

THE IMPACT OF TEACHING PRACTICUM ON PRE-SERVICE TEACHERS'
PERCEPTION OF ELT

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THE IMPACT OF TEACHING PRACTICUM ON PRE-SERVICE TEACHERS'
PERCEPTION OF ELT

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ABSTRACT

THE IMPACT OF TEACHING PRACTICUM ON PRE-SERVICE TEACHERS' PERCEPTION OF ELT

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The purpose of the current study is to explore and identify the effects of practicum on pre-service English teachers' perceptions of ELT. The study aims to interpret student teachers' beliefs and perceptions after their first practicum experience during their school visits in FLE 425 School Experience. Five senior pre-service EFL student teachers, who had their first teaching experience in FLE 425 took part in the study. All student teachers were studying in the Department of Foreign Language Education at Middle East Technical University, Ankara, Turkey.

This study is designed as a qualitative case study. Semi-structured interviews, instructor's notes, post-school experience conference, and observation, reflection and teaching tasks were used as the data source. The findings showed that the prior beliefs of the participants present an effect on their beliefs before their first practicum experience. During FLE 425, with the help of their new experiences, the feedback they received from their mentors, and the guidance given by the university instructor, their beliefs and perception started to change and at the end all

participants gained a different perception on the application of ELT in classrooms compared to their previous beliefs. Furthermore, school experience encouraged the student teachers to realize what they have learned at METU are applicable in real classes. Concerning the findings, earlier exposure to real teaching environment should be ensured by more practicum courses, observation or teaching opportunities before senior year of teacher education programs to help prospective English teachers become more competent in the language teaching profession.

Keywords: Pre-service EFL Teachers, Practicum, School Experience, Belief, Perception

ÖZ

ÖĞRETMENLİK UYGULAMASININ ÖĞRETMEN ADAYLARININ İNGİLİZ DİLİ ÖĞRETİMİ HAKKINDAKİ ALGILARI ÜZERİNE ETKİSİ

Arıĝ, Ayŝe

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Bu nitel durum çalışmasının amacı öğretmenlik uygulamasının İngiliz Dili öğretmen adaylarının İngiliz Dili Öğretimi hakkındaki algıları üzerine etkilerini keşfetmek ve tanımlamaktır. Çalışma, öğretmenlik uygulamasının ardından katılımcıların inanç ve algılarını yorumlamayı ve FLE 425 Okul Deneyimi dersini aldıktan sonra bu inanç ve algılarda oluşabilecek muhtemel değişiklikleri keşfetmeyi amaçlamıştır.

İlk öğretmenlik deneyimini Ankara, Türkiye'deki bir devlet okulunda bu çalışma sırasında edinen beş İngiliz Dili Öğretimi son sınıf öğrencisi çalışmaya katılmıştır. Bu nitel araştırma veri toplama aracı olarak yarı yapılandırılmış görüşmeleri, eğitmen notlarını, okul deneyimi sonrası konferansını ve çeşitli gözlem, öğretim ve yansıtıcı düşünce çalışmalarını kullanmıştır.

Çalışmanın sonuçları, üniversite öncesinde edinilen okul deneyimlerinin öğretmenlik uygulamasından önce öğretmen adayları üzerindeki etkisini ortaya koymuştur. Ancak, okul deneyimi sırasında elde edilen, danışman öğretmenlerin geri

bildirimlerinin, gerek sınıf ortamının, üniversite eđitmeninin hazırladıđı alıřmaların rehberliđinin ve okuldaki đrencilerin sađladıđı motivasyonun yardımlarıyla katılımcıların inan ve algıları deđiřmeye bařlamıřtır. Okul deneyiminin sonucunda ise her katılımcı İngiliz Dil đretimi uygulaması aısından nceki inanlarına gre farklı algılar kazanmıřlardır.

Ayrıca, uygulamalı stajın pozitif etkileri đretmen adaylarını İngiliz Dili đretimi programı sırasında đrendiklerini gerek sınıflarda kullanabilecekleri konusunda motive etmiř ve kariyerlerine İngilizce đretmeni olarak devam etmeleri ynnde cesaretlendirmiřtir.

alıřmadan elde edilen sonulara dayanarak, daha ok uygulamalı staj dersleri, gzlem ve đretim imkânları ile đretmen eđitimi programlarında son seneden nce đretmen adaylarının gerek đretim ortamlarına maruz kalmaları, bu kiřilerin ileride daha kalifiye İngilizce đretmenleri olabilmeleri iin sađlanmalıdır.

Anahtar Kelimeler: İngiliz Dili đretimi, đretmen Adayı, Uygulamalı Staj, İnalar, Algılar

To my beloved parents Ruhan and Haluk Gürkan Arıĝ

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LIST OF ABBREVIATIONS

ELT	English Language Teaching
ESL	English as a Second Language
FLE	Foreign Language Education
GTM	Grammar Translation Method
HEC	Higher Education Council
METU	Middle East Technical University
MoNE	Ministry of National Education
ST	Student Teacher
TESOL	Teaching English as a Second Language

CHAPTER I

INTRODUCTION

1.1 Presentation

This chapter introduces the background of the study, the purpose of the study and research questions followed by the significance of the study. Lastly, limitations of the study are shortly discussed.

1.2. Background of the Study

As Cheng et al. (2009, p.319) state, “Educators and researchers often argue that teachers’ beliefs and value systems will shape their conceptions and practical theories in classroom teaching, eventually influencing their instructional strategies and performance in the classroom”. In the case of conceptions of teaching, there are various types of methods such as the Grammar Translation Method, Direct Method, Audio-Lingual Method or Communicative Language Teaching. In addition to these methods and/or approaches, there are different language learning and teaching theories that are also affected by teachers’ own belief systems.

Current trend in language teaching theories has shifted from traditional teacher-centered classrooms to student-centered and top-down processing involved classrooms (Zhang, 2012), which has promoted Constructivism and its influential factors on teachers’ beliefs, especially in Turkey. According to Gunduz and Hursen’s (2015) study, which is a content analysis aiming to investigate the growth and the tendency towards the applications of Constructivism in the field of English language teaching, a great number of research on the topic of Constructivism was found to be conducted in Turkey. This popular teaching theory adopts a student-centered classroom atmosphere, and aims to help and encourage students to construct new knowledge on their prior knowledge through active participation and interaction with

their peers and teachers (Brady, 2004). Chiang (2008, p.1272) defines Constructivism as, “The core of constructivist teacher education lies in the design of a learning environment conducive to knowledge construction as opposed to the design of instructional sequences”. On the other hand, traditional view of education grounds on teacher-centered classrooms where knowledge is definite and unchanging for learners as passive receivers of knowledge (Cheng et al., 2009; Aypay, 2010). One of the important differences between these two conceptions is that in traditional way of education, teachers teach in a didactic manner as the source of information, whereas constructivist teachers abandon that role and provide a learning environment by giving guidance (Brooks & Brooks, 1999; Yılmaz & Şahin, 2011). The popularity of Constructivism is mostly gained in the last few decades due to the disappointing results of traditional education systems (Von Glasersfeld, 1995). After the positive effects of Constructivism have been revealed, teacher-training programs were influenced by it (Confrey & Kazak, 2006). Oxford (1997, p.36) expresses the amount of impact of Constructivism as follows: “Constructivist ideas have spawned hundreds of books and articles and currently influence classroom teaching practices and teacher education techniques”. Therefore, it has become essential for foreign language teachers to be knowledgeable about the concepts of this approach.

Although theoretical knowledge is important, in order to refer to those theoretical concepts and to become a teacher of English as a foreign language (EFL), it is crucial to possess both theoretical and practical knowledge about EFL teaching. Due to this reason, during teacher training programs, practice teaching plays an essential role for pre-service teachers to bring their theoretical knowledge into the field and to help them experience the real classroom atmosphere. Although practicum systems tend to vary in different countries or schools, it is still accepted as a requirement that equips pre-service teachers with authentic experiences for gaining awareness of self and professional teaching (Haigh et al., 2013).

Pointing out the importance of practicum in their study, Haigh, Ell and Mackisack (2013, p.1) state “the quality of practicum defines the quality of teacher education”. In order to raise the quality of both, Stevick (1980, p.4) mentions how “success

depends less on materials, techniques, and linguistic analyses, and more on what goes on inside and between the people in the classroom". Similarly, the quality of practicum, and therefore, teaching can be enhanced via revealing beliefs and perceptions of prospective teachers.

A belief is a mindset that is considered to be correct by the individual who owns it, even though that person may be aware of the fact that different beliefs may be owned by others (İnceçay, 2011). Before the mid-1970s, research about teachers was dealing only with teachers' apparent behaviors, which influenced students' learning, and not teachers' mental state (Erkmen, 2012). However, now it is recognized that teachers' belief and perceptions about teaching impacts their approach on students and language teaching process. Understanding teacher beliefs is a key to answer many questions about a teacher's work, the classroom or the students and to improve training programs (Richards, Gallo & Renandya, 2001; Borg, 2003).

Considering that language learning and teaching is a human-driven area where teachers' and students' beliefs and ideas are valued, the impact of these beliefs or perceptions are inevitable. Since the importance of beliefs has been acknowledged, this has started to capture researchers' attention in the area of language teaching and learning (İnceçay, 2011). As Johnson (1994, p.439) states:

Research on teachers' beliefs share three basic presumptions: First, teachers' beliefs influence both perception and judgment which, in turn, affects what teachers say and do in classrooms. Second, teachers' beliefs play a critical role in how teachers learn to teach that is, how they interpret new information about learning and teaching and how that information is translated into classroom practices. Third, understanding teachers' beliefs are essential to improving teaching practices and professional teacher preparation".

The beliefs teachers have about education heavily influence how they address teaching and learning, and how they act in classrooms (Debreli, 2012). More than two decades ago, Clark and Peterson (1986) stated that the beliefs teachers have about teaching and learning shape their judgments and planning procedures. The path they choose during teaching, the assignments and the materials they apply in classrooms, and their communications with the students are, profoundly, regulated by their beliefs. For instance, assuming that a teacher believes that translation is the best way for vocabulary building, s/he is expected to devote more time in translation

in his/her classrooms. Hence, exploring teacher beliefs has become vital with regard to interpreting teachers' cognitive processes and identifying the effects of teacher training programs. It is accepted that during teacher training programs, teachers experience a challenge process, and are assumed to revise and develop their beliefs about learning and teaching languages.

As it is fore mentioned, the development of teacher beliefs can be better traced in pre-service education years. However, the evolving beliefs of a teacher start from the time they were language learners (Vibulphol, 2004). Although they were influenced by their previous experiences as language learners, the experience teacher-candidates attain from their practice teaching may be change their beliefs (Vibulphol, 2004, p.45). Determining EFL prospective teachers' beliefs and revealing development in their beliefs longitudinally during the trainings is recognized to be important to capture what really happens in ELT teacher training programs (Debreli, 2012).

Despite the fact that it is difficult to obtain teacher beliefs, it is essential to interpret their beliefs since they are associated with success in teaching (Zhang, 2012). In parallel with this view, Calderhead (1991, as cited in Seymen, 2012, p.1042) also states that there are various ways of improving teacher training process and one of them is identifying the beliefs and expectations of student teachers since the beliefs prospective teachers own when they enter the teacher education programs have proven to be powerful on their way of learning and on their attitude towards how to teach in classrooms.

1.3. Language Teacher Education in Turkey

Teacher training programs in Turkey started in 1848 with Darülmullimin-I Rüşdi in İstanbul, and have developed and changed several times through reforms in its history (İnceçay, 2011). During this time, major improvements began in 1990's, which took place in both schools and teacher education programs. One of the drastic changes in teacher education took place in 1982 with the Higher Education Council (HEC) law. According to this law, teacher education institutions were decided to move into faculties of education in universities (Nergis, 2011). This action had a positive impact on the pre-service education where it is finally "standardized and institutionalized" (Nergis, 2011, p.183). After this date, there were many changes

seeking for a better quality of education, such as increasing the practice teaching hours in the curriculum or adjustments of courses through reshaping the objectives or shifting them across semesters. The amount of practicum hours has increased with the 1998 curriculum renewal; however, it was decreased again considering the issues of finding cooperating schools for practice teaching observations and visits (İşlek & Başkan, 2014). Although there were some attempts for advancements in the field of language teacher education, still the goal to educate qualified teachers was not fulfilled entirely. HEC decided through the new regulations in 2010 and 2011 to rearrange the “Pedagogical Formation Certificate Programme”, which was a doorway for literature or translation major students to become language teachers. This resulted in the Ministry of National Education (MoNE) accepting people holding a teaching certificate given by authorities in universities or educational institutions, other than graduates of teacher education departments of universities.

Turkey, becoming “European Higher Education Area” in 2003 led to the necessity of a revision and reshaping of standards in undergraduate programs in faculties of education (YÖK, 2007). Therefore, MoNE Board of Education and Discipline established new regulations with the consultancy of deans from the faculties of education and the Guidance and Counseling Program. According to the new regulations in 2007, the curriculum was developed including less literature and linguistics courses but with more focus on pedagogical courses, which were increased from 11 (YÖK, 1998) to 13 (YÖK, 2007). Although HEC raised the percentage of pedagogical courses in the program, as it can also be seen in Table 1.1 below, the importance given to practicum courses seems to be decreased when it is compared to the 1998 renewal.

As reported by HEC in the content of the English Language Teaching undergraduate courses, there are two courses for practicum experience; School Experience (*Okul Deneyimi*) and Practice Teaching (*Öğretmenlik Uygulaması*) (YÖK, 2007). *School Experience* course content defines the course objective as preparing portfolios in line with pre-service teachers’ observations of the teacher, his/her techniques, choose of materials, and school and classroom atmosphere (YÖK, 2007). The second practicum course, *Practice Teaching*, is offered in the last semester of the senior year

of FLE departments. Unlike the previous one, this course provides more classroom experience and includes weekly lesson planning, application of those lesson plans in real classrooms, and portfolio preparation (YÖK, 2007).

Table 1.1. HEC's 2006-07 Undergraduate Curriculum for ELT Departments

SEMESTER I	SEMESTER II
Contextual Grammar I	Contextual Grammar II
Listening and Pronunciation I	Advanced Reading and Writing II
Oral Communication Skills I	Listening and Pronunciation II
Turkish I	Oral Communication Skills II
Computer I	Lexical Competence
Effective Communication	Turkish II
Introduction to Pedagogy	Computer II
	Educational Psychology
SEMESTER III	SEMESTER IV
English Literature I	English Literature II
Linguistics I	Linguistics II
Approaches to ELT I	Approaches to ELT II
English-Turkish Translation	Language Acquisition
Oral Expression and Public Speaking	Scientific Research Methods
Turkish Education History	ELT Methodology I
Teaching Principle and Methods	Educational Technologies and Material Design
SEMESTER V	SEMESTER VI
Teaching English to Young Learners I	Teaching English to Young Learners II
ELT Methodology II	Turkish-English Translation
Teaching Language Skills I	Teaching Language Skills II
Literature and Language Teaching I	Literature and Language Teaching II
Second Foreign Language	Second Foreign Language II
Drama	Community Service
Classroom Management	Assessment and Evaluation
SEMESTER VII	SEMESTER VIII
Language Teaching Materials Adaptation and Development	English Language Testing and Evaluation
Second Foreign Language III	Atatürk's Principles and Reforms II
Atatürk's Principles and Reforms I	Comparative Education
School Experience	Turkish Education System and School Management
Guidance	Practice Teaching
Special Education	

1.4. The Purpose of the Study and Research Questions

The purpose of this study is to explore the changes in senior pre-service teachers' perception of ELT throughout their practicum period in *School Experience* course at Middle East Technical University (METU). The study will firstly explore the prospective teachers' views and perceptions about teaching English through

investigating their previous English teachers and their influence on their beliefs. After analyzing their previously established beliefs, the participants' developments will be analyzed through instructor comments, interviews and reflection papers from student teachers according to their observations and teaching tasks. Finally, the study aims to interpret their belief and perceptions after the practicum experience and see if there are any changes after taking *School Experience*. Based on these purposes, the study pursues to reveal answers to the following research questions:

- i. What impact does practicum experience have on pre-service teachers' for developing their perceptions about ELT?
- ii. How do pre-service English teachers' beliefs about teaching English change by the practicum experience in FLE 425 School Experience?
- iii. What are the factors that shape or reshape pre-service English teachers' perception and beliefs about English language teaching?

1.5. Significance of the Study

In the recent years, encountering many obstacles about teacher qualification levels has forced a lot of countries to doubt and re-question their teacher training programs. Turkey has been one of these countries that started to conduct studies for reestablishing the training programs in order to raise qualified teachers (İşlek & Baskan, 2014). Although English is not the medium of instruction in Turkey, it is English language teacher training programs that also caught the attention of decision makers. Considering the innovations in the field of language teaching, Turkey and its desire to become a member of the European Union led educational institutions to promote their demands from the language teachers. In the light of these, foreign language teacher training programs remain under pressure for graduating effective teachers, but it is mostly pre-service teachers who are challenged with these problems.

As it has been taught in the first years of trainings, students preparing to become teachers must admit three types of knowledge, so that they can effectively handle the difficulties of teaching. Parkay and Stanford (2004, p.38) referred these types of knowledge as "knowledge of yourself and your students, knowledge of subject, and knowledge of educational theory and research". In this categorization for becoming an effective teacher, the knowledge of self and students appears to be the first step

for developing other knowledge and skills on top of it. In accomplishment of this step, teachers become aware of their perceptions and beliefs, and know about their needs, which lead them to approach students and manage classrooms more competently (Parkay & Stanford, 2004). Teacher beliefs play a crucial role in self-understanding; these beliefs also determine the methods the teachers adopt for their classrooms and reveal their reasons for choosing those methods (Hoa & Hudson, 2010).

Therefore, it is important for teachers to become aware of their beliefs for better teaching, and for researchers to discover the triggers that change, develop or influence those beliefs. At this point, investigating the issue with pre-service teachers will facilitate as a source of being aware of what kind of a teacher they will become or how they will manage the classrooms. Therefore, the results of these investigations can offer implications for enhancing the quality of teacher education programs. Studying pre-service teachers' beliefs and perceptions will also empower teacher-training programs with improved understanding of student teachers. The current study will also contribute to the participating pre-service teachers' professional development by helping them question their own beliefs, perception and philosophical assumptions towards ELT and raising their self-awareness.

CHAPTER II

LITERATURE REVIEW

2.1. Presentation

This chapter primarily presents the foreign language teacher education focusing on the shifting trends and concepts in the field. Then, narrowing down from the area of language teacher education, the role of practice teaching will be discussed. Furthermore, teacher and pre-service teacher beliefs, and the development of their beliefs will be reviewed. Finally, the recent studies on the impact of practicum on pre-service teachers will be addressed.

2.2. Approaches to Foreign Language Teacher Education

Contributing to the development of qualified and effective language teachers is and has been one of the most common aims of many educational research studies. It is essential for language education programs to hold a theory, a general philosophy and a basis in order to achieve this aim (Pennington, 1990). Following this necessity, Richards (1990) has developed a three-staged sequence for second language education programs to follow:

- (a) Describe effective language teaching processes,
- (b) Develop a theory of the nature of effective language teaching,
- (c) Develop principles for the preparation of language teachers.

Richards (1990) suggested two approaches for teacher education programs to embrace and develop principles on top of these approaches: The first one is the micro-approach, which sees teaching according to its apparent features by investigating teachers' actions in class rather than teachers' characteristics systematically. Activities a pre-service language teacher should go through and experience during training were indicated by Richards as "teaching assistantships, simulations, tutorials, workshops, mini courses, microteaching, case studies" (1990,

p.14). The second one, macro approach, not only seeks to explore teacher actions, but also is consisted of investigations about the communication and relation between all effective factors in a language classroom; teacher, student and classroom tasks. Preferred experiences for prospective language teachers to possess are “practice teaching, observation, self and peer observation, seminars and discussion activities” (Richards, 1990, p.15).

Moreover, while defining a framework for language teacher education, Lange (1990) emphasizes that two main branches in teaching English should be distinguished from one another. These branches were depicted as ESL (English as a Second Language) approach and foreign language education (FLE) approach. As the names suggest, the main difference between these two approaches is that they serve different audiences. According to Lange’s (1990) ESL approach, assisting learners living in the target language environments where English can be encountered in everyday situations, is based more on branches of linguistics rather than educational topics. On the other hand, FLE provides education for country or societies that do not use English as their first language, and is more concerned with methods and approaches. He criticizes that graduates of the FLE programs are deceived by the term “method” as they believe methods would be the cure for all difficulties faced in a language classroom.

Different student profiles, environment or needs define the rationale behind the choice of different approach or models to adopt in a language teacher education program. Ellis (1990) supports how these manuals guide the “expositions” of theoretical assumptions and methods implemented in various lessons, how they show “examples” of materials or lesson plans executed, and how they present “activities” for prospective teachers to discover and value various features of language teaching during their years as teacher trainees. He then proposes a framework for teacher preparation practices, which involves “experiential” practices and practices that “raise awareness”. Ellis reports that separating these practices and administering them individually is necessary. According to his statements, “experiential” practices can be achieved via practice teaching, where the prospective teacher can be included in real teaching, or via peer teaching. The second practice, however, is expected to

establish apprehension of various theories and methods that are fundamental to second / foreign language teaching.

Although there are multiple models or approaches to language teacher education, there are few essential models of professional education, which are the technicist model, the reflective model, and the critical teacher education model. The first model, *the technicist model*, is also called the traditional model, applied-science model (Wallace, 1991) or training approach (Richards, 1989). In this model efficient language teaching is in parallel with the application of techniques. Wallace (1991) states that consistent with technicist framework “practical knowledge of anything is simply a matter of relating the most appropriate means to whatever objectives have been decided on” (p.8). Tezgiden-Cakcak (2015) also summarizes the deficiency of this model as “In technicist teacher education, how to teach is given utmost importance while the purpose of teaching is ignored” (p.103). The second model, *the reflective model*, suggests teachers to reflect back to their experiences and shape their practices accordingly. Unlike the technicist model’s standardized framework, reflective teacher education recognizes the complicated setting of language teaching (Tezgiden-Cakcak, 2015). Although the name “reflective model” has been generally agreed upon, there is another disagreement on referring the model as *teacher training* or *teacher education* model. Wallace (1991) defines training as something to be introduced and guided by others, and development was illustrated as a concept that can be accomplished individually, “done only by and for oneself” (Wallace, 1991). Reflective model has been accepted to possess both received and experiential knowledge as it can be seen in Figure 2.1. (Wallace.1991). Unlike the traditional model’s one-way structure, reflective model suggests a reflective cycle, which shows the ongoing procedure of experience and reflection.

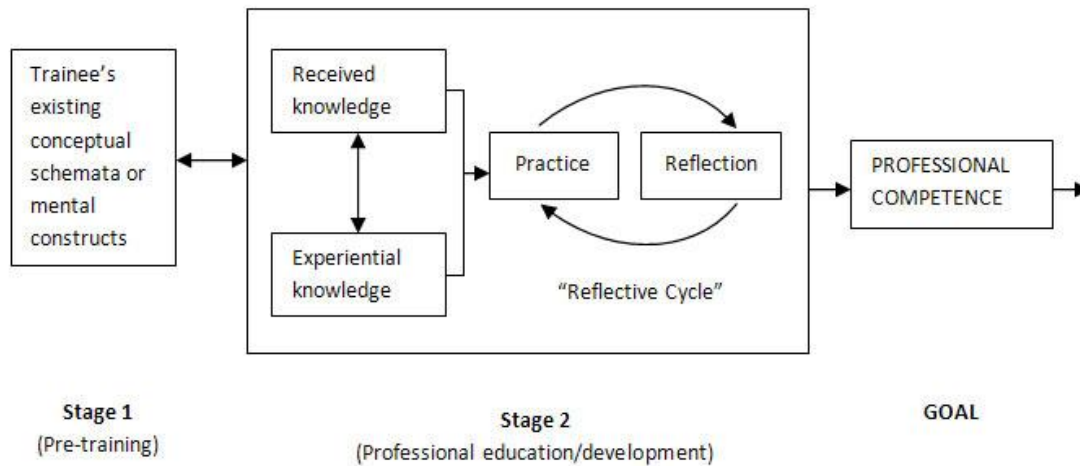


Figure 2.1. Reflective Practice Model of Professional Education/Development

The third model, *critical language education model*, seeks to assist the construction of a society where everyone acquires same opportunities and “equal voices” in life despite any difference in race, language or social background (Hawkins & Norton, 2009, p.8). Language classes in its own nature provide a group of people with a variety of languages, belief systems and multi-cultural atmosphere. In order to achieve the aim of developing the aforementioned society that embraces differences among individuals and supports the understanding of each other, the language classes are the key. Therefore, the critical language education model puts importance on raising critical awareness, critical self-reflection and critical pedagogical relations (Hawkins & Norton, 2009).

2.3. Foreign Language Teacher Education Programs

Communication is becoming the key value and focus point of the world since the beginning of the twentieth century involving international networking (Wallace, 1991). Therefore, the need for competent speakers of English, as it has become lingua franca, is increased, which led to the demand for better language teaching and more qualified English language teachers. In order to commence a change in language learning, the first attempt was advised to be made in the education of language teachers by determining the desired outcome of what a language teacher should be like (Thomas, 1987). Concerning the expectations from the foreign language teachers, the language teacher education curricula include courses in various fields in order to help teachers become successful with favorable

competencies. Thomas (1987) suggests two competencies that hold a basis in language teacher education. The first one is *language competence*, which is essential to both native and non-native teachers to develop linguistic components such as phonological, syntactic, lexical components on top of being skillful in listening, speaking, reading and writing. The second one, *pedagogic competence*, consists of four elements, “management”, “teaching”, “preparation” and “assessment” (p.37). The qualification of teaching also requires *language awareness*. As Thomas (1987) explains, language awareness, “facilitates reasoning and intellectual understanding of the phenomenon and contributes to the ability to impart it.” (p.34) Nevertheless, the courses and the importance given to selected competencies vary among the faculties, institutions or programs. One of the distinctions that cause the change in language teacher education programs is the issue of native and non-native teachers. Kreidler (1987) states that unlike the programs aiming to educate native speakers of English, the programs for non-native ESL teachers must provide courses on linguistics, anthropology, psychology, sociology and education on top of the courses on English language.

In order to prepare a language teacher, Gabrielatos (2002) also suggests some necessary elements: personality, methodology, and language. In this framework, personality stands for self-awareness, interpersonal skills, a teacher’s perception of learning and attitudes towards change and development. The second element, methodology, consists of both the knowledge of methodology and materials, and the skills for applying theories in planning and teaching. The third one, language, is explained as possessing sufficient knowledge of the target language and managing that knowledge. Consisting of these three elements that suggested to be developed equally, Gabrielatos forms a triangle depicting teacher effectiveness. In more general terms, Ur (1992) defines the components of language teacher education under two major headings; theoretical and practical. Supporting that an ELT program should not be solely theoretical or practical, Ur finds it necessary to develop those theoretical components in action.

What department staff chooses to include and how they include it in language teacher education programs both have a proven effect on student teachers. Wallace

(1991) states this effect as “practicing what you preach” (p. 18). The curriculum must be handled with great importance in acknowledging the outcome of this education. Agreeing with previous statements, Borg (2003) also affirms the significant effect of language teacher education on prospective teachers, since the programs support the student-teachers with the chance of combining theory and practice, where they can surpass their prior experiences and shape their own teaching style emerging from their new experiences throughout the teacher education program.

The common point in the previously mentioned models and frameworks appears to be the aim to develop the most effective foreign language teacher training for various contexts. It seems to be acknowledged that the way for accomplishing this goal is through combining theory and practice, and these concepts lead the way to shift in language education trends (Crandall, 2000). Wright (1990) too had claimed that the association between theory and practice should be the essential aim of language teacher education programs, although it has not been very simple to achieve this aim. In order to guide the programs towards linking theory and practice, Wallace (1991) compared and presented two different teacher education models’ way of coping with this issue, technician /applied science model and reflective model. The former model would suggest giving instructions on the topics of education and wait for student teachers to implement the recommendations of these fields of knowledge in their classrooms. On the contrary, the latter model of teacher education would be offering a construction of a mutual relationship, which would enable student teachers to think about and go back to their admitted proficiency in consideration of their practicum, and the practicum can help the student reflect back to the “received knowledge sessions” (Wallace. 1991, p.55).

In order to reach beneficial and efficient language teacher programs, Freeman (1996) shared three suggestions for the field to offer more qualified language teachers. First of all, it is suggested that a teacher education program should include “a united discourse” providing coherence on teaching language and learning within program. Not only this concept will aid the trainees and trainers to communicate in similar terms but also will develop a collection of common social norms. Following this, it

was also advised for language teacher education programs to “demonstrate the professional discourse in practice”. During their training, prospective teachers are educated in the way they were anticipated to educate their future students. Due to this fact they are introduced to a brand-new professional language in various form and manners. While doing so, the student teachers were recommended to explore via analytical observations and examinations of what and how they are being taught about teaching. Lastly, Freeman (1996, p.236) advised both limited practices like microteachings, and freer and autonomous practices like mentored apprenticeship, since distinct frameworks and approaches were suggested to be embedded in language teacher education programs, and various contexts help pre-service teachers gain different abilities.

2.3.1. Research on Foreign Language Teacher Education Programs in Turkey

There have been various changes in the field of language teacher education in the world as well as in Turkey throughout the years both in foreign language learning and language teacher training fields. Even though these changes and reforms have assisted the education system to strengthen its framework, there are still problematic areas and weaknesses to be mended. In order to achieve a better education, Seferoğlu (2004) states the need for more competent English teachers. According to her descriptive and experimental research, researchers in the field of foreign language teaching have explored the problems and shared recommendations for English language teacher training programs to produce qualified and effective teachers.

After an in-depth research of the Turkish foreign language teacher education from the Ottoman Empire to present, Nergis (2011) deduced two main problems concerning the issue of foreign language teacher training. The first problem stated by Nergis (2011) was the unfinished standardization of both undergraduate and in-service programs, and the second problem was the opposition of opinions among councils like MoNE and HEC. Agreeing with Nergis’s (2011) recommendations, Hertsch and Alperen (2012) see the obstacle for Turkey to move forward in education as political. Since the education system in Turkey is “centrally organized”, the reforms or modernizations are ought to be authorized by ministries (p.682). In

their research, Hertsch and Alperen (2012) suggested the political groups to give more importance and care for educational modernization in their agenda.

Kınsız, Özenici and Demir (2013) investigate the intertwined relationship of “macro and micro level planning” in teacher training programs, and offer recommendations for achieving better management of policies (p.1144). The primary suggestion was to divide and reconstruct FLE departments into prospective English teachers’ preference of future workplaces and level of students to be taught such as primary or secondary schools. Following this, Kınsız Özenici and Demir suggested the summer holidays no longer than six weeks. Furthermore, the exam that is taken by students in order to be enrolled in a university was advised to be more “selective” (p.1150). Also, the course syllabi and materials were recommended to be prepared in the light of the target culture. Discussing the inefficacy of the time reserved for practicum courses, a two-year graduate internship was encouraged after the graduation from faculties of education.

Acknowledging the necessity of more practice teaching, İşlek and Başkan (2014) support a new development called “University at School” but also are discontent with the fact that only one university in Turkey has adopted this innovation (p.4664). On top of encouraging teacher-training programs with new opportunities of more hours in real classroom environments, İşlek and Başkan (2014) expect and advise the Pedagogical Certificate Programmes to be canceled and education faculties to become the only institutions for training teachers. Furthermore, examples from countries like Belgium, England, Finland, France and Poland were shown in their article in order to present an additional oral exam, or an interview specified for candidates who wish to enter education faculties, which can be admitted by Turkish universities.

2.4. The Role of Practicum

The most important feature of teaching is its being a “helping profession” based on the relation constructed between the teacher and the student. It is highly important to manage and decide what and how to adopt in order to assist and educate in the most effective way in this relationship (Richards and Nunan, 1990). The practicum - also

known as practice teaching, fieldwork, student teaching, practical experience, apprenticeship, internship or clinical experience- has been recognized as a key element in foreign language teacher education (Yazan, 2015). Richards and Nunan defined practicum as an operation of “teaching a class of foreign language learners and receiving feedback that the student teacher has a chance to apply knowledge and skills gained elsewhere or develop strategies for handling different dimensions of a language lesson” (1990, p.101). Serving for a similar objective, microteachings were also adopted in language education programs before the practice teaching begins. Unlike practice teaching, microteaching is not practiced at a school or in front of real learners of English but is staged in a “simulated context” (Crandall, 2000, p. 36) within the frame of “controlled practice activities” (Richards and Crookes, 1988, p.17) accompanied by their class of trainees. Wallace (1991) states that although microteaching’s artificial nature corrupts the vision of a real classroom atmosphere, it grants a sheltered practice and proves itself beneficial especially in a situation that a real teaching opportunity cannot take place (Richards and Nunan, 1990).

In this sense, practice teaching has a critical part in prospective English teachers’ foremost constructed and supervised teaching experience within a real classroom situation (Yazan, 2015). Wallace (1991) agrees with previous statement and views practicum as a vital element in each teacher-training program as long as it is guided and cautiously organized.

Although practice teaching is acknowledged as an essential element in a language teacher education program, the way it is held has been an issue of debate. Freeman and Richards (1996) stated their criticism towards the language teacher training programs in terms of how prospective teachers are, in these programs, considered to be competent enough to transfer their theoretical knowledge into their language classrooms right after they finish their compulsory courses. They also suggest that thorough investigation in understanding the effects of the first teaching experience on prospective English teachers’ evolvement in becoming an English teacher is crucial. Even though in previous chapters some basic language teacher education models were discussed, specific practicum activity and strategies should also be

pointed out since they affect the way student teachers perceive foreign or second language classrooms (Richards and Nunan, 1990).

In Turkey, practice teaching has become a requirement in 1997 with the HEC reform (Gürsoy, 2013). Foreign language education programs in Turkey have been offering practice teaching through *School Experience* and *Practice Teaching* in the senior year (YÖK, 2007). Wallace (1991) defines school experience as a complete participation of prospective teachers at schools, which is frequently arranged into one or two days a week. In Turkish context, YÖK (2007) explains the School Experience course requirements and activities in detail by making sure of the importance of observation of every element at schools, and the necessity for portfolios projecting their school experience. On the other hand, YÖK (2007) gives more emphasis on planning lessons, executing lessons and assessment of the mentor teachers, and the supervisor's impact on prospective teachers' teaching during practice teaching. According to the definitions, these two practicum experiences involve more than just watching classes and teaching. Observation, as one of the most important and essential part of practicum can be defined as a source of perceiving education and teaching diversely (Richards and Nunan, 1990). The process of observation presents both the good and bad examples of language teaching or language teachers, and thus offers a chance for student teachers to choose whether to pursue their career as an English teacher or not. Bailey, Bergthold, Belinda, Fleischman, Holbrook, and Turnan's study (1996) demonstrates a good example of a student teacher after fulfilling his/her practicum:

I have seen brilliant teachers and others I would never wish to resemble in any way. As a teacher, I hope to be able to sort the wheat from the chaff and to become better teacher for having witnessed the successes and failures of others.

The concept of observation is considered not solely about watching classes; the student teachers are also expected to perform various tasks linked to different critical points in school life assembled in a "folio" (Wallace, 1991). Encouraging the power of reflection, Richards and Nunan (1990) support the benefits of reflection tasks on prospective teachers' "professional growth" (p.201). Consistent to previous statement, Armutçu and Yaman (2010) also consider reflection as a valuable tool to help student teachers raise their "self-awareness" in becoming an English language

teacher (p.29). However, for the sake of providing a competent observation experience, supervised practicum by two essential agents, “mentor teacher” and “university supervisor” is advised (Yazan, 2015). Mentor teachers assist student teachers along their journey at schools by supporting them individually throughout their ongoing development in apprenticeship while university supervisors assess student teachers’ teaching tasks, providing comments on their performance and also assist them to construct self-awareness (Yazan, 2015).

As it is stated above, in the process of practicum, student teachers are appointed to a mentor teacher and are required to observe language classes (Yunus et al., 2010). Considering mentor teachers to be the closest accessible person for the student teachers to get recommendations over their practicum, mentors are found to be the most effective agent for the prospective teacher (Farrell, 2008). Richards and Crookes (1988) discuss the concept of practicum as an apprenticeship view of the process of teacher education. The novice teacher is "apprenticed" to a "master teacher" and is expected to learn some of the master teacher's skills through observing, working with, and, in many cases, getting feedback from the master teacher (Richards & Crookes, 1988, p.20).

Occasionally, the tasks that student teachers are required to perform vary according to the mentor teacher. Gebhard, Gaitan and Oprandy (1990) signified that these activities (such as micro-teaching, classroom visits or reflecting back to their teaching or observation with peers or mentor teacher) support pre-service teachers to improve their teaching via letting them own self-awareness and wisdom. During their practicum period, student teachers are able to develop connections between theory and practice, and furthermore establish their own perception of teaching a foreign language in a real classroom context (Yunus et al, 2010). Although the practicum context might be the same for a group of student teachers, the experience will be unique for each individual (Pratt, 1992).

Even if it seems that Turkey has acknowledged the importance of practice teaching, comparing both aforementioned practicum courses in Turkey and England, Uygun and Akıncı (2015, p.220) stated that Turkey should consider England as an example:

While school experience and teaching practice activities in Turkey consist of a few practical courses which end at undergraduate level, in England it continues at postgraduate level, in fact who graduate from school-led teacher training programs are certified with postgraduate certificate.

In Turkey, practicum is offered during the undergraduate level or via pedagogical formation certificate programs, whereas in England and in the United States of America practicum can be provided in both graduate and undergraduate levels. Currently in England, four different alternatives provide practicum experience: (1) School Experience Programme (SEP) is established for graduate students who want to teach at a secondary level, (2) School Direct Training provides practicum for people who want to teach at primary or secondary level, (3) School Direct (salaried) Training offers trainees the chance to both gain practical competence and salary for their teaching, (4) School-centered Initial Teacher Training (SCITT) targets undergraduate prospective teachers and is a requirement to graduate (Uygun and Akıncı, 2015). In 1988, Richards and Crookes carried out a research regarding the list of 120 establishments, which own master degree programs, from the Directory of Professional Preparation Programs in TESOL in the United States. According to their findings, the 75 percent of the listed programs involve practicum opportunity. Even though they were not precise with the ratio, in a more recent study He, Means and Lin (2006) stated that now approximately all teacher education programs integrate practice teaching within their programs in the United States.

2.5. Teacher Beliefs

Before the mid-1970s, research about teachers was dealing only with teachers' apparent behaviors, which influenced students' learning, and not teachers' mental state (Erkmen, 2012). As beliefs cannot be straightforwardly seen, determined or calculated, researchers had to focus on discovering new methods to reveal teacher beliefs (Erkmen, 2012). However, with recent studies, it is recognized that teachers' beliefs and perceptions about teaching impact their approach to students and the language teaching processes. These beliefs, owned knowingly or unknowingly, were suggested to present the reasons behind teacher's actions, or to display the specifically desired appearance of themselves (Donaghue, 2003). It has frequently

been discussed that the impact of these beliefs on teachers will form or reform their perception of ELT, which leads to what they prefer to achieve in classrooms (Cheng et al., 2009).

Understanding teacher beliefs is a key to answer many questions about a teacher's work, classroom and/or students, and to improve training programs (Richards, Gallo & Renandya, 2001; Borg, 2003). Researchers define teacher's belief from different aspects: Yero (2002, p.21) describes belief as "judgments and evaluations we make about ourselves, about others, and about the world around us (...), generalizations about things, like causality or meaning of specific actions". From Rokeach's (1968 cited in Mihaela & Alina-Oana, 2015) point of view, belief is a simple idea, conscious or unconscious, inferred from what a person says or does. For İnceçay and Kesli Dollar (2011), a belief is defined as a mindset that is considered to be correct by the individual owning it, even though the person may be aware of the fact that others may own different beliefs. These definitions verify how almost all teachers obtain similar training yet their application of ELT differs individually (Yılmaz and Şahin, 2011). Considering teacher beliefs show individuality, it has also been stated that they are "complex and inter-related system of personal and professional knowledge" (Chatouphonexay and Intaraprasert, 2013, p.2). Therefore, it is apparent that beliefs also reflect teachers' development in the field of education. Beliefs on the issue of language teaching help teachers raise their classroom effectiveness, since identifying teacher beliefs lead the way to identifying the approaches used with students and classroom practices employed in teaching process (Zhang, 2012). These insights can help teachers balance the weight of language teaching conceptions used in the classroom (Crandall, 2000).

The possible benefits gained by discovering and analyzing teacher beliefs were demonstrated in Burn's (1996) case study. According to the results of her study seeking to investigate the assumption of "what teachers do is affected by what they think" (p.154), by examining in which ways beliefs grant "meaning and shape to classroom work", further Burns (1996) suggests beliefs help acquiring "critical insights into the nature of professional growth and forms of in-service and professional development support" (p.176). In another study conducted by Smith

(1996), English teachers choose and adapt philosophical assumptions depending on their individual beliefs on education, and information gained from language classroom practices. These examples show that teacher beliefs are formed by various factors and sources, and also develop over their experiences.

2.5.1. Pre-Service Teacher Beliefs

During the period of belief formation, there are various factors influencing teachers' and pre-service teachers' beliefs, and therefore behaviors. These factors include prior classroom experiences of a prospective teacher as a student, the experiences from practicum process, and the supervisory contact throughout the practicum period (Suwannatrai, 1993). According to research, pre-service teachers join training programs with the beliefs that are shaped by their previous experiences as students from their early school years or by their role-model teachers (Powell, 1992). According to Almarza (1996), these prior beliefs were triggered when the pre-service teacher step in classrooms in the role of a teacher. Considering prospective teachers maintained the role of a learner for most of their life, the knowledge of what they see and exposed to in their previous classes may affect their preference in what to do in their classes during practice teaching as a student teacher (Levis & Farrell, 2007). During the journey of practice teaching, Zitlow (1986, cited in Levis & Farrell, 2007) found that student teachers tend to be startled when they come across with a classroom atmosphere unlike their previous classes and furthermore struggle while trying to adapt to the new education setting.

These prior experiences sometimes form stress on the prospective teacher due to the fact that a variation causes a clash between "old" and "new" perceptions or beliefs (Yüksel & Kavanoz, 2015). This clash cannot be overcome without primarily losing present beliefs and adopting the desired ones (Yılmaz and Şahin, 2011). According to the results of Tabachnick and Zeichner's study (1984, p. 33), the beliefs that are shaped by the prior experiences of a group of student teachers had not changed even after practice teaching. Nonetheless, when these prospective teachers were shown another perspective through experiences in different classrooms, and interactions with different supervisors, they "shifted in response to the diverse perspectives of their supervisors and the norms existent in their school placements".

Furthermore, Shapiro's study (1991) showed that practice teaching could modify or influence pre-service teachers' beliefs despite the resistance of prior experiences. In Shapiro's research (1991 cited in Suwannatrai, 1993, p.18), five kinds of conceptual changes were determined:

- 1) an awareness that their preconceptions of teaching and learning had been incorrect
- 2) an awareness of the acquisition of new technical know-how
- 3) a discovery of new ways of categorizing experience
- 4) an acquisition of new self-knowledge and of self as a teacher
- 5) an emerging of new dilemmas in teaching

Although there is an inconsistency on the issue of leaving prior experiences, it is still evident that by triggering critical thinking skills, practicum experience has an influence on pre-service teacher beliefs. Agreeing with the previous statements, Borg (2003) declares that although there are controversial theories about the possible changes in pre-service English teachers' beliefs on ELT, the apparent shared aspect is that teacher education programs have a potential effect on prospective teachers when they own the chance to gain awareness of their "prior beliefs" on education and think about these in order to establish a relation within "theory and practice" (p.3). Suwannatrai (1993) discusses the features that affect prospective teacher beliefs including earlier classroom participations, academic history, teacher training class works, practice teaching, and also the procedures of supervision during practice teaching. Practicum has been acknowledged to have a beneficial effect on beliefs, since prospective teachers were placed in a context where they can obtain information assisting them on the way of becoming a competent teacher, develop expertise in education, and grow into a more reasoning and thoughtful state of mind in behalf of their teaching abilities (Chan, 2014). These serve as a change in prospective teachers' understanding within their appreciation of ELT.

Whether they are changed or not, pre-service teacher beliefs are critical and necessary for their development (Yüksel and Kavanoz, 2015). The importance, uniqueness and influence of prospective teacher beliefs has been addressed earlier, but it is more crucial to know what to do with this information at hand. A thoroughly conducted narrative study by Johnson (1994) likewise suggested the benefits of studying prospective teacher beliefs as it assists language teacher education

programs to understand “how second language teachers learn to teach” and “how teacher preparation programs can effectively enhance this development process” (p.47). According to Johnson’s (1994) findings, the primary act to execute is to prepare student teachers with realism about classroom atmosphere so as to help them manage classes easily. In order to achieve this, Johnson (1994) also advised the programs to offer student teachers more authority in language classrooms during practice teaching. Bailey et al. (1996) questioned the issue of how to guide prospective teachers to overcome or develop from their prior beliefs by advising “to bring our past experiences to the level of conscious awareness” and by raising this awareness with reference to the teachers that are observed, the beliefs can be expanded through preference of oneself (p.11).

Researchers in the field have been exploring prospective teacher beliefs from different angles in order to make use of the gained knowledge in enhancing teacher training programs, the courses and practice teaching experience. Denying to interpret pre-service teacher beliefs was stated to expect student teachers to hold identical beliefs as teacher educators while on the contrary, prospective teacher learning is not probably corresponding to the goals of educational program (Almarza, 1996). Though drawing out beliefs is not easily accessible, it benefits teacher education programs in reaching “teacher effectiveness” (Zhang, 2012, p.47). In order to access pre-service teachers’ beliefs, reflective tasks were proposed. Pennington (1990, p.139) has also suggested an example task presented below in Figure 2.2. to help student teachers reveal their belief and perspectives about teaching into a conscious level. Not only reflections but also “autobiographies” were found to be effective in resolving present beliefs of prospective teachers themselves as it has been studied by Bailey et al. (1996). The following reaction of a student teacher from their study represents the outcome of their research: “Until I began writing this paper, I did not realize to what extent my concept of a good language teacher has been molded by my experiences as a language learner” (p.21).

EFFECTIVE TEACHING: WHO GETS THE APPLE?

Answer these questions based on your own experience as a student.

- What kind of teacher has been most successful with you? How do you define "successful" in this context? To what do you attribute this success?
- What kind of teacher do you like? Have the teachers you like been the same ones that have been most successful with you?
- What kind of teacher has been most unsuccessful with you? How do you define "unsuccessful" in this context? To what do you attribute this lack of success?
- Is there any kind of teacher that you do not like or that you do not feel comfortable with?

Now, brainstorm to make a list of behavioral or personality traits that you think are related to being a "good" teacher. Then compare your answers with those of others in your group. You may also wish to make a contrasting list of characteristics of a "poor" teacher.

<i>Good</i>	<i>Poor</i>

Try to examine yourself in light of the characteristics of "good" teachers which most of the members of your group agreed upon. Put a plus next to those characteristics that you feel reasonably match characteristics of yourself, and put a minus next to those that you do not feel describe you as a person or as a teacher. Now, go back to your group to see if you wish to change anything on your original list of characteristics related to being a good teacher.

Sentences to complete

The most important characteristics of a "good" teacher are . . .
 A characteristic of a "good" teacher which I may not at the present time share is . . .

Figure 2.2. Pennington’s Exercise to Uncover attitudes about teaching

2.6. Recent Studies on Practicum and Teacher Beliefs

Although the importance of practicum and pre-service teacher beliefs was acknowledged, there are still very few studies in the literature that searched for the impact of practicum on pre-service teacher beliefs, especially in the area of English language teaching.

One of the few studies on the issue is Chan’s (2014) study, which investigated the impact of a one-year practicum on beliefs. Conducting pre and post practicum surveys with 90 pre-service teachers from the same university, Chan concluded that “83% of the student teachers expressed changes in their conceptions of ELT, and the full distribution of student teachers’ conceptions of ELT was markedly different from that before the TP” (p.197). Chan also stated that the student teachers’ concentration has shifted more to “how to teach” instead of “what to teach”. However, the data collection tools seem insufficient as the study depends solely on

self-reports by exploring the issue from pre-service teacher's point of view and only with surveys.

Focusing on the similar issue, Yuan and Lee (2014) seek to explain, what the participants' beliefs before the teaching practicum are and how their beliefs change during the teacher practicum in Chinese context with three pre-service English teachers. The findings of this qualitative study have indicated that against the limited time spent in practicum, participants' beliefs have changed and evolved. A related research by Yazan (2015) was conducted in U.S. with students enrolled in a TESOL MA degree program to discover the contributions of practicum on the participants' education. The findings were supporting the positive effects of practicum on student teachers specifically after the practicum process (Yazan, 2015, p. 171):

- (a) learned how to navigate in school context,
- (b) learned about the nature of establishing relationships with the other members of the teaching community,
- (c) used the mediating artifacts with the support of mentors and supervisors,
- (d) found opportunities for constructing a mutually informative and dialogical relationship between theory and practice, and
- (e) gained closer understanding of ELLs.

Supporting the influence of practice teaching on pre-service teacher evolving beliefs, Ng, Nicholas and William's (2010) and Şimşek's (2014) studies examine the issue utilizing a mixed-method and quantitative inquiry respectively which helped them reach a greater conclusion but less of in-depth information of participants' thoughts and perceptions. The results of Ng, Nicholas and William (2010) indicated a change in prospective teachers' beliefs after their first teaching experience and reported a shift in participants' focus from "self" to learners (p.278). Similarly, Şimşek (2014) discovered a change in prospective teachers' beliefs in a way that the participants no longer perceived English teacher as a sole source of authority.

Mattheoudakis's (2007, p. 1275) longitudinal study focuses on the development of prospective teacher beliefs throughout teacher training. The aims of this three-year research were to:

- identify student teachers' beliefs about language learning and teaching when they enter the teacher education program of the A.U.T.
- track the development of these beliefs as students' progress in their studies and attend relevant courses ...
- examine the impact of student teachers' involvement in teaching practice the final year of their studies on their beliefs...

The aims stated above showed that only a part of the research was focused on the influences of practice teaching on participants' beliefs. Mattheoudakis's findings revealed that the training has supported growth on pre-service teacher beliefs, but the influence of practice teaching was observed to be low. Another study conducted on the influence of teacher education on pre-service English teachers, Borg (2003) carried out a longitudinal qualitative study. According to results, although there was no significant change during the third year methodology courses, after the fourth year courses the training has showed a developmental factor in prospective English teachers' beliefs. This shows that the senior year embodies influential factors for pre-service English teachers.

Questioning the change of beliefs of pre-service English language teachers' during and after the teacher-training program, Debrel's (2012) study utilizes a qualitative inquiry by conducting semi-structured interviews. Conflicting with Mattheoudakis, the results, it was presented that the major developments in pre-service teacher' beliefs were emerged during practice teaching. Narrowing down the topic and addressing to another issue on beliefs, Kunt and Özdemir (2010) investigated the effects of methodology courses on the beliefs of prospective English language teachers. The results of the study have shown that methodology courses had limited effect on prospective teachers' beliefs while prior experiences still appear to hold an influence over them.

There are various studies on the effects of practicum; however, they explore different aspects such as the impacts of previously stated methodology courses, a whole teacher-training program or the pre-service teacher identity. Kanno and Stuart (2011) investigated pre-service language teachers' identity development during practicum as well as Seymen's (2012) study, which aims to uncover pre-service teacher beliefs

and assumptions of their identity and new role as a teacher throughout practicum. Another recent study by Özdemir and Yıldırım (2012) focused on practicum courses, and their effects on and benefits for prospective teachers.

In literature, there is a great concentration on the beliefs that the prospective teachers bring to practice teaching via their previous experiences as students or as trainees in the training programs. However, there are fewer studies conducted on what practice teaching brings to pre-service teachers' belief systems. İnceçay (2011) also explored the issue and gained results from the Turkish context that pre-service teachers were "greatly affected by their foreign language learning beliefs" (p.29). Furthermore, both researchers have expressed the need for an investigation of the beliefs after the practice teaching and whether practicum leads to a change in those beliefs.

All in all, when looked at the recent studies on the topic of practicum experience of the prospective English language teachers, almost all of the findings prove the impact of practicum on their development from different angles. However, the studies reviewed above are unique, since the education system and language teacher education programs vary in each country, which shows the need to explore the issue for each education system and condition specifically.

CHAPTER III

METHODOLOGY

3.1. Presentation

This chapter includes the specific research methods to be followed in the study. Firstly, the research design will be described. Secondly, the setting and participants will be introduced. Following that, data collection instruments and procedures will be explained in a detailed way. Finally, the data analysis procedures will be presented.

3.2. Design of the Study

Qualitative research helps researchers gain a better understanding of experiences, belief and perspectives of participants via in-depth analysis of the data. Therefore, the present study adopted a qualitative research method, since it focuses on the changes of prospective teachers' perception of ELT throughout their practicum period guided by FLE 425 School Experience. This study aims to reveal the impact of practicum on teachers' approaches to English language teaching and possible changes in their perceptions of teaching English.

The study pursues to reveal answers to the following research questions:

- i. What impact does practicum experience have on pre-service teachers' for developing their perceptions about ELT?
- ii. How do pre-service English teachers' beliefs about teaching English change by the practicum experience in FLE 425 School Experience?
- iii. What are the factors that shape or reshape pre-service English teachers' perception and beliefs about English language teaching?

Keeping these questions in mind, a group of student teachers visiting the same private school for FLE 425 School Experience within FLE program represented the

case for the current qualitative study. A case study can be defined as “an approach to research that facilitates exploration of a phenomenon within its context using a variety of data sources” (Baxter & Jack, 2008, p.544). This type of methodology presents tools for researchers “to study complex phenomena within their contexts” (Baxter & Jack, 2008, p.544). The current study possesses the characteristics of an instrumental case study, which is defined by Stake (1995, cited in Baxter & Jack, 2008) as a type of a case study to attain an understanding besides a particular situation, rather than an intrinsic case study, which aims to explore a single or unique instance or a situation (Creswell, 2013). The motive behind the present study is to present in-depth understanding of an issue encountered by all prospective English language teachers experiencing practicum via adopting one bounded case. After clarifying the type of the case study, the investigation was decided to be conducted as a single case, within-site study with a group of pre-service English teachers studying at the same university and department instead of a multiple case study, which would include prospective teachers from different contexts (Baxter & Jack, 2008, p.550). In guiding the study, Social Constructivism was embraced as a philosophical assumption.

Social Constructivism accepts multiple realities constructed via “lived experiences and the interactions with other” depending mostly on exploring different point of views and contracting them into specific sections (Creswell, 2013, p. 36). Following this framework, various data collection methods were utilized in order to gain in-depth understanding of the case in the present study. The selected data collection instruments are semi-structured interviews, reflection papers, instructor’s notes and post-school experience conferences.

3.3. Setting

The current study was conducted in the Department of Foreign Language Education (FLE) at METU. One of the most prestigious universities in Turkey, this university has been offering FLE program for more than thirty years (FLE, 2015). The department provides students with courses about English language, English literature, linguistics, ELT methodology, and educational sciences. Senior students are expected to take four must courses, which are FLE 405 Materials Adaptation and

Development, FLE 413 English Language Testing and Evaluation, FLE 423 Translation and FLE 425 School Experience, in their seventh semester of the program as must courses. The data was collected from a small group of these senior students in three months, starting from October 2015 until the end of the Fall semester in January 2016. Depicted in Figure 3.1 below, the researcher started the data collection process in October through meeting with participants and conducting the first interview in November, before they began their visits to cooperating schools. Participants' tasks were gathered continually throughout December and January. At the beginning of January, student teachers were observed by their university instructor in their last teaching task, and following that they were invited to a post-conference to reflect on their first practicum experience and the last teaching task with the instructor.

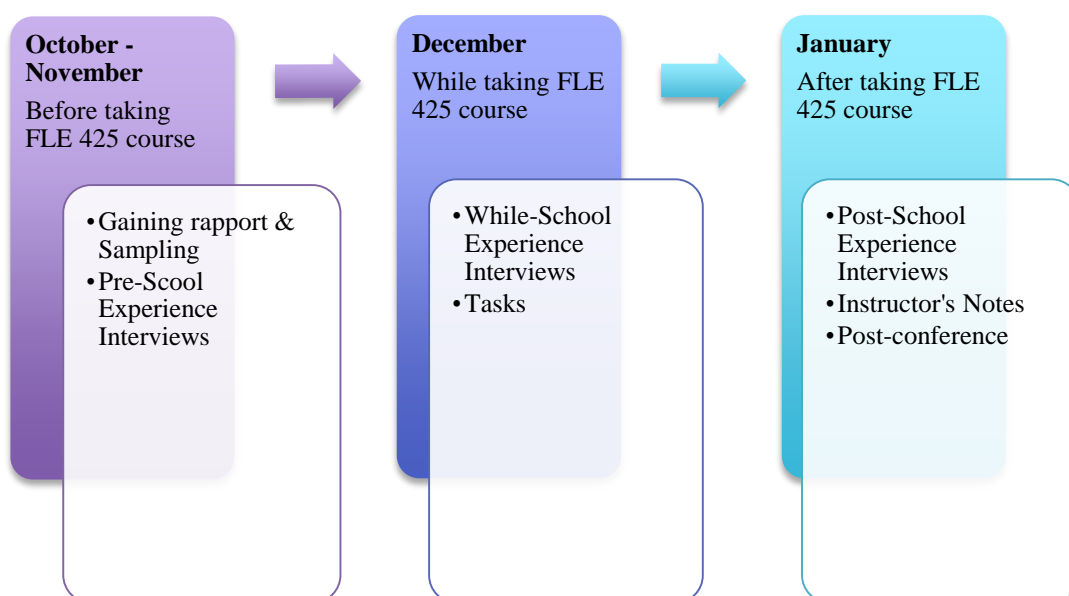


Figure 3.1. Timetable of the Study

3.3.1. Foreign Language Education (FLE) Department at METU

Department of Foreign Language Education was one of the initial departments formed under the Faculty of Education at Middle East Technical University (METU), in 1982. Following the HEC curriculum and adding more to it, FLE equips pre-service English language teachers with courses on English language, English literature, linguistics, and methodology including ELT and educational sciences

courses and practicum courses for preparing student-teachers to become competent English language teachers for primary, secondary and tertiary level institutions as it can be seen in Table 3. 1 (FLE, 2015).

Table 3.1. 2015-16 METU FLE Compulsory Courses

	English Language Courses	English Literature Courses	Linguistics Courses	Methodology Courses	
				ELT & General Education Courses	Practicum Courses
Course Code/ Name	FLE133 Contextual Grammar FLE 135 Advanced Reading and Writing FLE 137 Listening and Pronunciation FLE 134 Contextual Grammar II FLE 136 Advanced Reading and Writing II FLE 280 Oral Expression and Public Speaking	FLE 129 Introduction to Literature FLE 140 English Literature I FLE 241 English Literature II FLE 221 Drama Analysis FLE 315 Novel Analysis	FLE 146 Linguistics I FLE 261 Linguistics II FLE 270 Contrastive Turkish-English FLE 307 Language Acquisition FLE 426 The English Lexicon	EDS200 Introduction to Education FLE 238 Approaches to English Language Teaching EDS220 Educational Psychology FLE 200 Instructional Principles and Methods FLE 262 ELT Methodology I FLE 304 ELT Methodology II FLE 308 Teaching English to Young Learners FLE 324 Teaching Language Skills EDS416 Turkish Educational System and School Management FLE 405 Materials Adaptation and Development FLE 413 English Lang. Testing and Evaluation EDS424 Guidance	FLE 425 School Experience FLE 404 Practice Teaching
FLE: Foreign Language Education EDS: Educational Sciences					

While following HEC’s undergraduate curriculum, FLE displays some adjustments on it with regard to the courses offered and the semesters chosen to offer those courses. In contrast to the original HEC curriculum, METU FLE included a number of literature courses. As it is stated by FLE in its official website, the flexibility of adding more courses in the curriculum was granted only to METU and Boğaziçi University in the academic year of 1983-84 (FLE, 2015). Although this flexibility

was not mentioned in further reforms, it was stated in the new regulations in 2007 that any FLE department can change the semester of the courses if necessary (YÖK, 2007). Subsequent to all the changes in the department and HEC's regulations, the recent curriculum taken from METU (2015) is shown in Figure 3.2 below.

FIRST YEAR		Second Semester	
First Semester		Course Code Course Name	
FLE129	INTRODUCTION TO LITERATURE	FLE134	CONTEXTUAL GRAMMAR II
FLE133	CONTEXTUAL GRAMMAR I	FLE136	ADVANCED READING AND WRITING II
FLE135	ADVANCED READING AND WRITING I	FLE138	ORAL COMMUNICATION
FLE137	LISTENING AND PRONUNCIATION	FLE140	ENGLISH LITERATURE I
FLE177	SECOND FOREIGN LANGUAGE I	FLE146	LINGUISTICS I
EDS200	INTRODUCTION TO EDUCATION	FLE178	SECOND FOREIGN LANGUAGE II
IS100	TECHNOLOGIES AND APPLICATIONS		
SECOND YEAR		Fourth Semester	
Third Semester		Course Code Course Name	
CEIT319	INSTRUCTIONAL TECHNOLOGY AND MATERIAL DEVELOPMENT	FLE200	INSTRUCTIONAL PRINCIPLES AND METHODS
FLE238	APPROACHES TO ENG LANG TEACHING	FLE221	DRAMA ANALYSIS
FLE241	ENGLISH LITERATURE II	FLE262	ELT METHODOLOGY I
FLE261	LINGUISTICS II	FLE270	CONTRASTIVE TURKISH-ENGLISH
FLE277	SECOND FOREIGN LANGUAGE III	FLE280	ORAL EXPRESSION AND PUBLIC SPEAKING
EDS220	EDUCATIONAL PSYCHOLOGY		DEPARTMENTAL ELECTIVE
THIRD YEAR		Sixth Semester	
Fifth Semester		Course Code Course Name	
FLE304	ELT METHODOLOGY II	FLE308	TEACHING ENGLISH TO YOUNG LEARNERS
FLE307	LANGUAGE ACQUISITION	FLE324	TEACHING LANGUAGE SKILLS
FLE311	ADVANCED WRITING RESEARCH SKILLS	FLE352	COMMUNITY SERVICE
FLE315	NOVEL ANALYSIS	EDS304	CLASSROOM MANAGEMENT
HIST2201	PRINCIPLES OF KEMAL ATATÜRK I		TURKISH EDUCATIONAL SYSTEM AND SCHOOL MANAGEMENT
HIST2205	HISTORY OF THE TURKISH REVOLUTION I	EDS416	
	DEPARTMENTAL ELECTIVE	HIST2202	PRINCIPLES OF KEMAL ATATÜRK II
	NONDEPARTMENTAL ELECTIVE	HIST2206	HISTORY OF THE TURKISH REVOLUTION II
			NONDEPARTMENTAL ELECTIVE
FORTH YEAR		Eighth Semester	
Seventh Semester		Course Code Course Name	
FLE405	MATERIALS ADAPTATION & DEVELOPMENT	FLE404	PRACTICE TEACHING
	ENGLISH LANGUAGE TESTING AND EVALUATION	FLE426	THE ENGLISH LEXICON
FLE413		EDS424	GUIDANCE
FLE423	TRANSLATION		DEPARTMENTAL ELECTIVE
FLE425	SCHOOL EXPERIENCE		
	DEPARTMENTAL ELECTIVE		

Figure 3.2. 2015-16 METU FLE Undergraduate Curriculum

First of all, it is apparent that there are some differences between METU FLE and HEC curriculum. These differences can be observed starting with the first semester with *Second Foreign Language I* course that is followed by *Second Foreign Language II* and *III* courses in the following semesters. In METU FLE, students learn a second foreign language in their first year in the program, while HEC starts to offer these courses starting from the fifth semester. METU FLE program also did several other changes in terms of the courses taught. The courses named as *Karşılaştırmalı Eğitim*, *Etkili İletişim*, *Türk Eğitim Tarihi*, *Edebiyat ve Dil Öğretimi*, *Özel Eğitim* and *Drama* in HEC's curriculum were not included in the FLE curriculum. Instead of those courses, FLE undergraduate program preferred to offer *FLE 221 Drama Analysis*, *FLE 270 Contrastive Turkish-English*, *FLE 280 Oral Expression and Public Speaking*, and *FLE 315 Novel Analysis*.

In the case of the practicum courses, METU FLE program followed HEC's curriculum in the sense of the semesters these courses are offered and did not add any extra practicum course. Nevertheless, there were some changes in the content of these courses, which can be seen in Table 3.2. below. Considering the information in the official web pages, it is recognized that there are differences in the content of the courses, especially for *School Experience*. According to HEC's curriculum, this course is mainly about observation of a day at the school. These observations include school teachers' techniques, lesson planning, activities and classroom management strategies used in classroom and furthermore observing school principal's duties and human relations. The student teachers were expected to prepare a portfolio in accordance with their observations. These observations include school teachers' use of textbook and other materials developed by those mentor teachers. However, METU FLE undergraduate program extended the content of this course by adding full teaching practice on top of observations. In the matter of the second course given in the last semester of the program, as *FLE 404 Practice Teaching*, there were not any major differences in case of definition and objectives. Yet, FLE program seems to omit the use of portfolios again by adding supplementary reading, research and in class activities for assisting pre-service teachers to promote their belief and attitudes towards ELT.

Table 3.2. Content of Practicum Courses

	School Experience/ <i>Okul Deneyimi</i>	Practice Teaching/ <i>Öğretmenlik Uygulaması</i>
FLE	This course aims to prepare student teachers for full teaching practice. It gives them a structured introduction to teaching, helps them acquire teaching competencies and develop teaching skills. Student teachers have observation and application tasks that they carry out in a primary or secondary school under the supervision of a cooperating teacher. Some observation tasks include: practicing questioning skills, explaining; effective use of textbooks; topic sequencing and lesson planning; classroom management; preparing and using worksheets; effective use of textbooks; effective questioning skills; explaining.	Consolidating the skills necessary for teaching English as a foreign language at primary and secondary schools through observation and teaching practice in pre-determined secondary schools under staff supervision; critically analyzing the previously acquired teaching related knowledge and skills through further reading, research and in class activities in order to develop a professional view of the ELT field (FLE 2015).
HEC	Öğretmenin ve bir öğrencinin okuldaki bir gününü gözlemleme, öğretmenin bir dersi islerken dersi nasıl düzenlediğini, dersi hangi aşamalara böldüğünü, öğretim yöntem ve tekniklerini nasıl uyguladığını, derste ne tür etkinliklerden yararlandığını, dersin yönetimi için ve sınıfın kontrolü için öğretmenin neler yaptığını, öğretmenin dersi nasıl bitirdiğini ve öğrenci çalışmalarını nasıl değerlendirdiğini gözlemleme, okulun örgüt yapısını, okul müdürünün görevini nasıl yaptığını ve okulun içinde yer aldığı toplumla ilişkilerini inceleme, okul deneyimi çalışmalarını yansıtan portfolyo hazırlama.	Her hafta bir günlük plan hazırlama, hazırlanan planı uygulama, uygulamanın okuldaki öğretmen, öğretim elemanı ve uygulama öğrencisi tarafından değerlendirilmesi, değerlendirmeler doğrultusunda düzeltmelerin yapılması ve tekrar uygulama yapılması, portfolyo hazırlama (YÖK, 2007).

3.3.2. FLE 425 School Experience

The main aim of FLE 425 School Experience is to offer students a chance to observe real classrooms and teaching atmosphere, and assist them to gain school experience in the primary and secondary schools under staff supervision. The student teachers attend four lessons per week and expected to visit cooperating schools for ten weeks

during the semester. The current course requires students to fulfill observation, research and reflection tasks on top of four teaching tasks. The schools arranged for the students to observe and teach are prestigious private schools in Ankara according to course instructor's preferences. Starting with a welcoming event at each school, students get to know their mentor teachers and the school environment. Table 3.3 shows the predetermined topics of the tasks requested by the instructor. There are four types of compulsory tasks for student teachers to accomplish. Observation tasks, as the name suggests, involve various topics to be observed at different times by the participants guided by the questions prepared by the university instructor. Research tasks include gaining knowledge about the school mechanism, mentor teachers and course books that were applied in English classes. Next, both two reflection tasks were assigned at the beginning of the course and practicum experience, where participants comment on their first day experiences and on an ELT event, which took place in October. Teaching tasks included both actual teaching of participants and their post-teaching experiences in written form. Although there are four types of tasks expected from participants to fulfill, the current study made use of three tasks, the excluding research tasks, considering that those tasks did not involve pure student teacher comments but mostly general information about school and of mentor teachers' opinion on the course books.

Table 3.3. School Experience Course Task Contents

Task	Content
Observation Tasks	<ol style="list-style-type: none"> 1. Attending to the learner 2. Classroom Language Transitions: Opening – Closure Breakdowns 3. Use of L1 and L2 in class 4. Student Motivation 5. Teacher's Use of Black/White/Smart Board 6. Teacher's Questioning Skills or Wait Time
Research Tasks	<ol style="list-style-type: none"> 1. Learn about your mentor teacher and the school 2. Evaluate the coursebook: Teacher and Student perspective
Reflection Tasks	<ol style="list-style-type: none"> 1. First day impressions and experiences 2. Reflecting on a conference
Teaching Tasks	<ol style="list-style-type: none"> 1. Teaching Task 1 2. Teaching Task 2 3. Final Teaching Task

Throughout the forty-hour school experience, prospective teachers were expected to perform supervised teaching tasks. They were expected to design three twenty-minute lessons on a language teaching point assigned by their mentor teacher. The

student teachers were required to write their own lesson plans for these tasks, and to develop and mark a worksheet. Lastly, at the end of the last teaching task the students were to attend a feedback session with the course instructor, which was named in the course syllabus as post-conference. The current study values the observation and reflection tasks, and post-conference as the source of its data.

3.4. Participants

While choosing a sampling strategy in qualitative research, it is important to determine the sampling type according to the research questions, period of time of the study and resources available. This qualitative research inquiry adopts an eclectic sampling strategy, which combines convenient, and criterion sampling. Convenient sampling is defined to be a sampling strategy that aids researcher to easily access the data, while criterion sampling seeks to find participants meeting the same criterion that is determined by the researcher (Creswell, 2013). All participants were senior students taking FLE 425 School Experience at the Department of Foreign Language Education in Middle East Technical University. The gatekeeper for the study to reach students was the course instructor who introduced the researcher to her class. The class was composed of two sections of FLE 425 School Experience, which makes about 30 students. Out of 30 students, nine of them were volunteered to take part in the study.

The participants were then chosen via criterion sampling, which involves pre-determined criteria for choosing participants to assure the quality of the data. The main criterion for the study is that the *FLE425 School Experience* course should be participants' first practicum course, and the teaching tasks that they will conduct should be their first classroom teaching experience, so that the perception and beliefs of prospective teachers can be compared before, while and after the practice teaching course. Although few student teachers had private tutoring experiences, none had ever taught a classroom or been in a classroom environment as a teacher. Through criterion sampling, six of the nine students matched the criteria to participate. The two students were eliminated since they had classroom teaching experience before and were already working at a private institution as part-time teachers. One of these six participants who match the criterion for the study was randomly chosen to

conduct piloting before the real data collection began. In the current study, gender was not taken into account as a variable. Participants of this study represent no diversity of age, experience, nationality or first language. They were all native speakers of Turkish and foreign language speakers of English. None had completed any part of their education abroad. Their participation to the study is based on voluntary basis; thus, the researcher obtained the consent form from the participants before the actual data collection launched. In the consent forms, the participants were asked to write their e-mail addresses for the researcher to arrange interview dates.

Below are the demographics of these participants' (Table 3.4.). According to the data driven from pre-school experience interviews, all students were found to be graduates of Anatolian Teacher Training High Schools from different cities in Turkey, also all are in their fourth year of education in FLE program and went to the METU Development Foundation School for gaining teaching experience.

Table 3.4. Demographics of Participants

Participant	Type of High School	Abroad Education Experience	Year in the Department	Type of School Observed for Practicum	Grades Observed during Practicum	Hours of Teaching during FLE 425
ST1	Anatolian Teacher Training High School	No	4	Development Foundation School	9 th and 11 th grades	40' x 3
ST2		Erasmus Program – One semester-Germany			8 th grade	20' x 3
ST3		No			Preparatory and 9 th grade	40' x 3
ST4		No			8 th grade	20' x 3
ST5		No			Kindergarten (age 5) and 2 nd grade	20' x 3

Although they went to the same K-12 school for practicum, they observed and taught to different grades of students. ST1 and ST3 spent their semester with high school students, but they completed their observations individually not in pairs like the rest

of the group, since the high school administration allowed only one student teacher to observe a lesson due to institutional policies. For this reason, ST1 and ST3 taught their classes for a whole forty-minute lesson for three times instead of sharing the lesson time with a partner. On the other hand, the other participants, ST2, ST4 and ST5, completed their observations and teaching in pairs in the primary school section of the school from kindergarten to fourth grade classes. Therefore, these three participants shared a forty-minute lesson with their partner and taught twenty-minute lessons for three times during the semester. It should also be noted that ST1 observed both English and English Literature classes, and for all her three teaching tasks she taught English Literature, which enriched the data with a different point of view by looking at English Language Teaching within teaching literature. Apart from that, in the pre-school experience interview all participants stated that they have never been abroad for educational purposes except ST2. She joined the Erasmus program and spent her previous semester in Germany by taking courses from a university in the city of Konstanz. She expressed that it was a wonderful experience and that the major benefit was to have friends abroad and to experience such a different environment.

3.5. Data Collection Instruments and Procedures

In order to gain in-depth understanding of the effects of practicum on the participants' beliefs and perceptions towards ELT, the study involved multiple sources of data. The period for data collection procedure was determined to be three months, between October 2015 and January 2016. As can be seen in Figure 3.3 below, the current study attempts to explore and track the developments in prospective teachers' belief system and perspectives about ELT with the help of interviews, tasks, instructor's notes and post-school experience conference. Pre, while and post-school experience interviews are the primary data sources, since they reflect the perceptions of the participants. Following the interviews, different types of tasks were gathered throughout three months and all were received in January. Given in Figure 3.3, as the last labeled data collection tools, instructor's notes and post-conference are the data collection tools that follow up each other for the reason that the university instructor and participants talk about instructor's notes on

teaching tasks during the conference. Detailed descriptions of these tools are defined in the following sections.

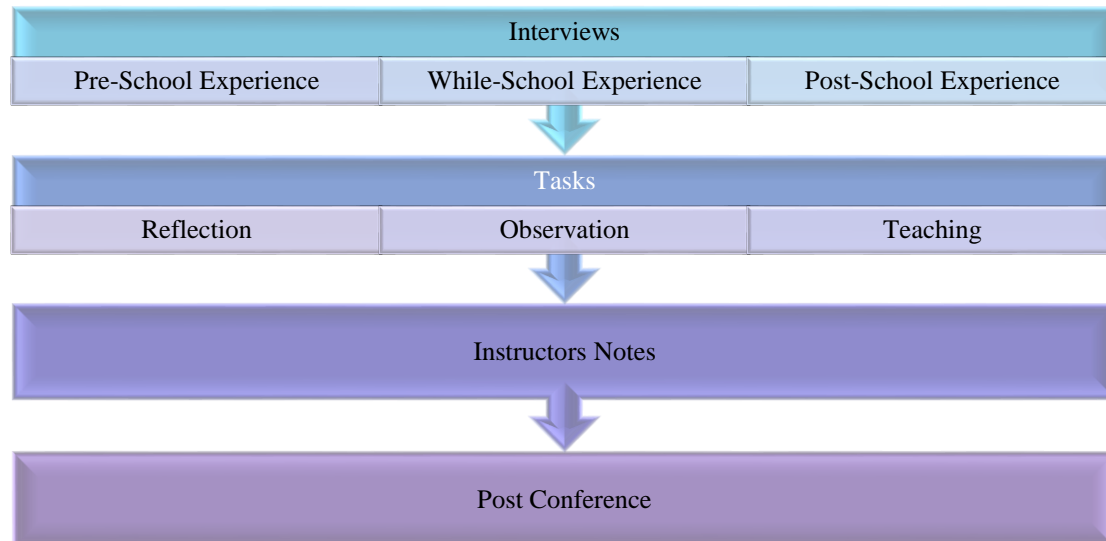


Figure 3.3. Data Collection Instruments

3.5.1. Interviews

Interviews are one of the most reoccurring data collection tool in qualitative research due to the fact that they help the researcher acquire in-depth information about the issues at the bottom of the contributor’s lived experiences (McNamara, 1999). Therefore, the study adopted semi-structured interviews as a preliminary data collection instrument in order to reach participants and their beliefs more directly. Semi-structured interviews are partially planned interviews, where the researcher conducts the interview within the guidelines of the pre-determined questions but still add prompts and other questions relevant to the topics discussed that may come up during the interview (Creswell, 2013). In order for an interview to take place, Creswell (2013) states several steps to take, and the current study followed these steps. First an interview setting was selected, which was both easily accessed by participants and was away of any distractions. When met at the setting, the content of the interview was explained to the participants, and the confidentiality of their identity and answers were reassured. Also, the information about the anticipated time to be spent on the interview was shared.

Three one-on-one semi-structured interviews were planned to be executed for this study; the first one at the beginning of the semester and before the participants started their observations at their schools, the second one was in the middle of the semester, and the final interview was conducted after the participants finish all the tasks and school work. The general overviews of the interviews were illustrated in the figure below.

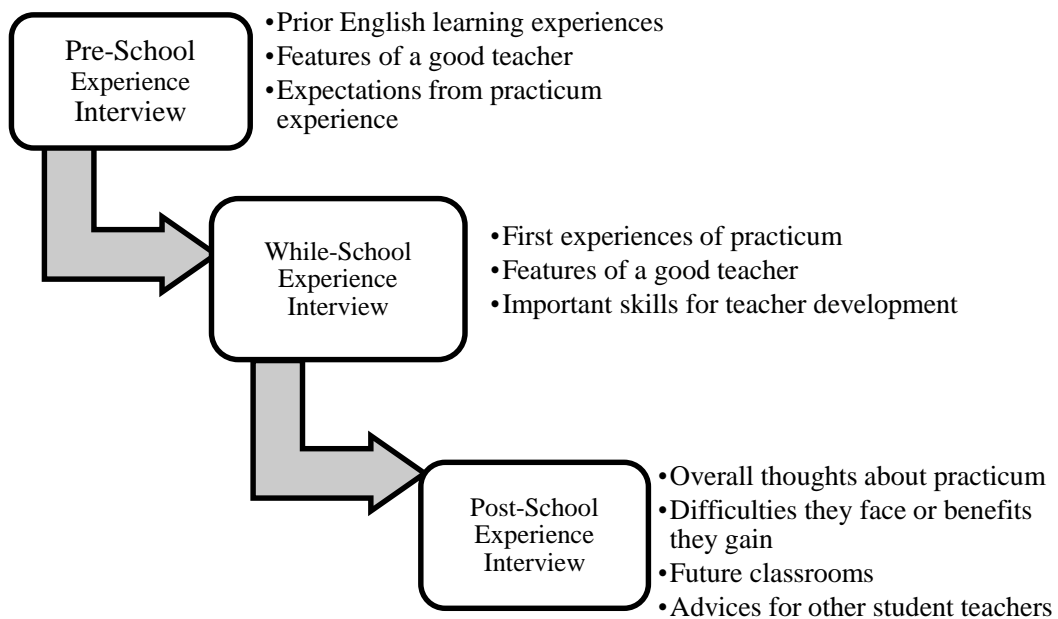


Figure 3.4. Overview Contents of the Interviews

All the interviews were in Turkish for the sake of efficient understanding of participants' perspectives, since the participants might feel overwhelmed while trying to explain their point of view on the issues addressed in the interviews in their mother tongue. Nevertheless, the extracts used in the study were translated into English for the non-Turkish readers of this dissertation. These translated extracts and the original quotes in Turkish were compared and checked by a translator, who recently graduated from a university in Turkey with the major of translation and started to work at a private institution as a translator, for the accuracy and the reliability of the findings.

All the interview questions were designed as open-ended questions, which help the researcher gain more understanding of participants' thoughts and comments on the subject without limiting them into answering in one or two word phrases. The questions were prepared to focus on answering the research questions. As Figure 3.4. depicts, the pre-school experience interview included questions to gain knowledge of student teachers' educational background, prior experiences of English lessons throughout primary, secondary and high school, their definition of a qualified English teacher and their anticipations of school experience. All of the interview questions were designed in a way to complement each other in order to analyze and discover any change in participants' belief and perception. But especially the pre and post-school experience interviews include similar questions for comparing participant views before and after practicum and answer the research questions easily. The reason behind the questions prepared about prior experiences was to discover any possible influence of previous language teachers on participants. Another topic that subsequently appeared in pre, while and post-school experience interview is the expectations from practicum.

The participants were asked to describe their expectations of practicum before visiting schools in pre-school interview, their first impressions and experiences of practicum during while-school experience interview and finally their general opinions and thoughts about practicum in the post-school experience interview. During the second and third interviews, participants' teaching performances were also included to hear their self-criticism and apprehend the difficulties they face and benefits they gain. Participants' career plans were also explored and compared in the first and the interview accompanied with the image of themselves in their future classrooms as a teacher.

Although at first the data collection tools were prepared for six participants, one of these participants was placed at a different school unlike the other five participants. This participant, who also matches the criterion of the study, was included in the piloting process of data collection. Furthermore, one of the research assistants in the FLE department, who is also enrolled in the ELT MA program at the same university the current study took place and previously observed another group of prospective

teachers during FLE 425 School Experience, read through all three interview questions in addition to giving feedback to overcome any possible vague or biased expressions. The content of the interview was shared and the date/time was arranged via e-mail with the participants. Furthermore, the place for the interviews was chosen to be the department cafeteria, which is a common ground for the student teachers.

The first semi-structured interview was conducted with the participants at the beginning of the semester on the dates that are available for both participants and researcher. There were nineteen pre-determined questions (Appendix A), which took twenty minutes approximately to finish. On top of the questions already set by the researcher, there were other questions or probes added according to the flow of the interview. At the beginning of the interview, the demographic information was gathered about the year participants start learning English, the type of high school they graduated from, and their experiences abroad. Further questions were aimed to facilitate participants to define their previous teachers, their role models, the classroom atmosphere, and the school experiences as an English learner. They were also asked to define characteristics of a qualified English language teacher according to them and to share their expectations from their school experience.

The while-school experience interview included fewer questions but it was focused more on participants' comments on their observations, and provided information about the student teachers' growing beliefs and perceptions about the real classroom atmosphere and the teaching process (Appendix B). The final semi-structured interview with the participants was aimed to illustrate the final observations of student teachers, the possible change in their expectations of teaching English and their plans about what to do and what not to do in their future classrooms (Appendix C). However, the questions were reformed according to the answers gained from while-school experience interview in order to see if there are any changes in between.

3.5.2. Tasks: Observation, Reflection, and Teaching Tasks

The definition of reflection in the field of education is clearly stated by Dewey as “the active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and further conclusions to which it ends” (1933, p.9). In the case of practicum courses, there are various activities involving reflections to assist prospective teachers in recognizing their own beliefs such as “teaching a real class, self-observation, observing others’ teaching, keeping teaching dairies/ journals” (Gümüřok, 2014, p.13). The current study makes use of student teachers’ reflection papers, which are also a form of assessment in the course, to collect their thoughts and opinions expressed through their first practicum experiences. Furthermore, in case of any missing pieces in the interviews conducted, the reflection papers helped to fill the gaps in the data and gave more information about prospective teachers’ views on several topics. The pre-determined reflection papers include the participants’ observations at their schools starting from the first day. Examples for the structure of observation, reflection and teaching tasks were given in Appendix D, E and F. There are seven observation reflection papers assigned on the issues of classroom atmosphere, teacher’s skills, student-teacher interaction and more, which are previously stated in Table 3.1. For this study, five of the six observation tasks (Observation Tasks 1, 2, 3, 4, 6), two reflection tasks (Reflection Tasks 1 and 2); and all three teaching tasks were included into the data pool to gain answers for the research questions. Observation Task 5, was not included in the study thinking that it would not provide data in answering the research questions as it mostly included pictures of the boards used by mentor teachers in the observed classrooms.

3.5.3. Instructor’s Notes

In addition to interviews and reflection papers, the notes from the course instructor were added to ensure the data is not based solely on self-reports of participants. This tool is also added as the researcher is an outsider and seeks for more insight knowledge about participants’ growth during their first practicum term. According to her observations on the participants’ final teaching, the instructor accepted to share her comments via WhatsApp with the researcher using voice messages after the participants completed their final teaching tasks.

3.5.4. Post-Teaching Conferences

On the last days of the term, a post-conference was held with all students after their final teaching. The conference was directed by the instructor in her office, and the students were expected to come individually or in pairs. These groups involve the student teachers, who went to the same schools/classes for practicum. In these conferences, each student shares his/her thoughts and feelings about their own teaching experiences while the instructor gives feedback about their overall performance of the course. Further, they talk about profession related topics during the conference. These post-teaching conferences were conducted in Turkish and audiotaped by the instructor to be shared with the researcher. Before the recordings, the participants were informed.

3.6. Data Analysis Procedures

The data for this study was gathered through semi-structured interviews, reflection papers, instructor's notes and post-teaching conferences with each participant as previously mentioned. While gathering the data, the analysis process was held synchronously, since the data itself guided the way for the researcher.



Figure 3.5. Data Analysis Steps/Timeline

As it is represented above in Figure 3.5., the first step of data analysis was transcribing the interview audio recordings. In this phase, verbatim transcription was pursued to give details from the data as much as possible. The transcriptions of the interviews guided the researcher to build upon the predefined questions for upcoming ones. Reflection papers and instructor's notes were read thoroughly and were combined with the rest of the dataset for further analysis.

3.6.1. Trustworthiness and Validity

In order to raise the trustworthiness and credibility of the qualitative study, methodological triangulation was adopted. This type of triangulation is defined as the application of multiple methods of data collection (Denzin, 1970). The study takes advantage of the methodological triangulation in order not to depend on one single data source or a single point of view on the issue. Although the study employs a small number of participant responses, it also includes notes from the instructor to enhance multiple viewpoints. Additionally, a translator verified the accuracy of the Turkish-English translations of the participant responses quoted to support the data analysis.

3.7. The Role of the Researcher

The researcher, despite being a graduate student in the same department, is an outsider to the class and is not involved in the classroom setting or any type of assessment. Therefore, she believed such a distance can help the participants feel less under pressure and speak more freely.

3.8. Ethical Considerations

As the participants selected for this study are current students at METU FLE, the approval from the institution's Human Subjects Ethics Committee was obtained to initiate data collection process (Appendix G). Considering the ethical considerations, in accordance with the codes of ethics, all participants were informed about the nature of the study and asked to participate in the study on voluntary basis, which is maintained in the informed consent form. Additionally, for the sake of protecting participants' identities, confidentiality was assured by anonymity against unwanted exposure.

CHAPTER IV

FINDINGS OF THE DATA ANALYSIS

4.1. Presentation

This chapter involves the analysis of data gathered from four different sources, which were defined in detailed previously. After reading, memoing, assembling information via in vivo coding, and categorizing; the impact of practicum on senior ELT students' perception of ELT was identified and presented in the current chapter as answers to the three pre-determined research questions.

The analysis was carried out via combining all forms of data from the interviews, tasks, post-conference and instructor's notes and explored under the research question headings, which are selected as a baseline for the presentation of the data analysis rather than presenting the results instrument by instrument. The results of this analysis provided clear answers to the research questions and served the aim of the current study.

In order to support confidentiality of participant identities, codes were given to them as ST1, ST2, ST3, ST4 and ST5. The upcoming analysis of the data have been formed and developed by taking their background information into account for reaching a conclusion with a better understanding of the participants' points of view.

4.2. Research Question 1: What impact does practicum experiences have on pre-service teachers' for developing their perceptions about ELT?

In the analysis of the data collected it was discovered that the practicum experience has impacts on pre-service teachers' previous experiences and beliefs through analyzing and comparing pre, while and post school experience interviews, on their career plans by comparing first and last interviews, on the way they define qualified

teacher via participants' tasks and all three interviews, on their beliefs about their methodology courses in FLE program again from the data collected from the interviews, and on the way they embrace the role of a teacher with the help of the last interview, reflection tasks and post-conference.

Firstly, previous experiences were found to be effective on the participants during the pre-school experience interview. Previous experiences, role-models, classroom atmosphere and the effects of previous English teachers on participants' choice of career were analyzed, identified and compared with post-school experience interview responses. When the change in student-teachers' beliefs and perceptions about ELT from pre-school experience to post-school experience interviews is examined, school experience seems to have a great effect on their beliefs on the application of ELT, it outruns their previous experiences and it changes the participants' point of view. Before FLE 425 School Experience, the participants' beliefs were driven by their previous experiences, which led them to think what they have learned in FLE program could not be applicable in reality and English classrooms will continue to be governed by the Grammar Translation Method (GTM) just like their own high school classes. However, at the end of their first practicum experience, the participants were not thinking the GTM as an inevitable end of all English classes and were more full of hope for future as ST2 states this experience drawing an example model for her and also ST5, who was skeptical towards English language education, expressed her flourishing hopes on this topic as "seeing that the situation is different now and communicative ways are applicable has made me very happy". The experiences, comments and beliefs of each participant are presented below in detail to illustrate the impact of practicum.

Pre-school experience interview was conducted before the participants started FLE425 School Experience, and therefore it revealed their beliefs and perceptions established by their previous experiences. During the interview, the participants were asked to recall their high school years and answer questions according to their experiences from that time. Looking at the dataset, only ST1 was content with the ELT approach of her previous English teacher but even she stated "our teacher used to bring us newspapers in English and asked us to memorize everything and present

it, but it had to be memorized”. Following her comments, ST2 depicted her education during high school as grammar based, which was agreed by ST3 as she admitted that the English lessons she had was perfect in terms of grammar but lacked other skills and she also admitted “Back then, I was content with our English education...It was after I came to the FLE department I realized my English lessons at high school were not successful at all.” ST4 and ST5 also complained about teachers using only test techniques as ST5 compares her high school years to “horse-racing”. Besides, ST4 stated that she thinks “language is memorized in public schools” and she hardly remembers that she enjoyed the lessons when she was asked to define her English classrooms and teachers in high school during the first interview.

Looking back at their English lessons, the participants had both good and bad experiences and memories to share. When they were asked to think about the things that attracted their attention while learning English during pre-school experience interview, sadly ST2 could not remember any activity that suited her as she was very pessimistic about the future of ELT as she was with her past. She seemed to be so deeply disappointed with the education system that under the impact of her previous experiences she stated that she finds the education system hypocrite. She explained her comment as:

I have asked myself after learning how to teach English here in METU, to what extend was it applied to us when we were students? Why were we limited by the average? This makes me sad, didn't we deserve better?

Unlike ST2, who was not feeling as betrayed by her teachers and English education as others, the rest of the participants could not easily recall good memories from their previous experiences. Nevertheless, after probing old memories, ST1 remembered the games they sometimes played in English classes, like Taboo. ST3 recalled role-plays as her favorite activity, and ST4 shared a class ritual where the students used to make up stories or rhymes in order to remember things. These activities that the participants used to like and did not like support their claim in depicting their classes GTM based and show their desired approach towards ELT.

On the other hand, when they were asked to think about the things that they have found boring, unnecessary or the things that they did not like, they all referred to

personal issues with previous teachers or the education system itself. As all participants graduated from the foreign language department of an Anatolian Teacher Training High School, they had had fourteen hours of English per week, which filled most of their time in their schedule. Due to this fact, the participants had to spend almost all of their time with that one English teacher during their high school education. Linking the undesired atmosphere of English classrooms to her teacher, ST1 stated that in the last year of high school she had a teacher who made her not to go to school because of the teachers' use of offensive terms and manners during English lessons. On the other hand, ST2 said she suffered from her English teacher, as he was not an active figure during lessons. She defined her high school English classroom as a class dedicated to the foreign language exam designed by Assessment Selection and Placement Center (ÖSYM), where they constantly take tests for preparation. Another participant, ST4 was also questioning the education system and her teachers, and shared her disappointment by stating that she wanted to have fun while learning English but in reality her teachers were teaching English with "formulas". Although almost all participants agreed on their English lessons being grammar based, boring and unsatisfactory; they also defined their classroom setting as student-centered. According to the data driven from pre-school experience interviews, the classrooms that participants were taught in had no more than ten students. During this interview, ST2 harshly criticized the education system and her previous teachers when she was asked to define her previous teachers' style, the motive behind her choice of studying ELT and the classroom environment. Her starting point in these questions was how she felt disappointed with her English classes as they were filled with grammar and tests. Although ST2 and ST3 stated that their teachers were acting upon their wishes due to the small number of students in class, they still were not happy and content with their education. This result shows how students accepted an education based on not aiming to teach English but aiming to get a good score from the exam they had to take in order to enroll in a university. Even though the participants' classes of four or five students, they still did not raise their voice to get their desired English education they described.

After analyzing more of their experiences and anecdotes from the past, all participants were found deeply influenced by their previous English teachers in their

choice of career. ST1 and ST4 depicted their English teachers as their role models and stated that they were inspired by those teachers and would choose to work as an English teacher after graduation. On the contrary, ST2 and ST3 described the effects of their previous teachers on their career from a different point of view. They both stated during the pre-school experience interview that the motive behind their choice to become English language teachers was to be better than their own teachers. ST2 stated that she never had a role model and explained: “My desire to become a teacher started out by seeing the weaknesses of my teachers. I said to myself “I will never be like them; I will be a better teacher”. Similarly, ST3 admitted that her teachers were behind her decision of becoming a teacher. She recalled an English teacher she never loved and due to her bad experiences she also stated: “I will never be like her. She was rude and she was offending students.” As a continuation of this alienation, ST2 and ST5 ended up not being so eager to become English language teachers, although they are about to graduate from the FLE program and trained to become a teacher of English in four years. ST5 openly stated that she did not want to become an English teacher and chose to study in this department for its good reputation, but she rather wanted to get a master’s degree in linguistics or sociology. ST2 also reported before her practicum experience that she wanted to do something other than teaching English and blamed her previous experiences for discouraging her by saying: “I guess I was discouraged when I faced the reality in a painful way”.

At the end of the semester, during post-school experience interview, when the participants were asked again if they want to start working as English language teachers, their beliefs and decisions were surprisingly changed. All participants were curious about what kind of a teacher they would be and more optimistic about the applications of their image of “good English language teaching”. Their vision of a good English language teaching consists of a student-centered classroom, where there is as much as importance given to listening and speaking skills as grammar, reading and vocabulary. Furthermore, their desired classroom is where they learn English inductively and implicitly. ST1, who wanted to become an English teacher all along, was still standing behind her decision, ST4 was also determined to start working as an English teacher after her graduation but she now also wants to have a master’s degree in the field of ELT. ST3 declared her enthusiasm to work as a

teacher while holding her ground about her words from pre-school experience interview about her previous English teachers. ST2 and ST5 on the other hand, showed a pleasantly surprising change and decided to give teaching English one more chance. After her observations and experiences from practicum, ST2 showed a strong impact of practicum with self-confidence in her statement: “Can I be an English teacher? Yes, I have learned that I can be.” She also decided to gain more experience in the field although she continues to wish for a master’s degree. Resembling the thoughts of ST2, ST5 stated that she does not feel isolated from the field of FLE and also wants to try working as an English teacher after graduation. All in all, before practicum there was diversity in participants’ beliefs about what a classroom, teacher or a lesson should be, which were shaped by previous experiences. However, after school experience, their beliefs have shown similarity and hope for future with the influence of practicum.

Furthermore the gathered data had also presented participants’ definition of a qualified teacher. Before, while and after their school experience, student teachers mentioned their idols, features that a good English teacher should possess, their expectations of mentor teachers via interviews and tasks. Definition of a qualified teacher by the participants has enabled the study to discover the impact practicum has on pre-service teachers for developing their perceptions about ELT, which also provided an answer for the first research question. Through defining a qualified teacher, participants revealed their expectations of an English classroom and a great deal of how they perceive ELT. While doing this, it has become evident that the pre-service teachers were affected by their school experience from various sources like their mentor teachers, students, school atmosphere and administration. In order to determine their perception of a qualified English teacher, the participants were asked “What do you think are some features of a good teacher?” and “Can you choose 3 most important skills for an English teacher to develop?”. These questions were asked repeatedly in all interviews on purpose, in order to analyze the possible impact of practicum on their perception and beliefs. Their answers are presented in Table 4.1.

Table 4.1. Features of a Qualified English Teacher

	Pre-School Experience Interview		While-School Experience Interview		Post-School Experience Interview	
	Skill	Characteristic	Skill	Characteristic	Skill	Characteristic
ST1		Intelligent Cheerful dominant Positive Creative Should explore new things	Classroom management Critical thinking Pronunciation & speaking Put importance on self-development	Understanding Funny Wise	Classroom management General culture	
ST2	Good English proficiency Expanding students' horizon Guiding students towards exploring/research	Understanding Cooperative Not too demanding Knows students' needs	Good English proficiency Up to date in culture and language Put importance on self-development	Respectful	Fluency Determining student-teacher boundaries	Flexibility
ST3	Good at his/her field Good authority	Planned & organized	Put importance on self-development World knowledge Good English proficiency Culture	Understanding Cheerful	Good English proficiency World knowledge Classroom management I+1	
ST4	Tracking students Good feedback skills	Disciplined but not harsh on students Not restricted by curriculum or classroom Good to students	Good English proficiency Fluency Provide critical thinking		Finding balance in authority with students Good English proficiency Exposing students to English as much as possible Using authentic materials Choosing good/ applicable authentic materials	Flexibility
ST5	Speaking Fluent Good grammar Classroom management Balancing class atmosphere between students	Self-confident	Including students into lessons with communicative activities Pronunciation	Planned Energetic Cheerful Self-conscious	Pronunciation Speaking Writing	

The results have shown that in the first interview conducted before the school experience, the participants depicted a good language teacher by concentrating mostly on characteristic features, such as being organized, disciplined, confident and intelligent. In line with their comments, it has been apparent that being cheerful and positive were the top characteristics a good language teacher should possess. Likewise, for their first reflection task they prepared according to their first day impressions, participants' expectations from mentor teachers again consisted of good characteristic features. ST3 stated that she was expecting her mentor teacher to be "caring and helpful" towards both students and her. Not only ST3, but also ST4 declared "I expect that my mentor teacher would be a nice, cheerful, and a lovely woman" in her reflection task. On the other hand, in post-school experience interview the participants put more importance on skills rather than character traits. These results indicate that practicum helps student teachers to widen their vision and change their perspective. Although the participants used to depict a good English teacher with characteristic features, after practicum the participants were aware that there is more to being an English teacher and teaching English, showing the impact of practicum on pre-service English teachers' perception.

According to the data gathered from all three interviews, there were four major features of a good language teacher, all of which were found to be crucial by the participants. Firstly, a qualified English teacher should encourage students to explore new things, help them develop their critical thinking skills as well as himself or herself as a teacher. In this sense, ST2 expressed the importance of guidance by stating "We need to guide them towards research", and added that students "should explore new things" and topics in a way they are comfortable with via respecting their needs and preferences, rather than controlling students strictly without giving them any choice. Second, they should have an advanced level of English proficiency and demonstrate a good model for students, especially with his or her speaking skills. ST5 was one of the participants who focused on the necessity of English proficiency and she explained her thoughts, as "Firstly, the teacher's speaking skills should be competent. Accent is not so crucial but the teacher should use grammar correctly and be fluent". Agreeing with her comments, none of the participants defined accent as a necessity.

Furthermore, while the participants supported the necessity of having a high level of English proficiency, they also clarified their views on the use of Turkish as L1 in English classrooms via the third observation task. Agreeing that L1 should not be used constantly and not accepted as the first solution when there is a misunderstanding, they adopted their mentor teachers' thoughts on the issue. ST3 accepted to use L1 as "cognitive breaks", ST1 stated that it is beneficial for "unclear instructions", and ST4 and ST5, who observed the same teacher, recognized the exceptional uses of L1 during small vocabulary revision sessions for the state exams (TEOG). Only ST5, who observed kindergarten classrooms, stated that she is not a supporter of L1: "At the beginning of the term, the students may not be able to understand the teacher well but I think they will do at the end of the term if the teacher does not give up".

Another feature of a good English teacher according to the participants was to obtain good classroom management skills. Although the participants considered dominance of the teacher over students when describing classroom management as a feature in the first interview, a change in their perception of classroom management was seen in the while and post school experience interviews. Most participants started to see classroom management not as an equivalent of authority but, with consideration of the data shown in Table 4.1, as a skill to "guide activities" (ST2) to "find balance in dominance" (ST5) and to "adjust the boundaries between teacher and students tactfully" (ST2).

Not only restricted to the interviews, participants' perceptions on classroom management in ELT classrooms were revealed by the second observation task, which focuses on the classroom language within two parts; opening and closure, transitions in breakdowns. In the second part, participants shared how breakdowns should be handled. ST1 started with the fact that "breakdowns are inevitable", while ST2 stated "being flexible about the type of the activities can minimize the breakdown's effect". Agreeing with her classmates, ST3 added, in her observation task, "the minor breakdowns can be ignored" and ST4 stated, "overreacting to misbehavior will cause more problems than the breakdowns itself". These comments

prove the change in how student teachers conceive good classroom management, since the quotes from both the post-school experience interview and the observation task do not match an authority figure as the teacher. The fourth common point on the issue was the importance of culture in English lessons, which was stated after the participants started their observations in practicum. They mentioned the importance of being aware of the world, different cultures, balancing it with Turkish culture, use of authentic materials and also constant self-development on general knowledge. ST3 was one of the most inspired participants by world knowledge. She explained her reason behind the importance of having world knowledge as:

“Teachers should own world knowledge to gain interest of students... I think children are being raised in a utopic world. If teachers are aware of both good and bad things happening in the world, they can guide students to think about what is happening around them.”

She also pointed out the need for balancing target culture with students’ own culture as she stated:

“When we were learning English, we had pictures of a breakfast table in our books but I did not know what those dishes were...These should be taught but also be accompanied by our own culture. I think there should be a balance”.

Witnessing real life teaching and finally putting what they have learned through the years into use, which is the very nature of practice teaching, pre-service teachers’ perception on ELT have been developed and reshaped. Throughout their practicum the participants admitted that they had made some mistakes along the way. They have uttered phrases and written many sentences with “I should have...”, “I could have...”, and “I would have...”; nevertheless, none of them regrets their actions because they were aware of the fact that they are inexperienced teachers and their mistakes are guiding them towards what not to do. For instance, during the post-conference, ST4 stated, “it was the first time we taught a grammar lesson... We were not very successful due to our inexperience” while talking about the final teaching task of her and her partner ST2, and admitting their mistakes caused by their inexperience in the field. Similarly, ST5 shared “I should have raised my voice”, and ST1 stated, “I thought I could not guide the students” while criticizing their teaching in the post-conference session with the university instructor. One of the most frequent comments that came during the data analysis was that, pre-service teachers

regret not being able to gain real life experience before. Particularly, the areas of agreement between participants were that (1) there is too much theoretical side of ELT implemented in the FLE program, (2) the micro-teachings pre-service teachers perform for their courses are insufficient and too hypothetical, and (3) there is not enough importance given to practicum as needed. These common regrets of participants show how they have gained a new point of view to teaching English and how much practicum has affected their perception, which again answers the first research question. Due to their new experiences in the field, they have shared their distress about the insufficiency of practicum in FLE programs in their university and the universities that work the same way. In the post-school experience interview, ST3 presented the change of her perception after observing ninth grade students, and stated that she was very satisfied with the methodology courses and microteachings at the time but now she believes that microteachings do not represent reality. She even describes the methodology courses as “classes where I have been dealing with material adaptation”. Agreeing with the artificial atmosphere of microteachings, ST4 defines them as “a warm-up for public speech” during her post-school experience interview after her practicum experience with eighth graders. In line with her thoughts, on her first day of fieldwork, ST2 showed her appreciation stating “practice teaching for me has been something theatrical because we never could find a chance to perform our skills in a real class environment” and shared her expectations from the real teaching environment as “my experience in this school will provide me with the best and the most unique opportunity to see myself in the real conditions of teaching”.

When the participants were asked whether there are any differences between microteaching and practice teaching, the first answer of ST1 was “If you had asked whether there are any similarities, I would have said no!”, similarly ST2 declared “There are too many!”, and ST3 stated that “There are huge differences between them.”. Looking at their answers on the issue, it was clear that the participants perceive microteachings as deficient in many ways and felt disappointed that they had an unreal vision of teaching English. ST1 stated that she believed teaching was easy according to her experiences of microteaching but learned that it was not the case at all by observing real classroom during practicum.

On top of the data gathered from the post-school experience interview, participants discussed this issue during the post-conference sessions and stated, “we had done so many micro-teachings, but I see now that they were only an act...It was an imaginary world” (ST1). In her statements, ST3 commented on how mechanic the methodology lessons have become and that the students had to change their lesson planning style for every teacher: “I used to love my methodology classes and micro-teachings without any complaint...But now I see that they were in vain because each instructor want different things” (ST3). These examples from the data show how practicum changes student teacher perceptions not only on the topic of ELT but also about the FLE program. Statements from participants ST1 and ST3 show the importance of fieldwork and reality in learning a profession, especially in teaching.

Another answer found for the first research question is the awareness of self as an English language teacher. With the help of practicum, the participants have raised an awareness, which enabled them to see themselves as English language teachers. Through the years, they have been embracing the role of a student and have looked at the issues through the eyes of a student; nonetheless, with practicum they now feel more like an English language teacher and have reshaped their perception accordingly. After they have started visiting schools, the participants started to use the pronoun “we” instead of “they” while talking about English teachers in general. For example, ST2 commented “we should shape our expectations regarding students’ feelings...we shouldn’t be afraid of making mistakes, as teachers.” in her second reflection task.

Not only the teaching experience but also FLE 425 requirements had a great effect on building pre-service English teachers’ self-awareness. ST1 expressed her gratitude to the course in the interviews as she explained that they analyzed a different criterion about ELT each week and as she states this has enabled her to see things in detail. The students enrolled in FLE 425 School Experience had to fulfill observation, reflection, research, and teaching tasks as the course requirement and attend a post-conference with their instructor after their final teaching, which forced them to analyze the classrooms they observe and criticize their own teaching. Via post-conference session, the participants not only got feedback but also commented

on their own teaching, express their strengths and weaknesses, reconsider their final teaching and discuss what they have done if they had the second chance to teach the same thing. All of the participants left the conference with a new perspective on their teaching and found out their real mistakes and their potential by questioning themselves.

4.3. How do pre-service English teachers' beliefs about teaching English change by their practicum experience in FLE 425 School Experience?

In order to answer the second research question, the data was gathered from all three semi-structured interviews, reflection tasks and were supported with the data from the post-conferences. The importance the participants gave to practicum and the reasons behind it enlighten the study about how practice teaching impacts student teacher perceptions of ELT via pre and post-school experience interview, and reflection tasks as it also answers the second research question. As seen in the first interviews, FLE 425 School Experience has offered the participants their first practice teaching experience and although they were a little anxious, they were also very excited to observe real classrooms and to teach real students. For their FLE 425 tasks, all participants had done research about the school, raised expectations about their self-development according to their research in what kind of opportunities they can profit from and furthermore were aware of the importance of practicum. According to the analysis of their first reflection tasks, the pre-service English teachers were mostly curious about how they would feel about themselves while teaching and agreed on how much teaching experience they needed. ST3 defined the reason behind the necessity of practicum in pre-school experience interview as: "I am sure it would not be like methodology courses. Our friends participate in lessons during micro-teachings even if they don't want to." During the methodology courses, the student teachers prepare a lesson plan and conduct this pre-planned English lesson in their classroom as a microteaching activity, in which the student teachers in the class play the role of a student. She expresses how important practicum is for her: "The last year of our education should be reserved solely for practice teaching, not lessons". Not only ST3 but also ST2 defended the importance of practicum by stating that one year of practice teaching is insufficient, and if she had the chance she would love to start practicum beforehand even only for observations. In post-school

experience interview, ST4 complained about the FLE program involving too many theories and expressed how everything she learned so far seem futile after she had school experience. Sharing same feelings as ST4, who observed eight graders, ST3 also stated that the courses they took during their undergraduate education lack reality due to artificial settings of microteaching activities, did not prepare them for the future and contained too much theory after her observations of high school classrooms.

In order to pursue more effective microteachings and methodology courses, the participants were asked to come up with solutions for this situation in the last interview. Their recommendations showed the most influential features of practicum that left a mark on them during FLE 425, which created a path in changing their perceptions of ELT applications and provided answers for the second research questions. ST2 suggested drawing parallelism between the courses like FLE 413 English Language Testing and Evaluation, FLE 405 Materials Adaptation and Development, FLE 425 School Experience and FLE 404 Practice Teaching, in order to actually use what they learn in FLE program in their teaching tasks and see how they work combined. From another angle, ST3 proposed to share the videos of pre-service English teachers recorded during their teaching tasks with other students in the department, who are taking methodology courses before practicum. Her aim with these videos was to show how their lesson plans work in real classrooms, so that they will be more familiarized with the concept of teaching. The suggestions from ST2 and ST3 show the importance of linking theory with practice in the process of changing belief and perceptions. ST4 proposed another path that has been used in a foreign country. Rather than microteachings, ST4 believes by making arrangements with schools or small language schools and teaching there once or twice a week would be more beneficial. ST5 suggested the same solution as ST4 and put forward another idea of spreading practice teaching into four semesters instead of two, and added that she would agree to have fifteen hours of observation spread into more semesters rather than forty hours in one semester, presenting the influence of teaching itself in changing belief and perceptions of student teachers.

Despite the fact that the current study aims to analyze pre-service English teachers' belief and perceptions, and observe possible changes during post *School Experience* period, practicum and language teaching methodology cannot be separated. In order to address how practicum changes the participants' beliefs, all of the observation tasks were analyzed and an investigation on the possible changes on pre-service teachers' approach to teaching methodology was organized. During the analysis, several elements helped illustrating participants' approach methodology. These elements include the role of the teacher, preferred technique and activities, definition of an ideal classroom, attending to learner, classroom language, and use of first and second language. With the help of observation tasks, participants' beliefs and perceptions on these areas were uncovered. According to the analysis, although participants now possess a wider angle towards ELT, in general there is almost no difference in how they believe English should be taught before and after practicum. Table 4.2 below indicates the keywords drawn from the participants' own words about their views on ELT before and after practicum.

It has been apparent from the dataset below that the participants were and are against the use of the traditional language teaching methods. As mentioned earlier, all of participants had experiences with the GTM and have already decided not to pursue such kind of an approach. Table 4.2. also illustrates that before FLE 425 School Experience the participants were aware of what they do not want to do, which are memorization, translation, teacher oriented classrooms, explicit grammar, and dictatorship in classrooms. When the post-school experience interview, observation, reflection and teaching tasks were analyzed, participants have presented almost the same beliefs on their choice of language teaching approach as their beliefs before the school experience. On her first day of practicum and in her first reflection task, ST2 stated "I am so happy because I finally can observe and find a chance to participate in such desired, individualistic, learning and student-oriented classroom environments". Her statement shows great resemblance with the quotes taken from post-school experience interview, which are shown in Table 4.2., as she depicted her desired English classroom including "active teacher", "student-centered", "definitely not the Grammar Translation Method". These data driven before and after the practicum experience prove participants' unchanging opinions on the approaches to

language teaching methodology. Not only ST3 but all participants stayed the same in terms of approaches. ST1 almost used the same phrases; “like a friend to my students”, “want to become friends with my students”, while describing her views before and after practicum. Similarly, ST3 depicted her teaching as “communicative” and “interactive” before practicum, and supported her opinion after the practicum stating the importance of “sharing ideas” and “student-centered” classrooms. ST3 appears to have a shift in her opinions of classroom management as she stated, “teacher is not a dictator” before, and “want to have control over classroom” after practicum.

Table 4.2. Participants’ Comments on How to Teach English Before and After Practicum

Participant	Before Practicum Experience	After Practicum Experience
ST1	<ul style="list-style-type: none"> “like a friend to my students” “friendly teacher” “speaking is the most important skill” “games as activities” “not putting pressure on student but holding some dominance over classroom” 	<ul style="list-style-type: none"> “want to become friends with students” “still have some authority” “cooperative”
ST2	<ul style="list-style-type: none"> “Speak in English as much as possible” “Not too easygoing with students” “not too dominant” “importance is on productive skills” “student needs are priority” “cooperative” “critical thinking” “definitely not grammar translation method.” 	<ul style="list-style-type: none"> “active teacher” “student-centered” “definitely not grammar translation method.”
ST3	<ul style="list-style-type: none"> “interactive” “communicative” “using own experiences of students as materials” “internalized” “seeing students as individuals” “teacher is not a dictator” 	<ul style="list-style-type: none"> “want to have control over classroom” “sharing ideas” “individual/pair/group works” “student-centered”
ST4	<ul style="list-style-type: none"> “relaxed classroom atmosphere” “no memorization” “not afraid of mistakes” “integrated” “use of technology” “student-centered” “language is not like math. No formulas” “disciplined classroom but not too much” 	<ul style="list-style-type: none"> “students should have fun” “i don’t mind the chaos” “learn from mistakes”
ST5	<ul style="list-style-type: none"> “not test/exam oriented” “no memorization” “no explicit grammar” “definitely not grammar translation method.” “communicative” 	<ul style="list-style-type: none"> “easygoing teacher” “no memorization” “everyday language” “definitely not grammar translation method.”

However, the reason behind ST3's statement is due to her last teaching task, in which she felt insufficient in terms of classroom management, time management and her control over her voice. Her criticism of her own teaching during the post-conference justifies her phrase "want to have control over classroom", since she stated:

I saw many deficiencies in my teaching...My voice was very bad. My second biggest problem was my timing; I could not calculate it correctly...I would have taken more answers from students... It would have been great if I was able to get their opinion on the topic.

According to this data, ST3 was eager to help students speak up but she felt that she lacked the skills to guide them along the way. The only identified difference was that the participants did not have faith in the application of their already existing beliefs of language methodology before school experience. After their first practicum, their approaches towards ELT only got detailed but stayed the same in general. In the post-conference ST2 explained how she looks at the ELT practice more optimistic as she found out "the possibility of existence of an English teacher like my mentor". ST5 also stated that she was pleased with the change in the teaching of English in the way they studied in the methodology courses:

"The lessons during practicum with very young learners were conducted in a communicative way. We started learning English in the fourth grade. It was always the GTM by writing things on the board. Seeing that this changed and that the communicative way can be applicable made me very happy...This application has been explained in the books but it was very satisfying that it can be real..."

4.4. What are the factors that shape or reshape pre-service English teachers' perception and beliefs about English language teaching?

According to the analysis of the semi-structured interviews, course tasks, instructor's notes and post-teaching conferences, the factors that shape or reshape participants' perceptions and beliefs about ELT are identified. While exploring prospective teachers' reasons behind choosing the skills necessary for becoming a good English teacher, the data from participants' first reflection and first teaching task has shown that one of the factors that cause impact and lead the pre-service teachers to shape their perceptions is due to their admiration towards mentor teachers and idolizing them. Before starting practicum, through their first reflection task, the participants

revealed their first day impressions and expressions. According to the data gathered from the first reflection task, before their visits, participants expressed their enthusiasm about their first real classroom experience and had different expectations from their classrooms. While ST2 was expecting a “free-thinking environment” from her eighth grade class, ST3 was expecting high school students speak English even during breaks. There were also expectations for the mentor teachers. ST4, who also observed eighth graders with ST2 as her partner in practicum, defined her expectations as; “I expect a teacher who knows her job well, and is following current methods of teaching English rather than outdated ones like Grammar Translation[Method], or just distributing fill in the blank sheets all the time”. After their first visit, all of the participants were content with their mentors and stated that their first day was all they expected and more in the second part of their first reflection task, where they share their first day observations. On her first day, ST1 was inspired by her mentor teacher, who teaches eleventh graders, and ST1 stated how she enjoyed observing her mentor’s lesson and how she felt eager to commence her career as an English language teacher. ST3, who also observes high school students, expressed how she enjoyed observing the class and related the atmosphere to her mentor being an “effective teacher model”. Furthermore, to be the source of inspiration, mentor teachers were also seen as motivators as ST2 stated: “My mentor has eased my anxiety”. The motivating side of mentor teachers also enabled them to start their practicum with a stress-free environment, where they eventually felt more confident in accomplishing their tasks. Like their fellow student teachers, ST4 and ST5 were ecstatic that the mentor teacher had met their expectations. ST4 expressed her gratification as: “My first day impressions were beyond expectations. I admired how smooth, and problem-free the lessons were.”

The participants’ views from their first day had carried on and in time turned into admiration, which evidently affected their beliefs and perceptions of ELT and shifted towards their mentors’ perceptions. While defining important skills for an English teacher to develop, in while-school experience interview ST3 supported her choice according to her observations of her mentor teacher. During the while-school experience interview, she mentioned self-development as one of the skills for a qualified English teacher and then justified her answer by indicating how her mentor

teacher always tells her to improve herself and how her mentor tries to do so herself. At the time of post-school experience interview, ST4 also added plenty more skills of a qualified language teacher and admitted that she added those new features according to what she had observed from her mentor teacher. Likewise, ST5 answered the same question indicating that she can answer in agreement with her mentor teacher.

After their first teaching experience, some participants reported the value they gave to their mentor's feedback through the first teaching task. ST2 has answered the question "What were the aspects your mentor teacher mentioned while giving you feedback on your Teaching Task I? Did you find them useful and/or relevant?" by expressing how precious her mentors' advice was to her. Moreover, appreciating their mentors' skills, the participants reported in their observation tasks that they would be adopting mentor teachers' techniques in their future classrooms. As a solid proof of the effect of practicum and the effect of mentor teachers on pre-service English teachers, ST3 shared in the first observation task that her mentor teacher adopts the phrase "We love mistakes" in her classes and said she would utilize her mentor's way of attending learners as she declared, "I think this is the attitude motivating the students to actively engage in the lessons". For the second observation task ST1 said she would adopt her mentor's techniques, which are warning students time to time, pretending to be unaware of the problem and not interrupting the flow of the lesson. She also stated: "I will be using those techniques as well because I saw that they were efficient". ST4 stated, "As a prospective teacher, I share the same ideals in terms of utilizing L1" and "She strictly forbids Turkish in her classes even during the breaks which I find highly effective to teach a language" during the third observation task, her statements show that she agrees with her mentor's decisions and would benefit from how her mentor utilizes L1 in class in. Furthermore, for the second observation task ST2 stated, "I will definitely apply her methods regarding L1-L2 use in classroom, as well"; this indicated that she would exercise her mentor's classroom management skills. Their statements have shown their development of perceptions towards ELT and verified how mentor teachers are a crucial factor in shaping their beliefs.

The effective and inspiring mentors also served as a motivating factor for participants to feel close towards working as an English teacher. It also led the participants flourish hope for the possibility of making their dream English classroom come to life and become the teacher they wanted to be. One of the participants who had lost faith in the reality of a communicative classroom, ST2 showed a remarkable change after practicum and even after her first teaching task, which she reported “our mentor guided us well” and added “I didn’t know that I would be able to do this much”. After her second and final teaching tasks, she happily declared one of the things FLE 425 School Experience has added to her as “the possibility of the existence of my mentor teacher”. This example also shows practicum has strong effects on pre-service English teachers to overthrow and overcome previous experiences.

ST5, who was reluctant in pursuing her career as an English teacher and lost hope in establishing classrooms isolated from approaches like GTM, has also shattered her prejudices formed by her previous experiences in high school. In the post-school experience interview, she compared her previous experiences to her observations in practicum and showed the change in her beliefs and her satisfaction of her school experience as follows:

It has always been something written on the board with grammar translation method...Being able to see that this has changed and the things we have learned at our department could be applied in real classrooms made me feel very happy.

She also felt the satisfaction and relief of seeing what they have been learning from books in real classrooms since she has seen a five-year-old answering her questions in English during her practicum in kindergarten.

Not only these two but also all participants have pointed out how the future looks brighter and clearer to them with the help of their first colleague, the feedback they obtain during the practicum process. Furthermore, the student teachers gained a vision of what a real English classroom feels and looks like while embracing teacherhood via establishing relations with students. Almost all participants were feeling isolated from the classroom at the beginning of the term due to the lack of

communication with students. But after their first teaching tasks, they all developed a relationship that made both parties happier. Working with high school students, ST1 felt “like a ghost” during lessons because there was no communication at all; however, after her first teaching task she stated that students started to say hello to her, which motivated her and made her feel accomplished for her teaching task. Also after her first teaching task with eight graders, ST4 sensed students looking at her like a real teacher while she was teaching and answering students’ questions. This experience has made her feel more confident.

The data gathered from the instructor’s notes has showed there are still more to practice for pre-service teachers to become more qualified teachers. Still, the comments of the university instructor and the self-criticism the participants make about their own teaching correspond to each other to a great extent. The topics within the post-conferences conducted at the end of the semester were mostly constructed upon the instructor’s notes, which are about the last teaching tasks of participants. The instructor also asked the student teachers what would they do or how would they plan their last teaching task if they had a second chance. The amount of feedback, debate on the teaching activities and the brainstorming assisted student teachers to increase their critical thinking skills. Therefore, not only the mentor teacher and the students, but also the university instructor was a factor in shaping pre-service English teachers’ belief and perceptions.

The dataset has proved practicum experience containing motivating factors for participants to become English teachers and the post-school experience interview demonstrated their eagerness on being out in the field as they expressed their regrets on not having more school experience and adding “it is the most beneficial course” on behalf of FLE 425 School Experience during the last interview. Motivating factors discovered through interviews, tasks, and post-conference were identified as the mentor teacher, the students and the real atmosphere of teaching.

CHAPTER V

DISCUSSION AND CONCLUSIONS

5.1. Presentation

This chapter firstly presents the summary of findings of the current study and further involves discussion of these findings in reference to the research questions. In addition to the discussions, the current chapter shares the implications for pre-service language teacher programs and for further research.

5.2. Discussion

The summary of findings will be elaborated in this section and discussed as regards to each research question, which are also stated in sections 1.4. and 3.2. as following:

- i. What impact does practicum experience have on pre-service teachers' for developing their perceptions about ELT?
- ii. How do pre-service English teachers' beliefs about teaching English change by the practicum experience in FLE 425 School Experience?
- iii. What are the factors that shape or reshape pre-service English teachers' perception and beliefs about English language teaching?

These questions, serving to the current study that embraces Social Constructivism and enables the study to work with multiple point of views and realities, investigate the impact of practicum on pre-service English teachers' belief and perceptions on ELT, how this change is accomplished and the factors that lead the way to this change. The rich data and the results within predetermined themes will be presented under following three subheadings, which provide answers to all three-research questions. The results will hereby be compared, contrasted and attributed to the previous studies conducted in the same area of interest.

5.2.1. Discussion of the Findings for Research Question 1: What impact does practicum experience have on pre-service teachers' for developing their perceptions about ELT?

The first reflection task, written teaching tasks and pre, while and post semi-structured interviews were conducted and aided the analysis process to provide answers to first research question.

The findings from the present study showed that the participants, especially the ones who depicted their previous experiences as unsatisfactory and declared to have bad experiences, presented clear change in applying their theoretical knowledge in classes, unlike the results from Mattheoudakis's (2007) study, which indicated low influence of practicum on pre-service teachers' beliefs.

As previously stated in the current section, student teachers were guided by their knowledge gained in the FLE program and embraced the methods and approaches that they become aware of in their undergraduate education rather than the methods of their previous teachers in high school or before. This also shows the impact of the methodology courses on the beliefs of prospective teachers' aims, and their points of views on teaching English as a foreign language. Nevertheless, after they finished their first practicum experience and develop their teaching and reflection skills through teaching tasks and the university instructor's feedback, participants stated their feelings of discontent with methodology courses although they used to believe in its benefits. As reported by Kunt and Özdemir (2010) in their study, although there was an evident impact of methodology courses in prospective teachers, the findings showed that it rather had a little influence on participants' beliefs.

According to the statements of participants in post-school experience, the student teachers had complaints on the time and energy spent on learning theories but less is done for practicum. Due to dwelling more on theories, participants showed confusion in what to use in certain situations. ST2 and ST4 were partners during their first practicum and they experienced this confusion while writing their lesson plans and executing them in real classrooms. The instructor's notes on ST2 and ST4's last teaching task showed that the absence of the organization and form of

activities they have learned from the ELT methodology was a problem in their teaching task and they had problems in combining theory with practice in their grammar lesson. This comment was also discussed in the post-conference between the instructor and two student teachers, where ST2 and ST4 figured out that they applied a deductive lesson whereas they wanted it to be inductive. In this sense, student teachers claimed that their theoretical knowledge was not as helpful as they had imagined it would be during teaching tasks. Chan's (2014) findings also support how student teachers felt lacking in practical knowledge and implying the insufficiency of theoretical knowledge in real classroom while teaching, whereas they were in need of practical solutions or skills assisting them in real classroom context.

In all three interviews, there were questions that were repeatedly asked to the participants for understanding the shifts and developments in participants' beliefs and perceptions of a qualified English language teacher. The data gathered from these tools has proven a critical difference in prospective teachers' definition of a good English teacher both in their vision of the characteristics and skills expected from a teacher. Although before the practicum, the participants' definition of a good teacher involved a lot of characteristic traits like "cheerful" and "understanding", after they started observing lessons and teaching tasks, they tend to weigh down the traits and seek for skills they rediscovered the importance of practicum. The shared belief of the student teachers' vision of what a qualified teacher should possess in terms of skills involves acquiring critical thinking, English proficiency, classroom management, culture and exploring new things. The cause of the preference of these skills was due to the mentor teacher and also by the weaknesses of student teachers, which are stated by them during while and post-school experience interviews. When all participants were asked to explain their reasons behind choosing that specific skill, their responses presented the advice they were given, the impact of mentors, and their own weaknesses. This result correlates with Chiang's (2008, p.1270) findings, which express how student teachers "become reflective of their weaknesses and strengths and enhance their teacher efficacy" with the help of practicum.

Furthermore, the participants' perception of classroom management has also shifted over practicum from dominancy to finding balance. Simsek (2014) reached similar results in her quantitative study on the growth of prospective English teachers' conceptions of language through the process of practice teaching. According her research, acquired results referred as the student teachers' "experiences and observations of the mentors at the practicum school led them abandon the idea of an EFL teacher as an all-knowing authority delivering information, shaping and controlling learners" (p.941), which shows consistency with the findings of the current study.

It can clearly be seen that school experience has an impact on student teachers' definition of a qualified English teacher, which also reveals their expectations of themselves. Wright (1990), Crandall (2000), Yunus et al. (2010) and many other researchers in the field addresses the importance of combining theory to practice during language teacher education programs. Yazan (2015, p.171) also stated that the student teachers "found opportunities for constructing a mutually informative and dialogical relationship between theory and practice" as one of his findings of his research on the development of prospective English teacher beliefs. The findings of the current study agree with Yazan's (2015) study by presenting the impact of practicum on participants' vision of what an English classroom is, and assist them to link between theory and practice via introducing the real atmosphere and offering a context for student teachers to apply what they have learned in their courses during teacher training programs.

5.2.2. Discussion of Findings for Research Question 2: How do pre-service English teachers' beliefs about teaching English change by the practicum experience in FLE 425 School Experience?

After acknowledging the impact of practicum, how this impact appears in participants' belief system was explored through the themes "Importance of Practicum" and "Approaches to Language Teaching Methodology" with the help of reflection tasks, observation tasks and pre and post school experience interviews.

During the post-school experience interview, the participants were asked to give recommendations to the future students who will take FLE 425 School Experience, and the results driven from that question led the study to answer the second research question. The participants gave advice according to their own experiences and recommended the best ways to gain most from their school experience, which also shows the elements in practicum that affected them the most. The results indicated that each participant was influenced by a different component of their practicum, and these components were discovered to be the tasks (reflection, observation, teaching and research tasks), observation hours, teaching experience, guidance from the mentor teachers and the students that participants encounter during their school experience.

Firstly, the tasks that were conducted during the current study found to be influential in the growth of student teacher belief and perceptions. This result was supported by Richards and Nunan (1990), as they commented on the benefits of reflection tasks on prospective teachers' "professional growth" (p.201). Similarly, Armutçu and Yaman (2010) acknowledged reflection as a valuable tool to help pre-service English teachers raise their "self-awareness" in becoming an English language teacher (p.29).

During the practicum process, the participants turned in various tasks as a requirement of FLE 425 School Experience; and therefore, they were assigned to observe, reflect upon or research on different aspects of ELT classrooms in every visit. One of the participants recommended future student teachers to observe different but specific issues every week in detail even if their university instructor would not ask for them to do so via tasks. She stated that these tasks helped them discover many things in terms of language teaching. Another participant described observation as the most important feature of practicum. She also advised other student teachers to observe the classrooms they attend thoroughly and take time in examining the classroom dynamics, both students and the teacher take notes while doing so. The comments and thoughts of participants correlate with Richards and Nunan's notes (1990), since they referred observation to be one of the most important and essential part of practicum can be defined as a source of perceiving education and teaching diversely.

On top of observations, the teaching experience itself was also a big influence on participants and also advised to find an opportunity to conduct more activities in classes by staying close to the mentor teacher and asking for more responsibility. Corresponding to the findings of the current study, Farrell (2008) states that mentor teachers are the closest accessible person for the student teachers to get recommendations over their practicum, and for this reason mentors are found to be the most effective agent for the prospective teacher. Mentor teachers influence has been discussed before and the same discussion reoccurs in participants' advice. Observing mentor teachers, taking notes, asking for guidance, and following them in school was recommended to be useful during student teachers' teaching sessions.

Not only mentor teachers, but also the students at the school participants visit for practicum led to a change in student teachers' perceptions on ELT. This result also correlates with one of Yazan's (2015) findings, in which he found positive effects of practicum on pre-service English teachers. Yazan (2015) stated that the student teachers "gained closer understanding of ELLs" after practicum experience. In the current study, compared to the initial interviews and written tasks to the final ones, the participants shifted from thinking about how they would plan the lesson to safely survive from their first teaching experience, to thinking about how to do more and be effective for students to gain more from lessons. The student teachers were advised to start communicating and bonding with students as soon as possible in order to have more productive lessons.

The opportunity of experiencing real teaching environment instead of pretentious activities, like micro-teachings, carries great importance in answering the question "How do pre-service English teachers' beliefs about teaching English change by the practicum experience?". Previously stated student teacher recommendations presented that almost every aspect of practicum plays a role in influencing and affecting their perception and beliefs, and this effect can be seen in their evolving identity of self as a teacher. Richards et al. (1996) state the escalation of student teachers' belief in them as they slowly leave pretending to be the teacher and start targeting teaching English by questioning the meaning of teaching itself. Related to

this statement, the findings further revealed that the participants' prior beliefs on the application of ELT were shattered, and instead those beliefs were reshaped with optimistic considerations on teaching English rather than preparing students for exams.

5.2.3. Discussion of Findings for Research Question 3: What are the factors that shape or reshape pre-service English teachers' perception and beliefs about English language teaching?

In order to answer the third research question, the data from all three interviews, teaching tasks, observation tasks, post-conference and reflection tasks (2) and the results from themes "Idolizing Mentor Teachers", "Motivating Factors", and "Awareness of Self as an English Teacher" were employed. Shortly depicted in the previous section on how the process of change occurs, some of the factors were presented. However, the factors that shape participants' belief and perception on ELT will be discussed in detail under the subheadings of (1) mentor teacher, (2) students, (3) university instructor, and (4) teaching in real classrooms.

5.2.3.1. Mentor Teacher

The findings of the current study revealed that mentor teacher is one of the key factors, and the most influential elements in shaping prospective teacher's beliefs. In agreement with the results, the mentor teachers not only served as a guide at schools but also provided prospective teachers a safe-ground to start teaching. None of the participants experienced difficulties with their mentor teachers, on the contrary they saw the teachers as their first colleagues. The sense of belonging in classrooms and at school was achieved with the help of mentors, which enabled student teachers to leave their prejudices and anxieties behind and gain new perceptions as an English teacher rather than a learner. Yazan (2015), like many other researchers, stated that mentor teachers strive as one of the most powerful source of impact on the development of prospective teachers throughout practicum processes. Moreover, the findings of the current study were equivalent to the results of Yunus et al.'s (2010) study, which explores the challenges of field-experience after the process, claims that mentors assisted pre-service teachers in many areas of education at schools and the participants' challenges or problems were not related to mentors.

Lastly, the results driven from the post-school experience interviews showed the great influence of mentor teachers on participants on the topics of teaching practices, building motivation, attending learners, effective use of carefully chosen materials, and methods and perceptions on teaching English as a foreign language.

5.2.3.2. Students

In pursuing student teachers' development through three months of practicum process, the participants, unconsciously, showed a change from teacher-oriented to student-oriented perception of teaching. FLE 425 School Experience was the first field-experience for all participants; therefore, they were all inexperienced in nature, and this situation resulted in the participants' desire to teach in safe grounds. On the other hand, during the post-school experience interviews, the participants were emotional about students and admitted that when they started to communicate with students, they felt more like a teacher. Similar to these findings, Kanno and Stuart (2011) declared that throughout their one-year narrative study, the two prospective teachers gain rapport with students and further acquired the practical knowledge of managing classrooms and in time grow into skillful English teachers. As a result, participants discovered the reality and the recipient in teaching context, which led them to step out of their safety and join the teaching process fully.

5.2.3.3. University Instructor

Throughout the whole semester, participants both visited schools, participated FLE 425 School Experience course at METU and at the end of the semester they were given feedback about their last teaching task and their general development in reference to the course by the course instructor. Agreeing with Vibulphol (2004), the level of critical thinking skills was proven to be a powerful source for developing beliefs. Although they shared their experiences from their schools every week, post-conference was still found to be influential in student teachers' belief and perception due to its triggering effects on critical thinking skills. These conferences helped the participants criticize and reevaluate their own teaching, which contributed to their self-awareness, their strengths and weaknesses in becoming a teacher.

5.2.3.4. Teaching in Real Classrooms

The experience of observing a real classroom has been found influential and being the essential part of field experiences, it was presented as another key aspect in effecting prospective English teachers previously in the current study. Governed with the Constructivist approach, which was defined by Chiang (2008, p.1271) as “The core of constructivist teacher education lies in the design of a learning environment conducive to knowledge construction as opposed to the design of instructional sequences”, FLE425 School Experience course also helped student teachers to construct their own knowledge of teaching English via observations of real classroom atmosphere. In accordance with the literature on the importance and benefits of observations, Freeman (1996) advised the use of observation for foreign language teacher education programs to be more efficient. The present findings demonstrated that the observations and teachings during FLE 425 School Experience helped the student teachers become less worried about their grammar mistakes and the number of activities they should put in a lesson plan. These activities also turned student teachers’ focus on teaching itself.

5.3. Conclusions

The current study organized for the purpose of revealing the possible shifts or developments of prospective English teachers’ perception and beliefs about ELT by firstly exploring prior beliefs of participants and following the changes throughout and after their first practice teaching experience and determining the impacts of practicum experience on their beliefs and perceptions of ELT. In order to do so, five senior students from an ELT department in a state university in Ankara, Turkey were interviewed three times, before-while-after the practice teaching. They shared their written tasks on their observations at their assigned schools, and joined a post *School Experience* conference with their course instructor. Further, the same instructor agreed to share her comments on participants’ teaching tasks according to her observations for gathering data.

Following that, qualitative data was gathered within three months, transcribing, reading, memoing and coding the data, analyzing the whole data set by gathering codes from all sources of data utilizing categories, four major themes were reached.

Previously explained major themes were: (1) previous experiences, (2) definition of a qualified teacher, (3) importance of practicum, and (4) approaches to education.

The findings of the study revealed that during school experience with the help of visiting real classroom atmosphere, advice from mentors, guidance by the tasks formed by the university instructor and the motivation from students at schools, their prior beliefs and perception started to change and at the end all participants gained a different perception on the application of ELT in classrooms compared to their previous beliefs. The positive impact of practicum encouraged the student teachers to motivate themselves in believing what they have learned in language teacher education program is applicable in real classes and it is not a fantasy, and to continue their career as English teachers.

Almost all participants, despite their beliefs in the benefits of communicative classrooms, had a vision of a GTM-centered English classroom based on their prior beliefs; however, this perception was shattered with school experience. On the other hand, the knowledge the prospective teachers gain from their methodology classes has proved to already shape their approaches to ELT before practicum, and their desired way of teaching English did not change after practicum either. Furthermore, the participants' recommendations for improving FLE programs involved giving more importance to and spending more time with practice teaching.

5.4. Implications for Pre-Service Language Teacher Education Programs

The collection of findings obtained from the present study can be adopted for the improvement of the foreign language teacher education programs. Regarding these findings, following recommendations can be drawn:

1. Pedagogic competence involving “management”, “teaching”, “preparation” and “assessment” is acknowledged as an essential skill in language teacher education programs (Thomas, 1987, p.37). The elements that form this competence can best be gained by practicum experiences. According to the findings of the current study, student teachers feel more motivated, confident, and ready for their future career as an English language teacher after

practicum. For the sake of helping pre-service English teachers become more qualified, earlier exposure to reality was found to be necessary and it should be ensured by more practicum courses, observation or teaching hours before senior year of teacher education programs.

2. The current study found some weaknesses in the Methodology courses due to their lack of preparing prospective teachers for the field. According to the suggestions given by the student teachers of the study, the ELT Methodology courses should be revisited in a cooperative way with schools by offering pre-service English teachers a few hours of observation before starting to write lesson plans so as to help pre-service teachers acquire a vision of how those plans work and strengthen their teaching skills before going into the field.
3. Microteachings were found to be beneficial in many terms and as Gürsoy (2013) refers to it as an assistance on the concern of teaching on one's own, while it also is advantageous in enhancing group work and acquiring knowledge from their partners. Although it is a favorable practice according to the findings of the current study it also owns weaknesses like concealing the reality. Language teacher education programs were recommended to revisit the applications of microteachings and improve its practices in reference to pre-service teachers' needs and expectations.
4. Towards improving language teacher education programs, teacher educators should be aware of the pre-service teachers' perception and beliefs, since prospective teachers' learning is not always equivalent to the objectives of the programs (Almarza, 1996). As reported by the participants, the ELT program they are enrolled in is yet to fulfill their needs and expectations. Therefore, the language teacher education programs were recommended to construct their courses and curriculum regarding an analysis of student teachers' belief, perception and needs to help them develop their present understanding more favorably.
5. Based on the findings of the current study, student teachers gained most from feedback sessions with mentor teacher and university instructor. Therefore, language teacher education programs are advised to supply pre-service English teachers with opportunities to pursue varied field-based activities,

supported with immense amount of feedback and post-practicum conference sessions with supervisors for raising the critical thinking skills and allowing prospective teachers be aware of their own practice in classrooms.

6. The practicum courses “School Experience” and “Practice Teaching” should contain detailed reflection tasks or journal writing for prospective English teachers to gain self-awareness. Apparent from the findings of the present study, the student teachers were able to criticize themselves and be aware of what happens in a classroom from a teacher’s point of view with the help of these tasks. This application will serve the student teachers carry out more successful practicum experience by drawing out their own strengths and weaknesses. Also, the FLE programs should benefit from these reflections and determine the deficiencies in their curriculum.
7. One of the major problems encountered by the student teachers during the practicum was the feeling of disappointment when they discovered theory is not alone the key to become a qualified teacher. Therefore, the courses involving theoretical assumptions in the field of ELT should be improved with examples, videos or materials from real life contexts in order to prepare prospective English teachers for real classroom and school settings so that they will not stumble and feel disappointed when they go in to the field.
8. The findings presented student teachers’ anxiety on classroom and time management. The classroom management courses were recommended to be reviewed and also give some place for practical strategies again supported by real life examples.

5.4.1. Limitations of the Study and Implications for Further Research

There are two major limitations to the study. First one is due to the qualitative design of the study in which the results will apply only to its sample size. The second limitation is that although the participants have not experienced a real-classroom teaching and observed any school environment as a student teacher yet, few of them have been private tutoring. Nevertheless, the results will be reviewed regarding the aforementioned limitations.

The current qualitative study carried out in a four-month period, contains in-depth data in order to reach insights of the first practicum experience of prospective English language teachers. Nevertheless, a longitudinal study involving both school experience and practice teaching courses over a period of one year would be more beneficial to follow up on the participants' beliefs. Due to the limitations caused by school administration, observation was not adopted as another data collection tool but is recommended for further studies to gain another perspective on the issue of the changes in pre-service English teachers.

Although Kunt and Özdemir's (2010) study claims that there is little impact of methodology courses on prospective English teachers' beliefs, according to the current study the participants showed their perceptions on teaching English, and their approaches and methods adopted in teaching tasks were reshaped by these courses but not their previous experiences; therefore, another study can be carried out on this matter.

Further, looking at the results, it was evident that practicum experience has an impact on not only student teachers' belief and perceptions, but also on their developing professional identity. An alternative study can be conducted specifically on this issue over the period of practicum.

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APPENDICES

APPENDIX A: Pre-School Experience Interview Questions in Turkish

1. İngilizce öğrenmeye ne zaman başladınız?
2. Lisede kaç saat İngilizce dersi aldığınızı hatırlıyor musunuz?
3. Ne tip bir lisede eğitim gördünüz?
4. Okulunuzda nasıl bir İngilizce öğretimi vardı?
5. Hiç yurtdışında bulundunuz mu? Cevabınız evet ise, nerede ve ne kadar süreyle bulundunuz?
6. Neden İngilizce öğretmeni olmak istiyorsunuz?
7. Bu kararınızın ardındaki sebepler nelerdi?
8. İngilizce öğretmenleriniz İngilizce öğreniminize nasıl bir katkı sağladığını düşünüyorsunuz?
9. Okuldaki öğretmenleriniz İngilizce öğretmeni olmaya karar vermenizde bir etkisi oldu mu?
10. Size İngilizce öğretmeninizin hangi açılardan rol model olduğunu düşünüyorsunuz?
11. İngilizce derslerinizi düşündüğünüzde aklınıza neler geliyor?
12. Hatırladıklarınız arasından sınıfta yapılan neler hoşunuza giderdi?
13. Öğretmen olunca hangilerini sınıfta kullanmayı düşünürsünüz?
14. Hangilerini kendi sınıflarınızda kullanmayı tercih etmezsiniz?
15. Lisedeki İngilizce derslerinizde sınıf ortamı nasıldı?
16. Şuana kadar eğitim alanında edindiğiniz bilgilere ne tip bir sınıf ortamında yetiştiğinizi düşünüyorsunuz? (Örneğin: öğrenci/öğretmen odaklı)
17. Öğretmeninizi o zamana göre farklı değerlendirdiğiniz olumlu veya olumsuz şeyler var mı? Bunlar neler?
18. Öğrenci olarak, öğretmenlerinize bakarak sizce iyi bir öğretmenin nitelikleri neler olabilir?
19. Okul deneyimi dersi ve staj sürecinden beklentileriniz nelerdir?

APPENDIX B: While- School Experience Interview Questions in Turkish

1. Okul deneyiminiz nasıl ilerliyor? Okuldan ve öğretmenlerden memnun musunuz?
2. Bu soruyu bir önceki görüşmemizde de sormuştum, sizce iyi bir öğretmenin nitelikleri nelerdir?
3. Henüz mesleğe başlamamış biri olarak kendinizde bu niteliklerden hangilerini görüyorsunuz? Sizce bu yetenekleri nerede ve ne zaman edindiniz?
4. Hangilerini görmemiz gerektiğine inanıyorsunuz?
5. Bir İngilizce öğretmenin kendinde geliştirmesi gereken beceri veya alanlardan sizin için en önemli olan 3 tanesini seçebilir misiniz? Örneğin, İngilizce bilgi seviyesi ya da dil kullanımı bu üçlüden biri olabilir mi?
6. Sizce neden önemliler?
7. Sınıfla ilk ders anlatımınız nasıl geçti?
8. Bulduğunuz okulda herhangi bir zorluk yaşadınız mı veya böyle bir duruma şahit oldunuz mu? Sizi şok eden ya da strese sokan bir anınız oldu mu?

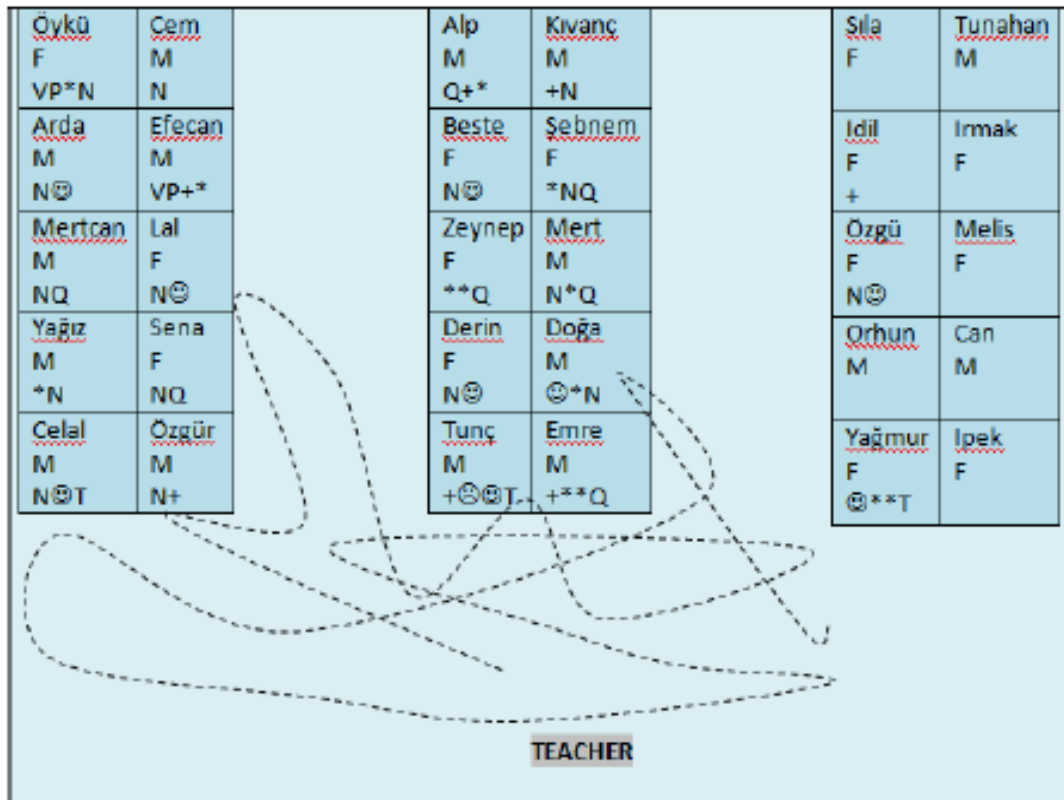
APPENDIX C: Post- School Experience Interview Questions in Turkish

1. Bütün gözlemlerinizi ve öğretmenlik tecrübelerinizden sonra, okul deneyimizi nasıl tanımlarsınız?
2. Okul deneyiminiz süresince neler sizi mutlu etti? Bu kişisel gelişiminiz, öğrencileriniz ya da okuldaki öğretmenler hakkında olabilir.
3. Bu süreç içinde herhangi bir zorlukla karşılaştınız mı? Örneğin sınıf yönetimi (classroom management) veya sizin sınıftaki öğretmen rolünüz hakkında olabilir.
4. Bu deneyiminiz sonucunda İngilizce eğitimi hakkındaki fikirlerinizde herhangi bir değişim oldu mu? Oldu ise ne konuda ve nasıl?
5. Artık gerçek bir sınıf ortamında İngilizce eğitimi tecrübeniz olduğuna göre, sizce ODTÜ’de aldığınız “methodology” derslerinizdeki “microteaching” lerle arasında bir fark olduğunu düşünüyor musunuz? Nasıl?
6. Kendi eğitim stilinizi ve tercih ettiğiniz tekniklerinizi nasıl tanımlarsınız?
7. Kendinizi gelecekteki sınıflarınızda nasıl bir öğretmen olarak görüyorsunuz?
8. Önceki konuşmalarımızda ideal sınıf ortamından bahsetmiştik. Okul deneyiminizden sonra ideal sınıf ortamı konusundaki görüşlerinizde bir değişiklik oldu mu?
9. Bu soruyu da daha önce sormuştum fakat gene konu hakkındaki düşüncelerinizde bir değişim var mı onu anlamak için tekrarlıyorum. Farklı ya da aynı cevapları verebilirsiniz. Bir İngilizce öğretmenin kendinde geliştirmesi gereken beceri veya alanlardan sizin için en önemli olan 3 tanesini seçebilir misiniz?
10. Sizce neden önemliler?
11. Bu sene sonunda mezun olduğunuzda kariyerinize İngilizce öğretmeni olarak devam etmek istiyor musunuz? Nasıl bir kurumda ve nasıl bir öğrenci grubuyla çalışmak isterdiniz?
12. Şuanda okul deneyimine yeni başlayacak olan arkadaşlarına nasıl bir tavsiye verirsin? Neden?

APPENDIX D: Sample Student Teacher Observation Task (ST3)

Observation Task I: Attending to the Learner

Wajnryb (2000) states that teaching a language is almost impossible. Instead of this, the teachers should create affective learning environment including appropriate learning conditions, and the way the teachers attends towards the students (verbal and nonverbal) is one of these conditions. This week's assignment includes two main parts: analysis of the demonstration existing in observation task I. and analysis of 4 demonstrations we draw during our observation in our second week.

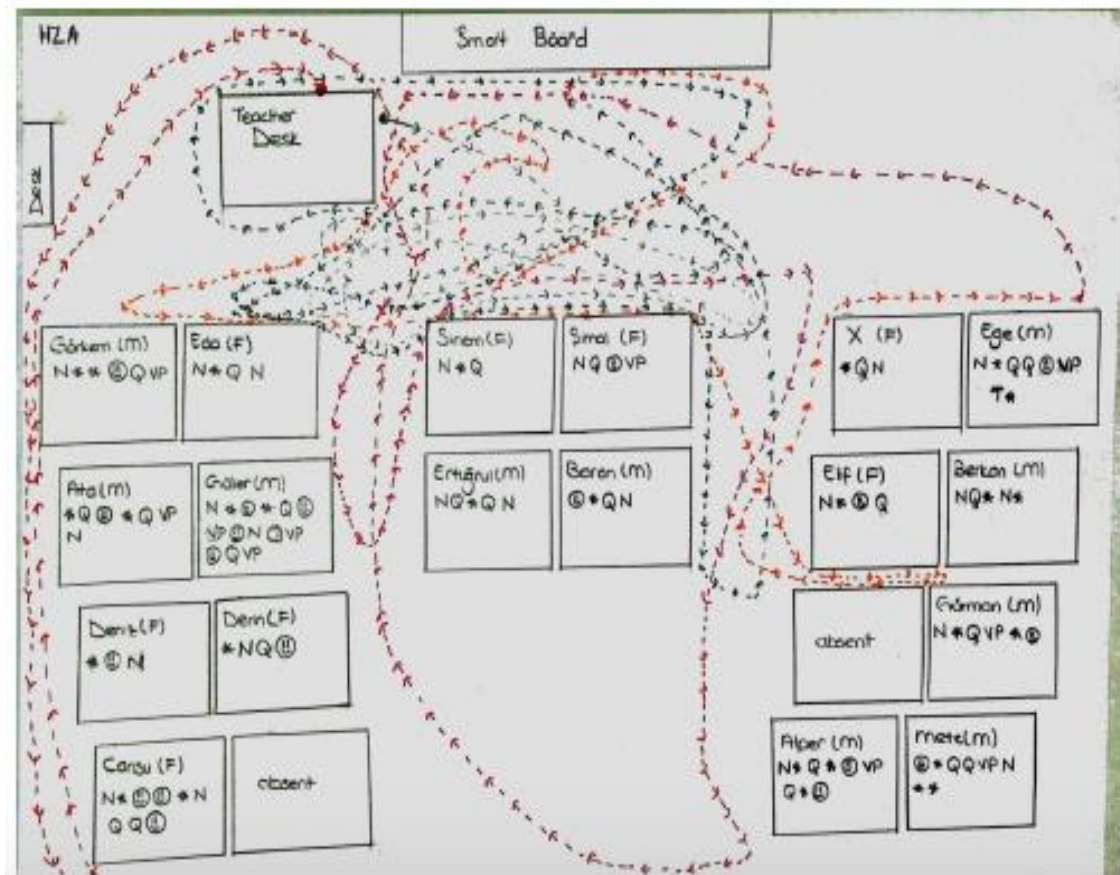


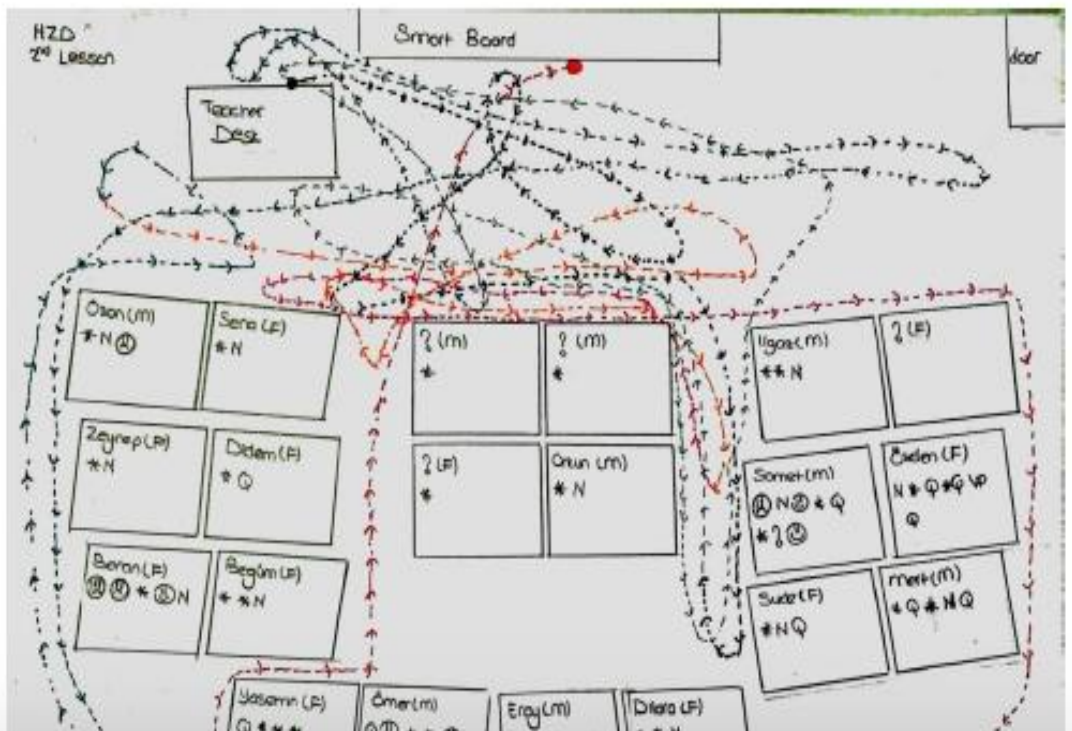
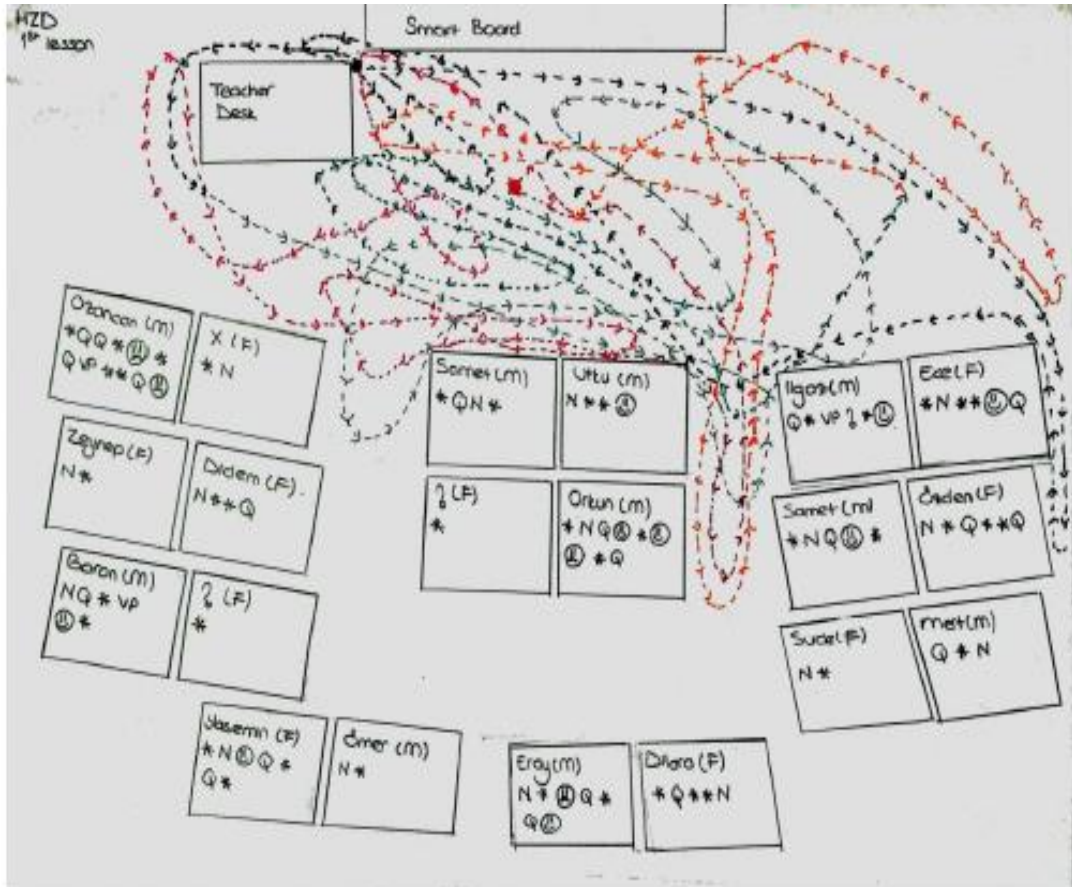
To begin with the demonstration above, in my opinion, there is an inequality in the distribution of attention. Seating arrangement causes a particular spread of teacher attention. When we look at the demonstration, it is clear that the teacher moves around the front rows. I think the reason may be that the teacher wants to address whole class. She may think she will lose the attention of the students sitting on front rows if s/he moves around the middle or back rows. When it comes to the distribution of verbal or nonverbal strategies, the teacher calls the

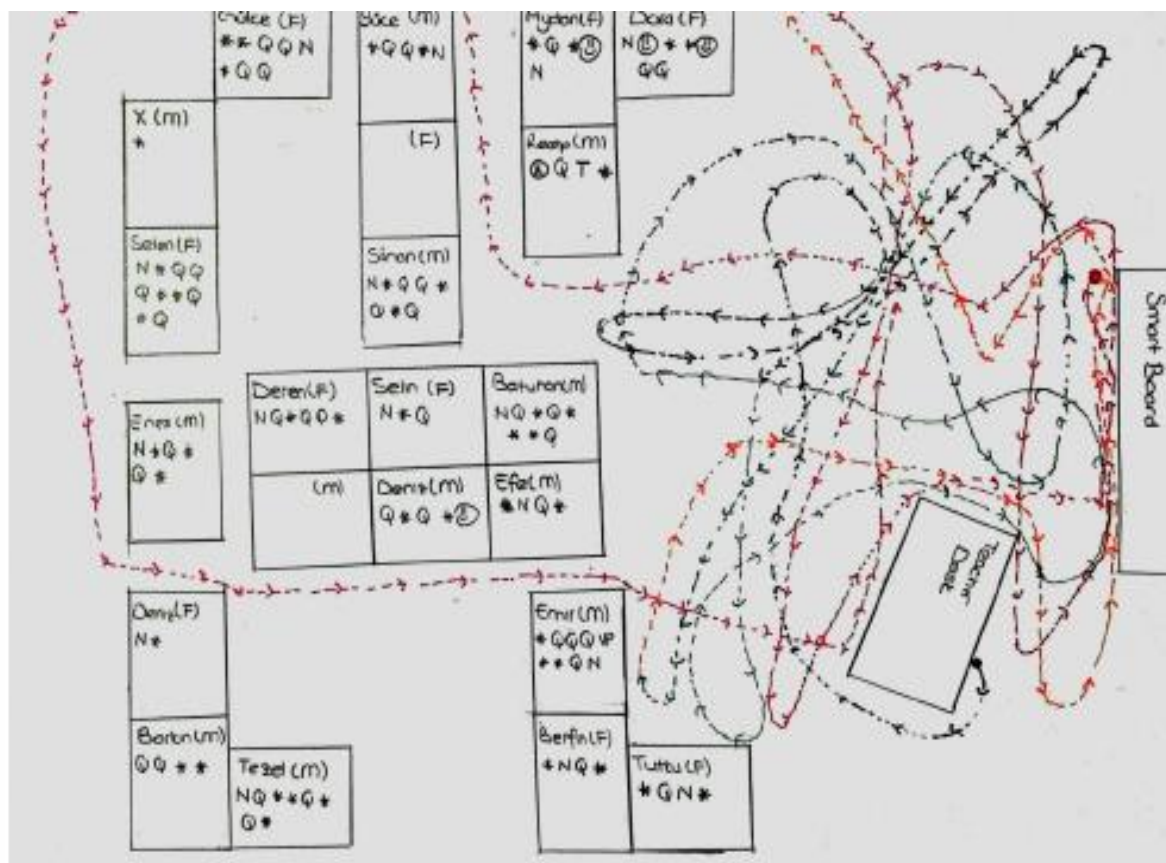
students' name (15 times), makes eye contact (10 times) and smiles (9 times) mostly as well as warning, questioning, verbal prompt, touching. However, when we look at this distribution, we can still see inequality. The teacher addresses the middle line mainly. Then she pays attention to left line, and she seems to ignoring the majority of the students in the right line. I mean she does not make even eye contact with Sila, Tunahan, Irmak, Melis, Orhun, Can etc. All in all, the distribution of teacher attention seems unbalanced.

As the second part of the assignment, I observed Mrs. Mayda's four English lessons in 3 different classes on 21st of October. The demonstrations are available below.

PS: In these demonstrations, I have used colourful intermittent lines to show how Mrs. Mayda is walking around the rows. The colours follow a particular order. The lesson starts with black lines, continues with green, blue, orange, pink lines, and the lesson ends with red lines. Also, I used "?" when I did not understand the students' name although Mrs. Mayda calls the student with his/her name.







To begin with, the seating arrangement itself caused a particular spread of teacher attention to some extent. Namely, Mrs. Mayda moved around the front rows mainly because she wanted to address all the students without losing track of what all students were doing. This may look like she was paying attention to the students sitting on the front, but this was not the case. Since the classrooms were not too big or crowded, Mrs. Mayda could easily observe the students. Even if she mainly moved around the front rows, she interacted with almost every student effectively. She responded everyone's question without considering the students were close or distant to her. Also, she moved among whole rows and along the aisles as long as possible. For instance, she moved around all rows during listening activities or group works in order to ask whether they needed any help or not. Also, when she wanted to interact with the students individually, she came near to them. Secondly, the gender distribution was not related to the distribution of teacher attention. She gave everyone right to speak equally, yet, in my opinion, the boys were attended more generally when compared to the girls. The reason here was not the teacher, but the students' nature. The boys were generally more talkative, extraverted than the girls. Thirdly, a group of students were addressed more than others in the classrooms. Again, the reason was the students' nature.

Some students wanted to be one speaking all the time. For example, in HZD, the students were trying to describe the word “record” in English. Although two of the students lost their chance to describe, they kept raising their hands up. Fourthly, attending strategies used by Mrs. Mayda were like the table below.

	HZA	HZD/1 st lesson	HZD/2 nd lesson	9D	Total
*	28	41	28	46	143
Q	25	20	12	42	99
N	22	16	12	16	66
☺	19	9	7	4	39
VP	10	2	1	-	13
☹	-	4	6	1	11
T	1	-	-	1	2

Depending on the table, we can say that making eye contact, questioning and naming the students are the most common attending strategies. Mrs. Mayda tried to make eye contact with everyone during the lesson. Thus, the students got that she paid attention to everyone. She also used eye contact in order to address the students individually. In order to create interactive lessons, she used questioning technique a lot. By choosing random students to ask a question, she tried to keep the students alert. She used naming technique for two main reasons. Firstly, she called the students’ name in order to allow them to speak. For instance, she used this technique during homework check. The second usage was asking for silence. When the students were talking to each other, or disrupting the lesson, she just called the names suddenly. In my opinion, these are good ways to use naming. Also, I gave great importance to knowing the students’ names. This shows that the teacher cares for their students. S/he does not see them as random people; instead s/he accepts they have different personalities. As a student, I really get happy when my teacher knows my name. Another technique was warning the students; Mrs. Mayda warned the students they really distract her or each other. For example, she formed such kinds of sentences. “Could you please stop passing objects to each other”, “You should have all materials with you”, “Student A, you’re not listening”. Lastly, when it comes to touching issue, she put her hand on the student’s shoulder only twice. All in all, I really like the way Mrs. Mayda attends to her students. She

did not ignore some of the students. She was also observant and nice. Moreover, I admired her smiling face even in most annoying situations. When I put myself in her shoes, I do not know whether I can be that patient or not. One final thing is her attitude regarding mistakes. When students make a mistake and/ or other students laugh at him/her, she said that “We love mistakes”. I think this is the attitude motivating the students to actively engage in the lessons.

APPENDIX E: Sample Student Teacher Reflection Task (ST3)

REFLECTION TASK I: FIRST DAY IMPRESSIONS & EXPERIENCES

A: Before the Visit:

On 14th of October, I will visit METU DF High School in order to learn about my mentor teacher and school experience schedule. In this writing, I will share my expectations regarding the school environment, atmosphere, the teachers' and the students' attitude toward me. To begin with the school environment, since it is a private school, I assume that the classrooms, canteens, laboratories etc are quite impressive in terms of opportunities provided to the students such as comfortable furniture, advanced visual aids, equipment etc. I also expect a school environment which is safe both psychologically and physically. In my opinion, it would have a healthy school environment which facilitates effective teaching and learning. I really wonder the way the lessons are taught. In the website of the school, it is stated that the lessons are mainly student-centered. I am curious about to what extent this is true. At this point, I assume all of the students will be actively engaging in the lessons. Another point is that the medium of instruction is English. I do not know what to expect about this because beforehand I have heard that the students speak in English even during breaks. Actually this seems a little bit utopian idea to me. Secondly, in terms of school atmosphere, I expect lively and hectic atmosphere because it is a high school, and when I think about my high school day, all I remember is the rush. I think it will be an enjoyable and interesting environment. Furthermore, I expect healthy interactions among the students and the teachers which include not only compassion but also mutual respect. In terms of colleague support, I do not know what to expect. Maybe they have a supportive environment; maybe they do not care much about one another. However, what I expect from them is that they will be comfortable with their responsibilities. In terms of attitudes of the teachers toward me, I expect them to be helpful and cooperative because they accept us to monitor them although they do not have such an obligation. However, there is a possibility that some teachers may be cold and distant. I am quite sure that all of the teachers will be exceedingly qualified in terms of English and teaching English, otherwise METU DF Private Schools would not have accepted them. Lastly, when I think about the students' attitudes towards me, I do not know what to expect. Actually I am confused about this. On the one hand, there is a possibility that they would not care my existence at all. They will continue their lessons since they get used to people observing their classes. On the other hand, they may observe my attitudes, my clothing

etc. I hope this will not happen because I do not want to be a distraction for the students. Also, I expect my students to have good proficiency in English, especially in pronunciation and intonation. I hope they will not look down me for my speaking skills. Actually this is what I fear most. All in all, I expect an effective school environment and atmosphere in which the students and teachers have good interactions.

C: After the Visit

On 21st of October, I monitored Rengin E. Mayda's 4 English courses. Depending on that day's experience, I will share my thoughts and feelings considering the issues I stated above. Firstly, the school was really impressive. I liked its design, and its opportunities. For instance, every class has smart boards, and these boards are the main equipment of the lesson. Since the classes have the required technology, the teachers can integrate listening etc easily. Every student has their own closet as well, and this is an advantage for them because they do not have to carry all of their materials with them all the time. Also, the environment allows peripheral learning. For instance, there are plenty of charts, flashcards etc. As well as the

curriculum-related billboards, charts etc., the school is also well designed in order to support students' self-development and increase common world knowledge. For example, there is a billboard on the corridor which includes pictures of worldwide known novelists, poets and their famous works. Secondly, what I saw there was a happy school atmosphere. Everyone seemed genuinely content with their conditions. I liked the students' rush. They were so lively that I noticed how much I missed my high school days. They seemed like they were having fun. I enjoyed that atmosphere a lot. Thirdly, the teachers' attitudes towards me were quite nice. All of them were kind, and they were offering help to me. For instance, other teachers told me that I could observe their classes if I wanted. I will absolutely observe some classes of Mr. Sturtevant and Mr. Fave in order to observe to what extent there is a difference between native and non-native students. When it comes to my mentor teacher, Rengin Mayda, I was very happy to notice that I choose one of the best teachers in this school. She has lots of experience, and she is ready to share. She is caring and helpful. Her introducing me to the class made me happy. I enjoyed observing her classes because she is an effective teacher. Also, I liked his theatrical aspect. She is also such an energetic lady it is almost impossible not to admire her. She does not spend even a second in vain. For instance, she attends etudes during lunchtime. I cannot understand how she can like this. Honestly, I was not expecting such an extreme business. This was also a little bit disappointing for me. I felt like she does not have a life for herself within the boundaries of the school, and I get upset for her. She deserves some time to rest. Another saddening thing for me was to learn that the teachers were not allowed to sit during the lesson hours. It is like the school is exploiting the teachers. The teachers must be really content with working for the schools; otherwise I do not think they will work there. For instance, my mentor said to me she works there because the students are very bright, and it is nice to work with them. Lastly, I was impressed with the students. They were really confident during the classes. They were actively engaged in the classes. I think an important reason of this was the teachers' attitude. She said that "We love mistakes in this class because we learn from our mistakes". Another interesting thing was that students were talking in English even during breaks. When it comes to their attitude, they were nice. Some of them even smiled to me. All in all, I noticed that I made the right decision by choosing METU DF High School and Mrs. Mayda. In my opinion, those students are really lucky to have those opportunities and those teachers. They should know the value of what they have.

APPENDIX F: Sample Student Teacher Teaching Task (ST3)

Teaching Task I

On the 25th of November, I completed my first teaching task at prep. D at METU DF High School. My focus was a video clip about cave diving, and so the listening skill. In this assignment, I will evaluate my first teaching in terms of my strong aspects, weak aspects, and my mentor teachers' feedback. My lesson plan for the lesson is available below.

LESSON PLAN

Institution/ Context of language teaching: METU DF High School

Lesson Focus:

Language Focus: *Grammar* *Vocabulary* *Pronunciation*

Skills Focus: *Listening* *Speaking* *Reading* *Writing*

Learners' previous knowledge: simple present tense, present continuous tense, simple past tense, guessing the meaning of vocabulary items by completing sentences, listening for specific information

Learner profile: The students are preparatory year students. Their age is about 14-15. There are 21 students in the classroom.

Aim/Goal of your lesson:

1. The students will be familiar with Wakulla Springs, a series of underwater caves and tunnels in Florida and the project to create the world's first digital, three-dimensional map of an underwater cave system.
2. The students will improve their listening and speaking skills with the help of a video called "Mapping the Labyrinth"

Objectives of the lesson:

By the end of the lesson, the students will be able to

1. Share their own ideas about what is mysterious for them with the help of pictures on the smart board.
2. Define 3 vocabulary items (three-dimensional, labyrinth, current) by completing the definitions in fill in the blank activity.
3. Take some written notes individually while watching the video called " Mapping the Labyrinth"
4. Answer the questions on the handout by benefiting from their notes that they take while watching the video in pairs.
5. Draw or takes notes about what they imagine about the parts of the ocean that have not been explored yet on the paper distributed by the teacher.

Pre-listening	2'	<ul style="list-style-type: none"> After a small talk, T says, "Today we will talk about another mysterious thing: Underwater caves." T says "However, before learning about them, let's work on some vocabularies. You will hear them on the video. On page 137, in part A, you have 3 vocabularies. I want you to complete the definitions with correct vocabularies. You have 2 minutes" 	the course book	To make the Ss familiar with some vocabulary items which they will encounter in the video, and so the video will be more comprehensible and meaningful.
	2'	<ul style="list-style-type: none"> After getting answers from the students T says, "Now, let's continue with the video. The video is about cave diving and a series of underwater caves and tunnels in Florida called Wakulla Springs." T gives instruction for the activity by saying, "While watching, I want you to take some notes because I will distribute a handout afterwards." T starts the video. 	smart board the course book	To make the Ss familiar with the video. To encourage the Ss to take some notes.
While-listening	15'	<ul style="list-style-type: none"> T moves around the classroom to observe whether the Ss are watching the video carefully or not. After Ss finished watching the video, T asks, "What do you think about the video? On your notes, is there anything interesting? What did you learn from the video in general?" T distributes the worksheet and says, "Now I want you to try to answer the questions with the help of your notes. You will work with your pairs. You have 4 minutes." T opens the video again so that Ss can check their answers and/or find answer for the questions that they could not reply. After Ss complete the task, T gets answers for the questions on part B. 		To encourage Ss to comment on the video To understand whether they understand the video or not.

Post-listening	15'	<ul style="list-style-type: none"> T states that "You know that oceans cover 71 percent of the world, but people explored only 5 percent of it. It is very mysterious, isn't it? Now I want you to think about unexplored parts of the oceans." T tries to learn Ss' guess about what is under the oceans by asking, "What do you think there are under the oceans? Do we have civilization like Atlantis? Do we have mermaids that live underwater?" "Now I want you to imagine the unexplored parts of the oceans. In groups of 4, you will discuss how they look like. Then, you will tell me your expectations. Here I have some paper. In your groups, I want you to take some notes on the paper or you can draw unexplored ocean. Afterwards, one student from each group will summarize your ideas. You have 8 minutes." After the time is up, each group shares their work with the class. Then T and Ss vote for the best work. T declares the result. T says goodbye to the Ss. 		To engage all Ss in the activity actively. Also, the speaking activity helps Ss to improve their critical thinking ability.
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Contingency: If there is any time left, T asks the Ss to complete part "After Viewing" on page 137.

Stage	Allocated Time	<u>Procedure</u> What do the teacher and the students do?	Aids	Rationale & Justification
Warm-up	1'	<ul style="list-style-type: none"> • T comes to the class and greets the Ss. • T asks the Ss how they feel. 		To create a warm classroom atmosphere and prepare the Ss to the lesson.
Lead-in	5'	<ul style="list-style-type: none"> • T asks the date to the Ss and then writes that day's agenda on the board by saying, "Today we'll start with some vocabulary items. Then we will continue with a video and a group work." • T talks about mysterious things such as Voynich Manuscript, aliens etc by sticking some pictures on the board. Then T asks to the students, "What is mysterious for you? Can you give me some examples?" T writes Ss' answers on the board and sticks the pictures of them if s/he has any. *The students are expected to say "Black holes, Costa Rica's Stone Spheres, Pyramids, and Stonehenge etc." 	the board the pictures	To inform the students about the lesson flow. To make an introduction to the lesson by arousing their interest on the topic.

Post Teaching Self Evaluation

To begin with the strong aspects of my teaching, I think my introduction to the lesson (opening) was good enough to take my students' attention. Since I asked them what they remember from the last class, they started to talk about something they already knew. Also, the topic "mysterious things" actively engaged them into the lesson. Many of them wanted to share something with me. Actually I did not know many of the things, and so this was informative and enjoyable for me as well. For example, one of the students was talking about the remains of Noah's Arch which was found in Turkey. Also, the topic was open to discussion. Especially for the topic "aliens", the students discussed whether aliens existed or not. Secondly, I am content with the way I attend to the students. As best I can, I called the students with their name. Actually, after my teaching I learned that my students were also content with it. Orkun got closer to me, and said, "Hocam nasıl hepimizin ismini ezberlediniz? Biz çok şaşırđık. Herkese ismiyle hitap ettiniz." This made me even happier. Furthermore, I believe I settled a positive atmosphere in the classroom by smiling. This helped me to in terms of involving students to the activities. Namely, a few students were too shy towards me. Actually they were not even looking at me in earlier lessons. However, when they saw me smiling during my teaching, they started to smile and participated in the lesson. This made me quite merry because I was not expecting that. Their eagerness to the lesson motivated me highly. Thirdly, I was happy with setting group work. Namely, I decided the group members. Also, I wandered around the classroom so that I can help them and check whether they are working or not. I believe I had an eye on everyone to some extent. Also, I believe my students liked my post activity. Actually they were so engaged that they did not go

on break, and because of their interest Mrs. Mayda let me continue to the second lesson for 20 minutes.

When it comes to my weaknesses, I should speak up. In my daily life I am not a person speaking loudly. However, as a teacher I should improve myself because Mrs. Mayda told me she had difficulty in hearing my voice sometimes. If this was the case, some of my students may not have heard my voice. It was not even a crowded classroom, so in a more crowded class this would be a big problem. Also, another problem was that I made some grammar mistakes. I don't know why, but I said "no one understand" instead of "no one understands". While I was saying this, I noticed my mistake, but I continued speaking. I wish I had corrected it. However, I mainly focused on the flow of the lesson. Actually while I was speaking, I was thinking about what I would do next. I think I should have cared not only the maintenance of the lesson but also the quality of the activities, pronunciation etc. Thirdly, I think I need to work on my classroom management skills and instructions excessively. Actually, for first 35 minutes I did not have a problem; the class was listening to me with great attention. However, when we start the group work, things get complicated. Normally the students were expected to imagine about unexplored parts of the oceans in groups of 4. I wanted this to be a speaking activity. Then, they would have drawn their imaginary oceans in the papers I distributed. Nevertheless, they started drawing immediately. If I had a time machine and could go back to the lesson, the flow of the things would be different. Namely, firstly I would ask each and every student to share their ideas on their groups for 3-5 minutes. Then I would distribute the papers to draw. Another problem with the group work was the presentation part. Normally one or two students from each group were supposed to present their drawings. However, the majority of students did not listen to the each other because they were still working on their project. Also, some students said things like that, " Bizimki daha güzel bir kere." For those minutes, I was petrified. I was looking at them and I did not have the slightest idea about what to do. At the beginning, I asked for silence. Then I asked the presenter to stop for a second, and addressed to the whole class by saying "You have to respect to your friend. He is speaking." However, this worked only for a minute. Afterwards, I visited each group and reversed their papers, yet the minute I left them alone, they turned their paper over, and continued drawing. As the latest thing, I collected their papers. When I think about now, I notice that this was not the students' fault. It is highly possible that I would have done the same thing as a student. The only thing I need to do was collecting the papers at the very beginning, so they would have listened to their friends. Also, I believe that I should have been stricter for these breakdowns. They must have found me too mild.

In terms of my mentor teacher, I think I am quite lucky. She was so kind before the lesson. She calmed me and got every material such as smart board ready to the lesson. When it comes to the feedback, she was highly positive. Actually, if I were in her shoes, I would criticize myself so much harder. She stated my mistakes in a constructive way; it was clear that she wanted me to learn what to do. In general, she stated the points I mentioned above. As well as those, she told me I should be more self-confident. Another point that she talked about was the importance of giving feedback. I learned that I did not correct any student mistakes. She said I should have corrected at least some of them. I think this is an important

reminder because I do not want my students to have fossilized mistakes, and immediate feedback is a good way to avoid this. Another one was that she told me I could have used smart board to project the pictures instead of sticking them on the board; this would have been better easier. I think she is right because some students could not see the pictures, so I had to wander around the desks with pictures so that they can see the pictures clearly. Additionally, she said I should have written "today's agenda" on the board as well as stating it orally. Actually, I was planning to do that, but I forgot it. Then I realized that I also forgot to write correct answers on the board. Another important thing was about my instruction about note taking. I said, "I strongly suggest you to take some notes while listening because you will answer the questions with the help of it." She told me, "Do not recommend; tell them to take notes by saying "Pencils ready"". As a conclusion, I believe feedback of Mrs. Mayda was quite effective for me. She shared her comments with me in a detailed way. She did not just tell me my mistakes; she exemplified what I could have done instead.

All in all, my first teaching was an incredible experience for me. I think teaching in a real classroom has nothing to do with micro teachings. In micro teachings, everything goes extremely well, but in a real classroom environment there are too many variables. Actually I have mixed feelings about my first teaching experience. On one hand, I did so many things wrong that I cannot believe I actually did those things. When I think about my mistakes, I feel like I will not be able to an effective teacher. On the other hand, my students were so positive during my teaching that this motivates me. If I taught the same lesson in another class, I would have more trouble. In my opinion, I was extremely lucky since my first class was quite in terms of both English level and willingness. During the break which is just before the class, some of the students approached to me and asked whether I will teach the lesson or not. Then they told me, " Hocam siz rahat olun lütfen. Biz uslu bir sınıfız. Dersinize hepimiz katılırız. Sizi üzmeziz." It gave me quite a shock. What I deduced here is that if I have the problems I mentioned above in such a good class, I need to be careful. I have a very long way to go. I have so many things to learn. However, teaching is the exact thing I want to do during rest of my life.

APPENDIX G: METU Human Subjects Ethics Committee Approval

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ
APPLIED ETHICS RESEARCH CENTER



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15 EYLÜL 2015

Gönderilen: Dr. Deniz ŞALLI ÇOPUR

İngiliz Dili Öğretimi

Gönderen: Prof. Dr. Canan SÜMER

İnsan Araştırmaları Komisyonu Başkanı

İlgi: Etik Onay

Danışmanlığını yapmış olduğunuz İngiliz Dili Öğretimi Bölümü Yüksek Lisans öğrencisi Ayşe ARIĞ' in "The Impact of Teaching Practicum on Pre- Service Teachers' Perception of ELT " isimli araştırması İnsan Araştırmaları Komisyonu tarafından uygun görülerek gerekli onay 06.10.2015 -08.01.2016 tarihleri arasında geçerli olmak üzere verilmiştir.

Bilgilerinize saygılarımla sunarım.

Prof. Dr. Canan SÜMER

Uygulamalı Etik Araştırma Merkezi
İnsan Araştırmaları Komisyonu Başkanı

APPENDIX H: Pre-School Experience Interview Questions in English

1. How long have you been learning English?
2. Before starting university how many hours of English did you have per week?
3. What was the type of your high school? (Private, public, vocational etc.)
4. How was the English education in your school?
5. Have you ever been abroad? If yes, please indicate the country you went to and the period of time you spent there.
6. Why do you want to become an English teacher?
7. What are the reasons that affected your decision to become a teacher?
8. How did your previous English teachers contribute to your English in general?
9. Did your teachers have any effect on your decision of becoming an English teacher?
10. In what ways do you think your English teachers are role models for you?
11. What comes to your mind when you think about your English lessons?
12. What were the things that attracted your attention when you were learning English?
13. From what you remember, what are the things that you would prefer using in your own classrooms?
14. What are the things that you wouldn't want to use?
15. How was the class atmosphere in your English lessons?
16. According to the knowledge you gained about ELT what type of a classroom do you think you were educated in? (For example: teacher-centered/student-centered classroom)
17. When you look back, is there anything about your teachers that you didn't understand before but now you do? Or do you have any positive or negative comments?

18. We have talked about your previous teachers so far. What do you think are some features of a good teacher?
19. What do you expect from your school experience?

APPENDIX I: While- School Experience Interview Questions in English

1. How is school experience? Are you happy with the school and teachers?
2. I asked this question to you before but what do you think features of a good teacher?
3. As a pre-service teacher, which of these features do you believe you possess? Why? Where or when do you think you acquired these features?
4. Which of the features do you think you need to have?
5. Can you choose 3 most important skills for an English teacher to develop? For example, would it be English proficiency that might be one of the important things?
6. Why do you think they are important?
7. Have you experienced or witnessed any challenges at school? Was there anything that really shocked you?

APPENDIX J: Post- School Experience Interview Questions in English

1. After all your observations and teaching tasks, how would you define your school experience?
2. What were the things you were happy with during the school experience? This can be about your self-development, your teaching, your students or mentor teacher at school.
3. Did you experience any difficulties? For instance, about classroom management or about your role as a teacher in the classroom.
4. Do you think there are any changes about your thoughts about teaching English after your practicum experience? How?
5. Now that you have some experience in teaching English in real classrooms, was it different from the microteachings in the methodology courses you took at METU? How?
6. How would you define your teaching style and techniques?
7. How do you see yourself as a teacher in your future classrooms? What kind of a teacher would you be?
8. In our previous talks, I asked about your view of an ideal classroom. After your school experience what are your thoughts about an ideal classroom now?
9. I also asked this question before. I'm asking it again to understand if you changed your mind about it. You don't have to say the same things. Can you choose 3 most important skills for an English teacher to develop?
10. Why do you think they are important?
11. When you graduate this year, do you still wish to work as a teacher? What kind of an institution do you want to work at? Will you be working with young learners or adult learners?
12. If you were to give an advice to other pre-service English teachers starting practice teaching now, what would you tell them? Why?

APPENDIX K: Turkish Summary

GİRİŞ

Günümüzde İngilizcenin ortak dil olarak kabul edilmesiyle beraber, dilin kendisi ve eğitimine yönelik ilgi artmıştır. Bu durum İngiliz Dili Öğretimi ile ilgili alanın genişlemesine ve İngilizce öğretmenleri ile ilgili beklentilerin artmasına sebep olmuştur. Artan bu beklentileri karşılamak adına üniversitelerin İngiliz Dili Öğretimi bölümlerinde müfredat, ders içeriği ve dağılımı konularında belirli aralıklarla reformlar uygulanmıştır. İlgili lisans programları müfredatı ülkemizde Yükseköğretim Kurulu (YÖK) tarafından hazırlanmakta olup kuramsal ve uygulama derslerini içermektedir. YÖK'ün 2006-2007 eğitim öğretim yılı için hazırladığı müfredata bakıldığında “Okul Deneyimi” ve “Öğretmenlik Uygulaması” adı altında iki adet uygulama dersinin aday öğretmenler tarafından dört sene süren lisans programlarının son senesinde alınması uygun görülmüştür. Bu bağlamda uygulamalı staj derslerinin içerisinde gözlem, ders anlatımı portfolyo oluşturulması, aday öğretmenlere atanan okul bünyesindeki danışman öğretmen ve okulun genel düzenin incelenmesi bulunmaktadır. Uygulamalı faaliyetler başlığı altında yer alan mikro öğretim kısıtlı bir uygulama olup YÖK'ün sunduğu “Okul Deneyimi” ve “Öğretmenlik Uygulaması” derslerinin içeriğinde bulunmamaktadır. Mikro öğretim diğer uygulamalı faaliyetlerin aksine gerçek bir sınıf ortamında ve öğrencilerin karşısında gerçekleşmeyen, temsili bir ortamda sahnelenen bir aktivitedir(Crandall, 2000).

Richards ve Nunan (1990) uygulamalı stajı aday öğretmenin bir yabancı dil sınıfında ders işleyip öğrencilerin geri bildirimlerini alabildiği ve daha önceden edindiği beceri ve bilgilerini kullanabildikleri, ya da bir dil dersi içerisinde oluşan farklı durumlara yönelik strateji geliştirmelerine olanak sağlayan bir faaliyet olarak tanımlamaktadır. Kuramsal ağırlıklı derslerin önemi ne kadar yadsınamaz bir gerçek olsa da, uygulamalı staj deneyimi yabancı dil öğretimi programlarının ana unsuru olarak bilinmektedir (Yazan, 2015). Bu dersler aday öğretmenlerin lisans eğitimleri boyunca edindikleri teori, kuram, yaklaşım veya teknikleri gerçek sınıf ortamında

kullanabilmelerine olanak sağlar. Wallace (1991) özenli ve ihtiyatlı bir şekilde düzenlenip yönlendirildiği takdirde uygulama derslerinin öğretmen eğitimi içeren programların en önemli ve vazgeçilemez unsuru olduğu görüşüne katılmaktadır. Teorik bilgilerin yabancı dil sınıflarına yetkin bir şekilde aktarılmasının önemini vurgulayan Freeman ve Richards (1996), bu konuda yabancı dil öğretimi programlarına bir öneride de bulunmuştur. Bu öneriye göre, aday İngilizce öğretmenlerinin ilk ders anlatma tecrübelerinin onlar üzerindeki etkisini bir araştırma dahilinde anlamaya çalışmak, bu adayların İngilizce öğretmeni olma yolundaki gelişimlerini çözümlmek adına önemli bir rol oynamaktadır.

Uygulamalı staj derslerinin önemi ve etkileri hakkında yapılan çalışmalardan biri olarak, Chan (2014) bulgularını yorumlarken aday öğretmenlerin İngilizce eğitimi hakkındaki fikirlerinin değiştiğini ve odaklarının “ne” öğretmeleri gerektiğinden “nasıl” öğretmeleri gerektiğine doğru kaydığını belirtmiştir. Benzer bir çalışmada Shapiro (1991) öğretmenlik uygulamasının aday öğretmenlerin eğitimsel inançları üzerinde etkili olup, üniversite eğitimi öncesindeki İngilizce eğitimi deneyimlerinin direncine rağmen bu inançları değiştirdiğini ortaya koymuştur. Bu ve bunun gibi çalışmaların sonucuna dayanarak uygulamalı staj deneyiminin pek çok vakada aday öğretmenlerin inanç ve algıları üzerine etkili olduğu savunulmaktadır.

İnanç ve algılar gözle görülebilir veya saptanabilir olmadığından, 1970’lerden önce araştırmacılar daha çok İngilizce öğretmenlerinin sınıfta belirgin olan davranışları üzerine yoğunlaşmışlardır. Ancak sonrasında yapılan çalışmalar ve geliştirilen yeni metotlar ile öğretmenlerin algı ve inançları keşfedilmiş ve bu kavramların sınıfta kullanılan eğitim yaklaşımları ve dil öğretimi sürecindeki etkileri açığa çıkmıştır. Öğretmenlerin sınıf içerisindeki hareket, davranış, stil veya ortaya koydukları duruşlarının ardındaki sebebin bilerek veya bilmeyerek edinilen inançlar olduğu görülmüştür. Yero (2002) sahip olduğumuz inançların kendimiz, başkaları ve etrafımızdaki dünya ile ilgili yaptığımız değerlendirme ve yargılardan, ya da genellemelerden oluştuğunu savunmaktadır. Rokeach ise inancın basit bir fikir olduğunu ve bir kişinin söylediği ya da yaptıklarının çıkarımı olduğunu iddia etmektedir.

İnancın tanımı yazarlar tarafından farklı şekillerde ifade edilse de, bu inançların eğitimdeki etkisi belirgindir. Öğretmen kendi eğitimsel inancı, görüş veya algısına göre dersini yönlendirir ve öğrencileri ona göre eğitir. Bu da sınıf verimliliğini doğrudan etkileyen bir konudur. Eğitimsel inanç ve algıların oluşum ve gelişimi farklı faktörlerden etkilenmektedir. Bu faktörlerden en önemlisi, İngilizce öğretmenlerinin öğretmenlik eğitimi programlarından önceki deneyimleridir. Bireyler eğitim hayatları boyunca öğretmenlerini ve sınıflarını gözleme imkanı bulmuşlar ve onlara göre inançlarını şekillendirmişlerdir. Bu inanç ve algıların yıkılması veya yeniden şekillendirilebilmesi için gerekli en önemli adım, eleştirel düşünce yetisini geliştirebilmektir. Uygulamalı staj eğitimi bu anlamda aday öğretmenlere bu yetilerini geliştirebilmeleri için pek çok imkan sağlamaktadır. Aday İngilizce öğretmenleri staj deneyim sayesinde önceden sahip oldukları inanç ve algılarına göre şekillendirdikleri eğitim stil ve yöntemlerini gerçek bir sınıfta uygulama fırsatı bulur ve ardından danışman öğretmen ve öğrencilerden aldıkları geri bildirimler ile bu kavramları sorgulamaya başlarlar. Sadece ders anlatımı değil, aynı zamanda ders içeriğinde bulunan yoğun gözlem ve yansıtıcı düşünce çalışmaları da bu değişime yardımcı olmaktadır. Dolayısıyla, uygulamalı staj deneyiminin İngiliz Dili öğretmen adaylarının inanç ve algıları üzerine etkisini anlamak üniversitelerin İngiliz Dili Öğretimi programlarının kendi öğrencileri hakkında bilinçlenerek programlarını güçlendirmelerini sağlayacak aynı zamanda daha kaliteli İngilizce öğretmenleri mezun edecektir.

İngiliz Dili Öğretimi alanında önemli bir yere sahip olan bu konu maalesef dünya literatürde ve özellikle Türkiye’de derinlemesine araştırılmamıştır. Bu çalışmanın amacı öğretmenlik uygulamasının İngiliz Dili öğretmen adaylarının İngiliz Dili Öğretimi hakkındaki algıları üzerine etkilerini keşfetmek ve tanımlamaktır. Çalışma, öğretmenlik uygulamasının ardından katılımcıların inanç ve algılarını yorumlamayı ve FLE 425 Okul Deneyimi dersini aldıktan sonra bu inanç ve algılarda oluşabilecek muhtemel değişiklikleri keşfetmeyi amaçlamıştır. Bu amaçlar doğrultusunda, yapılan araştırma aşağıda belirtilen araştırma sorularına cevap bulmaya çalışmıştır:

- i. Uygulamalı staj deneyiminin aday öğretmenlerin, İngiliz Dili Eğitimi hakkında gelişmekte olan algıları üzerindeki etkileri nelerdir?
- ii. Aday öğretmenlerin İngiliz Dili Eğitimi ile ilgili inançları FLE 425 Okul

Deneyimi dersi sırasında yürütülen uygulamalı staj ile nasıl bir değişim göstermektedir?

- iii. İngiliz Dili öğretmen adaylarının, İngilizce öğretimi hakkındaki inanç ve algılarını şekillendiren faktörler nelerdir?

YÖNTEM

Bu araştırma bir nitel durum çalışmasıdır. Çalışmaya Orta Doğu Teknik Üniversitesi bünyesinde bulunan Eğitimi Fakültesi, Yabancı Diller Eğitimi Bölümü (FLE) derslerinden FLE425 Okul Deneyimi dersine kayıtlı beş son sınıf öğrencisi katılmıştır. FLE425 İngiliz Dili Eğitimi programının yedinci döneminde açılır ve aday öğretmenlerin ilk uygulamalı staj dersidir. Yedinci döneme kadar aday öğretmenler dil bilimi, edebiyat, İngiliz Dili Öğretimi yöntemleri ve eğitim bilimleri gibi alanla ilgili pek çok dersi almış durumdadırlar. FLE425 dersini aldıkları dönem içerisinde ayrıca FLE405 Materyal İnceleme ve Geliştirme, FLE412 İngiliz Dili Ölçme ve Değerlendirme, ve FLE423 Çeviri derslerini almışlardır. Çalışmanın amacına uygun olarak katılım şartlarından biri FLE425 dersine kayıtlı olmak, bir diğeri ise bu ders öncesinde hiçbir sınıf içi İngilizce öğretimi deneyiminde bulunmamak olarak belirlenmiştir. Bu şartlara uygun olan aday öğretmenler bu çalışmaya gönüllü olarak katılmıştır. Tüm katılımcılar uygulamalı staj deneyimi için aynı okulu ziyaret etmiştir. Katılımcıların kimliklerini korumak adına çalışma boyunca araştırmacı tarafından verilen; ST1, ST2, ST3, ST4, ST5, kodları kullanılmıştır.

ODTÜ İnsan Araştırmaları Etik Komitesinden alınan onay ile veri toplama sürecine Ekim 2015'te başlanmış ve Ocak 2016'da son verilmiştir. Bu süre zarfında aday öğretmenler okul ziyaretlerine Kasım ayında başlamışlardır. Veri toplama aracı olarak yarı yapılandırılmış görüşmeleri, eğitim notlarını, okul deneyimi sonrası konferansını ve çeşitli gözlem, öğretim ve yansıtıcı düşünce çalışmaları kullanılmıştır. Tüm görüşmeler katılımcıların kendilerini en rahat şekilde ifade edebilmelerine olanak sağlamak için Türkçe yapılmıştır. Ayrıca araştırmacı tarafından hazırlanan bu görüşmeler için açık uçlu sorular tercih edilmiş, bu sayede katılımcıların ek yorumlarına yer bırakılmıştır. İlk görüşme katılımcıların uygulamalı eğitimi başlamadan önce, Kasım ayının başında yapılmıştır. Okul deneyimi öncesi

yapılan görüşmede katılımcılara üniversite öncesi İngilizce eğitimi deneyimleri, FLE425 dersinden beklentileri ve kariyer planları hakkında sorular sorulmuştur. Bu ilk görüşmeye dayanarak, aday öğretmenlerin hepsinin Anadolu Öğretmen Lisesi mezunu oldukları ve bir kişi dışında hiç birinin yurtdışı eğitim deneyiminin bulunmadığı anlaşılmıştır. ST2 olarak kodlanan bu katılımcı Erasmus programı ile lisans programının üçüncü senesinde bir dönemliğine Almanya'ya gitmiştir. Fakat bu üç aylık deneyimin çalışmada katılımcılar arasında bir eşitsizliğe sebep olmamıştır. Katılımcıların hepsi aynı Vakıf Okulunu ziyaret de, gözlemledikleri sınıflar farklılık göstermiştir. ST4 ve ST4 sekizinci sınıfları gözlemlerken, ST1 ve ST3 liseyi, ST5 ise anaokulu ve ikinci sınıflar gözlemlemiştir. Uygulamalı staj için gidilen okulun politikası gereği, lise bölümünü gözlemlemek adına sınıfta tek bir aday öğretmene izin verilirken, okulun anaokulu, ilk ve orta okul kısımlarında iki aday öğretmenin sınıfa girmesine izin verilmiştir. Bu durum katılımcılar arasında tek olarak gözlem yapan aday öğretmenlerin yirmi dakika yerine kırk dakika ders anlatabilme olanağına sahip olmalarını sağlamıştır.

Katılımcıların ilk öğretim çalışmasından sonra, dönem ortasında yapılan görüşmede ise daha çok uygulamalı staj dersi, edindikleri tecrübeler hakkında konuşulmuştur. Son görüşme ise dönem sonunda, katılımcıların tüm FLE425 Okul Deneyimi yükümlülükleri bitirmesiyle yapılmıştır. Bu görüşmede Okul Deneyimi hakkında genel görüşler, gelecekteki öğretmen adaylarına öneriler, gelecek planları ve ileride olmak istedikleri İngilizce öğretmeni gibi konular üzerine durulmuştur. Bu konuların dışında her üç görüşmede de kendini tekrarlayan sorular bulunmaktadır. Bu sorular bilinçli olarak, katılımcıların inanç ve algılarındaki olası değişiklikleri ortaya çıkartıp vurgulayabilmek adına hazırlanmıştır. Katılımcıların çeşitli gözlem, öğretim ve yansıtıcı düşünce çalışmaları dönem boyunca toplanmıştır. Bu çalışmalar aynı zamanda FLE425 dersinin gerekliliklerinden biridir ve dersin hocası tarafından öğrencilerin uygulamalı staj deneyimini en verimli şekilde tamamlamaları için hazırlanmıştır. Toplamda FLE425 dersi için öğrenciler altı gözlem çalışması, iki araştırma çalışması, iki yansıtıcı düşünce çalışması ve üç öğretim çalışması yapmışlardır. Fakat katılımcıların öz düşünceleri yerine danışman öğretmen ve okul hakkında genel bilgiler içermesinden dolayı araştırma çalışmaları ve bir gözlem çalışması veri olarak kullanmamıştır. Çalışma ayrıca üniversite hocasının, aday

öğretmenlerin son öğretim çalışmaları üzerine notlarını ve yaptığı yorumları da bir başka veri toplama aracı olarak kullanmıştır. Aday öğretmenlerin okul ziyaretlerinin ardından, Ocak ayı başında öğrenciler üniversite hocası tarafından okul deneyimi sonrası konferansına çağırılmışlardır. Bu konferanslar bireysel olup ses kaydı aracılığıyla veri toplanmıştır. Konferanslar sırasında aday öğretmenlerin son öğretim çalışmaları ve okul deneyimleri ile ilgili fikirleri hakkında konuşulmuş, ayrıca katılımcılar, üniversite hocasından anlattıkları İngilizce dersleri hakkında geri bildirim almışlardır.

Çalışmaya ilk başta altı İngiliz Dili aday öğretmeni ile başlanılsa da, bu aday öğretmenlerden birinin uygulamalı staj deneyimi için farklı bir okula gitmesi katılımcı sayısını beşe düşürmüştür. Ancak çalışmanın diğer tüm kriterlerine uyan bu katılımcı pilot çalışmaya dahil edilmiştir. Bunun yanı sıra çalışmanın yürütüldüğü FLE bölümünde araştırma görevliliği yapan, daha önce bir Okul Deneyimi dersi gözleme imkanı bulmuş ve gene aynı fakülte bünyesinde İngiliz Dili Öğretimi alanında yüksek lisans yapan bir kişi, araştırmacı tarafından hazırlanan tüm yarı yapılandırılmış görüşme soruları belirsizlik ya da önyargı içerme ihtimaline karşı okumuş ve geri bildirimde bulunmuştur.

Veri toplama aracı olarak kullanılan yarı yapılandırılmış görüşmeleri, eğitmen notlarını, okul deneyimi sonrası konferansını ve çeşitli gözlem, öğretim ve yansıtıcı düşünce çalışmalarından elde edilen veriler eş zamanlı olarak analiz edilmiştir. Analiz sürecine görüşmelerden elde edilen ses kayıtlarının harfi harfine deşifre edilmesiyle başlanmıştır (verbatim transcription). Ardından tüm veriler tekrar okunmuş, notlar alınıp üzerinden geçilerek kodlar çıkartılarak bu kodların araştırma sorularını cevaplandırmak adına kategorize edilmesi sağlanmıştır.

Çalışmanın güvenilirliğini ve geçerliliğini artırmak adına metodolojik üçgenleştirme kullanılmıştır. Bunun yanında, görüşmeler sırasında edinilen Türkçe veriler arasından çalışma içerisinde kullanılmak için İngilizce'ye çevrilen alıntılar bir çevirmen tarafından kontrol edilip doğrulukları onaylanmıştır.

BULGULAR

İlk araştırma sorusu uygulamalı staj deneyiminin İngiliz Dili aday öğretmenlerinin inanç ve algıları üzerindeki etkilerini sorgulamaktadır. Bu soru kapsamında uygulamalı staj eğitiminin aday öğretmenlerin üniversite öncesinde oluşan inançlarının, iyi bir İngilizce öğretmeni tanımlamalarının, kariyer planlarının üzerine etkisi olduğunu kanıtlamıştır. Aynı zamanda Okul Deneyimi ile beraber katılımcıların bir İngilizce öğretmeni olma yolunda bu rolü benimsemeye başladıkları görülmüştür.

Katılımcılarla yapılan ilk görüşmenin analizi neticesinde, üniversite öncesi İngilizce eğitim deneyimlerinin aday öğretmenlerin İngiliz Dili Öğretimi hakkındaki inanç ve algıları üzerinde etkili olduğu ve şekillendirildiği görülmüştür. İngilizce dersi sınıf ortamı, yapılan aktiviteler ve öğretmen figürü hakkında edinilen bilgilere dayanarak katılımcılar İngiliz Dili Öğretiminin, Dilbilgisi-Çeviri Yönteminin (Grammar Translation Method) dışına çıkamayacağı ve FLE bölümünde aldıkları derslerinde onlara öğretilen ve beklenen yöntemlerin gerçek sınıflarda hayata geçirilemeyeceği yönünde inançlara sahiplerdi. Aynı veri toplama aracının analizi sonrasında katılımcıların kendi gördükleri İngilizce eğitiminden tatmin olmadıkları, sınav odaklı ve ezbere dayalı bir öğretim yolu izlendiği görüşündelerdi. Bu sebepten dolayı katılımcılara kendi İngilizce öğretmenlerini rol model olarak alıp almadıkları sorulduğunda çoğu aday öğretmen bu bölümde okuma amaçlarının kendi öğretmenlerinden daha iyi olmak olduğunu açıklamıştır. Kendi öğretmenlerinin yaptıkları hataları tekrarlamamak ve onlardan farklı olmak katılımcılar için bir ideal olarak betimlenmektedir. Ayrıca, mezun olduklarında kariyerlerine İngilizce öğretmeni olarak başlamak isteyip istemedikleri sorulduğunda beş öğretmen adayından üçü yüksek lisans, dil bilimi üzerine yoğunlaşma veya başka alanlara yönelme eğilimlerinin olduğunu belirtmiştir. Ancak uygulama yapacakları okullara gözleme başlamalarından itibaren katılımcıların bu inançlarında kesin bir değişiklik belirlenmiştir. Aday öğretmenler aslında istedikleri iletişimsel yaklaşıma dayanan sınıf ortamının gerçekte uygulanabileceğini gözlemlemiş ve geleceğe daha olumlu bakmaya başlamışlardır. Okul Deneyimi dersinin bitiminde yapılan son görüşmede, katılımcılara kariyer planları tekrar sorulduğunda, daha önce öğretmenlik yapmayı düşünmeyen kişiler de mezuniyetin ardından İngilizce öğretmenliğine bir şans daha vereceklerini bildirmiştir.

İngiliz Dili Öğretimi hakkındaki önceki görüşlerinin değişiminin yanı sıra katılımcıların nitelikli bir İngilizce öğretmeni tanımında da değişiklikler göze çarpmıştır. Tüm görüşmelerde katılımcılara “Öğrenci olarak, öğretmenlerinize bakarak sizce iyi bir öğretmenin nitelikleri neler olabilir?” ve “Bir İngilizce öğretmenin kendinde geliştirmesi gereken beceri veya alanlardan sizin için en önemli olan 3 tanesini seçebilir misiniz? Örneğin, İngilizce bilgi seviyesi ya da dil kullanımı bu üçlüden biri olabilir mi?” soruları sorulmuş ve alınan cevaplardan aday öğretmenlerin kendi görüşlerine göre iyi bir İngilizce öğretmenin niteliklerinde değişiklikler gözlemlenmiştir. Uygulamalı staj öncesinde katılımcılar iyi bir öğretmeni “akıllı”, “güler yüzlü” ve “anlayışlı” gibi kişisel özellikler ile tanımlarken, Okul Deneyimi sırasında ve sonrasında iyi bir öğretmenin tanımında bu kişisel özelliklerin yerini “sınıf yönetimi”, “iyi materyal kullanımı” ve “akıcı konuşma” gibi çeşitli beceriler almıştır.

Gerçek bir sınıf ortamını gözlemlemek, İngiliz Dili Öğretimi programında öğrendikleri teorik bilgilerin uygulamasını görmek ve bunu denemek aday öğretmenlerin “methodology” alanında aldıkları dersleri ve içerisindeki mikro öğretim aktivitelerini sorgulamalarına da sebep olmuştur. Katılımcılar uygulamalı staj deneyiminin FLE bölümünde yer alan en önemli ve faydalı ders olduğunu belirtirken, kavram derslerinin çok fazla olmasından dolayı şikayetlerini bildirmişlerdir. Mikro öğretim aktivitelerinin de gerçeği yansıtmayan bir uygulama olduğu konusunda hem fikir olan aday öğretmenler bölümlerinde daha fazla uygulamalı faaliyet ve deneyime ihtiyaçları olduğunu belirtmişlerdir.

Okul Deneyimi dersi boyunca katılımcılar her derste farklı bir konu üzerine gözlem yapmış ve üç sefer de ders anlatma şansına sahip olmuşlardır. Ayrıca gene dönem süresince yaptıkları yansıtıcı düşünce çalışmaları sayesinde öz farkındalıkları artmış ve İngilizce derslerine öğrenci profilinden çıkarak öğretmen gözüyle bakmaya ve algılamaya başlamışlardır.

Çalışmanın ikinci araştırma sorusu ise aday öğretmenlerin İngiliz Dili Öğretimi hakkındaki inanç ve algılarında belirlenen değişiklikler nasıl oluştuğunu

incelemektedir. Bu soruyu cevaplamak için öncelikli olarak katılımcıların “methodology” ve mikro öğretim içeren derslerinin iyileştirilmesi için verdiği öneriler incelenmiştir. Aday öğretmenlerin önerilerinde, uygulamalı staj eğitiminin onları en çok etkileyen unsurları ve onlarda iz bırakarak inanç ve algılarının yeniden şekillenmesi sırasındaki tetikleyici öğeler bulunmuştur. Bu önerilerden ilki ST2'nin dersler arasında paralellik kurmak fikrini içermektedir.

“Staj dersi, “material” ve “testing” dersi, 3'ü beraber aynı dönemde alıyoruz. Bunların içinde bir paralellik kurulsun. Materyal tasarlanıyor mesela, “testing” dersinde sınav tasarlıyoruz. Gidelim bunları stajda gerçekten kullanalım. Yazdık bir şey ama bir kullanalım gerçekte neler olacak.”

ST2'nin bu önerisinin altında, İngiliz Dili Öğretimi programı dahilinde edinilen teorik bilgiler ile uygulamayı birleştirerek, aday öğretmenlerin konu hakkındaki inanç ve algılarını yeniden şekillendirebilmesine olanak sağlandığı gözlenmektedir. Alınan diğer önerilerin ışığında, uygulamalı staj faaliyetinin aday öğretmenlerin inanç ve algıları üzerine etkisinin, aktivitenin içinde bulundurduğu gerçek eğitim-öğretim atmosferi ve teori ile uygulamayı birleştiren yapısıyla oluştuğu belirtilmiştir.

Ayrıca çalışmanın bulguları, uygulamalı staj deneyiminin aday öğretmenlerin İngiliz Dili Öğretimi hakkındaki yaklaşımlarını etkilememiş fakat bu yaklaşım ve yöntemlerin uygulanabilirliği konusunda algı ve inançlarında Okul Deneyimi öncesine göre farklılık yaratmıştır. Okul Deneyimi dersinin başından itibaren katılımcıların bir İngilizce sınıfından beklentileri öğrenci odaklı, öğretmenin öğrencileri yönetmediği ancak yönlendirdiği, iletişim ve konuşmaya dayalı, sınav odaklı olmayan, yabancı dilin matematik dersi gibi formüller ile anlatılmadığı, ezbere dayalı olmayan ve hem öğrenci hem öğretmen için rahat bir ortam olması idi. Katılımcıların bu inançları üç ay süren uygulamalı staj deneyimi sırasında ve sonrasında da bir değişime uğramamıştır. Okul Deneyimi öncesinde arzu ettikleri ve hayalini kurdukları bu sınıf ortamının gerçek olamayacağını, FLE programında öğretilenlerin hayal ürünü olduğunu ve kendilerinin de lise döneminde yaşadığı sınav odaklı İngilizce sınıflarının kaçınılmaz bir son olduğunu düşünüyorlardı. Ancak Okul Deneyimi dersi için hazırladıkları ilk yansıtıcı düşünce çalışmasında gözlem için

gittikleri okulla ilgili ilk izlenimlerinden itibaren, katılımcıların bu yargıları yıkılarak yerini daha olumlu ve yapıcı görüşler almıştır.

Çalışmanın üçüncü araştırma sorusu görülen bu değişikliklerde etken olan faktörlerin incelenmesine yöneliktir. Bu sorunun cevabı olarak veri analizi doğrultusunda İngiliz Dili aday öğretmenlerinin inanç ve algılarının değişiminde etkin olan faktörler; (1) uygulama yapılan okuldaki danışman öğretmenler, (2) öğrenciler, (3) üniversite hocasından alınan geri bildirimler ve (4) gerçek İngiliz Dili Öğretimi deneyimidir. Aday öğretmenler, danışman öğretmenlerini kendilerine rol model olarak seçmiş ve kendi eğitimsel inançlarını onlarla bağdaştırmıştır. Katılımcıların gözlem çalışmalarında danışman öğretmenlerinin İngiliz Dili Öğretimi konusundaki yöntem ve tekniklerini faydalı ve kullanışlı buldukları, aynı zamanda bu danışmanlardan edindikleri yeni teknikleri kendi stillerine adapte edeceklerini belirtmişlerdir. Ayrıca sınıf içerisindeki öğrenciler ile kurdukları bağ onların kendilerini bir öğretmen gibi hissetmelerine yardımcı olmuş ve öğrenci algılarının yerini öğretmene dönüştürmelerine yardımcı olmuştur. Aday öğretmenler ilk ders anlatımlarından önce öğrencilerle iletişime geçemediklerinden dolayı üzgün olsalar da ders anlatımı sırasında ve sonrasında öğrencilerin davranış ve konuşmalarıyla onları gerçek bir öğretmen gibi hissettirmesi katılımcıların motivasyonunu yükseltmiştir. Bu sayede aday öğretmenler mesleklerine daha çok ısınmış ve öğretmen rolünü kabul etmeye başlamışlardır. Ayrıca öğrenciler ile kurdukları bu bağ, onların kariyer planlarını da etkilemiş ve öğretmenlik düşünmeyen katılımcıların bile mezuniyet sonrasında bu mesleğe bir şans vereceğini belirtmesine sebep olmuştur.

TARTIŞMA

Elde edilen bulgulara göre, aday öğretmenleri meslekleri konusunda motive ederek daha nitelikli öğretmenler olmalarına yardımcı olan uygulama içeren derslerin veya gözlem çalışmalarının İngiliz Dili Öğretimi programlarında çoğaltılması gerekmektedir. Bölüm içerisinde yer alan teorik bilgi ağırlıklı dersler gerçek sınıf ortamını yansıtabilecek materyaller kullanılmalıdır. Mikro öğretim aktivitelerinin bu çalışma sırasında açığa çıkan zaaflarının giderilmesi ve aday öğretmenlerden alınan tavsiyelerle bu konuda ortak bir çözüme gidilerek yeni bir düzenleme yapılması gerekmektedir. Çalışmanın bulguları aday öğretmenlerin en çok danışman öğretmen

ve üniversite hocasıyla beraber sürdürdükleri bilgi alışverişi ve aldıkları geri bildirimlerden yararlandıklarını göstermiştir. Bu durumda, İngiliz Dili aday öğretmenleri uygulamalı staj süresince sürekli geri bildirimlere maruz bırakılmalı ve uygulama sonrası konferanslar düzenlenerek bireylerin eleştirel düşünce yetisinin geliştirilmesi hedeflenmelidir. Okul Deneyimi boyunca aday öğretmenler tarafından yapılan yazılı gözlem ve yansıtıcı düşünce çalışmaları FLE bölümleri tarafından bölümün öğrencilerin eksikliklerini görmek onları ve bölümün kendisini güçlendirmek adına kullanılmalıdır. Aday öğretmenlerin okul deneyimi boyunca en büyük problemi sınıf ve zaman yönetimi alanında olmuştur. İngiliz Dili Öğretimi bölümleri konuyla alakalı derslerde gerçek hayattan alınan örneklerle beraber aday öğretmenler için kullanışlı bilgileri de müfredatlarına eklemelidirler.

Bu nitel araştırma dört ay sürmüş ve tek uygulamalı staj dersini incelemiştir. Gelecekteki çalışmalarda aynı konu daha uzun bir süre zarfında hem Okul Deneyimi hem Öğretmenlik Uygulaması derslerini kapsayarak araştırılır ise bu çalışmadan daha etkili sonuçlara ve farklı etkenlere ulaşılabilir. Buna ek olarak araştırma sırasında yöntem derslerinin de aday öğretmenlerin İngiliz Dili Öğretimi hakkındaki düşünce ve yargılarında etkili olduğu görülmüştür. Bu konuda başka bir nitel araştırmanın yürütülmesi ve derinlemesine araştırılması İngiliz Dili Öğretimi programları ve etkileri hakkında yararlı bir çalışma olacaktır. Çalışmanın bulgularına bakıldığında uygulamalı staj deneyiminin İngiliz Dili aday öğretmenlerinin sadece İngiliz Dili Öğretimi ile ilgili inanç ve algıları üzerine değil, aynı zamanda bu aday öğretmenlerin profesyonel ve mesleki kimliklerinin oluşumu üzerine de etkili olduğu ortaya çıkmıştır. Bu bağlamda, İngiliz Dili aday öğretmenlerinin mesleki kimliklerini oluşturmalarında uygulamalı staj deneyiminin etkisinin incelenmesi alternatif bir çalışma olabilir.

APPENDIX L: Tez Fotokopisi İzin Formu

ENSTİTÜ

Fen Bilimleri Enstitüsü

Sosyal Bilimler Enstitüsü

Uygulamalı Matematik Enstitüsü

Enformatik Enstitüsü

Deniz Bilimleri Enstitüsü

YAZARIN

Soyadı : ARIĞ

Adı : AYŞE

Bölümü : İNGİLİZ DİLİ ÖĞRETİMİ

TEZİN ADI (İngilizce) : THE IMPACT OF TEACHING PRACTICUM ON
PRE-SERVICE TEACHERS' PERCEPTION OF ELT

TEZİN TÜRÜ : Yüksek Lisans Doktora

1. Tezimin tamamından kaynak gösterilmek şartıyla fotokopi alınabilir.
2. Tezimin içindekiler sayfası, özet, indeks sayfalarından ve/veya bir bölümünden kaynak gösterilmek şartıyla fotokopi alınabilir.
3. Tezimden bir bir (1) yıl süreyle fotokopi alınamaz.

TEZİN KÜTÜPHANEYE TESLİM TARİHİ: