



T.C.

UFUK UNIVERSITY

GRADUATE SCHOOL OF SOCIAL SCIENCES

DEPARTMENT OF ENGLISH LANGUAGE TEACHING

ENGLISH LANGUAGE EDUCATION PROGRAMME

**EXAMINATION OF THE PHILOSOPHIES OF ENGLISH INSTRUCTORS
WORKING AT ENGLISH PREPARATORY UNITS**

MASTER'S THESIS

KÜBRA YAZGI

SUPERVISOR

DR. ÖĞR. ÜYESİ NESLİHAN ÖZKAN

ANKARA

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KABUL VE ONAY

Kübra YAZGI tarafından hazırlanan *EXAMINATION OF THE PHILOSOPHIES OF ENGLISH INSTRUCTORS WORKING AT ENGLISH PREPARATORY UNITS* başlıklı bu çalışma, 03 Haziran 2020 tarihinde yapılan savunma sınavı sonucunda başarılı bulunarak jürimiz tarafından Yüksek Lisans Tezi olarak kabul edilmiştir.

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Yukarıdaki imzaların adı geçen öğretim üyelerine ait olduğunu onaylım.

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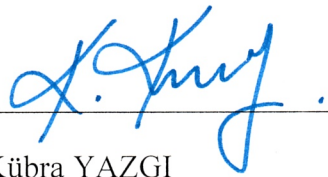
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Kübra YAZGI



To my Love...

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ÖZET

YAZGI, Kübra. *An Examination of the Philosophies of English Instructors Working at English Preparatory Units*, Yüksek Lisans Tezi, Ankara, 2020

Bu araştırma, İngilizce Hazırlık Birimlerinde görev yapan öğretim görevlilerinin benimsedikleri eğitim felsefelerinin ne olduğunu ve bu tercihlerinin çeşitli değişkenlere göre farklılık gösterip göstermediğini incelemiştir. Bu çerçevede eğitimsel inançların şekillenmesinde etkili olduğu düşünülen mezun olunan bölüm, görev yapılan üniversite türü (devlet/vakıf), kıdem yılı, cinsiyet ve yaş gibi bağımsız değişkenler ile benimsenen felsefe arasındaki ilişkinin ortaya konması hedeflenmiştir. Bu amaca uygun olarak araştırmada betimsel tarama modeli kullanılmıştır. Araştırmanın çalışma grubu, 2019-2020 eğitim-öğretim yılında Ankara ilindeki devlet ve vakıf üniversitelerinin İngilizce Hazırlık Birimlerinde görev yapan gönüllü 211 İngilizce öğretim görevlisinden oluşmaktadır. Çalışmada ölçme aracı olarak Wiles ve Bondi (2007, pp. 329-330) tarafından geliştirilen “Philosophy Preference Assessment” isimli likert ölçek kullanılmıştır. Elde edilen verilerin analizinde araştırmanın alt problemleri doğrultusunda uygun istatistik (yüzde, frekans, ortalama, standart sapma) ve nicel veri analizi teknikleri (Mann Whitney U, Kruskal Wallis H Testi) kullanılmış ve bulgular yorumlanmıştır. Çalışmanın sonucunda, deneysencilik en yüksek ortalamaya sahipken daimiciliğin en düşük ortalamaya sahip olduğu ve ayrıca bağımsız değişkenlerin eğitimciler tarafından benimsenen eğitim felsefesi üzerinde anlamlı bir fark yaratmadığı gözlemlenmiştir. Bu sonucun YDYO programlarına ve öğretim görevlilerinin sınıf içi düzenlemelerine ve dolayısıyla hizmet içi eğitim programlarına katkı sağlayacağı düşünülmektedir.

Anahtar Kelimeler: İngilizce öğretimi, eğitim felsefesi, program, hazırlık birimi

ABSTRACT

YAZGI, Kübra. *An Examination of the Philosophies of English Instructors Working at English Preparatory Units*, Master's Thesis, Ankara, 2020

This research aims to determine the educational philosophies adopted by the instructors working at English Preparatory Units and to examine whether these preferences differ according to select variables. Within this framework, the aim is to reveal the relationship between the educational philosophy the instructors adopted and the independent variables such as their BA major, the type of university (state/private) they work for, their years of experience and their gender. The study group of this research comprises of English instructors working at English Preparatory Units of state and private universities in Ankara in the 2019-2020 academic year; the study was conducted with 211 voluntary English instructors. The research data were collected through a likert-type scale called "Philosophy Preference Assessment" developed by Wiles and Bondi (2007, pp. 329-330). In this research, descriptive statistics (frequency, percentage, mean, standard deviation) and quantitative data analysis techniques (Mann Whitney U, Kruskal Wallis H) were used and findings were interpreted. The result of the study is that experimentalism has the highest mean while perennialism has the lowest, and also there is not a meaningful relationship between the educational philosophy adopted by the instructors and the select variables. This result is projected as a contribution to the curriculums of school of foreign languages (SFL) and their in-service training programs.

Keywords: teaching English, educational philosophies, program, preparatory unit,

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LIST OF ABBREVIATIONS

SFL : School of Foreign Languages

YDYO : Yabancı Diller Yüksek Okulu

ELT : English Language Teaching

ELL : English Language and Literature

BA : Bachelor's Degree

MA : Master of Arts

Phd : Doctor of Philosophy

LDOCE : Longman Dictionary of Contemporary English |

CHAPTER 1

INTRODUCTION

This chapter introduces the study and it starts with a brief summary of the role of philosophy in education in the section entitled ‘background of the study’ below. The statement of the problem, purpose and significance of the study, research questions and definitions of the terms will subsequently be explained in detail in the order they are mentioned.

1.1. BACKGROUND OF THE STUDY

Philosophy is defined as “the study of the nature and meaning of existence, truth, good and evil” (Longman Dictionary of Contemporary English | LDOCE). According to Sönmez (2011, p. 10), philosophy is a worldview, a perspective on life. It is an attempt to capture the universe in its entirety. In his opinion, every one has at least one goal, some values, beliefs and attitudes and thanks to them, s/he understands the life; interprets it and gains new values. There are things that s/he expects, and s/he develops an attitude towards them. As Ertürk (1973, p. 42) pointed out “the premises that underlie the way we handle society, individual and subject are philosophical. In addition, when we examine society, individual and subject related information and value, what we look for and what we put emphasis on are determined by our philosophical views and attitudes.” That is to say, everything is shaped to an extent, in the last instance, by adopted philosophical views and attitudes.

Education is not an exemption to what Ertürk states; it is inevitable that educators rely on and the education they provide is shaped through a certain

philosophical lens. It can be argued that even the educators who deny operating under the influence of a certain philosophy are doing what they deny, only unawares, even if it is a blend of different educational philosophies that may go under the label of ‘personal philosophy.’ Each educator acts as a philosopher in his own right, whether s/he wants to or whether s/he is aware of it (Ertürk, 1973, p. 44). Therefore, it can be said that an evaluative consideration of their philosophy is a must for educators because their teaching depends on it.

At the onset of such a consideration lies the necessity to understand what it is that is being dealt with here. Educational philosophy is a reflection of general philosophy on education that helps the educators build a road map through some questions. First of all, it asks questions about the importance and function of education in society and tries to find answers. There are many other relevant questions educational philosophy asks as the ones Cevizci (2000, p. 305) states. He defines educational philosophy as the branch of philosophy that addresses such questions as whether education is possible, is it independent of teaching an ideology or principle, is there a need for a teacher in education, is the main aim of education to transfer knowledge or to develop the ability to be informed, should the subject of education be the phenomenon, and whether the education aiming knowledge differs from the education aiming act. Similarly, Gunzenhauser (2003, p. 52) defines educational philosophy as “a set of thoughts we have on the purpose and value of education that helps us to decide, and guides our acts.” In other words, in its simplest sense, educational philosophy helps us find answers to such questions as whom to teach, what and how to teach, and what goals to aim.

Surely there are many different answers to each of these questions. This means that philosophies with different perspectives and opinions put forward their views on education in different ways. The aim of an idealist education, for instance, is to encourage students to search for good, right and beautiful. In the process of teaching and learning, students should be made aware of their innate abilities. The school should transfer cultural values to the next generations. Universal, absolute truths must be at the center of the program (Guttek, 1988, pp. 26-33). A program should teach the knowledge and values that are applicable to students of all ages, at all times and everywhere. The universality of human nature and the best works of human mind are exemplified in classical works. Therefore, it is important to teach the classics (Demirel, 2015, pp. 19-20).

Realists, on the other hand, support that knowledge depends on the perception of facts. It exists independent of the human. In realism the task of education is to transfer the cultural heritage to the new generations and to prepare the human for the social life, to make him virtuous and happy. Induction and reasoning are dominant. Emphasis should be given to experiment, observation and scientific research (Sönmez, 2011, p. 45). The teacher should teach his students the world as it is. Students should take part in regular and strictly disciplined classes as passive participants, just like in nature (Wiles & Bondi, 2007, p. 44).

Pragmatism, in its turn, adopts an individual or student-centered approach to education while emphasizes the social dimension of education at the same time. In this respect, school is not a preparation for life, but it is life itself. Scientific method and problem solving are essential in acquiring knowledge. Individuals have the opportunity to recreate culture, determine the direction of change and

shape themselves and their future by using scientific methods (Cevizci, 2016, p. 127; Demirel, 2015, p. 18).

Finally, according to existentialist philosophy, the individual can decide which way to choose and this freedom of choice distinguishes them from all other entities in the universe. The main function of education is to develop individual autonomy and to enable the student to have more freedom. The main problem in education is not related to the techniques of transferring information, but rather to the criteria for selecting the appropriate information (Büyükdüvenci, 1994, p. 46). The existentialist teacher is the person who helps the student in need of help and guides the development of personality (Demirel, 2015, p. 19).

As can be seen, each philosophy aims to grow individuals in its own certain way. Therefore, an awareness of the educational philosophy that an educator, an institution or even a national education system relies on is important on account of its consequences on the future generations. And the harmony between the philosophy of the program and the philosophy adopted by the educators plays a key role in the achievement of the national educational goals.

The Turkish education system has adopted different educational philosophies in different periods. It can be said that the madrasas in the Ottoman period adopted the idealistic philosophy aiming to raise “good and moral people.” In the Republic period, pragmatist philosophy and progressivism were adopted (Ünder, 2007). Although it has remained the same on the written program, traces of perennialism and essentialism have been observed in practice (Doğanay and Sarı, 2003). There is rather more emphasis on the subject matter than on the learner's interests and needs, and those who teach take more active part than the

learner. In the long run this generates individuals who accept authority, prefer an effortless version of obtaining information and memorization to searching or acquiring, and who accept everything without reasoning. Also, they become unsociable. They lack creativity and real life experiences. They cannot find solutions to the problems they face contrary to the individuals who can reason, question, express themselves and adopt scientific methods (Sönmez, 2011, p. 155). In the 2005 curriculum, although the constructivist movement (Erdoğan, 2007) was adopted, the fact that the teachers did not have the required level of readiness prevented the achievement of the desired goal.

In conclusion, when the research and studies conducted in the field are surveyed, it gets clear that the philosophy adopted by the educators has great impact on the learning environment and their decisions, behaviors and attitudes during the teaching process (Cevizci, 2016; Doğanay, 2011; Ertürk, 1973; Sönmez, 2011). On account of its importance as such, it is essential to investigate and become aware of the educational philosophy each educator holds so that their contributions to the educational processes and to the achievement of national educational goals can be maximized.

1.2. STATEMENT OF THE PROBLEM

When a program is created considering the developments in science and technology, the character traits of the new generations and their needs and interests, no matter what educational philosophy accompanies this program, the result will be a failure as long as the educators who implement it insist on traditional methods and beliefs. These traditional teachers will plan and implement classroom activities in a teacher-centered way while the program looks

for learner-centered ones. That's why the change should go hand in hand with program development on one hand and teacher training on the other. And the latter involves an investigation of the educational philosophies that the teachers adopt or uphold, consciously or unconsciously.

It is necessary to be aware of the educational philosophies adopted by educators who are the ones applying these programs in real classroom settings on a day-to-day basis. Yet, more importantly, it is as necessary to investigate and become aware of the factors that determine how these educators end up with their educational philosophies in the first place. The information that would be obtained from such investigations could point out the trends in the educational philosophies among the teachers and the channels and mediums through which these are disseminated. Such information will allow for a proper evaluation of the teachers' tendencies in implementing a program in the classroom and for a more guided in-service training in schools and universities. In the long run, true guidance and training will contribute to the achievement of the goals of educational programs.

Furthermore, this will contribute to the way teachers self-evaluate and develop themselves; they will become more aware of the influence of educational philosophies on their in-practice teaching. This will in turn help them remember to question and reason what, why and how to teach. They will develop and change themselves regularly and become role models by transferring this consciousness to their students. They will be more sensitive to all the forces at play in an educational context, take learner skills and interests into consideration, plan learning experiences accordingly, and give importance to guiding learners into being self-aware and free individuals themselves. Ultimately, the teacher and the

society will develop together and a change in one will ensue a change in the other. This will enable the new generations to be better prepared for the future.

1.3. PURPOSE OF THE STUDY

The purpose of this study is to determine the educational philosophies adopted by English instructors working at preparatory units of School of Foreign Languages (SFL), and to investigate the effect of independent variables on their preferences. Within this framework, the aim is to reveal the relationship between the educational philosophy the instructors adopted and the independent variables such as their BA major, the type of university (state/private) they work for, their years of experience and their gender. The study group of this research comprises of English instructors working at English Preparatory Units of state and private universities in Ankara in the 2019-2020 academic year.

1.4. SIGNIFICANCE OF THE STUDY

When the literature related to the subject was scanned, many studies on the educational beliefs of teachers with different years of experience were found (Aslan, 2017; Bař, 2015; Dođanay and Sarı, 2003; Kahramanođlu and Özbakiř; 2018; Ođuz, Altinkurt, Yılmaz and Hatipođlu, 2014; Tunca, Alkın-řahin and Ođuz, 2015; Yılmaz and Tosun, 2013). In addition, in the related literature, there are many studies conducted to determine the relationship between pre-service teachers' beliefs of education and their ideas on critical thinking, epistemological beliefs, self-efficacy perceptions, and learning-teaching approaches (Alkın-řahin, Tunca & Ulubey, 2014; Aybek and Aslan, 2017; Beytekin & Kadı, 2015; Biđer, Er & Özel, 2013; akmak, Bulut & Tařkiran, 2016; elik & Oran, 2016; Duru,

2014; Ilgaz, Bülbul & Çuhadar, 2013; Şahan and Terzi, 2015; Yazıcı, 2017; Kumral, 2015).

In the literature, it is seen that although there are similar studies conducted on teachers from different branches such as primary school mathematics teachers (Gülten and Karaduman, 2010), science teachers (Çalışkan, 2013), prospective primary teachers (Ekiz, 2005) and music teachers (Yokuş, 2016), as well as studies on teachers' beliefs and attitudes towards using technology (Önen, 2012), there is no similar research conducted on English instructors. This points out to the significance of this study.

Another thing that contributes to the significance of this study is a problem that was pointed out by Işık (2008) who claims that despite the resources and labor force in Turkey, the expected quality in foreign language education cannot be obtained. Looking for a solution for this problem will undoubtedly involve an investigation of the educational philosophies trending among English instructors. The significance of the study arises at this very moment, it is expected that the data obtained from this study will contribute to the curriculum of the SFL, the implementation of the programs and also in-service training programs. Thus, it is hoped that it will contribute to overcome the above-mentioned problems and to make more efficient use of resources and work force.

1.5. RESEARCH QUESTIONS

1. Do the instructors' preference of educational philosophy differ according to instructors' gender?
2. Do the instructors' preference of educational philosophy differ according to the degree (BA/MA/PhD) instructors hold?
3. Do the instructors' preference of educational philosophy differ according to the instructors' department of graduation (ELT/ELL)?
4. Do the instructors' preference of educational philosophy differ according to the university (state/private) instructors work for?
5. Is there a relationship between the instructors' preference of educational philosophy and instructors' years of experience?

CHAPTER 2

LITERATURE REVIEW

2.1. INTRODUCTION

In this chapter, literature is reviewed and the theoretical foundations of the study are given. First, how philosophies and education are related is explained. After that, a brief explanation of each educational philosophy and their perspectives on teaching are given. Finally, a table is given to show the comparison of attributes of educational philosophies.

2.2. EDUCATION AND PHILOSOPHY

Many educators have defined education in different ways. While Tyler (1950) defines education as a process of change in individual's behavior; Ertürk (1973) stated that education is the process of creating an intentional change in the individual's behavior by his own will and through his own life experiences. And Fidan (1985) described education as the process of raising people in compliance with certain purposes.

The definition of education also varies in philosophy and many philosophers defined education in different ways. Here are the explanations of four main philosophies that have a great impact on education through time. According to Butler, idealism defines education as a person's conscious and free will and his efforts to reach God while realism defines education as the transfer of culture from generation to generation and as the process of adapting new generations to it. On the other hand, pragmatism defines it as the process of reconstruction of individual's own experiences (As cited in: Sönmez, 2011).

Finally, existentialists see school and education as a guide for the learner to realize themselves (Wiles & Bondi, 2007). It is clear that each philosophy prioritizes different things as a subject and method matter to educate human.

Even if the definitions have distinct differences, the common element human constructs a bridge between them. It is obvious that what they have in common is the philosophical view that what makes a human human is education. As it is understood, the root of education dates back to old times, it can be said that it appeared at the same time with philosophy. According to Cevizci (2016), educational activities are one of the oldest professions in human history. It is inevitable for such an important occupation to be dealt with in different ways by different societies throughout history and to be discussed from all aspects and in detail by philosophers with different views. Many philosophers have been discussing the scope of education since Socrates and Plato. It has always been a controversy matter to decide what to teach and how to determine it. The concept of education often has very different meanings. Philosophy is also important in what education actually is and what it covers (Cevizci, 2016). There has been a conflict between different views about education and its purpose, it can be easily understood from the following words of Aristotle (2004, p. 334):

For mankind are by no means agreed about the things to be taught, whether we look to virtue or the best in life. Neither is it clear whether education is more concerned with the intellectual or with moral virtue. Existing practice is perplexing; no one knows on what principle we should proceed – should the useful in life, or should virtue, or should the higher knowledge, be the aim of our training; all three opinions have been entertained.

Philosophy serves a basis on what to teach, that is, what the desired behavior is, and how to train the ones who develop and implement the program and the learners (Ertürk, 1973; Ornstein & Hunkins, 2012). To answer such questions philosophy has been arranged into such branches as metaphysics, epistemology, axiology and logic. They are given in detail in figure 1 below.



Branch of Philosophy		Chief Topic	Questions Related to Education
Metaphysics	Ontology	Reality	<ul style="list-style-type: none"> • What is knowledge? • Are students basically capable people or incapable people? • How does our view of knowledge determine what should be taught?
	Cosmology	The Universe	<ul style="list-style-type: none"> • How orderly should my classroom be? • Should the curriculum be structured or determined by students? • Should I teach the theory of evolution or creationism? • What texts should I use as authoritative?
	Theology	God	<ul style="list-style-type: none"> • Is it possible to motivate all students to want to learn? • Is a student's ability to learn innate or acquired? • Should all people have the same access to education?
Epistemology		Knowledge	<ul style="list-style-type: none"> • Should teachers lecture, ask questions, provide experiences, or encourage activities to enable students to learn? • How do scientists do science?
Axiology		Values Ethics Aesthetics	<ul style="list-style-type: none"> • Are students basically good or bad? • How should I treat students? • How should students treat others and me? • Should my behavior management system be punitive or encouraging? • What different understandings of "beautiful" might there be in my classroom? • What values should be taught in character education? • What is the importance of art education and music education in schools?
Logic		Reasoning	<ul style="list-style-type: none"> • Should I use deductive or inductive reasoning in my lessons? • How can I understand the ways my students are reasoning?

Figure 1: Branches of Philosophy and Representative Educational Questions Associated with Each
Source: David Jerner Martin and Kimberly S. Loomis, "Building Teachers: A Constructivist Approach to Introducing Education", 2014, p.41.

As can be seen on the figure1 above, it can be said that metaphysics asks questions about what to teach, classroom setting and motivation; epistemology asks how to teach; axiology deals with values; and finally logic asks whether reasoning should be deductive or inductive.

John Dewey, who is one of the key characters in education and philosophy; explains how the intimate relation between the philosophy and education started as follows in his book "*Democracy and Education*" (Dewey, 2004, pp.355):

When the Sophists, the first body of professional educators in Europe, instructed the youth in virtue, the political arts, and the management of city and household, philosophy began to deal with the relation of the individual to the universal, to some comprehensive class, or to some group; the relation of man and nature, of tradition and reflection, of knowledge and action. Can virtue, approved excellence in any line, be learned, they asked? What is learning? It has to do with knowledge. What, then, is knowledge? How is it achieved? ... Since learning is coming to know, it involves a passage from ignorance to wisdom, from privation to fullness, from defect to perfection, from non-being to being, in the Greek way of putting it. How is such a transition possible?

At the same book, John Dewey also describes the philosophy of education as follows; education is a laboratory where philosophical differences are embodied and tried. The philosophy of education is not a superficial application of current ideas to an application system with a different resource and purpose. In terms of the strengths of contemporary social life, it is only a clear, precise formulation of problems related to the regulation of appropriate mental and moral habits. The most effective definition about this subject is that it is 'general education theory' (Dewey, 2004, pp. 346-357).

In the light of this information, it can be said that an instructor with a philosophical view will teach his/her students how to acquire knowledge, how to learn through their own experience, how to reason and think freely.

It is obvious that philosophy, a branch of science that questions everything all the time, continues to look for the right answers for a proper education in a constantly changing life. It shows the importance of philosophy in education. For it has a great impact on the subject matter and the way it is taught, and so it can be said that a teacher or program that lack the philosophy cannot contribute to the development of the individual as much as desired.

2.2.1. Major Educational Philosophies

The educational philosophy can be broken down into four main schools of thought: *Idealism*, *realism*, *experimentalism (pragmatism)* and *existentialism*. Education was under the influence of idealism and realism because only these two philosophies had been known until the 19th century. While they were started being criticized for their educational practices, pragmatism and existentialism appeared in America in the early 19th century. Idealism and realism are seen as traditional philosophies; on the other hand, pragmatism and existentialism are contemporary (Demirel, 2015, p. 18) The distinct points of these philosophies are given in table 1 below.

Table 1. Philosophies of Education

Philosophy	Metaphysics	Epistemology	Axiology	Educational Implications	Proponents
Idealism	Reality is spiritual and unchanging	Knowing is the rethinking of latent ideas	Values are absolute and eternal	A subject-matter curriculum emphasizes the culture's great and enduring ideas	Emerson Froebel Hegel Plato Socrates
Realism	Reality is objective and is composed of matter and form; it is fixed, based on natural law	Knowing consists of sensation and abstraction	Values are absolute and eternal, based on natural laws	A subject-matter curriculum emphasizes humanistic and scientific disciplines	Aquinas Aristotle Broudy Mariatin Pestalozzi
Experimentalism (Pragmatism)	Reality is the interaction of an individual with the environment or experience; it is always changing	Knowing results from experiencing, use of scientific method	Values are situational or relative	Instruction is organized around problem solving according to the scientific method	Childs Dewey James Peirce
Existentialism	Reality is subjective, with existence preceding essence	Knowing is to make personal choices	Values should be freely chosen	Classroom dialogues stimulate awareness that each person creates a self-concept through significant choices	Sartre Marcel Morris Soderquist

Source: Alan C. Ornstein, Daniel U. Levine, Gerald L. Gutek and David E. Vocke, "Foundations of Education", Thirteenth Edition, 2015, Cengage Learning, USA, p.166.

As it is seen in the table above, it can be said that there are similarities between idealism and realism whereas the latter are totally different from them. Each of them defines reality from different aspects. While idealism and realism sees the values as absolute and eternal, experimentalism says it is situational and existentialism supports their subjectivity and freewill. Therefore, their reflections on education are totally different.

In this study, five distinct philosophies, which are *perennialism*, *idealism*, *realism*, *experimentalism (pragmatism)* and *existentialism* (Wiles & Bondi, 2007, p. 42), are examined.

2.2.1.1. *Perennialism*

Perennialism has been known as the most conservative, traditionalist and strict of all (Erkılıç, 2008; Wiles & Bondi, 2007, p. 42). The root word for perennialism is 'perennial' and it means 'continuing or existing for a long time, or happening again and again' (LDOCE, 2020). Perennialists support the idea that the human nature, absolute truth, knowledge, virtue and beauty have been same for all times and societies, and they never change (Erden, 1998). They believe the knowledge of ancient times is still applicable today. It is obvious that this philosophy values the knowledge that goes beyond its time. Hence, it can be said that this view also emphasizes the importance of educating individuals on the basis of reality, human love, constant positive thinking, and giving more importance to the mind and spirit that are effective in the development of personality (Cevizci, 2000, p. 27; Gutek, 1988).

It can be said that perennialism stands out with its rigidity and it has a relatively conservative character with its program elements and administrative

understanding. Therefore, the main aim is to teach ideas that are everlasting, to seek enduring universal truths which are constant, not changing (Demirel & Ün, 1987). Education is focused on the dominant culture, ideology and teacher. While the teacher has a leading role, the student is a passive element that is obliged to learn what is given and to gain the desired behavior.

It is understood that it is a teacher-centered educational philosophy in which the teacher is less concerned with student interest and more concerned with transferring knowledge from older generations to younger generations. The goal of a perennialist teacher is to teach students to think rationally and develop their minds in their search for individual freedoms, human rights and responsibilities through nature. The teacher will focus on the importance of reading and will often use the underlying reading lessons to make a moral point (Erkılıç, 2013). Teachers use history, religion, literature, and the laws of science to reinforce universal ideas that have the potential to solve any problem in any era. Memorizing, reasoning, recalling and deduction are generally preferred methods (Türer, 2009). The evaluation process is planned to check whether the desired knowledge is learned or not, and also aims to measure whether the mind is active or not (Arslantaş, 2009). The basic features of education in this philosophy, which aims to improve the student's mind and intelligence, can be summarized as follows (Alkan, 1983; Sözer, 2004; Mosier, 1951):

- Aim of education is to prepare students for universal and real life.
- Despite environmental variables, man is always the same everywhere. For this reason, education should always be the same everywhere.
- Education should aim to teach immutable truths.

- Since being rational is the most obvious feature of human, he should use his mind in a desired way for his purposes.
- In educational institutions, traditional methods should be used to enhance the intellectual development of learners.

As a summary, a perennialist classroom aims to be a closely organized and well-disciplined environment, which aims to encourage students to develop a lifelong quest for the truth. Advocates of this educational philosophy believe that education should epitomize a prepared effort to make these ideas available to students and to guide their thought processes toward the understanding and appreciation of the great works; works of literature written by history's finest thinkers that transcend time and never become outdated. Perennialists are primarily concerned with the importance of mastery of the content and development of reasoning skills.

2.2.1.2. Idealism

Idealism is one of the oldest Western philosophies and it begins with Plato (Ornstein et al., 2015, p. 165). It is an idealist approach that is the first in terms of time and importance of the approaches in the traditional education (Cevizci, 2016, p. 28). Human spirit is the most important element. In this approach, education aims moral and mental development and it depends on moral principles. Thus, according to Sönmez (2011, p. 52), idealistic learning experiences should be arranged in such a way as to enable people to illumine their minds and lead them to God. It is stated in the extract below:

“All that is experienced by the mind is the result of Ultimate Intelligence. ... The function of man's mind is thought of ... as a conceptual process of miniature Ultimate Mind seeking reality,

knowledge, and values ... according to the ideal standards of Perfection of an Ultimate Mind. Everything is thought of as logically arranged, orderly and purposeful. Truth is seen as absolute and never relative to the circumstances of society or individual judgment. Truth is always the same (eternal) and is based in ... the eternal, intelligent nature of God” (Apps, 1973, pp. 13-14).

The idealists, who believe that good, right and beautiful are universal, argue that students should be taught the values and how to live with them (Demirel, 2015, p. 18). It is the responsibility of well-educated teachers to identify the topics necessary for the intellectual development of the student and to raise them as a moral individual. Hence, they support a teacher- centered education and the teacher is to be a role model for the students for target behaviors (Sönmez, 2011, p. 74). On the other hand, students are passive receivers as they are in perennialism. They are to receive and memorize what their teacher reports (Wiles & Bondi, 2007, p.44)

Idealist philosophy deals with absolute truths based on reason and arithmetic, logic, religion and ethics lessons for the study of the human mind (Üstüner, 2008). In order to guide the learner in the desired direction, it is necessary to apply inductive and deductive teaching, together with question-answer (Socratic method), discourse method, lecturing techniques (Sarpkaya, 2004; Dash, 2015, p. 72) because they see education as a process of bringing ideas to consciousness. Especially Socratic method, which makes the students realize the relations and reality by asking leading questions, and modeling, which requires teachers as model of desired objective, are the most important methods of all (Ornstein et al., 2015, p. 166).

Evaluation is aimed at determining how much of what is taught is learned. The education system is teacher-centered, subject-centered and authoritative (Tozlu, 2003). Idealism has functioned to convey the ideals in general and to develop the human mind. The central authority, which determines ideals in terms of management, is dominant and it is essential that the institution operate according to the objectives.

As a summary we can come up with some characteristic features of idealistic education:

- Theoretical subjects such as philosophy and theology are valued more than practical ones in the curriculum.
- It is believed that every learner has the ability to learn, so they are seen as equal.
- Knowledge and theories are extracted from examples from the literature and history.
- Teachers guide the learning process through modeling and questioning because skepticism is valued academically.
- Memorizing the ideas is more important than understanding them.
- A balanced curriculum is needed to develop the learner both intellectually and morally.

2.2.1.3. *Realism*

The other traditional philosophy is realism. The development of this philosophy is linked to Aristotle. Realists believe that the world is known through reasoning and senses as it is experienced through nature (Ornstein & Hunkins, 2012), so realists support that knowledge exists independently from the mind. Realism emphasizes logic and activities or experiences that will develop

additional reasoning and thoughts. Realism defends that ontological reality exists and it can be known (Çüçen, 2003).

Realist education depends on two bases. The first one requires seeing the reality of the society, determining the truth and following the appropriate steps in application. Secondly, it is the persistence of the social basis. In this respect, the main purpose of the realist educational philosophy is to determine the universal values, make people adopt them and transfer the culture to the future generations (Erkılıç, 2013; Ergün, 2009, p.50; Klein, 1977). It can be said that the aim is to equip people with the necessary knowledge to ensure that they adapt to society and nature.

In realism, the aim of education is to teach the world as it is (Doğanay and Sarı, 2003) and also to train virtuous and smart people to acquire the necessary knowledge (Cevizci, 2016, pp. 49-50). It is clear that the realist education system is focused on the nature and culture. Knowledge is objective and unproven knowledge should not be taught to the students (Sönmez, 2011, p.92). Observation and experiments are very important. Hence, in the education process, trips to the nature, observations, experiments, and discussion are used as teaching methods. Learners should be taught theories and then teachers should enable them to practice those theories (Ergün, 2009, p.50).

Curriculum for realists consists of reading, writing arithmetic, science and the arts (Ritz, 2006). In addition to subjects covered in idealism, the realist program also includes courses such as logic, rhetoric, metaphysics, mathematics, biology, physics and chemistry. The advocates of this philosophy argue that the most significant mission of the school is to teach certain intellectual disciplines

and some life skills to young generations and thus to ensure the continuity of cultural heritage (Cevizci, 2016, p. 49).

Education should take place in regular and strictly disciplined, teacher-centered classes where the students are only passive participants (Wiles and Bondi, 2007). The teachers decide what is important or necessary to learn because learners are assumed to know nothing (Terzi, 2010, p.63). Therefore, they are to follow the instructions of their teacher. Teacher is absolute authority and s/he has to follow the dominant culture and subject because it is essential that the student is trained in accordance with the dominant culture and reality. Realist philosophy aims to direct the learners to adopt the dominant culture. For this reason, a disciplinary and dominant culture-dependent approach dominates the school administration (Yıldırım, 1991). If it is needed, punishments can be applied (Sönmez, 2011, p. 92)

The main features of realistic education can be summarized as followings:

- It aims to prepare learners to lead a successful and happy life.
- Educating the mind to be dynamic and adaptable to deal with real life situations is the main purpose.
- Realistic education also addresses the development of feeling and proper attitude among learners.
- Subject matter should be covered objectively.
- It emphasizes the importance of practical knowledge, and so the vocational education.

- It prioritizes science education in curriculum and emphasizes its importance for society.
- Learners are encouraged to investigate knowledge through experiments and observation instead of memorizing dogmatic knowledge.

2.2.1.4. *Experimentalism (Pragmatism)*

A contemporary philosophy counterpart to idealism and realism is experimentalism. It is also called pragmatism (Apps, 1973, p.15). It is a theory developed by Charles Sanders Pierce, William James and later by John Dewey in the early 20th century (Cevizci, 2016, p.122). Within its domain, knowledge is accepted as consistently changing. It is not a matter of a timeless truth but of an experience between the learner and his interactions within his environment. Daley's (1966, p. 68) explanation below also supports this idea:

“Nothing can be called true in a ‘piori’ fashion. All things be – come true if consequences are demonstrated as socially worthwhile. However, the social consensus of what is considered worthwhile will change with society. Experience reveals that societies change. Therefore, truth will change.”

Experimentalists advocate that truth is something that should help learners solve their problems. In other words, it is something functional, and so it is relative to the situations. Verification is only possible through results; therefore getting the truth is only possible through experiences (Dash, 2015, p. 74).

Education is not to preparation of learners for the life but it is the life itself and knowledge can be gained through their own experiences. In other words, it is learner-centered, learners should actively participate in the process rather than sitting and memorizing the given knowledge. John Dewey (1997), one of the

pioneers of experimentalism, emphasized the significance of learning by doing, rather than the traditional schooling method of learning. Dewey (1997, p. 19) explains his point of view with his following words:

“We may, I think, discover certain common principles amid the variety of progressive schools now existing. To imposition from above is opposed expression and cultivation of individuality; to external discipline is opposed free activity; to learning from texts and teachers, learning through experience; to acquisition of isolated skills and techniques by drill is opposed acquisition of them as means of attaining ends which make direct vital appeal; to preparation for a more or less remote future is opposed making the most of the opportunities of present life; to statistics and materials is opposed acquaintance with a changing world.”

Advocates of experimentalism believe that individuality, progress, and change are fundamental to one's education. Supporting the idea that one learns best from what he considers most relevant to his life. The needs, experiences, interests, and abilities of learners are in the center of the experimentalist curriculum.

The purpose of experimentalist education is to provide dynamic direction and guidance to the learner appropriate for their interests and capacity (Dash, 2015, p. 77). They should be equipped with necessary experiences to deal with challenges of their lives and problems of the society they live in. It is possible to say it targets both the development of the individual and society in line with the democratic principles (Cevizci, 2016, p.126). Learning how to think is more important than learning what to think (Ornstein & Hunkins, 2012). The most essential skills to be considered are problem solving, critical thinking and adjusting to the changes in their society as learners are expected to learn how to deal with their surroundings (Ritz, 2006).

How to teach has a great importance to internalize, so learning by doing, integrated and collective methods are applied (Dash, 2015, p. 78). Theory becomes clear when one tries it oneself. Because it also aims wellbeing of the society, collective work helps them develop social efficiency and collaboration.

Teachers are not lecturers, but they are considered guides as they help their students explore the world (Sönmez, 2011, p.102). They should be capable of realizing the interests of learners. They are to follow and be aware of the changes and conditions of the society. They should provide learners with related problems and situations to raise the social awareness among learners (Dash, 2015, p. 79). They should plan their lesson in a thought-provoking way to arise curiosity. As a result, it can be concluded that teachers need to be proficient and experienced to accommodate learners' needs effectively.

To summarize, experimentalist education aims to grow individuals who are adaptable to the changes, socially efficient, curious, self-reliant and democratic. Taking the ability and interests of learners into consideration the program should be flexible. Learners should be taught what is useful for them in their lives.

2.2.1.5. *Existentialism*

In the 18th century reason and nature were emphasized, and objectivity was more important. Due to industrial developments and science, authorities regard man as a slave to complete the tasks. Existentialism emerged against this attitude. It asserted the importance of individuality, freedom and choice (Dash, 2015, p.92).

Existentialists assume that existence precedes essence. Man defines his self by defining and determining their essence with free decisions (Bender, 2009; Ergün, 2009, p.52; Turgut, 2000, p.63). Existentialism focuses on both individualism and self-fulfillment. Individuals are encouraged to create and find their own meanings in life (Ritz, 2006).

Learners are free to make their own choices, which define themselves. They are expected to develop themselves consciously through daily decisions and life experiences. They “cultivate self-expressions and portray the human condition and situations involving choices” (Ornstein & Hunkins, 2012, p. 37). Human is the only creature that builds its character by itself through the relationship of action and reaction against nature and society and by struggling (Sönmez, 2011, p. 121).

In the learning and teaching process, individualism should be emphasized. It can be said that learner is in the center not the subject or teacher because what learners choose shapes the education. Teachers have a role of a facilitator and guide, so they should have a critical attitude and clear sense of personal identity; also, they should be more authentic, emphatic and spiritual. They are expected to create instructional environments which learners can have various experiences enhancing their creativity and self-expression (Çoban, 2007).

Existentialists advocate that it is important to bring an infinite number of options to the individual and give them the freedom to choose the one they want among them (Turgut, 1991, p. 67). This entails reasoning and responsibility. Hence, learners will be aware of infinite possibilities of their freedom and the responsibility they have to take (Dash, 2015, p.98).

Wiles and Bondi (2007, p. 47) stated that this philosophy advocates that if there are schools, they should be there to enable students to realize their self and their role in society. Therefore, it is possible to say that in building a character, and optimizing one's potential are the main focuses of existentialist education.

Existentialists regard the individual as one and the only (Martin and Loomis, 2014, p.53), so they believe that education should be organized according to the experiences that enrich the individual's perspective and allow him to make free choices (Sönmez, 2011, p. 123). In other words, existentialists argue that each individual is unique, and if so standard education is somehow impossible. Learning should be self-paced and self-directed according to the decisions made by learners.

Existential education aims to ensure that the learner takes responsibility and becomes the one who makes the decisions about his life by finding self and building self identity (Cevizci, 2016, p. 153). To achieve to broaden his horizon, subjects such as poetry, novel, tragedy and philosophy, which are thought to bring individuals together with different cultures and diversity, outshine (Wiles, 1999, p. 29).

2.3. CONCLUSION

Throughout the years philosophies have evolved into more learner-centered programs. The needs of the learners are taken into consideration more. However, the traditional philosophies never disappear. They will continue to exist because today one single educational philosophy is not enough and an eclectic approach is deemed preferable. The need of the learners will continue to change with the developments in the world.

In the table below, a comparison between educational philosophes is given in terms of main categories such as subject, role of teacher and learner, etc. They are presented under two main titles: traditional and contemporary.



Table 2. Five Major Educational Philosophies

	Perennialism	Idealism	Realism	Experimentalism	Existentialism
Reality (ontology)	A world of reason and God	A world of mind	A world of things	A world of experience	A world of existing
Truth or knowledge (epistemology)	Reason and revelation	Consistency of ideas	Correspondence and sensation (as we see it)	What works	Personal, subjective choice
Goodness (axiology)	Rationality	Imitation of ideal self, person to be emulated	Laws of nature	The public test	Freedom
Teaching reality	Disciplinary subjects and doctrine	Subject of the mind – literary, philosophical, religious	Subjects of physical world – math, science	Subject matter of social experiences – social studies	Subject matter of choice – art, ethics, philosophy
Teaching truth	Discipline of the mind via drill	Teaching ideas via lecture, discussion	Teaching for mastery of information – demonstrate, recite	Problem solving, project method	Arousing personal responses – questioning
Teaching goodness (values)	Disciplining behavior (to reason)	Imitating heroes and other exemplars	Training in rules of conduct	Making group decisions in light of consequences	Awakening self to responsibility
Why schools exist	To reveal reason and God's will	To sharpen the mind and intellectual process	To reveal the order of the world and universe	To discover and expand the society we live in to share experiences	To aid children in knowing themselves and their place in society
What should be taught	External truths	Wisdom of the ages	Laws of physical reality	Group inquiry into social problems and social sciences, method and subject together	Unregimented topic areas
Role of the teacher	Interprets, tells	Reports, person to be emulated	Displays, imparts knowledge	Aids, is a consultant	Questions, assists student in personal journey
Role of the student	Passively receives	Receives, memorizes	Manipulates, passive participation	Actively participates, contributes	Determines own rules
School's attitude toward change	Truth is eternal, no real change	Truths to be preserved, antichange	Always coming toward perfection, orderly change	Change is ever present, a process	Change is necessary at all times

Source: Wiles, J. & Bondi, J. (2007). "Curriculum development: A guide to practice", Seventh Ed., Pearson Merrill Prentice Hall Inc., p.43

CHAPTER 3

METHODOLOGY

In this chapter of the research, the model of the research, participants and setting, data collection instrument, data collection procedure and the techniques to be used in the analysis of the collected data are included.

In this study, it is aimed to reveal the adopted educational philosophy of English instructors working in preparatory units of SFL at universities in Ankara; and whether it differs according to their department of graduation, their educational status, where they work (state/private), years of experience and gender. Since the study aims to reveal an existing situation, descriptive analysis was used in this study.

3.1. RESEARCH QUESTIONS

1. Do the instructors' preference of educational philosophy differ according to instructors' gender?
2. Do the instructors' preference of educational philosophy differ according to the degree (BA/MA/PhD) instructors hold?
3. Do the instructors' preference of educational philosophy differ according to the instructors' department of graduation (ELT/ELL)?
4. Do the instructors' preference of educational philosophy differ according to the university (state/private) instructors work for?
5. Is there a relationship between the instructors' preference of educational philosophy and instructors' years of experience?

3.2. PARTICIPIANTS AND SETTING

The number of English lecturers working at public universities in Ankara is 700, and the number of English lecturers working at foundation universities is 629. There are 1329 English instructors in total in Ankara. Half of them work at preparatory units and the other half offers courses in academic English units. The study universe consists of 665 English language lecturers, as this study is conducted with lecturers teaching at preparatory units. This research was conducted with 211 English lecturers who voluntarily participated in the study. The characteristics of the lecturers included in the research are presented in Table 3.

Table 3. The Characteristics of the Instructors Participated in the Study

		n	%
Gender	Female	174	81.7
	Male	39	18.3
Educational Status	BA	108	51.6
	MA	89	41.8
	PhD	14	6.6
Department of Graduation	ELT	137	64.3
	ELL	74	35.7
Where they work	State	115	54.9
	Private	96	45.1
Years of Experience	1-5 years	24	11.3
	6-10 years	117	55.5
	11- 15 years	33	15.7
	16+	37	17.5
TOTAL		211	100

When Table 3 is examined, 81.7% (n=174) of the participants are female; 18.3% (n=39) are male. 51.6% (n= 108) of the instructors involved in the research

hold a bachelor's degree; 41.8% (n= 89) a master's degree, and 6.6% (n=14) a PhD degree. 64.3% (n=137) of the participants graduated from ELT while 35.7% (n=74) ELL. It is seen that 54.9 % (n=115) of participants work at a state university while 45.1% (n=96) work at a private university. Finally, when the years of experience is concerned, it is seen that 11.3% (n=24) of the participants have experience of 1-5 year; 55.5% (n=117) have experience of 6-10 year; 15.7% (n=33) have experience of 11-15 year, and 17.5% (n=37) have 16 years or more.

3.3. DATA COLLECTION INSTRUMENT

The research data were collected with a 5 point likert-type scale called “Philosophy Preference Assessment” developed by Wiles and Bondi (2007, pp. 329-330). Questionnaire reliability was determined by Cronbach alfa which is .76. It includes 40 questions and each set of 8 questions relates to one of the five standard educational philosophies. They are given in Table 4.

Table 4. Sub-dimensions and Item Numbers of the Scale

The Educational Philosophy	Item Number
Perennialist	6, 8, 10, 13, 15, 31, 34, 37
Idealist	9, 11, 19, 21, 24, 27, 29, 33
Realist	4, 7, 12, 20, 22, 23, 26, 28
Experimentalist	2, 3, 14, 17, 25, 35, 39, 40
Existentialist	1, 5, 16, 18, 30, 32, 36, 38

Each set has items asking instructors’ ideas on curriculum, teacher’s and student’s roles, methods and learning environment.

As it is mentioned above it is a likert-type scale. Therefore, participants are expected to respond to each item conforming to the strength of their beliefs by scoring each 1 through 5. 1 shows strong disagreement and 5 shows strong agreement.

In this research the total for each set was calculated and their relation to the demographic variables is checked. Therefore, some demographic questions were also included in the questionnaire to answer the research questions. These are gender, educational status, the department of graduation, the university they work for (state/private) and years of experience.

3.4. DATA COLLECTION PROCEDURE

The data of the research were collected by online questionnaire from the instructors working at preparatory units of private or state universities in Ankara in the 2019-2020 academic year. Necessary explanations were made regarding the scale and permissions were obtained from the institutions for the participation. It was made sure that the questionnaire would be short and clear, easy to complete. Universities that are easy to access and willing to participate and instructors who voluntarily participate in the research were chosen. However, due to the small number of instructors meeting this condition, there was a difficulty in data collection.

3.5. DATA ANALYSIS

This research employed a quantitative method using descriptive survey research design was used in collecting and analyzing the data. Descriptive statistics (frequency, percentage, mean, standard deviation) were used and findings were interpreted.

In the statistical analysis of the data obtained, SPSS 22.0 statistical package program was used. While evaluating the data, descriptive statistics were calculated, and percentage, frequency, mean, mode and median were used.

To determine which tests will be used in the analysis of the data, the assumptions for normality of the data has been tested according to the variables in the research problem examined. Kolmogorov-Smirnov and Shapiro-Wilk tests were used to control the normality. The results obtained from these tests are if $p < 0.05$, it means that they are not parametric; if the results are $p > 0.05$, it indicates that the data are non-parametric. The results of the descriptive analysis made in this research are given just before the inferential analysis section in the results chapter. The analyses of this research were continued with non-parametric tests, which are Mann-Whitney U test and Kruskal Wallis H test.

In the comparison of qualitative data, if the number of samples to be compared is two, Mann Whitney U test is used for comparison of parameters that do not show normal distribution between groups; In case of more than two groups, Kruskal Wallis test is used for comparison of parameters that does not show normal distribution. The Kruskal Wallis test used multiple comparison tests of the analysis to decide between which groups the difference occurred in the cases where it was used.

In this research the educational philosophy that has the highest mean is accepted as the adapted philosophy. Also, the total for each set was calculated and their relation to the demographic variables is checked.

CHAPTER 4

RESULTS

4.1. INTRODUCTION

In this chapter, both the descriptive and inferential analyses of the findings of the research questions are reported.

4.2. DESCRIPTIVE STATISTICS

Description of sample characteristics; in this study data was collected from instructors who work at preparatory units and participants were selected randomly. Educational philosophies, which are existentialism, experimentalism, realism, idealism and perennialism, adopted by instructors were investigated. The number of the participants is $N=211$.

Descriptive statistics for instructors' educational philosophy scores according to five philosophy types were analysed, the findings indicated that the mean of existentialism scores is $M=27.57$ and standard deviation is $SD=5.32$, the mean of experimentalism score is $M=31.37$ and standard deviation is $SD=4.80$, the mean of realism scores is $M=28.70$ and standard deviation is $SD=5.39$, the mean of idealism score is $M=25.98$ and standard deviation is $SD=5.78$, and the mean of perennialism score is $M=24.76$ and standard deviation is $SD=5.86$.

The minimum and maximum scores of instructors' educational philosophies for existentialism are 16 and 40, for experimentalism 18 and 40, for realism 16 and 40, for idealism 16 and 40, and for perennialism 13 and 40 respectively.

Examination of means suggests that the average instructors' educational philosophy scores were the lowest for perennialism and the highest for experimentalism. Moreover, when differences between philosophies mentioned separately; approximately a seven point difference can be seen between experimentalism and perennialism, five points between experimentalism and idealism, three points between experimentalism and existentialism, two points between experimentalism and realism; one point between existentialism and realism, two points between existentialism and idealism, three points between existentialism and perennialism; three points between realism and idealism, four points between realism and perennialism; and last but not the least the difference between idealism and perennialism was found as one point. These findings have indicated that the biggest difference between philosophies occurred between experimentalism and perennialism as it is expected.

4.2.1. Findings About The First Research Question: Do the instructors' preference of educational philosophy differ according to gender?

Educational philosophy scores also evaluated in terms of gender. The mean of existentialism score for male participants is $M=27.46$ and standard deviation is $SD=5.65$; the mean of existentialism score for female participants is $M=27.59$ and standard deviation is $SD=5.25$. The mean of experimentalism score for male participants is $M=30.90$ and standard deviation is $SD=5.34$; the mean of experimentalism score for female participants is $M=31.48$ and standard deviation is $SD=4.67$. The mean of realism score for male participants is $M=28.87$ and standard deviation is $SD=5.68$; the mean of realism score for female participants is $M=28.66$ and standard deviation is $SD=5.34$. The mean of idealism score for male participants is $M=28.03$ and standard deviation is $SD=5.43$; the mean of

idealism score for female participants is $M=25.51$ and standard deviation is $SD=5.77$. The mean of perennialism score for male participants is $M=27.08$ and standard deviation is $SD=6.01$; the mean of perennialism score for female participants is $M=25.46$ and standard deviation is $SD=5.81$.

4.2.2. Findings About The Second Research Question: Do the instructors' preference of educational philosophy differ according to the degree (BA/MA/ PhD) instructors hold?

From the point of the degree instructors have, the descriptive data presented that the mean of existentialism scores for their educational status are $M=26.62$, $M=28.93$, $M=26.38$ and standard deviation is $SD=6.01$, $SD=4.10$, $SD=4.72$ for B.A, M.A, PhD. respectively. The mean of experimentalism scores for degrees are $M=30.82$, $M=32.05$, $M=31.43$ and standard deviation is $SD=5.42$, $SD=3.74$, $SD=5.29$ for B.A, M.A, PhD. respectively. The mean of realism scores for degrees are $M=28.53$, $M=28.80$, $M=29.43$ and standard deviation is $SD=6.01$, $SD=4.47$, $SD=6.09$ for B.A, M.A, PhD. respectively. The mean of idealism scores for degrees are $M=26.18$, $M=25.94$, $M=24.57$ and standard deviation is $SD=6.38$, $SD=4.65$, $SD=7.32$ for B.A, M.A, PhD. respectively. The mean of perennialism scores for degrees are $M=20.42$, $M=25.32$, $M=23.35$ and standard deviation is $SD=6.69$, $SD=4.39$, $SD=6.59$ for B.A, M.A, PhD. respectively.

4.2.3. Findings About The Third Research Question: Do the instructors' preference of educational philosophy differ according to the instructors' department of graduation?

Appertaining to the variable of instructors' department of graduation, mean and standard deviation scores was also investigated. The mean of existentialism score for ELT participants is $M=27.86$ and standard deviation is

$SD=5.16$; the mean of existentialism score for ELL participants is $M=27.04$ and standard deviation is $SD=5.59$. The mean of experimentalism score for ELT participants is $M=31.44$ and standard deviation is $SD=4.71$; the mean of experimentalism score for ELL participants is $M=31.24$ and standard deviation is $SD=4.98$. The mean of realism score for ELT participants is $M=28.97$ and standard deviation is $SD=.95$; the mean of realism score for ELL participants is $M=28.21$ and standard deviation is $SD=6.12$. The mean of idealism score for ELT participants is $M=26.31$ and standard deviation is $SD=5.38$; the mean of ELL participants is $M=25.37$ and standard deviation is $SD=6.43$. The mean of perennialism score for ELT participants is $M=36.15$ and standard deviation is $SD=5.77$; the mean of perennialism score for ELL participants is $M=25.04$ and standard deviation is $SD=6.00$.

4.2.4. Findings About The Fifth Research Question: Do the instructors' preference of educational philosophy differ according to the university (state/ private) instructors work for?

With regard to the university (state/private) where instructors work, the descriptive data were also given in terms of instructor's philosophy. Appertaining to the variable of where instructors work (state/private), mean and standard deviation scores was also investigated. The mean of existentialism score for participants working at private universities is $M=27.55$ and standard deviation is $SD=5.02$; the mean of existentialism score for participants working at state universities is $M=27.58$ and standard deviation is $SD=5.56$. The mean of experimentalism score for participants working at private universities is $M=31.66$ and standard deviation is $SD=4.23$; the mean of experimentalism score for participants working at state universities is $M=31.14$ and standard deviation is

$SD=5.21$. The mean of realism score for participants working at private universities is $M=28.69$ and standard deviation is $SD=5.51$; the mean of realism score for participants working at state universities is $M=28.71$ and standard deviation is $SD=5.32$. The mean of idealism score for participants working at private universities is $M=26.10$ and standard deviation is $SD=5.62$, the mean of idealism score participants working at state universities is $M=25.88$ and standard deviation is $SD=5.92$. The mean of perennialism score for participants working at private universities is $M=26.05$ and standard deviation is $SD=5.31$, the mean of perennialism score for participants working at state universities is $M=25.52$ and standard deviation is $SD=6.29$.

To sum up, it can be inferred from the descriptive findings that educational philosophy scores of instructors can differ in terms of gender, degree, their department of graduation and university they work. Years of experience instructors have was also examined; however, as it is continuing data only inferential statistics results were given for years of experience.

4.3. FINDINGS ON ASSUMPTIONS FOR NORMALITY

Before conducting inferential analysis, assumptions for normality were checked. Independents observation was assured. Normality was controlled with skewness and kurtosis values; Shapiro Wilk test and histograms; Q-Q plots and Box plots. Skewness and kurtosis values was between the +1 and -1 thus there were no violation for all independent variables; however, Shapiro-Wilk and Kolmogorov-Smirnov normality test p -values were smaller than the significant level of $\alpha=0.05$ for all independent variables. In addition, visual check of histograms, Q-Q plots and box plot show some deviation from normality. Thus,

with these normality assumption findings analyses were continued with non-parametric tests, which are Mann-Whitney U test and Kruskal Wallis H test.

4.4. INFERENCE ANALYSIS

In this part, findings of the non-parametric tests will be presented and the differences in the results showing the relation between the educational philosophy and variables will be explained in accordance with research questions.

4.4.1. Findings of Inferential Analysis About RQ1: Do the instructors' preference of educational philosophy differ according to gender?

The first research question, which was about the difference in each educational philosophy score in terms of gender, was answered by using a Mann-Whitney U test.

Table 5. Mann-Whitney U Test Results for Adopted Educational Philosophies According to Gender

Educational Philosophies	Male		Female		<i>U</i>	<i>z</i>	<i>p</i>
	Mean Rank	Sum of Rank	Mean Rank	Sum of Rank			
Existentialism	105.87	4129	106.03	18237	3349	-.02	.98
Experimentalism	103.45	4034.50	106.58	18331.50	3254	-.29	.77
Realism	113.41	4423	104.32	17943	3065	-.84	.40
Idealism	128.06	4994.50	101.00	17371.50	2494	-2.51	.01
Perennialism	119.67	4667	102.90	17699	2821	-1.55	.12

The results of the tests were found to be significant for only educational philosophy of idealism, which means gender only influences idealism philosophy score z -score=-2.51, $p<.05$. Z -scores were found as .98, $p>.05$ for existentialism; .77, $p>.05$ for experimentalism; .40, $p>.05$ for realism, and .12, $p>.05$ for perennialism. The test results indicated that idealism score differs depending on

gender. Male instructors had an average rank of 128.06 while female instructors had an average rank of 101.00.

4.4.2. Findings of Inferential Analysis About RQ2: Do the instructors' preference of educational philosophy differ according to the degree (BA/MA/ PhD) instructors hold?

In order to answer the second research question which aims to find a relation between educational philosophy scores of instructors and their educational status, which is grouped as bachelor, master and PhD, Kruskal Wallis H Test was conducted.

Table 6. Kruskal Wallis H Test Results of the Relation Between the Degree Instructors Hold and Adopted Educational Philosophy

Educational Philosophies	Bachelor	Master	PhD	χ^2	<i>p</i>
	Mean of Rank	Mean of Rank	Mean of Rank		
Existentialism	97.03	119.64	90.14	7.74	.02
Experimentalism	100.40	113.49	102.54	2.30	.32
Realism	106.89	103.47	115.01	.48	.79
Idealism	108.92	105.20	88.29	1.45	.48
Perennialism	111.98	101.65	86.79	2.89	.24

A Kruskal-Wallis H test showed that there was a statistically significant difference between the scores of existentialism by different degrees instructors have $\chi^2 (2, N = 211) = 7.74, p = .02$, with a mean rank of 97.03 for Bachelor degree; 119.64 for Master degree, and 90.14 for PhD degree. Other educational philosophies did not indicate any significant difference in terms of degree instructors hold. Since the overall test was significant for Existentialism score,

pairwise comparisons among the three groups were investigated by using the Mann-Whitney U test, controlling for Type I error across tests by using the Bonferroni approach, thus alpha level was calculated as 0.02. The results of these tests indicated a significant difference between the bachelor degree and master degree; z-scores was found as -2.56, $p < .02$. The existentialism score was higher for master level than for bachelor level.

4.4.3. Findings of Inferential Analysis About RQ3: Do the instructors' preference of educational philosophy differ according to the instructors' department of graduation?

To answer the third research question Mann-Whitney U test was conducted to see the influence of the department instructors graduated from on their educational philosophies.

Table 7. Mann-Whitney U Test Results of the Relation Between the Department and Adopted Educational Philosophy

Educational Philosophies	ELT		ELL		<i>U</i>	<i>z</i>	<i>p</i>
	Mean Rank	Sum of Rank	Mean Rank	Sum of Rank			
Existentialism	109,48	14889,44	99,44	7476,50	4626,50	-1.12	.26
Experimentalism	107,53	14623,50	103,23	7742,50	4892,50	-.49	.62
Realism	109,04	14829,00	100,49	7537,00	4687,00	-.98	.33
Idealism	110,07	14969,50	98,62	7396,50	4546,50	-1.31	.19
Perennialism	110,39	15012,50	98,05	7353,50	4503,50	-1.41	.16

The results of the tests were found to be non-significant for all the education philosophies sub-dimensions; z-scores was found as -1.12, $p > .05$ for existentialism; -.49, $p > .05$ for experimentalism; -.98, $p > .05$ for realism; -1.31,

$p > .05$ for idealism, and $-1.41, p > .05$ for perennialism. The test results indicated that instructors' educational philosophies do not differ in terms of the department they graduated from.

4.4.4. Findings of Inferential Analysis About RQ4: Do the instructors' preference of educational philosophy differ according to the university (state/ private) instructors work for?

The fourth research question which examines the difference for each sub educational philosophy score in terms of the university (state/private) where instructors work was investigated with Mann-Whitney U test.

Table 8. Mann-Whitney U Test Results of Relation Between the University (state/private) where Instructors Work and Adopted Educational Philosophy

Educational Philosophies	Private		State		<i>U</i>	<i>z</i>	<i>p</i>
	Mean Rank	Sum of Rank	Mean Rank	Sum of Rank			
Existentialism	103.82	9759	107.75	12607	5294	-.47	.64
Experimentalism	107.71	10125	104.62	12241	5338	-.37	.74
Realism	103.87	9763.50	107.71	1262.50	5298.50	-.46	.68
Idealism	106.53	10013.50	105.58	12352.50	2449.50	-.11	.91
Perennialism	109.30	10274	103.35	12092	5189	-.71	.48

The results of the tests were found to be non-significant for all the education philosophies sub-dimensions; z-scores was found as $-.47, p > .05$ for existentialism; $-.37, p > .05$ for experimentalism; $-.46, p > .05$ for realism; $-.11, p > .05$ for idealism, and $-.74, p > .05$ for perennialism. The test results indicated that instructors' educational philosophies do not differ depending on the university (state/private) where they work.

4.4.5. Findings of Inferential Analysis About RQ5: Is there a relationship between the instructors' preference of educational philosophy and instructors' years of experience?

Last but not least; the fourth research question was about the years of experience instructors have. The relation between years of experience and educational philosophy total scores for each sub educational philosophy was examined with Spearman's rho correlation.

Table 9. Spearman's rho Correlation Results for Adopted Educational Philosophies According to Instructors' Years of Experience

	Existentialism	Experimentalism	Realism	Idealism	Perennialism
Years of Experience	.01	-.08	.08	-.07	-.00

*Correlation is significant at the 0.05 level

A Spearman's correlation was run to assess the relation between years of experience and educational philosophy total scores for each sub educational philosophy. There was no significant correlation between years of experience and each educational philosophy: Existentialism $r_s = .01$, $p > .05$; experimentalism $r_s = -.08$, $p > .05$; realism $r_s = .08$, $p > .05$; idealism $r_s = -.07$, $p > .05$, and perennialism $r_s = -.00$, $p > .05$.

4.5. CONCLUSION

In this chapter, the results of the analysis were presented. Both descriptive and inferential analyses were used to explain the results. First, the highest and lowest scores for each philosophy were given and it was seen that there is no meaningful relation between the variables and preference. Then, inferential

statistics were presented in order of research questions.

Based on the findings obtained from the research results, it is seen that the arithmetic averages of total scores for each educational philosophy are close to each other, and the difference between perennialism, which is a structured educational philosophy based on immutable facts, and existentialism based on change and individuality, is only three points in general average. Strength of belief for each philosophy was found using these averages as in the instructions given by Wiles and Bondi (2007, p. 329). The strength of belief for each educational philosophy is given in figure 2 below.



Figure 2: The common pattern acquired in the study

It is seen that score for each set is close to each other. Considering these results it can be said that they are included in Pattern 1 (see Figure 3 below) proposed by Wiles and Bondi (2007, p. 331), which shows instructors did not or could not make a meaningful choice among the educational philosophies, and also that they were insufficient to discriminate among the educational philosophies.

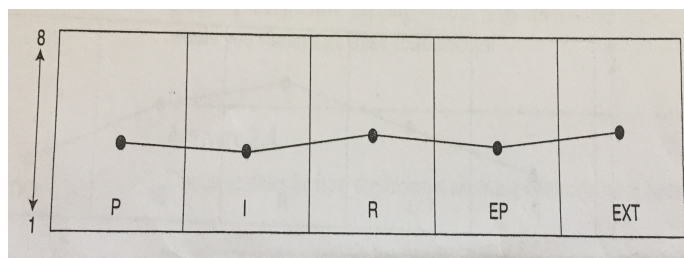


Figure 3: Pattern 1: Little Discrimination in Terms of Preference

Source: Wiles, J. & Bondi, J. (2007). "Curriculum development: A guide to practice", Seventh Ed., Pearson Merrill Prentice Hall Inc., p.331

Moreover, it is observed that most instructors agree with some statements that represent one specific philosophy and they disagree some other statements about that very same philosophy. Also, they agree with other views related to other philosophies. They like the authority perennialism give them over learners, but they do not like its methods to teach and they prefer teaching in the way experimentalism suggests. That means they have an eclectic approach which means they select what they think is the most appropriate views from different philosophies to create an effective for teaching learning process. For example, there are participants who say that I strongly agree with both the eighth and seventeenth questions advocating different views that may be in contradiction with each other. Eighth question is "The teachers should be a strong authority figure in the classroom" and the seventeenth is "Teachers are seen as facilitators of learning".

There are other similar results, too. In some cases instructors agree with perennialists about the role of school and teacher; however, that same person prefers the way reality is seen in experimentalism. Therefore, it is possible to say those ones are included in Pattern 5 (see Figure 4 below) proposed by Wiles and

Bondi (2007, p. 332), which shows that such participants are beginners or they adopt an eclectic philosophy that is a personal mix of all.

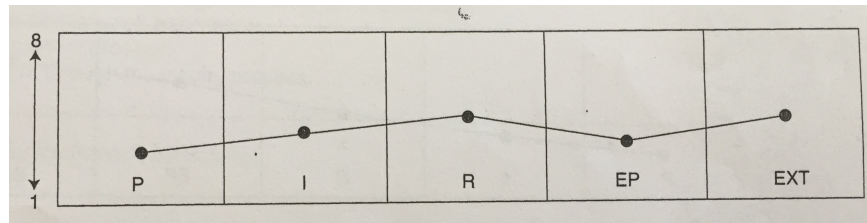


Figure 4: Pattern 5: Eclectic or Beginner

Source: Wiles, J. & Bondi, J. (2007). "Curriculum development: A guide to practice", Seventh Ed., Pearson Merrill Prentice Hall Inc., p.43

It is observed that teachers' views show a similar attitude in other research conducted by Baki & Gökçek (2007), Aksu et al. (2010), Turan & Aktan (2008), Saban (2009), Yapıcı (2013). The reason for this may be that the participants do not feel comfortable and free, the attitudes or philosophies of the institutions they work for or may arise from the conflict between past teaching doctrine and what they have learned today, as well as their own life.

CHAPTER 5

DISCUSSION

5.1. INTRODUCTION

This chapter will discuss the findings of the study given in chapter four. The results are explained in the same order as the research questions and they are compared to the results of similar studies in the literature. After that, pedagogical implications, limitations of the study and suggestions for further researches will be stated and discussed. Finally, a conclusion will be presented.

5.2. SUMMARY OF THE STUDY

This research investigated the relation between the educational philosophies adopted by the instructors working at English Preparatory Units and independent variables such as their department of graduation, the type of university (state/private) they work for, years of experience and gender. The data were collected with a likert-type scale called “Philosophy Preference Assessment” developed by Wiles and Bondi (2007, pp. 329-330). It was applied to 211 voluntary English instructors working at English Preparatory Units of state and private universities in Ankara in the academic year of 2019-2020. In this research, descriptive statistics (frequency, percentage, mean, standard deviation) and quantitative data analysis techniques (Mann Whitney U, Kruskal Wallis H) were used and findings were interpreted as follows.

5.3. DISCUSSION OF THE RESULTS

There are similar studies conducted on teachers of different branches and from different levels of schools. Therefore, the results of this study will be discussed in detail by comparing results of other research on the same problem.

The first thing that was examined in this study was the frequency of the educational philosophies (experimentalism, realism, existentialism, idealism and perennialism) among the participants, via mean and standard deviation statistics. When the data obtained were ranked according to the arithmetic average of the subscales, the ranking followed the order of experimentalism, realism, existentialism, idealism and perennialism. According to these results, the most frequently adopted educational philosophy is experimentalism ($M=31.37$) while perennialism is the least frequent one ($M=24,76$).

In different researches carried out by Berkant & Özaslan (2019), Yazıcı (2017), Sarıtaş (2016), Yapıcı (2013), Çalışkan (2013), Gülten & Karaduman, 2010), Doğanay (2011), Duman & Ulubey (2008), Geçici & Yapıcı (2008), Doğanay & Sarı (2003) it was similarly concluded that the most frequently adopted educational philosophy among educators is experimentalism.

Likewise, in a research conducted by Ekiz (2007) it was concluded that the opinions of prospective teachers of perennialism and essentialism were negative while their opinions of progressivism and reconstructionism, which derived from pragmatism (which is also called as experimentalism) and are the application of pragmatic philosophy to education, were positive. Also, Biçer, Er & Özel (2013) found out that progressivism was adopted the most.

Unlike others, the results of the researches conducted by Aslan (2016) and Yazıcı (2017) show that existentialism has the highest mean.

Research conducted in this field show that instead of traditional views which are subject-oriented, based on dogmas, and supporting authoritarian teacher figures, teachers seem to be more inclined to adopt philosophies that are learner centered, open to change and aim to adapt to the changing world. This shows that educators generally adopt learner-centered views that encourage learning and the development of their students. Learning by doing and practicing is crucial in language learning. Therefore, it can be interpreted as a desirable outcome that experimentalism, which evidently suits language learning the most, is frequently adopted by English language instructors.

5.3.1. Discussion of the findings of RQ1: Do the instructors' preference of educational philosophy differ according to the gender?

The educational philosophies adopted by the instructors were examined according to gender with the mean and standard deviation statistics. The result descriptive statistics show that experimentalism scores the highest and perennialism scores the lowest for both groups. However, while female participants adopt existentialism as the highest third, male participants adopt idealism as the highest third.

Then, inferential statistics was used to check if gender had meaningful impact on philosophical preferences. The results were found to be significant for only educational philosophy of idealism, which means gender only influences idealism philosophy score. The test results indicated that idealism score differs depending on gender. Male instructors had an average rank of 128.06 while

female instructors had an average rank of 101.00 (section 4.4.1 above). Just for idealism, there was a significant difference on behalf of male participants. They had an average rank of 128.06 whereas female instructors had 101.00.

Similarly, it can be seen that Yazıcı (2017), Aslan (2016), Biçer et al. (2013) concluded in different studies that male participants prefer traditional philosophies more while female participants adopt more contemporary ones.

However, there was no significant difference in terms of experimentalism, realism, existentialism and perennialism. The researches conducted by Doğanay & Sarı (2003), Ilgaz et al. (2013), Gülten & Karaduman (2010), Çetin et al. (2012), Altinkurt et al. (2012), Karadağ et al. (2009), Çoban (2007), Aybek and Aslan (2017), Çelik & Orçan (2016) also found out that the philosophy adopted does not change according to gender.

The difference gender makes in terms of the adoption trend of idealism may be viewed under the light of larger social formation. We have discussed that idealists believe good and right to be universal and that students should be taught these values. There is stress on the responsibilities of well-educated teachers to identify the topics necessary for the intellectual development of the learners. Hence, they support a teacher-centered education and the teacher is to be a role model for target behavior. These beliefs and views are in compliance with a patriarchal social formation where male is the dominant figure both at home and in the workplace.

5.3.2. Discussion of the findings of RQ2: Do the instructors' preference of educational philosophy differ according to the degree (BA/ MA/ PhD) instructors hold?

The mean and standard deviation statistics of the educational philosophies adopted by the instructors depending on the degree (BA/MA/PhD) they hold were presented first. When the education philosophy adopted by the participants with a BA degree is ranked from the highest to the lowest average, it is seen that perennialism is in the first place. It is followed by idealism, realism, experimentalism and existentialism, in the order they are listed. Existentialism ranks first among the participants with an MA degree. It is followed by experimentalism, idealism, realism and finally perennialism. It is seen that the participants with a PhD degree adopt realism the most. It is followed by experimentalism, existentialism, idealism and perennialism.

These findings may indicate a logical correlation between graduation degree and educational philosophy. It would be expected of the inexperienced BA graduates to stick with more teacher- and subject-centered. MA holders, on the other hand, are comparatively more experienced hence can manage their classes better without holding fast to their authority. Also, the fact that they continue with post-graduate education indicates their willingness to control how their lives shape and grow, thus indicating an existential tendency.

Turning to inferential analyses in order to see if these findings can be generalized into a direct correlation between degree and educational philosophy, it was observed that there was a statistically significant result only in terms of existentialism between BA and MA holders. Existentialism score for MA is higher than BA.

Different researches conducted by Biçer et al. (2013) and by Alkın et al. (2014) similarly show that prospective teachers studying in lower classes adopt traditional educational philosophies while the ones studying in upper classes mostly prefer contemporary educational philosophies.

Together with the results in literature, it can be discussed that when instructors continue their education and have higher degrees, their ideas change and they adopt more contemporary and learner-centered philosophies.

5.3.3. Discussion of the findings of RQ3: Do the instructors' preference of educational philosophy differ according to department of graduation?

The mean and standard deviation statistics of the educational philosophies adopted by the instructors depending on the department they graduated from (ELT or ELL) were presented first. The educational philosophies adopted by ELT graduates are listed from the highest to the lowest as perennialism, experimentalism, realism, existentialism and idealism. Among ELL graduates, experimentalism is in the first place, and it is followed by realism, existentialism, idealism and perennialism. However, the difference between the rankings of these philosophies is very small.

The undergraduates of literature departments study classical works and works of the past with one eye on the history. Also, they learn through methods like the Socratic method, unlike the more hands-on and interactive learning methods of foreign language teaching departments. Therefore, it may be expected for the graduates of the faculties of science and literature to be more traditional and teacher-centered than the graduates of the faculties of education. Nonetheless,

the results strikingly indicate the opposite. The graduates of ELT adopt perennialism more, which is subject-centered and sees the teacher as an authority.

Although the descriptive analysis of the data indicates such a difference, the results of the Mann-Whitney U test which was conducted to see the influence of the instructors' department of graduation on their educational philosophies are found to be non-significant for all the education philosophies sub-dimensions (section 4.4.3 above). The test results indicate that instructors' educational philosophies do not differ in terms of the department they graduated from. Therefore, the results are inconclusive in terms of whether the educational philosophy adopted is shaped through the influence of the department of graduation (ELT or ELL).

These findings reflect other research results that were reviewed in the literature section above. In different researches that were conducted by Doğanay (2011), Karadağ et al. (2009) and Üstüner (2008), Çoban (2007) it was similarly observed that the department of graduation did not make a significant difference on philosophical preference.

However, Üstüner (2008) and Çetin et al. (2012) found a significant effect of department of graduation on the educational philosophies their participants adopted. It was observed that there is a difference between the prospective teachers of social studies and science education in favor of prospective teachers of social studies. While prospective teachers of science education have adopted more traditional philosophies, prospective teachers of social studies have preferred more modern ones.

Lastly, it can be discussed that contrary to common belief, graduates or students of faculties of education can and do adopt traditional educational philosophies. There is a tendency for teachers to teach in the way they were taught. But, since the difference between the rankings is not big, it may be better not to generalize the results. Also, although experimentalism in general has the highest mean, it is suggested that the instructors' classes to be observed to have more conclusive data.

5.3.4 Discussion of the findings of RQ4: Do the instructors' preference of educational philosophy differ according to the university (state/private) instructors work for?

This research question is the least discriminating since the descriptive statistics show that the educational philosophy that the instructors adopt is shows exactly the same order from experimentalism with the highest score, through realism, existentialism, idealism and perennialism with the lowest score. Since the order is same for both groups, from the perspective of descriptive analyses, it is not possible to say that the type of university instructors work for has an impact on their philosophical preferences.

An investigation of the third research question through an inferential Mann-Whitney U test yields similarly non-significant results as was stated in section 4.4.4 above. The test results indicate that instructors' educational philosophies do not differ depending on the university (state/private) where they work.

An examination of the literature reveals that no study investigating the effects of the type of institution the participants work for on their philosophical

preferences. Therefore, the literature does not present an opportunity for comparison.

It can be concluded that teachers start building their philosophy maybe when they start school as a learner. They adapt it as they learn more, and when they start working they have already adopted a philosophy, so the institution they work for does not cause a big difference.

5.3.5. Discussion of the findings of RQ5: Is there a relationship between the instructors' preference of educational philosophy and instructors' years of experience?

Since years of experience was collected as continuing data, only inferential statistics results were given for years of experience above. Just as it was with the previous research question, there was no significant difference between the findings obtained from an investigation of the relation between years of experience and educational philosophy scores.

The research conducted by Yapıcı (2013) found similar results. In the study, it was found that there was no significant difference between the total scores of realism, experimentalism and existentialism in terms of years of experience while perennialism and idealism were found to be significant at the level of 0.05. No results were found regarding the relationship between idealism and years of experience. In perennialism, a difference was found in favor of the teachers who are new at their profession.

It can be concluded that years of experience is not as meaningful an influence as was expected on educational beliefs. A professional and good teacher tries to address each learner so may adopt a form of eclectic approach. Because

s/he adopts certain perspectives from each different philosophy, experience may open up a post-philosophy realm where the learners with their different needs become the focus hence urging the teacher to lend methods and techniques from different philosophies at the same time.

5.4. PEDAGOGICAL IMPLICATIONS

It can be concluded that instructors fail to make choices between a student-centered or a teacher-centered approach and mostly end up choosing both at the same time. This indicates either that they try to adopt an eclectic approach or that they lack awareness of their educational philosophy and need further training in this aspect.

The philosophy adopted by a person significantly affects his/her life style, thoughts, attitudes and behaviors. The philosophy adopted by an educator plays a similarly important role in shaping future generations. For this reason, educators should be aware of the developing and changing facts and know how to use them in their classes. Adopting a learner-centered education philosophy that avoids dogmas is very important for achieving the goals in such a field as foreign language education that requires intercultural interaction and communication.

Similarly, when the related literature is reviewed, it is stated that teachers act with certain beliefs, from determining the learning objectives, to organizing the learning-teaching process and deciding how to assess and evaluate (Doğanay, 2011; Cevizci, 2016, p. 138; Doğanay & Sarı, 2003).

It is possible to say that many factors can be effective in teachers' decisions about educational practices, and also that educational philosophy is the most important one of these factors. Others can be time management anxiety to

cover the subjects set, teachers' habit of applying the method that the management sets, crowded classes, and the limited facilities they have. Thus, it is possible to avoid other factors by training teachers to be capable of making their own decisions. Hence, it is greatly important to be aware of why instructors do what they do and the educational philosophy that enables it.

It can be ensured that education philosophy, which is as important as educational psychology and sociology, should be included in detail as a separate lesson in teacher education programs. Thus, students can think and discuss the reflection of each philosophy on education in this course.

A similar in-service training can be provided to the teachers who are already practicing their profession. It can raise awareness about why they teach and they can feel more motivated.

While making decisions about the curriculum, instead of being given a set of procedures set by a coordination group or the management, it can be ensured that all instructors attended to meetings where they all discuss all dimensions and also in the later stages even learners can be allowed to take part. In this way, a program can be prepared in line with an educational philosophy where everyone involved has a say, differences are discussed, and they can reunite around a common view that appeals to everyone.

5.5. LIMITATIONS OF THE STUDY

The limitations of this study are given below:

1. The study is limited to the English Instructors who worked at English Preparatory Units of universities in Ankara in 2019-2020 Academic Year.

2. Reaching the instructors and persuading them to take part was a big problem. Most of them refused to participate even though their names were not to be used. Because the number of the volunteer instructors is not as high as expected, normality test p -values were insignificant.
3. It is not certain if the instructors answered the questions sincerely or randomly.
4. The number of different genders is another problem because the population of ELT or ELL graduates is predominantly made up of females, so reaching out to an equivalent or sufficient number of male participants was difficult.

5.6. SUGGESTIONS FOR FURTHER RESEARCH

Researches can be conducted to examine the relationship between methodology, teaching & learning style and philosophy. However, if possible, it can be a good idea to observe instructors' classes. Therefore, the results of the questionnaire and their attitudes in the classroom can be compared. Also, a similar questionnaire can be applied to their students to study the instructors' perception of themselves and their students' perception of them comparatively.

This research was carried out with English instructors at English Preparatory Units. Educational philosophy of instructors providing academic English for the different departments at universities or instructors of different languages (German, French, Russian etc.) in SFL can be investigated. The results can be studied comparatively.

The educational philosophy which administrators and teacher trainers adopt can also be researched and compared with these results. This way, it can be

possible to find a common point in curriculum development. Also, an effective in-service training program can be proposed to accommodate the results of this study. Another research can be conducted before and after in-service training to examine the difference.

A similar study can be conducted at ELT and ELL departments. Both students and teachers can take part, and the results can be compared. In the following years, another study can be planned when those prospective teachers start working. Their ideas before and after facing the students can be compared and the reasons of the results can be researched.

CHAPTER 6

CONCLUSION

What and how to teach have been a controversial issue and it has been questioned for ages. Teacher has an important role in teaching and learning process, and their beliefs and answers to these questions are of great importance. Their beliefs and preferences have a great effect on the success of curriculum and its implementation because as Popp (1972) stated that a teacher with a philosophy of teaching and learning will teach his/her students to make use of experiences of others and how to learn what they need. Therefore, this study aimed to find out their preferences and the elements that affect their decision.

There are studies that reveal the role of educational philosophy and its importance. Also there are ones to identify the preferences of teachers or prospective teachers of different branches as mentioned in literature review and discussion chapters. However, there is no study on the philosophy adopted by language teachers even though language education is a serious problem in Turkey. As stated above, it is important to identify teachers' beliefs to guide them while implementing the program successfully.

In general, the results of this study indicate that some common beliefs about departments of graduation, types of university and seniority are just fallacy. Also, it shows or reminds that the philosophy is important to understand teachers' point of view on learning and teaching. As Livingston and McClain (1995) stated, the educational philosophy affects the way the teacher educates his/her students because it guides the teacher in planning the educational process - purpose, method and evaluation (Ediger, 2000). Therefore, it is expected to help future researches in terms of its findings in such areas as curriculum development, teacher education, in-service training programs, and material development.

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APPENDICES

Appendix 1: Consent Form

BİLGİLENDİRİLMİŞ ONAY FORMU: (Gönüllü Katılım Formu)

Sayın Katılımcı, bu çalışma Ufuk Üniversitesi- İngiliz Dili Eğitimi Yüksek Lisans Programı'nda yürütülen bir araştırmadır. Bu araştırmanın amacı, hazırlık birimlerinde İngilizce dersi veren öğretim görevlilerinin benimsedikleri eğitim felsefelerini belirlemek ve çeşitli değişkenlerin eğitim felsefesi tercihine etkisini saptamaktır.

Bu araştırmaya katılım tamamen gönüllük esasına dayalıdır. Eğer katılmayı kabul ederseniz, sizden konuyla ilgili likert ölçeği doldurmanız istenecektir. Lütfen soruları olması gerektiğini düşündüğünüz biçimde değil, sizin düşüncelerinizi tüm gerçekliği ile yansıtacak biçimde cevap veriniz. Samimi ve içtenlikle vereceğiniz cevaplar çalışmanın sağlığı açısından çok önemlidir.

Sizden ölçek üzerinde kimlik belirleyici hiçbir bilgi istenmeyecektir. Cevaplarınız sadece araştırmanın amacına uygun olarak bilimsel açıdan kullanılacak ve gizli tutulacaktır. Bu çalışmaya katılmayı kabul edebilir ya da reddedebilirsiniz ayrıca çalışmanın herhangi bir yerinde onayınızı çekme hakkına da sahiptir. Ancak formu sonuna kadar ve eksiksiz doldurmanız, bu araştırmanın geçerli olabilmesi için önem taşımaktadır.

Çalışma ile ilgili herhangi bir bilgi almak isterseniz, aşağıdaki elektronik iletişim adresinden ulaşabilirsiniz.

Araştırma Koordinatörü: Dr. Öğretim Üyesi Neslihan ÖZKAN
e-posta adresi: neslihan.ozkan@ufuk.edu.tr

Araştırmacı: Kübra YAZGI
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Katılımınız ve ayırdığınız vakit için şimdiden teşekkür ederiz.

Katılımcı beyanı:

Araştırma ile ilgili yukarıdaki bilgiler bana aktarıldı. Bana yapılan tüm açıklamaları ayrıntılarıyla anlamış bulunmaktayım. Verdiğim bilgilerin bilimsel amaçlı yayınlarda kullanılmasını kabul ediyorum. Bu araştırmada 'katılımcı' olarak yer alma kararını aldım.

İsim Soyad:

İmza:

NOT: Bilgi ve kontak adresleri kısmı kesilerek sizlere verilecektir. İmza ve isim sadece çalışmaya gönüllü olarak katıldığınızı gösterir niteliktedir. Anketleriniz size verilmeden teslim alınacak ve ayrı olarak tutulacaktır.

Appendix 2: Scale that was used in the study

Part 1: Demographic Information

1. Gender:

Female

Male

2. I have a _____ degree.

B.A.

M.A.

PhD

5. I hold a B.A. degree in _____ Program.

English Language Teaching (ELT)

English Language and Literature (ELL)

6. I work at a _____ university.

State

Private

7. My total experience in active teaching is _____ years.

Part 2: The survey question numbers that relate to the five standard philosophies of education are as follows: Respond to the given statements on a scale from 1 to 5.

1	2	3	4	5
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

Philosophy Preference Assessment		1	2	3	4	5
1.	Ideal teacher are constant questioners.					
2.	Schools exist for societal improvement.					
3.	Teaching should center round the inquiry technique.					
4.	Demonstration and recitation are essential components for learning.					
5.	Students should always be permitted to determine their own rules in the educational process.					
6.	Reality is spiritual and rational.					
7.	Curriculum should be based on the laws of natural science.					
8.	The teacher should be a strong authority figure in the classroom.					
9.	The student is a receiver of knowledge.					
10.	Ideal teachers interpret knowledge.					
11.	Lecture – discussion is the most effective teaching technique.					
12.	Institutions should seek avenues toward self-improvement through an orderly process.					
13.	Schools are obligated to teach moral truths.					
14.	School programs should focus on social problems and issues.					
15.	Institutions exist to preserve and strengthen spiritual and social values.					
16.	Subjective opinion reveals the truth.					
17.	Teachers are seen as facilitators of learning.					
18.	Schools should be educational “smorgasbords.”					
19.	Memorization is the key to process skills.					
20.	Reality consists of objects.					
21.	Schools exist to foster the intellectual process.					
22.	Schools foster an orderly means of change.					
23.	There are essential skills everyone must learn.					
24.	Teaching by subject area is the most effective approach.					
25.	Students should play an active part in the program design and evaluation.					
26.	A functioning member of society follows rules of conduct.					
27.	Reality is rational.					
28.	Schools should reflect the society they serve.					
29.	The teacher should set an example for students.					
30.	The most effective learning does not take place in a highly structured, strictly disciplined environment.					
31.	The curriculum should be based on unchanging spiritual truths.					
32.	The most effective learning is nonstructured.					
33.	Truth is a constant expressed through ideas.					
34.	Drill and factual knowledge are important components of any learning environment.					
35.	Societal consensus determines morality.					
36.	Knowledge is gained primarily through the senses.					
37.	There are essential pieces of knowledge that everyone should know.					
38.	The school exists to facilitate self-awareness.					
39.	Change is an ever- present process.					
40.	Truths are best taught through the inquiry process.					

Appendix 3: Ethics Board Waiver Form



T.C.
UFUK ÜNİVERSİTESİ

SOSYAL VE BEŞERİ BİLİMLER BİLİMSEL ARAŞTIRMA VE YAYIN ETİĞİ KURULU

Karar Tarihi : 06.11.2019
Toplantı Sayısı : 2019/8
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Yapılan incelemeler sonucunda hazırlanan tez çalışmasının, bilimsel araştırma ve yayın etiği açısından uygun olduğuna karar verildi.

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