation is finished. Workshop is a kind of interactive practice where attenders perform several training activities instead of inactively listening to a lesson or presentation. In a workshop, exhaustive aspect is given to real issues that have come to light from the daily role of the teaching job. Answers of problems are ciphered out in groups by the gathering of knowledge and

resources. Refresher course is a short period academic course for in-service teachers. Refresher courses are conventionally arranged to present a possibility to revive and enhance their expertise in classroom topics and expand their practical knowledge in the methodology of teaching. It permits the teachers to retain the progress in educational theory and practices side by side. Orientation program give prominence to teachers as representative of socio-economic alteration and national growth and marks the requirement to urge them skill-oriented teachers. The syllabus of orientation schedule covers recognition of linkages between community, surroundings, development and education, asset acknowledgement, philosophy of education, education system and pedagogy, knowledge generation, management development and personality development. Study group activity is put into practice by a pack of teachers of the same theme and an academician in the faculty of education. Common issues related to their educational practice and some topics of general concern are chosen by the study group. Study is come into existence under counselling and they persevere in thinking, investigating and debating that subject. If necessity emerges, other interested experts may be invited for extension discussion.

In-service teacher education programs have different models inside it. The first one, Cascade model, is foremost utilised to distribute data and skills among vast teacher community. Firstly, a small-scale party of teachers are chosen to obtain in-depth instruction and subsequently they supply training to their colleges. Cascade training goes down through less experienced trainers until it gets the intended group and in consequence in the operation, the substantial details tend to be disappeared. Another model of in-service teacher education, Induction program, is the assistance and counselling presented to new teachers and school administrators in the first period of their careers. Induction is composed of orientation to the workplace, socialisation, mentoring by experienced teachers and guidance through early teaching practice. It coaches them on the presumed quality, criterion, strategy and work setting off the organisation and imprints them proper communal behaviours concerning to their professionalism. Lastly there is a model called one-shot training programs which are designed for a group of teachers as a single workshop. It takes place in a short time and there are no follow up workshops after one performed. It is dense and aims to solve a specific situation whether it is a problem encountering in the schools or a new set of standards.

2.2.3. Teacher education models. Learning and teaching are core functions of education. Students' main purpose is to learn new knowledge and teachers' main purpose is to teach knowledge to their students. As a core element in the education system teachers have to perform these both essential actions in their pre-professional and professional life. As a consequence, there is a question needed to be answered clearly, how should teachers learn to teach?

There are two policies which are the fundamental points for teacher education: training and development. According to Freeman (1989, p.39) training "is based on an assumption that through mastery of discrete aspects of skills and knowledge, teacher will improve their effectiveness in the classroom." He claims that training helps teachers reach proficiency in certain sides of teaching but it has some limitations and the most important one is the fragmented view of teaching it takes. Teacher development is elucidated by Head and Taylor (1997, p.1) as teachers' psychological wealth for revision and it is centred on personal awareness and is a self reflective process. Wallace (1991) points out the difference between training and development is that training is something that might be dispensed or run by others, on the contrary development is something that might be only achieved by oneself for oneself. Pursuant to Freeman (2001, p.76) training and development takes part in teacher education as interrelated and merged strategies. These two notions are substantial and a symmetry has to be generated in consequence that teachers are provided to practice and experiment with techniques at the same there is a space and time to make them aware of modern teaching approaches and skills to improve their teaching practice.

For the duration of the years, intellectuals have proposed sundry models for teacher education. Freeman (1989) asserts that to design schemes to educate language teachers, it is a must to define language teaching beforehand. Depending on this idea, he propounds a model for teacher education that is made up of four units: knowledge, skills, attitudes and awareness. Knowledge and skills are two obvious components of any teacher education program. Knowledge is all the information regarding to language teaching and skills is how to transfer that knowledge to students. Freeman (1989, p.32) express attitudes in words as "the stance one adopts toward oneself, the activity of teaching, and the learners one engages in the teaching/learning process" and propounds those attitudes fits a pivotal character in teacher education programs but

due to its complicatedness attitudes are problematic to put in in teacher education programs. The last component of Freeman's model is awareness and it stands for determining how a teacher utilizes the other three components of his model. As long as a teacher is aware of a problematic situation either of administration, arrangement of topics or knowledge of the theme then they can make a decision about what to do applying the knowledge and skills they have through a change of attitude.

Wallace (1991) rehearses teacher education models as craft/apprenticeship model, applied science model, reflective/constructivist models and competency based (standards-based) models. Wallace (1991, p.6-7) defines the Craft model as a procedure of transferring knowledge and mastery from a specialist to the novice in the name of craft. Transferring knowledge and mastery passes through generation to generation. It is assumed in this model that expert teachers will transfer all their information and skills to the novice teachers through the guidance and forming. When the novice teachers acquire the desired set off knowledge and mastery, they will implement them to practice hence come to be professionals. Observation, imitation and practice build fundamentals of this model. Applied science model is based on the results of empirical science and this basis shapes the foundation of future actions in the teaching profession. It is also named as "the rationalist learn-the-theory-then-apply-it-model" by Ur (1992, p.57) and she argues that English Language Teaching Education Program based on this model is consisted of "theoretical courses in aspects of linguistics, language-learning theories, psychology and so on" (p.56). Wallace (1991, p.8-10) states that a significant number of teacher education programs are built following this archetype. He deprecates this archetype for having a barrier between expert teachers and novice teachers. In addition, he discusses that the expertise of empiric knowledge is not enough to be a well-developed teacher.

Drawing on the two models described above, Wallace (1991, p.12-14) proposes that received and experimental knowledge should be inserted in teacher education program. These two kinds of knowledge lead to a model which is named as the reflective/constructivist model. As stated by this model, there is a reflective cycle in which student-teachers should be involved while on teacher education courses. The cycle brings in student-teachers' previous experimental knowledge and received knowledge and leads them to practice of specific parts of teaching in order to reflect

on them. The reflection will enable student-teachers' awareness which cannot be enabled otherwise. Reflective models claims that teachers are not passive transmitters of knowledge, but also producers of knowledge and are able to offer solutions to the problems they encounter in their own settings. It is against obeying traditional knowledge and authority without challenging them. Dewey (1997) enumerates individualistic features of reflective teachers as follow: open-mindedness, responsibility and whole-heartedness. Open-minded teachers assess their endure suppositions when they stumble on new data and they are able to accept the possibility of being at the wrong side. Responsible teachers are conversant with the reality that even though they aim to have successful outcomes, the pattern they follow can lead to unintended consequences for others. Whole-hearted teachers search for different possibilities to assist their students. For Schon (2009), reality in the classrooms is full of unforeseen circumstances and teachers should be self-determining decision makers who learn how to teach by practicing and reflecting on their teaching practice.

Finally, competency-based programs single out particular competency areas to be acquired by student-teachers along with parallel assessment criteria for these competencies.

Both models spotlight the importance of teacher's beliefs and attitudes play in effective teaching. They are not totally different from each other and do not outline absolute opposites. Cakcak (2016) uses the metaphor of matryoshka dolls in order to summarise the association between teacher education models and teacher roles. She proposes that these aspects are not incompatible, rather they are harmonious, and to fulfil their desired goal, they should have the features of all these models and roles.

2.2.4. Essential characteristics of language teachers. Successful learning is strongly linked to successful teacher and successful teaching. In this impression, teachers' characteristics achieve momentous weightiness in apprehension and minimising the struggling and difficulties blocking students' learning process. It is instinctive for English language teachers to have universal qualities of a successful teacher as well as individual qualities of the discipline.

Qualities of an effective teacher has been questioned by different scholars dealing with education. The most commonly presented qualities are: "subject-matter mastery,

motivation, dedication, co-operation, sense of humour, creativity, efficiency, control, discipline, standards, promptness with reports, methods and generosity with personal time for students” (Calabria, 1960). Feldman (1976) lists frequently mentioned features of an effective teacher, depending on his analysis upon seventy-two studies, as follows: “stimulating interest of the learners; being clear and understandable; being knowledgeable in subject matter; being prepared and organised for the course and being enthusiastic about the subject matter and teaching”. Some scholars believe that what makes language teachers different from teachers of other areas is the nature of subject matter (Borg, 2006; Hammadou & Bernhar, 1987; Horwitz, 1988).

Vadillio (1999) characterises effective language teachers as possessing not only a solid proficiency in the target language but also a set of unique values like sensitivity, warmth and tolerance.

Having knowledge and command of the target language; being able to organise, explain, and clarify, as well as to arouse and sustain interest and motivation among students; being fair to students by showing neither favouritism nor prejudice; and being available to students.

are registered as demanded standards of an effective language teacher by Brosh (1996).

Kalebic (2005) reports competences to be needed by language teachers as:

linguistic and communicative competence; communication and presentation skills; ability to motivate learners for learning; ability to choose appropriate teaching strategies; ability to deal with unpredictable situations and to maintain discipline; ability to plan the lesson; ability to organise learning activities; ability of pedagogical action; ability to create friendly atmosphere in the classroom; ability to respond to learner abilities and needs (flexibility); knowledge about teaching strategies; knowledge about the culture and literature in of the target language; ability to assess learner language knowledge/competence; and knowledge of methods and theoretical concepts in English language teaching.

Park and Lee (2006) scope characteristics of an English language teacher into three categories: English proficiency, pedagogical knowledge, and socio-affective skills. Cross (2003, p.41) items four kinds of essential elements that an ideal language teacher should have thus and so: “general level of education, subject competence, professional competence and positive attitudes and beliefs” He recommends that in order to prevent spending more time on learning English rather than spending time on learning how to teach English, subject competencies should be reached at a higher level before taking education in faculty. An effective language teacher should have abilities to perform new technologies into classroom hence Altan (2006) claims that program should include incorporating technology classes.

Dinçer (Dinçer et al., 2013) groups characteristics of an effective language teacher under four categories depending on the investigation they made upon the related studies. These categories are socio-affective skills, pedagogical knowledge, subject-matter knowledge and personality characteristics. They present that the relationship between teachers and students has vital importance in education settings. Teachers should create a stress-free learning environment and be aware of their students' needs. They should be passionate about teaching and have positive perspectives about students. They should fire their students with enthusiasm and spare time for their questions. They should appeal to their students' cognitive and emotional levels. Another feature should be obtained by teachers is pedagogical knowledge. Importance of pedagogical knowledge comes from the notion that without it teachers cannot transfer the knowledge they have to their students. Subject-matter knowledge is another important area because of the fact that it resembles what teachers know about the topic they teach. Arıkan (2010) asserts that in order to prepare appropriate lesson plans as well as using adequate resources for content delivery teachers should have the subject-matter knowledge. Bringing personal characteristics into working environment is inevitable for people therefore personality characteristics group defines the additional behaviours which teacher should have to maintain a healthy educational environment besides pedagogical and subject-matter knowledge. Teachers should be tolerant, flexible, patient, optimistic, kind, enthusiastic, sensible and combine these elements to have a confident relationship with their students.

There are a lot of features defined for being an affective English language teacher yet there is no true agreement on the items. Nevertheless, items listed in the studies share common properties in order to define characteristics of an English language teacher.

2.2.4.1. Language teachers' subject knowledge. The components that affect teaching and learning have been taken an interest by educational scholars and policy makers for many years and they have surmised the qualifications of teachers as one of the critical factors. Regardless of discussions on how to elucidate a qualified teacher, teachers' subject matter knowledge has been long regarded as the main ingredient of teaching and learning for example Lawlor (1990) stated that subject knowledge is the only necessary part of teaching.

Subject knowledge can be understood in a general sense as knowledge of teachers about what they teach. In the event of ELTE, academics and policy makers (e.g., Ball, Hoover Thames & Phelps, 2008; Lauermann & Koenig, 2016; Richards & Farrell, 2005; Roberts, 1997; Widdowson, 2002; Woodgate-Jones, 2008) sympathised that language teachers' subject knowledge comprises the proficiency in using English and English language as a system of subsystems.

One of the significant roles in language teachers' professional identity is their proficiency of the target language and it is seen as a direct influence on teacher successfulness. It is suggested that teachers' perception of their English language proficiency is linked to teaching confidence and perceptions of teaching efficiency (Freeman, 2017; Pennington & Richards, 2016). Nonetheless, there are opposite views to this statement which emphasise that such a view is based on idealised native speaker teachers and some studies show that even though learners pay more attention to teachers who are accepted very good, they preferred the ones who were not the most proficient in English but the ones who had some unique features such as sense of humour or displayed different teaching approaches and techniques (Agudo, 2017; Le, Nguyen & Burns, 2017; Tsang, 2016). In most cases, language teachers take different kinds of benchmark tests to prove their language proficiency before or after their educations (Andrew, 2003).

Linguistics, scientific study of language, has an important role in subject knowledge in ELTE. Linguistics offer a technical understanding of language by including sub-branches: grammar, language acquisition, phonology, pragmatics, syntax, discourse analysis, morphology, phonetics, psycholinguistics, sociolinguistics, stylistics, semantics, applied linguistics and cognitive linguistics (Banegas, 2020). Bartels (1999, p. 49) supposes that linguistic teaching leads to develop knowledge of interlanguage analysis and it helps teachers to analyse second language learning in specific cases.

Subject knowledge, knowledge of English as a system or culture, is labelled as indispensable in context where teacher could be the only source to experience language because of English is a foreign language in the environment (Berry, 1990; Curry, 1994; cited in Banegas, 2012).

2.2.4.2. Teaching practice in teacher education. Teacher Education is purposed to endow student teachers with the knowledge and skills required to teach in an effective way. Teaching practice is an essential part in teacher education since it offers chances to student teachers to put in application the theories they learned. However, if student teachers are not well prepared, teaching practice could be a daunting and demoralising occurrence. Student teachers' experiences during this phase may shape their attitudes and beliefs towards their teaching profession as a whole.

Teaching practice can be defined as internship stage for student teachers when they face field experience in real life conditions. It is the process of placing student teachers into schools to make them practice lesson planning, teaching and classroom management. Marais and Meier (2004) voice that the term teaching practice represents the range of experiences to which student teachers are exposed when they work in classrooms and schools. Teaching practice is a compulsory component of teacher education in many cases including Turkey.

Aglazor (2017) shared the primary goals of teaching practice as follows:

- Plan and deliver instruction that meets the learning needs of all students regardless of their individual learning styles, developmental and cognitive levels
- Organise and manage the classroom environment for maximum academic performance
- Manage classroom interactions and student's behaviour to create safe, conducive learning atmosphere for student academic success
- Work cooperatively and collaboratively with students, parents, and other members of school community for the benefit of students learning
- Exercise decision making in identifying and using age, content and grade level appropriate instructional strategies in lesson delivery
- Using appropriate assessment tools and methods to determine student learning
- Use reflective practice to evaluate effectiveness of meeting intended instructional objectives
- Create a dynamic classroom environment which fosters positive, effective communication among students, teachers, parents and other members of school community

- Demonstrate self-confidence and knowledge of your content and the importance of your curriculum to students' everyday life
- Understand the role and operation of the school
- Respect and work effectively with students of varying backgrounds and cultures
- Assume the various responsibilities of the classroom teacher
- Plan instruction and learning experiences which recognise the individual needs and differences of students
- Organise and manage the classroom environment to maximise learning
- Manage classroom interactions and student conduct to create a positive climate for learning
- Identify and use appropriate instructional techniques, methods, and resources
- Evaluate learning to determine the extent to which instructional objectives are achieved by students
- Establish positive and effective communication with students, parents, colleagues, administrators and community members
- Accept and assume the responsibilities associated with being a competent professional and lifelong learner
- Recognise and practice self-reflection for the purpose of personal professional growth

Collaboration among university supervisor, cooperating teacher and student teacher is the foundation of success in teaching practice. University supervisors are experts who assess and evaluate student teachers during their teaching practice. Cooperating teachers are field mentors who are expected to guide student teachers in classroom management and teaching techniques. Yee (1970) enumerated a six-item procedure to develop cooperative triads rather than creating competitive ones. These items are as follows:

- Assignment of members to triad
- Emphasis upon the triad as a professional group
- Professional benefits for each triad member
- Enhancing the role of supervisor
- Emphasis upon quality without compromise for quantity

- Facilitating development and evaluation of innovations

Each member of the triad has an important role to achieve desired outcomes at the end of internship process.

2.3. English Language Teacher Education Process in Turkey

Advancements in technology and science has been led world to be turning into a massive village. Because of that, there has been a prerequisite for societies to learn other languages than their own so that they can make connections with many other cultures globally. Karakas (2012) maintained that English role in the today world is augmented and it is the star language internationally in the world. As a result of being the most publicised language in the world, English has been gathered attention and has had a momentous place in most education system across the world for more than seventy years. Turkey is no different than other countries in terms of seeking to improve its foreign language education to better respond to current needs of expectations. In view of the fact that non-native speakers of English teach English to non-native speakers of English most of the time, education programs of English language teacher must be designed consistently with the necessity demanding of global purposes (Kachru & Nelson, 2001).

English language teaching programs or foreign language education programs are responsible for providing education of English language teachers in Turkey. Students have to accomplish necessary requirements in central university exam so as to be ranked in these departments. There are nearly a hundred programs in Turkey to be an English language teacher. The ones who graduate from these programs have to take an exam called Civil Servant Selection Exam (KPSS) to be qualified for an oral exam. After obtaining required points from both written and oral exams, candidates become available to make a selection between different cities in Turkey in order to be a state (public) school teacher. The ones who graduate from other English language related programs such as English language and literature, English translation, American culture and literature and English linguistics programs can be employed in public or private schools as long as they have a pedagogical formation certificate by attending a teacher certificate program (Tercanlioğlu, 2004; Aydoğan & Çilsal, 2007; cited in Karakas, 2012).

Responsible institute for English language teacher education programs is The Higher Council Education and it provides content and standard of the programs still administration of each department in different universities are responsible for providing materials, examinations, course books, and elective courses (Karakas, 2012). It generally takes four years to complete an English language teacher education program in Turkey yet some universities demand additional preparatory English courses which are taken in two semesters. Programs typically offer compulsory, professional and pedagogical knowledge as well as some elective courses to their attendances. Public universities are free of charge and private universities offer scholarship depending on students' success. Teacher educators in these programs hold a master degree at least. English language teachers are the most employed foreign language teachers in public schools by the state and it is nearly multiplying the closest language related branch, which is Arabic language teachers, five times according to National Education Ministry as seen in the Table 1 below.

Table 1.

Employment Data of Set at Work Foreign Language Teachers in State Schools in 2020

Brans	Sayı
Almanca (German)	337
Arapça (Arabic)	744
Fransızca (French)	2
İngilizce (English)	3470
Rusça (Russian)	3
Total	4556

2.3.1. Teacher education programs in Turkey. History of teacher education in Turkey roots back to Darulmuallimin which was the first Turkish teacher training institution and set up in 1848 however deciding on a layout for formal education was determined after the establishment of Turkish Republic in 1923. Even though the education system has had a number of changes and extended in new routes to meet the standard of that time, the core structure has stayed fundamentally the same (Tercanlıoğlu, 2004).

Since the beginning of Republican Era, educational reforms including teacher training has been given a great importance by the governments. One of earliest approach to educate teachers for primary village schools was attempted in 1927 and two institutes

in Denizli and Kayseri were established to train teachers for village schools across the country however after a four-year period desired outcomes were not fetched (Ayaş, 1948 p.409-410). The problem of village schools' teachers raised again in 1936 and two institutes were founded in Eskisehir and Izmir moreover this decision brought forth the base for laws regarding this issue which was finally led to village institutes to train mass numbers of teachers (Akyüz, 2007 p.392).

The institution founded in Konya in 1926 provided for teachers who were employed in middle schools for a period of time then it was moved to Ankara in 1929 and named "Gazi Orta Muallim Mektebi" to start offering educational science before it was titled as Gazi Education Institute in 1946 (Altunya, 2008 p.37). English language department was founded in Gazi Orta Muallim Mektebi in 1944 as a means to supply English language teachers in schools where students' numbers was increased significantly.

4th National Education Council was organised in 1949 in the interest of increasing foreign language teachers' skills and the education period was expanded to three years from two years albeit it was achieved after thirteen years in 1962-1963 education year (Ulum, 2015). Four years education period started in 1978-1979 and teacher departments were replaced by education faculties in 1982 which led to an ineradicable change of direction in the models and system of these institutions (Demircan,1988 cited in Ulum, 2015).

Most eminent groundwork after shifting to education faculties was the reconstruction of the Education Faculties in 1997 which was a result of partnership between education faculties and application schools drove by the merit the World Bank delivered for Turkey (Hişmanoğlu, 2012). British Council and Arizona State University assisted technically this reform (Grossman, Onkol & Sands, 2007, p.138). Most important adjustments in this movement as follows:

- A series of materials and books were designed to address the need for branch education and sent to Education Faculties.
- A protocol was signed between the Faculty of Education and practice schools to increase cooperation and continuum.
- Technological equipment and tools were provided for the faculties to enhance the quality of education considering the developments in the world.

- The Turkish National Teacher Training Committee was founded to sustain the continuity and updating off information between the faculties.
- Pedagogical courses were modified to increase the credit for the courses and offer more practice.
- A non-thesis Master's Degree was included in secondary teacher education programs. Thus, prospective teachers in these programs in the education faculties received a five-year education.

With the intention of rectifying inadequacies of the 1997 arrangement, there was a second arrangement about the education faculties in 2006.

2.3.1.1. Previous programs in Turkey. A program was published in 1998 and it was being applied from 1998 till 2006 before it was changed with its successor.

Table 2.

1998 ELTEP First Term Course Plan

Code	Course Name	T	U	K
	İngilizce Dilbilgisi I / English Grammar I	3	0	3
	Konuşma Becerileri I / Speaking Skills I	3	0	3
	Okuma Becerileri I / Reading Skills I	3	0	3
	Yazma Becerileri I / Writing Skills I	3	0	3
	Türkçe I Yazılı Anlatım / Turkish I: Sentence Structure and Semantics	2	0	2
	Atatürk İlkeleri ve Inkılap Tarihi I / Atatürk's Principles and History of Turkish Revolution I	2	0	0
	Öğretmenlik Mesleğine Giriş I / Introduction to Teaching Professionalism	3	0	3
	TOTAL	19	0	17

English Grammar I course was aimed to improve student teachers' language skills and their awareness about the relationship between language structures and lexicon. Speaking Skills I course was aimed to improve learners' listening and speaking skills with practicing free reading, speaking and listening poems. Reading Skills I course was aimed to improve students teachers' comprehension of authentic reading materials. Writing Skills I course was put in to the program in order to increase student teachers' abilities of hermeneutics, summarisation, analysing and drafting a paragraph and answering questions at a paragraph scale as well as increasing knowledge of formations and structures of a paragraph and technical details about it. Introduction to Teaching Professionalism course introduced teachers' characteristics and principles of being a teacher together with classroom and school environment, alternative

educational perspectives, social, psychological, philosophical and historical foundations of education and Turkish educational system. Other two courses which were not mentioned here were compulsory by HEC and covered issues in Turkish.

Table 3.

1998 ELTEP Second Term Course Plan

Code	Course Name	T	U	K
	İngilizce Dilbilgisi II / English Grammar II	3	0	3
	Konuşma Becerileri II / Speaking Skills II	3	0	3
	Okuma Becerileri II / Reading Skills II	3	0	3
	Yazma Becerileri II / Writing Skills II	3	0	3
	Türkçe II: Sözel İletişim / Turkish II: Phonetics and Stylistics	2	0	2
	Atatürk İlkeleri ve Inkılap Tarihi II / Atatürk's Principles and History of Turkish Revolution II	2	0	0
	Okul Deneyimi I / School Experience I	1	4	3
	Secmeli I / Optional I	2	0	2
	TOTAL	18	4	19

English Grammar II, Speaking Skills II, Reading Skills II, Writing Skills II, Türkçe II and Atatürk İlkeleri ve Inkılap Tarihi II were follow-up courses of their first counterparts with same intentions. School Experience I was addressed to introduce students, school environment and teaching professionalism under the supervision of a state school teacher to teacher students in an early stage of their education. Course mainly dealt with observations made by student teachers when they attended to classes in state schools.

Table 4.

1998 ELTEP Third Term Course Plan

Code	Course Name	T	U	K
	İleri Okuma Becerileri / Advanced Reading Skills	3	0	3
	İngiliz Edebiyatına Giriş I / Introduction to English Literature I	3	0	3
	Dil Edinimi / Language Acquisition	3	0	3
	Bilgisayar / Computer Science	2	2	3
	Türkçe Ses ve Biçim Bilgisi / Turkish Phonetics and Stylistics	3	0	3
	Gelişim ve Öğrenme / Development and Learning	3	0	3
	TOTAL	17	2	18

Advanced Reading Skills course was aimed to improve student teachers' ability to comprehend texts written in different types and increase their lexicon knowledge in conjunction with synthesising information in a text. Introduction to English Literature I was targeted to present literature eras and styles along with most well-known works. Over and above, it was targeted to understand basic principles of criticism and

literature analysis. Language Acquisition was there to table hypothesis of acquisition in mother tongue and foreign language, comparison and exemplification; language development and its stages; application of language acquisition and teaching processes in foreign language teaching. Computer Science course was built upon the idea that introducing technological advancements and office software to student teachers to enable them to teach with computers. Development and Learning course encapsulated mankind development (cognitive, social, psychological, moral, physical etc.), teaching methods and techniques and difference between individuals over learning.

Table 5.

1998 ELTEP Fourth Term Course Plan

Code	Course Name	T	U	K
	İleri Yazma Becerileri / Advanced Writing Skills	3	0	3
	İngiliz Edebiyatına Giriş II / Intorduciton to English Literature II	3	0	3
	İngilizce Öğretiminde Yaklaşımlar / Approaches in English Language Teaching	3	0	3
	Dilbilime Giriş I / Intorduction to Linguistics I	3	0	3
	Türkçe Tümce Bilgisi ve Anlam Bilim / Turkish Sentence Structure and Semantics	3	0	3
	Öğretimde Planlama ve Değerlendirme / Planning and Evaluation in Teaching	3	2	4
	TOTAL	18	2	19

Advanced Writing Skills was intended to teach academic writing skills for researches and thesis works in addition to controlling, editing, assessing and testing of students' compositions. Approaches in English Language Teaching course was presented the approaches, methods and techniques in ELT with a historical perspective plus their application examples. Introduction to Linguistics I was consisted of gripping components of the language, essential concepts of linguistically analysis and relationship between linguistics, language teaching and literature works in pursuance of heighten awareness about language as a dynamic system among student teachers. Planning and Evaluation in Teaching course was classified as a pedagogical course and presented basic concepts of program developing and processes, planning syllabus, curriculums and units, selection and organisation of the content, teaching methods and strategies, features of materials and their selection, different testing types, developing evaluation and testing, techniques for preparing written exams and annotating. Introduction to English Literature II was a follow-up course with same goals of first counterpart.

Table 6.

1998 ELTEP Fifth Term Course Plan

Code	Course Name	T	U	K
	Dilbilime Giriş II / Introduction to Linguistics II	3	0	3
	Kısa Öykü İncelemesi ve Öğretimi / Short Story Analysis and Teaching	3	0	3
	İngilizce – Türkçe Çeviri / English – Turkish Translation	3	0	3
	Özel Öğretim Yöntemleri I / ELT Methodology I	2	2	3
	Öğretim Teknolojileri ve Materyal Geliştirme / Educational Technologies and Material Development	2	2	3
	Seçmeli II / Optional II	3	0	3
	Seçmeli III / Optional III	2	0	2
	TOTAL	20	4	20

Introduction to Linguistics II was designed to comprehend stages of language acquisition, relationship between language acquisition stages and language teaching methods and cultural features of the language. Short Story Analysis and Teaching course was explained properties of short stories, their place in literature, analysis and decoding methods of them and analysis of well-known short stories in British and American literature. English-Turkish Translation course was expounded the importance and place of translation in language teaching, translation approaches, practicing translation of recent and academic authentic texts to Turkish. ELT Methodology I was brought about micro teaching practicing, teaching evaluation and analysis of books in the field in a critical way. Education Technologies and Material Development course was about specifications of divergent educational technologies, how to use them in teaching, developing materials through educational technologies and evaluation of different kind of materials.

Table 7.

1998 ELTEP Sixth Term Course Plan

Code	Course Name	T	U	K
	Araştırma Becerileri / Research Skills	3	0	3
	Çocuklara Yabancı Dil Öğretimi / Teaching English to Young Learners	3	0	3
	Roman İncelemesi ve Öğretimi / Novel Analysis and Teaching	3	0	3
	Sınıf Yönetimi / Classroom Management	2	2	3
	Özel Öğretim Yöntemleri II / ELT Methodology II	2	2	3
	Seçmeli IV / Optional IV	3	0	3
	TOTAL	16	4	18

Research Skills course was equipped with teaching methods and techniques of scientific researches and their application with examples. It conjointly offered student

teachers to have their own basic researches in their fields and evaluation of these researches. Teaching English to Young Learners course was presented children's strategies for learning and mother tongue foreign language teaching, methods and techniques in classrooms while teaching to young learners, developing games, songs and visual materials and their usage in classrooms. Novel Analysis and Teaching course was described properties of novels, analysis and decoding methods of them and analysis of well-known novels in British and American literature. Classroom Management was listed as a pedagogical course and it handed out social and psychological elements that affected students' behaviours, classroom environment and group interactions, developing and applying rules for classroom management and discipline, timing in classroom, classroom organisation, motivation, communication, starting a new term, creating a positive learning environment, problematic behaviours by students in the classroom and precautions to get rid of them.

Table 8.

1998 ELTEP Seventh Term Course Plan

Code	Course Name	T	U	K
	İngilizce Sınav Hazırlama ve Değerlendirme / Testing and Assessment in English	3	0	3
	Drama (Oyun) İnceleme ve Öğretimi / Drama Analysis and Teaching	3	0	3
	Materyal Değerlendirme ve Uyarlama / Assessment and Adoption of Materials	3	0	3
	Konu Alanı Ders Kitabı İncelemesi / Analysis of Course Books	2	2	3
	Okul Deneyimi / School Experience	1	4	3
	Seçmeli V / Optional V	3	0	3
	TOTAL	15	6	18

Testing and Assessment in English course had different types of testing in it in addition to techniques for preparing exams of assessing divergent English language skills, practicing different kind of questions, assessment and evaluation techniques and statistical calculations. Drama Analysis and Teaching course was introduced theatre as a literature genre, different literature types, analysis and decoding methods of them and analysis of well-known theatre plays in British and American literature. Assessment and Adoption of Materials course was designed to investigate the books used in English language teaching in regards of its question qualities and modifying non approbated ones to fit into classroom environment. Analysis of Course Books in Schools course was objective to analyse English language course books approved by National Education Ministry to be taught in schools. School Experience II course was

drafted for creating a base for internship application and it was aimed student teachers to observe situations which occur in classrooms when they attended classes under a state school teacher supervise.

Table 9.

1998 ELTEP Eight Term Course Plan

Code	Course Name	T	U	K
	Türkçe – İngilizce Çeviri / Turkish – English Translation	3	0	3
	Şiir İncelemesi ve Öğretimi / Poem Analysis and Teaching	3	0	3
	Rehberlik / Guidance	3	0	3
	Öğretmenlik Uygulaması / Teaching Practice	2	6	5
	TOTAL	11	6	14

Turkish - English Translation course was delineated practicum of translation of recent and academic authentic texts to English. Poem Analysis and Teaching course was acquainted with poetry as a literature genre, different poem types, analysis and decoding methods of them and analysis of well-known poems in British and American literature. Guidance course and Internship course were grouped under pedagogical course. Guidance course was offered general information about pedagogical guidance and how to determine and direct the students who need counselling. Internship course was planned to make student teachers had classes in the schools at least for 12 weeks as whether a full day or two half days in a week.

A successor of 1998 ELTEP was published in 2006. The program was in practice between 2006 and 2018. Higher Education Council rearranged the programs of the education faculties to meet days standards in social, educational and political areas. The program was made up of a large number of obligatory courses whereas elective courses were a few. It was built upon four main field such as field knowledge (linguistic competence), teacher education (pedagogic competence) and general knowledge (Türken, 2017). Some class hours were changed and some new courses were added and some removed and some courses' terms were changed. In total it had 175 class hours which was a combination of 143 hours theoretical class hours and 32 practicing class hours and 159 total credits to be graduated. The program had 91 theoretical and 10 practical class hours for field knowledge, 22 theoretical and 8 practical class hours for general knowledge and 30 theoretical and 14 practical class hours for pedagogical knowledge.

The following tables give an overview of the program schedule and insight about courses. It should be noted that courses which have A in code section had course goals explanation in English as well as Turkish where other two, GK and MB, were only given in Turkish. It can be concluded that the courses which were meant to be in English and given by department academicians were coded A, the courses which were meant to be in Turkish and could be given by other academicians in different departments were coded GK and MB. Courses which had English explanation were exported directly from HEC publication and others dismissed.

Explanation of abbreviations used in tables are as follows: A in code section means “field knowledge”, GK in code section means “general knowledge” and MB in code section means “teacher education”. T stands for theoretical class hours, U stands for practicing class hours and K stands for credit of the course.

Table 10.

2006 ELTEP First Term Course Plan

Code	Course Name	T	U	K
A	Bağlamsal Dil Bilgisi I / Contextual Grammar I	3	0	3
A	İleri Okuma ve Yazma I / Advanced Reading and Writing I	3	0	3
A	Dinleme ve Sesletim I / Listening and Pronunciation I	3	0	3
A	Sözlü İletişim Becerileri I / Oral Communication Skills I	3	0	3
GK	Türkçe I: Yazılı Anlatım / Türkçe I: Written Expressions	2	0	2
GK	Bilgisayar I / Computer Science I	2	2	3
GK	Etkili İletişim / Effective Communication	3	0	3
MB	Eğitim Bilimine Giriş / Introduction to Educational Science	3	0	3
	TOTAL	22	2	23

Contextual Grammar I included the relationship between language structures and lexical items, the attribution of meaning by means of these structures, analysis of language structures within the framework of a context so as to establish relations between form and text type, production of advanced level texts synthesising these structures. Listening and Pronunciation I encompassed analysing authentic listening materials and speech samples used in different discourses; basic listening and phonetic skills such as discriminating minimal pairs and formulating phonetic transcription of problematic sounds; higher level listening skills and strategies; the fundamental of listening and phonetics namely vowels, consonants, stress in words, rhythm and intonation as well as the usage of phonetic alphabet for learning and production.

Oral Communication Skills I covered communication-oriented speaking such as discussions, individual presentations and other interactive tasks; formal and informal language; informative and persuasive presentations; supra-segmental features (pitch, stress and intonation); use of audio-visual aids (OHP, PowerPoint, posters) and techniques.

Advanced Reading and Writing I had no explanation even though it was listed as field knowledge course and offered in English. Listening and Pronunciation I included analysing authentic listening materials and speech samples used in different discourses; basic listening and phonetic skills such as discriminating minimal pairs and formulating phonetic transcriptions of problematic sounds; higher level listening skills and strategies; the fundamentals of listening and phonetics namely vowels, consonants, stress in words, rhythm and intonation as well as the usage of phonetic alphabet for learning and production.

Table 11.

2006 ELTEP Second Term Course Plan

Code	Course Name	T	U	K
A	Bağlamsal Dil Bilgisi II / Contextual Grammar II	3	0	3
A	İleri Okuma ve Yazma II / Advanced Reading and Writing II	3	0	3
A	Dinleme ve Sesletim II / Listening and Pronunciation II	3	0	3
A	Sözlü İletişim Becerileri II / Oral Communication Skills II	3	0	3
A	Sözcük Bilgisi / Lexical Competence	3	0	3
GK	Türkçe II: Sözlü Anlatım / Turkish II: Oral Expressions	2	0	2
GK	Bilgisayar II / Computer Science II	2	2	3
MB	Eğitim Psikolojisi / Educational Psychology	3	0	3
	TOTAL	22	2	23

Contextual Grammar II included advanced level structures (e.g., word classes, elements of the sentence, types of sentences, sentence fragments etc.) of different types of texts on a contextual level, evaluation of the most problematic forms of English grammar with guidance in their function and usage using methods such as error analysis or discourse analysis, presenting a descriptive review of the forms and function of advanced English grammar structure, the use of these structures in various contexts.

Advanced Reading and Writing II included critical thinking skills, higher order sub-skills of reading namely, making inferences and deductions, reading between the lines, relating inferences from the text to real life; reacting to reading; production of different

types of essays (e.g., comparison and contrast, classification, process analysis, cause-and-effect analysis, and argumentative); basic research skills including library/internet search, basic research report writing skills such as citing, paraphrasing and referencing.

Listening and Pronunciation II included sub-skills of listening such as note-taking, predicting, extracting, specific and detailed information, guessing meaning from context, and getting the gist; phonetics; aural authentic listening materials such as interviews, movies, songs, lecturers, TV shows and news broadcasts of different accents of English.

Oral communication Skills II included extended communicative tasks such as debates, role-plays, individual and group presentations, impromptu speeches and other interactive tasks in formal and informal contexts; interesting facts, stimulating quotes as well as literary texts which are structurally and intellectually complex and thought-provoking, strategic communicative competence.

Lexical Competence included relationship between lexical items and structural forms, word formation including prefixes and suffixes, idioms, collocations, slang, euphemisms, neologism, proverbs and phrasal verbs in spoken and written language.

Table 12.

2006 ELTEP Third Term Course Plan

Code	Course Name	T	U	K
A	İngiliz Edebiyatı I / English Literature I	3	0	3
A	Dilbilim I / Linguistics I	3	0	3
A	İngilizce Öğretiminde Yaklaşımlar I / Approaches to ELT I	3	0	3
A	İngilizce – Türkçe Çeviri / English – Turkish Translation	3	0	3
A	Anlatım Becerileri / Oral Expression and Public Speaking	3	0	3
GK	Türk Eğitim Tarihi / Turkish Educational History	2	0	2
MB	Öğretim İlke ve Yöntemleri	3	0	3
	TOTAL	20	0	20

English Literature I included cultural history of British and American literature and literary works written in English; fundamental terms and techniques; major genres and styles in literature; movements and periods in literature in English; the content and style of various literary texts such as short story, poem, drama and novel representing different periods and genres of English literature; literature's contribution to our understanding of life; literary tools to analyse and critically evaluate literary works and

critical perspectives towards the texts; literary arts used in texts so as to make deductions, inferences and evaluations.

Linguistics I included basic concepts in linguistic analysis; the nature, structure and use of language by way of awareness raising activities, error analysis of language learners' production, case studies, and comparative analysis of native and target languages; the components of language as a system: linguistic competence and performance, branches of linguistics, types of grammar, language universals, creativity of linguistic knowledge, arbitrariness of language, sign languages, artificial languages and animal communication; brain and language, lateralisation and handedness, evolution of language, human language processing models, lateralisation and handedness, evolution of language, human language processing models, research on language and disorders (e.g., dichotic listening, split brain, WADA); phonetics: acoustic, auditory and articulatory phonetics, speech organs, phoneme, vowels and consonants, IPA, diphthongs, triphthongs, manner and place of articulation; phonology: sound patterns, assimilation, dissimilation, linking, consonant clusters, silent letters, suprasegmental, stress and intonation, semantics, componential analysis, entailment, semantic relations, sense and reference, collocational meaning.

Approaches to ELT I included basic issues and process in ELT course design; the difference among approach, method and technique and the significance of these concepts in course design; an overview of important methods and approaches in ELT: Grammar Translation Method, Direct Method, Audio-lingual Method, Silent Way, Community Language Learning, Suggestopedia, Communicative Approach, Natural Approach.

English - Turkish Translation included fundamental theories and approaches in the science of translation; translating a variety of different genre of authentic English texts into Turkish, error analysis and critical evaluation of the appropriateness of the various translations of the same text; evaluating the style, word selection, the role and importance of translation in language learning and teaching and cultural aspects of translation.

Oral Expression and Public Speaking included practical skills for effective communication; fundamental stages of speech preparation and delivery including adopting and developing audio and visual aids; extended presentations as an outcome

of extensive reading and research; oral and written language skills in job-related situations such as interviewing, socialising, telephoning, presenting information, holding meetings as well as CV and application writing.

Table 13.

2006 ELTEP Fourth Term Course Plan

Code	Course Name	T	U	K
A	İngiliz Edebiyatı II / English Literature II	3	0	3
A	Dilbilim II / Linguistics II	3	0	3
A	İngilizce Öğretiminde Yaklaşımlar II / Approaches to ELT II	3	0	3
A	Dil Edinimi / Language Acquisition	3	0	3
GK	Bilimsel Araştırma Yöntemleri / Research Skills	2	0	2
MB	Özel Öğretim Yöntemleri I / ELT Methodology I	2	2	3
MB	Öğretim Teknolojileri ve Materyal Tasarım / Educational Technologies and Developing Materials	2	2	3
	TOTAL	18	4	20

English Literature II included a variety of literary texts from a range of eras and writers of British and American literature and literary works written in English; fundamental movements and periods in literature written in English, selected literary texts from various periods, fundamental concepts, terms, techniques and literary, philosophical and scientific approaches movements.

Linguistics II included error analysis of language learners' production data, case studies, and comparative analysis of native and target languages; morphology; free and bound morphemes; compounds, inflectional morphology, derivational morphology, morphemic analysis, morphological typology of languages, analysis of the internal hierarchical structures of words, morphophonological variation; syntax: word categories, phrase and clause structure, transformational-generative grammar, government and binding, minimalist program, argument structure, theta-roles; pragmatics: deixis, implicature, conversational maxims, speech acts and politeness; sociolinguistics; dialects, register, style; discourse: criteria for textuality, types of cohesive devices, discourse connections, functions, the discourse: criteria for textuality, types of cohesive devices, discourse connections, functions, the discourse situation, institutional discourse, and similar topics.

Approaches to ELT II included course design, appropriate approaches suitable to learner needs based on current distinctions such as ESL, EFL, EIL, ESP, EAP; current foreign language teaching trends such as constructivist approach, content-based

instruction, task-based instruction, problem-based teaching, multiple intelligences, whole language approach and corpus-based applications of language teaching; culture and classroom second / foreign language learning, technology use in language classrooms, and communicative and intercultural competencies for the language learner and teacher of the globalised world.

Language Acquisition included theories of first and second language acquisition (e.g.: behaviourism, innatism, information processing, connectionism, the interactionist position) and developmental stages and sequences of first and target language acquisition; case studies, comparative analysis of the use of native and target languages in corpus data (e.g.: CHILDES database), recordings and/or transcriptions of real second language classroom interaction will be employed for the analysis of first and second language acquisition; comparison of second language acquisition in children and adults; identifying developmental sequences in first language acquisition; stages in second language morphosyntactic development; process in second language acquisition; learner characteristics and individual variation in ultimate attainment in second language acquisition (e.g.: role of personality, language aptitude, intelligence, age of acquisition, motivation and attitudes, learner preferences and beliefs); differences between second language acquisition and foreign language learning contexts (e.g.: natural vs instructional settings).

ELT Methodology I included designing and conducting needs analysis on language learner needs (e.g.: situational, objective, subjective and language needs), writing objectives that reflect these needs and designing course syllabus at the macro level and micro level; an overview of different lesson stages (i.e.: Presentation, Practice and Production) and approaches to lesson planning and course design various syllabus types and criteria for the selection of appropriate syllabus type according to learner needs, learner age and aims of the course; standards-based teaching, proficiency descriptors, English language proficiency standards and guidelines, Common European Framework and the European Language Portfolio; and identity.

Table 14.

2006 ELTEP Fifth Term Course Plan

Code	Course Name	T	U	K
A	Çocuklara Yabancı Dil Öğretimi I / Teaching English to Young Learners I	2	2	3
A	Özel Öğretim Yöntemleri II / ELT Methodology II	2	2	3
A	Dil Becerilerinin Öğretimi I / Teaching Language Skills I	2	2	3
A	Edebiyat ve Dil Öğretimi I / Literature and Language Teaching I	3	0	3
A	İkinci Yabancı Dil I / Second Foreign Language I	2	0	2
GK	Drama / Role-play	2	2	3
MB	Sınıf Yönetimi / Classroom Management	2	0	2
	TOTAL	15	8	19

Teaching English to Young Learners I included the differences between young learners (K-6) and learners at other ages (in terms of learning of language structures, skills and sub-skills), misconceptions about young learners; learner styles (e.g.: visual, auditory, kinesthetic) and strategies (e.g.: meta cognitive, cognitive, socio affective) of young learners; activities (e.g.: puzzles, stories and games, simulations) and audio visual aids (e.g.: pictures, realia, cartoons, puppets, songs) for the teaching of vocabulary, language skills and structures; selecting and sequencing teaching points and adapting and evaluating materials according to cognitive and affective development and language level of the learners; classroom management techniques necessary for young learner classrooms.

ELT Methodology II included classroom-based research, teacher directed research and action research, diagnosing learners' language related needs and remedial teaching activities; principles of learner monitoring and role of learner assessment in lesson planning; national and international professional organizations (e.g.: TESOL and INGED) and practical journals (e.g.: English Teaching Forum, ELTJ, TESLJ, and TESL Reporter).

Teaching Language Skills I covered techniques and stages of teaching listening, speaking, pronunciation and vocabulary; building language awareness and teaching skills for language learners at various ages and language proficiency levels; lesson planning and techniques of the specific skills for a variety proficiency levels.

Literature and Language Teaching I presented example short stories and novels from British and American and those which are originally produced in English;

identification of the distinctive features of short stories and novels; different approaches to using literature with teenage and adult learners at all levels; examining ways in which the teaching of literature and language in these two genres (short story and novel), exploring theoretical and practical dimensions of this integration; analysis of literary texts as content and as context; culture between objects or products that exist in the target and native culture; proverbs, idioms, formulaic expressions which embody cultural values; social structures, roles and relationships; customs/rituals/traditions; beliefs, values, taboos and superstitions, political, historic and economic background; cultural institutions; metaphorical/ connotative meanings, use of humour.

Second Foreign Language I offered student teachers to choose one of the languages as a second foreign language: German, French, Spanish, Italian, Arabic, Japanese, Chinese, Russian or Greek. Student teachers expected to have basic communication; structures and vocabulary necessary to comprehend simple daily conversational dialogues and reading texts, and to engage in daily simple communication; information about the culture of the target language.

Table 15.

2006 ELTEP Sixth Term Course Plan

Code	Course Name	T	U	K
A	Çocuklara Yabancı Dil Öğretimi II / Teaching English to Young Learners II	2	2	3
A	Türkçe – İngilizce Çeviri / Turkish – English Translation	3	0	3
A	Dil Becerilerinin Öğretimi II / Teaching Language Skills II	2	2	3
A	Edebiyat ve Dil Öğretimi II / Literature and Language Teaching II	3	0	3
A	İkinci Yabancı Dil II / Second Foreign Language II	2	0	2
GK	Topluma Hizmet Uygulamaları / Serving Society	1	2	2
MB	Ölçme ve Değerlendirme / Testing and Evaluation	3	0	3
	TOTAL	16	6	19

Teaching English to Young Learners II furnished young learner (K-6) course syllabuses (e.g.: story based, content-based, theme-based, task-based), effective use of child literature within a chosen syllabus; video recordings of young learner classrooms with reference to classroom management, presentation of language and practice.

Turkish-English Translation course introduced fundamental theories and approaches in the science of translation; translating a variety of different genre of authentic Turkish texts into English, error analysis and critical evaluation of the appropriateness of the various translations of the same text; evaluating the style, word selection, the

role and importance of translation in language learning and teaching cultural aspects of translation.

Teaching Language Skills II presented techniques used in and stages of teaching reading, writing, and grammar to language learners at various ages and language proficiency levels; building language awareness and teaching skills; integration of the language skills, principles of lesson planning and techniques of the specific skills for a variety proficiency levels.

Literature and Language Teaching II was consisted of the characteristics of poetry and drama as a literary genre; example poems and plays from British and American and those which are originally produced in English, approaches to analysing ways to use contemporary poetry and drama; activities that helps students analyse literature as context and as content; teaching of literature an language in these two genres and theoretical and practical dimensions of this integration; teaching cultural and social issues through poetry and drama in the following domains; comparison and contrast between objects or products that exist in the target and native culture; proverbs, idioms, formulaic expressions which embody cultural values; social structures, roles and relationships; customs/ rituals/ traditions; beliefs, values, taboos and superstitions; political, historic and economic background; cultural institutions; metaphorical/ connotative meanings, use of humour.

Second Foreign Language II ventured interactive communication; grammatical structures and vocabulary commonly used in newspapers, magazines, extended dialogues, reading texts, and short stories; information about the culture of the target language through authentic materials.

Table 16.

2006 ELTEP Seventh Term Course Plan

Code	Course Name	T	U	K
A	Yabancı Dil Öğretiminde Materyal İnceleme ve Geliştirme / Language Teaching Materials Adaption and Development	2	2	3
A	İkinci Yabancı Dil II / Second Foreign Language II	3	0	3
A	Seçmeli I / Optional I	2	2	3
GK	Atatürk İlkeleri ve İnkılap Tarihi / Atatürk's Principles and History of Turkish Revolution	3	0	3
MB	Okul Deneyimi / School Experience	2	0	2
MB	Rehberlik / Guidance	1	2	2
MB	Özel Eğitim / Education for Special Needed	3	0	3
	TOTAL	16	6	19

Language Teaching Materials Adaptation and Development ventilated theory and principles of ELT materials design (e.g.: selecting, adapting, developing and evaluating materials) and the basic arguments for and against the use of course books in the classroom; the relation between methodology, ideology and the course book writer; format for the selection of language materials: suitability regarding the format, the students' proficiency level, learnability, ease of use, cultural content, availability of communicative interaction and language use, and the use of corpus-based authentic materials set in a real-world context which allows learners to interact with each other or the teacher in meaningful ways; adapting or developing materials for language teaching; adapting course book materials and supplementing school environment; evaluation of materials and text books used in EFL classroom settings, language material and textbook evaluation criteria and ways to relate materials design to current ELT methodology.

Second Foreign Language II brought up skills and targets such as intermediate/upper-intermediate level oral and written communication skills; complex grammatical structures and intermediate/upper-intermediate level vocabulary items used in a variety of authentic texts; information about the culture of the target language through authentic materials.

Table 17.

2006 ELTEP Eight Term Course Plan

Code	Course Name	T	U	K
A	Yabancı Dil Öğretiminde Ölçme ve Değerlendirme / Testing and Evaluation in Foreign Language Teaching	3	0	3
A	Seçmeli II / Optional II	2	0	2
A	Seçmeli III / Optional III	2	0	2
GK	Atatürk İlkeleri ve İnkılap Tarihi II	2	0	2
GK	Karşılaştırmalı Eğitim / Comparasion of Education Systems	2	0	2
GK	Türk Eğitim Sistemi ve Okul Yönetimi / Turkish Educational System and School Management	2	0	2
MB	Öğretmenlik Uygulaması / School Experience	2	6	5
	TOTAL	15	6	18

English Language Testing and Evaluation had basic concepts, principles and constructs of classroom-based assessment; different types of tests and testing (e.g.: proficiency, achievement, diagnostic and placement tests, direct vs. Indirect testing, discrete point vs. Integrative testing, norm referenced vs criterion referenced testing, objective testing vs. Subjective testing, communicative language testing) and various

types of questions for a wide range of language assessment purposes, development and evaluation of such language tests and of other available types (e.g.: portfolio, self-assessment, learner diaries); language tests for different age groups, different proficiency levels and various learner styles; test preparation techniques for testing reading, writing, listening, speaking, vocabulary and grammar individually and testing language skills in an integrated manner; application of basic descriptive and inferential statistical calculations and the principles underlying test design (e.g.: content, criterion related, construct, face validity; reliability, standard error of measurement and the true score; practicality); stages of test construction, item analysis and interpretation of test scores, standardised tests (e.g.: TOEFL, IELTS and exams accredited by the Council of Europe for the European Language Portfolio), teacher-prepared language tests and beneficial backwash.

2.3.1.2. 2018 ELTEP program. Higher Education Council (HEC) released new programs for departments at the faculties of education as of May 2018 and it started to be performed as of September 2018. Program was built upon the idea of constructivist approach which aims to spotlight learning process and learners. It defined teachers' role as a guide who makes learning easier instead of only source for knowledge. HEC once again changed the names of courses, their semesters and removed some courses. Significant changes made for elective courses as well. In a general view, number of courses were increased whereas credits were decreased. Total credit set to 148 and total class hours set to 155. Courses were grouped under 3 main categories as it was in 2006 program.

Table 18.

2018 ELTEP First Term Course Plan

Code	Course Name	T	U	K	AKTS
MB	Eğitime Giriş / Introduction to Education	2	0	2	3
MB	Eğitim Sosyolojisi / Educational Sociology	2	0	2	3
GK	Atatürk İlkeleri ve Inkılap Tarihi 1 / Atatürk's Principles and History of Turkish Revolution 1	2	0	2	3
GK	Yabancı Dil 1 / Foreign Language 1	2	0	2	3
GK	Türk Dili 1 / Turkish Language 1	3	0	3	5
GK	Bilişim Teknolojileri / Information Technologies	3	0	3	5
AE	Okuma Becerileri 1 / Reading Skills 1	2	0	2	2
AE	Yazma Becerileri 1 / Writing Skills 1	2	0	2	2
AE	Dinleme ve Sesletim 1 / Listening and Pronunciation 1	2	0	2	2
AE	Sözlü İletişim Becerileri 1 / Oral Communication Skills 1	2	0	2	2
	TOTAL	22	0	22	30

Significant changes were made to first term comparing to its predecessor. The most important change was dividing Advanced Reading and Writing I course to two courses in the name of Reading Skills 1 and Writing Skills 1. Foreign Language 1 and Atatürk's Principles and History of Turkish Revolution were taken from upper terms into this term. Effective Communication and Contextual Grammar courses were removed. Educational Sociology courses was added. Some course names were changed. Even though the number of courses were increased to 10 than 8 in the previous program, total credit was decreased to 22. Details of courses in the field section are below.

Reading Skills 1 course was aimed to comprehend different point of views by using authentic materials like newspaper, magazines and academic papers. It is also significant that obtaining higher level reading skills such as guessing the main idea of the text, revealing the main idea and gaining ability to use meaningful clues between statements.

Writing Skills 1 course included paragraph types and structures, technical features of paragraph; paragraph resolution, creating paragraph outline, description, comparison, argument, writing summary, interpretation and writing letter.

Listening and Pronunciation 1 was designed to make resolutions of authentic listening materials, and aims to get students to have higher level listening skills, it covers consonants and vowels, intonation and speaking abilities.

Oral Communication Skills 1 course was aimed to use appropriate statements and strategies in order to improve oral communication skills. Taking turns, presentation, debate activities, speaking in an authentic way and improving the ability to comprehend what they hear are among the goals of this course.

Table 19.

2018 ELTEP Second Term Course Plan

Code	Course Name	T	U	K	AKTS
MB	Eğitim Psikolojisi / Educational Psychology	2	0	2	3
MB	Eğitim Felsefesi / Educational Philosophy	2	0	2	3
GK	Atatürk İlkeleri ve İnkılap Tarihi 2 / Atatürk's Principles and History of Turkish Revolution 2	2	0	2	3
GK	Yabancı Dil 2 / Foreign Language 2	2	0	2	3
GK	Türk Dili 2 / Turkish Language 2	3	0	3	5
AE	Okuma Becerileri 2 / Reading Skills 2	2	0	2	2
AE	Yazma Becerileri 2 / Writing Skills 2	2	0	2	3
AE	Dinleme ve Sesletim 2 / Listening and Pronunciation 2	2	0	2	3
AE	Sözlü İletişim Becerileri 2 / Oral Communication Skills 2	2	0	2	3
AE	İngilizcenin Yapısı / Structure of English	2	0	2	2
	TOTAL	21	0	21	30

Second term of 2018 program was mostly designed to be a continuum for first term. The notable change is the removal of Word Knowledge course and addition of Structure of English course. Structure of English course can be noted as a replace for Contextual Grammar course in first term of 2006 program.

Reading Skills 2 course was designed to make inference by using the techniques of top-down and bottom-up. Examination of information within reading texts is significant in terms of comprehend the direct and indirect meanings. Meaning that reader finds and writer intends can be different and realising this situation is another goal of this course.

Writing Skills 2 course included the information of how to write in an order, what is needed before starting writing, revising, writing to read and reading to write. Giving self-evaluation feedback, receiving peer feedback and writing compositions and assignment reports.

Listening and Pronunciation 2 included note taking, gathering detailed information, guessing from the context, revealing the key points of the content, and focused on the authentic listening materials taken from various sources such as interviews, movies, songs, conferences, television programs and broadcast channels.

Oral Communication Skills 2 was designed to enhance higher level of oral communication skills. By means of interviews, presentations, debates students will be able to express their opinions and feelings in a proper way. Introducing and implementing strategies and techniques will help gaining advanced speaking skills and ability to conceive what they hear.

Structure of English course mainly purveyed word and sentence structure of English; simple, compound and complex sentence structures and usage of these according to context.

Table 20.

2018 ELTEP Third Term Course Plan

Code	Course Name	T	U	K	AKTS
MB	Öğretim Teknolojileri / Educational Technologies	2	0	2	3
MB	Öğretim İlke ve Yöntemleri / Principles and Methods in Teaching	2	0	2	3
MB	Seçmeli 1 / Optional 1	2	0	2	4
GK	Seçmeli 1 / Optional 1	2	0	2	3
AE	Seçmeli 1 / Optional 1	2	0	2	4
AE	İngilizce Öğrenme ve Öğretim Yaklaşımları / Approaches in English Language Learning and Teaching	2	0	2	3
AE	İngiliz Edebiyatı 1 / English Literature 1	2	0	2	4
AE	Dilbilimi 1 / Linguistics 1	2	0	2	3
AE	Eleştirel Okuma ve Yazma / Critical Reading and Writing	2	0	2	3
	TOTAL	18	0	18	30

Compared to previous program total number of course increased to 9 from 7 yet total credit decreased by 2 points. Noteworthy difference is abolition of Turkish-English Translation and Oral Expression and Public Speaking courses. Turkish Education History course was moved to next term. Educational Technology and Critical Reading and Writing courses were joint into program. Course related to field knowledge are described in details below except for optional course which is decided by department in each university.

Learning and Teaching Approaches in English course included the meaning of learning and teaching English, goal of the learning English and its fundamental principles, history of teaching English, reflections of learning and teaching English approaches towards teaching English, basic skills in teaching English, examples of indoor classroom demonstrations, up to date inclinations and troubles in English teaching, components of productive English teaching and viewing English language teaching in a social, economic and cultural way.

English Literature 1 course was aimed to study cultural background of British, American literature and literary works that had been written in original English and cardinal terminologies and techniques that used in text analysis, primary written work genres, essential literary movements and periods, content and style of literary works that belongs to different time periods such as short story, poetry, plays and novels, contributions of literature to our way of thinking daily life, critical analysis and interpretation of texts and literary arts.

Linguistics 1 course included basic notions of linguistics analysis, raising awareness, error resolution based on language students. Concepts of nature, structure and use of language. Components of language as a system, branches of linguistics, variations of grammar, creativity in language, artificial languages, communication inter species. Brain and language, lateralisation, handedness.

Critical Reading and Writing course was aimed to develop ability to write detailed summarisation and report of up-to-date studies that chosen in the department of English language teaching. Examination of studies in their own contexts, localisation of knowledge, comparison of texts with same subject but different opinions and by synthesising them creating learners' own texts.

Table 21.

2018 ELTEP Fourth Term Course Plan

Code	Course Name	T	U	K	AKTS
MB	Türk Eğitim Tarihi / Turkish Education History	2	0	2	3
MB	Eğitimde Araştırma Yöntemleri / Educational Research Methods	2	0	2	3
MB	Seçmeli 2 / Optional 2	2	0	2	4
GK	Seçmeli 2 / Optional 2	2	0	2	3
AE	Seçmeli 2 / Optional 2	2	0	2	4
AE	İngilizce Öğretim Programları / Teaching Programs in English Teaching	2	0	2	3
AE	İngiliz Edebiyatı 2 / English Literature 2	2	0	2	4
AE	Dilbilimi 2 / Linguistics 2	2	0	2	3
AE	Dil Edinimi / Language Acquisition	2	0	2	3
	TOTAL	18	0	18	30

As in previous terms, the number of courses increased by 2 and total credit decreased by 2 points in the fourth term. Most important update notes are as follows: renaming Scientific Research Method to Educational Research Methods, restructuring ELT Methodology I course and renaming it as Teaching Programs in English. Linguistics,

Language Acquisition and English Literature courses were left as it before but their credit points decreased by 1 point. Main goals for term courses are given below.

Teaching Programs in English course included fundamental concepts of teaching programs, chronological background of these programs, approach towards recent English lesson program, content of it, skills that aimed to develop, learning areas, distribution of outcomes according to classes and its limitations, interdisciplinary relationships, relations between grades, used materials, techniques and methods, approach of assessment and evaluation and adequacy of teacher.

English Literature 2, Linguistics 2, Language Acquisition courses are remained same and have same definitions and goals with 2006 ELTEP.

Table 22.

2018 ELTEP Fifth Term Course Plan

Code	Course Name	T	U	K	AKTS
MB	Sınıf Yönetimi / Classroom Management	2	0	2	3
MB	Eğitimde Ahlak ve Etik / Moral and Ethics in Education	2	0	2	3
MB	Seçmeli 3 / Optional 3	2	0	2	4
GK	Seçmeli 3 / Optional 3	2	0	2	3
AE	Seçmeli 3 / Optional 3	2	0	2	4
AE	Çocuklara Yabancı Dil Öğretimi / Teaching English to Young Learners 1	2	0	2	5
AE	İngilizce Dil Becerilerinin Öğretimi 1 / Teaching English Language Skills 1	2	0	2	5
AE	Dil ve Edebiyat Öğretimi 1 / Teaching Language and Literature 1	2	0	2	5
	TOTAL	2	0	2	3

Remarkable change from previous program is that adding Morals and Ethics in Education course into the program under group of teacher education. There are change of names for some courses in field knowledge courses but their content is remained same with 2006 ELTEP.

Table 23.

2018 ELTEP Sixth Term Course Plan

Code	Course Name	T	U	K	AKTS
MB	Eğitimde Ölçme ve Değerlendirme / Testing and Evaluation in Education	2	0	2	3
MB	Türk Eğitim Sistemi ve Okul Yönetimi / Turkish Education System and School Management	2	0	2	3
MB	Seçmeli 4 / Optional 4	2	0	2	4
GK	Seçmeli 4 / Optional 4	2	0	2	3
AE	Seçmeli 4 / Optional 4	2	0	2	4
AE	Çocuklara Yabancı Dil Öğretimi 2 / Teaching English to Young Learners 2	2	0	2	5
AE	İngilizce Dil Becerilerinin Öğretimi 2 / Teaching English Language Skills 2	2	0	2	5
AE	Dil ve Edebiyat Öğretimi 2 / Teaching Language and Literature 2	2	0	2	3
	TOTAL	18	0	18	30

Table 23 shows that number of courses are increased to 8 and total term credit decreased to 18 comparing to previous ELTEP 2006 sixth term. Replacing Turkish Education System and School Management from eighth term in 2006 ELTEP to this term is the most notable change.

Sixth term is mainly planned as a continuum for fifth term and major field courses content are remained same with 2006 ELTEP.

Table 24.

2018 ELTEP Seventh Term Course Plan

Code	Course Name	T	U	K	AKTS
MB	Öğretmenlik Uygulaması 1 / Teaching Practice 1	2	6	5	10
MB	Özel Eğitim ve Kaynaştırma / Education of Special Needed and Inclusion Teaching	2	0	2	3
MB	Seçmeli 5 / Optional 5	2	0	2	4
GK	Topluma Hizmet Uygulamaları / Serving Society	1	2	2	3
AE	Seçmeli 5 / Optional 5	2	0	2	4
AE	İngilizce Öğretiminde Ders İçeriği Geliştirme / Developing Course Content in English Teaching	3	0	3	3
AE	Çeviri / Translation	3	0	3	3
	TOTAL	15	8	19	30

Seventh term offers 7 courses as it was in 2006 ELTEP however total term credit increased by 2 points. Removal of Second Foreign Language III and renaming School Experience to Teaching Practice 1 and Material Development in English Language Teaching to Developing Course Content in English Teaching are most significant changes for seventh term. Applicable class hours for Teaching Practice 1 set to 6 from

4 in the previous 2006 ELTEP. Translation course was aimed to gather two courses in previous 2006 ELTEP, Turkish-English Translation and English-Turkish Translation. Even though course name was changed, course content was remained same for Developing Course Content in English Language Teaching. Translation course was designed to make practises in Turkish-English and English-Turkish translations in texts with at variance genres, examining grammatical structure and its contextual dimension. It is aimed to raise learners' awareness level related to two languages in terms of homogeneous points and polarities of them.

Table 25.

2018 ELTEP Eight Term Course Plan

Code	Course Name	T	U	K	AKTS
MB	Öğretmenlik Uygulaması 2 / Teaching Practice 2	2	6	5	15
MB	Okullarda Rehberlik / Guidance in Schools	2	0	2	3
MB	Seçmeli 6 / Optional 6	2	0	2	4
AE	Seçmeli 6 / Optional 6	2	0	2	4
AE	İngilizce Öğretiminde Sınav Hazırlama / Preparing Exams in English Language Teaching	3	0	3	4
	TOTAL	11	6	14	30

With the number of 5 courses, eighth term has the minimum number of courses among all terms in 2018 ELTEP and it was decreased by 2 courses comparing to previous 2006 ELTEP. Updating course names such as Preparing Exams in English Language Teaching from Testing and Evaluation in Foreign Language Teaching is the most notable change in this term.

Preparing Exams in English Language Teaching course included assessment types used in teaching language skills for learners in a variety of age and level, principles intended for evaluate and assess for language skills, question types to evaluate in reading, writing, listening, speaking, vocabulary and grammar, techniques for constructing exam, assessment criteria, arranging unlike question samples and studies of assessment of tests.

2.4. Previous Studies on Teacher Education

Because of the importance of teacher education has been cognisant over the half of a century, there have been quantities of studies on teacher education and foreign language teacher education throughout the world. Some international and local studies

are summarised in this section for a general understanding of developments about teacher education.

2.4.1. International research. Claiming that there are no well organised central principles of knowledge base underlying teacher education programs, Korthagen, Loughran and Russell (2006) attempted to create fundamental principles for teacher education programs with blending advantageous factors of Australia, Canada and the Netherlands education programs. Sourcing from their own experience throughout the years in teacher training, they offered 7 principles to set a base for creating a common language for the development of a pedagogy of teacher education. Offered principles are as follows:

- Principle 1: Learning about teaching involves continuously conflicting and competing demands.
- Principle 2: Learning about teaching requires a view of knowledge as a subject to be created rather than as a created subject.
- Principle 3: Learning about teaching requires a shift in focus from the curriculum to the learner
- Principle 4: Learning about teaching is enhanced through (student) teacher research
- Principle 5: Learning about teaching requires an emphasis on those learning to teach working closely with their peers
- Principle 6: Learning about teaching requires meaningful relationships between schools, universities and student teachers
- Principle 7: Learning about teaching is enhanced when the teaching and learning approaches advocated in the program are modelled by the teacher educators in their own practice

One of the ceaseless quandaries of teacher education is how to unite theoretically-based knowledge that has traditionally been taught in university classrooms with the experience-based knowledge that has traditionally been placed in the application of teachers and the actuality of classrooms and schools. By analysing Australia, Chile, China, India, South Africa and Uganda, Moon (2017) professed that including teacher education programs in universities has escalated the accessibility and status of teacher education however concurrently deepened the breach between theory and practice.

Moon (2017) came to the conclusion that teacher education requires to be in favour of practice to value its status. Darling-Hammond et al. (2017) similarly stated that increasing practice time in teacher education is a major factor that enhance teacher education quality.

A number of studies have found that degree holders of 5-year extended programs are more satisfied with their preparation and at the same time they are considered better prepared and more effective by their principles and colleagues than the ones who have 4-year program of teaching (Andrew, 1990; Andred & Schwab, 1995; Arch, 1989; Denton & Peters, 1988; Dyal, 1993; Shin, 1994; cited in Darling-Hammond, 2000).

Finnish teacher education system has been gathered a great deal of international interest thanks to the success of OECD Programme for International Student Assessment (PISA). In the 1960s, the idea of a didactically-thinking teacher was introduced in Finland to make teacher education more professional and raise its academic status. Later in the second half of 1970s, Master's level teacher education programs were inaugurated to supersede previous less academic degree. As a result of these progress in education system and contributing a huge amount of academic content, the concept of research-oriented teachers developed in Finnish education system (Lahdes, 1989; Ojanen, 1989; Kohonen, 1993). Research-based teacher education suggests that all the courses are consolidated with research. In Finland, research-based teacher education has four characteristics (Auli Toom et al., 2010). First of four, the study programme is designed in accordance with systematic analysis of education. Second characteristic is that all teaching is based on research. Thirdly, activities are planned in a way to make student teachers can exercise argumentation, decision making and justification while studying and puzzling out pedagogical problems. Four characteristic is that students learn academic research skills. In research-based teacher education, learning research skills mean that students start to learn quantitatively, qualitative and mixed research methods from the beginning of their studies. In a study performed in Finland, all the teacher educators gave opinion that research-based approach was momentous for their subject (Krokfors et al., 2009)

Day (1991) expounded that two major aspects are recognisable while examining pre-service teacher education programs. The first one is the knowledge base which means the information student teachers must know and the second one is that ways of how

student teachers get the knowledge. Day (1991) claimed that knowledge-base aspect created by four sub-categories; content knowledge, pedagogic knowledge, pedagogic content knowledge, support knowledge. Day and Conklin (1992) later investigated 57 ESL teacher education programs at the master's degree level in United States of America to label their compulsory and elective courses in line with these four varieties of knowledge. They found out that there was no consent in the importance of the four types of knowledge. It was concluded that randomly offering courses with an unstructured approach can make more harm than good and outcome in a chaotic educational experience.

2.4.2. Research in Turkey. Within two last decades, there has been an attempt to foster high quality foreign language teaching in Turkey in order to warrant that every teacher is equipped with skills what the best teachers have and to elevate the position of teaching as an advanced, knowledge-based profession. There have been scholars who ask questions and propose solutions to achieve better education standards to increase their student teachers' effectiveness while and after their education take place. Some notable studies are summarised in this chapter to present the general view from both student teachers and teacher educators' sides throughout years.

Coşgun-Ögeyik (2009) examined the ELTEP of that time by detecting its advantages and disadvantages with regard to student teachers' ideas. In total 53 third grade students attended to the study. A questionnaire, including 28 questions grouped under four titles, was used to collect data. Questionnaire encompassed 4 titles; general evaluation of the content of the curriculum, evaluation of course contents, evaluation of course characteristics, and evaluation of sufficiency of courses. About the content of the curriculum most of the students thought that it was suitable in terms of their requirements. In the next category, 39 of them expressed those courses contain more practical knowledge than theoretical knowledge and half of them agreed courses promotes cognitive proficiency. More than half of the students shared the same thought that courses were engaged in language related fields in the third category. In the evaluation of sufficiency of the courses most of the student teachers classified courses as sufficient. As a conclusion of this research, most of the students said that curriculum was adequate in terms of their needs.

Demir (2015) carried out a study to reflect thoughts of student teachers and teacher educators on a pre-service English teacher education program. Participants were consisted of 8 lecturers and 57 EFL student teachers. Data was collected through a questionnaire with 22 items based on Peacock's evaluation model. It was revealed that student teachers and teacher educators mostly were not satisfied with the ELTEP 2006 and stated that program was lack of practice hours and not enough to prepare student teachers for real life conditions.

Coşkun and Daloğlu (2010) tried to detect elements that need improvement or maintenance in education program hence performed a study with 58 participants including 3 lecturers and 55 fourth grade student teachers. Data was collected through a questionnaire based on Peacock's (2009) model and interviews. Study presented that student teacher considered school experience course as practising chance for them and they demanded an increase of practice hours and taking the course early in the program. The instructors declared that there was a necessity to increase student teachers' linguistic competence so the number of relevant courses in the first year or by making them study English in the preparatory school in order to prevent mass failure of second year courses. Coşkun and Daloğlu (2010) offered 16 suggestions to improve program quality such as restructuring the courses and balancing the theory and the practice components of the program.

Another study investigating advantageous and disadvantageous parts of 2006 ELTEP was carried out by Karakaş in 2012. The study rests on the existing theories, empirical studies and comparison with the previous ELTEP. According to findings, increasing number of new compulsory courses was one of the strengths of the 2006 ELTEP program. Separation of certain integrated courses and addition of Computer Science I and II courses as compulsory were also among the appreciated parts of the program. The study condemned program on lacking of latest updates and proposed that programs should be regularly updated and updating process needs to be carried out at regular intervals. Karakaş (2012) stated that program should be kept open to the amendments by stakeholder in the name of advancing the program in case of any necessity. It was also highlighted that the program required a bright-line philosophy.

In another study held in 2013, Yavuz and Topkaya studied with 18 lecturers in 5 different state universities to find out their opinions about 2006 ELTEP. As a data

collection method an open-ended questionnaire was used. They were asked to evaluate the program in point of its content, procedures, and rationale. Some changes in the program were considered as favourable according to ideas of educators such as extension of Approaches and Methodology in ELT, but they pointed out that the sequence, content, removal of courses like School Experience I were weaknesses of new program. Participants expressed those performers of program in universities should be informed beforehand to share ideas and adjust themselves to program.

Erten (2015) performed a study which was dealt with practising teachers' opinions about education they received in their universities and how it affects their professional life. 49 practising teachers joined the study as participants and data was gathered via an online survey. Insufficient contextual awareness and mismatch between the ideal and the actual education were two major complaints. Practising teachers stated that absence of real life like teaching opportunities in their university education is a big deal. Erten concluded that the number of student teachers who take School Experience course were over populated and suggested decreasing the number of student teachers and appointing them to different available schools.

Aimed to reflect student teachers' self-recognition in terms of their competencies and how effective the ELTEP they were enrolled in, Varol (2018) conducted research with 32 senior grade student teachers. A questionnaire consisting of 50 items in total was used as a data collection tool items were answered on a four-point Likert-type scale. Student teachers answered the questions in 3 sections and these sections are as follows in order; language and subject area, planning-teaching and classroom management and participants' self-perceptions about monitoring, assessment and their professional development. On the report of findings student teachers defined themselves as most competent in the areas of monitoring, assessment and professional development and incompetent areas of language and subject matter. Student teachers expressed that they need improvements in speaking and pronunciation and they pointed out the lack of practice opportunities at school. Varol advised increasing the opportunities of school experience and rearranging oral communication and writing courses as a conclusion of the study.

CHAPTER III

METHODOLOGY

This chapter is designed to present detailed information about research design, research questions, context of the study and participants, data collection tools, data analysis and validity and reliability of the study.

3.1. Research Design

The present study aspires to cogitate ideas of teacher educators in universities across Turkey and its design was prepared in line with mixed methods research. Mixed methods research alloys quantitative and qualitative methods in a single or multi-phased study.

Quantitative and qualitative research methods source from distinct esoteric beliefs that form the ways researchers set about problems and analyse data. As historically dominant approach until late 20th century, Quantitative research is derived from positivist view which claims observation as a primary source of knowledge and suggests that general principles and laws bridle the social world as it is in physical world (Hittleman & Simon, 2006; Hoy & Adams, 2015; Humphreys, 1989). Since it is assumed that cognition and behaviour are highly predictable and explainable, quantitative research enables researcher to uncover these principles and laws through unbiased formulas and utilise them to acknowledge human actions. Qualitative research, on the other hand, is based on a different theoretical view which puts participants' perspectives and experiences in front (Bogdan & Biklen, 2002; Denzin & Lincoln, 1994; Stake, 1995). Qualitative researchers generally deem human behaviour as fluid, dynamic and altering over time and place therefore they mostly do not generalise accumulated data beyond who are studied. On top of that, researchers do not take up a study with hypotheses as they do not know in advance how matters will develop.

Mixed methods research unites quantitative and qualitative research methods in a way to employ each method carrying on something to puzzle out the case. Initiators in the

area have certified miscellaneous motives or roles for running mixed methods research and these various purposes influence the blueprint of studies. Greene, Caracelli and Graham (1989) scrutinised 5 purposes to demonstrate why researchers choose mixed methods research. These 5 purposes are as follows: whether to seek corroboration of findings, to elaborate or clarify findings, to further develop interpretations, to investigate contradictions and to expand the breadth or depth of the study.

To specify the most relevant mixed methods research design to be applied, Cresswell (2003, p.206-208) suggests asking 4 key questions to be answered by the researcher which are as follows:

- In what sequence will the qualitative and quantitative data collection be implemented?
- What relative priority will be given to the qualitative and quantitative data collection and analysis?
- At what stage of the project will the qualitative and quantitative data be integrated?
- Will an overall theoretical perspective be used to guide the study?

Ary, Jacobs & Sorensen (2010, p.562-563) propose some questions to find out the same notion. These questions are as follows:

- Will the study involve one or more methods of data collection?
- Will the study have one phase, two phases, or multiple phases?
- Will the data collection occur sequentially or concurrently?
- Will data conversion occur?
- Will the study be mixed in the initial stages only, across stages, in the end stages only, or in some other combination?
- Does the qualitative or quantitative component have priority or are they of equal importance?

In another study, Tashakkori and Teddlie (2010) analysed a number of essential domains to answer same question and proposed 5 idioms such as follows:

- The number and type of data collection approaches that will be used
- The number of phases or strands in the study
- The type of implementation process to be used

- The level or stage of integration of the approaches
- The priority of the methodological approaches

Answering these kinds of questions lead the researcher to determine the most suitable mixed methods research for his or her study. In general, mixed methods researches are categorised under two major titles: sequential and concurrent. Ary, Jacobs and Sorensen (2010) catalogued mixed methods research into six types such as concurrent designs, parallel designs, sequential designs, fully mixed designs, conversion designs and embedded design. After several attempts, Creswell (2015) described mixed methods research in two main categories, basic mixed methods research including convergent design, explanatory sequential design and exploratory sequential design and advanced designs including intervention design, social justice design and multistage evaluation design.

In the present study, Concurrent Triangulation Mixed Method Research Design is executed to probe the reflections of teacher educators in Turkey about ELTEP 2018. In concurrent designs, both qualitative and quantitative data are accumulated independently but more or less at the same time. The process of merging quantitative and qualitative methods could take place in any or all stages of the research in mixed methods research. Yin (2006) registers that in order to prevent a result of two separate studies, a researcher should have a purposeful and logical blending of the qualitative and quantitative methods. In the current study, the qualitative and quantitative data are collected sequentially as parallel. Each data is perused independently then results are combined together in the deciphering phase. This type of researches aims to mandate the findings generated by each data collection tool through attestation delivered by the other (Edmonds, 2012). Quantitative (questionnaire based on Peacock's model) and Qualitative (semi-structured interview) data were collected in a logical order then the results were analysed one at a time and the findings were integrated in findings part.

3.2. Research Questions

The present study was conducted to find answer to following research questions:

1. What are the opinions of the teacher educators about the new teacher education program for ELT?

- What do they find positive in the program?
- What do they find negative in the program?

3.3. Participants

The study was conducted in the Fall Semester of 2020-2021 Academic Year. Since the aim of the study was to gather data from all state universities in Turkey, an online survey and online interviews through Google Form and various instant messaging applications were implemented as convenience of respective interview participants.

437 academic people including Professor Doctors, Associate Professors, Assistant Professors, Lecturers and Research Assistants were invited to the study via e-mail. These academicians were enrolled in English language teaching departments of state universities across Turkey at the time of invitation. 80 academicians agreed to be participant of the study. The detailed information about the participants is given below in Table 26.

Table 26.

Characteristics of the Participants

According to Academic Title	Number (n/N)	Percentage (%)
Professor Doctor	10	12,5
Associate Professor	11	13,8
Assistant Professor	38	47,5
Lecturer	11	13,7
Research Assistant	10	12,5
According to Years in Profession		
1-5	4	5
5-10	26	32,5
10-15	13	16,2
15-20	5	6,3
20 and more	32	40
According to Age		
24-32	18	22,5
32-40	23	28,7
40-48	17	21,3
48-56	13	16,2
56 and more	9	11,3
According to Gender		
Female	49	61,3
Male	30	37,5
Prefers not to say	1	1,2

3.4. Procedure

20 participants out of 80 voluntarily made additional comments regarding to an open-ended question at the end of the questionnaire. 6 participants out of 80 agreed to make an interview at a later time as their convenience. Semi-structured interviews were implemented to 2 professor doctors, 1 associate professor and 3 assistant professors. Interviews were held online via preferred communicating applications by participants. First, participants were informed about the purpose of the study and ethical issues. Later, each participant was asked pre-determined interview questions. Some follow up questions were asked to obtain deeper expressions. Interviews lasted between 20-30 minutes. Some interviews were held in Turkish and some were in English. All the interviews were audio recorded in order to not disturb the participant by taking notes during the interview. After the interview sessions, the transcription and translation were performed by the researcher.

3.5. Data Collection Instruments

In the present study, both quantitative and qualitative data collection instruments were practiced. In quantitative data collection process, an adapted questionnaire was presented to academicians. Then, in qualitative data collection part, an open-ended question and semi-structured interviews were used to reveal volunteer academicians' detailed opinions about ELTEP 2018.

The survey is a widely used research method for drawing data range from physical counts and frequencies to attitudes and opinions (Newby, 2009). Questionnaires and interviews are the main type of data collection tools for a survey (Check and Schutt, 2013). Asking questions of selected topics occur in both procedures, however each has unique advantages and disadvantages. Before launching survey research, the researcher must decide the design that is most suitable for the nominated investigation. Surveys are classified according to their focus and scope or according to the time frame for data collection.

The internet has become popular world-wide since 2000s and web-based surveys has become popular as a consequence of it. In this type of survey, the questionnaire is placed on a web page constructed by the researcher or a technological company. Web-based surveys have a great deal of advantages whereas its disadvantages are less than

traditional methods (de Vaus, 2007). First of all, they may be conducted rapidly and easily. Geographical limitations are minimum compared to traditional methods in which it is a tremendous obstacle. Respondents can choose to answer survey questions in any place or in any time according to their convenience. Web-based surveys ridiculously lower the effort of structuring and analysing data because of computer assisted technology from the beginning of the data gathering process (Dilman, Smyth and Christian, 2012). The major problem of web-based survey is that gaining attention of individuals may be difficult since e-mails can be categorised as spam by their respective receivers.

3.5.1. Peacock's survey. The main purpose of this study is to reveal the program aspects that need to be improved and maintained from the perspectives of teacher educators at the department of English language teacher education. Since the area of teacher education has not gained popularity and it is consequential for every teacher-training programme to have a system for regular internal evaluation, Peacock (2009) developed a survey to investigate and evaluate teacher education programs. He based his survey upon the definition of program evaluation “the collection, analysis, and interpretation of information ...” by Robinson (2003, p. 199, cited in Peacock, 2009). To judge programs in terms of how far they coordinate with the desired outcomes, he created a procedure by reviewing literature with the aim of collecting appropriate data. The procedure (Peacock, 2009) is:

- Review the literature and produce a set of questions
- Establish appropriate sources of data in your setting
- Choose and design data collection methods and instruments
- Collect and analyse each set of data against your questions
- Construct an account by relating each interpretation to the others

He put to the test these evaluation procedures by evaluating the effectiveness of one TEFL programme with the program contenders, which are students and teachers on the BA in TEFL in Hong Kong. The questions asked to test TEFL program are as follows:

- ... have a clearly stated philosophy?
- ... reflect program philosophy?

- ... promote trainee flexibility in using different teaching approaches for different situations?
- ... promote the ability to use, and to adopt, foreign language teaching materials?
- ... balance received versus experiential knowledge?
- ... incorporate and encourage trainee reflection on the experiences and values they have when they enter the program? In particular, does it encourage trainee reflection on their ‘apprenticeship of observation’?
- ... promote the skill of reflection and self- evaluation as a teacher?
- ... promote future reflective practice?
- ... promote the ‘long-term, developmental nature of learning to teach’ – does it promote post-qualification teacher growth and development?
- ... have good linkage among courses, avoiding overlaps?
- ... balance teacher- and student-centred learning?
- ... prepare EFL teachers to function in the sociocultural context in which they will work?
- ...incorporate and balance linguistic, pedagogic, and managerial competence to an appropriate degree? Linguistic competence here means L2 proficiency. Pedagogic competence refers to teaching skills plus knowledge of language and second language acquisition.
- Is the program up-to-date?
- Do students believe the program meets their needs, is relevant to their needs, and adequately prepares them for classroom teaching?

Peacock’s (2009) assessment instruments made a big impact and were also used in three other studies conducted in the Turkish context (Coşkun and Daloğlu 2010; Salihoğlu, 2012; Demir, 2015). The questionnaire presented to teacher educators in the present study (see Appendix A) was adapted from the study by Coşkun and Daloğlu performed in 2010. While modifying the questionnaire, the guidelines below by Ary, Jacobs & Sorensen (2010) for writing a good questionnaire were followed:

- Questions should be short, simple, and direct.
- Phrase questions so that they can be understood by every respondent.
- Phrase questions so as to elicit unambiguous answers.

- Phrase questions so as to avoid bias that may predetermine a respondent's answer.
- Avoid questions that might mislead because of unstated assumptions.
- Avoid leading questions, which imply a desired response.
- Avoid questions that may elicit embarrassment, suspicion, or hostility in the respondent.
- Avoid “double-barrelled” questions, which attempt to ask two questions in one.
- Make sure the alternatives to each questionnaire item are exhaustive—that they express all the possible alternatives on the issue.
- Keep the questionnaire as brief as possible so that it requires a minimum of the respondents' time.
- Make sure the respondents have the information necessary to answer the questions.

3.6. Data Analysis

The quantitative data were subject to descriptive analysis. At its heart, descriptive analysis is data simplification (Loeb et al., 2017). The collected data through questionnaires were calculated on Google Office Suit applications to analyse the frequencies and percentages. Only the frequencies and percentages were presented related to the questionnaire items since a descriptive presentation of the data typically relies on the responses of the majority for purposes of generalisation. Each Likert-type item in the questionnaire were presented. Low-inference and low-assumption methods that use no or minimal statistical adjustments are key factors for a good descriptive analysis (Romero & Ventura, 2013), therefore there is no missing or excluded value in the data set.

Content analysis was conducted to analyse data collected through interviews. Holsti (1969) defined content analysis as “Any technique for making inferences by systematically and objectively identifying special characteristics of messages”. Content analysis may be explicated as a research instrument used to regulate the certain phrases, arguments or views within some specified qualitative data. By applying content analysis, researchers can quantify and analyse meanings and relationships of such certain words, themes or concepts. Sources of data could be from

interviews, open-ended questions, field research notes, conversations or literally any occurrence of communicative language (Neuendorf, 20016).

In the present study, interviews were recorded with a voice recorder with the permissions of participants in order to prevent data loss then each interview was transcribed by the researcher. Interviews which were held in Turkish during interview were translated by the researcher and translated versions were checked by two English language teacher and an associate professor. In the analysis of qualitative data, bottom-up approach of content analysis was used. Bottom-up approach is creating basic codes and then grouping them together to create themes. Themes are created according to frequencies of words and sentences in a given question or comment. To code the data and create themes, the responses to the same items were compiled into a single file and the content was read carefully to see the relevance between responses and then codes were created which were finally clustered around certain major themes.

3.6.1. Validity and Reliability of the Study. Surveys are handy for research questions which aim to find out beliefs or behaviours of participants (Neuman, 2013). It is consequential to gratify construct validity when working with a survey study. Peacock's evaluation model is considered as a feasible way of program evaluation in the context of this study since the model is basis on an umbrella list of 15 questions that emerged from related literature and it promotes the researcher to gather helpful data from a variety of program stakeholders (Coşkun & Daloğlu, 2010). Modified version of questionnaire that developed by Coşkun and Daloğlu based on Peacock's evaluation model was examined before the application by two experts in order to find out whether items in the questionnaire were appropriate for the Turkish evaluation context to satisfy construct validity. They reported that based on the feedback obtained, no further modifications were needed. The questionnaire used in the present study was taken from Coşkun and Daloğlu's study and 3 questions (item 22, 23 and 24) were added for further investigation of the program. The ultimate modified version of the questionnaire used in this study was probed by 2 experts and 3 teachers in the field and they reported that the questionnaire satisfies construct validity.

Maintaining validity and reliability in qualitative research studies is a controversial topic in the respective field hence there are various categories proposed by scholars. Maxwell's (1992) five-category model was chosen for the current study. The model is

consisted of descriptive validity, interpretive validity, theoretical validity, generalisability and evaluative validity. Descriptive and interpretive validity were chosen for presentation of the qualitative data collected in this study. Descriptive validity offers a precise portrayal of what participants experience or believe. While treating germane matters under each research question, a number of exemplar quotes were given in the findings to support each theme. Interpretive validity means basing the conclusions on the data itself. The researcher should not involve his or her own perspectives.



CHAPTER IV

FINDINGS

This chapter deals with the findings of the quantitate and qualitative data. The results of the survey questionnaires and interviews are presented respectively in the order of the research questions. Whenever needed, the quantification of qualitative data has been done in order to give a better insight into teacher trainers' views about the new ELTEP.

4.1. Results from the Questionnaire

To be able to answer this main research question, two sub-research questions were formulated. Each of these questions will be addressed separately and a general conclusion will be drawn about teacher trainers' overall views about the new ELTEP in Turkey.

Table 27.

Overall Results of the Questionnaire

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Overall	%13,6	%24,8	%31,65	%26,35	%3,6
According to Academic Titles					
Professor Doctor	%8,8	%18,4	%40	%32	%0,8
Associate Professor	%36,73	%22,91	%18,18	%18,55	%3,64
Assistant Professor	%6,74	%25,89	%35,68	%28,21	%3,47
Lecturer	%9,82	%22,91	%34,18	%24,36	%8,73
Research Assistant	%23,2	%31,2	%20	%24,4	%1,2
According to Years in Profession					
1-5	%23	%22	%43	%12	%0
5-10	%9,63	%27,26	%28	%26,99	%4,44
10-15	%13,85	%25,85	%32	%24,92	%3,38
15-20	%27,2	%4,8	%26,4	%31,2	%10,4
20 and more	%12,73	%24,24	%32	%25,82	%2,18
According to Age					
24-32	%12	%27,11	%29,56	%30,22	%1,11
32-40	%13,04	%24,35	%32	%23,13	%7,48
40-48	%12,24	%21,88	%32	%31,29	%2,59
48-56	%14,15	%28,31	%30,77	%23,08	%3,69
56 and more	%20	%21,78	%35,56	%22,22	%0,44
According to Gender					
Female	%13,55	%25,88	%29,88	%26,78	%3,92
Male	%10,8	%23,87	%35,6	%26,53	%3,2
Prefers not to say	%100	%0	%0	%0	%0

The data collected through questionnaire reports that teacher educators favoured a negative or neutral statement (70,05%) rather than positive statement (29,95%) among the questionnaire items evaluating ELTEP 2018. In terms of academic titles, more than half of the associated professors (59,64%) and research assistants (54,4%) reported dissatisfaction to questionnaire items whereas professor doctors (40%), assistant professors (35,68%) and lecturers (34,18%) tend to be more indecisive. In terms of experience time in the field, academicians who have an experience between fifteen and twenty years reported more positive feedback (41,6%) than negative (32%) and neutral (26,4%) feedbacks. These results greatly differ from findings of Coşkun and Daloğlu (2010), Hismanoğlu (2012) and Karabuğa (2016) but in accordance with Uzun's study. It must be noted that the studies mentioned above were about 2006 ELTEP and participants were mostly student teachers.

4.1.1. Positive views about the 2018 ELTEP. The items that gathered more positive feedbacks than negative or neutral feedbacks are shown in table 30. Strongly disagree and disagree feedbacks combined and named as Negative, strongly agree and agree combined and named as Positive in the table to demonstrate results in a clearer way. Detailed analysis of each questionnaire items is followed by the table.

Table 28.

The Items that Gathered More Positive Feedbacks

Items	Given statement in the questionnaire	Negative	Neutral	Positive
Item 6	The program is up-to-date	32,6%	26,3%	41,3%
Item 14	The program teaches student teachers how to use foreign language teaching materials.	22,6%	28,7%	48,8%
Item 15	The program teaches student teachers how to adapt foreign language teaching materials.	28,8%	28,7%	42,5%
Item 17	The program teaches student teachers foreign language testing and evaluation skills.	25,1%	32,5%	42,6%
Item 23	The program has courses on contemporary issues in English (e.g ELF, Global English)	26,3%	26,3%	47,5%

As it is presented in Table 30, items 6, 14, 15, 17 and 23 were favoured positively by participants however none of them exceed 50% in total.

When Table 30 is examined, 33 academicians (41,3%) agree (37,5%) and strongly agree (3,8%) with the item “The program is up-to-date”. The number of academicians who “disagree” with the item is 19 (23,8%) while the number of academicians who

“strongly disagree” is 7 (8,8%). The number of academicians who neither agreed or disagreed with the item is 21 (26,3%). In terms of academic titles, item 6 was preferred positively by 21 assistant professors (55,26%) while preferred negatively by 7 associate professors (54,55%). Correspondingly, it can be inferred that academicians are favoured up-to-datedness of the program more positively than negatively or neutrally.

As shown in Table 30, the number of participants who “agree” (f=35) and “strongly agree” (f=4) with the item “The program teaches student teachers how to use foreign language teaching materials” is nearly half of the participants (48,8%). On the other hand, only 5 participants (6,3%) “strongly disagree” and 13 participants (16,3%) “disagree” with the given statement. In depth analysis of item 14, it is revealed that nearly all the participants who are in the age range of 40 and 48 reported that program is sufficient about teaching how to use foreign language materials. It can be concluded that nearly half of the participants believe that the program is sufficient to teach how to use foreign language teaching materials.

As seen in Table 30, 32 academicians (40%) agree and 2 academicians (2,5%) strongly agree with the item “The program teaches student teachers how to adapt foreign language teaching materials”. That said 18 academicians (22,5%) disagree and 5 academicians (6,3%) strongly disagree with the item 15. The number of participants who stands in a neutral position (f=23) to item is nearly one third of the participants (28,7%). Therefore, it can be dissolved that academicians think that the program is capable of teaching how to adopt foreign language teaching materials.

As Table 30 shows, the number of academicians who agree (f=33) and strongly agree (f=1) with the item “The program teaches student teachers foreign language testing and evaluation skills” is close to half of the sampled population (42,6%). On the flip side, 5 academicians (6,3%) strongly disagree and 15 academicians (18,8%) disagree with the item 17. One third of the participants (f=26) did not give a definitive idea about this item. In depth analysis of item 17, a disagreement between the ones who are most experienced (20 and more years field experience) and the ones who are new to department (one to five years field experience) come to the surface upon item 17 where most experienced ones mostly professed positively (62,25%) despite new ones mostly professed negatively (75%). Nevertheless, a general view can be consummated that

academicians are fancy about foreign language evaluating and testing skills in the program.

When Table 30 is analysed, nearly half of the participants agree (f=28, 35%) and strongly agree (f=10, 12,5%) with the item “The program has courses on contemporary issues in English (e.g., ELF, Global English)”. One quarter of the participants (f=21, 26,3%) did not state a clear idea about the given item whereas another one quarter of the participants (f=21) disagree (f=14, 17,5%) and strongly disagree (f=7, 8,7%) with the item 23. On account of this, it can be construed that nearly half of the participants have a satisfaction about coverage of latest issues in English in the program.

4.1.2. Negative views about the 2018 ELTEP. The items that gathered more negative feedbacks than positive or neutral feedbacks are shown in table 31. Strongly disagree and disagree feedbacks combined and named as Negative, strongly agree and agree combined and named as Positive in the table to demonstrate results in a clearer way. A detailed analysis of each item will be presented under the table.

Table 29.

The Items that Gathered More Negative Feedbacks

Items	Given statement in the questionnaire	Negative	Neutral	Positive
Item 3	The program gives students adequate training in English	%53,8	%25	%21,2
Item 4	The program gives students adequate training in teaching skills	%42,6	%26,3	%31,1
Item 5	The program gives students adequate training for the needs of the local context (Turkey)	%50	%33,8	%16,2
Item 7	The program encourages students to reflect on their past experiences as a language learner	%41,2	%36,3	%22,5
Item 8	The program encourages students to be reflective teacher (when they start teaching)	%45	%30	%25
Item 9	The program promotes flexibility in using different teaching practices for different situations	%38,8	%27,5	%33,8
Item 12	The program teaches students how to evaluate themselves as a teacher	%46,3	%40	%13,8
Item 13	The program teaches students classroom management skills	%38,8	%31,3	%30,1
Item 16	The program increases students' power of self-evaluation	%50	%37,5	%12,5
Item 18	The program is relevant to students' needs	%43,8	%26,2	%30
Item 19	The program has a good balance between the teaching of English, teaching skills, and classroom management skills	%43,8	%28,7	%27,6
Item 21	The program meets students' needs	%45,1	%33,8	%21,3
Item 22	The program prepares students to teach English at different levels of education. (Primary, secondary, and high school)	%47,6	%25	%27,4
Item 24	The practicum component of the program is sufficient for training students to teach English in schools	%48,8	%23,8	%27,6
Item 25	By the end of this program, students will be ready to teach English	%41,3	%35	%23,8

As it is seen in Table 31, academicians do not favour program in terms of training opportunities, being a reflective teacher, balancing course contents and preparing student teachers as an English language teacher.

Table 31 shows that item 3 gathered most discontentment (disagree: $f=27$, 33,8%; strongly disagree: $f=16$, 20%) among all items in the questionnaire where academicians registered that the program does not promote training English language in an effective way. In contrast, 15 academicians (18,8%) agree and 2 academicians (2,5%) strongly agree with the statement. The number of academicians who are neither agree nor disagree is 20 (25%). Hence it can be eventuated that the program needs improvement over giving student teachers appropriate training in English.

When Table 31 is analysed, the program also falls down in terms of offering adequate training in teaching skills. The number of academicians who disagree with the item 4 is 21 (26,13%) and the number of academicians who strongly disagree with the item 4 is 13 (16,3%). Quadrisect of the participants ($f=21$, 26,3%) do not have clear feedback on item 4. 23 academicians (28,7%) agree and 2 academicians (2,5%) strongly agree with the given item. It should be noted that nearly half of the lecturers ($f=5$, 45,5%) who participated in the study stated positive feedback on the contrary to general approach. In conclusion, academicians believe that the program does not offer adequate training in teaching skills.

As seen in Table 31, the item “The program gives students adequate training for the needs of the local context (Turkey)” is disagreed ($f=20$, 25%) and strongly disagreed ($f=20$, 25%) by the participants. One third of the participants ($f=27$, 33,8%) neither agree nor disagree with the item 5. Only 1 academician (1,3%) strongly agree and 12 academicians (15%) agree with the given item. Subsequently, it can be inferred that academicians consider the program as it does not meet the needs of local context.

When Table 31 is analysed, 23 academicians (28,7%) disagree and 10 academicians (12,5%) strongly disagree with the item “The program encourages students to reflect on their past experiences as a language learner”. One third of academicians ($f=29$, 36,3%) do not have an agreement or disagreement with the given item. The number of academicians who agree with the statement is 17 (21,3%) and only 1 academician (1,3%) strongly agree with the given item. In depth analysis of item 7, it is seen that half of the academicians who are between forty- and forty-eight-year-old have a more

positive manner (50%) to given item where all other age groups are tent to be more negative. All in all, analysis shows that item 7 does not have positive feedback by academicians.

Analysis of the item 8 shows that the number of academicians who disagree with the item “The program encourages students to be reflective teacher (when they start teaching)” is 23 (28,7%) and the number of academicians who strongly disagree is 13 (16,3%). 24 academicians (30%) stated they are neither agree nor disagree with item. 18 academicians (22,5%) agree and 2 academicians (2,5%) strongly agree with the item 8. It is revealed in depth analysis of the item that 60% of the professor doctors believe that the program endorses students to be reflective teacher. In general, it can be concluded that more academicians have an idea that the program does not encourage student teachers to be a reflective teacher.

Examination of the item 9 presents those 21 participants (26,3%) disagree and 10 participants (12,5%) strongly disagree with the item “The program promotes flexibility in using different teaching practices for different situations”. The number of academicians who agree with the item is 22 (27,5%) and the number of academicians who strongly agree with the item is 5 (6,3%). Half of the lecturers think that the program fosters flexibility and prepare student teachers to different situations in which they should use different teaching techniques whereas 24,3% think oppositely and in line with general approach. 27,5% (f=22) of the participants do not give a clear view about the item.

Inspection of the item 12 is appeared that nearly half of the academicians either disagree (f=24, 30%) or strongly disagree (f=13, 16,3%) with the statement “The program teaches students how to evaluate themselves as a teacher”. In deep analysis, it is seen that all academicians who are at the age of forty-eight or more are completely negative about the given statement. The item was gathered one of the lowest positive feedbacks among all items with 10 agreement (12,5%) and only 1 strongly agreement (1,3%). An important portion of the participants (40%) has a neutral standing against the item 12. On the whole, it is concluded that academicians do not believe program is good at teaching evaluation of self.

As shown in Table 31, negative feedbacks (38,8%) for the item 13 accumulated more than positive (30,1%) and neutral (31,2%) feedbacks. The number of academicians

who disagree with the item “The program teaches students classroom management skills” is 20 (25%) and the number of academicians who strongly disagree with the item is 11 (13,8%). Contrarily, 21 academicians (26,3%) agree with the given statement in the item while 3 academicians (3,8%) strongly agree. 25 academicians (31,3%) do not have an explicit idea about this item. More than half of the participants who are between forty and forty-eight years old (58,88%) think that the program is well designed to teach classroom management skills in contrast to other age groups. In a nutshell, more academicians think that student teachers will not be able to learn classroom management skills while enrolled into this program.

Results of analysis of the item 16 shows that half of the participants either strongly disagree ($f=12$, 15%) or disagree ($f=28$, 35%) with the given statement. 30 academicians (37,5%) neither agree nor disagree with the item “The program increases students’ power of self-evaluation”. Only a small partition of the participants ($f=10$, 12,5%) agree with the item. In closing, the item 16 was gathered least positive feedbacks among all questionnaire items hence it is safe to say that academicians mostly do not believe that the program helps student teachers to increase their power of self-evaluation.

Analysis of item 19 shows that the number of academicians who strongly disagree is 13 (16,3%) and the the number of the ones who disagree is 22 (27,5%). Inversely, 21 participants (26,3%) agree and only 1 participant strongly agree with the item “The program has a good balance between the teaching of English, teaching skills, and classroom management skills”. 23 participants stand neutral against item 19. To sum up, it can be said that balance of the program is not embraced positively by participants.

Perusal of item 21 indicates that nearly half of the participants either strongly disagree ($f=11$, 13,8%) or disagree ($f=25$, 31,3%) with the item “The program meets students’ needs”. 27 participants (33,8%) reflect neither positive nor negative idea about the item. 1 participant (1,3%) strongly agree while 16 participants (20%) agree with the item. Accordingly, it can be concluded that nearly half of the participants think that the program does not meet student teachers’ needs.

Scrutiny of item 22 demonstrates that the numbers of strongly disagree and disagree feedbacks are equal at 19 (23,8% per item). Meanwhile 22 academicians either agree ($f=20$, 25%) or strongly agree ($f=2$, 2,4%) with the statement. One quarter of the

participants ($f=20$) neither agree nor disagree with the item. In deep analysis of item 22 it is revealed that dissimilarly to general approach to item 22, half of the professor doctors ($f=5$) credited the program as efficient to prepare student teachers to teach at different levels of education. In essence, program is not found detailed enough to prepare student teachers to teach at different level of education.

Probe of item 24 puts on view that 48,8% of participants either disagree ($f=22$, 27,5%) or strongly disagree ($f=17$, 21,3%) with the statement “The practicum component of the program is sufficient for training students to teach English in schools”. Contrariwise, the number of academicians who agree is 17 (21,3%) and the number of ones who strongly agree is 5 (6,3%). 19 participants (23,8%) showed neither positive nor negative reflection. Therefore, it can be assumed that more academicians believe the practicum component of the program is not enough to train students to teach English in schools.

Examination of item 25 exhibits that only one fourth of participants agree ($f=15$, 18,8%) or strongly agree ($f=4$, 5%) with the given memorandum “By the end of this program, students will be ready to teach English”. The number of discontented participants with the given item is 33 (41,3%) which is consisted of 15 (18,8%) strongly disagree feedbacks and 18 (22,5%) disagree feedbacks. The number of indecisive participants to item is 28 (35%). Thus, it can be inferred from the results that most academicians do not feel that student teachers will be prepared to teach English as long as they study through this program.

4.1.3. Neutral views about the 2018 ELTEP. The items that gathered more neutral feedbacks than positive or negative feedbacks are shown in table 32. Strongly disagree and disagree feedbacks combined and named as Negative, strongly agree and agree combined and named as Positive in the table to demonstrate results in a clearer way. Each item will be analysed and presented under the table.

Table 30.

The Items that Gathered More Neutral Feedbacks

Items	Given statement in the questionnaire	Negative	Neutral	Positive
Item 1	The program has good linkage between different courses	%26,3	%41,3	%32,4
Item 2	The program avoids overlapping information between different courses	%28,7	%38,8	%32,5
Item 10	The program balances teacher-centred and student-centred learning on its courses	%35,1	%40	%24,9
Item 11	The program teaches students how to teach English	%23,7	%38,8	%37,4
Item 20	The program prepares students to teach English in the classroom	%35	%30	%35

Analysis of item 1 shows that more academicians ($f=33$, 41,3%) tend to be indecisive about the item “The program has good linkage between different courses”. Combination of the ones who agree ($f=20$, %25) and the ones who strongly agree ($f=6$, 7,5%) is closer to indecisive academicians than combination of the ones who disagree ($f=16$, %20) and strongly disagree ($f=5$, 6,3%). Consequently, it can be concluded that majority of academicians do not have a clear idea about linkage quality between different courses.

Inspection of item 2 displays those 31 participants (38,8%) neither agree nor disagree with the item “The program avoids overlapping information between different courses”. The number of participants who agree with the item is 21 (26,2%) and the number of participants who strongly agree with the item is 5 (6,3%). On the contrary, 16 participants (20%) disagree with the item and 7 participants (8,7%) strongly disagrees with the item. Therefore, it can be inferred that majority of participants are not in a position to decide whether the program evades overlapping information between different lectures or not.

Examination of item 10 reveals that 32 academicians (40%) could not come to an agreement or disagreement with the given statement “The program balances teacher-centred and student-centred learning on its courses”. 28 academicians either disagree ($f=21$, 26,3%) or strongly disagree ($f=7$, 8,8%) with the item 10. One quarter of the participants agree ($f=18$, 22,4%) or strongly agree ($f=2$, 2,5%) with the item. After the analysis of item 10, it can be said that academicians are tend to be indecisive about rather program balances the role between teacher educators and student teachers.

Investigation of item 11 shows that majority of academicians ($f=31$, 38,8%) neither agree nor disagree with the item “The program teaches students how to teach English”

yet the combination of the ones who agree (f=24, 30%) and strongly agree (f=6, 7,5%) is a close second. The number of the academicians who disagree is 13 (16,3%) and the number of the academicians who strongly disagree is 6 (7,5%). Therefore, it can be said that majority of participants either neutral (f=31) or positive (f=30) about the given item.

Item 20 is presented in the table 32 even though frequencies for positive and negative are higher than neutral ones. This is because the number of academicians who agree (f=27, 33,8%) and strongly agree (f=1, 1,3%) is equal to the number of academicians who disagree (f=19, 23,8%) and strongly disagree (f=9, 11,3%). Therefore, it can be said that there is no clear data regarding item 20 and it is indefinite.

4.2. Results from the Semi-structured Interviews and Open-Ended Answers

After completing all sessions with participants, recorded audio files of interviews were converted to texts and analysed for finding relating subjects to create codes. Each code found in interviews will be dealt separately. In a general sense, analysis of interviews reveals that all teacher educators mostly have a negative standing about ELTEP 2018.

4.2.1. Lacking of need analysis. Majority of teacher educators who attended the interviews complaint that program is neither relevant to their nor student teachers' needs because of the absence of a need analysis phase in the beginning. Some of the quoted sentences are below:

TE4: ...We don't know who puts the courses in the curriculum... have they performed a need analysis? Does it make sense to change a curriculum depending on two people's thoughts? ...

TE2: ... I was invited the first leg of the seminars but we didn't report such things we didn't demand such things. Outcome is not in the way we desired..."

TE5: ...They didn't ask a single question to stakeholders. At least they would inform us...

4.2.2. Views about course hours. Reduced course hours are the biggest complaint about the new program. Nearly all teacher educators made a negative comment about it except for one teacher educator. Main complaint is about not having enough time to cover details about the courses. Extracted sentences are given below:

TE1: ...decreasing course time is something good since it is hard to have long time courses with new generation students...

TE5: ...we need more class hours but this program does the opposite. All courses are two hours now. it is like coming to class and saying hello then good bye. No time for warm-up or activities...

TE19: The class hours allocated for the courses offered are too limited to cover the course content.

TE8: Certain demanding courses should be spared throughout years such as xx-I, xx-II, x-III rather than giving them in 3 hours for just one semester because it is not enough to cover all the content in such a short time.

TE2: ... class hours of all the courses we care were reduced in the new curriculum...when we think four class hours for teaching language skill course is not enough, now we have it in three class hours...

4.2.3. Views about content of some courses. Slightly more than half of the teacher educators who gave further details about the program agree that content of some courses is filled with unnecessary knowledge which make no good for a student teacher yet there are academicians who believe content is not a problem and seems acceptable. Some of the given answers are presented below:

TE4: ...Students are being filled with plenty of unnecessary information. Everything is theoretical. In the current program in contextual grammar (structure of English) course students learn terminologies such as ellipsis or parallelism, actually memorise, but they don't know how to create a if-clause sentence...

TE1: ... it is such a waste of time in our department to have literature classes for the sake of literature. I mean starting from old English period and talking about sagas is something not useful. Maybe it can be like using texts for international communication...

4.2.4. Views about the unified structure of the program. Student teachers who are enrolled in English language teaching departments can be appointed as a teacher in primary, secondary or high schools in Turkey as long as they succeeded in an exam governed by HEC. When teacher educator was asked about this situation, majority of them stated that there must be a separation yet one fifth of them believe this is not a necessity in the context of Turkey and can be achievable through practicum. Some selected quotes regarding the issue is given below:

TE5: I don't think we need a separation in English language teaching. It does not matter which grade they will teach because we always return to the beginning. We always teach at elementary or intermediate levels. No-one can reach to advance level. In terms of different age groups, we can handle this difference in micro-teachings in methodology courses.

TE4: I totally think that there should be. It is totally different to be a teacher in a primary school and in a high school. We should restrict assignment of our teachers between primary and high schools.

TE3: The program is not capable of preparing students for teaching at different age groups. For example, there is a course under the name of teaching English to young learners but there is not a course for adult teaching, disadvantaged group teaching and multicultural-multilingual classes teaching.

TE1: It can be better if it is separated. Adult teaching is really different compared to young learners. There is an inclination towards young learner teaching but adults and adolescences are totally neglected.

4.2.5. Views about the courses on major skills. Student teachers need to pass an exam to be enrolled in a department in universities of Turkey and that exam assesses their grammar, vocabulary and reading skills. Since it is not needed to be good at listening, writing and speaking skills, students mostly do not give an importance to those skills in the exam preparation stage. All of the teacher educators complain about handling of these skills in the given program. A few quoted sentences are given below:

TE21: The programme assumes that teacher trainees have got a good command of English... But we cannot blame it for those trainees whose English is not up to par.

TE6: ...how can student practice English if they do not have a chance to do so...

TE17: The ELT program imposed on 2018-2019 academic year did not offer adequate time (class hours) to teach four language skills, thus, students will not have a chance to improve their language skills.

TE11: The proportion of field-specific courses are largely reduced in the overall programme which eventually has a negative impact on student teachers' both language and professional competency-building processes

4.2.6. Views about the courses on material development. As a key supporting part of teaching environment, materials have gained notable importance in the field of education. Teacher educators' opinions about the treatment of the material development in the program are given below:

TE5: There is no detailed explanation and commands for this course... it is so rounded and depended on educator

TE2: Reduced course hours created a disadvantage by making content simpler and superficial. We can't demand creative things from students. I also bring simpler materials in my other courses because proficiency of my students is not enough to comprehend complex materials.

TE1: The program is too loose on covering that area. If educator is talented, there can be so many good outcomes otherwise it would be a disaster.

TE3: Material development is not just about preparing flash cards or posters anymore. It means developing more technological materials and being creative about it.

4.2.7. Views about reflective skills in program. Reflective teaching is a demanded notion in the schools yet its coverage in the pre-service teacher education

phase is not something teacher educators agreed upon. Some of the teacher educators claim that it should not be in the program as a course but should be developed over time across courses nevertheless there are a significant number of teacher educators who believe it should be integrated in the curriculum as a course to raise awareness. Some of the comment made by teacher educators about the issue can be read below:

TE8: New trends such as teacher autonomy, technology use, etc. Should be included in the program.

TE3: How much are our teacher educators in universities or teachers in schools ready for this kind of teaching? They go to classroom and say “it is like that, that is like this” ... today’s students do not need knowledge. Knowledge is everywhere. What important is to make them use the knowledge and field courses should let this happen.

TE6: Students are not autonomous... not everything is up to program

TE1: Students should say “I want to be a good teacher. This is my responsibility. I should be able to do this.” by themselves. It is not just depending on the program.

TE2: It is up to teacher in a way because not everything is related to program.

4.2.8. Views about elective courses in the program. ELTEP 2018 offers many elective courses in a pool where students can take any of them after first grade as their liking. There are two major complaints about the way elective courses offered and according to statements by teacher educators it is a big problem to deal with. First of the major complaint is that departments do not have enough academic stuff to hold effective elective courses and the other one is readiness of student teachers is not enough to take some courses in the second grade. Comments about elective courses are given below for a better insight:

TE11: Many core subjects are currently offered as electives, which means they can be taken at a stage of their training. This also makes it hard to build links between courses and also to achieve a staged and balanced progression of theory and practice

TE1: Having so many elective courses in the program can be something good for departments which have a plenty number of academicians but otherwise lecturers might experience rough times while trying to catch up more than one course.

TE5: We couldn’t offer most of the elective courses in our department because of lacking number of staff members. Ours were like “compulsory elective courses” but if we had enough academicians, it would be good.

TE4: Actually, elective courses are really important but we don’t know who teaches these courses and what they do. There are fancy names here and there like “reading media content” but no-one knows what is going in classrooms

TE2: Program offers six elective field courses and students can select them in any term but this causes a problem since some courses are not suitable to be taken in earlier terms because of students’ level.

4.2.9. Views about missing course in the program. Some of the interviewed teacher educator stated that an ELTEP must cover Professional Development issues under a course name. According to them, there are teacher students, whose relatives pushed them to be in the department, who are not aware of the seriousness of the profession and this leads catastrophic results in the educational area. To prevent such problems, student teachers must be informed about the professional identity they have. Some extracted quotes are given below:

TE4: I totally would like to see a course about Professional Development in English language teaching education program

TE5: There is a need for a course about Professional Development. Our students seek for opportunities for personal development or professional development after their graduation

4.2.10. Views about including local concerns in the program. Turkey is geographically a big country compared to many others in the world and it has a centralised education system which is being tried to apply at each corner of the country yet there are some short-comes in different part of the country. When teacher educators were asked how to deal such issues in pre-service education stage, answers were shaped around two categories: having a course directly related to specific issues or mentioning these issues in another course. Given statements are presented below:

TE2: In my opinion, it should be. As you know there is no local concerns in the program. It is mostly projecting conceptual knowledge from U.S. ... we should deal with regional differences... now we have refugees in our classrooms...Here we send them to the schools that have ideal environment. I mean, not crowded, at the city centre, everything is easy peasy...

TE4: Specifically, when they are appointed to schools during practicum stage, we shouldn't appoint them to qualified schools all the time. They can even go to a village school, if there is a chance...

TE1: Education is very idealised in our classrooms. Everyone is motivated and happy. But for instance, classes in south-eastern part of Turkey are very crowded so student teachers should take an education considering these facts...

TE5: Our students mostly complain about what we teach in schools and reality don't match however I don't think we need a course like that in the program. We can handle it through teaching them to be a reflective teacher.

4.2.11. Views about linkage between courses. Setting good connections among program courses is a feature favoured by nearly all teacher educators who gave an interview about the recent ELTEP. When they were asked about this issue, answers

are shaped around two categories: unlinked courses and repetition of the knowledge. Some answers related to this code are presented below:

TE4: We offer courses separated from each other in one, two or three terms. There is no connection between them but there must be.

TE1: It is like repeating same things again and again... Turkish and English courses have same content most of the time...but it is related to field itself because it is relatively new compared to others field like philosophy.

4.2.12. Views about practical courses and internship. Abolishment of practical courses is one of the two biggest complaints about published ELTEP in 2018 along with reducing course hours. Teacher educators also think that practicum in the school must be increased as well. The answers related to this matter are presented below:

TE6: Internship program is damaged because sometimes they do not have a chance to teach in school and even if they have a chance, it is limited because they teach in turns

TE2: It is better to put school experience course inside the third year second term and Teaching Practice course should be in both terms of fourth grade

TE3: School experience course should be also added inside third grades both terms. Along with fourth year's first term in total 3 terms they can observe different age groups; primary school education, secondary school and high school.

TE5: Abolishment of practice hours is the most significant negative side of this program. Every course is theoretical. There is no application until fourth grade.

TE9: The new program seems to fail giving practice opportunities in many courses.

TE14: The hours for practical courses (i.e., Teaching English Language Skills) are less compared to the previous program.

TE16: with the current program the number of practice hours has been decreased which makes it harder for prospective teachers to have enough opportunities of teaching practice before the practicum courses offered at the last year

TE17: It has also abolished all practicing hours in ELT methodology, teaching skills and teaching young learners' courses. The total reduced class hour was 23 hours in the program, most of which was for the practice hours.

4.2.13. Views about balance between English and Turkish. A few teacher educators commented that some top-quality universities in Turkey offer all courses in English but this is not possible for their department in the same fashion as they do. Having more courses in English and related to ELT is important for those small-scale departments because that is only chance for exposing student teachers to English. Some of the comments on the subject are given below:

TE14: The program needs to focus more on ELT-related courses. More courses are available in Turkish language. The areas need to be revised in favor of English Language Teaching related course offerings

TE8: New program is full of Turkish educational courses rather than English ones. More time should be devoted to English language teaching. Most of our students complained about little time for the intensive content of ELT.

TE19: by offering extra unrelated courses other than subject courses related to ELT, the students' needs are ignored. Instead of this, more ELT related courses may be added.



CHAPTER V

DISCUSSION, CONCLUSION AND RECOMMENDATION

This chapter deals with discussions based on the results, conclusion as well as recommendations for further researches.

5.1. Discussion and Conclusion

The present study was designed to reveal teacher educators' viewpoints on ELTEP published in 2018 by HEC. In order to strut out their opinions, both quantitative and qualitative data collection instruments were used in the study. The quantitative data were collected through a questionnaire which was an adaption of Peacock's Evaluation Model. The adapted scale was put to the test and validated. It was a 5-point Likert type scale, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). Data was collected from 80 teacher educators who are employed in ELT departments in different universities which includes different academic title namely Professor Doctors, Associate Professors, Assistant Professor, Lecturers and Research Assistants. The qualitative data were gathered from a semi-structured interview. The questions were structured regarding to quantitative data collection instrument and interviews were transcribed. To draw a better understanding of the findings, the collected data will be discussed and compared to previous studies. In a general sense, the conclusion of the present study is in accordance with some previous studies (i.e Seferoğlu, 2006; Çoşkun & Daloğlu, 2010) however differs from some other previous studies (Çoşkun-Ögeyik, 2009; Salihoğlu, 2012; Hismanoglu, 2012).

5.1.1. Summary and discussion of the positive views on the program. The main research question of the present study is: "What are the opinions of the teacher educators about the new teacher education program for ELT?" The results of the quantitative data revealed that teacher educators were mostly dissatisfied with the ELTEP 2018. In other words, applicators of the program are not generally happy with the tool they are forced to use. Also, the percentage of neutral items chosen in the

questionnaire was quite remarkable which can be concluded as teacher educators are not totally synced with the new program and there are gaps to be filled.

According to analysed quantitative data, it appeared that most of the teacher educators are positive about up-to-datedness of the program. Since the program was introduced in 2018 and its content was updated with the inclusion of new courses, especially field-specific elective courses, it is very probable that around half of the participants deemed the program up-to-date. This finding also finds support in participants' overall agreement (42%) with the item that the new program has courses on contemporary issues, such as World Englishes and English as lingua franca. As noted by Bayyurt and Akcan (2016) and Karakas and Boonsuk (2020), it is important to include sociolinguistics-based classes in teacher education programs to raise future English teachers' awareness about linguistic issues such as ownership of English and the irrelevancy of native English norms for effective communication, particularly among non-native speakers of English. It is evident that the new program has responded to the call that courses on critical sociolinguistics, such as World Englishes and Culture, should be part of the program, by at least offering them as electives which were not offered in the previous teacher education programs at all (e.g., Coşkun & Daloğlu, 2010; Seferoğlu, 2006).

It was also found in the questionnaires that most of the participants were positive about the program in terms of its strength of teaching student teachers how to use teaching resources (48%) and how to get involved in materials development and adapting (42%) and teaching. The program was also appreciated by many participants (42%) as to its emphasis on improving student teachers' testing and evaluation skills. One explanation for this might be that most courses, whether they are field-specific or general pedagogical courses, deal with materials and materials development in their course descriptions as in the case of Teaching Practice I and II where materials development is one of the core learning goals. Similar favourable views about the program in respect of the previous programs' promotion of materials development and adaptation skills were reported by student teachers of English (Coşkun & Daloğlu, 2010; Demir, 2015; Yavuz & Topkaya, 2013). As highlighted by Kırkgöz (2016) and Akcan (2005), what is needed is to incorporate modern testing and evaluation methods (e.g., portfolio) into ELT curriculum and for this particular reason, it is vital that the

teacher education program should equip student teachers with such skills as agreed by several participants in the study.

As for the positive views reported in the open-ended responses and interviews, it became evident that there were only a handful of participants who cited positive comments on a few aspects of the program. To illustrate, one participant noted that the courses are enough to prepare student teachers for their profession yet the program ironically assumes that all student teachers have the required English proficiency to follow departmental courses. Another noted that the reduction in the course credits and hours is practical in that it is hard to hold longer classes with new generation student teachers whose concentration spans are not too long. This also unearths the participant's view that it is time to move towards a learning centred approach which cannot be confined to classrooms and limited course hours. In other words, as she believes, longer class hours do not ensure effective learning. Unlike the finding reported here, the reduction in the course hours was often seen as a negative attempt in previous studies, especially with respect to language-related courses, higher thinking skills and research skills as well as teaching practice, as will be discussed in the following section while outlining and discussing the negative views about the program (Coşgun-Ögeyik, 2009; Hişmanoğlu, 2012; Yavuz & Topkaya, 2013).

5.1.2. Summary and discussion of the negative views on the program.

When closely inspected, it was seen that most participants held negative perspectives about the new ELTEP as they unfavourably reacted to 15 of the total 25 items in the questionnaire. In terms of the level degree of disagreement, the participants were found to be most critical with respect to sufficient skills development of student teachers (58,3%). They did not consider the program effective enough to enable student teachers to improve their major language skills. It is probably for this reason that many participants did not believe that their student teachers will be completely ready to teach English by the end of the program (41,3%). Another reason for this might be the fact that the class hours of skills-based classes were reduced, which negatively influenced student teachers' language development (42,6%) as already noted in previous studies (e.g., Karakaş, 2012; Karakaş & Yavuz, 2018; Yavuz & Topkaya, 2013).

Many participants also unanimously agreed that the program is far from preparing students to teach at different levels of education (47,6%) as the courses in the program are not distributed in a balanced way and that the number of language-related and field specific courses has been decreased while the number and course credits of pedagogic and general cultural courses has been increased in the program. Hence, several participants were of the idea that the current program does not bear relevance to student teachers' needs (43,8%) as well as the local contextual needs (50%). This is also evident in the ratio of the total number of courses to be offered in English which corresponds to less than 50%. It means that compared to the previous program, student teachers will have lesser engagement with and exposure to English. This case has been already mentioned in a few rare comparative studies into the current and previous programs (e.g., Karakaş & Yavuz, 2018; Yaman, 2018). This situation naturally leads to the lack of balance among improving student teachers' English skills, teaching skills as well as classroom management as most participants admitted in the questionnaires (43,8%) and will adversely influence their flexibility in using different teaching practices for different situations as reported by some participants (38,8%).

Above all, the program has not been found sufficient enough as to the teaching practice component which is limited to the final year of students. The teaching practice component was seen as the weakest point of previous teacher education programs as documented by researchers earlier (İnal & Büyükyavuz, 2013; Karakaş, 2012). This might be because of the lack of practical courses in the program where student teachers can run micro-teaching sessions (Seferoğlu, 2006). Also, the teacher education model, the Applied Science Model, that underlies the current program might be responsible for the lack of practice component as it largely draws on the teaching of theoretical courses (Ur, 1992; Wallace, 1991).

As for the enhancement of reflective skills of student teachers, the results displayed that they did not perceive the program adequate to prepare student teachers to become reflective teachers when they start teaching (45%). Similarly, it was also found that the program does not encourage student teachers to reflect on their prior learning experiences as learners (41,2%) and fails to equip them with the skills to evaluate themselves as learners (46,3%) which may be useful to identify their weaknesses and strengths as future English teachers. Therefore, it can be concluded that the program

does not increase the power of self-evaluation as admitted by half of the participants (50%). These findings lend further support to Hişmanoğlu's (2012) earlier conclusion that the ELTEP does not contribute much to higher thinking skills of student teachers. This is, as noted by Karakaş (2012) and Karakaş and Yavuz (2018), partly due to lack of reflective component and the lack of courses that will enhance higher thinking skills and reflective thinking in the program.

The results from the interviews mostly complemented the results of the quantitative data with further details and explanations and some participants raised some issues that did not take place in the questionnaires. Several participants voiced their dissatisfaction about the program makers' unilateral decisions on the program content without asking for the views of the relevant stakeholders. Additionally, several participants were critical of the decrease in the number of field-specific courses as well as the course credits. They were concerned about the overall English skills of the student teachers and program's unified content for preparing teachers for all levels of education without enough training. A few teachers added that new courses such as professional development should be incorporated into the program.

In brief, the results obtained from qualitative data analysis reveal that teacher educators would like to see improvements on practical components of the program and internship, balance between courses in a way to embrace a well linkage and intercept overlapping. They suggested reorganising course hours and elective courses as well as adding some new courses.

5.2. Implications of the Study

Training language teachers have become a serious issue of concern in the educational policies of countries. Considering the current status of English as the global lingua franca, the training of English language teachers is of paramount importance for future career prospects of the students and for countries to be competitive in the international arenas. The quality of language teacher training largely depends the teacher education program adopted and its overall content and the extent to which it equips student teachers with the knowledge and skills to act as successful teachers upon being practicing teachers. In this sense. This study explored the views of the key stakeholders, i.e., teacher trainers who are tasked with implementing the program, with

respect to the recent ELTEP introduced by the Council of Higher Education. Being one of the rare studies that recruit teacher trainers and explore their views, the study offers several implications for program makers and teacher trainers. They can be summarised as follows:

- Teacher trainers should be part of the decision-making process and their views should be taken into account while developing a new teacher education program. Since they act as practitioners in the field, they have practical knowledge as to what might work well and worse in the program.
- The course credits and class hours of skills-based classes should be increased in the first year of the program as not all student teachers come to the program with the desired language proficiency that will enable them to follow departmental courses without difficulty.
- The program should offer more practice-based courses and accordingly the teaching practice component may be introduced at earlier year with longer class hours and be spread across the program rather than restricting it to the final year.
- The program might be redesigned to include courses that will help student teachers to function effectively at all levels of education.
- The program should have courses that will contribute student teachers' higher thinking skills and reflective thinking.
- The philosophy and the the-theory-first-model of teacher education should be replaced with more practical and reflective models.

5.3. Recommendations

This study explores ELT department teacher educators' opinions about program announced in 2018. 80 participants took part in the study. For a better generalisation of the findings, the number of participants should be increased in the future researches. Furthermore, equality in academic titles and experience in the field can be rendered in order to ensure a clearer comparison in details. The present study excludes other stakeholders' opinions on ELTEP 2018 hence it can be more valuable to include them as well as teacher educators in future studies.

The participants in the study were invited via an e-mail with a reminder e-mail two weeks after. It was seen that it is so common to have outdated contact information about department stuff on departments web pages for this reason invitation can be made upon calls as well.

Finally, there is not enough number of studies which investigate ELTEP in general and ELTEP 2018 in particular, thus conducting studies on this subject may carry off more conclusions.

The result of the study signifies that there is an urgent necessity to reorganise the program to make it meet needs of teacher educators.



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TÜRKÇE GENİŞLETİLMİŞ ÖZET

Giriş

Dünyanın iletişim ve içerik dili olmasından dolayı İngilizce konuşan insanlar sosyalleşme ve iş imkanları açısından çok büyük bir avantaja sahip olmaktadır. Bu öneminden dolayı dünya çapında İngilizce öğretimi bir ivme kazanmış ve İngilizce dilinin öğretimi alanındaki akademik gelişmeler buna paralel olarak artmaya başlamıştır. Yapılan araştırmalar İngilizceyi yabancı dil olarak konuşanların İngilizceyi anadili olarak konuşanlardan çok daha fazla olduğunu ortaya koymuştur. Buna bağlı olarak İngilizceyi öğretmenlerin ve öğrenenlerin çoğunluğunu anadili İngilizce olmayanlar oluşturmaktadır. Dil öğretimi öğrenmeyi tetikleyen aktivitelerin bir araya getirilmesi şeklinde tanımlanabilir. Bu aktiviteleri mantıklı bir çerçevede hazırlayabilen öğretmenlere sahip olmak için meslek öncesi ve meslek içi eğitimler büyük önem arz etmektedir. Meslek öncesi eğitimin istenilen sonuçlara ulaşması için önemli olan etkenlerden bir tanesi eğitim-öğretim süresince uygulanacak olan eğitim programıdır. Eğitim programları belirli bir düzeye ulaşmak için düzenlenmiş dersler bütününe verilen bir isimdir. Bu programların çıktılarını on görebilmek ve oluşan çıktılar gözlemleyebilmek için program değerlendirme önem arz etmektedir.

Problem Durumu

Türkiye’de İngilizce öğretmenlerini yetiştiren kurumlar üniversitelere bağlı eğitim fakültelerinin İngilizce öğretmenliği lisans programlarıdır. İlgili bölümler Yüksek Öğretim Kurumu tarafından yayınlanan programdaki seçmeli derslerin dönemlerini ve materyalleri belirleyebilseler de programın genel çerçevesi zorunlu tutulmuştur. Yerel bağlamda Konu ile ilgili daha önce yapılan çalışmalar, programın değerlendiren katılımcı grubu olarak lisans öğrencilerini seçmişlerdir. Lisans öğretimindeyken bu yapılan çalışmalardan birine katılmış olan araştırmacı, sadece öğrenci perspektifini yansıtan çalışmalar konu ile ilgili sağlıklı bir bilgi veremeyeceğini gözlemlemiştir. Ayrıca program yeni olması bakımından henüz detaylı olarak çalışmalarda kendine fazla yer bulamamıştır.

Alt Problemler

Bahsi gecen durumu analiz edebilmek için oluşturulan araştırma sorusu aşağıda belirtilmiştir:

1. Öğretmen yetiştiricilerin yeni İngilizce öğretmenliği programı hakkındaki görüşleri nelerdir?

Araştırmanın Amacı

Bu çalışma öğretmen yetiştiricilerin 2018’de yayınlanan İngilizce öğretmenliği lisans programı hakkındaki görüşlerini araştırarak programın güçlü ve zayıf yönlerini ortaya koymayı amaçlamaktadır.

Araştırmanın Önemi

Türkiye’de yapılan İngilizce Öğretmenliği lisans programlarını konu alan değerlendirme çalışmaları genel olarak lisans öğrencilerinin tutumlarını ve düşüncelerini hedef almıştır. Bununla birlikte, lisans programını uygulayan öğretmen yetiştiricilerin hedef kitle olduğu bir çalışma sunulmamıştır. Bazı çalışmalar Lisans öğrencileriyle beraber öğretmen eğiticileri içermeye katılım çok düşük tutulmuştur. Ayrıca daha önce öğretmen yetiştiricilerin akademik unvanlarına, alanda bulunan tecrübelerine, yaşlarına ve cinsiyet gibi faktörlere projekte tutan bir çalışma bulunmamaktadır. Tüm bu sebeplerle, bu çalışma alandaki araştırma boşluğunu doldurmayı amaçlamaktadır.

Yöntem

Bu çalışma, nitel ve nicel veri toplama araçlarını içeren karma araştırma deseninden yararlanılarak gerçekleştirilmiştir.

Çalışma Grubu

Bu çalışmanın katılımcıları 10 profesör doktor, 11 doçent doktor, 38 doktor öğretim üyesi, 11 öğretim görevlisi, 10 araştırma görevlisi olmak üzere toplam 80 akademisyenden oluşmaktadır. Akademisyenler devlet üniversitelerinin İngilizce Öğretmenliği lisans programını görev almaktadırlar. Katılımcıların %53,5’i 1 ile 15 yıl arası, %46,5’i ise 15 yıldan fazla Alan deneyimine sahiptir.

Veri Toplama Araçları

Çalışma 2020 yılında gerçekleştirilmiştir. Nicel veri toplama aracı olarak Padok değerlendirme modeline dayanan bir anket online olarak uygulanmıştır. Anket sonrasında gönüllü katılım gösteren öğretim üyeleri ile yarı yapılandırılmış bir görüşme gerçekleştirilmiştir. Yapılan görüşmeler katılımcıların bilgilendirilmesiyle kayıt altına alınmış ve daha sonra yazıya aktarılmıştır. Veri analizi açısından, ilk olarak toplanan nicel veriler bilgisayar programı aracılığıyla tanımlayıcı statik olarak analiz edilmiştir. Daha sonra yapılan analizler katılımcıların kişisel özelliklerini de yansıtması açısından aynı program aracılığıyla detaylandırılmıştır. Nitel verilerin işlenmesi için nitel içerik analizi seçilmiştir. İlk olarak metne çevrilen görüşmeler on kodlama ve kodlama için incelenmiştir. Verileri kodlamak ve temalar oluşturmak için, aynı öğelere verilen yanıtlar tek bir dosyada derlenmiştir ve dikkatli okumadan sonra kodlar oluşturulmuştur ve bu kodlar nihayetinde temaya dönüştürülmüştür.

Bulgular

Çalışma için toplanan nicel veriler tablo olarak bir sonraki sayfada sunulmuştur.

Anket Madde Numarası ve İçeriği	Olumlu	Kararsız	Olumsuz
1. Program farklı dersler arasında iyi bir bağlantıya sahiptir.	%32,4	%41,3	%26,3
2. Program, farklı dersler arasında çakışan bilgileri önler.	%32,5	%38,8	%28,7
3. Program öğrencilere İngilizce yeterli eğitim verir.	%21,2	%25	%53,8
4. Program öğrencilere öğretim becerilerinde yeterli eğitim verir.	%31,1	%26,3	%42,6
5. Program, öğrencilere yerel bağlamın (Türkiye) ihtiyaçları için yeterli eğitim verir.	%16,2	%33,8	%50
6. Program günceldir.	%41,3	%26,3	%32,6
7. Program, öğrencileri dil öğrenen olarak geçmiş deneyimlerini yansıtmaya teşvik eder.	%22,5	%36,3	%41,2
8. Program, öğrencileri yansıtıcı öğretmen olmaya teşvik eder (öğretime başladıklarında).	%25	%30	%45
9. Program, farklı durumlar için farklı öğretim uygulamalarını kullanma esnekliğini teşvik eder.	%33,8	%27,5	%38,8
10. Program, öğretmen merkezli ve öğrenci merkezli öğrenmeyi dersleri üzerinde dengeler.	%24,9	%40	%35,1
11. Program öğrencilere İngilizce öğretmeyi öğretir.	%37,4	%38,8	%23,7
12. Program öğrencilere kendilerini öğretmen olarak nasıl değerlendireceklerini öğretir.	%13,8	%40	%46,3
13. Program öğrencilere sınıf yönetimi becerilerini öğretir.	%30,1	%31,3	%38,8
14. Program öğrencilere yabancı dil öğretim materyallerini nasıl kullanacaklarını öğretir.	%48,8	%28,7	%22,6
15. Program öğrencilere yabancı dil öğretim materyallerinin nasıl uyarlanarak uygulanacağını öğretir.	%42,5	%28,7	%28,8
16. Program öğrencilerin öz değerlendirme gücünü artırır.	%12,5	%37,5	%50
17. Program öğrencilere yabancı dil testi ve değerlendirme becerilerini öğretir.	%42,6	%32,5	%25,1
18. Program öğrencilerin ihtiyaçları ile ilgilidir.	%30	%26,2	%43,8
19. Program İngilizce öğretimi, öğretim becerileri ve sınıf yönetimi becerileri arasında iyi bir dengeye sahiptir.	%27,6	%28,7	%43,8
20. Program, öğrencileri sınıfta İngilizce öğretmeye hazırlar.	%35	%30	%35
21. Program öğrencilerin ihtiyaçlarını karşılar.	%21,3	%33,8	%45,1
22. Program, öğrencileri farklı eğitim seviyelerinde İngilizce öğretmeye hazırlar. (İlkokul, ortaokul ve lise).	%27,4	%25	%47,6
23. Programın İngilizce çağdaş konularda dersleri vardır (örneğin ELF, Global Englishes).	%47,5	%26,3	%26,3
24. Programın uygulama bileşeni, öğrencilerin okullarda İngilizce öğretmeleri için eğitmek için yeterlidir.	%27,6	%23,8	%48,8
25. Bu programın sonunda öğrenciler İngilizce öğretmeye hazır olacaktır.	%23,8	%35	%41,3

Tablo öğretmen yetiştiricilerinin genel olarak programla ilgili güncellik, materyal öğretimi ve yabancı dilde ölçme ve değerlendirme konularında başarılı bulunduğunu, uygulama yeterliliği, yerel ihtiyaçları gözetmesi, yansıtıcı öğretmen yetiştirme, dil becerilerinin geliştirilmesi, dengeli ders dağılımı açısından başarısız bulduklarını göstermektedir. Öğretmen yetiştiriciler programdaki derslerin birbiriyle bağlantısı ve birbirinin içeriğini tekrarlayıp tekrarlamadığı konusunda genel olarak kararsız kalmışlardır.

İşlenen nicel veriler ise öğretmen yetiştiricilerin program hazırlanma aşamasındayken mutlaka ihtiyaç analizi yapılması gerektiğini ve bunun tüm uygulayıcıları kapsamasını, ders saatlerinin tekrar ayarlanmasını, uygulama ve staj sürelerinin uzatılmasını ve seçmeli derslerin bölümlerin genel personel sayısının göz önüne alınarak düzenlenmesi önermişlerdir.

Sonuç, Tartışma ve Öneriler

Çalışma bulguları programın uygulayıcısı konumunda olan öğretmen yetiştiricilerin genel olarak 2018'de YOK tarafından yayınlanan programı olumlu bulmadığını ortaya koymuştur. Öğretmen yetiştiriciler programın öğretmen adaylarına yeterli dil bilgisi ve uygulama becerisi kazandıramayacağı konusunda yüksek fikir birliktelikleri göstermiştir. Nitel verilerde nicel verilerle benzer özellikler göstermektedir.