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**MASTER OF ART THESIS**

**AN INVESTIGATION OF PRE-SERVICE ENGLISH  
LANGUAGE TEACHERS' PERCEPTIONS ABOUT THEIR  
PEDAGOGICAL CONTENT KNOWLEDGE THROUGH  
THEIR TEACHING PRACTICES**

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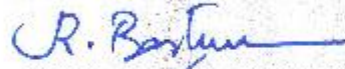
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İmza



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**To my parents, my brother, and  
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## **ABSTRACT**

### **An Investigation of Pre-service English Language Teachers' Perceptions about Their Pedagogical Content Knowledge through Their Teaching Practices**

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Teaching profession requires the existence of crucial knowledge domains and teaching skills. One of the knowledge domains in literature is identified as pedagogical content knowledge (PCK), which is based on managing the learners, planning lessons, allocating time, assessing comprehension along with majoring in the field having the qualified knowledge according to Shulman (1986). In order to clarify the development process of PCK and its use in practices, this study focused on the perceptions of pre-service English language teachers in the ELT program of Pamukkale University about their PCK in accordance with their teaching practices. It also intended to reveal pre-service English language teachers' perceptions about the courses they had in the ELT program in terms of their impressiveness on the development of PCK. The mixed method sequential explanatory design was adopted for the data collection and analysis. The quantitative data were obtained from 69 pre-service teachers taking the course, "Practice Teaching" and was collected through a questionnaire. In the qualitative phase of the study data were collected via interviews, observation sessions and post-lesson reflection forms from three pre-service teachers.

The findings of the study indicated that the pre-service English language teachers had positive perceptions about their PCK. In general, their practices generally matched with their perceptions. The findings also

suggested that they had positive perceptions of the influence of the courses on their PCK.

**Keywords:** Pedagogical content knowledge, English language teaching, Perceptions of pre-service teachers.

## ÖZET

### Hizmet Öncesi İngilizce Öğretmenlerinin Pedagojik Alan Bilgilerine Yönelik Algılarının Öğretmenlik Uygulamaları Yoluyla İncelenmesi

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Öğretmenlik mesleği önemli bilgi alanlarının ve öğretme becerilerinin var olmasını gerektirir. Bu bilgi alanlarından birisi olarak alan yazında, gerekli bilgilere sahip olarak alanda uzmanlaşmayla beraber öğrenenlerin kontrolünü, derslerin planlanmasını, zamanın ayarlanmasını, öğrenimin değerlendirilmesini içeren pedagojik alan bilgisi (PAB) olarak belirtilmiştir (Shulman, 1986). PAB'in gelişim sürecini ve uygulamalarda yer alma durumunu açıklamak için, bu çalışma Pamukkale Üniversitesi İngilizce Öğretmenliği Bölümüne devam eden hizmet öncesi öğretmenlerinin, kendi PAB'ne yönelik algıları ile öğretmenlik uygulamaları arasındaki uyum üzerinde durmaktadır. Aynı zamanda bu çalışma, hizmet öncesi öğretmenlerinin bölümde aldıkları derslerin, kendi PAB gelişimleri üzerindeki etkilerine yönelik algılarını ortaya çıkarmayı amaçlamıştır. Karma aşamalı açıklayıcı araştırma deseni veri toplama yöntemi ve analiz aracı olarak benimsenmiştir. Nicel veriler 'Öğretmenlik Uygulaması' dersini alan, 69 hizmet öncesi öğretmenden anket aracılığıyla elde edilmiştir. Nitel veriler ise görüşme, gözlem ve ders sonrası görüş formları aracılığıyla üç hizmet öncesi öğretmenin katılımıyla toplanmıştır.

Çalışmanın bulguları, hizmet öncesi İngilizce öğretmenlerinin kendi PAB seviyelerine yönelik olumlu algılarının olduğunu göstermektedir. Derslerdeki uygulamaları genel olarak algılarıyla eşlemektedir. Bulgular

**aynı zamanda katılımcıların, derslerin pedagojik alan bilgisi üzerindeki katkıları konusunda olumlu algıya sahip olduklarını ortaya koymaktadır**

**Anahtar Kelimeler:** Pedagojik Alan Bilgisi, İngiliz Dili Eğitimi, Hizmet Öncesi Öğretmenlerin Algıları

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## ABBREVIATIONS

- ELT:** English Language Teaching
- EFL:** English as a Foreign Language
- ESL:** English as a Second Language
- PCK:** Pedagogical Content Knowledge
- GPA:** Grade Point Average
- MEB [MNE]:** Milli Eğitim Bakanlığı [Ministry of National Education]
- YÖK [CNE]:** Yükseköğretim Kurumu [Council of Higher Education]
- ECTS:** European Credits Transfer and Accumulation System
- FLT:** Foreign Language Teaching
- RQ1:** Research Question 1
- RQ2:** Research Question 2
- RQ3:** Research Question 3
- RQ4:** Research Question 4
- GKE:** General Knowledge of English
- KEDS:** Knowledge of English related to Discipline Specifications
- KDA:** Knowledge of Developing Activities
- KL:** Knowledge of Learners
- KP:** Knowledge on Planning Lessons
- KTMTM:** Knowledge on Teaching Methods, Techniques, and Materials
- KS:** Knowledge of Strategies
- KA:** Knowledge of Assessment
- T.R.:** Turkish Republic

## **1. INTRODUCTION**

This chapter presents the reasons for conducting this study by stating the problem, purpose, significance, and limitations of the study as well as the research questions and assumptions in line with the previous studies in the field.

### **1.1. Background of the Study**

The world has been passing through the era of information and technology, which builds the direct reasons of the need for international communication. An idea should be and can be transferred from one part of the world to the other part at the time it appears in the mind of a person thanks to the recent technological developments. This transfer can only be achieved by a powerful communication network. The vital element of this network could undoubtedly be a common language. English language, with its number of speakers reaching 1,5 billion- one in four of world population and with its fame as lingua franca can be named as the common language that the world needs (Crystal, 1995, 1997, 2000; Graddol, 2000; Harmer, 2007). As a result of this fact, more and more people attempt to learn English and use English as a second or a foreign language all over the world.

The higher trend of learning English as a foreign language (EFL) results in seeking for the quality in teaching environment. Along with the physical facilities of language learning environments, teachers as the most precious members of the teaching process, represent and present the quality of the language learning process. The quality of a teacher is directly related to the professional knowledge of teachers and the ability of practicing the knowledge.



Studies over the years have tried to determine the extent of professional knowledge bases for teachers. Most of the studies shed light on that teachers need to have knowledge of the content, that is, the teachers' knowledge about the subject that they teach and knowledge of pedagogy, which indicates knowing how to teach a certain subject-matter. The former knowledge base indicates that if teachers know the subject matter at a certain level, this can be sign of a being a good teacher. The latter one suggests that being qualified teachers is in line with knowing how to transfer the knowledge; however, the knowledge about the subject may be suffering. In the mid-1980s, Shulman, a social scientist used a new knowledge base which can be identified as a breakthrough to decide on what teachers should know in order to be well-qualified teachers. It was introduced as pedagogical content knowledge (PCK) being the amalgam of the knowledge of content and pedagogy by Shulman in 1986. In another study, Shulman (1987) identified the knowledge bases of teachers and he discussed pedagogical content knowledge in more detail introducing seven categories to indicate knowledge base of teachers in 1987 as follows:

- Content knowledge (i.e., the knowledge of the content of a subject discipline, involving the major facts and concepts in that discipline and their relationships),
- General pedagogical knowledge (i.e., knowledge of principles and skills of teaching and learning that are generally applicable across subject disciplines),
- Curricular knowledge (i.e., knowledge of the programs and available teaching materials designed for particular topics at a given level),
- Pedagogical content knowledge, that special mixture of content and pedagogy that is uniquely the province of teachers, their own special form of professional understanding,
- Knowledge of learners (i.e., knowledge of learners' backgrounds, characteristics, particular strengths, weaknesses, and motivation),
- Knowledge of educational contexts,
- Knowledge of the philosophical and historical aims of education.

(Shulman, 1987: 8)

Pedagogical content knowledge means the blending of content and pedagogy into an understanding of how particular topics, problems, or issues are organized, represented, and adapted to the diverse interests and abilities of learners, and presented for instruction (Cesur, 2012). As the pioneer of this term, Shulman (1987) identified pedagogical content knowledge as knowledge

about the teaching and learning of a particular subject matter that takes into account the particular learning demands being fundamental in terms of the subject matter. The subject matter being presented as the knowledge about the subject in the definition was discussed under the name of content knowledge and the decision of applying particular learning demands during the learning and teaching processes has been examined under the term of pedagogical knowledge by Shulman (1987). In that sense, pedagogical content knowledge can be defined as the blending of subject-matter (content) knowledge and pedagogical knowledge.

In the field of foreign language teaching, it can be observed that fewer studies have been conducted where compared especially to the field of science education. The studies seek to clarify the knowledge base of foreign language teachers (Borg, 2003; Freeman & Johnson, 1998; Golombek, 1998; Meijer, Verloop and Beijard, 1999; Meijer et al., 2001; Nunan, 2001; Shulman, 1987; Tsiu and Nicholson, 1999). They suggested that knowledge base of language teaching include what teachers know about the language and language teaching; how they find the best ways to teach the skills of language, which appeals to learners' interests, needs, learning styles, background knowledge as well as the aims of the learning process; how they could transfer their knowledge of English to the students effectively and appropriately while considering various variables as the aims and plans of the learning process, methods and techniques being appropriate to the needs, and the materials being available.

Foreign language teaching and teacher education in terms of pedagogical content knowledge consist of the knowledge of teachers to teach the target language by constructing their own understanding of language teaching (Wilson, Shulman, and Richert, 1987). The construction of one's own understanding of teaching can only appear under the influence of some methods and approaches towards language teaching, some theories claimed for language teaching, real experience of teaching to use the knowledge of pedagogy, learners and curriculum. Thus, most of the English language teaching (ELT) programs in Turkey enrich the curriculum with the content

knowledge (one's understanding of the subject matter) based courses such as "*Advanced Reading and Writing, and Oral Communication skills*"; pedagogical knowledge (one's understanding of teaching and learning processes) based courses such as "*Educational Psychology, Special Education*"; and pedagogical content knowledge (one's understanding of teaching and learning of a particular subject matter that takes into account the particular learning demands inherent in the subject matter) based courses such as "*Contextual Grammar, Approaches and Methods in ELT, Teaching Language Skills, Teaching English to Young Learners, School Experience and Teaching Practices*. "

In line with the literature, the current study seeks to find out perceptions of a group of pre-service English language teachers about their own pedagogical content knowledge and how this knowledge relates to their views of being a teacher and their practices as a student-teacher along with their evaluation of the courses offered to them in the curriculum of ELT programs in Turkey.

## **1.2. Statement of the Problem**

Teaching a language is a piece of art (Demirel, 2008). For teachers of English, planning a lesson and presenting it may be seen as writing a scenario and acting it; but in that case, the audience needs to be more active than the actors or the actresses. The classroom environment may be the only place that the students engage in the target language so that they can use the language in that environment.

Creating such an atmosphere entails acquisition of teaching skills as well as having desire to teach. However, in most cases in real life, it is observed that the ambitious teachers who were appointed a few months ago have some reasons to give up their dreams and be a stuntman of ready-to-apply syllabi as the controller of the students by barely letting them share their ideas. The dreams built over the years in ELT programs, which are about using the pedagogical content knowledge at most by using the most appropriate teaching

techniques among the various creative ones, by considering learners' characters, and language training contexts are usually replaced with single and simple way of practices. It is obvious that in the field of ELT among the teachers there is a gap between their expectations before starting teaching and their experiences after having a chance to teach. Thus, there is a need to investigate the reasons behind the difference between theory and practice.

The lack of applying the theoretical knowledge gained during the undergraduate years in practice by the newly-appointed teachers brings questions to mind: Are the pre-service teachers who are going to be in-service teachers soon informed about pedagogical content knowledge which enables them to decide on the necessary methods and materials to teach the learners by using predetermined strategies appropriate for the learners' needs and learning styles in certain circumstances? What are their perceptions over their pedagogical content knowledge?

To find out answers to the questions, this study is conducted on pre-service teachers so that the results of this study would affect the ELT programs in a positive manner by pointing out the problematic areas. Since pedagogical content knowledge is related to the practice, the participants of the study are selected from the pre-service students who take the "Practice Teaching" course. This course is the single option for the students at the ELT programs in Turkey to have the chance to perform their theoretical knowledge since only this course in terms of practice teaching is covered within the curriculum of the programs.

### **1. 3. Purpose of the Study**

This study addresses the pedagogical content knowledge perceptions of pre-service English language teachers. In regard to this aim, the main purpose is to investigate teaching knowledge of pre-service English language teachers through their PCK. It aims to present pre-service teachers' perceptions of being an English teacher: how they define themselves as teachers of English; how they would teach any subject matter to the learners; how they react to any

problem caused by a student in the classroom; how they assess the skills of English; namely how their pedagogical content knowledge is reflected in their practice.

This study also seeks to find out an answer to the question raised as a result of the researcher's observation through interviews with pre-service English language teachers and classroom observations during some practices: why teachers of English language generally become teachers who follow basic rules to teach and one or two techniques to empower learners with the language skills despite the training they get on the most effective, appropriate and various ways of teaching English.

The education that the pre-service teachers have through their undergraduate years also needs to be examined when the focus of the study is on the professional knowledge. The students of this program are able to gain the necessary knowledge through the trainings that they have at their programs. At ELT programs, students are offered some pedagogical knowledge based courses such as "Classroom Management", "Educational Psychology" and "Guidance" and pedagogical-content knowledge based courses such as "Teaching Language Skills", "Teaching English to Young Learners", and "Linguistics". The current study seeks to figure out the pre-service English language teachers' perceptions about their PCK and thus, it aims to examine the effects of courses on the pedagogical content knowledge of the pre-service English teachers.

#### **1.4. Research Questions**

The following research questions will be investigated throughout the study:

1. What are pre-service English language teachers' perceptions about their own pedagogical content knowledge?

- a. Is there any significant difference in these perceptions based on gender?
  - b. Is there any significant difference in these perceptions based on teaching experience?
  - c. Is there any significant difference in these perceptions based on General Academic Average (GPA)?
2. Which courses held in ELT departments are more effective for pre-service English language teachers in the process of gaining pedagogical content knowledge according to pre-service English language teachers' views?
- a. Do these views show any significant difference based on genders?
  - b. Do these views show any significant difference based on teaching experience?
  - c. Do these views show any significant difference based on General Academic Average (GPA)?
3. To what extent do pre-service English language teachers apply their pedagogical content knowledge during their teaching practices as part of the Teaching Practice course?
4. How do pre-service English language teachers apply their pedagogical content knowledge in their lessons?

### **1.5. Significance of the Study**

Teacher role in the education system is crucial. Nothing and nobody can replace the role of a teacher. To understand the basics of this role, which may open the path going to the teacher's mind; it is important to conduct studies concerning the professional dimensions of teaching in relation to the teacher's demographic and background differences. Such studies also enable the stakeholders to hear the voices of teachers. This study concerns pre-service teachers, who are generally ignored while talking about the teaching profession

and teaching roles. However, these pre-service teachers may become teachers in service a few months later. It is essential to conduct studies on pre-service teachers to hear their voices so that they can meet the future of our education system.

This study is also significant in that it reflects the views of pre-service teachers of English, which affects the policies of education planners in Turkey since these participants will be teaching English to the learners beginning in the following academic year.

The study sheds light on the pre-service teachers' pedagogical content knowledge, which can be described briefly as knowing what to teach and how to teach. The main focus of ELT programs is to train their students as teachers who are knowledgeable about the subject-matter and can transfer their knowledge to their students using the appropriate techniques and activities selected from the numerous options. The findings of the study provide these programs with an investigation of their students' PCK levels. Pedagogical content knowledge may also be named as the base of the many courses in the field of ELT at the undergraduate level. This study asks the views of participants about field courses which affect them in a positive way in terms of teaching skills. Thus, the findings of the study could be used in order to revise the curriculum in ELT programs.

Pedagogical content knowledge is the main point of most of the studies in the field of pure science, but it is seen that there have been fewer studies in educational and social sciences. Foreign language teaching also lacks studies concerning this issue. The results of this study may bridge this gap and enrich the literature.

## **1.6. Limitations of the Study**

This study is conducted with the aim of investigating PCK of English language teachers and their perceptions of their teaching skills in terms of PCK.

The limitations of the study can be listed as follows:

1. The study findings are limited to medium sized selection of participants. It includes pre-service English language teachers who enrolled in the course, Teaching Practice in Spring Semester of 2013-2014 Academic Year at Pamukkale University English Language Teaching Program.
2. There is no chance to compare the findings of the results as a result of medium seized selection.
3. The number of participants may not be adequate enough to see the whole picture of the ELT programs in terms of PCK.

## **1.7. Assumptions of the Study**

The following indicate the main assumptions of this study:

1. It is assumed that all participants were sincere in their responses and took part in the study willingly.
2. The number of participants could represent all ELT programs in Turkey.
3. The findings would reflect the actual facts of pre-service English language teachers' pedagogical content knowledge.
4. The participants who had GPAs of 3.00 and above were presented as the "more successful" students. The ones who had GPAs of 2.99 and below were assumed to be "less successful" students.



5. Emre and Ada, two participants of qualitative study, mentioned that each had teaching experience before the experience they gathered through "Practice Teaching" course. Ada had teaching experience through both private tutoring lessons with two students since November, 2013 and classroom teaching at a private institution for more than a year. She also had some extra lessons with some students from the Scholl of Foreign Languages for a requirement of her course called "Community Service". Therefore, she was assumed "the most experienced" one among these three participants of qualitative study. Emre had been working at a private language school with groups of learners at different grades since February, 2013. He was also regarded as an experienced pre-service teacher.
  
6. Tugce, one of participants of qualitative part of the study, had a GPA of 3.69. In line with the assumption mentioned before, she was accepted "the most successful" participant compared to the other two.

## **2. LITERATURE REVIEW**

This chapter seeks to present the reviewed studies that focus on the knowledge base of teachers, especially English language teachers. The domains of knowledge base in accordance with language teaching as content knowledge, pedagogical knowledge and pedagogical content knowledge have been investigated deeply in this chapter. Since the current study aims to examine the PCK level of pre-service EFL teachers in Turkey through their practices as part of their undergraduate course, 'Practice Teaching' during their training, the facilities of the education provided for EFL teachers in Turkey have been presented in the last section of the chapter.

### **2.1. Knowledge Base of Teachers in English Language Teaching**

Teaching is a kind of an act of art which is thought as being experienced by every individual in daily life. Depending on the roles people undertake in their lives, they see themselves as the teachers of another individual. As parents, they teach some skills to their children to survive and ease their lives and they become the first teachers of their children. As a veteran worker at work, by teaching the tasks to be done to the novice workers, an individual becomes naturally the teacher of their novice colleagues. Additionally, as a friend, by teaching a game to their friends, a child can become the teacher of the friends since the act of teaching takes place.

Teaching can be named as an act which can be observed in every corner of life. However, the teaching profession requires certain qualifications. Rather

than seeing teaching as a job that everybody can have and as a routine which takes place informally anywhere, it should be interpreted as a profession performed formally and the teacher manages the learners, plans lessons, allocates time, and assesses the comprehension of the students along with majoring in the field having the qualified knowledge (Shulman, 1986). As Borg (2003: 81) mentioned “teachers are active, thinking decision-makers who make instructional choices by drawing on complex, practically-oriented, personalized, and context-sensitive networks of knowledge, thoughts, and beliefs.” In this respect, teachers should be knowledgeable about some definite points related to their fields.

The concern of what teachers should know and how they should implement what they know is in the center of studies conducted in general education beginning from 1970s. The early studies about teachers’ knowledge were based on the field specifications and practice of teachers such as choosing the activities or materials, planning and acting in accordance with the plans (Shulman, 1986). Some of the studies focused on how teachers should present their knowledge in classrooms more than what they know about their field, while some studies were based on teachers’ knowledge about the subject they teach more than the way they transfer their knowledge to learners (Zheng, 2009).

In 1986, as the pioneer of the term “teacher knowledge”, Shulman (p. 8) mentioned in his study that there had been a “missing paradigm” in the studies focusing on teaching, which was about the knowledge that teachers possessed about their subject matter. In this respect, he offered to include what teachers know about their subject under the name of content knowledge among the categories of teachers’ knowledge base. By indicating the importance of the influence of teachers’ content knowledge in successful education, he meant to underline the comprehension of the facts and concepts of a subject discipline as well as its structures which can be seen as substantive and syntactical (Shulman, 1986). Shulman (1986) also expressed the necessity of covering the knowledge about the subject matter and the knowledge about how they are presented to the students in line with the choice of appropriate programs and

available materials for teaching. Thus, he named two more categories for knowledge base of teachers in order to point out what teachers should know. These two categories can be arranged as pedagogical content knowledge and curricular knowledge which are in accordance with content knowledge (Shulman, 1986). The former knowledge base refers to representing knowledge about comprehension of the subject matter by the students through examples, analogies, illustrations, demonstrations and explanations. The latter category, being the third knowledge base declared by Shulman, in the study (1986) which is curricular knowledge refers to the knowledge of the program and the materials developed for the teaching of an appropriate topic.

Shulman added four new categories to the knowledge base of teachers in one of his studies in 1987. Along with the three categories that he declared in the previous study (1986), the knowledge base of teachers was asserted to have seven knowledge categories about teaching. These categories can be displayed as in the following:

- Content knowledge; knowledge about the subject matter,
- General pedagogical knowledge; general principles and strategies of teaching and learning which are useful while illustrating subject disciplines,
- Curriculum knowledge; in reference to special materials and programs to make the subject matter comprehensible by the students,
- Pedagogical content knowledge; particular amalgam of content and pedagogy which is unique for each teacher representing their own professional comprehension,
- Knowledge of learners and their characteristics,
- Knowledge of educational contexts,
- Knowledge of educational purposes (Shulman, 1987: 8).

Following Shulman's declaration of categories of teacher knowledge for the first time by stating the lack of studies concerning what teachers should know as using the term "missing paradigm" (Shulman, 1986: 6), researchers have started to address knowledge base of teachers by constructing studies germane to their discipline for more than two decades. Some researchers focused on teacher knowledge by detailed case studies (Bailey, 1996; Gatbonton, 1999 and 2008; Golombek, 1998), while others tried to present the teachers' knowledge with longitudinal and inclusive studies, rich data were

collected from a high number of teachers being investigated for the knowledge base (Freeman, 1993; Tsiu and Nicholson, 1999). As an example for the studies conducted about general teacher knowledge after Shulman, the study of Wilson, Shulman and Richert (1987: 118) on "representations of knowledge base of teaching" can be suggested. Professional knowledge base of teachers was defined in their study (Wilson et al., 1987) as professional knowledge base of teachers includes subject and pedagogic knowledge at one point. In that respect, it can be inferred that they renamed the pedagogical content knowledge which was defined by Shulman (1987) blending content with pedagogical knowledge. It was suggested in the study that the knowledge base consists of designing a frame for the comprehension of a particular topic and knowing the techniques to develop the frame.

In the last two decades, there has been special attention given to description and clarification of knowledge base of teachers in general teaching, particularly pedagogical content knowledge, which is accepted as the most crucial and the most investigated knowledge base due to the fact that it facilitates the presentation of knowledge a teacher has about the subject matter in most comprehensible ways for students (Lin, 2005). Rather than focusing on the studies about teacher knowledge conducted in general teaching, it would be more sensible to deal with the studies about the knowledge base of language teaching when the aims of the current study is considered. However, review of literature reveals that there have been only a handful of studies in the field of language education compared to science education and general teaching education. As Carter (1990, cited in Lin, 2005: 5) remarked, the studies mostly targetted teacher knowledge in school subjects as mathematics, social science and English and little attention was paid to language education. With the realization of the positive influence of knowing what teachers know, how they know it and how they use their knowledge on understanding and developing language education (Ellis, 2006), there have been progressive developments in a number of studies conducted in the field of second and foreign language education (Arıoğul, 2007; Lin, 2005). Along with these developments, while the studies conducted about teacher knowledge and specifically pedagogical content knowledge in the field of ELT are increasing in numbers; they fail to

reach sufficient numbers and qualifications to represent the general case (Cesur, 2012).

As one of the earliest studies in language teaching, Elbaz (1983) conducted a case study concerning a high school English subject teacher in order to express the type of knowledge that the teacher possessed during the practices at classrooms. The knowledge base was identified as practical knowledge and divided it into five contents as knowledge of self, the milieu of teaching, subject matter, curriculum development, and instruction (Elbaz, 1983).

Drawing upon Shulman's categorization of knowledge base of teachers, Day and Conklin (1992) pointed out that ESL teacher education is based on four components of knowledge. Content knowledge, which is defined as knowledge about English and culture of the language stands as the first knowledge base. For the second one, Day and Conklin (1992) claimed the component of pedagogic knowledge and they mentioned it as including knowledge about techniques, principles and strategies for language teaching. In addition to these two components, pedagogical content knowledge was indicated as the particular knowledge base which enables teachers to present the content in ways to make it comprehensible (Day and Conklin, 1992). The last knowledge base Day and Conklin (1992) generated is the support knowledge, which is about the disciplines in contribution to their practices in classrooms like second language acquisition, linguistics and general education.

By suggesting personal practical knowledge as teachers' knowledge base through the investigation of two ESL teachers, Golombek (1998) proclaimed four interactive knowledge categories for teachers of English language. Golombek (1998) indicated that each teacher's knowledge should be seen personal since knowledge of self would affect the teaching practices. The categories were stated as knowledge of self, which was presented as the teachers' identities and experiences as language learners and teachers which may affect their practices; knowledge of subject matter, in line with Shulman (1986) knowledge about the discipline, knowledge of instruction, reflected as Shulman's pedagogical knowledge (1987) which is in service of teachers to

teach with little effort; knowledge of context, related to institutional and socio-political phenomena such as time, place, materials.

Through the study on teaching reading comprehension they conducted on 13 second or foreign language teachers, Meijer, Verloop and Beijaard (1999) claimed six categories for knowledge base which can be used in reading lessons. While they stated their understanding of teacher knowledge in the line of reading comprehension, it can be extended to second and foreign language teaching in general. Instead of using knowledge base, they stressed the concept of practical knowledge. The categories Meijer et al. (1999) suggested can be listed as subject matter knowledge, not being different from the concept that Shulman (1986) pointed by the term, content knowledge; student knowledge, in parallel with knowledge of learners; knowledge of student learning, implying the assessment of students' comprehension of the target subject; knowledge of purposes, being aware of the goals; knowledge of curriculum, covering the use of materials in the classrooms as Shulman (1986) suggested; and finally, knowledge of instructional techniques, referring to "design, preparation, and structure of lessons in reading comprehension" (Meijer et al. , 1999: 64).

Like Meijer et al (1999), Johnston and Goettsch (2000) classified knowledge base of language education based on Shulman's categories (1987). They reduced the number of categories claimed by Shulman to three as focusing on content knowledge, pedagogical content knowledge and knowledge of learners. They underlined that these three types of knowledge base of teachers are in interaction with each other rather than standing alone. In this respect, it can be claimed that they echoed Golombek (1998) who also expressed the interactive features of the categories of teacher knowledge.

Nunan (2001) claimed the occurrence of only two kinds of knowledge base which are declarative knowledge and procedural knowledge. The previous one is all about the knowledge about language; for instance, generally adding "s" to make a countable noun plural. The latter one is examined under two sub-categories as discipline specific knowledge and general knowledge. Having the

knowledge relevant to particularly language teaching is seen as discipline specific knowledge while general knowledge is mentioned as the knowledge which should be gained by all teachers irrelevant to their major like classroom management.

Echoing the approach Fraad and Lee (1998: 761-762) adopted about knowledge base, which “refers to knowledge, skills and beliefs that teachers require to effectively carry out classroom practices”, Zheng (2009) mentioned the effects of teachers’ beliefs about teaching and components of teaching in forming different types of knowledge base. The beliefs of pre-service language teachers about language education were categorized in Zheng’s study (2009) and five categories are mentioned. The first one depended on the beliefs about learners and learning. The second category was on the beliefs about EFL teaching and represented pre-service EFL teachers’ different views about teaching and teachers’ roles. The third one was about EFL subject matter and pedagogical knowledge. It suggested that knowing how student teachers viewed the importance of English subject matter as opposed to pedagogical knowledge was crucial. The fourth category mentioned in the study was about the beliefs about self and it meant that teachers’ views about themselves would affect their understanding of teaching and teacher roles. The last category was about professional development (Zheng, 2009).

Along with the studies focusing on teacher knowledge, there have been some recent studies conducted about the issue in Turkey (Arıoğlu, 2007; Atay, Kaşlıoğlu and Kurt, 2010; Can, 2005; Cesur, 2012; Güven, 2005; Karata, 2011). In reference to Lin’s declaration (2005: 5) about the progress of studies focusing on knowledge base in language education is a “slowly accumulating” development, the progress of building a definition of teacher knowledge has been proceeding slowly in Turkey. Most of the studies aforementioned focused mostly on the investigation of teacher competencies in line with teacher knowledge, enormously pedagogical content knowledge. In the PhD dissertation, for instance, Cesur (2012) focused on the pre-service teacher competences in terms of using their pedagogical content knowledge and Atay



et.al. (2010) studied the development of pedagogical content knowledge of prospective English language teachers based on a task.

The current study focuses on the perceptions of pre-service English language teachers about their pedagogical content knowledge through teaching practices. Considering the focus, the following three parts are based on the explanation of the two components in detail on which pedagogical content knowledge and pedagogical content knowledge itself depends.

### **2.1.1. Content knowledge**

Shulman (1986: 9), being the first researcher using the term, “content knowledge”, which is reflected also as subject- matter knowledge or disciplinary knowledge defines it as “the amount and organization of knowledge per se in the mind of the teacher”. Content knowledge was called as the first source of knowledge base and Shulman claimed that the knowledge depended on two foundations: “the accumulated literature and studies in the content areas, and the historical and philosophical scholarship on the nature of knowledge in those fields of study” (1987: 9). In regards to content knowledge of English language teachers, they should know the English grammar, written and spoken language use, reading and listening comprehension at certain level (Yang, 2011).

Tsiu and Nicholson (1999) stated that for subject matter knowledge of English teachers, knowledge about English language becomes the main concern. The knowledge about language consists of “language system, which is about phonetics, phonology, lexico-grammar and discourse-semantics” (1999: 221). Echoing Tsiu and Nicholson’s view, Roberts (1998, cited in Banegas, 2009: 44) indicated that the language systems knowledge and being competent in it are related to content knowledge of second or foreign language teachers.

Zheng (1992) underlined the fact that having the skills of language system like all native speakers of the target language do, hardly means having the qualifications to teach the language since they may lack the knowledge of language specifications such as knowledge of phonology, morphology, syntax

and semantics. Ellis (2006) reflected content knowledge of English language teachers as their knowledge of the English language. She analyzed the aspects of the content knowledge of ESL teachers which were raised by Wright and Bolitho (1997, cited in Ellis, 2006: 4), and she added two new aspects to illustrate what means content knowledge of language teachers. These four aspects of content knowledge of English language teachers can be presented as

1. The teacher's ability to speak and write English as a competent user,
  2. The teacher's knowledge of English from an analytical perspective: its phonology, grammar, syntax, lexical properties, generic structures, pragmatic realizations and literacy conventions,
  3. The teacher's knowledge/experience of the acquisition of the content in formal contexts,
  4. Knowledge of a second language and second language use
- (Ellis, 2006: 4-5)

As the studies conducted in the field of language education point out, the content knowledge of English language teachers includes general knowledge of English related to skills to communicate through the language and knowledge related to discipline specifications which are based largely on knowledge of linguistics. Hutchinson (2013) claimed that especially the latter component of the content knowledge of English language teacher can be gained through the education provided to them during their pre-service years. In this sense, when the education given in ELT programs in Turkey is considered, it would be claimed that pre-service teachers mostly gain their knowledge related to the discipline specifications through their education before they start their teaching service. According to Hutchinson (2013), teacher education programs would fail to serve the need due to their overloaded curriculum, which leads to lack of time to spend on information about the target language. Thus, the conditions of ELT programs should be questioned and analyzed through studies conducted in respect to content knowledge education.

In the light of the literature, the current study seeks to find out conditions of an ELT program in Turkey through the perceptions of pre-service teachers, who receive their pre-service education about pedagogical content knowledge in the program. As indicated in the previous section, one of the main

components of pedagogical content knowledge is the knowledge of subject matter, subdivided into two aspects as general knowledge of English and knowledge of discipline-specifications. By covering knowledge of content, the study illustrates the perceptions of pre-service English language teachers on the knowledge component.

### **2.1.2. Pedagogical knowledge**

Pedagogical knowledge is defined as “teacher’s accumulated knowledge about the teaching act (e.g. its goals, procedures, strategies) that serves as the basis for his or her classroom behavior and activities” (Gatbonton, 1999: 35). As Gatbonton’s definition implies pedagogical knowledge help teachers transfer their knowledge to students in line with the aims of the lessons. In the same vein with Gatbonton (1999), Shulman (1987) described pedagogical knowledge as skills germane to teaching and instructions and skills related to classroom management. As the descriptions suggest, pedagogical knowledge is mainly about the techniques and strategies that teachers follow in classrooms in order to make the instructions comprehensible for students and create an atmosphere appropriate for teaching.

Grossman (1990) points out a model for the general pedagogic knowledge of ESL teaching by naming pedagogical knowledge as the general pedagogic knowledge. The model includes two dimensions: the management of resources, as choosing appropriate and authentic materials in line with achieving objectives and the management of learning, referring to the organization of learning, the involvement of students, the motivational factors in teaching, and learner development.

Echoing Shulman (1987), Saraç-Süzer (2007: 24) defined pedagogical knowledge in respect to language teaching as a base consisting of “the knowledge of teaching and learning approaches, methods of implementation, teaching and learning strategies, techniques, testing, classroom management, material development, and all other major and minor areas related with the theoretical infrastructure of language teaching”. As Demircan (1988) pointed out

foreign language teaching is a discipline which requires certain and unique knowledge of certain techniques and approaches to motivate and communicate with students in the target language. Accordingly, pedagogical knowledge enables teachers to gain the knowledge of motivating and communicating with teachers in line with the component Saraç-Süzer (2007) highlighted as knowledge of approaches, methods, strategies, techniques, testing techniques, classroom management and material selection, and so on.

As one of the main components constructing the knowledge base that the current study seeks to reveal, pedagogical knowledge is accepted as the crucial point to be investigated throughout the study. The results of the current study reflect the perceptions of pre-service English language teachers about pedagogical knowledge at the same time.

### **2.1.3. Pedagogical content knowledge**

Among all categorizes of knowledge base claimed by different researchers, pedagogical content knowledge is the most influential one which has affected various research in teaching and teaching language (Lin, 2005). Shulman (1986: 9) described pedagogical content knowledge as: "...in a word, the most useful ways of representing and formulating the subject that make it comprehensible to others." Accordingly, it can be inferred that pedagogical content knowledge combines content knowledge and the practice of teaching (Ball, Thames and Phelps, 2008). Tsiu and Nicholson (1999: 219) claimed that the knowledge categories declared by Shulman should not be seen as "cut and dried". Echoing Golombek (1998) and Meijer et al. (1999), Tsiu and Nicholson (1999) stated that division among the categories of knowledge base of teachers appears to be less than they are presumed:

...how effectively a teacher can represent subject matter knowledge to students is inextricably linked to how well he or she knows the subject matter and the context including the students, as well as how far he or she has mastered the principles and skills of teaching in general (Tsiu and Nicholson, 1999: 219).

As being the knowledge base related to specifically two categories, pedagogical content knowledge (PCK) gains its importance.

As the name of the knowledge base suggests, pedagogical content knowledge is a combination of pedagogical and content knowledge (Shulman, 1986). Pedagogical content knowledge was defined as:

[T]he most regularly taught topics in one's subject area, the most useful forms of representation of those ideas, the most powerful analogies, illustrations, examples, explanations, and demonstrations in a word, the ways of representing and formulating the subject that make it comprehensible to others (Shulman 1986: 9).

Shulman (1986) indicated that PCK involves comprehension of the elements making process of learning specific topics easy or difficult; of the background knowledge and personal experiences about the most generally taught topics that the students bring to the classroom.

Pedagogical content knowledge is examined through the illustration of being a bridge between content and practice of teaching (Ball et al., 2008) which enables teachers to find out the most appropriate ways to present the information to students by use of the most appropriate materials in terms of students' needs, interests and aims of the subject. Pedagogical content knowledge is also seen as a transformation of at least two main knowledge base categories, which are pedagogical knowledge and content knowledge (Gess-Newsome, 1999, cited in Cesur, 2012: 32). The amalgam of content and pedagogical knowledge is claimed to foster the occurrence of pedagogical reasoning and actions according to Zheng (1992).

Pedagogical content knowledge is defined as core series of theories, concepts and practices in terms of second or foreign language learning and teaching (Richards, 1991). Richards (1991) also emphasized that second or foreign language teachers possess a set of knowledge which is particular to their discipline and which is not held by experts having no teaching experience and teachers knowing little of the subject matter of language teaching. Thus, he underlined the character of PCK as being unique to the discipline of teachers.

Richards (2011: 5-6) underlined that teachers having the adequate pedagogical content knowledge need to understand

...learners' needs, diagnose learners' learning problems, plan suitable instructional goals for lessons, select and design learning tasks, evaluate students' learning, design and adapt tests, evaluate and choose published materials, adapt commercial materials, make use of authentic materials, make appropriate use of technology, [and] evaluate their own lessons.

In line with Richards' assertions (2011), a language teacher who can be accepted as the one having sufficient PCK should be able to know the learners and detect their needs, interests and problems; plan their lessons in service to the aims and goals; develop or choose necessary materials to be used in the lessons; and assess the comprehension of the students. Tsiu and Nicholson (1999) added three dimensions of PCK that ESL teachers with sufficient PCK level also need to have knowledge of process and production skills of the language and possess knowledge of language learning and teaching strategies. In the current study, in the light of the literature; the components which point out the existence of pedagogical content knowledge are stated as general knowledge of English, knowledge of English related to discipline specifications, knowledge on developing activities, knowledge of learners, knowledge on planning lessons, knowledge on teaching methods, techniques, and materials, knowledge of strategies and knowledge of assessment.

English language teachers reach the knowledge and information about pedagogy and content through the education they have in ELT programs and they develop their knowledge through the experiences they gain during their practices as in-service teachers. As Almarza (1996) points out the origins, content, and changing in student teachers' knowledge during teachers' education, and its impact on their teaching practices should be analyzed to have a clear view of the knowledge about the content and ways of practices of pre-service teachers. Thus, the current study is conducted on pre-service English language teachers in a context where English is used as a foreign language. Since pedagogical content knowledge can be investigated through the reflections about the experiences, the perceptions of pre-service teachers

about their pedagogical content knowledge are investigated through their teaching practices as part of a course.

## **2.2. English Language Teacher Training in Turkey**

English as the most widely known second or foreign language all over the world (Crystal, 2000), is also the leading language which is learnt as a foreign language in Turkey (Can, 2005). As of the academic year of 2012-2013, beginning from the second graders at primary school, the curriculum covers English as a course during twelve-year compulsory education. In the following decade, an individual would graduate from high school with a background of English for at least 8 years and at most 11 years due to the different language education policies based on the types of the high schools (and the programs students major in) (MEB [MNE], 2011; 2013). In line with such a demand to learn English, it is required to have adequate English language teachers in numbers and in qualifications. The precautions taken to supply the need of teachers of English include the training process and procedures of English language teachers in Turkey. This part of the study is aimed at portraying the importance of English in Turkish educational system and the process and procedures followed during the training of English language teachers.

### **2.2.1. English language as a course in schools in Turkey**

The increasing importance of foreign language learning and teaching dates back to 1773 which was the year that French as the first foreign language was involved in the school curriculum of Mühendishane-I Bahri-i Hümayun [Military Sea Technical School] (Demirel, 1979, cited in Can, 2005: 2). English began to take its place as the most favorite foreign language in Turkey after the end of World War II with the influence of the general trend affecting the entire world. As a result of the developing power of the USA, the use of English as the language of science and technology became popular (Can, 2005). The curriculum of the schools in all grades started to involve English, French and

German languages as courses and students chose to learn one of the languages offered to them at secondary and high schools.

The qualification of the foreign language education in Turkey has been the issue of debates. The stakeholders and field experts have been in search of finding ways to empower the standards of foreign language education. As a result of the efforts for enhancing the qualification, "Anatolian Secondary Schools and Anatolian High Schools" which were based on English medium education were founded in 1976 and were expanded around the country in 1980s (Çetintaş and Genç, 2001). Most of the courses at this type of high schools including Science and Mathematics were held widely in English. Following this innovation in the education system, "Foreign Language Intensive Schools" which offered language preparation at the first year of the education for a year, broadly in English along with other foreign languages such as French and German in a few secondary schools and high schools, were formed to let the students graduate from high schools with good levels of English (Can, 2005).

In 1997, with a radical reform applied in the education system of Turkey, the compulsory education was raised from five to eight years. The reform had a great impact on the English language teaching because English lessons were added to the curriculum of primary schools beginning in grade 4 (Kırkgöz, 2007). Recently, in 2012 the Ministry of National Education (MNE) announced a new system and started to implement it in 2012-2013 academic year. The new system having the renown 4+4+4 education system entailed that each individual in Turkey would have a four-year of primary school education, four-year of secondary school education and four-year of high school education and this total twelve-year education is compulsory (MNE, 2012). This newly applied innovation in the education system also involved the lessons of foreign language to start in grade 2 in primary schools (MNE, 2012).

Seeking to follow the trends and innovations in the European and the world educational policies and education systems, Turkey has been trying to catch the current standards of qualified foreign language education by making



changes in the education system. The rising importance of teaching English has been indicated by founding of foreign language intensive schools and decreasing the age of foreign language introduction. All these practices aimed to have well-trained teachers which are also adequate in number and appointing them. English language training process and procedures are presented in the following section.

### **2.2.2. English language teacher education in Turkey**

The increasing number of the students who want to and need to learn a foreign language has triggered some policies to train foreign language teachers in Turkey. These policies have changed in various ways in line with technological and scientific developments which require more qualified teachers. The changing policy of foreign language teacher education was started by trying to narrow the foreign language teacher gaps at secondary and high schools in 1930s by using the available sources which involve the “graduates of Galatasaray High School (a highly-respected high school with French medium education in Turkey) and graduates of philology departments at universities” (Demircan, 1988: 103).

At the end of 1930s, the increase in number of the students resulted in need for more foreign language teachers (teachers of English, French and German languages) and this need could not be supplied by the available sources anymore. Thus, programs based on mainly foreign language teachers' education were founded as part of some education institutions (Demircan, 1988). In 1938, the MNE and İstanbul University declared a collaboration in order to train foreign language teachers to work in high schools and in 1938-1939, a foreign language teaching junior college started to accept students for two years in order to train them as foreign language teachers in İstanbul University (Demircan, 1988). In 1944-1945, Gazi Education Institution founded the Foreign Language Teacher Education Department involving the English program. Following the opening of the department at Gazi Education Institution, some other education institutions in İzmir, Konya, Diyarbakır, Erzurum and Bursa included foreign language education departments in their organizations.

The duration of the education at these institutions was two years at the beginning but in 1968, it was decided that two-year of education was not so satisfactory for teacher's education and one more year was added and the education in these departments was raised to three years (Demircan, 1988). In 1978-1979, the duration of the education was decided to be four years (Can, 2005).

In 1981, the higher education system of Turkey was structured by the declaration of the higher education law which provided the establishment of "Council of Higher Education (CHE)" as the major administrative unit collecting all the higher education units in Turkey in its constitution (YÖK [CHE], 2014). Depending on the either MNE or universities; institutions, academies, junior colleges, and faculties which were training teachers gathered under the control of the CHE. Following this, the education institutions, the education academies and the junior colleges were transferred into the administration of the universities and they became the roots of the faculties of education today (Can, 2005). It can be assumed that from 1981 till today, the four-year-education at the foreign language teaching departments and English language teaching programs in Turkey was carried out under the roof of faculties of education.

In the late 1980s and early 1990s, the qualifications of the teacher training education was raised as an issue since the MNE as the employee of teachers had barely voiced its expectations from teachers in accordance with the needs (Özyar, 2001, cited in Can, 2005: 7). These debates concluded with the studies and projects to develop teacher training in Turkey. One of the studies was the project conducted by some member states of Organization of Economic Co-operation and Developments (OECD) including Turkey in order to develop national education systems in 1994. The results of the project were identified in detail and the results reflected in the organization of the education policies (Can, 2005). In relation to the project of the MNE in 1994, the CHE decided to reorganize the curriculum of teacher education program at universities, as a result of the "CHE/World Bank Pre-Service Teacher Training Project" (Can, 2005). The results indicated the change of the curriculum of the teacher training departments and programs in all faculties of education in

Turkey and the CHE declared the reorganization process of the teacher training programs in 1997. Beginning from 1997-1998 academic year, a newly-planned and revised curriculum was put into practice in teacher training programs including ELT programs.

When it came to 2007, the current curriculum of the Faculties of Education, which had been in practice since 2006-2007 academic year, was proclaimed by the CHE. The change in the curriculum only covered the teacher training departments which train pre-service teachers to be employed in primary and secondary schools (CHE, 2007). The reasons for the change were indicated as follows:

- the failure of the previous curriculum in following the scientific and technological developments,
- the need to have teachers being able to apply the constructivist activities in lessons in line with the declaration of the MNE in 2003 which was about adapting the constructivist model in education system at primary schools,
- the need to practice a common and standardized curriculum in teacher training in order to reach the learning outcomes determined by European Higher Education Area in which Turkey also has a place (CHE, 2007: 8).

The CHE (1998 and 2007) identified the courses as content knowledge based, pedagogical knowledge based and general knowledge based courses for undergraduate programs of teacher training departments. By indicating content knowledge based courses, they focused on transferring the knowledge related to the discipline specifications and knowledge of teaching the skills and information related to their discipline. In this sense, it can be inferred that the pre-service teachers would gain special knowledge and skills about their discipline and, moreover; they would have the knowledge of teaching, assessing, designing and planning techniques and methods being special to their fields. The pedagogical knowledge was also reflected as teaching professional knowledge in the document of CHE (2007). The courses based on this knowledge domain aim the students to gain the necessary knowledge for the skill of teaching. It was claimed that a student who would be the graduate of an undergraduate program should know the general aspects of the official language, the history of the republic and should have general skills of

communication along with the basic skills of another language. In this respect, the general knowledge based courses were added to the curriculum of teacher education programs.

For English Language Teaching Programs, the CHE included 58 courses (see Table 2.1 for the list of the courses) based on content, pedagogical and general knowledge. Out of 58 courses, 58% (n=34) of the courses were identified as the courses based on content knowledge, 21% (n=12) of the courses as related to pedagogical knowledge, and 21% (n=12) as based on general knowledge. When the descriptions of the courses (see Appendix 1 for the detailed course descriptions) were analyzed, it was seen that the CHE combined content based and pedagogical content based courses under the name of content based courses. The categorizations of the courses are illustrated in Table 2.1 (p. 30) and the descriptions of the courses which indicated the extent of the courses are taken directly from the CHE (2007) and added in Appendix 1.

Table 2.1 points out the list of the courses included in ELT programs in Turkey. The table was directly borrowed from the CHE (2007: 123) in order to reflect their classifications of the courses. The aim of CHE by declaring common programs and curriculums for teacher education departments was to educate teachers having certain qualifications which are in line with serving the purpose of the real education environments. However, it is also known that in some ELT programs, the directors choose to change or attempt to change the courses included in Table 2.1 due to some invariable reasons.

**Table 2.1** ELT Programs' Course List in Turkey (CHE, 2007: 123)

<b>I. Semester</b>			<b>II. Semester</b>		
<b>CT</b>	<b>Course</b>	<b>C</b>	<b>CT</b>	<b>Course</b>	<b>C</b>
CK	Contextual Grammar I	3	CK	Contextual Grammar II	3
CK	Advanced Reading & Writing I	3	CK	Advanced Reading & Writing II	3
CK	Listening and Pronunciation I	3	CK	Listening and Pronunciation II	3
CK	Oral Communication Skills I	3	CK	Oral Communication Skills II	3
GK	Turkish I: Written Expression	2	CK	Lexical Competence	3
GK	Computing	3	GK	Turkish I: Oral Expression	2
GK	Effective Communication Skills	3	GK	Computing II	3
PK	Intro. to Educational Science	3	PK	Educational Psychology	3
<b>III. Semester</b>			<b>IV. Semester</b>		
<b>CT</b>	<b>Course</b>	<b>C</b>	<b>CT</b>	<b>Course</b>	<b>C</b>
CK	English Literature I	3	CK	English Literature II	3
CK	Linguistics I	3	CK	Linguistics II	3
CK	Approaches to ELT I	3	CK	Approaches to ELT II	3
CK	English-Turkish Translation	3	CK	Language Acquisition	3
CK	Oral Expression and Public Spe.	3	GK	Scientific Research Methods	2
GK	Turkish Education History	2	PK	ELT Methodology I	3
PK	Principles and Methods of Teaching	3	PK	Instructional Technology and Material Development	3
<b>V. Semester</b>			<b>VI. Semester</b>		
<b>CT</b>	<b>Course</b>	<b>C</b>	<b>CT</b>	<b>Course</b>	<b>C</b>
CK	FLT to Young Learners I	3	CK	FLT to Young Learners II	3
CK	ELT Methodology II	3	CK	Turkish-English Translation	3
CK	Language Teaching Skills I	3	CK	Language Teaching Skills II	3
CK	Literature & Lang. Teaching I	3	CK	Literature & Lang. Teaching II	3
CK	Second Foreign Language I	2	CK	Second Foreign Language II	2
GK	Drama	3	GK	Community Service Practices	2
PK	Classroom Management	2	PK	Testing and Evaluation	3
<b>VII. Semester</b>			<b>VIII. Semester</b>		
<b>CT</b>	<b>Course</b>	<b>C</b>	<b>CT</b>	<b>Course</b>	<b>C</b>
CK	Material Adaptation and Development in Lang. Teaching	3	CK	Testing and Evaluation in FLT	3
CK	Second Foreign Language III	2	CK	Departmental Elective II	2
CK	Departmental Elective I	2	CK	Departmental Elective III	2
GK	Principles of Atatürk and History of Revolution I	2	GK	Principles of Atatürk and History of Revolution II	2
PK	School Experience	3	PK	Comparative Education	2
PK	Guidance	3	PK	Turkish Education System and School Management	2
PK	Special Education	2	PK	Practice Teaching	5
<b>CT:Course</b> Type	<b>CK:</b> Knowledge	<b>Content</b>	<b>PK:Teaching</b> Professional Knowledge	<b>GK:</b> Knowledge	<b>General</b>

Besides the distribution of the courses based on numbers, the distribution of the courses in line with the course loads should be reflected. Since the time and efforts that the students spend on the courses specify the importance of the courses in terms of the students' developments. Students of the program should fulfill 240 ECTS<sup>1</sup> to graduate from the program in a four-year training process. Out of 240 ECTS, 60% of the courses are identified as content knowledge based courses, 23% as pedagogical knowledge based courses, and 17% were related to general knowledge.

Along with the programs in which the main focus is training English language teachers, the students of linguistics and English literature programs as well have been able to become English teachers by training on pedagogical formation and receiving a certificate since 1930s till today. The context of certification program has been altered quite a few times during the process. In 1930s, students of linguistics from İstanbul University and Ankara University held the right to become foreign language teachers by taking the predetermined courses that were required for the teaching certificate (Demircan, 1988). However, as Demircan (1988) stated the courses were about the general pedagogical knowledge which lacked content pedagogy including the special methods and innovations to be applied in language teaching. It was claimed that "the lesson which had a broad vision of special teaching methods could not be taught effectively by just focusing on general pedagogical knowledge" (Demircan, 1988: 105).

In today's practice of pedagogical formation certification program, the graduates of Faculty of Science and Letters have the right to apply for the pedagogical formation certification programs carried out by certain universities

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<sup>1</sup>When the document for the curriculum change was declared in 2007, the local credits were used to explain the course loads. But it has been implemented since 2013-2014 academic year that ECTS would be used to describe the course loads instead of the local credits for the courses. In this study for the ELT program-students' loads, ECTSs of the courses are used. But in the table which was borrowed directly from CHE (2007: 123), local credits were indicated for the course loads.

decided by the CHE (2014). The candidates of these certification programs are placed into the programs according to a percentage of their GPAs and their scores from a central exam known as ALES [Academic Staff and Postgraduate Education Entrance Exam] (YÖK [CHE], 2014). The courses in the program include 7 general pedagogical courses that comprise 14 credits (ECTS) of the 25 credits (ECTS) total in the program. The remaining 11 credits comprise the three practical courses which are *Teaching Technologies and Material Development, Special Teaching Methods, and Practice Teaching*. These three courses are mainly based on the candidates' major; for the ELT pedagogical formation training certificate program, the courses are all about and based on ELT. This training lasts two semesters and the candidates have a very busy schedule. It would be also sensible to state that the higher education is broadly free of charge in Turkey, but this certification program is carried on with a fee for each semester.

The current study aims to find out the perceptions of pre-service English language teachers, in other words, students of ELT programs. Since their perceptions about their pedagogical content knowledge are sought to be learnt throughout the study, the opportunities that the students have to develop their pedagogical content knowledge should be indicated. In line with this view, the facilities of the education offered to English language teachers are identified in depth in this part of the study.

In the light of the literature which indicates the limited number of studies on pedagogical content knowledge conducted in language teaching and focusing on the reflections of pre-service English language teachers, the current study aims to present the perceptions about pedagogical content knowledge of the pre-service English language teachers. Since the acquisition of the pedagogical content knowledge can be assessed through the practices (Almarza, 1994), pre-service teachers who are taking the Practice Teaching course were targeted in order to identify the relationship between perceptions and practices. Along with that, it is claimed that the courses in the curriculum of ELT programs have a crucial influence on pre-service teachers' professional

developments. Thus, the study intends to focus on the ELT students' perceptions of courses and the effect of courses on their professional development in order to resolve the issue.



### **3. METHODOLOGY**

This chapter is about the methodology used in the study to investigate the perceptions of pre-service English language teachers over their own PCK. It introduces the methods used in the study, research design of the study, and data collection instruments as well as data analysis procedures, settings and participants of the study.

#### **3.1. Research Methods**

The current study was conducted with a group of pre-service teachers at a university in Turkey which can be called as a case. In that manner, the method applied in the present study is 'case study'. In order to conduct a case study research, it is necessary to understand what is meant by "case". Brown and Rodgers (2002), referring to the etymological ancient origins of case which are chance and casual in adjectival form raises a definition of case as passing down without any designs, expectations, and foresights. It is reflected that cases are unrecognized, unforeseen and unplanned instances happening around people (Brown and Rodgers, 2002). Nunan (1992) also emphasizes that a case is a single instance of a class of objects or entities. These two definitions underlie that cases are instances with some facilities but they fail to describe what or who constitutes cases. Dörnyei's clarification (2007: 151) touches on this point and reflects that "[c]ases are primarily people but also researchers may examine a program, an institution, an organization, or a community". In line with these definitions, the pre-service English language teachers who enrolled in the "Practice Teaching" course in Pamukkale University as a single instance

and their reflections about their own pedagogical, content and pedagogical content knowledge which were unforeseen built the case in the study.

Case study is defined by Cohen, Manion and Morrison (2011: 433) as “...a specific, holistic, often unique instance that is frequently designed to illustrate a more general principle”. For Nunan (1992), case study is a selection of an instance from a set of objects and phenomena and investigation of the position of the instance in practice. To educational researchers such as Gall, Gall and Borg (2003: 436) case study is “the in-depth study of instances of a phenomenon in its natural context and from the perspective of the participants involved in the phenomenon”. Yin (1994, 13) provides another definition for case study as

[a] case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context: when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidences are used.

Case studies can employ any type of data collection instruments in order to maximize the understanding of the character or the object studied (Dörnyei, 2007). Case studies can blend numerical and qualitative data (Nunan, 1992; Yin, 2009) and they can originally be a “prototypical instance of mixed methods research; they can explain, describe, illustrate and enlighten” (Yin, 2009: 19-20). For Dörnyei (2007; 155), “case study is ideally suited for being combined with other research approaches (for example, a subsequent survey) in mixed methods studies”. Cohen et al. (2011) suggest that many case studies are and will be based on mixed methods approach. In line with the literature, the case study used in this study is leveled under the label of mixed methods research.

In social science inquiry manner, there are two approaches of research; quantitative and qualitative. The former relies heavily on numerical data and statistical analysis, the latter focuses on verbal data and subjective analysis. Since 1970s which can be called as the breakthrough of the mixed methods research with the introduction of the term “triangulation” to the social science, studies have been conducted by combining quantitative and qualitative methods

(Dörnyei, 2007). Mixed methods research which has been also called as multitrait research; multimethod research; integrating quantitative and qualitative methods; methodological triangulation; multimethodological research (Creswell, 2005 and 2007; Dörnyei, 2007) includes the mixture of qualitative and quantitative approaches in most of the phases in the research process. It relies on collection, analysis and mixture of both quantitative and qualitative data in a single study or series of studies (Creswell, 2007).

The ground of the mixed methods research is indicated by Creswell (2007: 5) as “the use of quantitative and qualitative approaches in combination provides a better understanding of research problems than either approach alone”. Mixed methods research enables the power of integrating different approaches, ways of viewing a problem, and the types of data in conducting both confirmatory and exploratory research, induction and deduction, in answering research questions, and in generating the theory (Denzin, 2008; Trifonas, 2009, cited in Creswell, 2007: 21).

Mixed methods research is identified as a research approach providing more comprehensible insight for a research problem than both quantitative and qualitative researches individually. Because of its philosophical basis coming from pragmatism, researchers are free to decide on the data collection tools (Creswell, 2003). The complexity of research problems directs researchers to use mixed methods research as it helps to deal with questions which cannot be answered by simple numbers in quantitative sense and straightforward words in qualitative sense (Cohen et al, 2011; Creswell, 2003). An integration of both forms of data works to build more clear analysis of the problems.

Today, in the world of social and educational inquiry, researchers realize the lacking points of both main research method and by using their best sites together, and they seek to build studies with minimum weaknesses. Quantitative researchers realize that qualitative data can play an important role in quantitative research. The voice of participants should be heard to have more concrete results in quantitative studies. Qualitative researchers, in turn,

recognize that reporting only qualitative participant views of a few individuals may not allow generalizing the findings to the population (Creswell, 2007). A call for conducting studies with less weaknesses leads to the combinations of both types of data.

This study sought to find out the PCK perceptions of pre-service English language teachers. Designing the study by using only quantitative method would be inadequate in order to answer the questions addressing PCK of pre-service teachers, such as: what they know about ELT and how they implement their knowledge. These questions require teachers to be observed and reported in classrooms while they are utilizing their knowledge in practice. Conducting such a study by selecting a few individuals as participants would be inefficient to have an overall sense of teachers' knowledge. In that sense, this study employed case study research as well as mixed methods research for the research methods.

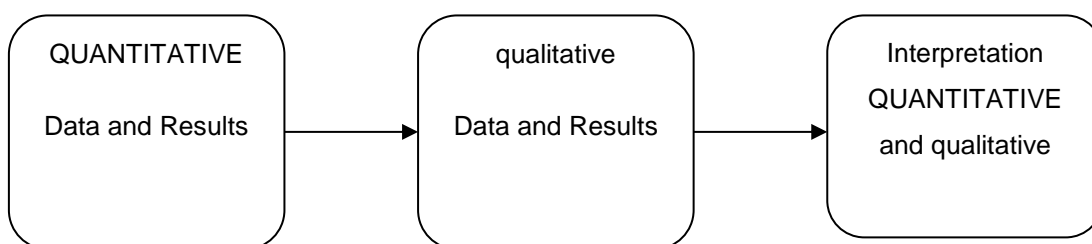
### **3.2. Research Design**

The features of research methods which help to decide the way of collecting, analyzing and interpreting either quantitative data or qualitative data or both are known as research design (Cohen et. al., 2011; Creswell, 2005). As Brown and Rodgers (2002) suggest the type of research design sets some aspects of the research including the conventions of data gathering, compiling, analyzing, and interpreting the data gathered along the study. The sequence of both collection and analysis of the data constitute the type of research design.

After identifying the study as mixed methods study, the focus is on the decision of the priority, which is about the type of data, namely, quantitative or qualitative having the emphasis, the sequence of data collection, which is about determining what comes first, then data collection process, and finally the analysis, which is about deciding on integrating the data in one analysis or combining them one by one (Creswell, 2005). These three concerns define the type of mixed methods design. The research design applied in the current study

is identified as explanatory design, which is also named as explanatory sequential design.

The explanatory design is a two-phase mixed methods design in which researcher collects the quantitative and qualitative information sequentially. It includes of “first collecting quantitative data and then collecting qualitative data to help explain or elaborate on the quantitative results” (Creswell, 2005: 514). The stages of the strategy are illustrated in Figure 3.1, which is borrowed from Creswell (2005: 514). As it is seen in Figure 3.1<sup>2</sup>, the priority is loaded to the quantitative data, and the two methods are integrated at the interpretation phase of the study (Creswell, 2003). The principle behind this design is that the quantitative part of the study presents a general idea of the research problem and findings of qualitative part of the study are needed to clarify, enhance and explain the general idea (Creswell, 2005).



**Figure 3.1** Explanatory Design (Creswell, 2005: 514)

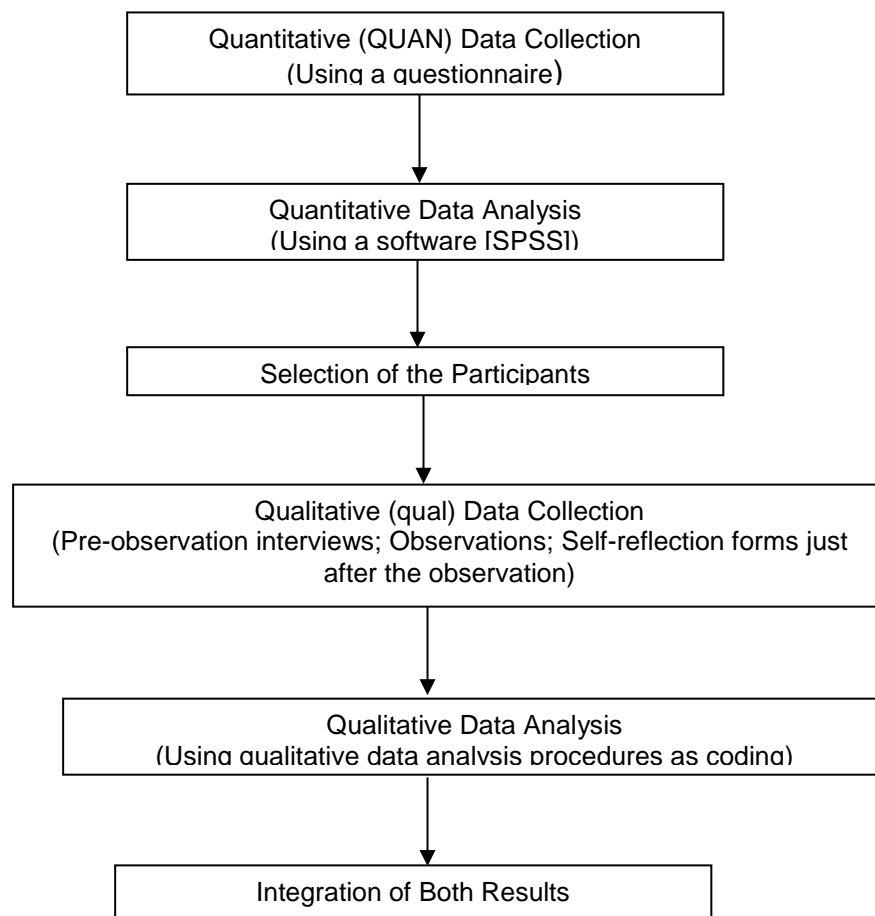
The current study adapted explanatory design since it seeks to identify PCK level of pre-service English language teachers and how they integrate their knowledge into their practices. As Duff (2008) suggests, explanatory design generally is used in the study which focuses on how the events or circumstances occur and this fact shows that the design is an efficient choice to be applied in this study. Quantitative part of this research study constituted implementation of a questionnaire in order to examine perceptions of pre-services English language teachers about their pedagogical content knowledge. During the data collection process, through the questionnaire, the researcher asked some volunteers to participate in the second phase of the study. After the

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<sup>2</sup>In Figure 3.1, upper and lower cases are used: uppercase letters means major emphasis while lowercase letters indicate minor emphasis.

analysis of the data gathered from the questionnaire, the most suitable participants were chosen to refine and explain the results of the questionnaire. Then, qualitative data was collected from the selected participants and analysis was carried out. In order to supply additional meaning to the quantitative results of the study, a number of qualitative data collection methods were employed as interview, observation and document analysis.

The sequence of the stages followed in the study is shown in Figure 3.2, which is adapted from Creswell (2005: 515; 2007: 73). As it is explained in Figure 3.2, the study was constructed by following certain stages. To remark the emphasis put on along the study, the abbreviations of quantitative and qualitative were used as in Creswell's studies (2005 and 2007). Writing these abbreviations with uppercase or lowercase letters indicates the emphasis addressing the particular approach, and the arrows symbolize the sequence among the stages.



**Figure 3.2** The stages followed in the study (adapted from Creswell, 2007: 73)

### 3.3. Settings and Participants

The main study was conducted in the English Language Teaching Program, Faculty of Education, Pamukkale University, Denizli, Turkey in February-March, 2014. Almost all of the students of the program, who enrolled in the course “Practice Teaching” in the Academic Year of 2013-2014, participated in the quantitative part of the study. There were 71 students at this academic year who took the course of “Practice Teaching” and 69 of them accepted voluntarily to fill in the questionnaire (see Appendix 3). One of the students who enrolled in the course mentioned that she was also eager to participate in the study but she dropped the course unofficially since she did not have enough time to provide the course necessities because of her busy schedule of courses. The other non-participant rejected to fill in the questionnaire and this reaction was respected by the researcher.

The course, “Practice Teaching” is offered to senior (4<sup>th</sup> year) students of the program in the spring semester but some junior (3<sup>rd</sup> year) students enrolled in the course so that they could graduate from the university in three years or some of them would have only a few courses in their last year at the program so that they could focus on the KPSS [central exam for civil servant selection]. Recognizing this tendency of the students, it was doubtful to call these individuals as pre-service teachers instead early-service teachers is rather more appropriate. However, when the data collection process started with the questionnaire, it was discovered that most of the students could graduate at the end of the academic year. The detailed information about the participants in terms of gender, teaching experience, type of teaching experience and grade point average are stated in Table 3.1, Table 3.2, Table 3.3 and Table 3.4.

**Table 3.1** Participants of the study distributed to their gender

Gender	Frequency	Percent	Cumulative Percent
Female	49	71.0	71.0
Male	20	29.0	100.0
<b>Total</b>	<b>69</b>	<b>100.0</b>	

As it is seen in Table 3.1, 71% of the participants (n=49) were females and 29% of the participants (n=20) were males. Generally, the number of the female students at the program of ELT at Pamukkale University is a lot higher than the number of the male students. This fact also affected the target group of the study.

**Table 3.2** Duration of teaching experience of the participants

Teaching Experience Duration	Frequency	Percent	Cumulative Percent
No	36	52.2	52.2
0-4 months	18	26.1	78.3
5-8 months	6	8.7	87.0
9-12 months	2	2.9	89.9
More than 1 year	7	10.1	100.0
<b>Total</b>	<b>69</b>	<b>100.0</b>	

Table 3.2 marks that 52.2% (n=369) of pre-service teachers did not have any previous experience which can be called as teaching while 47.85% (n=33) of them have such an experience for a period of time. The practice courses that they had as a part of their courses, “School Experience” or “Practice Teaching” weren’t reflected as experience in this study. These practices were the requirements of these courses and all of the pre-service teachers need to enroll in these courses and gain experience in all ELT programs in Turkey. The experiences that the students gathered through these courses would not help the researcher to identify the answers for the research questions related to the experience. What is meant by experience in this study is the extra time that the students spend while teaching English, rather than the time spent for their courses as a requirement. As it is seen in Table 3.3, one of the prominent findings is that 10% of the group (n=7) had teaching experience for more than a year. If it is thought that these individuals are in the final year of their studies, it can be assumed that they felt the courage to teach English as an English teacher or English skills private tutor since their 2<sup>nd</sup> or 3<sup>rd</sup> year at the program even before they got the course with the aim of getting teaching experience. The researcher also asked them to mention where they gained such teaching experiences. 66,6% of the pre-service teachers stated the type of their



experience as a teacher of a group of students in an actual classroom at a private institution or studying with an individual student as a private English tutor (indicated in Table 3.3). Nearly 34% of these “experienced” teachers chose not to declare where or in what circumstances they worked.

**Table 3.3** Teaching experience type of the participants

Teaching Experience Type	Frequency	Percent	Cumulative Percent
Working as a teacher or a teacher assistant at an institution	10	30.4	30.4
Private courses as a tutor	9	27.2	57.6
Both	3	9.0	66.6
No details about the experience except the time	11	33.4	100.0
<b>Total</b>	<b>33</b>	<b>100.0</b>	

As for grade point average of the students, Table 3.4 indicates that 51 of participants had 3.00 and above and 18 of the participants had 2.99 and less GPA. This clarifies that 74% of the pre-service teachers participated in the study can be called as “more successful” students.

**Table 3.4** Grade point average of the participants

GPA	Frequency	Percent	Cumulative Percent
3.50 and above	12	17.4	17.4
3.49-3.00	39	56.5	73.9
2.99-2.50	14	20.3	94.2
2.49-2.00	4	5.8	100.0
<b>Total</b>	<b>69</b>	<b>100.0</b>	

The researcher asked the participants if they would be eager to participate in a qualitative study which is a continuation of the quantitative study. As indicated in the previous section, qualitative part of the study was implemented in order to supply a clear, comprehensible, and in-depth understanding of the quantitative results. 12 of the participants of the questionnaire were identified as volunteers for the qualitative study. Among these volunteer pre-service English language teachers, the researcher selected

3 participants for the qualitative phase by using the principles of purposeful sampling. In purposeful sampling, researchers intentionally choose individuals to comprehend and explain the central phenomenon (Creswell, 2005). Since this study attempted finding out the perceptions of pre-service English language teachers about their pedagogical content knowledge, the central issue in the study was based on demonstrating the participants' perceptions over the specific knowledge base of teachers. Additionally, the study sought to illustrate the difference of the perceptions between the genders; between having a teacher experience beforehand or not; between the "more successful" students of the program and the "less successful" students of the program. Therefore, the researcher paid attention to the gender of the volunteers, their teaching experience, and their grade point average while selecting the three participants of the qualitative study. This strategy that the researcher followed addresses "Maximal Variation Sampling", which is a strategy type of purposeful sampling. In maximal variation sampling, researchers select individuals, who have different forms of perspectives (Creswell, 2007; Dörnyei, 2007; Yıldırım and Şimsek, 2011). It suggests maximizing differences to represent all different voices heard during the investigations of the research problem. In respect to the participant selection procedure of this study, the researcher kept in mind that gender of the pre-service students, having a previous teaching experience and being a more successful student may affect the results of the study and the researcher decided on the names of the participants by using these facts. These three participants included both female and male individuals whose grade point average could represent the more successful students and less successful students with and without teaching experience.

Table 3.5 constitutes some detailed information about the 12 volunteers for the qualitative study in terms of their gender, teaching experience and GPA. As it is shown in Table 3.5, there were 10 female volunteers and 2 male volunteers. There were 8 "experienced" pre-service teachers, who declared that they had tried to teach English and this could be called as an experience while 4 of them said that they had no experience and no attempt to teach English attempted. The GPAs of the volunteers indicate that there are more "more

successful students” (n=9) than the “less successful” ones (n=3) among the volunteers.

**Table 3.5** Information about the volunteers of qualitative study

Gender		Teaching Experience		GPA	
Female	10	Yes	8	3.00 and above	9
Male	2	No	4	2.99 and below	3
<b>Total</b>	<b>12</b>	<b>Total</b>	<b>12</b>	<b>Total</b>	<b>12</b>

Among these twelve volunteers, the researcher of the study selected three pre-service teachers who were doing their practicum by considering the reachability of the participants to work with them and maximizing the differences in accordance with the purposes of the study. The pre-service teachers were Emre, Ada and Tugce, all having fictitious names. Emre was the representative of male participants, experienced pre-service English language teachers and less successful students; Ada as the representative of female participants, experienced pre-service English language teachers and more successful students; Tugce who was a female participant of the study with one of the highest grade point average (3.69) and without any previous experience so that she was the representative of the female participants, non-experienced pre-service English language teachers, and more successful students. The information about the participants of the qualitative study is reflected in Table 3.6 and further details about participants were summarized below.

**Table: 3.6** Information about the participants of qualitative part of the study

	<b>Emre</b>	<b>Ada</b>	<b>Tugce</b>
<b>Gender</b>	Male	Female	Female
<b>Teaching Experience</b>	Yes. (As a teacher at a private language course for 1 year)	Yes. (As a teacher at two different institutions for nearly 3 years)	No
<b>GPA</b>	2.91	3.18	3.69

Emre was one of the three participants of the qualitative part of the study. Since this phase of the study was conducted in order to explain the quantitative findings, it was thought that the participants selected for the qualitative phase

could represent the participants of the main study. In respect to this, Emre was chosen from the volunteers in order to represent the male pre-service teachers; experienced participants; and the pre-service teachers who were in less successful group with his 2.92 GPA. Emre had been working at a youth center established by an association for more than a year. He had been teaching English to young learners at different levels and he earned some amount of money thanks to this job.

The interview with Emre was done on March 19, 2014 and he was the only one who had no hesitation to answer questions. During the interview, he gave very clear cut and short answers. At the end of the interview, the date of the observation, which was suitable for both the researcher and Emre, was decided. The observation sessions occurred on March 26, 2014 and on the same day, his three lessons with a group of students at grade 8 were observed by the researcher. After each lesson, he filled in a reflection form which explained his choices of implementations at lessons.

Tugce as one of the female participants of the qualitative study stood out as the most successful one with her GPA as 3.69. She was the only one among the three participants who had no teaching experience beforehand except the ones she gained through the courses of "School Experience" and "Practice Teaching". Thus, she was the representative of the female pre-service teachers of English language; more successful participants; the pre-service teachers who had no experience.

The interview session with Tugce was conducted on March 21, 2014. Tugce was quite nervous at first about being interviewed. It was for the first time for her to be interviewed for any occasion and the first interview for a scientific study made her anxious. Along with her anxiety, she repeated her willingness to be a part of the study. She asked whether she could have a look at the questions before the interview started and so the questions were shared with her. She checked the questions and then, began to feel more relaxed and confident. The session with her took more than twenty minutes and her anxiety

disappeared during the interview. She was so calm and fluent. At the end of the interview the date for the observation was decided as March 25, 2014. She presented her three lessons in two groups of students from grade 8. After each lesson being observed by the researcher, she filled in a reflection form to indicate her opinions about the lessons she performed.

Ada was the other female participants of this phase of the study and she also belonged to the group of “more successful” with her 3.12 GPA. She was the participant who had teaching experience the most. When she was in her second year at the ELT program, she started to give lessons at a youth center. She had been working there more than two years at the weekends and she had been teaching learners aged 12-16. She also had the chance to gain experience as part of the course, Community Service Practice. The group she enrolled in that semester had English lessons with some university students who were at their language preparation year at School of Foreign Languages and almost all of these students that she worked with in the institution had some problems with English. Thus, she gave extra hours of lessons to these students for a semester.

The interview between Ada and the researcher took place on March 21, 2014. Ada was the most nervous pre-service teacher among the ones being interviewed. She had worries about not understanding the questions which would be asked to her. Thus, she was offered whether to use Turkish during the interview or have a look at the questions before it started. She refused to use Turkish but she still mentioned that she would have some problems while expressing herself in English as the way she intended. She asked to use Turkish in some parts if she realized that she couldn't express herself. Moreover, to lessen her worries, she was offered to have a look the questions. During the interview, she got calmer but still she questioned if she explained her points well enough. It could be inferred that Ada did not have any self-confidence to communicate through speaking in English. However, during the interview and the observations sessions, she was quite fluent in English with some mistakes.

At the end of the interview, the date for her observation was decided. Since Ada's mentor teacher at practicum school was the same with Tugce, the date of Tugce's observations was suggested as the best time. Thus, it was decided as March 25, 2014. On that day, the mentor teacher had 6 lessons with eighth graders and these 6 lessons were taken by the student teachers, Ada and Tugce. Ada had the two lessons in which she was observed with a group of students at Grade 8. The other lesson was also from Grade 8 and it was the same group with which Tugce had one lesson. After each lesson, Ada reflected on her ideas about the lessons she presented in forms.

### **3. 4. Instrumentation**

Both quantitative and qualitative data collection instruments were applied in the study. Data for the study was collected by a questionnaire, interviews, observations, and self-reflection forms from the three participants. In the quantitative phase of the study, an adapted and developed questionnaire by using the studies of Can (2005), Cesur (2012), and Yang (2011) along with Common European Framework (2008) was distributed in order to answer the research questions about pedagogical content knowledge and the courses in the ELT program which would enrich them with pedagogical content knowledge. After the development of the questionnaire, the researcher implemented a pilot study for the reliability and validity of the questions. Then, the final version of the questionnaire was applied to the pre-determined participants. The qualitative phase of the study aimed to explain the findings of the quantitative phase as well as to present how pre-service English language teachers performed in their lessons and how they used their knowledge in their practices of teaching. As to achieve these aims, interviews were conducted, observation schemes were carried out, and self-reflection forms were collected after each lesson being observed. More information about each data collection instruments is presented below.

### 3.4.1. Questionnaire

As Brown (2001: 6) suggests, questionnaires are “written instruments that present respondents with a series of questions or statements to which they are to react either by writing their answers or selecting from the given answers”. Questionnaires are the most widely used data collection instruments because of their advantages (Dörnyei: 2003). Administering a questionnaire to large amount of people and collecting data in a short period are sufficient enough to bear the difficulties at the construction process in order to have a valid and reliable instrument. Some precautions need to be taken in this process but researchers can still achieve to construct a qualified questionnaire with a minimum effort (Dörnyei: 2007). One can collect and process the data gathered from a huge number of participants in a few hours by using today’s technological facilities. In order to benefit from these advantages, the questionnaire employed in the study was developed by the researcher and the pre-service teachers enrolled in the course, Practice Teaching at the English Language Teaching program in Pamukkale University became the participants.

In order to construct a questionnaire, the literature was reviewed to find out studies which also examined pre-service and in-service English language teachers’ PCK. Three studies were found out helpful for the development of the questionnaire. The adapted version of the items from the questionnaires constructed by Can (2005) and Cesur (2012), each of whom studied knowledge base of prospective English language teachers and designed a questionnaire as parts of their PhD dissertations were used to create the basis of the questionnaire used in the study. Additionally, the results of a PhD dissertation conducted by Yang in 2011 and can-do statements of Common European Framework (2008) were also used to develop some items for the study.

The review of the literature also revealed that the studies concerning the knowledge base and specially pedagogical content knowledge have tried to determine the boundaries of what comprises both subject-matter knowledge and pedagogical knowledge, and namely pedagogical content knowledge (Borg, 2003; Freeman & Johnson, 1998; Golombek, 1998; Meijer et al., 1999; Meijer et

al., 2001; Nunan, 2001; Shulman, 1987; Tsiu and Nicholson, 1999). In line with the results of these studies, it was decided that the components of pedagogical content knowledge are *general knowledge of English, knowledge of English related to discipline specifications*, Tsiu & Nicholson (1999) referred in their study that phonology, morphology, discourse, pragmatics and grammar are the sub-divisions of languages that a language teacher should be knowledgeable about specifically compared to any other language learners and knowledge about teaching English can be thought under this knowledge base, *knowledge of developing activities, knowledge on learners, knowledge on planning lessons, knowledge on teaching methods, techniques, and materials, knowledge of strategies and knowledge of assessment*. Therefore, the items in the questionnaire were constructed with the aim of gathering information related to these components.

The first draft of the questionnaire was adapted and developed by the researcher and it was sent to four field experts and one "Measurement and Evaluation" expert. There were three main parts in this first form of the questionnaire with an introduction. The first part included the personal information about the participants as their genders, their teaching experience and their GPA, and a part which includes ranking the courses they got during their training at the ELT program in terms of the courses' contribution to them in becoming good English teachers. The second part constituted 14 items about their language skills, which were compromising with the first two components of pedagogical content knowledge. This part included Likert-type scale items which indicated to put a cross (X) for the most appropriate answer ranging from 1 to 5 (1=Poor; 2=Fair; 3=Satisfactory, 4=Good; 5=Excellent). The third part was named as teaching skills and 65 items in this part were in accordance with the remaining components of pedagogical content knowledge. The same Likert-type scale system was used here, in this part. Participants reflected their ideas about each items by crossing the most appropriate choice from 1 Poor to 5 Excellent.



After the expert views, the questionnaire was changed in some aspects. The introduction part was found unsatisfactory and some information about pedagogical content knowledge was added there with the assumption that some of the participants would not have a certain understanding of the term. One of the experts questioned if it was needed to learn the exact GPA of the students and this was found unnecessary and omitted. Another view about the ranking the courses part remarked that the analysis process would be problematic if it was kept like in the first draft. Participants were asked to order the courses from 8 to 1 in terms of importance and it was stated that the most important should have the degree of 1. It was assumed that the most important one should have been the first in the importance order list. However, this would definitely cause ambiguity since the analysis of the part was based on comparing average means of the courses. In that respect, the most important course needed to have the highest degree in total. Thus, this part was also modified in line with this issue. For the second part, language skills, the number of the items was found unsatisfactory and some items were also omitted. Based on the suggestions of the experts, new items were added to this part and the number of items became 23. In the third part, most of the items were modified, omitted and some new items were added based on the suggestions coming from the expert and the number of items became 60. All of the experts mentioned the necessity of giving an appropriate place to the participants so that they could reflect their opinions about the items and overall questionnaire if the questionnaire aimed to have piloting study. Before the pilot study, the fourth part was also added to the questionnaire to hear the voices of the participants about the questionnaire. After all of these adaptations and modifications, the questionnaire became ready for the piloting.

As for the pilot study, the questionnaire was applied to 105 participants in Gazi University and Pamukkale University in the last week of December, 2013. The participants from the Pamukkale University were selected very carefully not to have the participants for the main study be involved in the piloting of the study. 82 out of 105 participants reflected their opinions of the study and 68 of these reflections constituted positive criticisms. The 14 reflections generally

complained about the length of the questionnaire and some of them indicated that the lack of teaching experience let them not give answers to the items more effectively. All of these views were considered during the item-analysis process. For the reliability analysis of the questionnaire, the computer based software SPSS 17 (Statistical Package for the Social Science) was used. Table 3.7 and Table 3.8 point out the Cronbach's Alpha Coefficiency scores of the second part (language skills) and third part (teaching skills).

**Table 3.7** Internal Consistency Reliability (Cronbach's Alpha Coefficient) for the second part of the questionnaire

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items	N	
			Valid	Total
,93	.93	23	104	104

The second part of the questionnaire as the analysis suggested seems to be highly reliable since the internal consistency value is .93, as it is seen in Table 3.8. For Büyüköztürk (2013), this value is acceptable since it is recommended to have .70 and greater values for a reliable questionnaire.

**Table 3.8** Internal Consistency Reliability (Cronbach's Alpha Coefficient) for the third part of the questionnaire

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items	N	
			Valid	Total
,97	.97	60	104	104

As it is reflected in Table 3.8, the value of this part is .97 which indicated nearly excellent for Büyüköztürk (2013). In relation to the results of internal consistency, items were analyzed in detail and some modifications were made in the questionnaire as changing the order of the items in the questionnaire, omitting some of them.

For the validity analysis of the questionnaire, the items were reorganized and grouped under the related components of the pedagogical content knowledge, and a form was prepared by the researcher to be sent to field experts one more time (see Appendix 2). Six field experts investigated the items

in detail and gave some feedback about them. The views coming from the experts and the participants of the pilot study resulted in the omission of some items from both part and changing some items for more clear meaning. The final version of the questionnaire was prepared by the beginning of February, 2014.

The final version of the questionnaire (see Appendix 3) consists of four parts. The first part of the study includes personal information about the participants including their gender, teaching experience, GPA and their views about the effectiveness of the courses at the program. The second part with 19 items is a Likert-type scale which gives opportunity to select the best option from the given alternatives. The questionnaire aims to find out participants' perceptions about their language skills. This part serves to the two components of pedagogical content knowledge, which were determined by the researcher in line with the literature. These components are (1)*general knowledge of English*, and (2)*knowledge of English related to discipline specifications*. The number of the items which appeal to the each component is shown in Table 3.9. The third part of the questionnaire consists of 54 items which are based on teaching skills. They are in accordance with the PCK components as *knowledge of developing activities, knowledge of learners, knowledge on planning lessons, knowledge on teaching methods, techniques, and materials, knowledge of strategies* and *knowledge of assessment*. The details about the item distribution among the components are shown in Table 3.9.

**Table 3.9** Distribution of the items in the questionnaire

<b>Components of Pedagogical Content Knowledge</b>	<b>Items</b>
General knowledge of English	Part 2/ Item 1-11
Knowledge of English related to discipline specifications	Part 2/ Item 12-19
Knowledge of developing activities	Part 3/ Item 1-13
Knowledge of learners	Part 3/ Item 14-27
Knowledge on planning lessons	Part 3/ Item 28-32
Knowledge on teaching methods, techniques, and materials	Part 3/ Item 33-39
Knowledge of strategies	Part 3/ Item 40-45
Knowledge of assessment	Part 3/ Item 46- 54

The main study was conducted in the second half of February, 2014 and the data were gathered till the end of February. There were 69 participants for

the main study. These participants were the students who enrolled in the course of Practice Teaching in Pamukkale University. There were 71 students in the course but as it was stated before, one of the students didn't want to take part in the study and the other one dropped the course due to her busy program even if her name was on the list.

After the analysis of the questionnaire, the qualitative phase of the study was started. For the phase, interviews, observation schemes and document analysis were used with the aim of triangulation which helps to increase the validity of the study. The details are reflected about each qualitative collection instruments below.

### **3.4.2. Interviews**

Interviews are the most widely used data collection instruments in qualitative studies (Yıldırım and Şimşek, 2011). Patton (1987, cited in Yıldırım and Şimşek) stated that the aim of interview is to go into the participants' lives and understand their perspectives. The aim of using interviews is to discover the experiences, ideas, thoughts, perceptions, attitudes over a particular issue of the participants by using pre-determined questions. Nunan (1992: 149) classified interviews in terms of their formality as unstructured through semi-structured to structured. During unstructured interviews, researchers use a little or no control on the flow of the interview, and the direction of the interview is almost unpredictable (Yıldırım and Şimşek, 2011). The structured interviews, contrary to the unstructured ones, are predetermined by the researchers with a list of questions (Nunan, 1992). In semi-structured interviews, the interviewers have a general idea of the direction and the outcomes of the interview thanks to some predetermined tools to be used during the interviews. However, the researchers do not have a checklist or a list of certain questions (Nunan, 1992). Interviewees feel free to use their time to express their ideas in line with the topic or the issue. In order to lead to the interview, researchers may use a list of open-ended questions (Yıldırım and Şimşek, 2011). In the current study, well-organized and focused semi-structured interview type was used.

The questions for the interview in the study were decided after a review of literature. The studies conducted to examine the pedagogical content knowledge of the participants and used interviews as a data collection instrument were reviewed and the interview questions were decided according to reviews (Cesur, 2012; Güven, 2005). While preparing the questions of the interview, nine principles offered by Yıldırım and Şimşek (2011: 128), were followed in the process of preparing the interview questions, which are:

1. writing comprehensible questions,
2. preparing specific questions,
3. asking open-ended questions,
4. avoiding the leading,
5. avoiding the use of multidimensional questions,
6. preparing alternate questions and probes,
7. writing different types of questions,
8. organizing the questions in a sensible order,
9. developing the questions were followed.

As for the piloting of the questions, the researcher had an interview session with a pre-service English language teacher in Pamukkale University. It was performed to check the comprehensibility of the questions and detect the problematic parts of the interview process. This pilot interview also aimed to find out the duration of this process. The researcher also asked field experts and colleagues their views about the questions. They offered to combine two questions into a single question. Two of the experts also pointed out the ambiguity of a question, which was also detected as problematic during the pilot interview. In the light of this study, the questions for the interview were examined again and the final version of questions was revealed (see Appendix 4).

The initial form of the interview questions constituted 11 questions. After the piloting of the items in the form, two questions were combined and one question which was found unclear and redundant by the experts was omitted. The final version of the interview schedule included 8 questions (see Appendix 4). The first two questions were about the personal information of the interviewees such as their teaching experience and grade point average. In

accordance with the aim of having these pre-observation interviews with the participants, which was to understand the participants' perspectives about teaching English and being an English teacher prior to the observation of their lessons, the questions from 3 to 6 were directed to the interviewees. However, the main purpose to include these four questions in the interviews was to add the meaning to the results of the questionnaire, concerning the pedagogical content knowledge. The question 7 aimed to learn participants' perspectives about main language skills of a teacher of English. The last two questions aimed to bring more clear understanding for the part of the questionnaire in which participants ranged the courses of ELT.

The researcher met each of three pre-determined participants, Emre, Tugce and Ada for the interview sessions on March 19-21, 2014 on the day which was available for the participants. These interview sessions were recorded by both a voice recorder and a video recorder after the permissions of each participant. Tugce and Ada, two female interviewees were quite nervous to talk in front of a camera and to overcome this, the researcher let them sit taking the camera behind. The first interview was carried out with Emre. There was no sign of anxiety on him. The interview took 18 minutes and he was eager to respond to all the questions sincerely. Tugce was the second participant who was interviewed. She wanted to see the questions before the interview started and the questions were shared with her beforehand. She was quite nervous since this was the first time that she had such an experience. The interview session with Tugce took 23 minutes. The last interview session was with Ada. She was the most nervous interviewee among the three. She was so afraid of making mistakes while speaking in English; so, she was offered to use the first language. But she rejected this and after the interview started, she became fluent in English. She also asked to see the questions beforehand like Tugce and the questions were shared with her as well. It took 30 minutes since she used her time while thinking on the language at the beginning of the interview with the fear of making mistakes.

After the analysis of the pre-observation interviews, the researcher and participants were appointed for the observations. The details are given about observation in the following section.

### **3.4.3. Observations**

Conducting observations as a data collection instrument is another widely used method in qualitative studies. Observation is a method which aims to clarify a case happening in a setting (Yıldırım and Şimşek, 2011). There are many different ways to follow while observing the classrooms in educational science but two classifications stand out which are “unstructured observation with the observer’s participation” and “structured observation with the observer’s non-participation” (Dörnyei, 2007: 179; Yıldırım and Şimşek, 2011: 171). The former one suggests that observer is also a full member of the setting and this type of observation usually occurs in natural settings. The latter one includes a structured or semi-structured observation scheme and the observer is not a member of the setting which is observed. In this study, structured observation with the observer’s non-participation was employed. Predetermined observation scheme was used to point out the things to be observed and the researcher, who was the observer in the study, had no connection with the issues that occurred during the observation sessions (Appendix 5).

The observations were guided by a set of general questions about the nature of the instructional activities, pre-service teachers’ lesson planning, pre-service teachers’ knowledge of learners and assessment and their knowledge on methods and techniques along with the material selection, and pre-service teachers’ instructional strategies in order to identify any relationships between participants' statements in their interviews and the results of the questionnaire concerning the same issue and their actions in classroom teaching (see Appendix 4). These questions were prepared benefiting from the studies of Köksal (2008) and Cesur, (2012), and the field experts made some slight changes with the words.

The observations were carried out on March 24-26, 2014 in the secondary school that the participants of the observations were going to every week to fulfill their practice teaching. Tugce and Ada were observed on the same day and Emre was observed after them. Three lessons of each pre-service teacher were observed, which means that each pre-service teacher was observed for 120 minutes. Each pre-service teacher had their lessons with different groups of students in the grade 8. The researcher tried not to distract the running of the normal lessons during the observations. Field notes were taken during the observations and were organized immediately after each lesson.

After each lesson that the pre-service teachers were observed, they filled in a self-reflection form which was given to them by the researcher at the breaks. This post-lesson reflection form addressed learning the self-criticism of the pre-service teachers for their own lessons and the details are discussed in the following section.

#### **3.4.4. Document Analysis (Post- Lesson Reflection Forms)**

Document analysis includes the investigation of the documents which involves information about the phenomenon being examined (Yıldırım and Şimşek, 2011). Yin (2009: 101) suggests that documents consist of “letters, emails, memoranda, agendas, minutes, reports, records, diaries, notes, other studies, newspaper articles, website uploads”. One of the data collection instruments employed in the study addressed the document analysis since the participants of the qualitative phase were asked to fill in a form after each lesson which was also observed by the researcher.

It was necessary to learn the reasons of their choices during the lessons and the feelings of the pre-service teachers about the lessons they performed. To serve this purpose, it was planned at first to have post-lesson interviews with each pre-service teacher after each lesson being observed. However, the aim of these interview sessions was to learn about the immediate reactions of the participants of their lessons and it was quite impossible to conduct this interview



after each observation. Moreover, the use of document analysis in the study would affect the validity of the qualitative phase of the study since it enables to have another instrument collection. Therefore, it was decided on collecting the post-lesson reflection forms after each lesson was performed by the pre-service teachers.

Each lesson at the secondary school was arranged for 40 minutes and between two lessons there were 10 minutes break for both students and teachers. The participants of the study filled in the post-lesson reflection form after each lesson during the breaks.

The post-lesson reflection form (see Appendix 6) was prepared by the researcher in line with the previous researches and it consisted of 6 questions. These questions were reviewed by the field experts and colleagues and some changes were made according to the views of the reviewers. The forms aimed to gather self-reflections of the participants of their lessons and cross-check the findings of the observations and the forms; so, the questions were prepared in accordance with the aims. Question 1 was about the evaluation of the lessons by the participants themselves. Question 2 involved finding out if the pre-service teachers had something to change or something to regret. Questions between 3 and 6 aimed to find answers to questions about the participants' perceptions of PCK through their reflections.

The document analysis was the final data collection instrument used in the current study. After all the qualitative data were gathered, the data analysis process started. When the data were analyzed, they were integrated with the quantitative results of the study.

### **3.5. Data Collection**

Data in this study were collected from multiple sources such as questionnaire, interviews, observations and post-lesson reflection forms by the researcher. The reason for using multiple sources, was to have triangulation in

order to strengthen the validity and reliability of the study and its results. Triangulation facilitates “more fully, the richness and complexity of human behavior by studying it from more than one standpoint and, in so doing, by making use of both quantitative and qualitative data” (Cohen et. al., 2011: 256).

Data collection procedure started with a survey including a questionnaire. The questionnaire constituted the quantitative phase of the study and aimed to find out the perceptions of pre-service English language teachers about the pedagogical content knowledge. It was conducted in Pamukkale University ELT program involving the students of the program who enrolled in the course Practice Teaching as the participants of the study. Data collection was held in February 15-28, 2014 after the courses of the participants. The researcher kept a list of names of the students and tried to control this data collection process by keeping the name list of the students who took the course.

After the analysis of the questionnaire, the participants of the interviews were determined and the interviews aimed to support the findings of the questionnaire. They were also carried out in order to learn the perspectives of the participants towards teaching, specially teaching English. The researcher as the interviewer of the study and each participant appointed a day for the interviews. The interviews were held on March 18-21, 2014.

As for the observations, the date for each observation scheme was predetermined just after deciding who will participate in the qualitative phase of the study. The observations were held in order to identify the use of pedagogical content knowledge in practice during the lessons guided by the participants. They took place on March 24-26, 2014. After each lesson was observed, the pre-service teachers whose lessons were observed were asked to fill in a form about their lessons. These post-lesson reflection forms constituted another data collection instrument in the study. They were collected on the same days with the observations. The aim of using these forms was to hear the voices of the participants about their own lessons and cross-check the results gathered from observations with the self-reflections of the participants.

### 3.6. Data Analysis

Data which were collected through the instruments were analyzed by setting the most appropriate analysis models. Quantitative data were analyzed by using the descriptive and inferential statistics with the help of the software program called as Statistical Package for Social Science 17 (SPSS 17). In order to select the best model to use while analyzing the data, determining whether the distribution of the data set is normal is needed according to Büyüköztürk (2013) and Field (2009). If the data is distributed normally, parametric models should be used; if not, non-parametric models should be employed (Büyüköztürk, 2013; Field, 2009) Thus, the data analysis started by finding the distribution of the data set in this study.

There are three ways suggested by Büyüköztürk (2013) to detect if distribution of a data set is normal or not which are (1) comparing mean, median and mode; (2) using Q-Q plots for each item; (3) using Kolmogorov-Smirnov (K-S) test which indicates test of normality. Along with the other methods, Kolmogorov-Smirnov (K-S) was employed to identify the distribution of data in this study. As the Sig. value of the Kolmogorov-Smirnov (K-S) test was below 0.05 ( $p < .05$ ) for each item, it was concluded that the data significantly deviated from a normal distribution. Therefore, non-parametric test was used to analyze the data.

Each item was specifically investigated in the group of the component it belongs to in an effort to supply an answer to the first research question. The perceptions of the participants about general knowledge of English were analyzed through items 1-11 in Part 2. Their perceptions about knowledge of English related to discipline specifications were investigated through items 12-19 in Part 2 in the questionnaire. Their knowledge on developing activities was investigated through items 1-13 in Part 3 and the items 14-27 in Part 3 aimed to indicate participants' perceptions about knowledge of learners. The participants' knowledge on planning lessons was analyzed through the items 28-32 in Part 3. For the knowledge on teaching methods, techniques, and materials, items 33-39 in Part 3 were included in the questionnaire. Their knowledge of strategies

was presented through the analyses of items 40-45 in Part 3. The perceptions about knowledge of assessment were investigated through items 46-54 in Part 3 (For the items, see the questionnaire in Appendix 3).

The perceptions of pre-service English language teachers about their own pedagogical content knowledge were analyzed by discussing the means, percentages and frequencies which were to calculate through SPSS 17. The research questions which dealt with if there were any differences between two independent participant groups as regard to their gender (female-male), teaching experience (experience-inexperienced), and GPA (more successful-less successful) were sought to be answered using Mann-Whitney U test. Mann-Whitney U test was employed as the aim was to “test differences between two conditions and different participants have been used in each condition” (Field, 2009: 540).

While interpreting the pre-service English language teachers’ perceptions about their own PCK level in terms of variables, the participation level intervals have been found using  $n-1/n$  formula in order to choose the right slot properly in the Likert scale. The computation resulted in that the interval scale is  $5-1/5=0.80$ . Thus, the interval scales in the current study is reflected in Table 3.10.

**Table 3.10** Interval scale of the options in the questionnaire

<b>Participation Level</b>	<b>Mean</b>
Excellent	4.21-5.00
Good	3.41-4.20
Satisfactory	2.61-3.40
Fair	1.81-2.60
Poor	1.00-1.80

Along with the participation level intervals, the mean values were also analyzed through categorizing the perceptions as positive, neutral and negative since the main aim of the study was to learn the pre-service teachers’ perceptions. While interpreting the responses according to the mean values, the items whose mean values are above 3.50 were considered as positive

perceptions, the ones between 2.50 and 3.49 as neutral and the ones below 2.49 were considered to show negative perceptions. Along with the mean values, frequencies of the answers to each item were also shown in order to state the general tendency of the participants. The first research question (RQ1) and the second research question (RQ2) of the study are sought to be answered through descriptive statistics.

The data obtained through the three data collection instruments which were interviews, observation sessions, and post-lesson reflection forms were analyzed using “descriptive analysis” (Yıldırım and Şimşek, 2011: 224). The data are summarized and interpreted in regard to predetermined themes being elected in line with the research questions in this approach. After transcribing the data gathered, there are some stages to be followed in descriptive analysis. Yıldırım and Şimşek (2011: 225) stated four stages to be followed in this analysis process:

1. Forming a frame for descriptive analysis;
2. Revising the data in line with the themes under the certain frame;
3. Describing the findings;
4. Discussing the findings.

These four stages were followed in the data analysis process of this study.

As there were multiple qualitative data in this study, the analysis of the findings and the integration of the results were complex. This complexity would also affect the comprehensibility of the findings. Thus, descriptive analysis approach was employed in this study since it includes the use of certain themes to categorize the data, which foster comprehensibility of the results.

**Table 3.11** Themes determined for the qualitative analysis

1	Definition of a Good English Teacher
2	Knowledge of English
3	Knowledge of Lesson Planning
4	Choice of Activities and Materials
5	Knowledge of Methods and Techniques
6	Knowledge of Learners

7	Knowledge of Assessment
8	Perception about the impressiveness of the courses

In the current study, the themes, which are indicated in Table 3.11, were decided in line with both the literature and the quantitative findings. Interview questions were prepared by the researcher based on these themes. Moreover, the points which were paid attention to during the observations were germane to the themes. The questions in the post lesson reflection forms also address the themes. Finally, the analyses were also conducted based on the themes.

## 4. RESULTS AND DISCUSSION

This chapter aims to present the results of the study in line with the results of the previous studies concerning the pedagogical content knowledge. The results of the current study aimed to answer the research questions raised in the study. Moreover, the results of research studies about the pedagogical content knowledge of teachers were also reflected in order to show the similarities and differences. The summary of quantitative and qualitative data analyses was illustrated in the last section in order to explain the quantitative findings of the study.

### 4.1. Pre-Service English Language Teachers' Perceptions about Their Own Pedagogical Content Knowledge

The first research question (RQ1) of the current study, on which the study was based, tried to be answered through the adapted and developed questionnaire about PCK. The analyses reached by comparing the mean values of the items in the questionnaire were indicated in this section by focusing on each component of PCK separately in order to illustrate the perceptions of the participants. Moreover, the differences in perceptions based on gender, success, and experience were also analyzed in this section.

#### 4.1.1. Perceptions of the participants about their PCK

**RQ1:** *What are pre-service English language teachers' perceptions of their own teaching knowledge in terms of pedagogical content knowledge?*

The overall mean score was calculated as 3.90 ( $\bar{X}_{om}=3.90$ ) in order to indicate the general perceptions of the participants about their PCK. The mean value indicated that the pre-service teachers had positive perceptions about their PCK levels and they believed that they were knowledgeable in the most of components of PCK. As the mean scores were analyzed deeply, it was realized that none of the items had mean value of 2.50 and below. This indicated that the pre-service teachers did not have any negative perceptions about their PCK level. Thus, in the following sections, three items with the highest mean values and three items with the lowest mean values were analyzed in detail for each component while all the items were displayed in tables.

In reference to Shulman, the pioneer of the concept and the term pedagogical content knowledge (1986), the categories defined as knowledge base of teachers were adapted and modified to represent the knowledge components of pedagogical content knowledge. The components which were analyzed throughout the study were general knowledge of English, knowledge of English related to discipline specifications, knowledge on developing activities, knowledge of learners, knowledge on planning lessons, knowledge on teaching methods, techniques, and materials, knowledge of strategies, and finally, knowledge of assessment.

The eight knowledge components included in the study had almost the same mean values (see Table 4.1). However, general knowledge of English with its mean value as 3.68 remarked since it had the lowest mean value. It could be inferred that pre-service teachers of English found themselves more knowledgeable in English which was related to their discipline; but, they believed themselves less in general skills of English. Moreover, this mean value also suggested that the pre-service teachers trusted themselves more in teaching English than using it and communicating through it. In that respect, it echoed the results of Cesur's study (2012). In his study, the competencies of the prospective English teachers in terms of their pedagogical content knowledge were investigated and the competence level of the participants



based on knowledge of English was found to be the lowest level among the five knowledge domains of PCK.

**Table 4.1** Total mean scores of each PCK component

	N	Mean	SD	Participation Level
Knowledge of learners	69	<b>3.9741</b>	.77821	Good
Knowledge of strategies	69	3.9541	.73536	Good
Knowledge on developing activities	69	3.9465	.78468	Good
Knowledge on teaching methods, techniques, and materials	69	3.9400	.61465	Good
Knowledge on planning lessons	69	3.9391	.60030	Good
Knowledge of English related to discipline specifications	69	3.9257	.65876	Good
Knowledge of assessment	69	3.9163	.67758	Good
Overall Mean Value	69	3.9023	.75687	Good
General knowledge of English	69	<b>3.6838</b>	.64614	Good

Total mean score of the pre-service teachers' perceptions about the general knowledge of English being 3.68 ( $\bar{X}_{t1}=3.68$ ) as it was shown in Table 4.2 indicated that pre-service teachers saw themselves as users of English having the necessary knowledge of the language. The finding was also in the same vein with Yang's study (2011) in which it was claimed that Taiwan EFL teachers thought that they had high level of competency level of English. Along with this fact, this part of the questionnaire was the one which had the lowest total mean value. It could be inferred that the participants of the current study trusted themselves in teaching the language more than in using it. In that respect, the results of the current study showed similarity with the results of Cesur (2012). In his study, the competence level of the participants based on knowledge of English was found to be the lowest level among the five knowledge domains of PCK.

As the analyses were examined, it was realized that the highest mean value ( $\bar{X}_{GKE11}=4.01$ ) belonged to the item about writing. Also the item 10 having one of the highest mean values ( $\bar{X}_{GKE10}=3.84$ ) in this part implied that pre-service teachers believed themselves in writing skills. Item 10 and 11 were added to this section of the questionnaire with the purpose of learning

participants' perceptions about their writing skills. Their answers to these two items implied that they found themselves knowledgeable in expressing their thoughts and ideas through writing. Moreover, since they were used to follow their lectures in English, item 10 clarified that they believed they gained the skill of note-taking during their four-year background at the ELT program. The other item having the highest mean value ( $\bar{X}_{GKE2}=3.89$ ) was about grammar knowledge. The pre-service teachers believed that they were knowledgeable about grammar at most in all aspects of language. The lowest mean value ( $\bar{X}_{GKE9}= 3.26$ ) of the items in this part of the questionnaire marked that pre-service teachers had neutral feeling about their comprehension of an article in English which was free from their major field. However, in item 8, they indicated that they could understand a popular novel more than they could understand a specialized article ( $\bar{X}_{GKE8}= 3.73$ ). When the mean value was compared to all mean values of items related to language skills, their answers to the item 7 with the mean value ( $\bar{X}_{GKE7}=3.47$ ) indicated that they trusted their listening comprehension less. For the item with the third lowest mean value ( $\bar{X}_{GKE1}=3.50$ ), item 1 implied that they had hardly positive perception about their proficiency level of English (see Table 4.2).

**Table 4.2** Perceptions of pre-service teachers about their general knowledge of English

General Knowledge of English		N	Mean	SD	Participation Level
<b>GKE11</b>	I can write letters or essays to express my ideas in English.	69	<b>4.0145</b>	.83124	Good
<b>GKE2</b>	I can easily produce grammatically correct sentences.	69	3.8986	.90983	Good
<b>GKE10</b>	I can take detailed notes during a lecture on topics in the fields of my interest.	69	3.8406	.81571	Good
<b>GKE4</b>	I can use vocabulary correctly and appropriately.	69	3.7826	.80201	Good
<b>GKE8</b>	I can read and understand popular novels and story books in English with little use of dictionary.	69	3.7391	1.0382	Good
<b>GKE5</b>	It is easy for me to communicate through English when I need to express my thoughts.	69	3.7391	.88537	Good
<b>GKE6</b>	I can give clear, detailed descriptions and presentations on various subjects.	69	3.6667	.76055	Good

<b>GKE3</b>	I have a wide repertoire of vocabulary.	69	3.5942	.75379	Good
<b>GKE1</b>	I can call myself as a proficient user of English.	69	3.5072	.90136	Good
<b>GKE7</b>	I can easily follow and understand conferences, radio, and television talks in English without too much effort.	69	3.4783	.97933	Good
<b>GKE9</b>	I can understand specialized articles, even when they do not relate to my field.	69	<b>3.2609</b>	.81624	Satisfactory
<b>Overall Mean for the items in the component</b>		<b>69</b>	<b>3,6838</b>	<b>.64614</b>	<b>Good</b>

For the perceptions of pre-service English teachers about knowledge of English related discipline specifications, total mean score was calculated as 3.92 ( $\bar{X}_{t2}=3.92$ ) as it can be seen in Table 4.3. This mean value implied that pre-service teachers had positive perceptions about their knowledge related to phonology and phonetics, morphology, syntax and semantics, and pragmatics. It was found out that the participants trusted their knowledge of English less than their knowledge of English related to their specifications. In that sense, it could be implied that these pre-service teachers highly believed in the effectiveness of their education they had, which was in accordance with this competence.

The highest mean value ( $\bar{X}_{KEDSi7}=4.11$ ) being observed in this section of the questionnaire belonged to item 7 which was in relevant to knowledge of semantics. As another item with the highest mean values ( $\bar{X}_{KEDSi6}=4.00$ ), item 6 indicated that pre-service teachers believed themselves to notice the system of semantics. It could be deduced from the analyses of these two items that the pre-service teachers believed that they were highly knowledgeable about semantics. The results suggested that they would transfer their knowledge of semantics to the students by the application of appropriate techniques and methods. Interestingly, the prospective teachers in another ELT program in Turkey stated that they also found themselves more competent at the knowledge of semantics in Cesur's study. Item 5 which was about the knowledge of syntax was the other item with the highest mean value ( $\bar{X}_{KEDSi5}=4.05$ ), which underlined the fact that the pre-service teachers trusted in their knowledge of syntax and semantics. Item 1 with the mean value as 3.71 was the item having the lowest mean value in this component. For this section

of the questionnaire, the lowest mean values as being 3.71 and 3.73 also indicated that the pre-service teachers had positive perceptions about knowledge of English related to their field (see Table 4.3).

For Tsiu and Nicholson (1999) and Zheng (2009), English language teachers should have the acquisition of the language system which includes phonology, phonetics, morphology, syntax, semantics and pragmatics along with the acquisition of teaching skills. Zheng (2009) underlined that the difference between native speakers of a language and teachers of the language was about acquiring the language system and teaching skills. In that manner, the pre-service English teachers of the current study believed that they had one of the teaching knowledge domains of being language teachers.

**Table 4.3** Perceptions of pre-service teachers about their knowledge of English related to discipline specifications

Knowledge of English related to Discipline Specifications		N	Mean	SD	Participation Level
KEDS7	I am aware that a sentence may have different meanings in English.	69	<b>4.1449</b>	.87909	Good
KEDS5	I can identify how words are combined to build sentence structures in English.	69	4.0580	.80228	Good
KEDS6	I can notice the system of semantics (word/sentence meaning).	69	4.0000	.80440	Good
KEDS2	I am aware that stress and intonation patterns are important in language learning.	69	3.9855	.99251	Good
KEDS8	I know that the context in which English is used can affect the choice of appropriate language.	69	3.9420	.85550	Good
KEDS3	I can specify the pitch of my voice according to my aims such as asking a question or rejecting an invitation.	69	3.8261	.78509	Good
KEDS4	I can understand how morphemes are integrated to build meaningful words in English.	69	3.7391	.81624	Good
KEDS1	I can pronounce English words correctly.	69	<b>3.7101</b>	.84194	Good
<b>Overall Mean for the items in the component</b>		<b>69</b>	<b>3.9257</b>	<b>.65876</b>	<b>Good</b>

Knowledge on developing activities had a positive tendency of the pre-service teachers with the total mean score it has, which can be seen in Table 4.4 ( $\bar{X}_{t3}=3.94$ ). It was indicated that pre-service teachers believed that they

could design activities which were in service to their aims and purposes. With the highest mean value ( $\bar{X}_{KDAi2}=4.15$ ), item 2 pointed out that pre-service teachers found themselves highly knowledgeable about relating the activities used in the classrooms with the real life of the students as the results of Yang (2011) suggested. The other item having one of the highest mean values in this part indicated that pre-service teachers were eager to include speaking activities in their lessons. Item 10 with its mean value 4.13 ( $\bar{X}_{KDAi10}=4.13$ ) meant that the participants had positive perceptions to develop speaking activities to help their students communicate naturally. The last item with the highest mean value was item 13 ( $\bar{X}_{KDAi13}=4.08$ ). The analysis of this item implied that the pre-service teacher believed in the importance of use of information and communication technologies in language classrooms. The lowest mean scores for this component also referred to positive perceptions about knowledge of designing activities. As the item having the lowest mean value ( $\bar{X}_{KDAi5}=3.63$ ), item 5 illustrated that the pre-service teachers had positive perceptions about designing activities about syntactic structures but they found themselves less knowledgeable about this type of activities than the other types. Along with item 5, item 4 was also one of items with the lowest mean values ( $\bar{X}_{KDAi4}=3.79$ ) in this section and it also implied positive perceptions of the participants. However, they believed that they were less knowledgeable in designing activities about word formations. The pre-service teachers believed that they could make transition from one activity to another one in a lesson. But the item dealing with this perception had one of the lowest mean values ( $\bar{X}_{KDAi8}=3.75$ ) among the thirteen items answered by the participants in this part of the questionnaire. Even if it could be classified as the items with low mean values, this mean value could not be accepted as a low mean value which could be discussed as neutral and negative perceptions.

**Table 4.4** Perceptions of pre-service teachers about their knowledge on developing activities

Knowledge on Developing Activities		N	Mean	SD	Participation Level
KDA2	I can relate the activities in classroom	69	<b>4.1594</b>	.77882	Good

	with my students' real life.				
KDA10	I can design activities to encourage my students to speak naturally.	69	4.1304	.76530	Good
KDA13	I can integrate information and communication technologies to my courses.	69	4.0870	.79962	Good
KDA1	I can design activities to encourage my students to take active part in classroom activities.	69	4.0435	.81231	Good
KDA11	I can prepare reading activities which are appropriate to the level of my students.	69	4.0435	.75605	Good
KDA9	I can arrange pair and group work activities to reinforce learning in my classes.	69	3.9710	.76641	Good
KDA3	I can design activities for my students to develop their pronunciation.	69	3.9565	.71609	Good
KDA6	I can develop activities to help my students use vocabulary appropriately in written and spoken forms.	69	3.9565	.81231	Good
KDA12	I can develop activities to meet my students' needs to write appropriately in English.	69	3.9275	.89638	Good
KDA7	I can apply my knowledge of pragmatics (the effect of context that the language is used on the choice of appropriate language) to help my students communicate effectively.	69	3.8406	.74010	Good
KDA4	I can design activities to help my students acquire patterns of English word formations.	69	3.7971	.81493	Good
KDA8	I can make smooth transition from one activity to the other.	69	3.7536	.79346	Good
KDA5	I can design activities to teach my students the English syntactic structures.	69	<b>3.6377</b>	.80387	Good
<b>Overall Mean for the items in the component</b>		<b>69</b>	<b>3.9465</b>	<b>.78468</b>	<b>Good</b>

One of the components of PCK which was investigated in the current study as a competence that the pre-service students should gain through their education at ELT department was knowledge of learners (see Table 4.5). The total mean value for this part of the questionnaire was 3.97 which signified that the pre-service teachers considered that they were knowledgeable about their students' needs, learning styles, levels of English and worries about learning another language. It could be deduced that they found themselves competent enough to motivate their students and lower their anxiety. As the top two items with the highest mean values, item 3 ( $\bar{X}_{KLi3}=4.24$ ) and item 4 ( $\bar{X}_{KLi4}=4.18$ ) indicated that pre-service teachers could motivate their students to learn English along with keeping their motivation alive. The third highest mean value

as being 4.14 implied that the pre-service teachers were highly knowledgeable about the possibility of having different learning styles (item 11). For this part of the questionnaire, none of the items were reflected as negative or neutral perceptions by the participants. However, item 5 stood out among the other items in the Table 4.5. It was realized that item 5 had the lowest mean value in this part of the questionnaire ( $\bar{X}_{KL5}=3.66$ ). However, the context of the item was highly interesting. It implied that the pre-service teacher did not agree highly that they could solve discipline problems in their classes.

**Table 4.5** Perceptions of pre-service teachers about their knowledge of learners

Knowledge of Learners		N	Mean	SD	Participation Level
KL3	I can motivate my students to learn English.	69	<b>4.2464</b>	.82970	Excellent
KL4	I can keep my students' interest and motivation alive.	69	4.1884	.73315	Good
KL11	I am aware that my students can have different learning styles (visual, verbal, aural, logical, etc.).	69	4.1449	.84497	Good
KL13	I can guide my students as to how they can learn English better on their own.	69	4.0580	.82040	Good
KL1	I can take precautions for lowering my students' anxiety.	69	4.0435	.77526	Good
KL2	I can encourage my students to take their own responsibility for their learning.	69	3.9710	.83966	Good
KL6	I can provide mostly positive learning environment.	69	3.9710	.78536	Good
KL7	I can provide many different contexts where my students can learn the appropriate language to be used in certain cases.	69	3.9565	.75605	Good
KL12	I can encourage my students to take risks in learning English.	69	3.9565	.79400	Good
KL8	I can appropriately change my language use for my students' comprehension.	69	3.9420	.70469	Good
KL14	I can build the syllabus around my students' needs and interests.	69	3.8696	.76530	Good
KL10	I can handle with my students' problematic areas through different materials and activities.	69	3.8261	.72673	Good
KL9	I can detect the areas that my students find difficult in English.	69	3.7971	.79668	Good
KL5	I can handle with discipline problems in my classes.	69	<b>3.6667</b>	.81650	Good
<b>Overall Mean for the items in the component</b>		<b>69</b>	<b>3.9741</b>	<b>.77821</b>	<b>Good</b>

For the perceptions about knowledge on planning lessons, the total mean value ( $\bar{X}_{t5}=3.93$ ) of the part of the questionnaire including five items about lesson planning could give an idea. It implied that the pre-service teachers highly believed that they could plan their lessons effectively. All the five items in this part implied positive perceptions of the participants (see Table 4.6). The highest mean value belonged to item 5 ( $\bar{X}_{KP15}=4.01$ ). It suggested that the pre-service teacher believed that they could plan appropriate homework for their students to support their learning.

**Table 4.6** Perceptions of pre-service teachers about their knowledge of planning lessons

Knowledge on Planning Lessons		N	Mean	SD	Participation Level
KP5	I can plan appropriate homework for my students to reinforce their learning.	69	<b>4.0145</b>	.77636	Good
KP1	I can plan my lessons appropriate to my students' language levels, learning styles, interests and needs.	69	3.9710	.68537	Good
KP3	I can plan my lessons to help the students reach learning outcomes.	69	3.9420	.76474	Good
KP4	I can integrate the language skills according to the level of students.	69	3.9275	.79185	Good
KP2	I can plan activities at the appropriate language levels integrating my students' background knowledge.	69	<b>3.8406</b>	.77882	Good
<b>Overall Mean for the items in the component</b>		<b>69</b>	<b>3.9391</b>	<b>.60030</b>	<b>Good</b>

The pre-service teachers indicated their beliefs for themselves about knowledge on teaching methods, techniques, and materials through seven items in the questionnaire and their answers built the total mean value as 3.94 (see Table 4.7). Both the total mean value and the mean values of each item individually pointed out that the pre-service teachers had positive perceptions about their knowledge on teaching methods, techniques, and materials. Among the items with mean values higher than 3.50, item 7 had the highest mean value ( $\bar{X}_{KTMTM7}= 4.11$ ). It suggested that pre-service teachers could enable some resources coming from the students' social life.



**Table 4.7** Perceptions of pre-service teachers about their knowledge on teaching methods, techniques, and materials

<b>Knowledge on Teaching Methods, Techniques, and Materials</b>		<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>Participation Level</b>
KTMTM7	I can make use of a variety of resources such as social media, media, family, and friends etc. to promote language learning.	69	<b>4.1159</b>	.75802	Good
KTMTM5	I can use relevant information and communication technologies in my language classrooms.	69	4.0290	.78536	Good
KTMTM6	I can select and design materials that are suitable for my students' culture.	69	4.0000	.85749	Good
KTMTM3	I can make use of communicative approach in English language teaching to improve my students' communication skills.	69	3.9710	.78536	Good
KTMTM1	I can use a variety of teaching approaches to teach different topics.	69	3.8841	.65386	Good
KTMTM4	I can make use of an eclectic method (combining the techniques of many other methods and approaches).	69	3.7971	.88417	Good
KTMTM2	I can make use of some useful and practical ideas from traditional teaching methods (Grammar Translation, Direct Method, etc.).	69	<b>3.7826</b>	.85525	Good
<b>Overall Mean for the items in the component</b>		<b>69</b>	<b>3.9400</b>	<b>.61465</b>	<b>Good</b>

Another component was about learning the pre-service teachers' perceptions about their knowledge of learning strategies through six items. The total value of these items, as Table 4.8 shows, was 3.95. It can be deduced that their knowledge of strategies could be classified as the component having positive perceptions. All the six items revealed that they believed themselves in teaching the learning strategies. As having the same mean score, which was the highest mean value as well, item 2 ( $\bar{X}_{KS12}=4.07$ ) and item 5 ( $\bar{X}_{KS15}=4.07$ ) showed that pre-service teachers had the most positive perception for knowledge of developing listening strategies and reading strategies. It was interesting to find out that their perceptions about speaking and writing, whose mean values were quite similar, differed in developing other skill strategies.

**Table 4.8** Perceptions of pre-service teachers about their knowledge of strategies

Knowledge of Strategies		N	Mean	SD	Participation Level
KS2	I can help my students develop listening strategies.	69	<b>4.0725</b>	.82816	Good
KS5	I can help my students develop reading strategies.	69	4.0725	.81021	Good
KS1	I can assist my students in developing strategies to learn English.	69	3.9420	.82040	Good
KS3	I can help my students develop speaking strategies.	69	3.8986	.92585	Good
KS6	I can lead my students to develop communicative strategies.	69	3.8986	.89352	Good
KS4	I can help my students develop writing strategies.	69	<b>3.8406</b>	.94904	Good
<b>Overall Mean for the items in the component</b>		<b>69</b>	<b>3.9541</b>	<b>.73536</b>	<b>Good</b>

Knowledge of assessment which was not included as a knowledge domain by Shulman (1987), as the first scholar indicating the teaching knowledge base categories, was emphasized by other researchers and scholars concerning the knowledge base of ESL or EFL teachers or pre-service teachers as Can (2005), Cesur (2012), Gatbonton (1998) and Yang (2011). In the current study, being situated as the last part of the questionnaire, items about knowledge of assessment were included to learn the pre-service teachers' perceptions about language assessment. The total mean value ( $\bar{X}_{i8}=3.9$ ) indicated that they had positive perceptions about their knowledge of assessment. When the mean value of each item was analyzed (see Table 4.9), it was seen that item 6 ( $\bar{X}_{KAi6}=4.00$ ) and item 9 ( $\bar{X}_{KAi9}=4.00$ ) shared the same mean value. Item 6 clarified that the pre-service teachers believed themselves in giving corrective feedback to written production at most comparing to other skills. It could be also inferred that they thought that they could relate the results of their assessments to their further practices at lessons. All the nine items focusing on assessment shared the positive perceptions of the participants according to the mean value analyses. However, item 5 stood out with its mean value ( $\bar{X}_{KAi5}=3.62$ ). Even if they believed that they had the general knowledge of assessment, they believed themselves in assessing all language skills less than any other field.

**Table 4.9** Perceptions of pre-service teachers about their knowledge of assessment

Knowledge of Assessment		N	Mean	SD	Participation Level
KA1	I can make use of various assessment techniques such as portfolios, short quizzes, and so on.	69	<b>4.0290</b>	.90702	Good
KA6	I can give constructive feedback to my students' written productions.	69	4.0000	.89113	Good
KA9	I can relate the results of the assessment to my following classroom practices.	69	4.0000	.76696	Good
KA4	I can apply the methods of assessment which is appropriate for my students.	69	3.9420	.83814	Good
KA7	I can give constructive feedback to my students' oral productions.	69	3.9275	.84573	Good
KA2	I am informed about the crucial aspects of assessment such as validity and reliability.	69	3.9130	.79962	Good
KA3	I can decide on the aims of assessment practices.	69	3.9130	.79962	Good
KA8	I can encourage my students to give each other constructive feedback about their written and oral productions.	69	3.8986	.90983	Good
KA5	I can assess all language skills.	69	<b>3.6232</b>	.85923	Good
<b>Overall Mean for the items in the component</b>		<b>69</b>	<b>3.9163</b>	<b>.67758</b>	<b>Good</b>

**4.1.2. Differences in pre-service teachers' perceptions about PCK based on gender**

In order to identify whether there were different perceptions of the participants about PCK based on their gender, Mann-Whitney U test was used in the current study. The total 73 items being in the questionnaire were analyzed by using Mann-Whitney U test (the results for each item were represented in Appendix 8) and 9 of the items were indicated as items having differences in answers based on gender. In that respect, it was hard to identify the whole differences of the participants' perceptions about their PCK level with gender differences.

When the items which indicated differences based on gender were analyzed one by one, it was realized that females believe that they had more

positive perceptions of their PCK than males did (see Table 4.10). As for an example, the results suggested that females ( $\bar{X}=39.23$ ) took detailed notes during a lecture more than males ( $\bar{X}=24.63$ ) did when the item associated with this perception was analyzed ( $U_{GKE10}= 282.500, p<.05$ ).

**Table 4.10** Mann-Whitney U Test presenting the differences in item GKE10 based on gender

	Gender	N	Mean Rank	Sum of Ranks	U	p
GKE10	Female	49	39.23	1922.50	282.500	,003
	Male	20	24.63	492.50		

\*p<.05

The analysis of the items focusing on knowledge on developing activities revealed that three of the items belonging to this group showed differences in perceptions related to gender (see Table 4.11). Females ( $\bar{X}=38.04$ ) believed themselves more than males ( $\bar{X}=27.55$ ) in making students to use vocabulary appropriately in written and spoken forms ( $U_{KDA6}=341,000, p<.05$ ) It could be also inferred from the results of item KDA8 that females ( $\bar{X}=38.04$ ) stated more often than males ( $\bar{X}=27.85$ ) that they could make smooth transition from one activity to another in a lesson. As it was shown in Table 4.11, females ( $\bar{X}=38.16$ ) also had more positive perceptions than males ( $\bar{X}=27.25$ ) did in developing activities addressed effective writing skills ( $U_{KDA6}=335,000, p<.05$ ).

**Table 4.11** Mann-Whitney U Test presenting the differences in items KDA6, KDA8, KDA12 based on gender

	Gender	N	Mean Rank	Sum of Ranks	U	p
KDA6	Female	49	38.04	1864.00	341.000	.031
	Male	20	27.55	551.00		
KDA8	Female	49	37.92	1858.00	347.000	.040
	Male	20	27.85	557.00		
KDA12	Female	49	38.16	1870.00	335.000	.027
	Male	20	27.25	545.00		

\*p<.05

As the results of the analyses pointed out in Table 4.12, females ( $\bar{X}$  =38.65) found themselves more knowledgeable about planning lessons related to background knowledge of the learners than males did ( $\bar{X}$  =26.05) [ $U_{KP2}$ =311,000,  $p$ =.05]. Meanwhile, the analysis of another item (see Table 4.12) about lesson planning suggested that females ( $\bar{X}$  =38.99) believed themselves more than males ( $\bar{X}$  =25.23) in planning lessons to let the students reach the outcomes ( $U_{KP2}$ =294.500,  $p$ <.05).

**Table 4.12** Mann-Whitney U Test presenting the differences in items KP2 and KP3 based on gender

	Gender	N	Mean Rank	Sum of Ranks	U	p
KP2	Female	49	38.65	1894.00	311.000	.008
	Male	20	26.05	521.00		
KP3	Female	49	38.99	1910.50	294.500	.003
	Male	20	25.23	504.50		

\* $p$ <.05

As it was indicated in Table 4.13, it could be inferred that female participants of the study thought that they could use communicative approach and eclectic methods more than male participants could. The mean rank of female participants for use of communicative method was analyzed as 37.91 while the mean rank of male participants was 27.88 ( $U_{KTMTM3}$ =347.000,  $p$ <.05). For the use of eclectic method in their lessons, female pre-service teachers ( $\bar{X}$  =37.99) had more positive perceptions than male pre-service teachers did ( $\bar{X}$  =27.68) as it was seen in Table 4.13 ( $U_{KTMTM4}$ =343.500,  $p$ <.038).

**Table 4.13** Mann-Whitney U Test presenting the differences in items KTMTM3 and KTMTM4 based on gender

	Gender	N	Mean Rank	Sum of Ranks	U	p
KTMTM3	Female	49	37.91	1857.50	347.500	.039
	Male	20	27.88	557.50		
KTMTM4	Female	49	37.99	1861.50	343.500	.038
	Male	20	27.68	553.50		

\* $p$ <.05

Among the nine items about knowledge on assessment, answers given to one item differed from female participants to male participants (see Table 4.14). The item was associated with knowledge about crucial aspects of assessment, which were validity and reliability. Females ( $\bar{X}=36.58$ ) indicated that they were more informed than males ( $\bar{X}=31.13$ ) about validity and reliability of testing ( $U_{KA2}=341.000, p<.05$ ).

**Table 4.14** Mann-Whitney U Test presenting the differences in item KA2 based on gender

	Gender	N	Mean Rank	Sum of Ranks	U	p
KA2	Female	49	36.58	1792.50	341.000	.036
	Male	20	31.13	622.50		

\*p<.05

As the results of Mann-Whitney U item analysis implied, participants' views over their PCK level were considerably similar in respect to their gender differences. Almost 13% of the items, which were examined deeply, differed in relation to gender while no differences were observed in most of the items (nearly 77% of the items).

#### 4.1.3. Differences in pre-service teachers' perceptions about PCK based on experience

All the items covered in the questionnaire were analyzed through Mann Whitney U Test to detect the differences in perceptions about PCK based on the experience (see Appendix 9). The pre-service teachers with whom this study was conducted were also classified as having experience except the practicum they had and having no experience rather than the practicum.

Through the analyses of the findings, no significant relation was found out whether being an experienced or inexperienced pre-service English language teacher affected the knowledge on planning. In this sense, the results of the study differed from the results of Zheng (2009), which implied that

experienced teachers were more successful in planning lessons. The pre-service teachers who had teaching experience had the chance to apply and try their knowledge on teaching English in practice. Thus, their answers were supposed to rely mostly on practices rather than plans. In the beginning of the current study, it was expected to detect differences in items which were especially relevant to practices based on experience since the pre-service teachers who gained some experience were thought to test the relevance between theoretical knowledge and practical knowledge. However, the analyses expressed that differences in perceptions about PCK based on experience were observed in only 5 items out of 73 items in the questionnaire. It was also interesting to find out that 3 items on which differences based on experience identified were about knowledge of English related to discipline specifications. Only two items were about knowledge of teaching practices.

The analyses of the items in the group of knowledge of English related to discipline specifications pointed out that there were differences in perceptions of pre-service teachers in three items in this group (see Table 4.15). The pre-service teachers who had experience ( $\bar{X}=40.85$ ) tended to state more than inexperienced pre-service teachers ( $\bar{X}=29.64$ ) that they were knowledgeable about how morphemes were integrated to form meaningful words ( $U_{KEDS4}=401.000$ ,  $p<.05$ ). The experienced participants ( $\bar{X}=39.63$ ) also believed themselves more than the inexperienced ones ( $\bar{X}=30.57$ ) in noticing the system of semantics ( $U_{KEDS6}=434.500$ ,  $p<.05$ ). Moreover, the experienced teachers ( $\bar{X}=40.27$ ) stated that they had more positive perceptions about their knowledge of changing meaning of a single sentence related to the content ( $U_{KEDS7}=420.000$ ,  $p<.05$ ).

**Table 4.15** Mann-Whitney U Test presenting the differences in items KEDS4, KEDS6, and KEDS7 based on experience

	Experience	N	Mean Rank	Sum of Ranks	U	p
KEDS4	With Experience	33	40.85	1348.00	401.000	.012
	Without Experience	36	29.64	1067.00		

KEDS6	With Experience	33	39.83	1314.50	434.500	.040
	Without Experience	36	30.57	1100.50		
KEDS7	With Experience	33	40.27	1329.00	420.000	.025
	Without Experience	36	30.17	1086.00		

\*p<.05

Experienced pre-service teachers ( $\bar{X} = 39.83$ ) believed themselves more than inexperienced teachers ( $\bar{X} = 30.57$ ) did in lowering the students' anxiety level as it was indicated in Table 4.16. The item focusing on knowledge of learners was identified as the first item in this group ( $U_{KL1} = 434.500$ ,  $p < .05$ ) and the results of Mann Whitney U Test was represented in Table 4.16.

**Table 4.16** Mann-Whitney U Test presenting the differences in item KL1 based on experience

	Experience	N	Mean Rank	Sum of Ranks	U	p
KL1	With Experience	33	39.83	1314.50	434.500	.041
	Without Experience	36	30.57	1100.50		

\*p<.05

It could be claimed that the pre-service teachers gained the knowledge of choosing the most appropriate assessment methods or techniques for the students through the experience that the participants of the current study had (see Table 4.17). The experienced participants ( $\bar{X} = 40.17$ ) had more positive perceptions than the inexperienced ones ( $\bar{X} = 30.26$ ) about using the most appropriate assessment methods ( $U_{KA4} = 423.500$ ,  $p < .05$ ).

**Table 4.17** Mann-Whitney U Test presenting the differences in item KA4 based on experience

	Experience	N	Mean Rank	Sum of Ranks	U	p
KA4	With Experience	33	40.17	1325.50	423.500	.028
	Without Experience	36	30.26	1089.50		

\*p<.05



#### 4.1.4. Differences in pre-service teachers' perceptions about PCK based on success (participants' GPAs)

By using the Mann-Whitney U Test, the GPAs of the pre-service teachers were compared in order to investigate the differences in perceptions of pre-service teachers about PCK (see Appendix 10 for the results of each item indicating differences related to success). The analyses of the results of each item in the questionnaire were remarkable. The participants being called as "less successful" whose GPAs were 2.99 and below pre-service teachers generally had more positive perceptions about their PCK than the participants being called as "more successful" whose GPAs were 3.00 and above. In 8 items out of the 73 items of the questionnaire, there were statistically significant differences in the perceptions of pre-service teachers based on their success. In all these eight items, less successful participants believed their pedagogical content knowledge more than more successful participants did.

The less successful pre-service teachers ( $\bar{X}=43.44$ ) believed that they could produce grammatically correct sentences at ease more than the more successful ones ( $\bar{X}=32.02$ ) do ( $U_{GKE2}=307.000$ ,  $p<.05$ ). Along with that, the less successful ones ( $\bar{X}=43.25$ ) found themselves more knowledgeable about giving clear descriptions and effective presentations in various subjects than the more successful participants ( $\bar{X}=32.09$ ) ( $U_{GKE6}=310.500$ ,  $p<.05$ ). As these two items indicated less successful pre-service teachers believed their knowledge of general English level than the more successful pre-service teachers did (see Table 4.18).

**Table 4.18** Mann-Whitney U Test presenting the differences in items GKE2 and GKE4 based on success

	Success	N	Mean Rank	Sum of Ranks	U	p
GKE2	More Successful	51	32.02	1633.00	307.000	.026
	Less Successful	18	43.44	782.00		
GKE6	More Successful	51	32.09	1636.50	310.500	.027
	Less Successful	18	43.25	778.50		

\*p<.05

It could be inferred from the analyses of the item 4 in the group of knowledge of planning that more successful students ( $\bar{X}$  =32.14, see Table 4.19) that they had less positive perceptions about their knowledge on four-skills integration being germane to students' levels. With its mean rank as 43.11, perceptions of less successful students believed themselves in integrating language skills according to the level of the students ( $U_{KP4}$ =313.000,  $p$ <.05).

**Table 4.19** Mann-Whitney U Test presenting the differences in item KP4 based on success

	Success	N	Mean Rank	Sum of Ranks	U	p
KP4	More Successful	51	32.14	1639.00	313.000	.030
	Less Successful	18	43.11	776.00		

\*p<.05

As it was shown in Table 4.20, pre-service teachers who had lower GPAs ( $\bar{X}$  =43.08) believed that they could select and design materials that were suitable for the students' culture while pre-service teachers with higher GPAs ( $\bar{X}$  = 32.15) found themselves less knowledgeable in relating the materials to be used in the lessons with the students' culture ( $U_{KTMTM6}$ =313.500,  $p$ <.05).

**Table 4.20** Mann-Whitney U Test presenting the differences in item KTMTM6 based on success

	Success	N	Mean Rank	Sum of Ranks	U	p
KTMTM6	More Successful	51	32.15	1639.50	313.500	.033
	Less Successful	18	43.08	775.50		

\*p<.05

The relationship between knowledge on strategies and success could be figured out by investigating the analyses of the items related to language learning strategy training. As the analyses stated in Table 4.21 showed, less successful students could be thought to have more positive perceptions about helping the students develop language learning strategies.

**Table 4.21** Mann-Whitney U Test presenting the differences in items KS1, KS4 and KS6 based on success

	Success	N	Mean Rank	Sum of Ranks	U	p
KS1	More Successful	51	32.33	1649.00	323.000	.046
	Less Successful	18	42.56	766.00		
KS4	More Successful	51	32.32	1648.50	322.500	.049
	Less Successful	18	42.58	766.50		
KS6	More Successful	51	31.43	1603.00	277.000	.008
	Less Successful	18	45.11	812.00		

\*p<.05

As it was indicated in Table 4.22, pre-service teachers accepted as less successful ( $\bar{X} = 42.44$ ) in the study believed that they could relate the results of the assessment to their following classroom practices more than the more successful ones ( $\bar{X} = 32.37$ ) believed themselves in that respect ( $U_{KA9} = 325.000$ ,  $p < .05$ ).

**Table 4.22** Mann-Whitney U Test presenting the differences in item KA9 based on success

	Success	N	Mean Rank	Sum of Ranks	U	p
KA9	More Successful	51	32.37	1651.00	325.000	.042
	Less Successful	18	42.44	764.00		

\*p<.05

The analyses of the items in order to detect differences in perceptions based on success concluded different from what was expected. The more successful participants were supposed to have more confidence about their pedagogical content knowledge than the less successful students. However, as the results indicated pre-service students with lower GPAs had more positive perceptions about their PCK.

## **4.2. The Classification of and the Analyses of the Perceptions about the Courses in ELT Programs in Turkey**

The current study aimed to reveal the perceptions of the pre-service teachers about the courses related to PCK that they took during their undergraduate education in ELT programs. In that respect, the classification of the courses as courses based on content, pedagogical, pedagogical content and general knowledge was indicated first of all, and then, the perceptions of pre-service teachers about the impressiveness of the courses in ELT program were analyzed and displayed below. Moreover, differences in perceptions of the participants based on their gender, success, and experienced were analyzed in this section.

### **4.2.1. The classification of the courses related to knowledge base**

In almost all of the ELT programs around Turkey, the curriculum has covered similar or same courses since the curriculum change of the CHE in 1998. According to the declaration the CHE the courses in ELT programs are based on content, pedagogical and general knowledge (CHE, 2007). However, when the course descriptions (see Appendix 1 for the course descriptions) were analyzed, it was found out that the curriculum also covers pedagogical content knowledge based courses, and the CHE categorized these courses as content knowledge based courses. In line with the aims of the study, the courses were analyzed deeply through their course descriptions, which were offered in 2007 by the CHE, and they were categorized as content knowledge based courses, pedagogical content knowledge based courses, pedagogical knowledge based courses and general knowledge based courses as follows.

The content knowledge based courses were about the acquisition of the main skills of English such as Advanced Reading and Writing I and II, which aimed to clarify effective reading and writing techniques as well as basic reading and writing types according to the descriptions of the courses in

Appendix 1 (see Table 4.23). Along with the general knowledge of English, the curriculum included some courses which were specifically based on the discipline qualifications such as Linguistics I and II, English Literature I and II, Translation from Turkish to English and from English to Turkish, and so on. The courses in the group of discipline specifications promoted pre-service teachers to gain the crucial knowledge about their discipline.

**Table 4.23** Courses based on content knowledge in ELT programs

	<b>Name of the Courses</b>		<b>Name of the Courses</b>
1	Contextual Grammar I	11	English Literature II
2	Contextual Grammar II	12	Linguistics I
3	Advanced Reading and Writing I	13	Linguistics II
4	Advanced Reading and Writing I	14	English-Turkish Translation
5	Listening and Pronunciation I	15	Oral Expressions and Public Speaking
6	Listening and Pronunciation II	16	Language Acquisition
7	Oral Communication Skills I	17	Turkish-English Translation
8	Oral Communication Skills II	18	Departmental Elective I
9	Lexical Competence	19	Departmental Elective II
10	English Literature I	20	Departmental Elective III

Pedagogical content knowledge based courses could be identified through the analysis of the course descriptions. As the courses stated in Table 4.24 suggested, they were all about the knowledge of teaching English. Pedagogical content knowledge for ELT students was based on language teaching techniques and methods, knowing the students' needs, language levels, learning styles and interests, planning the lessons in line with the aims and features of the students, selecting the appropriate language materials, and assessing their language skills comprehension. The courses included in this category aimed to reinforce the acquisition of these knowledge domains. For instance, Testing and Evaluation in ELT focused on a variety of testing techniques which could be applied in various language teaching environments to assess students' comprehension of certain language skills. Thus, the students would gain the knowledge of assessment, one the crucial component of pedagogical content knowledge through this course (see Appendix 1 for details of the courses).

**Table 4.24** Courses based on pedagogical content knowledge in ELT programs

	<b>Name of the Courses</b>		<b>Name of the Courses</b>
1	Approaches to ELT I	7	Language Teaching Skills I
2	Approaches to ELT II	8	Language Teaching Skill II
3	ELT Methodology I	9	Literature and Language Teaching I
4	ELT Methodology II	10	Literature and Language Teaching II
5	FLT Teaching to Young Learners I	11	Material Adap. and Dev. in ELT
6	FLT Teaching to Young Learners II	12	Testing and Evaluation in ELT

As Table 4.25 indicated, there were 12 courses in the curriculum of ELT programs, which were based on pedagogical knowledge. These courses were common in all teacher education programs and departments since they were seen as the courses providing the necessary knowledge of teaching. Rather than focusing on teaching methods related to certain discipline, they were generally trying to make the pre-service teachers be aware of the teaching knowledge.

**Table 4.25** Courses based on pedagogical knowledge in ELT programs

	<b>Name of the Courses</b>		<b>Name of the Courses</b>
1	Int. to Education Science	7	Guidance
2	Educational Psychology	8	Special Education
3	Principles and Methods of Teaching	9	Turkish Edu. System and Sch. Man.
4	Instructional Tech. and Mat. Dev.	10	Comparative Education
5	Classroom Management	11	School Experience
6	Testing and Evaluation	12	Practice Teaching

The courses based on General Knowledge included 14 courses about various subjects such as the history of Turkey, history of education, basic technological skills as in Table 4.26. In the categorizations of the CHE (see Table 2.1 on p. 30), the courses called as Second Language I, II and III were indicated in the group of courses based on content knowledge. However, the content of the students of ELT program could be established as English language and its language systems and specifications. The reason for including these courses in the curriculum was based on the view that university students should know a foreign language with its basic skills. For the ELT program students, since they knew English at the certain extent, they had the chance to

learn another foreign language during their undergraduate education. Knowing another language would foster them to compare the language systems of two languages, which would also promote their content knowledge development. Despite the case, the courses were reflected in this category in the current study due to the reasons of their appearance in the curriculum.

**Table 4.26** Courses based on General Knowledge in ELT programs

	<b>Name of the Courses</b>		<b>Name of the Courses</b>
1	Turkish I- Written Expression	8	Second Foreign Language I
2	Turkish II- Oral Expression	9	Second Foreign Language II
3	Effective Communication Skills	10	Second Foreign Language III
4	Computing I	11	Drama
5	Computing II	12	Community Service Practices
6	Turkish Education History	13	Prin. of Atatürk and History of Rev. I
7	Scientific Research Methods	14	Prin. of Atatürk and History of Rev. II

#### **4.2.2. Perceptions of pre-service teachers about the impressiveness of the courses related to PCK in the ELT programs**

The questionnaire (see Appendix 3) used in the current study had also one part investigating the effects of the courses on the knowledge of teaching that the pre-service teachers had during their undergraduate years at ELT programs in Turkey. Through the analyses of the course descriptions (see Appendix 1 for the course descriptions) declared by the CHE (2007), the questionnaire included eight of these courses, which were labeled as *the courses which focus on pedagogical content knowledge*. The second research question (RQ2), stated in the following was included in the study attempted to find an answer to the perceptions of the students at ELT programs about the courses offered to them.

The participants were asked to rank the given courses from 8 to 1 by giving the most effective course 8 and the least 1. By that way, it would be easy to interpret on the findings by stating the course with the highest mean value was indicated to be the most effective course according to the pre-service teachers. Moreover, frequencies of the answers for each course were also

added since the frequencies may help to understand the pre-service teachers' tendencies deeply and for all the eight courses, frequency tables were displayed in Appendix 7.

**RQ2:** Which courses held in ELT departments are more effective for pre-service English language teachers in the process of gaining pedagogical content knowledge according to pre-service English language teachers' views?

**Table 4.27** Perceptions of pre-service teachers about the courses of ELT programs

<b>Courses</b>	<b>Valid Num.</b>	<b>Mean</b>	<b>Std. Deviation</b>
Teaching English to Young Learners	69	<b>6.17</b>	2.0576
Teaching Language Skills	69	5.67	2.0915
Approaches to ELT	69	5.53	2.0974
Methodology in ELT	69	4.36	2.0362
Material Adaptation and Development in ELT	69	3.94	1.8933
Testing and Evaluation in ELT	69	3.92	1.9044
Linguistics	69	3.92	1.9949
Literature and Language Teaching	69	<b>2.53</b>	2.0478

When the analyses were examined (see Table 4.27 above), it could be realized that the pre-service teachers thought the most effective course in equipping them with practical knowledge was Teaching English to Young Learners. With its 6.17 mean value, it stood out ahead among the other seven courses. As the name of the course suggested, it was based on supplying pre-service teachers with special methods and techniques to be used in teaching to young learners and some practical tips to be applied in language classrooms. In that respect, this course was thought to be in line with PCK. It could be inferred that the participants of the current study believed that this course was also the most effective one in terms of developing their PCK. Along with these facts, it was interesting that almost 20% (n=13) of the participants ranked this course with a point 4 or less (see Table 4.28). The frequency for this course revealed that some students thought totally different from their classmates about the effects of the course.



**Table 4.28** Frequencies Teaching English to Young Learners’

	Frequency	Percent	Cum. Percent
8,00	26	37.7	37.7
7,00	14	20.3	58.0
6,00	5	7.2	65.2
5,00	11	15.9	81.2
4,00	5	7.2	88.4
3,00	2	2.9	91.3
2,00	3	4.3	95.7
1,00	3	4.3	100.0
Total	69	100.0	

The courses Teaching Language Skills and Approaches to ELT were situated as the courses with the second and third highest mean values. The former had 5.67 as mean value, which indicated that the pre-service teachers highly agreed on the positive effects of the course on their PCK (see Table 4.29 for the frequencies). The latter one was the course with the third highest mean value ( $\bar{X}_{AELT}=5.53$ ) that the pre-service teachers had positive perceptions about its effect on their knowledge of teaching. Approaches to ELT could be accepted as the course that the participants in the current study learnt about the methods and techniques used in language teaching for the first time. Since the participants came across with some useful knowledge in practice in this lesson firstly, they may have had a tendency to rank this course with high points. The frequencies of Approaches to ELT were showed in Table 4.30.

**Table 4.29** Frequencies of ‘Teaching Language Skills

	Frequency	Percent	Cum. Percent
8	16	23.2	23.2
7	16	23.2	46.4
6	9	13.0	59.4
5	8	11.6	71.0
4	6	8.7	79.7
3	7	10.1	89.9
2	5	7.2	97.1
1	2	2.9	100.0
Total	69	100.0	

**Table 4.30** Frequencies of ‘Approaches to ELT’

	<b>Frequency</b>	<b>Percent</b>	<b>Cum. Percent</b>
8	13	18.8	18.8
7	14	20.3	39.1
6	19	27.5	66.7
5	1	1.4	68.1
4	5	7.2	75.4
3	9	13.0	88.4
2	6	8.7	97.1
1	2	2.9	100.0
Total	69	100.0	

These three courses with the highest mean values implied that the pre-service teachers thought that the courses which specifically focused on methods, approaches and techniques about foreign language teaching were more impressive and helpful for their improvement of pedagogical content knowledge.

The lowest mean values in Table 4.27 (p. 89) indicated the perceptions of the pre-service teachers about the less effective courses for themselves in teaching English. With its 2.53 mean value, Literature and Language Teaching was the course which had the lowest point in the ranking. As Table 4.31 illustrated, the frequencies of the course were considered, it was realized that only 17.4% of the participants gave points 5 and more. 35 participants out of 69 (50.7% of the participants) thought that the course was the least impressive course for them with respect to teaching English among the eight courses given them to rank. It could be assumed as for the reason for this perception of the pre-service teachers that interaction between literature and language teaching caused some questions in the pre-services’ minds. They could not interrelate language teaching with the components of literature. However, using a poem or a short story as a language material was based on the literature.

**Table 4.31** Frequencies of the course ‘Literature and Language Teaching’

	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
8,00	2	2.9	2.9
7,00	4	5.8	8.7
6,00	1	1.4	10.1
5,00	5	7.2	17.4
4,00	8	11.6	29.0
3,00	5	7.2	36.2
2,00	9	13.0	49.3
1,00	35	50.7	100.0
Total	69	100.0	

Linguistics and Testing and Evaluation in ELT were the other courses which were reflected as the least effective courses in letting the pre-service teachers gain teaching knowledge. Both of the courses had the same mean and sum values as 3.92 and 271.00. The frequencies of the both courses were shown in Tables 4.32 and 4.33 and through the tables; the perceptions of the participants were analyzed in detail.

**Table 4.32** Frequencies of the course ‘Linguistics’

	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
8,00	6	8.7	8.7
7,00	2	2.9	11.6
6,00	5	7.2	18.8
5,00	13	18.8	37.7
4,00	12	17.4	55.1
3,00	10	14.5	69.6
2,00	15	21.7	91.3
1,00	6	8.7	100.0
Total	69	100.0	

**Table 4.33** Frequency of the course ‘Testing and Evaluation in ELT’

	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
8,00	3	4.3	4.3
7,00	3	4.3	8.7
6,00	11	15.9	24.6
5,00	8	11.6	36.2
4,00	13	18.8	55.1
3,00	13	18.8	73.9
2,00	11	15.9	89.9

1,00	7	10.1	100.0
Total	69	100.0	

As the frequency tables for each course were analyzed (Table 4.32 and Table 4.33), it was seen that the frequencies were also quite similar to each other. While 26 participants reflected their perceptions for Linguistics with the points 5 and higher than 5, with a number of 24 participants, Testing and Evaluation in ELT were so close to Linguistics in being ranked with points 5 and above. The frequencies for the points 4 and below for each course did not also differ as they were indicated in Table 4.30 and Table 4.31.

#### 4.2.3. Differences in pre-service teachers' perceptions about courses based on gender

In order to find out whether any difference stated in the perceptions of the effectiveness of the courses offered to pre-service teachers at ELT programs in Turkey based on gender, Mann Whitney U Test was used. The analysis for the each course was represented in Table 4.34. It could be seen that there was no statistically significant difference in the perceptions of seven courses in relation to gender differences. However, for Approaches to ELT, females ( $\bar{X}$  =38.10) had more positive perceptions than males ( $\bar{X}$  =27.40) had, which could be concluded that female pre-service teachers found the course more impressive for their teaching practices than male pre-service teachers did ( $U_{AELT}$ =338.000,  $p < .05$ ).

**Table 4.34** Mann-Whitney U Test presenting the differences in perceptions about courses based on gender

	Gender	N	Mean Rank	Sum of Ranks	U	p
Teaching Language Skills	Female	49	35.15	1722.50	482.500	.920
	Male	20	34.63	692.50		
Approaches to ELT	Female	49	38.10	1867.00	338.000	.040
	Male	20	27.40	548.00		
Literature and Language Teaching	Female	49	32.53	1594.00	369.000	.085
	Male	20	41.05	821.00		

Testing and Evaluation in ELT	Female	49	35.28	1728.50	476.500	.857
	Male	20	34.33	686.50		
Teaching English to Young Learners	Female	49	35.78	1753.00	452.000	.603
	Male	20	33.10	662.00		
Linguistics	Female	49	34.96	1713.00	488.000	.979
	Male	20	35.10	702.00		
Methodology in ELT	Female	49	34.51	1691.00	466.000	.748
	Male	20	36.20	724.00		
Material Adap. and Dev. in ELT	Female	49	33.58	1645.50	420.500	.352
	Male	20	38.48	769.50		

\*p<.05

#### 4.2.4. Differences in pre-service teachers' perceptions about courses based on experience

The participants' perceptions about the effectiveness of the courses were also analyzed in order to detect the differences based on the experiences that the pre-service teachers had while they were students at ELT programs. As Table 4.35 indicated, there were almost no significant differences based on experience among the course. Only one course with its U value as 403,500 and p value as .20 (which was in line with p<.05) showed statistically significant difference. The pre-service teachers who had no teaching experience ( $\bar{X}$  =40.31) believed that the course 'Material Adaptation and Development in ELT' had positive impact on gaining teaching skills and knowledge while the experienced ones ( $\bar{X}$  =29.21) believed its effects less than them ( $U_{MADELT}$ =403.500, p<.50).

The relationship between perceptions of the pre-service teachers about their knowledge of English and their practices based on experience was found to be in the same vein with Cesur's results (2012). Yang (2011), studied on pedagogical content knowledge of Taiwan EFL teachers, also mentioned that the experienced teachers generally thought that they had high level of competency level of English.

**Table 4.35** Mann-Whitney U Test presenting the differences in perceptions about courses based on experience

	<b>Experience</b>	<b>N</b>	<b>Mean Rank</b>	<b>Sum of Ranks</b>	<b>U</b>	<b>p</b>
Teaching Language Skills	With Experience	33	39.61	1307.00	442.000	.064
	Without Experience	36	30.78	1108.00		
Approaches to ELT	With Experience	33	36.02	1188.50	560.500	.681
	Without Experience	36	34.07	1226.50		
Literature and Language Teaching	With Experience	33	34.59	1141.50	580.500	.862
	Without Experience	36	35.38	1273.50		
Testing and Evaluation in ELT	With Experience	33	38.24	1262.00	487.000	.193
	Without Experience	36	32.03	1153.00		
Teaching English to Young Learners	With Experience	33	34.86	1150.50	589.500	.955
	Without Experience	36	35.13	1264.50		
Linguistics	With Experience	33	34.92	1152.50	591.500	.976
	Without Experience	36	35.07	1262.50		
Methodology in ELT	With Experience	33	33.17	1094.50	533.500	.462
	Without Experience	36	36.68	1320.50		
Material Adap. and Dev. in ELT	With Experience	33	29.21	964.00	403.500	.020
	Without Experience	36	40.31	1451.00		

\*p<.05

**4.2.5. Differences in pre-service teachers' perceptions about courses based on success**

The mean differences of courses were also analyzed based on success by using Mann Whitney U Test. The analyses indicated that there was no statistically significant difference between these two more successful (the ones who had 3.00 and higher GPAs) and less successful (the ones who had 2.99 and lower GPAs) in their perceptions about courses of their undergraduate program (see Table 4.36).

**Table 4.36** Mann-Whitney U Test presenting the differences in perceptions about courses based on success

	Success	N	Mean Rank	Sum of Ranks	U	p
Teaching Language Skills	More Successful	51	33.24	1695.00	369.000	.212
	Less Successful	18	40.00	720.00		
Approaches to ELT	More Successful	51	35.99	1835.50	408.500	.481
	Less Successful	18	32.19	579.50		
Literature and Language Teaching	More Successful	51	35.40	1805.50	438.500	.763
	Less Successful	18	33.86	609.50		
Testing and Evaluation in ELT	More Successful	51	35.25	1798.00	446.000	.857
	Less Successful	18	34.28	617.00		
Teaching English to Young Learners	More Successful	51	32.66	1665.50	339.500	.091
	Less Successful	18	41.64	749.50		
Linguistics	More Successful	51	36.48	1860.50	383.500	.296
	Less Successful	18	30.81	554.50		
Methodology in ELT	More Successful	51	34.13	1740.50	414.500	.538
	Less Successful	18	37.47	674.50		
Material Adap. and Dev. in ELT	More Successful	51	36.64	1868.50	375.500	.248
	Less Successful	18	30.36	546.50		

\*p<.05

### 4.3. Pedagogical Content Knowledge of Pre-Service English Language Teachers in Practice

In the current study, the main purpose was to find out the perceptions of pre-service English language teachers about their pedagogical content knowledge. As Borg (2003) and Tsiu and Nicholson (1999) pointed out pedagogical content knowledge is shaped truly with the influence of experience that the teachers gain during their active teaching period. Bearing this in mind, rather than focusing on the pre-service teachers' perceptions about pedagogical content knowledge, their use of PCK sought to be reflected through their practices. Thus, a qualitative phase was also added to the study so that the pedagogical content knowledge that the participants assumed to have could also be analyzed in practice. In that respect, three data collection instruments were applied with three pre-service English language teachers chosen from the participants of the quantitative study.

For the qualitative phase, three pre-service teachers were interviewed firstly in order to understand them better and mainly find out their perceptions about teaching, teaching English and so, pedagogical content knowledge. Then, they were observed in three lessons during their teaching practices in the practicum school that they were going to as part of their "Practice Teaching" course. The observation sessions with the pre-service teachers had the aim of identifying whether they implemented their beliefs about teaching in classrooms. All the pre-service teachers focused on the same topic and presented these topics to groups of students who were at grade 8. Since Tugce and Ada had the same mentor teacher at the practicum school, they had three classes in which they focused on the same topics. In the first group, Tugce had two hours on the topic of personal goals and Ada observed her and filled in the observation form given by the researcher so that the researcher had the chance to compare the forms filled in by herself and another person, in that case Ada. In the second group, they changed the roles and while Ada presented the lessons she planned on personal goals, Tugce observed by indicating her thoughts on the form. For the third group, each pre-service teacher had one-lesson-hour on the topic of personal goals. Meanwhile, Emre had another mentor teacher and he had his three lessons on a day in a single group of students who were at grade 8. His lessons were based on personality types. After each lesson that the participants were observed, they filled in a form to express their opinions about the lessons that they presented.

Data obtained through these three data collection procedures were analyzed by descriptive analysis. In descriptive analysis, as it was stated before, the findings were interpreted based on the themes which were determined in line with the literature and also the findings of the study (Yıldırım and Şimşek, 2011). In the current study, these themes were decided in line with both the literature and the quantitative findings as they were indicated in Table 4.37. Based on these themes, interview questions were prepared by the researcher. Moreover, the points which were paid attention to during the observations were germane to the themes. The questions in the post lesson reflection forms also addressed the themes.



**Table 4.37** Themes determined for the qualitative analysis

1	Definition of a Good English Teacher
2	Knowledge of English
3	Knowledge of Lesson Planning
4	Choice of Activities and Materials
5	Knowledge of Methods and Techniques
6	Knowledge of Learners
7	Knowledge of Assessment
8	Perceptions about the impressiveness of the courses

The third and fourth research questions, which are indicated below are tried to be answered through the analyses of the instruments based on the themes. Each theme was represented below along with the analyses of data gathered from the participants individually.

**RQ3.** To what extent do pre-service English language teachers apply their pedagogical content knowledge during their teaching practices as part of their course, Practice Teaching?

**RQ4.** How do pre-service English language teachers apply their pedagogical content knowledge in their lessons?

#### **4.3.1. Definition of a good English teacher**

##### *Emre's case*

Emre defined a good teacher of English as “a teacher who can adapt the activities and materials according to students’ needs and interests” (Emre’s Interview, Line 20, March 19, 2014). In his opinion, an English teacher could detect the needs of the students and take precautions to satisfy the needs of students. Moreover, he thought that this teacher could develop the materials which served the needs instead of adjusting the needs to the available materials. He claimed (Emre’s Interview, Line 35-38, March 19, 2014):

I observed [have observed] as a student teacher and [a] student that all teachers have a book [he meant the coursebook] and always say ‘open this page and look at this exercise’ and they do all the activities in the

book. But they don't know what they do, [and] why they do; they just follow the book. They think that students umm... need what they um... have in the book.

While Emre thought that a teacher should not follow the coursebook line by line and plan the activities in line with the students' needs, he seemed to be away from reaching his beliefs about an effective teacher. He was not different from the teachers whom he criticized during the lessons that he was observed. He planned his three lessons using the coursebook and he did not find it necessary to add or change any exercises in the stream of activities. As a warm-up activity, he asked the students to describe themselves by using adjectives which were appropriate to their personality types. However, it was seen that students had some problems to recall the exact words. In the post-lesson reflection form, he stated that he could add an activity which would have helped students to remember the adjectives like brainstorming; however, he chose to use the warm-up activity in the book (Emre's Reflection Form 1, March 26, 2014). As the given example suggests, his practices differed from his ideas about teaching English by using more appropriate ways.

He also added that an effective English teacher should integrate the receptive and productive skills during the lessons (Emre's interview, March 19, 2014). In that respect, during the lessons he planned, he included activities which addressed the practice of four skills in English. In one of the post-lesson reflection forms, he mentioned that he implemented the lessons well since he included all type of activities in order to practice four skills in the lessons.

#### *Tugce's case*

Tugce had a very clear definition of a good English teacher in her mind. She stated that "a good English teacher should be aware of the needs of the students and aims of the lessons" (Tugce's Interview, Line 59-60, March 21, 2014). She thought that English teachers at schools decided on their aims without taking students' needs into consideration and she added that teachers tried to rearrange their aims when they realized the learners' needs during the lessons. She exemplified her remarks as:

An English teacher plans, for example, to have a lesson about um... passive voices. She starts the lessons and realizes [the] students have problems while [in] comprehending the points teacher explains since the students have problems in active voices. And so, she puts the activities about passive voices aside and begins to search for alternative activities to practice active voice. Umm... It is interesting that she doesn't know her students' problems at first and their needs to practice active voices at first (Tugce's Interview, Line 42-47, March 21, 2014).

Teacher's skills of pronunciation and their "word-access knowledge" were the crucial points to be accepted as the signs of an effective English language teacher according to Tugce (Tugce's Interview, Line 65, March 21, 2014). She explained one of her experiences during an observation session of a cooperative teacher as:

[t]he pronunciation should be good because when the fluency and accuracy shou... have not been hand in hand, there can be problems. For example, I observed one teacher, a different teacher. She pronounce[d] "comfortable /'kʌmfərtəbəl/ as /kʌmfər'teɪbəl/" (like pronouncing "table /'teɪbəl/") and she even made the students repeat after her. So, the students got the pronunciation of the word wrong. They were fifth graders and it would be so difficult umm... change their mispronunciation of the word (Tugce's Interview, Line 59-64, March 21, 2014).

#### *Ada's case*

An English teacher who took responsibilities of her decisions and had multiple roles during lessons was seen as a good English teacher by Ada (Ada's Interview, March 21, 2014). She mentioned that teachers should be aware of their responsibilities which were about planning the lessons, making preparations for the lessons, helping their students solve out their problems about their education or their personal lives (Ada's interview, March 21, 2014). Ada underlined the importance of providing classroom management in terms of characteristics of a good teacher. She mentioned that an English teacher may have had well-designed activities planned to be applied during the lessons; however, the lack of classroom management would cause discipline problems and they would overshadow the impressiveness of the activities. In order to acquire the classroom management, the teacher should have had the role of controller according to Ada. She also emphasized that an English teacher

should be “a well-equipped guide” (Ada’s Interview, Line 20, March 21, 2014). During the lessons, a teacher should have detected where the students had problems and needed to help them by showing the point they need to reach. In line with these, it could be inferred that she believed a good English teacher should have had multiple roles which may have been adopted when it was necessary.

#### **4.3.2. Knowledge of English**

##### *Emre’s case*

Emre suggested that the language proficiency level of an English teacher should be advanced (Emre’s Interview, March 19, 2014). He also mentioned that the questions about the language as asking the meaning of a word should be answered by the teacher at the classroom. At the beginning of his first lesson, Emre made some linguistic mistakes which could be quiet understandable because of his stress of being observed. When he realized his mistakes, he started to get panic and the panic led him to make more mistakes. The students asked him very kindly to repeat the sentences to understand the instructions he gave to them. After such requirements coming from the students, he started to translate everything he said in English into Turkish and finally the medium of instructions became Turkish since he thought that he could not simplify his English. However, the case was that the students were the most successful students among the four groups being observed and they were all able to understand the teacher when he could give the instructions in English.

During an activity at the third lesson, one of the students asked him the meaning of spider in English by saying the Turkish form of the word [örümcek]. Since he demoralized due to the things that happened at the beginning of the first lesson and he kept being nervous, he obviously couldn’t find the word in English. This was the ending point for him. Afterwards, he could not manage to concentrate on the lesson. In that sense, it could be concluded that Emre had some difficulties to accept that a teacher may not know everything and a

language teacher may have some unknown words. It could be also inferred that he thought that an English teacher should have had an advanced level of English and as a pre-service teacher, his English level needed to be advanced. But when he realized that he had some problems to reach this level of English at the lessons, he became nervous.

### *Tugce's case*

Tugce indicated her perceptions about a good English teacher's vocabulary knowledge as "word-access knowledge of a good teacher should be sufficient" (Tugce's Interview, Line 65-66, March 21, 2014). She mentioned that during one of her lessons she presented, one of the students asked her the meaning of "emeklemek [to crawl]" in English and she realized she didn't know the word (Tugce's Interview, Line 67, March 21, 2014). Thus, she tried to paraphrase the word but she knew that she couldn't say the exact word and she felt still sorry about it. It could be inferred that Tugce was determined that English language teachers should have had a wide vocabulary competence.

As her perceptions about English teachers' competence of vocabulary implied, she believed that teachers of English should have advanced level language skills and knowledge (Tugce's Interview, March 21, 2014). But she also indicated that teachers of English should catch the level of the students no matter how good they were at the language. During her lessons being observed by the researcher, she tried to use English in almost all instructions and parts of the lessons and she barely used the native language, in that case Turkish. However, it was seen that she had some difficulty while simplifying her language used in the instructions. The students asked her to use Turkish instead of English by suggesting that they had difficulties to understand some points. She tried to use her body language as her mimics, gestures, facial expressions to have more clear instructions instead of using Turkish. She believed that in an English lesson, English had to be the medium of instructions (Tugce's Interview, March 21, 2014). She expressed that in the interview that she wanted her students to use the language and it would be inappropriate to

demand students to use the language without communicating with them through the target language.

#### *Ada's case*

As the other two participants of the qualitative phase of the study, Ada also indicated that an English teacher's level of English should be advanced. She mentioned that an English teacher needed to be able to answer all the questions coming from the students about the language. She expressed her thoughts about the level of English as:

Students sometimes ask interesting questions. If an English teacher has advanced level of English, she has no problem to answer these questions. Sometimes, students consciously ask the meaning of very odd words in order to check the teacher's level. Umm... if the teacher thinks for a minute, they immediately say 'teacher knows nothing about the language (Ada's Interview, Line 62-66, March 21, 2014).

As her expressions showed, it was important for her to be able to answer the questions coming from the students about the meaning of some words.

During the observations of her lessons, she sought to use English in her instructions in a way of simplifying her language skills to make the instructions meaningful for students. She expressed that teachers of English should pay attention to pronunciation of the words since they might have been the only person who used English around the students and so, they would imitate teachers' usage. Thus, if teachers pronounced the words wrong, it might have caused students to learn it wrong. However, in her practices, it was observed that she had some pronunciation errors which could not be called as minor mistakes. It could be concluded that she had some problems to implement what she thought as being crucial.

#### **4.3.3. Knowledge of lesson planning**

##### *Emre's case*

Emre stated in each post-reflection form that he planned the lessons in regard to students' age, needs, interests and motivation levels. He should have

added here that he followed the instructions which were given in teacher's books for his lesson plans. He did not have any special plans for the lessons except the coursebook provided. Since the activities in the coursebook included activities enabling four-skill practice, he maintained lessons enabling four-skill practices. In the light of his implementations, his knowledge of lesson planning was debatable. For the first two lessons he presented, he aimed to make students describe their personalities and identify the strengths and weaknesses of their characters. He planned the lessons or applied the ready lesson plans in accordance with these aims. For the third lesson, the aim was to let students write about their personalities by constructing a personal profile. He also included such a writing activity in his plans. It could be claimed that he was able to plan the lessons or apply the already prepared plans during the three lessons.

#### *Tugce's case*

Tugce had very detailed plans for each lesson she was observed. She was asked by her mentor teacher at school to have lessons by covering the topics on the certain pages of the coursebook that the lessons were generally based on. She worked on these topics and tried to bring in alternative activities. In one of her reflection forms, she indicated that she wanted to make the lesson more meaningful for all the students in the classroom (Tugce's Reflection Form 2, March 25, 2014). In line with this, she enriched her lesson plan with a variety of activities which address practice of main four skills of English. Since she had a pre-prepared plan, she knew what to do during the lessons and she did not have any difficulty in having completed lessons. Her opinions and practices implied that she acquired the knowledge of lesson planning and she knew the positive effects of planning lessons on the impressiveness of the lessons.

#### *Ada's Case*

Ada believed in the positive effects of preparing plans before the lessons by teachers (Ada's Interview, March 21, 2014). As a student teacher of the lessons, she planned her lessons. Since she needed to start a new topic, in two-lesson hour period (80 minutes), she could not manage to add any

production activities to her plan. But in the second group where she had one lesson, she continued after Tugce, who had the presentation activities. Thus, her lesson plan basically covered the production activities. However, she could not follow her plans especially in the first group as she meant. The students were so reluctant to participate in the activities. There were a few volunteers and for some activities, there were no volunteers to take part in. She chose the students by chance to hear their voices. In her reflection forms, she mentioned that the reluctance of students caused her lessons to become monotonous no matter how motivating activities she chose (Ada's Reflection Form 1 and 2, March 25, 2014). As a common reaction of almost all teachers, she put the burden on students for not having an effective lesson or a lesson in which teacher could follow the plan. She ignored one point to care that motivating students is one of the teachers' missions.

#### **4.3.4. Choice of activities and materials**

##### *Emre's case*

Emre indicated that choosing the right activities which were the gate to effective practices during language classes was one of the most crucial steps which should be taken (Emre's Interview, March 19, 2014). According to him, the activities should be appropriate for the students' levels, ages, interests and needs. During his lessons, he gave place to various types of activities as pair-work activities (Lesson 1 and 3), working in groups (Lesson 1), matching activities (Lesson 1 and 2), role-plays (Lesson 3), writing a small paragraph (Lesson 2) and a small text (Lesson 3) about their personalities. When the general characteristics of the students in the group he had his lessons considered, it could be claimed that he reached his aims. Since the students' approximate age was 14 and they were pre-intermediate level in terms of their skills of English, the activities he chose to use were highly motivating and caught their interests.

Emre expressed his thoughts about the selection of the materials as "materials are everything and they are everywhere" (Emre's Interview, Line 45,



March 19, 2014). He thought that a teacher should have seen everything around himself or herself as a potential material which could be used in the lessons. He also stated that he would like to be an English teacher who led their students to communicate by “using authentic materials” (Emre’s Interview, Line 46, March 19, 2014). While he believed the use of authentic materials would facilitate the lessons to become more effective, in his teaching practices he only used the coursebook as a material. His practices implied that he conflicted in theory and practice about using materials.

### *Tugce’s case*

Tugce was the only pre-service teachers among the observed ones who brought extra activities and materials rather than the coursebooks followed by the groups of students. Her lessons were based on identifying and clarifying the personal goals of the students. In one of the groups, she had two lessons which included the introduction of the content, presentation of the necessary concepts and production activities based on the newly-introduced concepts. In the other group, she had one lesson and she focused on production activities about personal goals which were different from the ones used in the previous groups. She included pair-work activities as talking about personal goals with a classmate (lesson 1); group work activities as writing a script of a role-play about personal goals (lesson 1 and 3); role-plays (lesson 1 and 2); listening comprehension activities (lesson 1); station activity (Lesson 2); writing a dialogue and acting out the dialogue (lesson 3).

During the interview, she mentioned that she would plan her lessons in a way that every student would find an activity which attracted him or her (Tugce’s Interview, March 21, 2014). She believed in making use of the principles of multiple intelligences by Gardner. In line with her opinions, she included the station activity in one of her lessons. She divided the classroom into three groups and made one group start writing a poem about their personal goals; the second group start writing a story about their personal goals; and the other group start drawing a picture about personal goals. Each group had five minutes and after the first five minutes tasks were exchanged as the group

which was writing the poem continued drawing the picture; the one which was writing the story went on writing the poem and the one which was drawing the picture tried to complete the story. After five-minute duration, they were asked to change their tasks with the other groups one more time. Thus, all students in the classroom had the chance to participate in three different activities which were based on various talents.

As for the materials, she made some preparations for the lessons she would present. She recorded her voice while reading the passage in the coursebook. She made the students listen to the passage first before reading it in order to do the exercise about choosing a headline for the passage from the alternatives provided by the coursebook. By that way, she intended to give place to an activity about listening comprehension. She brought her own speakers and laptop to the classroom in order to create an appropriate atmosphere for the listening activity. For the role-plays, she prepared some masks to be worn by the students while acting out the characters. She mentioned in her reflection form that she meant to motivate the students to take part in the activity eagerly (Tugce's Reflection Form 1 and 3). She had also a matching activity as matching the descriptions of some occupations with their names. She modified the activity in a way that she asked students to match the descriptions of the activity with the posters illustrating them as well as writing their names under the posters on the board. For this activity, she had prepared some posters to hang them on the board and she wrote the descriptions given in coursebooks on sufficient sized papers to be used while matching them with the posters. Her implementations during the lessons she was observed indicated that she was an enthusiastic teacher who would like to do her best for the students by planning some activities through use of some materials, which would be more meaningful for the students and more impressive for their communication skills in her opinions.

#### *Ada's case*

Ada chose her activities in general from the coursebook that the students had. She modified some activities or added different activities which were in

parallel to the aims. Her lessons were about personal goals as Tugce and she covered the same topic with the other group of students in grade 8. In the first group, at the beginning, she made a brainstorming activity to make them think about the occupations being learnt in previous levels or grades. The students should have said any occupations which were related to them or their lives as their parents' jobs or their dream jobs. By that way, she aimed to make students use the pattern of saying wills and desires. She had a pair-work activity and a reading activity in the Lesson 1. In the coursebooks, there was a reading passage about the topic. She made the students discuss a picture about the reading passage with their pairs. She also had true-false activity, role plays, fill-in-the-blanks activities (Lesson 2 and Lesson 3) which were based on practicing the newly-presented information and reading comprehension. She added a matching activity in which students matched the definitions with the words taken from the reading passage. She also planned to include a group-work activity based on production in her third lesson which was observed. She puzzled the words about personal goals which were presented to the students in the previous lessons. She asked students to solve the puzzled words and match with the appropriate ones to build sentences as a group. Each group needed to build three sentences and these sentences coming from each group needed to build a paragraph about a person who explained his own personal goals. However, during the time she gave to students (15 minutes) only one group built all three sentences and two groups found two sentences and the other three groups were still trying to puzzle the words out. It was obvious that she could not reach her aims through this activity. Moreover, the lessons aimed to let students express their ideas and thoughts about their goals. Such a production activity may have been found doubtful in terms of its effects on students' expressions.

She planned her lessons based on the coursebook as the main material. She prepared flashcards on which she wrote the words and definitions. She stuck the cards on the board in mixed orders and asked students to match the words with their definitions. She also prepared some cards and papers which were used while the solving the puzzled words and building the sentences.

Thus, her practices established that she gained the knowledge of choosing the appropriate materials to have effective language lessons. Ada, as the most experienced pre-service teacher, also sought to teach some vocabularies related to the topics during the lessons. She tried to support the comprehension of the vocabularies by focusing on examples. Johnston and Goettsch (2000) obtained similar results in their study questioning the differences in implementations between experienced and inexperienced English language teachers. They pointed out that experienced teachers make use of using examples to clarify the meanings of the words more than the inexperienced teachers do. The differences in the implementations during the lessons cannot be related to their gender differences for this knowledge component.

#### **4.3.5. Knowledge of methods and techniques**

##### *Emre's case*

Emre's lessons were all based on communication, which was in line with his thoughts and ideas learnt during the interview. In that respect, it can be inferred that he used methods and techniques based on communicative approaches in his lessons. As it was stated above, Emre also translated almost every English instruction he gave to students into Turkish. Since translation from target language into the native language was associated with Grammar-Translation Method (GTM), it could be inferred that he made use of GTM in his lessons. For his knowledge of methods and approaches, it could be concluded that he was knowledgeable about the methods so that he could apply his knowledge in his practices.

##### *Tugce's case*

During the interview, Tugce expressed that she believed the effectiveness of using the activities based on the principles of Multiple Intelligences in order to help the learners communicate through the target language (Tugce's Interview, March 21, 2014). She also added that a language classroom should be based on the aim of making students use the language in and out of the classroom. To reach this aim, she was thinking of being part of

some international projects which gave opportunity to English teacher to take their students abroad and spent days and nights there as part of the project which enabled them to use English in the real world. It could be concluded that Tugce was quite knowledgeable about the language teaching methods and approaches. Her vision of language teaching was based on and inspired from the principles of Communicative Language Teaching and Multiple Intelligences.

#### *Ada's case*

During the interview, Ada mentioned that she would like to create an atmosphere in her lessons in which it would be possible to speak in English without any hesitations (Ada's Interview, March 21, 2014). At the time that began to learn English, she was too shy to use English in front of people. Along with feeling shy, she said that she was also afraid of making mistakes while speaking because of her teachers' reactions. She also expressed that she learnt writing an essay when she deserved to matriculate in ELT program although she had English based education at high school for two years. She would like to include the aim of gaining writing skills by her students. In that respect, it can be deduced that she would like her students to communicate through English, which implied the use of communicative based approaches. The notes taking in the observation sessions suggested that she sought to reach her aim of letting students communicate through the language. However, she could not find eager students to implement her plans in the classrooms. The activities she chose indicated that she was in favor of using eclectic methods in her lessons making the communicative approaches.

#### **4.3.6. Knowledge of learners**

##### *Emre's case*

During the interview, Emre highlighted that teachers should know the students' interests and needs (Emre's Interview, March 19, 2014). He was the student teacher of the group with which he had his three lessons; however, he knew the students well thanks to both his observations and his knowledge which indicated knowing the learners' interests, levels, motivation and needs

was crucial. He stated in the reflection form which he filled in after the first lesson that he chose the activities in the lesson he presented bearing the learners' interests in mind (Emre's Reflection Form 1, March 26, 2014). During his observations of the same group having lessons with the mentor teacher in the fall semester, he realized that students of the group were much more eager to engage in activities when they were designed as group-work or pair-work activities. He also detected the problem of communication as the most crucial need of the students to be supplied (Emre's Interview, March 19, 2014). Thus, he planned practice teaching lessons so as to cover this need.

### *Tugce's case*

Tugce was in favor of knowing the learners personally. She mentioned in the interview that:

I will be in interaction with my students. I don't want to be so far away from my students. I don't want to be so serious teacher. Umm... my students can tell me everything related of [to] them. I suppose I will help my students' any kind of problems; it can be psychological problems; it can be an English problem [problems about comprehension of English] (Tugce's Interview, Line 51-55, March 21, 2014).

She intended to become a friendly-teacher who takes care of her students. During three lessons she was observed, the main problem was the lack of classroom management. She also mentioned this problem in the interview and her practices showed that she had right to worry about the discipline problems in the classroom. The students in the first group she had her two lessons were named as "the ones who had some psychological problems" by the mentor teacher and other teachers working at the school. During the small chats at break times with the other teachers in the school, it was discovered that all the teachers were complaining about the discipline problems at this class. Thus, it was no surprise to observe some problems arising from the lack of management in Tugce's lessons. However, it was interesting to notice that she did almost nothing to solve these problems rather than ignoring the problematic students and letting the mentor teacher warn them. Along with her beliefs about knowing the students personally, she highlighted that an English language teacher should be aware of the needs of the students to reach

them. She mentioned that the learners' linguistic awareness should also be known by the teachers.

Since Tugce spent some time with the groups she had lessons with, she had the necessary knowledge about the students. She knew the names of the students and called almost all of them with their names, which pleased the students. The observations and interview reveal that she is the most enthusiastic pre-service teacher to know the students and arrange her lessons up to their needs and interests.

#### *Ada's case*

Ada was a teacher at classroom who tried to call every student with their names. Unless she knew the name, she would have asked first the name of the students, and then she let them talk about the things they wanted. It was also remarkable that she said "thank you" to each student after they took part in any activities during the lessons. These all signed that she had the necessary respect to the students and to her job. For the very reason, she underlined that she also would like her students to show respect for their teachers and their classmates. Her practices at the three lessons she observed proved that she barely cared about the interests, needs and motivations of the students while planning her lessons since the students easily lost their interests for the lessons.

Generally, the implementations of the pre-service teachers were in accordance with their perceptions which showed that pre-service teachers thought that having the knowledge of learners was an important aspect of English language teaching. They were able to have this knowledge or at least, they were trying to know the students and plan their lessons addressing the students' needs, interests, language levels, and learning styles. In this sense, the results of the study differed from the findings of Zheng (2009). In Zheng's study (2009), it was reflected that beginning teachers had little knowledge of the students in class and they were unaware of the crucial role of the students in teaching. As the participants of the current study would be reflected as novice

in-service teachers soon, it could be thought that the study's results indicate the case in terms of novice teachers. However, the findings of the current study echo the results of Yang's study (2011) about knowledge of learners.

#### **4.3.7. Knowledge of assessment**

##### *Emre's case*

Three pre-service teachers who were observed as part of the qualitative phase of the current study assessed the students by including production activities. In parallel, Emre presented the students ways to express their characters by the activities he developed. For the assessment whether they grabbed the concept, he inserted speaking activities as talking to a pair about personalities and filling in a questionnaire about personalities as an interview between two people, and writing activities as writing a short paragraph by using the adjectives about personalities, making a personal profile by indicating the personal characteristics and preparing their own questionnaire about personalities as groups. His reflections forms revealed that he was quiet happy with his assessment and his choices of activities to assess the students. He believed that he did his best to combine four skills and assess the acquisition of the concept being presented.

##### *Tugce's case*

She used some productions activities as writing a script of a role-play about their personal goals by using the patterns, phrases and words through the lesson or speaking about students' own personal goals. She tried to assess whether the lessons were effective by using such activities.

##### *Ada's case*

In Ada's lessons, students met new phrases and patterns in English which can be used while talking about wants or wills. While she let students practice uses of such patterns in the lessons by the activities she provided, she lacked assessing the students' acquisition of these patterns. She mentioned in her reflection form after the third lesson she presented that she should have



taken time into consideration while making her plans about the lessons and she was aware that she could not manage to evaluate whether the students reached the aims due to the limited time (Ada's Reflection Form 3, March 25, 2014). Thus, it would not be wrong to claim that she minimized the importance of assessing students' comprehension level.

#### **4.3.8. Perceptions about impressiveness of the courses**

##### *Emre's case*

During the interview, Emre was asked about his perceptions of the course at ELT department. He reported that (Emre's Interview, Line 95-102, March 19, 2014):

I can say the name[s] for the most effective courses: Young Learners [Teaching English to Young Learners] and Linguistics. They changed my vision of being an English teacher. I now know umm... how to ... meet young learners' needs in their lessons. Linguistics also changed my unders..., my perception of thinking about sound systems. In my opinion, for an English teacher Linguistics is the most important course because an English teacher has to use the language effectively. I can't give any name for the least effective course. My level of English um and my teaching level of English [teaching English level] is increasing [has been increasing] day by day and this is thanks to the courses here."

As it was seen in his reflections about the courses, he thought that his language proficiency and knowledge of teaching English, in other words pedagogical content knowledge had been in progress for the years he was spent at the program under the influence of each course offered him. He named the courses, Teaching English to Young Learners and Linguistics as the most impressive courses on his pedagogical content knowledge.

##### *Tugce's case*

For Tugce, the courses she had had during five years at ELT program (she had a language preparation year when she entered the program at first year) affected her language skills and teaching skills so much. As a freshman who had native speaker lecturers at the program, she explained her doubts and fears of talking about her ideas or asking any questions to those lecturers by

using English only. She said that she was quite impressed with her progress in communication through English (Tugce's Interview, March 21, 2014). She mentioned her perceptions about the courses which let them gain teaching knowledge as:

The courses I have taken at ELT department help me to gain idea how to teach English. For example, PPP (Present-Practice-Produce) model, MMM (Meet the language-Manipulate it-Make it your own) model and how to present my knowledge to the students in that period, in that model. The most beneficial one is Teaching English to Young Learners. Because we learnt a lot of things; games, songs and we learnt how to present grammar with songs and games, with interactive activities. So when I come across with stu..., umm with a content of the topic in the textbook for example there is a dialogue. I think how to give this dialogue to the students with an interactive way, not just reading dialogue in the textbook as student A-student B (Tugce's Interview, Line 97-111 March 21, 2014).

As it was suggested that Tugce seemed to be confident about using interactive activities and materials thanks to the knowledge she gained through the course Teaching English to Young Learners.

#### *Ada's case*

The time she spent at ELT program affected her English language proficiency level in positive manners according to Ada. Thanks to the education she had in the program, she said that she found herself proficient enough to communicate through the language. As for the teaching knowledge she gained through these five years, she thought that all the courses she enrolled in had part in the progress of her pedagogical content knowledge. Thus, she found it unfair to call one or two lessons as the most impressive ones among the others (Ada's Interview, March 21, 2014). However, she also reflected that lecturers' and professors' personal views about the content and pedagogy in the field of ELT shaped the students' views at the same time (Ada's Interview, March 21, 2014). Moreover, she stated that pre-service teachers took their professors or lecturers as role-models for their teaching implementations. In her opinion, the academicians should have questioned their views and tested them in realia as well as implemented their beliefs and views about teaching during their lectures in order to become efficient models (Ada's Interview, March 21, 2014).

#### **4.3.9. Overview of the perceptions and practices of three participants**

The analyses of each individual's data gathered through interviews, observations and post-lesson reflection forms suggested that the perceptions of the pre-service teachers about teaching English matched with their practices in general. In that respect, the study differed from Cesur (2012) who claimed the practices of prospective English teachers in classroom failed to confirm their perceptions about their competencies. Tugce, for instance, as the only inexperienced and the most successful participant of the study claimed that she would choose her activities among the ones which enabled students to use their different skills and talents in her interview session which aimed to learn her perceptions (Tugce's Interview, March 21, 2014). During her practices, it was observed that she presented her lessons with interactive activities which were planned to address students with different talents, skills and interests. She also mentioned that the most problematic issue for her during lessons would be about managing the classroom in an appropriate way since she assumed she would have problems in solving the discipline problems because of her friendly-manner to students. It was found out during the observations that she had some problems to clear the discipline problems off due not being friendly but her not knowing what to do. Ada, as the most experienced pre-service teacher in the study, was also observed as implementing the points she mentioned during the interview. She highlighted that she would like to create an atmosphere in which everybody used English and showed respect to each other. In her lessons being observed, she tried to do her best to create this atmosphere.

However, during the observations of Emre's lessons, it was hard to find clues of his practices in line with his perceptions. He, as the only male participant of this part, declared one of the features of effective English lessons by stating the importance of enabling the practices of all the skills of the language by choosing interactive activities based on various materials. But in his practices, the coursebook was his only material and activity source. Along with that, he expressed teacher's use of English during the lessons as crucial points. Yet, the use of English by the teacher was quite rare during his lessons.

For the differences based on participants' gender, experience and success, it was hard to make certain comments. But there were some results which could be inferred as differences among these three participants based on their gender, experience and success. For instance, the analyses of the practices and reflections of Tugce may have implied that inexperienced teachers and at the same time teachers who had their GPA above 3.00 were eager to use different materials and enriched their lessons with various kinds of activities. They might have found the necessary time and power to prepare extra materials and activities to be used in the lessons. Moreover, it could be also claimed that female and more successful teachers prepared more detailed plans and lessons by giving importance to variety in numbers and facilities of activities than male and less successful teachers did.

The current study also sought to learn the perceptions of the pre-service teachers about the education they have at the ELT program in respect to its effect on teaching knowledge, reflected as pedagogical content knowledge being the combined knowledge base sourced from many others. The pre-service teachers stated the influence of the knowledge they gained through the course remained important and the courses equipped them with both language and teaching skills during the interview. For the most impressive course, the pre-service teachers named Teaching English to Young Learners, which was also ranked as the most impressive course by the participants of the quantitative course. During the practices, it was found out that the principles and elements that the course covers have effects on pre-service teachers' implementations. They sought to choose their activities and materials bearing the principles they learnt through this course. In this sense, echoing the finding of Tsiu and Nicholson (1999) about the positive effects of the education of the ELT programs on the development of pedagogical content knowledge, the findings about the impressiveness of the education of the current study differed from many other studies concerning the issue (Almarza, 1996; Freeman, 1993; Golombek, 1998; Karaata, 2011; Peacock, 2001).

## **5. CONCLUSION**

This chapter summarizes the findings of the current study. Based on the results, some implications for further studies and for ELT programs in Turkey are mentioned in the last section of the chapter.

### **5.1. General Overview of the Study**

The current study aimed to identify the perceptions of pre-service English language teachers about their pedagogical content knowledge. Since pedagogical content knowledge is shaped by the experience that teachers have (Borg, 2003), the pre-service English language teachers were chosen from the ones who had the chance of experience through the course, Practice Teaching. In this respect, the participants of the study were selected from the senior students of the ELT Program in Pamukkale University, Turkey, who enrolled in the course, Practice Teaching in 2013-2014 Academic Year. The differences of perceptions about PCK based on gender, experience and success were also sought to be figured out. Three pre-service teachers were chosen among the participants in order to analyze their practices in detail to clarify the extent and way of PCK use in practice. Moreover, another aim of the study was to find out the perceptions of the pre-service teachers about the courses they took in the ELT program and their impressiveness on pedagogical content knowledge development.

In line with the aims of the study, the research methods implemented during the data collection process lead to the development of both quantitative and qualitative data. In order to illustrate the perceptions of pre-service English

language teachers about PCK, a questionnaire was conducted, which was the basis of the quantitative phase. As the explanatory design, which is two-phase mixed method design, was adopted in the study (Creswell, 2005), the qualitative phase was conducted to illustrate the quantitative results in more comprehensible ways. The participants of the qualitative phase were chosen purposefully among the volunteers in order to represent the facilities of the participants of the quantitative phase. The data gathered through interviews, observation sessions and post-lessons reflection forms were used to form more clear understanding of the perceptions of the pre-service English language teachers about their PCK.

In order to represent the pedagogical content knowledge of ELT teachers, eight components (see Table 5.1) were determined reviewing the studies conducted in this field about teacher knowledge such as Borg (2003), Can (2005), Cesur (2012), Gatbonton (1998), Shulman (1986 and 1987) , Yang (2011) and Zheng (2009). Based on these components, the perceptions of pre-service English teacher about PCK were analyzed through the data gathered by the questionnaire.

**Table 5.1** Components of pedagogical content knowledge

Component 1	General Knowledge of English
Component 2	Knowledge of English related to Discipline Specifications
Component 3	Knowledge on Developing Activities
Component 4	Knowledge of Learners
Component 5	Knowledge on Planning Lessons
Component 6	Knowledge on Teaching Methods, Techniques, and Materials
Component 7	Knowledge of Strategies
Component 8	Knowledge of Assessment

Regarding the first research question, which was about the participants' perceptions about PCK and its sub-questions about the difference in the perceptions based on gender, experience and success, it could be claimed that pre-service English language teachers had positive perceptions about having and practicing their PCK and no significant difference in perceptions could be observed based on gender, experience and success in general. Pre-service

teachers had positive perceptions about their general knowledge of English. However, with the lowest mean value ( $\bar{X} = 3.68$ ) among all components, general knowledge of English was acknowledged as the component that pre-service teachers believed in themselves less than any other knowledge components.

The analyses suggested that there was no significant difference in the participants' perceptions about general knowledge of English based on gender, experience and success. Along with that, females thought that they could take notes during lectures more than males thought they could. It was interesting to find out that less successful pre-service teachers believed in themselves in grammar and speaking more than more successful ones did. However, just two items out of nine could not lead to significant difference based on success.

The pre-service English language teachers participating in the study had positive perceptions about their knowledge of English related to discipline specifications. Among the other domains, knowledge of semantics was standing out since the participants stated that they would use their knowledge of semantics in the lessons more than any other domains. The results suggested that they would transfer their knowledge of semantics to the students by the application of appropriate techniques and methods.

It could be suggested that there were no significant difference based on gender and success in the perceptions about knowledge of English related to discipline specifications. The analyses of the items in this component pointed out that there were some differences based on experience. The pre-service teachers who had experience reflected that they were more knowledgeable about how morphemes were integrated to form meaningful words than inexperienced pre-service teachers. The experienced participants also believed themselves more than the inexperienced ones in noticing the system of semantics. Moreover, the experienced teachers stated that they had more positive perceptions about their knowledge of changing meaning of a single sentence related to the content.

The pre-service English language teachers participating in the current study reflected their positive perceptions about developing activities in relevant to their aims and goals of the lessons. They suggested that they designed or selected various activities in order to promote students' learning the skills of English. When the analyses of the items were investigated, it was realized that the highest mean value as being 4.15 belonged to the item about the choice of activities in relation to students' real life. The concern of the item was that teaching students the language which could be used in real world while, for instance, ordering food at a restaurant, asking for help when it was needed, and so on.

The inferential statistics of the results indicated that female pre-service teachers had more positive perceptions about their knowledge on developing activities in some certain points than male participants did. While females found themselves more knowledgeable about designing activities to promote students' writing, listening and speaking skills, the males hesitated to show positive perceptions about these domains. The analysis of the statistics to illustrate the differences based on experience and success showed no significant difference among the perceptions of the participants based on these groups.

The pre-service teachers stated that they had positive perceptions about their knowledge of learners. The findings of the quantitative study dictated that the pre-service teachers were highly concerned that they would motivate the students to learn English and took all possible precautions to lower their anxiety. They also reflected that they would help the students develop ways to learn English on their own. The inferential analysis pointed out that there was difference in the perception about lowering the students' anxiety based on pre-service teachers' experience. The experienced teachers were more confident about the knowledge they had in order to lower students' anxiety for learning English than inexperienced pre-service teachers were.

When the results indicating the pre-service teachers' perceptions about their knowledge on planning lessons were analyzed, it was found out that they



believed themselves in planning the lessons in line with the students' needs, interests, language levels, learning styles, and background knowledge. They also reflected that they could plan a lesson integrating all the language skills. It was hard to relate the results with significant difference based on gender, experience and success. However, while female pre-service teachers had more positive perceptions about lesson-planning, males had less positive reflections, especially about preparing a plan in accordance with students' background knowledge and planning lessons to help students gain the outcomes. It was interesting to find out that less successful pre-service teachers thought that they were more knowledgeable in planning their lessons by giving place to all skills of language at the same time than more successful ones.

A healthy teaching environment in terms of English language teaching requires the use of some techniques and methods along with well-designed and well-selected materials. The pre-service English language teachers stated that they had positive perceptions about the knowledge of methods, techniques, and use of materials. They agreed mostly that they were good at using language resources coming from students' social life. The inferential statistics expressed that gender differences among the participants affected their reflections about their knowledge related to the use of methods and approaches in classes. Female participants were seen more confident about the use of communicative approaches and eclectic methods when their answers were compared to male pre-service teachers'. More successful pre-service teachers indicated that they found themselves more knowledgeable about the selection of materials to be used in their lessons. There was no significant difference in the perceptions of the pre-service teachers about this component based on experience.

One of the positive perceptions of the pre-service teachers in the study belonged to the knowledge of learning strategies, which was added to the study as one of the components forming the pedagogical content knowledge. They stated that they saw themselves knowledgeable about language learning strategies and they would transfer their knowledge to students to help them create their own learning strategies. The participants thought that they were

better at teaching listening and reading learning strategies. The statistics on the findings revealed that less successful students believed in their related knowledge and they claimed that they could develop language learning strategies of the students. However, the differences in the pre-service teachers' perceptions were not correlated with the difference of gender and experience among the participants

Knowledge of assessment was included as a knowledge component to the current study. The results indicated that pre-service teachers found themselves knowledgeable about giving feedback to written tasks. Moreover, they also thought that they would relate the assessment results to their future implementations in classes. Thus, the perceptions of pre-service teachers pointed out that they identified themselves as being knowledgeable about assessment. Their perceptions about having the important theoretical knowledge about assessment as knowing the validity and reliability differed based on the participants' gender. Females indicated that they were more competent than males in terms of having the knowledge of crucial aspects of assessment. Moreover, experienced pre-service teachers had more positive reflections about assessing students by use of methods and techniques which were appropriate for students' levels. Interestingly, the participants whose GPAs were less than 3.00 were more confident in relating the assessment results to their future practices than the participants whose GPAs were 3.00 and above on the contrary to the researcher's expectations. It was expected that the more successful pre-service teachers would gain knowledge about making the assessment results meaningful comparing to the less successful participants.

The current study also sought to learn the perceptions of the pre-service teachers about the education they had at the ELT program in respect to its effects on teaching knowledge, reflected as pedagogical content knowledge being the combined knowledge base sourced from many others. The second research question was included in the study as an attempt to find the perceptions of the students at ELT programs about the courses offered to them. When the analyses were examined, it was realized that the pre-service teachers

thought the most effective course in equipping them with practical knowledge was Teaching English to Young Learners and the least impressive course was named as Literature and Language Teaching. There was no clear difference in the perceptions of participants about the impressiveness of the courses on their pedagogical knowledge based on gender, experience and success.

Along with the perceptions of the pre-service English language teachers, the current study also aimed to clarify the use of these perceptions in practice. In that respect, three pre-service teachers were selected among the participants to interview them, observe their classes and learn their self-reflections about their classes in order to figure out their perceptions about pedagogical content knowledge and use of these perceptions in practice. While selecting the participants of this phase, the participants' gender, experience and success were paid attention in order to represent all participants in the quantitative phase. By use of the components of pedagogical content knowledge and the data gathered through interview, observations and self-reflections, themes were decided to be used in analysis of the data. Table 5.2 indicated the themes used in the analysis process.

**Table 5.2** Themes used in the analyses of interviews, observations and self-reflection forms

Theme 1	Definition of a Good English Teacher
Theme 2	Knowledge of English
Theme 3	Knowledge of Lesson Planning
Theme 4	Choice of Activities and Materials
Theme 5	Knowledge of Methods and Techniques
Theme 6	Knowledge of Learners
Theme 7	Knowledge of Assessment
Theme 8	Perceptions about the impressiveness of the courses

The perceptions of the pre-service teachers about teaching English matched with their practices in general as the analysis of each individual's data gathered through interviews, observations and post-lesson reflection forms suggested. While the most experienced and the most successful participants generally implemented their ideas in the lessons they presented, the less

successful male participant was observed in his lessons ignoring to use most of the points that he called important and prior.

During the interview, it was found out that they had different views about features of good and qualified English language teachers. Tugce the most successful one, who defined a good English teacher as the one knowing the needs of the learners and aims of the lessons tried to do her best to detect the needs of the students in the classes she had and planned her lessons according to their needs. Besides Ada the most experienced one, who had the definition of a good English teacher as the one taking the responsibilities of decisions and having multiple roles such as a guide, a controller or a facilitator, was seen to fit her definition. Emre, the less successful and more experienced male participant defined a good English teacher as the one who could change and modify the activities and materials according to the students' needs and interests; however, he made no modifications on the activities or intends to change the material he chose based on the interests and needs of the students.

All of the three participants shared the idea that English language teachers should have advanced level of language skill and they thought that they could express their ideas and views without any difficulties as the participants of the quantitative study. The less successful participant thought that he was good at English and he could express himself in English. However, during the lessons, he barely used English and he reflected as for the reasons of not using English in his instructions that he had some problems to simplify his English, which was not the case. He thought that an English language teacher should have advanced language skills and he suspected his language skills, which caused the lack of the target language in his lessons. Meanwhile, female participants of the study were observed as having minor problems in English but they tried to use the target language in their lessons.

The interview sessions with the three pre-service teachers emphasized that having a pre-prepared lesson plan was one of the crucial aspects for the pre-service teachers. In line with their views of planning lessons, they all had a

lesson plan in the lessons they were observed. Unlike the perceptions of the all participants of the study about lesson planning, the most successful pre-service teacher was the only one who planned the lessons including four-skill practices in the lessons.

All of the three participants indicated that knowledge of activities and materials was a crucial aspect which should have been possessed by each English language teacher. Tugce and Ada reflected that choosing activities and materials which were in line with the students' needs and interests were important. In the lessons that Tugce was observed, she brought extra materials and activities to make the lessons appropriate for the students' interests. Ada also tried to combine her perceptions in her lessons. Along with that, Emre, the less successful pre-service teacher of the study, mentioned the importance of choosing the right activities which were appropriate for students' needs and interests during the interview. In his reflection forms filled in after the lessons, he also stated that he chose his activities according to the needs and interests of the students. During the lessons, it was observed that Emre used the activities supplied by the books and he had no intention to add new activities or modify the present activities in line with the students' needs. Thus, it could be inferred that his perceptions about the knowledge on developing activities and his implementations of this knowledge component differed from each other.

The pre-service teachers interviewed during the study reflected that English language teachers should be knowledgeable about various approaches and methods to be used in the classrooms. The implementations of the pre-service teachers during the lessons in which they were observed were in parallel with their perceptions and the perceptions of their friends being the participants of the quantitative phase of the study. To illustrate this conclusion, the male and less successful pre-service teacher's case could be presented as an example. Emre stated that he aimed to use activities related to communicative approaches in his classes since he believed that language was learnt for communication. His implementations revealed that he planned his lessons according to the main domains of communicative approaches. Along

with that, he used Grammar-Translation Method during his lessons, which was signified by his attitude to translate almost all instructions into Turkish, even when the translation was not needed.

The pre-service teachers thought that knowing students' needs, interests, level and learning styles was the first thing that an English teachers should have in order to have effective language lessons. The implementations of the pre-service teachers were in accordance with their perceptions which showed that pre-service teachers thought that having the knowledge of learners was an important aspect of English language teaching. They were able to have this knowledge or at least, they were trying to know the students and plan their lessons addressing the students' needs, interests, language levels, and learning styles.

All three participants had the perception that an English language teacher should assess the comprehension of the learners. They also reflected that they had positive perceptions about their knowledge of assessment. During their practices, it was observed that they tried to give place to the production activities in order to assess the learners' comprehension. However, the most experienced participant, Ada barely gave place to any assessment activities.

The pre-service service teachers stated during the interview that the influence of the knowledge they gained through the course remained important and the courses equipped them with both language and teaching skills. For the most impressive course, the pre-service teachers named Teaching English to Young Learners, which was also ranked as the most impressive course by the participants of the quantitative phase. During the practices, it was found out that the principles and elements that the course covered have effects on pre-service teachers' implementations. They sought to choose their activities and materials by paying attention to the principles they learnt through this course.

## **5.2. Implications**

The implications raised for the ELT programs which educate the EFL teachers in Turkey and for further studies are reflected.

### **5.2.1. Implications for the English Language Teaching programs**

The current study investigated the perceptions of pre-service teachers who were students of the ELT program of the Pamukkale University about the pedagogical content knowledge through their teaching practices as part of their practicum. The pre-service teachers needed to have the course “Practice Teaching” at the last semester of the eight semesters. During 10 or 12 weeks, they went to a public school as a group under a supervisor control who was an academic staff from the program and a mentor teacher whose lessons were borrowed by the student-teachers in order to gain the knowledge related to classroom practices. As it can be concluded, ten-week period was more than insufficient for students to comprehend the real classroom environment and test the use of their theoretical knowledge in practice. Thus, the duration of their practicum should be increased.

When the policies of practicum of the other departments and programs in Turkey were examined, it was realized that they spend much more time in the field. For example, prospective social workers spend their last year at the program in the institutions related to their professions. The prospective engineers should spend at least 40 days in the summer break of second and third year at the program for the practicum. However, prospective teachers have the course “School Experience” in which they observe the mentor teachers during the lessons to realize the real practices in classes in the fall semester of their last year at the program. Then, in the spring semester, they have their only chance to practice their knowledge about teaching as part of their course “Practice Teaching”. While it is considered that teachers are one of the mediums to form humans, it is too risky to lose the chances to practice the knowledge, detect the missing points and reshape them. As Hutchinson (2013:

50) pointed out “[p]re-service teachers need hands-on experiences and opportunities to engage in best practices for supporting the diverse learners”.

The observation sessions of the real teachers in real classes should start in the first year of the program and it should last a semester. By that way, students of the ELT programs can see the real life language teaching environment as a teacher candidate and understand the importance of courses, which leads students to care about their courses more. In the third year of the program, they should have another observation course which can be reflected as a preparation to have lessons in real classes with real students. In the last year, the course about teaching practice should be transmitted to two semesters and students should spend most of their times at the practicum schools with implementing their lessons, observing the teachers and the general process at the schools.

In line with the perceptions of the participants about the courses, more pedagogical and pedagogical content based courses should be added to the curriculum of ELT programs. Besides, the pedagogical content knowledge based courses which promote the learning skills as how to teach vocabulary or literature to students should not be carried out depending on the content. The instructors or the lecturers at the universities find it easy to give lectures about the content not focusing on the ways to be followed during the teaching process of that content.

### **5.2.2. Implications for further studies**

As this study was limited to one case of pre-service teachers of English at Pamukkale University, further research should be conducted in order to illustrate the possible differences among the participants in different settings based on teacher knowledge. Although Cesur (2012) conducted a similar research in a different setting, both the Cesur’s study and the current study only reflected on one setting. Further researches could also have larger numbers of participants in different settings in order to generalize the findings.



Since the current study only covered the perceptions of pre-service teachers, it failed to show the perceptions of in-service teachers. A further study can shed light on the perceptions of in-service teachers about their pedagogical content knowledge through their practices. Moreover, a longitudinal study can be applied which includes following some pre-service teachers during their practicum and during the first year of in-service teaching after the graduation from the program in terms of the pedagogical content knowledge. Although Can (2005) conducted a similar study, the findings of the study focused on the influences of the curriculum that ELT programs follow in terms of teachers' competences. Thus, a further study may fill the gap of indicating the perceptions of pre-service and in-service teachers about their pedagogical content knowledge.

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## APPENDICES

### APPENDIX 1

#### Course Descriptions of English Language Teaching Undergraduate Degree Programs (CHE, 2007: 124-138)

##### *First Semester*

###### *Contextual Grammar I*

The relationship between language structures and lexical items, the attribution of meaning by means of these structures, analysis of language structures within the framework of a context so as to establish relations between form and text type, production of advanced level texts synthesizing these structures.

###### *Listening and Pronunciation I*

Analyzing authentic listening materials and speech samples used in different discourses; basic listening and phonetic skills such as discriminating minimal pairs and formulating phonetic transcriptions of problematic sounds,' higher level listening skills and strategies; the fundamentals of listening and phonetics namely vowels, consonants, stress in words, rhythm and intonation as well as the usage of 'phonetic alphabet for learning and production.

###### *Oral Communication Skills I*

Communication-oriented speaking such as discussions, individual presentations and other interactive tasks; formal and informal language; informative and persuasive presentations; supra-segmental features (pitch, stress and intonation) "use of audiovisual aids (OHP, powerpoints, posters) and techniques.

###### *Turkish I: Written Expression*

Main features of written language and written expression, main differences among written language and spoken language. Expression: written and spoken expressions; subjective and objective expressions; paragraph; paragraph types



(introduction-body-conclusion). Text description and text types (informative texts, literary texts); conditions of being texts (cohesion, adhesion, intentionality, acceptability, being situational, being informational, connection among texts). Written expression (written essays/compositions: free composition, planned composition); phases of writing planned essays (topic, narrowing the topic, purpose, perspective, deciding on main ideas and supportive ideas; preparing writing plan, paper layout); theoretical instructions on informative texts (petition, letter, news, decision, announcement/advertisement, minute, report, official writings, scientific writings); studies on samples and writing practices; summarizing and planning a text; correcting language and expression mistakes in written texts.

### *Computing I*

Informative technologies, basic concepts about software and hardware, operating systems in general, word processing programs, electronic spreadsheet programs, data presentation, use of internet in education, effects of informative technologies on social structure and the place of informative technologies in education, safety of information systems and relevant ethical concepts.

### *Effective Communication Skills*

Description of interpersonal communication; communication model, communication elements and features, effective listening and feedback, disrupter factors of interpersonal communication (sender, channel, receiver, etc.), factors facilitating communication, role and use of emotions in communication, conflicts in communication and preventing them, points to consider in student, teacher, parents communication, communication practices.

### *Introduction to Education Science*

Basic concepts of education, relationship of education with other scientific fields and functions of education (philosophy of education, social, legal, psychological, economic, political foundations of education), historical development of education science, tendencies in education science in the 21<sup>st</sup> century, research

tendency in education science, construction and features of Turkish National Education System, the role of teachers in education system, features of teaching profession, practices and developments in teacher training.

## ***Second Semester***

### *Contextual Grammar II*

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

### *Advanced Reading and Writing II*

Critical thinking skills, higher order sub-skills of reading namely, making inferences and deductions, reading between the lines, relating inferences from the text to real life; reacting to readings; production of different types of essays (e.g. comparison and contrast, classification, process analysis, cause-and-effect analysis, and argumentative) " basic research skills including library/internet search, and basic research report writing skills such as citing, paraphrasing and referencing.

### *Listening and Pronunciation II*

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

### *Oral Communication Skills II*

Extended communicative tasks such as debates, role-plays, individual and group presentations, impromptu speeches and other interactive tasks in formal

and informal contexts; interesting facts, stimulating quotes as well as literary texts which are structurally and intellectually complex and thought-provoking, strategic communicative competence.

### *Lexical Competence*

Relationship between lexical items and structural forms, word formation including prefixes and suffixes, idioms, collocations, slang, euphemisms, neologisms, proverbs and phrasal verbs in spoken and written language.

### *Turkish II: Oral Expression*

Main features of spoken language and oral communication. Oral expression: main features of speaking skills (use of natural and body language); main principles of a good speech; main features of a good speaker (stress, intonation, pause, diction, etc.). Prepared and unprepared speech, phases of prepared speech (choosing and narrowing the topic, purpose, perspective, deciding on main ideas and supportive ideas, planning, writing the text; presenting the speech). Speech types: (colloquy, chat, introducing yourself, answering questions, celebrating a special occasion like birthdays, new year's eve, festivals, giving directions, talking on phone, job interview, having interview with someone, radio and television dialogues, being a speaker at different culture and art programs, etc.). Speaking on different topics without any preparation, studying on speech samples and oral expression practices, correcting language and expression mistakes.

### *Computing II*

Main concepts about computer assisted education; elements, theoretical foundations, advantages and limitations, methods for practices of computer assisted education, common programs and formats used in computer assisted education, assessment and selection of lesson software, distance education applications, data base applications, negative impacts of computer and internet on children/teenagers.

### *Educational Psychology*

Relationship between education and psychology, description and functions of educational psychology, main concepts about learning and development, features of development (physical, cognitive, affective, social and moral development), elements affecting learning, theories of learning, reflections of theories of learning on learning process, effective learning, factors affecting learning (motivation, personal factors, group dynamics and effects of these factors on classroom learning process).

## **THIRD SEMESTER**

### *English Literature I*

Cultural history of British and American literature and literary works written in English; Fundamental terms and techniques; major genres and styles in literature; movements and periods in literature in English, the content and style of various literary texts such as short story, poem, drama and novel representing different periods and genres of English literature; literature's contribution to our understanding of life; literary tools to analyze and critically evaluate literary works and critical perspectives towards the texts; literary arts used in texts so as to make deductions, inferences and evaluations.

### *Linguistics I*

Basic concepts in linguistic analysis; the nature, structure and use of language by way of awareness raising activities, error analysis of language learners' production, case studies, and comparative analysis of native and target languages; the components of language as a system: linguistic competence and performance, branches of linguistics, types of grammar, language universals, creativity of linguistic knowledge, arbitrariness of language, sign languages, artificial languages and animal communication; brain and language, lateralization and handedness, evolution of language, human language processing models, research on language and disorders (e.g., dichotic listening, split brain, WADA); phonetics: acoustic, auditory and articulatory phonetics, speech organs, phoneme, vowels and consonants, IPA, diphthongs, triphthongs,

manner and place of articulation; phonology: sound patterns, assimilation, dissimilation, linking. Consonant clusters, silent letters, suprasegmentals, stress and intonation; semantics: componential analysis, entailment, semantic relations, sense and reference, collocation meaning.

### *Approaches to ELT I*

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

### *English-Turkish Translation*

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

### *Oral Expression and Public Speaking*

Practical skills for effective communication; fundamental stages of speech preparation and delivery including adopting and developing audio and visual aids, extended presentations as an outcome of extensive reading and research; oral and written language skills in job-related situations such as interviewing, socializing, telephoning, presenting information, holding meetings as well as CV and application writing.

### *Turkish Education History*

The importance of Turkish education history in terms of education. The status of education and teaching training institutions before republic. Turkish Education Revolution: 1. Historical background and philosophical, ideational, and political foundations of the revolutions. Turkish Education Revolution: 2. Law of Tevhid-i

Tedrisat: historical foundations, extent, practice and importance; secularism in Turkish education system. Turkish Education Revolution: 3. Mixed-sex education and girl education, alphabet reform, national schools, people's houses. Basic principles of education system of Turkish Republic. Village Institutions, Education Institutions and Higher Teacher Training Schools, universities and teacher training. Recent developments in Turkish education.

### *Principles and Methods of Teaching*

Main concepts about teaching, learning and teaching principles, importance and advantages of planned study in education, planning teaching (annual plan, daily plan, exercise samples), teaching and teaching strategies, teaching techniques and methods, their relations with the practices, teaching instruments, teacher's responsibilities and duties of teachers in increasing the qualifications of teaching, teaching competences.

## **FOURTH SEMESTER**

### *English Literature II*

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

### *Linguistics II*

Error analysis of language learners ' production data, case studies, and comparative analysis of native and target languages; morphology; free and bound morphemes, compounds, inflectional morphology, derivational morphology, morphemic analysis, morphological typology of languages, analysis of the internal hierarchical structure of words, morphophonological variation; syntax: word categories, phrase and clause structure, transformational-generative grammar, government and binding, minimalist program, argument structure, theta-roles; pragmatics: deixis, implicature,

conversational maxims, speech acts and politeness. sociolinguistics; dialects, register, style; discourse: criteria for textually, types of cohesive devices, discourse connections, functions, the discourse situation, institutional discourse, and similar topics.

### *Approaches to ELT II*

Current issues and practices in ELT course design, appropriate approaches suitable to learner needs based on current distinctions such as ESL, EFL, EIL, ESP, EAP; current foreign language teaching trends such as constructivist approach, content-based instruction, task-based instruction, problem-based teaching, multiple intelligences, whole language approach and corpus-based applications of language teaching; culture and classroom second or foreign language learning, technology use in language classrooms, and communicative and intercultural competencies for the language learner and teacher of the globalized world.

### *Language Acquisition*

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

### *Scientific Research Methods*

Science and basic concepts (fact, knowledge, absolute, truth, wrong, universal knowledge, etc.) main knowledge about science history, construct of scientific research, scientific methods and different views related to these methods, problem, research design, population and participants, data collections and data collection methods (quantitative and qualitative methods), recording data, data analysis, data discussion and writing the data.

### *ELT Methodology I*

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

### *Instructional Technology and Material Design*

Concepts about instructional technology, features of some instructional technologies, place and use of instructional technologies in teaching process, defining the technological needs of school and classroom, having an appropriate technological plan and applying the plan, developing two-dimensional and three –dimensional materials by using teaching technologies, developing instructional instruments (study sheets, planning activities, overhead projector sheets, slides, visual media ( VCD, DVD) instruments, computer related instruments), analyzing educational software, assessment of some qualified teaching instrument, internet and distance education, visual design principles, researches about teaching instruments, use of teaching technologies in Turkey and in the entire world.



## **FIFTH SEMESTER**

### *Teaching English to Young Learners I*

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

### *ELT Methodology II*

Classroom-based research, teacher directed research and action research, diagnosing learners' language related needs and remedial teaching activities; principles of learner monitoring and role of learner assessment in lesson planning; national and international professional organizations (e.g.: TESOL and INGED) and practical journals (e.g.: English Teaching Forum, ELTJ, TESLJ and TESL Reporter). Teaching Language Skills II Techniques and stages of teaching listening, speaking, pronunciation and vocabulary; building language awareness and teaching skills for language learners at various ages and language proficiency levels; lesson planning and techniques of the specific skills for a variety proficiency levels.

### *Literature and Language Teaching I*

Example short stories and novels from British and American and those which are originally produced in English,' identifications of the distinctive features of short stories and novels; different approaches to using literature with teenage and adult learners at all levels; examining ways in which the teaching of literature and language in these two genres (short story and novel), exploring theoretical and practical dimensions of this integration; analysis of literary texts

as content and as context; culture teaching through short stories and novel in the following domains: comparison and contrast between objects or products that exist in the target and native culture; proverbs, idioms, formulaic expressions which embody cultural values; social structures, roles and relationships; customs/ rituals/ traditions; beliefs, values, taboos and superstitions; political, historic and economic background; cultural institutions; metaphorical/ connotative meanings, use of humor.

### *Second Foreign Language I*

One of learning one of the following can be chosen as a second foreign language: German, French, Spanish, Italian, Arabic, Japanese, Chinese, Russian or Greek. Basic communication; structures and vocabulary necessary to comprehend simple daily conversational dialogues and reading texts, and to engage in daily simple communication; information about the culture of the target language.

### *Drama*

Definition and meaning of educational drama, difference of educational drama from the similar terms (psycho-drama, creative drama, drama-games, drama), history of drama with children, construction and phases of educational drama, age groups for educational drama, classifications based on the groups, educational drama environment and teacher qualifications, special techniques in educational drama, assessment of educational drama, samples of educational drama, being appropriate to the field and developing new samples.

### *Classroom Management*

Main concepts about classroom management, communication and interaction at classrooms, description of classroom management, features of classroom management and its differences from classroom discipline, factors affecting in-class and non-class activities, classroom management models, management the problematic behaviors at classroom, time management at classroom, classroom organization, constructing classroom environment being appropriate for learning (Samples and assumptions).

## **SIXTH SEMESTER**

### *Teaching English to Young Learners II*

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

### *Turkish-English Translation*

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

### *Teaching Language Skills II*

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

### *Literature and Language Teaching II*

The characteristics of poetry and drama as a literary genre; Example poems and plays from British and American and those which are originally produced in English, approaches to analyzing ways to use contemporary poetry and drama; activities that help students analyze literature as context and as content; teaching of literature and language in these two genres and theoretical and practical dimensions of this integration; teaching cultural and social issues through poetry and drama in the following domains: comparison and contrast between objects or products that exist in the target and native culture; proverbs, idioms, formulaic expressions which embody cultural values; social structures, roles and relationships; customs/ rituals/ traditions; beliefs, values, taboos and

superstitions; political, historic and economic background; culture institutions; metaphorical/ connotative meanings, use of humor.

### *Second Foreign Language II*

Interactive communication; grammatical structures and vocabulary commonly used in newspapers, magazines, extended dialogues, readings texts, and short stories; information about the culture of the target language through authentic materials.

### *Community Service Practices*

The importance of community service practices, identifying the current problems of the community and studying on projects to solve these problems, joining scientific events like symposiums, conferences, seminars as an audience, a speaker, being part of some social responsibility projects voluntarily, gaining main knowledge and skills about practicing community service projects at schools.

### *Testing and Evaluation*

The place and importance of testing and evaluation, main concepts about testing and evaluation, the required qualifications of testing instruments (reliability, validity, usability, testing instruments and their features, traditional methods based test techniques (written test, short answer item type test, True/False item type test, multiple choice item type test, matching type test, oral examination, homework), instruments used to know students in various ways (observation, interviews, performance based assessment, portfolio, research papers, research projects, peer-assessment, self-assessment, attitude scales), statistical measurements on testing results, assessing learning outcomes, grading, developing testing instruments for the field of study.

## **SEVENTH SEMESTER**

### *Language Teaching Materials Adaptation and Development*

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

### *Second Foreign Language III*

Intermediate/upper-intermediate level oral and written communication : skills; complex grammatical structures and intermediate/upper-intermediate level vocabulary items used in a variety of authentic texts; information about the culture of the target language through authentic materials.

### *Principles of Atatürk and History of Revolution I*

Main concepts, definitions, introduction of course techniques and resources, Industrial Revolution and French Revolution, Collapse of Ottoman Empire (19<sup>th</sup> century), Edict of Reorganization and Edict of Reform, the First and Second Constitutionalist Period, the War of Tripoli and the Wars of Balkans, World War I, the Armistice of Mondros, Wilson principles, Paris Conference, Mustafa Kemal's lands in Samsun, Amasya Protocol, National Congresses, opening of National Assembly, opening of Grand National Assembly of Turkey and civil wars, Turkish Constitution of 1921 [Teşkilat-I Esasiye], declaration of regular army, Inonu War I and Inonu War II, Kütahya- Eskişehir War, Sakarya Battle

and the Battle of Dumlupınar, treaties during War of Independence, Treaty of Lausanne, Abolition of Ottoman Empire.

### *School Experience*

Observing a day of a teacher and students; observing how the teacher organize a lesson while teaching the lesson, which phases the teacher decides on, how the teacher uses the teaching methods and techniques, which activities that the teacher uses during the lesson, what the teacher does to manage the classroom and control the students, how the teacher finishes the lesson, and how the teacher tests and assesses the students' knowledge; investigating the school system, the responsibilities of the head teacher and the interaction of the school with the community; preparing a portfolio combining all school experience studies.

### *Guidance*

Main concepts, student personal services, the place of psychological consultation and guidance in the services, principles and development of guidance, types of guidance and psychological consultation, services, techniques, organization and staff, innovations in the field, student recognition techniques, guide-teacher cooperation, teacher's guidance duties.

### *Special Education*

The definition of special education; basic principles of special education; reasons for being disabled; the importance of early diagnosis and treatment; the historical background of attitude for the disabled; mental disabled individual, hearing impaired individual, visually impaired individual, physically impaired individual, individual having language and communication disabilities, individual with defined illness; the features and education of autistic and highly gifted students who are with special learning disabilities, attention deficit and hyperactivity disorder; education of students growing differently through games; the reactions of parents whose children require special education and attention; the current status of special education at our country and institutions founded for this aim.

## **EIGHTH SEMESTER**

### *English Language Testing and Evaluation*

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

### *Principles of Atatürk and History of Revolution II*

The political revolutions; political parties and trials of moving to multi-party period; the law revolutions; organizing the common life; reforms in economy. Turkish foreign policy in the period of 1923-1938; post-Atatürk foreign policy period; principles of Turkish Revolution (Republicanism, Populism, Secularism; Revolutionism; Statism; Nationalism).

### *Comparative Education*

Investigating the education systems of various countries, analyzing the field of study in these countries, comparing the education systems of the countries between each other and ourselves.

*Turkish Education System and School Management*

The purposes and basic principles of Turkish education system, legal arrangements about education, the construct of Turkish education system and its management theories and processes, school organization and management, staff, students, learning and management in school management, public and social attendance at school.

*Teaching Practice*

Preparing a daily lesson plan each week, implementing the lesson plan, evaluation of the practice teaching by the teacher, professor, and student teacher, improving the plan and practices in line with the feedback, preparing a portfolio.



## APPENDIX 2

### Item Analysis Form Presented to Expert Views

Dear Professors,

I would really appreciate it if you could help me in the process of my developing a questionnaire as a part of MA thesis. As you have already been informed, I am studying on the pedagogical content knowledge of prospective English language teachers. This term has been named differently in the literature but I chose to use the term pedagogical content knowledge as the way Shulman used it firstly in 1987. It refers to the knowledge about the teaching and learning of a particular subject matter that takes into account the particular learning demands inherent in the subject matter. The subject matter in the definition has been discussed under the name of content knowledge and the decision of applying particular learning demands during the learning and teaching processes has been examined under the term of pedagogical knowledge by Shulman (1987). In that sense, pedagogical content knowledge can be defined as the blending of subject-matter(content) knowledge and pedagogical knowledge.

The studies conducted in the field in the last two decades have tried to determine the boundaries of what comprises subject-matter knowledge and pedagogical knowledge, and namely pedagogical content knowledge (Borg, 2003; Elbaz, 1981; Freeman & Johnson, 1998; Golombek, 1998; Meijer et al., 1999; Meijer et al., 2001; Nunan, 2001; Shulman, 1987; Tsiu and Nicholson, 1999). In line with the results of these studies, I have decided on the components of pedagogical content knowledge as *general knowledge of English, knowledge of English related to discipline specifications* (Tsiu & Nicholson referred in their study that phonology, morphology, discourse, pragmatics and grammar are the subdivisions of languages that a language teacher should be knowledgeable about specifically compared to any other language learners and knowledge about teaching English can be thought under this knowledge base), *knowledge of developing activities, knowledge on learners, knowledge on planning lessons, knowledge on teaching methods and techniques, knowledge of strategies and knowledge of assessment.*

To examine the pedagogical content knowledge of the prospective teachers, I adapted and developed a questionnaire using Can's (2005) and Cesur's (2012) questionnaires, each of who studied on knowledge bases of prospective English language teachers and constructed a questionnaire as parts of their PhD dissertations. I also made use of the results of a dissertation conducted by Yang in 2011 and can-do statements of Common European Framework. The reliability analysis of the piloting study of the questionnaire indicates that the first main part of the study called as language skills has ,930 Cronbach's Alpha score and the second main part of the questionnaire called as teaching skills has ,975 Cronbach's Alpha score.

After giving a brief description about my thesis and the questionnaire, I would like to take your views as field experts about my items. I classified the items into the knowledge bases I mentioned above. If you are available, could you please check my classifications to see whether they suit to the categories I put them into, or not? This would be really important contribution to my study.

You may put a tick or a cross to the appropriate place given next to each item. You may also add comments about the overall questionnaire or the part you evaluated.

Thank you very much in advance.

- **General Knowledge of English**

1	I can call myself as a proficient user of English.	
2	I can easily produce grammatically correct sentences.	
3	I have a wide repertoire of vocabulary.	
4	I have consistently correct and appropriate use of vocabulary.	
5	It is easy for me to communicate through English when I need to express my thoughts as a speaker.	
6	I can give clear, detailed descriptions and presentations on complex subjects.	
7	I can easily follow and understand conferences, radio, and television talks in English without too much effort.	
8	I can read and understand popular novels and story books in English with little use of dictionary.	
9	I can understand specialized articles, even when they do not relate to my field.	
10	I can take detailed notes during a lecture on topics in the fields of my interest.	

- **Knowledge of English related to discipline specifications**

1	I can pronounce English words correctly.	
2	I am aware that stress and intonation patterns are important in language learning.	
3	I can specify the pitch of my voice according to my aims such as asking a question or rejecting an invitation.	
4	I can understand how morphemes are integrated to build meaningful words in English.	
5	I can identify how words are combined to build sentence structures in English.	
6	I can notice the system of semantics (word/sentence meaning).	
7	I am aware that a sentence may have different meanings in English.	
8	I know that the context in which English is used can affect the choice of appropriate language.	
9	I am aware of the importance of using information and communication technologies in second/foreign language classrooms.	

10	I am aware of the uses of a variety of assessment techniques such as portfolios, short quizzes.	

• **Knowledge on Designing Activities**

1	I can design activities to encourage my students to take active part in classroom activities.	
2	It is easy for me to relate the activities in classroom with my students' real life.	
3	I can design activities for my students to teach English sound systems.	
4	I can design activities to help my students acquire patterns of English word formations.	
5	I can design activities to teach my students the English syntactic structures.	
6	I can develop activities to help my students use vocabulary appropriately in written and spoken forms.	
7	I can apply my knowledge of pragmatics (the effect of context that the language is used on the choice of appropriate language) to help my students communicate effectively.	
8	I can make smooth transition from one activity to the other.	
9	I can arrange pair and group work activities to reinforce learning in my classes.	
10	I can design activities to encourage my students to speak naturally.	
11	I can prepare reading instructions which are appropriate to the level of my students.	
12	I can develop activities to meet my students' needs to write appropriately in English.	

• **Knowledge of Learners**

1	I can take precautions for my students' anxiety.	
2	I can encourage my students to take their own responsibility for their learning.	
3	I can motivate my students to learn English.	
4	I can keep their interest and motivation alive.	
5	I can handle with discipline problems in my classes.	
6	I can provide mostly positive learning environment.	

7	I can provide many different contexts where my students can learn the appropriate language to be used in certain cases.	
8	I can appropriately change my language use for my students' comprehension.	
9	I can detect the areas that my students find difficult in English.	
10	I can handle my students' problematic areas with different materials and activities.	
11	I am aware that my students can have different learning styles (visual, verbal, aural, logical, etc.)	
12	I can encourage my students to take risks in learning English.	
13	I can guide my students as to how they can learn English better on their own.	
14	I can build the syllabus around my students' needs and interests.	

- **Knowledge on Planning**

1	I can plan my lessons appropriate to my students' language levels, learning styles, interests and needs.	
2	I can plan activities at the appropriate language levels integrating my students' background knowledge.	
3	I can prepare lesson plans that help me reach the language teaching aims.	

- **Knowledge of Teaching Methods and Techniques**

1	I can use a variety of teaching approaches to teach different topics.	
2	I can make use of traditional teaching methods (Grammar Translation, Direct Method, etc.)	
3	I can make use of communicative approach in English language teaching to improve my students' communication skills.	
4	I can make use of an eclectic method (combining the techniques of many other methods and approaches).	
5	I can use relevant information and communication technologies in my language classrooms.	
6	I can select materials that are suitable for my students' culture.	
7	I can make use of a variety of resources such as social media, media, family,	

	friends etc. to promote language learning.	

- **Knowledge of Strategies**

1	I can assist my students in developing strategies to learn English	
2	I can help my students develop listening strategies.	
3	I can help my students develop writing strategies.	

- **Knowledge of Assessment**

	I am informed about the crucial aspects of assessment such as validity and reliability.	
	I can decide on the aims of assessment practices.	
	I can apply the methods of assessment which is appropriate for my students.	
	I can assess all language skills.	
	I can give constructive feedback to my students' written productions.	
	I can give constructive feedback to my students' oral productions.	
	I can encourage my students to give each other constructive feedback about their written and oral productions.	
	I can relate the results of the assessment to my following classroom practices.	

Thank you very much one more time!

Arzu KANAT

### APPENDIX 3

#### The questionnaire

##### Pre-Service English Language Teachers' Perceptions over Their Own Pedagogical Content Knowledge

Dear Prospective English Language Teachers,

This questionnaire serves as one of the main instruments of a study concerning pre-service English language teachers' Pedagogical Content Knowledge, which means the blending of content and pedagogy into an understanding of how particular topics, problems, or issues are organized, represented, and adapted to the diverse interests and abilities of learners, and presented for instruction (Shulman, 1987). It focuses on your perceptions of your own Content (what you know about English and English language teaching), Pedagogical (how you can teach skills taking students' interests, personalities, background knowledge, abilities etc. into consideration) and Pedagogical Content Knowledge (the blending of content and pedagogical knowledge - in this case, how you could transfer your knowledge of English to the students effectively and appropriately while considering your students' learning types and preferences.). Your answers will be kept confidential and I regard your answers to this questionnaire as important contribution to my study.

You do not have to write your names. But if you send an e-mail to the following address [kanatarzu@gmail.com](mailto:kanatarzu@gmail.com), the results of the study will be shared with you as well. You may also contact via the address to share your ideas and ask any questions about the study.

Thank you for your kind contribution.

Arzu KANAT

[\(kanatarzu@gmail.com\)](mailto:kanatarzu@gmail.com)

<b>Part I. PERSONAL INFORMATION: Please put a cross (X) into the appropriate brackets.</b>
<b>A. Gender</b> Female ( )    Male ( )
<b>B. Teaching Experience</b>
Have you had any teaching experience except for your practicum?
No ( )    Yes ( )
If yes, could you give some information about your experience as tutoring, or working at a language course for....years/months etc.?
.....
.....

<p><b>C.General Points Average (GPA)</b></p> <p>Your GPA is between</p> <p><b>3.50 and above ( ) 3.49-3.00 ( ) 2.99-2.50 ( ) 2.49- 2.00 ( ) 1.99- and below ( )</b></p>	
<p><b>D. Which of the courses listed below mostly equip you with the skills of English language teaching in your opinion? Please, order these courses from 8 to 1 in terms of importance in your opinion. (The most important will get 8 and the least important will get 1. Every course should get a degree)</b></p>	
Teaching Language Skills ( )	Teaching English to Young Learners ( )
Approaches and Methods in ELT ( )	Linguistics ( )
Literature and Language Teaching ( )	ELT Methodology ( )
Testing and Evaluation in ELT ( )	Material Adap. and Dev. in ELT ( )

Part II. LANGUAGE SKILLS: Please put a cross (X) into the appropriate brackets.					
I am	( 1 ) POOR	( 2 ) FAIR	( 3 ) SATISFACTORY	( 4 ) GOOD	( 5 ) EXCELLENT
1.	I can call myself as a proficient user of English.	( 1 )	( 2 )	( 3 )	( 4 ) ( 5 )
2.	I can easily produce grammatically correct sentences.	( 1 )	( 2 )	( 3 )	( 4 ) ( 5 )
3.	I have a wide repertoire of vocabulary.	( 1 )	( 2 )	( 3 )	( 4 ) ( 5 )
4.	I can use vocabulary correctly and appropriately.	( 1 )	( 2 )	( 3 )	( 4 ) ( 5 )
5.	It is easy for me to communicate through English when I need to express my thoughts.	( 1 )	( 2 )	( 3 )	( 4 ) ( 5 )
6.	I can give clear, detailed descriptions and presentations on various subjects.	( 1 )	( 2 )	( 3 )	( 4 ) ( 5 )
7.	I can easily follow and understand conferences, radio, and television talks in English without too much effort.	( 1 )	( 2 )	( 3 )	( 4 ) ( 5 )
8.	I can read and understand popular novels and story books in English with little use of dictionary.	( 1 )	( 2 )	( 3 )	( 4 ) ( 5 )
9.	I can understand specialized articles, even when they do not relate to my field.	( 1 )	( 2 )	( 3 )	( 4 ) ( 5 )
10.	I can take detailed notes during a lecture on topics in the fields of my interest.	( 1 )	( 2 )	( 3 )	( 4 ) ( 5 )
11.	I can write letters or essays to express my ideas in English.	( 1 )	( 2 )	( 3 )	( 4 ) ( 5 )
12.	I can pronounce English words correctly.	( 1 )	( 2 )	( 3 )	( 4 ) ( 5 )
13.	I am aware that stress and intonation patterns are important in language learning.	( 1 )	( 2 )	( 3 )	( 4 ) ( 5 )

14.	I can specify the pitch of my voice according to my aims such as asking a question or rejecting an invitation.	( 1 )	( 2 )	( 3 )	( 4 )	( 5 )
15.	I can understand how morphemes are integrated to build meaningful words in English.	( 1 )	( 2 )	( 3 )	( 4 )	( 5 )
16.	I can identify how words are combined to build sentence structures in English.	( 1 )	( 2 )	( 3 )	( 4 )	( 5 )
17.	I can notice the system of semantics (word/sentence meaning).	( 1 )	( 2 )	( 3 )	( 4 )	( 5 )
18.	I am aware that a sentence may have different meanings in English.	( 1 )	( 2 )	( 3 )	( 4 )	( 5 )
19.	I know that the context in which English is used can affect the choice of appropriate language.	( 1 )	( 2 )	( 3 )	( 4 )	( 5 )

<b>Part III. Teaching Skills: Please put a cross (X) into the appropriate brackets.</b>						
<b>I am ( 1 ) POOR ( 2 ) FAIR ( 3 ) SATISFACTORY ( 4 ) GOOD ( 5 ) EXCELLENT</b>						
1	I can design activities to encourage my students to take active part in classroom activities.	( 1 )	( 2 )	( 3 )	( 4 )	( 5 )
2	I can relate the activities in classroom with my students' real life.	( 1 )	( 2 )	( 3 )	( 4 )	( 5 )
3	I can design activities for my students to develop their pronunciation.	( 1 )	( 2 )	( 3 )	( 4 )	( 5 )
4.	I can design activities to help my students acquire patterns of English word formations.	( 1 )	( 2 )	( 3 )	( 4 )	( 5 )
5.	I can design activities to teach my students the English syntactic structures.	( 1 )	( 2 )	( 3 )	( 4 )	( 5 )
6.	I can develop activities to help my students use vocabulary appropriately in written and spoken forms.	( 1 )	( 2 )	( 3 )	( 4 )	( 5 )
7.	I can apply my knowledge of pragmatics (the effect of context that the language is used on the choice of appropriate language) to help my students communicate effectively.	( 1 )	( 2 )	( 3 )	( 4 )	( 5 )
8.	I can make smooth transition from one activity to the other.	( 1 )	( 2 )	( 3 )	( 4 )	( 5 )
9.	I can arrange pair and group work activities to reinforce learning in my classes.	( 1 )	( 2 )	( 3 )	( 4 )	( 5 )
10.	I can design activities to encourage my students to speak naturally.	( 1 )	( 2 )	( 3 )	( 4 )	( 5 )
11.	I can prepare reading activities which are appropriate to the level of my students.	( 1 )	( 2 )	( 3 )	( 4 )	( 5 )
12.	I can develop activities to meet my students' needs to write appropriately in English.	( 1 )	( 2 )	( 3 )	( 4 )	( 5 )
13.	I can integrate information and communication technologies to my	( 1 )	( 2 )	( 3 )	( 4 )	( 5 )



	courses.					
14.	I can take precautions for lowering my students' anxiety.	(1)	(2)	(3)	(4)	(5)
15.	I can encourage my students to take their own responsibility for their learning.	(1)	(2)	(3)	(4)	(5)
16..	I can motivate my students to learn English.	(1)	(2)	(3)	(4)	(5)
17.	I can keep my students' interest and motivation alive.	(1)	(2)	(3)	(4)	(5)
18.	I can handle with discipline problems in my classes.	(1)	(2)	(3)	(4)	(5)
19.	I can provide mostly positive learning environment.	(1)	(2)	(3)	(4)	(5)
20.	I can provide many different contexts where my students can learn the appropriate language to be used in certain cases.	(1)	(2)	(3)	(4)	(5)
21.	I can appropriately change my language use for my students' comprehension.	(1)	(2)	(3)	(4)	(5)
22.	I can detect the areas that my students find difficult in English.	(1)	(2)	(3)	(4)	(5)
23.	I can handle with my students' problematic areas through different materials and activities.	(1)	(2)	(3)	(4)	(5)
24.	I am aware that my students can have different learning styles (visual, verbal, aural, logical, etc.)	(1)	(2)	(3)	(4)	(5)
25.	I can encourage my students to take risks in learning English.	(1)	(2)	(3)	(4)	(5)
26.	I can guide my students as to how they can learn English better on their own.	(1)	(2)	(3)	(4)	(5)
27.	I can build the syllabus around my students' needs and interests.	(1)	(2)	(3)	(4)	(5)
28.	I can plan my lessons appropriate to my students' language levels, learning styles, interests and needs.	(1)	(2)	(3)	(4)	(5)
29.	I can plan activities at the appropriate language levels integrating my students' background knowledge.	(1)	(2)	(3)	(4)	(5)
30.	I can plan my lessons to help the students reach learning outcomes.	(1)	(2)	(3)	(4)	(5)
31.	I can integrate the language skills according to the level of students.	(1)	(2)	(3)	(4)	(5)
32.	I can plan appropriate homework for my students to reinforce their learning.	(1)	(2)	(3)	(4)	(5)
33.	I can use a variety of teaching approaches to teach different topics.	(1)	(2)	(3)	(4)	(5)
34.	I can make use of some useful and practical ideas from traditional teaching methods (Grammar Translation, Direct Method, etc.)	(1)	(2)	(3)	(4)	(5)
35.	I can make use of communicative approach in English language teaching to improve my students' communication skills.	(1)	(2)	(3)	(4)	(5)
36.	I can make use of an eclectic method (combining the techniques of many other methods and approaches).	(1)	(2)	(3)	(4)	(5)
37.	I can use relevant information and communication technologies in	(1)	(2)	(3)	(4)	(5)

	my language classrooms.					
38.	I can select and design materials that are suitable for my students' culture.	( 1 )	( 2 )	( 3 )	( 4 )	( 5 )
39.	I can make use of a variety of resources such as social media, media, family, and friends etc. to promote language learning.	( 1 )	( 2 )	( 3 )	( 4 )	( 5 )
40.	I can assist my students in developing strategies to learn English	( 1 )	( 2 )	( 3 )	( 4 )	( 5 )
41.	I can help my students develop listening strategies.	( 1 )	( 2 )	( 3 )	( 4 )	( 5 )
42.	I can help my students develop speaking strategies.	( 1 )	( 2 )	( 3 )	( 4 )	( 5 )
43.	I can help my students develop writing strategies.	( 1 )	( 2 )	( 3 )	( 4 )	( 5 )
44.	I can help my students develop reading strategies.	( 1 )	( 2 )	( 3 )	( 4 )	( 5 )
45.	I can lead my students to develop communicative strategies.	( 1 )	( 2 )	( 3 )	( 4 )	( 5 )
46.	I can make use of various assessment techniques such as portfolios, short quizzes, and so on.	( 1 )	( 2 )	( 3 )	( 4 )	( 5 )
47.	I am informed about the crucial aspects of assessment such as validity and reliability.	( 1 )	( 2 )	( 3 )	( 4 )	( 5 )
48.	I can decide on the aims of assessment practices.	( 1 )	( 2 )	( 3 )	( 4 )	( 5 )
49.	I can apply the methods of assessment which is appropriate for my students.	( 1 )	( 2 )	( 3 )	( 4 )	( 5 )
50.	I can assess all language skills.	( 1 )	( 2 )	( 3 )	( 4 )	( 5 )
51.	I can give constructive feedback to my students' written productions.	( 1 )	( 2 )	( 3 )	( 4 )	( 5 )
52.	I can give constructive feedback to my students' oral productions.	( 1 )	( 2 )	( 3 )	( 4 )	( 5 )
53.	I can encourage my students to give each other constructive feedback about their written and oral productions.	( 1 )	( 2 )	( 3 )	( 4 )	( 5 )
54.	I can relate the results of the assessment to my following classroom practices.	( 1 )	( 2 )	( 3 )	( 4 )	( 5 )

**Thanks for your contribution one more time! ☺**

## APPENDIX 4

### Pre-Observation Interview Form

<b>Interviewer:</b>	<b>Date</b>
<b>Interviewee:</b>	<b>Duration</b>
<p><i>Hello. I am Arzu KANAT. As you have been already informed, I am conducting a study on pre-service English language teachers' reflections and perceptions over their own pedagogical content knowledge through their teaching practices as parts of their course, Teaching Practice. I would like to ask some questions to know your teacher and teaching perspectives better before the observation I am going to make in your lessons. If you have any questions, please feel free to ask me. And if you are ready, could we begin with the first question?</i></p>	
<p><b>1. Have you had any teaching experience beforehand? Please, give some information about your experience if you have any.</b></p>	
<p><b>2. What is your G.P.A. (Grade Point Average)?</b></p>	
<p><b>3. How would you define a good English teacher?</b></p>	
<p><b>4. What is your dream(s) about teaching English?</b></p>	
<p><b>5. What kind of an English teacher do you suppose you will become?</b></p>	

**6. What skills and knowledge should an effective English teacher should have?**

**7. What do you think about an English teacher's English level? What should it be?**

**8. Think about your first day at ELT department. What is the difference between you from that day till today?**

**9. How did the courses that you have taken in ELT department so far affect your knowledge of teaching English? Could you name the most/least effective courses?**

**APPENDIX 5**  
**Observation Form**

<b>Observation Number:</b>	
<b>Observer's Name:</b>	<b>Date:</b>
<b>Prospective Teacher:</b>	<b>Duration:</b>
<b>Topic:</b>	
<b>Aims and Goals of the Lesson:</b>	
<b>Activities:</b>	
<b>To what extent does the prospective teacher apply his or her knowledge of English during the lesson? Does she/he catch the levels of the students?</b>	
<b>Which methods and techniques does she/he make use of to reach the aims of the lesson?</b>	

**Is prospective teacher knowledgeable about the target group? Could she/he identify their learning styles, problematic areas?**

**Has she/he planned the lesson in accordance with aims and goals? What kind of activities or exercises has she/he developed or selected?**

**How has she/he managed any problems (discipline, understanding problems, and so on) occurred during the classroom?**

**How does she/he assess the students' comprehension after teaching?**

**Does she/he suit her or his definition of "a good English" teacher? Is she/he a teacher as the way she/he foresees herself/himself?**

**Views of the Observer**

**Overall/Other comments**

## APPENDIX 6

### Post-Lesson Self-Reflection Form

<b>Pre-Service Teacher's Name:</b>	<b>Date</b>
	<b>Duration</b>
<b>1. How would you evaluate your teaching performance? What's your self-criticism?</b>	
<b>2. If you had a second chance to present the same lesson, what would you like to change in your lesson?</b>	
<b>3. What were the key points that you focused on while preparing your lesson plan?</b>	
<b>4. What were the problems that the students encountered during the lesson? Could you handle with these problems effectively in your opinion?</b>	



**5. What other techniques and activities would you use to have a more effective lesson?**

**6. What do you think about your assessment? How did you assess your students' comprehension?**

## APPENDIX 7

### FREQUENCY OF EACH COURSE

#### Teaching Language Skills

	Frequency	Percent	Cum. Percent
8	16	23.2	23.2
7	16	23.2	46.4
6	9	13.0	59.4
5	8	11.6	71.0
4	6	8.7	79.7
3	7	10.1	89.9
2	5	7.2	97.1
1	2	2.9	100.0
Total	69	100.0	

#### Approaches to ELT

	Frequency	Percent	Cum. Percent
8	13	18.8	18.8
7	14	20.3	39.1
6	19	27.5	66.7
5	1	1.4	68.1
4	5	7.2	75.4
3	9	13.0	88.4
2	6	8.7	97.1
1	2	2.9	100.0
Total	69	100.0	

#### Literature and Language Teaching

	Frequency	Percent	Cum. Percent
8	2	2.9	2.9
7	4	5.8	8.7
6	1	1.4	10.1
5	5	7.2	17.4
4	8	11.6	29.0
3	5	7.2	36.2
2	9	13.0	49.3
1	35	50.7	100.0
Total	69	100.0	

#### Testing and Evaluation in ELT

	Frequency	Percent	Cum. Percent
8	3	4.3	4.3
7	3	4.3	8.7
6	11	15.9	24.6
5	8	11.6	36.2
4	13	18.8	55.1
3	13	18.8	73.9
2	11	15.9	89.9
1	7	10.1	100.0
Total	69	100.0	

#### Teaching English to Young Learners

	Frequency	Percent	Cum. Percent
8	26	37,7	37,7
7	14	20,3	58,0
6	5	7,2	65,2
5	11	15,9	81,2
4	5	7,2	88,4
3	2	2,9	91,3
2	3	4,3	95,7
1	3	4,3	100,0
Total	69	100,0	

#### Linguistics

	Frequency	Percent	Cum. Percent
8	6	8,7	8,7
7	2	2,9	11,6
6	5	7,2	18,8
5	13	18,8	37,7
4	12	17,4	55,1
3	10	14,5	69,6
2	15	21,7	91,3
1	6	8,7	100,0
Total	69	100,0	

**Methodology in ELT**

	Frequency	Percent	Cum. Percent
8	3	4,3	4,3
7	10	14,5	18,8
6	9	13,0	31,9
5	14	20,3	52,2
4	6	8,7	60,9
3	10	14,5	75,4
2	12	17,4	92,8
1	5	7,2	100,0
Total	69	100,0	

**Material Adaptation and Development in ELT**

	Frequency	Percent	Cum. Percent
8	1	1,4	1,4
7	6	8,7	10,1
6	10	14,5	24,6
5	9	13,0	37,7
4	14	20,3	58,0
3	12	17,4	75,4
2	8	11,6	87,0
1	9	13,0	100,0
Total	69	100,0	

**APPENDIX 8**

**Mann Whitney U Test Results Based on Gender**

	<b>Gender</b>	<b>N</b>	<b>Mean Rank</b>	<b>Sum of Ranks</b>	<b>U</b>	<b>p</b>
GKE1	Female	49	35.05	1717.50	487.500	.972
	Male	20	34.88	697.50		
GKE2	Female	49	32.45	1590.00	365.000	.077
	Male	20	41.25	825.00		
GKE3	Female	49	35.29	1729.00	476.000	.841
	Male	20	34.30	686.00		
GKE4	Female	49	34.83	1706.50	481.500	.903
	Male	20	35.42	708.50		
GKE5	Female	49	34.82	1706.00	481.000	.899
	Male	20	35.45	709.00		
GKE6	Female	49	34.77	1703.50	478.500	.868
	Male	20	35.58	711.50		
GKE7	Female	49	35.69	1749.00	456.000	.632
	Male	20	33.30	666.00		
GKE8	Female	49	34.65	1698.00	473.000	.812
	Male	20	35.85	717.00		
GKE9	Female	49	36.30	1778.50	426.500	.366
	Male	20	31.83	636.50		
<b>GKE10</b>	<b>Female</b>	<b>49</b>	<b>39.23</b>	<b>1922.50</b>	<b>282.500</b>	<b>.003</b>
	Male	20	24.63	492.50		
GKE11	Female	49	36.09	1768.50	436.500	.449
	Male	20	32.33	646.50		
KEDS1	Female	49	35.40	1734.50	470.000	.783
	Male	20	34.03	680.50		
KEDS2	Female	49	34.97	1713.50	488.500	.983
	Male	20	35.08	701.50		
KEDS3	Female	49	35.31	1730.00	475.000	.827
	Male	20	34.25	685.00		
KEDS4	Female	49	36.49	1788.00	417.000	.296
	Male	20	31.35	627.00		
KEDS5	Female	49	37.36	1830.50	374.500	.101
	Male	20	29.23	584.50		
KEDS6	Female	49	37.83	1853.50	351.500	.050
	Male	20	28.08	561.50		
KEDS7	Female	49	36.39	1783.00	422.000	.335
	Male	20	31.60	632.00		

\*p<.0

KEDS8	Female	49	37.73	1849.00	356.000	.056
	Male	20	28.30	566.00		
KDA1	Female	49	37.70	1847.50	357.500	.056
	Male	20	28.38	567.50		
KDA2	Female	49	35.54	1741.50	463.500	.704
	Male	20	33.67	673.50		
KDA3	Female	49	36.97	1811.50	393.500	.160
	Male	20	30.18	603.50		
KDA4	Female	49	36.27	1777.00	428.000	.377
	Male	20	31.90	638.00		
KDA5	Female	49	36.06	1767.00	438.000	.457
	Male	20	32.40	648.00		
<b>KDA6</b>	<b>Female</b>	<b>49</b>	<b>38.04</b>	<b>1864.00</b>	<b>341.000</b>	<b>.031</b>
	Male	20	27.55	551.00		
KDA7	Female	49	37.17	1821.50	383.500	.116
	Male	20	29.68	593.50		
<b>KDA8</b>	<b>Female</b>	<b>49</b>	<b>37.92</b>	<b>1858.00</b>	<b>347.000</b>	<b>.040</b>
	Male	20	27.85	557.00		
KDA9	Female	49	34.54	1692.50	467.500	.746
	Male	20	36.13	722.50		
KDA10	Female	49	35.08	1719.00	486.000	.954
	Male	20	34.80	696.00		
KDA11	Female	49	36.27	1777.00	428.000	.375
	Male	20	31.90	638.00		
<b>KDA12</b>	<b>Female</b>	<b>49</b>	<b>38.16</b>	<b>1870.00</b>	<b>335.000</b>	<b>.027</b>
	Male	20	27.25	545.00		
KDA13	Female	49	35.62	1745.50	459.500	.665
	Male	20	33.48	669.50		
KL1	Female	49	35.40	1734.50	470.500	.783
	Male	20	34.03	680.50		
KL2	Female	49	36.43	1785.00	420.000	.320
	Male	20	31.50	630.00		
KL3	Female	49	35.93	1760.50	444.500	.515
	Male	20	32.73	654.50		
KL4	Female	49	34.27	1679.00	454.000	.607
	Male	20	36.80	736.00		
KL5	Female	49	34.08	1670.00	445.000	.523
	Male	20	37.25	745.00		
KL6	Female	49	35.77	1752.50	452.500	.593
	Male	20	33.13	662.50		
KL7	Female	49	36.13	1770.50	434.500	.405
	Male	20	32.23	644.50		

\*p<.05

KL8	Female	49	35.74	1751.50	453.500	.592
	Male	20	33.17	663.50		
KL9	Female	49	34.41	1686.00	461.000	.680
	Male	20	36.45	729.00		
KL10	Female	49	35.48	1738.50	466.500	.735
	Male	20	33.83	676.50		
KL11	Female	49	36.63	1795.00	410.000	.259
	Male	20	31.00	620.00		
KL12	Female	49	36.54	1790.50	414.500	.279
	Male	20	31.23	624.50		
KL13	Female	49	34.49	1690.00	465.000	.724
	Male	20	36.25	725.00		
KL14	Female	49	35.66	1747.50	457.500	.641
	Male	20	33.38	667.50		
KP1	Female	49	36.05	1766.50	438.500	.443
	Male	20	32.42	648.50		
<b>KP2</b>	<b>Female</b>	<b>49</b>	<b>38.65</b>	<b>1894.00</b>	<b>311.000</b>	<b>.008</b>
	Male	20	26.05	521.00		
<b>KP3</b>	<b>Female</b>	<b>49</b>	<b>38.99</b>	<b>1910.50</b>	<b>294.500</b>	<b>.003</b>
	Male	20	25.23	504.50		
KP4	Female	49	35.43	1736.00	469.000	.763
	Male	20	33.95	679.00		
KP5	Female	49	36.42	1784.50	420.500	.324
	Male	20	31.53	630.50		
KTMTM1	Female	49	37.59	1842.00	363.000	.060
	Male	20	28.65	573.00		
KTMTM2	Female	49	35.62	1745.50	459.500	.660
	Male	20	33.48	669.50		
<b>KTMTM3</b>	<b>Female</b>	<b>49</b>	<b>37.91</b>	<b>1857.50</b>	<b>347.500</b>	<b>.039</b>
	Male	20	27.88	557.50		
<b>KTMTM4</b>	<b>Female</b>	<b>49</b>	<b>37.99</b>	<b>1861.50</b>	<b>343.500</b>	<b>.038</b>
	Male	20	27.68	553.50		
KTMTM5	Female	49	37.11	1818.50	386.500	.139
	Male	20	29.83	596.50		
KTMTM6	Female	49	35.32	1730.50	474.500	.826
	Male	20	34.23	684.50		
KTMTM7	Female	49	37.14	1820.00	385.000	.137
	Male	20	29.75	595.00		
KS1	Female	49	34.28	1679.50	454.500	.615
	Male	20	36.78	735.50		
KS2	Female	49	36.15	1771.50	433.500	.422
	Male	20	32.17	643.50		
KS3	Female	49	36.03	1765.50	439.500	.478
	Male	20	32.48	649.50		

\*p<.05

KS4	Female	49	36,32	1779,50	425.500	.367
	Male	20	31,78	635,50		
KS5	Female	49	36,28	1777,50	427.500	.371
	Male	20	31,88	637,50		
KS6	Female	49	35,79	1753,50	451.500	.587
	Male	20	33,08	661,50		
KA1	Female	49	37,61	1843,00	362.000	.070
	Male	20	28,60	572,00		
<b>KA2</b>	<b>Female</b>	<b>49</b>	<b>36,58</b>	<b>1792,50</b>	<b>341.000</b>	<b>.036</b>
	Male	20	31,13	622,50		
KA3	Female	49	36,87	1806,50	412.500	.260
	Male	20	30,43	608,50		
KA4	Female	49	35,72	1750,50	398.500	.193
	Male	20	33,23	664,50		
KA5	Female	49	36,38	1782,50	454.500	.618
	Male	20	31,63	632,50		
KA6	Female	49	36,92	1809,00	422.500	.331
	Male	20	30,30	606,00		
KA7	Female	49	37,27	1826,00	396.000	.183
	Male	20	29,45	589,00		
KA8	Female	49	36,15	1771,50	379.000	.120
	Male	20	32,17	643,50		
KA9	Female	49	36,58	1792,50	433.500	.408
	Male	20	31,13	622,50		

\*p<.05

### APPENDIX 9

#### Mann Whitney U Test Results Based on Experience

	Gender	N	Mean Rank	Sum of Ranks	U	p
GKE1	With Experience	33	32.78	1180.00	514.000	.301
	Without Experience	36	37.42	1235.00		
GKE2	With Experience	33	35.71	1178.50	570.500	.763
	Without Experience	36	34.35	1236.50		
GKE3	With Experience	33	39.55	1305.00	444.000	.050
	Without Experience	36	30.83	1110.00		
GKE4	With Experience	33	36.89	1217.50	531.500	.417
	Without Experience	36	33.26	1197.50		
GKE5	With Experience	33	37.17	1226.50	522.500	.359
	Without Experience	36	33.01	1188.50		
GKE6	With Experience	33	34.77	1147.50	586.500	.922
	Without Experience	36	35.21	1267.50		
GKE7	With Experience	33	37.89	1250.50	498.500	.222
	Without Experience	36	32.35	1164.50		
GKE8	With Experience	33	37.61	1241.00	508.000	.275
	Without Experience	36	32.61	1174.00		
GKE9	With Experience	33	37.00	1221.00	528.000	.394
	Without Experience	36	33.17	1194.00		
GKE10	With Experience	33	35.59	1174.50	574.500	.800
	Without Experience	36	34.46	1240.50		
GKE11	With Experience	33	38.11	1257.50	491.500	.188
	Without Experience	36	32.15	1157.50		
KEDS1	With Experience	33	38.03	1255.00	494.000	.200
	Without Experience	36	32.22	1160.00		
KEDS2	With Experience	33	37.82	1248.00	501.000	.289
	Without Experience	36	32.42	1167.00		
KEDS3	With Experience	33	38.27	1263.00	486.000	.154
	Without Experience	36	32.00	1152.00		
<b>KEDS4</b>	<b>With Experience</b>	<b>33</b>	<b>40.85</b>	<b>1348.00</b>	<b>401.000</b>	<b>.012</b>
	Without Experience	36	29.64	1067.00		
KEDS5	With Experience	33	34.70	1145.00	584.000	.897
	Without Experience	36	35.28	1270.00		
<b>KEDS6</b>	<b>With Experience</b>	<b>33</b>	<b>39.83</b>	<b>1314.50</b>	<b>434.500</b>	<b>.040</b>
	<b>Without Experience</b>	<b>36</b>	<b>30.57</b>	<b>1100.50</b>		
KEDS7	<b>With Experience</b>	<b>33</b>	<b>40.27</b>	<b>1329.00</b>	<b>420.000</b>	<b>.025</b>
	Without Experience	36	30.17	1086.00		

\*p<.05



KEDS8	With Experience	33	36.65	1209.50	539.500	.481
	Without Experience	36	33.49	1205.50		
KDA1	With Experience	33	38.95	1285.50	463.500	.087
	Without Experience	36	31.38	1129.50		
KDA2	With Experience	33	38.73	1278.00	471.000	.109
	Without Experience	36	31.58	1137.00		
KDA3	With Experience	33	37.21	1228.00	521.000	.334
	Without Experience	36	32.97	1187.00		
KDA4	With Experience	33	33.33	1100.00	539.000	.477
	Without Experience	36	36.53	1315.00		
KDA5	With Experience	33	36.09	1191.00	558.000	.640
	Without Experience	36	34.00	1224.00		
KDA6	With Experience	33	36.08	1190.50	558.500	.641
	Without Experience	36	34.01	1224.50		
KDA7	With Experience	33	35.68	1177.50	571.500	.763
	Without Experience	36	34.38	1237.50		
KDA8	With Experience	33	34.21	1129.00	568.000	.735
	Without Experience	36	35.72	1286.00		
KDA9	With Experience	33	36.56	1206.50	542.500	.501
	Without Experience	36	33.57	1208.50		
KDA10	With Experience	33	33.76	1114.00	553.000	.591
	Without Experience	36	36.14	1301.00		
KDA11	With Experience	33	34.24	1130.00	569.000	.746
	Without Experience	36	35.69	1285.00		
KDA12	With Experience	33	36.14	1192.50	556.500	.627
	Without Experience	36	33.96	1222.50		
KDA13	With Experience	33	38.45	1269.00	480.000	.141
	Without Experience	36	31.83	1146.00		
<b>KL1</b>	<b>With Experience</b>	<b>33</b>	<b>39.83</b>	<b>1314.50</b>	<b>434.500</b>	<b>.041</b>
	Without Experience	36	30.57	1100.50		
KL2	With Experience	33	36.21	1195.00	554.000	.606
	Without Experience	36	33.89	1220.00		
KL3	With Experience	33	39.09	1290.00	459.000	.079
	Without Experience	36	31.25	1125.00		
KL4	With Experience	33	37.52	1238.00	511.000	.282
	Without Experience	36	32.69	1177.00		
KL5	With Experience	33	36.64	1209.00	540.000	.487
	Without Experience	36	33.50	1206.00		
KL6	With Experience	33	35.74	1179.50	569.500	.751
	Without Experience	36	34.32	1235.50		
KL7	With Experience	33	38.29	1263.50	485.500	.139
	Without Experience	36	31.99	1151.50		

\*p<.05

KL8	With Experience	33	33.61	1109.00	548.000	.540
	Without Experience	36	36.28	1306.00		
KL9	With Experience	33	36.52	1205.00	544.000	.519
	Without Experience	36	33.61	1210.00		
KL10	With Experience	33	35.00	1155.00	594.000	1.000
	Without Experience	36	35.00	1260.00		
KL11	With Experience	33	37.71	1244.50	504.000	.251
	Without Experience	36	32.51	1170.50		
KL12	With Experience	33	34.73	1146.00	585.000	.907
	Without Experience	36	35.25	1269.00		
KL13	With Experience	33	37.86	1249.50	499.500	.226
	Without Experience	36	32.38	1165.50		
KL14	With Experience	33	36.77	1213.50	535.500	.446
	Without Experience	36	33.38	1201.50		
KP1	With Experience	33	36.91	1218.00	531.000	.394
	Without Experience	36	33.25	1197.00		
KP2	With Experience	33	39.23	1294.50	454.500	.060
	Without Experience	36	31.13	1120.50		
KP3	With Experience	33	38.21	1261.00	488.000	.149
	Without Experience	36	32.06	1154.00		
KP4	With Experience	33	37.38	1233.50	551.500	.305
	Without Experience	36	32.82	1181.50		
KP5	With Experience	33	34.41	1135.50	574.500	.802
	Without Experience	36	35.54	1279.50		
KTMTM1	With Experience	33	34.76	1147.00	586.000	.914
	Without Experience	36	35.22	1268.00		
KTMTM2	With Experience	33	37.98	1253.50	495.500	.197
	Without Experience	36	32.26	1161.50		
KTMTM3	With Experience	33	36.05	1189.50	559.500	.650
	Without Experience	36	34.04	1225.50		
KTMTM4	With Experience	33	35.64	1176.00	573.000	.787
	Without Experience	36	34.42	1239.00		
KTMTM5	With Experience	33	36.52	1205.00	544.000	.517
	Without Experience	36	33.61	1210.00		
KTMTM6	With Experience	33	37.53	1238.50	510.500	.283
	Without Experience	36	32.68	1176.50		
KTMTM7	With Experience	33	37.35	1232.50	516.500	.319
	Without Experience	36	32.85	1182.50		
KS1	With Experience	33	35.23	1162.50	586.500	.923
	Without Experience	36	34.79	1252.50		
KS2	With Experience	33	36.68	1210.50	538.500	.474
	Without Experience	36	33.46	1204.50		
KS3	With Experience	33	36.14	1192.50	556.500	.632
	Without Experience	36	33.96	1222.50		

\*p<.05

KS4	With Experience	33	37.06	1223.00	526.000	.388
	Without Experience	36	33.11	1192.00		
KS5	With Experience	33	36.58	1207.00	542.000	.499
	Without Experience	36	33.56	1208.00		
KS6	With Experience	33	37.06	1223.00	526.000	.384
	Without Experience	36	33.11	1192.00		
KA1	With Experience	33	34.79	1148.00	587.000	.928
	Without Experience	36	35.19	1267.00		
KA2	With Experience	33	39.35	1298.50	451.500	.065
	Without Experience	36	31.01	1116.50		
KA3	With Experience	33	37.02	1221.50	527.500	.380
	Without Experience	36	33.15	1193.50		
<b>KA4</b>	<b>With Experience</b>	<b>33</b>	<b>40.17</b>	<b>1325.50</b>	<b>423.500</b>	<b>.028</b>
	Without Experience	36	30.26	1089.50		
KA5	With Experience	33	38.06	1256.00	493.000	.198
	Without Experience	36	32.19	1159.00		
KA6	With Experience	33	34.44	1136.50	575.500	.809
	Without Experience	36	35.51	1278.50		
KA7	With Experience	33	34.24	1130.00	569.000	.748
	Without Experience	36	35.69	1285.00		
KA8	With Experience	33	37.42	1235.00	514.000	.308
	Without Experience	36	32.78	1180.00		
KA9	With Experience	33	35.50	1171.50	577.500	.826
	Without Experience	36	34.54	1243.50		

\*p<.05

**APPENDIX 10**

**Mann Whitney U Test Results Based on Success(Pre-Service Teachers' GPA)**

	<b>Success</b>	<b>N</b>	<b>Mean Rank</b>	<b>Sum of Ranks</b>	<b>U</b>	<b>p</b>
GKE1	More Successful	51	35.70	1820.50	423.500	.602
	Less Successful	18	33.03	594.50		
<b>GKE2</b>	<b>More Successful</b>	<b>51</b>	<b>32.02</b>	<b>1633.00</b>	<b>307.000</b>	<b>.026</b>
	Less Successful	18	43.44	782.00		
GKE3	More Successful	51	34.11	1739.50	413.500	.500
	Less Successful	18	37.53	675.50		
GKE4	More Successful	51	35.21	1795.50	448.500	.877
	Less Successful	18	34.42	619.50		
GKE5	More Successful	51	34.13	1740.50	414.500	.516
	Less Successful	18	37.47	674.50		
<b>GKE6</b>	<b>More Successful</b>	<b>51</b>	<b>32.09</b>	<b>1636.50</b>	<b>310.500</b>	<b>.027</b>
	Less Successful	18	43.25	778.50		
GKE7	More Successful	51	33.51	1709.00	383.000	.269
	Less Successful	18	39.22	706.00		
GKE8	More Successful	51	33.81	1724.50	398.500	.382
	Less Successful	18	38.36	690.50		
GKE9	More Successful	51	34.45	1757.00	431.000	.681
	Less Successful	18	36.56	658.00		
GKE10	More Successful	51	34.88	1779.00	453.000	.929
	Less Successful	18	35.33	636.00		
GKE11	More Successful	51	32.95	1680.50	354.500	.126
	Less Successful	18	40.81	734.50		
KEDS1	More Successful	51	33.78	1723.00	397.000	.366
	Less Successful	18	38.44	692.00		
KEDS2	More Successful	51	32.86	1676.00	350.000	.117
	Less Successful	18	41.06	739.00		
KEDS3	More Successful	51	34.46	1757.50	431.500	.680
	Less Successful	18	36.53	657.50		
KEDS4	More Successful	51	33.02	1684.00	358.000	.136
	Less Successful	18	40.61	731.00		
KEDS5	More Successful	51	33.23	1694.50	368.500	.185
	Less Successful	18	40.03	720.50		
KEDS6	More Successful	51	33.20	1693.00	367.000	.178
	Less Successful	18	40.11	722.00		
KEDS7	More Successful	51	34.52	1760.50	367.000	.178
	Less Successful	18	36.36	654.50		

\*p<.05

KEDS8	More Successful	51	35.86	1829.00	405.500	.431
	Less Successful	18	32.56	586.00		
KDA1	More Successful	51	32.90	1678.00	406.500	.434
	Less Successful	18	40.94	737.00		
KDA2	More Successful	51	33.45	1706.00	396.000	.350
	Less Successful	18	39.39	709.00		
KDA3	More Successful	51	34.00	1734.00	417.000	.527
	Less Successful	18	37.83	681.00		
KDA4	More Successful	51	35.86	1829.00	418.500	.551
	Less Successful	18	32.56	586.00		
KDA5	More Successful	51	33.12	1689.00	363.000	.156
	Less Successful	18	40.33	726.00		
KDA6	More Successful	51	35.66	1818.50	425.500	.617
	Less Successful	18	33.14	596.50		
KDA7	More Successful	51	33.64	1715.50	389.500	.289
	Less Successful	18	38.86	699.50		
KDA8	More Successful	51	35.86	1829.00	415.000	.514
	Less Successful	18	32.56	586.00		
KDA9	More Successful	51	32.90	1678.00	352.000	.112
	Less Successful	18	40.94	737.00		
KDA10	More Successful	51	33.45	1706.00	380.000	.239
	Less Successful	18	39.39	709.00		
KDA11	More Successful	51	34.00	1734.00	408.000	.451
	Less Successful	18	37.83	681.00		
KDA12	More Successful	51	35.10	1790.00	454.000	.941
	Less Successful	18	34.72	625.00		
KDA13	More Successful	51	33.72	1719.50	393.500	.336
	Less Successful	18	38.64	695.50		
KL1	More Successful	51	34.37	1753.00	427.000	.641
	Less Successful	18	36.78	662.00		
KL2	More Successful	51	34.73	1771.00	445.000	.837
	Less Successful	18	35.78	644.00		
KL3	More Successful	51	34.78	1774.00	448.000	.871
	Less Successful	18	35.61	641.00		
KL4	More Successful	51	32.77	1671.50	345.500	.094
	Less Successful	18	41.31	743.50		
KL5	More Successful	51	35.55	1813.00	431.000	.681
	Less Successful	18	33.44	602.00		
KL6	More Successful	51	32.46	1655.50	329.500	.056
	Less Successful	18	42.19	759.50		
KL7	More Successful	51	33.86	1727.00	401.000	.368
	Less Successful	18	38.22	688.00		

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KL8	More Successful	51	34.04	1736.00	410.000	.458
	Less Successful	18	37.72	679.00		
KL9	More Successful	51	33.61	1714.00	388.000	.297
	Less Successful	18	38.94	701.00		
KL10	More Successful	51	35.23	1796.50	447.500	.864
	Less Successful	18	34.36	618.50		
KL11	More Successful	51	35.69	1820.00	424.000	.610
	Less Successful	18	33.06	595.00		
KL12	More Successful	51	33.50	1708.50	382.500	.257
	Less Successful	18	39.25	706.50		
KL13	More Successful	51	32.42	1653.50	327.500	.055
	Less Successful	18	42.31	761.50		
KL14	More Successful	51	33.02	1684.00	358.000	.135
	Less Successful	18	40.61	731.00		
KP1	More Successful	51	33.38	1702.50	376.500	.204
	Less Successful	18	39.58	712.50		
KP2	More Successful	51	34.66	1767.50	441.500	.788
	Less Successful	18	35.97	647.50		
KP3	More Successful	51	36.02	1837.00	407.000	.421
	Less Successful	18	32.11	578.00		
<b>KP4</b>	<b>More Successful</b>	<b>51</b>	<b>32.14</b>	<b>1639.00</b>	<b>313.000</b>	<b>.030</b>
	Less Successful	18	43.11	776.00		
KP5	More Successful	51	35.35	1803.00	441.000	.792
	Less Successful	18	34.00	612.00		
KTMTM1	More Successful	51	34.31	1750.00	424.000	.592
	Less Successful	18	36.94	665.00		
KTMTM2	More Successful	51	34.99	1784.50	458.500	.994
	Less Successful	18	35.03	630.50		
KTMTM3	More Successful	51	35.50	1810.50	433.500	.703
	Less Successful	18	33.58	604.50		
KTMTM4	More Successful	51	35.26	1798.50	445.500	.843
	Less Successful	18	34.25	616.50		
KTMTM5	More Successful	51	34.95	1782.50	456.500	.971
	Less Successful	18	35.14	632.50		
<b>KTMTM6</b>	<b>More Successful</b>	<b>51</b>	<b>32.15</b>	<b>1639.50</b>	<b>313.500</b>	<b>.033</b>
	Less Successful	18	43.08	775.50		
KTMTM7	More Successful	51	34.62	1765.50	439.500	.775
	Less Successful	18	36.08	649.50		
<b>KS1</b>	<b>More Successful</b>	<b>51</b>	<b>32.33</b>	<b>1649.00</b>	<b>323.000</b>	<b>.046</b>
	Less Successful	18	42.56	766.00		
KS2	More Successful	51	32.91	1678.50	352.500	.118
	Less Successful	18	40.92	736.50		
KS3	More Successful	51	32.49	1657.00	331.000	.063
	Less Successful	18	42.11	758.00		

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<b>KS4</b>	<b>More Successful</b>	<b>51</b>	<b>32.32</b>	<b>1648.50</b>	<b>322.500</b>	<b>.049</b>
	Less Successful	18	42.58	766.50		
KS5	More Successful	51	33.28	1697.50	371.500	.196
	Less Successful	18	39.86	717.50		
<b>KS6</b>	<b>More Successful</b>	<b>51</b>	<b>31.43</b>	<b>1603.00</b>	<b>277.000</b>	<b>.008</b>
	Less Successful	18	45.11	812.00		
KA1	More Successful	51	36.40	1856.50	387.500	.296
	Less Successful	18	31.03	558.50		
KA2	More Successful	51	33.94	1731.00	405.000	.430
	Less Successful	18	38.00	684.00		
KA3	More Successful	51	33.75	1721.50	395.500	.341
	Less Successful	18	38.53	693.50		
KA4	More Successful	51	33.56	1711.50	385.500	.280
	Less Successful	18	39.08	703.50		
KA5	More Successful	51	33.48	1707.50	381.500	.261
	Less Successful	18	39.31	707.50		
KA6	More Successful	51	34.35	1752.00	426.000	.623
	Less Successful	18	36.83	663.00		
KA7	More Successful	51	33.97	1732.50	406.500	.442
	Less Successful	18	37.92	682.50		
KA8	More Successful	51	32.71	1668.00	342.000	.090
	Less Successful	18	41.50	747.00		
<b>KA9</b>	<b>More Successful</b>	<b>51</b>	<b>32.37</b>	<b>1651.00</b>	<b>325.000</b>	<b>.042</b>
	Less Successful	18	42.44	764.00		

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## CURRICULUM VITAE

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<b>Name and Surname</b>	Arzu KANAT
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<b>EDUCATIONAL BACKGROUND</b>	
<b>High School</b>	Selçuklu Atatürk Anatolian Teacher Training High School
<b>University</b>	Hacettepe University, English Language Teaching, Bachelor, 2012
	Pamukkale University, English Language Teaching, MA, ongoing
<b>PROFESSIONAL BACKGROUND</b>	
....-2012	Pamukkale University, Foreign Language Teaching Department, as Research Assistant