# A MIXED-METHODS STUDY ON THE CONCEPT OF TEACHER PREPAREDNESS AND PERCEPTIONS ON PRE-SERVICE EFL TEACHER PREPAREDNESS TO TEACH

**Master of Arts Thesis**

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**Master of Arts THESIS**

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**JÜRİ VE ENSTİTÜ ONAYI**

# ÖZET

## ÖĞRETMEN HAZIRLIĞI KAVRAMI VE HİZMET ÖNCESİ İNGİLİZCE ÖĞRETMENLERİNİN ÖĞRETMEYE HAZIR OLMA ALGILARI ÜZERİNE BİR KARMA YÖNTEM ÇALIŞMASI

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Açıklayıcı Araştırma Tasarımı, ile yürütülen mevcut araştırma, öğretmen hazırlığının araştırılması amacıyla yürütülen karma yöntemli bir çalışmadır. Çalışmanın nicel yönü, Öğretmeye Hazırlık Ölçeği aracılığıyla hizmet öncesi İngilizce öğretmenlerinin hazırlık düzeylerine odaklanmaktadır. Anadolu Üniversitesi'nde öğrenim gören toplam 61 son sınıf Türk İngilizce öğretmeni adaylarına uygulanmıştır. Ayrıca, araştırmanın nitel yönü 'hazır bulunuşluk' kavramını ve hizmet öncesi İngilizce öğretmenlerinin hazırlık düzeylerini etkileyen faktörleri araştırmayı amaçlamaktadır. Veriler, İngilizce öğretmen adayları ve fakülte öğretim görevlilerinde yarı yapılandırılmış görüşme oturumları yoluyla toplanmıştır. Yarı yapılandırılmış mülakat oturumları, 18 öğretmen adayı ve 8 öğretim görevlisi ilen çevrimiçi olarak gerçekleştirilmiştir. Nicel analiz, öğretmen adaylarının kendilerini İngilizce öğretmek için 'iyi hazırlanmış' olarak algıladıklarını göstermiştir. Hizmet öncesi öğretmenlerin algılanan hazırlığının uygulama/staj, öğretmen eğitimi programı, kişisel faktörler ve eğitim politikasından etkilendiği bulunmuştur.

**Anahtar Kelimeler:** Hazırbulunuşluk, İngilizce öğretmen adayları, Staj danışmanları

**ABSTRACT**

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Conducted with Explanatory Research Design, the current research is a mixed-methods study conducted to investigate pre-service teacher preparedness. The quantitative aspect of the study focuses on the preparedness levels of pre-service EFL teachers via Preparedness to Teach Scale. It was applied to a total of 61 Turkish senior pre-service EFL teachers studying at Anadolu University. Additionally, qualitative aspect of the research aims at investigating the concept of 'preparedness to teach' and factors affecting pre-service EFL teachers' preparedness levels. The data was collected through semi-structured interview sessions with pre-service teachers (PT) and faculty instructors (FI). A total of 18 PTs and 8 faculty instructors took part in the semi-structured interviews online. The quantitative analysis showed that senior Turkish pre-service EFL teachers perceive themselves as 'well-prepared' to teach English. The semi-structured interview analysis regarding the meaning of 'preparedness to teach' outlines some core components as interpersonal skills, preparation beforehand, pedagogical knowledge/ skills, and dispositions/ personal qualities. The perceived preparedness of pre-service teachers is found to be impacted by practicum/ internship, teacher education program, personal factors, and education policy.

**Keywords:** Preparedness, Pre-service EFL teachers, Practicum advisors

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İbrahim KAYA

July, 2023

03/07/2023

**ETİK İLKE VE KURALLARA UYGUNLUK BEYANNAMESİ**

Bu tezin bana ait, özgün bir çalışma olduğunu; çalışmamın hazırlık, veri toplama, analiz ve bilgilerin sunumu olmak üzere tüm aşamalarında bilimsel etik ilke ve kurallara uygun davrandığımı; bu çalışma kapsamında elde edilen tüm veri ve bilgiler için kaynak gösterdiğimi ve bu kaynaklara kaynakçada yer verdiğimi; bu çalışmanın Anadolu Üniversitesi tarafından kullanılan bilimsel intihal tespit programıyla tarandığını ve hiçbir şekilde intihal içermediğini beyan ederim. Herhangi bir zamanda, çalışmamla ilgili yaptığım bu beyana aykırı bir durumun saptanması durumunda, ortaya çıkacak tüm ahlaki ve hukuki sonuçları kabul ettiğimi bildiririm.

İbrahim KAYA

03/07/2023

**STATEMENT OF COMPLIANCE WITH ETHICAL PRINCIPLES AND RULES**

I hereby truthfully declare that this thesis is an original work prepared by me; that I have behaved in accordance with the scientific ethical principles and rules throughout the stages of preparation, data collection, analysis and presentation of my work; that I have cited the sources of all the data and information that could be obtained within the scope of this study, and included these sources in the references section; and that this study has been scanned for plagiarism with scientific plagiarism detection program used by Anadolu University, and that it does not have any plagiarism whatsoever. I also declare that, if a case contrary to my declaration is detected in my work at any time, I hereby express my consent to all the ethical and legal consequences that are involved.

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CK      : Content Knowledge

ELT    : English Language Teaching

EFL    : English as a Foreign Language

ESL    : English as a Second Language

FI      : Faculty Instructor

HEC   : Higher Education Council

MoNE  : Ministry of National Education

PCK   : Pedagogical Content Knowledge

PT     : Pre-service teacher

PTS    : Preparedness to Teach Scale

TPACK : Techno-pedagogical Content Knowledge

# CHAPTER I

## INTRODUCTION

> Teachers are the one and only people who save nations.
> A nation who is deprived of teachers, and trainers, is
> incapable of taking the name of a nation. It is called a simple
> mass, not a nation.
>
> M. Kemal ATATURK

Education has always become the foremost means of instigation to initiate and maintain continuously changing facets within societies. This being the case, variables of education such as teacher, teacher preparation, and teacher preparedness have been rethought and redefined down the ages. Considering their role as the crucial component of education and their responsibilities for teaching future generations, it is no exception that teachers emerge as the regular central feature of these variables. This consensus signifies that well-prepared teachers are undoubtedly important for society, and this necessitates a focus on teacher preparation programs regarding their effectiveness to prepare pre-service teachers (PTs) for the classroom (MoNE, 2017).

Teachers are attributed to be one powerful element playing an immense role in students' mental, emotional, and social growth (Bandura, 1969). Contrary to what many people believe, teachers' job is not so simple as they concurrently handle numerous issues and make multiple decisions (Darling-Hammond, 2006). Teachers are expected to be knowledgeable about the subject matter they teach, and wise as an educator in terms of pedagogy (Polk, 2006). As for their teaching skills, teachers are responsible for the preparation of the lesson (McArdle and Coutts, 2003), and fostering students with the internalization of the lesson. In the classroom, they are to hold students attended (Mujis & Reynolds, 2005), and conduct the lesson whilst creating a learning environment where everyone in the classroom is made sure to feel psychologically safe and supported (Brophy, 2000).

Even personality traits of teachers need to be aligned with such criteria as having a positive manner in the classroom (Saunders, 2000), developing a sense of empathy to share with the student without judgment, and understanding their feelings (Goe, Bell & Little, 2008). In the last decade, this list was spread out with other attributions that a 21$^{st}$-century teacher needs to inheld from creativity to using information technologies and creating global awareness.

When it comes to English language teachers as regards their attributed characteristics, they should have become effective both in and outside the classroom, it is possible to mention a widening range of traits to the list. As argued by Ghasemi & Hashemi (2011), different subject-specific qualifications could be needed for teachers in different subjects and the English language teaching (ELT) domain is no exception in this case. Furthermore, Lee (2010) observes that teachers of foreign languages differed from those of other subject areas. According to Girard (1977), the basic features of a language teacher must include turning boring courses into interesting ones, mastery of good pronunciation, and allowing learners to actively participate in the process of language learning. The features of an effective language teacher were redescribed by Prodromou (1991) such as playing games, telling jokes, and being friendly were mentioned. It is possible to witness the desired change in foreign language teachers' approach to students because the learners need to feel relaxed to learn a language. Supporting this, Foote, Vermelle, Wisniewski, Agnello and Pegaro (2000) claim that the personal skills of interaction and communication of language teachers with students are vital and teachers are expected to demonstrate a keen interest in students' psychological and emotional worlds.

Effective foreign language teacher characteristics have also been investigated through the lenses of foreign language teachers in the literature. English language teachers in Mullock (2003) stated four main characteristics of a foreign language teacher as a result of a survey: knowledge of the subject matter, skill in teaching, proficiency in the taught language, and awareness of cross-cultural differences. In a comparable way, Ghasemi and Hashemi (2011) group English language teacher characteristics under three categories; subject matter knowledge, pedagogical knowledge, and social affective skills. In a study conducted by Borg (2006), teachers anonymously stated that ELT significantly differs from

other subjects because the teaching of a language is a complex process and teachers need constant updates on their methodological knowledge. Göksel and Söylemez (2018) investigated pre-service English language teachers' understanding of an effective language teacher from the perspective of PTs. It was found that the most important characteristic of an English language teacher is the use of English fluently and accurately. Following this, personality traits are valued by PTs such as being helpful, patient, and having good relationships with students in a humorous way.

In the literature, English language learners' perspective has also been examined regarding the characteristics of an effective English language teacher. Lee (2010) put forward that students put a value on teachers to be effective if they are encouraging them to speak in L2 as well as be proficient in four skills with an emphasis on speaking and pronunciation. Arıkan, Taşer, and Sarac-Uzer, (2008) investigated English language teacher characteristics from the perspective of Turkish learners of English as a foreign language (EFL). Their perception of an effective English language teacher was also grouped under three; personal qualities, professional qualities, and pedagogical qualities. While English language teachers are supposed to exhibit all such traits, abilities, and skills, a crucial query arises: How well do pre-service teachers attending an education program feel prepared to possess these qualifications?

To better dwell on this question, this chapter yields background knowledge on teacher preparedness in various contexts worldwide, sets forth statements of the problem, and significance of the study, and exposes research questions the previous sub-headings give rise to.

## 1.1. Background of the Study

Education appears to be the fundamental need to improve people's reach to better options in life. The release of *The World Declaration on Education for All* was mainly targeted to improve the standards of education proposed to nations worldwide by the United Nations in the early 1990s. This statement implies that a country must set up an educational system that can support its goal of achieving quality education. The quality of education is

highly interactive of the quality of teaching by teachers and the learning process of students (Tutyandari, 2020).

It is only thanks to teachers that the quality of education is made apparent and reached an assumption regarding the teaching standard. Besides, the competence of teachers has a direct impact on student's ability to study and achieve academic success (Hattie, 2012) so much as teachers' ability to guide students and families to the necessary foundations or people could be lifesaving. Still, teachers are famous for playing a determining role in how well students learn in a classroom environment (Rauduvaitė, Lasauskienė & Barkauskaitė, 2015) or how well they deal with students in general.

On the other hand, there is an ever-mounting view that disregards quality education but considers everyone can work as a teacher after finishing a related program. It is an assumption that teacher education program graduates are ready to work as instructors in a school setting as well-prepared professionals. Likewise, it is presumed that teacher preparedness is highly correlated with pre-service education and field experience, through which teachers' competency serves as a proxy for their professional quality (Mangin & Stoelinga, 2010). Even though there are reports of teachers appreciating their pre-service education, there are numerous teachers who claim their pre-service education to be inadequate to prepare them for the intricate realities of teaching as an occupation. Thus, it was by means of this view that a common perception among policymakers took attention that teacher education programs sometimes fail to prepare teachers for service.

Yıldırım (2015) highlights that teacher preparedness is a two-phase short but long journey embodying both pre-service education and in-service professionalism. Thus, it is essential to concentrate on highlighting the key areas of preparing teachers as equipped and ready before they are suited for the classroom. In this way, these teachers will not suffer much to regain their preparedness to teach English but make use of their prior theoretical knowledge and promote it with their professional experiences as in-service teachers.

Solid background knowledge of the content in their specific area is an outstanding feature of well-prepared teachers, however, it is not required to master pedagogy to become an effective teacher (United States Department of Education, 2002). Even so, the increasing

amount of research demonstrated that teacher preparation is influential on the effectiveness of teachers and the success of the students (Sander & Horn, 1998). Considering the link between quality teachers being the ones who started preparing well during their pre-service education, it is imperative that they comprise a bridge before and during the transition to their professional self in a classroom environment.

Since it is the teachers who play a vital role in imparting skills and knowledge to students in today's world, changes in the field of education initially demand reforms in teacher education (Karaca, 2019). This made the world of education vulnerable to changes. Due to unexpected and radical changes in the field of education, teachers' perception of preparedness will help them adjust the changing conditions so that they feel confident in their abilities to cope with these situations (Julia, Subarjah et al., 2020). As argued by Yıldırım (2015), PTs' self-perception as prepared professionals for teaching is crucial as an initial phase for becoming ready for teaching professionals. This requires constant changes initially in pre-service teacher education to be updated with the changes inclined in the modern world. Considering this, it is necessary to bring up-to-date or revise education in the nation in a way to reflect global patterns whilst retaining the specific nature of our culture to keep up with the latest developments and needs (MoNE, 2006).

Only after such alignments to the concurrent needs of teachers and the perception of teachers regarding their preparedness can they be meaningful. It is thought that pedagogical education in the faculty of education is of immense importance in acquiring the features and abilities of prepared teachers. Thus, to identify the kind of education or training program that is more effective in bringing up better-equipped teachers, pre-service teacher education programs have been continuously studied and attempted to define the scope of 'teacher preparedness' by countries. It was agreed that teacher standards are regarded as essential to ensuring both the quality and the attainment of well-prepared teachers. Although there is not a commonly accepted framework in terms of teacher preparedness (Korkmaz, 2022), there is an increasing demand for developing a 'quality framework' for teachers. Recently, countries have bombarded reforms and changes in their own education systems for training better-prepared teachers due to the shortcomings of teacher education programs.

In line with such demands, many countries set the tone for basic teacher qualities and went on equipping teachers according to contemporary needs. The National Academy of Education Committee on Teacher Education of America established a set of criteria for enhancing the quality of teacher preparedness to teach English referring to some basic areas such as learner knowledge and development, content, and subject knowledge; and pedagogical knowledge of teaching (Darling-Hammond, 2006b). For teacher preparation, a major challenge was recognized to stem from the incompatibility of theory and practice in America, and both the U.S. and Chile attempted to reduce the negative effect of this mismatch and addressed the issue (Zeichner, 2010).

A similar set of criteria was also set by the UK Department of Education in two fundamental areas; initially for creating an environment for accelerating expectations and assisting students' development and the latter for getting believed by society by being true to personal and professional attributes within ethical issues (McNamara and Murray, 2013). In addition, OFSTED (Office for Standards in Education) works as a quasi-autonomous government organization (Kosnik & Godwin, 2016), and their duty is to inspect the current process of teacher education in England whether the students are being educated in a positive way and by checking some of the standards on trainees' skills and requirements (OFSTED, 2012).

China had gone under a radical change by launching the International Center of Teacher Education to answer the needs and overcome the difficulties brought by the changes in terms of teacher education (International Center of Teacher Education, 2005). In Asia again, two years later India shifted their initial teacher education program in order to prepare teachers for an inclusive education with a special focus on being decent to learners by 2009 (Sharma, 2019). A similar change was ignited in Australia since they redefined and redesigned the goals of teacher education programs by covering content knowledge (CK) in the courses two years earlier (O'Meara, 2011) with the purpose of better-preparing teachers. In 2012, an upheaval both in France and South Africa was implemented by moving teacher education programs only under the dominance of the university level, halting college-initiated teacher education programs (Laspostolle & Chevailler, 2011). As in the case of France, Norway determined a four-year-long teacher education but with a bachelor's thesis

(Munthe, Malmo & Rogne, 2011). Finland also brought up certain criteria for graduating from a teacher training program. Fulfilling 180 credits during undergraduate education and reaching up to 120 credits in postgraduate education as a master's degree was set up as must criteria for becoming teachers (OAJ, 2008).

Turkiye has taken its place as one of the countries that implement reforms for teacher education and a prior equilibrium had been sought with preferences in favor of theory in the theory-practice balance (Üstüner, 2004). With recent reform, the initially abandoned theoretical teaching was reinstated in teacher education programs (Karaca, 2008). According to HEC (2006), these regulations were in need due to the failure of education faculties to provide teachers with the necessary attributions of the time.

Turkiye set their teacher criteria based on general culture, teacher knowledge, and competence to teach and CK (MoNE, 2010b). The initial version of General Teacher Competencies of the Teaching Profession (GTC) was published in 2006 in line with teachers' expected performance criteria (Şişman, 2009) at that time. GTC was the last and second time in history updated and presented under three areas professional knowledge, professional skills; and attitudes and values including a total of eleven sub-areas of competency in the company of 65 criteria for teacher performance to reach effective teaching (MoNE, 2017). This modification basically centered around preparing PTs as investigative and ready for changing situations based on a set of elective courses related to their subject matter and curriculum (Başaran, Altan & Gündoğdu, 2022).

Today, Turkiye is on a new edge of reforms to extend the teacher preparation programs to science and literature faculties that provide pedagogical formation certificates on condition that the participants attend a three-month-long certification program and complete a practicum process (HEC, 2023).  In such faculties, teacher education courses used to be offered as additional certification programs up to three months after graduation. Yet, with the current planning, students will be able to take teacher education courses as their elective lessons and become teachers without attending to additional education. HEC (2023, announced the most recent decisions regarding pedagogical formation regarding this. Previously, the pedagogical formation was offered in the body of the faculty of science and

letters as additional courses with school experience after completing undergraduate education at one of the departments in these faculties. However, HEC (2023) allowed students at these faculties to take pedagogical formation courses as electives at the education faculty of their home university. Moreover, in the case, the university lacks the education faculty and related courses to be offered accordingly, students are provided with an opportunity to take elective courses from a different university in the same city (HEC, 2023).

Considering the literature compiled on fostering teacher preparedness and effectiveness of teachers along with all the reform countries legislating for better-prepared teachers, the main goal of the current study is pre-service teacher preparedness. The link between nations' striving for preparing teachers in the most proper way and taking action in this regard implies that there is an ongoing demand to put the pre-service teacher under the spotlight to assess their preparedness for starting to teach.

Since necessary actions have been taken by the Turkish government so far as in the case of the world trend to prepare teachers, meticulous attention needs to be paid to PTs in terms of their concept of teacher preparedness and self-perception on preparedness to teach English in the Turkish context. Such facts point out the necessity of conducting research on pre-service teachers' preparedness opinions and there are some studies conducted to investigate teacher preparedness in the Turkish context.

In the scope of the current research, pre-service English language teachers' understanding and level of perceived perceptions regarding their preparedness to teach English are under investigation. In the literature, the preparedness of English language teachers is investigated by various research studies (Strakova, 2015; Thompson, 2015; Triplett, 2014; Turgut, Şahin & Huerta, 2016; Tutyandari, 2020) as a reference to cultural components of cultural diverse environments (Harris, 2010; Wong, Indiatsi & Wong, 2016); teaching at different contexts (Wissink and Starks, 2019), different groups (Faez, 2012; Jones, 2018; Scholz, 2014) or in relation to teacher efficacy (Carter, 2006; Case, 2011; Harris, 2010).

Along with this, a series of variables were also examined whether they are influential or not in determining the perceived preparedness level of pre-service teachers. Among these

variables, gender and GPA are the variables examined mostly in the literature (Ataş-Akdemir, 2019; Karaca, 2019; Köksal, 2013; Mehmetlioğlu & Haser, 2013). Yet, there are varying conclusions regarding the results. Thus, the investigation of gender and GPA if they affect preparedness level of pre-service need to be amplified with better designed research studies. Such variables are pre-set and there might be more factors behind them. Thus, there is a need to investigate the factors leading up to various preparedness levels since the current research has not addressed to it adequately.

Research conducted in the context of English language teacher education in Turkiye does not yield adequate study in this regard and the gap arouses from the need of conducting research focusing on one specific-subject teacher education program in-depth in terms of student-teacher preparedness (Eret, 2013; Karaca, 2019; Kılıç, 2015; İnceçay & Dollar, 2012; Tutyandari, 2020). In line with this, the preparedness level of pre-service English language teachers is investigated and reported recently in some studies (Güngör, 2016; Kılıç, 2020; İnceçay & Dollar, 2012) regarding practicum practices' influence (Çelik, 2017; Korkmaz, 2022), technology integration (Çalışkan, 2017; Yücetürk, 2022). The results of the studies investigating teacher preparedness generally, however, concluded adequate or moderate levels of preparedness outweigh well-preparedness levels. Still, the underlying reasons for such results have not been prioritized in the research (Aksoy, 2010; Güner, 2022; Kraut, 2013; Öncü & Sandıkçı, 2013). The issue of having varied perceived preparedness levels (unprepared, moderately prepared, and well-prepared) needs to be taken under-investigated from the perspective of pre-service English language teachers and their instructors (Arista, 2020; Güner, 2022; Eret, 2013).

There is not a set, widely recognized methodology for measuring teacher preparedness (Korkmaz, 2022). Thus, the previous research accepted the term 'teacher preparedness or readiness' as an umbrella term and did not attempt to investigate what it entails. In fact, there is a knowledge gap in the research since we are unaware of the scope the terminology encapsulates. The literature yields a very limited number of research conducted to examine what 'preparedness to teach' English refer to (Kraut, 2013). However, it is only conducted with pre-service teachers. Thus, there is a need to discover the borders of the terms not only from the perspectives of the pre-service teachers but also from their instructors.

## 1.2. Statement of the Problem

Currently, the English language is widely used as a first language, second language, or especially as a lingua franca in all areas from tourism to trade. People are regarded as qualified employees if they are proficient in English, which creates a demand for the language. Consequently, this demand has also increased the need for well-prepared and qualified teachers who are ready to teach starting from their novice years. It is because this need is still fresh in today's world that English language teachers' current state regarding their perception of preparedness and the extent of it is vital. On the other hand, English language teacher programs have also been under attack by scholars proclaiming that they are not sufficient for preparing teachers for the necessary state of mind and roles of well-prepared teachers (Clark, 2009).

The studies reached the conclusion that teachers' preparedness is positively tied to their effectiveness in teaching (Anderson and Stillman, 2013). In this regard, teacher knowledge and competency in line with preparedness to teach have gone under study by researchers and teacher educators (Aksoy, 2010; Darling-Hammond, 2006; Marso & Pigge, 1997; MoNE, 2008; Panggabean & Himawan, 2016; Senemoğlu, 2011). Due to the constant demands and problems spotted in the field of education as well as expanding and altering knowledge and language teaching methods, there is a great need for understanding teacher preparedness (Çelik, 2017). As the issue is the concern of the world, there is an excessive interest in exploring teacher preparedness worldwide. Yet, a comprehensive instigation of the literature on English language teacher preparedness focusing on PTs has regrettably disclosed very few research studies in the form of a thesis (Cocke, 2003; Casey, 2011; Kraut, 2013; Thompson, 2011; Tutyandari, 2020; Wooten, 2009).

In the Turkish higher education context, recent research studies focusing on teacher preparedness have been conducted at Educational Sciences Faculties and included teacher candidates from all departments with a quantitative dominant research trend to investigate pre-service teacher preparedness quantitatively (Akdemir, 2019; Güner, 2022; Karaca, 2019; Köksal, 2013) with less research in qualitative design (Kılıç, 2020) or mixed methods studies (Eret, 2013). However, this issue has yet little to be tackled in research so far by subject-

specific content and teacher preparation programs that teacher candidates receive (Cochran-Smith and Zeichner, 2005). The degree of preparedness level to teach a particular field of study and in a particular setting is influential on teacher effectiveness (Kılıç, 2020). Although it is made obvious by research that teacher education matters for the effectiveness of teaching, a need for comprehensive research methodologies which is beyond the use of test scores as measures for specific areas are asked by scholars (Cochran-Smith, 2006).

Even though there is a pile of research studies mentioned above, a number of studies focusing on preparedness perceptions of teacher candidates of one subject-specific teacher education program in Turkiye are needed. This issue has not been dealt with by being centered on English language teacher education programs to an in-depth assessment of the program in all aspects of preparing teachers in Turkiye adequately. The existing research studies conducted with pre-service English language teachers regarding their preparedness date back to six years ago and they were conducted as the thesis to investigate pre-service English language teachers' perceptions of the challenges and sources of teaching program (Çelik, 2017), e-readiness in the language classroom (Çalışkan, 2017), the use of technology in the classroom (Uzundurdu, 2022), implementing flipped classroom as a way of teaching (Yücetürk, 2022) and the influence of practicum practices on teacher candidates' preparedness to teach the following year (Korkmaz, 2022).

The aforementioned issues indicate that there is a need for investigating perceptions of pre-service English language teachers concentrating on one education program at one university in the Turkish context. In addition, this need shall be fostered by examining other stakeholders and aspects of teacher education programs such as teacher instructors and give voice to their perception of student teachers' preparedness to teach.

## 1.3. Significance of the Study

This study offers a multifaceted and dynamic insight into teacher preparation via an analysis of pre-service English language teachers' perceptions of preparedness and the factors affecting their perception along with their instructors' perspectives on preparedness. Perceptions of preparedness are highly intertwined with the effort of students and observation along with the guidance of their instructors (Tschannen-Moran, Woolfolk &

Hoy, 1998). For this reason, conducted with the participation of senior-year English language teachers who completed their first-semester practicum practice successfully and attending to their final semester with an ongoing practicum practice, this study examines pre-service English language teachers' perception of preparedness, assesses their level of preparedness to teach and seeks the factors influential on their perception of preparedness along with their instructors' lenses.

It is thought that learning about the effectiveness of present teacher education in terms of preparing people for teaching skills is indispensable in interviewing senior class teacher candidates (Richardson, 2005). As the primary contacts of teacher education programs, students can reverberate their feelings of preparedness on the verge of graduation. The other initial contact of teacher education programs, teacher instructors are also reliable sources for reflections on concerns based on teacher preparedness to provide useful comments (Mehdinezhad, 2008). Taking this into account, Turkish Education Association included both stakeholders as well as principals and families in order to understand teacher preparedness and competency in student development (TED, 2009). Yet, the studies used a small sampling size in a specific department although they are done to determine how the preparedness of teachers is influential. This current study is a relatively large sample size compared to previous studies (N = 61 for quantitative and N = 27 for qualitative) focusing on an ELT program at Anadolu University, because of the availability and due to changing curriculum implementations in the recent years and aims to delve into preparedness from students with varying preparedness levels. Thus, it offers a distinct perspective to pre-service preparedness perceptions from both the teacher candidates and teacher instructors.

Secondly, there is a methodology gap in the literature since there are not many prior samples of a qualitative phase of any study conducted in the Turkish context researching the concept of 'preparedness to teach' and the influential factors of PTs' understanding of the phrase. Thus, the findings of this study will deepen our understanding of the interplaying elements that shape pre-service teacher perception and level of preparedness to teach. Since literature has proven the link between preparedness and the effectiveness of teaching, the research findings are to be also useful for bridging the gap for teacher educators in addressing the areas preparedness is mostly influenced by in the Turkish higher education context.

Furthermore, the preparation process of the students as teachers will be evaluated by the students themselves and the results might be instructive for the upcoming teacher preparation reforms and regulations.

Third, this study is significant in that there is a sampling gap in the research in two different aspects. Initially, majority of the research was conducted in Educational Sciences comparing pre-service teachers in difference majors. Besides, the cohort of participants are pre-service teachers only. Thus, this study attempts to fill the gap in investigating perceived preparedness levels of pre-service teachers attending to one specific major, English language teaching. Additionally, it attempts to give voice to faculty instructors as participants in the qualitative phase.

Additionally, for the Turkish pre-service English language teachers, this study is thought to provide a more comprehensive and broad perspective to understand the teacher education program effects on teachers' perception of preparedness to teach English. Considering the novelties and touching upon the untouched issues in a mixed method, this study is supposed to be an early example of comprehensive and newsworthy research into English language teacher preparedness. Last but not the least, the current study happens to be one of the initial samples of a mixed methods study conducted after pandemic to investigate the preparedness level and factors affecting pre-service teachers.

## 1.4. Research Questions

With an aim to respond to the gaps in the literature, and considering the previous research foci, this research was conducted in the English language teacher education department to investigate the concept of teacher preparedness, examine the preparedness level of pre-service English language teachers, and identify underlying factors. Thus, this research study is guided by the following research questions:

1. What is the preparedness level of senior Turkish pre-service English language teachers?

    1.1. Does preparedness to teach levels of pre-service EFL teachers differ across the participants based on their gender?

**1.2.** Does preparedness to teach levels of pre-service EFL teachers differ across the participants based on their GPA?

**2.** How do senior Turkish pre-service English language teachers and faculty instructors define the concept of 'preparedness to teach'?

**2.1.** What are the factors impacting preparedness levels of senior Turkish pre-service English language teachers according to pre-service English language teachers?

**2.2**. What are the factors impacting the preparedness level of senior Turkish pre-service English language teachers according to pre-service English language instructors?

## 1.5. Terms and Definitions

As in the scope and aim of the current research, the following terms and definitions are constantly addressed. Their precise definitions earlier in the research are of great importance for a fully intelligible study. Thus, this section is allocated to provide the intended meaning of the components in the current study to set a clear tone and meaning for these concepts.

**1.5.1. Preparedness:** There are numerous contexts that the term preparedness might fit but the border of preparedness is drawn in this study. Pre-service English language teachers' preparedness is investigated regarding four main domains: creating an effective learning environment, designing the teaching process, techno pedagogical competence and understanding the learner. The term preparedness means how comfortable and confident the participants feel to fulfill the duties brought by these domains.

**1.5.2. Teacher preparedness:** Teacher preparedness is a state of readiness supposedly followed by attending a teacher education program and earning a diploma to legally teach. It refers to the teachers' personal confidence in their capacity to plan and carry out the necessary steps to complete a teaching activity in a certain setting (Tschannen-Moran et al., 1998). Teaching is an act of behavior modification and

teacher preparedness is about the personal ability to motivate students and teach them in a proper way.

**1.5.3. Perception:** Within the context of the current research, perception entails the psychological mental process of human beings by which they organize emotional and sensory data logically (Gerrig & Zimbardo, 2002). Moreover, the term also refers to reflecting on the previous experiences and future implications stemming from the current understanding since participants are asked about their general perceptions of preparedness.

**1.5.4. Perception of preparedness to teach.** According to Housego (1990), perceptions of preparedness to teach are a collection of pre-service teachers' opinions of having a judgment of their own teaching skills and competencies within a set of teaching activities consisting of all grade levels and topic areas.

**1.5.5. Teacher candidate:** Students enrolled in a teacher education program, in which they are supposed to successfully complete all degree requirements such as field experience and coursework to earn a teaching certificate (Ryan & Deci., 2017).

**1.5.6. Senior year pre-service English language teachers:** They are the teacher candidates who are in the final year of their teacher education program and currently completing their teaching practicum practices graduating. In this research, when the term is used for the participants, it is supposed to entail the participant feature that they completed their first year of teaching practicum and moved on with the second phase of the school experience. This is because their perception of preparedness is also influenced highly by their exposure to schools and the environment during the practicum.

**1.5.7. Novice teacher:** Also, often called a beginning teacher, novice teachers have fewer than five years of experience in teaching (McCann, Johannessen & Ricca, 2005).

**CHAPTER II**

**LITERATURE REVIEW**

In this section, the theoretical framework that shapes the study is discussed. In this regard, the first part (2.1) of the review commences with pre-service teacher education on a global basis and continues with the second part (2.2) elaborating on the development and current application of pre-service teacher education in the Turkish context. The third part (2.3) gives an idea of the pre-service English language teacher education in the world concerning teaching models. The fourth part (2.4) provides an understanding of the concept of 'Teacher Preparedness' and the following part (2.5) outlines studies conducted in the context of ELT as regards both teacher preparedness in the literature and studies conducted in the Turkish context. The sixth part (2.6) goes on with the components that affect teacher preparedness, and this section is finalized with the seventh part (2.7) which reveals the areas of preparedness under investigation.

## 2.1. Pre-service Teacher Education

Necessity by the conditions of the world we live in is undergoing rapid changes, it becomes vital for human beings to ensure future generations developed abilities and gained knowledge to adapt to these changes (Eret, 2013). Education renders this transformation progress possible. Being at the core of education, teachers play a crucial role in delivering the necessary education (OECD, 2019). Even though teachers are expected to grow qualified labor in a range of areas or be skilled employees themselves, the training of PTs mentions one further criticism of teacher education concerns.

Teachers enrolled in the teacher education program to learn required courses and develop teaching skills and a teacher identity through the program (Tutyandari, 2020). The historical argument about the value of pre-service teacher education has mostly focused on varying issues from social (López Solé et al., 2018) to political (Hess, 2005) issues concerning the place and importance of education in society; difficulties of pursuing a teaching career (Soodak & Podell, 1994). Even though these arguments did not lead to an ideal teacher education being adopted worldwide by now, the undeniable role of pre-service

teacher education programs to prepare teachers for the teaching job has been highlighted by the research (Avalos, 2011).

Teacher education programs strive to train PTs via such excellent training that they become prepared, motivated, and enthusiastic about their job, which is to be maintained throughout their career (Mansfield et al., 2016). In line with this, schooling in the form of pre-service teacher education is regarded as one of the pillars of prolonging such traits as teachers (Glatthorn, Jones, & Bullock, 2005) on condition that they are adopted during pre-service education. Recently, the common perception that teachers are not made but born has given way to the view that teaching is complex, demanding, and transforming (Miller Rigelman & Ruben, 2012) in nature. Thus, to preserve the educational landscape, the curriculum educating future instructors needs to evolve (Cho, 2012) since educating well-prepared teachers has emerged as a priority to meet the increased expectations in life.

Indeed, the focal point of pre-service teacher education programs stems from understanding what to teach rather than investigating the concept of how to teach students (Kraglund-Gauthier, 2014). Moreover, the quality of pre-service education offered at schools is foreseen not to exceed the quality of the education as well as teacher characteristics gained in pre-service teacher education (Houston, Martin, & Sikula, 1990). The process of teacher education is often referred to as a continuum started with teacher education programs, followed by practicum practices until being hired (Dunkin, 1987). Throughout education, teacher candidates are trained to become prepared to teach their subject area and competent enough to master professional knowledge.

Shulman (1987) defines seven interconnected realms of teacher knowledge that is of immense importance for teachers since it differentiates teachers from content specialist. The acquisition of them is vital during pre-service education for an unfaltering step in teaching as an occupation: content knowledge, general pedagogical knowledge, curriculum knowledge, pedagogical CK, knowledge of learners and their characteristics, knowledge of educational characteristics, and the knowledge of educational ends, purposes, and values.
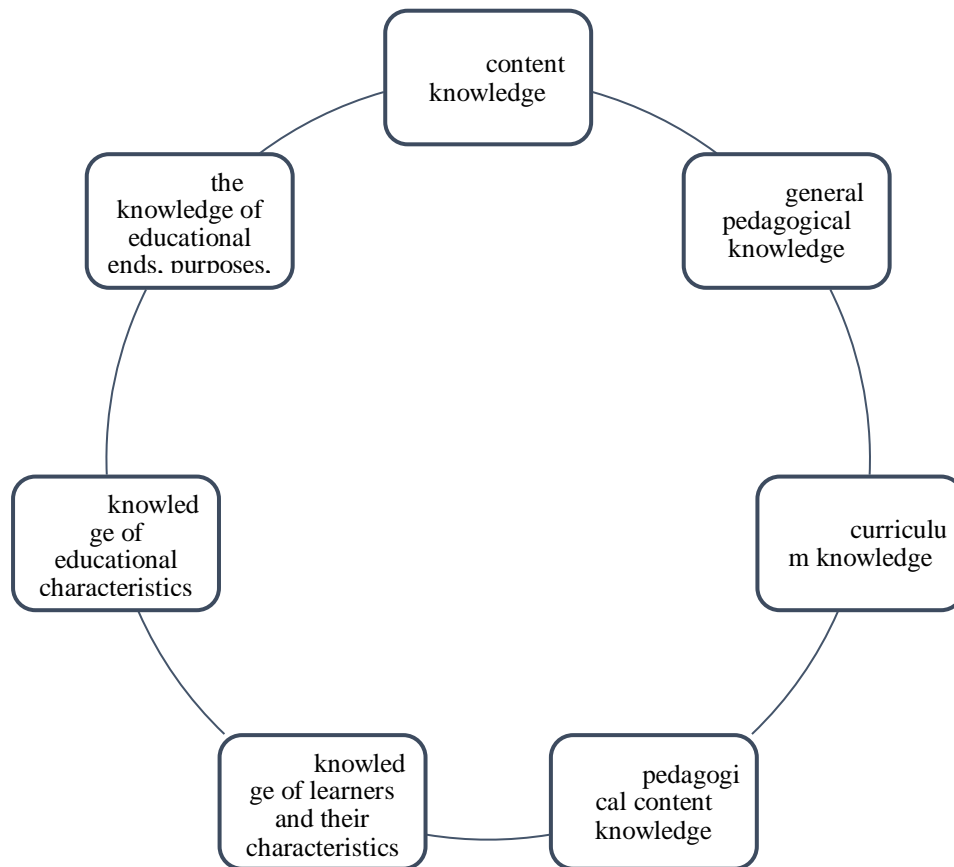
**Figure 2.1.** *Teacher professional knowledge (Shulman, 1987)*

To properly increase the knowledge of PTs in these domains, hands-on teaching experiences either micro or macro teaching are required along with field experience (Zhang & Pelttari, 2014). Practicum has always been recognized as the strong side of teacher education programs in improving pre-service teacher preparation, competence, and performance (Mahmud, 2013). Allowing PTs to put their academic knowledge into practice in a real teaching environment, practicum practices do also pave the way for PTs to put their skills and perception to readiness to teach to a test (Mashau, 2012). From this point of view, Romanik (2010) pointed out the importance of practicum practices and that field experience is the core of pre-service teacher education programs.

Other than practice, pedagogically, a teacher needs to have certain basic teaching abilities to support their performance both in and out of the classroom such as preparing the lesson, controlling the classroom, and recognizing student actions. It is via teacher education programs that teachers master their initial skills. As a common concept, teaching is always

reified as transferring knowledge from a more competent entity to the lesser one. Although this generalization lays the ground for teaching, there is more to the seen part of the iceberg like controlling the environment and conditions for students to learn from each other (Harmer, 2001). Thereby, there are a set of criteria for becoming a teacher and pre-service education programs have been where prerequisites are meant to be met by PTs (Ula, 2016).

The relationship between pedagogy, practice, and readiness in teacher education has been a hot spot and tackled by a handful of researchers. Meutia et al., (2018) concluded that teaching demonstrations are directly proportionate to the experiences in practicum practices in a positive manner. In the same way, Al Darwish and Sadoqi (2016) researched the practicum practices of PTs concerning its influence on self-perception as teachers and the results yield a positive effect of practices in increasing PT self-awareness as future teachers. Although the same correlation is supported by the study conducted by Coşkun, (2016), the artificial feature of micro-teaching has been criticized in teacher education practices. Touching upon this issue, it was also stated in the literature these intricacies need to be fixed and programs should be reflective of actual program realities to certify teachers as well-prepared teachers.

In consequence, it is for sure that PTs are in classrooms to model excellent teaching with various students, yet this might not always become the reality of teacher education programs (Ronfeldt, 2015). Many scholars suggested that teacher education programs must set forth on bridging the gap between the theoretical knowledge and the reality of the clinical work in in-service teaching (Göktaş et al., 2012; Feiman-Nemser, 2001) as for providing better-prepared teachers.

## 2.2. Pre-service Teacher Education in Turkiye

Teacher education in modern Turkiye is referred to start in the 20th century with the Republican Period (Tunaz, 2020) although formal teacher preparation is regarded to date back to the early periods of the 19th century with the foundation of Darülmuallimin (Teacher Training College) in 1848 (Eret, 2013). Confocal with the emergent need for education, a teacher training college was built to alleviate educational challenges by discovering simple teaching methods and educating teachers for schools in the Turkish Republic (Akyüz, 2006).

With the foundation of the Republic in 1923, reforms were implemented in a variety of areas, teacher education has its share of these initiatives to improve social, economic, and academic levels. Education was perceived as the most valued power of the nation to reach the level of contemporary civilization and secularity. Thus, it was no doubt innovative procedures were brought into the field of education by Atatürk, the initiator of the reforms of the time (Tunaz, 2020).

Amidst the movements of reforms, all educational institutions were consolidated under the Ministry of National Education (MoNE) including teacher education with the enactment of the 'Law of Unification of Education' the following year, 1924. It was only after this period that education was deemed to be a serious concern for the Turkish government (HEC, 2007). The Ministry of Education was responsible for teacher education until 1982 and during this period, the government aimed at preparing teachers more systematically. In this regard, various schools for teacher preparation were set up considering the needs. One of the best examples of such institutions was Village Institutes (Köy Enstitüleri) to educate people in the country of Anatolia. Teacher education at that time was the responsibility of Village Institutes (Bilir, 2011).

Literacy was a major issue, especially in the rural up to 94% of the villages and only 10% of them had a school (Arayıcı, 1999). With the new reforms, some attempts were made to address the rural education problem and it was agreed that literacy education would not be adequate for the villagers, but rather; the newly built civilization needs versatile citizens. (Tonguç, 1946). To that end, Village Institutes were founded from the initial necessities of villagers to have them meet their own needs (Çakıroğlu & Çakıroğlu, 2003), minimize external dependency (Başgöz, 1995), and become intellectual peasants productively cultivating (Karaömerlioğlu, 1998). Upon their completion of five years in Village Institutes, graduates were recruited as teachers in the institutes as teachers (Akyüz, 2007). Village Institutes played an important role in educating future teachers until they were closed because of changes in the political scene in 1954 (Avcı, 2018). The Institutes in villages were then downgraded to 'Teacher Training Schools' in cities (Coşkun, 2007).

Upon this, there occurred three significant changes in terms of teacher education in Turkiye. In 1973, by law, it was declared that teacher education would only be provided in higher education institutions. To replace the previous applications of teacher training, higher education institutions with two or three years of teacher education programs were established (Çakıroğlu & Çakıroğlu, 2003). Previously, completing a 'teacher school', the current equivalent of secondary school education, was regarded as adequate to become a teacher. Second, teacher education responsibility was transferred to the Higher Education Council (HEC) in 1981. Additionally, two or three years of teacher preparation programs were determined to be governed under education faculties lasting for four years (HEC, 2007). From that time on, the responsibility, needs, and regulations of teacher education programs are on education faculties, with which universities are made autonomous (Akyüz, 2004).

Third, before the 21st century, teacher candidates used to visit schools for two weeks as part of their practicum practices and demo teach for four regular class hours as required by the program. It was no doubt that this amount of time to be spent and practice was not enough for PTs to get used to the concept of school, teaching, and learning. To remedy this, in 1999, the duration of practicum practices was unanimously decided to include two semesters of one year of teacher education under the name of internship (Tarman, 2010).

The novelties brought by the 1999 regulation in the curricula were revised by regulations put into action in 2006 for an update in teacher education. In this arrangement, it is to the researcher's attention that practicum practice hours were decreased while a set of courses were added to the program; to exemplify *the Turkish Education System and School Administration, Educational Psychology, Teaching Principles, and Methods* in line with the needs of that time. In 2017, it was updated for the last time. In addition to some updates in course names and contents as in the case of the initial update in 2006, more technologic knowledge and abilities were aimed to be developed for future teachers. According to the Bologna Process, a quarter of the courses were offered as electives.

Today, teacher candidates are recruited to teacher education programs depending on their performance on the national standardized admission test. In the selection of students, only fine arts have the option of applying educational ability tests. It was found that students

do not tend to choose teaching as a profession as their first choice voluntarily (Çubukçu, 1997). Yet, when students participate in education faculties to become teachers, they are educated by the same curriculum and pedagogy courses predetermined by the Council of Higher Education (HEC, 2012). The ones accomplishing their program get their teaching certificates. Other than education faculties, it is currently possible to get certified as a teacher through a Pedagogic Formation offered by Science and Literature Faculties (HEC, 2012) and through Open Education Faculties offered as distance education. Regardless of the university or teacher education program including fine arts, teacher candidates are supposed to go in for the KPSS exam (Exam for Selection of Civil Servants) to work as teachers.

## 2.3. English Language Teacher Education

English language teacher education is recent, dating back to the early 1960s in its current form. With the emergence of methodologies such as Audiolingual, ELT became a major phase of global expansion in that period (Richards, 2008). According to (Richards, 2008), the answers to two concerns guided the growth of the area of English language teacher education. Internally induced change refers to the teaching profession progressively acquiring new views and external pressure encompasses other issues such as the need for the English language because of globalization.

Before the 1970s, teaching education research attempted to characterize language teaching as a collective discrete routine derived from empirical studies on students (Freeman and Johnson, 1998). Thus, the assumption that teachers need fixed knowledge typically concepts and methods govern the teacher education program policymakers. From this phase forth, teachers attributed an underlying meaning to their actions on a rational basis rather than sticking to what they do in the classroom. Besides, this view was supported by the emphasis on teachers' previous experiences as students (Lortie, 1975), the social constructivist approach that teachers socially construct their knowledge, and their work is influential on the way they use their knowledge (Grossman, 1990).

Starting from the 90s, it was agreed that teacher education programs did not work effectively to prepare future teachers for classrooms, and a more prevalent teacher training program focusing on teaching students how to teach is needed. From a standpoint that was

motivated more by tradition than theoretical definitions, the area of second language teacher education appears to be gradually changing (Freeman and Johnson, 1998). In its new direction, second language education is being derived to a point that aims to redefine the subject and build a research-based method of language teacher preparation (Vélez-Rendón, 2002). From this perspective, we must look at language teachers' cognitive worlds and individual teaching practices if we are to comprehend how they learn to teach and how their professional lives develop (Freeman and Johnson, 1998).

Johnson (1996) proposed a framework for the knowledge base of language teacher education. In this conceptualization, teachers are tackled as the initiator of constant interaction with other elements as the central figure. As it characterizes the structure of teacher learning as a sort of socialization within the community of practice, this paradigm is still reactive to the current English language teacher education (Richards, 2008). About this framework, countries are encouraged to restructure their policies in language teacher education by taking them as active professionals in the changing needs of the world we live in.
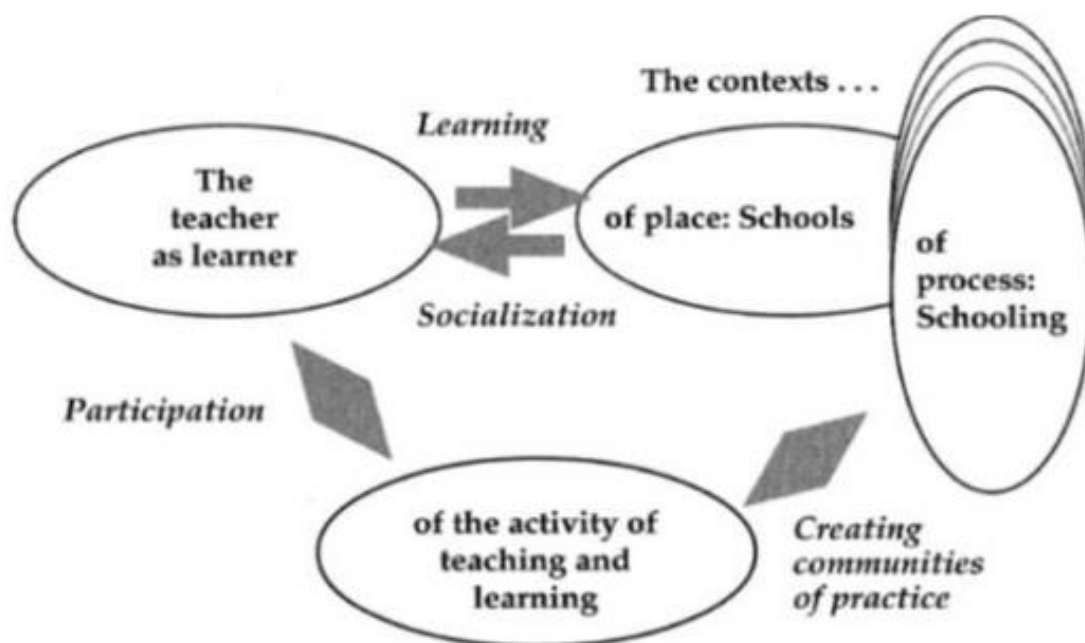


**Figure 2.2.** *The knowledge base language teacher education framework (Johnson, 1996)*

Language teacher education has started to acknowledge that teachers—independent of any methods or resources they may employ—are crucial to comprehending and enhancing English language instruction (Freeman & Johnson, 1998; Richards & Nunan, 1990). According to Freeman and Johnson (1998), teachers are not empty vessels waiting to be filled with theoretical and pedagogical knowledge (p.401). Rather, teacher educators started to regard teachers as people who enter teacher education programs with their prior knowledge, experience, values, and beliefs that shape their understanding of teaching and learning. Thus, learning to teach and becoming prepared to teach is the result of a combination of the gains and it is why this is a socially negotiated process because teaching is constructed in touch with prior experiences.

This perspective helped teachers tackle teaching as a unification of skills rather than a set of discrete behaviors to be repeated in the classroom for the best model for teaching smoothly (Prabhu, 1990). Yet, in the current application of language teaching, teachers consider what works for one group of students might reverberate in a different group thanks to individual differences and characteristics (Skehan, 1991). It is thanks to the research that teachers take their share of the findings, but teaching is beyond this collective knowledge because learning to teach has no end as it is a developmental process (Freeman & Johnson, 1998). From a standpoint that was motivated more by tradition than theoretical definitions, the area of second language teacher education appears to be gradually changing (Freeman & Johnson, 1998). Because of the change in basic assumptions in teacher education, three main models of professional teacher education stand out on a historical basis: the craft model, the applied science model, and the reflective model (Wallace, 1991).

In the craft model, the action initiated by the professional is seen as the craft (Ur, 1996). The base of the profession is regarded to be grounded in a master teacher or an experienced professional practitioner, who is regarded as an expert in the practice of the craft (Wallace, 1991). The learning occurs because of observation and imitation by the trainee of the techniques and instructions given by the expert (Wallace, 1991) as represented:

| Study (observe) with a master/ an experienced professional practitioner. | ⇨ | Practice (imitate) | ⇨ | Professional Competence |
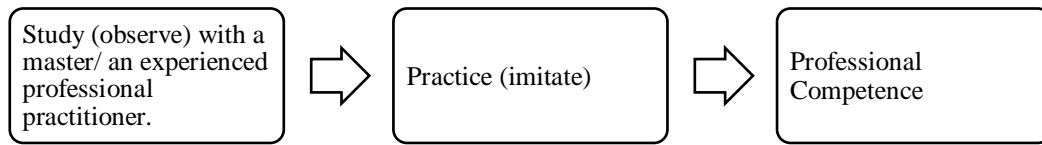
**Figure 2.3.** *The craft model of professional education*

Since it entirely relied on the idea of a master teacher who might be surpassed by younger instructors, this paradigm of the model was disparagingly viewed to be more conservative as in the case of workers in the assembly line by Stones and Morris (1972). In the 1970s, scholars like Stenhouse (1975) mentioned the usefulness of the model and its current use in postgraduate teaching courses as a substitute (Ur, 1996).

According to Wallace (1991), the applied science model is a type of technical-rational model of Schön (1983), and the most prevalent one regardless of the field in today's world. In the model, trainees take theoretical classes in applied linguistics and other related fields, which are later applied to classroom practice by developing an appropriate methodology. Stones and Morris (1972) criticized the craft model as it was not adequately scientific in its nature and the applied science model was found powerful as it bares empirical science. In this model, scientific knowledge is the responsibility of the trainee in that they conclude depending on their theoretical courses and knowledge provided at the time of teaching (Wallace, 1991). Thus, theory and practice are treated separately.
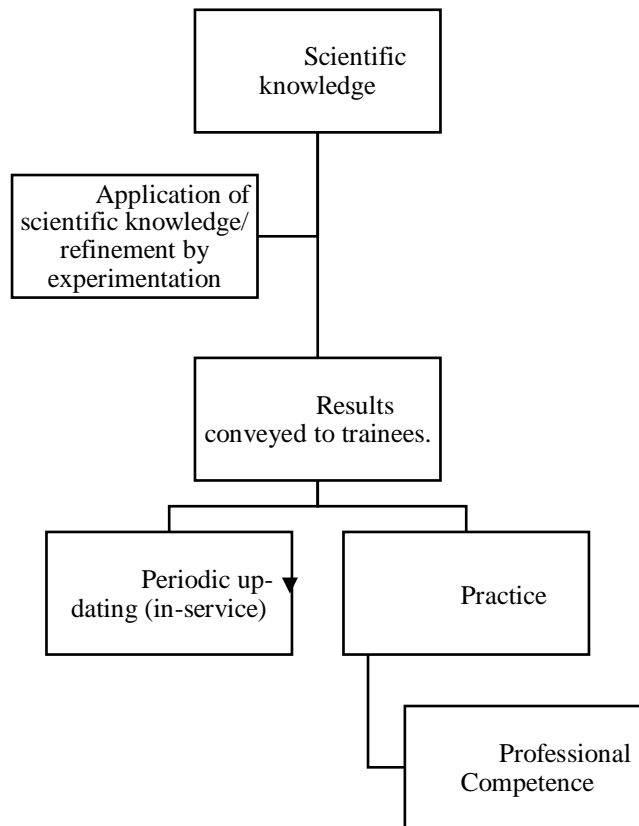
**Figure 2.4.** *The applied science model of professional education*

The third model is the reflective model. In this model, to develop teaching theories, the trainee teaches or observes lessons, or reflects on prior experience. Following, the trainee reflects, alone or in discussion with others; and then tries to put their reflections on theory into practice (Wallace, 1991). Florez (2001), put forward that the goal of the model is to refine the practice based on observation technique. The reflective model has two basic elements; received knowledge and experiential knowledge. Reflective knowledge is derived from theoretical data and practical knowledge is formed through individual and professional experience (Wallace, 1991).
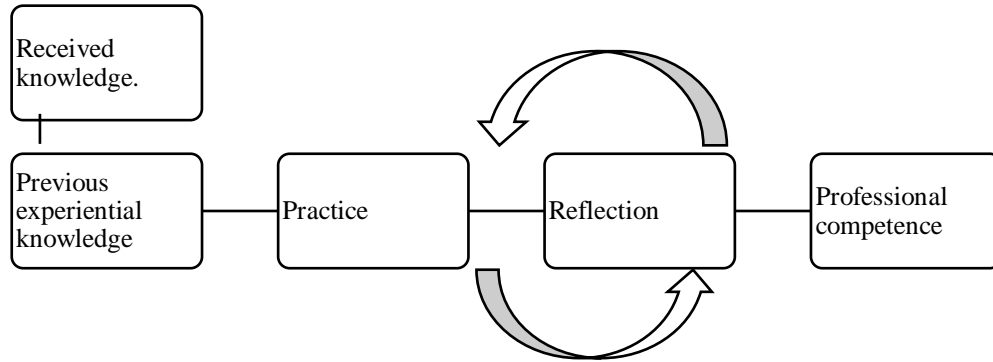
**Figure 2.5.** *The reflective model of professional education*

The inclusion of the English language in the Turkish education system dates to the second half of the nineteenth century with the Tanzimat Period which is regarded as the beginning of the Westernization movement in the field of education (Kırkgöz, 2005). Despite its popularity as a foreign language nationwide, French left its place for English in time due to the education offered in American schools (Sarıçoban & Sarıçoban, 2012). Consequently, the English language became the medium of instruction integrated into various schools and departments (Washburn, 1909).

With the Republic of Turkiye by the lead of Atatürk, a series of reforms were initialized in the field of education to purify, standardize, and modernize the Turkish language (Büyükkantarcıoğlu, 2004). This act provided a standard language for citizens in terms of written and spoken communication. With the help of this, education was offered to everyone and an increase in the number of schools around the nation was observed in the early times of the Republic of Turkiye. To improve education, the new government valued pedagogical reformers and foreign experts; besides, they were the ones who were educated at schools providing the Western type of education (Sarıçoban & Sarıçoban, 2012). Because of the regulation of such schools, they knew more about the language education system adopted around the world, which paved the way for the government to allocate a quarter of their budget for consultation with experts including John Dewey (Sarıçoban & Sarıçoban, 2012). Foreign language teaching was tackled as a secondary issue since illiteracy was a

more urgent problem of the time, but the idea of foreign language found a place in government policy in 1943.

The advent of Anatolian high schools, which offer one year of intense English language education as the first year of high school, increased the need for teachers who specialized in ELT (Tunaz, 2020). This need was satisfied with the establishment of the Department of English Language in 1944 at the Gazi Institute to prepare teachers to teach English (Demirel, 1991). The need and number of teachers to provide language education piled up year by year to prepare teacher candidates to teach English and the length of training was fixed in the fourth year in the 1970s (Demircan, 1988).

In its current form, English language teacher education programs in Turkiye are the responsibility of universities. Based on students' performance on the countrywide university entrance test, Student Selection and Placement Center (OSYM in Turkiye) administers admission to these programs. 80 multiple-choice questions make up an English language competency test that students take (Öztürk & Aydın, 2019). Yet, this exam is a skills-based one that assesses students' proficiency in English, and the first year of ELTE programs is designed to develop language skills with an emphasis on each skill separately (Öztürk & Aydın, 2019). In line with this, ELTE programs in Turkiye center around four dimensions: Content Knowledge (48), Pedagogical Knowledge (34%), and General Culture (18%).

## 2.4. Preparedness to Teach

The major aim of teacher education is to prepare students for the teaching profession in all aspects (Brown, Westenskow, & Moyer-Packenham, 2015). Considering the teacher effectiveness as regards pre-service education quality, there is a soaring need for well-prepared teachers in any school context. Indispensable to this need, to make the necessary regulations, it is of significant importance to understand perceptions about PT preparedness.

The ability and willingness of students or learners at the K–12 school level to enter the educational system or to pick up a new skill or piece of knowledge is sometimes referred to as preparedness in the educational environment. Preparedness is the state of having acquired the prerequisite behaviors to conduct a learning activity, being mentally, emotionally,

socially, and psychologically capable of conducting an activity, and having reached a level where they can do a developmental task through learning and progression (Başaran, 1998).

Even though a fixed definition of 'preparedness to teach' does not exist in the literature of education, several studies have attempted to describe the term foreign language teacher preparedness. In the context of teacher education and preparation, the term preparedness' is frequently used to describe a teacher's willingness to do all or parts of their work when they enter the classroom environment as teachers because it is crucial to feeling prepared when dealing with a task (Housego, 1990). Strakova (2015) put forward that the term entails self-perception of PTs for the teaching profession by considering all the characteristics and influences that shape that view in pre-service teacher education. Mehmetlioğlu and Haser (2013) define it as a notion connected to preservice teachers' opinions of their preparedness for the demands of their future career following their basic teacher education in general terms. On the other hand, Senemoğlu (2018) relates the term with the previous experiences of learning, beliefs, and skills of the educator persona. Kraut (2013) reaches a broader definition for teacher preparedness that encapsulates handling administrative challenges, navigating the political or bureaucratic aspects of teaching, and embracing the collaborative nature of teaching, whether in the form of professional learning teams (PLTs) or getting along with colleagues are all necessary. It also involves having a firm grasp of pedagogical knowledge, CK, and classroom management skills based on the views of the pre-service English language teachers' perspective.

Preparedness to teach is designated through the self-perception of teachers in terms of their internal assessment to do the teaching task (Faez, 2012) and is dominantly determined by how well teacher education programs prepare PTs to deal with the demands of the profession (Black, 2003). In the same way, Zientek (2007) asserts that the graduated teacher education program has a direct influence on teacher preparedness. However, novice teachers with insufficient education tend to sink in the early years of their teaching profession because of their incapability of turning theoretical knowledge into functioning competency in practice, because they are deprived of the guidance of their supervisor for decision making (Mehmetlioğlu & Haser, 2013). Accordingly, when they function as the decision-making

mechanism in a real school environment, teachers quit or make wrong decisions because of inadequate education.

School experiences, thus, play a significant contribution to teacher preparedness (Siwatu, 2011). The influence of teaching field experience on teacher preparedness is incontrovertible (Gülbahar, 2017) in any aspect. Teacher candidates feel unprepared for the teaching job if they did not pay the necessary attention to their practicum practices and lacked necessary observation at schools. Nevertheless, the adequacy of attendance in the course of school experience has a positive link with a higher preparedness level and self-confidence for teaching (Darling-Hammond, 2000), as a result of which they are categorized as 'unprepared' teachers. The majority of teachers who said they were not fully equipped to teach would be prone not to choose the same line of work if given the choice; some even considered switching fields (Darling-Hammond, Chung & Frelow, 2002).

The sense of teacher preparedness is shaped also by the coursework (Onchwari, 2010) concluded in their research that classroom management courses helped PTs to increase their sense of preparedness to teach. After finishing methodology classes, before the practicum, and after the practicum, Arslan and Ilin (2018) investigated pre-service English language teachers' worries about teaching preparedness. It was discovered that most PTs underlined the importance of practicum for their professional growth. Similarly, according to the findings of O'Neill and Stephenson (2012), PTs who mastered their classroom management courses are claimed to feel prepared in comparison to the ones who do not finish the related courses of the program.

For this cause, it is crucial to investigate any connections between preparedness and academic performance because teachers' perceptions of their preparedness have been linked to their ability to provide effective lessons. More prepared teachers are more likely to be able to support all students in their academic goals, form positive relationships with them, and manage challenges in the classroom (Darling-Hammond et al., 2002). In addition, literature signifies that teachers influence students' social, personal, and cognitive growth other than their academic progress. As a result, new teachers must perform their duties in a real classroom setting to feel ready for the profession (Karakaya et al., 2019).

## 2.5. Preparedness to Teach Research in the Literature of English Language Teaching

Pre-service teacher preparedness has taken an international interest and studies have been conducted in various disciplines, following Housego (1990) of the University of British Columbia, such as primary education (Mutisya, 2015), early childhood education (Onchwari, 2010), mathematics education (Brown et al., 2012) and English language education (Kraut, 2013) in range of contexts such as Indonesia ( Tutyandari, 2020), Canada (Faez & Valeo, 2012), USA (Brown; Kraut, 2013; Lee, and Collins, 2015; Thompson, 2010), Australia (O'Neill & Stephenson, 2012), Thailand (Scholz, 2014), Turkiye (Güner, 2022; Karaca, 2019; Kılıç, 2015). This bulk of research around the world signifies the importance countries put on teacher preparedness to educate their future, youth. However, perceptions of preparedness to teach have been focused on by a limited number of research for English language teacher education.

### 2.5.1. Preparedness to teach research in the literature of english language teaching

Jones (1998) examined the perspectives of preparedness to teach CK in English language teacher education comparing the perception of PTs and novice teachers. A total of 144 participants, 76 from pre-service and 68 from in-service English language teachers took part in the study. As an instrument, 'The Tennessee State University Instrument' was adapted with minor changes and both groups of participants were polled via this instrument, which is known as survey research. The research findings not surprisingly showed that in-service teachers show increased preparedness in comparison to PTs with no real classroom experience although their preparedness is also close to high. Additionally, it was revealed by the research that age and gender have a trivial effect on the preparedness level of both groups.

Carter (2006) conducted a two-phase methodology study in order to explore the preparedness and self-efficacy of pre-service ESL students concerning their mentors' beliefs in the teaching experience. In this quantitative research, a survey methodology since a pre-existing survey instrument called the 'Teacher Sense of Efficacy Scale' (TSES) is befitted from with pre- and post-student teaching sessions. In addition to this, a correlational methodology was adopted because a link between mentors' perceptions and PTs' perceptions

regarding preparedness and self-efficacy was investigated. A total of 246 pre-service English language teachers were polled. The results of the data showed that Carter (2006) spotted an increase in the self-efficacy perception of PTs compared to their completion of students' teaching experience. Besides, a considerable influence of mentor teachers' self-efficacy on student teachers' self-perceptions in terms of preparedness and self-efficacy was concluded.

Siwatu (2011) examined how pre-service English language teachers' perceptions of their preparedness to teach and of their ability. Besides, their delivery of culturally appropriate instruction in ELT was also tackled about how it was impacted by school-contextual factors. For this quantitative research, a total of 34 pre-service English language teachers participated. With this group of participants carried out two surveys to determine preparedness via the *Sense of Preparedness Questionnaire* and their self-efficacy via *the Culturally Responsive Teaching Self-Efficacy Scal*e in a counterbalanced repeated measures experimental design. According to the study's findings, preservice teachers in suburban as opposed to urban schools felt better prepared and secure in their ability to teach there. In addition, regardless of whether they were enrolled in an urban or suburban school, preservice teachers felt ill-equipped and unconfident to teach English Language Learners overall. This study has significance for training educators who are confident in their capacity to work in both urban and suburban educational environments.

Thompson (2011) looked at the key parts of an English teacher preparation program in the USA context to investigate the perceptions of pre-service English language teachers and school administrators on the instructional abilities of student teachers. 13 beginning English language teachers who completed a master's program in Secondary English Education participated in the study. As for the instrument, the open-ended Beginning Teacher Questionnaire was emailed to 100 graduates of the program in the last three years. Yet only 13 of them participated in the study by responding to the questionnaire eligible. To provide in-depth information and data, these participants were decided to be interviewed and observed following the completion of the questionnaire. Similarly, school administrators were invited to complete the questionnaire to obtain information about the teacher education program. Both stakeholders in the study agreed on the fact that the teacher training program graduates are well-prepared, but the time spent in the classroom is a determining factor. A

slight increase in the time spent in a real classroom environment and more instruction on classroom management would contribute more to the preparedness level of teachers.

Another similar comparison of PTs and newly-graduates of English language teacher education programs was employed by Scholz (2014). In their thesis, Scholz (2014) conducted assessment research of the ELT program in terms of preparing English language teachers from the perspective of PTs. The research employed a quantitative method and collected data from newly graduated English language teachers to provide a general view of its effectiveness. However, from the 115 surveys given to the participants, only 82 of them were handed in but just 18 of the surveys met the three criteria and were found suitable to be used as data. The results of the study showed that 67% of the participants identified themselves as well-prepared teachers right at the start of their first-year teaching but the way they felt about their perception had little to no relation with the coursework or field experience they had during undergraduate education. Moreover, the participating English language teachers answering the open-ended questions also suggested that instructors are better to speak in English, provide more knowledge on teaching and have a friendly attitude towards pre-service English language teachers.

Contradictory with this finding, Casey (2011) explored beginning teachers' view on preparedness and self-efficacy to diversify their instruction among pupils from various backgrounds and proposed that a teacher needs to cause positive changes in student knowledge and hold subject matter pedagogy. For this, Casey (2011) employed a sequential mixed methods design to assess preparedness in line with efficacy for differentiating instruction. The comparison of participants from different years of graduation or the number of certificates did not yield any significant relationship in terms of preparedness. However, a strong link between preparedness and efficacy was highlighted in this research. In the same way, teacher-efficacy research became the topic that was investigated as a reference to the preparedness level of teachers.

Faez (2012) examined the self-perceived preparedness of pre-service English language teachers who were born in Canada and who had their education abroad (IETs) to instruct English language learners (ELLs). In this mixed methods design, a survey and interviews

were beneficial to look at pre-service English language teachers' perceived preparedness. The data for this study were obtained through linguistically varied teacher candidates who were participating one-year intensive education program. The study investigated how well-prepared teachers are for working in classes with several languages. Because of their similar backgrounds, research suggests that internationally educated teachers have stronger self-perceived preparations toward teaching English. However, empathy and subjective experiences are insufficient to support ELLs and give them individualized teaching. No matter their backgrounds, all teachers need to have the necessary training to handle ELT requirements.

Kraut (2013) examined how pre-service English language teachers perceive their level of preparedness to teach after completing their undergraduate education. Participants of the study were chosen for both convenience sampling for the quantitative part and purposeful sampling for the qualitative part to gain rich data. The study was conducted as a mixed methods design including a survey adapted from Darling-Hammon et al., (2002) called the 'Preparedness to Teach Scale' to take participant pre-service English language teachers' perceived readiness to teach. Additionally, the researchers added open-ended questions before the survey to obtain definitions and perceived preparedness to teach. Also, interviews with students as case studies to dwell on factors impacting their preparedness were conducted. The findings of the study showed that the concept of preparedness to teach is a complex phenomenon as it is a task-specific perception. It was also reported by Kraut (2013) that the perceived preparedness of pre-service English language teachers stems from the background, students' teaching experience, and their dispositions.

Triplett (2014) investigated the preparedness level of English language teachers to acquire the competencies proposed by College and Career Readiness Anchor Standards for English Language Arts/ West Virginia based on demographic information. The researcher developed their instrument to obtain the perspective of participants regarding preparedness and data was collected from 424 in-service ESL teachers via College and Career Readiness Standards for English.  In conclusion, Triplett (2014) summarized that teachers who teach the majority of the day perceive themselves as well-prepared to teach all strands. In addition,

experienced teachers sense themselves as more prepared to teach when compared to novice teachers with teaching experience of up to five years.

Strakova (2015) explored 37 pre-service English language teachers' perceptions of teaching preparedness in light of their practicum experiences and methodology seminars. Instead of readily available scales, Strakova (2015) made use of the second part of the European Portfolio for Student Teachers of Languages (EPOSTL) which included 195 descriptors implying the capabilities of PTs. Although the participants seemed to be satisfied with the methodology courses' contents, the findings suggested that the pre-service English language teacher participants of the study needed to improve their skills in assessment and enhance learner independence to become better prepared. Strakova's study is an indication of the lack of a proper instrument to measure foreign language teacher preparedness as she made use of a part of EPOSTL to find out how prepared to teach her subjects.

Turgut et al., (2016) examined PSTs' perceptions of their level of preparedness to teach English to ELLs in mainstream classrooms both before and after taking a semester-long course on doing so. Based on a purposeful sampling to obtain rich data, 18 of the senior year pre-service English language teachers were chosen from the same university department in the USA. The data collection of this qualitative research design was done in the form of written reflections for a semester-long to understand pre-service English language teacher preparedness. Both pre and post-course reflections were analyzed under predetermined six categories: definitions of the term ELLs, potential teaching obstacles during their first year as novice teachers, potential teaching challenges instructing ELLs in mainstream classrooms, self-confidence to teach ELLs before enrolling in a semester-long course on teaching ELLs, self-confidence to teach ELLs following enrollment in a semester-long course on teaching ELLs, and opinions of the course components that they felt contributed to improving their ability to teach ELLs in regular classrooms. Thematic analysis of the data showed that before the course, 89% of the participants did not feel prepared to teach English due to a lack of knowledge, language, experience, and personal traits. After the treatment of one semester long, participants stated that they all feel better prepared and had more confidence in their skills to work with English language learners.

As a case study, Wong et al., (2016) investigated the perceptions of pre-service ESL teachers regarding their readiness to teach English to students from a variety of cultural and linguistic backgrounds. This qualitative research study used some parts of the Diversity Awareness Study intending to investigate pre-service English language teachers' perceived preparedness to teach English. 25 ESL PTs, who were taking methodology courses and completed 48 hours of teaching practice, participated in the research. At the conclusion of the training course, a group of ESL teacher candidates completed a survey. Overall, the participating pre-service ESL teachers were reported to feel prepared to teach English to students with varying cultures. Indeed, incorporating multiculturalism into English language teaching was reported to be the most powerful aspect of the participants. However, a primary problem was found to be a lack of basic understanding of students' varied cultures and languages. Their identified strengths include personality attributes and knowledge of tactics.

Hedge, Hewett, and Terrell (2018) aimed at investigating the preparedness level of in-service English language teachers to work with kindergarten well-prepared and trained young pupils as well as the methods they make use to teach English to the target group. The participants of the study were 20 in-service kindergarten teachers that provide education as well as ELT. To examine their preparedness to provide education, phone calls with five teachers were conducted. It was mentioned that a great majority of the participants were excited to attend professional development seminars on this subject because they felt prepared to teach ELL students, committed to working with this group and devoted to working with English language learners. Further, qualitative data results demonstrated that they were not prepared to teach English to such a group of learners until they gained experience in time. To gain experience and feel better prepared, participants stated that they attended seminars and professional development to better understand the learner profile. Additionally, the need for more professional training opportunities on this subject was revealed in follow-up interviews.

Wissink and Starks (2019) designed a mixed methods study intending to elaborate on the teachers' perception regarding how well teacher preparation programs prepare future teachers to teach English to elementary school students. Five native teachers with experience of up to five years working at the same elementary school as English language teachers were

chosen as participants in this case study. The data was collected through a questionnaire and interviews as well as classroom observation of the teachers. The findings of this in particular showed that participants expressed a desire for explicit instruction in ELL-specific reading instruction within their teacher preparation program as well as more time spent working with ELL students in inclusive schools with high ELL populations. The teachers felt that mandatory second language courses would have improved their comprehension of the difficulty of language learning and helped them to create empathy for ELL students.

Merisi and Pillay (2020) examined the perspectives of pre-service teachers of English education regarding their preparedness to teach grammar and the factors influencing such beliefs. The study used an interpretive paradigm, qualitative technique, case study design, and purposeful sampling to understand the knowledge gap in English Education PTs' competence to teach grammar. Semi-structured interviews and open-ended questionnaires were used to collect the data. Based on a set of criteria (race, school type, and home language) 50 students were chosen purposefully for the quantitative part and 11 participants for the qualitative phase after applying the questionnaire to all of the senior year English major students. The study's findings showed that preservice English teachers felt underprepared to teach grammar when they graduated, and they blamed this low preparedness on their previous unpleasant grammar-learning experiences in school as well as the programs' emphasis on pedagogical knowledge rather than CK. The knowledge gap between what is believed and what is taught, according to this research study is because of the program. Thus, it needs to be thoroughly thought out and planned for pre-service English language teachers to complete the program with enough preparedness to teach English.

In their doctoral dissertation, Tutyandari (2020) focused on perceptions of pre-service English language teachers in Indonesia specifically seeking answers to the factors impacting PTs' sense of preparedness and the influence of preparedness level on teaching. Through a mixed methods design, data were collected using preparedness questionnaires, interviews, and reflections from senior-year English language teachers. In this regard, 106 ESL and EFL teachers were invited to respond to a questionnaire as well as interviews were conducted, and written reflections were collected from some cohort of participants. The findings

Tutyandari (2020) reached suggested that the perception of preparedness is shaped because of the interaction among personal, social, and academic dimensions.

Angraeni and Yusuf (2022) addressed a different perspective of teacher preparedness by approaching the issue from the psychological readiness of English language teachers to teach. This study was designed as a qualitative one in the Indonesian context and includes a narrative inquiry with three elementary English language teachers working in different schools in Indonesia. The data was collected through personal stories in the guide of some questions. The deductive analysis of the data showed that participants are psychologically ready to teach English in the elementary school context. Besides, the two basic components of psychological preparedness; self-efficacy and motivation are also found to be present in the data.

**Table 2.1.** *Preparedness to teach English research studies in the literature*

| Author(s)/ Year | Topic | Methodology | Results/ Findings |
| --- | --- | --- | --- |
| Kraut (2013) | Preparedness to teach English and its definition | Case study methodology | Preparedness to teach is a complex phenomenon since it is task-specific and is influenced by background, teaching experience, and dispositions. |
| Scholz (2014) | Perceived preparedness | Survey research methodology | 67% felt well-prepared to teach but it has no or little relation to coursework or field experience. |
| Triplett (2014) | Preparedness and competence | Survey research methodology | Teachers who teach the majority of the day perceive themselves as well-prepared to teach all strands. |
| Strakova (2015) | Preparedness to teach and practicum | Survey research methodology | Pre-service teachers do not feel prepared in terms of |

| | | | assessment and enhancing learner independence. |
|---|---|---|---|
| Turgut et al., (2016) | Preparedness to teach English | Qualitative inquiry | After taking the course, all the participants felt better prepared and more confident in their skills of English. |
| Wong et al., (2016) | Preparedness to teach English in a multicultural environment | Case study methodology | After taking the course, incorporating multiculturalism into English language teaching was reported to be the most powerful aspect of the participants. |
| Wissink and Starks (2019) | Preparedness to teach English at Elementary School | Case study | The teachers felt that mandatory second language courses would have improved their comprehension of the difficulty and helped them to create empathy for ELL students. |
| Merisi and Pillay (2020) | Preparedness to teach English grammar | Qualitative interpretive paradigm, case study | Pre-service English teachers do not feel prepared to teach grammar. They claimed that the reason for the low preparedness for teaching grammar stems from their prior experience in learning grammar. |
| Tutyandari (2020) | Preparedness to teach English | Convergent mixed methods and narrative inquiry | Perception of preparedness is shaped because of the interaction among personal, social, and academic dimensions. |

| Angranei and Yusuf (2022) | Psychological preparedness to teach | Narrative inquiry | Participants are psychologically ready to teach English in the elementary school context. |

### 2.5.2. Research on preparedness to teach EFL teaching literature in Turkiye

In the last decade, the concept of teacher preparedness has been discussed in research a limited number of times in the Turkish context. Although there are few studies conducted in educational science, collectively responding to preparedness perceptions of pre-service teachers including pre-service English language teachers (Ataş-Akdemir, 2019), the number of studies dealing with pre-service teacher preparedness focusing on one specific subject area such as science (Güven-Yıldırım and Köklükaya, 2017; Karakaya et al., 2019), math (Mehmetlioğlu and Haser, 2017) and Turkish language teaching (Göçer, 2008) is limited.

To ascertain the level of preservice teachers' preparedness for Turkish language teaching, Göçer (2008) conducted a qualitative study. 153 preservice teachers from classroom teaching and social science teaching participated in the study. Document analysis revealed that preservice teachers were prepared in the Turkish language teaching areas. Considering the value of professional knowledge and experience, participants also believed that the theoretical knowledge and skills they acquired during the courses were helpful to them. Observations results supported those participants profited from teaching strategies in their teaching practice. Additionally, they improved the teaching process by using instructional tools although they did not make proper use of the evaluation tools described in the documents.

Mehmetlioğlu and Haser (2013) sought to determine the degree of preparedness for teaching among mathematics preservice teachers. The quantitative research was administered to 420 pre-service mathematics students at ten universities in Turkiye.

According to the results, preservice teachers did not feel fully prepared, but they also did not feel underprepared. Senior preservice teachers were found to have significant advantages compared to younger preservice teachers who participated in the study.

Güven-Yıldırım and Köklükaya (2017) conducted a study intending to create a survey on preparedness for the teaching profession and then assess the degrees of readiness for teaching among science preservice teachers. The research was administered with 35 junior PTs attending a public university in Turkiye. Overall, the results yielded that science PTs had a poor level of preparedness for teaching. Similar to the participant's background, Karakaya et al., (2019) looked at several factors, including gender, department, GPA, grade levels, and whether they had voluntarily chosen this career to investigate pre-service science teachers' preparedness for teaching. The results showed that there is not any positive or negative link between preparedness and gender. Regarding readiness to choose the field, there was no difference other than a substantial difference in the aspect of organizing the learning process. There were notable disparities between grade levels that favored senior in-service teachers. In terms of the overall scale and the dimensions of structuring the learning process, effective learning, and techno-pedagogical competence, there were no significant differences according to GPA; however, the understanding students dimension showed differences in favor of participants with high GPAs.

Ataş-Akdemir (2019) conducted a similar study with the same instrument, called the Preparedness to Teach Scale, as in the case of Güven-Yıldırım and Köklükaya (2017) in a different setting. As in the earlier studies, there are four dimensions in this case. Investigating preservice teachers' degrees of preparedness according to gender, grade level, and department was the goal. The descriptive study included 211 preservice teachers from all grade levels at a public university in Turkiye in the Department of Computer Teaching and Instructional Technology, Elementary Mathematics Education, Classroom Teaching, and Psychological Counseling. The findings demonstrated that preservice teachers' levels of preparedness were adequate to teach. Techno-pedagogical competence had the highest level of preparedness among the aspects while understanding students had the lowest level. Regarding the entire scale as well as the dimensions, no gender-specific differences were discovered in the study.

When it comes to research conducted with pre-service English language teachers to examine their preparedness level of them to teach, there is an underrepresentation of it in the literature (İnceçay & Dollar, 2012; Kılıç, 2020). Specifically, English language teachers' perception of preparedness has found a limited place in the Turkish literature in the form of theses, but it is possible to mention an upward trend in the literature of Turkish EFL teachers' preparedness as theses or dissertations.

To assess the perceived preparedness of 36 preservice English language instructors in Turkiye, İnceçay, and Dollar (2012) employed a scale of observation, a scale of preparedness for handling disruptive behaviors, and a scale of classroom management self-efficacy. Conducted as a mixed methods design, there are three instruments to the study: the Teachers' Sense of Efficacy Scale, the Teacher Readiness Scale for Managing Challenging Classroom Behaviors, and teaching observations during practicum teaching. The findings revealed agreement between the participants' perceptions of effectiveness and their judgments about teacher readiness in terms of classroom management. However, there was no obvious connection between the self-efficacy and preparedness beliefs of pre-service English teachers and the application of classroom management strategies in actual classrooms. On the other hand, there was little correlation between pre-service English teachers' assessments of their efficacy and their actual classroom management techniques. The researchers concluded that insufficient teaching practices may have contributed to the participants' incapacity to convert their declarative knowledge of classroom management into procedural knowledge in a real-world classroom context.

Güngör (2016) conducted action research to determine the perceived perceptions of Turkish pre-service English language teachers as regard teaching English to young learners in the context of the 'Teaching English to Young Learners' course. Therefore, the main goal of this research is to encourage preservice teachers to use reflective practice when teaching English to young learners through videotaped micro-teaching sessions, reflective notebooks, and lesson plans. From the 20 pre-service English languages, the data were collected in the form of video recording, lesson planning, and reflective diaries. The study presented the findings by emphasizing how these reflective tools helped PTs develop professionally, reflect on themselves and others, and be ready to teach English to young

learners. The findings showed that at the very beginning of the term, pre-service English language teachers felt anxious since they lack professional experience. However, weekly feedback helped them increase their self-confidence and positive statements, and an upward trend in their feeling prepared was stated because of this study.

The investigation into Turkish pre-service EFL teachers' perceptions of their level of preparedness in the classroom served as the study's main objective for Kılıç (2020). In their study, Kılıç (2020) closely examined the participants' understanding of the qualities of effective language teachers, perceptions of their weaknesses and strengths, understanding of the elements that aided or hindered their professional growth, and perceptions of potential development areas in teacher preparation programs. The study, which used individual interviews with 10 pre-service EFL teachers enrolled in a public institution in Turkiye, was an exploratory case study. According to the research's participants, an effective language instructor should have interpersonal skills, classroom management skills, technological pedagogical skills, and pedagogical expertise. It was also concluded in the study that certain elements of pre-service teacher education from the teacher-education program prevented them from becoming good language teachers.

As a doctoral dissertation, Çelik (2017) intended to analyze senior-year English language teachers' perception of their level of preparedness to teach simultaneously with the school experience and teaching practicum practices. In addition, the perspectives of stakeholders of the teacher education program have been aspired. The participants of this research are pre-service English language teachers (n = 106), their advisors (n = 8), and cooperating teachers (n = 15). Before and after field experience measurements were used to record both the PTs' opinions of the likely changes in their preparedness to teach across the phases and the stakeholders' assessments of the change in the PTs' preparedness to teach. In this mixed methods study, teaching knowledge and skills tests as well as scales were employed quantitatively, and semi-structured interviews were used to collect qualitative data with representative subjects from three of the groups. The results yielded a slight decrease in students' self-perceptions of teaching knowledge, but a significant increase has been observed in their preparedness to teach. Advisors in the semi-structured study stated that students are not fully ready to teach mainly because of their developmental

needs while student teachers mentioned the professional self as one of their sources for being prepared to teach. The PTs' interviews suggested that higher opinions of their teaching efficacy, faculty education, and personal characteristics are the main factors affecting their preparedness to teach.

Distinctively, Çalışkan (2017) took a research aim to determine the English language teachers' readiness for the integration of technology in foreign language teaching as their thesis. For this, Çalışkan (2017) picked the sample group as all the English language teachers working in Antalya but only 246 of them provided suitable data voluntarily. The data collection instrument for the quantitative part was developed by the researcher 'Technology (e)-Readiness Questionnaire for Teachers'. The qualitative part of the study includes two sets of group interviews with a total of 19 in-service English language teachers. It was reported that almost half of the teachers showed a low level of readiness for using technology in the classroom to teach English. Moreover, it was found that English language teachers in the study have concerns regarding the use of technology in class although they actively make use of technology in their daily routine. Besides, a negative attitude from the participants regarding their use of educational technologies as part of the classroom was noted.

Similar quantitative research was designed to investigate the preparedness level of pre-service English language teachers to integrate technology in their classrooms by Uzundurdu (2022). To determine the preparedness of the participants regarding the use of technology in the classroom, Uzundurdu (2022) developed a scale called Technological Readiness of Pre-service English Language Teachers Survey for this quantitative research design. The scale was emailed to pre-service English language teachers from 18 universities in Turkiye but only 108 of the respondents were found eligible to subtract data from. The findings of the study revealed that pre-service English language teachers feel ready to use technology in the classroom to teach English and show a willingness to take courses about technology during their teacher training education.

The influence of practicum practices has also become the center for Korkmaz (2022) aimed to explore the teacher preparedness perception of pre-service English language

teachers- based on the components of self-efficacy, personal traits, motivation, and attitudes to teaching. The study employed a mixed methods study design. For the collection of quantitative data, *the Teachers' Sense of Efficacy Scale (TSES), Attitude Scale of the Teaching Profession (ASTP), Factors Influencing Teaching Choice (FIT-Choice), The Big Five Inventory (BFI)* were used, and the collection of qualitative data was achieved through semi-structured telephone interviews. 80 senior year English language teachers participated in the data collection procedure with scales and 11 of them volunteered for semi-structured interviews. Both in the form of three scales and semi-structured telephone connections because of the COVID-19 pandemic, the study has also explored a link between readiness and practicum practices. Korkmaz (2022) concluded that students become more aware of what it means to become teachers at the end of the teaching practicum, and it has a direct link to students' altruistic and intrinsic motivation to become teachers. Significant relationships between attitudes toward teaching, teaching efficacy, and other motivational factors influencing teaching choice were also calculated. Finally, the distance between theory and practice, and the impact of the COVID-19 interruption was highlighted in terms of their perception of preparedness to teach.

Yücetürk (2022) focused mainly on the primary education context in terms of investigating teacher preparedness to teach in flipped classroom practices. Semi-structured interviews were used to collect information for a qualitative phenomenology investigation. Two groups of English language teachers with several 17, from state schools and private schools were individually interviewed. The findings of the study showed that people have a generally favorable opinion of the flipped classroom model. Despite their positive sentiments, most teachers do not feel prepared to use this model since they have not received adequate training in its implementation, according to the readiness level results. Namely, the phenomenological study revealed that English language teachers are not ready to adapt to flipped classrooms since they lack the necessary knowledge although they are positive toward flipped classroom applications.

With limited research studies in the Turkish context for pre-service teacher education preparedness as MA and Ph.D. dissertations and research studies, the gap arouses from the need of conducting research focusing on one specific-subject teacher education program

in-depth in terms of student-teacher preparedness (Eret, 2013; Karaca, 2019; Kılıç, 2015; Tutyandari, 2020). In line with this, the preparedness level of PTs is investigated and reported; however, the adequate or moderate level of preparedness outweighs well-preparedness. Still, the underlying reasons for such results have not been prioritized in the research (Aksoy, 2010; Güner, 2022; Kraut, 2013; Öncü & Sandıkçı, 2013). Such an issue needs to be taken under-investigated from the perspective of PTs and their instructors (Arista, 2020; Eret, 2020; Güner, 2022).

**Table 2.2.** *Preparedness to teach English research studies conducted in Turkiye*

| Author/ Year | Topic | Methodology | Results/ Findings |
| --- | --- | --- | --- |
| İnceçay and Dollar, (2012) | Perceived Preparedness to Teach English | Explanatory sequential design | No obvious connection between preparedness and self-efficacy beliefs. |
| Güngör, (2016) | Preparedness to teach English to young learners | Action research | . Weekly feedback positively affected my self-confidence and preparedness to teach. |
| Çalışkan, (2017) | Preparedness to teach English and technology integration | Explanatory sequential design | Almost half of the teachers showed a low level of readiness for using technology in the classroom to teach English. |
| Çelik, (2017) | Preparedness to teach English and practicum | Embedded mixed methods design | Teaching efficacy, faculty education, and personal characteristics are the main factors affecting their preparedness to teach. |
| Kılıç, (2020) | Preparedness to teach | Exploratory case study | A prepared teacher shows classroom management skills, technological pedagogical skills, and pedagogical expertise. |
| Korkmaz, (2022) | Perceived preparedness to teach based on self- | Explanatory sequential design | Student teachers become more aware of what it means to become teachers |

| | efficacy, personal traits, motivation, and attitudes to teaching | | at the end of the teaching practicum, and it has a direct link to students' altruistic and intrinsic motivation to become teachers. |
|---|---|---|---|
| Uzundurdu, (2022) | Preparedness to teach and technology integration | Descriptive research design | Pre-service EFL teachers feel ready to use technology in the classroom to teach English and show a willingness to take courses about technology during their teacher training education. |
| Yücetürk, (2022) | Preparedness to teach in the flipped classroom | Qualitative phenomenology investigation | English language teachers are not ready to adapt to flipped classrooms since they lack knowledge. |

## 2.6. Components of Preparedness to Teach

Teacher preparedness is a difficult term to quantify in the literature of educational research for future teachers. However, efforts have been made to identify specific indicators of teacher preparedness. Recent attempts to identify and quantify preparedness using a range of characteristics have been made in the literature on educational research in terms of teacher preparedness as a reference to the self-efficacy and motivation state of PTs.

### 2.6.1. Self-efficacy and teacher preparedness to teach

Bandura's Social Cognitive Theory, which has its roots in Social Learning Theory, is the foundation for the idea of self-efficacy (Bandura, 1977). According to the Social Cognitive Theory, cognitive elements (also known as personal variables), environmental factors, and behavioral factors interact to shape human behavior (Bandura, 1986).
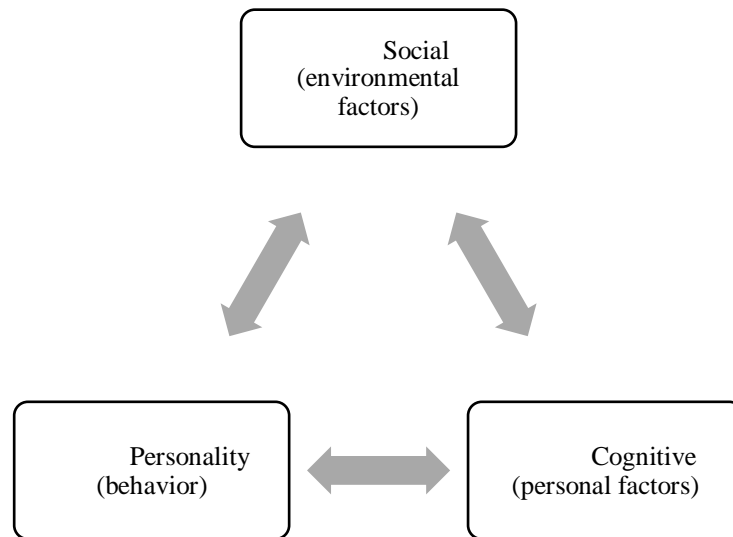
**Figure 2.6.** *Elements of Social Cognitive Theory (Bandura, 1986)*

The four sources of teaching effectiveness identified by Bandura (1977) are mastery experiences, physiological and emotional states, vicarious experiences, and social persuasion. The most effective source of information regarding efficacy is mastery experiences. The belief that performance has been successful in increasing efficacy beliefs, which positively enhances the likelihood that future performances will be proficient. A failure-related perception of one's performance diminishes efficacy beliefs, increasing the assumption that subsequent performances will also be less successful. However, this construct is viewed more as a general term related to human psychology and does not accurately reflect the elements of teachers' work and the context of teaching (Labone, 2004).

For this reason, Tschannen-Moran, Woolfolk Hoy, and Hoy (1998) produce a broader conceptualization putting forward that teacher self-efficacy is not something that appears overnight and comes and goes in cycles. The four sources of efficacy beliefs—physiological and affective states, verbal persuasion, vicarious experience, and proficiency experience—were identified in this model, but the researchers also added two additional components from Rotter's (1996) locus of control theory: (1) analysis of the teaching task, and (2) evaluation of teaching competence.
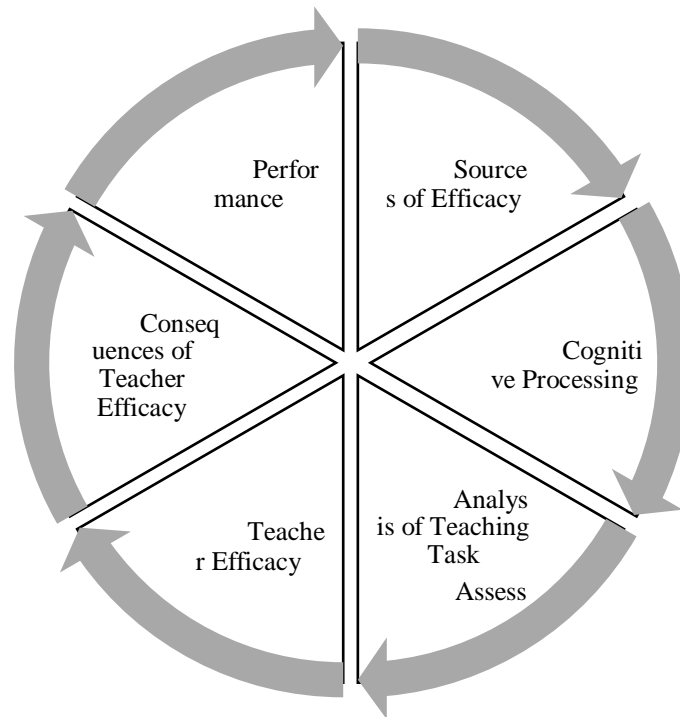
**Figure 2.7.** *Integrated model of teacher efficacy (Tschannen-Moran and Hoy 1998)*

Based on the conceptualization, the definition of teacher self-efficacy is one's perception or assessment of their capacity to achieve desired student outcomes in the classroom (Bandura, 1977). According to Tschannen-Moran, Woolfolk Hoy, and Hoy (1998), who was influenced by Bandura's (1977) work, teacher self-efficacy refers to a teacher's perceptions of whether they can successfully carry out a certain teaching task in each situation. Teaching efficacy, which is the main factor associated with preparedness to teach (Darling-Hammond, Chung & Frelow, 2002), is concerned with how PTs see their capacity to plan and carry out the actions necessary to achieve success. Korkmaz (2022) put forward that it is critical to understand that self-efficacy does not refer to skill level to better understand it; yet instead, one's sense of proficiency. Namely, rather than being an objective, easily quantifiable term, it is a nuanced, subjective one.

Even though it first originated as a psychological and sociological term, self-efficacy has been heavily incorporated into educational studies. It reflects teacher self-efficacy; a measure of how prepared teachers are to teach. In this regard, literature provides a significant lot of study in this area on self-efficacy about teacher preparedness (Anderson & Stillman,

2013; Atay, 2007; Brown, Joyce & Collins, 2019; Caires, Almeida & Vieira, 2012; Faez & Valeo, 2012; Kourieous & Diakou, 2019).

Teacher effectiveness was shown to depend significantly on teacher efficacy in the literature. It consistently has a positive impact on both student results and instructional practices. However, Henson, Kogan, and Haase (2001) mentioned a dispute about how to measure this construct, which includes a critical analysis of the most popular tools for evaluating teacher efficacy. The Teacher Efficacy Scale (TES), historically the most widely used instrument in the field, is extended in the current study by looking at the sources of measurement error variance.

Caires, Almeida, and Vieira (2012) concentrated on the experiences of 295 student teachers to develop a more thorough and holistic knowledge of the complexity and peculiarities involved in becoming a teacher. The Inventory of Experiences and Perceptions of the Teaching Practice short form was used to analyze their thoughts, feelings, and perceptions related to teaching practice. The findings highlight some of the challenges encountered during this time. As well as the student teachers' positive perceptions of their developing knowledge and skillfulness, sense of efficacy, flexibility, and spontaneity in their performance and interactions. To understand what and how student teaching experiences contribute to preservice teachers' preparedness as future educators, Anderson and Stillman (2013) evaluated empirical research published over the past two decades. The review, which is grounded in sociocultural perspectives on learning and learning to teach, highlighted an excessive focus on belief and attitude change, a dearth of data regarding the development of actual teaching practice, and a propensity for reductionist interpretations of culture.

Recent decades have seen persuasive data demonstrating the significant influences that teachers' perception of efficacy has on both their instructional activities and student outcomes. Atay (2007) investigated the potential causes of the change in pre-service English language teachers' efficacy during the student teaching experience. According to data gathered using the Teachers' Sense of Efficacy Scale after the practicum, the efficacy scores for instructional strategies decreased statistically significantly, whereas the efficacy scores for classroom management and student engagement increased significantly. The results of

focus groups with prospective teachers revealed that the practices of their cooperating teacher-established classroom procedures, the practicum school, and their awareness of their competence as teachers, as well as their beliefs about teaching and learning, all contributed to their self-efficacy during the practicum.

Faez and Valeo (2012) investigated how English teachers are educated as teachers (ESOL) with reference to teacher efficacy. Using a survey and follow-up interviews, it was determined how novice teachers felt about four aspects of their teacher preparation (their level of preparedness to teach after completing a TESOL program, their level of preparedness following up to three years of classroom experience, their sense of efficacy in carrying out teaching practices in adult ESOL classrooms, and their perceptions of what was helpful to them in the TESOL program). In the semi-structured interviews that followed, eight teachers took part. Findings reveal that while new teachers' judgments of preparation were enhanced, their sense of efficacy to carry out specific teaching demands was task-specific and highly placed.

Kourieous and Diakou (2019) looked at how well-prepared primary teachers were for teaching English in primary state schools in Cyprus through pre-service education. Investigations into teacher efficacy and preparedness were conducted using a survey and follow-up interviews.  After finishing a four-year teacher education program, novice teachers' assessments on their readiness to teach English and the difficulties they had during their induction years in relation to teaching EFL. Findings indicate that pre-service education in Cyprus is inadequate in this area and demand that current methods for preparing primary teachers for the realities of ELT in public schools be rethought.

### 2.6.2. Motivation and teacher preparedness to teach

According to Prabjandee (2020), it is vital to investigate the factors influencing student teachers' decisions to pursue teaching as a career because it is linked with the preparedness perceptions of teachers. Foreign language teachers choose their careers for a variety of reasons and motivations that influence their preferences, just like any other job. Numerous motivational styles have been identified by research on teacher motivation. Motivation differs depending on the aim and level of the person (Ryan & Deci, 2000). According to

Bruinsma and Jansen's (2010) hypothesis, the type of teaching motivation appears to be a significant predictor of the anticipated time spent teaching.

According to Ryan and Deci (2000), there are two types of motivation: extrinsic motivation and intrinsic motivation. Intrinsic motivation refers to the desire to engage in an activity for its own sake while extrinsic motivation possesses an instrumental value with a range of independent forms (Ryan & Deci, 2000). It was discovered that PTs who were intrinsically motivated expressed intentions to carry out their teaching duties for longer periods compared to those who were extrinsically motivated because the latter group does not see teaching as a long-term vocation. Extrinsic motives, however, may play important roles in pre-service language instructors' decisions to pursue teaching careers, according to research (Yong 1995).

The importance of motivation for PTs' professional development has long been studied. Although there is a lot of study on teacher motivation in the subject of education, it appears that there are few studies that have looked at the motives for becoming an English teacher in the field of ELT (Subaşı, 2010). The motivation of teachers in many areas has been the subject of numerous research (Han & Yin, 2016). Several studies have investigated the types of motivations for teachers, including whether they are intrinsic, extrinsic, or a combination of both. Still, According to Dörnyei (2001) and Salı (2013), there is a dearth of research on language teacher motivation, and studies on second language teacher motivation have not provided a thorough understanding of why people choose to teach second/foreign languages as a career (Asirani et al., 2022; Damar, 2018; Eren & Tezel, 2010; Kyriacou & Kobori, 1998; Lee & Yuan, 2014; Smid, 2018; Topkaya & Uztosun, 2012; Yong,1995)

By qualitatively examining the motivations of 174 teacher candidates in a faculty of education context in Brunei, another study by Yong (1995) added to the body of current research. According to the results, PTs may have a range of reasons for wanting to become teachers. Extrinsic motivations, as opposed to intrinsic or altruistic motivations, were the main driving forces behind research participants' behavior. The top and second reasons for choosing the teaching profession, for example, were ranked as being impacted by others and having no other options (fallback job choice), which may jeopardize pre-service teachers'

long-term commitment to the profession (p. 279). The study's results lend support to the idea that, depending on the situation, different elements may play a different role in people's decisions to become foreign language teachers.

Similar to Yong (1995), Kyriacou and Kobori (1998) polled 95 aspiring English language instructors in Slovenia to learn more about their reasons for wanting to pursue a career in education and their motivation to teach. In contrast to the results of many previous research studies, their analysis identified several extrinsic factors as the main drivers of participants' decisions to pursue careers as teachers. Job security, low working hours, wage satisfaction, and extensive holidays were among the top factors mentioned by study participants.

In their study, Topkaya and Uztosun (2012) investigated pre-service English instructors at a Turkish state institution regarding their motivation for pursuing a teaching career. 207 PTs were polled as part of the data collection in this quantitative methodology within the theory-based study. According to the research, the participants' main professional motives were ability-related views, followed by the social usefulness and intrinsic benefits of teaching. As in the scope of this research, gender was also dealt with as a factor. Indeed, it was found that male participants had higher evaluations for job security and employment opportunities, whereas female participants had higher ratings for intrinsic and social motivation. The other variable was the university grade, and it was concluded that the professional motivations of students in the first and fourth grades did not statistically differ.

Lee and Yuan (2014) investigated the teaching motivations of the participants in their qualitative case study with six pre-service English language instructors and potential changes in those motivations over a teacher education course. According to their findings, pre-service English teachers may be motivated to teach for a variety of reasons, including extrinsic, intrinsic, and altruistic ones, as well as occasionally a combination of these motives. Additionally, the study's findings demonstrate how teaching incentives changed toward a more intrinsic, teaching-oriented dimension after the course. The need of addressing pre-service language teachers' motivations is also highlighted by Lee and Yuan (2014, p. 104)

to reduce the likelihood that they may become demotivated or leave their teaching positions in the early stages of their careers.

Smid (2018) gathered data from 51 participants for a quantitative study, which aimed to validate a questionnaire to investigate the teaching motivations of Hungarian pre-service English language teachers. Three of the participants were in their practicum period, but the majority were still enrolled in departmental courses as part of their teacher education program. The results initiated by the application of the scale resulted in Hungarian preservice English language instructors having stronger intrinsic motives than other forms of motivation, according to the analysis of the 114-item questionnaire data. Similarly, Damar (2018) used a 5-point Likert scale questionnaire to examine the participants' current motives for deciding to pursue teaching as a career among 210 first-year pre-service English language instructors from a Turkish public university. The results indicated that helping others and working with children and adolescents, which can be grouped under social utility values, were the highest-scored motivational factors. Additionally, it was emphasized in the study that the profession's social standing needs to be raised because few participants tended to cite social status as a reason for choosing the teaching profession.

Eren and Tezel (2010) collected information from pre-service English teachers in a Turkish university to investigate the mediating role of future time perspective in relation to English language teacher candidates' motivation for teaching in line with professional goals, beliefs, and satisfaction with career choice. Responses to the surveys came from 423 student teachers. The study's findings supported the idea that professional goals, motivation for teaching, and participants' perceptions of the happiness of their chosen profession and career all interact through the lens of time in the future.

Asirani, Apriliaswati, and Rivanti (2022) examined the motivating elements that affect pre-service English language teachers in the Indonesian context. The survey approach was used in this qualitative study to carry out this investigation. 216 pre-service teachers took part in the study. The results demonstrate that subject interest, intrinsic career value, social utility value, and prior teaching and learning experience are the primary motivating factors that influence PTs to choose English teaching as a future career. The study used an online

questionnaire that included both closed-ended questions and open-ended questions. It was concluded in the study that PTs believe that teaching is a career with a high task demand and other factors including religion, professional and personal growth, and the dual advantages of becoming an English teacher were highlighted in the research.

## 2.7. Preparedness to Teach Areas Investigated

The quality of teachers has always been linked to the degree of preparedness of teachers in the literature. Yet, a fixed definition of preparedness has not been provided and researchers conducted studies with varying entailments to the term. In this regard, the preparedness level of pre-service English language teachers is investigated under four categories in line with Darling-Hammond et al., 2002; Yıldırım and Kalman, 2017. In this sense, *creating effective learning environments, designing the teaching process, techno-pedagogical competence, and understanding the learners* are discussed in this section as references to recent studies.

### 2.7.1. Creating an effective learning environment

A learning environment is described as a place that provides room for students to study with sensory components from the color of surrounding walls to furniture (Husen & Postlethwaite, 1991). it should provide personal space for the students to actualize their scheduled activities and encourage social contact and communication with individuals in the classroom (Husen & Postlethwaite, 1991). A physical layout of the classroom that supports learning processes is necessary for an effective learning environment (Oliver & Reschly, 2007). The arrangement enables teachers to lessen the issues already present brought on by a lack of adequate responses to students' queries or their inability to manage student interaction. Additionally, the setup maximizes the use of classroom time, particularly when different classroom activities are to take place in the classroom. Thus, it enhances the type and level of fruitful interactions between students in the classroom.

Other than attributing to the physical conditions of a place to be called a learning environment, it is of great importance not to disregard the effect of psychological safety in classroom settings. Psychological safety in a school setting is the conviction and knowledge

that none of the students are to be victimized or humiliated for their opinions, or for making mistakes. The term means that students do not worry about how teachers or peers see them when there is psychological safety in the classroom. To achieve this, teachers need to make sure that everyone in the class understands that making errors and asking questions is an important part of the learning process.

Creating a learning environment and paying adequate attention to both physical and psychological safety areas is essential for an effective teaching and learning environment. At this stage, it is also the teachers' responsibility to create an apt learning environment for an efficient teaching and learning environment and arrange the environment responding to the needs of the students. An effective, and pleasurable learning environment must be created by establishing, communicating, and upholding acceptable, sensitive to individual differences, and developmentally appropriate classroom norms that support students' learning and safety (Lock & Babkie, 2006). According to Bransford, Brown, and Cocking (2000), an effective learning environment necessitates congruence between the material taught, the delivery method, and the evaluation strategy. Four viewpoints on creating an effective learning environment are provided by them: Students construct their meaning from prior knowledge and the current academic tasks in four different ways; learner-centeredness, knowledge-centeredness, assessment-centeredness, and community-centeredness, where shared norms and practices establish values and standards for learning. They contend that the best learning settings occur when all four views agree and interact.

The existence of traits of successful teaching has been documented in the literature. The primary teaching behaviors center on the qualities that teachers ought to have (Alemu, 2014). The choice of proper method and technique for the topic as well as the selection of resources and equipment that are in line with the content are all the responsibility of the teacher. As a result, teachers are crucial to students having a positive learning experience. O'Neill (2009) argues in favor of the idea that a teacher's attitude might give insight into their effectiveness as a teacher. High expectations for their students but also considering that each student is unique is likely a trait of effective teachers. More importantly, an effective learning environment necessitates classroom management, which is related to the physical

organization of the classroom, planning, and programming activities, relationships, and communication regulations in the classroom (Erdogan & Kurt, 2015).

In contrast though, for the setup and internalization of shared norms, as well as an effective learning environment, students should be involved in the creation of the rules because it shows them that they are accountable for their behavior. Students are also more likely to adhere to regulations that they helped establish (McCann et al., 2005). Students can only learn if they actively participate in the learning process; as a result, teachers need to be aware of their students' interests to inspire them. In this manner, educators may oversee and guarantee effective instruction (Karaca, 2019). Some of the traits of effective learners such as being engaged, adept at communication and collaboration, and eager to learn flourish because of an effective learning environment (Prameswari & Budiyanto, 2017). Additionally, students displayed their capacity for goal setting and planning, self-monitoring their learning, and extreme adaptability under any conditions (Watkins, Eileen & Caroline, 2002). Only when students are educated in this ideal learning environment, is it easier than them to promote themselves as effective learners.

Çetin-Damar (2022) investigated the learning and teaching environment perceptions of both pre-service and in-service teachers about their sense of efficacy. The study was designed as a correlational explanatory design and a total of 423 participants, 142 in-service and 281 PTs, responded to a learning environment and a self-efficacy scale. The results of the analysis showed a reciprocal association between the variables. Perceptions of the classroom setting among the participants in training and pre-service were substantially correlated with their self-efficacy views. Additionally, in-service teachers performed much better than pre-service ones, and their assessments of the classroom environment were more strongly correlated with their thoughts about their abilities. Moreover, a better effective learning environment can impact a teacher's feeling of efficacy, or science teachers with strong efficacy views can foster a more constructivist learning environment.

By comparing instructors' self-reported effectiveness of classroom management to direct observation of classroom activities, Poulou, Reddy, and Dudek (2019) sought to expand on the body of work on teachers' perceptions of efficacy as regards creating a

learning environment. In total, 58 in-service voluntary teachers took part in the study and three trained classroom observers observed their lessons (two pre-service and one in-service teacher). Classroom Strategies Assessment System (CSAS), a comprehensive verified observation system, the study investigated teachers' opinions of their self-efficacy as well as instructional and behavior control approaches. Independent observers used the CSAS to observe fifty-eight Greek instructors, who also completed the Teacher Efficacy Scale (TSES). The results showed that there is a difference on significant level between teachers' perception of self-efficacy and the ratings of observers regarding the classroom environment in instructional strategies. Namely, although the participants feel confident to manage and create effective learning environments, they could not fully achieve this according to the observers.

Kubat (2015) examined the teaching and learning process abilities of aspiring science teachers. 16 senior preservice teachers from a state university in Turkiye. The data were collected via semi-structured interviews in this qualitative research. The results showed that preservice teachers preferred teacher-centered activities over student-centered ones because they lacked understanding about teaching approaches that could be selected based on certain variables, as none of the participants acknowledged them. It was concluded by the researcher that the participants consider individual differences while setting up the learning environment. PTs claimed that encouraging extracurricular activities will enrich learning and the construct of the learning environment since these activities provide learning opportunities.

Çetin-Damar (2015) had taken a different position on the creation of an effective learning environment from the perspective of students and investigated it as a reference to their motivation to learn. As teachers' preparedness to teach and learners' motivation to learn are reciprocal, it is worth mentioning the research study. 243 elementary school pupils were given the Constructivist Learning Environment Survey and Science Motivation Questionnaire. The findings showed that the pupils lacked positive motivation to study science in an effective, constructivist environment. Contrarily, the results showed that students were more motivated to learn when they had more chances to connect the subject with real-world problems. Therefore, to encourage students to learn, teachers should place a

stronger emphasis on the relevance of the science they teach in the classroom to everyday life to create the ideal learning environment.

### 2.7.2. Designing the teaching process

Another crucial step in creating the ideal learning environments for students and area of investigation in terms of teacher preparedness is the process of designing teaching processes. The term designing the teaching means the decision-making process regarding the type of educational activities, as well as how and why they are to be used depending on the desired behavior (MoNE, 2003). In addition, the assessment of the desired behavior outcomes taking goals and goals into consideration is included in the scope of designing the teaching process (MoNE, 2003). The four components of teaching are objectives, content (topic), lesson plans (learning-teaching scenarios), and evaluation. Lesson plans are related to how the content will be taught; content is concerned with what will be taught (Aydın & Aydın, 2020).

To establish a fruitful learning environment, designing the teaching process is also an intertwined factor that influences creating a learning environment. Initial to the actualization of the lesson, the teaching process is visualized and pre-planned by the teacher (Karaca, 2019). The main reason for this is in a way to guarantee students reach a high level of learning because the student level of learning is a predictor of an effective design of a teaching process (Gülbahar, 2017). Hence, thoroughly thought teaching design in the process of learning is key to success, thus teachers need to be skilled at creating and implementing lesson plans for their charges to get the intended results (Karaca, 2006).

Aşiroğlu and Koç-Akran (2018) examined the PTs' ability in planning a teaching process in the lesson plans. In this mixed methods study, 224 PTs took a performance test by planning a lesson based on the chosen criteria for the quantitative part. The qualitative section participants were decided based on the performance task and 12 students were chosen for the qualitative phase with an investigation into their lesson plans, and teaching techniques, and an open-ended questionnaire served as the instrument for this section. The results demonstrated that preservice teachers prepared lesson plans at an average level. Participants had a low level of organization when it came to organizing measurement and

evaluation activities, but a high level when it came to organizing learning settings when the dimensions of plans were reviewed.

Süral (2019) investigated the state of PTs' abilities in lesson planning concerning their perceived competency level. The researcher created a scale called 'The Competency Scale for Lesson Planning'. Based on the factor analysis, theoretical competency and practical competency of lesson planning components emerged in the data collected from 620 pre-service students studying at a state university in Turkiye. The results of the study demonstrated that PTs believed they were very competent in both theoretical and practical competency. Besides, female preservice teachers had considerably greater theoretical competency levels than male preservice teachers, yet still, male preservice teachers had higher levels of practical competency in lesson preparation. Senior-year pre-service teachers were found to show more competence than juniors regarding designing the teaching process.

Similarly, intending to characterize the planning and lesson-processing procedures and to learn what they think makes a good lesson plan, Aydın and Aydın (2020) conducted a qualitative study. A case study was used in the design of this study as a qualitative analytical technique. 12 teachers from three different Turkish schools were chosen based on appropriate sampling. The data was collected through semi-structured interviews with 11 open-ended questions. As a result of the content analysis of the data, it was found that teachers share the belief that planning is crucial to the methodical operation of the process and improves the effectiveness and efficiency of teaching by guaranteeing the lesson's integrity. Additionally, it was determined that the created Turkish lesson plan is practical, entertaining, unique, and appropriate for the teaching process.

### 2.7.3. Techno-pedagogical competence

Niess (2005) established the term techno-pedagogical competency as the ability to better organize, implement, and evaluate educational processes based on technology and pedagogy. Still, it dates to Shulman's (1987) conceptualization of teacher knowledge which presents the knowledge teachers need to have by integrating pedagogical content knowledge into the pedagogical knowledge. This paradigm demonstrated a competency that encompasses the connection between educators' subject-matter expertise and their

pedagogical understanding. The idea that technology should also be incorporated into this ability is at the center of technological pedagogical content knowledge (Horzum, 2013). In line with this, the basic definition of technological pedagogical content knowledge (TPACK) is a framework of teacher expertise for technology integration. According to the TPACK framework, content knowledge, pedagogical knowledge, and technological knowledge are the three key parts of teacher knowledge.

The literature on TPACK to teachers' perceived perceptions of preparedness to teach unleash that PTs need to be provided with the necessary education to gain information so that they can have their knowledge into competence (Jefferey, 2009). This is why aspiring teachers need to be suitably equipped to integrate technology into the classroom in a component approach (İnan and Lowther, 2010). Hofer and Swan (2008) recommend that due to its significance, PTs and in-service teachers should both acquire the essential skills and knowledge for employing technology in the classroom.

Kurt et al., (2014) conducted a study in an ELT Department with PTs who do not have training on technology integration in an educational setting. A scale called 'The Survey of Pre-service Teachers' Knowledge of Teaching and Technology' was employed on 217 pre-service English teachers to examine the perceived perceptions of TPACK by the pre-service teachers. As for the qualitative phase, 27 volunteering PTs were chosen on a purposeful sampling. As a treatment, the researcher designed a specific course in 12 weeks regarding the integration of technology into ELT lessons and planning. The first four weeks were regarded as an introduction to general knowledge of TPACK; the following two weeks were devoted to collaborative presentations of PTs on technological tools, the weeks 7 and 8 were planned as designing technology-integrated lesson plans for practicum practices. These plans were put into practice in weeks 9 and 10, then the following two weeks were spent providing peer feedback and reflection as well as the collection of post-data. The data demonstrated that PTs began to adapt technology, material, and pedagogy to fit each other as they gained knowledge of how the three components interact with one another.

Aslan and Zhu (2015) conducted qualitative research regarding the competence of Turkish PTs' perception of the integration of technology in the process of teaching. This

study was conducted as a stratified, two-stage probability sampling design. The first step was to select the three Turkish state universities with the largest and lowest percentages of pre-service instructors. Then, the size of the population was determined based on the university entrance exam. 782 PTs were polled with open-ended questions and 15 of them were interviewed in this qualitative research. The findings revealed that PTs value the use of technology in their classrooms and position a positive perspective on its integration into the curriculum. However, they believe that having ICT proficiency alone is insufficient for ICT integration and pedagogical understanding. It was also discovered in the study that the level of their integration skills of technology in the classroom is on a basic level, mostly limited to the use of presentation.

In a mixed methods design, İşler and Yıldırm (2018) examined preservice EFL teachers' assessments of their level of TPACK and the factors influencing their opinions and attitudes about the incorporation of technology in EFL classes. 94 Turkish pre-service EFL instructors responded to two surveys to understand how they used technology, pedagogy, and subject-matter expertise in the teaching and learning processes. For the qualitative phase, six of the participants were questioned regarding their opinions on TPACK competencies and viewpoints on the use of technology in language instruction. Quantitative data findings yielded a meaningful level of competence from the participants regarding their TPACK competence. In support of this, qualitative data also presented a high level of perceived TPACK competencies. Further, it was revealed that participants emphasized that in the development of their TPACK competence, instructors, personal interest, and prior experience play a key role.

In their study, Caner and Aydın (2021) investigated PTs enrolled in four distinct teacher education programs at a state university in Turkiye about their self-efficacy views concerning their TPACK competence. 439 PTs who were enrolled in various programs including English language teacher education (n = 115) in the first, second, third, and fourth grades voluntarily participated in the study. The study used a non-experimental quantitative research approach, and the data collection was done via a self-administered Likert-type survey along with basic demographic inquiries. The results of the study showed that PTs have high levels of self-efficacy when it comes to using technology generally, according to

the statistical analysis of the quantitative data. In addition, it is discovered that while PTs' self-efficacy in using technology differs significantly depending on various majors and grade-level characteristics, the gender variable did not exhibit any variation.

### 2.7.4. Understanding learners

One of the areas that assess pre-service English language teachers' perceptions of preparedness is their understanding of learners. To create a successful instructional process and learning environment, understanding learners is essential. One of the issues that need attention in terms of teaching is the preparedness level of students to learn other than the teacher's preparedness to teach (Lu & Betts, 2011). Thus, before beginning instructional activities, teachers should be aware of the assumptions students may have and gauge their level of readiness (NCATE, 2008). Additionally, Lane and Sharp (2014) propose three key components to successful pedagogies for students to understand them: recognizing the challenges of the learner, fostering a love of learning through interactive classroom settings, and having a permissive pedagogy available according to the needs of students.

First, one of the best ways of understanding learner challenges is by using formative assessments regarding their understanding of the course content. Some examples of formative feedback and consciousness-raising are to be achieved using problem-solving and decision-making questions (Banks, 2003). Besides, to better understand the learner, teachers need to accommodate varying learning styles in teaching to overcome challenges learners might face. Yet, instead of a didactic lecture, encouraging peer debate on pertinent topics and problems during long lectures is much more likely to keep student's attention and interest (Boud, Cohen & Sampson, 1999). Secondly, as for creating interactive learning environments, the capacity to connect all learning activities to students' experiences in a way that helps them learn is related to teachers having a clear grasp of their subject matter, expertise, and abilities (Eret, 2013). Finally, in learner-centered pedagogy, students tend to take on more responsibility regarding their learning. This can be achieved by providing students room for sharing their decision and having faith in their capacity to achieve, lead and learn (Bocale, 2004).

Terzi (2020) conducted a study to understand the preparedness level of PTs to start their profession regarding the direct and indirect effects of understanding the learner as well as techno-pedagogical competence on the creation of an effective learning environment. A total of 314 PTs participated in the study and Preparedness to Teach Scale was used as a data collection tool. As a result of this cross-sectional survey design, it was concluded that understanding the learner bears not only direct but also indirect effects on ensuring an effective learning environment. This means that there is a high correlation between understanding the learner and an effective learning environment as the PTs are prone to design more effective lessons when they make a good understanding of the learners.

Grant, Yoo, and Fetman (2021) investigated the influence of the Culturally and Linguistically Diverse program in terms of its influence on teachers regarding their level of understanding and beliefs on English language learners as well as cultural and linguistic practices in the classroom. Based on a 5-point Likert scale, participants were polled before and after the treatment session. Thus, a pre-posttest control group design was employed in this study, with an experimental group of 23 in-service and a control group of 14 in-service English language teachers. In short, the participant number of the study is 37. The results showed that neither the control group nor the experimental group participants' perception of English language learners did not significantly increase. On the other hand, it was concluded by the research that experimental group participants attending the program felt more prepared to work with English language learners in the classroom.

Considering the previous research, it is a well-documented fact that preparedness to teach English language teachers has been tackled from various perspectives in the current literature. Among the research aimed at investigating preservice English language teachers' preparedness levels and the underlying factors of their perception as well as their understanding of the context of preparedness to teach Kraut (2013) concluded that the concept of preparedness to teach is a rather complex and task-specific phenomenon which is influenced by the individuals' experience, background, and dispositions. Nonetheless, this study was designed with an explanatory mixed methods design to broaden Kraut's (2013) research. To achieve this, the current study explores the preservice English language teachers' understanding of preparedness to teach through semi-structured interviews, as

opposed to asking open-ended written questions, to provide a deeper in-depth understanding of the term. As for the selection of the participants for the second phase of the study, altering from what the author did, which is to gaze through the quantitative data results without any measurements, this study fills the gap in that there is a set of criteria for grouping participants based on the quantitative data results. Additionally, there is a growing body of need in the literature that factors affecting preparedness to teach needs to be addressed through the lens of the other stakeholders (Eret, 2013; Güner, 2022; Karaca, 2019; Kılıç, 2015; Kraut; 2013). For this reason, this study includes semi-structured interview sessions with the instructors of the participant group.

## CHAPTER III

**METHODOLOGY**

This section provides an overview of the research design and methodological details of the study. This chapter has six main subsections; the first part (3.1) commences with the general design the current study employs and moves on to the second part (3.2) talks about the context in which the research was conducted. In the following sections, detailed information regarding participants (3.3.), data collection tools (3.4.), data collection procedure (3.5.), and the analysis of the data (3.6.) are explained in detail.

### 3.1. Research Design

The current research to investigate pre-service English language teachers' perception of preparedness to teach and determine the underlying reasons for varying preparedness levels was designed as a mixed methods study. Based on Creswell and Plano-Clark (2011), this study includes two phases: quantitative dominant data through a survey design and qualitative dominant data through individual semi-structured interviews. Namely, the design of the study has been carefully thought and merged in a well-planned integration addressing the advantages of each type of research, the generalizability of quantitative data, and room for limitless mention of qualitative data (Creswell, 2012).

In terms of the research design, this study makes use of Explanatory Design, which is also known as Explanatory Sequential Design, a mixed methods design with two phases. In this design, the goal is to explain the quantitative data results in the first phase by the lead of qualitative data results in the second phase (Creswell et al., 2003). The Explanatory Design is suitable for forming groups based on the results in the quantitative phase and moving on to the qualitative phase with the selected participants (Morgan, 1998). Additionally, it is also possible to use the quantitative part of the Explanatory Design to decide on participant characteristics to follow up with the qualitative part through purposeful sampling (Creswell et al., 2003).

The process in the Explanatory Design commences with the collection of quantitative data and the analysis of it leads to the second phase, which is the qualitative part. To this

research design, there are two variants: the follow-up explanations model and the participant selection model. The follow-up explanations model aims at explaining specific quantitative results, such as the outliers or statistical differences between groups, based on qualitative data (Creswell, 2014). On the other hand, the participant selection model is based on quantitative data results for the identification and selection of the participants for the qualitative phase of the study (Creswell, 2014).

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│ data collection│    │ data analysis │     │   results    │
└──────────────┘      └──────────────┘      └──────────────┘
                                                    ⇩
┌──────────────┐      ┌──────────────┐      ┌──────────────┐
│    qual      │ ⇦    │    qual      │ ⇦    │ Identify results│
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│    qual      │ ⇨    │ Interpretation│
│   results    │      │ QUAN to qual │
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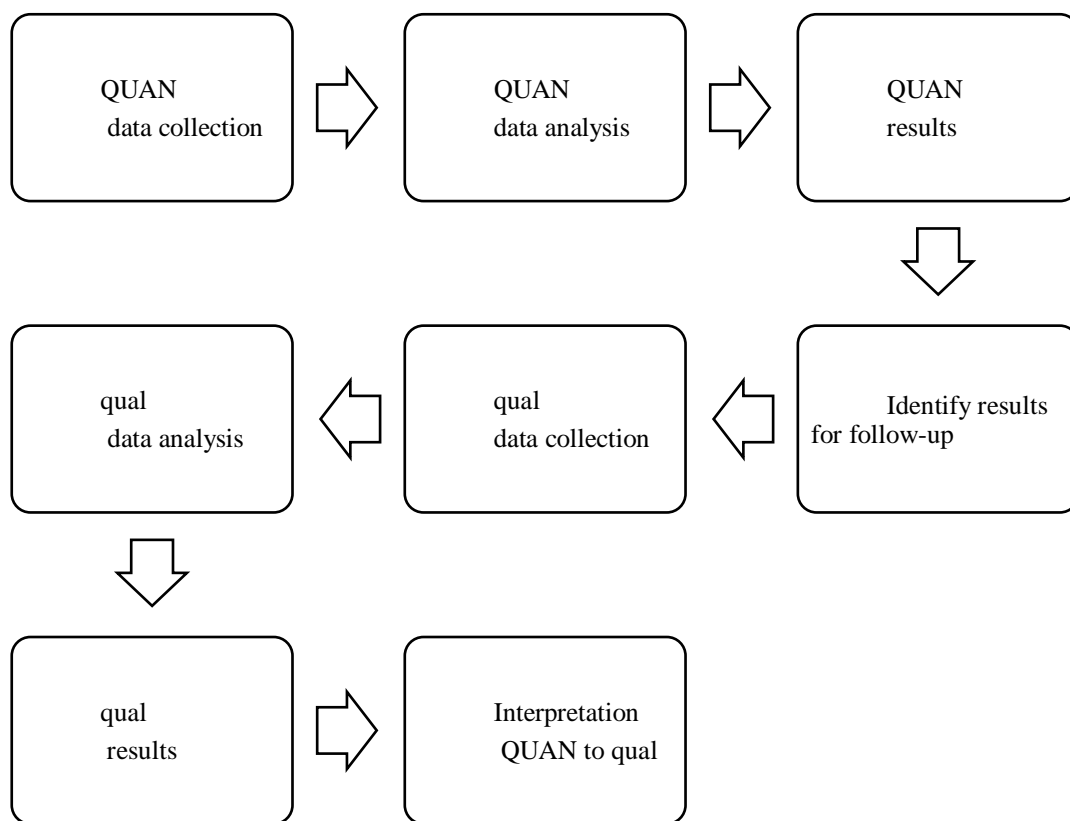
**Figure: 3.1.** *Explanatory research design*

## 3.2. Research Context

This research study aims to investigate the senior-year pre-service English language teacher preparedness perceptions to teach and the factors influencing their perceptions. Thus, the research context is a higher education institution with an ELT program in Turkiye. In this regard, all data collection procedures were maintained with only one specific university

at Anadolu University in Eskişehir from the ELT Department senior year students. The statistics provided by the HEC in Turkiye showed that the program accepted 123 students with a placement rate of 100% in 2022. As the program requires, the accepted students need to attend a one-year English preparation program, which could be extended to two years at most if students fail in the first year. However, on condition that students successfully pass the English proficiency exam, they are allowed to proceed with the departmental courses as their English level is found satisfactory.

In the program curriculum, the courses offered are grouped under three categories: subject-related lessons to ensure English language knowledge, culture-related lessons to provide students an opportunity to develop skills they are prone to, and occupational lessons related to the teaching field to become English language teachers (see Appendix 1). To graduate from the department and have the ELT diploma, students are required to fulfill 240 credits in the program with various theoretical lessons of pedagogy, language skills, and assessment as well as field experience. ELT Department of Anadolu University is a four-year long program, the initial three years of which is of theoretical knowledge on language teaching, and the last year of the program is dominantly devoted to practice-oriented courses and teaching practices. In the scope of the practicum practices, senior-year pre-service English language teachers visit two different schools of the MoNE in Turkiye in their final year and are assigned to a mentor teacher and an advisor. As a requirement of graduation, these students are required to visit schools for 12 weeks for 72 hours and to attend teaching for 6 hours for two terms. For this, they prepare lesson plans and obtain feedback on it from their advisor. After implementing their lesson plan in the real classroom, they are observed by their mentor and advisor. Besides, the pre-service English language teachers receive feedback from both their mentors and advisors after the lesson.

Regarding the context of this study, however, it is worth mentioning that the first semester of the term at the Department of Foreign Language Education was completed as it was reported above. Nevertheless, because of an unexpected earthquake with a magnitude of 7.8 followed by another one in ten hours of 7.6 magnitude in the southern part of Turkey, the second semester for higher education was decided to have transition to online education in the whole nation. Thus, all higher education institutions started with a two-week delay

and online; however, the education in preschool, primary, secondary, and high school was decided to continue traditionally. As for the practicum practices, the HEC of Turkiye adopted a resolution that senior-year students were allowed to take face-to-face practicum practices at any university in the nation while theoretical courses were necessitated to be online.

## 3.3. Participants

This study adopts two main participant groups in three different stages of the data collection process both in the form of qualitative and quantitative. These two main groups are members of the Anadolu University, senior English language teachers, and faculty instructors (FIs). The preservice teacher cohort was used in the collection of both qualitative and quantitative data collection of the phase while the FIs participated in the qualitative phase only.

### 3.3.1. Participants of the quantitative phase
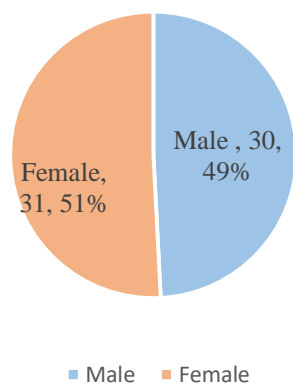


**Figure 3.1.** *The ratio of pre-service teacher participant gender*

The participant recruitment for the quantitative phase was done through convenient sampling in the present study. The current study was designed to be conducted at the ELT Department at Anadolu University to examine senior PTs' preparedness to teach sense and factors impacting their opinions. A set of criteria for the recruitment of the pre-service teacher participants was set to diminish the influence of other factors and focus only on the majority of the group that show similarities. As in the requirements of graduation in all teaching programs at Anadolu University, a period of practicum is necessary, and it is only possible to take practicum courses in the last year of the program. Considering the overall preparedness of the student teachers, practicum practices play an ample role in terms of being ready to teach. Thus, the students who completed their first year of practicum practices and

enrolled in the second semester of the Teaching Practice course were purposefully included in the study. Also, the participating PTs were required to study ELT as their first and only program. The reason for this is to terminate the influence of the previous or simultaneous programs the participants attend as a double major teaching or open university.

The approximate total of students enrolled in the department is around 150. However, a total of 61 pre-service EFL students enrolled in the 2021-2022 academic term were accessed. As the Figure 3.1. shows, the pre-service EFL teacher participants of the study were females up to 51% (n = 31) while 49 % of them were male participants (n = 30).

The demographic information also investigated the age range of the participant pre-service EFL teachers. In terms of age, many of the participants were between 21-23 years (n = 53), six of them were between 24-26 years, and two of them were older than 27 years old.
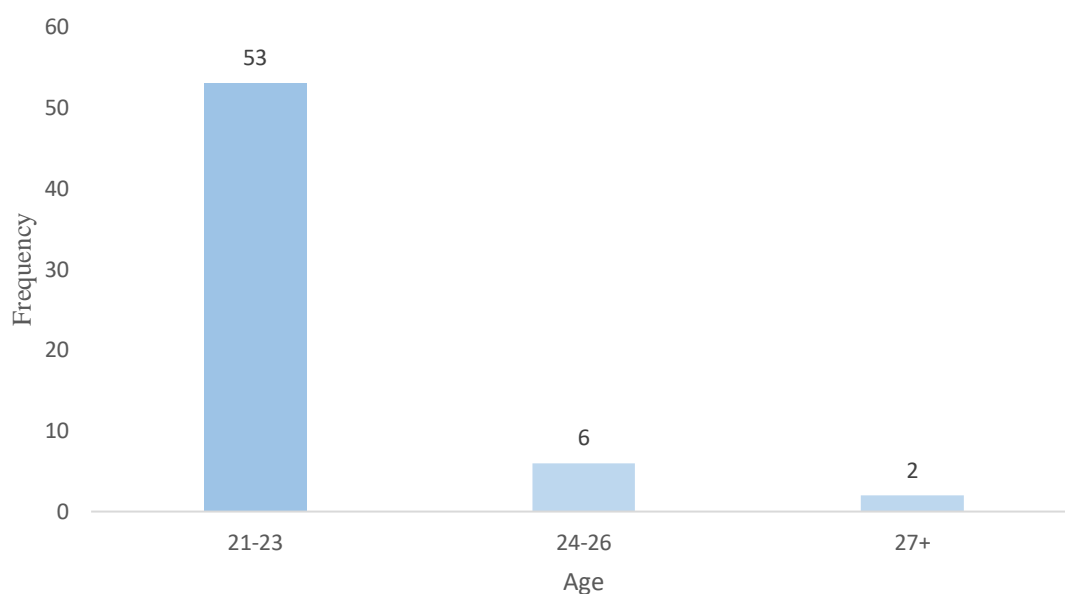


**Figure 3.2.** *The age range of participant pre-service teachers*

### 3.3.2. Participants of the qualitative phase

Following the quantitative data collection, an item asking for willingness to participate in the semi-structured interview sessions was purposefully located at the end of the questionnaire. The voluntary students were contacted via the email addresses they typed to move on with the qualitative phase. All the voluntary student teachers received an email as

well as a participant information form from the researcher. However, none of the students revert to the two consecutive confirmation emails. For this reason, the researcher also visited some of the instructors' Reflective Teaching in ELT courses with a code 'INO 432' to have better communication and arrange the interview time with the voluntary students. A total of 25 pre-service English language teachers consented to become participants in the qualitative phase and shared their contact numbers during the online course hours. The researchers contacted the voluntary 25 PTs to arrange the date and time of the qualitative sections; however, three of them did not answer the text message and second invitation message, three of them lost contact and one of them did not want to participate in the online sessions.

To finalize, a total of 18 preservice teachers volunteered and participated in the online semi-structured interviews. Thus, participant selection in the qualitative phase of the preservice teachers was done through convenience sampling in which participants were recruited based on their willingness to take part in the interview sessions (Creswell & Plano-Clark, 2001, p.174). The characteristics of the participating pre-service English language teachers was demonstrated in Table 3.1. The participants' age ranged between 21-25, and eight of them identified themselves as males while the remaining 10 were females, all of whom are studying their final year of four except for the PT 10 who gave two years break into their education.

**Table 3.1.** *Characteristics of the participant pre-service teachers*

|      | Age | Gender | Years in the Department |
|------|-----|--------|-------------------------|
| PT1  | 22  | M      | 4                       |
| PT2  | 22  | F      | 4                       |
| PT3  | 21  | F      | 4                       |
| PT4  | 22  | F      | 4                       |
| PT5  | 21  | F      | 4                       |
| PT6  | 21  | M      | 4                       |
| PT7  | 22  | F      | 4                       |
| PT8  | 22  | F      | 4                       |
| PT9  | 22  | M      | 4                       |

| | | | |
|---|---|---|---|
| PT10 | 25 | M | 6 |
| PT11 | 22 | F | 4 |
| PT12 | 23 | F | 4 |
| PT13 | 21 | M | 4 |
| PT14 | 21 | M | 4 |
| PT15 | 22 | F | 4 |
| PT16 | 22 | M | 4 |
| PT17 | 23 | F | 4 |
| PT18 | 22 | M | 4 |

The investigation into concept of preparedness to teach and the factors were also investigated from the perspective of the FIs working at the same institution, Anadolu University. For the participant selection of the instructors, a similar way was followed in a purposeful sampling. First, instructors currently offering practicum practices were listed so that they could reflect on the running issues in teacher preparedness and provide more up-to-date information.

Then, all the FIs were listed and each FI supervising a group of students in the practicum stage was chosen to get in touch. As an initial step, the supervisor of the thesis sent an email to the cohort, and each voluntary participant was invited to the semi-structured interview sessions. Then, the researchers sent individual emails to each of the FIs inviting them to participate in the research with a consent form attached (see Appendix 2). The decision on the interview settings was done via email conversation and a total of eight instructors participated in the semi-structured interviews. Since she was informed about the research study, the supervisor did not participate in this phase.

As demonstrated in Table 3.2, a cohort of eight people are experienced both in the field of ELT with an experience range of 11-32 years; and experience in teacher education range of 4-24 years. Besides, the participating FIs have a range of practicum experience as supervisors at least for four years and the most for 24 years. Their current practicum groups were also added to the table to make sure they are actively dealing with practicum and aware of the current condition of it the department. According to this, each participating FI is supervising one group of students with a range of eight to 12 students.

**Table 3.2.** *Characteristics of the participant faculty instructors*

|    | Teaching Exp. | Exp. in Teaching English | Practicum Supervisor | Current Practicum Students |
|----|---------------|--------------------------|----------------------|----------------------------|
| I1 | 11            | 9                        | 5                    | 9                          |
| I2 | 24            | 24                       | 24                   | 10                         |
| I3 | 2             | 2                        | 2                    | 9                          |
| I4 | 4             | 4                        | 4                    | 9                          |
| I5 | 24            | 24                       | 21                   | 9                          |
| I6 | 14            | 9                        | 9                    | 12                         |
| I7 | 1             | 5                        | 5                    | 8                          |
| I8 | 4             | 20                       | 18                   | 8                          |

It should also be noted that all the participating FIs are graduates of the English Language Teacher Education program of various universities in Turkiye. To ensure participant confidentiality, this information did not find a place in Table 3.2, but the participants are graduates of ELT Departments of Anadolu University, Boğaziçi University, Çukurova University, Hacettepe University, and Middle East Technical University.

### 3.4. Data Collection Tools

To reach more generalizable results and examine the research questions in-depth, both quantitative and qualitative data collection tools were utilized in this mixed-method study. The quantitative data collection tool was the 5-point Likert-scale, Preparedness to Teach Scale which was mainly incorporated to determine the preparedness level of senior English language teachers and investigate the link among gender, and GPA with the preparedness level. On the other hand, the qualitative data collection tool was semi-structured interviews which were used with both PTs and FIs to reach more in-depth information regarding the concept of preparedness to teach and the underlying factors influencing this.

### 3.4.1. Quantitative data collection tool (Preparedness to teach scale)

In the context of the current study, an online survey was prepared and administered in the spring semester of the 2022-2023 education year. The online survey contained two main parts (see Appendix 3). The first part included consent to participate in the data collection and the use of data for research purposes as well as questions related to the respondents' demographic information. This section ended with a general question about how prepared the respondents feel to teach English. The second part of the survey was devoted to Preparedness to Teach Scale itself with four domains including understanding learners, creating an effective learning environment, planning the learning process, and techno-pedagogical competence. The second part of the questionnaire was prepared as a close-ended 5-point Likert scale, with 1 representing unprepared and 5 for well prepared. The quantitative data collection concluded with a request to be included in the semi-structured interview sessions.

### 3.4.1.1. *Reliability measures and validity of the quantitative data collection instrument*

To determine the preparedness level of senior-year pre-service English language teachers, Preparedness to Teach Scale was used. The Preparedness to Teach Scale was initially developed by Darling-Hammonad et al., (2002) and it was administered to 2,956 in-service novice teachers with less than five years of experience to examine their level of preparedness (Terzi, 2020). The scale was adapted into the Turkish context with translation to Turkish by Yıldırım and Kalman (2017) and it was administered to 535 PTs. Both exploratory and confirmatory factor analyses were applied to adapt the scale in the Turkish context and the total variance of the scale was found to be 58.71% with four dimensions and 20 items (Yıldırım & Kalman, 2017). These four dimensions are *forming an effective learning environment, designing the instructional process, techno-pedagogical competency,* and *understanding the learner* (Yıldırım & Kalman, 2017).

The first component of the scale, *creating an effective learning environment* has six items and accounts for 15.76% of the total variance. The second component, *planning the instructional process*, also has six items and accounts for 15.57% of the total variance. Techno-pedagogical competence as the third factor has 5 items and explains 14.89% of the

total variance. The fourth factor, understanding the learner, consists of 3 items and accounts for 12.49% of the overall variation (Yıldırım & Kalman, 2017).

Since the original items in Preparedness to Teach Scale of Darling-Hammond et al., (2002) was prepared in English and Yıldırım and Kalman (2017) adopted it to Turkish context, correlation of the two formats was needed to be calculated. To ensure reliability, Pearson Coreelation Coefficient measurements was done by the authors. The results yielded a positive correlation at a significant level between the original format and the Turkish format of the scale was mentioned by Yıldırım and Kalman (2017) ($r = .81$, $p < .001$).

In addition to this, as demonstrated in Table 3.3, the Cronbach Alpha coefficient measures of the scale was also computed by the researcher in the current study. According to the analysis, Cronbach's Alpha reliability was calculated as .94. Also, Cronbach's Alpha reliability was also calculated and reported for each dimension. According to results, the Cronbach Alpha results for *designing the instructional process* was calculated as *.90, creating and effective learning environment was found to be .86,* for *understanding the learner .85*, and for *techno-pedagogical competency*, it was *.74.*

**Table 3.3.** *Reliability analyses of the preparedness to teach scale*

| Question numbers | Reliability Analysis of | Cronbach's Alpha | N of Items |
|---|---|---|---|
| 1 to 20 | The Preparedness to Teach Scale | 94 | 20 |
| 1-2-3 | Understanding the Learner | 85 | 3 |
| 4-5-6-7-8-9 | Creating an Effective Learning Environment | 86 | 6 |
| 10-11-12-13-14-15 | Designing the Instructional Process | 90 | 6 |
| 16-17-18-19-20 | Techno-pedagogical Competence | 74 | 5 |

### 3.4.1.2. Validity of the quantitative data collection instrument

As the 'Preparedness to Teach Scale' was employed in Turkiye, as in the case of Yıldırım and Kalman (2017), but only in English language teacher education program senior year students, expert opinion on the plausibility of the scale was obtained from five field-related scholars. It was suggested by Yurdugül (2005) to obtain expert opinions to increase the content validity of the instrument. Following this, Dörnyei (2003) recommended the inclusion of the sample in piloting is helpful. Before launching the online questionnaire with the target group of participants, piloting and trial sessions were done to ensure this online questionnaire would work to collect data. For the trial session, three voluntary respondents in Turkiye filled out the questionnaire and provided feedback regarding the language use and format of the instrument as well as the problems they faced. In light of their feedback, the online questionnaire was tailored in terms of language use and sentence structure. Besides, piloting of the scale was conducted with the senior year pre-service English language teachers studying in the same department. However, the respondents to the piloting session were chosen from the students who attend the undergraduate program as an addition to another major or as a second university. There are two reasons behind this decision; first, the focus of this research study is to take senior year ELT Department students with no prior or additional program literacy, and second, the decided samples for the piloting session are the most representative of the research population since they are educated via the same program and same cohort of teacher instructors for four years. By this means, the validity of the questionnaire was ensured in terms of its face and content because the piloting group was encouraged to share their inner thoughts on the intelligibility of the items and assess the length and devoted time to answering the survey.

### 3.4.2. Qualitative data collection tool (Semi-structured interviews)

In this research, qualitative data from semi-structured interviews were collected to provide support to quantitative data collection from Preparedness to Teach Scale. There are two separate sets of interview questions for PTs (see Appendix 4). and the FIs (see Appendix 5). The questions asked during the interview sessions were gathered in the light of the

research aim, questions, and of the current literature to investigate the scope of preparedness to teach and factors affecting the varying levels of preparedness. At first, two separate item pools- up to ten questions for PTs and five for the instructors- were formed by the researcher and eliminated considering the bias and irrelevance. To ensure validity and relevance of the interview questions with the research aim, five field-related scholars, teaching English at a Turkish university were asked to share their opinions. Based on expert opinions, a set of decisions were made, and questions were either eliminated, paraphrased, or compacted. Then, as none of the experts were native speakers of English, another expert who was a native English language teacher was conferred regarding the clarity and accuracy of the questions. In the end, the main interview questions for PTs were finalized having nine main questions as presented in Table 3.4. and five for faculty advisors as presented in Table 3.5.

**Table 3.4.** *Qualitative interview questions for pre-service teachers*

What motivated you to choose an ELT Department to become a teacher?

What does the term 'being Prepared to teach' mean to you?

Based on your definition, out of 3 (1 unprepared, 2 moderately prepared and 3 prepared), how prepared do you feel to teach next year?

Which adjective would best describe your feeling of preparedness to start teaching next year? Why?

What is the role of your four-year teacher education program on your preparedness to teach sense?

What is the role of internship on your preparedness to teach sense?

What is your effort on your preparedness to teach sense throughout 4 years?

Are there any other factors that impact your preparedness to teach sense?

Do you have any suggestions for the ELT Department to prepare better teachers?

**Table 3.5.** *Qualitative interview questions for pre-service teachers*

What does 'being prepared to teach' mean to you for pre-service EFL teachers?

Do you think the English language teacher education program at Anadolu University is sufficient to prepare students to teach next year?

Do you think practicum is sufficient to prepare students to teach next year?

| Are there any other factors impacting student teachers' preparedness to teach sense? |
|---|
| Do you have any suggestions for the ELT Department to prepare better teachers? |

### 3.4.2.1. *Validity and reliability measures of semi-structured interviews*

Often called the credibility of the data, the validity and reliability of qualitative data collection instruments lie in the ability of the researcher (Golafshani, 2003). As opposed to the quantitative approach, reliability, and validity are not tackled as two separate components, but rather as an inclusive component of credibility, transferability, or trustworthiness. As in the case of the current study, a set of measures were carefully considered and taken to ensure the validity of the data collection instruments. Firstly, to ensure content validity, the interview questions were prepared in light of the current literature paying regard to the research aim and questions. Then, the field-related five Turkish scholars and a native speaker of English reviewed the questions. Considering the expert opinion and comments, the interview questions were revised, either combined, paraphrased, or omitted from the final draft to elicit better on the questions.

In the final stage, the researcher question by question compared the recent draft and the initial draft to better assess the validity of the instrument as well as the clarity of the questions. To better assure the credibility of the interview tools, piloting sessions with PTs and FIs were conducted. Considering the inclusion of the sample in piloting would be helpful (Dörnyei, 2003), two senior pre-service teachers studying ELT as a double major at Anadolu University were recruited. The sessions were recorded and transcribed by the researcher. Then, the participants' oral feedback was allocated at the end of the session before a question-based feedback session. Regarding the comment and criticisms of the participants, some of the questions were paraphrased. Then, one more piloting session was conducted and the final form of interview questions for the pre-service teacher interview protocol was decided. During these sessions, the researcher also asked for information regarding the interviewer's approach and the wait time he provided for a better-quality interview session. Although a piloting session was not arranged with the FIs, the supervisor of the researcher improvised questions and provided feedback regarding questions and the interviewer's attitude toward the researcher.

## 3.5. Data Collection Procedure

In this research study, there is a shift from quantitative data collection to qualitative data collection. Data collection commenced with the collection of quantitative data via Preparedness to Teach Scale online and then qualitative data was collected via semi-structured interviews.

### 3.5.1. Data collection procedure of the quantitative phase

Guided by the research questions, quantitative data collection was required by research questions 1, 1.1, and 1.2. In this study, the online questionnaire was administered to 61 senior-year pre-service English language teachers studying at Anadolu University between the academic term 2022-2023. Because of the earthquake hitting the southern part of the country, HEC of Turkiye decided to transition to online education, and senior-year students were allowed to take their practicum practices face to face at any of the universities that offer the practicum practices courses. While senior-year teacher candidates were provided with such an opportunity, the remaining theoretical courses were provided online which were to be taken only from the home university of each student teacher. For these reasons and considering the student population at the ELT Department of Faculty of Education at Anadolu University that students come from all over the country, the data collection of the questionnaire was done online. Before the data collection phase, necessary permits from the scholars developing the scale, Yıldırım and Kalman (2017) via e-mail, and approval from the ethical committee of Anadolu University were obtained. Besides, the participation in the data collection was voluntary, and consent from volunteer participants was obtained before starting the online questionnaire.

In the phase of collecting data, initially both elective and must course hours of the senior year students were tabulated as well as the instructors of the courses. After the add-drop week of the term, both the researcher and his advisor contacted the cohort of instructors offering courses to senior-year students. The instructors were asked to inform the senior-year student groups about the research study and share the link on the online platform Mergen. For each week, up to three, the researcher contacted the instructor cohort and asked for reminding and resharing the online questionnaire link. Namely, for consecutive three

weeks, participants were informed about the research and participated voluntarily. Thus, the data collection of the quantitative phase was done through convenience sampling.

### 3.5.2. Data collection procedure of the qualitative phase

As its nature, this mixed methods study tackles research questions that are best to be answered only qualitatively. The questions that require qualitative data are 2, 2.1, and 2.2. The data collection instrument for the qualitative part was mainly semi-structured interviews done with both PTs and FIs. These two groups consisted of the research sample as previously explained in the research sample section.

After obtaining the necessary permit and approval from the ethical committee of Anadolu University, the collection of the qualitative data commenced with PTs. For this, the researcher contacted all voluntary participants who filled out the voluntary participation for interview session option in the online Preparedness to Teach Scale. However, none of the PTs revert to the e-mail. As the educational activities were done online because of the earthquake, the researcher contacted faculty advisors that provide practicum courses and participated in some of the online sessions. In these sessions, the researcher talked about the research aim and asked for participation in the interview sessions. In these online lessons, a total of 25 students volunteered to participate and share their contact numbers; yet only 18 of them maintained stable communication. The researcher stopped contacting the remaining seven volunteers after three calls for participation assuming that they are not willing to participate in the interview sessions. The researcher sent a message to all participants explaining the aim and procedure of the interview sessions and determined a suitable date and time. The sessions were held online on Zoom online meeting platform and the researcher shared the invitation link fifteen minutes earlier. The entire process was recorded, and the consent of the participant PTs was obtained orally.

Similarly, purposefully chosen 20 FIs got in touch initially with the supervisor, and then with the researcher himself to arrange the date and time. Out of 20 FIs, eight of them responded to the email positively and consented to participate in the interview sessions. The interview sessions were conducted online via Zoom online meeting platform through the link initiated by the researcher. The entire interview process was recorded, and the consent of the participant FIs was obtained orally at the beginning of the sessions. To make better

use of the qualitative nature of semi-structured interviews, the researcher aimed at uniformity in terms of addressing the same questions as possible as in the pre-planned order was achieved for better development of ideas (Weiss, 1994, p.3). The timing of the data collection process was summarized in Table 3.6. below.

**Table 3.6.** *Timing of the data collection process*

| | | Steps in Data Collection | | |
|---|---|---|---|---|
| **Data** | **Sample** | **Expert Opinion** | **Piloting** | **Data collection** |
| Quantitative (PTS) | PTs | March 4th – 8th | March 10th – 12th | March 13th -May 13th |
| Qualitative | PTs | March 4th – 8th | April 1st – 3rd | April 4th – 12th |
| (Semi-structured interviews) | FIs | March 4th – 8th | April 28th | May 1st – 18th |

The interview sessions were held in English but before each session, the participants were informed that they could switch to their mother language, Turkish, in case they felt they could not express themselves a hundred percent, recall any best-fitting vocabulary item, or were stuck in the middle of their English sentence. In addition, each participant was sent a written consent form explaining the research aim and voluntary participation in the interview sessions. A summary of the interview sessions with PTs Table 3.7 and FIs Table 3.8 was given below.

As demonstrated by Table 3.8, a total of 18 PTs volunteered to participate in the interview sessions: specifically, 10 females and eight males. The total length of the sessions was recorded as 3 hours 4 minutes and 1 second. The longest session was recorded with Participant 14 at 16 minutes 53 seconds and the shortest was recorded with Participant 4 at 6 minutes 52 seconds; the rest of the sessions lasted between this range. As a result of the interview session, a compilation of 11,982 words were uttered: the most with Participant 2 with 1021 words, and the least with Participant 12 with 395 words.

**Table 3.7.** *Summary of the interview sessions with pre-service teachers*

| | **Gender** | **Duration** | **Word Count** |
|---|---|---|---|
| I1 | M | 10'21 | 1030 |

| | Gender | Duration | Word Count |
|---|---|---|---|
| I2 | F | 19'04 | 2522 |
| I3 | F | 9'23 | 935 |
| I4 | F | 15'51 | 1588 |
| I5 | F | 16'23 | 1255 |
| FI6 | M | 16'15 | 2172 |
| FI7 | F | 10'45 | 1135 |
| I8 | F | 26'28 | 3926 |
| **Total** | **6F, 2M** | **2h 4' 5** | **14,563** |

As demonstrated by Table 3.8, a total of eight FIs agreed to participate in the interview sessions: specifically, six females and two males. The total length of the sessions was recorded as 2 hours 4 minutes and 5 seconds. The longest session was recorded with participant eight at 26 minutes 28 seconds and the shortest was recorded with participant 3 at 9 minutes 23 seconds; the rest of the sessions lasted between this range. As a result of the interview session, a compilation of 14,563 words was uttered: the most with the FI 8 with 3926 words and the least with participant 3 with 935 words.

**Table 3.8.** *Summary of the interview sessions with faculty instructors*

| | **Gender** | **Duration** | **Word Count** |
|---|---|---|---|
| PT1 | M | 8'39 | 542 |
| PT2 | F | 11'19 | 1021 |
| PT3 | F | 8'41 | 792 |
| PT4 | F | 6'52 | 402 |
| PT5 | F | 10'42 | 549 |
| PT6 | M | 11'27 | 718 |
| PT7 | F | 10'04 | 540 |
| PT8 | F | 8'24 | 499 |
| PT9 | M | 11'36 | 655 |
| PT10 | M | 9'35 | 713 |
| PT11 | F | 13'47 | 805 |

| | | | |
|---|---|---|---|
| PT12 | F | 8'44' | 395 |
| PT13 | M | 11'07 | 965 |
| PT14 | M | 16'53 | 850 |
| PT15 | F | 11'05 | 552 |
| PT16 | M | 9'00 | 601 |
| PT17 | F | 7'28 | 685 |
| PT18 | M | 8'38 | 698 |
| **Total** | **10F, 7M** | **3h 4' 1** | **11,982** |

## 3.6. Data Analyses

The quantitative data comes from the Preparedness to Teach Scale in this study and statistical analyses (mean, standard deviation, percentage, and frequencies) were measured using SPSS version 24. On the other hand, qualitative data comes from the semi-structured interviews, and thematic analysis was done using MAXQDA 2022. Further details of the quantitative and qualitative analyses were explained in the following sections thoroughly.

### 3.6.1. Analysis of the quantitative data

The collection of the quantitative data lasted for four weeks and a total of 61 participants were reached via the online Preparedness to Teach Scale. Meanwhile, the questionnaire responses of the respondents did not come all at once but partially during the four-week-long data collection procedure. Thus, the researcher had the opportunity to process the data on SPSS version 24 and see the big picture in the data.

Upon not accepting responses for the online quantitative data collection phase, the researcher computed the measures. Initially, the Shapiro-Wilk normality test was computed to determine the data distribution if it was normal or not. At first, 63 participants were answering the survey; but the data eligible to be used was 61. As there were 61 participants ($N > 30$) and normality test scores provided normal distribution in the data, the analyses were done using parametric statistical tests.

The only research question that asked for quantitative measure was the first one What is the preparedness level of senior year Turkish pre-service English language teachers? To provide an answer to this question, a set of descriptive analyses (mean, standard deviation,

percentage, and frequencies) were run to examine the preparedness level of pre-service English language teachers to teach English.

To determine the preparedness level of the participants, a criterion was needed. The Preparedness to Teach Scale was a 5-point Likert scale, and the measurement criteria were determined to be three by the researcher unprepared, moderately prepared, and well prepared. To group the data, the scores were divided in a range through factual boundaries as suggested by Arıcı (1993) cited in Büyüköztürk, Çokluk and Köklü (2018). Determining the score intervals, the highest score was extracted from the lowest score (5-1=4), and it was divided into the measurement criterion which was decided as three (4:3= 1,33). In this way, the scale interval was decided to be 1.33 as Table 3.9 suggests.

**Table 3.9.** *The Criterion Levels of Preparedness to Teach Scale*

| Score Interval | Scale Evaluation |
|---|---|
| 1.00 – 2.33 | Unprepared |
| 2.34 – 3.66 | Moderately Prepared |
| 3.67 – 5.00 | Well Prepared |

In addition, the linear relationship among the dimensions of the Preparedness to Teach Scale was calculated using the Pearson Correlation Coefficient tests. Lastly, the preparedness level of the participants was investigated concerning participants' gender, and GPA scores as required by the sub-questions. In these questions, whether there was a significant difference in the participants' preparedness to teach level based on their gender (RQ 1.1), and GPA (RQ 1.2) was measured. To answer these questions, independent samples t-test was employed to investigate the link between preparedness level and gender. On the other hand, to investigate the link between preparedness level and GPA, a One-way ANOVA measurement was used. In both cases, the dependent variable was a preparedness to teach, and the independent variables were gender, and GPA, respectively.

### 3.6.2. Analysis of the qualitative data

Qualitative data analysis is mainly based on the interpretation and subjectivity of the researcher (Creswell, 2002, p.238). This entire analysis process consists of the preparation,

coding, and bridging among codes to reach themes to be presented as visual figures or tables in the end (Büyüköztürk et al, 2018). Although this is a basic path for the analysis of the qualitative data, the thematic analysis in the current research was done through a constant comparison method, in the coding of which the researcher made back-and-forth attempts to decide on the code categories. The qualitative data analysis was done using MAXQDA 2022 for a couple of reasons. First, the qualitative data was collected from a total of 26 participants. The storage and retrieval of such a large data was easier and more systematic on MAXQDA 2022. Secondly, MAXQDA 2022 provides a friendly software interface as well as an option for creative coding, which allows for the visual categorization of the data. Third and most importantly, it is the most suitable program for efficient teamwork. Considering the outside researcher providing validity to qualitative data, MAXQDA 2022 made collaboration possible.

Besides, the analysis of the qualitative data was run with an outside researcher who has been conducting their thesis on a qualitative dominant design. Both of the researchers agreed on analyzing the data question by question and they independently analyzed the data for reliability. Inter-coder agreement was analyzed using MAXQDA 2022 as 86%. The qualitative analysis phase of thematic analysis in this research study was guided by Braun and Clarke (2006) since it is rather valid in its accessibility and flexibility in terms of identifying and interpreting themes. The following section is allocated for the detailed explanation of thematic analysis steps suggested by Braun and Clarke (2006). The analysis process was initiated by the data of PTs and moved on with FIs.

### 3.6.2.1.  *Familiarization with the data:*

As the first step, the interview data were transcribed across the semi-structured interview participants as PTs and FIs. The transcribed data was entered into MAXQDA 2022 program, and it consisted of the raw data of the analysis (see Appendix 6). The researcher carefully read the transcribed data to inhibit the effect of prior knowledge of the researcher. With the help of detailed gaze-through and reading, the researcher became familiar with the point of interest, depth, and breadth of the dataset content (Chamberlain, 2015). This familiarization was mainly guided by the research questions and negotiation with an outside researcher.

### 3.6.2.2. *Generating initial codes:*

Now that the data of both PTs and FIs are at hand, the rich data allowed for initial findings. Braun and Clarke (2006) assert that thematic analysis is done inductively, deductively, or a mix of both. The coding in this research was done in the form of inductive analysis because none of the codes were pushed to fit the pre-existing themes or code frames (Braun & Clarke, 2006). Quite the reverse, the themes reached in this analysis are data-driven since they emerged as a result of the data itself (Dawadi, 2020, p. 63). Thus, the researcher read, re-read, and coded the data question by question for all participants. The final version was also negotiated and approved by the supervisor (see Appendix 7).

### 3.6.2.3. *Searching for themes:*

As a result of initial coding, long and rich lists of codes were identified in the datasets. From these initial codes, the recurring patterns, and relationships among the datasets specific to interview questions were reached. The interview question-based coding minimized the risk of overlapping codes and maximized the possibility of overarching codes. With the help of the creative coding facility of the MAXQDA 2022 program, which allows for mind map-like visual categorization, the codes were clustered into possible themes.

In the thematic analysis of the qualitative data, the data items ought to be concerning the themes reached (Braun & Clarke, 2006). For this reason, all of the relevant information was taken into thematic process although they were answered in different interview questions. As a result of the thematic analysis of the data coming from PTs, five main themes were reached (reasons for choosing the ELT Department, the definition of preparedness to teach, factors affecting preparedness to teach, adjectives for feeling prepared, and suggestions). In the same way, the thematic analysis results with the data coming from FIs yielded three main themes (definition of 'preparedness to teach', factors affecting preparedness to teach, and suggestions) (see Appendix 8).

### 3.6.2.4. *Reviewing themes:*

At this stage of the analysis, the researcher ensured the categories reach the sub-themes and the sub-themes yielded the main themes. Thus, a refinement of the themes in a more systematic way was established. Besides, the researcher checked the coherence and

consistency of the themes as well as distinctions among themes with an outside researcher based on Braun and Clarke (2006). The outside researcher collaborating on the qualitative data analysis is also an M.A. student working on the effectiveness of digital games on English language learning. Since their current study is also seeking qualitative data analysis, the outside researcher was the best fit to work with in this process.

It is possible to summarize this process in two main steps. At first, each theme code was transferred into the creative coding facility of MAXQDA 2022 individually to facilitate the organization and comparison of the codes systematically. Each code was visually inspected and ensured that themes and sub-themes make coherent patterns. In case of a quandary of the place or coherence of a category/ theme, the researcher took counsel with the supervisor and the outside researcher, but the final decision was done based on interrater-reliability measures. As a second step, all of the themes in the data set were transferred into the creative coding facility of the MAXQDA 2022 program to ensure the validity of each theme in the overall data set.

### 3.6.2.5. *Defining and naming themes:*

At this phase, not any other coding was attempted as it had been previously coded and re-coded several times by the researcher and checked by another researcher, a graduate of EFL teaching and doing M.A. in Educational Science, and the supervisor. At this stage, all the themes and sub-themes were reviewed, and some of them were merged and renamed. This process was repeated two times for two different cohorts of participant data, PTs, and FIs.

### 3.6.2.6. *Writing report:*

It is suggested a thematic analysis report needs to persuade the audience that the analysis is worthwhile and reliable. Because of this, the reporting of the data results was done with a succinct, coherent, and logical account in that the data represented within and across themes by providing adequate evidence and specific examples and/or extracts that could capture the essence of the point the author was demonstrating. The qualitative analysis part for this reason flourished with vivid examples and tables of the data analyzed.

**Table 3.10.** *Short summary of the data collection and analysis*

| Research question | Data collection instrument | Data analysis procedure | |
|---|---|---|---|
| RQ1. What is the preparedness level of senior Turkish pre-service English language teachers? | Preparedness to Teach Scale (PTS) | Frequencies and descriptive statistics | SPSS Statistics version 24 |
| RQ. 1.1. Does preparedness to teach levels of pre-service EFL teachers differ across the participants based on their gender? | Preparedness to Teach Scale (PTS) and Demographic information | Independent Samples *t*-test | |
| RQ. 1.2 Does preparedness to teach levels of pre-service EFL teachers differ across the participants based on their GPA? | Preparedness to Teach Scale (PTS) and Demographic information | One-way ANOVA measurement | |
| RQ.2. How do senior Turkish pre-service English language teachers and faculty instructors define the concept of 'preparedness to teach'? | Semi-structured interviews | Qualitative data analysis | |
| RQ. 2.1. What are the factors impacting preparedness levels of senior Turkish pre-service English language teachers according to pre-service English language teachers? | Semi-structured interviews | Thematic analysis | MAXQDA 2022 |
| R.Q. 2.2. What are the factors impacting the preparedness level of senior Turkish pre-service English language teachers according to pre-service English language instructors? | Semi-structured interviews | Thematic analysis | |

**CHAPTER IV**

**RESULTS**

The current research aims at examining the preparedness level of pre-service EFL teachers both referring to its quantitative and qualitative research aspects. In line with this, the factors influencing the varying preparedness levels of pre-service EFL teachers were inspected from the perspective of pre-service EFL teachers and faculty instructors in this research study. Thus, the findings of the current investigation are laid out in this chapter. First, the findings of the quantitative data analysis (4.1) provide information regarding the preparedness levels, based on gender, and GPA. Subsequent to quantitative analysis, findings of the qualitative data analysis (4.2) present in-depth information regarding the scope of the term 'preparedness to teach' and factors affecting preparedness to teach a sense of pre-service EFL teachers.

## 4.1. Findings of the Quantitative Data Analysis

With an aim to accomplish the objectives of the investigation and respond to its research questions, Kolmogorov-Smirnov and Shapiro-Wilk normality tests were initially computed. The analysis results showed that there is a normal distribution in the data covering all four sub-dimensions of the PTS. Besides, the participant numbers were 61 ($N > 30$) and the analysis of the quantitative data was done using parametric statistical tests as Table 4.1. illustrates.

**Table 4.1.** *Normality test results of PTS*

|  | Kolmogorov-Smirnov[a] | | | Shapiro-Wilk | | |
|---|---|---|---|---|---|---|
|  | *Statistic* | *df* | *Sig.* | *Statistic* | *df* | *Sig.* |
| Understanding learners | .123 | 61 | .022 | .94 | 61 | .01 |

| | Statistic | df | Sig. | Statistic | df | Sig. |
|---|---|---|---|---|---|---|
| Creating an effective learning environment | .143 | 61 | .003 | 93 | 61 | .02 |
| Planning the learning | .153 | 61 | .001 | .91 | 61 | .01 |
| Techno-pedagogical competence | .131 | 61 | .011 | .94 | 61 | .01 |

In addition, frequencies and descriptive statistics, Paired Samples t-test, and One-Way ANOVA measurements were also computed. The participant profile and overall means were calculated using descriptive statistics and frequencies. Besides, the difference among participants' preparedness to teach perceptions based on their gender was investigated using an Independent Samples t-test. Then, the same difference regarding participants' GPA was discovered by computing One-Way ANOVA measurements.

### 4.1.1. Descriptive statistics of the preparedness to teach scale

The initial research question in this research aimed at investigating the preparedness level of pre-service English language teachers to teach English. The research question required quantitative data analysis and a series of descriptive statistics were calculated and interpreted to understand participant inclination in this investigation. Before this, a criterion for the measurement levels was needed and calculated based on Büyüköztürk et al., (2018). Since it was decided by the researcher considering the research aim that three groups would emerge as unprepared, moderately prepared, and well-prepared based on a 5 Likert scale. It was calculated that the interval of the scale was 1,33 and the levels were calculated as 'unprepared' between 1.00 and 2.33, 'moderately prepared' between 2.34 and 3.66, and 'well-prepared' between 3.67 and 5.00.

As a result of the descriptive statistics, the mean value for the Preparedness to Teach Scale was found to be 4.02 ($SD$ =.644). Based on the pre-set criterion, the 4.02 mean fall

between 3.67 and 5.00, which shows that the pre-service EFL teachers are 'well-prepared' at 4.02 ($SD$ = .644) to teach English based on the PTS.

Following the overall measurements, the descriptive statistics were also calculated for each item of the Preparedness to Teach Scale. Table 4.2. presents the item-based descriptive statistics of minimum and maximum scores, mean and standard deviation. The minimum score was 1.00 and the maximum score was 5.00 for each item. Besides, the mean ranged from 3.72 to 4.20 across the scale, which means that pre-service EFL teachers were reported to be well-prepared considering each item.

Namely, since the pre-set criteria showed that for a participant to be considered well-prepared, that individual needed to reach at least 3.67 on the scale, and the mean of 3.72 was proved to be higher than the criteria. Thus, the participants were found to be well-prepared in each item, the lowest with item 13 'Help students develop critical thinking and problem-solving skills (M=3.72, $SD$= 1.067), and the highest with item 9 'Plan the teaching process using subject area knowledge, curriculum, and student development (M = 4.20, $SD$ = .853)

**Table 4.2.** *Descriptive statistics for the PTS (N =61)*

|  | *Min.* | *Max* | M. | *SD* |
|---|---|---|---|---|
| 1.Teach the concepts, information, and skills related to the field in a way that students can understand. | 1.00 | 5.00 | 3.90 | .87 |
| 2.Understand how much students in the class have learned. | 2.00 | 5.00 | 3.97 | .87 |
| 3.Create challenging, appropriate learning and achievement expectations for students. | 1.00 | 5.00 | 3.92 | .93 |
| 4.Understand how students' family and cultural backgrounds will affect their learning. | 1.00 | 5.00 | 3.93 | 1.04 |
| 5.Identify and focus on specific learning needs or difficulties. | 1.00 | 5.00 | 3.95 | 1.02 |
| 6.Choose appropriate teaching strategies for different instructional purposes. | 1.00 | 5.00 | 4.02 | .95 |

| | | | |
|---|---|---|---|
| 7.Choose teaching strategies to respond to student needs. | 2.00 | 5.00 | 4.05 | .95 |
| 8.Enable students to learn both independently and in a group. | 2.00 | 5.00 | 4.13 | .78 |
| 9.Plan the teaching process using subject area knowledge, curriculum, and student development. | 1.00 | 5.00 | 4.20 | .85 |
| 10.Create a classroom environment that improves social development and group responsibility. | 2.00 | 5.00 | 4.08 | .84 |
| 11.Use effective verbal and non-verbal communication strategies to guide students' learning and behaviors. | 1.00 | 5.00 | 4.03 | .99 |
| 12.Use questions to encourage students to learn in different ways. | 1.00 | 5.00 | 4.10 | .92 |
| 13.Help students develop critical thinking and problem-solving skills. | 1.00 | 5.00 | 3.72 | 1.06 |
| 14.Encourage students to think, question, and interpret different ideas. | 1.00 | 5.00 | 4.10 | .99 |
| 15.Help students develop self-assessment skills. | 1.00 | 5.00 | 3.80 | .96 |
| 16.Increase the interest and learning level of the student. | 1.00 | 5.00 | 4.18 | .78 |
| 17.Support research and analysis (via the Internet). | 2.00 | 5.00 | 4.13 | .80 |
| 18.Assess and monitor student success. | 1.00 | 5.00 | 4.11 | .81 |
| 19.Communicate with others (school, province, country, and worldwide). | 1.00 | 5.00 | 4.10 | .87 |
| 20Improve group collaboration and teamwork. | 1.00 | 5.00 | 4.15 | .91 |
| **Overall mean** | **2.10** | **5.00** | **4.02** | **.64** |

## 4.1.2. Descriptive statistics of the dimensions in the preparedness to teach scale

The calculation of descriptive statistics was also extended to dimensions of the PTS and minimum/ maximum score, mean and standard deviation for each dimension were measured. Table 4.3 presents the values for the descriptive statistics. According to this table,

'techno-pedagogical competence' has the highest mean (M = 4.13, SD = .58), followed by 'creating effective learning environment' (M = 4.06, SD = .72), planning the learning (M= 3.97, SD= .79) and the lowest mean for 'understanding learners (M = 3.92, SD = .78).

Along with this, the minimum and maximum scores of each dimension were measured. Maximum scores were fixed at 5.00 for each dimension, which was the highest score based on the scale. The minimum score was for dimension 'planning the learning' with 1.33, followed by 'understanding learners' with 1.67, 'creating effective learning environment' with 2.17 and the highest minimum score was for 'techno-pedagogical competence' with 2.20.

**Table 4.3.** *Descriptive statistics of PTS dimensions (N =61)*

| Dimensions | *Min.* | *Max.* | *M* | *SD* |
|---|---|---|---|---|
| Understanding learners | 1.67 | 5.00 | 3.92 | .78 |
| Creating an effective learning environment | 2.17 | 5.00 | 4.04 | .72 |
| Planning the learning | 1.33 | 5.00 | 3.97 | .79 |
| Techno-pedagogical competence | 2.20 | 5.00 | 4.13 | .57 |

Note: the order of the dimensions is based on the item numbers they include.

Based on this information and considering the criterion levels that had been expressed previously, an evaluation regarding the preparedness level of pre-service EFL teachers can be made for these four dimensions. The mean scores of the dimensions were found to be ranging from 3.92 to 4.13 across the four dimensions. Besides, there are two means between these numbers, which shows a higher mean than 3.67 which was calculated to be the minimum criterion for pre-service EFL teachers to be considered as 'well-prepared'. Thus, it can be said that participants in this study perceived themselves as 'well-prepared' to teach English based on these four dimensions of the Preparedness to Teach Scale.

### 4.1.3. Descriptive and inferential statistics of the PTS

Descriptive and inferential statistics to investigate the difference among pre-service EFL teachers' preparedness level based on gender, and GPA. Descriptive statistics were

provided to give the overall mean and inferential statistics were discovered as Independent Samples t-test and One-Way ANOVA.

### 4.1.3.1. *Independent samples t-Test results (Gender)*

To examine pre-service EFL teachers' preparedness to teach English perception for the gender variable, a calculation of independent samples t-test was run. The descriptive statistics were presented before the independent samples t-test and based on Table 4.4, it was found that female pre-service EFL teachers had a higher mean value (M = 4.03, SD = .64) than male pre-service EFL teachers (M = 4.02, SD = .65).

**Table 4.4.** *Descriptive statistics of PTS regarding gender variable (N = 61)*

|  | What is your gender? | *N* | *M* | *SD* |
|---|---|---|---|---|
| Preparedness to Teach | Female | 31 | 4.03 | .64 |
|  | Male | 30 | 4.02 | .65 |

Independent samples t-test was run in order to answer research question 1.1. 'Does preparedness to teach levels of pre-service EFL teachers differ across the participants based on their gender?'. Hence, the mean scores of female and male participants were compared using Independent Samples t-test. The results did not yield a statistically significant mean difference between female and male pre-service EFL teachers regarding their preparedness levels to teach English. Thus, since the p-value is more than .05 at p=.95, gender did not have any effect on preparedness to teach levels of pre-service EFL teachers.

**Table. 4.5.** *Independent samples t-test test results of PTS regarding gender variable*

|  | Levene's Test for Equality of Variances | | t-test for Equality of Means | | |
|---|---|---|---|---|---|
|  | *f* | *Sig.* | *t* | *df* | *Sig. (2-tailed)* |
| Equal variances assumed | .441 | .509 | .063 | 59 | .950 |
| Equal variances not assumed |  |  | .063 | 58.85 | .950 |

### 4.1.3.2. One-way ANOVA test results (GPA)

To examine the third sub-research question 1.3 'Does preparedness to teach levels of pre-service EFL teachers differ across the participants based on their GPA?' that investigated the differences in preparedness to teach levels based on their GPA levels, One-Way ANOVA was calculated. The independent variable was GPA with five levels. These levels were GPA of 2.00 and below but there was no participant for this level. It continued with GPA of 2.01 to 2.50 *(M = 3.66, SD = .75)*, GPA of 2.51 to 3.00 *(M = 3.99, SD= .68),* GPA of 3.01 to 3.50 *(M = 4.12, SD =.58)* and GPA of 3.51 to 4.00 *(M = 4.36, SD =.33).* Also, as illustrated in Table 4.6, the descriptive statistics showed that minimum mean value ranged from 2.10 to 3.85 while maximum mean value ranged from 4.45 to 5.00.

**Table 4.6.** *Descriptive statistics of PTS regarding GPA variable (N = 61)*

| What is your current GPA? | N | M | SD | Min. | Max. |
|---|---|---|---|---|---|
| 2.01- 2.50 | 9 | 3.66 | .75 | 2.10 | 4.45 |
| 2.51- 3.00 | 22 | 3.99 | .68 | 2.60 | 5.00 |
| 3.01- 3.50 | 25 | 4.12 | .58 | 2.65 | 5.00 |
| 3.51- 4.00 | 5 | 4.36 | .33 | 3.85 | 4.65 |
| Total | 61 | 4.02 | .64 | 2.10 | 5.00 |

One-Way ANOVA measures were conducted and analyzed if GPA had an impact on participants preparedness to teach level or not. The mean square for between groups was found to be .66 and for within groups, it was .40. The results did not yield a significant difference for GPA levels, and it can be said that GPA did not influence preparedness levels, $F (3, 57) = .668$, p>.05 as illustrated in Table 4.7. Since a meaningful difference was not calculated, no further measurement was run on this variable.

**Table 4.7.** *One-Ways ANOVA results of PTS regarding GPA variable (N = 61)*

| | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|
| Between Groups | 2.00 | 3 | .668 | 1.659 | .186 |
| Within Groups | 22.95 | 57 | .403 | | |

| | | |
|---|---|---|
| Total | 24.95 | 60 |

## 4.2. Findings of the Qualitative Data Analysis of Pre-service English Language Teachers

The results obtained from the semi-structured interview sessions with pre-service English language teachers were presented in this section. The findings presented do not specifically yield answers to a certain research question, but both guide the quantitative data results and provide more insight into the qualitative research questions regarding pre-service English language teacher preparedness to teach English.

### 4.2.1. Findings of participants' choice of English language teaching

To better comment and open up space for discussion regarding PT preparedness, the first question asked in the interview sessions was to understand their motivation with the question What motivated them to choose an ELT Department to become a teacher? The participant responses to this question were analyzed qualitatively and the findings were presented in Table 4.8.

**Table 4.8.** *Pre-service teachers' choice of English language teaching*

| Subtheme | Category | f |
|---|---|---|
| Interest in English/ teaching | Interest in English/ culture/ languages | 11 |
| | Like teaching | 7 |
| | Childhood dream | 3 |
| | English competency | 2 |
| | **Total frequency** | **23** |
| | | |
| No better choice | Language section was the best in high-school | 4 |
| | Was not good at other lessons at high-school | 3 |
| | Being a translator was demanding | 1 |
| | **Total frequency** | **8** |

| | | |
|---|---|---|
| Good rapport/ work with students | Like/ adore children | 3 |
| | Help students learn | 1 |
| | Raise students who likes doing what they like | 1 |
| | Help develop themselves | 1 |
| | Work with children | 1 |
| | **Total frequency** | **7** |
| Role models | Previous teachers | 4 |
| | **Total frequency** | **4** |
| Instrumental reasons | To communicate in English | 1 |
| | To have better career options when speaking English | 1 |
| | **Total frequency** | **2** |

As demonstrated by Table 4.10 various motivations for choosing ELT Department to become a teacher were stated by the participants. The content analysis result yielded that the leading motivation was interest in English/ teaching (n = 23). For example, PT 2's answer to this question was worth highlighting since they kept it clear not only their interest in English but also in teaching.

Especially, being an English language teacher was my childhood dream. I always loved English. And so, you know, I, you know, when I was a kid, I loved listening to English music. I love watching, you know, the English series. And, you know, that was a motive(action) for me to, you know, participate in this department. [PT2]

Another remarkable reason to choose ELT Department to become a teacher turned out to be the fact that students had no better choice (n = 8). The categorization of this theme revealed that not only did participants have any other fitting section during their high school education, but also did they have limited job opportunities in this section. The remarks of PT 10 exemplified this situation thoroughly.

In high school, we have to choose three departments. One was about mathematics that is one about the other section was about English, I mean languages. So, the best one for me was this option. And then you choose the language department. In high school, you can only become a teacher, or you know. Translators in Turkiye like these are the only two options. I had no other succession in other classes, so I had to choose English. [PT10]

The fact that participants have a good rapport/ work with students (n = 7) was also stated by the participants as one of the sources of motivation to become an English language

teacher. PT 5 gave voice to their reason as follows: My motivation to choose to teach is to help students, to teach something to them, and um. I loved to share my English knowledge with them. These things motivated me. [PT5].

The effect of previous teachers also found a place under the sub-theme of role models (n = 4) as another motivation source to become an English language teacher by the participant student teachers. It was my first English language teacher actually in middle school. I adore her and want to become an English language teacher. [PT12]

Following this, two of the participants grounded their choice of becoming an English language teacher into instrumental reasons (n = 2), which allows for communicating in English as Lingua Franca and having more job options when speaking English. With English, I can have other options like working in translation or Software coding like that because their main language is also English. [PT8]

### 4.2.2. Findings of pre-service teachers' definition of 'being prepared to teach English

The second interview question was asked to investigate the scope of the meaning of ' 'preparedness to teach What does the term 'Prepared to teach' mean to you?. Each sentence and the vocabulary items and wordings used by the participants to describe their understanding of preparedness to teach English were attentively inspected.

Reaching the sub-themes, one might consider the borders among the sub-themes to be transparent but to prohibit this flexibility and reach out to saturated sub-themes, some criteria were considered. For instance, in the case of pedagogical knowledge and preparation beforehand, it might seem to be intertwined; however, the knowledge-based utterances regarding both content and teaching materials were categorized under pedagogical knowledge. On the other hand, having materials and lesson plans ready before the lesson was considered as preparation beforehand because the main point is not directly concerned with having enough knowledge but having material to guide the lesson. In the end, the thematic analysis of this question revealed five sub-themes, categories, and frequencies as presented in Table 4.9.

**Table 4.9.** *Pre-service teachers' definition of 'being prepared to teach English*

| Subtheme | Category | f |
|---|---|---|
| Pedagogical knowledge | Methodological knowledge | 8 |
| | English language content knowledge | 6 |
| | Pedagogical content   knowledge | 5 |
| | **Total frequency** | **19** |
| | | |
| Preparation beforehand | Prepare lesson plan/ materials | 8 |
| | Plan the teaching | 3 |
| | Mentally and physically ready | 3 |
| | Check/ develop the existing knowledge | 2 |
| | **Total frequency** | **16** |
| | | |
| Pedagogical Skills | English language competency | 5 |
| | Methodological Skills | 3 |
| | Improvisational teaching skills | 3 |
| | Classroom management | 2 |
| | Techno-pedagogical skills | 2 |
| | **Total frequency** | **13** |
| Interpersonal Skills | Understand/ like students | 8 |
| | Good communication with students | 2 |
| | **Total frequency** | **10** |
| Dispositions/          Personal qualifications | Being eager to teach and learn | 3 |
| | Being confident | 1 |
| | Being open-minded | 1 |
| | Being responsible | 1 |
| | Having teaching experience | 1 |
| | Having the talent in teaching | 1 |
| | **Total frequency** | **8** |

As shown in Table 4.11 the meaning of preparedness to teach entailed 5 main sub-themes and pedagogical knowledge (n = 19) stood out for pre-service English language teachers. Almost every participant noted the importance of pedagogical knowledge either mentioning methodological knowledge, English content knowledge, or pedagogical content knowledge as stated by PT 3.  I think it is about the knowledge about your department also. What I mean by department knowledge is having English knowledge and English language teaching knowledge. [PT3].

A total of 16 instances were involved in the preparation beforehand sub-theme, which was initiated via the categories of having materials ready, physical, and mental readiness as well as checking up the lesson content beforehand. It is of good use that the readiness meant under this sub-theme differed from others because it was restricted only to pre-readiness regarding materials and course content. In terms of pre-readiness, PT 14 mentioned having their teaching materials ready before the lesson as follows:

You have to prepare some really good materials to please the students. I mean they shouldn't be bored with the lesson. You should please students. I put my shoes on my students, and I think about their feelings. I choose my materials and activities as fun as I like as a student. I am trying to choose authentic materials because students like authentic materials. They can play with these materials and activities. And that's it, I guess. [PT14]

Regarding mental and physical preparedness before the lesson, PT 11 gave voice to a remarkable aspect as follows:

Just for this moment. being prepared means being mentally and physically ready for me. For instance, I must be able to differentiate if a learner is ready or not to learn the language mentally and I must be aware if I can teach or not. Thus, I take into consideration of my mistakes and where to interrupt or whether what I do in the classroom is right or not. My friends observe me during my teachings, and I see that my best lesson occurs when I teach for the fifth time because I realize what to do or not to do during this process. A teacher needs to be ready always for teaching but mentally and in terms of motivation, a teacher needs to be ready. [PT11].

Pedagogical skills (n = 13) turned out the be the following sub-theme and it was differentiated in the thematic analysis from the pedagogical skills in that if participants highlighted the skill rather than knowledge of methodology, it was interpreted under the pedagogical skills sub-theme. As in the case of PT 10, the focus was not on having the knowledge but on performing the knowledge as a teacher as follows:

First of all, if you're you are teaching English, you have to speak right, right and listen to English at a very good level. So that's that is the first one, I think. You have to. Teaching in the classroom in like 40 minutes or 30 minutes. So, you have to be good at what you are teaching, and then you have to have a plan to teach whatever you're going to teach. [PT10]

Putting methodological knowledge into practice was categorized as methodological skills and found a place under pedagogical skills with three utterances. PT16 highlighted the importance of methodological skills by saying: .. and use them (methodological knowledge)

altogether or one by one. Integrate them into your lessons and prepare a lesson plan to apply them to your lessons. [PT16].

Another important sub-theme that emerged based on the thematic analysis was interpersonal skills (n = 10) mostly established with students. Understanding and having good communication with the students were regarded as an important aspect of being prepared to teach by the participating pre-service teachers. PT 2 spoke of their own experience as follows:

I think being prepared to teach; you know it can mean that. I can say that I have been working as an English teacher in a, you know, language school and first I was very, you know, nervous, stressed. But I felt really that when I, you know, had good communication with the students or when I, you know was able to communicate with them in English. So, uh. That could be because you don't do not mean being ready for teaching. First, you need to be ready for, you know. Oh, it's it is a difficult question. You know, when I, you know, had the communication with the students when I saw that they, you know, want to learn English, I felt that I can do that. I can help them. Uh, learn English so you know, that could be OK. [PT2].

The final sub-theme came into existence based on participants' attribution to personal qualities a teacher needs to have to be considered prepared for teaching English, dispositions/ personal qualifications (n = 8). The categorization of this theme provided that a teacher needed to have and demonstrate some features to be considered as prepared to teach ranging from their eagerness to talent in teaching English. PT 3 highlighted their understanding of being prepared to teach mentioning such traits the following: Being uh being an open-minded person who always improves herself or himself. And., I think it also likes it is also about having a talent for teaching. [PT3].

### 4.2.3. Findings of pre-service teachers' feeling of preparedness to teach English

One of the main guiding rationales of the current study is to investigate the preparedness level of pre-service English language teachers after their four-year education at Anadolu University. Thus, the third question 'How prepared do you feel to teach English in a classroom and why?' was posed to the participants in the interview session. The results were mainly gathered under three major sub-themes based on the preparedness level of the participants and their justification for these varying levels. The categories and sub-themes were presented in Figure 4.1.

```
                    ┌────────────────────────────────┐
                    │   Moderately prepared (n=12)     │
                    │           because                │
                    └────────────────────────────────┘
```

| worries about how to put theory into practice (n=7) | needs further improvement/ time (n=4) | needs more practice/ experience (n=4) | distance/ a cut in education (n=2) |
|---|---|---|---|

```
                    ┌────────────────────────────────┐
                    │      Prepared (n=5) beacuse      │
                    └────────────────────────────────┘
```

| good pre-service teacher education (n=5) | experienced/ skilled in teaching (n=3) | competent in English (n=2) | extra work/ articles (n=2) |
|---|---|---|---|

```
                    ┌────────────────────────────────┐
                    │    Unprepared (n=1) beacuse      │
                    └────────────────────────────────┘
```

| lack of teaching ability (n=1) | lack of knowledge of paperwork (n=1) |
|---|---|

**Figure 4.1** *Preparedness level of pre-service English language teachers*

The conceptualization presented in Figure 4.1 provided three main sub-themes specific to the preparedness level of participant pre-service English language teachers regarding their varying feelings for preparedness. The sub-themes revealed that there were 12 moderately prepared, 5 prepared, and 1 unprepared pre-service teacher who participated in the interview sessions. This conclusion was made solely based on the nvivo coding the participant answered the question 'How prepared do you feel? 1 unprepared, 2 moderately prepared, and 3 prepared'. Some of the participants felt themselves at various levels for various teaching knowledge and skill, such findings were categorized under these sub-themes as categories.

For instance, PT 14 was in between regarding their preparedness since they felt they were ready to teach in a classroom, but they were affected by the students and questioned their readiness as they stated:

I think between moderately prepared and prepared because yeah, I really prepared for the lessons but when I enter the classroom. I really get uncomfortable and bored because students look unhappily, they look at me like 'again English'. I am worried about such times; I am like should I going to be doing that? And I forget my instructions sometimes and I improvise. Some of the time, I do my preparations good, and sometimes I improvise that's why. [PT 14]

However, a sum decision was needed to be made in such cases. For this reason, to reach a healthier judgment, the participant was asked once again to consider their overall preparedness level. As in the case of PT 14, they concluded as: Overall, I can say 2 (moderately prepared) because I need some more improvement. [PT14].

A great majority of the participants turned out to consider themselves moderately prepared (n = 12) to teach English and the qualitative analysis of the data showed that the major reason for this is because the pre-service English teachers worry about putting theoretical knowledge into practice (n = 7). The moderately prepared PT 9 put this in their own words:

Let's come to teaching. It's It is such a different profession and I don't do not feel like I am prepared enough. I know the grammatical structures, but I don't do not know how to teach them. I know relative clauses; I use them in my sentences when I speak but I don't do not know how to teach them. [PT9]

The need for time/ further improvement (n = 4) was also mentioned by the moderately prepared group of pre-service teachers as another reason for their level of preparedness. This sub-theme mainly shared a common point that to become a prepared teacher, a person needs to spend time and develop themselves. Moving this one step further, PT 2 gave voice to this issue in their own words:

I can choose the second one (2- moderately prepared). Every day, nearly every day, I have lessons at my, you know at the school that I work at. But you know, every day you knew something, you learned something new. So., I think I can be totally prepared after 10 years or you know, 15 years' experience because you know, children and adults are also generally learners, they teach a lot as well. [PT2]

Along with this, it emerged according to the qualitative analysis that participating pre-service teachers were not happy with the amount of practice and experience, they gained (n = 4), which was unveiled as another sub-theme that the lack of necessary practice leads them to perceive themselves as moderately prepared to teach English. About this, PT 13 put their inner thoughts as:

Well, I think I would define myself as moderately prepared because I still think that I need, you know. More experience to get. And I do not think. I do not think that you know. Experiencing teacher practice throughout two terms is not enough for a teacher, so that is why I think I still know. I still need to practice it. [PT13]

In addition, it should be noted that participant pre-service teachers talked about the negative aspect of lack of practice or experience mainly because of the distance education at first, they were pushed because of Covid19 Pandemic and then the earthquake situation in Turkiye. Thus, the final category that emerged was about the downsides of online education or a break from their education (n = 2). Because of such negative issues, participants evaluate themselves as moderately prepared ones and PT 12 highlighted this issue by mentioning in their own words: Actually because of the online education, during my university education, I am maybe 2 because of the online education. I did not attend my lessons too much. [PT12]

As a result of the thematic analysis, 5 of the participants turned out to be prepared, the highest level asked in the interview session regarding their perception of preparedness to teach English. Four basic categories were compiled under this sub-theme and having a good pre-service teacher education (n = 5) stood out for the participants to consider themselves as prepared teachers. It was so enough for the PT 4 that they did not even want to mention or consider any other factor but solely praised the teacher education program in their own words: 3 (prepared) because my department prepared me to teach. [PT4].

This sub-theme of being prepared to teach English in a teacher education program was also inclusive of practicum practices since it is also a component of the four-year teacher education program. Thus, both methodological courses and practicum practices were merged under this sub-theme. PT 11 talked about the positive impact of the teacher education program on the practicum practices:

I would say 3 (prepared) because I have been in this practicum for two years, or one and a half years. I was very angry and anxious about the teaching process. Last year, I have been… I broke this thing and felt I am very prepared and planned in terms of the practicum stage. I am not anxious about preparing lesson plans, and materials or teaching. I was already prepared for the classroom. [PT11]

Similarly, having experience and teaching skills turned out to be the main reasons for participants to consider themselves as prepared teachers. Combining both the education they received from the department and integrating them into their work life, PT 18 talked dominantly about the positive effect of the pre-service education to prepare them to teach English and teaching experience as follows:

Yeah, I am, I am (3) prepared. OK. Both the education I have taken from my university like internship, and my personal choices of bringing it because. I am a student right now but in another way. I am working as a teacher. I am teaching to people and while I'm doing this, I am learning from university. I am using the information I learned in practice. [PT18]

Being competent in English emerged as another influential factor for pre-service teachers to consider themselves as prepared teachers to teach English. PT 6 touched upon this issue by comparing their speaking skills with other teacher candidates: I think 3 (prepared) I feel like. Even though I feel anxious sometimes because of my speaking skills as much as all other teacher candidates, I feel I am prepared for teaching. [PT6].

The final sub-theme for the participants who described themselves as prepared to teach English turned out to be thanks to their extra work (n = 2) other than the course contents. For instance, PT 16 stated that they did extensive research to develop themselves in terms of teaching English as they mentioned: 3 (prepared) because I have searched many things about how to teach English and read many articles. [PT16]

Of 18 pre-service English language teachers, only one participant stated that they feel unprepared to teach English at this stage. The unprepared PT 15 also mentioned that they lack teaching ability and not planning to pursue a career in teaching. In their own words, PT 15 said:

1 (unprepared) because when I was studying in the ELT department, I am not able to be a teacher. I decided to make another job. I find my dream job; I decided not to do teaching. Now I am in the e-commerce sector. I am working in a company related to it and data analytics. [PT15]

The other category emerged because of a deeper thinking during the interview session and although they mentioned being moderately prepared to teach, overall, PT 1 dug deep and categorized themselves as unprepared regarding the paper works at school and they stated this as: On the outside, the school has no paperwork side. I do not feel ready, so I do not feel prepared. So, one but on the potential teaching skills, teaching language teaching, I feel already on that 3. I would say 2 moderately prepared overall. [PT1]

### 4.2.4. Findings of the pre-service teachers' feelings of preparedness to teach

Within the limelight of the current study, a room for pre-service teachers' emotions regarding their perception of preparedness to teach English was allocated through the direct question      Which adjective would best describe your feeling of preparedness to start teaching next year? The analysis of the answers to this question was done via nvivo coding on MAXQDA 2022 because the adjective to be given as an answer was itself a category. Besides, although they asked for one adjective that described participants' current feelings of preparedness to teach English, some of them uttered more than one adjective.

To decide on the adjective, either an initial adjective was taken, or a final decision was asked to be made by the participants. In addition, some of the participants provided a Turkish adjective to this question. The exact translation of the Turkish adjectives was done using bilingual dictionaries and the very first definition was opted for in the process. After the analysis of the adjectives, the underlying reasons why participants felt such ways were also categorized after reaching sub-themes as positive, neutral, and negative as demonstrated in Table 4.10.

**Table 4.10.** *Pre-service teachers' feelings of preparedness to teach*

| Subtheme | Code | Why? | f |
|---|---|---|---|
| Positive | Excited Happy | Good rapport with children | 7 |
| | Motivated | Like teaching | 5 |
| | Ready | Childhood dream come true | 3 |
| | Fabulous | Comfortable with putting theory into | 3 |
| | **Total frequency** | practice | 2 |
| | | Have a real classroom/ student of own | **20** |
| | | **Total frequency** | |
| Neutral | Average/ normal | Still need time/ personal development | 4 |
| | Feels nothing | Still need experience/ practice | 3 |
| | **Total frequency** | **Total frequency** | **7** |

| Negative | Anxious | Uncertainty about the further teaching | 2 |
| | A bit blue | environment/ student profile | |
| | Unmotivated | Switch to a different occupation | |
| | **Total frequency** | Lack of practice | 2 |
| | | Limited supervision | 1 |
| | | Low teacher salary | 1 |
| | | **Total frequency** | 1 |
| | | | **7** |

As a result of the thematic analysis of the data provided to the question, it was unveiled that positive (n = 12) feelings dominated. Participants mostly stated that they felt excited (n = 5) or happy (n = 4). The remaining positive descriptions were mentioned once by the individuals as motivated, ready, and fabulous.

The main reason for participants' positive feelings turned out to be a good rapport with children (n = 7) as PT 2 put forward:

Describing it with only one adjective is hard but being a teacher is always an exciting thing for me. Especially with the kids. While I have a lesson with them, I always have fun and I realized that I work as a teacher with fun because they show affection to you, and as a result, you can understand you are loved, and they are learning something you help them. This whole process is an exciting process for me. [PT2].

Other than their good rapport with children, it turned out that participants are comfortable with their theoretical knowledge and using their knowledge in practice (n = 3). PT 7 talked about this from their perspective: I feel comfortable and happy because I love children and being in the classroom. At university, I learned a lot, I learned new things everything and I use them in the classroom. That is why I feel comfortable. [PT7].

As in the case of PT 7, although they mentioned two adjectives to describe their preparedness to teach English, the adjective 'comfortable' was chosen to be included in the analysis for two aforementioned reasons: its preceding position to the second adjective and the emphasis of the adjective through the speech.

Addressing both their love for teaching (n = 5) and childhood dream coming true (n = 3), PT 4 uttered their feeling of preparedness to teach English as happy as follows: Happy maybe. As I said before being a teacher was my childhood dream. I love teaching and I want to teach in the future. [PT4].

Similarly, the excitement of PT 5 regarding their preparedness to teach stemmed from having their classroom and students (n = 2). As the participant mentioned: Excited, because I am happy for being a teacher, but I am also excited because I do not know how to say I do not have a real class and real students until this year. I am really curious about having real students and classes. That is why. [PT5]

The analysis of the data showed that neutral (n = 3) and negative (n = 3) adjectives were mentioned equally. To specify this, participants' neutral feelings were mentioned as the categories suggest as average/ normal (n = 2) or feel nothing. Describing their perceived preparedness to teach as average, PT 3 stated their reason as they need more improvement. Well, average. Everybody said I still think that I need to improve myself. [PT3].

Another neutral response to this question was provided by PT 15, who does not even consider working as a teacher for some reason. After some time of thinking process, the participant did not come up with an adjective regarding their preparedness to teach English and she frankly said she felt nothing (n = 1).  Let me think about it… Uhm… I do not know what to say. I do not know, because  I quit that job. I do not feel anything. [PT15].

On the other hand, the negative feelings vary across the three participants falling in this categorization as anxious, a bit blue, and unmotivated. These three participants mentioned various reasons for feeling negative about their preparedness to teach English next year.

Although it is observable from the data that some of the students feel positive about their future students and have a classroom of their own, some of them emphasized that this situation of uncertainty has them feel neutral. As PT 8 frankly stated their concern regarding their preparedness to teach English as follows:  I feel a bit blue maybe because I do not know who my students and I do not know their English level and I do not know where to work. These are not clear, and I feel a bit blue. [PT8].

Similarly, PT 9 was also made anxious by this uncertainty regarding the work environment along with a series of reasons from no supervision to lack of practice. In their own words, PT 9 gave voice to their negative feelings about being prepared to teach:

I am thinking… I would go with anxious; it will be my first year, a new city, new students. No supervision. We did practice for only one year and lots of them we do observation but did not teach enough. I think universities should support teachers after they graduate (as a guide) [PT9].

PT 10 mentioned that they felt unmotivated because of the current condition of the teaching occupation, and he talked about it as follows:

I am not sure if I have to think about it. Unmotivated. Because of the wage of teachers, I kind of lose my motivation to teach. Last year, I worked for a company, not about teaching and I got a better wage than a teacher even without graduating. Maybe I do not become a teacher and work at a company, I will have better, more money, and more time. [PT10].

### 4.2.5. Findings of the factors affecting pre-service teachers' preparedness to teach the sense

Another main target of the present study is to decipher the factors affecting pre-service teachers' various levels of preparedness to teach English. Thus, ample focus was given to exploring this phenomenon both by underlying the aspects in the semi-structured interview questions and allocating a separate question as     Are there any other factors that could impact your preparedness to teach sense? with some follow-ups. The answers given to this question and the previous utterances of the participants as a response to previous questions that lie under the theme of 'factors affecting participants' preparedness to teach English sense' were gathered.

As a result of the thematic analysis, three main sub-themes were determined internship/practicum practices, teacher education programs, and personal effort. The answers to the previously mentioned question in the semi-structured interview sessions did not go hand in hand with any previous sub-themes nor did they combine a sub-theme different from a major category as other factors. Table 4.11 below presented the thematic analysis regarding the findings of the factors affecting pre-service teachers' preparedness to teach English sense.

**Table 4.11.** *Factors affecting pre-service teachers' preparedness to teach English sense*

| Subtheme | Category | f |
|---|---|---|
| Internship/ Practicum practices | Helpful/ important opportunity | 9 |
| | Prepares for after graduation/ real classroom | 7 |
| | Gain experience/ practice | 6 |
| | See the gap between theory and practice | 6 |
| | Understand learner profile/ develop materials accordingly | 7 |
| | | 5 |
| | Assess the teaching ability/ job decision | 4 |
| | Develop improvisational teaching skills | 3 |
| | Grow confidence/ interest in teaching job | 3 |
| | Learn from mentor teachers | 3 |
| | Learn classroom management | 2 |
| | Lack of variety in schools and student types | **55** |
| | **Total frequency** | |
| Teacher education program | Helpful/ detailed methodological courses | 10 |
| | Learned how to teach English | 8 |
| | Developed a teacher identity | 6 |
| | Lacked enough teaching practice/ online | 5 |
| | Improved English language skills | 4 |
| | Learned material/ lesson plan preparation | 4 |
| | Learned learner characteristics | 3 |
| | Lack of grammar/ speaking teaching courses | 2 |
| | **Total frequency** | **42** |
| Personal Effort | Fulfill the course requirements | 13 |
| | Extensive search on language and teaching | 12 |
| | Tutoring/ voluntary teaching | 9 |
| | Personal characteristics (competitive/ enthusiastic) | 7 |
| | | 3 |
| | Overcoming stage fright/ public speaking skills | **41** |
| | **Total frequency** | |
| Other factors | Nothing (else) comes to mind | 7 |
| | Supportive environment at the Department | 3 |
| | Family | 2 |
| | Previous teachers | 2 |
| | **Total frequency** | **17** |

As is evident in Table 4.13 internship and practicum practices (n = 55) turned out to have most of the effect on preparing pre-service teachers to teach English. Of this sub-theme, the importance of the internship and practicum practices (n = 9) was highlighted by the pre-service teachers directly. Some of the participants did even start their speech by directly

quoting the helpful and important features of practicum practices during the internship as the extracts from PT2 showed that they find a relation between its importance and preparing them for after graduation (n = 6) as in-service teachers in a real classroom. I think it is very essential for the teachers and teacher candidates because you see a whole class, and how students behave, which is good after graduation. [PT2]

Similarly, PT 7 talked about practicum practices being helpful concerning having the opportunity to apply their theoretical knowledge in practical settings and evaluate the gap between theory and practice (n = 6). It is even more important. We learned something theoretically at the university. Now I can practice and understand what I lack much better [PT7].

Another category leading up to the sub-theme of internship/ practicum practices was its effect on helping pre-service teachers understand learner profiles and develop materials accordingly (n = 7). PT 14 talked about the positive effect of internship referring to his own internship experience as compared to teaching practices during the demo teachings as follows:

Sometimes I was not creative, I prepared some activities, but it was not fun all the time. I could not find creative activities but sometimes they were hard for students. Some students do not like English and do not understand and it is hard to participate in all of them in the classroom. I sometimes chose basic and not fun activities but as I said it is hard to get all the students' attention and participate in the classroom. I discovered this in the internship. Before the internship, I thought it was easy because of the demo teaching in the classroom. In demos, we did really hard activities easily, but it was not like this in the real classroom. It has had a lot of positive impact on me [PT14].

One aspect the practicum practices contributed to pre-service teachers' preparedness to teach sense was found to be that students developed a sense of improvisational teaching skills (n = 4). The majority of the time, practicum practices are bound to be mechanical and pre-service teachers are determined to teach just like what they had written on their lesson plans. However, some of them were challenged by this and aimed at responding to learner needs through their improvisational skills as PT 1 mentioned as follows: Sometimes you have to have different strategies to use your techniques. Some classrooms are not willing to write you may change the lesson plan and include writing in speaking lessons in the classroom. [PT1]

Visiting two different schools over two semesters, pre-service teachers talked about they experienced a limited number of contexts and student types (n = 2). Nevertheless, teaching students in either similar or different contexts was also mentioned to be effective by pre-service teachers in terms of assessing their teaching ability (n = 5). A suitable example of this was provided by PT 6 and PT 10 in their own words:

The internship has made a lot of impact on my teaching preparedness. I mostly worked with young learners because I did my internships at primary schools in both terms. I just think that I could not work with primary school students. I was wrong because I liked teaching language to primary school students. [PT6]

I think it is the best way to practice teaching, I kind of see if I want to become a teacher or not. It is good for practice and also for my decision to become a teacher or not [PT10].

Other than helping students see their teaching abilities in practice, the thematic analysis also showed that practicum practices affected some of the participants positively by growing confidence and interest in teaching English (n = 3). PT 17 mentioned that they have a shy personality and feel anxious in public speaking but through practicum practices, they boosted their confidence as they put forward as:

It (internship) showed me it (teaching in front of a group) was not that scary, even though there are like many, many students in the classrooms. Actually, too many students, but it was still not that scary. So again, with my confidence and. Practicing what I am planning to do in class helped me as a teacher [PT17].

Working with one mentor teacher and teaching under their supervision and observation, the practicum practices were also mentioned to be effective since pre-service teachers took benefit from the experiences of mentor teachers (n = 3). PT 11 talked about an anecdote from their observation of the mentor teachers' communication with a student and handling the situation:

It has a big role in my being a prepared teacher because we observe the children and chance of observing and learning from mentor teachers. Our mentor teacher is 55 years old and his approach to students fascinates me. Let me give you an example, the student asserted they raised their finger, but he had not raised his hand. Then, the teacher said he did not realize the finger maybe he was getting older. Another student then said are 19 people lying and he is the right one? The teacher said I just did not want to insult him [PT11].

Last but not least, practicum practices and internships were found to have a positive effect in terms of classroom management (n = 3) on pre-service teachers. So much so that, PT 13 mentioned the biggest contribution of practicum practices as classroom management

in their own words: It has contributed a lot to my preparedness for teaching so far. And. OK. Probably classroom management is the most significant part that it has contributed to and also... [PT13].

Following the sub-theme internship/ practicum practices, the second mostly rated sub-theme to the factors affecting pre-service teachers' preparedness to teach sense comes the teacher education program (n = 42).

As was the case for the views on practicum practices, in the same way, pre-service teachers of the interview session supported that they considered the four-year teacher education program as helpful and detailed (n = 10) in terms of preparing them to teach English. PT 13 gave voice to the positive influence of the program: Well. It had a huge impact on both me and my teaching. Journey. I guess so. Um, while I was being taught some. Staff in this department. I think I got a lot in terms of the. A methodology and theoretical things [PT13].

Supporting this, PT 9 mentioned the effectiveness of the program by comparing the education they had with other universities as follows:

In the last two years, they kind of start teaching us for being a teacher. Especially in our department at Anadolu University, they prepare us well. I have friends from other universities, and they do not get an education as hard as we did. Their teachers and classes are much easier they do not get a quality education [PT9].

It was dominantly mentioned by the participants that the initial two years of the program were allocated to English language learning, and it improved their English language skills (n = 4). The remaining two years were allocated to learning how to teach English. Some of the participants viewed this as a positive aspect while the majority shared the feeling that it was too long. However, in the end, the participants mentioned that they learned how to teach English (n = 8). PT 18 mentioned their English language improvement. OK. Well. At first. It was not effective because I was learning. Still learning and improving my English itself too. It was like a more advanced English education, but after especially the third year... [PT18].

Another important category summed as an influence of teacher education programs turned out to be developing teacher identity (n = 6). It is important that the teacher identity in this categorization entailed the pre-service teachers had the sense of being a teacher of a classroom. This is thoroughly exemplified in the extract of PT 11 as follows:

I mean. I did not want to become a teacher, but I have learned that the teaching process is easy and funny. I focused on myself, I just tried to control my breathing because I am very anxious no matter it is students or adults. I have controlled myself. I am an angry person in my life but in the class, I am patient and always try to suppress my feeling that will negatively affect the lesson. Just this [PT11].

One factor that negatively affected pre-service English language teachers' preparedness to teach sense ranked high in the categorization; lack enough teaching practice (n = 5). What is meant by the practice in this categorization was mainly regarding the in-class hands-on experience the pre-service students could not get majorly because of online and distance education.

PT 14 mentioned positive and negative aspects of the teacher education program they proceeded with for four years, the majority of which was conducted online as follows:

We can say that it was enough, but we have been through the pandemic process, and during this process, to be honest, I did not have enough practice. I could not focus on lessons during a pandemic. I learned not many things; I am not okay with this. I wish we were at the school and have face to face lessons. I learned many things last year when we went to school. The pandemic was not good for us [PT14].

Another participant sharing the same view was PT 13 who considered the program was good, but practice was not sufficient, and PT 13 put it into words: … but I do not think I got enough. Practice. Yeah, in practice, exactly. (PT13).

Although it was mentioned that they lacked practice, the analysis showed that the participants learned material/ lesson plan preparation (n = 4) during the four-year teacher education program.

Regarding material preparation and lesson plan writing, PT 11put these words out: Last year, we are learning how to prepare test, material. But these lessons should also be in the third year also. I learned how to write a lesson plan and to teach skills. Thus, I am very thankful to this department [PT11].

The analysis of this question showed that during their four-year teacher education program, participants did also learn about the characteristics of learners (n = 3) and PT 7 talked about their development in this sense as follows:

It has an important role. Before the university, I did not know anything about children and their world. For example, I did not know how to approach a child, understand their mind, how to teach, how to talk to a student, or how use basic and simple English in the classroom. It has an important role in my teaching life [PT7].

However, it was unveiled because of the thematic analysis that some participants did not feel ready regarding teaching grammar and speaking skills (n = 2). PT 15 talked about their concern regarding the lack of teaching and practice as follow: …but in I think teaching grammar, I do not feel well prepared [PT15].

A major sub-theme to the theme of factors impacting pre-service teachers' preparedness to teach sense was determined to be their effort (n = 41). In this sub-theme, other than teacher education program and practicum practices, participants' effort to prepare themselves to teach was categorized.

In this sub-theme, the thematic analysis showed that participants fulfilled course contents (n = 13). The requirements both include a social presence in the classroom and doing the assignments to keep up with the courses. PT 4 considered attending the classes was enough and did not do any extra work as they put forward: Hmm… I carefully listened and participated in the lessons. I do not think I did many extra things, but my willingness helped me in this [PT4].

PT 16, on the other hand, took the benefits of being in a social atmosphere and attending to face to face courses in their own words:
Last year is the most effective year for me because I was effortful to do something. I studied hard, I searched, and I participated in all lessons. I was together with my friends first time. It was not online, I felt myself as a teacher for the first time [PT16].

Not leaning on fulfilling course requirements only, the analysis also proved that conducting extensive research on language and teaching (n = 12) was among the self-efforts pre-service teachers put into practice. The extensive research in this context was categorized as non-compulsory research done by the participants to develop themselves.

As PT 7 mentioned about their online search to develop their teaching skills, they conducted their research in various ways as through videos or article reading. Besides, they also worked on their English language skills as follows:
I tried to learn new ways, I search for new things in ELT, some teachers' videos, or materials. How can I teach a unit, Something better? I watch videos about learners and children. How can I use this, and pronounce it? Most of the time I watch educational videos and sometimes I read articles [PT7].

In addition, pre-service teachers' answers yielded that they considered teaching experience as a way of effort into preparing themselves to teach. Thus, another sub-theme emerges as tutoring/ voluntary teaching (n = 7). The inner thoughts of PT 3 regarding their effort to prepare themselves to teach were reflected in words by themselves as such:

Freelance teaching. So, I think that counts. It was I did not want to be inexperienced when I graduate, so that is why I and I tried all my teaching. So, it was last year when I was in Spain. That is why I thought, why not? And then I did some online lesson [PT3].

PT 14 aimed at gaining a teaching experience by helping their cousins with their English and mentioned this experience as: I have cousins and they are like 9-12 years old. Sometimes I helped them to learn English. I happily do that. They are happy when I helped them. Sometimes, I go to their home and help them, this helped me understand students' mentality [PT14]

Another sub-theme emerging from answers to this question was the personal characteristics (n = 7) of the pre-service teachers. Teacher candidates highlighted that their personality traits helped them prepare themselves to teach English on this journey. To exemplify this, PT 4 talked about the influence of their willingness to teach although they refrained from attempting anything extra and PT 14 mentioned their motivation and energetic personality as:

I do not think I did many extra things, but my willingness helped me in this. [PT4]
I always try to motivate myself. I am looking at my students and they are almost looking excited to learn English. I say myself to be motivated to teach English, be more energetic, and give all of myself to teaching. Motivation is the first thing for my teaching [PT14].

Other than these personal characteristics, the final sub-theme came into existence as a result of participants' endeavor to overcome their public speaking or stage fright (n = 3) to be prepared to teach English. Experiencing severe stage fright at the very beginning of their education, PT 17 gave voice to their effort to overcome stage fright and development of public speaking skills in four years as:

I really pushed myself for, you know, speaking in public and everything because I remember in the first year when us. Made a simple presentation I was shaking. I mean. Also, the teachers pushed me, but I also tried to be more at least, even if I was excited, tried not to show it, and I think I succeeded in that in four years [PT17].

The final sub-theme was summed as a result of a separate question asked, Are there any other factors impacting your preparedness to teach sense? The answers to this question did not fall under any other categories and were gathered as other factors (n = 17).

In this sub-theme, there is an overuse of the phrase nothing/ nothing comes to my mind (n = 7). All of these utterances were preceded by a list of factors provided by participants, and they mentioned they have nothing to add other than what was previously mentioned.

Following this, the analysis showed that the supportive environment at the Department (n = 3) contributed to pre-service teachers' preparedness to teach sense. PT 2 mentioned the positive environment in the Department with their sincere words as follows:

You know at this time that affected me negatively, but when I look at it now I can say that got me something positive because I saw what not to do during my classes. And tell my teachers, and my friends at the university, they told me everything positive. How can I do that? How can you know if I have a problem? How you know? How can I solve that? They taught me a lot [PT2].

Then, it was revealed by the thematic analysis that people were influenced by pre-service English language teachers' sense of preparedness to teach. These people turned out to be the ones in the family (n = 2) or previous teachers (n = 2).

### 4.2.6. Findings of pre-service teachers' suggestions

To ensure a room for participants to touch upon related points that are not asked in the interview session, in the final question, the stage was opened for the views and any final remarks of the participants. Even though some of the participants did not recall any final remarks to add, the majority of the PTs added a series of valuable suggestions to their ELT Department at the university to better prepare pre-service teachers to teach English. The analysis of the question 'Do you have any suggestions for the ELT Department to prepare better teachers?' provided four main sub-themes as presented in Table 4.12.

**Table 4.12.** *Pre-service teachers' suggestions*

| Subtheme | category | f |
|---|---|---|
| Internship/Practicum related suggestions | More/ longer internship | 6 |
| | More diverse/ authentic internship | 4 |
| | Discrete internship for the last year | 3 |
| | Extra payment for internship materials | 2 |

| | | |
|---|---|---|
| | Update the course content of observation weeks | 2 |
| | **Total frequency** | **17** |
| Education related suggestions | More interactive/ student-oriented courses | 2 |
| | Teaching department should not be online | 2 |
| | More English medium of instruction | 1 |
| | More diverse elective courses | 1 |
| | More speaking courses | 1 |
| | Provide support after graduation | 1 |
| | **Total frequency** | **8** |
| Methodology related suggestion | More grammar/ speaking teaching courses | 3 |
| | Less methodology courses in the last year | 2 |
| | More updated course contents | 1 |
| | More Web 2.0 courses | 1 |
| | More emphasis on feedback competency to students | 1 |
| | **Total frequency** | **8** |
| No suggestion | Happy with the current procedure | 2 |
| | **Total frequency** | **2** |

The content analysis revealed a sub-theme internship/practicum-related suggestion (n = 17), in which participants pointed out a need for more/ longer internships (n = 6). As PT 13 expressed their view about this sub-theme as follows: My only suggestion and advice would probably be that they should put much more emphasis on the practice stage rather than the methodology and theoretical stages [PT13]

Some of the participants mentioned the influence of online education as a justification for their need for more/ longer practicum practices. Yet, it was revealed by PT 17 that the ongoing practicum practices were not sufficient in terms of length and quality as they put forward:

Put more practice. Especially with questions. I mean there should have been more practicing in those method classes, but maybe it was because online during my time so I am not sure how would they do it if it was face-to-face, but I would prefer if it was face-to-face to be able to practice those methods like each one of them, it doesn't matter [PT17].

A more diverse and authentic internship (n = 4) was suggested to the ELT Department by the participating pre-service teachers. PT 2 mentioned the need for experiencing different teaching environments and various types of students:

You know we have the internship for two semesters but that would be much more because we only go to two schools. Yet, there are some other schools better or worse. Experiencing different schools with different students would be better for us. Diversity in internship schools would be better for us [PT2].

Some of the participants' answers showed that they idealized a series of teaching programs to be followed in the department, the majority of which starts with theoretical knowledge and ended up with discrete practicum practices (n = 3) as in the case of the clinical model. As structurally exemplified by PT 9, their view ended up with a discrete teaching practice in their own words:

I spent lots of my time thinking this, the first two years should be the theoretical part of teaching. How to teach young learners and language skills. In the last two years, the main focus should be on the practice. In the third year, student teachers should go to schools and observe a real classroom and write reports on it. The last year, the fourth year there should be full presentations for the teachers, they should teach every week for three hours [PT9].

During the internship phase, students are expected to spend on their material preparation and the issue of getting extra payment for internship materials (n = 2) emerged as a theme. PT 13 talked thoroughly about their suggestion to the department as follows:

As the students are the ones who are, you know, who are supposed to afford all these things, materials economically in this stage. And I do not think this is true, this is, I do not think this is right because you know, we as a student. You know, we're already. We are already supposed to, you know, sustain our lives economically and we, some of us can do this. Um. This part of the practice stage is such a burden economically that probably none of us can, you know, manage to sustain it. So, this would probably be my suggestion [PT13].

The last category for this theme turned out to be the need for updating the course content of observation weeks (n = 2). PT 15 mentioned some of the vague weeks they experienced in the observation weeks and suggested development in the course content to be flourished by teacher feedback or teaching-oriented tasks as follows:

I think the internship and practicum can be developed. How can I say, observation weeks; these parts can be developed because we go to school and observe teachers. We do not see anything new. These parts can be

developed by our teachers, I think we can find some other ways for example we can try something new to learn something new. It can be developed by teachers' feedback. In the first semester we also teach but for five times and half of the lessons. The observation weeks were almost empty and could not earn something new [PT15].

Another sub-theme emerging as a result of the analysis of the data was education-related suggestions (n = 8). In the scope of this sub-theme were included the suggestions regarding how education should be conducted in the department. The analysis of the data unveiled that participant pre-service English language teachers suggested more interactive/ student-oriented courses (n = 2) as PT 14 pointed out the teacher-centered courses as:

Some lessons are boring, maybe we can do these lessons more fun. Some are teacher centered. A lot of students are listening and the teacher talking for about two hours, so students get bored. They teach us to get students involved but they do not do this, this is irritating. Some of the courses are elective courses related to literature, they are boring because they are not interactive[PT14].

In addition to this, some of the participants considered the transition to online education should not be applied to education faculties and the teaching department should not be online (n = 2). PT 12 gave voice to their suggestion clearly and highlighted the teaching staff was enough, but the online education was not helpful as: The teaching department should not be online. Our teachers are great the only thing is the online system [PT12].

Along with this, it was mentioned once by the participating pre-service teachers that they suggested more diverse elective courses, and more speaking courses and provide support after graduation.

Methodology-related suggestions (n = 8) also made a sub-theme and the categories leading up to this theme were the ones that include suggestions related to course contents in teaching. In this sub-theme, it was mentioned by the participants that they did not get enough speaking/ grammar courses (n = 3) and their suggestion was made accordingly. PT 3 expressed the need for more grammar and speaking courses via their observation in the department:

I said I think they should provide more speaking and grammar lessons to the curriculum because I did not think that we lack it and I think they should create some environment to you know, some kind of speaking classes because I do not think I was the only one who had this problem. For the first year and then I found some other ways to overcome this issue, but maybe some other students will not be able to do that, and they will graduate

without Producing this language how can they be successful in their job? If they cannot speak this language [PT3].

Two of the participants suggested that there should be fewer methodology courses in the senior year because they have difficulty focusing on the practice aspect of teaching as [PT11] put it into words: The first three years should be about teaching methodologies and skills. We cannot focus on the practicum all the time because of the lessons we need to take in the last year [PT11].

Following these, three individuals shouted out some suggestions once such as more updated course contents, more Web 2.0 courses, and more emphasis on feedback competency to students. Besides, two of the participants highlighted that they have no suggestions to make, and they were happy with the current procedure in the ELT Department.

## 4.3. Findings of the Qualitative Data Analysis of Faculty Instructors

The results obtained from the semi-structured interview sessions with FIs working at Anadolu University ELT Department were presented in this section. The findings presented do not specifically yield answers to a certain research question but provide more insight into the qualitative research questions regarding pre-service English language teacher preparedness to teach English.

### 4.3.1. Findings of faculty instructors' definition of 'being prepared to teach' English

The interview session conducted with FIs had a series of purposes to undercover and the first question asked What does 'being prepared to teach' mean to you in terms of pre-service English language teachers was asked to understand the scope of the concept 'preparedness to teach'. The thematic analysis of the data coming from FIs revealed three main sub-themes and a series of categories leading up to these sub-themes as Table 4.13 indicated.

**Table 4.13.** *Faculty instructors' definition of 'being prepared to teach English*

| Subtheme | Category | f |
|---|---|---|
| Preparation beforehand | Have a lesson plan/ materials | 5 |
| | Psychological readiness | 3 |
| | Rehearse the lesson plan | 2 |
| | **Total frequency** | **10** |

| | | |
|---|---|---|
| Pedagogical knowledge | Have pedagogical content knowledge | 4 |
| | Have methodology knowledge | 3 |
| | Have English language knowledge | 2 |
| | **Total frequency** | **9** |
| Pedagogical skills | Adjust teaching to student groups | 2 |
| | Classroom management | 1 |
| | Error correction | 1 |
| | Instruction giving | 1 |
| | **Total frequency** | **5** |
| Work Environment related Knowledge | Have knowledge about the learner group | 3 |
| | Have knowledge about the work environment | 2 |
| | **Total frequency** | **5** |
| Dispositions/ Personal qualifications | Being confident | 2 |
| | Being enthusiastic | 1 |
| | Whole person | 1 |
| | **Total frequency** | **4** |

Of these five sub-themes, it was reported as a result of the analysis that the leading definition of 'being prepared to teach' was mentioned as preparation beforehand (n = 10). This sub-theme, as is evident in the representation of the categories in Table 4.13, emerged as a result of some pre-readiness issues mentioned.

For instance, having a lesson plan or materials ready (n = 5) before teaching was mentioned by FI 1 with a reference to rehearsing (n = 2) the lesson plan to become prepared to teach as they put into words as:

To teach something, they need a lesson plan, because since they do not have enough experience, they need to be prepared. They need to have some pre-readiness, let's say. For the lesson that we are going to conduct, they need a lesson plan. They need to exercise it a few times like at least two times, I guess [FI1].

Furthermore, psychological readiness (n = 3) to teach in a classroom by FI 5 fell under this sub-theme as they mentioned:

… because being prepared in all dimensions not only academically but also psychologically. I mean, firstly, I am psychologically prepared as well, so being prepared means being ready to teach, giving your full attention and concentration to the process of teaching [FI5].

From the variety of definitions, the analysis of the data coming from FIs participating in the semi-structured interviews unveiled a second sub-theme as pedagogical knowledge (n

= 9), in which only the codes regarding having the knowledge/ information of how to teach was included but exhibiting the knowledge as in the form of pedagogical skill was excluded.

Having pedagogical content knowledge in this sub-theme entailed the knowledge regarding learning and teaching as well as the knowledge of the curriculum and aims as FI 4 highlighted below but the methodological knowledge (n = 3) was uttered as it is that pre-service teachers need to have. We need to have some kind of knowledge about this, of course. They need to know some kinds of underpinnings of, let me say, for example, how to teach speaking. Or how to teach reading or how to integrate these skills [FI4].

To be prepared to teach English, participating FIs also considered the English language knowledge (n = 2) of pre-service teachers. FI 6 mentioned that the other knowledge types would not work if a teacher lacked English language knowledge as they put in:
But of course, these all well that if the student has the content knowledge so we can say that if the student does not feel. Confident about his or her English in the club. And he cannot speak English in front of students, and he cannot. He also has some grammatical problems. I can say that they're not ready for teaching. The person should have the content knowledge, which is in English [FI6].

The performance of the pedagogical knowledge in the classroom composed another sub-theme as pedagogical skills (n = 5). This sub-theme included codes that are mentioned by the FIs that pre-service teachers can perform in a classroom environment. The categories were to be able to adjust teaching to student groups (n = 2), FI 1 talked about the importance of adjusting to a student group as: … and then they also need to know the group that they're going to teach. They need to change their behavior and their approach according to the classroom that they want to get into [FI1].

Along with this, the ability of classroom management, error correction, and instruction giving mentioned once by the participants as pedagogical skills. Work environment-related knowledge (n = 5) mentioned by the FIs made another sub-theme and they expressed the importance of knowing the students (n = 3) as FI 6 mentioned below. … and also, before and after that. A teacher should be aware of the level of the students in the class or the school [FI 6] .

The final sub-theme to the question investigating the definition of preparedness to teach emerged as dispositions/ personal qualifications. Regarding this, being confident (n = 2) and enthusiastic (n = 1) in the classroom was mentioned by FIs. In addition to these, FI 6

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talked about being prepared to teach is about the whole person identity and they argued that a teacher should embody teacher features.

## 4.3.2. Findings of the factors affecting pre-service teachers' preparedness to teach the sense

One main aim of this research was to investigate the factors affecting pre-service English language teachers' preparedness to teach sense through the lenses of their instructors. For this reason, a question directly asking about these factors was asked to FIs in the semi-structured interview sessions. Based on their answers, the thematic analysis uncovered four main sub-themes as internship/ practicum practices, teacher education programs, personal factors, and education policy-related factors as Table 4.14 indicated.

Of these four sub-themes, the initial two- internship/ practicum practices and teacher education program- led the participating FIs to evaluate the ongoing process as sufficient to prepare and insufficient to prepare pre-service teachers to teach English. Thus, these two sub-themes were presented referring to their sufficient and insufficient aspects.

**Table 4.14.** *Factors affecting pre-service teachers' preparedness to teach a sense*

| Subtheme | | Category | f |
|---|---|---|---|
| | | Enough feedback on teaching | 3 |
| Internship Practicum practices | | Content-based observation | 3 |
| | | Plan and teach a lesson | 2 |
| | | **Total frequency** | **8** |
| | insufficient | Late/ less / artificial practicum practices | 8 |
| | | More students/ less instructors | |
| | | Inadequate hour of pre-service | 4 |
| | | observation by instructors | 3 |
| | | Less variety in school profiles | |
| | | **Total frequency** | 3 |
| | | | 19 |
| Teacher education program | sufficient | Course content | 4 |
| | | **Total frequency** | **4** |

| | | |
|---|---|---|
| insufficient | Poor peer teaching attempts | 6 |
| | The changing curriculum | 3 |
| | Adapting to online education | 3 |
| | Less standardization/ devotement to teaching by instructors | 2 |
| | **Total frequency** | **14** |
| Dispositions/ Personal qualification | Like teaching | 4 |
| | Teaching motivation | 3 |
| | Family factor | 2 |
| | **Total frequency** | **9** |
| Education policy related factors | KPSS exam | 4 |
| | Government policy | 4 |
| | **Total frequency** | **8** |

The analysis of the data revealed that FIs consider their attempts in the internship/ practicum practices sufficient (n = 8) for three main reasons. Starting with providing enough feedback on teaching (n = 3) and upskilled student teachers with planning and teaching a lesson (n = 2) as FI 8 shared an anecdote of their students by comparing the two teaching departments as:

So, when comparing the results of these communications, I can clearly say that we are doing a good job. As our students have a good deal of feedback, first. You know, I have heard stories. I do not know whether they are correct or not, but there are so many departments all over the place where do not expect that do not expect their students to prepare lesson plans before going to the school practicum. Our students prepare lesson plans, and we give feedback on them, and also after they teach, I find it very valuable. They do not get enough feedback after the observations of their supervisors, they say. [PT8]

Besides, the fact that pre-service teachers do their observation tasks based on a criterion, a content-based observation (n = 3) found a place as a positive aspect of the practicum practices to prepare pre-service teachers to teach English as FI 3 talked about this aspect as: We in our department asked for students to do observations based on certain criteria and then report, and we ask them to teach [FI3].

Along with this, participating FIs also mentioned insufficiencies the practicum practices (n = 19) have. The majority of the insufficiency stemmed from the late/ less/ artificial practicum practices (n = 8), on which all of the participants agreed as FI 8 touched

upon this issue as: Anything I would like to change; I wish the students had had more chances to practice. You know the name is school practicum, but they're not practicing sufficiently [FI8]

One of the insufficiencies in the department regarding practicum practices was revealed as a result of the data analysis turned out to be inadequate hours of teaching observation by instructors (n = 3), which was mentioned to be because of the number of the stakeholders, more students and fewer instructors (n = 4) as FI 2 gave voice to as:

So, it might change, but we have five plus (teaching demos) and it is not too bad. The first one is like dry out. So, that is OK so, but we only observe one of them. Of course, they said that if you can observe more but we have like more students. So, if teachers had time, university instructors more, and fewer students will give better feedback [FI2].

The last category for insufficiencies in the teaching practicum phase was found to be because of the less diversity in schools/ student profiles (n = 2). In the department, pre-service teachers are allowed to conduct their internship at state schools, but FI 1 advised this should be various with private schools as: and one more thing I guess we need to send our students to private schools as well, like 1 semester to a private school, one semester to a public school [FI1].

To provide variety, FI 3 came up with a solution for their advisee students to conduct the same lesson plan with different students group they are visiting as: I asked them to apply the same Lesson plan to another group as well, like if they're teaching 5A, they should also apply that that that plan to fly. So, I tried. I tried to introduce them to various students, in various classroom atmospheres in that way [FI3].

Similarly, the analysis revealed that teacher education program was another factor that affect pre-service English language teachers' preparedness to teach sense and participating FIs talked about the sufficient aspect of it restricted to the course content (n = 4). Namely, participating faculty instructors found the course content, either methodology or other courses as mentioned by FI 2 as:

But uh, this is a four-year program in Turkey thanks to God and we teach them lots of things, both some theoretical knowledge, but also, we have longer and more detailed methodology courses as well. So, I also think the department, we do a good job. So, a four-year education is very fruitful [FI2].

Other than the sufficient aspect of the program, the participating FIs tended to give voice to the insufficient aspect of the program regarding preparing pre-service teachers to

teach English. First of all, the teacher education program for the senior students went through several changes in these four years, and the changing curriculum (n = 3) was analyzed to be the source of insufficiencies. For instance, because it was changing and online education (n = 3), the peer teaching attempts fall poor (n = 6) and ended up in less standardization/ devotement to teaching (n = 2). The excerpts FI 8 provided below thoroughly covered these insufficiencies of the teacher education program.

Another problem I have been observing is about the pandemic period. You know, the problems that we have been facing during the pandemic period, not everyone, not the faculty members, were prepared to teach online. And my Ph.D. is on distance education, and I know how distance education should be conducted in the methodologies that are peculiar to distance education and our faculty members were not prepared for that. The students were not prepared for that, and you know they told the faculty members and the students to move online overnight without any preparation. So even if our faculty members were very well prepared to teach in class in person, they were not prepared to teach online. So, there was a kind of period where, you know, they had to tackle. With the technical issues they had to tackle with the online teaching pedagogy, so our students were quiet. I guess this semester students were quite unfortunate because of several of these, you know several reasons [FI8].

The third sub-theme turned out to be related to dispositions/ personal qualifications (n = 9). This sub-theme categorized the factors that directly relate to individuals and show diversity among pre-service teachers regarding their position the qualifications. Four of the participating FIs highlighted that teacher candidates are to like teaching and it has a direct effect on their preparedness to teach sense. FI 8 expressed their view regarding the importance of liking teaching about its influence on students: Teaching is something that you need to like. If you do not like it, you cannot be successful and in the end what you do in the classroom affects student performance, and student attitude [FI8].

Teaching motivation (n = 3) and parent factors (n = 2) were analyzed to be influential on pre-service teachers' preparedness to teach. It needs to be highlighted that the problem for both categories lies in the reason for choosing the ELT Department as faculty instructors observed. Since some of the pre-service teachers did not willingly choose ELT Department; either to please their parents or no other chance to get into university, it was mentioned that their preparedness to teach is highly affected.

… that the students studying in the ELT department or other teaching departments, do not want to be teachers, they just come to the department because of their university entrance exams course, and they think that being a teacher is a good profession. Another problem is that our students do not want to be teachers. They just come to the department because most of the students come to the department. As their parents insist, they be teachers, some students come to the department because they cannot do any math [FI6].

The last factor affecting pre-service teachers' preparedness to teach English emerged as education policy related (n = 8). This sub-theme included only the regulations that can be arranged, changed, and replaced only with the permission of the government. Furthermore, the regulations to be made by faculties were excluded.

KPSS exam (n = 4) was analyzed to negatively affect pre-service English language teachers' preparedness to teach sense since it is a stressful period and requires more from students when it is accompanied by faculty courses. FI 4 talked about the downsides of the KPSS exam for influencing preparedness to teach a sense of pre-service teachers mentioning the mismatches.

Exam exams like KPSS. It will affect, us because we are teaching something else, but they are testing something, you know, different. There are some questions in terms of educational psychology. And there are only questions I guess there are some proficiencies based on other kinds of things, linguistics, literature, or something like that. For example, literature questions, are very purely related to the pure literature, but they are not very related to how to use, for example, literature to keep each. For example, they can use some stories. I said I am reading for example or maybe writing to initiate a writing activity and there are many ways, but they are not. Yes, they are trained for that, but they are not tested like that. So, there's that kind of mismatch. So, these testing issues can affect [FI4].

The government policy (n = 4) that targets the education faculties did also find a place as factors affecting pre-service teachers' preparedness to teach sense as regards to future of teaching occupation as mentioned by FI6.

They (PTs) always say that I am going to be working in tourism, whatever I will be. I will be going abroad. It is another problem I can say. Our policy teacher training policy is the big picture. We can say the government, the policymakers, we can say they are not thinking, they are not considering the future of teaching, education, teaching, profession. So, they just do it to involve more people in universities. Then we have so many teachers waiting to be appointed. It is another problem I can say[FI6].

### 4.3.3. Findings of faculty instructors' suggestions

In the final question, the stage was left open to final remarks and suggestions from faculty instructors. Based on their suggestions, four sub-themes were reached as a result of the thematic analysis as presented in Table 4.15.

**Table 4.15.** *Faculty instructors' suggestions*

| Sub-theme | Category | f |
|---|---|---|
| Department stakeholders | Instructors be role-models | 4 |
| | More sections with less students | 4 |
| | Need ore faculty instructors | 3 |
| | **Total frequency** | **11** |
| HEC related suggestions | More freedom of choice to FLE departments | 3 |
| | Recruitment/ graduation criteria to become a teacher | 2 |
| | Use of English in paperwork | 2 |
| | **Total frequency** | **7** |
| Internship/ Practicum related suggestions | Earlier practicum practices | 4 |
| | Content-specific tasks to observe | 2 |
| | **Total frequency** | **6** |
| Methodology related suggestion | Emphasis on vocabulary/ reading courses | 2 |
| | Workshops | 1 |
| | **Total frequency** | **3** |

The participating faculty instructors talked about a range of suggestions and the majority of the suggestions were mentioned for department stakeholders (n = 11). In this sub-theme, utterances about the instructors or student teachers were regarded since both groups make the stakeholders umbrella term. It was mentioned in the previous section that pre-service teachers are not motivated to become teachers, participating faculty instructors suggested that they should be role models (n = 4) for students so that they will grow interested in teaching as FI 5 gave oice to this as:

We should be, we should be good role models for that. We should love the things we are doing in the classroom. Thank good role model. I'm sure that they are instinctively trying to become like one of us. Maybe they should. Our house, I mean, is teaching stuff. Deeper dive into what we are, what we are doing, how we are doing, and

then you may have a right to. Whatever we are doing, OK, first let's make ourselves better teachers, better trainers and try to cooperate with them [FI5].

The suggestions to these stakeholders were highlighted to be regarding the numbers; more sections with fewer students (n = 4) and more faculty instructors (n = 3) as mentioned by FI 1. One point that I would like to point out, which is not directly related to the department, is the number of students. That keeps increasing every year and can sometimes put a burden on us teacher trainers [FI1].

The analysis of the suggestions emerged a second theme as HEC-related suggestions (n = 7), which includes the suggestions only HEC implements. FI 2 suggested that more freedom of choice should be given to education faculties as they asserted in their speech: Oh. Educational sciences cannot have their own classroom observation thing and or tests like this. They can prepare separate things but. But also, in my undergrad years, we had nice ELT, and they were so detailed…[FI2].

The regulations of HEC were also reported to need changing since language becomes a barrier for FLE Departments; thus, the use of English in paperwork (n = 2) was suggested by participants as FI 2 as:

So even the discussions, the quality of discussions is not that good. For example, this would be speaking English in Turkish. I can give sometimes better details like the kind of words right now I know, but. We no longer use terminal words in English etcetera and with all we try to use English in our courses as well in methodology courses as well most of the time and the practical, you know tasks come there in Turkish. They said some sentences when it is over, but when we turn to English, they start to use more terminology. They become proficient and they use their terminology, so [FI2].

Two of the participating FIs suggested setting recruitment/ graduation criteria to become a teacher. FI 6's suggestions for determining criteria were given below.

The biggest thing is that we are trying to teach English to our students in the first year. The biggest problem is that we had to have a compulsory primary school education and our students should not be allowed to pass the prep School proficiency exam by 60 points. We must get increase it to 90, for example. Or if we can do it, we have to make an exam in the final year or we should make our students enter TOEFL or IELTS and we should make them get a point to graduate. For example, in graduate school education, we can say we have to have some articles published to be to graduate. So, we must make our students, we should force them to enter big examinations. From them and then we should allow them to graduate and be a teacher [FI6].

Along with this, faculty instructors shouted out some suggestions for internship/ practicum practices (n = 4) to include more content-specific tasks to observe (n = 2) and starting the internship earlier (n = 4).FI 5 talked about the urgency of starting practicum earlier and mentioned some drawbacks caused by MoNE in Turkey below.

The program, OK, I have already stated this, but let me repeat it. We are beginning late. I mean last year is not enough, one year is not enough. They only need to practice as soon as possible, OK if it's not possible with MEB (MoNE) schools, we should try to do something at our university [FI5].

The final sub-theme for suggestions turned out to be related to methodology courses (n = 3) because of the thematic analysis. The participants mentioned that reading/ vocabulary courses could be emphasized (n = 2) and one of the participants mentioned conducting for students to become better prepared in the teaching profession as exemplified by FI 1:

We do not, as far as I know, we do not have a specific course to teach our students how to teach vocabulary. So, we should have that as well, and maybe to get a little bit, do not know grammar, maybe with the others. So, we have a grammar course only, I guess, and then one course for reading and listening, and one course for speaking and writing. So, we do not have any for teaching, so do students know how to teach vocabulary in practice? We have not led to a course for that, but not everybody takes that course, so. We should just give it to everybody and then, as I said before, maybe we should conduct some workshops, maybe we should take our students to them. Field trips to other schools, public schools, or private schools so that they can spend some time there, they can probably teachers working there, and they can get firsthand experience [FI1].

# CHAPTER V

## DISCUSSION AND CONCLUSION

### 5.1. Introduction

This study aimed to explore the pre-service EFL teachers' perceived preparedness to teach sense, the scope of the term 'preparedness to teach', and the factors affecting participants' varying preparedness levels to teach English. A methodological gap was discovered in the literature that the majority of the research tackling teacher preparedness was conducted quantitatively. However, only a limited number of the research used qualitative design and there was even a smaller number of attempts to unfold pre-service teacher preparedness in mixed-methods studies.

Along with this, a sample gap was also recognized in the literature of studies conducted on teacher preparedness. The majority of the studies took a position on the topic from the perspective of in-service teacher preparedness; however, pre-service teacher preparedness specific to a teaching subject did arouse interest. Namely, there was a gap in the preparedness level of pre-service teachers studying English language teachers. Moreover, pre-service teacher preparedness was not investigated from the perspective of their instructors to reach in-depth results. The current study attempted to fill these gaps by conducting a mixed-methods study with both pre-service teachers and their instructors to gain insight into their preparedness to teach English sense.

### 5.2. Discussion of the Results

This chapter presents and discusses the findings of the quantitative and qualitative analysis results based on the current body of research and previous findings. Besides, the qualitative data analysis results in conceptual models since various areas are overlapping between the data of pre-service teachers and their instructors. Additionally, the discussions are presented considering the research questions and the chapter ends with implications, limitations, and recommendations for further research.

### 5.2.1. Pre-service EFL teachers' perceived preparedness to teach level

The first research question examined the preparedness level of pre-service EFL teachers with the question *'What is the preparedness level of senior Turkish pre-service EFL teachers?'*. For this, Preparedness to Teach Scale by Yıldırım and Kalman (2017) was polled to a large group of pre-service EFL teachers at Anadolu University. The scale was a 5-point Likert scale and the researcher aimed at three groups as 'unprepared', 'moderately prepared', and 'well prepared' to teach English. Thus, a calculation for this level was made for score intervals. Additionally, the scale had four dimensions and 20 statements in total. Descriptive statistics were computed for each item and dimension to understanding how prepared pre-service EFL teachers perceive themselves to teach. Based on the descriptive analysis, pre-service EFL teachers were found to be 'well-prepared' for all four dimensions.

For these reasons, it is possible to say that pre-service EFL teachers studying at Anadolu University perceive themselves as 'well-prepared' in the areas of understanding learners *(M = 3.92, SD=.78)*, creating an effective learning environment (M = 4.04, SD = .72), planning the learning *(M = 3.97, SD = .79)* and techno-pedagogical competence *(M = 4.13, SD = .58)*. Among the four dimensions, pre-service teachers perceive themselves as 'well-prepared' the most in their techno-pedagogical competence. Considering the changing curriculum and teacher education program, it can be clearly understood that pre-service teachers were able to cope with such challenges posed by the program and online education.

The current body of literature is flourished with the research studies examining preparedness levels. When examined, the results of the quantitative data analysis are quite compatible with the current body of research on the preparedness level of pre-service teachers (Ataş-Akdemir, 2019; Aybek & Aslan 2019; Güner & Aslan, 2023; Karaca, 2019; Terzi, 2020).

Using the same quantitative data collection instrument developed by Yıldırım and Kalman (2017), Ataş-Akdemir (2019) looked at preservice teachers' preparedness to teach levels. The results showed that pre-service teachers' perceived level of preparedness as 'sufficient' across the board. Besides, the dimension that participants felt more prepared for was 'techno-pedagogical competence' and the least prepared for 'understanding learners' just

like the findings of the current research. Since pre-service teachers' quantitative data results are supported, they are adequately equipped for the profession, and the dimensions they felt more prepared and the least prepared overlap with the current research of inquiry.

Similarly, Terzi (2020) concluded a higher competency for PTs regarding their preparedness to teach using the same scale. It was reported that the findings of the study imply PTs perceive themselves as prepared to create a learning environment more successfully by carefully developing the instructional process the more techno-pedagogical competency they possess. Aybek and Aslan (2019) aimed at revealing preparedness to teach levels of pre-service teachers employing the scale developed by Yıldırım and Kalman (2017). The results of the data yielded a high-level preparedness to teach sense to the participants. The authors asserted that a high level of preparedness to teach is a sign of a well-educated individual for the future. As Gore and Thomas (2003) concluded, the high level of preparedness perception of pre-service teachers regarding teaching has a positive influence on their professional identities and performance in the classroom.

Şimşek (2018) made use of the same instrument in an attempt to analyze the preparedness level of pre-service teachers to teach, the results showed that pre-service teachers perceive their preparedness to teach level as 'high'. Compatible with the results of the current research, the participants in Şimşek (2018) were also reported to be 'well-prepared' in all four dimensions of the Preparedness to Teach Scale. A similar attempt was made by Karaca (2019), but the researcher composed their instrument to investigate pre-service teacher preparedness and came up with an instrument in the light of the General Teacher Competencies (GTC) version 2017. The overall results of the study showed that participants feel 'completely prepared' to teach.

Güner and Aslan (2023) conducted a study to discover preparedness to teach levels of pre-service teachers and results were interpreted along with their curriculum literacy. Using the instrument by Yıldırım and Kalman (2017), the researchers determined a high level of pre-service teacher preparedness as a result of the quantitative data analysis. However, the dimension with the highest mean value, namely the sub-area pre-service teachers reported feeling better prepared turned out to be 'creating an effective learning environment'. Thus,

the overall research finding is overlapping with the current research, but they vary from each other regarding the sub-dimension findings since participants of the current study feel better prepared in terms of their techno-pedagogical competence.

This variance was also spotted to be present in some of the studies that analyzed the preparedness level of pre-service teachers as either moderate, low-level, or insufficient (Ataş-Akdemir, 2019; Çelik, 2017; Güven-Yıldırım & Köklükaya, 2017; Mehmetlioğlu & Haser, 2013; Merisi and Pillay, 2020; Turgut et al., 2016). It is worth noting that none of the studies mentioned in this section made use of the data instrument developed by Yıldırım and Kalman (2017) but Ataş-Akdemir (2019); thus, a difference in reaching the results might stem from the mismatch in this counterbalancing of the instrument.

Making use of the PTS by Yıldırım and Kalman (2017), Ataş-Akdemir (2019) investigated the preparedness level of pre-service teachers. The results yielded that pre-service teachers perceive themselves as 'moderately prepared' to teach, which is a contradictory finding with the current research, but the highest mean value was found to be 'techno-pedagogical competence' which was in conjunct with the finding of this study. Mehmetlioğlu and Haser (2013) sought for determining the preparedness level of pre-service teachers and they determined the participants did not feel 'fully prepared' regarding teaching after they graduated. Yet, it was acknowledged by the study that senior pre-service teachers are in a better condition in terms of preparedness compared to younger teacher candidates.

Similarly, Güven-Yıldırım and Köklükaya (2017) polled a survey of their own to assess the preparedness level of pre-service teachers. They concluded that pre-service teachers had a low level of preparedness in terms of teaching. Çelik (2017) intended to analyze the preparedness level of pre-service EFL teachers to teach based on their practicum practices. The results of the study did not go hand in hand with the current findings in that the participants in Çelik (2017) reported that they did not feel fully prepared to teach English. However, the practicum stage had little positive effect on their preparedness to teach sense by increasing their perceived preparedness.

The research conducted by Merisi and Pillay (2020) examined the preparedness level of pre-service EFL teachers to teach English grammar and showed that participants felt

unprepared to teach English grammar when they graduated. For this, the participant put forward their previous experience in learning grammar and the teacher education program for lacking enough content knowledge.

The first research question had two sub-questions investigating if there was a difference among pre-service EFL teacher preparedness based on gender, and GPA. To answer this question, the Independent Samples t-test for gender variable, and One-Way ANOVA measurements for GPA were computed. The results of the statistical analysis did not yield any significant difference regarding participants' preparedness to teach English level. Namely, neither gender nor GPA was found to be effective on pre-service EFL teachers' preparedness to teach English level.

When examined, the literature is full of research studies both consistent and contradicting with results of the current study regarding the effect of gender, and GPA on preparedness to teach a level of pre-service teachers (Ataş-Akdemir, 2019; Karaca, 2019; Karakaya et al., 2018; Köksal, 2013; Mehmetlioğlu & Haser, 2013).

In line with the findings of the current research, Karakaya et al., (2018) studied the preparedness level of pre-service teachers regarding a series of variables including gender and GPA. The data collection instrument of the study was also the scale of PTS by Yıldırım and Kalman (2017). The results of the study did not provide a significant difference in preparedness to teach levels of pre-service teachers based on their gender for any of the four dimensions. In the same way, GPA was not found to be effective in participants' preparedness levels in three dimensions, but a meaningful difference was found in the techno-pedagogical competence and preparedness level of participants. Ataş-Akdemir (2019) reported that female and male students shared a similar preparedness level to teach, and gender did not influence their preparedness levels. Another compatible finding was determined by Mehmetlioğlu and Haser (2013) that the preparedness level of pre-service teachers did not meaningfully differ based on gender.

Nevertheless, Karaca's (2019) research study concluded that gender had an impact on pre-service teachers' preparedness level. Further, female participants were reported to be more prepared compared to males in various departments. This finding was interpreted as a

conclusion of Turkish culture which associates teaching occupation with females. Yet, although a meaningful difference was calculated between males and females, the effect size was small, and the difference was slightly high in favor of female pre-service teachers. Similarly, the findings of Köksal (2013) were also inconsistent with Karaca (2019) and contradictory with the current study in that gender influenced preparedness levels. Köksal (2013) also concluded that female participants had a higher level of preparedness to teach compared to male participants. However, Köksal (2013) was compatible with the current research study in that there was no significant effect of GPA in terms of pre-service teacher preparedness.
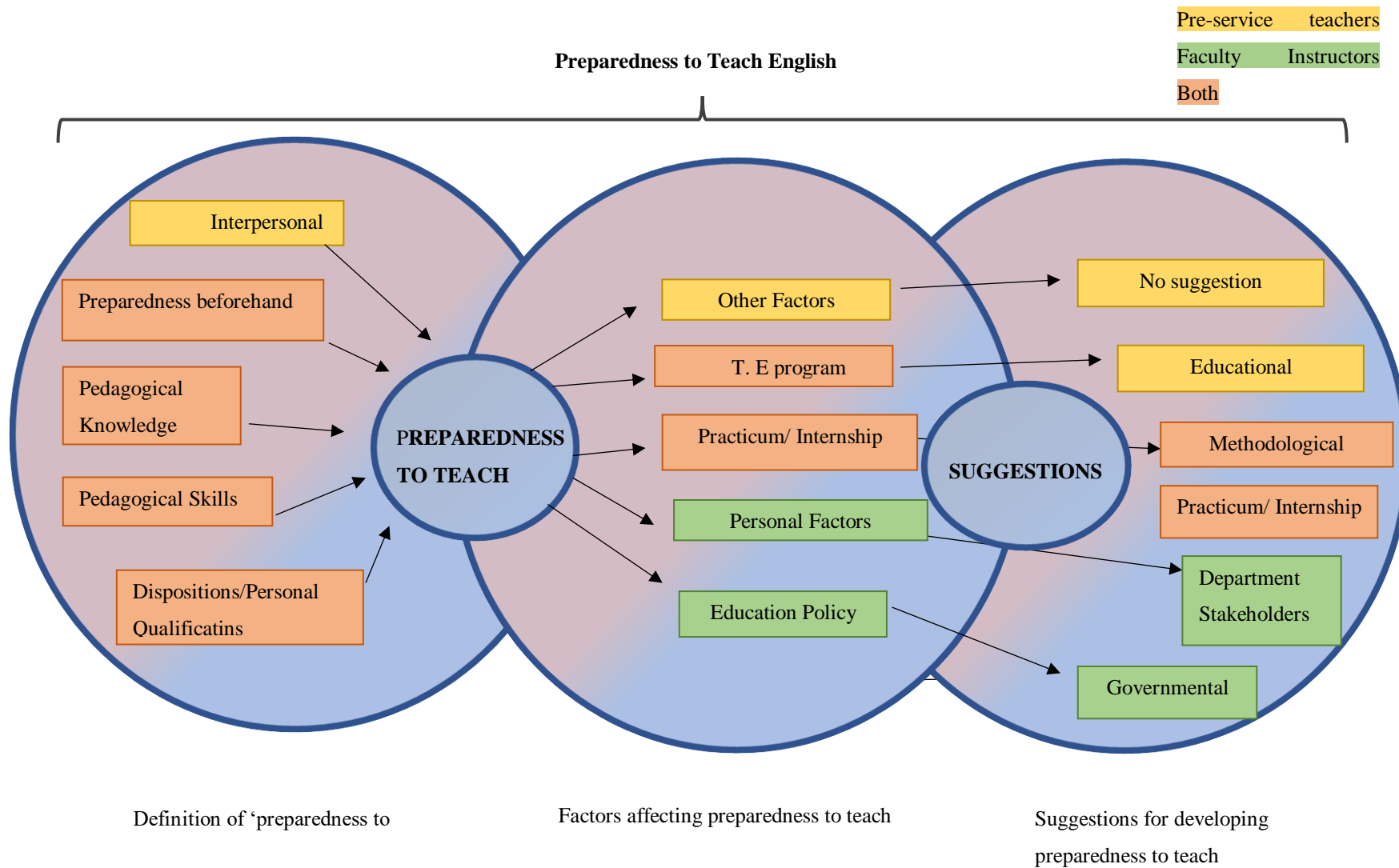
### 5.2.2. Preparedness to teach definition by participants

The second research question investigated the scope of the term 'preparedness to teach' with the question '*How do senior Turkish pre-service EFL teachers and faculty instructors define the concept 'preparedness to teach'?* To analyze this, qualitative data collection through semi-structured interviews was conducted with both PTs and FIs. The thematic analyses were made separately for each group, and they were merged as conceptual models.

The conceptual model presented in Figure 5.1. presents the data collected through semi-structured interviews in line with the research questions. The second research question aimed at defining the borders of the umbrella term 'preparedness to teach' from the lenses of pre-service teachers and faculty instructors. The second question had also two sub-questions exploring the factors impacting pre-service EFL teachers' preparedness levels by pre-service teachers and faculty instructors. Then, a common question was asked both groups if they had any suggestions to the department and it was also put in the conceptual model.

Briefly, the conceptual model was put together considering the data reached because of the three questions. In this conceptualization, there are three distinct but related clusters. The first one considers the data for the definition of 'preparedness to teach', the second cluster is linked to the factors the participants' view on preparedness to teach is influenced by and finally the last cluster came into existence depending on the participant suggestions which overlap with the factors affecting preparedness to teach sense.

This conceptual model makes use of color coding. Each cluster includes only the sub-themes that emerged based on the research question and participants' views. As illustrated, yellow represents the themes obtained from the data of PTs and green for FIs, and orange for common themes in both groups.

**Preparedness to Teach English**

Pre-service teachers
Faculty Instructors
Both

Interpersonal

Preparedness beforehand

Pedagogical Knowledge

Pedagogical Skills

Dispositions/Personal Qualificatins

PREPAREDNESS TO TEACH

Other Factors

T. E program

Practicum/ Internship

Personal Factors

Education Policy

SUGGESTIONS

No suggestion

Educational

Methodological

Practicum/ Internship

Department Stakeholders

Governmental

Definition of 'preparedness to

Factors affecting preparedness to teach

Suggestions for developing preparedness to teach

**Figure 5.1** *Conceptual Model of Preparedness to Teach English*

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Teacher preparedness is a terminology that takes its roots from the self-efficacy theory of Bandura (1997). The term refers to beliefs in one's abilities to plan and conduct lessons in line with the attainments. The term was investigated in this study considering pre-service teacher preparedness from the perspective of pre-service teachers and their instructors. The analysis of the data coming from participants overlapped for preparedness beforehand, pedagogical knowledge, pedagogical skills, and dispositions/ personal qualification. In addition to these, pre-service teachers mentioned interpersonal skills in defining the concept.

The literature did not pay enough regard to redefining the terminology and yielded only one research study conducted by Kraut (2013) the same attempt of this study to define the concept 'preparedness to teach'. In their study, Kraut (2013) collected written data and asked participating pre-service EFL teachers to define the term. The analysis finalized 12 sub-themes for the definition of 'preparedness to teach'. Some of them are in line with the findings of the current study while the majority of them contradict. The sub-themes overlapping are pedagogical knowledge and personal qualities. These sub-themes included how to deliver lessons and the personal qualities of pre-service teachers. Pedagogical knowledge in Kraut (2013) was also inclusive of pedagogical skills which appeared to be a different sub-theme in this research and common to both studies; the knowledge about pedagogy was addressed. In addition, personal qualities were addressed in the form of willingness to teach or motivation. As asserted by Bilbao, Corpuz, Llagas, and Salandanan (2012) pursuing a teaching career means devoting a great deal of time to the preparation and it is a cornerstone in determining if one is prepared to teach or not with their personal qualities. In line with this, Klassen and Tze (2014) put forward that personality traits play an immense role with a less effective size in the preparedness of pre-service teachers.

The rest of the sub-themes were contradictory in terminology but the majority of them found a place in both studies. To exemplify this, participants in Kraut (2013) mentioned the performance aspect of teaching as one sub-theme; however, the same utterance as 'mental and physical readiness' by participants of the current study was categorized under 'preparation beforehand'. Mental attributes of pre-service teachers found ample room in definition in both studies but in different categories and it supplies dynamics of self-

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perception to become quality teachers for teacher candidates (Rimm-Kaufman & Hamre, 2010).

Thus, it is possible to say that since they are both qualitative aspects and the thematic analyses are dependent on the researcher, the difference may stem from the categorization or saturation of themes. Along with this, Kraut (2013) collected written data through pen and paper, which helped respondents allocate time or revert to their answers for elaboration. However, the current investigation was conducted through an online semi-structured, in which participants were encouraged to talk about whatever comes to their mind with less flexibility to revert to their initial answers.

Asked as sub-questions to the second research question, the following two remarks were made as a result of the analyses to investigate factors affecting Turkish senior pre-service EFL teachers' preparedness to teach sense. As a result of this, the data coming from pre-service teachers made a sub-theme called other factors which is a mix of a couple of categories, faculty instructors yield personal factors and governmental factors; and teacher education programs along with practicum/ internship emerged as a common sub-theme. The analysis also found that each of these themes was also addressed either by PTs or FIs in providing suggestions to prepare better teachers.

Starting with the common themes, a teacher education program is essential in assisting education students in putting the ideas and principles they acquired into practice in real classroom settings. Besides, it is highly influential in preparing teacher candidates for their intended profession of teaching as a base for a series of premises (Mercado, 2018). It was reported in this study that teacher education programs are vital in the sense that it provides knowledge-based competency to pre-service teachers as well as practice-oriented opportunities. A compatible factor was mentioned in the preparedness of pre-service teachers by Naguiat (2006) in that their preparedness is completed by unveiling the knowledge specific to their subject and skills for the sake of learners.

Both educational and methodological suggestions were vocalized regarding teacher education-related factors on pre-service teacher preparedness to teach level. Education-related suggestions were regarded as how education should be conducted in the department

and it was highly mentioned by PTs that lessons need to be student-centered. This suggestion was also supported by Seweje (2000) who argued that active involvement of student teachers needs to be established for them to express their thoughts and deepen their abilities. In this way, pre-service teachers can become better prepared since teacher education is the core component of four-year programs. In addition, methodological suggestions were pointed out by both PTs and FIs in a more general term as the need for more or various lesson contents. These suggestions were categorized as a range from the need for Web 2.0 courses to teaching discrete language skills courses. Similar findings were also detected in Kılıç (2020), another study conducted in the Turkish context with pre-service EFL teachers. Similar to both studies, the need for discrete courses for productive skills and grammar is still persistent although the institutions differ. To flash forward, this might refer to the problems related to government policy.

The other sub-theme emerged as practicum/ internship that has an impact on pre-service teachers' perceived preparedness to teach. Practicum practices were reported to have a positive influence on student teachers to a great extent. However, it was criticized by both groups of stakeholders regarding insufficient practices. Speaking of the practice of pre-service EFL teachers in Turkiye, taking practicum and internship was found to be beneficial as a result of this study since it provided teacher candidates with an opportunity to assess the discrepancies between their knowledge and gap as well as their career choice. Seferoğlu (2006) highlighted the dearth of practice and teaching opportunities within teacher education programs. In addition, Seferoğlu (2006) vastly vocalized the mismatch of theoretical knowledge and practical application. Similar findings were reached by Stites et al., (2018) that the gap between theory and practice emphasizes the significance of preparation programs that include not just academic concepts but also practice regarding teacher preparedness. Another point made by this study was that the practicum practices did not commence at a more radical stage of the teacher education program. This conclusion found correspondence in Namachi et al., (2011) that the pre-service teachers were not introduced to the schools at the right time and concluded with teachers unaware and unprepared about the teaching activities.

Plenty of suggestions were uttered by PTs and FIs regarding the practicum/ internship process directly. In this sense, it was supported by this study that practicum/ internship activities were sufficient for both groups and they are content with it to a great extent compatible with Darling-Hammond (2010). However, there were some points made by FIs regarding the content of the internship; and by PTs regarding the length and diversity of it. Practicum practices became a research topic for quite a few research studies but a limited number of them addressed the suggestions for practicum to promote teacher preparedness. The utterances made by pre-service teachers overlap with the findings of Korkmaz (2020) in which participants talked about longer and more internships due to Covid-19 interruption. Pre-service teachers in the current research suffered from the same pandemic situation and their education was also interrupted by online education due to the earthquake in Turkiye. Along with this FIs talked frequently about the need for developed course content for practicum observation. This was also observable in the findings reported by Başaran-Uysal and Savaş (2021) since they concluded there was an insufficiency of practicum to experience in a real classroom environment.

Additionally, three distinct themes were reached: one from pre-service teachers and two from faculty instructors. Themes emerging from pre-service teacher data were named as 'other factors' since a couple of categories were not found appropriate by the researchers to put under one sub-theme. Thus, this category included the family factor or supportive environment, which shows an influence on pre-service teachers' perception of preparedness to teach by others. No previous study ever determined such a factor on the related issue. The main reason for this might relate to Turkish culture, in which parents regard teaching as a domestic occupation, especially for females. Further, the economic conditions of the family and parents' educational background were found to have a considerable impact on pre-service teachers' performance, according to Villanueva (2011). Also, Bandura's (1982) social theory asserted that an individual's sense of preparedness to teach was highly related to the surroundings. Consequently, a person's perceived preparedness level regarding their ability to teach was tied to the environment; in the case of pre-service teachers, it is the supportive stakeholders in the department. This is highly compatible with the current research finding.

The two factors influencing pre-service teacher preparedness were mentioned by faculty instructors as personal factors and governmental factors. Personal factors in this were reached as a result of the categories such as personal development or motivation. Mercado (2018) investigated the preparedness level perceived by teachers in a series of domains including development related to the profession. It was found that participants build links with others and develop their teaching skills as well as reflect this in their professional development. This is directly related to the current findings in that faculty instructors stated that pre-service teachers need personal endeavors to reach information and develop their professional skills. Taking this one step further, Agyman (2013) reported that a teacher cannot be lacking personal and professional development qualities. If they are, they cannot be considered prepared teachers and are expected to conduct effective teaching. It was found in this study that motivation is directly related to the preparedness level. The existing literature on teacher motivation shed light on that motivation to teach is an essential component of why individuals start a teaching career (Han and Yin). Thus, the finding of the current study shows that pre-service teachers' preparedness to teach sense is influenced by their motivation compatible with Huang, Sang, and He (2023). These factors did not find a unified sub-theme to be suggested by either PTs or FIs. Thus, some of the PTs overtly stated they did not have any further suggestions and were happy with the process while FIs did not even consider mentioning this aspect.

The last factor affecting pre-service teachers' perception of preparedness to teach emerged as factors related to the government and its policy. In this sub-theme governmental policies, the language barrier, and students' recruitment criteria were mentioned. The literature did not yield any equivalent coding regarding governmental policies' effect on pre-service teacher preparedness. This makes the current research one of a kind in this regard. However, there might be some reasons behind this sub-theme. Firstly, this factor was only pointed out by faculty instructors and the current body of research did not take a position to investigate the pre-service teacher preparedness from the perspective of faculty instructors. Besides, the mismatch between the official language in FLE Departments and the native language caused some mismatches in communication and paperwork that faculty instructors suffer. Yet again, a series of suggestions were vocalized by FIs talking about

these issues. The one suggestion that is foreseen to increase preparedness in pre-service teachers is related to deciding on criteria to recruit students to teacher education departments. Namachi et al., (2011) suggested an orientation before student teachers commence their teaching career. In this process, the goals and objectives were suggested to be taught in line with their induction courses for various teaching strategies. Similar findings were obtained from FIs data that before starting the FLE Department, the rationale of choice should be inspected and abilities to teach need to be gauged. Combining both prior and during teaching careers, a criterion might be set in the Turkish education system so that the preparedness levels would be higher.

## 5.3. Conclusion

The current research is a mixed-methods study conducted to investigate pre-service preparedness. The quantitative aspect of the study focuses on the preparedness levels of pre-service EFL teachers via Preparedness to Teach Scale adapted from Yıldırım and Kalman (2017). It was applied to a total of 61 Turkish senior pre-service EFL teachers studying at Anadolu University. The online questionnaire link was distributed by the researcher and faculty instructors and the analysis was done using SPSS Version 24. Additionally, the qualitative aspect of the research aims at investigating the concept of 'preparedness to teach' and factors affecting pre-service EFL teachers' preparedness levels. The data was collected through semi-structured interview sessions with PTs and FIs. A total of 18 PTs volunteered to participate as a result of convenience sampling while eight out of 20 contacted FIs showed willingness to participate in a purposeful sampling. The interview sessions were conducted online because of the online education, and they were recorded, stored, and transcribed for data analyses. The analysis of the data was done via MAXQDA 2022 in the company of an outside researcher.

The quantitative analysis showed that senior Turkish pre-service EFL teachers perceive themselves as 'well-prepared' to teach English. As sub-areas of investigation to this, the difference in preparedness levels based on gender and GPA were also computed. Yet, the analysis shows that there is not a significant difference in the preparedness levels

of pre-service EFL teachers based on these variables. The semi-structured interview analysis regarding the meaning of 'preparedness to teach' outlines some core components such as interpersonal skills, preparation beforehand, pedagogical knowledge/ skills, and dispositions/ personal qualities. The perceived preparedness of pre-service teachers is found to be impacted by practicum/ internship, teacher education program, personal factors, and education policy.

### 5.3.1. Implications

The current study investigates pre-service teacher preparedness and the concept of 'preparedness to teach'. The findings reached in this study imply important aspects for some people, groups, and organizations.

To begin with, this research study focuses on the preparedness level of senior Turkish EFL pre-service teachers and contributes to the rare body of literature. Concordant to this sense, it provides the inner thoughts and perceptions of a specific group of student teachers and faculty instructors. As there is no predetermined or accepted framework for pre-service teacher preparedness, the conceptual model presented based on the data can be taken as a base for this research context. Korkmaz (2022) vastly mentioned the negative effect of lacking a commonly accepted framework for teacher preparedness. This research reached out to a conceptual model by focusing on specific groups. Besides, the current study is one of the initial examples investigating teacher preparedness in a mixed-methods study that also assists quantitative data with more in-depth qualitative data.

Secondly, the findings unveiled that pre-service teacher preparedness is independent of gender, or GPA. Thus, this finding has some implications for some groups, initially for PTs. In Turkey, the teaching occupation is associated with females. However, the study results showed that gender do not play a significant role in perceived preparedness levels. Thus, male PTs can also teach and perceive themselves prepared. Additionally, the perception of preparedness to teach is highly dependent on the person and it might not be solidly visible in scores. Namely, it was revealed by the research that motivation plays a key role in teaching preparedness rather than gender of GPA. Thus, teacher educators might consider motivating students and becoming role models for them by watching over their

profession. Becoming role model is highly related with devoting self to teaching occupation and it is hinted in the interview session that it is sometimes overseen in some departments. Rather, some instructors could not find a balance between their academic identity and teacher identity. They sometimes tend to publish papers rather than teach their courses properly, which hinders the PT preparation. Last, since the perspective taught in a course change among instructors, not all PTs might take the fair amount of knowledge from each instructor. Thus, collaboration and communication must be established among faculty instructors to help PTs benefit from the vision of each instructor.

Another implication is regarding the management of practicum school organization. It was revealed that practicum plays a key role in teacher preparedness. However, participants in this study criticized it for lacking diversity both in school and student type. Thus, practicum schools can be organized in a way to help students experience most and variety of it beforehand. Students visit only the state schools; however, the career plans of the PTs vary from private schools to preparatory schools at a university level also. For this reason, rather than one type of school in a term, PTs should be provided with ample opportunity to observe and teach in different settings. This is possible with the collaboration of MoNE and HEC in Turkiye. Complementary to this, the hands-on experience and length of the practicum are other issues that need to be touched upon. During the first semester, students have limited opportunity to teach but they observe; sometimes without basing their observation on an output. Thus, the observation tasks might be standardized across the nation to help PTs to gain insight into how to behave in a classroom. The senior year for PTs might be more practicum oriented and methodology courses might be less in the final year. In this way, the participants will be in the school environment and also get used to paperwork and dynamics in teachers' rooms.

Also, the length and amount of time spent in schools in practicum were criticized by both PTs and FIs. Thus, governmental bodies might consider rearranging the practicum practices. First, the practicum is allowed only in the final year of the students. However, it is commonly criticized by the stakeholders that the length and PTs' exposure to the school environment is not enough to prepare them for teaching in a real classroom. Practicum practices might expand to the third year in the form of observation with specific tasks or as

field trips to schools. In this way, PTs can make the most of their time in a real environment and gain experience in getting used to a school environment. After completing their methodology courses, they can start with hands-on practices in their senior year. This also provides an accelerated familiarization with the concept of school, teaching, and managing.

Some problematic aspects were stated to be present even in the final version of the curriculum. This might also be revised for the last time by policymakers to polish some course contents or time allocated for them. Currently, courses are conducted in two consecutive hours instead of three as in the earlier curriculum. This poses some problems as regard to covering the course content and making it student-centered. Rather than doing this, as mentioned vastly by the FIs, more freedom might be given to education departments in terms of deciding the courses. Simple to exemplify, since the majority of the departments offer a Turkish medium of instruction, the standardized procedure by governmental bodies applies to each faculty including the ones that offer another medium of instruction. This situation sets barriers between what is targeted and achieved since a basic discussion environment is advised to be run using Turkish, which prohibits students from internalizing the methodological terms.

Considering the current density of education faculties in the population, the governmental bodies might consider the suggestions of FIs regarding recruitment. It was concluded that these departments have more students and fewer teacher educators to assist them. However, this is a negative sign for the education quality since the more teachers are in charge of large groups, the quality of education decreases. In return, not all of the students get the same quality of education and end up being less prepared. Thus, a set of criteria to recruit students to education faculties and teaching environment orientations as well as revising graduation prerequisites. Having a place in the teaching department is only decided by the score earned on the national exam. However, it is a fact that not all students choose a teaching department to become teachers but to abstain from others. To prevent this and bring up better-prepared teachers, interviews might be conducted with students as well as writing a motivation letter to education departments.

In line with all these implications, the influence of constant online and distance education situations cannot be disregarded. During the pandemic and earthquake situation, as a country, Turkiye made a better understanding of what they lack in terms of education. It was understood that neither teachers nor the curriculum is ready to switch to online education. In case a similar scenario might appear in the future, an established educational policy might be prepared to be used in cases of emergency such as pandemic or earthquake. The transition to online education was done across the nation following the earthquake, but similar problems remained even after more than one year of long-distance education.

## 5.3.2. Limitations of the study

Along with remarkable findings, the current study also includes limitations in some respects. First, the quantitative data collection process lasted longer than planned because of online education and it was collected only from one university. The participation ratio was 61 although it was foreseen to be more if it were collected in a physical environment. Reaching the participants for data collection was tough since they were not available at times. Thus, the participant for quantitative aspects is restricted to 61 PTs while it is 18 for semi-structured interviews. Secondly, qualitative data from more stakeholders including mentor teachers and even the headmasters could have given an in-depth understanding of the study. Third, the participant selection for the qualitative phase was planned to be decided equally based on PTs levels based on the PTS. However, an equal number of participants did not want to attend the semi-structured interviews voluntarily. To overcome this limitation, a frank question to evaluate participants' preparedness to teach English level was asked. In the end, 12 well-prepared, 5 moderately prepared and one unprepared PTs attended the semi-structured interview sessions. This might pose a limitation to the study in terms of counterbalancing.

## 5.3.3. Recommendations for further research

This study investigated pre-service teacher preparedness with PTs and FIs. Further research might consider extending the participant scale to mentor teachers and headmasters. Besides, a significant effect of gender and GPA was also sought on participants

preparedness levels. Future studies might focus on various aspects of the relationship of preparedness with career motivations.

As this study was limited to a specific university and a specific department. Future studies might be conducted with different samples including ELT Departments of more universities to reach a more generalizable result. The same study might also be conducted with in-service teachers, or a cross-sectional study might be designed to compare in-service teachers with pre-service teachers. A sounder triangulation in data collection via various instruments might be established such as field notes.

Furthermore, a great majority of the studies in the literature were conducted quantitatively and preparedness levels, there is a need for more diverse research designs to explore the reasons or factors. Thus, longitudinal studies might be conducted for four years with flourished data collection instruments for the same university and department. One limitation of this study was that it was interrupted by earthquakes and online education, a study investigating pre-service teacher preparedness with those who completed each semester face-to-face could also be conducted.

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# APPENDICES

APPENDIX-1. English Language Teacher Education Programs

**EĞİTİM FAKÜLTESİ**
**2018-2019 ÖĞRETİM YILI**
**YABANCI DİLLER EĞİTİMİ BÖLÜMÜ**
**İNGİLİZCE ÖĞRETMENLİĞİ PROGRAMI**
**(2018-2019 yılından itibaren kademeli uygulanacak program (1. sınıflardan itibaren))**
**DERS PROGRAMI**

| I. YARIYIL | | | |
|---|---|---|---|
| BİL 105 | Bilişim Teknolojileri | 3+0 | 5,0 |
| İNÖ 137 (İng) | Okuma Becerileri I | 2+0 | 2,0 |
| İNÖ 139 (İng) | Yazma Becerileri I | 2+0 | 2,0 |
| İNÖ 141 (İng) | Dinleme ve Sesletim I | 2+0 | 2,0 |
| İNÖ 143 (İng) | Sözlü İletişim Becerileri I | 2+0 | 2,0 |
| ÖMB 105 | Eğitime Giriş | 2+0 | 3,0 |
| ÖMB 110 | Eğitim Sosyolojisi | 2+0 | 3,0 |
| TAR 181 | Atatürk İlkeleri ve İnkılap Tarihi I | 2+0 | 3,0 |
| TÜR 131 | Türk Dili I | 3+0 | 5,0 |
| | *Yabancı Dil Dersleri I* | - | 3,0 |

| II. YARIYIL | | | |
|---|---|---|---|
| İNÖ 138 (İng) | Okuma Becerileri II | 2+0 | 2,0 |
| İNÖ 140 (İng) | Yazma Becerileri II | 2+0 | 3,0 |
| İNÖ 142 (İng) | Dinleme ve Sesletim II | 2+0 | 3,0 |
| İNÖ 144 (İng) | Sözlü İletişim Becerileri II | 2+0 | 3,0 |
| İNÖ 146 (İng) | İngilizcenin Yapısı | 2+0 | 2,0 |
| ÖMB 107 | Eğitim Felsefesi | 2+0 | 3,0 |
| ÖMB 112 | Eğitim Psikolojisi | 2+0 | 3,0 |
| TAR 182 | Atatürk İlkeleri ve İnkılap Tarihi II | 2+0 | 3,0 |
| TÜR 132 | Türk Dili II | 3+0 | 5,0 |
| | *Yabancı Dil Dersleri II* | - | 3,0 |

| III. YARIYIL | | | |
|---|---|---|---|
| İNÖ 219 (İng) | İngilizce Öğrenme ve Öğretim Yaklaşımları | 2+0 | 3,0 |
| İNÖ 221 (İng) | İngiliz Edebiyatı I | 2+0 | 4,0 |
| İNÖ 223 (İng) | Dilbilimi I | 2+0 | 3,0 |
| İNÖ 225 (İng) | Eleştirel Okuma ve Yazma | 2+0 | 3,0 |
| ÖMB 114 | Öğretim Teknolojileri | 2+0 | 3,0 |
| ÖMB 203 | Öğretim İlke ve Yöntemleri | 2+0 | 3,0 |
| | *Alan Eğitimi Seçmeli Dersler* | - | 4,0 |

| | | | |
|---|---|---|---|
| | *Genel Kültür Seçmeli Dersleri* | - | 3,0 |
| | *Meslek Bilgisi Seçmeli Dersleri* | - | 4,0 |

| IV. YARIYIL | | | |
|---|---|---|---|
| ARY 214 | Eğitimde Araştırma Yöntemleri | 2+0 | 3,0 |
| İNÖ 222 (İng) | İngiliz Edebiyatı II | 2+0 | 4,0 |
| İNÖ 224 (İng) | Dilbilimi II | 2+0 | 3,0 |
| İNÖ 230 (İng) | İngilizce Öğretim Programları | 2+0 | 3,0 |
| İNÖ 232 (İng) | Dil Edinimi | 2+0 | 3,0 |
| OKÖ 206 | Türk Eğitim Tarihi | 2+0 | 3,0 |
| | *Alan Eğitimi Seçmeli Dersler* | - | 4,0 |
| | *Genel Kültür Seçmeli Dersleri* | - | 3,0 |
| | *Meslek Bilgisi Seçmeli Dersleri* | - | 4,0 |

| V. YARIYIL | | | |
|---|---|---|---|
| İNÖ 341 (İng) | Çocuklara Yabancı Dil Öğretimi I | 3+0 | 5,0 |
| İNÖ 343 (İng) | İngilizce Dil Becerilerinin Öğretimi I | 3+0 | 5,0 |
| İNÖ 345 (İng) | Dil ve Edebiyat Öğretimi I | 2+0 | 3,0 |
| ÖMB 307 | Sınıf Yönetimi | 2+0 | 3,0 |
| ÖMB 309 | Eğitimde Ahlâk ve Etik | 2+0 | 3,0 |
| | *Alan Eğitimi Seçmeli Dersler* | - | 4,0 |
| | *Genel Kültür Seçmeli Dersleri* | - | 3,0 |
| | *Meslek Bilgisi Seçmeli Dersleri* | - | 4,0 |

| VI. YARIYIL | | | |
|---|---|---|---|
| İNÖ 342 (İng) | Çocuklara Yabancı Dil Öğretimi II | 3+0 | 5,0 |
| İNÖ 344 (İng) | İngilizce Dil Becerilerinin Öğretimi II | 3+0 | 5,0 |
| İNÖ 346 (İng) | Dil ve Edebiyat Öğretimi II | 2+0 | 3,0 |
| ÖMB 316 | Eğitimde Ölçme ve Değerlendirme | 2+0 | 3,0 |
| ÖMB 318 | Türk Eğitim Sistemi ve Okul Yönetimi | 2+0 | 3,0 |
| | *Alan Eğitimi Seçmeli Dersler* | - | 4,0 |
| | *Genel Kültür Seçmeli Dersleri* | - | 3,0 |
| | *Meslek Bilgisi Seçmeli Dersleri* | - | 4,0 |

| VII. YARIYIL | | | |
|---|---|---|---|
| İNÖ 405 (İng) | ELT Material Development and Adaptation (Materyal Değerlendirme ve Uyarlama) | 3+0 | 5,0 |
| İNÖ 409 (İng) | Mikro-Öğretim | 2+0 | 3,0 |
| İNÖ 411 (İng) | Çeviri Uygulamaları İngilizce-Türkçe | 3+0 | 4,0 |
| ÖMB 402 | Rehberlik | 3+0 | 5,0 |
| ÖMB 407 (İng) | Okul Deneyimi | 1+4 | 6,0 |
| | *Seçmeli Dersler* | - | 7,0 |

| VIII. YARIYIL | | | |
|---|---|---|---|
| İNÖ 401 (İng) | English LanguageTesting and Evaluation (İngilizce Sınav Hazırlama ve Değerlendirme) | 3+0 | 5,0 |
| İNÖ 406 (İng) | Practice Teaching (Öğretmenlik Uygulaması) | 2+6 | 10,0 |
| İNÖ 410 (İng) | Makro-Öğretim | 3+0 | 4,0 |
| İNÖ 412 (İng) | Çeviri Uygulamaları Türkçe-İngilizce | 3+0 | 4,0 |
| | *Seçmeli Dersler* | - | 7,0 |

APPENDIX-2. Consent Form

Bu çalışma, ***Öğretmen Hazırlığı Kavramı ve İngilizce Öğretmen Adaylarının Öğretmeye Hazır Olma Algılarına İlişkin Karma Bir Araştırma*** başlıklı bir yüksek lisans tez çalışmasıdır. Çalışma, İbrahim KAYA tarafından yürütülmektedir. Çalışma kapsamında İngilizce Öğretmenliği son sınıf öğrencilerinin öğretmen hazırlığı kavramına yükledikleri anlam ile bireysel olarak öğretmenlik yapmaya hazır olma durumları saptanıp bu durumların altında yatan nedenler irdelenecektir. Çalışma sonuçları ile öğretmen adaylarının gelecek yıl öğretmenlik yapmaya hazır olup olmadıkları ve bunun temelinde bulunan nedenler daha iyi anlaşılıp bu sonuçlara iten faktörler ayrıca öğretmen yetiştirme programlarının ilgili bulgular doğrultusunda düzenlenmesinde fikir sunma niteliği taşıyacaktır.

- Bu çalışmaya katılımınız gönüllülük esasına dayanmaktadır.
- Çalışmanın amacı doğrultusunda, tarafınıza iletilmiş olan gönüllü katılımınızı talep eden e-postaya olumlu yanıt vererek bu çalışmada katılımcı olmaya gönüllü olduğunuzu yazılı olarak belirtmiş bulunmaktasınız.
- Bu belge sizin şu an itibari ile hala gönüllü katılımcı olduğunuzu belgelendirmek adına hazırlanmıştır. Gönüllülük durumunuzu görüşme başlamadan ya da görüşme sırasında şahsınızca sonlandırabilirsiniz.
- Araştırmada katılımcıların isimleri gizli tutulacaktır.
- Bireysel görüşmelerdeki veri toplama süreci ses kaydı ile kayıt altına alınacaktır.
- Araştırma kapsamında toplanan veriler, sadece bilimsel amaçlar doğrultusunda kullanılacak, araştırmanın amacı dışında ya da bir başka araştırmada kullanılmayacak ve gerekmesi halinde, sizin (yazılı) izniniz olmadan başkalarıyla paylaşılmayacaktır.
- İstemeniz halinde sizden toplanan verileri inceleme hakkınız bulunmaktadır.
- Veri toplama sürecinde/süreçlerinde size rahatsızlık verebilecek herhangi bir soru/talep olmayacaktır. Yine de katılımınız sırasında herhangi bir sebepten rahatsızlık hissederseniz çalışmadan istediğiniz zamanda ayrılabileceksiniz. Çalışmadan ayrılmanız durumunda sizden toplanan veriler çalışmadan çıkarılacak ve imha edilecektir.

Gönüllü katılım formunu okumak ve değerlendirmek üzere ayırdığınız zaman için teşekkür ederim. Çalışma hakkındaki sorularınızı araştırmacıya yöneltebilirsiniz.

Araştırmacı Adı      : İbrahim -KAYA
Adres            : Kütahya Merkez Dumlupınar mah. Şebnem sok. 23-3
Tel              : 05418509348

*(Lütfen aşağıdaki bilgileri doldurup, size uygun olan seçeneği belirterek, bu formu araştırmacıya geri gönderiniz)*

**Bireysel görüşmeler veri toplama kısmına tamamen kendi rızamla, istediğim takdirde çalışmadan ayrılabileceğimi bilerek verdiğim bilgilerin bilimsel amaçlarla kullanılmasını kabul ediyorum.**
**EVET- HAYIR**

Katılımcı Ad-Soyadı ve İmza:
Tarih:

# APPENDIX-3. Quantitative Data Collection Instrument of the Study

| Demographic Information | |
|---|---|
| 1. **Name and Surname:** | |
| 2. **Age** | |
| 3. **Gender** | ( ) Female      ( ) Male      ( ) Prefer not to state |
| 4. **Current GPA** | |
| 5. **Studying ELT as** | ( ) a major<br>( ) a minor<br>( ) second university<br>( ) other<br>Please specify if you choose 'other': |

| Preparedness to Teach Scale by Yıldırım and Kalman (2017) | | | | | |
|---|---|---|---|---|---|
| Items | How prepared do you feel to… | | | | |
| **1.** | Teach the concepts, information and skills related to the field in a way that students can understand. | **1**  **2**  **3**  **4**  **5** | | | |
| **2.** | Understand how much students in the class have learned. | **1**  **2**  **3**  **4**  **5** | | | |
| **3.** | Create challenging, appropriate learning and achievement expectations for students. | **1**  **2**  **3**  **4**  **5** | | | |
| **4.** | Understand how students' family and cultural backgrounds will affect their learning. | **1**  **2**  **3**  **4**  **5** | | | |
| **5.** | Identify and focus on specific learning needs or difficulties. | **1**  **2**  **3**  **4**  **5** | | | |
| **6.** | Choose appropriate teaching strategies for different instructional purposes. | **1**  **2**  **3**  **4**  **5** | | | |
| **7.** | Choose teaching strategies to respond to student needs. | **1**  **2**  **3**  **4**  **5** | | | |
| **8.** | Enable students to learn both independently and in a group. | **1**  **2**  **3**  **4**  **5** | | | |
| **9.** | Plan the teaching process using subject area knowledge, curriculum, and student development. | **1**  **2**  **3**  **4**  **5** | | | |
| **10.** | Create a classroom environment that improves social development and group responsibility. | **1**  **2**  **3**  **4**  **5** | | | |
| **11.** | Use effective verbal and non-verbal communication strategies to guide students' learning and behaviors. | **1**  **2**  **3**  **4**  **5** | | | |

| 12. | Use questions to encourage students to learn in different ways. | 1 | 2 | 3 | 4 | 5 |
|-----|---|---|---|---|---|---|
| 13. | Help students develop critical thinking and problem-solving skills. | 1 | 2 | 3 | 4 | 5 |
| 14. | Encourage students to think, question and interpret different ideas. | 1 | 2 | 3 | 4 | 5 |
| 15. | Help students develop self-assessment skills. | 1 | 2 | 3 | 4 | 5 |
| 16. | Increase the interest and learning level of the student. | 1 | 2 | 3 | 4 | 5 |
| 17. | Support research and analysis (via the internet). | 1 | 2 | 3 | 4 | 5 |
| 18. | Assess and monitor student success. | 1 | 2 | 3 | 4 | 5 |
| 19. | Communicate with others (school, province, country and worldwide). | 1 | 2 | 3 | 4 | 5 |
| 20. | Improve group collaboration and teamwork. | 1 | 2 | 3 | 4 | 5 |

APPENDIX-4. Semi-structured Interview Qestions with Pre-sevice EFL Teacher

1. What motivated to choose an ELT Department to become a teacher?

2. What does the term 'being Prepared to teach' mean to you?

3. Based on your definition, out of 3 (1 unprepared, 2 moderately prepared and 3 prepared), how prepared do you feel to teach next year?

4. Which adjective would best describe your feeling of preparedness to start teaching next year? Why?

5. What is the role of your four-year teacher education program on your preparedness to teach sense?

6. What is the role of internship on your preparedness to teach sense?

7. What is your own effort on your preparedness to teach sense throughout 4 years?

8. Are there any other factors that impact your preparedness to teach sense?

8.1. If yes, what are they?

8.1.2. How do they affect your preparedness to teach sense?

9. Do you have any suggestions for the ELT Department to prepare better teachers?

APPENDIX-5. Semi-structured Interview Questions with Faculty Instructors

1. What is your full name and surname?

2. How long have you been teaching English?

3. How long have you been working in the field of Teacher Education?

4. How many years have you spent in supervising to practicum students?

5. What does 'being prepared to teach' mean to you in terms of pre-service teachers?

6. Do you think the English language teacher education program at Anadolu University is sufficient to prepare students to start teaching English next year?

6.1. If yes, why? In what ways?

6.2. If no, why? In what ways?

6.2.1. What could be done about the program to make it better prepare students to teach next year?

7. Do you think practicum is sufficient to prepare students to teach next year?

7.1. If yes, why? In what ways?

7.2. If no, why? In what ways?

7.2.1. What could be done about the practicum to make it better prepare students to teach next year?

8. Are there any other factors that could impact pre-service teachers' preparedness to teach sense?

8.1. If yes, what are they?

8.2 How do they impact student teachers' preparedness to teach sense?

9. Do you have any other criticisms, comments, or suggestions to the ELT Department at Anadolu University?

APPENDIX-6. MAXQDA 2022 Analysis Examples of the Qualitative Data

APPENDIX-7. MAXQDA 2022 Generating Initial Coding
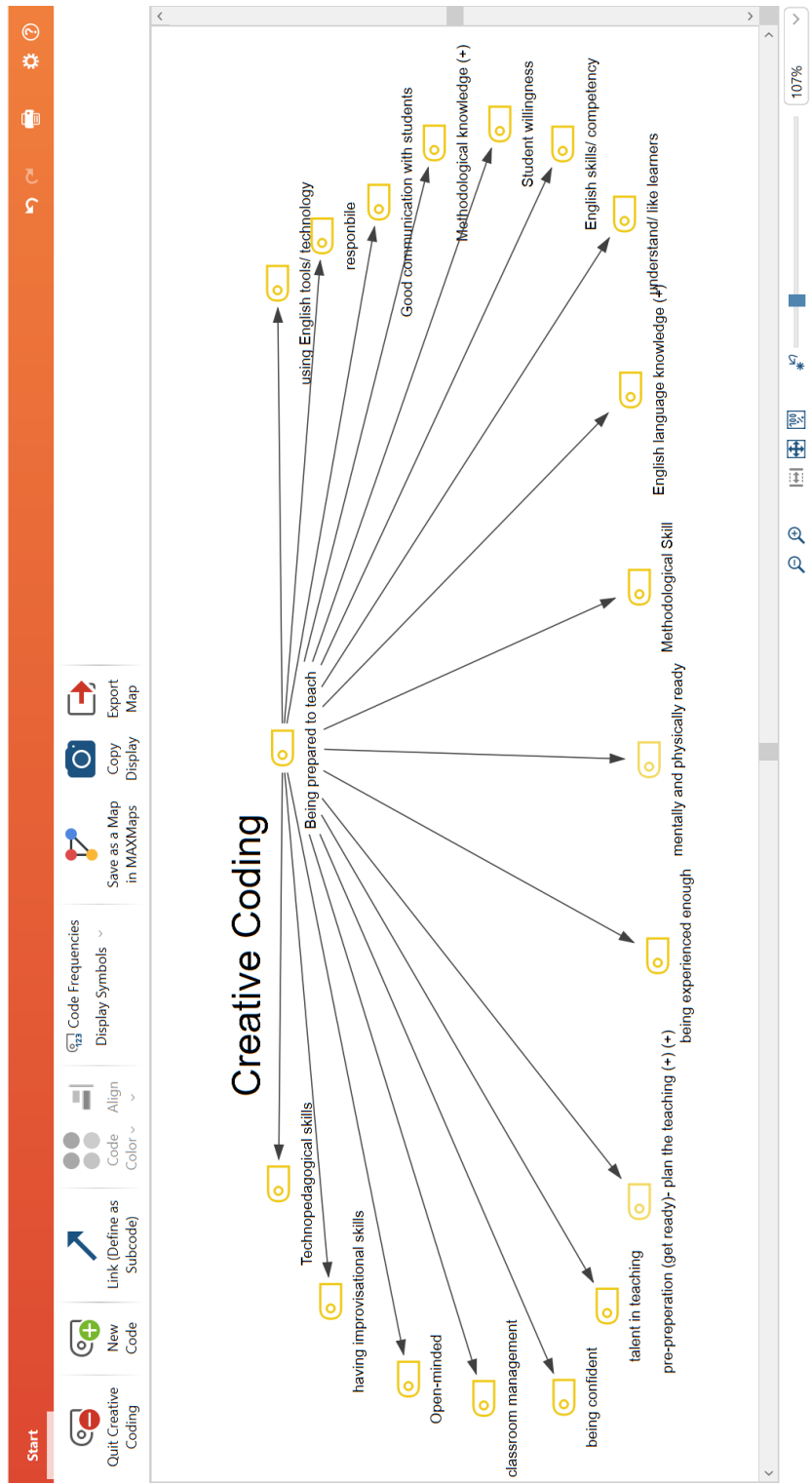
APPENDIX-8. MAXQDA 2022 Searching for Themes



Creative Coding

- Being prepared to teach
  - Preparation beforehand
    - mentally and physically ready
    - pre-preperation (get ready)- plan the teaching (+) (+)
  - Personal qualifications
    - being experienced enough
    - being confident
    - responbile
    - talent in teaching
    - Open-minded
  - Pedagogical Skills
    - having improvisational skills
    - Technopedagogical skills
    - Methodological Skill
    - classroom management
    - English skills/ competency
    - using English tools/ technology
  - Interpersonal skills
    - Good communication with students
    - understand/ like learners
    - Student willingness
  - Pedagogical Knowledge
    - English language knowledge (+)
    - Methodological Knowledge (+)

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# CURRICULUM VITAE

Name and Surname          : İbrahim KAYA

Languages                : English (Advanced), German (Intermediate)

Place and Year of Birth     : Kütahya/ 1998

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Education

B.A.                     : 2020, Middle East Technical Unicersity, English Language Teaching

H.S.                     : 2016, Kütahya Anatolian High School

Work Experience

2020- 2022               : English Language Teacher, İstek Schools