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**VIEWS ON THE CONTENT KNOWLEDGE ELECTIVE COURSES OF THE  
ELT DEPARTMENTS AND A SUGGESTED SYLLABUS**

**MASTER THESIS**

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ELT Departments and a Suggested Syllabus**

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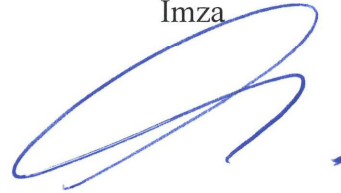
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*“If we teach today’s students as we taught yesterday’s, we rob them of tomorrow”.*

*John Dewey*

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Melis ŞENOL

# İngiliz Dili Eğitimi Bölümü Alan Eğitimi Seçmeli Dersleri Hakkındaki Görüşler ve Ders İzlencesi Önerisi

Melis ŞENOL

## Özet

Bu çalışma, Yüksek Öğretim Kurumu'nun 2018 yılında İngiliz Dili Eğitimi programlarında yaptığı güncelleme çalışmalarına istinaden, İngilizce öğretmeni ve öğretmen adaylarının seçmeli alan dersleriyle ilgili düşüncelerini anlamaya ve bunu takiben en çok tercih ettikleri derse yönelik bir ders izlencesi hazırlamaya yöneliktir. İngiliz Dili Eğitimi programlarında yapılan bu son düzenleme sadece var olan programın eksiklerini gidermeye yönelik değil, aynı zamanda lisans programlarındaki seçmeli ders payını yüzde yirmi beş oranına yükseltmeye odaklanmıştır. Yüksek Öğretim Kurumu program için on üç farklı alan bilgisi dersi önerisinde bulunurken, üniversitelere talep üzerine altı ders daha ekleme hakkını vermiştir. Bu doğrultuda, çalışmanın ilk aşaması en çok tercih edilen derse yoğunlaşırken; çalışmanın ana çıktısını oluşturan ders izlencesi ikinci aşamanın odağı olmuştur.

Çalışmanın ilk aşaması için nitel ve nicel araştırma yöntemlerinin bir arada kullanıldığı karma keşfedici ardışık desen seçilmiştir. İlk adım olarak, Türkiye'deki devlet üniversitelerinin İngiliz Dili Eğitimi bölümlerinin öğretim planlarında belirtilen alan bilgisi eğitimi seçmeli dersleri incelenerek doküman analizi yapılmıştır. Çıkan derslerin Microsoft Excel ile yapılan sıklık analizi sonrasında, en az "3" programda görülen seçmeli derslerden oluşan bir anket hazırlanmış ve çalışmanın ilk aşaması Türkiye örnekleminde 1093 İngilizce öğretmeni ve öğretmen adayı ile yürütülmüştür. Bu aşamada 1093 kişiden elde edilen bulgular SPSS 22 tanımlayıcı istatistikler ve ki-kare testleri uygulanarak analiz edilmiştir.

Çalışmanın ikinci aşamasında, Türkiye’deki üniversitelerde görev yapan 62 öğretmen eğitmeni en çok tercih edilen seçmeli dersin içeriği ile ilgili görüş bildirmişlerdir. Verilen yanıtlar temalarına göre kodlanmak suretiyle, iki İngiliz Dili Eğitimi uzmanının görüşü alınarak değerlendirilmiş ve ders izlencesinin son şekli verilmiştir.

Bulgular katılımcıların alan bilgisi seçmeli ders tercihlerini mesleki ihtiyaçları doğrultusunda yaptıklarına işaret etmiştir. Belirlenen 24 alan bilgisi seçmeli dersi arasından “İngiliz Dili Eğitiminde Yeni Eğilimler” dersi en çok tercih edilen ders olarak bulunmuştur. Katılımcıların alandaki “yeni” olanı bilmeye duydukları eğilimi ortaya koyan çalışmada geleceğin öğretmenlerini canlı tutabilecek güncel konu ve yeniliklere yer veren bir ders izlencesi hazırlanmıştır.

**Anahtar Kelimeler:** Alan eğitimi bilgisi, dil öğretiminde teknoloji kullanımı, İngiliz dili alanında yeni eğilimler, İngilizce öğretmeni ve İngilizce öğretmen adaylarının tercihleri, karma yöntem araştırması, keşfedici ardışık desen, ders izlencesi hazırlama, seçmeli dersler.

**Views on the Content Knowledge Elective Courses of the ELT Departments and  
a Suggested Syllabus**

**Melis ŞENOL**

**Abstract**

With regard to the update in the English Language Teaching Programme in 2018, this research study initially aimed to analyse English teachers' opinions on content knowledge electives, and secondarily suggest a syllabus for the most preferred course. The recent update has focused on not only the deficiencies of the existing programme but also enhancing the number of the elective courses up to 25 per cent throughout the degree program. While CoHE suggested a teaching programme indicating thirteen "Content Knowledge" electives, they also granted authorization to universities to add six more electives on demand. Therefore, this study aspired to reveal the favoured elective course in the first phase while the focus on the second phase changed direction to a syllabus design on the relevant elective as the main outcome of the study.

The first phase of the research exploits a mixed method sequential exploratory design that includes both quantitative and qualitative research paradigms ensuring reliability and validity. As an initial step, a document analysis was performed by reviewing the content knowledge electives stated in the curriculums of the ELT departments of the state universities in Turkey. Once the frequency analysis of the electives was performed with the help of Microsoft Excel, a questionnaire was formed specifying the mostly offered electives in a descending order with a minimum frequency of "3". In pursuit of the finalizing and piloting procedure, the first phase of the study was conducted with 1093 pre-service and in-service



teachers all around Turkey. At this stage, the quantitative data obtained from 1093 participants was analysed by descriptive statistics and chi-square tests through SPSS 22.

In the second phase of the study, 62 teacher educators working in the English Language Teaching Departments in Turkey presented their opinions regarding the content of the favoured elective course. After analysing their responses by open-coding technique, teacher educators' perspectives were revised and evaluated with the help of two ELT experts and the blended data was put into its final form.

In terms of content knowledge electives, the findings indicate that participants make choices based on their professional needs. Among 24 Content Knowledge electives “Current Trends on ELT” was the most favoured elective course meaning that participants are in need of knowing what is “new” in the field. In this regard, an enthrusting contemporary syllabus consisting of newer issues and innovations was designed to serve a useful purpose and keep the future teachers updated consequently.

**Keywords:** Current Trends in ELT, elective courses, mixed methods, mixed method sequential exploratory design, Pre-service and in-service EFL teachers' preferences, content knowledge courses, syllabus design, technology integration in ELT.

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## Abbreviations

<b>BL</b>	: Blended Learning
<b>CALL</b>	: Computer Assisted Language Learning
<b>CAT</b>	: Computer Adaptive Testing
<b>CBA</b>	: Computer Based Assessment
<b>CEFR</b>	: Common European Framework of References
<b>CK</b>	: Content Knowledge
<b>CoHE</b>	: Council of Higher Education
<b>DA</b>	: Dynamic Assessment
<b>ECTS</b>	: European Credit Transfer and Accumulation System
<b>EFL</b>	: English as a Foreign Language
<b>ELF</b>	: English as Lingua Franca
<b>ELT</b>	: English Language Teaching
<b>ELTTP</b>	: English Language Teacher Training Program
<b>ENL</b>	: English as a New Language
<b>ESL</b>	: English as a Second Language
<b>ESP</b>	: English for Specific Purposes
<b>EU</b>	: European Union
<b>FLA</b>	: Foreign Language Assessment
<b>GDA</b>	: Group Dynamic Assessment
<b>GK</b>	: General Knowledge
<b>ICT</b>	: Information Communication Technologies
<b>IT</b>	: Information Technology
<b>LMS</b>	: Learning Management Systems
<b>MALL</b>	: Mobile Assisted Language Learning

<b>MoNE</b>	: Ministry of National Education
<b>MOOCs</b>	: Massive Open Online Courses
<b>NLP</b>	: Neuro Linguistic Programming
<b>PK</b>	: Pedagogical Knowledge
<b>RQ</b>	: Research Question
<b>SLA</b>	: Second Language Acquisition
<b>SPSS</b>	: Statistical Package for Social Sciences
<b>TedEd</b>	: Educational Platform for Technology, Entertainment and Design
<b>TESOL</b>	: Teaching English to Speakers of Other Languages



## **Chapter I: Introduction**

### **Chapter 1**

#### **Introduction**

The introduction chapter is designed to involve a number of sub-headings revealing the rationale of the study in conjunction with the recent modifications that have been made by CoHE regarding English Language Teaching Programmes in Turkey. Introducing the background of the study; the aim of the study, the significance, the assumptions, the limitations, and the design of the study are also clarified. Through literature review, the concepts of “curriculum” and “syllabus” are discussed along with referring the relevant information on recent regulations made by CoHE. The suggested data is also supported by the research studies on syllabus design.

#### **Background of the Study**

Language policy in Turkey has gone through many changes and innovations along with the process of adaptation to the European Union and in association with the Bologna process. Under the coordination of Higher Education Council, English Language Programmes had been updated in 1997, 2006 and recently in 2018. Throughout each updating process, scientific researches on the application of the programmes, procedural evaluations and educational reports have been taken into advisement along with the document “General Competencies for Teaching Profession (2017-2023)” developed by the Turkish Ministry of National Education (MoNE, 2017).

Among these reconstructive changes, in 2018, defective points in the system have been overviewed and revised resulting both in some regulations related to pedagogical knowledge and the enhancing percentage of general knowledge courses. Moreover, in the same year, universities were granted authorization in terms of determining almost 25 percent

of the courses apart from the obligatory courses in the programmes. As a result of these regulations, teaching programmes consisted of 50-60 percent of content knowledge, 25-30 percent of pedagogical knowledge, and 15-20 percent of general knowledge courses.

In 2018, the Council of Higher Education declared another regulation in Teacher Education Programmes after assessing the existing teaching programmes in terms of their purposes, learning outcomes, weekly course hours, their national and ECTS credit systems.

According to the recent regulations, some major changes are stated below:

1. A common core curriculum has become possible for all English Language Teaching Programmes.

2. Teaching programmes are formed of three major areas. These are Pedagogical Knowledge by 34%, Content Knowledge by 48%, General Knowledge courses by 18%.

3. The percentage of elective courses has been increased up to 25% within the scope of Bologna process.

4. The Council of Higher Education formed an elective course pool and categorized all similar lessons under one specific name in order to avoid ambiguity for the elective courses.

5. Thirteen courses were identified as “Content Knowledge Electives” equivalent of 24 ECTS throughout the four-year programme which are;

- Language and Society
- World Englishes and Culture
- Pragmatics and Language Teaching
- English Coursebook Evaluation
- Drama in Language Teaching

- Current Approaches in Language Teaching
- Material Design in English Language Teaching
- Teaching English Lexicon
- English in Mass Communication
- Classroom-based Language Assessment
- Sociolinguistics and Language Teaching
- Discourse Analysis and Language Teaching
- Teaching Integrated Language Skills

In the framework of these recent regulations, CoHE also stated that universities are allowed to suggest up to six more courses to each elective group on condition that they apply to the Council no later than 31st March, 2019. In this system, universities are obliged to open a minimum of six different electives since students are required to pick one elective from the “Content Knowledge Elective Pool” on their third, fourth, fifth, sixth, seventh, and eighth semesters which makes six different electives in total throughout their degree programmes.

Considering the recent changes in ELT programmes, this study is in an endeavour to throw light upon students’ choices of content knowledge electives. In addition to pointing at the most preferred elective, it gets another dimension by suggesting a new syllabus based on students’ needs and interests in combination with the expert opinions.

### **Aim of the Study and Research Questions**

There have been changes and updates in English Language Programmes in accordance with the process of adaptation to the EU and in association with the Bologna process in 1997, 2006 and recently in 2018. Due to the recent change, English Language Teaching Departments will face a decision making process in terms of determining which electives should be taken into their curriculum. Therefore, the aim of this thesis is to project a view on

the preferences of pre-service and in-service EFL teachers and design a syllabus for the most preferred Content Knowledge electives respectively.

RQ1 What is the most important criterion that determines the participants' preferences of the content knowledge elective courses?

RQ2 What are the 6 most preferred content knowledge electives?

RQ2a Is there a significant difference in participants' preferences in terms of their gender and course choice?

RQ2b Is there a significant difference in participants' preferences in terms of their service status and course choice?

RQ3 Which topics should constitute the syllabus of the mostly preferred elective?

### **Significance of the study**

As a reflection of the recent changes in teaching programmes, English Language Programmes are required to form their own elective pools considering the suggestions of the Council of Higher Education. Since universities' choices are not limited to the suggested electives, they are likely to be in search of adding more electives considering their students' needs and interests. In that sense, this study has a pioneering role in terms of shedding light on the elective preferences of pre-service teachers. In-service teachers are also the participants of the study to benefit from their perceptions considering their invaluable work experience in the field. Therefore, this study is considerable as it takes the needs and interests of pre-service teachers and the experiences of the in-service teachers into consideration. The second phase makes the study even stronger by providing a new syllabus for the most preferred elective, which means a source for teacher educators based on the data collected in the field.

### **Assumptions of the Study**

In the first phase of this research study, document analysis was made to find out all the content knowledge elective courses. It is assumed that the web pages of the universities are updated and the stated curriculums reflect the actual implementation. Based on the document analysis, a questionnaire was formed and it was assumed to be answered objectively by pre-service and in-service teachers without causing any misunderstandings. In the second phase of the study, teacher educators were asked an open-ended question in order to specify the content of the targeted syllabus. At this stage, it is assumed that teacher educators answered the question wholeheartedly on the grounds of their field information and experience. Besides, it is assumed that the researcher is unprejudiced and objective during the evaluation and the coding process of the given answers. Briefly; the questionnaire, the researcher herself and the participants are believed to be reliable and valid in all terms.

### **Limitations of the Study**

In the second phase of this research study, 583 teacher educators working at Turkish universities were consulted with an open-ended question and 62 of them provided insight regarding the research question. Although 232 ideas were gained and analysed conclusively, this study would have utilized from more diversity if the number of the responders could have been increased. In this context, it has to be indicated additionally that any in-service teachers were excluded from the second phase of the study, which should be accepted as one of the limitations of this study. Obviously, the larger the sample, the more reliable frequency figures are likely to be.

The syllabus design also aimed at the specification of the pure content of the mostly preferred elective course in the light of the narrower approach to syllabus design which defines syllabuses as the selection and the grading of the content. The output of this study is merely content oriented rather than approaching the content with its objectives, methods,

activities, or the evaluation process of learning. At this stage, it is believed that this approach provides a point of departure for the syllabus, and content-based syllabuses could also serve well with a well-defined content (Nunan, 1988, p.48). Considering the preceding information provided, it can be concluded that the study had another limitation by embracing the narrow approach to syllabus design. Teachers can take this study as a general framework and add new dimensions to their courses by taking their students' needs, objectives, strengths, weaknesses and their level of proficiency into consideration.

### **Design of the Study**

This study aimed to utilize a mixed method sequential exploratory design that included both qualitative and quantitative research paradigms to ensure reliability and validity. The first phase of the study used a questionnaire in order to determine the most preferred content knowledge elective among pre-service and in-service EFL teachers and the criterion behind their preferences. Before the questionnaire, a pilot study was applied to a small group of in-service teachers. The second phase of the study used another questionnaire combined with a semi-structured interview to determine the topics formed the suggested syllabus.

For the first phase of the study, a questionnaire was designed after a document analysis which required reviewing the content knowledge electives stated in the curriculums of the ELT departments of all the state universities in Turkey (see Appendix F). Data obtained from the document analysis was analysed with the help of a statistical program 'SPSS'. After determining the frequency of the electives, the questionnaire (see Appendix E2) was formed including the most frequent courses. Before applying the questionnaire, a pilot study was carried out to detect the possible weaknesses of the instrument.

In the second phase of the study, teacher educators working at English Language Teaching Departments were consulted regarding the topics formed the targeted syllabus. By

reviewing the printed and online sources, this invaluable data was analysed thematically, and was put into its final form after consulting two teacher educators in the content.

The entire study consisted of four chapters; each chapter represented the certain features of the study. The first chapter introduced the background information, the aim of the study, the significance, the assumptions, the limitations, and the design of the study. Also, the definitions of “curriculum” and “syllabus” as well as “content syllabuses” as a sub-heading were presented. Moreover, relevant information on regulations made in Turkey in recent years was compiled and the research studies related to syllabus design were exemplified throughout the chapter.

Chapter II explained the methodology of the research study along with the objectives and rationale of the study. Moreover, the pilot and the main studies including the participants, the instruments along with the procedures for data collection and analysis took place in this chapter.

Chapter III approached each research question individually and the findings related to each questions were illustrated in the form of tables. Further explanations were made in order to bring light to the outcomes. In other words, teacher educators’ opinions and suggestions on the favoured elective course were quoted in this part while explaining each research question in detail.

Finally, chapter IV summarised the research study by discussing the findings and drawing conclusions and implications. Furthermore, suggestions for further research were provided in the last chapter.

### **Review of Literature**

**Curriculum and syllabus.** The idea of course development and the diversified types of syllabuses with its subtopics make syllabus design one of the most controversial areas of second language pedagogy. Syllabus and curriculum are known as two aspects of

instructional activities by consisting complimentary elements. The two terms are sometimes misunderstood, misused or used interchangeably by the researchers or practitioners, due to its being used differently in American and British English and the shifting concept of curriculum in the recent years (Xiaotang, 2004). Curriculum is a broader concept which refers to the whole body of knowledge which learners acquire in schools (Richards, 2001) including not only what they learn, but how they learn it, how teachers help them learn it, using what supporting materials, styles and methods of assessment, and in what kind of facilities (Richards & Rodgers, 2001). With this broader aspect, syllabus can only be a subpart of a curriculum, a component element which describes a manageable unit of knowledge (Hutchinson & Waters, 1987).

**Curriculum.** The word “curriculum” is derived from the Latin word 'currere' which means 'to run' and it signifies ‘to run the course’ in order to reach a goal. As an educational term, “curriculum” has been defined in different ways by the educators and practitioners; though it was agreed that it is a learning plan or an educational program due to the training function for both teachers and learners (Demirel, 2015; Ertürk, 2013; Sönmez, 2015).

Allen (1984) interpreted curriculum as a very general concept that requires consideration of the whole complex of philosophical, social and administrative factors as these are the complementary elements for the planning of an educational program. In this respect, curriculum requires a very careful decision-making and planning process in terms of understanding learners’ needs, identifying national and institutional objectives, selecting the content, organizing both content and learner groups, developing appropriate materials and learning tasks, and finally generating assessment and evaluation tools.

Candlin (1984) suggested that curriculum means making general statements about language learning which includes the overall language learning process, learning objectives,



assessment, and the role of teachers and learners in a language class. In parallel with Candlin, Wiles and Bondi (1989, p.8) defined curriculum as a set of goals, plans and values which are activated through a development process and resulted in classroom experiences for learners. In this respect, accomplishing the anticipated goals is also directly linked with the function of the effectiveness of the curriculum development.

Coles (2003, as cited in Mosha, 2011) stated that curriculum is an educational policy statement that indicates to the ways in which that policy is to be accomplished through a programme of action. He also narrowed the term down to practice, and expounded that curriculum is the combination of all the activities, exercises and learning opportunities under the implicit or explicit, intentional or unintentional, recognized or overlooked responsibility of an institution or a teacher. Coles (2003, as cited in Mosha, 2011) also raised the idea of the hidden curriculum which means the informal contact between teachers and learners along with the contact solely between the learners. Underlining the significant incontrovertible influence of the hidden curriculum on learners, he mentioned the three faces of the term as being the curriculum on paper, the curriculum in action; and the curriculum that participants actually learn.

The field of “curriculum” is a large and a complex one and it can be studied from a number of diversified perspectives. According to Nunan (1988, p.4), curriculum planning should be taken into consideration as a threshold matter followed by the curriculum ‘in action’. This perspective leads the researchers to the classroom itself by observing both the teaching and learning process in order to gain insight into the implementation of the planned intentions. The assessment and evaluation process reviews the achievements and the failures of the planning phase as well as the reasons behind institutional facts, and is also responsible for making recommendations and changes. Additionally, the management of the teaching

institution can also be studied by looking through the available resources, the possible effect of limited resources and administrative decisions on learners and teachers.

**Syllabus.** The word “syllabus” is believed to be borrowed from Latin meaning ‘list’, and the word was used as “table of contents of a series of lectures” in 1650s. In the field of education, syllabus is defined as a detailed document that contains all parts of curriculum content and accepted as a subpart of curriculum (Allen, 1984). However, by reviewing books and researches on syllabus design, it can be deduced that there is always a disagreement about the nature of the syllabus whether defining it under a broader or a narrower approach.

The narrow approach distinguishes syllabus design from methodology and it is accepted as being substantially concerned with the selection and grading of the content (Nunan, 1988, p.5). Breen (1984) and Prabhu (1984) also stated that a syllabus can be seen as a plan of what teachers are going to do in the classroom in their teaching and learning process. In terms of the broad or narrow dichotomy, it would appear that Richards (2001, p. 2) holds a narrow view of syllabus by defining it as a specification of the content of a course of instruction and a list that will be taught and tested. In this sense, the main purpose of syllabus is to break down the mass of knowledge to be learnt into manageable units, and the selection of learning tasks and activities should be a subject of methodology.

According to Brumfit (1984) due to the complex nature of language and as it cannot be taught all at once, selection of the material fitting for purposes is essential considering students’ proficiency levels and the length of the course. Stern (1984, p. 10-11), Widdowson (1984, p. 26), Allen (1984, p. 61), and Van Ek (1975, p. 8-9) also support the narrow approach saying that a syllabus should be taken as a framework or a teaching device indicating exclusively what is to be learned. In this respect, syllabuses are more localized and

predicated on what literally happens in the classroom while the planned curriculum is being applied.

The broader approach to syllabus design addresses the conjoined nature of the content along with the specification and the grading of the associated tasks. In other words, those who adopt a broader view question the strict separation between syllabus design and methodology and they argue that content and tasks are inevitable to be conflating with the commencement of communicative language teaching. That is, after communicative views of language teaching consolidated with syllabus design during 1970s, syllabuses began to specify the content with not only the grammatical elements but also the functional skills of the language to be mastered in order to communicate effectively. The following quote clarifies the difference between curriculum and syllabus precisely.

The curriculum includes the goals, objectives, content, processes, resources, and means of evaluation of all the learning experiences planned for pupils both in and of the school and community through classroom instruction and related programs... the syllabus should be viewed in the context of an ongoing curriculum development process. (Robertson, 1971 cited by Yalden 1983, p.18)

Candlin (1984, p. 32), on the other hand, questioned whether it is possible to separate content from the method or the procedure and stated that bringing evaluation into the debate is also unavoidable. According to this perspective, syllabus design and teaching methodology which shows “the what” and “the how” of a language programme is considered to be the same.

In the light of the preceding definitions and statements, it is seen that syllabus design functions as a sub-component of the planning phase of curriculum development. In particular, curriculum as the biggest frame in the cycle is more than a list of topics to be covered by an

educational programme and it is comprised of content, objectives, teaching and learning process, testing, and evaluation (Lunenberg, 2011; Nunan, 1988). Conversely, syllabus design was limited to selecting and sequencing of the content; moreover, with a broader view it may describe objectives, learning outcomes, methods and assessment within the body as well.

*Content Syllabuses.* A language teaching syllabus involves the integration of subject matter and linguistic matter that constitutes the actual matter of teaching (Reilly, 1988). The syllabus type to choose for a teacher can be categorized as more or less purely linguistic, which means the content of instruction is focused on the grammatical and lexical forms of the language, or the purely semantic or informational, where the content of instruction is some skill or information rather than the language itself. Although there has always been confusion over what type of syllabus should be adopted in which context, the fact that almost all language teaching syllabuses are a combination of two or more of the types should be valued.

The content-based syllabus was defined as the teaching of content in the target language with little or no direct effort to teach the language itself separately from the content being taught (Nunan, 1988). They are seen as the point of departure for the syllabus and have more of an experiential nature. In content-based syllabuses the subject matter is fundamental, and the content teaching is not organized around the language teaching. Richards and Rodgers (2001, p. 204) posit that content-based instruction is a type of approach where teaching is focused on the information that students will acquire instead of linguistic concerns. Mohan (1986) also argues that content based syllabuses facilitate learning not solely through language but with language. He continues his argument by stating “We cannot achieve this goal if we assume that language learning and subject-matter learning are totally separate and unrelated operations. Yet language and subject matter are still standardly considered in isolation from each other (Mohan, 1986, p. iii).

In terms of its implementation, there are various techniques and activities to be applied in a content-based syllabus. To begin with, learners from different linguistic and educational backgrounds cooperate together to achieve the shared goal of the content classroom. By assigning specific tasks or projects, students can master their thinking and study skills while sharing insight, test hypotheses, and building up knowledge consequentially (Richards & Rodgers, 2001; Crandall, 1995). Project work by itself is also a notably powerful tool in content-based learning as it is an organic reproduction of what is already learnt in class. Project work is effective since it is student-centered, stimulating, challenging, cooperative rather than being competitive, able to culminate the content with a final output such as an oral presentation, a display, a report or a performance which enables sharing the expertise with others. It is appreciated to be able to achieve the goal of being process-oriented while focusing on the final product simultaneously. Additionally, whole language strategies namely process-based writing, dialogue journals, reading response journals and learning logs can be performed in order to facilitate learners to experience the language as an integrated whole (Crandall, 1995). WebQuests are another convenient ways to be used in a content-based syllabus (Marco, 2002, p. 20-25). This activity requires extensive reading of the authentic materials related to learners' discipline and a variety of effortful task completions which can be presented as a written or oral assignment of their online work. Through extensive reading, learners can expertise their academic skills while improving the vocabulary associated to their disciplines. All the preceding techniques and activities are substantial in terms of fostering autonomous, skillful, self-reliant prospective teachers whilst improving cognitive abilities, content learning and their language skills.

**Syllabus Design Studies in Turkey.** There is a limited number of studies carried out on syllabus design in English Language Programmes, and in this chapter, those studies will be discussed briefly in order to provide a general overview on this issue.

Altay (2008) carried out a research aiming at designing a content syllabus for advanced writing skills considering the requirements of the ELT departments. In order to understand students' needs and teachers' perceptions, the researcher benefitted from two different questionnaires delivered to both pre-service teachers and lecturers who have taught academic writing skills before. Considering the importance of academic writing skills, both groups were asked to state their opinions, and the frequency of the items was analysed in Excel and the responses of the two groups were compared using t-tests. Based on the descriptive and quantitative feedback gained from lecturers and pre-service teachers, Altay (2008) specified several important topics and skills, and introduced an ideal advanced writing skills syllabus.

Yeşilel (2012) also attempted to design a syllabus for an effective communication skills course for ELT pre-service teachers by initially asking high school students to express their opinions regarding their English language teachers' performance in terms of communication. Those high school teachers were also asked to evaluate their own performances in order to understand to what extent there was a parallelism or incoherency between the two perceptions. Following those stages, ELT pre-service teachers and teacher educators were given a communication skills topic checklist to be able to design a syllabus. The study continued by the implementation of the suggested syllabus in the department for 15 weeks. Pre- and post-tests along with the journals kept by the pre-service teachers endorsed a remarkable progress in prospective teachers' communication skills as the final finding of the study.

Gündüz (2005) conducted a research to redefine 'Introduction to British Literature' course to catch the standardization among ELT departments and suggest a syllabus as a final outcome. The data collected through student questionnaires and lecturer interviews, not only

gave insight regarding the syllabuses in use but also provided views and pointed out the needs of the pre-service teachers. The study sought answers for determining the definition and the objectives of the course, and also which learning materials had to be added in the learning process. The analysis of the questionnaires and the transcription of the interviews formed a frame for the targeted syllabus and the findings also indicated pre-service teachers' positive stance towards the course. It also suggested an alternative definition for the course and designed an eight-unit course book with a variety of course materials.

Yanç (2002) conducted his research on advanced reading skills targeting creating a syllabus. He conducted a needs analysis focusing on the perceptions of the students and teachers towards a reading class and which topics draw students' attention the most. The researcher also asked the teacher educators whether they used a needs analysis in their reading teaching practice and found out that was mostly neglected. Considering the participants' responses regarding their needs, interests, satisfaction levels, suggestions, the benefit of the variety in reading materials, the interaction of top-down and bottom-up strategies, Yanç (2002) designed an eclectic reading syllabus consisting of ten units.

**Changes in English Language Teaching Programs in Turkey.** Globalization has become one of the greatest identifiers of the twenty-first century by having an effect on the changing face of communication, media, international commerce, social life and networks with the increasing demand for international travelling. In this comprehensive framework, the appropriateness of situational and contextual communication skills in English has become more crucial. As a modern lingua franca, the new role of English has become more of an issue in terms of applied linguistics and English Language Teaching. In this regard, it can be stated that there is a direct connection between language teaching and the effectiveness of the teaching programmes. At this point, language teaching programmes should be equipped with

the required qualities meeting the needs of the nations, and they need to be updated periodically by monitoring the contemporary changes in the world (Coşkun- Ögeyik, 2009). Considering scientific research studies on the application of the programmes, procedural evaluations and educational analysis; the regulations made in English Language Teaching programmes in Turkey along with the outstanding research studies carried out during this period on curriculum development are summarized concisely.

**Before 1997.** Aggregating all academies and teacher training institutions into the universities by following an incorporated model of higher education was the most outstanding reform by that time (Güven, 2008). As an extension of this incorporated model, CoHE was authorized as the core of the decision making procedure responsible for financial, administrative, and educational issues of Turkish universities. Teacher education programmes, their staff, logistics, alterations and the curricula were inclusively united under CoHE so that there were no contradictions related to teacher education policies (Binbaşıoğlu 1995). However, it took more than a decade for four-year teacher training colleges and three year foreign language high schools to centralize in universities (Altan, 1998). Additionally, Salı (2008) drew attention to the discrepancy among the content and practices of the first ELT programmes by pursuing their curricula. In spite of the unconformity in ELT programmes, 1883-1984 curricula (see Appendix A) were sharing the same concerns by being mostly formed of the content courses aiming at improving students' grammatical and structural knowledge rather than educational or general knowledge courses.

**1997 Reform.** Following the collaboration of MoNE and CoHE in 1997, noticeable changes in English language policy became a current issue in order to revolutionize the ELT practice in Turkey. This led to a major change in the curriculum of the teacher education programmes meaning that more practice time was allotted to pre-service teachers and



pedagogical knowledge gained more importance (Sağlam & Kürüm, 2005). With regard to this regulation, more hands-on experience for pre-service teachers became possible by adding more methodology courses and by promoting teaching practice time (Kırkgöz, 2005). Moreover, the “*Teaching English to Young Learners*” course became a part of an ELT curriculum for the first time so as to supply some insight related to young learners for the prospective teachers.

Another major change was mainly about the introduction of the concept of communicative approach into ELT (Kırkgöz, 2005). Rather than the conventional teacher-centered approach, the communicative curriculum was mainly targeting student-centered learning. New roles and responsibilities were defined for teachers such as encouraging and comforting the use of the target language, cultivating to develop positive attitude towards learning and facilitating students in their learning processes. Under the impact of globalization, English become very prominent in Turkey and this caused an expanding effect on teacher education programmes as well. In regards to the increased use of English, the study of phonetics and grammatical structures were substituted for more of a language-teaching based curriculum. To be able orientate the prospective teachers to function more efficiently in parallel with the developing world standards, teaching programmes were concentrated on pedagogical grammar, discourse analysis, classroom-based research, curriculum and syllabus design and language testing (Altan, 1998).

Even though 1998-1999 curriculum (see Appendix B) seemed to take notice of the criticisms by then, and it was accepted as the most distinguished reform; the curriculum, which was formed of 50 different courses in total, included 32 content knowledge courses while pedagogical knowledge courses were 9, and general knowledge courses were only 9. There was not much reference to elective courses in general; however, prospective teachers had to choose elective courses from other departments according to their needs, interests and

wishes. In the curriculum, five courses equivalent of thirteen credits were identified as electives, and among these five courses, a maximum of two of them could be given in the field under unavoidable circumstances.

**2006 Reform.** Since the rapid changes in the world created an unavoidable impulse on education, CoHE restructured the curricula of education faculties considering social and educational needs under the influence of political, local, national and international facts (Coşkun, 2008).

The curriculum (see Appendix C) was categorized into three for the first time and consisted of 34 Content Knowledge courses (50-60%), 13 Pedagogical Knowledge courses (25-30%), 11 General Knowledge courses (25-30%). The curriculum seems to have more emphasis on teaching methodology and practice components (Kırkgöz, 2007; Seferoğlu, 2006) compared to the previous ones used between 1998-2006. Out of 172 hours of instruction, while 142 hours were devoted to theory-based instruction, 30 hours were allotted to practice based instruction consisted of teaching practice, instructional planning, classroom management, instructional technology and special teaching methods (Çakıroğlu & Çakıroğlu, 2003; Şimşek & Yıldırım, 2001). Apart from the change of course distributions, cooperation between student-trainees and in-service teachers was another improvement.

There were three elective courses equivalent of six credits in the curriculum and all these electives were identified as content knowledge. Yet a curriculum was suggested by the Council of Higher Education, faculties were allowed to make changes up to 30 percent in the whole programme which enabled a possible flexibility in terms of electives as well. Sanlı (2009) recommended increasing the number of elective courses so as to create variability and to address prospective teachers' needs in terms of local and national contexts.

Another issue that was discussed along with this update was the need for "specialization". Kavcar (2002) argued that there was no distinction in training prospective

teachers for different levels of teaching such as primary-secondary schools or high school teachers. Other studies underlined the inefficiency of a single program for all levels and suggested that both teachers and students would benefit from a more specialized teacher education resulting in better qualified teachers (Aydoğan & Çilsal, 2007; Salihoğlu, 2012). This suggestion shows that content knowledge was still regarded as the fundamental source for teacher competences (Salihoğlu, 2012).

**2018 Reform.** On the grounds of having no changes in teacher education programmes for more than ten years, CoHE implemented a new regulation after evaluating the existing programme with research studies and getting expert opinions. Expanding the time dedicated to teaching practice, and adjusting the teacher education programs in accordance with the curricula by MoNE constituted the main starting points for this reform. As a result of these efforts, it was agreed to restructure content knowledge and pedagogical knowledge courses and enhance the number of the credits of those courses (see Appendix D).

In order to form a common core curriculum, courses in all teacher education programmes were divided into three major areas having proximate percentage distributions. The courses were grouped and entitled as Content Knowledge (48%), Pedagogical Knowledge (34%), and General Knowledge courses (18%). In addition to the changes intended for the compulsory courses, there were also developments regarding the elective courses. Within the scope of Bologna process, the percentage of elective courses was increased up to 25 percent, and separate elective pools were formed for each category. Throughout the four-year programme, thirteen courses were identified as “Content Knowledge Electives” equivalent of 24 ECTS. Since students are required to pick six courses from “Content Knowledge Electives” throughout their degree programmes, universities are required to open minimum six different elective courses each term (CoHE, 2018a).

## Chapter Summary

Initiating the grounds of the research study; miscellaneous aspects such as the aim, the significance, the assumptions, the limitations, and the design of the study were elucidated throughout this chapter. Following some brief data regarding curriculum and syllabus design, several syllabus design studies held in the field of ELT were discussed. As the last component of the literature review, ELTTP regulations namely 1997, 2006 and 2018 reforms were synopsized to gain insight into the issue.



## **Chapter II: The Methodology**

### **Introduction**

This chapter is composed of five main titles preliminarily providing extensive information on the theoretical background of the research design and subsequently embodying piloting, sampling, instruments and data collection stages of the each phase independently. To be able to suggest a syllabus as the main output of the study, this research embraced a sequential exploratory design by utilizing both qualitative and quantitative data in the field. In this respect, the concept of document analysis along with mixed methods research and sequential exploratory design were made reference in order to explore the theoretical framework of the research design. Following the theoretical background of the research model, first and second phases of the study are explained thoroughly on their own merits.

### **Overview of Mixed Methods Research**

A mixed method research design is originally an outgrowth of the triangulation methods movement, the goal of which is to validate the results of a study by utilizing both qualitative and quantitative methods. Originated in the 1950s; mixed methods research formally began to be used in the late 1980s and is progressively applied by an ever-increasing number of researchers today (Creswell, 2003; Creswell & Plano Clark, 2007). The mixed method design passes beyond the primary objective of triangulation by applying multiple methods in order to gain insight of results, reveal new angles, or formulate supplementary instruments (Tashakkori & Teddlie 1998, p.43). Broadly, the design can be stated to focus on collecting, analysing, and mixing both quantitative and qualitative data in a single study or series of studies. The main foundation of a mixed methods research design is enabling an enhanced understanding of the research problems by blending quantitative and qualitative approaches. This design provides distinct advantages and it is optimal when; one source of

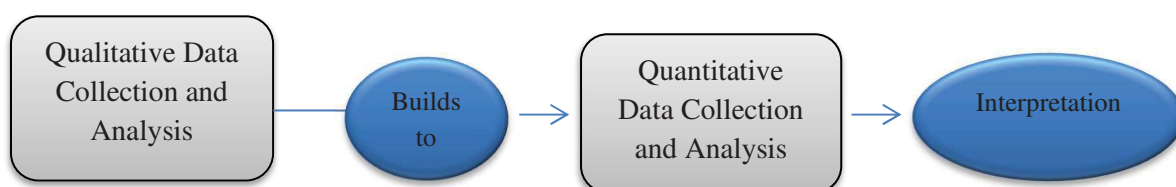
data is usually inadequate, initial results require further clarification, a second method is essential to foster the initial method, or when the study has multiple phases.

Creswell (2003) categorized the design into six types depending on their intent, key procedures and common variants. The characteristics, stages and the purposes of each design are briefly summarized below.

Sequential explanatory designs are peculiarly functional for explaining relationships and research findings which cannot be usually anticipated. In these designs, quantitative data are collected and analysed, and the initial step is followed by qualitative data collection and analysis. Therefore, the quantitative data are usually primary while qualitative data are mainly used for explaining or understanding the main quantitative data. Secondly, sequential exploratory designs are helpful when a researcher needs to understand unknown study variables, to advance or test a new theory, or to develop a new instrument based on an introductory qualitative data analysis. In these designs, the collection and the analysis of the qualitative data take precedence, and this time quantitative data is primary to be able to broaden or develop the qualitative data. As the third type of these designs, sequential transformative designs serve well while articulating divergent and alternative standpoints, or approaching difficult concepts. In this perspective, they differ from the previous models by reflecting the advocacy lens either in the purpose statement, research questions or implications of the study. In these designs, quantitative data may be collected and analysed being followed by qualitative data, or the other way around depending on the needs and inclinations of the researchers. The main focus of the next design, namely concurrent triangulation design, is on verifying and cross-validating of the study findings. This type of design collects quantitative and qualitative data at the same time and later on analyse the data concurrently. At the interpretation stage, the findings are discussed to what extent they merge into. Following this, concurrent embedded designs share similar with concurrent triangulation

designs; nevertheless, one type of data is given less emphasis in concurrent embedded designs. The data which has less priority in the study may function as a subsidiary tool for a subtopic to be explained. The use of these designs could be considered when the researcher is in need of developing extensive standpoints or understanding divergent groups or levels. The final type of the mixed methods research is concurrent transformative designs, and they serve for the same purposes with sequential transformative designs with one difference at the data collection stage by collecting and analysing quantitative and qualitative data simultaneously. The actual design of the first phase will be discussed concisely in an independent section ensuring to give more insight regarding the study itself.

**Sequential Exploratory Designs.** In these designs, the research starts with a qualitative data exploration and following the data analysis, the quantitative second phase takes place. Sequential exploratory designs may function as specifying the right instruments or discovering the variables to be discussed in the second quantitative phase of the study (Creswell 2014, p.44). In this perspective, the qualitative data of the first phase can be analysed to formulate new variables, or to name different sorts of scales to interpret the forthcoming data. At this stage, researchers choose their sampling from different groups since the number of the qualitative sample is lower and they serve to make generalizations for greater populations. In order not to overshadow the reliability of a study, the ideal application would be choosing completely different individuals for both samples by means of employing the same population (Creswell 2014, p.276).



*Figure 1.* Mixed methods sequential exploratory research design (Creswell, 2014, p. 270).

As illustrated in Figure 1, data collection occurs in two phases where the researcher decides how to use the information gathered in the early phase. Alternatively the qualitative phase may function as an instrument building stage which means constructing the most suitable measurement instrument to understand and interpret the targeted data. As an initial step for developing a reliable and valid measurement instrument; statements, codes and themes within the qualitative data should be analysed. In this manner, statements form the items for an instrument, codes assist to classify the items, and themes sort out the codes and lead them to some specific scopes (Creswell, 2014, p.276). This use of the design genuinely gives priority to the quantitative phase meeting the requirements and the objectives of the study; however there might be a need to start with a qualitative data collection in order to pinpoint or limit the number of parameters. An alternative variation is also possible by attaching importance to both phases; however, limitations in terms of time, expertise and resources may turn a study into a potentially more challenging process (Tashakkori & Teddlie 2003, p.228).

The two phased structure of these designs are quite convenient since it disambiguates the implementation stage and makes analysis and interpretation procedures more manageable. In this way, investigation of a phenomenon gains new dimensions by dilating upon the qualitative findings. Excluding a few drawbacks such as time constraints or the potential difficulties related to collection and interpretation of qualitative data; Creswell (2014), Tashakkori and Teddlie (2003) all stated that sequential exploratory designs are especially effective when a researcher is developing a new instrument.

### **First Phase of the Study**

The main focus of the first phase of this study was finding out the 6 mostly preferred electives suggested by the state universities in Turkey. At this stage, this phase naturally involved an initial phase requiring a document analysis period followed by a quantitative data



collection. Having a multi-phase structure within its body, this phase followed a mixed method sequential exploratory design in order to understand the phenomenon profoundly.

**Pilot study.** Pilot studies are feasibility studies applied as preparatory to a major study. They can also function as a pre-test for a specific research instrument (Baker, 1994, p. 182-183). According to Tashakkori and Teddlie (1998, p.47), researchers may have the aim of looking into an unexplored topic and analyze some qualitative data, and eventually use the results to design a quantitative tool. On the grounds of this reference, a questionnaire was designed for the first phase of the study and it was piloted in terms of its clarity and feasibility with 10 in-service teachers working at Çanakkale Onsekiz Mart University. No major changes came into question in the design.

**Participants.** The first phase of the study was planned to be carried out both with pre-service and in-service teachers in order to gain insight on the tendencies of the either parties and to see if there is a significant difference between their preferences. With the intention of approaching the multitudes; snowball sampling model was adopted, and consequently the questionnaire was delivered to 1093 participants by the end of November, 2018.

Table 1

*The Distribution of Gender and Service Status (N=1093)*

		N	%
Gender	Male	260	23.8
	Female	833	76.2
Service Status	In-service	657	60.1
	Pre-service	436	39.9

In Table 1, participants' general characteristics are illustrated in terms of their gender and service status. The first phase of the study was carried out with 260 male and 833 female participants. In terms of their service status, 436 pre-service and 657 in-service teachers contributed to the study.

**Instruments.** Sequential exploratory designs may also function as a procedure of choice when researchers require formulating an instrument due to the lack of compatible or no instruments at all (Creswell & Plano Clark, 2007). It was also stated that when an uninvestigated topic is to be investigated, researchers may have to look through qualitative data and develop an instrument ultimately (Tashakkori & Teddlie, 1998, p.47). On the basis of the literature, the first phase of the study commenced with a document analysis reviewing the curriculums of the state universities in Turkey. To obtain quantitative results, "Elective Preference Questionnaire" was developed by the researcher based on the frequency analysis of the existing electives in the curriculums and those frequent courses were combined with the electives suggested by CoHE in 2018.

The final design of "Electives Preference Questionnaire" was divided into 3 parts where basic demographic information, the criteria for participants' preferences, and the 6 most preferred electives were inquired. Combining the findings from the initial document analysis with the suggested electives by CoHE; 24 electives in Turkish (see Appendix E1) and in English (see Appendix E2), were listed briefly in the main part of the questionnaire.

**Data collection procedure.** This study embraced a sequential exploratory design incorporating a qualitative data collection and analysis, followed by a quantitative data collection and analysis that expands on the findings of the previous step (Creswell, 2008). To this respect, the preceding step for data collection procedure commenced with a document analysis where the elective pools in the curriculums of all Turkish state universities were reviewed and analysed. Based on the information provided by CoHe, 48 universities were

listed as embodying “English Language Teaching Programme” within their structures. However, during the document analysis process which took place in September 2018, the curriculums of 44 universities were accessible; therefore, the bulk data was collected from 44 universities consisting of 392 elective titles in total. Following the frequency analysis which will be discussed completely in the data analysis part, the courses provided by state universities were ranked according to their recurrences. On the other hand, as a second step for document analysis, CoHE’s suggested curriculum for English Language Programmes was reviewed and 13 Content Knowledge electives (see Appendix G) were combined with the previous findings. Taking two main findings into account, the main instrument for the first phase of the study was constituted conclusively.

The questionnaire for the first phase of the study was conducted by following a snowball sampling in which sample participants were specified primarily and used as informants to transmit the instrument to other representative samples (Bailey, 1994, p. 438). Snowball sampling is seen as an unsystematic process, and finds its way of its own; therefore, researchers are believed to minimize the potential sampling bias which roughly refers to participants’ referral errors. Although the questionnaire of the first phase was formed of field specific items and it was clearly stated that only in-service and pre-service English Language Teachers are the objectives of the study, an “other” option was added to the status section to eliminate any faulty entries. At the end of the data collection procedure, a nonsignificant number of participants had to be excluded.

As explained earlier, the data collection procedure was a form of snowball sampling administered by Google Forms, in October 2018. The procedure was concluded after one month once it reached a sufficient number of respondents.

**Data analysis.** When a researcher intends to design an instrument compatible with the study, sequential exploratory designs may function incomparably effective using a three step

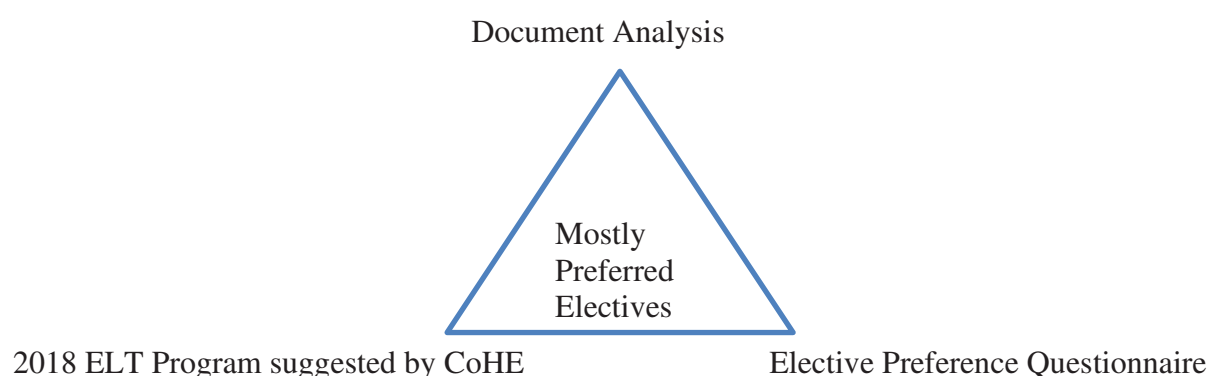
procedure where the researcher collects qualitative data and analyzes it, and benefits from the gathered data to design an instrument that is consequently applied with a sample group (Creswell & Plano Clark, 2007). Based on this model, the data gathered by reviewing the elective pools of 44 Turkish state universities was stored into a spreadsheet for further analysis. Through a content analysis, similar elective titles were given the same name as a preparation step for the frequency analysis (Berg & Lune, 2017). On the grounds of the effectiveness of Excel as a qualitative data analysis tool, the frequency analysis of the elective courses was conducted with the help of Microsoft Excel 2010 (Meyer & Avery, 2009). This frequency analysis revealed that 32 elective courses frequently existed in the elective pools of the state universities as of September, 2018. When these 32 electives were checked against the elective pool suggested by CoHE in 2018, it was seen that 8 of them had been labeled as compulsory content knowledge courses in the new ELT programme. In the light of the frequency analysis and the new regulations; 24 elective courses, 11 of which were different from the suggested electives, constituted the main instrument of the first phase.

The data obtained from 1093 participants through “Elective Preference Questionnaire” was inputted into SPSS 22. As part of the descriptive statistics, the data was analysed to ascertain the frequency levels of the electives following the input process. Providing inferential statistics followed the former steps by performing cross tabulations and Pearson’s Chi-Square tests in order to bring light to sub-RQs.

**Validity and Reliability.** Utilizing both quantitative and qualitative data sources, in other words embracing the nature of mixed methods research, potentiated the validity, reliability and trustworthiness of this phase in many ways. First of all, document analysis is seen as a precise operation which examines and makes judgements over printed or electronic documents. Researchers look through previous sources in their area of studies as a preceding step of a synthesis and a consolidation process. To ensure validity and reliability, blending

document analysis with additional qualitative research procedures is accepted as a conventional method of triangulation which is also defined as “the combination of methodologies in the study of the same phenomenon” (Denzin, 1970, p.291). Otherwise stated, researchers are expected to apply more than one source in qualitative studies in order to bring data together, authenticate one another, and minimize the potential biases. By this means, triangulation fortifies the study by adding a dimension which is specifically defined by Eisner (1991) as ‘a confluence of evidence that breeds credibility’ (as cited in Bowen, 2009, p.28). For these reasons, two different data sources were consulted to ensure the validity and the reliability of the main instrument.

The sample size is another factor of any empirical study where the researcher aims to draw conclusions regarding the group of people under discussion. It is stated that conclusions might not be found reliable if the sample size is weak or when they are not the true representatives of the targeted population (Sarmah & Hazarika, 2012). Therefore, the developed questionnaire, which was formed in reliance on the frequency levels of the electives, was administered to a large scale of participants (N=1093), which also reinforced the trustworthiness of the obtained data.



*Figure 2.* Visual model of triangulation design for data collection of the first phase.

Table 2  
*Document analysis outcomes*

MOST FREQUENT ELECTIVES IN 44 STATE UNIVERSITIES	F	ELECTIVES LABELED AS COMPULSORY	ELECTIVES SUGGESTED BY COHE	ELECTIVES IN THE QUESTIONNAIRE
Drama in Language Teaching	20		*	*
Teaching English Lexicon	20		*	*
Sociolinguistics	16		*	*
Discourse Analysis and Language Teaching	16		*	*
Material Design in English Language Teaching	14		*	*
Computer Assisted Language Teaching	13			*
Language and Society	13		*	*
Pragmatics and Language Teaching	13		*	*
English Coursebook Evaluation	12		*	*
English in Mass Communication	11		*	*
Teaching Integrated Language Skills	11		*	*
Academic Speaking	10	*		
Literature and Language Teaching	10	*		
Current Approaches to Teaching English	10		*	*
Semantics	9			*
Linguistics	9	*		
World Englishes and Culture	9		*	*
Classroom-based Language Assessment	8		*	*
English Poetry	7			*
Critical Thinking in Academic Language Skills	6			*
American Literature	6			*
Academic Writing	5	*		
Academic Reading	4	*		
Translation	4	*		
Critical Reading	4	*		
Pronunciation	4	*		
Intercultural Communication	4			*
Teaching Turkish as a Foreign Language	4			*
English Language Awareness	3			*
Linguistic Philosophy	3			*
Current Trends in Language Teaching	3			*
Error Analysis	3			*

As the last step of the first phase, the online questionnaire was administered to 1093 participants via google-forms. The collected data were extracted from google forms in excel files and coded to Statistical Package for Social Sciences; SPSS.22. Having completed the data entry; the frequencies and the percentages of the items were calculated and converted into tables. In order to be able to explore statistically significant differences in participants' preferences regarding their gender and service status, chi-square tests were performed; and again the results were presented in tables. In order to improve the understanding, data collection and analysis procedures of the first phase were visualized in Figure 3 as follows.



Phase	Procedure	Products
QUALITATIVE Data Collection	<ul style="list-style-type: none"> <li>• Document Analysis:</li> <li>• ELT Curriculums of State Universities (N:44)</li> <li>• Reviewing CoHE's Suggested ELT Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Elective Courses opened in State Universities</li> <li>• 13 Content Electives</li> </ul>
↓		
QUALITATIVE Data Analysis	<ul style="list-style-type: none"> <li>• Content Analysis</li> <li>• Combining similar courses under one title</li> <li>• Filtered and sorted by name in EXCEL</li> <li>• Frequency Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• The most frequent Elective Courses</li> <li>• Frequency Tables</li> </ul>
↓		
Connecting Qualitative and Quantitative Phases	<ul style="list-style-type: none"> <li>• Analysing the frequency tables, 24 CK Electives were derived from the QUAL phase</li> </ul>	<ul style="list-style-type: none"> <li>• A Questionnaire consisting of 28 items with 3 parts</li> </ul>
↓		
Quantitative Data Collection	<ul style="list-style-type: none"> <li>• Piloting to teacher educators &amp; in-service teachers (N:10)</li> <li>• Snowball Sampling: Google forms web-based survey (N:1093)</li> </ul>	<ul style="list-style-type: none"> <li>• Nominal (Categorical) item scores</li> </ul>
↓		
Quantitative Data Analysis	<ul style="list-style-type: none"> <li>• Frequencies and cross tabulations</li> <li>• Pearson's chi-square test</li> </ul>	<ul style="list-style-type: none"> <li>• Descriptive statistics</li> <li>• Inferential statistics</li> </ul>
↓		
Integration of the Quantitative and Qualitative Results	<ul style="list-style-type: none"> <li>• Interpretation and explanation of QUAL &amp; QUAN results</li> </ul>	<ul style="list-style-type: none"> <li>• Discussions</li> <li>• Implications</li> <li>• Suggestions for further research.</li> </ul>

Figure 3. Visual model for mixed methods sequential exploratory design procedures (adapted from Ivankova, Creswell, & Stick, 2006).



## Second Phase of the Study

Based on the findings in the first phase of the study, the second phase focused on designing a syllabus for the most preferred elective by the participants. In order to accomplish this mission, a qualitative data collection from a large sample of teacher educators gained prominence since the syllabus was holding a promise of approaching some current issues in English Language Teaching.

**Participants.** The participants consulted in the second phase of the study were solely teacher educators who work at English Language Departments in Turkey. Altman and Cashin (1992) highlighted the idea of teachers' being the centre of the decision making procedure in forming a syllabus where their personal aims and opinions along with the school's objectives are reflected. Throughout the study, the question was administered to a random sample of respondents, and subsequently 62 teacher educators contributed to the study with their infinite field information and invaluable work experience. In Table 3, teacher educators' general characteristics are illustrated in terms of their gender and nationality status.

Table 3

*The Distribution of Gender and Nationality (N=62)*

		N
Gender	Male	26
	Female	36
Nationality	Turkish	58
	Foreign	4
Total		62

**Instruments.** Krosnick and Fabrigar (2013) argued that the use of explicit response alternatives might not be favourable in general qualitative research. Instead, they

recommended “requests with open answer categories”, and added they might work the best due to their flexible structures that do not demand participants to respond within the confines of the researcher. On the grounds of this approach, teacher educators were requested to answer a single web question that is “*What do you think should be included in the undergraduate syllabus of the elective course “Current Trends in ELT?”*” (see Appendix H). With this question, the primary objectives were not only gaining insight into teacher educators’ perceptions, but also exploring responses that may be less anticipated (Singer & Couper, 2017).

**Data Collection Procedure.** The second phase of the study was totally qualitative initially commenced with data collection from teacher educators working at English Language Teaching Departments of universities. As mentioned in the previous section, respondents were given a broader opportunity to express their knowledge and contribution to what extent they would like to instead of simply being obliged to agree with any statements the researcher would suggest (Singer & Couper, 2017). From this point of view, the online survey was sent to 583 teacher educators, and eventually 62 teacher educators responded to the question with 232 items between March and April, 2019.

**Data Analysis.** Since the second phase of the study focused only on the open-ended responses collected from teacher educators, these responses were analysed thematically in order to be able to classify and understand the qualitative data in a better way. Thematic analysis is defined as “method of identifying, analysing and reporting patterns within data” and the principles constitute a theme are not firm (Braun & Clarke, 2006, p.79). Therefore, it is accepted to be possible to address the data in various forms (Javadi & Zarea, 2016). However, the first stage of the analysis is usually minimizing the data by either breaking the data down into smaller indicative sections or classifying them by using a coding system (Attride-Stirling, 2001). To this respect, the qualitative data in the second phase was analysed

through an open coding technique where some common specific themes were used indicatively to categorize the responses meaningfully. Moreover, in order to enhance validation through triangulation, codes were formed based on the classification of the book “Current Trends in ELT” (Yaman, Ekmekçi, & Şenel, 2016) which is fundamentally a compilation of recent studies in the realm of English Language Teaching. The edited book consists of studies written on recent issues in ELT by distinguished practitioners from Turkish universities.

The open-ended question aimed at discovering some current trends as topics, and in compatible with the objective of the question; teacher educators answered the question by naming the topics. The comprehensibility of the gathered data facilitated the categorization, and based on the sections in the reference book, themes were formed as illustrated in Table 4.

Table 4

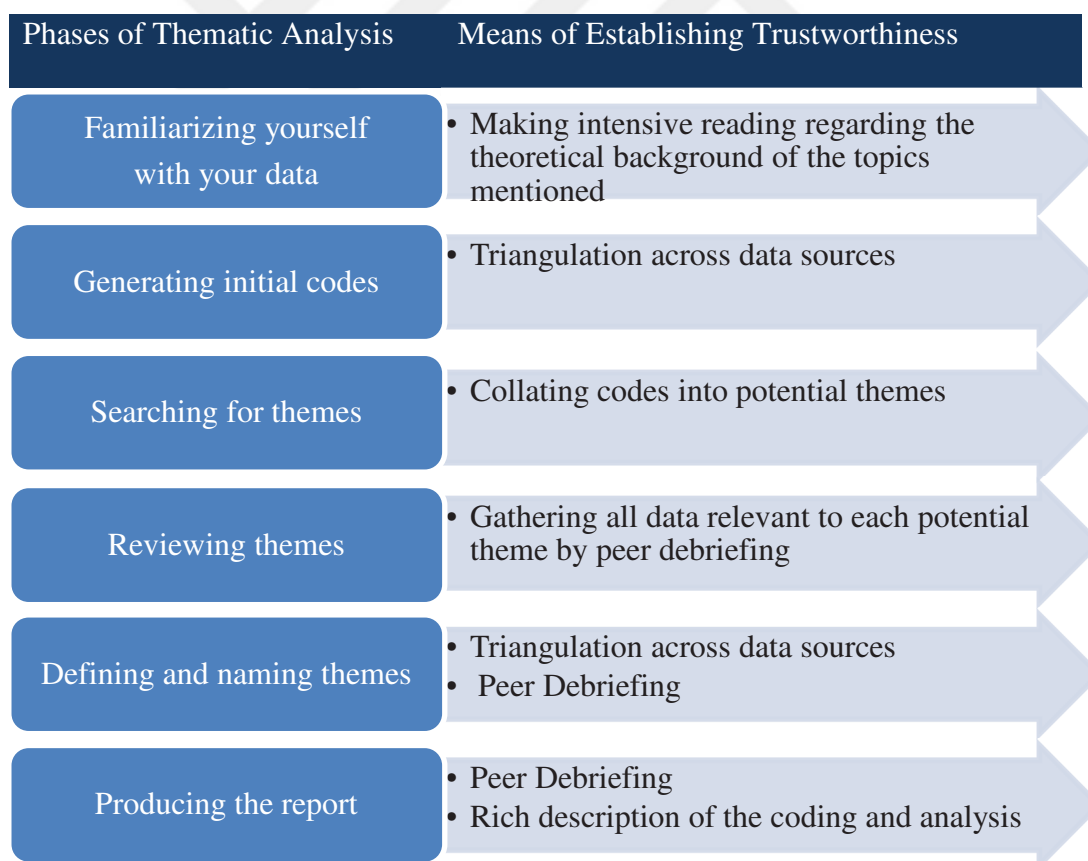
*Themes and Codes*

Themes	Codes
Learner and Learning-Centred Trends	LR
Teacher-Related Trends	TR
Technology-Based Trends	TB
Curriculum-Related Trends	CR
Assessment-Related Trends	AR
Other Trends	OT

**Validity and Trustworthiness.** Thematic analysis as a qualitative research method is known to be feasible with various research questions in miscellaneous epistemologies. Braun & Clarke (2006) and King (2004) stated that thematic analysis is not only an effective practice for discovering similar or differing standpoints of research partners but it also plays a crucial

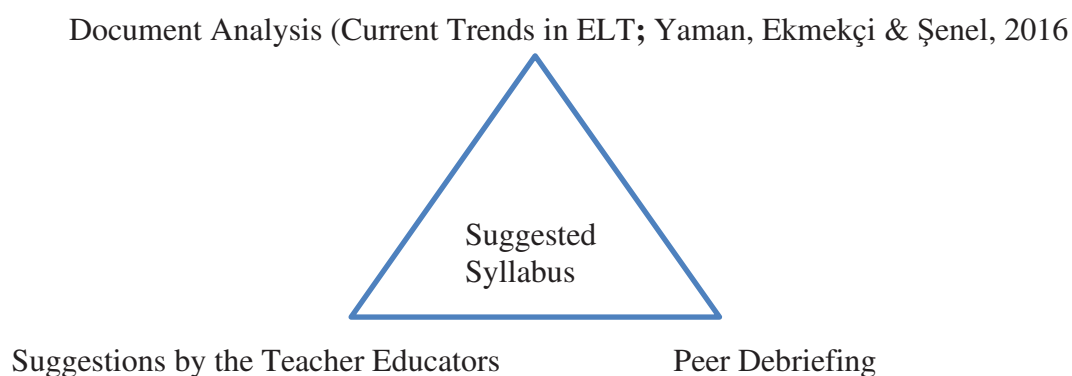
role in uncovering unpredicted perceptions. Although being known as a more flexible qualitative approach that can be modified based on the demands of a study, it should be considered that this flexible nature might lead a researcher to take inconsistent steps through the analysis (Holloway & Todres, 2003). Therefore, it is claimed that trustworthiness of the findings depends only on how precise the thematic analysis is made (Braun & Clarke, 2006).

Guba and Lincoln (1985) redefined the concept of trustworthiness, and proposed four criteria to be considered: credibility (as a substitute for internal validity), transferability (as a substitute for external validity/generalisability), dependability (as a substitute for reliability), and confirmability (as a substitute for objectivity). In order to ensure trustworthiness in the way Guba and Lincoln (1985) suggested, Figure 4 illustrates how this study addressed the criteria during each phase of thematic analysis by specifying the procedures.



*Figure 4.* Visual model for establishing trustworthiness during each phase of thematic analysis (adapted from Nowell, Norris, White, & Moules, 2017).

Braun and Clarke (2006) recommended that researchers read through the entire data before the coding process, as ideas and identification of possible patterns may be shaped as researchers become familiar with all the aspects of their data. Therefore, all raw data were logged into an Excel spreadsheet, and studied to gain a better understanding of the terms in addition to searching for meaning and patterns. Creswell and Miller (2000) suggested peer debriefing as a way of ensuring technique to improve the quality of a study. Peer debriefing, also entitled as analytic triangulation, is defined as a reviewing procedure by a peer who is a knowledgeable source on the topic; but not a direct participant in the outcome of a study. In the light of this information; the data were reviewed with an ELT teacher educator to provide an external examining, which also improves the credibility of the study (Guba & Lincoln, 1989; Denzin & Lincoln, 1994). In the process of defining and naming the main themes, the codes were created based on the classification of the book “Current Trends in ELT” (Yaman, Ekmekçi, & Şenel, 2016). It can be stated that based on the responses gathered in the qualitative phase of the study, the suggested syllabus was formed by means of triangulation across a document analysis. By triangulating the responses gathered in the qualitative phase across the book “Current Trends in ELT” (Yaman, Ekmekçi & Şenel, 2016) and with the contribution of two teacher educators (peer debriefing); the ultimate form of the suggested syllabus was consummated as illustrated in Figure 5.



*Figure 5.* Visual model of triangulation design for data collection of the second phase.

## **Chapter Summary**

In this chapter, the theoretical framework behind the methodology of this study was initially discussed by explaining sequential exploratory designs falling under the scope of mixed methods research. Types of mixed methods research were briefly mentioned in order to convey their differences and hereby vindicate that the methodology of the study is coherent for the overall purpose of the research. As a complementary method, document analysis was also reviewed making references to content and thematic analyses. Following the rationale of the study; instruments, piloting and participants of both phases were explicated individually. Data collection and data analysis procedures were illustrated in figures and tables to foster clarity and visualization.

## Chapter III: Findings

### Introduction

This chapter presents the outcomes of the research data by demonstrating the analyses in tables and making further explanations with reference to the research questions of the study. Research questions are elucidated particularly addressing their substages as well.

Throughout the study the below stated research questions were endeavored to be answered.

**RQ1** What is the most important criterion that determines the participants' preferences of the content knowledge elective courses?

**RQ2** What are the 6 most preferred content knowledge electives?

**RQ2a** Is there a significant difference in participants' preferences in terms of their gender and course choice?

**RQ2b** Is there a significant difference in participants' preferences in terms of their service status and course choice?

**RQ3** Which topics should constitute the syllabus of the mostly preferred elective?

### Results of the Study

The findings of both phases were discussed in this section.

**Results of research question 1.** RQ1 What is the most important criterion that determines the participants' preferences of the content knowledge elective courses?

One of the objectives of the first phase was revealing the underlying drive regarding in-service and pre-service teachers' elective preferences. So as to find out the relevant criterion, participants were requested to choose a criterion among the stated ones or specify another reason to characterize their own. Table 5 displays the frequency distribution and the percentages of the given responses.

Table 5

*The criteria stated by the participants for their preferences. (N = 1093)*

Criteria	f	%
Contribution to Professional Development	558	51.1
Personal Needs and Interests	370	33.9
The Lecturer	137	12.5
Course Title	24	2.2
Other	4	0.4
Total	1093	100

As illustrated in the table above, participants considered their professional development concerns as a predominant basis for their choices (f=51.1%, 558 out of 1093). Following the featured criteria, 370 participants (f=33.9%) predicated their choices on their personal needs and area of interests. The third criterion was embraced by 137 participants (f=12.5%) showing that the minority of the participants attach importance to who the elective course lecturer is. Course Title was the last criterion given in the questionnaire, and it was stated as a reason in a low frequency (f=24, 2.2%).

The “other” option was just specified by 4 participants (f=0.4%). While one participant mentioned the compatibility of the elective’s schedule with the rest of the program, the other 3 participants made notes on the obligatory nature of the elective courses suggested by their departments. At this stage, participants criticized the system rather than proposing a new criterion for their preferences. They highlighted the fact that even though the courses are entitled as electives, it is far from being a matter of choice mainly due to the lack of variety in lessons.



**Results of research question 2.** RQ2 What are the 6 most preferred content knowledge electives?

The second research question focused on actualizing the main objective of the first phase. The questionnaire was planned to explore “6” most preferred electives in the framework of the current regulations made by CoHE, in 2018; because in the new English Language Teaching Programme, elective courses - six of which are content knowledge courses- constituted 25 per cent of the whole programme within the scope of Bologna process. Moreover, according to the these regulations, universities are required to open minimum six different elective courses, and they are also allowed to suggest up to six more courses excluding the electives suggested by CoHE.

Table 6

*Frequency distribution of the most preferred electives. (N=1093)*

Elective Courses	f	%
Current Trends in Language Teaching	598	54.7
Current Approaches to English Teaching	543	49.7
Material Design in English Language Teaching	482	44.1
Computer Assisted Language Learning	453	41.4
Drama in Language Teaching	451	41.2
World Englishes and Culture	349	31.9

Table 7

*Frequency distribution of the most preferred electives in comparison with the frequency distribution of the courses offered by the state universities.*

Course Title	Courses offered by State Universities		Course Preferences of the Participants	
	f	%	f	%
<b>Current Trends in Language Teaching</b>	<b>4</b>	<b>9.52</b>	<b>598</b>	<b>54.7</b>
<b>Current Approaches to English Teaching</b>	<b>10</b>	<b>23.80</b>	<b>543</b>	<b>49.7</b>
<b>Material Design in English Language Teaching</b>	<b>14</b>	<b>33.33</b>	<b>482</b>	<b>44.1</b>
<b>Computer Assisted Language Learning</b>	<b>13</b>	<b>30.95</b>	<b>453</b>	<b>41.4</b>
<b>Drama in Language Teaching</b>	<b>18</b>	<b>42.85</b>	<b>451</b>	<b>41.2</b>
<b>World Englishes and Culture</b>	<b>9</b>	<b>21.42</b>	<b>349</b>	<b>31.9</b>
Teaching English Lexicon	20	47.61	333	30.5
Critical Thinking in Academic Language Skills	6	14.28	329	30.1
Teaching Turkish as a Foreign Language	4	9.52	297	27.2
English Language Awareness	3	7.14	291	26.6
English Coursebook Evaluation	12	28.57	282	25.8
Classroom-based Language Assessment	8	19.04	247	22.6
Intercultural Communication	4	9.52	241	22
Language and Society	9	21.42	237	21.7
Semantics	9	21.42	229	21
Pragmatics and Language Teaching	13	30.95	166	15.2
American Literature	6	14.28	154	14.1
Linguistic Philosophy	3	7.14	144	13.2
English in Mass Communication	11	26.19	142	13
English Poetry	7	16.66	136	12.4
Sociolinguistics and Language Teaching	20	47.61	131	12
Error Analysis	3	7.14	124	11.3
Teaching Integrated Language Skills	11	26.19	98	9
Discourse Analysis and Language Teaching	16	38.09	66	6

Table 6 and Table 7 illustrate the 6 most preferred electives out of 24 courses. In this senary pattern, Current Trends in ELT was ranked highly by the participants (f=598, 54.7%), while the frequencies of Current Approaches to Teaching (f=543, 49.7%), Material Design (f=482, 44.1%), Computer Assisted Language Teaching (f=453, 41.4%), Drama in Language Teaching (f=451, 41.2%), and World Englishes and Culture (f=349, 31.9%) followed each other descendingly. Based on the information gathered at this stage, a syllabus was designed for the highly preferred elective that is “Current Trends in ELT”. The differences in participants’ choices in terms of their gender and service status will be discussed in the following part.

***Results of sub-RQs of research question 2.*** RQ2a Is there a significant difference in participants’ preferences in terms of their gender and course choice?

Having revealed the most preferred courses by the participants; as a second step, gender was taken as a possible variable to look deeper in the subject matter. In order to interpret the choices of males (N=260) and females (N=833) and determine whether a significant difference was present or not, chi-square test was applied to the variable. To begin with, the choices of male participants were analyzed. Table 7 shows the electives which were comparatively preferred by male participants.

Table 8

*Elective courses “comparatively” preferred by male participants.*

Elective Courses		Gender				Total	$\chi^2$	df	p
		Male		Female					
		f	%	f	%				
Computer Assisted Language Teaching	Not Preferred	127	48.8	513	61.6	640	13.249	1	.000
	Preferred	133	51.2	320	38.4	453			
	Total	260	100	833	100	1093			
Semantics	Not Preferred	189	72.7	675	81	864	8.322	1	.004
	Preferred	71	27,3	158	19	229			
	Total	260	100	833	100	1093			
Linguistic Philosophy	Not Preferred	215	82.7	734	88.1	949	5.094	1	.024
	Preferred	45	17.3	99	11.9	144			
	Total	260	100	833	100	1093			

By studying Table 8, it can be deduced that a significant difference was found in terms of participants' gender in Computer Assisted Language Teaching [ $X^2(1, N = 1093) = 13.249$ ,  $p = .000$ ], Semantics [ $X^2(1, N = 1093) = 8.322$ ,  $p = .004$ ], Linguistic Philosophy [ $X^2(1, N = 1093) = 5.094$ ,  $p = .024$ ]. In other words, male participants were more likely to show interest to those three electives than were females.

Following the first analysis, the choices of females were questioned to determine whether there was a significant difference between the expected frequencies and the observed frequencies. The test pointed out two courses and the electives which were comparatively preferred by female participants are shown in Table 9.

Table 9

*Elective courses “comparatively” preferred by female participants.*

Elective Courses		Gender				Total	$\chi^2$	df	p
		Male		Female					
		f	%	f	%				
Material Design in	Not Preferred	167	64.2	444	53.3	611	9.602	1	.002
English Language	Preferred	93	35.8	389	46.7	482			
Teaching	Total	260	100	833	100	1093			
Teaching English	Not Preferred	197	75,8	563	67.6	760	6.262	1	.012
Lexicon	Preferred	63	24,2	270	32.4	333			
	Total	260	100	833	100	1093			

Chi-square tests indicated a significant difference in Material Design in English Language Teaching [ $X^2(1, N = 1093) = 9.602, p = .002$ ], Teaching English Lexicon [ $X^2(1, N = 1093) = 6.262, p = .012$ ] in terms of participants' gender. Alternatively stated, it can be inferred that female participants showed more tendency for these two lessons than males did.

RQ2b Is there a significant difference in participants' preferences in terms of their service status and course choice?

This study involved the investigation of pre-service and in-service teachers' preferences in order to reach the variety in findings arising both from their tendencies and the work experience of one of the parties. It was assumed that in-service teachers would add a field related dimension and perspective to the study, and this was confirmed by the findings that in that sense participants' preferences varied in a larger range compared to the “gender” variable. Table 10 and Table 11 illustrate the courses where a significant difference was detected between the participants in terms of their service status.

Table 10

*Elective courses “comparatively” preferred by in-service teachers.*

Elective Courses		Service Status				Total	$\chi^2$	df	p
		In-Service		Pre-service					
		Teachers		Teachers					
		f	%	f	%				
Computer Assisted	Not Preferred	323	49.2	317	72.7	640	59.860	1	.000
Language Teaching	Preferred	334	50.8	119	27.3	453			
	Total	657	100	436	100	1093			
Current Trends in	Not Preferred	243	37	252	57.8	495	45.813	1	.000
Language Teaching	Preferred	414	63	184	42.2	598			
	Total	657	100	436	100	1093			
Material Design in	Not Preferred	317	48.2	294	67.4	611	39.116	1	.000
English Language	Preferred	340	51.8	142	32.6	482			
Teaching	Total	657	100	436	100	1093			
English Course	Not Preferred	460	70	351	80.5	811	15.063	1	.000
Book Evaluation	Preferred	197	30	85	19.5	282			
	Total	657	100	436	100	1093			
Drama in Language	Not Preferred	332	50.5	310	71.1	642	45.746	1	.000
Teaching	Preferred	325	49.5	126	28.9	451			
	Total	657	100	436	100	1093			

As seen in Table 10, a significant difference was found in terms of participants' service status in Computer Assisted Language Teaching [ $X^2(1, N = 1093) = 59.860, p = .000$ ], Current Trends in Language Teaching [ $X^2(1, N = 1093) = 45.813, p = .000$ ], Material Design in English Language Teaching [ $X^2(1, N = 1093) = 39.116, p = .000$ ], English Course Book Evaluation [ $X^2(1, N = 1093) = 15.063, p = .000$ ], Drama in Language Teaching [ $X^2(1, N = 1093) = 45.746, p = .000$ ].

Table 11

*Elective courses “comparatively” preferred by pre-service teachers.*

Elective Courses		Service Status				Total	$\chi^2$	df	p
		In-Service		Pre-service					
		Teachers		Teachers					
		f	%	f	%				
English Poetry	Not Preferred	606	92.2	351	80.5	957	33.115	1	.000
	Preferred	51	7.8	85	19.5	136			
	Total	657	100	436	100	1093			
Intercultural Communication	Not Preferred	548	83.4	304	69.7	852	28.555	1	.000
	Preferred	109	16.6	132	30.3	241			
	Total	657	100	436	100	1093			
Error Analysis	Not Preferred	612	93.2	357	81.9	969	33.096	1	.000
	Preferred	45	6.8	79	18.1	124			
	Total	657	100	436	100	1093			
Language and Society	Not Preferred	551	83.9	305	70	856	26.869	1	.000
	Preferred	106	16.1	131	30	237			
	Total	657	100	436	100	1093			
Linguistic Philosophy	Not Preferred	589	89.6	360	82.6	949	11.488	1	.001
	Preferred	68	10.4	76	17.4	144			
	Total	657	100	436	100	1093			
English in Mass Communication	Not Preferred	588	89.5	363	83.3	951	9.030	1	.003
	Preferred	69	10.5	73	16.7	142			
	Total	657	100	436	100	1093			
Teaching Turkish as a Foreign Language	Not Preferred	500	76.1	296	67.9	796	8.934	1	.003
	Preferred	157	23.9	140	32.1	297			
	Total	657	100	436	100	1093			
World Englishes and Culture	Not Preferred	469	71.4	275	63.1	744	8.330	1	.004
	Preferred	188	28.6	161	36.9	349			
	Total	657	100	436	100	1093			
American Literature	Not Preferred	576	87.7	363	83.3	939	4.219	1	0.40
	Preferred	81	12.3	73	16.7	154			
	Total	657	100	436	100	1093			

According to the findings, a significant difference was found in terms of participants' service status in English Poetry [ $X^2(1, N = 1093) = 33.115, p = .000$ ], Intercultural Communication [ $X^2(1, N = 1093) = 28.555, p = .000$ ], Error Analysis [ $X^2(1, N = 1093) = 33.096, p = .000$ ], Language and Society [ $X^2(1, N = 1093) = 26.869, p = .000$ ], Linguistic Philosophy [ $X^2(1, N = 1093) = 11.488, p = .001$ ], English in Mass Communication [ $X^2(1, N = 1093) = 9.030, p = .003$ ], Teaching Turkish as a Foreign Language [ $X^2(1, N = 1093) = 8.934, p = .003$ ], World Englishes and Culture [ $X^2(1, N = 1093) = 8.330, p = .004$ ], American Literature [ $X^2(1, N = 1093) = 4.219, p = .040$ ].

**Results of research question 3. RQ3** Which topics should constitute the syllabus of the mostly preferred elective?

This research question was the main concern of the second phase of the study. Based on the frequency analysis carried out in the first phase, the mostly preferred elective course was found to be as "Current Trends in ELT". Out of 1093 participants, 598 participants ( $f=54.7\%$ ) showed tendency for the aforementioned elective course. From this point of start, 62 teacher educators were consulted with a single open ended question to be able to form a content regarding the recent trends in English language teaching.

In order to clarify how this study reached the final content syllabus, the analyses made throughout the second phase are presented at this part. To start with, findings of the initial analysis of the open ended responses showed that teacher educators taking part in the study responded to the question with 232 topics (see Appendix I). At this stage, a thematic analysis was conducted, and the number of the occurrences of the predetermined themes was calculated. Based on the analysis, Table 12 below illustrates the frequency levels of the recurring main themes.



Table 12

*Frequency distribution of the recurring main themes.*

	Codes	f	%
Learner and Learning centered Trends	LR	85	36.6
Technology Based Trends	TB	61	26.3
Other Trends	OT	43	18.6
Teacher Related Trends	TR	31	13.4
Curriculum Related Trends	CR	7	3.0
Assessment Related Trends	AR	5	2.1
	Total	232	100

Findings show that teachers educators consider learner and learning based trends (f=84, 36.6%) more important than the others. The second highest trend type stated by the participants was technology based ones (f=61, 26.3%) revealing the importance of the use of technology in language classrooms. Some trends such as culture, globalization, English as Lingua Franca, gamification were coded as other trends; and they were referred by teacher educators with the frequency of 43 (f=18.6%). Curriculum related (f=7, 3%) and assessment related trends (f=5, 2.1%) showed low frequency when compared to teacher related trends (f=31, 13.4%). Following the table which shows the distribution of the recurring themes, the findings regarding each theme will be discussed on an individual basis in the subsequent tables.

Table 13

*Frequency distribution of the themes.*

Themes suggested by the teacher educators	Theme Codes	f	%
Technology Integration	TB	57	24.6
Alternative Approaches	LR	48	20.7
Culture	OT	13	5.6
Skills	TR, LR	10	4.3
ELF	OT	8	3.4
Issues in Linguistics	OT	8	3.4
Professional Development	TR	8	3.4
Research	TR, LR	7	3
Curriculum	CR	6	2.7
Gamification	OT	5	2.1
Assessment	AR	5	2.1
Multimodality	LR	5	2.1
Pedagogy	TR	5	2.1
Post-method	LR	5	2.1
Classroom Management	TR	4	1.7
World Englishes	OT	4	1.7
Autonomy	LR	3	1.3
Communication	LR, TB, OT	3	1.3
Issues in Learning	LR	3	1.3
Materials	LR	3	1.3
Psychology	LR	3	1.3
Affective Factors	LR	2	0.8
Distant Learning	TB	2	0.8
Globalization	OT	2	0.8
Native Language	LR	2	0.8
Pronunciation	TR, TB	2	0.8
Reflective Practice	TR	2	0.8
Accreditation	CR	1	0.4
Critical Thinking	LR	1	0.4
Drama	LR	1	0.4
Educational Models	TR	1	0.4
Future Directions	OT	1	0.4
Leadership	OT	1	0.4
Role of Teachers	TR	1	0.4
Total		232	100

Table 13 shows all the themes inferred from teacher educators' responses indicating their categorized main themes and frequencies. According to the findings, integrating technology into language classrooms (f=57, 24.6%) seems to be the biggest concern of the teacher educators. Under this single theme, several topics such as mobile learning, blended learning, flipped classrooms, distant learning, artificial intelligence, and the role of technology in ELT were unified. Following the issues regarding the integration of technology, alternative approaches (f=48, 20.7%) became the second widely suggested topic by teacher educators. Alternative approaches consisted of project based learning, brain based learning, individualized learning, diagnostic learning, embodied learning, competency based learning, content and language integrated learning, context-based learning, cooperative language learning, communicative method, critical pedagogy, approaches to grammar teaching, social constructivism, and eclectic method. Other topics diversified from culture to educational leadership highlighting that language teaching is a really complex task for a teacher, and teachers are expected to use effective teaching strategies to boost acquisition together with arousing interest towards learning (Amjah, 2014). These mentioned topics will be discussed profoundly in the next chapter; therefore, the following tables were dedicated to the frequency levels of the themes belonging to the main themes.

Table 14

*Frequency distribution of “Learner and Learning Centred Trends”.*

Learner and Learning Centered Trends	f	%
Alternative Approaches	48	56.5
Skills	7	8.1
Multimodality	5	5.9
Post method	5	5.9
Autonomy	3	3.5
Issues	3	3.5
Material	3	3.5
Psychology	3	3.5
Affective Factors	2	2.4
Native Language	2	2.4
Critical Thinking	1	1.2
Communication	1	1.2
Drama	1	1.2
Research	1	1.2
Total	85	100

The function of Table 14 is to demonstrate the themes included into learner and learning centred trends. In order to have a deeper insight, teacher educators’ responses related to each theme are going to be presented in the following:

To start with, it can be stated that alternative approaches regarding learners became the highly mentioned topics by teacher educators. As mentioned in the previous part, alternative approaches (f=48, 56.5%) were given as a general title to several learning types such as

project based learning, brain based learning, individualized learning, diagnostic learning, embodied learning, competency based learning, content and language integrated learning, context-based learning, cooperative language learning, communicative method, critical pedagogy, approaches to grammar teaching, social constructivism, and eclectic method.

Skills (f=7, 8.1%) appeared both in learner and teacher centred trends. As a learner centred trend, teacher educators mentioned about teaching academic skills, teaching integrated skills, twenty first century skills and language learning, critical reading skills, and teaching process writing in practice. Multimodality (f=5, 5.9%) followed this theme by highlighting the necessity of creating an atmosphere fostered by multidisciplinary applications. Also, language classes were emphasized to embody multimodality practices in order to appeal various class dynamics. Participants also referred to the use of multi-syllabus, mixed-ability classrooms and multilingual education. Post method (f=5, 5.9%) as a title consisted of responses such as post-method discussions, the criticism of mainstream approaches on the part of post methodology, understanding post-method era by Kumaravadivelu, and postmodernism in language teaching. Another theme mentioned by the participants was autonomy (f=3, 3.5%). All responses by the participants were referring to how to create autonomous language learners. The use of materials (f=3, 3.5%) in language learning was also one of the topics suggested by the teacher educators. They made reference to the role of authentic materials and finding the balance in how to use materials in language classrooms. Teacher educators also mentioned the importance of learner psychology (f=3, 3.5%) in language classrooms. Emotions in language learning, positive psychology, cognitive psychology and language teaching practices were listed as topics to be covered. Additionally, issues in language learning (f=3, 3.5%), affective factors (f=2, 2.4%), and the use of native language (f=2, 2.4%) were each mentioned by two teacher educators throughout the research. Participants referred to controversial issues in language classrooms, key concepts in SLA

together with the use of native language and bilingual education. Lastly, critical thinking in ELT (f=1, 1.2%), classroom discourse analysis under the theme of communication (f=1, 1.2%), the use of drama (f=1, 1.2%), teaching research skills (f=1, 1.2%) was just mentioned by one teacher educator.

Table 15

*Frequency distribution of “Technology Based Trends”.*

Technology Based Trends	f	%
Technology Integration	57	93.5
Distant Learning	2	3.3
Communication	1	1.6
Pronunciation	1	1.6
Total	61	100

Regarding technology based trends, introducing current technological applications and integrating technology into language classrooms (f=57, 93.5%) were the highest concerns of the teacher educators. This suggested topic also became the most frequent theme among all the other themes. As illustrated in Table 16, teacher educators referred to several topics including the use of technological applications in general (corpus tools, LMS, Web 2.0 tools, infographics, video, graphic novels, digital badges, social platforms) but also e-learning (MOOCs), blended learning, designing flipped learning environments, mobile and computer assisted learning (YouTube & TedEd), artificial intelligence in ELT, Web 2.0 and new technologies in language learning, the use of concordancers and transcription programmes in ELT. Teacher educators also suggested the topics of generation and gender gap in IT, awareness rising in media-based listening and speaking, automated writing instruction, virtual

exchange, tele collaboration, the use of podcasts and subtitles for learning and teaching, machine scoring of EFL students' essay writing and lastly digital literacies.

Table 16

*Frequency distribution of the topics regarding technology integration.*

Technology Integration	f	%
Blended Learning & E-Learning	19	33.4
Computer Assisted Learning	6	10.6
Virtual Exchange: Tele Collaboration, Digital Games and Virtual Reality	5	8.8
Artificial Intelligence in ELT	4	7.1
Web 2.0 and new technologies in language learning: corpus tools, LMS, Web 2.0 tools, infographics, video, graphic novels, digital badges, web quests, concordancers.	4	7.1
Designing Flipped Classrooms	3	5.4
Mobile Assisted Learning	3	5.4
The Use of Social Media	2	3.5
Automated Writing Instruction	1	1.7
Awareness Raising in Media-Based Listening and Speaking	1	1.7
Digital Learning: Theory and Practice	1	1.7
Digital Literacies	1	1.7
Generation Gap and IT	1	1.7
Machine Scoring of EFL Students' Essay Writing	1	1.7
Podcasts and Subtitles for Learning and Teaching	1	1.7
Pronunciation in Dehumanized Language Software	1	1.7
Reactions of English Speakers to Robots and Human-Beings	1	1.7
The Use of Podcasts and Subtitles for Learning and Teaching	1	1.7
The Use of Transcription Programmes	1	1.7
Total	57	100

Distant learning was another topic suggested for the syllabus suggesting that teaching four skills as a part of distant education should also be considered. One participant also mentioned a technology based topic classified under communication (f=1, 1.6%) that is about giving different reactions to robots and human beings while communicating in a second language. Pronunciation in dehumanized language softwares (f=1, 1.6%) was also suggested by one teacher educator taking part in this research study.

Table 17

*Frequency distribution of “Other Trends”.*

Other Trends	f	%
Culture	13	30.2
English as Lingua Franca	8	18.6
Issues in Linguistics	8	18.6
Gamification	5	11.6
World Englishes	4	9.3
Globalization	2	4.6
Communication	1	2.3
Future Directions	1	2.3
Leadership	1	2.3
Total	43	100

Stated earlier, the main themes were formed based on the classification of the book “Current Trends in ELT” (Yaman, Ekmekçi, & Şenel, 2016). So as to be parallel with the referred book, some topics illustrated in Table 17 were identified as other trends. First of all, Culture (f=13, 30.2%) was the most highly ranked topic suggested in this category. Culture



and glocalization in ELT, inter-cultural communication, inter-cultural communicative competence, discourse and culture, cultural diversity, multicultural classrooms specifically for immigrant students, native vs. non-native English teachers, Sociocultural theory (chaos/complexity theory and dynamics) were among the suggested topics. Under the title of English as Lingua Franca (f=8, 18.6%) awareness raising of ELF, ENL (English as a New Language) vs ELF, ELF by Jennifer Jenkins were suggested to be studied. Additionally, issues in Linguistics (f=8, 18.6%) were one of the highly referred topics suggesting pragmatics and intercultural pragmatics, interfaces in language subfields, corpus linguistics, NLP, sociolinguistics, noticing hypothesis in applied linguistics and corpus studies to be discussed. Lastly, gamification (f=5, 11.6%), World Englishes (f=4,9, 3%), globalization (f=2, 4.6%), conversation analysis for SLA (f=1, 2.3%), future directions in ELT (f=1, 2.3%): strengths and weaknesses, educational leadership (f=1, 2.3%) were also mentioned in participants' responses.

Table 18

*Frequency distribution of “Teacher Related Trends”.*

Teacher Related Trends	f	%
Professional Development	8	25.8
Research	6	19.4
Pedagogy	5	16.1
Classroom Management	4	13
Skills	3	9.6
Reflective Practice	2	6.5
Educational Models	1	3.2
Pronunciation	1	3.2
Role of Teachers	1	3.2
Total	31	100

Teacher related trends reached 31% of the second phase, and within those responses, topics related to prospective teachers’ professional development issues (f=8, 25.8%) were in first place. Teacher educators referred to topics such as teacher cognition, evaluating second language teacher education in Turkey, continuing professional development and teachers’ career choice. Following professional development, teacher research (f=6, 19.4%) became one of the major concerns of the participants’. Action research, language teachers as researchers, qualitative data analysis were among the topics suggested for the targeted syllabus. Moreover, topics based on classroom management (f=4, 13%) were teaching English with crowded classrooms, motivating the unmotivated, classroom management itself, and how to scaffold learners. In addition, skill based topics (f=3, 9.6%) regarding teachers were also observed in participants’ responses suggesting twenty first century skills and

teacher education, ways to strengthen non-native English speaking language teachers and improving teachers' competencies in four skills. Reflective practice (f=2, 6.5%), learning educational models in the world as a teacher (f=1, 3.2%), correct pronunciation as a teacher (f=1, 3.2%) and role of teachers in language learning process (f=1, 3.2%) were also referred by the teacher educators in the study.

Table 19

*Frequency distribution of “Curriculum Related Trends”.*

Curriculum Related Trends	f	%
Curriculum	6	85.7
Accreditation	1	14.3
Total	7	100

Under the title of curriculum (f=6, 85.7%), participants referred to the topics such as devising alternative syllabuses for multilingual, codes of values in integrated ELT syllabus design, CEFR, language planning and policy, SLA through CEFR and MoNE curriculum, and recent developments in L2 curriculum. One participant suggested adding the quality and accreditation (f=1, 14.3%) of language learning into the syllabus.

Table 20

*Frequency distribution of “Assessment Related Trends”.*

Assessment Related Trends	f	%
Assessment	5	100
Total	5	100

The last table shows the frequency of assessment related topics which participants referred to dynamic assessment, formative evaluation and recent issues in L2 assessment: CBA, DA, GDA, CAT.

### **Chapter Summary**

In this chapter, the findings of the research questions were presented by illustrating the statistical analysis in tables. First of all, the most important criterion that determines the participants' preferences of the content knowledge elective courses was represented with figures. Next, six mostly preferred elective courses were presented along with a table showing the ranking of all the courses. At this stage the sub questions were addressed, and the electives pointing at a significant difference in terms of participants' gender and service status were illustrated in tables. Finally, the tables focused on the findings of the main outcome of the second phase by presenting the results of the thematic analysis of the bulk responses. Having scrutinized the recurring themes, the findings regarding the main themes and the subthemes were clarified individually.

## Chapter IV: Discussion, Conclusion and Implications

### Introduction

Elective courses in ELT provide students with a well-rounded education focusing on global awareness, critical thinking skills, communication skills, or else those electives contribute to their personal development by cultivating their interests. These courses provide invaluable understanding in many areas and give way to knowledge in a specialized area while developing personal skills. Without serving a specific purpose, they could even just satisfy a curiosity about a certain topic. This study reveals some certain implications and recommendations emerging from the survey results and analyses on the grounds of the ideas of 1093 participants for the first phase, and those of 62 teacher educators for the second phase in a national paradigm.

Initially, this two-phase study took the recent regulations in ELT Programmes as a starting point, and was carried out with random sampling of pre-service teachers, in-service teachers, and teacher educators working at Turkish universities on the grounds of the document analysis in both phases. The study had two main purposes: to build an opinion in the preferences of the participants' in English language teaching programmes, and to design a content syllabus for the favoured elective course based on the suggestions of English language teacher educators. Having commenced with reviewing the curricula of all the state universities in Turkey, content knowledge electives opened in ELT programmes were listed initially. After the frequency analysis of the electives, the questionnaire of the first phase was formed combining the prevailing electives in state universities with the electives suggested by CoHE. The results of the questionnaire revealed that the elective "Current Trends in ELT" is a focus of interest for the majority of the participants. On this basis, the second phase dwelled on determining the right content and eventually designing a syllabus for the course. For the syllabus specification, teacher educators working in Turkish universities were consulted with

a single question asking their perspectives and suggestions. Based on the classification of the themes in the published book “Current Trends in ELT” (Yaman, Ekmekçi, & Şenel, 2016) the responses were categorized through a thematic analysis. To be able to specify the content for the targeted syllabus; the most frequent theme (see Table 13) was taken into consideration by the recommendation of two teacher educators from the English Language Teaching Programme. This chapter discusses the findings of the three research questions in the light of the corresponding studies along with outlining their pedagogical implications.

### **Discussion and Conclusion**

Research Question 1 asked the participants the criterion behind their elective course preference. The question revealed that professional development concerns dominate participants’ choices much more than any other reason. It can be inferred that prospective English language teachers and in-service teachers attach importance to elective courses considering electives’ positive contribution into forming their professional skills. Apart from their occupational considerations; personal needs and interests were shown as the second stated reason for their elective choices. (see Table 5)

In consideration of the top appreciated criteria, it can be inferred that participants highly valued the quality of the course content and the possible positive effect of the course objectives on their professional and personal needs. Starting from this point of view, it is possible to see the correspondence with other studies such as Altunbay’s (2018) study where she investigated to what extent elective courses contribute to undergraduate students’ personal and intellectual development. In her study, finding out the reasons affecting students’ elective preferences was one of the research questions. The findings of Altunbay’s study might be interpreted in the same direction with this study both showing that most of the participants make their preferences considering the content and the specifications of the elective itself.

Similarly, Kolarova and Kolarova (2017) conducted a study in order to understand the reasons behind college students' preferences of elective subjects. Their study also indicated that elective courses' contribution to future professional skills shape college students' preferences. In their study where they investigate the factors affecting university and course choice; Raja, Ahmad, Umair and Ahmad (2013) found out that students rank interest in subject and employment objectives as the most important motives in their course selection. Ulusoy et al. (2012) also conducted a study to explore students' opinions about elective courses. In correspondence with the findings of this study, it was found out that professional development and matching students' areas of interest were among the highly ranked reasons for students' elective course preferences.

Validating the findings of the study reversely, there are also studies arguing the significance of the elective modules for students' professional needs and inadequacies. Movchan and Zarishniak (2017) stated that introducing elective courses to students as a tool to adjust their degree program in accordance with their occupational needs will contribute to students' professional and personal development, and this will also lead to a high performance in the elected courses.

Research Question 2 tried to find out six most preferred electives offered in ELT departments, and "Current Trends in ELT" with 54.7% was found to be the mostly preferred elective throughout the study. First of all, this finding is significant since this elective was added to the questionnaire as a result of the document analysis of the first phase. In other words, the most preferred course was also an initial output of the study itself and the course was not listed in CoHE's suggested elective pool. Recalling the top two appreciated criteria for elective preferences; it can be stated that participants are in need of knowing what is "new" in parallel with their occupational and personal needs.

Before pointing at the parallel findings with additional studies, it should be stated that there are a limited number of research studies based on the evaluation of the ELTTPs in Turkey (Coşkun & Daloğlu, 2010; Coşgun-Ögeyik, 2009; Erozan, 2005; Gürler, 2018; Karakaş, 2012; Seferoğlu, 2006; Şallı-Çopur, 2008 and Yavuz and Zehir-Topkaya, 2013).

First of all, Şallı-Çopur (2008) investigated the teacher effectiveness in initial years of service in a case study, and on the basis of the findings of her study, she highlighted the significance of equipping teacher candidates with current trends and developments by shifting the ELTTP in the light of the recent research. Aiming at revealing the defective or developable components of the ELTTP, Coşkun and Daloğlu (2010) asked to what degree the program is up-to-date, and they received some positive reference regarding elective courses, such as Current Issues in ELT. The course, specifically, was referred as an effective way of remaining up-to-date in the field, and also increasing the number of such electives appealing to students' needs and interests was advised in order to be able to keep ELTTP updated.

Moreover, when the two top rated electives are taken into consideration, it can be stated that participants made their choices in the direction of newer innovations, approaches, and teaching techniques. Highlighting the evolving nature of learning and teaching languages, Karakaş (2012) stated that any program is supposed to be reconsidered and renewed systematically with the aim of embodying the recent perspectives and innovations compatible with the field of teacher education globally. The evergreen nature of ELTTP would also be more attainable and feasible by updating the content of the two above mentioned electives if required.

Yavuz and Zehir-Topkaya (2013) in their study of teacher educators' evaluation of the 2006 ELTTP drew attention to the positive feedback of teacher educators regarding the addition of some courses such as "Instructional Technologies and Material Development" and "Drama Analysis and Teaching". The two lessons which were entitled as "obligatory courses"



in 2006 ELTTP were revised and amended as “elective courses” in 2018 by CoHE. The findings of the study signify that those two subjects do matter for both pre-service and in-service teachers notwithstanding the altered condition of the subjects.

Being one of the six mostly preferred electives, “World Englishes and Culture” was referred by Karakas (2012) in his study where he evaluated the 2006 ELTTP in Turkey. According to his findings, the programme was evaluated as outdated, insufficiently practice and culture oriented whilst pedagogically and theoretically satisfactory. He emphasized that the new status of English as an international language is not addressed sufficiently throughout the program which should also be responsible for not only introducing the types of English but also the international use of it. Karakas (2012) took a further step, and put emphasis on teaching the target cultures of all English speaking countries regardless of being native or non-native. Coşkun-Ögeyik (2009) also laid stress on the absence of culture-oriented subjects, and advocated the idea that “culture” should be a component of ELTTP.

“Computer Assisted Language Learning” (CALL) was also among the top six electives preferred by the participants of this study. In terms of describing the students of today, Prensky (2001, p.1) highlights the distinction between former and today’s students. He describes today’s students as Digital Natives, who are “‘native speakers’ of the digital language of computers, video games and the Internet”. Correspondingly, the teachers who become a part of this digital world by following newer technologies throughout their professional lives are called as Digital Immigrant instructors. By using those definitions, Prensky (2001, p.4) draws attention to a potential disconnect between teachers and students, and suggests that “today’s teachers have to learn to communicate in the language and style of their students”. Kartal (2005) also claims that technology inclusion is respectively more essential for language teaching in comparison to what degree other disciplines of social sciences need it. Apart from underlining the requirement of technology integration in

language classrooms, the lack of technology training in ELTTP was also referred as a concern by several researchers (Dudeney & Hockly, 2007; Egbert, Paulus & Nakamichi, 2002; Hall, Fisher, Musanti & Halquist, 2006; Hubbard, 2008; Kessler, 2006).

Last but not least, Gürler (2018) indicated some courses to be added to the current ELT program by asking some open ended questions to his participants consisting both prospective teachers and teacher trainers. In order to address a more collective overlap between two studies, it can be stated that 4 out of 6 courses referred in this study were also specified by his participants. 'English and Different Cultures', 'Computer Assisted Language Learning', 'Drama', and 'Material Design' were reported as appropriate, and recommended to be added to the ELT curriculum.

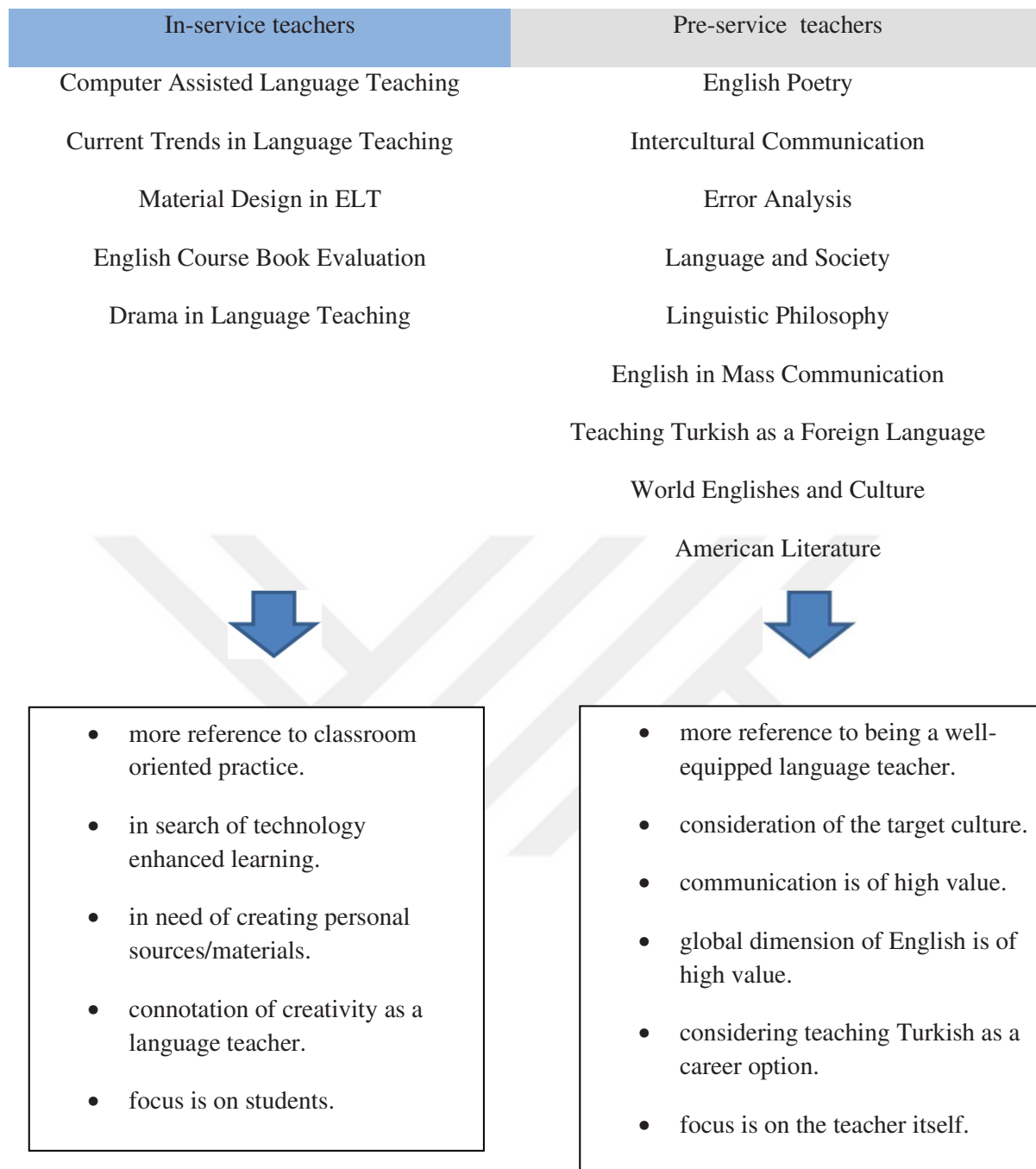
RQ2a intended to find out whether there is a significant difference between genders in terms of their course choices. Before assessing the findings of this study, it should be noted that gender segregation has been justified by psychological and medical research with biological and neurological factors. As reported by this approach, males employ more cortical areas (spatial and mechanical functioning) while females benefit more from verbal and emotional functioning (Kimura, 2000). This scientific evidence was interpreted as females might underachieve technical and numeric subjects since early years of their education resulting in a withdrawal from these school subjects (Killgore & Yurgelun-Todd, 2004; Lenroot, et al. 2007).

Primarily, by looking at the big picture, it can be deduced from the findings that no substantial discrepancy or a great number of diversions were at issue between genders. Among 24 elective courses, male participants showed more tendency than females in 'Computer Assisted Language Teaching', 'Semantics', and 'Linguistic Philosophy' while female participants comparatively chose 'Material Design in English Language Teaching' and 'Teaching Lexicon' by a moderate divergence. With a deeper analysis, it is seen that Roeder

and Grünh (2000); Kugler, Tinsley and Ukhaneva (2017) addressed 'computer', 'technology', and 'philosophy' as respectively preferred by male students. In their research studies, Dong and Pechkina (2015); Sikora and Pokropek (2012); Bordon, Canals and Mizala (2018); Alexander, Schoeman, De Knock, Alexander and Piderit (2011) also found male tendency in computer technologies.

Conversely, Akbay (2019) addressed more differentiation between genders in her study where she approached General Knowledge elective course choices in ELTTP. Having found out that the main drive for her participants' course choice was 'personal needs and interests' might help us to understand the findings of this study which addresses fewer discrepancies between genders. It appears that it is harder to see a larger scale of differentiation between genders where their choices are mostly determined by their mutual occupational needs.

RQ2b tried to explore any type of differentiation in elective preferences of in-service and pre-service teachers. It is seen that there is more disparity based on the service status than the gender variable. 'Computer Assisted Language Teaching', 'Current Trends in Language Teaching', 'Material Design in English Language Teaching', 'English Course Book Evaluation', 'Drama in Language Teaching' were mostly preferred by in-service teachers whereas 'English Poetry', 'Intercultural Communication', 'Error Analysis', 'Language and Society', 'Linguistic Philosophy', 'English in Mass Communication', 'Teaching Turkish as a Foreign Language', 'World Englishes and Culture', 'American Literature' were comparatively favoured by pre-service teachers. To clarify, the electives and the possible connotations of in-service teachers' preferences are illustrated below;



*Figure 6.* The electives signalling a significant difference in terms of service status

As summarized in Figure 6, in-service teachers prioritized practice based courses ranging from the use of technology in classroom, course book evaluation, material design and the use of drama in the classroom. Gürler (2018) also highlighted that courses in direct relation to teacher training were seen as a strong point of the ELTTP in his study where he investigated the opinions of both teacher trainers and pre-service teachers. Teacher trainers favoured the variety of the courses which respond the needs of today's teacher training

including CALL, current trends and new methods of teaching. Furthermore, teacher trainers underlined the idea that the program should be equipped with more practice-oriented courses. Similarly, Aşan (2000), Tuzcuoğlu (2000) and Zereyalp (2009) drew a conclusion on EFL teachers' positive attitudes regarding CALL; and Tuzcuoğlu (2000) stated participants' wish for a training by professional CALL experts. In addition to stressing the significance of technological awareness, Akpınar (1999) indicated that the level of exposure regarding technological applications through pre-service education also determines the prospective teachers' future attitudes. Among many recommendations regarding the content and objectives of foreign language education programmes, Wallace (1991, p. 145) appended to be able to utilize and tailor any teaching materials.

However, pre-service teachers relatively showed a tendency to cultural, communicational, and literary courses. In parallel with the findings of this study, Coşkun-Ögeyik (2009) also appointed the inadequacy of culture specified courses in her study where she asked pre-service teachers to what degree the 2006 curriculum was coherent with their expectations. Türken (2017) conducted a study where she compared the perspectives of lecturers and teacher trainees towards the latest ELTTP. According to her findings, communication-oriented courses were addressed to be more beneficial for teacher trainees' personal, professional and active teaching lives.

There are also studies where diversified results were observed. In addition to similar discoveries stated above, the findings of Gürler (2018) pointed out a differentiation regarding prospective teachers' more technology and material based preferences versus teacher educators' additional cultural course referrals.

RQ3 attempted to specify a content based syllabus for the mostly preferred elective course 'Current Trends in ELT'. This part of the study acquired some irreplaceable data by asking the opinions of 62 teacher educators working at ELT departments of Turkish state

universities. The data was considered to be irreplaceable with great authenticity since the responses were recommendatory relying on the combination of teacher trainers' personal anticipations and appraisements, pre-service teachers' needs and ultimately reflecting recent academic studies in the field. In order to be able to transform this invaluable data into a more solid and perceivable one, the frequency of the recurring themes were figured out as explained in the findings chapter previously. Although numerous recent issues referring different fields of studies were addressed by the teacher educators, the final syllabus was recommended to be focused on the most referred theme in order to achieve a more consistent and effective syllabus for a short span of time, namely a semester. Therefore, the theme 'technology integration' (f=57, 24.6 %) was agreed to be taken as a basis for the targeted syllabus. (See Table 13)

Some of the topics regarding technology integration were corpus tools, LMS, Web 2.0 tools, infographics, video, graphic novels, digital badges, social platforms, and also e-learning (MOOCs), blended learning: designing flipped learning environments, mobile and computer assisted learning (YouTube & TedEd), and artificial intelligence in ELT. Moreover, Web 2.0 and new technologies in language learning, the use of concordancers and transcription programmes, generation and gender gap in IT, awareness rising in media-based listening and speaking, automated writing instruction, virtual exchange, tele collaboration, the use of podcasts and subtitles for learning and teaching, machine scoring of EFL students' essay writing and lastly digital literacies were referred by the teacher educators.

Many studies reveal that language teachers have difficulty in implementing technology into their classrooms due to insufficient training during their teacher preparation programs (Hall et al., 2006; Kirschner & Selinger, 2003). Bařal (2015) pointed at a few possible reasons for this phenomenon such as curriculum, the teacher educator, and the inadequacy of technology courses in general. Promising a more learner-centered classroom, it is known that

ICT and CALL stimulate information exchange and communication between students in real time (Padurean & Margan, 2009, p. 98). With the help of web-based learning, students are likely to be more analytical, communicative and powerful rather than being teacher-dependent. Autonomy in language classrooms also becomes possible if students learn to be self-directed, take responsibility for their own learning, and critically reflect on their learning process. Jones (2001) highlighted the significance of CALL for teachers in enabling learner autonomy provided that teachers learn the integration of technology in educational frameworks.

The increasing trend of Web 2.0 applications in education were also referred by the participants of this study. Artificial intelligence, infographics; the use of videos, graphic novels, digital badges and social platforms were specified by the teacher educators. In addition to underlining the significance of technology integration into teacher education and in-service training; Başal, Yılmaz, Tanrıverdi and Sarı (2016) also pinpointed a completely notable notion in terms of teacher education programmes. On the basis of the dynamic nature of technological applications, trying to implement all the Web 2.0 tools into teacher education programmes is not conceivable. Instead, prospective teachers should be equipped with the pedagogical foundations of learning and teaching to be able to integrate these tools into their teaching. According to Başal et al. (2016), in which ways the new tools should be used for educational purposes is the only question to be discussed.

According to Kukulska-Hulme and Shield (2008), the instant shift from Computer Assisted Language Learning to Mobile Assisted Language Learning (MALL) also caused an attitude shift towards language learning due to the personal and portable nature of the used devices. Reinforcing cooperative learning skills and reducing anxiety, increasing stimulation and positive attitudes towards learning (Yanguas & Flores, 2014), integration of MALL into school curriculum and syllabus becomes a prominent issue for language teachers. Jarvis

(2015) stated that language teachers should understand, explore and formulate pedagogies to be able to benefit from the advantages of those smart devices. According to Chinnery (2006), the productiveness of the devices is determined by an efficient teacher with good pedagogical knowledge.

As being referred by many teacher educators throughout this study, blended learning constituted an important part of the suggested syllabus. Although BL is not a new concept for language teachers; the changing face of learning and teaching, the innovations in technology, the spread of the Internet have started to have dominance over face-to-face learning environments. It is underlined that there is an ongoing transformation in instructional innovations and language teachers are required to keep up with the recent technological applications.

Although it is impossible to see entirely what the future holds, we can be pretty certain that the trend toward blended learning systems will increase. It may even become so ubiquitous that we will eventually drop the word *blended* and just call it learning.

(Graham, 2006, p. 7)

### **Implications for the ELTTPs**

The findings of the study might provide some insight into the elective course design of the ELTTP on behalf of all the shareholders of the program. Köksal & Ulum (2018) emphasized that teacher education in Turkey is in need of taking profound actions and should consider focusing on more qualitative advancements instead of quantitative adjustments. As an extension of this idea, teacher education programmes were recommended to be consolidated by reviewing the earlier attainments and underperformances.

First of all, regarding the criterion preferred by the participants, it can be inferred that the content, specifications and the diversity of the electives should carefully be considered in order to meet prospective teachers' occupational needs. Another dimension might be added



by suggesting a more practice based approach towards those lessons since participants also claimed to benefit from them for their career goals. It is also essential to inform students initially about the course objectives, course content, learning outcomes and assessment procedures, and keep the course information updated.

By looking at the most preferred electives, it was understood that participants were mainly interested in the new developments and innovations in language teaching, material design and technological applications along with communication and cultural based courses. Globalization is the key word of 21<sup>st</sup> century, and the new status of English has also enhanced the language teaching and learning environments; therefore, it is so natural that language learners prioritize improving their intercultural awareness and competencies to communicate effectively in this multicultural world.

Although this study ensures the reliability of its findings by relying on a great number of participants, the preferences or the needs of the students may change over time or vary by institution; therefore, universities might embrace a practice of applying a needs analysis for their students before forming new elective course pools.

Additionally, as course books cannot resist the transformation of the changing perspective of language teaching and learning anymore, the implementation of technology into language learning draws great attention by teachers. It can be suggested that the use of ICT should not be ignored for instructional purposes and prospective teachers should be encouraged to make use of it in various ways through provided courses at faculties. As stated by Başal et al. (2016), technology integration training should be an integral part of teacher education and in-service training.

Moreover, on the basis of the findings, it can be stated that current trends in language teaching should be considered to rank in priority for ELT curriculums. Having an adjustable

nature, the course can be redesigned each year to train prospective teachers in accordance with the recent developments and applications in the field. On the basis of the findings of this study, technology integration was found to be the most recurring theme referred by the teacher educators; however, the compilation specifying the responses (see Appendix I) by the teacher educators should carefully be scrutinized and utilized by the decision making parties. In this regard, an evergreen dynamic syllabus consisting of newer innovations and techniques would serve a useful purpose in order to keep the future teachers updated.

### **Implications for Further Research**

1. The first phase of this study procured some conclusions with the participation of 1093 pre-service and in-service EFL teachers, and these results comprised a basis for the second phase of the study. In order to enable more extensive data and evidence, increased number of participants might be incorporated into further research.
2. In order to provide a foundation for the elective course options, the courses opened by Turkish state universities were included while the ones by private universities were excluded. Further research might concentrate on more diversified elective options by considering the overall national and international elective course alternatives, and this might lead studies to different results.
3. Since CoHE has formed different elective pools under the title of Content Knowledge, Pedagogical Knowledge, and General Knowledge courses; similar research studies should still be carried out for the remaining two areas.
4. Regarding CoHE's 2018 reform in ELLTP, institutions should administer more research on the perceptions of pre-service teachers and teacher educators. The implementation of the new program, the possible effects of the change on prospective teachers' educational and career objectives, the results of the rise in the number of

elective courses, and also the reflections of shareholders in the post-implementation of newly opened elective courses might be explored meticulously.

### **Chapter Summary**

This chapter discussed the findings of each research question in the light of preceding studies in combination with addressing some implications for the current ELLTPs and further research. On the grounds of the findings where most participants showed tendency for technological, cultural and communication oriented subjects; it can be stated that participants develop a passion to uncover the current trends and applications in ELT. Within this framework, teacher education programmes should utilize the paradigm shift actualized by CoHE, and try to make the most of the elective courses by broadening the content of the programme with the latest developments in the field.

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## Appendices

**Appendix A:** English Language Teacher Education Curriculum: 1983-1984 (Salihoğlu, 2012, p. 166)

Course	Grade I		Grade II		Grade III		Grade IV	
	1 <sup>st</sup>	2 <sup>nd</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	1 <sup>st</sup>	2 <sup>nd</sup>
<b>Semesters</b>	1 <sup>st</sup>	2 <sup>nd</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	1 <sup>st</sup>	2 <sup>nd</sup>
English Grammar I-II-III-IV-V-VI	4	-	2	2	2	2	-	-
Reading and Analysing Texts I-II-III-IV	4	-	3	3	-	-	-	-
Speaking I-II-III-IV	4	4	4	4	-	-	-	-
Writing I-II-III-IV-V-VI	3	3	2	2	2	2	-	-
Phonetics I-II	2	2	-	-	-	-	-	-
Turkish Grammar I-II	2	2	-	-	-	-	-	-
Introduction to Linguistics I-II	-	-	-	-	3	3	-	-
Structure of English I-II	-	-	2	2	-	-	-	-
Translation English- Turkish I-II-III-IV-V-VI-VII-VIII	2	2	2	2	2	2	2	2
Translation Turkish- English I-II-III-IV-V-VI-VII-VIII	-	-	2	2	2	2	2	2
History of English Literature I-II-III-IV-V-VI	-	-	2	2	2	2	2	2
English History and Geography I-II	-	-	2	2	-	-	-	-
History of English Language I-II	-	-	-	-	-	-	2	2
Comparative Turkish- English Grammar I-II	-	-	-	-	3	3	-	-
Selections from English Literature I-II	-	-	-	-	3	3	-	-
Semantics I-II	-	-	-	-	-	-	2	2
Selections from Contemporary English Literature I-II	-	-	-	-	-	-	3	3
Introduction to Education	3	-	-	-	-	-	-	-
Educational Sociology	-	3	-	-	-	-	-	-
Educational Psychology	-	-	3	-	-	-	-	-
Educational Programs and Teaching Methods	-	-	-	3	-	-	-	-
Testing and Evaluation in Education	-	-	-	-	3	-	-	-
Educational Technology	-	-	-	-	-	3	-	-
Educational Counselling	-	-	-	-	-	-	3	-
Management in Education	-	-	-	-	-	-	-	3
Approaches in Teaching English	-	-	-	-	-	-	-	<b>One month</b>
Applications in Teaching English	-	-	-	-	-	-	-	<b>1</b>
Turkish Language I-II-III-IV-V-VI-VII-VIII	1	1	1	1	1	1	1	1
Turkish History and Revolutions I-II-III-IV-V-VI-VII-VIII	1	1	1	1	1	1	1	1
Electives- PE or Fine Arts I-II-III-IV-V-VI-VII-VIII	1	1	1	1	1	1	1	1
<b>Total</b>	<b>27</b>	<b>27</b>	<b>27</b>	<b>27</b>	<b>25</b>	<b>25</b>	<b>23</b>	<b>19</b>

**Appendix B:** English Language Teacher Education Curriculum: 1997 Reform (Salı, 2008, p. 279)

<b>COURSES- 1<sup>ST</sup> YEAR</b>	
<b>1<sup>ST</sup> TERM</b>	<b>2<sup>ND</sup> TERM</b>
English Grammar I	English Grammar II
Speaking I	Speaking II
Reading I	Reading II
Writing I	Writing II
Turkish I: Writing	Turkish I: Speaking
Atatürk's Principles and Turkish History of Revolution I	Atatürk's Principles and Turkish History of Revolution II
Introduction to Teaching	School Experience I
	Elective I
<b>2<sup>ND</sup> YEAR</b>	
<b>3<sup>RD</sup> TERM</b>	<b>4<sup>TH</sup> TERM</b>
Advanced Reading	Advanced Writing
Introduction to English Literature I	Introduction to English Literature II
Language Acquisition	Approaches and Methods in ELT
Computer	Introduction to Linguistics I
Turkish Phonetics and Morphology	Turkish Syntax and Semantics
Human Development and Learning	Instructional Planning and Evaluation
<b>3<sup>RD</sup> YEAR</b>	
<b>5<sup>TH</sup> TERM</b>	<b>6<sup>TH</sup> TERM</b>
Introduction to Linguistics II	Research Skills
Analysis and Teaching of Short Stories	Teaching English to Young Learners
English- Turkish Translation	Analysis and Teaching of Novels
ELT Methodology I	ELT Methodology II
Instructional Technology and Material Development	Classroom Management
<b>4<sup>TH</sup> YEAR</b>	
<b>7<sup>TH</sup> TERM</b>	<b>8<sup>TH</sup> TERM</b>
English Language Testing and Evaluation	Turkish- English Translation
Analysis and Teaching of English Drama	Analysis and Teaching of English Poetry
Material Evaluation and Adaptation	Psychological Counselling
Coursebook Evaluation	Teaching Practice
School Experience II	
	<b>Total Credits: 143</b>

**Appendix C:** English Language Teacher Education Curriculum: 2006 Reform (Salı, 2008, p. 280)

<b>COURSES- 1<sup>ST</sup> YEAR</b>	
<b>1<sup>ST</sup> TERM</b>	<b>2<sup>ND</sup> TERM</b>
Contextual Grammar I	Contextual Grammar II
Advanced Reading and Writing I	Advanced Reading and Writing II
Listening and Pronunciation I	Listening and Pronunciation II
Oral Communication Skills I	Oral Communication Skills II
Turkish I: Writing	Lexical Competence
Computer I	Turkish II: Speaking
Effective Communication	Computer II
Introduction to Education	Educational Psychology
<b>2<sup>ND</sup> YEAR</b>	
<b>3<sup>RD</sup> TERM</b>	<b>4<sup>TH</sup> TERM</b>
English Literature I	English Literature II
Linguistics I	Linguistics II
Approaches to ELT I	Approaches to ELT II
English- Turkish Translation	Language Acquisition
Oral Expression and Public Speaking	Research Methodology
History of Turkish Education	ELT Methodology I
Teaching Principles and Methods	Instructional Technology and Material Design
<b>3<sup>RD</sup> YEAR</b>	
<b>5<sup>TH</sup> TERM</b>	<b>6<sup>TH</sup> TERM</b>
Teaching English to Young Learners I	Teaching English to Young Learners II
ELT Methodology II	Turkish- English Translation
Teaching Language Skills I	Teaching Language Skills II
Literature and Language Teaching I	Literature and Language Teaching II
Second Foreign Language I	Second Foreign Language II
Drama	Assessment and Evaluation
Classroom Management	Practices in Social Services
<b>4<sup>TH</sup> YEAR</b>	
<b>7<sup>TH</sup> TERM</b>	<b>8<sup>TH</sup> TERM</b>
ELT Materials Adaptation and Development	English Language Testing and Evaluation
Second Foreign Language III	Comparative Education
Atatürk's Principles and History of Revolution I	Atatürk's Principles and History of Revolution II
Psychological Counselling	Turkish Education and School Administration
School Experience	Teaching Practice
Special Education	Elective II
Elective I	Elective III
	<b>Total Credits: 159</b>

**Appendix D: English Language Teacher Education Curriculum (Translated into English):**

2018 Reform (CoHE, 2018b)

<b>COURSES- 1<sup>ST</sup> YEAR</b>	
<b>1<sup>ST</sup> TERM</b>	<b>2<sup>ND</sup> TERM</b>
Introduction to Education	Educational Psychology
Educational Sociology	Educational Philosophy
Atatürk's Principles and History of Revolution I	Atatürk's Principles and History of Revolution II
Second Foreign Language I	Second Foreign Language II
Turkish I	Turkish II
Information Technology	Reading Skills II
Reading Skills I	Writing Skills II
Writing Skills I	Listening and Pronunciation II
Listening and Pronunciation I	Oral Communication Skills II
Oral Communication Skills I	Structure of English
<b>2<sup>ND</sup> YEAR</b>	
<b>3<sup>RD</sup> TERM</b>	<b>4<sup>TH</sup> TERM</b>
Instructional Technology	History of Turkish Education
Teaching Principles and Methods	Research Methods
Elective I (PK)	Elective II (PK)
Elective I (GK)	Elective II (GK)
Elective I (CK)	Elective II (CK)
Approaches to ELT	English Language Teaching Programmes
English Literature I	English Literature II
Linguistics I	Linguistics II
Critical Reading and Writing	Language Acquisition
<b>3<sup>RD</sup> YEAR</b>	
<b>5<sup>TH</sup> TERM</b>	<b>6<sup>TH</sup> TERM</b>
Classroom Management	Testing and Evaluation in Teaching
Morals and Ethics in Education	Turkish Education and School Administration
Elective III (PK)	Elective IV (PK)
Elective III (GK)	Elective IV (GK)
Elective III (CK)	Elective IV (CK)
Teaching English to Young Learners I	Teaching English to Young Learners II
Teaching Language Skills I	Teaching Language Skills II
Literature and Language Teaching I	Literature and Language Teaching II
<b>4<sup>TH</sup> YEAR</b>	
<b>7<sup>TH</sup> TERM</b>	<b>8<sup>TH</sup> TERM</b>
Teaching Practice I	Teaching Practice II
Special and Inclusive Education	School Counselling
Elective V (PK)	Elective V (PK)
Community Service Practices	Elective V (CK)
Elective V (CK)	Testing in English Language Teaching
School Experience	
Translation	
<b>Total Credits: 155</b>	

## Appendix E1: Content Knowledge Elective Course Questionnaire (Turkish Version)

Değerli Katılımcı,

Yükseköğretim Kurulu, İngiliz Dili Eğitimi Bölümü Lisans Programı süresince 6 'Alan Eğitimi' dersinin seçmeli olarak alınmasını 2018-2019 akademik yılında kayıtlanan öğrenciler için zorunlu kılmıştır. Bu form, İngilizce öğretmeni ve öğretmen adaylarının İngiliz Dili Eğitimi Lisans Programı seçmeli ders tercihlerini belirlemeyi amaçlamaktadır.

Formda yer alan 'Alan Eğitimi' ders tercihlerinizi belirtip gönüllü olarak katkıda bulunduğunuz için teşekkür ederiz. Vereceğiniz bilgiler sadece bu araştırma için kullanılacaktır.

### 1. Kişisel Bilgiler

#### Cinsiyetiniz

Kadın Erkek

#### Durumunuz

İngilizce Öğretmeni /Öğretim Elemanı

İngilizce Öğretmen Adayı (İngiliz Dili Eğitimi Öğrencisi)

### 2. Alan Eğitimi seçmeli ders tercihinizi belirleyen en önemli kriteri seçiniz.

Dersi veren öğretim elemanı

Dersin adı

Mesleki gelişime katkısı

Kişisel ilgi ve gereksinimlere uygunluğu

Diğer

### 3. Alan Eğitimi'' Seçmeli ders grubundan 6 tanesini seçiniz.

Akademik Dil Becerilerinde Eleştirel Düşünme /

Critical Thinking in Academic Language Skills

Amerikan Edebiyatı / American Literature

Anlambilim / Semantics

Bilgisayar Destekli Dil Öğretimi / Computer Assisted Language Teaching

İngilizce Dil Bilinci / English Language Awareness

Dil Felsefesi / Linguistic Philosophy

Dil Öğretiminde Yeni Eğilimler / Current Trends in Language Teaching

Dil ve Toplum / Language and Society

Dünya İngilizceleri ve Kültür / World Englishes and Culture

Edimbilimi ve Dil Öğretimi / Pragmatics and Language Teaching

Hata Çözümleme / Error Analysis

İngilizce Ders Kitabı İncelemesi / English Coursebook Evaluation

İngilizce Öğretiminde Drama / Drama in Language Teaching

İngilizce Öğretiminde Materyal Tasarımı /

Material Design in English Language Teaching

İngilizce Öğretiminde Yeni Yaklaşımlar /

Current Approaches to Teaching English

İngilizce Sözcük Bilgisi Öğretimi / Teaching English Lexicon

Kitle İletişiminde İngilizce / English in Mass Communication

Kültürlerarası İletişim / Intercultural Communication  
Sınıf İçi Öğrenmelerin Değerlendirilmesi / Classroom-based Language Assessment  
Sosyodilbilim ve Dil Öğretimi / Sociolinguistics and Language Teaching  
Söylem Çözümlemesi ve Dil Öğretimi / Discourse Analysis and Language Teaching  
İngiliz Şiiri / English Poetry  
Tümleşik Dil Becerilerinin Öğretimi / Teaching Integrated Language Skills  
Türkçenin Yabancı Dil Olarak Öğretimi / Teaching Turkish as a Foreign Language  
Diğer  
Belirtiniz:.....

*Ankete göstermiş olduğunuz ilgi için teşekkür ederiz.*



## Appendix E2: Content Knowledge Elective Course Questionnaire (English Version)

Dear Participant,

In 2018, the Council of Higher Education made some regulations in English Language Teaching Programmes, and consequently students are required to take 6 “Content Knowledge Electives” as part of their degrees. Considering the recent changes in ELT programmes, this questionnaire was designed to project a view on the preferences of pre-service and in-service EFL teachers.

Your sincere and volunteer contributions are of great importance for the reliability of the study. Your responses will be kept confidential and never associated with your name.

### 4. Personal Information

#### Gender

Female                      Male

#### Service Status

English Teacher / Lecturer

Pre-service English Teacher (Only English Language Teaching Students)

### 5. Please tick the major criterion for your preference of “Content Knowledge Electives”.

Lecturer

Course Title

Contribution to Professional Development

Personal Needs and Interests

Other

### 6. Please choose 6 “Content Knowledge Electives”.

Critical Thinking in Academic Language Skills

American Literature

Semantics

Computer Assisted Language Teaching

English Language Awareness

Linguistic Philosophy

Current Trends in Language Teaching

Language and Society

World Englishes and Culture

Pragmatics and Language Teaching

Error Analysis

English Course Book Evaluation

Drama in Language Teaching

Material Design in English Language Teaching

Current Approaches to Teaching English

Teaching English Lexicon

English in Mass Communication

Intercultural Communication

Classroom-based Language Assessment

Sociolinguistics and Language Teaching  
Discourse Analysis and Language Teaching  
English Poetry  
Teaching Integrated Language Skills  
Teaching Turkish as a Foreign Language  
Other

Please indicate:.....

*Thank you for your contribution.*





**Appendix F: Content Knowledge Elective Courses Provided by the State Universities**

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Akademik Dil Becerilerinde Eleştirel Düşünme  
Akademik Dinleme  
Akademik Konuşma  
Akademik Okuma Becerileri  
Akademik Yazma Becerileri  
Alan Araştırmaları  
Amerikan Azınlık Edebiyatı  
Amerikan Edebiyatı  
Amerikan Edebiyatından Seçmeler  
Amerikan Kültürü  
Anlambilim  
Anlambilim ve Dil Öğretimi  
Anlatım Becerileri  
Avrupa Dil Politikaları  
Bilgisayar Destekli Dil Öğretimi  
Bilim, Teknoloji ve Sosyal Değişme  
Bilimsel Araştırma Yöntemleri  
Bilişsel Stratejiler  
CLIL İçerik Odaklı Dil Öğretimi  
Çağdaş Amerikan Edebiyatından Seçmeler  
Çağdaş Drama  
Çağdaş İngiliz Kadın Roman Yazarları  
Çağdaş İngiliz Şiiri  
Çağdaş İngiliz Tiyatrosu  
Çağdaş İngilizcede Farklılıklar  
Çağdaş Kurgu  
Çağdaş Roman İncelemesi  
Çağdaş Şiir  
Çalışma Becerileri  
Çeviri  
Çeviri-Odaklı Söylem Çözümlemesi  
Çift Dillilikte İleri Çalışmalar  
Çocuk Edebiyatında Ahlaki ve Toplumsal Yönler  
Ders Kitabı İncelemesi  
Dil Becerilerinin Tümüleşik Öğretimi  
Dil Bilinci  
Dil Edinimi  
Dil Eğitiminde Nitel Araştırma Yöntemleri  
Dil Eğitiminde Teknoloji Kullanımı  
Dil Öğretmenleri İçin Söylem Çözümlemesi  
Dil Farkındalığı  
Dil Felsefesi  
Dil Öğretim Politikaları  
Dil Öğretiminde Öykü İncelemesi  
Dil Öğretiminde Pratik Yaklaşımlar  
Dil Öğretiminde Temel Prensipler ve Ötesi  
Dil Öğretiminde Toplumsal Etkileşimsel Yaklaşımlar

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Dil Öğretiminde Yeni Eğilimler  
Dil Öğretiminde Yeni Eğilimler ve Sorunlar  
Dil Ölçmede Pratik Uygulamalar  
Dil Psikolojisi  
Dil ve Toplum  
Dilbilgisi ve Kelime Öğretimi  
Dilbilim Kuramları  
Dilbilim ve Dil Öğretimi  
Drama  
Dünya Edebiyatında Kısa Öykü  
Dünya Edebiyatından Seçmeler  
Dünya Edebiyatının Temel Eserleri  
Dünya İngilizceleri ve Kültür  
Dünya İngilizcesi  
Edebi Metin Çevirisi  
Edebiyat ve Dil Öğretimi  
Edebiyat ve Toplum  
Edebiyatta Psikolojik Yönelimler  
Edimbilim  
Efsaneden Romana  
Eğitim İstatistiği  
Eğitimde Çoklu Medya Uygulamaları  
Eğitimde Drama  
Eğitsel Dilbilgisi  
Eleştirel Düşünme  
Eleştirel Okuryazarlık  
Eleştirel Söylem Çözümlemesi  
Fikir Tarihi  
Filmlerde İngiliz Tarihi  
Fonetik  
Genel Dilbilim  
Girişimci Öğretmenlik  
Halk Bilimi Kuramları  
Hata Çözümleme  
Hizmetiçi Eğitim ve Öğretmen Yetiştirme  
İleri Bağlamsal Dilbilgisi  
İleri Çeviri Uygulamaları  
İleri Kompozisyon Semineri  
İleri Konuşma Becerileri  
İleri Konuşma ve Eleştirel Dinleme Becerileri  
İngiliz Dil Öğretiminde Hata Çözümlemesi  
İngiliz Dili Eğitiminde Değerlendirme ve Sınavlar  
İngiliz Dili Eğitiminde Ders Dizaynı ve Planlaması  
İngiliz Dili Eğitiminde Dijital Materyal Geliştirme  
İngiliz Dili Eğitiminde Özel Çalışmalar  
İngiliz Dili Eğitiminde Özel Konular  
İngiliz Dili Eğitiminde Yansıtılmalı Yaklaşım  
İngiliz Dili Öğretiminde İşitsel-Görsel Araçlar  
İngiliz Dili Tarihi  
19. Yüzyıl İngiliz Edebiyatı

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İngiliz Edebiyatından Seçmeler  
İngiliz Kültür Tarihi  
İngiliz Romanından Seçmeler  
İngiliz Rönesansı  
İngilizce Ders Kitabı İncelemesi  
İngilizce Dilbilgisi ve Kompozisyon  
İngilizce Öğrenenler için Sesletim  
İngilizce Öğretiminde Akademik Okuma  
İngilizce Öğretiminde Drama  
İngilizce Öğretiminde Güncel Konular  
İngilizce Öğretiminde Materyal Tasarımı  
İngilizce Öğretiminde Teknoloji Kullanımı  
İngilizce Öğretiminde Yeni Yaklaşımlar  
İngilizce Sözcük Bilgisi  
İngilizce Sözcük Bilgisi Öğretimi  
İngilizce Sözlü Anlatım  
İngilizce Sözlü İletişimde Tartışma Yöntemleri  
İngilizce Türkçe Karşılaştırmalı Analiz  
İngilizcede Kısa Öykü  
İngilizcede Metin Türleri  
İngilizcenin Çeşitleri  
İngilizcenin Öğretiminde Edebi Metinlerin Kullanımı  
İngilizcenin Tarihi  
İngilizcenin Yabancı Dil Olarak Öğretimi  
Karşılaştırmalı Dilbilime Giriş  
Karşılaştırmalı Eğitim  
Karşılaştırmalı Kültür  
Karşılaştırmalı Türkçe İngilizce Dil Yapıları  
Karşılıklı Konuşma Çözümlemesi  
Kısa Öykü Analizi ve Öğretimi  
Kısa Öykü İncelemeleri  
Kitle İletişiminde İngilizce  
Kolonileşme Sonrası ve Üçüncü Dünya Edebiyatı  
Konu Alanı Ders Kitabı Değerlendirmesi  
Kültürel İfadeler ve Kelime Bilgisi  
Kültürlerarası İletişim  
Lirik Şiir  
Mesleki Gelişim  
Metin Çözümleme  
Modern Dil Kullanımı  
Otonom Öğrenme  
Öğrenme Kuramları  
Öğretim Teknolojileri ve İngilizce Öğretimi  
Öğretmen Eğitiminde Lingua Franca Farkındalığı  
Öğretmenler için Eleştirel Düşünceyle Dil Kullanımı  
Öğretmenlik Alan Bilgisi  
Pragmatik  
Proje Uygulamaları  
Psikodilbilim  
Roman Analizi ve Öğretimi

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Romantik Dönem Şiiri  
Ruh Dilbilim  
Shakespeare  
Sınıf Dili  
Sınıf içi Araştırma  
Sınıf içi Öğrenmelerin Değerlendirilmesi  
Soru Sorma ve Hata Düzeltme Teknikleri  
Sosyodilbilim ve Dil Öğretimi  
Söylem Çözümlemesi ve İngilizce Öğretimi  
Söz Dizimi ve Anlambilim  
Sözcük Bilgisi  
Süreçli Yazma  
Şiir İncelemesi ve Öğretimi  
Şiir ve Estetik  
Teknoloji Destekli Dil Öğretimi  
Tiyatro Tarihi  
Topluma Hizmet Uygulamaları  
Toplumdilbilim ve Dil Eğitimi  
Türkçe İngilizce Karşılaştırmalı Dilbilgisi  
Tümleşik Dil Becerilerinin Öğretimi  
Türkçenin Yabancı Dil Olarak Öğretimi  
Uluslararası Eğitim Projeleri  
Uygulamalı Dilbilim  
Yabancı Dil Sınıflarında Eleştirel ve Yansıtımlı Düşünme  
Yabancı Dil Öğretiminde Sosyokültürel Boyut  
Yabancı Dil Öğretiminde Bireysel Faktörler  
Yabancı Dil Öğretiminde Eğitim Felsefeleri  
Yabancı Dil Öğretiminde Materyal İnceleme ve Geliştirme  
Yabancı Dil Sınıfı Etkileşiminin İncelenmesi  
Yabancı Dil Sınıflarında Sınıf Dili  
Yabancı Dilde Öğrence Geliştirme ve Değerlendirme  
Yabancı Dilde Saha Uygulamaları  
Yaratıcı Okuma  
Yaratıcı Yazma  
Yeni Yönelimler ve Uygulamaları  
Yetişkinlere Dil Eğitimi  
Yüksek Öğrenim Uyum Becerileri

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**Appendix G: Content Knowledge Elective Courses Suggested by CoHE in 2018 (CoHE,**

2018b)

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Dil ve Toplum  
Dünya İngilizceleri ve Kültür  
Edimbilimi ve Dil Öğretimi  
İngilizce Ders Kitabı İncelemesi  
İngilizce Öğretiminde Drama  
İngilizce Öğretiminde Materyal Tasarımı  
İngilizce Öğretiminde Yeni Yaklaşımlar  
İngilizce Sözcük Bilgisi Öğretimi  
Kitle İletişiminde İngilizce  
Sınıf İçi Öğrenmelerin Değerlendirilmesi  
Sosyodilbilim ve Dil Öğretimi  
Söylem Çözümlemesi ve Dil Öğretimi  
Tümleşik Dil Becerilerinin Öğretimi

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**Appendix H: Open-ended Question Directed to ELT Teacher Educators**

Dear Lecturer,

I'm writing to you to get an opinion on how to design a syllabus for the elective course "Current Trends in ELT". In the first phase of my thesis study, the specified course was found to be the most preferred elective by 1093 participants. Therefore, in the second phase, I am in an endeavour to design a topic based syllabus by collecting data from English Language Teacher educators working at Turkish universities. In this sense, my question would be;

What do you think should be included in the undergraduate syllabus of the elective course "Current Trends in ELT"?

- .....

\* You are welcome to answer my question with more than one topic.

Thank you in advance for sharing your extensive knowledge and support.

Ins. Melis Senol

Çanakkale Onsekiz Mart University

0286 218 00 18 / 3209

**Appendix I: Topics Referred by ELT Teacher Educators**

Main Theme	Topics
Assessment Related Topics	CEFR and Global Scale of English
	Codes of Values - Integrated ELT Syllabus Design
	Devising Alternative Syllabuses for Multilingual
	Dynamic Assessment
	Formative Evaluation
	Language Assessment and Evaluation
	Language Planning and Policy
	Recent Developments in L2 Curriculum: CBA, DA, GDA, CAT. Recent Issues in L2 Assessment SLA through CEFR and MoNE Curriculum
Curriculum Related Topics	Quality and Accreditation
	21st Century Skills and Language Learning
Learner-Based Topics	Affective Factors
	Authentic Materials
	Bilingual Education
	Blended Learning
	Brain Based Language Teaching
	Classroom Discourse Analysis
	Cognitive Psychology and Language Teaching Practices
	Compatible Language Teaching/Learning
	Competency Based
	Constructivist Learning
	Content and Language Integrated Learning
	Context-Based Language Learning
	Controversial Issues in Language Classrooms
	Cooperative Language Learning
	Critical Literacy Education (Kern)
	Critical Literacy in ELT (Critical Thinking Skills, Critical Pedagogy)
	Critical Reading Skills
	Critical Thinking
	Diagnostic Learning & Teaching
	Drama
	Eclectic Method
	Educational Neurology
	Embodied Learning
	Emotions in Learning a Second Language
	English as a Medium of Instruction (EMI)
	Enriched Learning Environment (Integrating Authentic Materials)
	Exploring Current Trends in ELT (By asking students)
Individualized Learning	
Key Concepts in SLA	

Learner Autonomy  
 Life-Long Learning  
 Main Stream Theories in ELT & The Criticism of the Main Stream Theories  
 From the Perspective of Postmodernism.  
 Misconceptions in Language Learning  
 Mixed Ability Classroom  
 Multilingualism & Multilingual Education  
 Multimodality  
 Multi-Syllabus  
 New Approaches to Grammar Teaching  
 Positive Psychology in the Language Classroom  
 Post Method Discussions  
 Post-Method Era (Kumaravadivelu)  
 Problem-Based Language Learning  
 Process Writing in Practice  
 Project Based Learning  
 Research Skills  
 Skill Integration  
 Social Constructivism in Language Teaching  
 Teaching Close Relationship Between FLA and SLA  
 Teaching ESP  
 Teaching Integrated Language Skills  
 The Role of Materials in the Language Classroom: Finding The Balance  
 Traditional, Modern, Communicative Methods  
 Triggering Motivation Through Collaborative Work  
 Updated Theories in SLA  
 Use of Native Language

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Technology  
Based Topics

Artificial Intelligence in Education  
 Automated Writing Instruction  
 Awareness Raising in Media-Based Listening and Speaking  
 Blended Learning  
 Computer-Based Language Learning  
 Designing Flipped Learning Environment  
 Differences in Reactions to Robots and Human Beings While  
 Communicating in a Second Language  
 Digital Learning: Theory and Practice  
 Digital Literacies  
 Distant Learning  
 E-Learning  
 English Learning Apps for Teaching EFL  
 Flipped Classroom  
 Generation and Gender Gap in IT  
 Learning English via Massive Open Online Courses (MOOCs)  
 Machine Scoring of EFL Students' Essay Writing  
 Mobile-Assisted Language Learning and Tools: Youtube, TedEd, Mobile  
 Applications  
 Podcasts & Subtitles for Learning and Teaching



Pronunciation in Dehumanized Language Softwares  
 Technology: Virtual Exchange  
 Tele Collaboration  
 The Use of “Concordancer”  
 The Use of Technology: Corpus Tools, LMS, Web 2.0 Tools, Infographics,  
 Video, Graphic Novels, Digital Badges, Social Platforms  
 The Use of Transcription Programmes  
 Use of Social Media for Learning and Teaching.  
 Virtual Based Learning / Digital Games and Virtual Reality  
 Web Quests

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21st Century Skills and Teacher Education  
 Action Research in ELT  
 Awareness and Adoption of Professional Development by Teacher Trainees  
 of English  
 Classroom Management  
 Correct Pronunciation as a Teacher  
 Critical Pedagogy in Language Teaching  
 Educational Models in the World as a Teacher  
 ELT in Crowded Classrooms with Low Motivated Students  
 Elters' Career Choice  
 How to Scaffold Learners  
 Improving Teachers' Competencies in Four Skills  
 Language Teachers as Researchers  
 Motivating the Unmotivated  
 Postmethod Pedagogy  
 Professional Development for Language Teachers  
 Qualitative Data Analysis  
 Reflective Practice  
 Second Language Teacher Education in Turkey  
 Teacher Cognition  
 The Impact of Teachers in Language Learning Process  
 Ways to Strengthen Non-Native Speaking English Language Teachers

Teacher-  
 Related Topics

Other Topics

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Conversation Analysis for SLA  
 Corpus Linguistics  
 Corpus Studies  
 Culture and TESOL  
 Discourse and Culture  
 Educational Leadership  
 English as Lingua Franca  
 Future Directions  
 Gamification  
 Global Issues  
 Glocalization  
 Inter-Cultural Communication  
 Intercultural Communicative Competence  
 Intercultural Pragmatics

Interfaces in Language Subfields  
Issues in Linguistics  
Multicultural Classrooms: Specifically for Immigrant Students  
Native vs. Non-Native English Teachers  
Neuro Linguistic Programming  
Pragmatics  
Sociocultural Theory, Chaos/Complexity Theory and Dynamics  
Sociolinguistics  
Teaching in Diverse Classroom (Cultural Diversity)  
Theories by Applied Linguists such as Noticing Hypothesis in Applied  
Linguistics.  
World Englishes

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**Appendix J: Suggested Syllabus for the Most Preferred Course: Current Trends in ELT**

<b>Weeks</b>	<b>Topics</b>
1.	What is Digital Literacy?
2.	Digital Learning: Theory and Practice
3.	The concepts of “Blended Learning” and “E-Learning”
4.	Designing Flipped Learning Environments
5.	Computer-Based Language Learning: Introducing English Learning Apps for EFL.
6.	Web 2.0 and New Technologies in Language Learning: Corpus Tools, LMS, infographics, video, graphic novels, digital badges, web quests, concordancers
7.	Mobile-Assisted Language Learning Tools: Youtube, TedEd, Mobile Applications.
8.	Use of Social Media for Learning and Teaching
9.	Midterm
10.	Artificial Intelligence in Education Pronunciation in Dehumanized Language Softwares English Speakers’ Reactions to Robots and Human Beings
11.	Automated Writing Instruction Machine Scoring of EFL Students’ Essay Writing
12.	Awareness Raising in Media-Based Listening and Speaking Podcasts and Subtitles for Learning and Teaching The use of Transcription Programmes
13.	Virtual Exchange: Tele Collaboration, Digital Games and Virtual Reality
14.	Generation Gap and IT