

INTERNAL AND EXTERNAL ALIGNMENT OF THE MATERIALS  
ADAPTATION AND DEVELOPMENT EDUCATION GIVEN BY  
AN EFL TEACHER EDUCATION PROGRAM IN TURKEY

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**I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.**

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## **ABSTRACT**

### **INTERNAL AND EXTERNAL ALIGNMENT OF THE MATERIAL ADAPTATION AND DEVELOPMENT EDUCATION GIVEN BY AN EFL TEACHER EDUCATION PROGRAM IN TURKEY**

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The aim of the study was two-fold: first, to investigate to what extent the instructional materials education given by an EFL Teacher Education program at a state university in central Turkey is aligned to the explicit policies and standards set at macro level; second, to analyse the internal alignment among the written, taught, learned and tested curricula of the teacher education program with respect to the instructional materials education being given.

With these purposes, the study adopted a multi-phase case study approach. In Phase I, data were collected from policy documents and from 19 veteran EFL

teachers working at K-12 schools through semi-structured interview method. Using the data, an alignment matrix was formed.

In Phase II, the extent the teacher education program is aligned with the explicit standards and policy was calculated through Porter's alignment index. Through surveys, 57 pre-service teachers and 3 teacher educators evaluated instructional material related competences of pre-service teachers.

In Phase III, to explore internal alignment of the instructional materials education, qualitative data were collected through curricular documents, semi-structured interviews with 3 teacher educators and focus group interviews with 21 pre-service teachers. The data were analysed through curriculum mapping method.

The findings suggested that the instructional materials education is considerably aligned to the external standards and policy, and the curriculum map indicated a moderate internal alignment.. At the end of the study, a revised framework of teaching competences and constructive alignment method was suggested.

Keywords: Policy alignment, instructional materials, teacher competences, curriculum mapping, curriculum types

## ÖZ

### TÜRKİYE’DE BİR YABANCI DİL ÖĞRETMENİ YETİŞTİRME PROGRAMINDA VERİLEN MATERYAL ADAPTASYONU VE GELİŞTİRME DERSİNİN İÇ VE DIŞ UYUMUNUN BELİRLENMESİ

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Ph.D., Eğitim Bilimleri Bölümü

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Bu çalışmanın amacı iki yönlüdür. Çalışmanın ilk amacı İç Anadolu Bölgesi’nde bir devlet üniversitesindeki Yabancı Dil Öğretmeni Yetiştirme Programı tarafından verilen öğretim materyali eğitiminin öğretmen yetiştirme politikaları ve öğretmen yeterlilik standartlarıyla olan dış uyumunu araştırmak, ikinci amacı ise materyal eğitimine ait yazılı, öğretilen, öğrenilen ve test edilen programlar arasındaki tutarlılığı saptamaya çalışmaktır.

Bu amaçlar doğrultusunda, çalışma, çok evreli bir araştırma modelini kullanmıştır. İlk evrede, politika belgeleri analiz edilmiş ve ilk ve orta dereceli devlet okullarında çalışan yabancı dil öğretmenlerinden mülakat yöntemi ile veri toplanmıştır. Toplanan bu veriler kodlanıp bir uyum metriksine dönüştürülmüştür.

İkinci evrede, Yabancı Dil Öğretmeni Yetiştirme programının meslek standartları ve öğretmen yetiştirme politikalarıyla ne ölçüde uyumlu olduğunu hesaplamak için Porter'ın uyum indeksi kullanılmıştır. Ayrıca, programda eğitim gören öğretmen adaylarından ve öğretmen yetiştiricilerinden, anket yöntemiyle, öğretmen adaylarının eğitim materyalleri konusundaki yeterliliklerini değerlendirmeleri istenmiştir.

Üçüncü evrede ise Yabancı Dil Öğretmeni Yetiştirme Programının vermiş olduğu materyal eğitiminin iç uyumunu denetlemek amaçlanmıştır. Bu hedefe yönelik olarak, program belgeleri incelenmiş ve mülakatlar yoluyla öğretmen adaylarından ve öğretmen yetiştiricilerinden nitel veriler toplanmış ve veriler program haritasına aktararak aralarındaki uyum incelenmiştir.

Sonuçlar verilen materyal eğitiminin politika ve standartlarla büyük ölçüde uyumlu olduğunu göstermiştir. Programın iç uyumuyla ilgili olarak ise program haritası kısmen uyumlu bir ilişki tespit edilmiştir.

Çalışmanın sonunda, öğretmen yeterlilikleri çerçevesinin gözden geçirilip yenilemesini ve derslerin tasarlanma aşamasında yapılandırmacı uyum metodunun kullanılması önerilmiştir.

Anahtar Kavramlar: Politika uyumu, öğretim materyalleri, öğretmen yeterlilikleri, program haritası, program türleri

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## **LIST OF ABBREVIATIONS**

APEIDA	Asia and the Pacific Programme of Educational Innovation for Development
EFL	English as a Foreign Language
ELT	English Language Teaching
FLE	Foreign Language Teaching
HEC	Higher Education Council
MNE	Ministry of National Education
NBPTS	National Board for Teaching Standards in the USA
PV	Proportional Value
TESOL	Teachers of English to Speakers of Other Languages

## **CHAPTER 1**

### **INTRODUCTION**

This chapter consists of four sections. The first section provides a background to the study. The second presents the purpose of the study with the research questions. The third section discusses the significance of the study. Finally, the fourth section shortly introduces the definitions of the terms used.

#### **1.1 Background to the Study**

Since research shows that teacher quality is the most important in-school factor in student achievement, qualified teachers are vital to raise quality of education. Consequently, the educators, scholars, and policymakers have reconsidered teacher education as an important issue in their policy agendas. After teacher education showed up in policy programs again, countries worldwide initiated steps implementing professional standards with the aim of strengthening teacher education (Darling-Hammond, 2010). The crucial question raised was the core knowledge and skills that a teacher was required to have. Drawing on research in educational sciences and studies of classroom practices, several countries have published guidelines to define what high quality teaching is (e.g. National Board for Professional Teaching Standards in the U.S or Teachers' Standards in the U.K). The main intent of these attempts was to revise and strengthen the professional profile of effective 21st century teachers.

Although there may be different competences required from English as a Foreign Language (EFL) teachers working in different institutions or different countries because of the discrepancies inherent in varying social, economic, cultural,

and geographical contexts, there seems to be common points that all EFL teachers should hold (Mahalingappa & Polat, 2013). Numerous distinguished teacher education organizations responsible for accreditation or certification have set standards applicable to English language teachers throughout the world. Reviewing such literature, the researcher outlined five key competences for effective teachers: language, culture, instruction, assessment, and professionalism.

Looking at the competences closer, the first competence, language competence, requires that English language teachers need to be proficient in the language that they teach while also demonstrating competence in basic linguistics and language systems (Andrews, 2001; Freeman & Freeman, 2004) and theories and concepts about first and second language acquisition (<sup>1</sup>APEID, 1992; Baker, 2006; Demirel, 1989; 1990; Gass & Selinker, 2008; Larsen-Freeman, 2007; Lightbown & Spada, 2006; Lipton, 1996; VanPatten & Williams, 2007; <sup>2</sup>NBPTS, 2003; TESOL<sup>3</sup>, 2002; Thomas, 1987).

The second competence is related to instruction domain and it covers educational competences like the foundations of curriculum, methods, learning environment, instructional materials, and language and content integration. In other words, competent EFL teachers should be able to select and implement the most effective types of curricula (Nation & Macalister, 2010; Richards, 2007; TESOL, 2002) and use instructional materials that are appropriate for the needs of a particular learner profile (APEID, 1992; Lipton, 1996; McGrath, 2006; Richards, 2007; TESOL, 2002).

The third competence is on culture domain and it focuses more on the characteristics of language learners, requiring teacher training about sociocultural

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<sup>1</sup>APEID: Asia and the Pacific Programme of Educational Innovation for Development

<sup>2</sup> NBPTS: National Board for Teaching Standards in the USA

<sup>3</sup> TESOL: Teachers of English to Speakers of Other Languages

awareness and learner variables, essentially, English language teachers need to understand how cultural identity is constructed, how intercultural communication and acculturation processes occur, and how culturally responsive educational practices, including materials, curriculum, and assessment, may debilitate or facilitate success in L2 acquisition (Cook, 2001; Díaz-Rico, 2008; Doughty & Long, 2003; TESOL, 2002). However, the same competence was described differently in some studies. In those studies, it referred to being aware of the culture and literature of the target language and using this knowledge in language teaching (APEID, 1992; Demirel, 1989, 1990; Lipton, 1996; NBPTS, 2003; TESOL, 2002).

Fourth, competence in assessment focuses on teacher knowledge and skills related to the assessment and evaluation of language learners' language development in terms of the placement, diagnosis, achievement, and proficiency of L2 learners (APEID, 1992; Lipton, 2003, NBPTS, 2003; TESOL, 2002).

Finally, professionalism domain highlights the English language teacher's ability to keep up-to date with new trends and current educational research while also following domestic and international issues related to the education of English learners (Goldstein, 2003; Leung, 2009; Lipton, 1996; Polat, 2010; Ramanathan & Morgan, 2007).

The competences required from EFL teachers by international agencies and documents were reviewed. In the national context, there are two important actors, Turkish Ministry of National Education (MNE), responsible for making decisions on teacher education and Higher Education Council (HEC), responsible for making decisions on teacher recruitment. The macro perspective of these educational authorities will reveal the expectations of the state authorities for teachers to be educated.

Ministry of National Education (MNE) - main teacher recruiting agency in Turkey- defined general teacher competences in 2006, subject specific teacher competences for English Language Teaching in 2008 and English language teacher competences for Secondary education in 2009. In the following paragraphs, the

expectations of the Ministry of National Education from language teachers in the generic and subject-specific teacher competences to teach at primary and secondary schools will be explained.

To begin with, the generic teacher competences consist of six main categories (MEB, 2006): 1) Personal and professional values - professional development; 2) Knowing the student; 3) Learning and teaching process; 4) Monitoring and evaluation of learning and development; 5) School-family and society relationships; 6) Knowledge of curriculum and content. There are 31 sub-competences and 233 performance indicators under generic teacher competences.

Later in 2008, subject-specific competences were identified by MNE for teachers in primary education level. Different from the generic competences, the performance indicators of the subject area competences are formed in three levels; A1 (basic), A2 (medium) and A3 (advanced). In the document, five domains of competences were identified, which are planning English language teaching processes, helping students develop language skills, monitoring and evaluating language learning, cooperation with the school, families and society, and professional development (MEB, 2008).

In the last standards document prepared by MNE, 4 main domains, 11 standards and 52 performance indicators of these standards were determined for English language teachers working at secondary level state schools (MEB, 2009). The first domain is language, which indicates content specific knowledge, and there are two standards under this domain: having knowledge of the language especially phonology, morphology, syntax, semantics and pragmatics, and knowledge of first language acquisition and second language learning. The second domain is planning, implementing and managing language-teaching process. The three standards under the domain are planning standards based language instruction, implementing and managing standards based language instruction, and effective use of instructional materials. The third domain is assessment. The standards set under the domain are related to assessment issues in language instruction, assessment of language

proficiency and in-class assessment. The last domain is professionalism. There are two standards set under this domain, which are being aware of history of language teaching methods and researches, and cooperation and collaboration (MEB, 2009).

In brief, in 2006, 2008 and 2009, MNE reported generic and subject specific competences it required from English language teachers working at primary and secondary level state schools.

Besides MNE, another important actor setting standards for teacher education is the Higher Education Council. The HEC is the superior body of higher education in Turkey, so it governs faculties of education just like any other higher education institution and it provides them with the curricula they are going to implement. In 2007 in order to increase the quality of teacher education, a new teacher education program was introduced by the HEC. The program introduced in 2007 is still being implemented in 2016.

Current ELT program in Turkey cover similar competences as do its international counterparts, including language and linguistics, second language acquisition theories, learner variables, English teaching methods, foundations of learning and teaching, practicum, instruction, assessment/evaluation, and educational/pedagogical subjects. These competences are further categorized into three domains as mandated by the HEC (2007): 1) Language Teaching Subjects; 2) General Culture; and 3) Pedagogical Formation. Although all programs must follow these basic HEC requirements, they may freely select to include some electives for their students, giving them some flexibility in curriculum design (See Appendix A for the list of course in 2007 ELT program).

According to competences defined by MNE and HEC as well as research, instructional materials related competences are among the competences that EFL teachers should hold (APEID, 1992; Caena, 2014; Kitao & Kitao, 1997; Lipton, 1996; McGrath, 2006; MEB, 2002, 2008; Richards, 2007; Shulman, 1987; TESOL, 2002; YÖK, 2007a). As research points it out to be an important competence for

foreign language teachers, in this study the researcher addresses teacher education regarding teacher competences related to instructional materials.

Teachers with instructional materials competences are believed to be able to support their teaching and their students' learning using a diverse range of readymade, commercially available or self-produced materials, such as textbooks, videotapes, pictures and the Internet (Kitao & Kitao, 1997). Research shows that the low English proficiency of the students may result from ineffective instructional materials (Hamra, 2003). Similarly, Syatriana (2013) mentioned that ineffective instructional materials use may cause the low learning outcome of the students and he added that quality of teaching materials depends on competence in the implementation. As instructional materials are necessary to facilitate both teaching and learning process, the teacher should strive to make the implementation worthwhile. Kitao and Kitao (1997) state that materials are one of the most important components of language instruction, and teachers have to provide, make, or choose appropriate materials. They may have to "adopt, supplement, and elaborate on those materials as instructional materials are of different types and are demanded according to the needs of the learners and the environment" (p. 7). Thus, teacher candidates should get the necessary education to be competent in this important area.

ELT teacher education institutions in Turkey are supposed to meet the current national standards set by MNE for EFL teachers besides the HEC's mandates by offering relevant courses because English language teacher education curriculum by HEC aims to educate teachers of English who will teach at primary and secondary schools in Turkey and to educate competent English language teachers in the areas specified by MNE. In fact, to enable teacher candidates develop competences in instructional materials, teacher education programs have been offering an explicit course on the foundations of instructional materials under different names such as materials adaptation and design, materials evaluation and adaptation or instructional materials use; however, if the content and objectives of these courses match with the required competences and standards set by MNE and HEC remains to be a mystery. In other words, if there is congruence between the idealized macro level teacher

education policies of MNE and HEC and their realization at micro level teacher education practices is still unknown.

The researcher believes that the alignment of teacher education curriculum with teacher education policies requires a close examination because in centralized education systems, there will always be a gap between top-down policies and practice reality (Kırkgöz, 2006, 2007). Thus, for well-aligned teacher education programs, it is necessary to revise and update them systematically so that pre-service teachers will be better prepared for working effectively with the language learners at state K-12 schools. By examining the alignment between policy and practice, this research may emphasise the delicacy of policy implementation in centralized education systems and the significance of well-aligned teacher education programs for adequately preparing teacher candidates for their future careers, which will for sure affect the quality of education at state schools in the long run.

In conclusion, both national and international authorities of teacher education and researchers indicate that foreign language teachers should have competence regarding instructional materials to teach effectively. Standards for this content area were developed by the teacher education policy makers in Turkey, HEC and MNE. These standards represent what effective teachers should know and be able to do to improve student learning and achievement. They also define the minimum level of practice expected of teachers and teacher candidates. Although instructional materials content was added to teacher education programs, there is no system checking if programs train teacher candidates with these competences or if graduates of these programs meet the standards. However, the issue of alignment between teacher education and teaching standards is so important that it requires meticulous attention because it is well known that to ensure all students receive an excellent education that prepares them to succeed in today's world, the quality of teaching workforce should be increased. For that, high standards should be set as the expectation for all teachers and teacher candidates, and there should be a control authority providing assurance that those standards have been met. To sum up, to ensure that teacher education educates effective teachers, policies that strengthen the

alignment among the teaching career, teacher education policy and teacher education practise are needed.

## **1.2 Purpose of the Study**

To ensure success in teacher education, research suggests that a singular oversight organization is necessary to establish a widely agreed-upon set of standards and coherent programs to ensure that teachers are qualified enough to enter the classroom (AFT, 2012). The standards need to be appropriate to the context within which a teacher will be practising in the future. Providers of initial teacher education should assess the education they give against these standards in a way that is consistent with what could reasonably be expected of a pre-service teacher prior to he/she is given a teaching certificate. In other words, providers need to ensure that their programmes are designed and delivered in such a way to allow all teacher candidates to meet these standards, as set out in the HEC policy and MNE standards.

By making sure that competences that will possibly be needed by future ELT teachers are addressed at the teacher-preparation process, schools may gain higher quality teachers of ELT and more importantly, higher outcomes for language learning. In addition, it has been recommended that standards clarifying what EFL teachers should know and be able to do for teaching English to language learners should be identified and teacher education should be planned accordingly so that students are given opportunities to experience and learn these practices. In this way, it will be possible to ensure all teachers are adequately prepared to work with English language learners.

It is stated in the Schools Policy, Education and Training Report of European Commission (2015) teacher education has become a key policy area for attention and governments are increasingly focusing on developing policies to guarantee and increase its quality. However, it is known that effective policy changes in teacher education require close discussions and interactions between stakeholders: policy makers, teacher recruiting agencies and teacher education institutions. In most

European countries, the provision of teacher education has been given to higher education institutions with government regulation and supervision.

Yet, in Turkey, there is no system checking that through the teacher education programs teacher candidates gain competences for working with English language learners at state schools. Ideally, teacher-education programs should be aligned with teaching standards in the country. That is, HEC standards set for teacher-preparation programs and MNE standards for EFL teachers working at state schools should be considered in teacher preparation. The Turkish Ministry of National Education has established the standards to identify policies for “pre-service teacher training, school-based professional development of teachers, selection of teachers, evaluation of teacher performances, self-knowledge and self-development of teachers” (MEB, 2006). The framework is expected to function as a guide by ensuring harmonization of all the activities in teacher education/development. The competences have been prepared particularly to be used in teacher training policies and pre-service teacher education programs of higher education institutions (MEB, 2006). Similarly, to ensure quality and to provide a solid foundation for student teachers, HEC described the courses that programs must follow.

Hence, it appears to be crucial to have a framework around which the teacher education curricula in Turkey can be structured. Such a framework should be based on the above-mentioned standards and policies of MNE and HEC, and it can unite policy and practise in teacher education ensuring all teacher candidates are adequately prepared for their future careers by allowing a smooth transition from the courses to real life practise. Ultimately, designing such consistent programs will function as a measure to fix the disconnected and disintegrated teacher education programs. Therefore, teachers of the future will get a more influential education (Hammerness, 2006).

With such an expectation, the present study will explore the alignment of teacher education curriculum at micro level to the macro level standards and polices as well as the requirements of the profession in its real context. In other words, the

study is concerned with the issue of explicit and implicit alignment of an EFL teacher education program in a state university in central Turkey. To be more precise, first, the present study aims to investigate the **1) external alignment** of the Materials Adaptation and Development Course given by an EFL Teacher Education program in central Turkey with the external standards and policies and with the instructional materials competences required by veteran EFL teachers working in state K-12 schools in their daily practices. Second, the study aims to analyse the **2) internal alignment** of the Materials Adaptation and Development Course given by the EFL teacher education program. In other words, the researcher checks the alignment among the written curriculum, taught curriculum, learned curriculum and tested curriculum of the Materials Adaptation and Development Course.

### **Research Questions:**

With the stated purposes in mind, this case study attempts to answer the following research questions:

#### External Alignment:

1. What competences related to instructional materials are set in the MNE standards and teacher education policy document of HEC?
2. What competences related to instructional materials are required by veteran members of the profession working at K-12 schools in their daily professional practices?
3. To what extent is the instructional materials education given by the EFL teacher education program aligned with the explicit standards and policy concerning instructional materials?

#### Internal Alignment:

4. To what extent is the instructional materials education given by the EFL pre-service program internally aligned in terms of the designed/written, delivered/taught, experienced/learned and tested/assessed curricula?

### **1.3. Significance of the Study**

There is a global idea adopted by politicians and educators claiming that the students' success relies too much on the teacher. Because of that, having all the time enough teachers to be employed and educating these teachers properly have always been a matter of interest (OECD, 2005). To handle these matters, politicians in the countries concentrate on the characteristics of teacher education. The result of their observations puts forth some deficiencies, which are separate courses that are not related with each other, a gap between clinical work and courses and the absence of vision of teaching and learning. For this reason, nearly all teacher education programs are under criticism as they are regarded as comparatively inadequate as change agents affecting the way new teachers are educated (Zeichner & Gore, 1990). Regarding the gap in teacher education, Britzman (1990) claimed that if teacher education programs lack alignment, teacher candidates may think that what they have learned in the field does not match with or even worse disproves what they have learned in their university courses. This contradiction may lead to new teachers' difficulty in learning new practices, trying changes, or adapting a professional understanding of teaching and learning (Guyton & McIntyre, 1990; Zeichner & Liston, 1996; Zeichner & Tabachnik, 1981).

In a similar way, Darling-Hammond (2000, 2006) and Howey and Zimpher (1989) conducted case studies and Grossman and his colleagues (2008) studied multiple programs, which showed that the alignment is crucial for the success of teacher education programs and suggested that in order to be coherent, teacher education programs should have aligned core ideas and learning opportunities not only in course work but also in clinical work. In a coherent program, learning experiences are offered in a well-structured way with a direct aim to educate teacher candidates towards a set of purpose that will enable them to be well equipped for their future career (Darling-Hammond, 2000, 2006; Grossman et al., 2008). All these research emphasize the importance of alignment in teacher education and

examining such a crucial issue in teacher education will contribute to the significance of the present study.

In spite of overriding concerns about the issue, the research on alignment is still in its infancy. There are only a limited number of international and worse very rare national studies on alignment in teacher education programs (according to the search results of YÖK National Dissertation Search Engine and google scholar in September, 2014). In other words, what competences teacher candidates are taught at these teacher education programs and if they match with the competences suggested in explicit policies or real life teaching requirements remains to be a mystery. If there is congruence between the idealized macro level teacher education policies and their realization at micro level teacher education practices seems to be neglected in literature.

Additionally, as regards its contribution to literature, it is possible to claim that international studies on alignment are mainly quantitative analysing the alignment of program or course content in K-12 with an assessment tool. Such studies made use of only quantitative alignment methods like Webb and SEC to measure the alignment. In addition, these studies either investigated the alignment among program elements or alignment of one of the program component like objectives or content with externally set standards. Studies in teacher education focused on the alignment between clinical practise and course work in teacher education programs. Different from such studies, the current study analysed both internal and external alignment of a program and utilized both qualitative and quantitative data through various data collection tools from different data sources to make a precise and comprehensive judgment about program alignment. Moreover, research suggests that curricula can be designed/written, delivered/taught and assessed/tested from an educator's perspective and, from the perspective of a student, it can be experienced/learned (Ewell 1997; Harden 2001; Hatzakis et al., 2007; Kopera-Frye et al., 2008; Kurz et al., 2009; Porter & Smithson, 2001; Robley et al., 2005; Veltri et al., 2011). However, this is one of the neglected areas in literature as there are not many studies exploring these different aspects of curriculum in teacher education. As the current research attempts to analyse the alignment in curriculum

components of teacher education, it will contribute to alignment and teacher education literatures in this respect.

Besides its contribution to international research, the study will fill a gap in national literature as well. MNE and HEC have identified competences that are a common set of expectations for what all teachers should know and be able to do. These competences are to specify the instructional target for teacher educators to focus on in aligning their program. They are intended to provide teacher educators with clear, coherent messages about the most important content to teach (MEB, 2006). However, there is not much evidence of studies carried out in Turkey that critically review how these competences are reflected in teacher education practices. That is to say, no teacher education program has been evaluated in terms of its congruence with the national standards or policy for accountability so it will be a pioneer study to serve as a coherent, outcomes-based accountability analysis for teacher education in Turkey. In this sense, the study will be unprecedented.

The present study has some practical significance as well by emphasizing the policy practice relation in teacher education. Her personal education in EFL teacher education both at undergraduate and graduate levels as well as her teaching experience at primary, secondary and tertiary state and private schools has enabled the researcher to claim that a poorly aligned teacher education curriculum is likely to result in underestimation of the demands of real teaching. A perfect training may be given to the teacher candidates, but if what they are taught is neither aligned to the national standards set by MNE, policies made by HEC nor what is required to teach at state schools; then the training may be in vain. Therefore, in this research, it will be proposed that teacher education institutions/programs should be held accountable to demonstrate that they provide student teachers with opportunities to teach in order to meet national standards set by the MNE, teacher education policies made by HEC, who are responsible for the supervision of public and private education system, agreements and authorizations under a national curriculum as well as offering the main teacher training and recruitment opportunities in Turkey.

Previous research also shows that if the teacher education programs share no links with the fieldwork, most graduates will experience the first year phenomenon or reality shock, which prove to be a time of disillusionment, failure and shattered idealism (Huberman, 1993). Concerning this problem that mostly novice teachers suffer from, the study aims to raise the awareness of teacher education institutions about the worth of alignment by making the claim that if alignment exists, the novice teachers may not have to spent first few months sometimes years of their professional life with a sense of unpreparedness or in survival mode. Conversely, if a teacher education program is coherent with explicit standards or reality, the educational conceptions developed during pre-service programs will be washed out when novice teachers are confronted with daily demands of classroom teaching. As long as the courses are relevant, useful and in depth, the teacher candidates may be successful in dealing with frustration that they live during their transition from student teacher to novice teacher with confidence.

As a result, the gap in alignment literature in teacher education and the importance of the issue in teacher education attach a special significance to the present study. With the current study, the researcher aims to make a contribution not only to alignment and policy practise literature in teacher education but also to teacher education implementation as the investigation of alignment in teacher education within the scope of this study aims to broaden the insight into alignment in teacher education and to pave the way for the design of more coherent teacher education programs. Through teacher education curriculum aligned to teacher education policies, pre-service teachers will be better prepared for working effectively with the language learners at state K-12 schools. To sum up, by examining the alignment between policy and practice, this research may emphasise the delicacy of policy implementation in centralized education systems and the significance of well-aligned teacher education programs for adequately preparing teacher candidates for their future careers, which will for sure affect the quality of education at state schools in the long run. All these factors make the present study both theoretically and practically significant.

## 1.4 Definition of Terms

The terms provided below are used in this study. Their definition is relative to the purpose of the study:

**Alignment:** The match and continuity among the main components of teacher education, particularly among policy, standards and practice, among different curriculum types such as the written/designed/intended, taught/delivered/enacted, learned/experienced/acquired and assessed/tested curricula and among different implementations of the same course/program/curriculum. In the literature, with the same meaning, the term “coherence” is also being used. However, for the purposes of this study, the term “alignment” is used instead of “coherence” in order to have conceptual unity. Thus, within the study the term “alignment” is used instead of “coherence” as well.

**Alignment Index:** Quantitative formula intended to measure (in proportions or percentages) the alignment between standards and assessments. It ranges from 0 to 1, where 1 indicates perfect alignment. In this study alignment index is used for the measurement of the alignment between HEC policies, MNE standards and English Language Teacher Education Curriculum.

**Proportional Value:** It is the value calculated by dividing the value in the cell by the total of all values in all cells (Porter, 2002).

**Depth of Competence:** One of the alignment criteria in the study. It is the scale to indicate the levels of cognitive and behavioural complexity (cognitive demand) of any competence mentioned in the instructional system. The term is specifically adapted from Webb’s Depth of Knowledge, which is to analyse the cognitive expectation demanded by standards, curricular activities and assessment tasks (Webb, 1999). As the main purpose in the study is to analyse the alignment of competences stated in policy and standards documents and those in the teacher education curriculum, the criterion has been changed into depth of competence.

**Standards:** They refer to descriptions of what teachers should know and be able to do at their teaching career at state K-12 schools. The standards were set by the Ministry of Turkish National Education.

**Competences:** In the General Teacher Competences prepared by MNE, competences refer to having knowledge, skills and attitudes required to perform duties of teaching profession effectively and efficiently (MEB, 2006).

**Sub-Competences:** These are the knowledge, skills and attitudes required to fulfil a competence requirement (MEB, 2006).

**Performance Indicator:** Measurable behaviours that may prove if a competence is fulfilled or not (MEB, 2006).

**Veteran Teachers:** The concept of ‘veteran’ teacher has been operationalized as EFL teachers with at least 7 years of full-time experience in either public primary or secondary schools. The seven-year criterion has been selected because teachers in the ministry earn tenure to become “expert teachers” after 7 years of full-time service (MEB, Öğretmenlik Kariyer Basamaklarında Yükselme Yönetmeliği, 2005).

**Policy Documents:** Policy documents in this research includes standards documents prepared by MNE, which are 1) Generic Teacher Competences (MEB, 2006); 2) Subject Specific Teacher Competences for English Language Teachers (MEB, 2008) and 3) English Language Teacher Competences for Secondary Education (MEB, 2009) as well as the policy document, which is the Undergraduate ELT Teacher Education Program Content prepared by Higher Education Council (YÖK, 2007). To be more practical and reader friendly, the researcher uses “policy documents” to refer to all these documents.

The dissertation includes five chapters. Chapter 1 is comprised of an introduction to the study, the purpose of the study, research questions, significance of the study and definitions of terms. Chapter 2 provides a review of the literature relevant to the topic of the dissertation. Chapter 3 describes in detail the methodology of the study, the theoretical framework that informs the study, research

design, and procedures for data collection and analysis. Chapter 4 presents the findings of the study and interpretation of the findings. Chapter 5 concludes the study by providing the summary of the findings, conclusions, and recommendations for teacher educational policy and practice and future research.

## **CHAPTER 2**

### **REVIEW OF LITERATURE**

The purpose of the literature review is to describe the teacher education system in Turkey within a historical perspective so that the motivation for research and the findings can be better interpreted. Later, how the concept of curriculum alignment is described by different researchers in different studies is reviewed and what benefits curriculum alignment have for the institutions and student achievement is explained with the kind of theoretical framework it exists in. Then, the methods and processes of alignment analysis are reviewed. Besides alignment, literature on teacher competence, especially regarding instructional materials, is also reviewed.

#### **2.1 Structure of Teacher Education System in Turkey**

The Darulmuallimin, which was the first Turkish teacher training institution, was established around the middle of the 19th century in Istanbul and the establishment of the Republic in 1923 led to a reform movement in education. With act of “The Law on Unification of Education” in 1924, the government centralized the Turkish educational system, which meant that all educational systems were united under the control of the Ministry of Education. With this act Ministry of Education became the major decision maker who is responsible for making major policy and administrative duties like appointing teachers and administrators at state schools, the selecting textbooks to be used at state schools and designing the national curriculum to be used at state schools. Today it makes sure that the national curriculum is being practised in every school and all educational activities at schools are managed appropriately by the administrators and teachers.

In the second half of the century, two major reforms were experienced in teacher education policies in Turkey. One was the acknowledgement of “Basic Law of National Education” (Milli Egitim Temel Kanunu, Law No: 1739) in 1973. The law required all teachers be provided with higher education regardless of instruction level. The second one was the transfer the responsibility of teacher education from the Ministry of National Education to the autonomous universities through the Higher Education Council in 1981 (Turkish Constitution of 1981, Law No. 2547)

The Higher Education Council is responsible for determining the standards for university degrees and forming the structure of teacher education programs as well. It means that the duration of the program, the number of required credits, the courses offered in each program, and a description of the course contents of teacher education programs besides the qualification the program grants, are determined by the Higher Education Council in Turkey (Grossman, Sands , & Brittingham, 2010).

Initial teacher education program experienced another major change during Turkey’ attempt to be member of the European Union. To find out the educational guidelines used by EU members, several teacher education programs in different countries were examined by HEC and teacher education programs were evaluated (Research, Planning and Coordination Board, 2001). Especially in 1997–1998, with the initial feasibility study by the British Council, HEC carried out a study to launch general accreditation at universities. With such a purpose, some faculties or departments were commissioned by overseas bodies (Grossman, Sands, & Brittingham, 2010).

Another significant change in teacher education occurred in 1999. Until that time, student teachers spent only two weeks in the schools to do their training as part of their preparation program and they had to teach only four lessons (Stevens & Demirezen, 2002). That was their only chance to practise teaching before they graduate from the program. It was only then that educational authorities realized that the national teacher preparation program did not sufficiently prepare teacher candidates (Guncer, 1998). Therefore, they recommended that newly hired teachers should not be given the full responsibility of a class, but reduced teaching hours and this year should be their internship year. The novice teachers in this year should have

a mentor teacher who will observe and give feedback and assist them to develop their teaching skills. However, because of teacher shortages at schools, the system could not be applied and novice teachers continued to struggle with this system of learn by doing.

In 1999, with the consultation of national and international educators under a World Bank Project, HEC initiated a change in teacher education in (Research, Planning and Coordination Board, 2001). The change intended to keep prospective teachers from obtaining a teaching license with limited classroom experience (Stevens & Demirezen, 2002). Additionally, the university-school partnership was emphasised and with the new regulations, university faculties were expected to collaborate with the schools and mentor teachers. Pre-service teachers were given the opportunity to work with mentor teachers and be observed by university faculty for at least on weekly basis throughout the year. At the same time, it was necessary for students to take a 36 semester-credit formation courses. In addition, for the first time, a Master's Degree program was approved so that student teachers could both major in field subjects at undergraduate level and receive a teaching license through a graduate program (Stevens & Demirezen, 2002). Following the innovations in teacher education system of 1998-1999 academic year, important changes were made in the teacher education programs in the year 2007.

Eraslan (2008) lists the main characteristics and major changes made by HEC in 2006 in the Teacher Education Program as follows: Programs will have a ratio of 50 to 60% field specific theory courses, 25 to 30% professional teaching theory and technique courses, and 15 to 20% general culture courses. With new programs, faculties were given the permission to decide 25 to 30% of the components of the program they offer in their departments for the first time. This increased the prospects for elective courses. One of the most important features of the new program is the increase in the ratio of the general culture courses such as Science, History, History of Turkish Education, and an Introduction to Philosophy.

### **2.1.1 System of Foreign Language Teacher Education in Turkey**

With the foundation of the HEC in 1982, foreign language teacher education programs were tried to be standardized. Before that, foreign language teachers were educated at different types of institutions with various curricula. In the first program of foreign language teacher education introduced by the HEC there were numerous language courses, 30 courses, with one language teaching and one practicum course. As HEC did not have a strict policy regarding the curriculum of foreign language teacher education, universities were free to develop their own programs until 1997. During the period between 1982 and 1997, most programs had only one practice teaching course and these restricted practise hours was an obstacle for student teachers' developing their practical knowledge (Şallı-Çopur, 2008).

After the legislation of eight-year compulsory education in 1997, there was a greater demand for teachers over the country after 1997 (YÖK, 1998). Due to this, HEC and MNE decided to restructure the teacher education programs in Faculties of Education to equip prospective teachers with basic teacher competences in order to meet the qualified teacher demand of the country (Yıldırım & Ok, 2002). Hence, the Pre-service Teacher Education Project was started by HEC with the financial support of the World Bank. This aid was used for the curriculum development of the pre-service teacher education programs in order to improve the quality of the program graduates who will be employed in the primary or secondary education (YÖK, 1999).

With this new project, the teacher competences and standards were redefined and teacher qualification courses were redesigned to have a more practical, up-to-date and field-based pre-service teacher education curriculum. Therefore, the new foreign language teacher education program set out to lessen the theoretical load on teacher education courses to have more space for courses such as 'Teaching English to Young Learners', 'Short Story Analysis and Teaching', 'Drama Analysis and Teaching', 'Approaches to English Language Teaching', 'Instructional Technologies and Material Development', 'Material Evaluation and Adaptation' and the like. The new program also heavily emphasized the teaching practicum by introducing 3

courses, namely, ‘School Experience I’, ‘School Experience II’ and ‘Teaching Practice’, in different terms that required student teachers to be placed in primary and secondary schools to observe and experience real teaching (YÖK, 1998).

In spite of including three practice teaching courses, new program could not succeed in bridging the gap between theory and practice. Soruc and Cepik (2013) claimed that it failed to solve the problems that were experienced in the earlier programs. As the collaboration among the parties was not planned carefully, a good partnership could not be achieved between the faculty members and mentor teachers (Soruc & Cepik, 2013). In 2007, the pre-service teacher education programs in Turkey were updated. A committee from HEC worked with the MNE representatives, get feedback from universities, and developed their new curriculum. The latest teacher education program contains two practicum courses as well as some extra courses (e.g., Teaching Language Skills, Drama and Second Foreign Language) unlike the previous programs. Different from the preceding program, the new one has removed some courses like Phonetics, Semantics, Reading and Writing (Yavuz & Zehir-Topkaya, 2013).

Although the 1997 reform and the 2007 program revision enabled pre-service teachers to gain some competences, they did not help them acquire practical knowledge due to the limited number of practice teaching courses. Studies on these programs (Coşkun & Daloğlu, 2010; Şallı-Çopur, 2008; Yavuz & Zehir-Topkaya, 2013) revealed that the courses offered to foreign language teacher candidates do not equip teacher candidates with the necessary skills to deal with the classroom reality, which might call for a need for a substantial revision in teacher education programs.

The historical analysis of the curriculum studies in teacher education in Turkey indicates that teacher education programs have always been shaped by the requirements of MNE and policies of HEC. Therefore, in the current study, the purpose is to explore what standards and policies are determined by policy makers and to what extent the preservice EFL curriculum is aligned with them.

### **2.1.2 Aim of Teacher Education and Expected Teacher Competences at Macro and Micro Level**

The Higher Education Council (HEC) and Ministry of National Education (MNE) are the two institutions responsible for making decisions on foreign language teacher education and recruitment. In order to offer high quality teacher training and foreign language education across the country these two superior bodies define teacher competences and make policies on teacher education. In this part of the study, the aim of teacher education at macro and micro levels will be explored. First, what macro level policy makers aim to achieve in teacher education and what they expect from language teachers in terms of competences, and then what the teacher education program would like to achieve will be explained respectively.

#### **a. Higher Education Council**

To begin with, HEC has a more direct influence on faculties of education because of providing them with the curricula they are going to implement. Parallel to the changes in the education system in the country, HEC has launched several projects targeting to increase the quality of teacher education. In the year 1997, for example, with the financial support of the World Bank, a new teacher education program was introduced by the HEC, and it set out to resolve the structural and conceptual fragmentation in all teacher education programs (Akşit, 2007; Grossman et al., 2010). Thus, as part of this reform in order to ensure quality and to provide a solid foundation for student teachers a competency-based model was adopted. Accordingly, HEC set the following four competence areas and the performance standards expected from the graduates of education (YÖK, 1999): 1. Content and pedagogic knowledge; 2. Planning, teaching, classroom management and communication; 3. Monitoring, assessment and reporting; 4. Other professional requirements (i.e., reflectivity, flexibility and objectivity). With this model in order to help future teachers develop the knowledge, skills, and practices for teaching

English as a foreign language (EFL) pre-service teachers are given opportunities to integrate pedagogy with subject knowledge through practice in real classroom settings. In other words, they are given chance to “learn to practice in practice” (Darling-Hammond, 2010, p. 40). This clinical practice during initial teacher education is suggested to provide prospective teachers “develop an image of what teaching involves and requires” (Hammerness, Darling-Hammond, & Bransford, 2005, p. 398). At the end of this practicum period, student teachers are evaluated via using a grid prepared by HEC designed according to the teaching competences performance indicators.

Later, a new curriculum having constructivist and student-centred philosophies as dominant was launched in primary and secondary schools in 2006. To meet the teacher demands of this new curriculum, teacher education programs were updated in 2007 and today it is still the same program being used at teacher education institutions.

In the new program document, HEC described the characteristics of the teacher to be educated as follows:

The new program aims to train teacher candidates who have the background knowledge expected from an intellectual as well as a certain degree of general world knowledge. Such a teacher needs to have the skills of using information technologies to meet the needs of the modern education systems; be able to carry out research and make use of the results of his/her research for improvement ... The new program intends to educate intellectual teachers who are problem solvers, who can teach students be responsible for their own learning process instead of educating teacher candidates who work like technician doing only what they are told (YÖK, 2007a, pp. 2-4).

In the new program, as can be seen in the program description, HEC describes the teacher to be educated as a problem-solving research-oriented "intellectual" rather than a passive "technician" (Tezgiden-Cakcak, 2015).

About English Language Teaching programs proposed by the HEC in 2007, it is clear that the majority of the program is composed of language teaching methodology courses and English language courses, while the general knowledge and general education courses remained to be very limited. In addition, it can be seen that there are fewer number of practicum courses in the 2007 program. Only two

practicum courses are offered in the program and they are in the senior year of program, which means that teaching practice in the program is delayed until student teachers get enough content knowledge. About the limited number of and delayed practicum courses, Tezgiden-Cakcak claimed that within the program, teacher candidates are initially prescribed how to teach and then they are asked to implement what they are taught. It does not allow them to learn to teach by doing, so the program has a technician nature (2015). The researcher continues describing the aim of teacher education and competences required in Turkish education system with the national qualifications frameworks for higher education and its implications for teacher education.

#### b. National Qualifications Framework for Higher Education in Turkey

In 2001, Turkey became a member of the Bologna Process, which would make it a part of European Higher Education Area (European University Association, 2014; YÖK, 2014). The Area aimed to connect the higher education systems all around Europe so that the degrees and academic qualifications given by an institution would be recognized in any European country (European University Association, 2014). With this aim, they developed descriptions of learning outcomes. Each member was required to write its national qualifications framework describing what a person achieving any higher education degree is supposed to know, do and be competent about (YÖK, 2014).

Such a process of developing the national qualifications framework in Turkey started in 2006 and concluded in 2010. The table in appendix B demonstrates the qualifications expected from a holder of a bachelor's degree. As the table demonstrates, the framework includes three main domains: knowledge (theoretical and conceptual), skills (cognitive and practical) and competences, which is divided into four subcategories like competence to work independently and take responsibility, learning competence, communication and social competence and field

specific competence. This framework describes performance indicators under each domain as well (YÖK, 2014).

The framework clearly depicts that university graduates are expected to have a sound theoretical and professional knowledge, to be able to analyse and solve problems, and to conduct studies individually and in groups. In addition, self-evaluation of one's own learning with a critical perspective and being ready for self-improvement are the requirements of the framework from Turkish university graduates. The framework prescribed some other competences like initiating projects of social responsibilities and being aware of social rights, justice, worker's health and security, cultural values and environment protection (See Appendix B for National Qualifications Framework for Higher Education in Turkey)

After exploring the expected qualifications and competences from the graduates of teacher education programs, the researcher continues with the teacher and teacher competence perception of another important institution, Ministry of National Education.

### c. Ministry of National Education

The chief teacher recruiting body in Turkey has no documents indicating what roles teachers should have or how teachers should be educated. Still, it is possible to deduce the expectations of the Ministry of National Education from the generic and subject-specific teacher competences. MNE conducted a study in 2008 and determined teacher competences in order to improve the quality of the education system in general and identify task definitions of teachers and set clear objectives for their personal and professional development. These generic competences consist of six main competences, "Personal and Professional Values-Professional Development", "Knowing the Student", "Learning and Teaching Process", "Monitoring and Evaluation of Learning and Development", "School-Family and Society Relationships", "Knowledge of Curriculum and Content", 31 sub-

competences and 233 performance indicators (MEB, 2008). (See Appendix C for Sub-Competences under Generic Teacher Competences)

In relation with what is demonstrated in the main categories and sub-competences, the teacher mentioned in the generic competences appears to be a professional teacher who gives importance to students and regarding them as individuals. No matter what the background and socio-economic status of the students are, they are considered as cultural and personal entities without any prejudices by the teacher. He/she seriously assesses himself/herself, his/her own standpoint and expectations. His/her goal is to guide students to eliminate problems that stand as obstacles for learning, together with letting students to improve their self-esteem. If a person respects both the constitution and democratic principles and human rights and children's rights, then an ideal teacher who favours international cooperation and peace will emerge from these adopted principles. On the other hand, belief, nation and individuals are not subjected to discrimination and what the teacher does can be criticized by the students in a democratic and student-centred environment. He/she respects universal human values and national and cultural values of his/her own society as well. He/she is severely involved in developing the school and letting it become a social and cultural centre for the community (MEB, 2008).

In addition to all mentioned above, the teacher is expected to be skilful at arranging some after school activities conjointly with parents and non-governmental organizations. To be familiar with socio-economic status and cultural background of the families, he/she visits them as a guest. As being knowledgeable about his/her potential, he/she is capable in handling hardships and managing stress. He/she always derives lessons from his/her relations with the colleagues and gives importance to her professional development. Action researches can be conducted by his/her and all items in relation with his/her field such as journals, conferences and in-service training seminars are closely followed. Being professionals, teachers should be familiar with the legislative requirements of their tasks, rights and responsibilities and their actions should be in relation with these legislations. Furthermore, Turkish National Education System's essential values and principles

are appreciated by him/her and his/her teaching-training activities are dominated by them. Just one performance indicator, which will be carried out conjointly with teachers' organizations, deals with the involvement of teacher in the decision-making process (MEB, 2008).

Subject-specific teacher competences are in line with generic teacher competences. There are five essential competency areas in English language teaching: Planning and organizing the teaching process, improving language skills, evaluating and invigilating students' language development, working together with school, parents and the society, supervising one's own professional development.

As it is seen in the Table in Appendix D, an optimal teacher in terms of area specific competences should be able to pursue the methods and techniques gathered from the resource books of the field and in comparison, developing an individual teaching strategy regarding the situation-based necessities should be given less importance. Being a leader who understands and works for referring the economic, social and educational requirements of the society in the area specific competences is an additional task of a teacher who in general should follow some professional responsibilities like planning and organizing the process of language teaching, benefiting from proper materials, tests and technology, leading the way for the students to let them explore their personal learning styles and developing four skills.

In this part of the study, the teacher education policies at macro level were explained. Now, the researcher wants to go on with the practise in the teacher education program.

#### d. Faculty of Education

As it is mentioned in the catalogue, raising knowledgeable teachers for elementary, secondary and higher education in several areas is considered the core objective of the Faculty of Education. Besides the aim of training teachers who are skilful enough to teach at all educational levels, the webpage of the faculty also informs the readers that the courses offered by the faculty are designed to train

teachers of the future who are always following the latest scientific and technological innovations and who always seek to adopt these as their individual teaching practices (taken from the faculty web page).

e. Department of Foreign Language Education

In the online program definition, solid foundation in the English language, English literature, methodology, linguistics and educational sciences are given to the trainees to let them be competent teachers of English in every educational institution. It is also indicated in the webpage that the objectives of the FLE program are much wider when compared with the HEC program. As it is mentioned, this stems from the fact that the academic members in the program have a wider perspective in several disciplines. Furthermore, inserting literature and linguistic courses as principal elements of the program is also mentioned as a reason (Tezgiden-Cakcak, 2015).

In the program, one can find descriptions about where and in which areas the graduates can be recruited. Besides being employed as a teacher, material development, translation, educational leadership, testing, educational and language research, teacher training and instructional design can be listed as positions in which the graduates can be employed at elementary, secondary, post-secondary, and higher education levels in a variety of national and international educational contexts. In Appendix E, the qualifications of the graduates are listed in 14 items as the outcomes of the program.

As, it is stated in the outcome list of the program, those who complete the FLE program are qualified in decision making by taking the context, and cultural and social practices of the students into consideration. Lifelong professional development and being competent in research projects are the expected qualities in becoming reflective teachers. Moreover, having a critical eye for the selected material and taking a culturally responsible manner are also anticipated.

Table 2.1 below shows that a number of courses are changed by the FLE department benefitting from the flexibility arranged by the Higher Education Council in the 2007 program.

Table 2.1

*Comparison of Course Components*

<b>Course Component</b>	<b>2007 HEC Program</b>	<b>FLE Program</b>
Methodology Courses	12	8
Practicum Courses	2	2
Education Courses	10	7
Literature Courses	2	5
Language Courses	16	12
Linguistics Courses	3	5

In the above table, it can be seen that the number of ELT methodology courses in the HEC program is far more than the ones in the FLE program. In the HEC program there are two different courses on approaches to ELT, teaching young learners' and teaching language skills whereas these successive courses are integrated in the FLE program. In the FLE program, Introduction to Literature and Novel Analysis courses replaced with the methodology courses named as Literature and Language Teaching I and II. Thus, the number of literature courses in the HEC program more than doubled in the FLE program. Drama for Language Teachers course in the HEC program was converted into a Classical Literary Drama course in the FLE program. In addition, more linguistic courses are offered in the program. Contrastive Turkish-English course was included to the program. Besides, course named as Lexical Competence and offered to the freshmen was carried to the fourth year of the program and it was converted into a linguistic course named as English Lexicon. The number of language courses was decreased too. Two separate courses

about Listening and Pronunciation, Oral Communication and Translation were merged to form a single course (Tezgiden-Cakcak, 2015).

In 2007, HEC and FLE programs there were very few practicum courses; therefore, students do not have the opportunity to carry theory into practice. Their only real teaching experience starts when they visit schools once a week (4-6 hours) in their last year. They must teach at least three times throughout the term. The allocation of the Practice Teaching courses declares that prospective teachers first learn what to do and to apply what they already learned later on. That is to say, they cannot experiment teaching themselves at first hand. Exchanging views in a real teaching environment, interacting with practitioners and school communities are very restricted. They do not have the chance to form an intensified perception of teaching, exchanging ideas with their peers or professors about the subjects in which they are interested. As a very limited scope is given to them about practice teaching, we do not know for sure whether student teachers can theorize their teaching experience. With the restriction on time, it is possible just to evaluate their theoretical knowledge (Tezgiden-Cakcak, 2015).

In addition to the must courses listed in Appendix F, four departmental electives and two non-departmental electives are offered by the program. Departmental elective courses are displayed according to the course components in Appendix G.

When the number of courses under every component is considered, we see that there are more elective linguistic courses than the literature and language component. Under language component, in each term there was only one English course presented to the student teachers and the rest were elective German courses. In the elective courses section of the program there were not any English methodology or practicum courses by the time this study was conducted. This implies that elective courses were not designed to solve the already mentioned weaknesses of the program.

#### f. Materials Adaptation and Development Course

The Materials Adaptation and Development course is one of the courses in the Methodology component of the program and it is being offered as a continuation of Methodology I and II courses. As stated in the official description of the undergraduate courses, the one-semester three credit course aims to enable pre-service teachers to develop skills of evaluating language teaching materials in current course books, adapting or developing materials for language teaching and language testing.

Having revived the general and ELT teacher education systems in Turkey, the researcher wants to describe what kind of policy practise gap in language teaching and language teacher education has been experienced so far in Turkey. In the following part, macro level HEC and MNE policies and their micro level applications are studied closely.

### **2.1.3 Relation between Policy and Practice in English Language Teaching in Turkey**

In response to the globalization and widespread influence of English, Turkey has adjusted its policies of language teaching and language teacher education several times. In this part of the study, the researcher explains the macro policy changes with micro level implementations based on available research and official documents.

In Turkish education system, English gained importance as a school subject in the 1950s (Doğançay-Aktuna, 1998), and in 1955 the first schools teaching in foreign language, Anatolian High Schools, were opened at secondary level. They offered one year of English study followed by 3 years of regular high school education and additional hours for English. Math and science lessons at these schools were taught in English. However, MNE's intention of creating alternatives to private schools teaching in foreign language could not be implemented successfully in practise because of lack of adequately trained teachers to teach mathematics and science in English and the complaints that the students of these schools might be

disadvantaged in the centralized university entrance exam, which is administered in Turkish (Doğançay-Aktuna, & Kiziltepe, 2005). All these led to the gaps between policy and practise regarding Anatolian High Schools. Later at these schools, all school subjects were taught in Turkish.

In 1997, there was another important education reform to promote the teaching of English at Turkish schools. MNE in cooperation with the HEC made changes in the policy of English language teaching. They launched a curriculum innovation project by uniting primary and secondary education and extending the duration of primary education from 5 years to 8 years. In addition, the reform involved starting English instruction at Grade 4 and Grade 5 so that students would be exposed to English longer (Official Gazette, 1997: 4306). This curriculum reform is regarded as a corner stone in language teaching in the whole Turkish history because the curricula mentioned the concept of the communicative approach in ELT for the first time (Kirkgöz, 2005). With the new policy, it was aimed to teach English for communicative purposes. It was again the same curriculum talking about student-centred learning, teacher as a facilitator of the learning process and the importance of raising positive values and attitudes towards learning English (MEB, 2006). However, in the implementation process of this promising policy, there emerged numerous challenges. To illustrate, due to large classes, lack of resources and lack of teachers who were competent in teaching English to young learners and who knew the communicative approach to language teaching resulted in problems in implementation (Büyükduman, 2001, 2005; Er, 2006; Erdoğan, 2005; Mersinligil, 2001; Yüksel, 2001). It was very unlucky that there were no courses in the programs of ELT Departments preparing teacher candidates to teach young learners. It was only in 1998 when TEYL (Teaching English to Young Learners) as an undergraduate course was added to the ELT programs. Due to this policy practise gap, the implementation of the new English language-teaching program could not be effective.

Following the new education reform in 1997, in order to spread the curriculum innovation, MNE established the In-service English Language Teacher Training and Development Unit (INSET). This unit was responsible for offering in-

service training to K-12 EFL teachers at state schools. Yet, in practise, INSETs could not be as successful as expected due to lack of systematic planning, not considering the needs of teachers, poor organizational structure and under qualified trainers (Özer, 2004). Consequently, the lack of connection between the teachers' own realities and needs and what INSET offered led to failure of the new program in implementation (Bayrakçı, 2009; Odabaşı-Çimer et al., 2010). In brief, the communicative language teaching proposed by the MNE in the program did not have the intended effect on teachers' classroom practices because as a consequence of lack of training, traditional methods of teaching was still dominant in classroom activities instead of communicative methods. Unfortunately, lowering the starting age for language learning could not have a positive effect on children's acquisition of English because textbooks were not written in line with communicative teaching methodology, allocated teaching time was insufficient, in large classes, it was difficult to implement communicative activities effectively, and most schools lacked adequate resources (Kırkgöz, 2007).

Later in 2006-2007 academic year, parallel to the changes in different subject areas, the English language teaching programs were also changed progressively starting with grade 4 (Official Gazette, 2006: 26076). The new program was based on the constructivist learning approach, which requires learners to construct knowledge actively as they try to make sense of their experiences and environments (Perkins, 1991). The new program calls for more "student-centred, task-based and process-oriented teaching, and various instructional techniques such as dramatization, conversation practices, stories, games, chants, rhymes, craft activities and so forth" (MEB, 2006, p.54). However, there was a gap between what was intended in the policy document of MNE and what happened in actual classrooms. In most classes, the idealized communicative learning environment could not be created. Also, some other factors such as large classes, loaded content, time constraint, lack of resources such as photocopiable materials, CDs, tape recorders etc. contributed to challenges in implementation (Zehir-Topkaya & Küçük, 2010). Poor planning and inadequate financial investment on resources caused unsuccessful implementation of the new program.

In the late 1980s and early 1990s, a trend influenced educational policies worldwide. It was the expansion of the Internet worldwide network access. About three decades later, it dominated Turkish education system as well. In 2010, Ministry of National Education launched Fatih Project (Movement to Increase Opportunities and Technology). The project aims to increase learning and teaching opportunities by using ICT tools and resources to address inadequacies in the learning and teaching processes for primary and secondary-education students. With this aim, all classrooms are planned to be equipped with LCD interactive smart boards and tablet PCs (MEB EĞİTEK, 2002).

In the implementation of this massive and costly policy, however, there emerged some challenges. For example, as mentioned in the study of Yıldız, Sarıtepeci and Seferoğlu (2013) internet connection at schools was a great obstacle for the project. In addition, the e-content or digital content that could be used on smart boards or tablets were insufficient in terms of quantity and quality. Even worse, the limited number of available materials was not aligned to the curriculum. Moreover, neither the teachers nor the students were ICT literate. They did not know how to use technology to facilitate their teaching and learning, either. They even had difficulty seeing it as a teaching/learning tool. Therefore, it distracted them instead of motivating them. Another study found that older teachers show resistance and they do not want to change their ways of teaching (Gök & Yıldırım, 2015). Within the project, although MNE designed an in-service training for teachers in order to provide them with necessary knowledge and skills in using the interactive white board effectively, it has not received all of the teachers at state schools and even the ones who attended the trainings stated that they did not have required knowledge and skills for using the related technology (Gök & Yıldırım, 2015). Unfortunately, the last national policy of MNE has not operated smoothly so far because implementation phase probably was not planned well at the policy formulation.

The policy changes in English language teaching led to parallel changes in English language teacher education in Turkey. In the following part, policy and practise relation in English language teacher education will be explored through relevant research findings.

#### **2.1.4 Relation between Policy and Practice in English Language Teacher Education in Turkey**

The early policy practice incongruence happened in the first policy formulation of HEC. To illustrate, with the foundation of HEC, in order to provide a unified curriculum for all programs and believing that quality of education would be better at universities, all higher teacher education programs were united under universities (YÖK, 2007a), and new faculties of education were founded under different universities (Güven, 2008). However, this radical change brought about more serious problems in teacher education practise as the infrastructure of universities was not ready for such unification. For Güven (2008), with the new reform, there was a dramatic increase in student admissions, which was difficult to handle as the physical space, equipment and faculty were not enough in number. To handle the problem of lack of faculty, academic staff working at faculties of arts and sciences was transferred to faculties of education (YÖK, 2007b). However, this led to another trouble: graduates of faculties of education were not different from graduates of faculties of arts and sciences who were good at their subject areas, but not competent in teaching (Güven, 2008).

To solve this problem in teacher education, a new change in teacher education policy was implemented. The focus of teacher education was changed from the subject matter knowledge to pedagogical content knowledge. With such a purpose, a new project was undertaken in 1997 with the financial support of the World Bank (YÖK, 2007b). In the new project, different from the previous one, the length of teacher education varied according to the subject of study. EFL teachers were to be educated for four years while teachers of other subjects like math and physics for secondary schools were to be trained for five years in a joint undergraduate and master's program (YÖK, 2007b). Another change was that there was more emphasis on practice-oriented courses and teaching methodology in the new program. For teaching practice, faculties of education cooperated with schools.

Yet, the new model was not successful in handling the problems of teacher-education programs (Okçabol, 2012). As it was a top-down policy not consulting the

teacher educators (Grossman et al., 2007; Kurt, 2010). Another major drawback of the policy was removing some key courses of educational sciences such as educational philosophy and educational sociology (Okçabol, 2005; Özsoy & Ünal, 2010). These were the courses training teacher candidates to see the profession holistically. For Özsoy and Ünal (2010), in the new policy document, the act of teaching was reduced to being a technician who just follows the educational goals imposed on him/her and carries out what is given to him/her without being able to understand education in its general framework (Taşdan & Çuhadaroğlu, 2006). Therefore, it can be said that although the 1997 reform act in teacher education was aimed to meet the demands for a quality education, the critics believed it reduced teacher education to a technical matter.

The pre-service teacher education curriculum was modified again by the Council of Higher Education in 2007 (YÖK, 2007b). In this new program, which is still being used, practice-oriented courses were decreased because Faculties of Education had difficulty in finding cooperative schools for practice teaching (YÖK, 2007b). In the new program, the departments were flexible in designing their programs and offering electives to some extent. In addition, a new course called community service was included in the program so that the student teachers can take part in solving community related problems. Therefore, the new program described its purpose as to educate "problem-solving intellectuals" (YÖK, 2007b, p. 65). However, in her study, Tezgiden-Cakcak (2015) stated that although HEC seemed to aim teachers as problem-solving research-oriented "intellectuals" rather than passive "technicians", analysing the program, it was seen that methodology courses and English language courses constitute the majority of the program whereas the general knowledge and general education courses are limited. Moreover, practicum courses were decreased in number in the 2007 program, which suggests that the program has a technicist nature, prescribing pre-service teachers how to teach first and later have them to practise what they have learned instead of allowing them to pick up teaching by doing it. In the technicist view of teacher education, pre-service teachers can practise teaching only when they get enough content knowledge. This is actually what happens in the HEC 2007 program. The practicum courses are offered in the

last year of the program. Consequently, the intended outcomes for raising problem-solving intellectuals in the policy document seem to be very distinct from the reality of having graduates as technicist teachers (Tezgiden-Cakcak, 2015).

Changes in the language teaching policies of MNE resulted in parallel changes in language teacher education. After the 1997 education reform at K-12 schools, a shortage of EFL teachers emerged. To meet the need for EFL teachers, MNE signed a protocol with Anadolu University to start the first distance teacher education program in Turkey in 2000. The instruction of the program is in English and first and second years comprise 10 hours on-campus face-to-face instruction while third and fourth years are conducted almost entirely online. In the last year students take school experience and a practicum courses. Unfortunately, in practise this project failed to achieve its aim to train EFL teachers in sufficient numbers in the shortest possible time. Research shows that in implementation, out of the 4919 students enrolled for the program in the first two years only 119 graduated in 2004 and 554 graduated in 2005. Among the graduates, 99 were appointed as EFL teachers by MNE. Investment made on 4919 students ended up with only 99 teachers for the required work force. In this sense, the EFL distance teacher education policy seems to be ineffective in practise mostly because students accepted to the program had poor English to pursue the program so they could not finish their studies (Özköse-Bıyık, 2007).

In addition, there is a gap between teacher education programs and teacher recruitment process. In 2002, a nationwide standardized exam for teacher recruitment for state K-12 schools called KPSS (Public Personnel Selection Exam) was introduced. However, studies indicate that there is a clear misalignment between the content of the teacher education programs and that of KPSS exam. For example, in Atav and Sönmez's (2013) study the participants claimed the exam content was not consistent with that of their undergraduate education. They also mentioned that the exam had negative effects on their social life and undergraduate education. Similarly, Yüksel (2004) pointed out that although the teacher education programs do not include general knowledge or general ability contents, these are the most frequently tested contents in the KPSS exam. Likewise, Kablan (2010) compared pre-service

teachers' grade point averages with their KPSS scores in his study and found that the general knowledge and general ability components of the exam do not match with the expected outcomes of the teacher education programs. In their study, Başkan and Alev (2009) claimed that in terms of methodology, the content of the exam does not cohere with that of teacher education programs. Regarding the teacher recruitment exam, the pre-service teachers complained that they have to attend exam centres to prepare for KPSS as the education they get at the undergraduate programs does not match with the exam content (Eraslan, 2004; Karataş & Güleş, 2013; Sezgin & Duran, 2011).

Despite the reform movements, it is clear from the recent attempts of the Ministry of National Education and Higher Education Council that there are still many issues to be handled concerning English language teaching and English language teacher education in Turkey. Literature review conducted in this part of the study suggests that the quality of curriculum reform seems to require an alignment between idealized macro policy objectives and micro level practices. The study goes on with defining the concept of alignment, different categorization and significance of it in education system.

## **2.2 Definition of Alignment**

The concept of alignment as stated in some resources has various definitions in the literature. Different researchers offer different definitions of the term. While some consider it as the match of topics between subject areas and grades, some regard it as an organizational issue. Still some other researchers use the term to characterize the agreement among components of the instructional system. In this part of the study, the researcher explains these different views on alignment.

If the term is traced back, it can be seen that the concept goes to the time of Tyler (1949). He indicates that alignment is the match across the grades and supporting what has already been learned in earlier years. Newmann et al. (2001) echoed a similar definition. According to them alignment means “the sensible connections and co-ordination between the topics that students study in each subject

within a grade and as they advance through the grades” (2001, p. 298). Coleman et al. (1982) and Bryk et al. (1993) with their friends; however, had a different perspective upon alignment. They regard alignment as an issue in school organization that requires having an organizational focus, an articulated vision, and a common culture of values.

Another different but more popular view to alignment belongs to Anderson. According to Anderson (2002) the term refers to the alignment among the components of the process of teaching, including assessments, standardized tests, textbooks, assignments, lessons, and instructional techniques. In other words, according to him it is how well and to what extent a school or teacher has matched the content with the academic expectations described in learning standards. Consistent with this view, Smith and O’Day (1991) and Fuhrman (1993) defines the term as the degree to which various policy instruments available to the system, e.g. standards, textbooks, and assessments, accord with each other and with school practice. In the same way, Fonthal defined the term as “the match, continuity, and synchronization among the main components of the instructional system: content standards, assessment, curriculum, professional development, and classroom practice” (2004, p.8). Another scholar who claims that alignment is the match among the components in the teaching system is Biggs (1999). He believes that the components in the teaching system, especially the teaching methods used and the assessment tasks should be aligned with the learning activities assumed in the intended outcomes (Biggs, 1999). Similarly, Cotton and Savard (1982) used the term to denote the conscious congruence of three educational elements: curriculum, instruction, and assessment. Another notable advocate of this view of alignment is Fenwick W. English. For English (1992) alignment is the match among the written, taught, and tested curriculum. It seems that scholars with different views of curriculum alignment echoed the term with different definitions.

While examining these various descriptions of the concept in the literature, it was observed that some scholars went deeper into the concept and used different terms to distinguish different aspects of alignment. In the following part the researcher explains these different types of the term.

## **2.3 Alignment Types**

Studying the relationships among curriculum elements in a more detailed way, curriculum scholars have distinguished aspects of alignment within a curriculum by using three different categorizations. What emerges from the literature is that according to one categorization, alignment is named as ‘horizontal’ and ‘vertical’ while according to another categorization, the concept is grouped as ‘internal’ and ‘external’. Yet another grouping divides curriculum alignment as “conceptual” and “structural”. Although these categorizations offer a different description to the term alignment, the lines between them seem to blur. In the following part, each of these interpretations is explained in detail.

### **2.3.1 Horizontal Alignment**

The horizontal alignment is not a particularly new concept. It was previously used by such researchers as Bloom, Madaus and Hastings (1981); Impara (2001); Tyler (1949); Webb (1999). According to Howard (2007) an education system is generally composed of many interconnected, mutually reinforcing components like curriculum, assessment, teacher professional development and research and evaluation. Each of these components not only influences but also is influenced by the others, and the extent to which these components work together to support teaching and learning, by giving consistent messages to learners is considered to be the horizontal alignment (Case & Zucker, 2005).

This type of alignment takes various forms, some of which point to the consistency between the different documents that constitute the state standards or policies and some of which are indicators of the consistency to some other documents such as examination papers. Starting with the former, Webb (2005) referred to this type as sequential development. According to Squires (2009) such an alignment requires developing documents in sequence so that the first document such as the state standards is aligned and used as reference for the following documents such as the curriculum frameworks or assessments. To ensure horizontal alignment it

is essential to create common descriptions of a curriculum first, then analyse the alignment between these common descriptions and other parts of the educational system, such as standards, assessments, and instructional plans (La Marca, 2001; Porter, et al., 2007). According to Squires (2009) in such cases, there are no specific criteria for judging alignment; but the analysis is based on the content of the documents like the content of the standards and that of the assessment.

In this type of alignment, categorical concurrence in the documents can be examined. That is, in examining the horizontal alignment, if standards and other official documents have the same category or not in alternate records can be checked (Anderson, 2002). Another perspective that could be examined is the balance of representation showing the extent to which one educational program target is given more importance than another does in the assessment. This depends on the view that every one of the standards should have consistent representation in different documents.

Some other scholars assert that the measure of compatibility between horizontal curriculum alignment and the evaluations used to determine student achievement of those standards is the horizontal curriculum alignment (Bhola, Impara, & Buckendahl, 2003). Roach, Niebling, & Kurz (2008) regard this particular type of alignment as the range within which curricular expectations and assessment are in accord and function together to guide educators' efforts to promote students' progression toward the aspired academic results. Webb (2005) sees this alignment as the point where expectations and assessment are in compliance and affiliate with one and another.

Another perspective toward horizontal alignment is that what students are learning in one ninth-grade English course should mirror what other students are learning in a different ninth-grade English course in order to be regarded as aligned (Glossary of Education Reform, 2014). Additionally, for the same concept, it was stated that tests, and other assessment tools should be based on what has actually

been taught to students and what are expected from them in a particular course, subject area, or grade level.

### **2.3.2 Vertical Alignment**

What lies on the other continuum of this classification is the vertical alignment. According to the literature, vertical alignment can take place at a macro, or micro level of an education system. It signifies an association between policies and initiatives at various levels of governance at a macro level (Case & Zucker, 2005). The idea is that national policies ought to regulate and be in accordance with the local policies in order for resources allotted to the national level to be administered properly at the local levels and to affect schools and classrooms in the best way possible. This macro perspective indicates that vertical alignment signifies how policies up and down structural levels work together and it brings together and coordinates policies and programs through the hierarchical levels of the system (Howard, 2007). Case and Zucker (2005) stated that standards and assessments portray just one part of an education system. Curricula, textbook content, the opinions of stakeholders, classroom instruction and student achievement outcomes are the other parts involved. Only when policy-makers, parents, teachers and students share an understanding concerning the goals for a specific subject education that determines the standards can an education system be considered vertically coherent (Wilson & Bertenthal, 2005).

From a micro level perspective, an education system is vertically coherent when there is cohesion and attachment between what students learn in one lesson, course, or grade and the ones following these. Teaching is devised in such a purposefully structured and logically sequenced manner that students receive the knowledge and skills that will gradually make them ready for more demanding and higher-level work (The Glossary of Education Reform, 2014).

Examining the first categorization of curriculum alignment, the researcher goes on with the second grouping, “external” and “internal” alignment.

### **2.3.3 External Alignment**

About this specific alignment type, Drake and Burns stated that external alignment “occurs when the curriculum aligns with mandated standards and testing objectives” (2004, p. 51). According to this view, the written and taught curricula should reflect the concepts and skills regarding what students must know and be able to do that appear in state standards. To ensure that, schools should teach the content that is expected in the national standards. Schools may prepare a written curriculum that shows how instruction at each grade is linked to state standards to prove how they are externally aligned. In brief, external alignment of curriculum is the match between the curriculum and the standards of an external or a superior body or, in other words, it is the alignment of micro level practices with macro level standards.

### **2.3.4 Internal Alignment**

Marzano and Kendall (1996) describe internal alignment of a program as the internal affiliation between the actual or in other words the taught curriculum with the written curriculum. According to Drake and Burns (2004), internal alignment is achieved when the instructional strategies and classroom assessments manifest the language and intent of the standards. It is necessary for teachers to know and understand the requirements of the standards and plan their classroom teaching activities and assessments accordingly in order to achieve internal alignment. It seems essential that the requirements of the standard and what students actually do in the classroom are well-matched. However, it may not be easy to put this into practice. Teachers act as the curriculum implementers, so it is essential that they are highly educated and pay attention to interpret the standards so that they can plan and modify their teaching accordingly. Internal alignment is an ongoing process as teachers have to check continually and make sure that the actual learning experiences are connected to all the pieces of the standards. Internal alignment can be seen as the correlation between the intended and the enacted curricula. Now that the external

and internal type of alignment has been clarified, the last categorization, the “conceptual” and “structural” alignment, will be elucidated.

### **2.3.5 Conceptual Alignment**

The literature review shows that conceptual alignment is defined by various scholars. For example, according to Kessels et al. (2001), it includes connecting theory and practice purposefully and deliberately. According to Tatto (1996), conceptual alignment is developing a shared conception of teaching that undergirds and pervades the program. Feinam- Nemser (1990) emphasized that it is attending to the linkages or disconnects between program structure and program content.

### **2.2.6 Structural Alignment**

Concerning the structural alignment, in her study on the alignment of a teacher education program, Hammerness (2006) claimed that it is the alignment among the key assignments, activities, and experiences across coursework and fieldwork. She added that it might be achieved if courses and prepared student teaching placements are planned around a specific teaching conception and learning experiences are integrated, courses are organized sequentially on one another and also reinforce each other.

These definitions represent alignment according to ideas or visions and also according to logistics or design of learning opportunities. Distinguishing different types of alignment enables the researcher to name the types of alignment that the study aims to analyze. In the following part, the mapping of relevant research questions and the types of alignment are confronted.

## **2.4 Operational Definitions of the Type of Alignment**

In this research, the second categorization of the concept alignment is used for the purposes of the study. Namely, the terms “internal” and “external” alignment are used with some amendments in meaning. To clarify, in terms of how the third research question for this study was formulated, it could be argued that the study needs to focus on “external” alignment i.e. the manner in which the EFL preservice instructional materials education curriculum aligned with the explicit policies and standards and teacher practices. Thus, external alignment in this study refers to the match between the intended outcomes of the undergraduate level course offered by a teacher education program and the explicit standards, policies and the requirements of the profession. That is, if what pre-service teachers actually learn and do in the teacher education program match with the teacher competences (set by an external authority, MNE), teacher education policies (made by Higher Education Council) as well as the requirements of the teaching profession in K-12 state schools.

Additionally, the “internal” alignment in this study refers to the alignment of the components of the undergraduate level EFL curriculum, specifically, the course Materials Adaptation and Development. Consistent with the fourth research question, the study adopted this view of “internal” alignment as the purpose is to find out the extent to which the written, taught, learned and tested curricula of the course align with each other. That is, the concurrence among each component of the course; namely, written/intended, taught/enacted, learned/acquired and assessed/tested curricula.

Consistent with the research questions, internal and external alignment were considered broadly sufficient to analyse 1) the teacher education curriculum regarding how the standards and policy documents as well as the practical requirements of the profession are being addressed (external consistency), and 2) the congruence within the teacher education course curriculum (internal consistency).

After explaining the concept of alignment and identifying different types, the researcher introduces the relation between program alignment and student achievement.

## **2.5 Instructional Program Alignment and Student Achievement**

Literature stresses how important alignment is in determining student achievement. Biggs (1999), for example, claims that alignment should be considered as a fundamental principle in educational practice because if all components in the teaching system are aligned, it is almost impossible for the learner to escape without learning. Cohen (1987) also reports that when assessments are aligned with instructional objectives, student learning can be increased as much as two standard deviations. There are other educationists (e.g., Blank, Porter, Smithson and Zeidner) who give curriculum alignment a considerable significance because curriculum alignment is among basic factors bringing about high performance of schools in the national examinations (Murphy, 2007; Schuenemann, Jones, & Brown, 2011) and it enhances student learning (McFadden, 2009; EdSource, 2006; Zavadsky, 2006; Kercheval, 2001). Studies also (e.g. Blankstein, 2004; Evans, 2005; Lavin-Loucks, 2006) demonstrated that alignment between instruction and curriculum leads to improvement in academic success and increase in intellectual abilities of even underprivileged students. An aligned schooling system is a necessary condition for a healthy and effective educational system, and a guarantee for student achievement because “when a system is aligned, all the messages from the policy environment are consistent with each other, content standards drive the system, and assessment, materials, and professional development are tightly aligned to the content standards” (Porter, 2002, p. 11).

Literature provides different justifications for the connection between alignment and achievement as well. To illustrate, theory and research in the fields of learning and motivation demonstrate that instructional program alignment boosts student engagement and learning, and thus reinforces student achievement (Oxley, 2008). Moreover, it is signified by research on learning and cognition that the

likelihood of learning is higher among students of all ages when their experiences are connected with and based on one another (Bransford, Brown & Cocking, 1999; Greeno, Collins, & Resnick, 1996; Mayer & Wittrock, 1996). The more disconnected the experiences are, the more difficult it is for students to integrate the new understanding into prior knowledge and to modify prior knowledge when necessary. Studies in cognitive science reveals that it takes time to learn and repeating opportunities is necessary to practice and make use of knowledge and skills in new contexts. Materials that are acquired through a limited exposure and context are tend to be not remembered or transferred to new situations (Newmann et al., 2001). When compared to experiences that are disconnected and short-term, integrated experiences state more clearly what is essential for mastery and how prior knowledge can be used to deal with future questions. For instance, if students learning to read are in settings which make it possible for them to get help from all their teachers consistently, it is more likely for them to gain basic skills and to be confident when it comes to tackling with more challenging tasks. However, if there is not sufficient connection between past, present and future reading activities, and if experiences are not extensive enough to let students gain mastery, processing the information will be more difficult (Newmann et al., 2001).

Furthermore, it is indicated by research on motivation that if there is connection between curricular experiences within classes, among classes, and over time, students are more prone to undertake the difficult work of learning (Pittman, 1998; Newmann, 1981). As previously suggested, when compared to incoherent instruction, coherent instruction promotes competence more effectively. Children are inclined to work when they become aware of their developing competence since once the basic human need for mastery is satisfied, this will build more confidence and show that making effort will lead to success (Ames & Ames, 1984; Blauner, 1964; Kanfer, 1990). However, exposure to incoherent activities are more likely to cause students to feel that they are the subjects of seemingly random events and that they don't have enough knowledge to determine what to do to succeed. Feeling in this way brings about a reduction in student engagement in hard work, which is often

necessary for learning. Hence, incoherent activities bar the opportunities to acquire mastery and confidence that reinforces further learning.

As can be inferred from all these points suggested by literature, once curriculum, instruction and assessment are in coordination; enhanced student achievement can be expected. Absorbing activities can be provided by more coherent experiences, and such activities boost students' motivation to learn and put forward upgraded opportunities for cognitive processing. In conclusion, these are the promises made by alignment, and to get such results, it is necessary to examine the scope of the coordination among the components of the curriculum or, at the macro level educational system. The following section describes the view of curriculum as a system that must cohere.

## **2.6 Alignment and Systems Approach**

The concept of curriculum alignment seems to be one of the most important principles of educational reform movements (Stenlund, 2007). It is considered as a way of curriculum development and evaluation in systems theory (Mhlolo, 2011).

The systems theory is based on the idea that the whole is more than the sum of its parts, the nature of the parts is determined by the whole and the parts are interrelated and cannot be understood in isolation from the whole. The system is not simply a collection of parts but a functional unity that cannot exist as a collection of parts (Mizikaci, 2006).

According to Wilson and Bertenthal (2005) education is a system as well and it is composed of subsystems, each of which serves for their own purposes and interacts with the others in such a way to help the larger system to function. The system and its subsystems are organised around a specific goal and the subsystems must function well both independently and collaboratively so that the system can work as intended. The system will succeed “when all parties are rowing in the same direction” (Schmoker & Marzano, 1999, p. 21).

In this respect, Broski (1976) lists three major elements or subsystems of the whole system, curriculum: content, instruction and assessment. Alignment in this system requires that these elements work towards the same purpose and support each other rather than working for different purposes. Pellegrino (2006) claims that if any of the elements in this system is not well synchronized with the others, it will disrupt the balance and skew the educational process.

Alignment is also used to refer to the agreement among a set of documents in an educational system, such as a written curriculum, tested curriculum and taught curriculum. When all these documents are all aligned with each other, the system naturally functions effectively. About this issue Biggs (1999) describes a good teaching system as one aligning the learning objectives, activities, teaching methods, and assessment so that all aspects of this system are in accord and support student learning.

With a different perspective, Banathy (2000) defined higher education institutions as open systems because they tend to interact with external bodies and systems such as labour market, society, and quality accreditation systems. It is not possible for this subsystem to survive without continuous interaction with the other parts of the system. Because of this interaction, higher education institutions can get new properties and change. Thus, it is possible to claim that the system is not passive but an active one. As the components do not interact effectively and efficiently, the whole system exists more than a sum of its pieces, which makes it an open system (Banathy, 2000).

In summary, it is a common view in literature that education is a system that is composed of subsystems that must work well both independently and together for the system to function as intended. In the following part, accountability, which requires the alignment among the components within the larger system, is explained.

## **2.7 Alignment and Accountability**

Standards-based educational reform efforts motivate teachers to improve their instruction through aligning it to demanding academic content standards (Smith & O'Day, 1991). Through the match between the content of teachers' instruction and the content of state standards, it is possible to contribute to improvements in students' learning, and consequently their achievement (Porter, 2002).

One of the most common views to curriculum alignment is that it should serve as an accountability tool (Finley, 2000). Anderson (2005) states that in accountability systems, components such as objectives, assessments, and resources must be aligned. He further suggests that the basis of results-based accountability systems is setting clear expectations for student learning, and both what and how students learn should be demonstrated. In such a system, content standards, assessments and instructional materials must be aligned. In this aligned system, students have the maximum opportunity to learn the state standards (Anderson, 2005).

In accountability systems, the key role standards play is making expectations for schooling clear across social and physical geographies and acting as the pillars of accountability that make schools responsible for student achievement to promote equity in education (Murphy & Datnow, 2003).

Just like in any other type or level of education institution, in teacher education accountability is necessary because it is a way of proving that it is aligned with the national and/or professional standards. In the following part, a more detailed review of alignment in teacher education is given.

## **2.8 Alignment in Teacher Education**

Although alignment is often seen as a solution to most problems encountered in teacher education, the term alignment itself is rarely systematically explored in teacher education literature. In this part of the study, different researchers' definition

of the concept alignment in teacher education as well as the ingredients of coherent teacher preparation programs will be focused on respectively.

Tatto (1996) defines alignment in teacher education as “the shared understandings among faculty and in the manner in which opportunities to learn have been arranged (organizationally, logistically) to achieve a common goal, which is educating professional teachers with the knowledge, skills and dispositions necessary to more effectively teach diverse students” (p. 176). Likewise, Tom (1997) perceives the term as a shared concept of teaching which is both supportive and influential in the program. It is of utmost importance that teacher candidates are subject to consistent messages and theories that enable them to understand the phenomena they live through and observe instead of mixed messages and conflicting theories. Additionally, they need to be subject to experiences repeated together with a set of conceptual ideas and continual opportunities (Ericsson, Krampe, & Tesch-Romer, 1993).

Some other teacher educators explained the concept as a purposefully and deliberately combined theory and practice (Kessels et al., 2001), and strong linkages or connection between program structure and program content (Feinam- Nemser, 1990). According to Feinam-Nemser alignment might include organizing and aligning courses and student teaching placements around a particular conception of teaching and learning in an effort to construct an integrated experience, or trying to create courses that build sequentially on one another and reinforce one another (1990). The common point in these definitions of alignment is that they emphasize the alignment of ideas and learning opportunities (Buchmann & Floden, 1990).

Approaching alignment from this view is not new. Starting with Dewey, scholars in teacher education have dwelt on the significance of relating fieldwork experiences to the courses in initial teacher education programs at the university, and the need for making use of the field as a laboratory for an extensive understanding of teaching and learning (Darling-Hammond et al., 2005; Dewey, 1938; Goodlad, 1990). The role of field experience in learning to teach has recently gained greater significance, particularly when these experiences are thoughtfully and purposefully

associated with the principles of teaching and learning. (Darling-Hammond et al., 2005). The National Academy of Education's Committee on Teacher Education actually contended that initial and uninterrupted fieldwork is of particular importance, but it is crucial that such a fieldwork be aligned with later learning in teacher preparation programs (Darling-Hammond et al., 2005).

Although there has been more stress on developing coherent teacher preparation programs, the ingredients of alignment are still unexplored by researchers of teacher education. Darling-Hammond (2006) put forward a perception regarding what a coherent teacher preparation program might be like. From her perspective

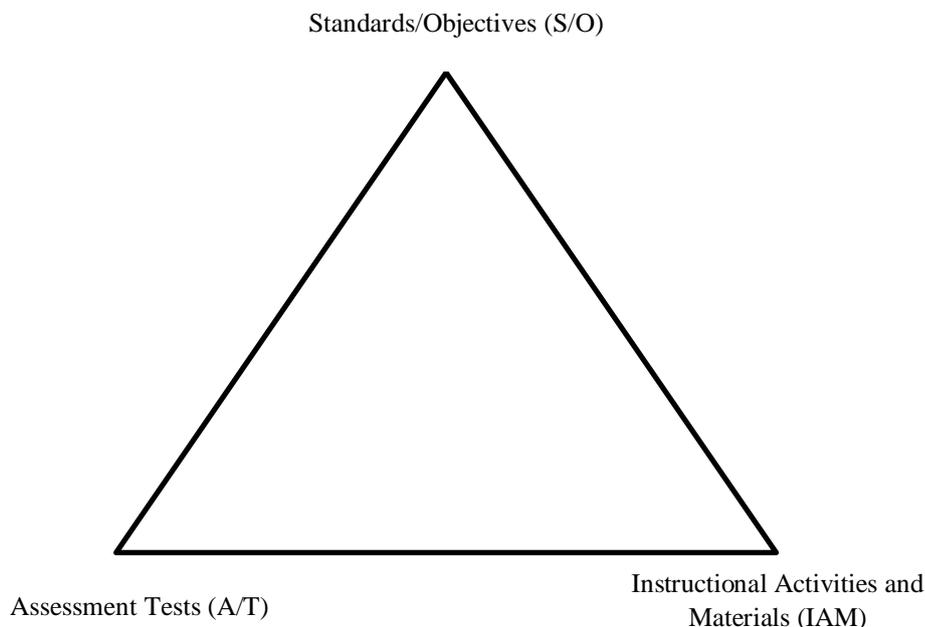
a coherent program offers coursework that is carefully sequenced based upon a strong theory of learning to teach; courses are designed to intersect with each other, are aggregated into a well-understood landscape of learning, and are tightly interwoven with the advisement process and students' work in schools. Subject matter learning is brought together with content pedagogy through courses that treat them together; program sequences also create cross-course links. Faculty plan together and syllabi are shared across university divisions as well as within departments. Virtually all of the closely interrelated courses involve applications in classrooms where observations or student teaching occur. These classrooms selected should model the kind of practice that is discussed in such intensely coherent programs, core ideas are reiterated across courses and theoretical frameworks animating courses and assignments are consistent across the program (p. 306).

Consequently, in this part of the study the researcher focused on the concept of alignment, a relatively underexplored concept in teacher education. Although what makes a program coherent remain a relatively underexplored area, available research mostly mention a clear vision of the practices and learning of graduates in programs, alignment between fieldwork and clinical work, shared perspective on teaching and learning of students with cooperating teachers.

In the following part, the three-component curriculum alignment model studying the relationships between the three primary components of a curriculum: objectives or standards, instructional activities and supporting materials, and assessments are explored.

## 2. 9 Three-component Curriculum Alignment Model

Although curriculum alignment has been designed in many different ways, the prevalent conceptualisation has been the three components model including the written, the taught and the tested curricula (English, 1992). Like English, Anderson (2002) specifies this alignment view in the form a triangle depicting the relations between the three major components of a curriculum: objectives or standards, instructional activities and supporting materials, and assessments. Likewise, Squires (2009) formed a model, which provides a three-dimensional alignment matrix. The written curriculum in this model is made up of the textbooks, the curriculum (subject statement) and the assessment standards. As for the taught curriculum, it includes the actual instructions and the lesson plans, and the tested curriculum is made up of the standardized tests, the curriculum embedded tests and students' assignments. In the following parts, each of these curriculum components will be studied in detail.



*Figure 2.1* Relationship among Standards/Objectives, Instructional Activities and Materials and Assessment/Tests (Taken from Squires , 2009)

### **2.9.1 Intended/Written Curriculum**

A closer look at the components of the curriculum reveals that the intended or the written curriculum is what is given in official documents. What this type of curriculum covers is the content and the methods of a course, the goals, and the time allotted to reach those goals and deal with those contents; therefore, it comprises policy standards such as curriculum standards, frameworks, or guidelines that provide a framework for the curriculum that teachers are expected to make use of. The goals of a nation form a structure or control for the extensive guidelines of the entire curriculum. What the Ministry of Education has in mind is that teachers will teach and students will learn as the guidelines contend. As the guidelines for the intended curriculum have been prepared, curriculum writers produce textbooks, teacher guidebooks, and other curriculum materials (i.e., the written curriculum), and they assume that the teachers will make use of the textbooks and teachers' guide to teach the intended curriculum to children in order to meet the nation's goals (UNICEF, 2000).

### **2.9.2 Taught/Enacted Curriculum**

The taught curriculum is the teachers' reconciliation of the intended curriculum. In other words, they become proficient in the material, think about the way their pupils learn, consider the specific learning environment of their pupils, and after that adjust the curriculum materials and textbook information in such ways to make sure all students learn. The teacher is a thoroughly competent educator whose obligation is to make efficient decisions. In the case that the written curriculum is not sufficient, teachers work out strategies that will enable pupils to learn and accomplish certain standards of performance (UNICEF, 2000).

### **2.9.3 Learned/Received Curriculum**

The learned or received curriculum is what students actually take in and makes sense of from the intended and taught curricula and what skills learned in school they can use, what knowledge and attitudes students acquire, what they absorb or ignore. Students learn other things in school besides the intended curriculum. What students actually learn is not the same as what is prescribed, what is taught, and even what is tested. How students make sense of the formal curriculum, and how this learning is incorporated and negotiated with previous learning and with learning acquired outside, of the classroom (e.g., through media, political activism, etc.) is difficult to discern, and even more difficult to generalize because each student has been exposed to different experiences, ideological influences and analytical approaches, and thus is likely to make a different meaning of the same lesson plan (Marsh & Willis, 2003).

### **2.9.4 Assessed/Tested Curriculum**

The assessed or tested curriculum is the knowledge and skills, in other words, the content that are measured to determine student achievement. That is, the assessed curriculum is "what" gets measured when trying to figure out where student learning is. Since it is impossible to evaluate all learning that occurred during a course, the tested curriculum is frequently a representative sample of the prescribed curriculum (Glatthorn, 2000).

The reference points of each component of the model have been depicted; however, it is still a mystery how these curriculum types communicate with each other. The research literature makes the following points concerning this communication.

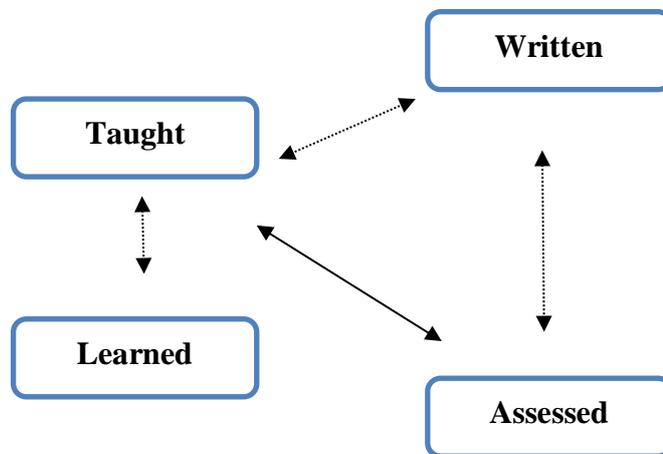
### **2.9.5 The Relation between Curriculum Types**

Research suggests there are varying patterns of influence among the curriculum types. The written curriculum has just a partial effect on the taught curriculum. Most teachers with experience have a look at the curriculum guide at the beginning of the year and then put it aside since they consider other factors while deciding what to teach. They are apt to pay more attention to factors such as students' interests, their own notions of what has served well in the past, and what the state and district tests will put emphasis on (Glatthorn, Carr, & Harris, 2001).

Glottorn (2000) suggest that the tested curriculum has the most profound impact on the taught curriculum as can be seen in Figure 2.2. As this is an era of accountability, it makes sense that teachers are worried about their students' performance on tests. Many class hours are allotted to promoting test efficiency and to practicing sample question types for district, state, and national tests (Gooding, 1994).

According to some scholars, there is a significant gap between the taught curriculum and the learned curriculum (see Figure 2.2), as students do not always learn what they are taught. They think that several factors account for the gap such as the teacher's failure to make the curriculum meaningful and challenging or to monitor student learning; and the students' low level of motivation, cognitive abilities, and short attention spans (Glatthorn, Carr & Harris, 2001).

The original figure, which belongs to Glottorn (2000) shows the relationships between the various components of a curriculum: recommended curriculum, supported curriculum, hidden curriculum, written curriculum, taught curriculum, learned curriculum and tested curriculum. For the purposes of the study it was adapted and only the relevant parts are depicted.



Code : weak influence: .....  
 strong influence: ———

Figure 2.2 Relations among Curriculum Types (Adapted from Glotthorn, 2000).

In the following part, both qualitative and quantitative methods for analyzing the alignment of these curriculum components is explored. First, curriculum mapping, which is a method consisted of documentation of a curriculum review process using qualitative content analysis approach through reviews of course syllabi is studied in detail and then two other quantitative alignment measurement methods, namely Webb’s and Porter’s methods are sought.

## 2.10 Curriculum Mapping

Curriculum mapping is an assessment method ascribed to English (1978) and it is used to assess the connections between the curriculum content and its objective learning outcomes (Harden, 2001; Jacobs, 2004; Morehead & LaBeau, 2005; National Council of Teachers of Mathematics, 1989; Plaza, Draugalis, Slack, Skrepnek & Sauer, 2007; Uchiyama & Radin, 2009). Its main concerns are what is

taught, how it is taught, when it is taught and the measures used to understand if the student has made any achievement in the expected learning outcomes.

Curriculum mapping is concerned with depicting partially the different parts of the curriculum in order for the whole picture and the relationships and connections between the parts of the map to be easily perceived. These bring about a transparency in the area of the study and the expectations from a student during the course as to the areas to become proficient in accordance to the curriculum. English (1978) contends that there may be differences between the “declared” curriculum (i.e., what the student is thought to be learning) and the “real” or the “tested” curriculum. The curriculum map induces the suggested curriculum to be more obvious and helps to make sure that there is an alignment between the assessed and the declared curriculum. Moreover, both the curriculum developer and teacher benefit from it in terms of being sure that there are not any gaps in the curriculum and that there is no needless repetition of the area previously visited, making it extremely straightforward. Edmondson (1993) points out that with curriculum maps “it is possible to reconceptualise the subject matter in a way that eliminates redundancy, creates a smooth transition between courses, and demonstrates the conceptual interrelationships the faculty hope students will develop as a result of integrated, meaningful learning” (p.1). She defined mapping as a functional tool in developing an integrated curriculum and in what ways a map can be made use of to guarantee alignment across the integrated curriculum.

To sum up, curriculum mapping brings about certain benefits to its users. One of the key advantages that curriculum mapping provides is aligning curriculum with state standards and assessment practices. Also, when the curriculum objectives match with the enacted and received curricula, it can enhance the effectiveness of curriculum planning and implementation, which makes the learning and teaching processes more meaningful. In addition, through curriculum mapping tool the communication among teachers, among the content, skills, and assessments that are a part of the instructional process can be improved. Thus, curriculum mapping can be a great way to enhance the collaboration and communication among teachers for the

benefit all learners. In the following part, the researcher clarifies the need for curriculum mapping in teacher education.

### **2.10.1 Curriculum Mapping in Teacher Education Programs**

As previously stated, recent research points out that there is inconsistency and lack of alignment in the teacher education curriculum (Darling-Hammond, 2005; Russell & McPherson, 2001). Tierney (1999) explained the reasons underlying this problem in his study. He asserted that competition and individualism are prevalent in higher education and that the culture of higher education gives employees more stimulation to “fly solo” rather than “fly in formation” (Tierney, 1999). He also said that individuals in higher education opt for isolation to complete their own projects which may or may not be compatible with the department’s or school’s goals instead of counting on teams working together towards achieving a common goal (Tierney, 1999). Even though it is accepted that the culture of higher education value individualism more than the most other workplaces, experts in the field of higher education research argue that it is necessary for the culture to change into one that gives importance to harmony and cooperation rather than individuality and autonomy so that it can remain intact ( Van Patten, 2000; Conrad, 1997; Tierney, 1999).

Curriculum mapping process will provide harmony and cooperation by constituting a space for everyone to take part in collective dialogue about the curriculum, instruction, and students’ learning (Donald, 1997; Udelhofen, 2005). It promotes respect for all instructors and their professional knowledge and expertise. It establishes a structured and safe setting where it is possible for all participants to examine, or re-examine their individual and collective beliefs about teaching and learning.

Applying curriculum mapping in teacher education programs, all faculty members will need to review the maps, identifying strengths, gaps, and overlaps. Once the review is complete, the faculty will determine what and where to add or

eliminate content and/or strategies, which results in a more streamlined curriculum, integrated program and collaborative action (Uchiyama & Radin, 2008).

In brief, as Haworth and Conrad (1997) emphasized that the most prominent component of high quality programs are collegial and supportive cultures. Curriculum mapping can provide several insights into program planning and course development for teacher education by fostering cooperative interaction among colleagues and having them work together, especially in a joint intellectual effort.

As stated in the previous parts of the study, from an educator's perspective, curricula can be designed/written, delivered/taught and assessed/tested, and from the perspective of a student, it can be experienced/learned (Ewell 1997; Harden 2001; Hatzakis et al., 2007; Kopera-Frye et al., 2008; Kurz et al., 2009; Porter & Smithson, 2001; Robley et al., 2005; Veltri et al., 2011). Curriculum mapping is a useful method in identifying the concurrence among these different types of curricula (Jacobs, 2004; Uchiyama & Radin, 2009). With this respect, curriculum mapping in this study aims to explore the alignment among the written, taught, learned and tested curricula of the Materials Adaptation and Development Course offered by a teacher education program.

### **2.11 Alignment Measurement**

The purpose of curriculum alignment is to check to what extent content is similar across curriculum goals, assessment and instruction. Different measurement methods are used to examine alignment. One of these methods used to measure alignment of assessments to content standards was formed by Webb (1997, 2002). The procedure developed by Webb is used in order to compare alignment of an assessment to a specific content standard. The procedure is comprised of judgments of experts on four criteria related to content match between assessments and standards: 1) categorical congruence, 2) depth of knowledge consistency, 3) range of knowledge correspondence, and 4) balance of representation. Webb does not put

forward any single overall compound measure of degree of alignment (Fulmer, 2011).

Porter also developed a commonly used measure of the alignment between assessments and content standards. Two variables are used for coding in the Porter (2002) alignment index. Earlier research has made use of content and cognitive complexity, such as the updated Bloom's taxonomy of educational objectives (Anderson & Krathwohl, 2001), as the two variables. Each of the elements from the comparison documents is rated on the two alignment variables and alignment is calculated among the tables. When compared to Webb's in terms of the amount of coding required, the Porter alignment is a much easier procedure (Fulmer, 2010). Consequently, this makes the coding process faster and the interrater reliability easier to calculate. Moreover, Porter's index is free of standard and assessment; the same rubric is used to code each document instead of one structured on a content standard (Fulmer, 2011).

Porter's alignment index can also serve for comparing documents on any two categorical variables, not necessarily content and cognitive complexity on the condition that the two variables for coding must be categorical and both variables must be applicable to two data sets to be coded (Porter, 2002).

In general, the size of the coding tables is smaller than the tables for standards documents or test development plans. Therefore, Porter's alignment analysis process reduces the dimensionality of such comparisons. Because of its relative simplicity in calculation and broad applicability, it is preferable for the current purpose so subsequent analyses in the study used Porter's index (Porter, 2002).

As the Porter alignment index shows the extent of alignment between two tables of frequencies, in this study, these two tables were formed for the codes of standards document and for the codes of the teacher education curriculum (i.e. course syllabus and course materials). It produces a single alignment index, ranging from 0 to 1, to indicate how closely the distribution of points in the first table (standards) aligns with the second table (teacher education curriculum). The Porter alignment

index,  $P$ , is computed in four steps: (a) Create tables of frequencies for the two documents being compared. These are labelled as  $X$  and  $Y$ ; (b) for each cell in tables  $X$  and  $Y$  compute the ratio of points in the cell with the total number of points in the respective table. Label the tables of ratios as  $x$  and  $y$ ; (c) for every row  $j$  and column  $k$  in tables  $x$  and  $y$  (the tables of ratios), calculate the absolute value of the discrepancy between the ratios in cells  $x_{jk}$  and  $y_{jk}$ ; (d) compute the alignment index using the following equation. In the equation,  $j$  is the number of rows and  $k$  is the number of columns in each table and  $x_{jk}$  and  $y_{jk}$  are the ratios of points in the cells at row  $j$  and column  $k$  for the respective ratio tables,  $x$  and  $y$  (Porter, 2002).

$$P = 1 - \frac{\sum_{k=1}^K \sum_{j=1}^J |a_{jk} - b_{jk}|}{2}$$

However, with the index, it is not possible to say how much alignment is enough. No absolute criterion is given for alignment. Instead, it has to be judged comparatively.

To summarize, alignment is an issue of how consistent the components of an educational system are. A high degree of alignment is expected to improve the students' learning, to evaluate and improve the efficiency of an educational reform and to be valuable for the appropriateness of accountability decisions. Several models for alignment analyses have been developed, but the most appropriate one for the purpose of this study is Porter's alignment index. Alignment in this study will be used to study the alignment of teacher education with state policy system. Policies include standards while professional development includes intended outcomes and curriculum materials. Alignment results can be displayed in a teacher education-by-policy content matrix. The greater the alignment, the larger the alignment values in the matrix. To sum up, curriculum assessment data in this study shed light on the alignment of teacher education practices with teacher education policies. In the

following part, to interpret the the field of teacher education better, the researcher compiled the research on teacher education principles and practices.

## **2. 12 Principles of Teacher Education Programs and Practices**

The field of teacher education has been renowned for its problems since the beginning of the century, yet the problematic circumstances have not changed at all (Lanier & Little, 1986). This may result from the fact that teacher education has been seen as a field of study that bears little significance to the academy for a long time (Lanier & Little, 1986). Nevertheless, this notion slowly changed in the 1990s. Teacher education is better appreciated and recognized as an object of academic research nowadays, and it seems that findings frame the principles of teacher education programs and practices.

Initially, graduates of teacher education programs, school administrators, parents and politicians voiced their discontent about the fact that teacher preparation had been irrelevant to the reality of everyday practice in schools, which induced a number of research conducted on the issue (Barone, Berliner, Blanchard, Casanova & McGowan, 1996; Sandlin, Young & Karge, 1992). In fact, Bullough and Gitlin (2001) argued that the teacher education program they worked “was disjointed, fragmented and confusing, and the methods courses were disconnected from curriculum courses, and both were disconnected from practice teaching” (p. 1). In addition, as Ben-Peretz (1995) claimed, traditional approaches to teacher education generally give great weight to theory which is “transferred” to teachers through lectures on psychology, sociology, and general education. Traditional models of teacher education views teaching practice as the convenience for applying theories that have been learned previously (Carlson, 1999; Clandinin, 1995), and lecturing seems to be deemed as the suitable medium for teaching about teaching; this theory-into-practice view of teacher education is constantly being confronted for its many restraints and shortcomings.

More and more research during the final decades of the 20th century made it explicit that the discontents about the teacher education made sense since certain research studies cited the reality shock that new teachers faced, which shows that graduates of teacher education face serious problems during their first years in the profession. The same studies also showed that there was a “washingout” effect of insights that they gained during teacher education. (Veenman, 1984). This brought about scepticism as to whether the objectives of teacher education had really been accomplished (Cole & Knowles, 1993; Zeichner & Tabachnick, 1981). Teachers seemed to experience a particular change in their attitudes, which mainly led to an adaptation to the traditional ways of teaching (Müller-Fohrbrodt, Cloetta, & Dann, 1978) and an dislike towards reflection and theoretical depth (Cole, 1997). As Wideen, Mayer-Smith, and Moon (1998) presumed, theory presented during teacher education is not often adequately transferred to their practice in schools, and teacher education practices are usually harmful to teacher training.

Later, new understandings of learning and teaching such as constructivist views (Fosnot, 1996; Sigel & Cocking, 1977), and new visions into the nature of knowledge, such as seeing knowledge as situated (Brown, Collins & Duguid, 1989), closely-knit with experience and emotions (Cobb & Bowers, 1999; Damasio, 1994) were established. Nevertheless, these notions are in contrast with traditional practices in teacher education. As Stofflett and Stoddart (1994) stated, breaking the circle of traditionally trained teachers who teach in a traditional manner is essential to alter educational practices. This creates as a crucial difficulty for teacher educators and researchers.

Later in the 20th century, there was a search for new ways of preparing teachers emerged. In this period, the number of alternative certification programs rose because of teacher shortages (Bullough et al., 1997; Darling-Hammond, 1994). In the attempts to restructure teacher education, an emphasis on practice instead of theory became important. However, the previous problem of reality shock remained unsolved. This meant that how to connect theory and practice to enable teachers to handle the problems of everyday teaching was still not being addressed adequately

(Korthagen, Loughran & Russell, 2006). Ashton (1996) emphasized the need for a radical new and effective pedagogy of teacher education.

In the last decade, this continued to be a major issue in teacher education in many countries. Some teacher educators published books focusing on new pedagogies of teacher education (Bullough & Gitlin, 2001; Korthagen, Kessels, Koster, Lagerwerf, & Wubbels, 2001; La Boskey, 1994; Loughran, 2006; Loughran & Russell, 1997; Richardson, 2007; Segall, 2002) and issues of practices in teacher education are now common topics at conferences on teaching and teacher education. However, for a number of reasons, these improvements failed to address some of the long lasting and persistent problems of teacher education.

Complex methodological issues are in an attempt to set up an empirical basis for a competent teacher education nowadays (Cochran-Smith & Zeichner, 2005). Nevertheless, since the number of variables used is extensive, it is difficult to control them, and what is said to work usually does not have adequate empirical support, it is often impossible to carry out experimental designs. What is more, our knowledge on teacher education practices indicates that there is a gap between theory and practice, and it is quite evident that even if extensive empirical knowledge is available from research, it is not possible to apply this knowledge to particular institutions with large student enrolment. Indeed, when extensive change in the pedagogy of teacher education is considered, a risk of making the same mistake such as in preparing teachers arises: it is possible for innovators to restructure the teacher education by basing it either on research focusing on distinct issues (a research based approach) or on practical circumstances within teacher education institutes (a practice-oriented approach). Still, the main problem as to how two perspectives could be integrated in order to reach at both empirically based and practically oriented pedagogy of teacher education remains intact (Korthagen, Loughran, & Russell, 2006).

In brief, in this part current teacher education principles and practices of teacher education programs are abridged. In the following part, an important concept in teacher education, teacher competence, was defined.

### **2.13 Definition of Competence**

Since the concept of competence was introduced into discussions of teaching “expertise,” its reception in literature has changed significantly (Pantic & Wubbels, 2010). The concept of teaching competences as a set of “discrete”, “theory-free”, practical skills originated from behavioural psychology and became common in many countries starting with the late 1960s. What this concept meant was that noticeable events in teachers’ performance in practice could be perceived as a basis for labelling them “competent” teachers. Thus, sufficient teacher preparation had to be influential in moulding future teachers’ performance in their daily teaching (described in Van Huizen et al., 2005). The rationale behind this paradigm was that the best way to master teaching expertise was to apply a series of methods or class managements techniques learned from experienced teachers. This gave rise to the concept of teacher education that is more like training centred on the development of teaching related skills in some countries. Such understanding of competence based teacher education undermined the university influence on teacher education and inspired the formation of partnerships with schools as significant suppliers of this kind of “practical” teacher preparation. To illustrate, most of teacher training is school-based in England (Stephens, Tonnessen, & Kyriacou, 2004).

Whether or not this view of competence can constitute a well founded base for curriculum development in higher education in general (Barnett, 1994) and teacher education in particular (Korthagen, 2004) has been a topic of hot debate. Barnett contended that competences, which are perceived to be detectable behaviours in professional contexts, are not sufficient guidelines for curriculum building. He also stated that “Today’s competences are not tomorrow’s” (Barnett, 1994, p. 73). What he means by this statement is that competent professionals have to develop a notion regarding their own profession and its altering relationship with society’s demands. It is required that teacher education should provide future professionals with much more than an ability to make use of specific teaching techniques. It is necessary to have more knowledge and a more extensive understanding of the historical, political and economic context for a particular education system

comprehension, which may not be inevitably perceivable or instantly evaluative (Pantic & Wubbels, 2010).

Because of giving more importance to the instrumental aspects of teaching that can be tested only with immediate use and applicability, many people have criticised teacher competence (Cowen, 2002). It is claimed that competence focused view underestimate the values of teaching leaving little room for one's interpreting his/her own role as a teacher or the specific demands and conditions of a given situation (Huizen et al., 2005). Moreover, competence-based teacher education has been criticised to be "technicist" and leading to teachers' deprofessionalisation (Harris, 1997).

Thus, more comprehensive views of competence have gained importance. In these views, competence is regarded as "knowledge and understanding" to include both formal theories and teachers' practical knowledge, as well as the way in which these two components interact with each other and are interpreted and developed with the help of the other (Verloop et al., 2001). Moreover, most adhere to a humanist view of teaching as an ethical, normative profession presupposing that something of value is to be taught and concerned with improving people (Arthur, Davison & Lewis, 2005; Carr, 1993b; Day, 2002; Elbaz, 1992; O'Connor, 2008). Day (2002) claims that this humanist tradition of viewing education as being of intrinsic value and having "core moral purposes" is central to teachers' motivation, commitment and effectiveness. He argues that "this tradition, which is fundamental to teacher identity, is being challenged by the new results-driven technical culture of teaching focused on classroom management, subject knowledge and pupil test results" (p. 682–684).

It has been argued by the critics of competences in that period that it is not possible to define a good teacher through isolated abilities as this kind of fragmentation overlooks the facets of teachers' personality that have a significant role in effective teaching as in teachers' professional identity and their notions about the purpose of teaching (Combs, Blume, Newman, & Wass, 1974; Korthagen, 2004).

Moreover, teachers' knowledge and personal notions were deemed to be indivisible (Day, 2002; Fives & Buehl, 2008). An extensive view of teacher competence became discernible in a few competence frameworks (Koster et al., 2005; Tigelaar, Dolmans, Wolfhagen, & Van Der Vleuten, 2004). They embraced a concept of competence as "an integrated set of personal characteristics, knowledge, skills and attitudes that are needed for effective performance in various teaching contexts" (Stoof et al., 2002; Tigelaar et al., 2004). When viewed in this way, competences do not represent the behaviour itself, but a potential for behaviour (Korthagen, 2004; Koster et al., 2005).

Crick in a more recent study put forward a definition of competence "a complex combination of knowledge, skills, understanding, values, attitudes and desire which lead to effective, embodied human action in the world, in a particular domain" (2008, p.313). Buring and his colleagues (2009) stated that there are certain features of the concept of competence in teaching. For instance, it is comprised of implicit and straightforward knowledge, cognitive and practical skills, as well as mind-sets like motivation, beliefs, value orientations and emotions (Rychen & Salganik, 2003); it strengthens the teacher to behave in a professional and appropriate way in a situation (Koster & Dengerink, 2008); it makes sure that teachers are efficient in undertaking tasks such as accomplishing an expected outcome or developing resources and efforts competently (Gonzalez & Wagenaar, 2005).

Examining the various views on the concept of alignment in a broad time line, the following parts discusses the teacher competences required in the modern world referring to recent research findings.

### **2.13.1 Teacher Competences and Professional Standards**

As a response to the changing roles of teachers and schools, expectations about them are changing as well. Teachers are now expected to teach in increasingly multicultural and mixed ability classrooms, cater for students with special needs, use ICT for teaching effectively, take part in evaluation and accountability processes, and

involve parents in schools (OECD, 2009). That is, teachers of today are not only expected to teach their subject matter but need to do a lot more. For example, they need to teach the “ways of thinking, such as being creative, thinking critically, solving problems, making decisions; the ways of working in collaboration; the tools for working including information and communications technologies; and skills around citizenship, life and career in modern democracies” (OECD, 2011).

Because of these high expectations, today in the initial education that teacher candidates undertake, knowledge about learning and teaching is more developed, many teaching tools are available and the role of education and training is more widely conceived. For example, thanks to the increased availability of educational resources via worldwide web, there is a much wider range of learning materials and teachers will increasingly need the competences to find, evaluate and deploy learning materials from a wider range of sources, and to help learners acquire these competences (European Commission, 2012).

The European Trade Union Committee for Education (ETUCE) describes quality teachers as having ability to integrate knowledge, deal with complexity, and adapt to the needs of individual learners as well as groups. Teacher competences are built on “a concept of teaching as praxis in which theory, practice and the ability to reflect critically on one’s own and others’ practice illuminate each other, rather than on a concept of teaching as the acquisition of technical skills” (ETUCE, 2008).

Thus, teaching competences are complex combinations of knowledge, skills, understanding, values and attitudes leading to effective action in situation. The range and complexity of competences required for teaching in the 21st century is so great that any one individual is unlikely to have them all, nor to have developed them all to a high degree. (European Commission, Report of Education and Training, 2013).

Although there is not a complete list of the competences teachers need, the minimum competences are agreed on. To illustrate, teachers should have a specialist knowledge of the subject they teach, the necessary pedagogical skills to teach them including teaching to heterogeneous classes, making effective use of ICT. It is also

noted in the report of Education and Training (European Commission, 2013) that there is a need to promote certain key professional values and attitudes among teachers such as reflective practice, autonomous learning, engagement in research and innovation, collaboration with colleagues and parents, and an involvement in the development of the whole school.

Likewise, the document Supporting the Teaching Professions for Better Learning Outcomes noted that teaching staff will increasingly need such competences “to find, evaluate and deploy learning materials from a wider range of sources”; “develop critical, evidence based attitudes, enabling them to respond to students’ outcomes”; “have professional dialogue, in order to adapt their own practices” (European Commission, 2012).

In short, the initial and continuous professional development of teachers appears to have high relevance both to improve educational performance and efficiency, and to foster teachers’ commitment, identity and job satisfaction. Even though they are co-dependent with the features and limitations of certain school contexts and national education systems (OECD, 2009), the competences of teachers strongly affect student achievement since up to three quarters of school effects on student outcomes can be explained by teacher effects (Rivkin, Hanushek, & Kain, 2005).

After describing the concept of alignment and the essential teacher competences to teach in the modern world, in the coming part, the significance of the development of comprehensive frameworks defining and describing teacher competences for the education system is rationalized.

### **2.13.2 Value of Frameworks of Teacher Competences**

It is necessary for authorities of teacher education to define the competences that they expect teachers to possess at different stages of their career for several reasons. In the document of Supporting Teacher Competence Development for Better Learning Outcomes, these reasons are stated as the inclination to improve the quality of education; attempt to design school curricula based on learning outcomes, or reform movements in teacher education; parents' or other stakeholders' increasing calls for accountability in education systems. There are some other reasons related to the teaching profession such as the need for making the teaching profession more attractive and an area of career progression; encouraging teachers' continuous professional development; professionalization of teaching; describing teachers' roles clearly; teachers' having the role of school leadership; evaluating the quality of teaching (European Commission, 2013).

Such an attempt to define competences may be encouraged by a strong agent for change in some contexts such as a teaching council or other professional body. This strong body manages the implementation and revision of competence frameworks, which show different stages, and profiles of the teacher's career, within a network of reforms. The aim of these competence frameworks is to put forward guidelines for teachers' and stakeholders' shared understanding, awareness and practice by focusing on professional development that lasts lifelong (European Commission, 2013).

Furthermore, it may be useful to assemble all the related stakeholders in the task of defining competences by means of discussion and debate and to reach a common consensus. In addition to this, there are other benefits of developing these kind of frameworks such as producing a precise description and a clear-cut image of their profession and its role in society as well as what is expected from teachers by the society; hence, it may help develop a sense of security in teachers in terms of their roles as well. This procedure may also emphasize the professionalism, knowledge and skills that only teachers have; bringing about a flourishing

professional pride and social standing and act as a commencement to motivate teacher self-reflection (European Commission, 2013).

According to the Policy Approaches to Defining and Describing Teacher Competences' document, it can also provide useful benchmarks to evaluate probationary and serving teachers, to grant or withdraw teaching licence, managing professional development of teachers, designing not only initial teacher education, but also early career support and continuing professional development programmes. Whichever purpose the framework will serve for needs to be clearly determined beforehand and it should be reviewed continuously throughout (European Commission, 2011).

To sum up, having comprehensive frameworks defining the competences that teachers are expected to hold can bring numerous benefits to education systems on the condition that they are planned and undertaken appropriately. Particularly, teachers can be actively involved in career-long competence development; their development of competences can be evaluated, and most importantly, they can form the foundations of coherent, appropriate and career long training for teachers and to be teachers that can help them develop the necessary competences. After clarifying the factors that make the framework of teacher competences significant, the researcher keeps on with another significant construct in this research context.

### **2. 13.3 Teacher Competences Regarding Instructional Materials**

Materials are an essential component in teaching. As a starting point, some definitions found in literature are presented.

According to Olawale (2013) and Ramirez (2004) instructional materials include materials used to facilitate learning for better results. In the same vein, Uzuegbu, Mbadiwe, & Anulobi (2013) refer to instructional materials as any device used to assist the instructor in the preparation of a lesson, teaching of the lesson and facilitate students' learning of the subject matter. They include those objects that are commercially acquired or improvised by the teacher to make conceptual abstraction

more concrete and practical to the learner (Iwu, Ijioma, Onoja, & Nzewuihe, 2011). They are relevant materials utilized by the teacher during instructional proceeds for making the contents of the instructions more practical and less vague. Instructional materials are also described as concrete or physical object, which provides sound, visual, or both to the sense organs during teaching (Agina-Obu, 2005). Thus, instructional materials can be described as devices used in the classroom for easy transfer of the information. There are different instructional materials available to be used in teaching. The criteria for classifying these materials include the degree of expertise / technical skills needed for production, nature of the materials, and miscellaneous characteristics. They are generally classified into three forms: Audio or aural instructional materials, visual instructional materials and audio-visual materials (Oladejo, Olosunde, Ojebisi, & Isola, 2011; Olawale, 2013). Also, most educators equally agree that printed materials is the fourth major category of instructional materials (Iwu, Ijioma, Onoja, & Nzewuihe, 2011). Another common classification of instructional materials is into projected or electronic materials and nonprojected materials (Iwu, Ijioma, Onoja, & Nzewuihe, 2011; Ogbondah, 2008).

Tomlinson (1998, p. 2) included all such categories in listing the possible materials: “cassettes, videos, CD-ROMs, DVDs, dictionaries, grammar books, readers, workbooks, photocopied exercises, all kinds of realia, lectures and talks by guest speakers, Internet sources, and so on.” Brinton (1991, p.91) defines materials, “the media” as she calls them, into non-technical and technical media. In the first category she proposes the following items such as “blackboard/whiteboard, magnet boards/ flannel boards/pegboards, flashcards, index cards, wall charts, posters, maps, scrolls, board games, mounted pictures, photos, cartoons, line drawings, objects/realia, pamphlets/ brochures/leaflets/flyers, equipment operation manuals, puppets, newspapers/ magazines.” She says about these items that they have many advantages in places where technical resources are scarce besides being cheap and user friendly. The technical media category is composed of “audiotapes/audio-recorders/ players, records/record players, CD’s/CD players, radio/television, telephones/tele trainers, films/film projectors, computer software/hardware, overhead

transparencies/overhead projectors, language lab/ multimedia lab, opaque projectors, slides, film strips/slide and film strip projectors.” Contrary to those from the first group, these are expensive and less user-friendly. McDonough and Shaw (1993, p. 9) list materials as needed in the English classroom such as “books and paper, audio-visual material (hard ware and software for cassette and video), laboratories, computers, reprographic facilities and so on.” About these various materials, they also argued that “the design and choice of teaching materials will be particularly affected by the availability of resources as well as the capacity to teach effectively across a range of language skills.” (McDonough & Shaw, 1993, p. 9).

The researcher has decided to focus on instructional materials for two reasons. First, after having education in EFL at undergraduate and graduate levels and teaching English for about fifteen years at both public schools and universities, the researcher believes that instructional materials are the basic devices to teach an effective English lesson. Thus, she believes that use of materials, especially course books, is at the heart of how ELT instruction in Turkey operates and therefore should be central to any pre-service teacher education as well. Fortunately, today, materials courses are offered by all teacher preparation programs in Turkey. Second, her personal interest in material development and experience in designing course materials for both traditional and distant education in national projects has made instructional materials as an area of interest.

Literature points out the importance of materials in any teaching attempt and particularly language teaching as well. Okwelle and Allagoa (2014) stated effective instruction cannot be fully accomplished without the use of instructional materials as they offer numerous advantages. Some of them are motivating learners to learn more and more, helping the teacher to overcome physical difficulties, encouraging active participation, saving the teachers’ time, providing meaningful and useful sources of information to teachers, facilitating different learning styles and stimulating learners’ interest and curiosity. Moreover, adequate and appropriate utilization of materials by a teacher enables students to develop positive attitude and healthy self-concept because successes in carrying out the activities make students believe they can do it.

Students also enjoy and appreciate their subjects of study, develop understanding and judgment and visualize or experience the things they are expected to learn (Okwelle & Allagoa, 2014).

Regarding instructional materials for language teaching purposes, Kitao (1997) state that the teaching process is facilitated by the help instructional materials and it is possible to use the materials to explain, give examples and do practices on the content presented to the students. Materials may be a source of motivation of students when they alter the dynamics of class routines by making it possible to use objects, to gain access to audio-visual material and to encourage interaction with others. If they are chosen competently, materials may encourage the integration of language skills through approaching language and content in a holistic way (Hinkel, 2006). When learning styles (Reid, 1995) and intelligences (Armstrong, 1994; Gardner, 1993) are considered, materials may be helpful to the teacher in corresponding to individual differences of students. Moreover, teachers may use materials to encourage students by “bringing a slice of real life into the classroom and presenting language in its more complete communicative situation” (Brinton, 1991). Nowadays, the fast development of technology provides many more options than the ones proposed by Allwright in the 1980s or by Brinton, McDonough and Shaw in the 1990s. Harmer (2001), Kitao and Kitao (1995), Supyan (2004), Tomlinson (2005) and many others mention the merits of various choices put forward by CALL, in particular regarding meeting students’ needs in a more individualized way.

Materials are thought to be a key element in teaching a language, and they can be perceived at the same status in language teaching as students, teachers, teaching methods and evaluation (Kitao & Kitao, 1997). The five elements are co-dependent. Therefore, making a change in any of these elements will cause a change in others as well. Peacock, who describes a closer relationship between materials and students’ motivation, pointed out that materials which are deemed “enjoyable and “useful” boosted the on-task behaviour in English classes (1997). As a result, students participated in the learning tasks more. McDonough and Shaw (1993)

contend that the following factors will have an effect on course planning, syllabus design, the suitability of methods as well as the choice of materials and resources: the role of English in the country, in schools, teachers, management and administration, resources in reach, support personnel, number of pupils, available time, physical environment, socio-cultural environment, types of tests used and procedures for monitoring and evaluating the program itself.

Materials play such an important role in language teaching that the implementation of some ELT methodologies has been based on the use of certain kinds of materials. If teachers do not have access to those resources, they may face many problems in teaching under the precepts of the given methodology. Brown (1994, pp. 70-71) made a summary of the materials necessary for the major approaches and methods of foreign language teaching as shown in Table 2.2.

Table 2.2

*Materials Required for the Main Approaches and Methods of Foreign Language Teaching*

<b>Method or Approach</b>	<b>Materials</b>
Audiolingual	• Tapes • Visuals • Language labs (often used)
Total Physical Response	• No basic text • Voice, actions and gestures are required in initial stages • Materials and media required later
The Silent Way	• Coloured rods • Color-coded pronunciation charts
Community Language Learning	• No textbook • Materials are developed as course progresses
The Natural Approach	• Realia
Suggestopedia	• Texts with literary quality • Tapes • Classroom fixtures • Music
Communicative Language Teaching	• Authentic materials • Task-based materials

After they had tried to find methods working in different settings and analysed the failures of some methods diligently for decades, language teachers and teacher educators acknowledged the need to be eclectic. It has been a long way from existence and dependence on just one “method” to teach languages. The value of post-method pedagogies is recognized. In such pedagogies, teachers are contemplative users of what they think works efficiently in their classes (Kumaravadivelu, 2003, 2005, 2006). Kumaravadivelu proposed a framework that is comprised of three operating principles that cover needs, wants and situations that are seen in diverse settings, which of course involve materials, which are in particular practicality and possibility.

According to Ramirez (2004) these principles seek to facilitate the improvement of a context-sensitive, setting specific pedagogy based on a genuine view of local linguistic, social, cultural and political particularities. As a sensible result of these principles, it is essential that teacher educators carry out a closer study of how to help future teachers in making use of the materials in the EFL classroom. The particularity principle plays a significant role in materials training since teacher educators are obliged to equip student teachers with alternatives to their specific contexts as they may work as EFL teachers in rural areas, impoverished neighbourhoods in urban areas of private schools, which have variety of teaching materials. Teacher educators looking for practicality are obliged to be of help to their students in finding a settled, eclectic, personal approach towards making use of materials in their teaching. This might give them the opportunity to think about their experience and write about new alternatives to teach with and without materials or to seek new ways to make use of traditional materials. The possibility principle may be useful in creating a possibility of awareness training for altering the paradigm of ELF teachers from merely consuming materials in EFL settings to being teachers who have the ability to create efficient teaching conditions whether certain teaching materials are available or not (Adriana, 2006).

More about what competences are required by professional teacher candidates, Okwelle and Allagoa (2014) expressed that they need to be aware of

every instructional material's having its definite unique strength in teaching-learning situation. They added that better teaching and faster learning can be facilitated by careful selection, development and skilful utilization of appropriate instructional materials by the competent teachers. They suggested that teachers and teacher candidates need to develop positive attitudes towards the development and use of instructional materials in instructional delivery in schools to enhance the teachers' competence in the selection, development and utilization of instructional materials for effective instruction delivery.

Okwelle and Allagoa (2014) emphasized that the materials need to be suitable to the resources in reach, number of pupils, available time and physical environment. They recommended to teachers that when selecting, developing and utilizing instructional materials, they need to consider the instructional objectives, and content. In other words, they need to maintain appropriateness of the materials to instructional objectives and the content for which the instructional materials are being selected should be taken into account as well. The content for which the instructional materials are being selected should be taken into account as well. Individual differences of learners' characteristics is very significant and needs to be reflected in the use of instructional materials because the age, level, interest, socio-economic background, learning style, physical skills of the learner often varies and hence materials to be selected, developed and used should relate to the individual differences of the learner. As learners learn through various senses, the resources/materials that appeal to more than one sense should essentially be utilized (Okwelle & Allagoa, 2014).

Another important consideration is the economic factors. The teachers should realize the need for improvisation if the cost of purchasing is high. Such improvisation is a way of increasing inquiry, curiosity, creativity and productive application of intellect. Development or improvisation of instructional materials could also be done concurrently with the students such as projects or group assignments in designing and manufacturing some gadgets of learning. This also promotes creativity among students. Some dynamic variables such as the size of the target audience, the classroom social climate, sitting, viewing and listening

arrangement, available time space, the desired level of learners' response and participation are to be seriously considered in the decision, selection and development of instructional materials for use in lesson delivery. Multidimensional presentations should be encouraged as the use of variety of the materials will increase curiosity and may appeal to more than one sense of the learner (Okwelle & Allagoa, 2014).

The delivery of quality instruction in the classroom in any education system depends largely on the quality and competence of the teachers. This is because the teachers are expected to perform the important function of guiding, directing, and evaluating for maximum benefits of the learners. The competent teacher who is curious of effective instructional delivery sees instructional materials not as gadgets like textbooks, chalks and chalkboard but as every necessary resources and objects which the teacher selects carefully for his/her learners, evaluates, develops and adapts for use in the process of instructional delivery to concretize his lesson for effective and more reliable understanding by the learner.

So far literature regarding the competences EFL teacher need has been reviewed. To better understand need for the present study, the researcher reviewed the literature on alignment in teacher education in the following part.

#### **2.14 Studies on Alignment and Teacher Education**

In this section, the studies on curriculum alignment and teachers education programs are focused on. Firstly, some research studies conducted on alignment of teacher education institutions are presented. After that, the studies on HEC ELT teacher education program and program evaluation studies conducted in the teacher education program which was chosen as the case program in the study are reviewed.

### **2.14.1 Studies on Alignment**

Alignment literature is dominated by quantitative studies analysing the alignment of specific program contents to national standardized tests. Except for these researches, there are few studies conducted on alignment, and they mostly focused on how pre-service teachers perceive program alignment, whether it impacts affective outcomes of pre-service teachers and institutional attempts of some teacher education programs to be coherent.

To start with, there are some researches in international literature focusing on the alignment of specific programs. For instance, Grossman, Hammerness, McDonald and Ronfeldt (2008) made a research exploring if certain structural characteristics of teacher education programs affect how student teachers perceive program alignment. They also analysed if pre-service teachers are given the opportunities to practice what they are learning in the program. Similarly, Tatto carried out a research in 1996 to search the relation between program alignment and student teachers' beliefs and values about the teaching profession. The specific focus of his study was if faculty espousing more coherent views around professional norms could affect the student teachers' beliefs about teaching. Heggen and Therum (2013) had a very similar focus in their studies. They examined the impact of coherent professional education on students' dedication to and identification with a profession. In the study, the concept alignment is seen as an expression of relevance and a close interaction between theory-practice interaction, teacher-student interaction, peer interaction and supervisor-student interactions. A similar type of interaction, school-university collaboration, was a variable studies in Russell, McPherson and Martin's study (2001). They analysed the defects of conventional programs and considered some features of alternative conceptions such as collaboration between school and university.

Different from previous research, Hammerness (2012) focused on the struggle of a teacher education program to become more coherent. She recorded the program's attempt and challenges to become more coherent over a four-year period.

What she looked at in her study was both structural and conceptual alignment. She examined the things that the program did for coherence and analysed evidence for the points of coherence and incoherence. While in Hammerness' study alignment was considered as a common vision across key program documents, program staff and clinical faculty, in another research, it was regarded as the match between teacher education programs and external elements such as education policies and teacher standards. For example, DeLuca and Bellara (2013) carried out a research to explore the alignment of teacher education curriculum to the explicit standards. Particularly, they examined the alignment of expectations in the preservice assessment course syllabi to the teacher education policies and teacher standards for educational evaluation.

Each study has contributed to what we know about alignment today. For example, it is well-known that there should be a close connection between coursework and clinical piece of the teacher education programs as numerous studies put forward the need for stronger relations between the two for general program alignment (Grossman, Hammerness, McDonald, & Ronfeldt, 2008; Hammerness, 2012; Russell, McPherson, & Martin, 2001). It was also reported that to boost how student teachers perceive alignment of their learning experiences, some measures should be taken. For example, more attention should be placed on the links between field faculty and program faculty by considering the characteristics of coursework and fieldwork, selecting the cooperating teachers with a similar vision with program, increasing the amount of time that they are in the institution, having more regular supervisor monitoring of fieldwork. The same studies also demonstrated that neither the number of hours nor the quantity of instructional assignments matters. For a coherent program, what is important is the extent to which those assignments linking coursework and fieldwork are well-considered, persistent and carefully- built (Grossman, Hammerness, McDonald & Ronfeldt, 2008; Russell, McPherson, & Martin, 2001). Similarly, about the alignment between field work and school work, it was reported by Tatto that in cases where faculty adapted more coherent views around professional norms, student teachers tended to show more definite movement

toward developing views congruent with those adapted by the faculty (1996). As a result, we have deduced that alignment around program norms and professional norms seem to play an important role on the influence of teacher education on student teachers' beliefs about teaching. Some researches went beyond the views of describing alignment within the program and suggested there should be congruence among teacher education program vision, principles and practices with those in the field. These scholars found that such a match is important for how pre-service teachers perceive alignment (Grossman, Hammerness, McDonald, & Ronfeldt, 2008). Similarly, Hammerness (2012) pointed out that clinical faculty, that is, cooperating teachers and supervisors maintaining features of the vision and a view of program goals brought about better external conceptual alignment in the program.

While these studies emphasize the importance of course work and fieldwork for program alignment, some other studies focusing on how coherent programs influence the affective outcomes of prospective teachers indicated that student teachers' experience of alignment in education fosters their dedication to and identification with their future profession (Heggen & Therum, 2013). When students experience a clear relationship between schoolwork and fieldwork and satisfactory interactions with peers and supervisors, teacher education contributes to their development of motivation and professional identity. Thus, it was suggested that successful teacher education is the one in which pre-service teachers are able to experience connections between the disciplines and curricula at school and the future work (Heggen & Therum, 2013) and a common vision persistent across key program documents and program staff (Hammerness, 2012). The study by Hammerness (2012) further revealed that alignment in teacher education programs should not be seen as summative results that have to be achieved. Instead, it is better to understand the efforts towards alignment as part of the stable work of these programs, an ongoing and essential effort of adjustment, revision, and calibration.

One of the few studies checking the alignment of teacher education programs to some external mandates such as the education policies and teacher standards found that there is high degree of alignment across evaluative standards, policies, and

course learning expectations (DeLuca & Bellara, 2013). In their study, they recommended that the compatibility of all these with teachers' actual assessment practices should be studied. That is, as the next step, the alignment between contemporary policies and standards with teachers' knowledge and use of evaluative practices once become a part of the profession should be evaluated according to the researchers. They also demonstrated by means of this research that it is important to engage multiple perspectives such as policy, professional standards, and teacher education practice in launching a research agenda with the fundamental purpose of preparing teacher candidates who are confident and proficient in making use of assessment in their future classrooms (DeLuca & Bellara, 2013).

#### **2.14.2 Studies on Higher Education Council Undergraduate Teacher Education Program**

After reviewing the literature on alignment in teacher education, in the following paragraphs, the researcher compiles the recent studies on the 1997 English Language Teacher Education Program prepared by HEC. The studies on the program are mainly the reflections of the program stakeholders on the components of the program.

Yavuz and Zehir-Topkaya (2013) conducted a research examining the perceptions of foreign language teacher educators concerning the 2007 program. In a recent research carried out by Uztosun and Troudi (2015) the program was evaluated through the perception of teacher educator. The researcher examined the 2007 HEC curricula through the views of faculty from 15 different universities. Different from these two researches, Mahalingappa and Polat (2013) examined the curriculum frameworks of eight teacher education programs in light of current international second language (L2) teaching standards and research and Higher Education Council mandates. It also investigated program directors' perceptions about the current situations of their programs with regard to those standards and mandates.

These studies on HEC program indicated very useful but similar results. Yavuz and Zehir-Topkaya's (2013) study, for instance, revealed that teacher educators approached some of the alterations in the organization of the program positively such as the division of some courses like Approaches and Methods in ELT (English Language Teaching) to two terms, the presentation of some new courses such as Public Speaking and Drama. The added courses were appreciated in Uztosun and Troudi's study (2015) as they stated that teacher educators approved that practical courses such as teaching young learners were added.

The studies on HEC program listed several criticisms. The participant teacher educators in these studies expressed concerns about the sequence, that is, the semester when translation or research courses are given, credits, convergence (i.e., reading and writing courses were combined in the new program) and removal of some other courses such as advanced writing skills. Teacher educators also criticized the fact that the new program was launched top-down. They said that the opinions of teacher educators and/or student teachers were not taken into consideration in the process of curriculum development. The participants of the studies recommended education faculties, the HEC and the MNE should work in cooperation (Uztosun & Troudi, 2015; Yavuz & Zehir & Topkaya, 2013). About the so call top-down program, Uztosun and Troudi (2015) further stated that the fundamental elements of curriculum development as in needs analysis and program evaluation were disregarded in the process entailing curricular change. The same researchers also criticized the fact that some language proficiency courses were removed in the program.

Having a different focus, Mahalingappa and Polat's (2013) research claimed that the majority of the teacher education programs taking part in the study offer a homogeneous curriculum with a similar number of credit-hour allocation and weighted coverage for each competence area in the curriculum. However, when compared to international education standards for teachers of English to speakers of other languages (TESOL), these programs seem to exhibit several noticeable weaknesses concerning the language, culture, instruction, assessment and

professionalism domains. In addition, program directors expressed concern with how adherence to mandates restricted the quality of their teacher education programs. In their study, these scholars asserted that while some form of HEC's control over teacher education programs in Turkey may be justifiable for the standardization of basic competences and accreditation purposes, they stated that HEC's excessive control seems to undermine the effectiveness of these programs by demoralizing and disempowering the program faculty and enforcing nationwide curricular mandates without providing equal faculty resources for all programs. Thus, it was suggested in the study that a principled reduction in HEC's control over the curricula that is compensated with equal provision of resources across all programs should be permitted (Mahalingappa & Polat, 2013).

### **2.14.3 Studies on Foreign Language Teacher Education Program**

Lastly, in the previous research part of the study, the researcher presents relevant studies conducted on the foreign language teacher education program, which is the case in this particular research.

One of these evaluative studies belongs to Seferoğlu (2006). She conducted a qualitative case study on senior year students to explore their reflections on the methodology and practice components of the pre-service teacher-training program. Another study focused only on the Practice Teaching course to investigate the strengths and weaknesses of fourth year student teachers during their practicum experience (Gürbüz, 2006). Rather than the courses preparing pre-service teachers for the profession, Hatipoğlu (2007) examined the role of five Linguistics courses in the FLE program on students' language development.

Unlike the studies evaluating the program from the perspectives of pre-service teachers or teacher educators, Şallı-Çopur's (2008) study evaluated the program through graduates' and employers' perspectives. In her study, she primarily aimed at reaching the FLE graduates to investigate to what extent they perceive themselves competent as EFL teachers and to what extent they find the FLE program

components successful in helping them gain these competences. Besides, her study also intended to reach the employers of FLE graduates to explore how competent these graduates are viewed and how successful the FLE program is considered in serving its graduates gain teacher competences. Coşkun and Daloğlu (2010) are the only researchers using a specific evaluation model, the Peacock's model of program evaluation, to assess the EFL program.

Different from other researchers evaluating various components of the program, Tezgiden-Cakcak (2015) conducted a study exploring teacher roles the pre-service foreign language teacher education program prepares teacher candidates. This study also sought to unearth the political-economical, sociocultural and institutional reasons behind the adoption of certain teacher roles: teachers as passive technicians, teachers as reflective practitioners and teachers as transformative intellectuals. In addition to surveying teacher roles in program documents, in her dissertation she reported the perceptions of students, teacher-educators, emeritus professors and program administrators as to teacher roles fostered in the program. Besides, this case study explored the daily reality of methodology and practice teaching courses.

These program evaluation studies highlighted both weak and strong sides of the program; however, the weaknesses outnumber the strengths. As for the strengths of the teacher education program, it was found that the pre-service teachers attending the program regarded themselves well equipped for materials preparation, creating a pleasant classroom atmosphere and establishing rapport with students (Seferoğlu, 2006). The pre-service teachers were also positive towards Linguistics courses in the program (Hatipoğlu, 2007), and it was believed to be helpful in making pre-service teachers reflective teachers (Coşkun & Daloğlu, 2010) and providing them with a decent theoretical knowledge of English language teaching (Coşkun & Daloğlu, 2010).

On the other hand, the same studies pointed out certain flaws in the program. To illustrate, they claimed that there should be more opportunities for micro-

teaching and practice teaching, many different teachers at various proficiency levels should be observed during school experience and practice teaching, and several more focused observations should be provided for observing different aspects of teaching/learning process (Seferoğlu, 2006). In addition, it seemed to fail improving pre-service teachers' speaking skills in English, teaching productive skills, classroom management and assessment skills (Coşkun & Daloğlu, 2010). The program was also criticized for the limited practice opportunities that they had the absence of links between the program and student needs and shared content in some courses (Coşkun & Daloğlu, 2010). Regarding the issue, Şallı-Çopur pointed out that better links should be established between different parts of the program in order to refrain from overlaps in course contents (2008). Another study mentioning the problems in course content is Hatipoglu, who claimed that content of some of the courses are discouraging and/or irrelevant for pre-service teachers' future profession (2007). In the study conducted by Gürbüz (2006) pre-service teachers explained lacking competence in monitoring group work, giving feedback for correction and using voice for effective instruction. Similarly, in some studies, it was demonstrated that practice-teaching courses in the program were not helpful for teacher candidates in terms of making them improve their practical teaching skills (Coşkun & Daloğlu, 2010; Şallı-Çopur, 2008). The course materials did not cater for the needs of real life classrooms, either (Şallı-Çopur, 2008).

The component of the program aiming to improve students' oral communication was found to be ineffective in improving their spoken English skills or practical teaching skills (Coşkun & Daloğlu, 2010; Şallı-Çopur, 2008). Pre-service teachers thought that the particular program does not offer adequate courses so that teacher candidates can improve their English proficiency (Coşkun & Daloğlu, 2010).

Tezgiden-Cakcak's (2015) study gave in-depth information about the same program. The findings of her study suggest that the foreign language teacher education program does not have a specific mission. According to the document on program outcomes, the FLE program aims to educate a reflective practitioner. The interview data and observation findings, however, demonstrate that even though

there are some reflective dimensions of the FLE program, it seems to prepare teachers for becoming technicians more than it encourages them to become reflective teachers. She interpreted the findings from a critical perspective and asserted that the technician focus in the FLE program probably stems from the neoliberal economic policies adopted in Turkey. Turkish teacher education system shaped by the Council of Higher Education under the impact of international organizations seems to prefer to educate technician teachers discouraging them from taking active leading roles in the system (Tezgiden-Cakcak, 2015).

The review of previous research on alignment of teacher education programs, HEC policies on foreign language teacher education and the specific teacher education program (i.e. the case) shows that although there are some studies checking the alignment of the teacher education programs particularly alignment among the program components or stakeholders' perception of the program alignment, there is a gap in literature as regards both the alignment of teacher education programs to the externally set standards and policy and also the internal alignment among the curriculum types (i.e., the written, taught, learned and tested curricula). The present study attempted to fill this gap in literature.

## **CHAPTER 3**

### **METHODOLOGY**

This chapter provides an overview of the research methods and techniques used to conduct this study. It starts with the explanation of the research design, proceeds to description of the philosophical underpinnings guiding this resin this study. Following that, the participants of the study are presented. Then, the procedures for data collection and analysis are addressed in detail. Finally, the strategies for achieving trustworthiness are discussed at length.

#### **3.1 Overall Research Design**

The research has a multi-phase mixed methods design. To explore the alignment of micro level practices in a specific teacher education program to macro level policies, the study utilizes both qualitative and quantitative research methods. To be more precise, the purpose of the present study is threefold as can be seen in Figure 3.1. It aims to investigate what instructional material related competences are expected from EFL teachers in the teacher education policy and professional standards documents and the current teacher practices in the context of state K-12 schools (RQ 1 and 2). Second, the study aims to explore to what extent the teacher education curriculum prepares teacher candidates to develop these competences for working effectively with students at state K-12 schools (RQ 3). Third, the study intends to analyse the internal alignment among the written, taught, learned and tested curricula of the preservice instructional materials curriculum (RQ 4). To achieve these specific purposes, the following research questions guide the investigation:

1. What instructional materials related competences are set in the MNE standards and teacher education policy document of HEC?

2. What instructional materials related competences are required by veteran members of the profession working at K-12 schools in their daily professional practices?

3. To what extent is the instructional materials education given by the EFL teacher education program aligned with the explicit standards and policy concerning instructional materials?

4. To what extent is the instructional materials education given by the EFL pre-service program internally aligned in terms of the designed/written, delivered/taught, experienced/learned and tested/assessed curricula?

For these purposes, a naturalistic approach is taken during the study. The researcher looks at variables in the natural setting they are found and no experimental controls are applied; thus, the study has been called a naturalistic study (Jacob, 1988). Also, the focus of the study is on a single unit - a specific teacher education program – and throughout the study, there has been a strong focus on the unique aspects of this program, such as course objectives (general aims and specific objectives), instructional materials and assessment procedures, which have allowed the researcher to explore the complex and multi-faceted issue, alignment. That is why; it can be named as a case study. Moreover, the research questions and the overall purpose of the study require a step-by-step investigation, which has led the researcher to conduct a multi-phase study. In addition, the research employs very detailed, qualitative, and anecdotal data as well as a quantitative alignment analysis method and closed surveys. In brief, a naturalistic multi-phase case study approach employing mixed methods is adapted in this study. Each feature of the research design is explained in detail in the following paragraphs.

As mentioned above, a naturalistic approach is taken for the study. The researcher does not aim to test a hypothesis or to influence the normally occurring

patterns but to describe and understand the case as a unique social context (Allwright & Bailey, 1991). Due to differences in many elements, generalization from one case to the other is difficult, and what is true for one case may not be true for another (Gillham, 2000). Hence, within the naturalistic inquiry, naturally occurring groups are the focus instead of artificially designed or randomly selected groups since the aim is to deal with opinions and interpretations and to have insights rather than generalizations (Allwright & Bailey, 1991).

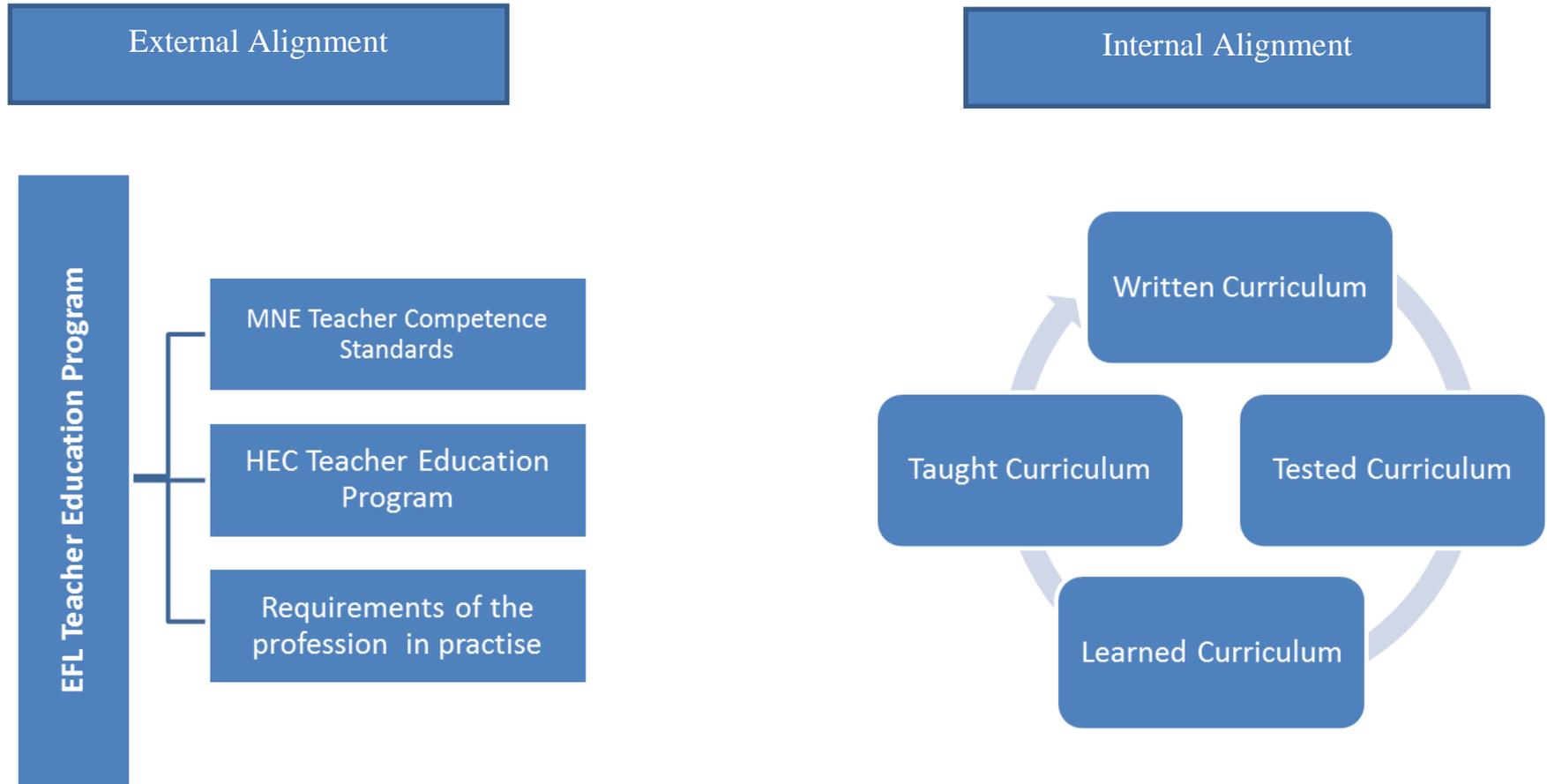


Figure 3.1 Multi-phase Alignment Analysis Model

The research approach in this investigation is a case study. The case study research method is an empirical inquiry approach which investigates a situation within its real-life context (Yin, 1984). The case study examines intensely an individual or small participant pool, drawing conclusions only about that participant or group and only in that specific context (Bell, 2005). Unlike the macro level studies, case studies observe the data at the micro level (Rowley, 2002). In line with the definitions in the literature, the case study is utilized as the method in the present research because it is a program evaluation study, so the researcher needs to explore the individual elements and their relations within the particular program. In addition, the primary purpose of the current study is to carry out an in-depth examination of a phenomenon (i.e., program alignment) in its real context, so it is essential to use a variety of data sources to explore the phenomenon thoroughly (Polit & Hungler, 1983). The purpose of the researcher is not search for what is common and pervasive in teacher education programs to make generalizations, but focus on understanding the alignment of the program in its complexity (Stake, 1988). Consequently, internal and external alignment concepts are specific features of individual programs; therefore, it is essential to investigate the phenomenon in a particular case so that it will be realistic and practical. In order to be able to make sound decisions and precise judgments about program alignment, a case study approach has been utilized.

In this case study, a purposeful sampling strategy is applied for the selection of the site so that a program which the researcher can learn a great deal about the issue of the inquiry can be chosen. The case is selected according to a set of pre-established criteria to present a rich and holistic description of the phenomenon under study (Merriam, 2009). The three criteria are used to select the site for this study: The research site should be offering the preservice course “Materials Adaptation and Development”; the site should be easily accessible; the site should demonstrate the potential for contributing to the research project.

The specific teacher education program was chosen for this case study research since it was offering the course in fall term, it was accessible as a research site and it was very likely that goodwill and cooperation of the potential subjects of the study would be achieved. As the researcher works in another department of the same university, and previously worked as a part-time teacher educator at the

program, it would be easier for her to contact the participants. Additionally, the pre-service teachers and teacher educators have a reputation of being open for sharing their ideas and experiences and contributing to different research projects. As a result, a single case was chosen purposefully for this study.

The single case study includes three different stages to answer the research questions. These three phases are combined into a multi-phase design. Tashakkori and Teddlie (1998) referred to this design as “multilevel research” (p. 48) and they stated that in a multilevel model different methods like quantitative and qualitative are used to address different levels within a system, and the findings from each level are merged together into one overall interpretation (Creswell, 2007).

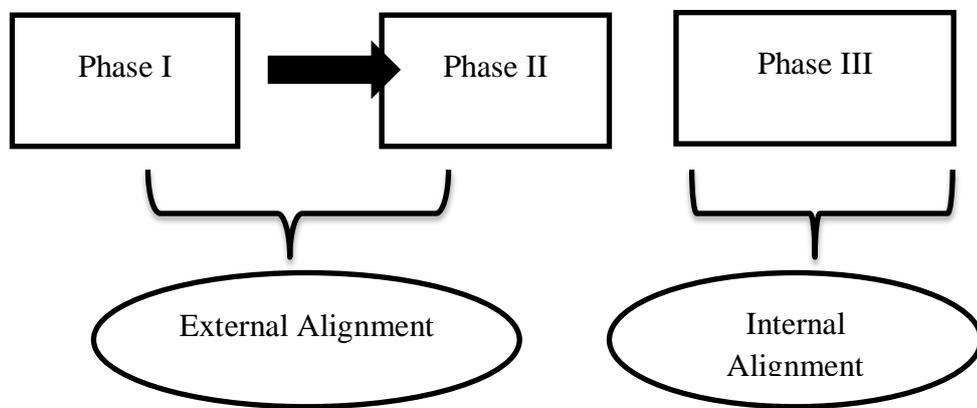
Similarly, in this multi-phase study, to explore the external alignment of the case program, Phase I is merged with Phase II. Phase I, which has a qualitative design, aims to collect data for Phase II, in which alignment is analysed quantitatively. In Phase I, data are collected from documents (i.e., standards documents of the Ministry and teacher education policy document of Higher Education Council) and from the EFL teachers working at K-12 schools through interview method. These detailed, qualitative, and anecdotal data are coded and transformed into an alignment matrix showing what instructional material related competences are expected from EFL teachers in the education policy, professional standards and the current teacher practices in the context of state K-12 schools. Data from Phase I serve as a basis for Phase II, so the integration happens in Phase II. Thus, the first two phases are interconnected.

In Phase II, the aim is to explore to what extent the teacher education curriculum prepare teacher candidates to develop these competences for working effectively with students at state K-12 schools. In other words, it is aimed to understand how the teacher education program is aligned with the explicit standards and policy. In this phase of the study, quantitative elements are utilized, as it is necessary to use a scoring system to rate the alignment between curriculum and explicit standards. Through a quantitative scoring tool, a precise and testable expression to the alignment analysis is given. It is possible to claim that, qualitative data provides the researcher the opportunity to set criteria (in the alignment matrix) and quantitative methods helps her to measure the alignment of the program to these

criteria. In addition, in Phase II, through survey instruments, teacher educators were asked to evaluate their students' instructional materials related competences. Through a parallel survey instrument, pre-service teachers were expected to report their self-perceived competences regarding instructional materials.

In Phase III, which is separate from the first two phases, the purpose is to check how internally aligned is the EFL teacher education program in terms of instructional materials education being offered. In this phase, the researcher analyses the alignment among the written, taught, learned and tested curricula of the instructional materials component of the program. To achieve this specific purpose, qualitative data are collected through documentation and interviews and analysed by curriculum mapping method. The Figure 3.2 depicts the overall research design visually and Figure 3.3 summarizes the whole research process.

### External and Internal Alignment of the Program



*Figure 3.2 Overall Study Design*

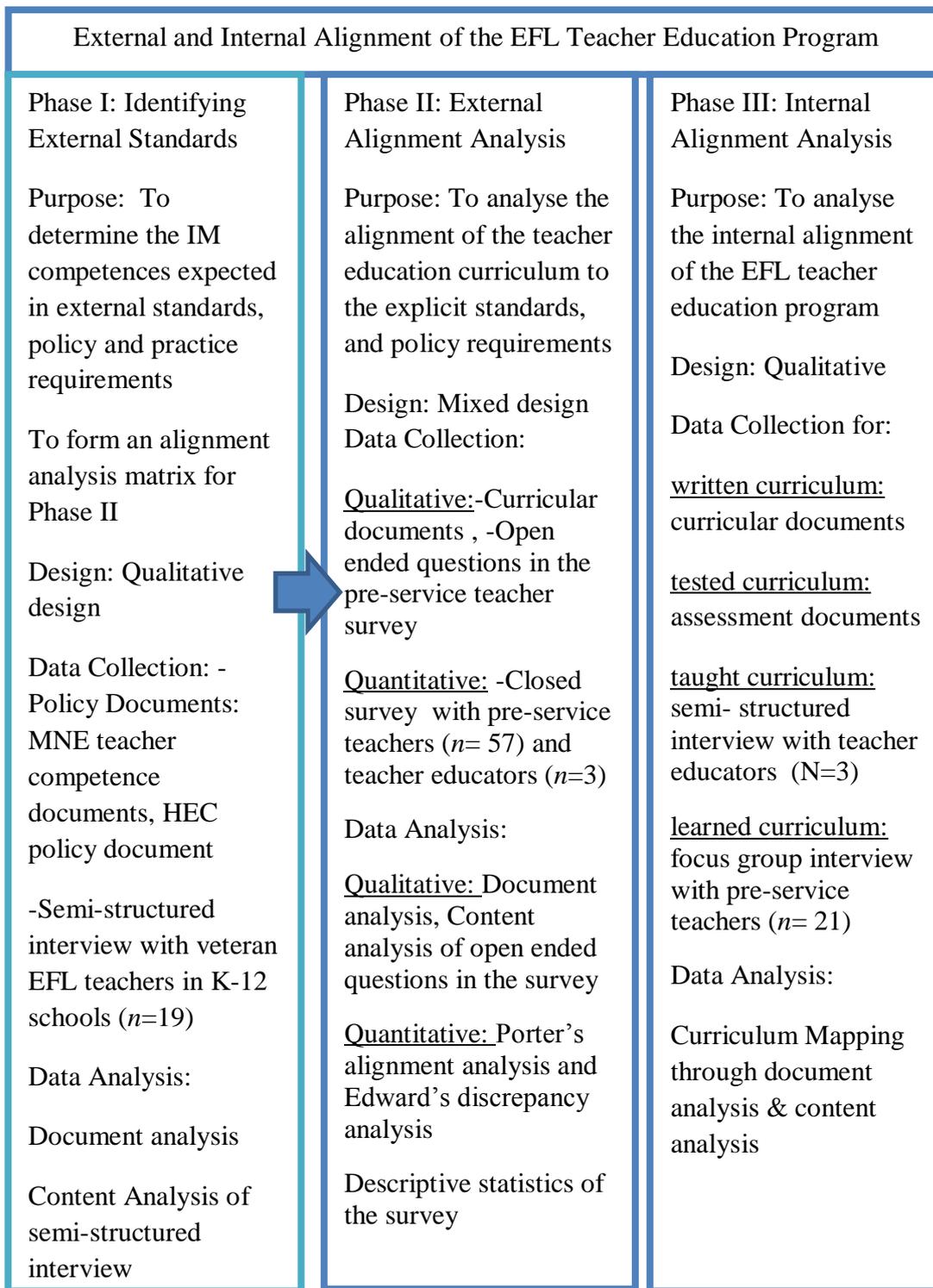


Figure 3.3 Research Process

In brief, the study is a mixed design multi-phase study making use of both qualitative and quantitative data collection and analysis methods. With this regard,

the design of the research is consistent with the aim of the study and the use of mixed methods approach has enabled the researcher to combine different strengths and compensate the weaknesses of each one with the other.

In the following section, theoretical perspective of the research and the researcher's role are provided.

### **3.1.1 Theoretical Perspective**

All social inquiry is guided by beliefs about ontology (i.e., the nature of reality), epistemology (i.e., how knowledge is generated and accepted as valid), and methodology (i.e., how the knowledge of the world is gained). Hitchcock and Hughes (as cited in Cohen, Manion & Morrison, 2000) suggested that “ontological assumptions give rise to epistemological assumptions, these, in turn, give rise to methodological considerations, and these, in turn, give rise to issues of instrumentation and data collection” (p. 5). The term that describes “the researcher's epistemological, ontological, and methodological orientations is called a paradigm, or a basic set of beliefs that guides action” (Guba, 1990, p. 17). Connole, Smith and Wiseman (1993) identified four major paradigms: positivism, interpretivist, critical theory, and postmodernism. Utilizing a case study approach, the research design lends itself well to the interpretive paradigm since Stevenson (2004) argued, “Case studies most commonly are conducted within an interpretive (naturalistic or constructivist) paradigm of inquiry” (p. 43).

The interpretive paradigm presupposes a relativist ontology, that is, there exist multiple realities, a constructivist epistemology, which means knowledge is “temporary, developmental, non-objective, internally constructed, and socially and culturally mediated” (Fosnot, 1996, p. ix), and a set of naturalistic methodological procedures, (studies must be set in their natural settings, involve human subjects with the researcher as the main instrument). As far as constructivists' views are concerned, “knowledge is constructed in the process of reflection, inquiry, and action” (Fosnot, 1996, p. 21). With respect to the current study, such a view translated into examining the phenomena of instructional materials and curriculum alignment from the viewpoints of the individuals consciously experiencing the

phenomena. One of the basic assumptions of the interpretive paradigm regarding the individual is that all human action has a meaning and therefore “has to be interpreted and understood within the context of social practices” (Scott & Usher, 1996, p. 18). About this view, Cohen et al. expressed (2000) that “the social world should be studied in its natural state, without the intervention of, or manipulation by, the researcher,” the situations and experiences should be examined “through the eyes of participants rather than the researcher” (p. 21). However, in qualitative inquiry the researcher is the main instrument of data collection and analysis and “the human instrument has shortcomings and biases that might have an impact on the study” (Merriam, 2009, p. 15). In other words, the researcher may bring his/her own emotions, beliefs, attitudes, values, and previous experiences into the research situation. Regarding this problem, Cohen et al. claims that “reflexivity helps researchers acknowledge and disclose their own selves in the research, seeking to understand their part in, or influence on, the research” (2000, p. 171). In the following section, the researcher explains her role and how it has guided the given study.

### **3. 1.2 Role of the Researcher**

Researchers in interpretivist educational research paradigm cannot claim they are objective, as they filter knowledge through their values and philosophies (Hatch, 2002). Thus, they cannot be disconnected from the reality they are studying, and their point of view inevitably interferes with the social phenomenon they are investigating. The important thing for researchers is to be reflexive to be aware of their own impact on the context and monitoring their own biases and responses (Agar, 1996). Although bias is not desired for a research study, for some qualitative researchers (e.g. Merriam, 2009; Savin-Baden & Major, 2013), it is not possible to avoid or exclude it.

To clarify my own positionality in this study, I am an experienced EFL teacher, a junior material designer and a teacher educator and a young female researcher. My previous Masters study, my range of work experiences and my background in instructional materials activities have introduced me to the particular

research study. I would like to give more details about my education, experience and interests that led me to conduct this research.

During my fifteen years teaching experience at primary, secondary and tertiary levels, and my involvement in materials design projects, I developed two important assumptions: there is no perfect material for a teacher's specific context of teaching; and it requires a special skill from a teacher to make most out of an instructional material. As a consequence, my interest in designing effective instructional materials has spread to teacher training for effective instructional material use.

Conducting this study, I got the chance to explore not only instructional materials but also curriculum alignment deeply. I also dwelled into policy and practice dilemma in teacher education, a new research interest of me from the time on. Through the research, by reading widely on curriculum alignment and teacher education policy, I underwent a transformation and this might have an effect on the current research, so do my interactions with the research participants. However, as Heigham and Croker (2009) stated "to attempt to control for the teacher-researcher's influence would be to decontextualize the case, and this is against the very nature of qualitative case study" (p. 71).

As I was a part-time teacher educator at the teacher education program, so an insider, I had some risks for the study. For example, my dual roles as a researcher and as a part-time instructor might have led to some power issues. During my interviews with students, they might have considered me as an instructor rather than an independent researcher. This probably resulted in their being volunteered to participate in the interviews without hesitation. In addition, my role as a part-time instructor at the program might have caused me unconsciously to make some assumptions about the program, especially about the alignment among courses based on my prior knowledge. However, about the issue May claimed that "educational research is concerned with human beings and their behaviour, involving a great number of players, each of whom brings to the research process a wide range of perspectives, including the researcher's own perspective." (as cited in Porteli, 2008). Thus, Ünlüer (2012) stated that "this situation can produce a more balanced and in this sense a more 'objective' account of the gradual development."(p.2). To sum up, I

think my role as a researcher and an insider and my familiarity with the context has not caused a bias as suggested in the literature (Denzin & Lincoln, 2000; DeLyser, 2001; Gerrish, 1997).

In the following section, the participants of the study with an overview of the sampling procedures will be provided.

### 3.2 Participants of the Study

Three groups of participants took part in different phases of the study as can be seen in the table below. In Phase I, data were collected from veteran EFL teachers working at state K-12 schools through semi-structured interview schedule. In Phase II, EFL pre-service teachers and teacher educators took part in the study through closed surveys and these two groups of participants were interviewed in the last phase, Phase III. Detailed information about the participant groups in each phase of the study are provided in the flowing parts.

Table 3.1

*Participants in Each Phase of the Study*

Phase I	Phase II	Phase III
-Veteran EFL teachers ( $n=19$ )	- Teacher educators ( $n=3$ ) - Pre-service teachers ( $n=57$ )	-Teacher educators ( $n=3$ ) - Pre-service teachers ( $n=21$ )

#### 3.2.1 Veteran EFL Teachers

The first group of participants are veteran EFL teachers who had been working at state K-12 schools for more than 7 years at the time of data collection. They were chosen through maximum variation sampling technique and participated in the study in Phase I through semi-structured interview procedure. EFL teachers who had been working at state schools for more than 7 years were chosen to find out what kind of instructional materials competences practicing veteran professionals in K-12 need to facilitate students' learning. EFL teachers with at least 7 years of full-time experience in teaching were considered as veteran teachers because teachers in

the Ministry earn tenure to become “expert teachers” after 7 years of full-time service (Official Gazette, 2005: 5905). The researcher preferred to study specifically veteran teachers rather than novice ones as veteran teachers in the state schools possess wisdom gained through their on-the-job experience (Edwards, 2003). Also, as Edwards (2003) stated veteran teachers have a great deal of wisdom to share, and considering the specific requirements to teach at state schools, it is imperative that their experience and wisdom be retained. Thus, the researcher has the opinion that research on teacher education should be obliged to accept this experience and wisdom for the benefit of educating future teachers effectively. The researcher expected that interviewees would give information that would allow the researcher to describe the necessary competences regarding instructional materials so that teacher educators and other interested parties could train teacher candidates to be more prepared for their future careers.

To choose these veteran teachers, maximum variation sampling technique was used to capture a wide range of perspectives relating to instructional materials knowledge and skill requirements of teachers. Maximum variation sampling aims forming a relatively small sample group with a wide range of variation in accordance with the purpose of the study (Yıldırım & Şimşek, 2005). To develop a comprehensive and in-depth understanding of the phenomenon of instructional materials needs and requirements to be able to teach English at state school context, teacher experiences, gender, school type, grade level and socio-economic status of schools were considered to choose the participants in this study. With maximum variation sampling, the researcher aimed to gain greater insights by looking at the issue from all angles. This also helped the researcher identify common themes that are evident across the sample, which has strengthened the research findings and their applicability (Miles & Huberman, 1994).

To approach veteran EFL teachers, first, the researcher determined different types of schools considering the socio-economic status of the school neighbourhood with the help of an expert working at MNE. After determining a list of 12 potential schools with different social-economic status, she made an appointment with the school principals to discuss a proposed study. The principals agreed to have their site participate in the research study and the researcher got information about the EFL

teachers' year of experience, gender, and the grade level they were teaching at school. Considering the criteria for maximum variation sampling, she notified the most suitable teachers if they would like to have an interview with the researcher. Later, she explained the purpose of the study and the confidentiality issues, and she asked for teachers' voluntary participation into the research. From the volunteering teachers she got a consent form. (See Appendix H)

For the present study, the sampling was achieved with 19 interviewees from both high and low SES schools in Ankara, working at different grades from 2 to 12. The number of participants was based on Stake's (2006) recommendation of sampling four to ten participants and Dukes' (1984) recommendation of studying three to ten participants. However, the researcher continued to collect data until she reached a point of data saturation; that is, till the researcher was no longer hearing or seeing new competence required. The researcher reached saturation after roughly 15 participants, but conducted a few more interviews to ensure saturation and in total she interviewed 19 teachers. Data saturation in this study assured the researcher that the study is based on an adequate sample to demonstrate content validity (Francis et al, 2010).

Table 3.2

*List of Veteran Teachers Participating in the Study*

<b>Veteran Teacher</b>	<b>Gender</b>	<b>School Type</b>	<b>Level/ Grade</b>	<b>SES</b>	<b>Experience (in years)</b>	<b>Graduation</b>
VT 1	Female	Primary	2-4	Low-medium	10	Faculty of Education
VT 2	Female	Primary	2-4	Medium-high	15	Other
VT 3	Female	Primary	2-4	Low-medium	11	Faculty of Education
VT 4	Female	Primary	5-8	Medium-high	22	Faculty of Education
VT 5	Female	Primary	5-8	Low-medium	15	Faculty of Education
VT 6	Male	Primary	5-8	Medium-high	15	Other

Table 3.2 (Continued)

VT 7	Female	Secondary	*ASHS	Low-medium	10	Faculty of Education
VT 8	Male	Secondary	*ASHS	Medium-high	14	Faculty of Education
VT 9	Female	Secondary	VTHS	Low-medium	10	Faculty of Education
VT 10	Female	Secondary	VTHS	Low-medium	12	Other
VT 11	Female	Secondary	ASHS	Low-medium	13	Other
VT 12	Female	Secondary	ASHS	Medium-high	25	Faculty of Education
VT 13	Female	Primary	2-4	Low-medium	16	Faculty of Education
VT 14	Male	Primary	2-4	Medium-high	13	Other
VT 15	Female	Primary	5-8	Low-medium	11	Other
VT 16	Female	Primary	5-8	Low-medium	10	Other
VT 17	Female	Primary	2-4	Low-medium	14	Faculty of Education
VT 18	Female	Secondary	5-8	Low-medium	18	Other
VT 19	Male	Secondary	VTHS	Medium-high	12	Faculty of Education

Note: SES refers to socio-economic status of the school neighbourhood, \*ASHS: Anatolian/Science High School which was previously General High School, VTHS: Vocational Technical High School, ASHS: Anatolian/Science High School

Data regarding the participants were summarized in Table 3.3 below. As the table shows, out of 19 interviewed veteran EFL teachers, four were male while the remaining 15 were female. Regarding their education, eleven of the teachers were graduates of Faculty of Education while the remaining eight graduated from other faculties such as the Faculty of Art and Letters. 1 of the teachers had PhD degree in Educational Sciences, 4 of them had their Ma degrees, 3 of them in ELT and 1 in Educational Sciences and the remaining 14 teachers had Ba degrees as their highest

degrees held at the time of data collection. Of all the veteran teachers participating in the study, 11 had instructional materials education as an undergraduate or graduate program, 3 had materials related training organized by MNE and 6 of them had no education or training regarding instructional materials.

The participating teachers' experiences range from 10 to 25 years of teaching. The majority, 15 teachers, had 10-15 years of experience while 4 had more than 15 years of teaching. 12 of these teachers were working at primary schools including first and second levels. 6 of them were teaching first level (2<sup>nd</sup>-4<sup>th</sup> grades) and 6 of them were teaching at the second level (5<sup>th</sup>-8<sup>th</sup> grades). The remaining 7 were working at secondary schools. Out of the 7 EFL teachers working at secondary schools, 2 were working at Anatolian High Schools which were previously general high schools, 2 were at Anatolian/science high schools and 3 of them were teaching at vocational/technical high schools. Again of these 7 teachers working at secondary education, 4 were teaching mostly 9<sup>th</sup>-10<sup>th</sup> graders while 3 of them were teaching 11<sup>th</sup>-12<sup>th</sup> graders. As regards the socio-economic status of the schools, 9 of them were schools with low to medium socio-economic status while 10 were with medium to high socio-economic schools.

Table 3.3

*Sample Size of Veteran EFL Teachers Participating in Semi-structured Interviews*

<b>Variables</b>	<b>Levels</b>	<b>f</b>
<b>Gender</b>	Male	4
	Female	15
<b>Experience in teaching</b>	10-15 years	15
	16 years and over	4
<b>Graduation</b>	Faculty of Education	11
	Faculty of Art and Letters	8
<b>Highest degree held</b>	Ba	14
	Ma	4
	PhD	1
<b>School type</b>	Primary	12
	Secondary:	7
	*Anatolian high school	2
	Anatolian high school	2
	Vocational and technical high s.	3
<b>Level(s) taught</b>	2-4	6
	5-8	6
	9-10	4
	11-12	3
<b>Instructional materials training/education</b>	As an undergraduate/ graduate c.	11
	In-service Training	2
	No training/education	6
<b>Total</b>		<b>19</b>

\*shows the Anatolian high schools which were previously general high schools, c: course

### 3.2.2 Pre-service Teachers Participated in the Study

Data were collected from pre-service teachers twice. They participated in the study through closed surveys in Phase II, and through focused group interviews in Phase III. As Richards (2001) claims, the “key participants” in an evaluation are learners since they provide evidence of their gains and lacks, of the way program was conducted and of the program relevance to their needs. Therefore, the core participant group of the study was the pre-service teachers in the FLE undergraduate program. The pre-service teachers who were taking Materials Adaptation and Development Course at their sixth semester offered by the pre-service foreign language teacher education program at a state university in central Turkey in the academic year 2015-2016 took part in the study. As they were the ones taking the course in the specified academic year in fall term, they constituted the population of this study.

In Phase II, data from this group of participants were collected through surveys. (See instruments section) These surveys were given to all the pre-service teachers who were taking the aforementioned course in three different sections and who were present in class when the survey was given (4<sup>th</sup>-8<sup>th</sup> January 2016). Out of the total 90 students taking the course in three different sections, 57 got the surveys (51.3 %) and all of them returned the surveys. As the majority of the students in the program were female, so were they in the study. Forty-two female students and 15 male students attended the survey.

In Phase III, pre-service teachers’ views and insight were collected through focus group interviews. Pre-service teachers participated in the survey were asked if they would be interested in taking part in focus group interviews. The contact information of the most motivated ones ( $n=30$ ) was taken and for a later interview they were invited. However, not all of the invited teacher candidates could make it because of their heavy exam schedule. Thus, convenience sampling was conducted to finalize the focus group interview groups ( $n=7+7+7$ ). Twenty-one pre-service teachers participated in the three different focus group interviews. Pre-service teachers from the same section were grouped in the same cohort group for the focus

group interview. Among the focus group interviewees, four pre-service teachers were male while the rest were female.

Table 3.4 below shows the number of pre-service teachers participated in the survey instruments and focus group interviews. Twenty students from section one, 19 students from section 2 and 18 students from section three took part in the study through survey instruments. Of these pre-service teachers majority were female. To illustrate, in section 1 five of the 20 students were male, in section two, six of the 19 students were male and in section 3, three of the 18 students were male whereas the remaining were female. Seven students constituted each cohort group and in Group 1 and Group 3, there were 2 male and 5 female students. In Group 2, 3 of the participants were male whereas 4 were female.

Table 3.4  
Pre-service Teachers Represented in the Study

	Focus Group 1	Focus Group 2	Focus Group 3	Survey
	<i>n</i>	<i>n</i>	<i>n</i>	<i>n</i>
<b>Male</b>	2	3	2	14
<b>Female</b>	5	4	5	43
<b>Total</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>57</b>

### 3.2.3 Teacher Educators

The last participant group consists of the teacher educators giving the Materials Adaptation and Development course at the teacher education program at a state university in central Turkey in 2015-2016 academic year. They were invited to take part in the study in Phase II through survey method and in Phase III through semi-structured interview method.

Three full-time faculties who were giving Materials Adaptation and Development course during the aforementioned term participated in the study. One of them was an emeritus professor, another was an associate professor and the other was an instructor with PhD. One of them was male the others were female. The least experienced faculty has been a teacher educator for seven years while the most experienced one has more than forty years' experience. The other teacher educator

has been teaching for about seventeen years. All of them received their PhD degrees from state universities. One of them had majored in English Language Teaching in her BA degrees while the other two had other language related majors.

As for the purposes of keeping the anonymity of participants, they were randomly given a letter from A to C. To indicate their position as teacher educators, the initials of "teacher educator" were also added to the beginning of the letter as follows: TEA, TEB, and TAC.

Table 3.5

*Teacher Educators Participated in the Study*

<b>Teacher Educator</b>	<b>Gender</b>	<b>Title</b>	<b>Experience</b>
TEA	Female	Associate Professor	17 years
TEB	Male	Emeritus Professor	40 years
TEC	Female	Instructor with PhD	7 years

TEA had her PhD degree in English Language Teaching. She has teaching experience at elementary and tertiary level. She followed the COTE (Certificate for Overseas Teachers of English) program as part of an in-service teacher-training program at the beginning of her career. She also attended a two-week seminar called "Training the Trainer," which inspired her as a professional. She has been a teacher educator at the teacher education program since 2009. She has given several courses at the department such as Teaching English to Young Learners, Materials Evaluation and Adaptation, Spoken English, Advanced Reading and Vocabulary Development, Advanced Writing Skills, School Experience, Approaches to ELT and ELT Methodology I.

TEB is an emeritus professor of applied linguistics. He was an instructor of English offering English courses at the department of Humanities before the Foreign Language Education department was established. After the program was established, he offered a variety of courses. Retired a short while ago, he offers undergraduate and graduate courses at the department for the time being. He initiated numerous projects at the department.

TEC has majored in translation and interpreting. Later, she took up a position at a state university in Turkey as a lecturer. To improve her knowledge in teaching,

she followed an MA program in Teaching English as a Foreign Language at a private university in Turkey. Then, she started to teach at the pre-service teacher education department she is currently working at. She had her PhD degree in English Language Teaching at the same university. She has been teaching at the program for seven years. She is interested in critical pedagogy, foreign language teacher education, critical applied linguistics, foreign language teaching, vocabulary learning and translation. She has taught Advanced Reading and Writing, Teaching Language Skills, Turkish-English Translation, Materials Adaptation and Development and Practice Teaching courses.

### 3.3 Data Collection Procedures

In order to strengthen the trustworthiness of the study, the researcher took advantage of methodological triangulation by collecting data from multiple sources (Wellington, 2000). For the sake of triangulation, different data collection methods, both qualitative and quantitative, were used in this dissertation. For example, the official policy documents and curricular documents were reviewed; veteran EFL teachers working at K-12 schools, teacher educators, and pre-service teachers of the initial teacher education program were interviewed, and the stakeholders of the teacher education program; that is, the teacher educators, and pre-service teachers were also given surveys. A visual representation of data collection methods can be seen in the table below.

Table 3.6

*Data Collection Instruments Used in the Study*

DATA	Phase I	Phase II	Phase III
<b>Qualitative</b>	-Policy and standards documents -Semi-structured interview	-Teacher education curriculum documents -Open ended questions in the survey	-Teacher education curriculum documents -Semi-structured interview -Focus group interview
<b>Quantitative</b>		-Survey Instrument	

### **3.3.1 Data Collection Procedures in Phase I**

In Phase I, to answer the first and the second research questions, in other words, to determine the instructional material competences expected in external standards and policy documents and the competences required by practicing teachers, data were collected from documents (i.e., standards documents of the Ministry and teacher education policy document of Higher Education Council) and from EFL teachers working at K-12 schools through semi-structured interview method.

#### **3.3.1.1 Macro Level Policy Documents**

Believing that documents would provide comprehensive information about what explicit standards and policy existed and how they were represented in the curriculum, the researcher utilized documents as the chief data sources for the study. At the policy or theoretical level, Roach et al., (2008) outlined using documents for establishing the alignment among the elements of curriculum. Knight (1995) refers to this process as curriculum auditing of the intended curriculum and argued that it is a good way to check curriculum alignment. For the present study, the choice of this method has been premised on the view that documents can contribute to a different level of analysis on the gap between official policy and practice (Bryman, 1989). Since the main purpose of the study is to verify congruence, documents would be quite helpful for the study.

In Phase I, macro level policy documents came from two sources: MNE standards documents and HEC policy document. Standards documents are comprised of three different competence booklets prepared by MNE: 1) Generic Teacher Competences (2006); 2) Subject Specific Teacher Competences for English Language Teachers (2008) and 3) English Language Teacher Competences for Secondary Education (2009). The second macro level policy document was the Undergraduate EFL Teacher Education Program Content prepared by Higher Education Council (2007).

Table 3.7

*Documents Used in Phase I*

Standards Documents of MNE	Policy Document of HEC
1. Generic Teacher Competences (MEB, 2006) 2. Subject Specific Teacher Competences for English Language Teachers (MEB, 2008) 3. English Language Teacher Competences for Secondary Education (MEB, 2009)	1. Undergraduate EFL Teacher Education Program (YÖK, 2007)

**3.3.1.2 Semi-structured Interviews with Veteran EFL Teachers**

To get an in-depth understanding of the viewpoints of participants, semi-structured interviews were used in this research study, as they enable crucial questions to be asked while providing room for interviewees to raise other issues of concern to them (Heigham & Croker, 2009). Bogdan and Biklen (1992) indicate that interviews aim to gather data in subjects' own words in order to develop insights on how they interpret a situation. Similarly, Marshall and Rossman (2006) emphasize that the purpose of interviews is to uncover and describe participants' subjective perspective on events. Furthermore, Cohen, Manion and Morrison (2000) maintain that interviews enable participants to discuss an issue from their own point and to indicate their attitudes, beliefs and opinions. Despite being subjective, interviews, compared to questionnaires, allow for a deeper understanding and analysis of a case, have a higher response rate and help respondents be more motivated and involved.

Considering these advantages it provides, semi-structured interviews were administered in Phase I to the veteran EFL teachers working at state schools. The semi-structured questions were formed to enable participants to describe their current use of instructional materials referring to their specific experiences. Besides, in order to remind the relevant issues prompts were given, and to ask for more information or specification probes were integrated when necessary without disturbing the nature and goals of semi-structured interviews. Moreover, during the interview process, the researcher had the flexibility of changing the order of questions, asking a new prompt or not asking some questions in accordance with the development of the interview (Yıldırım & Şimşek, 2005).

The extensive review of literature provided the basis for interview questions. Once potential questions were identified, they were assembled in the semi-structured

interview form (see Appendix I). At the beginning of the interview, the questions aimed to get background information about the respondents' experience and education as well as the grades and school type they teach at. They were also encouraged to describe the class size of their current classes and socio-economic status of the current teaching environment. After getting enough information about their profile and teaching context, the researcher asked questions regarding the prescribed (by MNE) and additional materials they use in their daily teaching. She posed questions to get information about the way they use these materials in a typical day. Later, they were guided to think about their strengths and weaknesses in terms of instructional materials. Lastly, they were asked to explain what had contributed to their current professional competence in instructional materials.

Besides these series of structured questions, the researcher continued “probing more deeply using open-form questions to obtain additional information” (Gall et al., 1996, p. 310). As the participants answered the questions on the interview guide, the researcher listened carefully for information that related to the research questions. If a point was made that needed further exploration, she probed for more data. The following table shows the content of the semi-structured interviews.

Table 3.8

*Semi-Structured Interview Content*

<b>Background information</b>	<ul style="list-style-type: none"> <li>- Experience in teaching</li> <li>- Education (Ba, Ma, PhD?)</li> <li>- Grades and class size of current classes</li> <li>- SES of the current teaching environment</li> </ul>
<b>Materials used</b>	<ul style="list-style-type: none"> <li>- Formal/prescribed</li> <li>- Additional</li> <li>- Self- developed (if applicable)</li> </ul>
<b>Material use</b> (use of materials in a typical day)	<ul style="list-style-type: none"> <li>- The parts omitted/ emphasized/ covered in less depth?</li> <li>- How/why they do so?</li> </ul>
<b>Strengths</b> (Self-perceived strengths in instructional materials)	<ul style="list-style-type: none"> <li>- In use, selection, adaptation, development</li> </ul>
<b>Challenges</b> (Problems they face regarding instructional materials and reasons)	<ul style="list-style-type: none"> <li>- any materials related problems</li> </ul> <p>Reasons:</p> <ul style="list-style-type: none"> <li>- learners, physical circumstances, timing in the curriculum etc.</li> </ul>

Table 3.8 (Continued)

<b>Weaknesses &amp; Needs</b> (self-perceived difficulties in their daily practices)	Weaknesses: - In using, selecting, adapting, developing materials Needs: - skills and/or knowledge
<b>Their preservice/in-service training</b>	- courses/training in pre/in service - knowledge/ skills learned - its benefit
<b>Things contributing to their current professional competence in instructional materials</b>	- practices - occasions - issues etc.

The questions in the interview procedure were read through by one expert on ELT and three experts in educational sciences and qualitative research methods in order to rephrase or rewrite questions that may be not appropriate for a detailed response, that may cause ambiguity for being abstract and/or that may sound unclear, biased or academic. The suggested changes were implemented in the schedule. For example, one of the experts in educational sciences suggested including the question about the things contributing to their current professional competence in instructional materials and such a question was added.

Moreover, the interview process was piloted with two English language teachers before implementation so that the researcher had the chance to improve the questions as well as her interviewing skills not to manipulate the interviewee and to be flexible in asking questions, and the chance to reflect on her listening skills not to interrupt the interviewee and to ask timely follow up questions.

Interviews with veteran teachers were performed on April 8<sup>th</sup>- May 19<sup>th</sup> 2015 after getting the approval of METU, Human Subjects Ethics Committee (See Appendix J) The data for this study were collected from teachers who were assured of anonymity. First, the 19 participants were asked to sign an Informed Consent Form (see Appendix H). The interviews were administered outside class time, mostly at the teacher's lounge or assistant head master's office. Interviews with teachers lasted 50-65 minutes. The participant's answers to the interview questions were taped as the interviewees spoke, and then transcribed. All interviews were conducted in person.

### **3.3.2 Data Collection Methods in Phase II**

In Phase II, the aim was to explore to what extent the teacher education program is aligned with the explicit standards, policy and the requirements of the profession. In order to calculate the alignment index between teacher education curriculum and explicit standards, curricular documents of the Materials Adaptation and Development Course were collected and analysed onto an alignment matrix. Thus, initially in this phase external documents were analysed. Later, to compare the calculated alignment index with the perspectives of program stakeholders, closed surveys were given to teacher educators and pre-service teachers. Both groups were asked to evaluate if they/their students have the expected instructional materials related competences.

#### **3.3.2.1 Micro Level Practise Documents**

In Phase II, micro level practise documents came from an undergraduate level EFL teacher education curriculum in central Turkey. As in the program description, it was suggested that instructional materials knowledge and skills were given in “Materials Adaptation and Development” course to the teacher candidates. Consequently, this course was taken as the main course responsible for adequately preparing pre-service teachers for their future teaching career in terms of instructional materials. In 2015-2016 academic year fall semester the course was offered in three different sections. Therefore, the syllabus of each course section were collected and included in the dataset for micro level practise documents.

The curricular documents were specifically chosen to be studied as it would be congruent with policy based research. In such studies, it was believed that examining policy and curricular intentions would provide a necessary basis (DeLuca & Bellara, 2013). As the purpose is to explore the alignment of the intended or in other words written curriculum with standards and policy rather than the enacted curriculum, use of course syllabi and course readings in this study provided a basis for drawing inferences on instructional material intentions; that is, intended curricula. In the light of this purpose, at micro level, the researcher included the “Materials Adaptation and Development Course” as part of teacher education curriculum component into the

data collection process and the syllabi of all the course sections constituted the curricular documents necessary in this phase.

### **3.3.2.2 Survey Instrument**

In Phase II closed surveys were given to two participant groups: pre-service teachers and teacher educators. Pre-service teachers taking the Materials Adaptation and Development course in 2015-2016 academic year fall semester were given a survey to find out whether they felt they developed the instructional materials competences externally stated and required. Similarly, teacher educators giving the course in three different sections were surveyed to collect evaluative data whether they find teacher candidates competent in the required areas of instructional materials.

Survey method was chosen as Cohen, Manion and Morrison (2000) indicate that they are widely used and easily administered and analysed type of instruments for collecting information and often numerical data. The larger the size of the sample, the more structured, closed-ended and numerical the questionnaire has to be, as this enables control and statistical analysis and comparison across groups in the sampling. As the number of pre-service teachers taking the course was about a hundred, it was decided to use surveys in the study to collect data from a large sample.

The questions on the teacher educator and pre-service teacher surveys (see Appendix K and L) concentrate on revealing how competent pre-service teachers found themselves and how competent the teacher educators found their students in the competence areas specified in the items. While preparing these items, in the light of Cohen, Manion and Morrison (2000), leading, loaded, two-way, highbrow, complex, and/or irritating items and questions, and negative or double negative statements were tried to be avoided. Since the surveys were prepared in English, compound or complex language structures, complicated or ambiguous word choices were avoided as well. The layout of the surveys was intended to be clear, unambiguous in terms of instructions and attractively displayed. Neither an item nor a section was split over more than one page in order to ease completion of the questionnaires.

Since a questionnaire is a kind of interruption into respondents' lives in terms of time spent to answer it and privacy, the researcher guaranteed confidentiality and anonymity (Cohen, Manion & Morrison, 2000). Therefore, respondent names were not asked, and confidentiality and anonymity were stressed in the consent forms given previously.

The pre-service teacher survey consisted of closed ended questions. It is made up of two main parts: demographics and competence in instructional materials. The first part, demographics, aimed to get information regarding their personal qualifications such as their gender and nationality. The second part included three sub-sections. In the first sub-section they were asked to rate their competence in a variety of instructional materials on a five-point Likert-type scale (i.e., 1 = Not Competent, 2 = Slightly Competent, 3 = Uncertain, 4 = Competent, 5= Very Competent). The materials given in this section emerged in the data analysis of Phase I. With the analysis of explicit documents and semi-structured interviews with veteran EFL teachers, the researcher determined the instructional materials that EFL teachers should be competent in to teach at K-12 schools. These materials were listed as printed materials (e.g. course book, worksheet etc.), visual aids (e.g. pictures, posters, flash cards etc.), realia (real objects), literary texts (e.g. short stories, poetry etc.), video materials, audio materials, projector, bulletin boards, smart board/ interactive white board, courseware programs (e.g. Dyned, Rosetta Stone etc.) and internet based materials (e.g. blogs, podcasts, wiki pages etc.). (For further information about data analysis, please refer to results chapter.)

In the second sub-section, the participants were asked to tick their level of agreement to show the self-perceived instructional materials related competences on a five-point Likert-type scale (i.e., 1= Strongly Disagree, 2= Disagree, 3= Uncertain, 4= Agree, 5= Strongly Agree). The competence areas and their depths, which emerged in Phase I through qualitative data analysis (i.e., document analysis and semi-structured interview schedule) were used in the development process of the survey instruments as shown in Table 3.9 below. These are “*material variety, material types and features, relevance/appropriacy of materials (to the teaching context and to the learners), technological materials and purpose of material use and*

at the depth levels, namely material use, selection, design, adaptation and evaluation”.

Table 3.9

*The Competence Areas and Their Depths Emerging in Phase I and Represented in Survey Content*

	Policy and Standards Documents					
	Depth of Competence					
Categorical Concurrence	K	S	U	E	A	D
Integratedness	✓		✓			✓
Appropriacy/contextualization to learners	✓	✓	✓	✓	✓	✓
Appropriacy/contextualization to teaching/ learning context	✓	✓	✓	✓	✓	✓
Material types and features	✓	✓	✓	✓	✓	✓
Variety	✓	✓	✓		✓	✓
Electronic and digital materials	✓		✓	✓	✓	✓
Purpose of material use		✓	✓	✓	✓	✓

Note: K: Knowledge, S: Select, U: Use, E: Evaluate, A: Adapt, D: Design

Table 3.10 below illustrates the competence area and depth level in each item in the surveys in detail. The third part of the surveys was about the instructional materials component of the teacher education program. This part included two incomplete sentences regarding the areas of the teacher education program particularly the instructional material component that are sufficient, and the areas that need improvements. The pre-service teacher survey was reworded to be given to teacher educators with minor changes introduced. As can be seen in table 3.10 the change is in Part A, demographics part. In this part, different from the pre-service teacher survey, teacher educators’ experience in teaching was asked. The following table shows the contents of surveys. (See Appendix J and K for the surveys).

Table 3.10

*Contents of Pre-service Teacher and Teacher Educator Surveys*

Survey Content	Pre-service Teacher Survey	Teacher Educator Survey
<b>Part A: Demographics</b>	✓	✓
Gender	✓	
Nationality		✓
Experience in teaching		✓
<b>Part B: Competence in Instructional Material Use</b>		
<u>1. Rate competence level:</u>		
Printed materials (e.g. course book, worksheet etc.)		
Visual aids (e.g. pictures, posters, flash cards etc.)		
Realia (real objects)		
Literary texts (e.g. short stories, poetry etc.)		
Video materials		
Audio materials		
Projector		
Bulletin boards		
Smart board/ Interactive White Board		
Courseware programs (e.g. Dyned, Rosetta Stone etc.)		
Internet based materials (e.g. blogs, podcasts, wiki pages etc.)		
<u>2. Tick the level of agreement</u>		
Material Related Knowledge /Competence	✓	✓
1 (integratedness)		
2 (appropriacy to learners)		
3 (Material Type)		
4 (Material variety)		
5 (Electronic/ digital material)		
6 (Appropriacy to teaching/learning context)		
Materials Use:		
7 (appropriacy to learners)		
8 (material types)		
9 ( integratedness )		
10 (variety)		
10 (appropriate to learners)		
11 (Purpose of material use)		
12 (electronic and digital materials)		
Materials Selection:		
13 ( appropriacy to learners)		
14 ( Material type)		
15 (appropriacy to learning/teaching context)		
16 (purpose of material use)		
17 (variety)		
18 (integratedness)		
Materials Design:		
19 (integratedness)		
20 (variety)		
21 (purpose of material use)		
22 (material type)		
23 (appropriate to learners)		
24 (electronic and digital materials)		
25 (appropriate to teaching/learning context: classroom context)		

Table 3.10 (Continued)

26 (appropriate to learners) 27 (appropriate to teaching/learning context: classroom context) 28 (material types) 29 (purpose of material use) 30 (electronic and digital materials) 31 (variety) Materials Evaluation: 32 (appropriate to learners) 33 (electronic and digital materials) 34 (appropriate to teaching/learning context: classroom context) 35 (material type) 36 (purpose of material use)  <b>Part C: Instructional Material Component of the Teacher Education Program</b> Open Ended  - the areas that are sufficient - the areas that need improvements	✓	
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### 3.3.2.3 Reliability and Factor Analysis of the Surveys

Reliability testing of the surveys yielded a Cronbach- Alpha value of 0.85 for the close-ended items in the survey. In addition, for the purpose of construct validity, an exploratory factor analysis with maximum likelihood extraction method was performed on the 36 items in order to estimate the factors in the scale for reliability. The Kaiser criterion (Eigenvalues greater than 1) (Kaiser, 1970, 1974) and the scree plot applications determined the number of factors to retain. Items that loaded 0.40 or higher on a factor were retained. The factor loading values ranged between 0.717 and 0.564 for the first factor, 0.754 and 0.627 for the second factor, 0.607 and 0.489 for the third factor, 0.524 and 0.485 for the fourth factor, 0.616 and 0.491 for the fifth factor and .698 and .490 for the sixth factor. As the items showing strong loadings on one factor showed very weak loadings on the other factors and the items loaded strongly on the factors that they mainly clustered to, all the factors appeared stable and easy to interpret and name. Judging by the highest factor loadings for the 36 items, the categories emerged into six main topics that provide compatible evidence from the literature on instructional materials for construct validity: 1 “material related knowledge”, 2 “materials use”, 3 “materials selection”, 4 “materials design”, 5 “materials adaptation”, 6 “materials evaluation” (Cunningsworth, 1995; McDonough & Shaw, 2003).

Table 3.11

*Factor Loadings for 36 Survey Items*

Items	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6
Item 1	.717					
Item 2	.703					
Item 3	.656					
Item 4	.623					
Item 5	.543					
Item 6	.564					
Item 7		.754				
Item 8		.667				
Item 9		.650				
Item 10		.635				
Item 11		.630				
Item 12		.627				
Item 13			.607			
Item 14			.601			
Item 15			.590			
Item 16			.540			
Item 17			.587			
Item 18			.489			
Item 19				.524		
Item 20				.520		
Item 21				.510		
Item 22				.520		
Item 23				.505		
Item 24				.496		
Item 25				.485		
Item 26					.616	
Item 27					.604	
Item 28					.570	
Item 29					.530	
Item 30					.505	
Item 31					.491	
Item 32						.694
Item 33						.678
Item 34						.582
Item 35						.513
Item 36						.490

Factor loadings below .4 were suppressed.

Internal consistency of each of the subscales was examined using Cronbach's alpha. The six factors all have high reliabilities ranging from Cronbach's  $\alpha = .86$  to  $.80$ . There appears no need to remove any items from any of the factors because all items are contributing to the alpha levels.

### **3.3.2.4 Piloting**

As Larossi (2006) notes, piloting of the survey instrument is necessary to avoid problems such as question ambiguity that could jeopardize the accuracy of the data collected. Piloting in this study helped the researcher ensure that questions are clear and not misleading, that they are easily answerable by respondents (Fraenkel & Wallen, 2006). Accordingly, the first draft of the survey instrument for pre-service teachers used in this study was pilot-tested in three sections of the Teaching Young Learners course in 2014-2015 academic year spring term. 45 pre-service teachers participated in the pilot survey. However, simply pilot testing a questionnaire is not sufficient to ensure the quality and accuracy of the instrument. Therefore, the researcher included cognitive interviews during the development of the survey instruments, which is regarded as an important and necessary component of survey research by Haeger et al (2012). This approach was used to determine how well pre-service teachers understood survey items. The survey was cognitively tested with four pre-service teachers taking Teaching Young Learners course in 2014-2015 academic year spring term. The researcher was with the students during the piloting process and she asked them to read each item and explain what they understood. Students seemed not to understand certain items or interpret certain items in a different way so the researcher changed the wording of those items in the way that students could comprehend fully. At the end of the piloting process, only minor changes in the wording of the items were done.

When it comes to the teacher educator survey, it was piloted on two EFL instructors at the Department of Basic English and the suggested changes in the wording of the questionnaire were done. The questionnaires were all validated through taking expert opinions from four experts, one of them was expert in the field of English language teaching and the others were from the field of educational sciences. An initial draft of the survey instruments were reviewed concerning the content and face validity. The advice offered by a faculty member was taken into consideration and appropriate changes to item wording were made. Based on their feedback, the problem cases were reviewed to free them of gender bias and to make them more comprehensible.

Before the questionnaires, a consent form (Appendix M) explaining the aim of the study and the significance of participants' responses as well as the content and its length were given. Then, pre-service teacher surveys were given to all the students who were taking the Materials Adaptation and Development course in one of the sections. The ones who were present in class when the survey was given (4th-8th January 2016) could get and fill out the survey. Out of the total 90 students, taking the course, 57 got the surveys (51.3 %) and all of them returned the surveys. In the first week of January, the teacher educators were asked how they wanted to fill out the survey and while two of them preferred to have a hard copy of the questionnaire, the other wanted to receive a soft copy. She completed the survey online and sent it to the researcher.

### **3.3.3 Data Collection Methods in Phase III**

In Phase III the purpose was to check how internally aligned the EFL teacher education program is in terms of instructional materials education being offered. In this phase, the researcher analysed the alignment among the written, taught, learned and tested curricula of the instructional materials component of the program. To achieve this specific purpose, qualitative data regarding written and tested curricula were collected through curricular documentation and as for taught and learned curricula semi-structured interviews with teacher educators and focus group interviews with pre-service teachers were conducted.

#### **3.3.3.1 Curricular Documents**

In Phase III, documents were used one more time to explore what extent the EFL preservice curricula is internally aligned as regards instructional materials education being given. For internal alignment, the researcher particularly investigated the alignment among the written, taught, learned and tested curriculum of the Materials Adaptation and Development course. Data for "written/intended" curriculum came from the course syllabus (i.e., objectives and the content elements) and course materials such as textbook(s), readings and the printed course notes. Course instructors were contacted via email to request a copy of their most current

Materials Adaptation and Development Course syllabi. Three course syllabi were obtained from course instructors who were teaching the course during the specified semester.

Data for “tested/assessed” curriculum were collected from the instruments used for assessment purposes such as the assignments, midterms, quizzes and performance tasks.

At the end of the fall term, 2015, the researcher collected the assessment tools used in each section such as the exams, projects, assignments, midterms, quizzes and performance tasks from the teacher educators. The course sections as well as their syllabi and materials were assigned a nominal non-identifiable ID code to maintain anonymity (i.e., section blue, section red and section yellow).

### **3.3.3.2 Semi-Structured Interview with Teacher Educators**

In Phase III, semi-structured interviews were conducted to collect in-depth information about the taught curriculum of the course. Data in this phase were collected from teacher educators giving the Materials Adaptation and Development course in 2015-2016 academic year fall semester ( $n= 3$ ).

As can be seen in the semi-structured interview content table below, the researcher framed the questions about the outcomes that they intended to see in their learners at the end of the course, what knowledge and skills they expected their learners to acquire at the end of the course; what was enacted in class throughout the semester, particularly with respect to the dimensions (i.e., instructional materials related knowledge, material selection, use, adaptation, evaluation and design); the course conduct, particularly, what teaching methods and techniques they used in the course; the teacher’s role and students’ role in the course, the what kind of instructional materials they made use of; course requirements, how they tested student learning in this lesson. (See Appendix N for the semi-structured interview schedule)

Table 3.12

*Content of the Teacher Educator Semi-structured Interview*

<b>Expected outcomes of the course</b>	- intended knowledge - intended skills
<b>Enacted curriculum</b>	Regarding: - instructional materials knowledge - material selection - material use - material adaptation - material evaluation - material design
<b>Course conduct</b>	- teaching methods and techniques used - teacher and student roles - instructional materials used
<b>Assessment</b>	- course requirements - assessment instruments

Teacher educator interview schedule was pilot tested with two EFL teachers from the Department of Basic English. Minor changes regarding the wording of questions were demanded and the revised versions of these items were employed for this study. The questions in the interview procedure were also checked by one expert on ELT and three experts in educational sciences and qualitative research methods and no change was offered regarding this interview schedule.

The interview sessions with teacher educators took part in their office at the Department of Foreign Language Education and each interview took 40-55 minutes. The teacher educator interviews were conducted from January 15<sup>th</sup> to February 5<sup>th</sup> 2016. All the interviews were conducted by the researcher and were recorded for transcription and analysis.

### **3.3.3.3 Focus Group Interview with Pre-service Teachers**

As the atmosphere of dialogue and sharing stimulate ideas in a group gathering, focus-group interviews enabled the researcher to go deeper into the common concerns or conflicts among participants. It also permits reaching a maximum number of participants in a short time (Creswell, 2007). To create an atmosphere of dialogue, three focus group interviews were conducted in this study. There were 7 students in each group, so a total of 21 students took part in the interviews.

Pre-service teachers who were in the same section were grouped in the same cohort. The interviews took place in a naturalistic atmosphere with tea and genuine dialogue atmosphere was created among students and the interviewer. The groups were interviewed at an available classroom at the FLE department. Focus-group interviews lasted approximately one hour. The focus group interviews were conducted on the second week of January, 2016.

As the interviews aimed to gather qualitative data in individualistic terms, the prepared interview questions were continuously redesigned and used differently in each interview group with different alternative questions, probes or follow-ups to reflect the interaction between the interviewees and the interviewer. The questions in the interviews were aimed to enable participants to describe what they learned in the Materials Adaptation and Development course as can be seen in the Table 3.13 below. (See Appendix O for the focus group interview schedule). With this purpose, just like in previous interviews, prompts and probes were integrated so that the researcher could get more information or specification when necessary without disturbing the nature and goals of the interview. As Bogdan and Bilken (1992) notify that qualitative interviews should avoid yes-no or close-ended questions, the researcher tried not use these questions but sometimes to lead with relevant probes for exploration of details and for clarification of responses they were applied in a limited way. In addition, the funnelling technique was used to narrow down the topics under discussion and to refer to a previous point mentioned by the interviewee (Bogdan & Biklen, 1992). However, when the interviewee's response to a question also includes the answer of an up-coming one, the interviewer skips asking that question in order to avoid repetition.

As suggested by Bogdan and Bilken (1992), the researcher started the focus group interviews with a small talk. This small talk included a search for finding common grounds with the interviewees. Following this small talk, the interviewer informed the participants of the purpose of the interview and assured them that their responses would be treated confidentially. Therefore, at the beginning of each focus group interview, the researcher indicated clearly the purpose of the interview in relation to the aim of the study and that the interviewees would be anonymous in reporting the results of the analysis. What is more, the focus group interviews were

softened through different genuine interaction tools such as jokes and personal experiences (Bogdan & Bilken, 1992). Each focus group interviews lasted 55-65 minutes.

The interview process was piloted with three pre-service teachers in another class, Teaching Young Learners, before implementation so that the researcher had the chance to improve the questions and to ask timely follow up questions. In the piloting process, the researcher realized that certain questions called for similar responses, so thinking that they overlapped, she removed two probing questions. Moreover, the questions in the interview procedure were read through by one expert on ELT and three experts in educational sciences and qualitative research methods in order to rephrase or rewrite questions that may be not appropriate for a detailed response, that may cause ambiguity for being abstract and/or that may sound unclear.

Just like other two interviews in the study, the language of the focus group interview was Turkish. Although, all groups of participants (i.e., veteran EFL teachers, teacher educators and pre-service teachers) were competent enough in using English in an interview, the researcher did not want the interview language to be an obstacle for the interview process. Thus, to make sure the interviews would flow like a daily conversation, the researcher deliberately conducted interviews in Turkish, the mother-tongue of all participants, but there was a great deal of code-mixing and code-switching in all interviews. All interviews were audio-recorded with the permission of the interviewees so that a complete transcript of the interviews could be held. The transcriptions of interviews were not made by the researcher because of time constraints. She had the audio-recordings of interviews transcribed. Later for reliability purposes, the transcriptions were checked by the researcher by reading them and listening to audio records at the same time.

Table 3.13

*Content of Focus Group Interview with Pre-service Teachers*

<b>Contribution of the course to their instructional materials competence</b>	<ul style="list-style-type: none"> <li>- knowledge they learned at the end of the course</li> <li>- skills they acquired at the end of the course</li> </ul>
---	--

Table 3.13 (Continued)

<b>What was received with respect to each competence dimension</b>	-instructional materials knowledge -material selection -material use -material adaptation -material evaluation -material selection
<b>Course conduct of the lesson</b>	- reading materials and tasks used in class and outside - instructional activities /techniques used by the lecturer
<b>Assessment component of the course</b>	- how they are evaluated -what they are required to do in the course (e.g., presentations, taking part in discussions, project work, midterm, final etc.) -what kind of artefacts they are expected to produce

To sum up, different data collection methods were used in this dissertation. In Phase I, official policy and standards documents and interviews with veteran EFL teachers working at K-12 schools provided the necessary data. In Phase II, curricular documents and closed surveys with teacher educators and pre-service teachers were used. In the last Phase, curricular documents and semi-structured and focus group interviews with program stakeholders were conducted. In the following part, how these data were analysed are presented.

### **3.4 Data Analysis**

The study used mixed methods design, which is mixture of qualitative and quantitative approaches in different phases of the research process. Data analysis in this multi-phase study was conducted for the quantitative and qualitative data separately, but the qualitative results in Phase I were used for quantitative analysis in Phase II (Creswell & Plano Clark, 2007). Both qualitative and quantitative data analysis procedures used in each phase are explained respectively in the following parts.

#### **3.4.1 Data Analysis in Phase I**

Data collected through external documents and semi-structured interviews with veteran EFL teachers were analysed through document analysis and content analysis. Each analysis is explained in the following parts.

### **3.4.1.1 Document Analysis of Macro Level Policy Documents**

The documents used in the study were analysed through document analysis. Knight (1995) refers to this process as curriculum auditing (of the intended curriculum) and argued that it is a good way to stimulate discussion about curriculum alignment. Similarly, in the current study, document analysis was used to draw inferences about the degree to which teacher education practices are likely to be in sync with the standards and policy. The choice of this method was premised on the view that documents can contribute a different level of analysis on the gap between official policy and practice (Bryman, 1989).

In Phase I, as the first step in document analysis, all standards and policy documents were coded to answer the first research question “What competences related to instructional materials are set in the MNE standards and teacher education policy document of HEC?” The documents were independently coded by two participant reviewers based on two alignment dimensions: categorical concurrence of competences and their depth levels (depth of competence). Both of the reviewers have their PhD in English Language Teaching and have significant competence in qualitative research methods especially in content analysis. They also have first-hand experience in materials design and adaptation in EFL. Participant reviewers were trained to ensure consistency in the coding of documents and before they start coding, they coded and cross marked several carefully selected pieces from the documents. They coded 133 competences in standards and policy documents and had a substantial agreement of 95 % in coding the total commences in the documents (Bowen, 2009; Patton, 2002).

The overall process of document analysis was comprised of coding, categorization, and theme generation from the collected data, using a constant comparative method offered by Glaser and Anselm (1967). This method involved constantly comparing newly acquired data with existing data and categories that were devised earlier with the emerging ones in order to confirm or disconfirm them until the most plausible interpretation of data was reached (Cohen et al., 2007). The coders started a line-by-line open coding process of the external documents. While reading and rereading the documents, they identified segments in the data that were

potentially relevant for instructional materials relevant competences and made notations in the margins that were either exact word(s) in the documents or concepts from the relevant literature.

The open coding continued until the last document was analysed. The list of codes that was created during the open coding process was tentative and provisional. Once all the data had been collected, a period of intensive data analysis took place “when tentative findings were substantiated, revised, and reconfigured” (Merriam, 2009, p. 178). They re-read the documents once again “to have a sense of the scope and holistic nature of the data” (Wiersma & Jurs, 2005, p. 259). At that time, a more focused coding took place to explore the relationships between codes. They compared codes derived from all documents “to discover commonalities, differences, and similarities” across data sets (Cohen et al., 2007, p. 461). Categories were developed that were further reduced and refined and then linked together to generate themes that were used to write a narrative account of the findings. Early in the data analysis, they worked with 32 categories, then combined and reduced them to seven themes that were used in the end for data interpretation. The coding process was accompanied by memoing. Glaser (1978) defined memos as “the theorizing write-up of ideas about codes and their relationships as they strike the analyst while coding” (p. 83). Memos helped tie different pieces of data and move from an empirical level to a conceptual one, refining and expanding codes, showing their relationships, and “building towards a more integrated understanding of events, processes, and interactions in the case” (Miles & Huberman, 1994, pp. 158-159).

At the end of Phase I, the themes were identified from the data sets representing the content and depth of the required competences. Combined with the results of the veteran teacher interviews, they were used as criteria on the two dimensional alignment matrix. The formation of the matrix is explained after the analysis of the veteran teacher interviews.

### **3.4.1.2 Content Analysis of Semi-Structured Interview with Veteran EFL Teachers**

Another qualitative data came from interviews. In Phase I, data through semi-structured interviews were collected from the veteran EFL teachers to answer the second research question “What competences related to instructional materials are required by veteran members of the profession working at K-12 schools in their daily professional practices?”

Initially, after having the transcription of all interviews done, the coders started reading the interview transcripts and categorizing responses according to the frequently emerging themes. Following Wellington's (2000) general stages of data analysis, once they finished reading and underlining the parts referring to instructional materials, they generated overall categories. Thereafter, they reread all interview transcripts and checked if there were any parts that went unnoticed according to the emerging categories (immersion). In the second reading, some other categories emerged. Then, they stood back and reflected on the categories (reflection). The coders saw that some categories were similar and combined them. Then, the first draft of the category system came out (analysis). After that, they prepared a chart in an office program (see Appendix P), in which the main categories were listed. It should be noted that categories are abstractions made by the researcher from the data (Merriam, 2009) not representing the data itself thoroughly. The naming of the categorizations came from the interview questions, participant responses or the researcher's interpretations, as suggested by Merriam (2009). Thereafter, the coders began comparing and contrasting the data under each category to group similar responses under sub-categories for the ease of analysis (synthesis). They used the constant comparative method (Merriam, 2009). The comparison was made both within the same category to find sub-categories and across categories. At the end of this process, the emerging codes were grouped under sub-categories and categories to be reported in the relevant part of the dissertation.

### 3.4.1.3 Formation of the Alignment Matrix

After the data collected through documents and interviews were analysed, the results of both analyses were merged to form the alignment matrix that would be used in Phase II. The codes and categories emerged in each analysis are explained in detail in the results chapter. In this part of the study how these results are transferred onto the alignment map is explained.

At the end of Phase I, after the overall process of coding, categorization, and theme generation from document analysis and content analysis of interviews with veteran teachers, seven themes that were common in both data sets were identified as can be seen in Table 3.14. At the end of the document analysis, seven themes emerged, whereas eight themes came up in content analysis of the interviews. Consequently, the ones that appeared at both analyses as required competence areas were chosen to be used as the categorical concurrence dimension on the alignment matrix. These are the themes representing *“integratedness, appropriacy/contextualization to learners”*, *“appropriacy/contextualization to the teaching/learning context”*, *“material types and features”*, *“variety”*, *“electronic and digital materials”* and *“purpose of material use”*. In the results chapter how similar codes coming from each analysis were categorized under the same theme is explained in detail.

Interviews with veteran teachers brought about an important code category “challenges of material use” and the relevant codes were categorised under the category. However, this theme was not used in the alignment matrix because the theme and relevant codes were not judged by the reviewers to be related to the instructional material competences required from EFL teachers. As the literature does not mention any skills regarding “challenges in materials use”, it was not included in the matrix but noted to be an important issue to be discussed in the last chapter. To sum up, seven shared themes were represented in the competence category dimension of the alignment matrix.

As for the second alignment dimension, depth of competence, the coded and classified competences were reviewed one more time according to their level of complexity, which shows the levels of expectation demanded by standards and

policies. The classification was based upon the assumption that competences intended in the teacher education curriculum require a different level of expectation, or depth of competence from the ones set by explicit documents. The levels assigned in this study reflect the level of work teachers are required to perform in order for the competence to be considered acceptable. The first level “knowledge” refers to the core knowledges that every teacher or teacher candidate should have while the other five levels refer to the practices that teachers do in order to demonstrate their performance in instructional materials to teach English. Each level, “select”, “use”, “evaluate”, “adapt” and “design”, require a higher command of performance from teachers. Regarding the source of these depth levels of the competences, the levels “selection”, “use”, “adaptation” and “design” came from both documents and veteran teacher interviews. However, the competences at “knowledge” and “evaluation” levels appeared only in documents. Still, all the six emerging levels were represented in the alignment matrix for analysis purposes as literature supports the themes “material related knowledge” and “material evaluation” (Cunningsworth, 1995; McDonough & Shaw, 2003).

Table 3.14

*Source of Compence Categories and Their Depths That are Used on the Matrix*

		<b>Document Analysis</b>	<b>Interview</b>
<b>Depth Levels</b>	Level 1: K Knowledge	✓	
	Level 2: S Selection	✓	✓
	Level 3: U Use	✓	✓
	Level 4: A Adaptation	✓	✓
	Level 5: E Evaluation	✓	
	Level 6: D Design	✓	✓
<b>Competence Categories</b>	Integratedness	✓	
	Appropriacy/ contextualization of materials to learners	✓	✓
	Appropriacy/ contextualization of materials to the teaching/ learning context	✓	✓

Table 3.14 (Continued)

	Material types and features	✓	✓
	Variety	✓	
	Electronic and digital materials	✓	✓
	Purpose of material use	✓	✓
	Challenges of material use		✓

The emerging themes were used to form a two-dimensional alignment matrix as can be seen in Table 3.15. After forming the alignment matrix, all external documents were reviewed for one more time to count the total number of each code in the documents and these data counts were represented in a theme/code frequency and percentage matrix table. The table shows the counts and frequencies of the predetermined competence areas and depth levels appearing in explicit standards and policy documents. (See results section for the completed matrix, Table 4.5 and 4.7)

Table 3.15

*Alignment Matrix Based on the Emerged Themes*

	Policy and Standards Documents						
	Depth of Competence						
<b>Categorical concurrence</b>	<b>K</b>	<b>S</b>	<b>U</b>	<b>E</b>	<b>A</b>	<b>D</b>	<b>Total</b>
Integratedness							
Appropriacy/contextualization to learner							
Appropriacy/contextualization to teaching/ learning context							
Material types and features							
Variety							
Electronnic and digital materials							
Purpose of material use							
<b>Total</b>							

Note: K: Knowledge, S: Selection, U: Use, E: Evaluation, A: Adaptation, D: Design

To sum up, in Phase I, through the content analysis of the standards documents by MNE and policy document by HEC, the researcher determined the expected competence areas regarding instructional materials and their depth levels showing the demand expected from teachers. At the end of content analysis, considering these competences and their depth levels the alignment matrix was formed and the code counts on the external documents were transferred to the matrix for later analysis.

### **3.4.2 Data Analysis in Phase II**

Data collected through curricular documents were analysed and the emerging codes were quantitatively represented in the alignment matrix. The alignment between curricular documents and policy and standards documents was quantitatively analysed using Porter's alignment analysis. To detect the discrepancies between these data sets, Edward's discrepancy analysis was utilized. In addition, quantitative data collected through closed surveys from pre-service teachers and teacher educators were analysed using descriptive statistics. The results of the survey would reveal if pre-service teachers are considered to develop the required competences after having the materials related education offered by the program. In the following paragraphs each analysis is explained in detail.

#### **3.4.2.1 Document Analysis of Micro Level Practise Documents**

Initially, in this phase curricular documents of the Materials Adaptation and Development course were collected. Syllabi of the 2015-2016 academic year particularly course objectives and content used in all the three sections of the course were coded by the reviewers across the dimensions on the alignment matrix: categorical concurrence and depth of competence. The document analysis in this phase followed the same procedure used in Phase I for the analysis of external documents. (Refer to Appendix Q to see how the syllabi were coded). To illustrate, in the course description part of one of the sections (Section Blue) it was stated that "This course concentrates on building awareness in analysing, adapting and developing materials for language teaching purposes.". Such a statement was coded

with the competence category “*purpose of material use*” at competence levels “*evaluation*”, “*adaptation*” and “*design*”. Another statement in the syllabus was “This course helps student teachers familiarize themselves with language teaching materials used in the Turkish context.”, and it was coded with “*material types*” as “*language teaching materials used in the Turkish context*” means different material types used in Turkish context. The course objective was coded at “*knowledge*” level. For the ambiguous or vague parts course instructors were consulted.

After coding the syllabi, the data counts and frequencies were represented on the alignment matrix for alignment analysis. (See results chapter for the Table 4.7)

### 3.4.2.2 Alignment Analysis

At the end of document analysis of all standards and policy (Phase I) as well as curricular documents (Phase II), codes were counted and represented on the alignment matrix. Then, these data were processed for proportional quantification. This quantification process transforms the data counts into proportional values (DeLuca & Bellara, 2013). The proportional value is calculated by dividing the value in the cell by the total of all values in all cells. The following example can help readers understand how proportional value is calculated.

In alignment Matrix X (see Table 4.6 in chapter 4), which shows the data counts in external documents, at the cell A1 (1,1); that is “integratedness” at “knowledge” level, the data count is 1 and the total number of codes on the table is 133. The proportional value for that cell (A1) is  $1/133 = (0,007)$  which when rounded off to one decimal gives (0). This is a measure of relative emphasis of the “integratedness” at the competency demand level of “knowledge” as compared to the total data counts for all the competences coded on this matrix.

This procedure is repeated for all other cells to give each cell a proportional value as opposed to data counts. (See Tables 4.10 and 4.11 in chapter 4). This proportion-based process was used to moderate inflation of frequency counts from across the various sources as each had a different number of data pieces (DeLuca & Bellara, 2013).

After calculating the proportional values, in order to determine the level of alignment between the two sets of data (i.e., standards and policies and teacher education curriculum), a cell-by-cell comparison was made for each corresponding proportion from the cells of the two proportion matrices (matrix x and y). The alignment measure between those two cells reports the relative emphasis of each competency content according to their competency demand levels. This value can be determined by getting the difference between the two values of the two corresponding cells. For example, the proportional value in A1 (1,1) or “integratedness” at “knowledge” level in matrix x (Table 4.10, which is for standards and policies) is 0. The value in the same cell in matrix y (Table 4.11, which is for curricular documents) is 0 as well. Thus, on the absolute discrepancy table (Table 4.12) comparing the cell values of these two data sets, in the cell A1 (1,1) or for “integratedness” at “knowledge” level the absolute discrepancy value is 0. At the end of this stage, absolute values of the differences between each pair of corresponding cells across the proportional value table of standards and policies and that of the teacher education curriculum was formed.

After getting the discrepancies between the data sets, the alignment between these data sets was calculated using Porter’s alignment index formula below (Porter, 2002). According to the formula, first the total discrepancy values were calculated by adding up the discrepancy values in each cell. This total is then divided by 2 and the result is subtracted from 1 to end up with the alignment index.

$$\text{Alignment} = 1.0 - \frac{\sum |x-y|}{2}$$

The determination of an alignment index only marks the beginning of more comprehensive alignment analyses because usually an attempt has to be made to account for the low or high alignment index and to see where the differences in emphasis could be. To analyse whether both sets of documents emphasize the same categories of competences, Edwards (2010) discrepancy analysis was used.

### **3.4.2.3 Discrepancy Analysis**

Regarding context of categorical-concurrence, Edwards (2010), used the concept of discrepancies to analyse ratios of corresponding cells from two alignment matrices. These discrepancies represent the differences between the ratios in the standards and policies and teacher education curriculum (See Table 4.13 in section 4). Because the cells for the standards and policies are coming first in each case, negative discrepancies indicate that the standards and policies place less emphasis on that particular content at that particular cognitive level while the particular syllabus place more emphasis on the same content at the same cognitive level. Similarly, positive discrepancies indicate that the standards and policies place more emphasis on that particular content at that particular cognitive level while the teacher education curriculum place less emphasis on the same content at the same cognitive level. A discrepancy of 0 indicates equal emphasis by both the explicit standards and teacher education curriculum.

After justifying alignment and discrepancy analysis, the researcher goes on with another quantitative analysis in this phase, which is the descriptive analysis of the survey data.

### **3.4.2.4. Analysis of Closed Surveys**

The quantitative data obtained in Phase II from teacher educators and pre-service teachers through surveys were analysed by using descriptive statistics. The Likert scale data collected through surveys were analysed through presenting the means and percentages obtained for each item through the SPSS program. In order to see the degree of responses, the mean scores were presented for the competence areas and their depth levels. Besides, the average mean scores across dimensions; in other words, related to each competence area (i.e., integratedness, variety etc.) and depth level (knowledge, select, adapt etc) were calculated to make comparisons among competence areas and depth levels as well as between participants: teacher educators and pre-service teachers.

### **3.4.2.5 Open Ended Questions in the Survey**

In the closed surveys given to pre-service teachers in Phase II, the third part included open ended questions. There were two incomplete sentences regarding the areas of the teacher education program regarding instructional materials that are sufficient, and the areas that need improvements.

The responses given to open-ended items in the pre-service teacher questionnaire were analysed through listing all the individual responses under each item, coding these responses according to their focus (Cohen, Manion, & Morrison, 2000). A two-dimension table was created on a word document. One of the dimensions was for the areas of the program that pre-service teachers found sufficient while the other one was for the areas of the program that need improvement. All responses for this section were read and data gained in this way were written under the relevant dimension of the table.

### **3.4.3 Data Analysis in Phase III**

In Phase III, to answer the research question “How aligned are the designed/written, delivered/taught, experienced/learned and tested/assessed curricula of the Materials Adaptation and Development Course?” curriculum mapping method was applied. Data for the mapping process came from documents and interviews. The “written curricula” were examined using the syllabi and course materials; “taught curricula” were examined using the semi-structured interviews with teacher educators responsible for each section; “learned curricula” were explored using focus group interviews with pre-service teachers; “tested curricula” were studied by collecting information about the assessment procedure in each section through tests, exams, projects, or assignments used for assessment purposes. In the following part, each is explained.

### 3.4.3.1 Document Analysis of Written Curriculum and Formation of Curriculum Map

To analyze the alignment in curriculum components, initially, the content and the objectives in the written curriculum of each section were analyzed through content analysis. Syllabi of the 2015-2016 academic year particularly course objectives and content and course readings and materials used in all the three course sections were coded by the reviewers to determine the intended outcomes and content in these documents (see results chapter for the detailed data analysis of these documents) At the end of this process they came up with a list of course content and learning outcomes, which are categorized under seven themes: *General Information, Material Selection, Material Adaptation, Material Evaluation, Material Design, Material Use and Other*. These category names were listed vertically on the left of the curriculum map as can be seen in chapter 4 Table 4.23. This column represents the *written/intended* curriculum of the course. The other components of the curriculum, namely, *taught, learned and tested curricula* are listed horizontally on the top of the table. The bold codes on the map starting with an infinitive “to ...” shows that it is an objective appearing in syllabi. The ones starting with a noun/noun phrase like “the uses ...” or “criteria...” are the contents taking part in course readings. The content in the course readings related to a specific objective in the syllabi was represented under the relevant objective on the map.

After depicting the intended objectives and content in the syllabus and course materials, other codes that emerged for “taught”, “learned” and “tested curricula were transferred (if present) onto the map by marking the relevant column intersecting with the row with an X.

In brief, analysing the syllabi and course materials as core data helped the researcher learn about the intended/written curriculum and all the collected data were portrayed on the written curriculum column on the curriculum map. (See Table 4.23 in chapter 4) How the data for the other curriculum types were analysed and represented on this curriculum map was explained in the following parts.

### **3.4.3.2 Document Analysis for Tested Curriculum**

To get data for the tested curriculum, the assessment part of the syllabi was studied closely and the the assessment tasks, projects and exam documents used in three sections of the course were collected. They were analysed by dividing the tasks into steps and each step was coded to depict the required knowledge and skills to achieve the task. Then, they were categorized according to dimensions on the curriculum map. The analysis was shared by one of the teacher educators so that the task analysis conducted in this part could be validated. After coding the tasks by putting them into chunks, the emerged codes were transferred onto the “tested” curriculum column of the curriculum map. For the detailed analysis of the assessment tools, see the next chapter.

### **3.4.3.3 Content Analysis of Teacher Educator Interview for Taught Curriculum**

The transcription of teacher educator interview were analysed through content analysis by the reviewers and the emerging codes were categorized under three main themes: what is taught in the course, how it is taught and problems encountered during implementation. However, so as to describe the “taught” curriculum, only the relevant codes were used. A table was created on a word document and the codes were listed on this code table to depict the “taught” curriculum. The competences listed on the “taught” curriculum table were transferred (if present) onto the map by marking the relevant column intersecting with the row “taught curriculum” with an X. For the competences appearing on “taught” curriculum see the results chapter.

### **3.4.3.4 Content Analysis of Pre-service Teacher Focus Group Interview for Learned Curriculum**

The transcription of pre-service teacher interview were analysed through content analysis by two reviewers and the emerging codes were categorized under 7 main themes appearing on the curriculum map: *general knowledge, material*

*selection, material use, material adaptation, material design, material evaluation, and other.* The codes were listed on a code table to depict the “learned” curriculum and the emerging “learned” competences were transferred onto the map (if present) by marking the relevant column intersecting with the row “learned curriculum” with an X.

In brief, to find out the internal alignment among different curriculum types of the teacher education program, the researcher first analysed the syllabi and course materials and the core data helped the researcher learn about the intended/written curriculum. She put the emerging objectives and content in the written curriculum onto a curriculum map. Later, all the collected data for taught, learned and tested curricula were portrayed on this curriculum map, which was interpreted in the following section of the dissertation.

### **3.5 Limitation of the Study**

While this research has resulted in important findings regarding the match among teacher education policy, teacher competences and teacher education curriculum of an institution in Turkey, there are limitations as well.

Congruent with policy-based research, it was believed that examining policy and curricular intentions would provide a necessary basis. As the purpose is to explore the alignment of the intended curricula with standards and policies rather than the enacted curricula, use of course syllabi and course readings in this study provided a basis for drawing inferences on instructional material intentions; that is, intended curricula. In the light of this purpose, to explore the alignment between macro level policy and micro level practise (Phase I) only the curricular documents of the teacher education program were used in the data collection process. Thus, the alignment of the teacher education program to external standards and policy is limited to the alignment of the intended/written curriculum not the enacted curriculum. Thus, conclusions drawn regarding the external alignment of the materials adaptation and development course were based on course syllabi and materials, self-reports of teacher educators and pre-service teachers about how competent pre-service teachers have become at the end of the course, but not on observations of the course or sample student work or performance (Bowen, 2009;

Goertz, 2006). However, if the observation for actual course implementation and analysis of student work and performance will make a difference in the alignment pattern of the program is not known.

The study was limited to the context of one teacher education program, therefore only naturalistic generalizations can be drawn to other programs and they can be applied to other contexts to the extent that does not go beyond resemblance to the context of the given study (Simons, 2009; Stake, 1995). Fullan (2007) argued, “The uniqueness of the individual setting is a critical factor –what works in one situation may or may not work in another” (p. 64) so it will reflect only the case, so the findings from this study related to course syllabi are not generalizable beyond the institution that participated in this research. Other teacher education programs might have different intended outcomes and applications for instructional materials courses, and thus may have different patterns of alignment. However, it can be replicated in similar contexts. The study will be also limited to the material design and adaptation education given by the program, so studies evaluating the whole program; that is, all individual courses as well as clinical work can be conducted to have a holistic understanding of the program alignment.

Moreover, the fact that the researcher was a part-time instructor so an insider in the program may have had an influence on the study. While it allowed the researcher to be welcomed by the faculty and the students, it might also have had an influence on the answers the participants gave during the interviews. Though it must be clarified that the researcher taught only one of the sections. Also, she felt that they were really genuine and they seemed to give their honest and critical view of the program. On the other hand, the researcher views as to program as an insider could have played a role in the researcher’s interpretation of the program. On the one hand, both the insider and the researcher identities was likely to strengthened the study providing insights an outsider would not be able to reach. On the other, it might have had a negative influence on the study, as the researcher’s self perception of the program might have affected her interpretations of the program.

### **3.6 Validity/ Reliability and Trustworthiness/Credibility**

As the study makes use of both qualitative and quantitative data, certain measures were taken to establish validity/reliability and trustworthiness/ credibility in the study.

For the quantitative data, the content and construct validity of the survey instrument was checked by three experts on curriculum and instruction and one expert on English language teaching. The purpose of this evaluation was to ensure that the items written were relevant and representative of the construct, material related competences, which they were supposed to be measuring. In terms of relevance, whether the items are appropriate considering the purpose of the study and the theory from which they are drawn were checked by the experts. Furthermore, whether the measurement procedure included all the necessary questions, and if there was an appropriate balance of elements was checked by them. The experts also gave feedback about if the 36 questions only measure the construct the researcher was interested in (i.e., material related competences), and not one or more additional constructs. Additionally external validity of the sample was achieved through giving the surveys to all the teacher educator and pre-service teacher population (all in class when the survey was given) in the teacher education program.

For qualitative data, the use of data triangulation increased the credibility of the study. Cohen, Manion and Morrison (2000, p. 112) simply define triangulation as “the use of two or more methods of data collection in the study of some aspect of human behaviour”. The advantage of triangulation is that it prevents reliance on one single method and/or one single viewpoint, and that using a multi-method approach enables methods to compare with each other. Hence, three forms of triangulation were used in this present study. First, methodological triangulation was addressed through using two data collection methods of two research traditions: quantitative with questionnaires and alignment analysis and qualitative with interviews and document analysis. Second, participant triangulation was referred through involving three participant groups (veteran teachers, teacher educators and pre-service teachers) in the study. Lastly, data triangulation was addressed for collecting data

through different sampling strategies like maximum variation sampling of veteran teachers to convenience sampling of pre-service teachers.

In addition, to ensure credibility for qualitative data peer debriefing and peer review strategies were used. At every stage, the researchers sought agreement with her colleagues and supervisor of the current study over the data collection and data analysis processes before implementation. Moreover, the researcher kept a reflective journal and field notes for the confirmability of the study. The journal allowed the researcher to describe her decisions and feelings about conducting research in this area of study. According to Morrow and Smith (2000), the use of a reflective journal adds rigor to qualitative inquiry as the investigator is able to record his/her reactions, assumptions, expectations, and biases about the research process. Researchers need to make sure that they describe the methods and procedures of the study in detail both for later scrutiny purposes and for other researchers who may want to replicate the study (Miles & Huberman, 1994). In the current study, in order not to miss any details about the study, the researcher kept detailed notes throughout the process. All data was arranged in a well-organized manner for a possible reanalysis by others. The researcher's position and bias were also acknowledged not to mislead the readers taking into account the possible role of the researcher's personal assumptions, values and beliefs in the study.

Throughout the study, the researcher kept thick descriptions in the data collection and data analysis parts. Although the researcher cannot make a case for the transferability or generalisability of the study, she made a thick description of the context so that an interested reader can make comparisons with other contexts. Because thick description is the inherent goal of the study, people studying or working in similar pre-service teacher education programs may transfer the conclusions to their own situations to the degree they are relevant.

Also, for the validity of the document and content analysis process, inter coder reliability was used. As Neuendorf (2002) notes "Without the establishment of reliability, content analysis measures are useless" (p. 141). Kolbe and Burnett (1991) stated that "High levels of disagreement among judges suggest weaknesses in research methods, including the possibility of poor operational definitions, categories, and judge training." (p. 248). To avoid such problems, the researcher and

the two reviewers worked together and coded the first 10 competences on the randomly selected external document. After discussing and deciding on what to look for in documents, they formed a preliminary code list. Later reviewers independently examined the rest of the competences in the same document. Finishing the coding process, they came together to compare their codes and proposed themes. For the differences they have, they discussed how relevant their codes are. The reviewers and the researchers negotiated and finalized the coding list, which would help the coding process of the later documents. Out of the 14 coded categories in the individual coding process, the reviewers agreed on 10 codes and for the remaining 4 competences, one of the reviewers had two codes while the other one had done one coding. For example, for the standard “Develop effective listening tasks based on students’ needs” the first reviewer thought that the standard meant 1) “designing materials for a specific purpose of language teaching, which is listening” and 2) “designing materials based on students’ need” so she coded the same standard with two codes 1) “Depth Level: Design, Competence Area: Purpose” and 2) “Depth Level: Design, Competence Area: Appropriacy to Learner”. After discussing the issue, they agreed that some standards might require two competence areas or depth levels so could be coded with two codes. At the end of the process they coded 133 competences in standards and policy documents and had a substantial agreement of 95 % in coding the total commences in the documents.

In order to ensure validity/reliability and trustworthiness/credibility of this study the researcher employed the aforementioned quality assurance methods. In the following chapter, the results of the data analyses in three phases of the study are explained respectively.

## **CHAPTER 4**

### **RESULTS**

This chapter presents the results of the study. First, the results of Phase I, particularly analyses of policy and standards documents and veteran EFL teacher interviews are presented. Then, results of quantitative alignment analysis, and descriptive results of closed surveys with pre-service teachers and teacher educators conducted in Phase II are presented. Finally, results of curriculum mapping through document analysis and interviews conducted in Phase III are presented in this chapter. The results of Phase I, II and III are given respectively.

#### **4.1 Phase I**

In Phase I, data were collected from external documents such as standards documents of MNE and teacher education policy document of HEC and qualitative data were received from the EFL teachers working at K-12 schools through semi-structured interviews. These detailed, qualitative, and anecdotal data were coded and transformed into an alignment matrix showing what instructional material related competences are expected from EFL teachers by the policy and standards documents and current teacher practices in the context of state K-12 schools. The matrix designed in Phase I was used for the alignment analysis in Phase II. Thus, in this multi-phase study, Phase I and II are interconnected and the integration between the phases took place at Phase II.

In this phase data collected through qualitative methods such as documents and semi-structured interviews were analysed through document analysis and content analysis. In the following sections, the results of each are explained in detail.

#### 4.1.1 Results of Document Analysis

Initially, standards documents by MNE, which are 1) Generic Teacher Competences (2006); 2) Subject Specific Teacher Competences for English Language Teachers (2008) and 3) English Language Teacher Competences for Secondary Education (2009) and the Undergraduate EFL Teacher Education Program Content prepared by Higher Education Council (2007) were coded to define the external criteria used on the formation of alignment matrix. These documents were coded by the reviewers to find out what kinds of competences are expected from EFL teachers. In the coding process, two dimensions, content category of competence and depth/complexity of competence appeared. This is compatible with Porter's alignment analysis, which requires two criteria or in other words dimensions for analysis that would be used in Phase II for calculating alignment.

Initially, in this phase the expected competence areas or in other words content categories in documents were determined. To clarify the coding process, a table showing the themes and associated codes in document analysis was given below (Table 4.1).

While analysing the documents, it was seen that there were a number of standards related to variety in material use as can be seen in box 4.1. Standards like "know the importance of *variety* in material and source use, have a *variety* of activities that may require students to communicate in different situations, use *various* reading activities and materials such as books, stories, songs, alphabet and vocabulary games and toys to improve students' reading skill, use *various* texts to improve students' reading skill, use *various* resources in designing reading materials considering students' needs and interests, use *various* listening texts such as stories, dialogues and so on to improve students' listening skill" were coded as "*variety in material choice*", which means being able to use a range of different materials like visual, audio, audio-visual and so on; "*variety in discourse type*", which means not being stick to one monotonous discourse type but being able to use different discourse types such as written, oral, formal and informal; "*variety in texts*", which require teachers using a variety of text like stories, dialogues, letters and so on; "*variety in situation*", which shows the expectation that EFL teachers teach language

for formal situations like having a conversation with an authority or writing a formal letter and informal situations like planning a day out with a friend and writing an informal note to a family member; “from various sources” mean that teachers are expected not only depend on course books for knowledge but also be able to access to different information sources like newspapers, magazines, e books, online e journals and so on. As a consequence, as all of these standards emphasize the significance of *variety* in instructional materials, the codes were grouped under the umbrella theme “*variety*”.

<b>Sample Standards from External Documents</b>
<p>Know the importance of <b>variety</b> in material and source use. (D2)</p> <p>Have a <b>variety</b> of activities that may require students to communicate in different situations (D2)</p> <p>Use <b>various</b> reading activities and materials such as books, stories, songs, alphabet and vocabulary games and toys to improve sts’ reading skill (D2)</p> <p>Use <b>various</b> texts to improve students’ reading skill (D 2)</p> <p>Use <b>various</b> resources in designing reading materials considering students’ needs and interests (D 2)</p> <p>Use <b>various</b> listening texts such as stories, dialogues etc. to improve sts’ listening skill (D 2)</p> <p>Use <b>various</b> materials Including commercially available and adapted ones to teach different levels (D 3)</p> <p>Employ a <b>variety</b> of materials for language learning, including books, visual aids, props and realia. (D 3)</p> <p>Know the significance of using <b>various</b> materials (D 3)</p> <p>Find and develop <b>various</b> language teaching materials (D 3)</p> <p>Enable students to use <b>various</b> visuals (D 3)</p> <p>Make use of <b>various</b> sources such as society, family and students to provide materials improving students’ language and literacy skills (D 3)</p>

Note: D1: Generic Teacher Competences, D 2: English Teaching Competences for Primary School Teachers, D 3: Competences for Secondary School EFL Teachers, D4: HEC English Language Teacher Education Program Content (Undergraduate Level)

*Box 4.1* Sample Standards in External Documents Regarding Competence Category “Variety”

In a similar way, as box 4.2 shows some of the coded competences indicate that teachers should use materials, which are appropriate to language development of *learners*, their age, their interests, their daily life (in class and outclass), their language learning styles and their needs. As all these codes emphasize the significance of material appropriacy or contextualization of materials to *learners*, they were collected under the general theme “*appropriacy/ contextualization to learners*”.

<b>Sample Standards from External Documents</b>
Takes into account <b>student characteristics</b> while selecting and developing proper materials, sources and activities in order to facilitate learning. (D1)
The teacher should be able to plan methods, activities, course materials, testing-assessment techniques to be used with a <b>student-centred approach</b> consistent with objectives of the subject-specific curriculum <b>together with his/her students</b> . (D1)
Takes into account the <b>individual differences</b> while preparing and selecting materials (D1)
Takes into account <b>student comments</b> while preparing materials in the teaching-learning process. (D1) Know that materials should be <b>appropriate to students' language development</b> (D2)
Use materials connected to <b>students' daily life</b> (D2)
Choose and use materials <b>appropriate to students' age, language development and learning styles</b> (D2)
Use materials related to <b>students' life in class and outside class</b> (D3)
Select, adapt and use <b>culturally responsive, age appropriate</b> and linguistically accessible materials. (D3)
Know that materials should be <b>appropriate to students' age and language level</b> (D3)
Use materials appropriate to <b>students' learning styles</b> (D3)
Use <b>students' own culture</b> (i.e., family and society) to select, use and adapt materials (D3)
Select materials and other resources that are appropriate to <b>students' language development</b> (D3)
Evaluate course books according to <b>students' level</b> . (D4)

Note: D1: Generic Teacher Competences, D 2: English Teaching Competences for Primary School Teachers, D 3: Competences for Secondary School EFL Teachers, D4: HEC English Language Teacher Education Program Content (Undergraduate Level)

*Box 4.2* Sample Standards in External Documents Regarding Competence Category “Appropriacy/contextualization to Learners”

There were some other competences coded in external documents which require teachers *to integrate* the skills or activities available in materials. All such standards were coded with “*integration of language skills*”, they were connected to the general theme “*integratedness*”.

<b>Sample Standards from External Documents</b>
Provide materials <b>integrating</b> four skills (D3)
Be aware of the process of <b>integrating</b> activities (D3)
Design <b>integrated</b> activities by the help of theme and inquiry based units (D3)

Note: D1: Generic Teacher Competences, D 2: English Teaching Competences for Primary School Teachers, D 3: Competences for Secondary School EFL Teachers, D4: HEC English Language Teacher Education Program Content (Undergraduate Level)

*Box 4.3* Sample Standards in External Documents Regarding Competence Category “Integratedness”

Especially in the MNE documents, it was a frequent expectation from the teachers that they are the ones who are supposed to make a connection between the materials and facilities and resources available and the objectives in the curriculum and the principles of language teaching. Therefore, such standards were coded under the general theme of “*appropriacy/contextualization of materials to the teaching/learning context*”.

<b>Sample Standards from External Documents</b>
Tries to prepare materials in accordance with the <b>learning content</b> (D1)
Benefits from <b>environmental facilities</b> in preparation of materials. (D1)
He/she should be able to select and use proper teaching materials to facilitate implementation of the <b>subject-specific curriculum</b> (D1)
Evaluates teaching materials (course book, workbook, teacher’s book, encyclopaedia, journal, etc.) prepared within the scope of <b>subject-specific curriculum</b> in terms of principles of content arrangement (D1)
Adapt materials to make it more appropriate for the <b>classroom context</b> (D4)

Note: D1: Generic Teacher Competences, D 2: English Teaching Competences for Primary School Teachers, D 3: Competences for Secondary School EFL Teachers, D4: HEC English Language Teacher Education Program Content (Undergraduate Level)

*Box 4.4* Sample Standards in External Documents Regarding Competence Category “Appropriacy/contextualization to Teaching/Learning Context”

Document analysis of external documents revealed that teachers are expected to be knowledgeable about a number of *material types and their features* so that they

can apply them effectively in class. The materials named in the documents are commercial materials, authentic materials, simplified/tailored materials, supplementary materials, print or non-print materials as well as features of each one and characteristics of effective materials such as being practical to use, being up-to-date and being attractive for learners etc. The standards with such focuses were coded as competences in “*material types and features*”.

<b>Sample Standards from External Documents</b>
Prepares <b>work sheets</b> . (D1) Tries to prepare <b>handy and economical materials</b> (D1)
Use <b>audio and visual materials</b> to encourage for writing skill (D2)
Evaluate materials in terms of <b>practicality, up to datedness and effectiveness</b> . (D2)
Know the difference between <b>authentic and tailored materials</b> and choose the appropriate one for students. (D3)
Develop and use materials such as <b>songs, visuals, games</b> to teach young learners (D4)

Note: D1: Generic Teacher Competences, D 2: English Teaching Competences for Primary School Teachers, D 3: Competences for Secondary School EFL Teachers, D4: HEC English Language Teacher Education Program Content (Undergraduate Level)

*Box 4.5* Sample Standards in External Documents Regarding Competence Category “Material Types and Features”

Besides focusing on using a variety of materials in language teaching, some of the standards of MNE and description of undergraduate courses of HEC put forward a need for *electronic and digital materials* in language classes. The educational technologies somehow mentioned in the documents are the Internet, projector, OHP, computers, CD players, smart boards or interactive white boards, ELT soft wares and courseware programs and multimedia devicec and they were coded as competences in “*electronic and digital use*”.

<b>Sample Standards from External Documents</b>
Makes use of <b>computers and other technological means</b> for preparation of materials (D1)
Has access to <b>technological sources</b> related to teaching-learning (databases, online sources and etc.) and analyses these sources with regard to accuracy and compatibility (D2)
Use <b>technological resources</b> to teach English (D3)

#### Box 4.6 (Continued)

allow the latest language <b>teaching softwares and online resources</b> (D3)
Provide sufficient opportunities so that students use <b>technological resources</b> equally (D3) Teach students how to evaluate <b>technological resources</b> and use them effectively (D3) Enable students to use various <b>multimedia devices</b> requiring their active participation (D3)
Use <b>technological materials</b> appropriate for language teaching process (D3) Know <b>educational technologies</b> , their characteristics, significance and usage (D4)
Evaluate <b>computer assisted teaching materials</b> (D4)
Develop <b>computer assisted teaching materials</b> through <b>educational technologies</b> (D4)

Note: D1: Generic Teacher Competences, D 2: English Teaching Competences for Primary School Teachers, D 3: Competences for Secondary School EFL Teachers, D4: HEC English Language Teacher Education Program Content (Undergraduate Level)

#### Box 4.6 Sample Standards in External Documents Regarding Competence Category “Electronic and Digital Materials”

Last theme for the expected competences is related to the “*purpose of materials use*”. Since there are quite a lot of standards and content emphasizing using materials to improve learners language skills such as listening skill, speaking skill, reading skill, writing skill as well as improving subskills of the four main language skills and for some other uses as well like stimulating interaction among students, the reviewers decided that they express competence in fine tuning material use according to the varying purposes they have, so they coded such statements as “*purposes of material use*”.

Sample Standards from External Documents
Use visual and audio materials <b>to encourage writing</b> (D2)
Select and use materials encouraging students <b>for writing</b> considering students’ needs and interests (D2)
Use activities <b>to encourage</b> students to express themselves in different <b>writing styles</b> (D2)
Develop activities to have students <b>communicate</b> in daily life (D2)
Use available reading materials <b>to improve students’ reading skills</b> (D2)
Use various reading activities and materials such as books, stories, songs, alphabet and vocabulary games and toys <b>to improve sts’ reading skill</b> (D2)

Box 4.7 (Continued)

Develop tasks to improve their text comprehension, analysis and interpretation skills (D2)

Develop materials to improve each students' listening skills (D2)

Note: D1: Generic Teacher Competences, D 2: English Teaching Competences for Primary School Teachers, D 3: Competences for Secondary School EFL Teachers, D4: HEC English Language Teacher Education Program Content (Undergraduate Level)

*Box 4.7* Sample Standards in External Documents Regarding Competence Category  
“Purpose of Material Use”

After determining the codes for required competences, the competences in standards and policy document were grouped categorically as can be seen on table 4.1.

Table 4.1

*Themes and associated codes at the end of document analysis*

<b>Themes</b>	<b>Associated codes</b>
<b>Integratedness</b>	<ul style="list-style-type: none"> <li>• integration of language skills</li> </ul>
<b>Appropriacy/contextualization of materials to learners</b>	<ul style="list-style-type: none"> <li>• their language development</li> <li>• their age</li> <li>• their interests</li> <li>• their daily life (inclass and outclass)</li> <li>• their language learning styles</li> <li>• their needs</li> </ul>
<b>Appropriacy/contextualization of materials to the teaching/learning context</b>	<ul style="list-style-type: none"> <li>• resources and facilities available</li> <li>• curriculum and teaching</li> </ul>
<b>Material types and features</b>	<ul style="list-style-type: none"> <li>• commercial materials</li> <li>• authentic materials</li> <li>• simplified/tailored materials</li> <li>• supplementary materials</li> <li>• print non-printed materials (audio, visual, audiovisual,</li> <li>• features of materials (practicality, up to datedness and effectiveness etc)</li> </ul>

Table 4.1 (Continued)

<b>Variety</b>	<ul style="list-style-type: none"> <li>• various materials ( e.g., visual, audio, audiovisual etc.)</li> <li>• various discourse types (written, oral, formal, informal)</li> <li>• various texts ( story, dialogue, letter etc.)</li> <li>• for various situations</li> <li>• from various sources</li> </ul>
<b>Electronic and digital materials</b>	<ul style="list-style-type: none"> <li>• Educational Technologies: Internet, projector, ohp, computer, CDs/Cd players, smart board/ Interactive white board, software and course ware programs, multimedia devices</li> </ul>
<b>Purpose of material use</b>	<ul style="list-style-type: none"> <li>• to improve listening skill</li> <li>• to improve speaking skill</li> <li>• to improve reading skill</li> <li>• to improve writing skill</li> <li>• to improve subskills of the four main language skills</li> <li>• to stimulate interaction</li> </ul>

The competences listed under the same category seemed to express a different level of complexity or demanded from teachers. Therefore, coded and classified competences were reviewed one more time for their depth levels. The classification in this second review was based upon the assumption that competences set by explicit documents required a different level of expectation, or depth of competence from the teachers. The levels used in this phase reflect the level of work teachers are required to perform in order for the competence to be considered acceptable. Just like in Bloom's Taxonomy (Bloom, 1956), and Webb' Depth of Knowledge (Webb, 1997) the levels in this study describe the kind of action required starting from the simplest to the most complex cognitive process or behaviour. The coding process of the policy documents in terms of the depth level of competences was relatively straight forward because the standards were stated mainly in the form of descriptors such as *identify, be aware of, apply, use, find, evaluate, change, select* etc. These descriptors had a good match with the descriptors in Porter's cognitive demand tool. The only difference was that the demands expected in policy and standards documents were placed on competences instead of cognitive demands. These competences with different demands helped the foundation of developing one dimension, the depth of competence, on the alignment matrix for this study.

In the coding process six levels were determined, each of which showed a higher demand of competence. Of the six competence levels, the first level “*knowledge*” refers to the core knowledges that every teacher or teacher candidate should have while the other five levels refer to the practices that teachers do in order to demonstrate their performance in instructional materials to teach English. The expectation in the explicit documents stated with the verbs “*know*”, “*be aware of*” and “*follow (required to be knowledgeable about something)*” were coded at Level 1, which shows expectation of relevant knowledge. If the expected competence was stated with the action verbs “*find*” or “*choose*”, then it was coded at Level 2, which require teachers to find the materials that would serve for them or select the ones most suitable for their own case. The competences formed with the verbs “*employ*”, “*use*”, “*have*”, “*make use of*”, “*provide*”, “*enable students to use*” were regarded by the reviewers as an expectation for applying/using materials, so they were coded as Level 3 competences described at “*use*” level. Some of the statements in external documents formulated their expectations with the verbs “*adapt*”, “*add variety*” or “*change*” and as the reviewers decided that call for adaptation skills, they were coded at Level 4, “*adaptation*” level. There were also statement in the documents requiring more challenging and complex skills form EFL teachers such as “*analyse*”, “*evaluate*”, “*teach how to evaluate*” and as the reviewers concluded that they mention material evaluation competences, they coded them at Level 5, “*evaluation*” level. Finally, there were some expectations going beyond using or adapting the available materials but expecting teachers to be creative and to produce completely new materials. These statements were coded at the highest competence level, which is Level 6, “*design*” level. To sum up, six different levels emerged in the coding of the depths of competences and each level, “*knowledge*”, “*select*”, “*use*”, “*evaluate*”, “*adapt*” and “*design*”, each of which requires a higher command of performance from teachers. For alignment dimension, depth of competence levels, see Table 4.2.

Table 4.2

*The Depth Levels of the Competences*

Depth of Competence Levels		Codes
Level 1: K	Knowledge	Know, be aware of, follow (i.e.,be knowledgable about)
Level 2: S	Selection	Find, choose, select
Level 3: U	Use	Employ, use, have, make use of, provide, enable students to use
Level 4: A	Adaptation	Adapt, add variety, change
Level 5: E	Evaluation	Analyze, evaluate, teach students how to evaluate
Level 6: D	Design	Design, develop, prepare

To sum up, standards and policy documents were coded for the content category and depth level of the expected competences. At the end of coding, categorization, and theme generation process, seven themes were identified from the data set representing “integratedness”, “appropriacy/ contextualization to learners”, “appropriacy/contextualization to the teaching/ learning context”, “material types and features”, “variety”, “electronic and digital materials” and “purpose of material use” and they were coded at different depth levels such as “knowledge”, “select”, “use”, “adapt”, “evaluate” and “design”. (The Table in Appendix R shows how the items in external documents were coded with respect to the dimensions.)

**4.1.2 Results of the Semi-structured Interview with Veteran Teachers**

Another qualitative data collected in Phase I was the semi-structured interviews with veteran EFL teachers with the purpose of finding out what kind of instructional materials competences practicing veteran professionals in K-12 need to facilitate students’ learning. The data regarding teachers’ practice in real life were collected to validate the criteria on the alignment matrix, which emerged at the end of document analysis.

When the participating veteran teachers were asked to explain the type of instructional materials they use in their current classes, they mentioned using various materials in their daily practices. The analysis of the interview transcriptions demonstrated that the materials used by veteran EFL teachers can be grouped into six categories.

1. Printed materials such as other course books, resource books, test books, exercises as photocopies, worksheets, stories and staged readers;
2. visual materials such as realia or real materials, flash cards, pictures and puzzles;
3. authentic materials such as songs, films, everyday objects such as locks, keys, cloths, mirrors and so on;
4. technological materials such as the Internet, 3 D materials, flash programs, projector, OHP, computer, CDs/CD players, e books, web based materials and social media;
5. teacher and/or student produced materials like school magazine, notice/bulletin board, project work, flash cards , picture dictionary, photos and videos, certificates as awards, booklets, drama, notebook covers with English words, materials made from reused/recycled materials, sentence and word strips and
6. instructional materials created through visual arts i.e., materials created with art and craft like model buildings, origami, clay/dough, wooden artifacts such as wooden wheel of fortune.

**Quatations from Veteran Teacher Interviews**

**Code**

“I use everyday objects in class frequently. Once I used locks and keys to teach collocations. Another day I asked my students to bring various cloths in a luggage and they hand them on a rope by saying their names in English, it really works. Students have fun learning English. ... We sometimes use mirrors to teach pronunciation...” **VT3**

Everyday objects

“I am very much interested in art and craft and use my skills in teaching materials as well. I do not prefer to use MNE book but I choose my own parallel to the objectives in the curriculum. Therefore, I can say that I use various materials time to time. For example, I use extra resources, CDs the internet, 3D materials, projector, OHP, computers, e books and sometimes my students and me design our own materials in class. ...We designed 3D map when we learned how to talk about weather in English. using dough and clay we made human and alien bodies” **VT 13**

Art and craft, extra resource books, CDs, internet, 3D materials, projector  
OHP, computers, e-books,  
clay/dough

As a result, the data analysis of interviews with veteran teachers suggested a wide range of materials that EFL teachers should be knowledgeable about and skilful at.

When veteran teachers were asked for what purposes they make use of these materials and the reasons why they need to bring or design different materials for their teaching, they gave numerous reasons, which provided the researcher with useful information about the purpose of materials use at K-12 state schools. Content analysis of their interviews revealed that they make use of instructional materials for these purposes:

1. Motivational purposes: To attract students' attention, to make students more active and involved in class and to create competition among learners.
2. Instructional purposes: Most of teachers empathized that they make use of materials for instructional purposes like to teach language areas (i.e., vocabulary and grammar), to teach language skills (i.e., listening, reading, speaking and writing), to test their learning and to connect English with other lessons.
3. Classroom management purposes: about two thirds of the teachers stated that they benefit from materials as a classroom management tool. Some of them explained that they use it to calm students down, to create a stress-free environment by encouraging cooperation among students or to handle difficult learners.
4. Increasing learnability: It is another reason why about half of the veteran teachers participating in the study apply various instructional materials. They claimed to use materials to visualize the target language for students, to make their teaching more concrete, to help young learner follow the lesson easily, to have more meaningful, active and long lasting learning and to relate English to their lives so that they have longer retention.
5. General or overall improvement of students: Different from majority, few teachers mentioned using materials as a means of fostering students' self-confidence, to improve students' problem solution skills and their creative thinking abilities.
6. Other purposes: There was another category emerged during content analysis which could only be named as the other purposes of material use. One of the

interviewed teachers explained that she used materials to certify students' success, to involve parents in their children' learning by informing them regularly about what they learned at school.

**Quatations from Veteran Teacher Interviews**

**Codes**

<p>“Even the difficult learners cooperate and become eager take part in the lesson voluntarily when we design our materials in class. They feel successful when they create something and this increases their self-esteem...” VT 13</p>	<p>To motivate students Create cooperation Foster students' confidence</p>
<p>“I sometimes use extra materials to teach grammar especially at eight grades and I use extra materials to improve speaking skills of students or as a warm up activity with lower levels” VT 9</p>	<p>to teach language areas and skills</p>
<p>“Last five ten minutes of lesson are normally very useless. I cannot start something new. Students just want to quit lesson but I have found a new way. I use my flaish cards. I throw picture cards around class last five minutes and students just got up and compete to find the picture of the word I tell, it is a great activity for the last five minutes...” VT 6</p>	<p>create competition: energize students</p>

The transcripts of interviews also informed the researcher about the competence areas that EFL teachers working at state K-12 schools need. Their responses were categorised as follows:

1. **Material adaptation:** Veteran teachers stated that they need to adapt the prescribed instructional materials to learners, particularly to their level, age, interests, culture; to the classroom context, specifically to class size, physical setting, resources and facilities available at school; to the curricular factors such as pace of the program and objectives in the program. The most required adaptation skills were stated to be modifying materials especially to high or low achievers. Veteran teachers mentioned the adaptation techniques they used as well such as omitting, reducing, replacing, simplifying, transforming (i.e., changing the format), changing the content (e.g., names, characters, topic, examples etc.) and changing the sequence of activities in materials.

2. **Material Selection:** Experienced EFL professionals also mentioned materials selection competences as crucial skills for teachers. It emerged that this skills is vital especially when teaching at different school types (e.g., vocational and technical) and at different departments (e.g., printing press operation, computer programming, hairdressing, early childhood education at vocational high schools). As there is very limited or no resource to teach vocational English at these departments, teachers working at such schools need to find/access to and select appropriate materials of English for Specific Purposes that would work at these schools or departments.
3. **Effectice Materils Use:** The participants mentioned the use of printed, real, authentic and technological materials. However, they further stated the significance of being able to use these materials in some extreme conditions that some state schools have like teaching in large classes, with mixed ability groups, with mixed field groups (i.e., different fields of study as in vocation schools), with little or no resource available or another extreme case of schools with highest technology but lacking the suitable e-content.
4. **Material Design:** Veteran EFL teachers stated that they design their own materials mostly with their learners to involve them into their own learning. They explained that they prefered designing materials rather than using ready made ones as it is cost and time effective due to not having to search for hours for the material they looked for.

**Quatations from Veteran Teacher Interviews**

**Codes**

“Each department has different interests. I have to select materials considering that. If I choose the same materials for electronics department and information technologies, then it does not work. They are different their needs are different.”

Selection

**VT19**

“Sometimes in our course books there are four activities serving for the same objective. It is boring to do almost the same activities. Therefore, I omit two of the activities.” VT 11

Adaptation

“It is the same course book at all high schools. I mean at Anatolian and Technical High schools. But it is well known that the students’ level at these two schools is very different.

Adaptation

That is why they are at different high schools. So we have to learn how to adapt the course book to different levels of students. “ VT 9

“I remove the difficult reading texts. If something is too challenging for my students or too complex then I remove it. Also some reading texts do not cater for the interests of my students so I try to bring in another text with a more interesting topic.” VT 7

Adaptation

While talking about reasons why they feel not so confident in certain areas, they criticized the undergraduate program they attended by pointing to the huge gap between real life and material design education they received. The teachers added that they graduated from EFL departments being unaware of the real conditions at state schools, specifically students’ levels and needs and the technical and logistic problems waiting for them. They also claimed that teacher education programs prepared them for an ideal class, not for the realities of Turkish school context. Besides the mismatch between the knowledge and skills taught at teacher education programs and those needed in real world, veteran teachers put some of the blame on MNE by stating that no in-service training, support or guidance for professional development was given to them by the ministry. They stated that they had no constructive feedback for their performance from a professional, an authority or a colleague and they had no opportunity or encouragement for collaborative learning with their colleagues, either.

When they were asked how they acquired their current competence in instructional materials, they listed some of their personal efforts like reading, searching on the net, attending professional development courses, trainings or seminars. Some of them also mentioned first-hand experience, or in other words, trial and error in teaching, consulting the representatives of private publishing houses and sharing ideas with colleagues as a way of improving their competence.

As a suggestion for better learning opportunities for EFL teachers, they suggested MNE to initiate institutional efforts such as showing good examples through videos of some effective and creative uses of MNE materials, giving in-service training, promoting teacher collaboration, providing regular feedback and

consultation about teachers' performance, funding professional development attempts of individual teachers, organizing events that teachers come together and learn from each other, providing ready-made ELT materials/resources for each school.

As the challenges they face in their daily practises that should guide the teacher candidates and teacher education programs, they mentioned several factors.

**1. Teacher related factors:** Firstly, they mentioned teacher related factors like heavy workload, no or limited time, difficulty in classroom management, being obliged to use MNE prescribed course books, having inadequate knowledge regarding the current program and being inadequately trained in teaching young learners.

**2. Student related factors:** Most of the challenged they described are caused by student related factors such as their general characteristics like age characteristics, behavioural problems, psychological and emotional turmoil, tiredness (e.g., 10 hours a day) and lack of or poor concentration. In addition, students' attitude towards English is another factor. Because of lack of intrinsic motivation to learn English, frustration in learning a foreign language, fear of making mistakes and low language proficiency to follow lessons, students develop negative feeling towards English.

**3. Material related factors:** They told that English teaching materials used at state schools are dull. These books were said to include too much listening tasks in spite of the unavailability of CDs, tasks that are not sequenced from easy to difficult, including too many unnecessary repetitive activities and numerous unnecessary points and details and lacking authenticity. Teachers added that the books are difficult to follow for young learners, there is no course book differentiation but same course book is provided for all types of schools, there are outdated, ineffective parts in the books, they are inappropriate to students' level with too many unknown words and too difficult grammar structures.

**4. School related factors:** Almost all teachers talked about challenges related to school infrastructure. Under this theme, they talked about technical problems such as lack of or difficulty of photocopying facilities, lack of or not working CD players

and speakers, lack of technological facilities such as computers and projectors, and poor physical setting such as overcrowded classrooms and seating arrangement with fixed chairs.

**5. MNE related factors:** Some of the teachers mentioned that they experience these challenges because of the English language curriculum and language teaching policies of MNE. Regarding this issue they talked about insufficient teaching hours for teaching English, too loaded curriculum with too many objectives to be taught in a limited time, no or little language content in national exams like TEOG or LYS, lack of main course materials such as teacher’s book and listening CDs, having the same objectives for all students (e.g., Anatolian, Vocational and Technical High Schools), poor planning of the ministry. To illustrate the last problem, they explained that although 8th graders did not have English at 2<sup>nd</sup> and 3<sup>rd</sup> grades, their curriculum was designed as if they had had English at those grades. As the final factor related to the challenges at state schools caused by language teaching policies of MNE is insufficient introduction of the current program to stakeholders, namely to teachers, students and parents.

**Quotations from Veteran Teacher Interviews**

**Codes**

“At grade 12 as students need to take university entrance exam, they are not interested in English at all. Thus, we just teach easy grammar items to test at exams. LYS is a serious problem for us actually. As there is no English content, it is pointless to learn English. That ‘s what students think, so with this grade I only bring in grammar worksheet but at other grades I do different things, use different materials...” **VT 12**

LYS (no content)

“Both students’ motivation and interests change. As we teach at a technical high school, the motivation and level of printing operation department students and that of information technologies are so different from each other. You have to do completely different things in these classes. We have various students at various departments. Students at pre-school education department are the ones that were accepted to school with the highest grades at national exams so they are very eager to learn English. We can do anything with them: speaking, reading so on. However, other departments are not like

Sts’ lack of intrinsic motivation  
different learner groups  
same objectives for all sts.

them. They do not want to learn even a word of English. They find it difficult and have no motivation. However, we have the same objectives for these groups. It is really meaningless.” **VT 9**

“Because of lack of resources, we cannot apply everything in class. For example, we do not have CDs so I have to read all the tape scripts and it becomes very difficult to role-play a dialogue or a conversation by changing my tone of voice. It’s really hard for me. That’s why sometimes I omit listening parts.” **VT 16**

Lack of technical equipment

“There should be a maximum class size at state schools. I have 40 students in class so it is very difficult for me to find materials that will attract 40 students at the same time.” **VT 19**

Overcrowded classes

“I worked at Anatolian High schools, now I work at Technical High school. The levels and profiles of students are so district from each other. But the ministry wants us to use the same course book that is almost impossible.” **VT 10**

No coursebook differentiation  
Same coursebook for all departments and schools

“In our school students come from broken families, so they suffer from depression. It’s difficult to involve all of them in lesson.” **VT 3**

Sts’ psychological problems

“The course book are really boring and not appropriate to students level or interests so I rarely use it in class, I use other resources instead.” **VT 16**

Boring, inappropriate coursebooks to level of students

“MNE course books are above students’ level. They are too difficult especially the reading texts. Some activities are too complicated.” **VT 8**

Difficult

“I have to teach topics that will be asked in TEOG exam although they are far beyond students’ level, I know that it students do not understand but I have no choice, I have to teach for TEOG” **VT 4**

TEOG exam (little content)

To sum up, the qualitative data collected through semi-structured interviews with veteran EFL teachers were useful to learn the instructional materials competences practicing veteran professionals in K-12 schools need in their daily practices as well

as the circumstances in which they need to use these competences. The relevant codes that emerged were used to validate the competence areas and depth levels finalize the alignment matrix. The following section justifies the source and purpose of each criterion on the alignment matrix.

#### **4.1.3 Formation of Alignment Matrix for External Documents**

At the end of Phase I, after the overall process of coding, categorization, and theme generation from document analysis and content analysis of interviews with veteran teachers, the researcher determined the expected competence areas regarding instructional materials and their depth levels showing the demand expected from teachers.

Seven themes, which were common in both document analysis and content analysis of the semi-structured interview, were chosen to be used as the categorical concurrence dimension on the alignment matrix. These are the themes representing *“integratedness, appropriacy/ contextualization to learners”*, *appropriacy /contextualization to the teaching/learning context*, *“material types and features”*, *“variety”*, *“electronic and digital materials”* and *“purpose of material use”*. In the following table and paragraphs how similar codes coming from each analysis were categorized under the same theme is explained in detail.

Interviews with veteran teachers brought about an important code category “challenges of material use” and the relevant codes were categorised under the category. However, this theme was not used in the alignment matrix because the theme and relevant codes were not judged by the reviewers to be related to the instructional material competences required from EFL teachers. As the literature does not mention any skills regarding “challenges in materials use”, it was not included in the matrix but noted to be an important issue to be discussed in the last chapter. To sum up, seven shared themes were represented in the competence category dimension of the alignment matrix.

The theme “integratedness” appeared at both data sets however with different codes. The relevant code in external documents is integratedness of language skills while it is the integration of language with other subjects in the teacher interviews.

“Appropriacy/contextualization of materials to learners” is another shared theme in both sets of data. In both analyses, there emerged some common codes like appropriateness of materials to students’ age, their interests, their daily life in class and outclass. Yet, there are different codes coming from the data analysis under the same theme. To illustrate, in external documents the emerging codes are appropriacy of materials to students’ language development, their language learning styles and their needs, whereas in the content analysis of interviews appropriacy of materials to their native culture (i.e., family and society) and their experiences and realities in their own lives came up.

The theme “appropriacy/contextualization of materials to the teaching/learning context” is shared by both data analysis methods as well. Still, the code appropriacy of materials to classroom context appeared only in interviews while the code appropriacy of materials to the available resources and facilities and to the curriculum and teaching emerged only in the document analysis.

“Material types and features” is a competence area coming forth in both data sets. Commercial materials, authentic materials supplementary materials print and non-printed materials are the shared codes in the analyses, In teacher interviews a different code, teacher student created materials, emerged while documents have some other codes like simplified or tailored materials and features of materials such as practicality, up to datedness and effectiveness. With regard to “Variety” most of the codes came from documents like various discourse types (e.g., written, oral, formal, informal), various texts (e.g., story, dialogue, letter etc.), for various situations, from various sources. The only code coming from interviews is various materials (e.g., visual, audio, audio-visual etc.).

Both data sets mentioned “electronic and digital materials” as a competence. While external documents emphasize educational technologies such as the Internet, projector, OHP, computer, CD players, smart boards or interactive white boards, soft wares and course ware programs and multimedia devices, in the interview teachers added other materials like flash programs, e-books, social media, web based materials as well.

The codes for the theme “purpose of material use” are mostly common in the data sets with the shared codes of improving listening skill, speaking skill, reading skill, writing skill and stimulating student interaction. The documents also mention improving subskills of the four main language skills.

Table 4.3

*Themes, Associated Codes with their Sources*

<b>Themes</b>	<b>Data Sources</b>	<b>Associated Codes</b>
<b>Integratedness</b>	Document Analysis	<ul style="list-style-type: none"> <li>• integration of language skills</li> </ul>
	Interview	<ul style="list-style-type: none"> <li>• integration with other subjects (maths, science etc.)</li> </ul>
<b>Appropriacy/ contextualization of materials to learners</b>	Document Analysis	<ul style="list-style-type: none"> <li>• their language development</li> <li>• their language learning styles</li> <li>• their needs</li> </ul>
	Interview	<ul style="list-style-type: none"> <li>• their native culture (family and society)</li> <li>• their experiences/realities</li> </ul>
	Both	<ul style="list-style-type: none"> <li>• their age</li> <li>• their interests</li> <li>• their daily life (inclass and outclass)</li> </ul>
<b>Appropriacy/ contextualization of materials to the teaching/learning context</b>	Document Analysis	<ul style="list-style-type: none"> <li>• resources and facilities available</li> <li>• curriculum and teaching</li> </ul>
	Interview	<ul style="list-style-type: none"> <li>• classroom context</li> </ul>
<b>Material types and features</b>	Document Analysis	<ul style="list-style-type: none"> <li>• simplified/tailored materials</li> <li>• features of materials (practicality, up to datedness and effectiveness etc)</li> </ul>
	Interview	<ul style="list-style-type: none"> <li>• teacher/student created materials</li> </ul>
	Both	<ul style="list-style-type: none"> <li>• commercial materials</li> <li>• authentic materials</li> <li>• supplementary materials</li> <li>• print non-printed materials (audio, visual, audiovisual,</li> </ul>
<b>Variety</b>	Document Analysis	<ul style="list-style-type: none"> <li>• various discourse types (written, oral, formal, informal)</li> <li>• various texts ( story, dialogue, letter etc.)</li> <li>• for various situations</li> <li>• from various sources</li> </ul>
	Both	<ul style="list-style-type: none"> <li>• various materials ( e.g., visual, audio, audiovisual etc.)</li> </ul>

Table 4.3 (continued)

<b>Electronic and digital materials</b>	Interview	<ul style="list-style-type: none"> <li>• flash programs</li> <li>• E books</li> <li>• social media</li> <li>• web based materials</li> </ul>
	Both	<ul style="list-style-type: none"> <li>• Educational Technologies: Internet, projector, ohp, computer, CDs/Cd players, smart board/ Interactive white board, software and courseware programs, multimedia devices</li> </ul>
<b>Purpose of material use</b>	Document Analysis	<ul style="list-style-type: none"> <li>• to improve subskills of the four main language skills</li> </ul>
	Both	<ul style="list-style-type: none"> <li>• to improve writing skill</li> <li>• to stimulate interaction</li> <li>• to improve listening skill</li> <li>• to improve speaking skill</li> <li>• to improve reading skill</li> </ul>
<b>Challenges of material use</b>	Interview	<ul style="list-style-type: none"> <li>• Challenges related to learners</li> <li>• Challenges related to teachers</li> <li>• Challenges related to materials</li> <li>• Challenges related to schools</li> <li>• Challenges related to English curriculum and language teaching policy</li> </ul>

As for the second alignment dimension, depth of competence, the coded and classified competences were reviewed one more time according to their level of complexity, which shows the levels of expectation demanded by standards and policies. The classification was based upon the assumption that competences intended in the teacher education curriculum require a different level of expectation, or depth of competence from the ones set by explicit documents. The levels assigned in this study reflect the level of work teachers are required to perform in order for the competence to be considered acceptable. The first level “knowledge” refers to the core knowledges that every teacher or teacher candidate should have while the other five levels refer to the practices that teachers do in order to demonstrate their performance in instructional materials to teach English. Each level, “select”, “use”, “evaluate”, “adapt” and “design”, require a higher command of performance from teachers. Regarding the source of these depth levels of the competences, the levels “selection”, “use”, “adaptation” and “design” came from both documents and veteran teacher interviews. However, the competences at “knowledge” and “evaluation” levels appeared only in documents. Still, all the six emerging levels were represented in the alignment matrix for analysis purposes as literature supports the themes

“material related knowledge” and “material evaluation” (Cunningsworth, 1995; McDonough & Shaw, 2003).

Table 4.4

*Data Sources and Codes for Compence Depth Levels*

<b>Depth of Competency Level</b>	<b>Data Source</b>
Level 1: K Knowledge	Document Analysis
Level 2: S Selection	Document Analysis and Interview
Level 3: U Use	Document Analysis and Interview
Level 4: A Adaptation	Document Analysis and Interview
Level 5: E Evaluation	Document Analysis
Level 6: D Design	Document Analysis and Interview

At the end of content analysis, considering these competences and their depth levels the alignment matrix was formed. After forming the matrix, the data counts of each code in each individual external document were represented on the matrix as can be seen on the Table 4.5 below. Later, the codes were summed and transferred to Table 4.6 showing the total counts and frequencies of the predetermined competence areas and depth levels appearing in explicit standards and policy documents.

Table 4.5

*Alignment Matrix Based on Theme/Code Frequency in External Documents*

Categorical concurrence	Doc.1						Doc.2						Doc.3						Doc.4					
	Depth of Competence						Depth of Competence						Depth of Competence						Depth of Competence					
	K	S	U	E	A	D	K	S	U	E	A	D	K	S	U	E	A	D	K	S	U	E	A	D
Integration													*	**	**			**						
Appropriacy/contextualization to learners		** *				*** *	**	**	*** **			***	*	**	** ** **				*		*	*	*	*
Appropriacy/contextualization to teaching/ learning context		**	*	*		*** **	*								*				*			*	*	
Material types and features				*		***		*	***	*	*	*	*		** *						*	*	*	
Variety							*		*** **		*	***	*	**	** *			*						
Electronic and digital materials	*			*		**	*		**	*		*			**				*			*	*	
Purpose of material use								*	*** *** *		*	**** **** **** ****										*		

Note: Doc 1: General Teacher Competences, Doc 2: English Teaching Competences for Primary School Teachers, Doc 3: Competences for Secondary School EFL teachers (2nd report), 4: Higher Education Council Undergraduate EFL Teacher Education Program, K: Knowledge, U: Use, S: Select, E: Evaluate, A: Adapt, D: Design

Table 4.6

*Alignment Matrix Based on Total Theme/Code Frequency in External Documents*

	Policy and Standards Documents						
	Depth of Competence						
<b>Categorical concurrence</b>	<b>K</b>	<b>S</b>	<b>U</b>	<b>E</b>	<b>A</b>	<b>D</b>	<b>Total</b>
Integratedness	1	2	2	0	0	2	7
Appropriacy/contextualization to learner	4	11	10	1	1	8	35
Appropriacy/contextualization to teaching/ learning context	2	2	2	3	1	5	15
Material types and features	1	1	7	3	2	4	18
Variety	2	2	8	0	1	4	17
Electronnic and digital materials	3	0	4	3	2	3	15
Purpose of material use	0	1	7	1	1	16	26
<b>Total</b>	13	19	40	11	8	42	<b>133</b>

Note: K: Knowledge, U: Use, S: Select, E: Evaluate, A: Adapt, D: Design

To sum up, in Phase I, through the content analysis of the standards documents by MNE and policy document by HEC, the researcher determined the expected competence areas regarding instructional materials and their depth levels showing the demand expected from teachers. At the end of content analysis, considering these competences and their depth levels the alignment matrix was formed and the code counts on the external documents were transferred to the matrix for later analysis. For comparative purposes, the frequencies and percentages of external documents and teacher education curriculum that would be calculated in Phase II were given on the same table and interpreted in the relevant part (Results of Phase II).

## 4.2 Results of Phase II

In Phase II, it is aimed to understand how the teacher education program aligned with the explicit standards and policy and the requirements of the profession. In other words, the aim was to explore to what extent the teacher education curriculum prepare teacher candidates to develop the competences expected by

external parties for working effectively with students at state K-12 schools. In this phase of the study, quantitative elements were utilized, as it is necessary to use a scoring system to rate the alignment between curriculum and explicit standards. It is possible to claim that, qualitative data provides the researcher the opportunity to set criteria for the alignment matrix and quantitative methods helps her to measure the alignment of the program to these criteria.

Initially, in this phase curricular documents of the Materials Adaptation and Development course were collected. Syllabi of the 2015-2016 academic year particularly course objectives and content used in all the three sections of the course were coded by the reviewers. The data counts and frequencies were represented on the alignment matrix for alignment analysis. Secondly, through survey instruments, teacher educators and pre-service teachers were asked to rate instructional materials related competences of the pre-service teachers. Presenting the results, first the results of the document analysis of curricular documents are given. Then, descriptive analysis of the frequencies and percentages of both external and curricular documents on the matrix are interpreted. This is followed by the results of alignment and discrepancy analyses and Phase II will end with results of closed surveys given to the program stakeholders.

#### **4.2.1 Document Analysis of Teacher Education Curriculum**

To analyze the alignment of the teacher education curriculum to the external standards and policy, syllabi of the Materials Adaptation and Development Course in 2015-2016 academic year and assigned readings were coded by the reviewers across the alignment dimensions: alignment category and depth level. A sample coding procedure was given below in Figure 4.1. To see the whole process please see Appendix Q.

Course Objective	Learning Outcome	Code
By the end of the course, students will be able to...  - learn the approaches and techniques of materials selection, evaluation, adaptation and development	- comprehend the role of materials within the curriculum design for language teaching - know the importance of materials selection according to the profile of the learners and the teaching context - discuss the advantages and disadvantages of using published and teacher-made materials - know different techniques of adapting published materials	<b>K 4</b> <b>S 2,3</b> <b>K4</b> <b>A4</b>
-acquire skills necessary for evaluating coursebooks and language teaching materials in current textbooks	- distinguish between internal and external evaluation to assess the potential and suitability of a coursebook for a given context - design a set of criteria to evaluate a coursebook according to the needs of the learners and the requirements of the teaching context - evaluate a contemporary textbook according to a given learning context and learner needs - evaluate the effectiveness of the activities, tasks, exercises in a coursebook according to the language elements (grammar, vocabulary, pronunciation) emphasized and language skills (listening, speaking, reading, writing) addressed.	<b>E 3</b> <b>E2,3</b> <b>E2,3</b> <b>E7</b>
engage in materials adaptation for language teaching  engage in designing or developing materials for language teaching	- comprehend basic adaptation techniques - identify different techniques of adaptation through analyzing coursebook lesson plans and teacher lesson plans. - Apply materials adaptation considering the needs of the students, the authenticity of the material, and the language teaching methodology addressed - Reflect on the success of their own (or their peers') adaptation according to the needs of the students and the execution of the material  - Prepare materials in order to supplement the coursebooks - Evaluate the worksheets prepared by their peers in terms of content, organization, language and student needs. - Design lessons based on authentic materials - Reflect on the success of their own (or their peers') development according to the needs of the students and the execution of the material	<b>A 2,4,3</b>       <b>D7</b> <b>E7,2</b> <b>D4</b> <b>D2A2</b>

Reference for number and letter coding : 1: Integratedness, 2:Appropriacy/ contextualization to learners, 3: Appropriacy/ contextualization to teaching/ learning context, 4: Material types and features, 5: Variety, 6: Electronic and digital materials, 7: Purpose of material use, K: Knowledge, U: Use, S: Select, E: Evaluate, A: Adapt, D: Design

Figure 4.1 Sample Coding of Section Syllabi

After coding the curricular documents of each section, the codes were individually exhibited on the alignment matrix below (Table 4.7). Then, the total data counts were summed and represented on the Table 4.8. To make a clear comparison,

the frequencies and percentages of the data counts in both sets of documents were shown on the same Table (Table 4. 9) and described in the following section.

Table 4.7

*Alignment Matrix Based on Theme/Code Frequency in Curricular Documents of Each Section*

Categorical concurrence	Section Blue Depth of Competence						Section Yellow Depth of Competence						Section Red Depth of Competence						
	K	S	U	E	A	D	K	S	U	E	A	D	K	S	U	E	A	D	
Integration						*				*									
Appropriacy/contextualization to learners		**		*	*	*		**		****	****	**	*	**		****	****	*	
Appropriacy /contextualization to the learning/teaching context		**		*	*	*	***	**		****	***	*	*	**		****	****	*	
Material types and features	***	**	**	*	*	*	*	*		**	***	**		**		**			
Variety		*			*		*			*									
Electronnic and digital materials							*		*			*							
Purpose of material use		**		**	**	**	*	*		****	**	***		**		****	****	*	

Note: K: Knowledge, U: Use, S: Select, E: Evaluate, A: Adapt, D: Design

Table 4.8

*Alignment Matrix Based on Total Theme/Code Frequency in Curricular Documents*

	Curricular Documents						
	Depth of Competence						
Categorical concurrence	K	S	U	E	A	D	Total
Integratedness				1		1	2
Appropriacy/contextualization to learner	1	6		10	9	4	30
Appropriacy/contextualization to teaching/ learning context	4	6		11	8	3	32
Material types and features	4	5	2	5	4	3	23
Variety	1	1		1	1		4
Electronic and digital materials	1		1			1	3
Purpose of material use	1	5		13	8	6	33
<b>Total</b>	12	23	3	41	30	18	<b>127</b>

Note: K: Knowledge, U: Use, S: Select, E: Evaluate, A: Adapt, D: Design

#### 4.2.2 Descriptive Analysis of the Alignment Matrix

Looking at Table 4.9, which shows the frequencies and percentages of each competence content and depth level in both external documents and teacher education curriculum, it is possible to claim that although policy and standards documents express competences on all categories in the table, some categories seem to be more focused. The most emphasized competences are “appropriacy/contextualization to learners” and “purpose of material use”. More than a fourth of the total competences are set on “appropriacy/ contextualization to learners”. About twenty percent of the competences are related to “purpose of material use”. “Material types and features” and “variety” are represented in about fifteen percent of the documents. Following them are “appropriacy/ contextualization to context” and “electronic and digital materials”, both with more than ten percentage. The slightest emphasis in the explicit standards is given to “integratedness” as it has about five percent representation.

When it comes to the depth level of competences, it is possible to claim that about a third of the total competences are stated at the competence levels “use” and

“design” so they are by far the most emphasised levels of competences. The competence level “select” followed them with a nearly fifteen percent representation. About ten percent of the total competences are set at “knowledge” and “evaluate” levels. The least addressed competence level is “adapt” with about five percent representation.

When course syllabus is studied, it is possible to see that “purpose of material use” and “appropriacy/ contextualization to teaching/learning context” are the most emphasized competence contents since more than a fourth of the total competence codes in the course documents are about these competences. “Appropriacy/ contextualization to learners” is another frequent code in the curricular documents as it is pronounced with more than twenty percent of the total codes. “Material types and features” are among most emphasised competence contents with nearly twenty percent representation. The competence contents with the slightest emphasis are “variety”, “electronic and digital materials” and “integratedness” all with less than five percent representation.

In terms of levels of competence, more than a third of the competences are pronounced at the competence level “evaluate”. Following it are the competence levels “adapt” and “select” with about twenty percent representation. Depth levels “knowledge” with about ten percent representation, and “use” with about three percent representation are the least frequently stated competences.

To sum up, the percentages of codes in standards and policy documents regarding the competence categories: appropriacy/contextualization to learners, variety, electronic and digital materials and integratedness and the competence levels use, design and knowledge are more emphasised than the ones in the teacher education program.

Table 4.9

*Theme/Code Frequencies and Percentages of Standards & Policy and Teacher Education Curriculum*

Categorical Data Source Concurrence		Depth of Competence													
		K		S		U		E		A		D		Total	
		f	%	f	%	f	%	f	%	f	%	f	%	f	%
Integratedness	P	1	.8	2	1.5	2	1.5	0	0	0	0	2	1.5	7	5.3
	TE	0	0	0	0	0	0	1	.8	0	0	1	.8	2	1.6
Appropriacy to learners	P	4	3	11	8.3	10	7.5	1	.8	1	.8	8	6	35	26.3
	TE	1	.8	6	4.7	0	0	10	7.9	9	7.1	4	3.1	30	23.6
Appropriacy to teaching/ learning context	P	2	1.5	2	1.5	2	1.5	3	2.3	1	.8	5	3.8	15	11.3
	TE	4	3.1	6	4.7	0	0	11	8.7	8	6.3	3	2.4	32	25.2
Material types and features	P	1	.8	1	.8	7	5.3	3	2.3	2	1.5	4	3	18	13.5
	TE	4	3.1	5	3.9	2	1.6	5	3.9	4	3.1	3	2.4	23	18.1
Variety	P	2	1.5	2	1.5	8	6	0	0	1	.8	4	3	17	12.8
	TE	1	.8	1	.8	0	0	1	.8	1	.8	0	0	4	3.1
Electronic and digital materials	P	3	2.3	0	0	4	3	3	2.3	2	1.5	3	2.3	15	11.3
	TE	1	.8	0	0	1	.8	0	0	0	0	1	.8	3	2.4
Purpose of material use	P	0	0	1	.8	7	5.3	1	.8	1	.8	16	12	26	19.5
	TE	1	.8	5	3.9	0	0	13	10.2	8	6.3	6	4.7	33	26
<b>Total</b>	<b>P</b>	<b>13</b>	<b>9.8</b>	<b>19</b>	<b>14.3</b>	<b>40</b>	<b>30.1</b>	<b>11</b>	<b>8.3</b>	<b>8</b>	<b>6</b>	<b>42</b>	<b>31.6</b>	<b>133</b>	<b>100</b>
	<b>TE</b>	<b>12</b>	<b>9.4</b>	<b>23</b>	<b>18.1</b>	<b>3</b>	<b>2.4</b>	<b>41</b>	<b>32.3</b>	<b>30</b>	<b>23.6</b>	<b>18</b>	<b>14.2</b>	<b>127</b>	<b>100</b>

Note: K: Knowledge, S: Select, U: Use, E: Evaluate, A: Adapt, D: Design, P: Higher Education and Ministry of National Education Policy Documents, TE: Teacher Education Curriculum, f: Frequency, %: Percentage

### 4.2.3. Results of Alignment Analysis

At the end of document analysis of all standards and policy (Phase I) as well as curricular documents (Phase II), codes were counted and represented on the alignment matrix. Then, these data were processed for proportional quantification.

Table 4.10

*Matrix x for Policy and Standards Documents Showing Proportional Value*

	Policy and Standards Documents						
	Depth of Competence						
Categorical concurrence	K	S	U	E	A	D	T
Integratedness	0	0	0			0	.1
Appropriacy/contextualization to learner	0	.1	.1	0	0	.1	.3
Appropriacy/contextualization to teaching/ learning context	0	0	0	0	0	0	.1
Material types and features	0	0	.1	0	0	0	.1
Variety	0	0	.1		0	0	.1
Electronnic and digital materials	0		0	0	0	0	.1
Purpose of material use		0	.1	0	0	.1	.2
<b>Total</b>	.1	.1	.3	.1	.1	.3	<b>.1</b>

Note: K: Knowledge, S: Select, U: Use, E: Evaluate, A: Adapt, D: Design, T: Total

This procedure is repeated for all other cells to give each cell a proportional value as opposed to data counts. This proportion-based process was used to moderate inflation of frequency counts from across the various sources as each had a different number of data pieces (DeLuca & Bellara, 2013).

Table 4.11

*Matrix y for Teacher Education Curriculum Showing Proportional Value*

	Curricular Documents						
	Depth of Competence						
Categorical concurrence	K	S	U	E	A	D	T
Integratedness				0		1	0
Appropriacy/contextualization to learner	0	0		.1	.1	0	.2
Appropriacy/contextualization to teaching/ learning context	0	0		.1	.1	0	.3
Material types and features	0	0	0	0	0	0	.2
Variety	0	0		0	0		0
Electronic and digital materials	0		0			0	0
Purpose of material use	0	0		.1	.1	0	.3
<b>Total</b>	.1	.2	0	.3	.2	.1	.1

Note: K: Knowledge, S:Select, U:Use, E: Evaluate, A: Adapt, D: Design, T: Total

After calculating the proportional values, in order to determine the level of alignment between the two sets of data (standards and policies and teacher education curriculum), a cell-by-cell comparison was made for each corresponding proportion from the cells of the two proportion matrices (matrix x and y). The alignment measure between those two cells reports the relative emphasis of each competency content according to their competency demand levels. This value can be determined by getting the difference between the two values of the two corresponding cells. At the end of this stage, absolute values of the differences between each pair of corresponding cells across the proportional value table of standards and policies and that of the teacher education curriculum was formed as can be seen in Table 4.12.

Table 4.12

*Absolute discrepancies (x-y) for Proportional Value of Each Theme/Code in Standards & Policies and Teacher Education Curriculum*

Categorical concurrence	Absolute Discrepancies Depth of Competence						
	K	S	U	E	A	D	T
Integratedness	0	0	0	0	0	.1	.1
Appropriacy/contextualization to learners	0	.1	.1	1	.1	.1	.5
Appropriacy/contextualization to teaching/ learning context	0	0	0	.1	.1	0	.2
Material types and features	0	0	.1	0	0	0	.1
Variety	0	0	.1	0	0	0	.1
Electronic and digital materials	0	0	0	0	0	0	0
Purpose of material use	0	0	.1	.1	.1	.1	.4
<b>Total</b>	<b>0</b>	<b>.1</b>	<b>.4</b>	<b>.3</b>	<b>.3</b>	<b>.3</b>	<b>1.4</b>

Note: The following initials stand for K: Knowledge, S:Select, U:Use, E: Evaluate, A: Adapt, D: Design, T: Total

After getting the discrepancies between the data sets, the alignment between these data sets was calculated using Porter's alignment index formula below (Porter, 2002). According to the formula, first the total discrepancy values were calculated by adding up the discrepancy values in each cell. It is calculated as 1.4. This total is then divided by 2 and the result is subtracted from 1 to end up with the alignment index. For the comparisons between the policies, standards and teacher education curriculum, the resulting alignment value is:

$$\text{Alignment} = 1.0 - \frac{\sum |x-y|}{2}$$

$$\text{Alignment Index P} = 1.0 - \frac{1.4}{2} = 0.30$$

Alignment analysis index was calculated to compare the course curriculum with the standards and policy, and it was found to be 0.30. The alignment index suggests a weak alignment ( $P < 0.5$ ) (Porter, 2002) pointing to mismatches between what the standards and policy appear to emphasize and what the teacher education course seemed to teach.

The determination of an alignment index only marks the beginning of more comprehensive alignment analyses because usually an attempt has to be made to account for the low or high alignment index and to see where the differences in emphasis could be. A categorical–concurrency criterion was then used to analyse which competences could have possibly contributed to this low alignment index. For this purpose, Edwards (2010) discrepancy analysis was used.

#### **4.2.4 Results of Discrepancy Analysis**

The alignment index ( $P = 0.30$ ) suggested a weak alignment of the teacher education curriculum to the explicit standards and policy; however, the weak alignment may not be a bad thing if the course curriculum includes more competences and/or more demanding (higher levels of competences) than standards and policy. Therefore, discrepancy analysis would provide an indication of alignment if both sets of documents incorporate the same content and same level.

Edwards (2010) used the concept of discrepancies to analyse ratios of corresponding cells from two alignment matrices. These discrepancies represent the differences between the ratios in the standards and policy and teacher education curriculum. (See Table 4.13) Because the cells for the standards are coming first in each case, negative discrepancies indicate that the standards place less emphasis on that particular competence at that particular competence level while the syllabi place more emphasis on the same content at the same competence level. Similarly, positive discrepancies indicate that the standards place more emphasis on that particular content at that particular competence level while the teacher education curriculum places less emphasis on the same content at the same competence level. A discrepancy of 0 indicates equal emphasis by both the explicit standards and course curriculum. The following table presents the discrepancies by competence level in each of the competences.

The discrepancies shown in the first row in Table 4.13 indicate that both the external documents (standards and policy documents) and the teacher education

curriculum placed equal emphasis on “integratedness” at all competence levels, yet teacher education seemed to place more emphasis on that particular content at “design” competence level.

In terms of “appropriacy/contextualization to learners”, there are discrepancies between the external documents and course documents. For example, standards and policy documents put more emphasis on the content of “appropriacy/contextualization to learners” at “use”, “select” and “design” competence levels than the teacher education curriculum while the same content is more emphasized at “adapt” and “evaluate” levels in the teacher education program.

Regarding “appropriacy/contextualization to teaching/ learning context” data reveal that the teacher education curriculum aligns with the standards and policy as in the teacher education curriculum the codes on this content at “evaluation” and “adapt” levels outnumber those in the standards and policy documents.

In terms of “material types and features”, course curriculum is coherent with external documents at all levels except for “use” level. In the external documents, there are more codes than the ones in teacher education curriculum at the competence level “use”.

As regards “variety”, external documents put more emphasis at “use” level than the teacher education curriculum. At other levels on this competence content, both data sets have equal weak representation.

In terms of “electronic and digital materials” standards and policy put equal weak emphasis at all competence levels.

In terms of “purpose of material use”, data sets seem to mismatch with each other. While standards put more emphasis on this competence content at the competence levels “use” and “design”, the teacher education curriculum formulated the competences at the competence levels “adapt” and “evaluate”. Although both sets of data include “purpose of materials use” as an important competence that teachers

and teacher candidates should have, they seem to expect different levels of performance.

Table 4.13

*Discrepancies between the ratios of competences and their levels in standards and policy documents and teacher education curriculum*

<b>Categorical concurrence</b>		<b>K</b>	<b>S</b>	<b>U</b>	<b>E</b>	<b>A</b>	<b>D</b>
Integratedness	HEC &MNE	0	0	0	0	0	0
	T.E.Curriculum	0	0	0	0	0	.1
<b>Discrepancy</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>-0.1</b>
App./contextualization to learners	HEC &MNE	0	.1	.1	0	0	.1
	T.E.Curriculum	0	0	0	.1	.1	0
<b>Discrepancy</b>		<b>0</b>	<b>0.1</b>	<b>0.1</b>	<b>-0.1</b>	<b>-0.1</b>	<b>0.1</b>
App./contextualization to teaching/learning context	HEC &MNE	0	0	0	0	0	0
	T.E.Curriculum	0	0	0	.1	.1	0
<b>Discrepancy</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>-0.1</b>	<b>-0.1</b>	<b>0</b>
Material types and features	HEC &MNE	0	0	.1	0	0	0
	T.E.Curriculum	0	0	0	0	0	0
<b>Discrepancy</b>		<b>0</b>	<b>0</b>	<b>.1</b>	<b>0</b>	<b>0</b>	<b>0</b>
Variety	HEC &MNE	0	0	.1	0	0	0
	T.E.Curriculum	0	0	0	0	0	0
<b>Discrepancy</b>		<b>0</b>	<b>0</b>	<b>0.1</b>	<b>0</b>	<b>0</b>	<b>0</b>
Electronnic and digital materials	HEC &MNE	0	0	0	0	0	0
	T.E.Curriculum	0	0	0	0	0	0
<b>Discrepancy</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Purpose of material use	HEC &MNE	0	0	.1	0	0	.1
	T.E.Curriculum	0	0	0	.1	.1	0
<b>Discrepancy</b>		<b>0</b>	<b>0</b>	<b>0.1</b>	<b>-0.1</b>	<b>-0.1</b>	<b>0.1</b>

Note: The following initials stand for K: Knowledge, S: Select, U: Use, E: Evaluate, A: Adapt, D: Design, HEC &MNE: Higher Education and Ministry of National Education, T.E. Curriculum: Teacher Education Curriculum, App: Appropriacy

The discrepancy analysis aimed to compare the emphasis given by each data sets to the competence areas across depth levels. The results achieved at the end of this analysis was used to make an alignment judgement at th end of Phase II.

#### **4.2.5 Results of the Closed Surveys**

In Phase II, a second quantitative analysis was conducted on closed surveys. The surveys were given to two participant groups: pre-service teachers and teacher educators. Pre-service teachers taking the Materials Adaptation and Development

course in 2015-2016 academic year fall semester were given a survey to find out whether they felt they developed the instructional materials competences externally stated and required. Similarly, teacher educators giving the course in three different sections were surveyed in order to find out to what extent they find pre-service teachers competent in the areas specified by MNE, HEC as well as what is required by veteran teachers working at state schools.

The survey included 47 items in a Likert scale format in two different sections. In the first section, participants were asked to rate their/ their students competence in a variety of instructional materials on a five-point Likert-type scale (i.e., 1 = Not Competent, 2 = Slightly Competent, 3 = Uncertain, 4 = Competent, 5= Very Competent). 11 materials were listed in this section.

In the second section, the participants were asked to tick their level of agreement with the 36 statements relevant to the pre-service teachers' competences in instructional materials on a five-point Likert-type scale (i.e., 1= Strongly Disagree, 2= Disagree, 3= Uncertain, 4= Agree, 5= Strongly Agree).

While interpreting the responses according to frequencies and percentages in the first section, score 4 (competent) and score 5 (very competent) were considered as a positive response, and score 1 (not competent) and 2 (slightly competent) were considered as a negative response. Similarly, in the second section score (4) agree and (5) strongly agree were considered as positive while (2) disagree and (1) strongly disagree were considered as negative. The mean scores above 3.5 were considered to show a positive perception, while a mean below 2.5 is regarded as showing a negative one.

As can be seen in Table 4.14 the overall mean score of the 11 items in section 1 was found to be 3.7 in pre-service teacher survey and 2.70 in teacher educator survey, which shows that pre-service teachers reported their own competence in using the listed materials with higher scores than their teachers reported. The instructional tools that have lower mean scores than the average in pre-service teacher survey are literary texts ( $M=3.4$ ), video materials ( $M= 4.0$ ), audio materials ( $M= 3.8$ ), bulletin boards ( $M= 3.3$ ), smart boards ( $M= 3.4$ ), courseware programs

( $M= 2.4$ ) and internet based materials ( $M= 3.6$ ). In the teacher educator survey, the items with lower than the mean score are courseware programs ( $M= 1.00$ ), smart boards ( $M= 2.00$ ), bulletin boards ( $M= 2.33$ ), audio materials ( $M= 2.67$ ), literary texts ( $M= 2.00$ ), realia ( $M= 3.33$ ), visual aids ( $M= 3.33$ ) and printed materials ( $M= 3.33$ ). Both participants indicated the lowest competence scores for courseware programs. Other items with very low scores in both surveys are literary texts, bulletin boards and smart/interactive white boards.

Table 4.14

*Mean Scores and Standard Deviations of Teacher Educators' and Pre-Service Teachers' Responses in Closed Survey Section 1*

Items	Pre-service teachers ( $n=57$ )		Teacher educators ( $n= 3$ )	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
<b>Printed materials</b>	4.1	.66	3.3	.52
<b>Visual aids</b>	4.1	.85	3.3	.87
<b>Realia</b>	3.7	1.1	3.3	.54
<b>Literary texts</b>	3.4	1.2	2.0	1.1
<b>Video materials</b>	4.0	.95	3.0	.89
<b>Audio materials</b>	3.8	.94	2.6	.95
<b>Projector</b>	4.0	.94	3.6	.60
<b>Bulletin boards</b>	3.3	1.1	2.3	1.2
<b>Smart / Interactive Board</b>	3.4	1.1	2.0	1.1
<b>Courseware programs</b>	2.4	1.2	1.0	1.1
<b>Internet based materials</b>	3.5	1.1	3.0	.70
<b>Total Means</b>	<b>3.6</b>	<b>1.0</b>	<b>2.7</b>	<b>0.9</b>

In the second section using 36 Likert scale items on competence in instructional materials, the mean scores indicated that the pre-service teachers are quite competent in instructional materials as the mean score of pre-service teacher survey is 3.9, and that of the teacher educator is 4.00, both of which are positive responses.

When the scores for depth levels of competences were studied closely, it was seen that regarding material related knowledge both teacher educators ( $M= 4.00$ ) and pre-service teachers ( $M= 3.9$ ) have quite high mean scores. Related to use, pre-

service teachers indicated that they agree with the statements regarding their competent in these items with a mean score of 3.8, which is close to agreement level. However, their educators had a lower score ( $M= 3.3$ ), which is closer to uncertain level. This shows that while pre-service teachers seem to believe that they have the expected competences, teacher educators are hesitant about their students' competence in this area. About materials selection, both groups have similar positive mean scores with teacher educators having slightly higher scores than that of pre-service teachers ( $M= 4.0$ ,  $M= 3.9$ ). In a similar way, teacher educators ( $M= 4.1$ ) and pre-service teachers ( $M= 4.0$ ) have quite high mean scores indicating they agree that pre-service teachers are competent in the areas given in items. Evaluation is among the highest rated depth levels with a mean score of 4.0 among teacher educators and 3.9 with teacher candidates. As for material design, both participant groups gave positive responses while teacher educators ( $M= 3.6$ ) have lower mean scores than pre-service teachers ( $M= 3.9$ ).

Table 4.15

*Mean Scores and Standard Deviations of Teacher Educators' and Pre-service Teachers' Responses across Depth Levels in Closed Survey Section 2.*

Depth Level	Pre-service teachers ( $n=57$ )		Teacher educators ( $n=3$ )	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
<b>Knowledge</b>	3.9	.21	4.0	.34
<b>Use</b>	3.8	.45	3.3	.68
<b>Selection</b>	3.9	.50	4.0	.45
<b>Design</b>	3.9	.32	3.6	.66
<b>Adaptation</b>	4.0	.64	4,1	.80
<b>Evaluation</b>	3.9	.23	4.0	.55

As regards context/category of the competences, results in Table 4.16 suggests that teacher educators' mean scores for appropriacy of materials to learners ( $M= 4.0$ ) and purpose of material use ( $M= 4.0$ ) are higher than those of the others and the lowest mean score among the competence categories is with the interestedness ( $M=3.3$ ) and variety ( $M= 3.3$ ). Different from them, pre-service teachers have quite

high mean scores for interestedness ( $M= 4.1$ ) and variety ( $M= 4.0$ ), while they have the lowest score for purpose of material use ( $M= 3.7$ ) and appropriacy to context ( $M= 3.8$ ) and to the learners ( $M= 3.9$ ), yet very close to agreement level.

Table 4.16

*Mean Scores and Standard Deviations of Teacher Educators' and Pre-service Teachers' Responses across Competence Categories in Closed Survey Section 2.*

Competence Categories	Pre-service teachers ( $n=57$ )		Teacher educators ( $n=3$ )	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
<b>Integratedness</b>	4.1	1.1	3.3	.23
<b>Appropriacy/contextualization of materials to learners</b>	3.9	.90	4.0	.40
<b>Appropriacy/contextualization of materials to teaching/learning context</b>	3.8	.65	3.7	.45
<b>Material types and features</b>	4.0	.98	3.8	.61
<b>Variety</b>	4.2	.90	3.3	.50
<b>Electronics and digital materials</b>	4.0	.41	3.8	.43
<b>Purpose of material use</b>	3.7	.76	4.0	.67

#### 4.2.6 Content Analysis of Open Ended Questions

The third part, part C, in the pre-service teacher questionnaire included two open ended questions in order to investigate which areas of instructional materials component of the program are found to be sufficient and need improvements by pre-service teachers. Analyzing the data, the researcher presented their responses with frequencies in table 4.17.

Table 4.17 indicates that regarding the areas that participants found sufficient, it is possible to claim that 15 pre-service teachers found materials adaptation sufficient. 6 of the participants mentioned that the program was sufficient in teaching them adaptation techniques ( $n= 6$ ). 3 of them mentioned they the program is good at teaching them to adapt a unit or a course book. Some others stated the program was successful in terms of teaching them how to adapt materils to different learners (ages, needs, learning styles etc) ( $n =2$ ). Yet another found the program effective in

teaching them how to adapt authentic texts to students' level, adapt materials to the context of the class or school.

Material evaluation component of the program was found to be sufficient by seven of the pre-service teachers. All of these respondents explained that the program was effective in teaching them how to evaluate EFL materials using some techniques like first glance and in depth evaluation. Three pre-service teachers mentioned teaching how to use criteria for course book selection and how to select materials according to the level of students ( $n=2$ ) were the strong points of the program.

Four of the respondents to the open-ended questions stated that they found material development content sufficient. The points found to be sufficient related to material development are teaching them material development techniques ( $n=1$ ), developing materials for the students (e.g., their level, age, needs, background, interests etc.) ( $n=1$ ), developing course book ( $n=1$ ), designing materials for different language skills ( $n=1$ ). Finally, the course was considered sufficient by 3 participants in terms of the material use education it provided. 2 of the pre-service teachers stated that the program was successful as they learned how to teach without technology by using everyday materials for teaching purposes and 1 participant mentioned teaching how to use real objects and authentic materials as a strong point of the course.

Table 4.17

*Responses Given by Pre-service Teachers to the Open Item 1.*

<b>Instructional materials component of the program is sufficient in the following areas</b>	<i>f</i>
<b>Material Adaptation</b>	15
Adapting a unit or a course book	3
Adapting to different learners (ages, needs, learning styles etc)	2
Adaptation techniques	6
Adapting authentic texts to students' level	3
Adapting materials to the context of the class or school	1
<b>Materials Development</b>	4
Material development techniques	1

Table 4.17 (Continued)

Develop materials for the students (their level, age, needs, background, interests etc.)	1
Course book development	1
Design materials for different language skills	1
<b>Material Use</b>	3
Using real objects and authentic materials	1
Teaching without technology/Using everyday materials for teaching	2
<b>Evaluation</b>	7
Evaluating materials (first glance and in depth evaluation)	7
<b>Selection</b>	5
Using criteria for course book selection	3
Materials selection according to the level of students	2

The responses given to the second open-ended item are varied (See Table 4.18 below). There were comments regarding the course design and course components. For example, nine pre-service teachers stated that there should be more time for the course and explained that there is a need for a second materials course in the program. Some others claimed that there should be more realistic settings such as using materials or adapting materials for real students ( $n = 6$ ) not for their classmates. Four pre-service teachers criticized the timing of the course by saying that it is too late as it is in the last year on the 7<sup>th</sup> term of the program. Five participants emphasized the need for more hands on activities while adapting, designing or using materials.

Regarding the content of the course, three teacher candidates stated that there should be different material types. They added that there was too much focus on course books but very little focus on other types of materials. Some of responses are about the adaptation component. For example, some pre-service teachers stated that there was not enough practise for adaptation and development within the course ( $n=5$ ). Similarly, some others wanted to be taught more on how to adapt materials for mixed ability groups ( $n=2$ ). Regarding material use, while some teacher candidates would like to see more emphasis on dogme-teaching without course books/technology ( $n= 2$ ), some others desire to learn using internet based materials or technology related materials ( $n=3$ ). A group of learners stated that syllabus types

and more curriculum related material practise should be included in the course content ( $n= 2$ ). One of the pre-service teachers did not find the course books evaluated in class as appropriate and would like to see new, contemporary ones. Another participant mentioned that they should have learned designing materials for students with disabilities and learning difficulties while some others stated that designing materials for different learning styles and multiple intelligences should be taught in detail. The need for more focus on material design within the course was shared by seven participants. The other expectations regarding the design component of the program are designing more materials for different language areas such as grammar and vocabulary ( $n=5$ ) and designing more creative and innovative materials to teach English ( $n=2$ ). Finally, two participants wanted to gain more awareness of Turkish school context not private schools in the program.

Table 4.18

*Responses Given by Pre-service Teachers to the Open Item 2.*

<b>Instructional materials component of the program needs the following improvements</b>	<i>f</i>
<b>Course Design</b>	24
More time for the course or need for a second materials course	9
More realistic settings (e.g., with real students)	6
More hands on activities	5
Too late (in the 7 <sup>th</sup> term)	4
<b>Course Content</b>	37
More focus on material design	7
Not enough practise for adaptation and development	5
Designing more materials for different language areas	5
Different material types (too much focus on coursebooks not on other types of materials)	3
Using internet based materials, technology related materials	3
Designing more creative and innovative materials to teach English	2
More awareness of Turkish school context not private schools	2
Adapting materials for mixed ability groups	2
Need more emphasis on dogme-teaching without course books/technology	2
Syllabus types and more curriculum related material practise	2
Designing materials for different learning styles and multiple intelligences	2

Table 4.18 (Continued)

Evaluating not old, boring course books but contemporary ones	1
Designing materials for students with disabilities/learning difficulties	1

To sum up, through open-ended questions in the pre-service teacher questionnaire, the researcher had the chance to further explore how pre-service teachers and teacher educators evaluate the areas of the instructional materials component of the program that are found sufficient and need improvements by the teacher candidates. The findings of this part are used with the other analyses conducted in Phase II to make an overall evaluation of the external alignment of the course to the explicit standards and policy in the following part.

#### **4.2.7 Comparing Results of Alignment Analysis, Closed Surveys and Open Ended Questions**

In order to make a sound decision about the alignment of the program to the external documents, the researcher combined various results such as the proportional values of the competence categories and levels, their frequencies given in the descriptive table and the mean scores of the closed surveys. After making the alignment decision, the researcher referred to the discrepancy table to find which competence level led to the misalignment. In order to make the alignment decision more reader friendly, the researcher formed tables showing the frequencies and the PV (Proportional Values) of the competence categories and depth levels that was used previously on the alignment matrix. (See Tables 4.19 and 4.20).

To begin with, when the proportional values, the descriptive table and the results of closed surveys were compared, it was seen that on the category “appropriacy to teaching learning context” teacher education documents seem to have alignment to external standards and policy as teacher education program put more emphasis (PV= 0.3, 25.2%) on that content than the external documents (PV= 0.1, 11.3 %). As teacher education includes more content on this competence, it is regarded as an area of alignment. The results of descriptive statistics and alignment

analysis is congruent with the survey results as both pre-service teachers' ( $M=3.8$ ) and their educators' ( $M= 3.7$ ) mean scores for the relevant section are close to agreement level. As a result, it is deduced that teacher education curriculum is aligned to the external standards as regards "appropriacy of materials to the teaching learning context".

About "material types and features" there is again an alignment between data sets as teacher education program has more objectives and content ( $PV= 0.2$ , %18.1) than those in the external documents ( $PV= 0.1$ ) with 13.5 % emphasis in the total codes. Similarly, both participant groups stated their agreement with mean scores above 3.50. Thus, in terms of "materials types and features" competence, the teacher education curriculum is aligned to the external standards and policy.

Regarding "purpose of material use", documents seem to cohere as teacher education curriculum has 0.3 proportional value for this competence area (26%), which is more than that of the external documents ( $PV=0.2$ , 19.5%). It is congruent with the survey results as both teacher educators ( $M= 4.0$ ) and pre-service teachers' ( $M=3.7$ ) indicated their agreement regarding this competence. Therefore, it was concluded that the teacher education curriculum aligns with the external documents as regards "purpose of material use".

In terms of "appropriacy to learners", discrepancy analysis suggested a weak alignment as there is slightly more emphasis in the external documents ( $PV=0.3$ ) than the one in the curricular documents ( $PV=0.2$ ). However, descriptive table suggests that the competence area is represented with quite similar percentages in teacher education curriculum (23.6%) and external documents (26.3%). When survey results were examined, it was seen that both teacher candidates ( $M= 3.9$ ) and teacher educators ( $M= 4.0$ ) seem to agree that students have acquired these competences. With this regard, although proportional value of the related codes in external documents are slightly higher than that of the teacher education curriculum, it is considered aligned to the external standards and policy in terms of "appropriacy/contextualization to learners" as descriptive table and survey results suggested so.

“Integratedness” in the discrepancy analysis is an area of misalignment as external documents have more emphasis (PV=0.1) than the teacher education curriculum (PV=0). In the surveys, teachers seem to be uncertain about their students competence in this category ( $M= 3.3$ ) while pre-service students have higher scores than teacher educators, which means that students ( $M= 4.1$ ) find themselves competent in this area. Although pre-service teachers feel competent in this competence area, considering the teacher educator survey results and discrepancy analysis, teacher education curriculum is regarded as misaligned to the external standards and documents in terms of “integratedness”. When the discrepancy table was analysed, it was seen that the misalignment is only at the “design” level. Standards and policy documents have more content at this level.

About “variety” there seems to be a misalignment between data sets as external documents have more content (PV=0.1) by setting % 12.8 of their total competences on this competence category than the curricular documents of the teacher education program (PV=0) with only % 3.1 of the competences formulized on this category. However, the results of the pre-service teacher survey are different from what proportional values and descriptive statistics suggest. While the misalignment is supported by teacher educator survey as the mean score is below agreement level ( $M= 3.3$ ), pre-service teachers have quite a high mean score on this content ( $M= 4.2$ ). It is interesting that although there are far fewer objectives and content regarding this competence in the teacher education curriculum, pre-service teachers still feel quite competent in this content. To conclude, considering proportional values, descriptive statistics and teacher educator survey, the competence content “variety” is decided to be a point of misalignment between the teacher education curriculum and the external documents, and further investigation of the discrepancy table suggested that higher emphasis in the external documents at “use” level contributed to the misalignment on this competence area.

As regards “electronics and digital materials”, teacher education curriculum (PV= 0) mismatches with the external standards and policy (PV= 0.1) because 11.3 % of the codes in the standards and policy documents are related to this competence

while in the teacher education curriculum it is only 2.4 %. Yet, in the closed surveys the pre-service teachers ( $M= 4.00$ ) agreed that they have acquired this competence attending the lesson whereas teacher educators have responses slightly above uncertainty level ( $M= 3.8$ ). Looking at very limited percentage of content and objectives on this competence, it was deduced that pre-service teachers might have acquired the competence through a different way, which was discussed in the following section. Consequently, considering the proportional values and descriptive table, the teacher education curriculum is considered not to be aligned to the external documents in terms of “electronics and digital materials”. However, the discrepancy analysis suggested that the competences on this area are equally distributed across depth levels.

Table 4.19

*Frequencies and Proportional Values of Codes in External Documents and Teacher Education Curriculum Regarding Competence Categories*

Competence Categories	External documents		Teacher education curriculum	
	<i>f</i>	PV	<i>F</i>	PV
Integratedness	7	.1	2	0
Appropriacy to learners	35	.3	30	.2
Appropriacy to context	15	.1	32	.3
Material type and features	18	.1	23	.2
Variety	17	.1	4	0
Electronics and digital materials	15	.1	3	0
Purpose of material use	26	.2	33	.3

*f*: Frequency of codes, PV: Proportional value of codes. Dark shading represents misalignment

When it comes to the depth levels, in terms of competence at “knowledge” level teacher education curriculum is aligned to the external documents as both have a proportional value of 0.1. Descriptive table shows that 9.8 % of the external documents and 9.4 % of the teacher education curriculum are at this level. Similarly, teacher educators ( $M=4.0$ ) and pre-service teachers ( $M=3.9$ ) believe that teacher candidates are competent at knowledge level. As a result, at “knowledge” level, teacher education curriculum is aligned to the standards and policy.

About the competences set at “selection” level there is again a match between the documents as teacher education curriculum (PV= 0.2) has more content at this level than the external documents (PV= 0.1). Teacher education documents has more codes (18.1%) than standards and policy documents (14.3%) at this level. In a similar way, teacher educators ( $M= 4.00$ ) and pre-service teachers ( $M= 3.9$ ) think that teacher candidates are competent in material selection with quite high scores. The analysis of the open ended questions suggested that quite a high number of teacher candidates found the selection component of the program quite satisfactors. Thus, it can be said that there is congruence between the teacher education curriculum and external standards as regards the competences at “selection” level.

Regarding competences at “use” level, external documents (PV= 0.3) put far more emphasis than the teacher education curriculum (PV= 0), which suggests a point of misalignment. Descriptive table supports this as the 30.1 % of the total codes in the standards and policy documents are at this level while only 2.4% of the codes in the teacher education curriculum are set at “use” level. When we refer to the closed survey results, teacher educators’ mean score supports this result ( $M=3.3$ ) as it is below agreement level while that of the pre-service teachers’ contradicts as their mean score is 3.8, which is close to agreement level. In the first section of the survey, in which there is a competence scale for a list of instructional materials, similarly, teacher educators’ mean score ( $M= 2.70$ ) is far lower than that of the pre-service teachers ( $M=3.6$ ). In addition, in the open-ended questions, although three students claimed finding this component sufficient, other two students stated that the program needs improvement as regards material use. As a result, descriptive statistics, discrepancy analysis and results of teacher educator survey suggest a poor alignment of the teacher education curriculum with the external standards and policy related to material competence at “use” level.

Competence at “evaluation” level is a point of alignment between the teacher education program (PV= 0.3) and the external documents (PV= 0.1) as the former includes far more objectives and content (32.3%) than the latter (8.3%). This complies with the survey results as both teacher educators ( $M=4.0$ ), and pre-service

teachers ( $M= 3.9$ ) reported their agreement with the items. In open ended part of the survey some students ( $n=7$ ) mentioned evaluation as a sufficient area of the program. As a conclusion, the teacher education program coheres with teacher education standards and policy in terms of the material competences taught at “evaluation” level.

Regarding “adaptation” level, there is again a point of alignment between data sets as the teacher education ( $PV= 0.2$ ) has more emphasis (23.6%) at this level than the explicit documents ( $PV= 0.1$ ) with only 6% of competences set at adaptation level. Likewise, participant groups stated a clear agreement with mean scores of about 4.0 regarding this competence in closed surveys. Open ended part of the survey suggested that quite a lot of students ( $n=15$ ) found the program sufficient in teaching them materials adaptation skills so teacher education program is strongly aligned to the explicit standards and policy in terms of competences at “adaptation” level.

About “design” level, proportional values indicate that teacher education curriculum ( $PV= 0.1$ ) is not aligned to the external standards ( $PV= 0.3$ ). Descriptive table also indicates that explicit standards put more emphasis (31.6%) than the teacher education curriculum (14.2%). Teacher educators’ mean scores are slightly above the uncertainty level ( $M= 3.6$ ) while pre-service teachers have a higher agreement ( $M=3.9$ ). In the open-ended part of survey, while four students found the program sufficient in teaching them materials design skills, 11 pre-service teachers mentioned the need for design related improvements. As a result, “design” is considered as point of misalignment between the data sets.

Table 4.20

*Frequencies and Proportional Values of Codes in External Documents and Teacher Education Curriculum Regarding Depth Levels*

Depth Levels		Knowledge	Selection	Use	Adaptation	Evaluation	Design
External documents	<i>f</i>	13	19	40	8	11	42
	PV	0.1	0.1	0.3	0.1	0.1	0.1
Teacher education curriculum	<i>f</i>	12	23	3	30	41	18
	PV	0.1	0.2	0	0.2	0.3	0.1

*f*: Frequency, PV: Proportional value of codes. Dark shading shows misalignment.

To sum up, the results of the proportional values, descriptive table, survey results and discrepancy analysis indicated that teacher education curriculum includes more competences in most of the areas than the standards and policy documents. Out of seven competence areas, teacher education curriculum was aligned to the external documents in terms of four of these areas, and of the six depth levels, it is aligned at four levels. Thus, it was decided that the program is considerably aligned to the external documents. The aligned competence areas are “appropriacy/contextualization to the teaching/learning context, appropriacy/contextualization to learners, material types and features and purpose of material use”, and the aligned depth levels are “knowledge, selection, evaluation and adaptation”. However, the teacher education program is not aligned to the external standards and policy as regards “integratedness”, “variety” and “electronics and digital materials”, and the depth level “use” and “design”.

### 4.3 Phase III

In Phase III, which is separate from the first two phases, the purpose is to check how internally coherent/aligned is the EFL teacher education program in terms of instructional materials education being offered. In this Phase, the researcher analysed the alignment among the written, taught, learned and tested curricula of the

instructional materials component of the program. To achieve this specific purpose, qualitative data were collected through documentation and interviews and analysed by curriculum mapping method. Data sources for different types of curricula are given below to help readers remember data sources and follow the results part easily.

#### 4.21

##### *Data Sources for Curriculum Components*

<b>Curricula</b>	<b>Intended/written curriculum</b>	<b>Delivered/taught curriculum</b>	<b>Received/learned curriculum</b>	<b>Tested/assessed curriculum</b>
<b>Data Collection Instruments</b>	Curricular Documents	Semi-structured Interview	Focus group Interview	Curricular Documents
<b>Data Source</b>	Syllabi review of the 2015-2016 academic year (Course objectives and content in syllabus) and course readings and materials	Self-reports of teacher educators about what is taught	Self-reports of preservice teachers about what is learned	Assessment tasks/projects and exams

#### **4.3.1 Document Analysis of Written Curriculum and Formation of the Curriculum Map**

To analyze the alignment in curriculum components, initially, the content and the objectives in the written curriculum of each section were analyzed through content analysis. Syllabi, particularly course objectives and content, and course readings and materials used in all the three sections of the course were analysed and the emerging list of course content and learning outcomes were listed on a table. Table 4.22 below shows the data sources of each objective and content.

The codes were categorized under seven general themes: 1) General background knowledge for instructional materials; 2) Material Selection; 3) Material Adaptation; 4) Material Evaluation; 5) Material Design; 6) Material Use and 7) Other. Under the “background knowledge category”, some general knowledge contents were included: The role of course books, uses of course books, what the course book claim, to know the terms and concepts regarding materials and to

discuss the advantages and disadvantages of using published and teacher-made materials.

Under the theme “material selection” there were objectives and content like to learn the approaches and techniques of materials selection, to know the importance of materials, material selection according to the profile of learners and teaching context, selecting course books by deciding on checklist, specifying aims and analysing the teaching learning situation.

Another theme was “material adaptation”, which includes objectives and content like to learn the approaches and techniques of materials adaptation, to do materials adaptation considering the needs of the students, the authenticity of the material, and the language teaching methodology addressed as well as the context of adaptation.

Most of the objectives and content in the materials seemed to be related to material evaluation, so they were put under the theme “materials evaluation”. The objectives are to learn the approaches and techniques of materials evaluation, to distinguish between internal and external evaluation to assess the potential and suitability of a course book for a given context, to design a set of criteria to evaluate a course book according to the needs of the learners and the requirements of the teaching context, to evaluate a contemporary textbook according to a given learning context and learner needs, evaluating ELT Materials.

Some of the objectives on the syllabi and the content in the coursebooks focus on “material design” such as to learn the approaches and techniques of materials development, to engage in designing or developing materials for language teaching, to prepare materials in order to supplement the course books, to design lessons based on authentic materials, to have an awareness in developing materials for language teaching purpose and how to produce low cost materials (e.g. box origami, creating long lasting materials, paper puppet etc.).

Regarding “material use” there are only a few objectives and content available such as to use DOGME, which is low cost teaching items and non-technical

materials and to use realia such as films, music, flags and so on. These limited objectives were categorized under the theme “material use”.

The ones that seemed to be irrelevant to any of the category was coded under “other” category which included to question their own roles as materials users or producers, to gain a critical perspective into the operation of the global English textbook publishing sector and the hidden curricula in commercial or national textbooks and to have an awareness of ELT materials in Turkey.

Table 4.22

*Source of the Codes Appearing in Written Curriculum*

<b>Objectives from syllabi</b>	<b>Content from course materials</b>
<b>General</b>	<b>General</b>
<p>To know the terms and concepts regarding materials</p> <p>To have an awareness of curriculum, syllabus types and needs analysis</p> <p>To comprehend the role of materials within the curriculum design for language teaching</p> <p>To have an awareness of advantages and disadvantages of using course book and teacher roles</p> <p>To discuss the advantages and disadvantages of using published and teacher-made materials</p>	<p>What we mean by materials?</p> <p>The role of course books</p> <p>Current Approaches to materials uses of course books</p> <p>Course books and their advantages disadvantages</p> <p>What the course book claim</p> <p>Communicative course books: Course book language and real life language use</p> <p>The language content: Language form and language use</p> <p>Syllabus types</p> <p>Overview of Curriculum Components: Needs analysis, goals and objectives etc.</p> <p>Teacher’s relationship with learners and materials</p> <p>The course book package: the make- up of the course book package, the organization of course books</p> <p><u>Language skills</u>: Reading skills, Listening Skills, Speaking skills, Writing skills, Teaching pronunciation</p> <p>Types of activities to promote listening/reading/writing /speaking skills</p> <p>Integrated skills</p> <p>Feedback to learners</p> <p>EAP materials</p> <p>Task based materials</p> <p>Oral presentations</p> <p>Project work</p> <p>ESP materials: characteristics of ESP materials</p>

Table 4.22 (Continued)

<b>Selection</b>	<b>Selection</b>
<p>To learn the approaches and techniques of materials selection</p> <p>To know the importance of materials selection according to the profile of the learners and the teaching context</p> <p>To decide on the criteria and choose a course book</p>	<p>Selecting course books: deciding on checklist                      Selecting the best available course book                      Selecting a course book from course book analysis to first glance evaluation: context analysis, learner analysis, textbook analysis                      Methods of evaluation and analysis                      Criteria evaluation</p> <p>Choosing a Course book: Close evaluation</p> <p>Determining general and specific criteria/checklist</p>
<b>Use</b>	<b>Use</b>
<p>To use low cost teaching items (everyday materials as teaching tools)</p>	<p>Low cost teaching items (scissors, timer, dice etc.)                      Realia (films, music, flags etc.)</p>
<b>Adaptation</b>	<b>Adaptation</b>
<p>To have an awareness in adapting materials for language teaching purposes</p> <p>To know materials adaptation and supplementation</p> <p>To learn the approaches and techniques of materials adaptation</p> <p>To identify different techniques of adaptation through analysing course book lesson plans and teacher lesson plans.</p> <p>To engage in materials adaptation for language teaching</p> <p>(considering the needs of the students, the authenticity of the material, and the language teaching methodology addressed)</p>	<p>The context of adaptation                      Reasons for adapting                      Principles and procedures: adding, deleting or omitting, modifying, restructuring, simplifying, reordering                      A framework for adaptation                      Adapting published materials: Why adapt course books? When to adapt course books?                      Supplementing and replacing materials                      Some examples and adapting materials                      Adapting outdated course books</p>
<b>Evaluation</b>	<b>Evaluation</b>
<p>To be familiar with the approaches, techniques and frameworks of criteria of materials evaluation</p> <p>To have an awareness in analysing materials for language teaching purposes</p> <p>To distinguish between internal and external evaluation to assess the suitability of a course book for a given context</p>	<p>Evaluating ELT Materials                      The context of evaluation                      The external evaluation                      The internal evaluation                      The overall evaluation</p> <p>Types of material evaluation                      Purposes of materials evaluation                      Evaluating for potential and evaluating for suitability                      Guidelines for evaluation</p>

Table 4.22 (Continued)

<p>To design a set of criteria to evaluate a course book according to the needs of the learners and the requirements of the teaching context</p> <p>To evaluate a contemporary textbook according to a given learning context and learner needs</p> <p>To evaluate the effectiveness of the</p> <p>To evaluate the effectiveness of the activities, tasks, exercises in a course book according to the language elements (grammar, vocabulary, pronunciation) emphasized and language skills (listening, speaking, reading, writing) addressed</p> <p>To evaluate the worksheets prepared by their peers in terms of content, organization, language and student needs.</p>	<p>Approaches to evaluation</p> <p>Evaluating the grammar content</p> <p>Group evolution</p> <p>Making the final decision</p> <p>Needs Analysis</p>
<p><b>Design</b></p>	<p><b>Design</b></p>
<p>To know the principles of effective materials development</p> <p>To engage in designing or developing materials for language teaching</p> <p>To learn the approaches and techniques of materials development</p> <p>To have an awareness in developing materials for language teaching purposes</p> <p>To develop materials within a critical framework</p> <p>To prepare materials in order to supplement the course books</p> <p>To design lessons based on authentic materials</p>	<p>How to produce materials: box origami, creating long lasting materials, paper puppet etc.</p> <p>Principles and procedures of effective material development</p> <p>A Model for EFL Materials Development within the Framework of Critical Pedagogy (CP)</p>
<p><b>Other</b></p>	<p><b>Other</b></p>
<p>To engage teacher candidates in questioning their own roles as materials users or producers</p> <p>To be ready for practise teaching</p> <p>To familiarize students with the language teaching materials used in the Turkish context</p> <p>To gain a critical perspective into the operation of the global English textbook publishing sector and the hidden curricula in commercial or national textbooks</p> <p>To have an awareness of EFL Materials in Turkey</p>	<p>The global course book in teaching English critical perspectives on EFL materials</p> <p>Age, Gender and Social Class In ELT Course books: A Critical Perspective</p> <p>Topics of reading passages in ELT course books: what do our students really read?</p> <p>Cultural Perspectives of Turkish ELT Course books: Do Standardized Teaching Texts Incorporate Intercultural Features?</p> <p>How are ELT materials chosen in high schools? Some suggestions</p>

These objectives and content were combined and listed vertically on the left of the curriculum map (Table 4.23) leaving the overlapping points and content. They were put on the right column vertically representing the written/intended curriculum of the course. The other components of the curriculum, namely, taught, learned and tested curricula were listed horizontally on the top of the map.

#### **4.3.2 Document Analysis of Assessment Tasks for Tested Curriculum**

To get data for the tested curriculum, the assessment part of the syllabi was studied closely and the assessment tasks, projects and exam documents used in three sections of the course were collected. They were analysed by dividing the tasks into steps and each step was coded to depict the necessary knowledge and skills and then categoried according to the themes emerged in the analysis of written curriculum. When the reviewers had difficulty in understanding what kind of a competence was required in the certain task, the course instructor was consulted to before the coding was finalized.

In the following part, the skills and knowledge assessed through these tasks were given under the relevant dimension (e.g., Evaluation, Selection, Use etc.). Letters and numbers were used to spot their location on the map. The letters used in the following paragraphs represent the capital letter of the relevant competence on the map like “S” for “Selection”, “E” for “Evaluation” and “A” for “Adaptation”. The number near that letter represents the number of the relevant objective or content. For example, “S1” refers to the first objective at Selection dimension.

##### *Tasks Related to Evaluation*

In an in-class assesment task used in one of the sections, pre-service teachers were required to evaluate a course book in small groups using the checklists provided in the main course material (E2) and to write a reflection paper explaining their evaluation experience in class. As for that task, students needed to decide on the

checklist to use, they used some kind of criteria for their evaluation and followed the guidelines for their course book evaluation (E3). The relevant objectives and content on the curriculum map were marked with an X to indicate their presence in the tested curriculum.

Another assessment task used in class was evaluating a given task to see if it is appropriate to the aims provided and learners' profile (E3). Similarly in another section, textbook analysis was used as an in-class assessment task. Students were expected to analyse a course book for ESP and evaluate if it matches with the student needs and course objectives (E3). To do such a task, they would practise the approaches and techniques of materials evaluation, (E1), use the skills necessary for evaluating course books and language teaching materials in a textbook (E3), apply both internal and external evaluation to assess the potential and suitability of a course book for a given context (E1), design a set of criteria to evaluate a course book according to the needs of the learners and the requirements of the teaching context (E2). As a consequence, they would evaluate a contemporary textbook (ELT material) according to a given learning context and learner needs and the teaching purpose using a checklist.

In another section, as an in-class task, students were asked to evaluate course books. The teacher educators assigned them different course books which she asked them to evaluate using one of the checklists in the course material in groups (E2). In such a hands on task, participants used the approaches and techniques of materials evaluation that were taught to them (E1), used the skills necessary for evaluating course books and language teaching materials that they acquired during the course, applied internal and external evaluation to assess the potential and suitability of a course book for the given context, evaluated a textbook according to a given learning context and learner needs. (E3) Finally, they had to design a set of criteria to evaluate the course book according to the needs of the learners and the requirements of the teaching context to evaluate an ELT material.

### *Tasks Related to Adaptation*

As a take home exam pre-service teachers were asked to evaluate a course book and adapt at least 3 activities in the book and write a report afterwards. To do the task students needed to activate what they had learned regarding approaches and techniques of material adaptation (A1), do the adaptation considering the needs of students as they were given a specific grade and age (A2). They practised adapting materials for language teaching purposes. In the report, they needed to write about their reasons for adaptation (A2).

In another section, there was a take home exam on textbook adaptation. The task required students to select one unit in a course book and adapt or supplement it to see how it would work in practice. Students applied their adaptation in class with their friends doing a demo lesson, and they were expected to reflect on the adaptation by elaborating on if it was really necessary, if it worked in practice and so on. To do the task, they revised the approaches and techniques of materials adaptation (A1) so that they could use an appropriate one for their context. They had to do materials adaptation considering the needs of the students, and the language teaching methodology addressed (A2). They needed to consider the context of adaptation and do the adaptation accordingly. In this process, they activated their awareness in adapting materials for language teaching purposes so adapted materials when necessary and they justified their reasons for adaptation in class while making a presentation of their adaptation.

In another section, the final exam was given as take-home. The take-home exam required pre-service teachers to adapt a part or a unit in a course book using the techniques taught in class (A1) and justify their choice of adaptation (A2). In doing the task, students used the the approaches and techniques of materials adaptation that were taught to them in class. They were supposed to do materials adaptation considering the needs of the students, context of adaptation (A2) but not necessarily the authenticity of the material or the language teaching methodology addressed. As

a result, for such a task, students actively applied their awareness in adapting materials for language teaching purposes and give sound reasons for their adaptation while presenting it in class.

#### *Tasks Related to Selection*

As an in-class task students were given a specific profile of the learners and the teaching context and they were asked to decide on the checklist that they would use while choosing a course book for that group. After exchanging ideas in class, they were asked to justify their choice in detail in a reflection paper (S2).

#### *Tasks Related to Design*

In the final exam, pre-service teachers were asked to evaluate, adapt or redesign the activities given and write objectives for the activities they created. In this task, students were expected to be knowledgeable about material development approaches and techniques, (D1) engage in designing materials for language teaching purposes (D5), to prepare materials to supplement the course book (D4) because they were expected to evaluate the available materials determine the areas that need to be supplemented and then design the new materials accordingly. In this way, they probably had to use their awareness in developing materials for language teaching purposes (D2).

In another section, as a course project, students were given a task on needs and situation analysis. By conducting a needs and situation analysis through interviews with target group of students and teachers, they were expected to develop an alternative course book for ESP. Within the book, they were expected to develop an integrated skills (reading and writing) unit in line with the needs and interests of the students together with course objectives. For the course project, they needed to engage in designing or developing materials for language teaching for ESP learners (D5) so they had to use their knowledge about the characteristics of ESP materials (G1), to design lessons based on authentic materials (D3) as teacher educator encouraged them to find authentic listening and reading texts to be used in the book. During the development process, they would use their awareness in

developing materials for language teaching purposes (D2) that they had developed in the course. They needed to remember and apply principles and procedures of effective material development (D2) especially through active use of needs analysis (G2).

In another section, there was a material development assignment as take-home. Pre-service teachers were asked to design materials using two raw materials to be used in their classes. It can be the story poem, Little Red Riding Hood and the Wolf, and the novel excerpt, Life of Pi. In such a task, they would be able to apply the approaches and techniques of materials development (D1), engage in designing materials for language teaching (D5), and design lessons based on authentic materials (D3). They would also had the chance to use their awareness in developing materials for language teaching purposes that they had gained in the course besides applying the principles and procedures of effective material development (D2)

#### *Tasks Related to Use*

In one of the sections, pre-service teachers were expected to do presentations on DOGME approach. They were asked to choose a low cost teaching item, which can be an everyday object like scissors, timer or dice, and use it to teach English in micro teaching sessions (U1).

#### *Other Tasks*

In one of the sections, teacher candidates were asked to reflect on what they had learned about critical pedagogy. The teacher educators wanted them to write a critical reflection paper on the arguments for and against course books (G3). For this reflection, they needed to read an article which introduces some principles of ELT material development from a critical perspective and afterwards write reflections on critical pedagogy. In this task they needed to activate their critical perspective (O1) into operation of global course books, English textbook publishing sector and hidden curricula in commercial and national text books and question their own roles as material users and producers (O2).

Another assessment task given in the same section was writing a critical reflection paper about the DOGME approach in ELT (O2) focusing on both strengths and weaknesses. Doing this assignment, pre-service teachers needed to question their own roles as material producers and users.

To sum up, the assessment tasks were analysed by dividing them into minor steps and labelling the competence level each one required. After this analysis process, the detected levels were transferred to the relevant columns on the curriculum map.

### **4.3.3 Content Analysis of Teacher Educator Interview for Taught Curriculum**

The transcription of teacher educator interview were analysed through content analysis by the reviewers and the emerging codes are categorized under three main themes: what is taught in the course, how it is taught, problems encountered during implementation. However, for the purpose of describing the taught curriculum, only the relevant codes were used. The codes were listed on a code table to depict the taught curriculum and the emerging competences were transferred (if present on the map) onto the map by marking the relevant column intersecting with the row “taught curriculum” with an X. To make it clear for the readers, how each sentence is coded is explained below with the help of numbers and letters just like in the previous part. Teachers’ responses were categorized across the competence depth levels and given in the relevant category.

#### *Evaluation*

Teacher educators stated that during this one semester course they focused on material evaluation a lot and they aimed to teach how to evaluate course books and the tasks, exercises, skills teaching in coursebooks considering learners (E3), the approaches and techniques used for evaluation (E1), using ready-made criteria or design their own criteria for coursebook evaluation (E2).

### *Design*

TEA and TEB explained that material design is a bit beyond students' level and a bit unrealistic because that is the only materials course in the program so in a single semester it will be a bit difficult to move to design dimension. However, TEC stated that she wanted to teach students the approaches and techniques of material development (D1), and how to redesign activities and exercises in a coursebook, design materials for specific objectives (D5), write tasks for a reading text available (D4), design tasks using authentic materials, using literature, songs as EFL materials (D3), do needs analysis (G2) and design a coursebook unit to meet the need (D5) develop additional/supplementary materials (D4), design a unit for language learners (D2).

### *Adaptation*

Throughout the course, teacher educators claimed that they tried to improve teacher candidates' material adaptation skills with respect to adapting tasks, activities etc. in the course book to the learners (A2), adapting the materials to make most out of it, making minor or major adaptations to the situation (A2), using material adaptation techniques effectively (A1), adapting materials to the objectives (A2).

### *Selection*

Regarding material selection, they told that students were taught to choose materials appropriate for the objectives and learners (S2) by using various selection methods and checklists (S1) in the course.

### *General Knowledge about Instructional Materials*

In order to have pre-service teachers develop the necessary skills teachers provided some background information that would facilitate students' materials related learning. For example, course instructors aimed to have students understand the role of materials in curriculum (G1), know the role of materials within the curriculum design for language teaching and syllabus types (G2), be aware of advantages and disadvantages of using course book (G3)

### *Use*

One of the instructors mentioned that they also taught students to use everyday materials for teaching or in other words, teaching without coursebooks and technology) (U1)

### *Others*

One of the teacher educators stated that she wanted to teach critical pedagogy and enable students to think critically especially about LGBT, celebrity, women rights, sexist discrimination issues in coursebooks (O1). The teacher educators (TEA and TEB) further explained that she wanted to raise awareness about the coursebooks in Turkish context (O4). Another instructor (TEB) claimed that he wanted to develop practical skills regarding instructional materials that would be helpful for their future careers (O2).

After analysing the interviews, the emerging competences were represented under the taught curriculum on the map.

#### **4.3.4 Content Analysis of Pre-service Teacher Focus Group Interview for Learned Curriculum**

The transcription of pre-service teacher interview were analysed through content analysis by the reviewers and the emerging codes were categorized under 7 main themes: selection, use, adaptation, design, evaluation, general knowledge, and other. The codes were listed on a code table to depict the learned curriculum and the emerging “learned” competences were transferred onto the map (if present on the map) by marking the relevant column intersecting with the row “learned curriculum” with an X. To make it clear for the readers, how each sentence is coded is explained below with the help of numbers and letters.

### *Evaluation*

Pre-service teachers explained that they learned evaluating the language and skills teaching in a course book (E3), deciding on the checklist to use for evaluation

(E2), internal and external course book evaluation (E1), evaluating course books in terms of communicativeness, discourse and language etc. (E3), evaluating materials considering learner needs, teacher needs and curriculum objectives (E3). The points that were stated to be learned are having a critical view of the activities/ tasks in course books, evaluating course books using specific criteria (E2), for example, evaluating the sequence of activities in a course book, evaluating the purpose of an activity in a course book, evaluating if an activity to see if it is communicative or if it is appropriate to the syllabus type, and evaluating a course book in a practical way without reading the whole book (E1) within the course.

### *Adaptation*

They further stated that they learned adaptation techniques (A1), adapting course books using the criteria on the checklists, adapting course books to the needs of learners, adaptation ways (e.g., adding, deleting etc.) (A2), adapting authentic materials and adapting a unit in a course book (A1, A2).

### *Selection*

Transcriptions of focus group interviews with pre-service teachers suggest that they gained the skill of choosing course books (S2), creating and using checklists for material selection (S2).

### *Design*

In the analysis of focus group interviews, it emerged that teacher candidates in focus group 3 designed a course book unit (D5), but in focus group 1 and 2 they said that not much was learned regarding materials design.

### *Use*

In one of the focus groups (group 3), students stated that they learned Dogme approach to language teaching. They further explained that they learned how to use everyday materials for teaching (U1).

### *Others*

Student in focus group 3 said that they were introduced to different points of views regarding EFL materials (critical views) (O1), encouraged thinking critically about the course books (e.g. choice of topics and people) (O1), seeing the big picture: materials in curriculum (focus group 2) (G2).

After analysing the pre-service teacher interviews and transferring the codes onto the learned curriculum column on the map, the curriculum map was completed and ready to be interpreted. In the following part, the researcher analyses what the map exhibits.

#### **4.3.5 Analysis of the Curriculum Map**

The Table 4.23 provides the curriculum map wherein intended outcomes and content in the teacher education curriculum are identified and listed vertically on the left and components of the curriculum (taught, learned and tested curricula) are listed horizontally on the top of the table. The Xs on the map indicate whether an outcome is evident in a particular curriculum component.

The curriculum map in Table 4.23 depicts the relations among the written, taught, learned and tested curricula of the Materials Adaptation and Development course. Regarding the objectives set on adaptation and evaluation dimensions, there seems to be a close connection among all curriculum types. As regards other dimensions, it is possible to say that some of the objectives in the written curriculum have a poor effect on the other curriculum types. In the following paragraphs, the aligned and misaligned objectives under each dimension are explained in detail.

To begin with, regarding “material selection” there is a competence (S1) and content that were written in official course documents, taught by the teachers and learned by students, and assessed to measure if students’ achieved these objectives or not. This competence objective is: to know the importance of materials selection according to the profile of the learners and the teaching context and to select course books by using a checklist and specifying aims and analysing the teaching/learning

situation. The objective to learn the approaches and techniques of materials selection (S1) was stated as a course objective and taught by the instructor but not learned or tested.

In terms of “adaptation”, all components of the curriculum seem to match with each other. Both of the objectives stated in the written curriculum (A1) (i.e., to learn the approaches and techniques of materials adaptation, (A2) to have an awareness in adapting materials for language teaching purposes, to do materials adaptation considering the needs of the students, the authenticity of the material, and the language teaching methodology addressed) were taught and tested through exams by the teachers and learned by the teacher candidates as well.

“Evaluation” is another competence area that all curriculum components cohere with each other. Objectives in the written curriculum regarding the approaches and techniques of materials evaluation (E1), distinguishing between internal and external evaluation to assess the potential and suitability of a course book for a given context, (E2) designing a set of criteria to evaluate a course book according to the needs of the learners and the requirements of the teaching context, (E3) acquiring skills necessary for evaluating course books and language teaching materials in current textbooks and ELT materials are enacted by the teacher educators in class, received by pre-service teachers and tested through assessment instruments.

As regards “materials design” competences intended in the written curriculum, only two of the six objectives are common in taught, learned and tested curricula. These shared objectives are to have awareness in developing materials for language teaching purposes (D2) and to engage in designing or developing materials for language teaching (D5). Three of the objectives stated in the written curriculum were taught and tested by the instructors but seemed not to be learned by the pre-service teachers. These objectives are to design lessons based on authentic materials (D3) and to prepare materials in order to supplement the course books (D4). There is one more objectives in the written syllabus (D6) (i.e., to develop materials within a critical framework) is present only in written curriculum but lack in the others.

Related to the dimension “material use” (U1) the competence related to using DOGME (i.e., low cost teaching items non-technical materials) was stated in the written curriculum, taught and tested by the course instructors and also learned by the pre-service teachers. However, the other competence on this dimension, which requires teacher candidates to use realia (U2) (e.g., films, music, flags etc.) appeared only in the written curriculum but not in the others.

Under the “general knowledge” category, the objectives, to have an awareness of curriculum (G2), syllabus types and needs analysis, is the only aligned objective among all the curriculum types. The objective, to have an awareness of advantages and disadvantages of using course book and teacher roles (G4) was stated only in the written curriculum. To know the terms and concepts regarding instructional materials (G1) which was written in the intended curriculum was taught and tested by the teachers. The advantages and disadvantages of using published and teacher-made materials (G4) was only stated in the written curriculum but it did not emerge in taught, learned or tested curricula.

The objective stated in the written curriculum and coded under “other” category (i.e., to have a critical perspective into the operation of the global English textbook publishing sector and the hidden curricula in commercial or national textbooks) was taught and tested by the teachers (O1). Another objective, to question their own roles as materials users or producers appearing in the written curriculum (O2), was taught, learned and tested. However, the other two objectives, to be ready for practise teaching (O3) and to have an awareness of EFL Materials in Turkey (O4), took part only in the intended curriculum.

Table 4.23

*Curriculum Map of the Written, Taught, Learned and Tested Curriculum of the Materials Adaptation and Development Course*

	<b>Written Curriculum</b>	<b>Taught Curriculum</b>	<b>Learned Curriculum</b>	<b>Tested Curriculum</b>
	<b>Learning Outcomes Course Content:</b>			
<b>General Information</b>	<b>G1.To know the terms and concepts regarding instructional materials:</b>  What we mean by materials?What the course book claim  Communicative course books: Course book language and real life language use The language content: Language form and language use The role of course books Current Approaches to materials uses of course books <u>Language skills</u> : Reading skills, listening skills, speaking skills, writing skills, teaching pronunciation Types of activities to promote listening/reading/writing /speaking skills Feedback to learners Integrated skills EAP materials Task based materials Oral presentations Project work  ESP materials: characteristics of ESP materials  The course book package, the organization of course books	<b>X</b>		<b>X</b>
	<b>G2.</b>  Syllabus types Overview of Curriculum Components: Needs analysis, goals and objectives etc.	<b>X</b>	<b>X</b>	<b>X</b>
	<b>G3.To have an awareness of advantages and disadvantages of using course book and teacher roles</b>  Teacher's relationship with learners and materials Course books and their advantages disadvantages	<b>X</b>		<b>X</b>
	<b>G4.To discuss the advantages and disadvantages of using published and teacher-made materials</b>			

Table 4.23 (Continued)

<b>Material Selection</b>	<b>S1.To learn the approaches and techniques of materials selection</b> Methods of evaluation and analysis	<b>X</b>		
	<b>S2.To know the importance of materials selection according to the profile of the learners and the teaching context</b> Deciding on checklist Specifying aims and analysing the teaching/learning situation Selecting a course book through course book analysis and first glance evaluation: context analysis, learner analysis, textbook analysis Choosing a Course book: Close evaluation Determining general and specific criteria/checklist	<b>X</b>	<b>X</b>	<b>X</b>
<b>Material Adaptation</b>	<b>A1.To learn the approaches and techniques of materials adaptation</b> <b>To have an awareness in adapting materials for language teaching purposes</b>	<b>X</b>	<b>X</b>	<b>X</b>
	<b>A2. To do materials adaptation considering the needs of the students, the authenticity of the material, and the language teaching methodology addressed</b> The context of adaptation Reasons for adaptation	<b>X</b>	<b>X</b>	<b>X</b>

Table 4.23 (Continued)

<b>Material Evaluation</b>	<p><b>E1.To learn the approaches and techniques of materials evaluation</b></p> <p><b>To distinguish between internal and external evaluation to assess the potential and suitability of a course book for a given context</b></p> <p>Evaluating ELT Materials</p> <p>Types of material evaluation</p> <p>The context of evaluation</p> <p>The external evaluation</p> <p>The internal evaluation</p> <p>The overall evaluation</p> <p>Guidelines for evaluation</p> <p>Approaches to evaluation</p>	<b>X</b>	<b>X</b>	<b>X</b>
	<p><b>E2.To design a set of criteria to evaluate a course book according to the needs of the learners and the requirements of the teaching context</b></p>	<b>X</b>	<b>X</b>	<b>X</b>
	<p><b>E3.To evaluate a contemporary textbook according to a given learning context and learner needs (Purpose)</b></p> <p><b>To acquire skills necessary for evaluating course books and language teaching materials in current textbooks and ELT Materials</b></p> <p>Purposes of materials evaluation</p> <p>Evaluating for potential and evaluating for suitability</p> <p>Evaluating the grammar content</p> <p>Group evolution</p> <p>Making the final decision</p>	<b>X</b>	<b>X</b>	<b>X</b>
<b>Material Design</b>	<p><b>D1.To learn the approaches and techniques of materials development</b></p>	<b>X</b>		<b>X</b>

Table 4.23 (Continued)

	<b>D2.To have an awareness in developing materials for language teaching purposes</b> Principles and procedures of effective material development (e.g. Needs Analysis) How to produce low cost materials (e.g. box origami, creating long lasting materials, paper puppet etc.)	X	X	X
	<b>D3.To design lessons based on authentic materials</b>	X		X
	<b>D4.To prepare materials in order to supplement the course books</b>	X		X
	<b>D5.To engage in designing or developing materials for language teaching</b>	X	X	X
	<b>D6.To develop materials within a critical framework</b> A Model for EFL Materials Development within the Framework of Critical Pedagogy (CP)			
	<b>Material Use</b>	<b>U1.To use DOGME (low cost teaching items non-technical materials)</b> Low cost teaching items (scissors, timer, dice etc.)	X	X
<b>U2.To use realia</b> Realia (films, music, flags etc.)				

Table 4.23 (Continued)

<b>Other</b>	<b>O1.To gain a critical perspective into Critical Pedagogy</b> <b>To have a critical perspective into the operation of the global English textbook publishing sector and the hidden curricula in commercial or national textbooks</b> The global course book in teaching English critical perspectives on EFL materials Age, Gender and Social Class In ELT Course books: A Critical Perspective Topics of reading passages in ELT course books: what do our students really read?	<b>X</b>		<b>X</b>
	<b>O2.To question their own roles as materials users or producers</b> Low cost teaching items	<b>X</b>	<b>X</b>	<b>X</b>
	<b>O3.To be ready for practise teaching</b>	<b>X</b>		
	<b>O4.To have an awareness of EFL Materials in Turkey</b> Cultural Perspectives of Turkish ELT Course books: Do Standardized Teaching Texts Incorporate Intercultural Features? How are ELT materials chosen in high schools?	<b>X</b>		

After analysing the relation among curriculum types regarding each objective on the map, the researcher continues with a shaded curriculum map that will make the comparison of the alignment across each dimension easier.

Table 4.24 suggests that the components of the teacher education curriculum seems to be moderately aligned as out of the 23 teaching points intended to be taught and declared in the written curriculum, 11 points (47.8%) are fully aligned to the taught, learned and tested curricula of the course. In means that less than half of the

intended outcomes were actually enacted in class by the course instructor, were actually taken in and made sense of by students and got measured to figure out what student learned in exams. All the objectives and content stated regarding material evaluation and adaptation seem to be taught by the course instructors, learned by the pre-service teachers and tested through assessment instruments. Besides adaptation and evaluation, objectives regarding general material knowledge like “to have an awareness of curriculum, syllabus types and needs analysis and to comprehend the role of materials within the curriculum design for language teaching” appear to be the points of alignment among the four components of the course curriculum. Also, selecting course books according to the learner profile and the teaching context by using a checklist not also appeared in prescribed curriculum but also in taught, learned and tested curricula. Another point of complete alignment among different types of curriculum is about material use. In the syllabus, it was stated that pre-service teachers would be able to use DOGME (i.e., low cost teaching items non-technical materials) to teach English and teachers stated to do so in the interviews and similarly students having taken the course explained it was one of the points that they had acquired in the course. The same point was tested through assessment instruments as well. Having a critical perspective into critical pedagogy and into the operation of the global English textbook publishing sector and the hidden curricula in commercial or national textbooks and questioning their own roles as materials users or producers are two other objectives that were shared by the other types of curricula, too.

Out of the total 23 teaching points, the written, taught and tested curricula are aligned with respect to 6 (26.1%) Written objectives for the necessary background knowledge such as to know the terms and concepts of instructional materials and to have an awareness of advantages and disadvantages of using course book and teacher roles as well as objective regarding material design like to design lessons based on authentic materials, and to prepare materials in order to supplement the course books were delivered in class and tested in exams. Similarly, design component of the curriculum seems an area of weak alignment as D1, to learn the

approaches and techniques of materials development; D2, to have an awareness in developing materials for language teaching purposes; D5, to engage in designing or developing materials for language teaching, seem to be not acquired by the students in class although stated in the course syllabi, stated to be taught and tested by the teacher during the course.

In terms of 3 of the objectives (13%) taking place in the written curriculum, we found alignment only between the written and taught curricula. One of the objectives related to material selection, to learn the approaches and techniques of materials selection, and two objectives categorized under “other” theme, to be ready for practise teaching, to have an awareness of EFL materials in Turkey, there seems to be no student learning or assessment. They stayed to be planned and enacted by the course instructors but not received nor tested.

About the remaining 3 teaching points (13%), there is a clear misalignment among the curriculum types. The general background objective 4 (G4), to discuss the advantages and disadvantages of using published and teacher-made materials; design objective 6 (D6), to develop materials within a critical framework; and the use objective 2 (U2), to use realia in teaching English, seem to have no effect on the taught, learned or tested curricula of the course.

Table 4.24

*Shaded Curriculum Map*

**Reference for shading:**

	Alignment among written, taught, learned and tested curriculum
	Alignment among written, taught and tested curriculum
	Alignment between written and taught curriculum
	Only in written curriculum

Obj.	Written	Taught	Learned	Tested
G1				
G2				
G3				
G4				
S1				
S2				
A1				
A2				
E1				
E2				
E3				
D1				
D2				
D3				
D4				
D5				
D6				
U1				
U2				
O1				
O2				
O3				
O4				

Note: Obj. refers to objectives in the curriculum

In brief, the relation among the written, taught, learned and tested curricula of the course, Materials Adaptation and Development, seems to be moderate. It suggests that most of the objectives and content intended to be achieved in the written curriculum lack in the enacted curriculum, received curriculum or assessed curriculum of the same course. This situation will be discussed with the other results achieved in the following chapter with some implications and suggestions.

## CHAPTER 5

### CONCLUSIONS AND IMPLICATIONS

This chapter presents the discussion of the findings and implications for the study. Firstly, the significant results of the data analysis collected through the instruments are summarized and a discussion of the findings to answer the research questions is presented. Secondly, some implications and recommendations for macro level policy and micro level practise in teacher education programs and for further research are suggested.

#### 5.1 Conclusions

The study aimed to explore the alignment of teacher education curriculum at micro level to the macro level standards and polices. In other words, the present study particularly aimed to investigate the external alignment of the Materials Adaptation and Development Course given by an EFL Teacher Education program in central Turkey with the national standards and policies. Second, the study aimed to analyse the internal alignment of the Materials Adaptation and Development Course offered by the EFL teacher education program; that is, the researcher investigated the alignment among the written, taught, learned and tested curricula of the Materials Adaptation and Development Course.

After having reported the results of the analyses towards the purposes mentioned, this chapter dwells upon what can be drawn from the results to answer the research questions. The chapter ends with the implications of the study in terms of practice and further research.

### **5.1.1 Instructional Materials Related Competences in Macro Level Policy Documents**

The first question the study posed was what competences related to instructional materials are set in the Ministry of National Education standards and teacher education policy document of Higher Education Council.

Macro level documents in the study came from two sources: MNE standards documents and HEC policy document. Standards documents are comprised of three different competence booklets prepared by MNE: 1) Generic Teacher Competences (2006); 2) Subject Specific Teacher Competences for English Language Teachers (2008) and 3) English Language Teacher Competences for Secondary Education (2009). The second macro level policy document was the Undergraduate EFL Teacher Education Program Content prepared by Higher Education Council (2007). Such external policy documents were analysed so that what competences related to instructional materials are expected from EFL teachers were identified. Document analysis of these macro level policy documents revealed that policy and standards documents express the required competences on various categories and depth levels.

To begin with, the most emphasized competence area in the documents is related to appropriacy of instructional materials to learners. More than a fourth of the total competences are related to this area, which means that external parties of teacher education and teacher recruitment expect EFL teachers to be able to relate or contextualize instructional materials to their learners, particularly to their language development, their age, interests, language learning styles, needs and their daily life both in class and outclass. This complies with previous research. Scholars suggested that if learning styles (Reid, 1995) and intelligences (Armstrong, 1994; Gardner, 1993) of students are considered, materials might be helpful to the teacher in corresponding to individual differences of students, which will facilitate student learning. Some other researchers like Okwelle and Allagoa (2014) claimed that individual differences of learners' characteristics is very significant and needs to be reflected in the use of instructional materials because the age, level, interest, socio-economic background, learning style, physical skills of the learner often vary and

hence materials to be selected, developed and used should relate to the individual differences of the learner.

About twenty percent of the total competences in these documents are related to the purpose of material use. This means that effective utilization of materials for different purposes or more specifically adjusting the available EFL materials to the specific objective of the lesson or the course is another significant competence that an EFL teacher is expected to hold. Thus, it is clear that the teacher education policies and teacher recruitment standards in Turkey require EFL teachers to be competent in using materials for various language teaching purposes ranging from improving learners' language skills (i.e., listening, speaking, reading and writing skill) and subskills to stimulating interaction among students. This finding of the study matches with several studies which suggest different purposes of material use besides its instructional purposes. For instance, Kitao and Kitao (2013) claimed that materials can be used to encourage the interaction among students. Okwelle and Allagoa (2014) stated materials can be used to motivate learners to learn more and more, to overcome physical difficulties, to encourage students' active participation, save the teachers' time, and to stimulate learners' interest and curiosity. Moreover, competent teachers can use it to develop positive attitude and healthy self-concept because successes in carrying out the activities make students believe they can do it (Okwelle & Allagoa, 2014). In short, teachers who will work at a state school are to be proficient in utilizing instructional materials for a number of instructional and non-instructional purposes.

In the analysed documents, it was also seen that competences concerning materials variety are quite weighted since about fifteen percent of the total competences are about that content. This demonstrated that EFL teachers are expected to be skilful at using not only a variety of materials for language teaching purposes, but also using various sources to bring materials from, using a variety of discourse types and texts and teaching language for various situations. This means that a competent teacher was described by policy documents as someone who can provide a variety of materials to enhance students learning using variety of sources to

provide these materials, including variety of discourse types in the materials he/she provides and providing these materials for a variety of situations. Literature on instructional materials emphasized the importance of variety in material use as well. For example, Okwelle and Allagoa (2014) claimed that as learners learn through various senses, variety in material use and materials from various sources could increase curiosity and appeal to various senses. Moreover, about the importance of variety in material use, in their study Ur (1996) and Richards (2003) stated that as textbooks do not always meet the variety of conditions, it is an important duty of teachers to explore teaching materials and modify them by adding variety to make them relevant to the need and demands of particular group of students.

Setting about fifteen percent of their total competences on material types and features, explicit standards and policy seem to require teachers to be knowledgeable about a number of material types and their features and to apply them skilfully in class. Document analysis also revealed useful information about what type of materials these teachers need to be knowledgeable about. In fact, competence in a wide range of materials such as commercial, authentic, simplified/tailored, supplementary, print or non-print besides awareness of what makes materials effective is required. This finding is compatible with literature suggesting teachers be competent in several materials as each offer different advantages. Competence in commercially acquired or impoverished (Iwu, Ijioma, Onoja & Nzewuihe, 2011; Tomlinson, 1998); audio, visual and audio-visual materials (Oladejo, Olosunde, Ojebisi, & Isola, 2011; Odianwu & Olawale, 2013; Tomlinson, 1998); printed, non-printed materials (Iwu, Ijioma, Onoja, & Nzewuihe, 2011, Tomlinson, 1998); projected or electronic materials and non-projected materials (Brinton, 1991; Iwu, Ijioma, Onoja, & Nzewuihe, 2011; Ogbondah, 2008) and all kinds of realia (Tomlinson, 1998) is emphasised.

In addition, MNE and HEC described about ten percent of the total teacher competences linked with using electronic and digital materials in teaching English. That fact puts forward a need for skills in implementing electronic and digital materials in language classes such as the Internet, projector, OHP, computers, CD

players, smart boards or interactive white boards, ELT soft wares and courseware programs and multimedia devices. Consequently, English language teachers are obliged to be competent in using information and communication technologies for language teaching purposes. Similarly, McDonough and Shaw (1993) listed materials as needed in the English classroom such as hard ware and software for cassette and video, laboratories, computers, reprographic facilities and so on. Parallel to the external documents, Brinton (1991) defined technical media materials as necessary devices for teaching, and she listed them as audiotapes/audio-recorders/ players, records/record players, CD's/CD players, radio/television, telephones/tele trainers, films/film projectors, computer software/hardware, overhead transparencies/overhead projectors, language lab/ multimedia lab, opaque projectors, slides, film strips/slide and film strip projectors. Tomlinson (1998) described cassettes, videos, CD-ROMs, DVDs and the Internet as important teaching tools that teachers should be knowledgeable about.

Integrating language skills (i.e., writing, speaking, listening and reading) and/or the language teaching activities in materials is another competence expected from EFL teachers but with a relatively slight representation in the documents. With this regard, it is possible to deduce that external bodies responsible for teacher education and employment address the necessity that EFL teachers should integrate the skills to be taught or the activities provided in material. This is compatible with literature that indicates in natural, day-to-day experience, oral and written language skills are not kept separate and isolated from one another. Instead, they often occur together, integrated in specific communication events (Peregoy & Boyle, 2001). Whole language advocates, such as Brooks-Harper and Shelton (2003), Schwarzer (2001), Edelsky, Altwerger and Flores (1991), Weaver (1990), and Goodman (1986) also state that in the language learning process, listening, speaking, reading, and writing should be treated as integrated, interdependent, and inseparable elements of language. No language process should be separated from the whole teaching task.

Contextualizing materials to the teaching/learning context is represented in the policy and standards documents as a mandatory competence; however, with a

smaller percentage than the others. This shows an expectance from language teachers to be able to relate the materials to the facilities, resources available and to the objectives in the curriculum. This result of the study complies with what McDonough and Shaw (1993) stated about materials. They claimed that the design and choice of teaching materials will be particularly affected by the availability of resources. Similarly, Okwelle and Allagoa (2014) emphasized that the materials need to be suitable to the resources in reach, number of pupils, available time and physical environment. They recommended to teachers that when selecting, developing and utilizing instructional materials, they need to consider the instructional objectives, and content. In other words, they need to maintain appropriateness of the materials to instructional objectives and the content for which the instructional materials are being selected.

The standards set in the policy documents also acknowledge competences as regards material use in more than a third of their total content. This shows that effective implementation of EFL materials in class is considered by the authority as a vital proficiency. This expectation matches with what previous research emphasised as a crucial skill that teachers need to hold. Kitao and Kitao (1997) claimed that competent teachers are the ones who can use a diverse range of readymade, commercially available or self-produced materials, such as textbooks, videotapes, pictures and the Internet to be able to support their teaching and their students' learning.

Moreover, external documents require teachers to have the necessary background knowledge about instructional materials, be able to select the most suitable materials according to their learners, their objectives and the resources in their teaching context. Another skill mentioned in the documents is evaluation. EFL teachers are expected to examine materials to have information regarding the strengths and weaknesses of them and evaluate them to make a decision regarding if they need to supplement or adapt the materials. Such requirements in external documents are in line with literature on materials which mention the need for material knowledge and skills in selection, adaptation, use, design and adaptation for

teachers. For example, Okwelle and Allagoa (2014) expressed that teachers need to know each instructional material's strengths in teaching-learning situation. They added that careful selection, development and skilful utilization of appropriate instructional materials is necessary to better teaching and faster learning. Moreover, Masuhara (1998) emphasized that teachers need adaptation skill by stating that any given course book will be incapable of catering for the diversity of needs which exists in most language classrooms. Because publishers target the global markets to sell their products, specific needs of learners become of secondary importance (Maley, 1998). Therefore, materials adaptation allows language teachers to achieve more compatibility and fitness between the textbook and the teaching environment, it, therefore; maximizes the value of the book for the intended learners, this would in turn lead to reconciling materials as "constraint" with materials as "empowerment" (Maley, 1998, p. 279).

To sum up, to answer the first research question, the competences in the area of instructional materials determined by the bodies responsible for teacher education and recruitment were determined by analysing the official documents. The required qualifications are integrating activities and skills in materials, contextualizing materials to learners and teaching and learning context, having enough knowledge about different material types that can be used in language classes and their most prominent features, developing a wide repertoire of instructional materials including information and communication technologies to enhance language teaching and adjusting material use according to the purpose of teaching. Teachers are required to use these competences in doing deliberate tasks as well. For example, besides having basic knowledge of instructional materials, they need to be proficient in using the materials effectively, selecting appropriate materials, evaluating and adapting materials and designing instructional materials for teaching purposes.

### **5.1.2 Instructional Material Related Competences Required by Veteran EFL Teachers**

Interviews with veteran teachers provided very useful information about the required competences to teach at state K-12 schools. Most of these competences match with the ones announced in external documents while there are some others not announced in official documents but are particular to the real context of practise.

Similar to standards and policy, teachers working at state K-12 schools underlined the need for knowledge in various material types such as printed, visual, authentic, technological, web based, self-produced materials using art and craft or created with recycled materials. As a result, the data analysis of interviews with veteran teachers suggested a wide range of materials that EFL teachers should be knowledgeable about and be skilful at using.

To begin with, one of the requirements for teaching English at state school context is having a remarkable material adaptation skill. It includes adapting the prescribed instructional materials to learners, particularly to their level, age, interest, culture; to the classroom context, specifically to class size, physical setting, resources and facilities available at school; to the curricular factors such as pace of the program and objectives in the program by omitting, reducing, replacing, simplifying, transforming (i.e., changing the format), changing the content (e.g., names, characters, topic, examples etc.) and changing the sequence of activities in materials. The strategies veteran teachers used are all in line with the adaptations that Tomlinson (1998) and McDonough and Shaw (1993) suggested. They stated that EFL teachers need to adapt the teaching materials by leaving out things that are inappropriate, offensive, unproductive for the particular group, making addition where there seems to be inadequate coverage, shortening an activity to give it less weight or emphasis, lengthening in order to give it an additional dimension, rewriting material to make it more appropriate, more demanding, more accessible to students, replacing text or exercise material which is considered inadequate, re-ordering the order in which the textbooks are presented is not suitable for their students.

Experienced EFL professionals also mentioned materials selection competences as crucial skills for teachers. Especially when teaching at different school types (e.g., vocational and technical) and at different departments (e.g., printing press operation, computer programming, hair dressing, early childhood education that are common at vocational high schools), they need to find/access to and select appropriate materials of English for Specific Purposes that would work at these schools or departments as there is very limited or no resource to teach vocational English to the students at these schools. Similarly, Wallace (1992) highlighted that the teachers having ESP learners at their class need to look for the appropriate materials for the classroom concentrating on learners' needs, academic objectives and requirements, proficiency levels and respecting factors, such as, learners' speciality, age, background knowledge, and learning styles.

Another competence needed by veteran EFL teachers is material design. As designing their own materials is cost and time effective, EFL teachers sometimes need to design their own materials. When the national course books do not work for the objectives in the curriculum and when they have no alternatives to exchange these course books, they take the initiative to create supplementary materials for that specific objective that would work in their class. This corresponds with previous study conducted by Howard and Major (2011) who stated teachers may choose to design their own materials because of the disadvantages they may have. It was added that in this way, teacher and student inquiry, curiosity, creativity and productive application of intellect can be increased as well. The need for teachers' material design is also underlined by Adriana (2006), who talked about altering the paradigm of ELF teachers from merely consuming materials in EFL settings to being teachers who have the ability to create efficient teaching materials whether certain teaching materials are available or not. As an important advantage that designing their own materials will offer, Block (1991) mentioned "contextualization". He talked about the possible lack of fit between the teaching context, learner needs and what course books offer and suggested that this lack of fit can be healed by teacher designed materials.

In addition, working at state schools necessitates being proficient in using materials for various other purposes in addition to instructional purposes. For instance, EFL instructors stated using instructional materials for motivational purposes, that is, to attract students' attention, to make students more active. This purpose was acknowledged by Peacock (1997) who described a close relationship between materials and student motivation. Instructional materials are also used for classroom management purposes by veteran teacher; in other words, they are used in order to calm students down, to create a stress-free environment by encouraging cooperation among students or to handle difficult learners; for learnability purposes by visualizing the target language for students, or helping young learner follow the lesson easily; and for the personal development of learners; that is, for fostering students' self-confidence, improving students' problem solution skills and their creative thinking abilities. These purposes are in sync with the advantages of material use offered in literature. Regarding the issue, research mentioned that material use in EFL classes can motivate learners to learn more and more, help the teacher to overcome physical difficulties, encourage active participation, save the teachers' time, provide meaningful and useful sources of information to teachers, facilitate different learning styles and stimulate learners' interest and curiosity, develop positive attitude and healthy self-concept and visualize or experience the things they are expected to learn (Okwelle & Allagoa, 2014).

Veteran teachers explained that in their daily practise of teaching English, they practise various tasks about materials with different levels of complexity ranging from simply selecting a material to creating his/her own materials. One of these tasks is effective and skilful use of materials to assist students' language learning. Although it is natural to expect English language teachers to use printed, real, authentic and technological materials in their daily practices, they may sometimes be obliged to perform their skill in some extreme conditions that may be encountered at some state schools. These undesirable conditions are described as having to teach in large classes, with mixed ability groups, with mixed field groups (i.e., different fields of study as in vocation schools), with little or no resource

available or another extreme case, teaching at one of the high tech schools (e.g., Fatih project schools) with no e-content available. Previous research mentioned large classes and lack of resources as obstacles for language teaching at state schools in the Turkish context (Büyükduman, 2001, 2005; Er, 2006; Erdoğan, 2005; Mersinligil, 2001; Yüksel, 2001). Such challenges were in fact described by literature as the dynamic variables that should be considered in material utilization, selection and design. These dynamic variables are the size of the target audience, the classroom social climate, sitting, viewing and listening arrangement, available time space, the desired level of learners' (Okwelle & Allagoa, 2014). This suggests that as these variables are not considered by the authorities in the instructional planning stage, implementers experience several challenges in practise.

Content analysis also revealed that teachers working at state K- 12 schools should be prepared to use instructional materials effectively with difficult learners as well. For example, they may have to teach a group of learners with some behavioural psychological and emotional problems, who are too tired because of having 10 hours a day, who lack concentration or have no intrinsic motivation to learn English, suffer from frustration in learning a foreign language or who have very low language proficiency to follow lessons. Teachers had better be ready for the heavy work load, challenges in classroom management, being obliged to use MNE prescribed course books, being not adequately prepared for the age group they are teaching or mixed ability groups. Regarding the problem of mixed ability groups, Şallı-Çopur (2005) claimed that since most language textbooks are designed for an ideal homogeneous classroom environment, teachers always have to deal with the problem that students react to the textbook differently due their individual differences. She further explained that some students in class may find the textbook boring and very hard, whereas some in the same class find it interesting or very easy. In addition, as language teaching course materials are currently based on content-based or theme-based syllabi, some students may find the topics dull, strange, or meaningless; whereas others find it enjoyable, familiar or interesting. Therefore, it is usually necessary for the teacher to evaluate and adapt the materials according to his/her

class. She stated that teachers can deal with the problem by personalising the tasks. Knowing students' personalities helps the teacher to prepare and adapt materials easily in order to make them interesting or relevant to students, which adds variety to the classroom environment and establishes a positive atmosphere (Şallı-Çopur, 2005). According to Ur (1996, p.304) "Every language class is a mixed ability class", so teachers and teacher candidates need to be equipped with the necessary skills to cope with the problem.

Semi-structured interviews with teachers also point out that teachers and teacher candidates should also have the necessary skills to overcome materials related problems. For example, they need to know what to do with dull materials, materials with tasks not sequenced from easy to difficult, materials including too many unnecessary repetitive activities and numerous unnecessary points and details, materials lacking authenticity and materials including too much listening tasks in spite of the unavailability of CDs. Furthermore, they must know what to do when it is difficult for young learners to follow the book, when there are outdated, ineffective parts in course books, when course books are inappropriate to students' level with too many unknown words and too difficult grammar structures and when there is no course book differentiation (i.e., when the same course book is provided for all types of schools or departments as in vocational schools). The lack of material differentiation is such an important issue in teaching that it is necessary to use differentiation strategies even for the various learners in the same class (Harmer, 2007). He suggested that different content and materials should be provided to learners. For weak students material on the same topic but with less dense information or an adapted/simplified version of the same text can be given.

Additionally, EFL teachers should be ready to deal with the problems related to school infrastructure at state schools. For instance, they may have to teach in spite of the technical problems such as lack of photocopying facilities, CD players and speakers, technological equipment and poor physical setting such as overcrowded classrooms and inappropriate seating arrangement. As regards the issue, Ramirez (2004) put forward the need for training teacher candidates for the alternatives to

their specific contexts as they may work as EFL teachers in rural areas, impoverished neighbourhoods in urban areas of private schools, which have variety of teaching materials. Similarly, Adriana (2006) talked about the possibility principle in teacher training, which requires changing the consideration of ELF teachers as mere consumers of materials to creators of efficient teaching conditions whether certain teaching materials are available or not.

Another challenge that an EFL teacher should be ready for is about the English language curriculum and language teaching policies of MNE. Regarding this issue, they need to be ready for insufficient teaching hours for English, very loaded curriculum with too many objectives to be taught in a limited time, no or little language content in national exams like TEOG or LYS, unavailability of main course materials such as teacher's book and listening CDs, having the same objectives for all students neglecting their potential and language level (e.g., Anatolian, Vocational and Technical High Schools). The findings of the current study are similar to previous research, which mentioned the same undesirable teaching conditions at state schools. Zehir-Topkaya and Küçük (2010) stated that because of some factors such as large classes, loaded content, time constraint, lack of resources, CDs, tape recorders and so on, the latest English Language Teaching program by MNE could not be effectively implemented at state school context.

To sum up, the qualitative data collected through semi-structured interviews with veteran EFL teachers were useful to learn the instructional materials competences that professionals teaching at K-12 schools need in their daily practices as well as the circumstances in which they need to use these competences. In order to teach effectively at state schools, teacher candidates should be trained in this way.

### **5.1.3 Alignment of the Micro Level Teacher Education Curriculum to the Macro Level Explicit Standards and Policies**

The purpose of this study was to examine the alignment of the instructional materials education given by a teacher education program to teacher education

policies and teaching profession standards. The central finding was that there were points of alignment and misalignments across data sources. The results of this alignment study is similar to another alignment study by DeLuca and Bellara (2013), which aimed to check the alignment of teacher education programs to some external mandates such as the education policies and teacher standards. They found both matches and mismatches among data sets, which is similar to the findings of the present study. However, their analysis suggested a high degree of alignment across evaluative standards, policies, and course learning expectations with minor points of misalignments. According to the researchers these various points of misalignment may suggest differing emphasis across data sources for developing teacher competency in assessment.

As regards the current study, it was found that the initial teacher education curricula is aligned with the standards and policies in terms of “appropriacy/contextualization to teaching/ learning context”, “appropriacy/contextualization to learners”, “material types and features” and “purpose of material use” while it is misaligned with the explicit standards on the contents of “electronic and digital materials”, “variety” and “integratedness”.

One of the areas of alignment is “appropriacy/contextualization to teaching/learning context”. Data analysis suggests that the number of objectives and/or content regarding that competence in the teacher education program outnumber those in the standards and policies, in which there is a relatively weaker representation of this competence. It is clear that teacher education program intends to train prospective teachers in a way that they are capable of making materials suitable for their classroom context; that is, the resources and facilities available in the teaching context as well as the curriculum they are supposed to follow. In the policy and standards documents; however, the authorities seem to underestimate the important fact that K-12 schools in Turkey are varied in terms of school type (primary, secondary, Anatolian high school, vocational high school etc.), socioeconomic status, physical factors and teaching facilities available at schools in different parts of the country. In the report prepared by World Bank, it was

underlined that there is a huge difference between the high schools as they accept students based on their scores. While some of them have the most successful students in the country, some others accept students with quite low grades. It was also stated that especially at the secondary level, school quality and learning outcomes vary significantly between different types of schools in Turkey's education system (World Bank, 2005). In a similar way, Akar (2010) mentioned the conditions specific to the schools located in migrant communities in Turkey. In her study, these schools are stated to be resourcepoor and overcrowded. They also face the challenges related to poor school quality, low academic achievement of students, intercultural issues related to the diverse student population and a lack of parental awareness regarding education and child development.

As materials can be effective only if they can properly be employed within the physical setting of teaching, teachers working in K-12 schools need the skill of making instructional materials appropriate for various teaching contexts, which is common in Turkish education system. Therefore, considering the fact that EFL teachers and teacher candidates may work as in rural areas, impoverished neighbourhoods in urban areas of high-tech schools with a variety of teaching materials, it is advisable that MNE and HEC should revise their policy and standards and place a special emphasis on this competence in their official documents.

Concerning “material types and features”, teacher education curriculum aligned to the external mandates as it pronounces more emphasis than policies and standards. In the teacher education course documents there are a number of content concerning various teaching materials such as commercial, authentic, simplified/tailored, supplementary, teacher/student created, print/non-printed materials as well as the features making them effective like practicality, up to datedness and effectiveness. The relatively lower emphasis in explicit standards could be connected to the centralized education system in Turkey. In other words, as the education system is centralized and supervised by MNE, EFL teachers are expected to use the official course materials provided and prescribed by MNE as passive technicians, which complies with previous research (Tezgiden-Cakcak, 2015). That is, teacher education policies tend to expect teachers to carry out the role

of transmitting knowledge produced by course book writers without questioning the professional knowledge base or coming up with creative solutions for their own context (Kumaravadivelu, 2003). However, the practitioners, veteran teachers, listed numerous types of materials that they make use of in their daily practise. This could be related to ineffectiveness of the prescribed course materials. As K-12 teachers are not satisfied with the quality of the course books, they feel obliged to utilize different types of instructional materials ranging from printed worksheets to web based materials. In literature there are several research evaluating ELT textbooks prepared by MNE and finding them ineffective in terms of reflecting the representations of the target language culture (L2), deficient in terms of presenting sufficient and useful speaking materials, poor in drawings and layout (Aytuğ, 2007; Çakıt, 2006 ; Tekir & Arıkan, 2007).

On the content “appropriacy/contextualization to learners”, there seems to be an alignment between the macro and micro levels. Both the teacher education program and the explicit standards mention the significance of “appropriacy of instructional materials to learners”, particularly to their language development, age, interests, daily life, language learning styles, needs, native culture and their experiences or realities in their lives. Such a competence was emphasized by previous research as well. The European Trade Union Committee for Education (ETUCE) described quality teachers as equipped with the ability to adapt to the needs of individual learners as well as groups (ETUCE, 2008). While policy makers require teachers to “select”, “use” and “design” materials appropriate to their learners, teacher education would like to train future teachers mostly to be able to “adapt” and “evaluate” materials to contextualize them to learners. The emphasis on relatively higher-level competences in the teacher education program is compatible with the qualifications described at the National Qualifications Framework for Higher Education in Turkey (2010). In the document under the qualification “skills”, it was stated that interpreting and evaluating data, defining and analysing problems, developing solutions based on research and proofs by using acquired advanced

knowledge and skills within the field is a necessary competence for having a Bachelor's Degree.

About "purpose of material use" initial teacher education program is aligned to the policy and standards. However, they described the competence at different levels. External documents put more emphasis at the competence level "use" and "design" while in the teacher education curriculum they are stated at the competence level "adapt" and "evaluate". The finding is compatible with Şallı-Çopur's study (2008) as in her program evaluation study, majority of the case program graduates she talked to emphasized that they were strong at materials adaptation competences.

However, the initial teacher education program does not align with the standards and policy in terms of "integratedness". Data revealed that teacher education program states fewer competences on this content than the standards and policy documents. This higher representation of the competence in policy and standards complies with the requirements of English Language Curriculum for Primary Education prepared by MNE, in the language teaching philosophy of which there is high emphasis on cross-curricular aspect that calls for integrating English with other subjects (Işık, 2011).

The other points of misalignment between the teacher education program and standards and policies are on the contents of "variety" and "electronic and digital materials". In terms of these competences, the teacher education curriculum puts less emphasis than the standards and policies. However, it must be underlined that the program offers a compulsory course, Instructional Technology and Materials Development to the teacher candidates. The course description on the program web page explains that the course aims to teach the characteristics of various instructional technologies, the place and the use of technologies in instructional process, development of teaching materials through instructional technologies (e.g., worksheets, transparencies, slides, videotapes, computer-based instructional material, etc.), assessment of various teaching materials. Thus, it is very likely that pre-service teachers are given the relevant competences within this course. This explains why most pre-service teachers felt competent in educational technologies while there are

not many content or objectives related to technology related materials in the syllabus of Materials Adaptation and Development Course. However, Şallı-Çopur (2008) conducted an evaluation study on the same case program and found that nearly one fifth of the participants indicated that they are incompetent or somewhat competent in making use of information technology (i.e., audio-visuals, electronic devices and computer). This may mean that the program has improved its educational technologies content in years as the study was conducted in 2005, more than ten years ago.

In terms of the competence content “variety”, although the frequency of related competences stated in both data sets are close to each other, further analysis shows that there is more emphasis in the standards and policies at the competence level “use” than the teacher education program. This means that teachers working in K-12 schools need to use various materials including various discourse types (i.e., written, oral, formal, informal), use various texts (i.e., story, dialogue, letter etc.), and use language appropriately in various situations. Especially, the emphasis on using language in different situations is compatible with the reform movement in English language curriculum of the primary schools, which was started by MNE in 2005 (MEB, 2006). The new program was theoretically based on learner-centred, constructive approach and multiple intelligence theory (Dönmez-Günel & Engin-Demir, 2012; Erdoğan, 2007). However, research on that program suggested that because of lack of variety in class and in the course books, students have negative opinions and attitudes for English lesson (Dönmez-Günel & Engin-Demir, 2012). This shows that although the competence required by external bodies is compatible with the curriculum they prepared, it does not match with the real teacher practises or the course materials provided by MNE, which clearly indicate a policy practise gap.

Such a gap between policy and practise can be due to the standardized exams used for teacher recruitment in Turkey, KPSS (Public Personnel Selection Exam). The content of the exam is not appropriate to assess EFL teacher candidates’ competence in language or teaching. This matches with a number of studies indicating that there is a clear misalignment between the content of the teacher

education programs and that of KPSS exam (Adıgüzel, 2013; Atav & Sönmez, 2013; Başkan & Alev, 2009; Eraslan, 2004; Kablan, 2010; Karataş & Güleş, 2013; Sezgin & Duran, 2011; Yüksel, 2004). Although MNE determined teacher competences in Turkey, KPSS lacks not only the assessment of these competences but also the subject in which language teachers have specialized. This may affect how and what they teach as stated by Johnson (2009, p. 87) “High-stakes language testing, particularly when initiated at the state or national level, represents a powerful macro-structure that has a tremendous impact on what L2 teachers teach, how they teach, and what their L2 students ultimately learn.”

When it comes to the depth levels of competences, policy and standards documents represent teacher competences in instructional materials mostly at “use” and “design” level, while competences are highly represented at “evaluate” and “adapt” levels in the teacher education curriculum. This suggests that teacher standards and policies would like to have EFL teachers with the ability to use the materials in the teaching context effectively and design some new ones when the available ones do not work while the teacher education program would like to train pre-service teachers for higher-level competences. In other words, in the pre-service course, teacher candidates learn how to evaluate the teaching materials considering specific purposes, learners and context, how to adapt materials to mediate classroom teaching and learning materials for the learners and classroom context. With such a focus, the teacher education program seems to train teacher candidates to be more reflective in their future professions. In that way, they are expected to be producers of knowledge offering solutions to the problems in their own setting rather than being passive consumers or transmitters of knowledge (Zeichner & Liston, 1996). The finding seems to contradict previous research conducted by Tezgiden-Cakcak (2005). She stated that according to the document on program outcomes the FLE program aims to educate a reflective practitioner. However, the interview data and observation findings in her study demonstrated that even though there are some reflective dimensions of the FLE program, it seems to prepare teachers for becoming technicians more than it encourages them to become reflective teachers. As the current study is based on document analysis of the written/intended curriculum, the

researcher concluded that the teacher education curriculum does not cohere with the standards and policy documents because the type of a prospective teacher aimed by the teacher education program is not in line with the teacher type Ministry of Education and Higher Education Council target.

The most striking mismatch between the teacher education program and external standards is in the number of objectives and content on material use. Materials use is the basic skill that an EFL teacher may need in his/her future career, and the program seems to neglect such an important content, which may mean the education being given is not a very relevant to their future profession. The same result was stated by both Hatipoglu (2007) and Şallı-Çopur (2008) in their program evaluation studies. Regarding the problem, it is advisable that the teacher education program should set goals aiming at improving teacher candidates' materials use. A language teacher should be able to first use a range of materials as McDonough and Shaw listed (1993) "books and paper, audio-visual material (hardware and software for cassette and video), laboratories, computers, reprographic facilities and so on" (p. 9) in order to be able to carry out more demanding tasks mentioned in the intended outcomes such as evaluation, adaptation and design. Since it is almost impossible to teach all these competences requiring different levels of demand from teacher candidates, there seems to be a need for two different materials courses in the program as highlighted by participants in interviews and open ended part of the survey. Therefore, we suggest that two compulsory instructional materials courses, one as an introduction to the field that will focus on instructional materials literacy and lower level competences such as material selection and use while the second course will focus on higher level competences such as evaluation, adaptation and design of instructional materials.

To conclude, it is clear that the delivery of quality instruction in the classroom in any education system depends largely on the quality and competence of the teachers. The competent teacher who sees instructional materials not as gadgets like textbooks, chalks and chalkboard but as every necessary resources and objects which the teacher selects carefully for his/her learners, evaluates, develops and

adapts for use in the process of instructional delivery to concretize his lesson for effective and more reliable understanding by the learner. With this regard, the results of the alignment analysis indicated that teacher education curriculum is considerably aligned to standards and policy as it is aligned in terms of four competence areas out of a total seven, and four depth levels out of a total 6. However, still there are some conflicting messages given by various institutions influential in teacher education in Turkey. Some of these misleading messages are because teacher education policy and teacher competence standards are not fully represented in the curriculum of teacher education program, or standards and policies slightly emphasise or do not emphasise some competences that the teacher education program intends to develop.

To train teacher candidates with the necessary competences to teach English effectively in the current state school context, discrepancies in macro level policies and micro level teacher education practice should be remedied with a clear common vision and purpose and parallel changes in policy and practice should be made to ensure success in teacher education and in general education system.

#### **5.1.4 Internal Alignment of the Teacher Education Program**

The fourth question was about the internal alignment of the teacher education program, specifically it posed the question “To what extent is the EFL preservice instructional materials education curriculum internally aligned in terms of the designed/written, delivered/taught, experienced/ learned and tested/assessed curricula of the Materials Adaptation and Development Course?”

The curriculum map showing the relations among the written, taught, learned and tested curricula of the Materials Adaptation and Development course suggested that the components of the teacher education curriculum seems to be moderately aligned as only less than half of the teaching points (47,8%) are fully aligned. The finding of the study contradicts with the results of another research using curriculum mapping method. Cecilia and his friends (2007) aimed to explore the alignment among intended and received curricula of the PharmD course at the University of

Arizona College of Pharmacy in their alignment study and they looked at the agreement between the graphical curriculum maps for both students and faculty as regards the relative emphasis of the domains in the Outcomes Expected document. At the end of the study, they concluded that there was concordance between the intended and received curricula of the course.

Different from Cecilia and his friends' study (2007), in the present study, the researcher studied not only the intended and received but also for the written, taught, learned and tested curricula and found that there is a moderate relation among curriculum types. The curriculum map further displayed that this relation has a different pattern in each of the seven competence areas. For example, with respect to the objectives and content on material adaptation and material evaluation, there is a close relation among written, taught, learned and tested curricula since all the objectives and content intended in the written curriculum appeared in other curriculum types on the map. Thus, it is possible to claim that the adaptation and evaluation components of the instructional materials education are aligned in all curriculum types. This means that program is effective in teaching pre-service teachers material evaluation and adaptation skills. This result of the study matches with Yan's (2007) study in which she investigated English teacher trainee teachers' materials adaptation skills. At the end of the program it was found that teacher trainees' adaptations of materials were generally satisfying. The trainees first evaluated the textbook as textbook evaluation is "a step preliminary to make the most of the good points and compensate for or neutralize the bad points" (Ur, 1996, p. 187). After identifying areas for changes, the trainees used 'adding', 'deleting' and 'modifying' strategies to make the textbook more suited to their students. As the findings indicate, the trainees' adaptations made their teaching more engaging and communicative, and therefore beneficial to the students, the teacher trainees and the textbook.

One of the two main objectives regarding material selection is not an area of strong relation among curriculum types. Although it was intended and taught by the teacher, this domain seems not to be received by pre-service teachers or tested in

exams. The other objective, “selecting course books by using a checklist and specifying aims and analysing the teaching/learning situation”, shows a strong alignment among all curriculum types. This means that program is effective in teaching teacher candidates course book selection. Although Cunningsworth (1995) says that even “in the countries where the syllabus is set centrally and where an officially approved course book is prescribed for use” as in Turkey (p. 11), teachers still need to evaluate their textbooks so as to identify the weak and strong points in relation to their own teaching situation (Çakıt, 2006). This is a need because selecting textbooks involves matching the material to the context where it is going to be used.

Two of the teaching points in design component of the course are shared by all curriculum types, thus assumed to be well aligned. One of the aligned objectives is “designing or developing materials for language teaching”. Pre-service teachers’ reporting to have learned this specific competence is in line with Şallı-Çopur’s study (2008). In her study, pre-service teachers emphasized their competence in designing different kinds of visual aids to teach English to especially young learner classes. However, there are three other teaching points that were not learned by the pre-service teachers in spite of being explicitly stated in the written curriculum, taught and tested by the course instructor. One of these objectives is “designing lessons based on authentic materials”. This unfulfilled objective needs more careful attention from the course instructors as literature focus on the benefits of designing lessons based on authentic materials such as having a positive effect on learner motivation, providing authentic cultural information, providing exposure to real language, relating more closely to learners ' needs and supporting a more creative approach to teaching (Clarke, 1989; Peacock, 1997; Philips & Shettlesworth 1978).

Still there was another design objective (i.e.developing materials within a critical framework) appearing only in the written curriculum, but neglected in the others. Program’s failure to train teacher candidates towards this objective is in fact in line with the studies of Güven and Kürüm (2007) and Seferoğlu and Akbıyık (2006), in which they revealed that the situation in Turkey in terms of teachers’

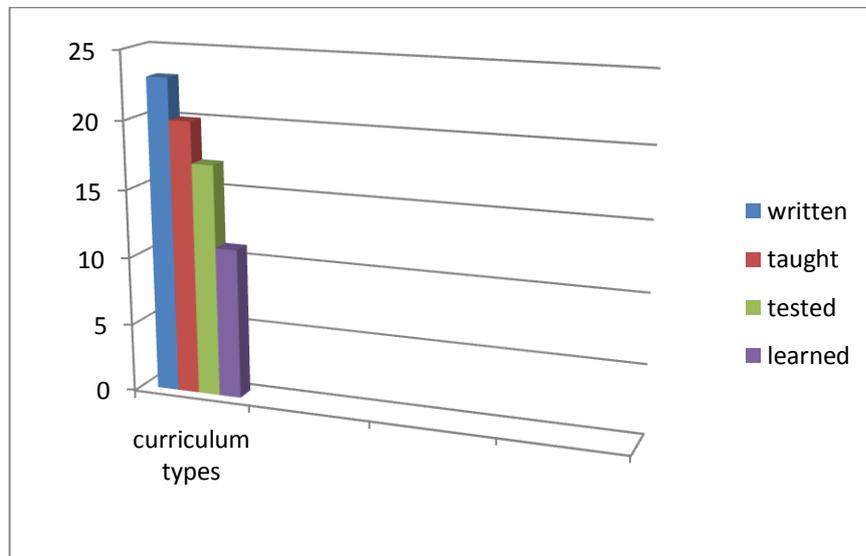
critical thinking levels is not very promising. As Akdere (2012) suggested there seems to be a need to improve teachers' poor critical thinking skills. To do that she recommended that teacher education programmes should be assuming the responsibility of developing critical thinking skills of pre-service teachers before they take up their professional teaching career. Regarding this issue, the case program needs an improvement.

With respect to material use domain, objective related to “using DOGME approach” was stated in the written curriculum, taught and tested by the course instructors and also learned by the pre-service teachers. About the Dogme lessons, previous research seems to reveal positive results. For example, in his action research study, Xerri (2012) suggested that it is useful as it enhances the interaction and the language emerging in the classroom. He also discussed how the learner-centered and materials-light principles proposed in Dogme ELT have the potential to empower the teacher. Similarly, Meddings and Thornbury (2009, p. 21) point out that Dogme ELT is “a learner-centered way of teaching enabling conversational communication between learners and the teacher without resorting to published materials and a pre-planned lesson”. Also, Coşkun (2016) stated that Dogme ELT gives students ample opportunities to create language by verbally responding to the prompts provided by the teacher. This enables students to practice the language they have learned and thus gives them confidence when communicating in real life situations. It is clear that teacher candidates having learned Dogme ELT can benefit from it in their future career. On the other hand, the other competence on this dimension, which requires teacher candidates to use realia (e.g., films, music, flags etc.) appeared only in the written curriculum but not in the others, so not learned by pre-service teachers.

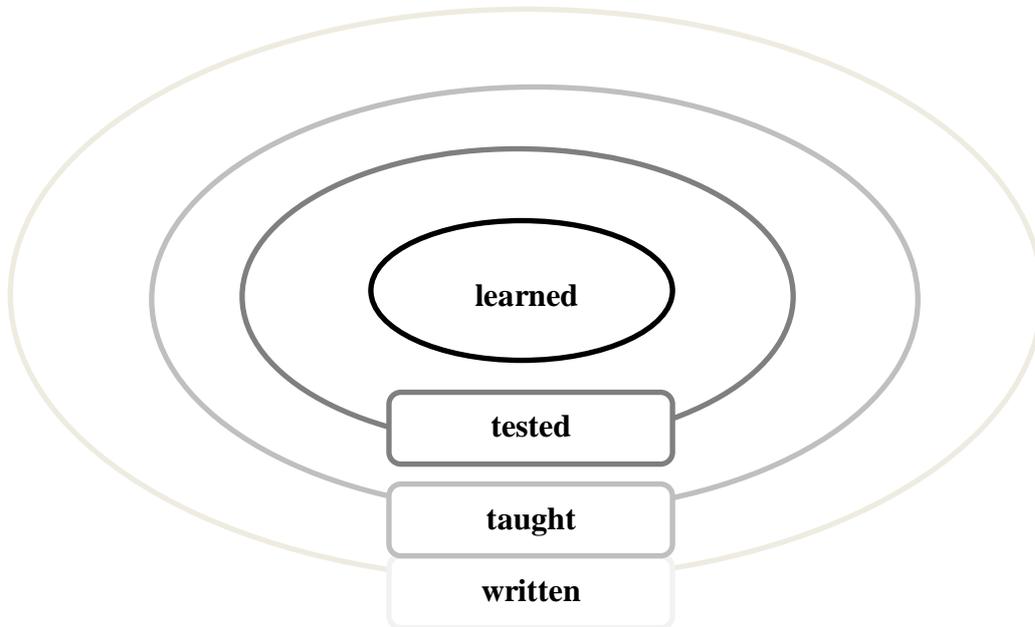
With respect to general background knowledge category, the objective for syllabus types and needs analysis, is aligned among all the curriculum types. Pre-service teachers' claim for receiving such content is very promising as literature points of needs analysis as a key step in material development. Hutchinson and Waters (1987) explain that learners' wants are the most important input in the needs analysis and cannot be ignored in any courses. Neglecting their needs and wants

might hinder them from learning and it will cause demotivation among students (McDonough, 1984; Nunan, 1988). Teacher candidates' developing such an important awareness is likely to affect their teaching in a positive way.

To sum up, as can be seen in Figure 5.1 out of the 23 objectives and/or content appearing in the written curriculum, 20 were stated to be taught by instructors, 11 of them were learned by the pre-service teachers and 17 were tested in exams. Studying these numbers, the researcher drew a pattern for the relation among curriculum types. Figure 5.2 and 5.3 display this pattern.



*Figure 5.1* Frequencies of Items in Each Curriculum Type



*Figure 5.2* The Relation among Curriculum Types

Figure 5.2 is an illustration of a metaphor that the researcher draw to depict the relations among the curriculum types in the study. The metaphor suggests that curriculum types are just like subsets. Written curriculum is the superset and it includes the other smaller subsets while the learned curriculum is the smallest subset and it does not include all the elements in the taught, tested or written curriculum.

The results suggested varying patterns of influence among the curriculum types and Figure 5.3 shows the relationship of these curricula as they interact with each other. It displays that there is a closer relation between written and taught curriculum, taught and tested curriculum and tested and learned curriculum; a moderate relation between written and tested curriculum and taught and learned curriculum; and a weak relation between written and learned curriculum.

More specifically, the figure suggests that, written curriculum has a strong influence on the taught curriculum, a moderate influence on the tested curriculum and a weak influence on the learned curriculum. The strong influence of written curriculum on taught curriculum can be because teachers tend to take their syllabus as their guide throughout the semester to remind themselves what to teach. However, this result contradicts with previous research suggesting that there may be differences between the written and taught curriculum although both were done by the teacher because when the written curriculum is not sufficient, teachers work out strategies that will enable pupils to learn and accomplish certain standards of performance (UNICEF, 2000). There is another research claiming that the written curriculum has just a partial effect on the taught curriculum. In their study, Glatthorn, Carr and Harris (2001) stated that most teachers with experience have a look at the curriculum guide at the beginning of the year and then put it aside since they consider other factors while deciding what to teach. They are apt to pay more attention to factors such as students' interests, their own notions of what has served well in the past, therefore, what they put in their syllabus put less emphasis on what they teach in class. However, current research claims a strong relation between the two. It can be because the study was conducted at a higher education program, so the written curriculum is also prepared by the course instructor not produced as a result of directives from a superintendent (Glatthorn et al., 2016). As Glatthorn and his friends (2016) stated written curriculum can be used by district and school administrators as management tools to control what is taught in K-12 context, but the written curriculum studied in the research was totally planned and prepared by the course instructors as it was conducted in a higher education context, which may explain the different results achieved.

Written curriculum has a moderate influence on tested curriculum. Written curriculum may include very detailed content components and goals that the instructor intends his/her learners to achieve and since it is impossible to evaluate all intended learning that occurred in the written curriculum, the tested curriculum can

frequently be a good representative sample of it. Thus, the content of what is tested may not match well the content of the intended curriculum.

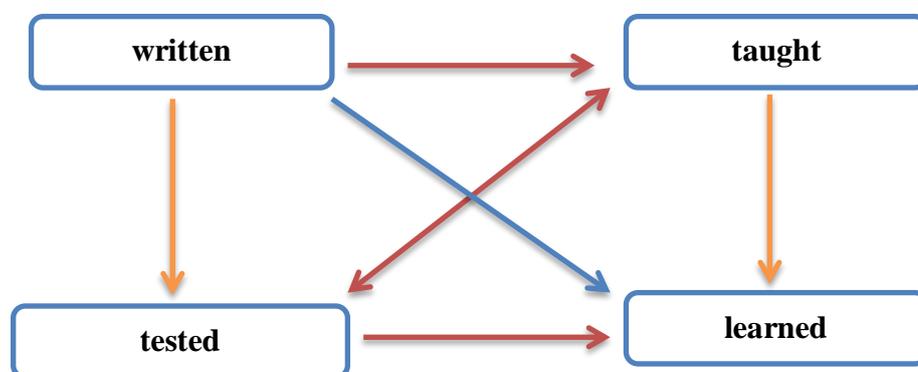
The strong relation between tested and learned curriculum can be due to the fact that if something is tested on exams; that is, if students are assessed on a particular subject then it was remembered to be learned by learners. This matches with Glatthorn's study (2000), in which he claimed that students are especially sensitive to the accountability system at work in the classroom and take seriously only that for which they are held accountable. Regardless of what objectives the teacher announces or what the teacher emphasizes in class, students seem to remember and value points in relation to if they are assessed or not on tests.

Figure 5.3 also shows that the taught curriculum strongly influences the assessed curriculum. The profound impact of the taught curriculum on the tested curriculum can be because teachers tend to measure what they actually do in class. As this is an era of evaluation for teachers' own teaching skills as well, it makes sense that teachers are worried about their students' performance on tests. Thus, what many class hours are allotted to is most likely to be tested on exams. Also, Turlington (1981) stated about the system in the States that where tests are used for student accountability the law requires that students have an adequate opportunity to learn the content tested so the enacted curriculum must be aligned to the assessed curriculum.

Taught curriculum has a moderate effect on learned curriculum. This means that what students actually learn is not the same as what is intended or what is taught. About this gap between the taught and the learned curriculum, Marsh and Willis (2003) claimed that how students make sense of the formal curriculum, and how this learning is incorporated and negotiated with previous learning and with learning acquired outside, of the classroom (e.g., through media, political activism, etc.) is difficult to guess, and even more difficult to generalize because each student has been exposed to different experiences, ideological influences and analytical approaches, and thus is likely to make a different meaning of the same lesson plan. According to some other scholars, there is such a significant gap between the taught

curriculum and the learned curriculum because students do not always learn what they are taught. They think that several factors can account for this such as the teacher's failure to make the curriculum meaningful and challenging or to monitor student learning, and the students' low level of motivation, cognitive abilities, and short attention spans (Glatthorn, Carr & Harris, 2001).

The weak relation between the written and learned curriculum that study indicated is not surprising when the subtle transformations between the written and the taught curriculum and the taught and the learned curriculum are considered. According to Glatthorn et al. (2016), teachers are more sensitive to the learned curriculum and make their decisions based on students' needs, as they perceive them, so they make changes in their intended curriculum. Additionally, whatever objectives the teacher announces or whatever the teacher emphasizes, students are more sensitive to the assessment rather than what is taught. All these relational factors make it sensible that the written curriculum only has a weak influence on the learned curriculum.



**Color Codes**



*Figure 5.3* Directions of Relations among Curriculum Types

In brief, the relation among the written, taught, learned and tested curricula of the course Materials Adaptation and Development seem to be moderate. It suggests that most of the objectives and content intended to be achieved in the written curriculum lack in the enacted, received or assessed curriculum of the same course. However, it is necessary that those components be all aligned with each other so that the system in teacher education course naturally functions effectively. Alignment is necessary to make sure that the elements are directed toward the same ends and reinforce each other rather than working at cross-purposes. If any of the elements is not well synchronized with the others, it will disrupt the balance and skew the educational process (Pellegrino, 2006).

## **5.2 Implications for Practice and Further Research**

The findings and conclusions drawn from this study would mean that the external and internal alignment pattern of the teacher education program has a number of implications for all the stakeholders and for further research.

### **5.2.1 Implications for Practice**

This dissertation study has implications both on the macro and micro scale due to its broader scope of analysis. The discussion below will suggest some major political and educational actions to be taken in Turkey for this complex issue, which cannot be solved with a simple set of suggestions.

Previous research suggested that HEC has a rigid control over higher education in Turkey (Büyükkantarcioglu, 2004; Çakiroglu & Çakiroglu, 2003; Kirkgoz, 2007; Şimşek & Yıldırım, 2001), with minor flexibility, the results of the study is somewhat compatible with that as the analysis indicated a considerable alignment, yet not a strong one, between the teacher education program and the explicit standards and policy. Considering that the alignment is not strong, it is possible to conclude that there are some conflicting messages given by various institutions influential in teacher education in Turkey.

In addition, at micro level, internal alignment analysis suggests a moderate alignment among the teacher education curriculum components including the written, taught, learned and tested curricula, which may impact not only pre-service teachers' teaching competences but also their dedication to and identification with the profession (Grossman et al, 2008). Therefore, the study makes suggestion to minimize the gap between teacher education policy and teacher education practise and it makes certain recommendations for the teacher education program's internal alignment.

#### **5.2.1.1 Suggestions for External Alignment**

##### **a. To Policy Makers**

Numerous distinguished teacher education organizations with decision-making power (i.e., accreditation or certification) have set standards applicable to teacher educators throughout the world (Çelik, 2011). Similarly, it is recommended that MNE and HEC continue to represent core teacher competences in Turkey, yet they should revise the set of teacher competence standards they currently have. In this revision process, the core competences expected form teachers should be updated through consideration of good professional practices of teachers working at state schools and specific knowledge and competences required to teach within the current teaching context at K-12 schools. With respect to this, the interviews with veteran teachers highlighted a number of challenges that EFL teachers working at state schools should handle. This matches with previous research. Altan (2006), for example, claims that the ability to handle conflict in the classroom effectively is a necessary competence for EFL teachers. Thus, teachers need both problem solving and critical thinking skills (Akdere, 2012). As Zeichner and Liston (1996) claim, teachers should be producers of knowledge offering solutions to the problems in their own setting rather than being passive consumers or transmitters of knowledge. Consequently, considering the real needs at state schools, the authorities should

include competences related to conflict management, problem solving and critical thinking in their revised framework.

When redefining what competences teachers may need, MNE and HEC should take the changing needs of society and education of 21st century into account. In order to have teacher candidates to be prepared to face possible challenges and seize the opportunities brought about the factors such as globalisation, changing demographics and technological advancements. They need to be well prepared to teach in a fast-changing world so the authorities need to reidentify competences that have become increasingly important in the 21st Century and these competences should be represented in their framework so that teacher education institutions can support the kinds of learning to teacher candidates to enable them to undertake this complex job with success (Darling-Hammond, 2006).

At their attempt to revise teacher competences, the teacher education policy makers need to go beyond the technicist teacher education approach inherent in their current standards and policies. They should not define the required competences only as having technical expertise, as suggested by Giroux and McLaren (1986). The knowledge base required from foreign language teachers should be broadened to include all elements in Shulman's (1987) categorization of teacher knowledge. That is, not only lower level competences but also higher-level competences should be included in teacher competence framework. Standards need to be varied from lower order skills like selecting appropriate materials to higher order ones like evaluating available materials and designing new ones for a specific purpose or a group of learners.

The revised framework should be used to guide the foreign language teacher education program content so that teacher candidates are educated to develop the minimum necessary competences and professional expertise needed by EFL teachers described in it. The same teacher competence framework should also be used by policy makers as benchmarks or baselines in the selection of teachers and training of serving teachers. Teacher candidates should be assessed against the teachers' standards formally published by the policy makers. In the nationwide standardized

exam for teacher recruitment for state K-12 schools (KPSS), the exam content should be planned in a parallel way. As a result of this, the new exam can measure teacher candidates' basic academic skills, general and subject-specific knowledge and more importantly teaching skills. In this way, the teachers having the competences stated in the framework are selected to be recruited at state schools.

As mentioned above, the same framework should also guide the initial teacher education programs so that teacher candidates are adequately trained for their future careers. Previous research criticized the education given at teacher education programs by claiming that it has been irrelevant to the reality of everyday practice in schools (Barone et al., 1996; Sandlin, Young, & Karge, 1992) so it is not often adequately transferred to their practice in schools (Wideen, Mayer-Smith & Moon, 1998). All these makes it necessary for teacher education programs to develop a quality assurance system as suggested by Darling-Hammond (2000). In this respect, an accreditation system can be an effective tool for policy makers to monitor that teacher preparation provides relevant education to the reality of everyday practice in schools to the pre-service teachers. Through accreditation process, teacher education programs should be guided to meet the national professional standards and prove that performance of the teacher candidates is at the desired level (Darling-Hammond, 2000). In this way, teacher education and recruitment bodies can make sure that each pre-service teacher has demonstrated the range of skills, knowledge and understanding required to teach at state schools. Such guidance can ensure minimum equal standards are met by all trainees, no matter which university they have graduated from. The ultimate aim of such a practise should be to increase the quality of teaching not to control and restrict teacher education institutions.

To sum up, if revised and undertaken appropriately, a comprehensive framework prepared by collaboration of MNE and HEC that define and describe the competences that teachers are expected to deploy can bring numerous benefits to the education system. In particular, they can be effective ways to equip all teacher candidates around Turkey regardless of the university they graduate from with the

same minimum competences that the education system needs. In this way, high quality practice at state schools could be ensured.

b. To Teacher Education Institutions

As the policy and standards documents used in this research originally meant to serve as benchmarks for teacher education programs and ensure quality across universities, the findings imply that teacher education programs should be addressing these domains more fully. A similar suggestion was made by Altan (2006), who stated that Ministry of Education has a long and detailed list of competences for teachers and teaching profession and it is a very useful and compact tool that all teacher education programs should follow strictly in order to meet the requirements and produce the teachers needed by the market.

Having a similar perspective, the researcher believes that teacher educators need to revise the way they include the teacher practise standards and teacher education policies as components in teacher preparation curricula to train future teachers. It is essential because if all stakeholders; that is, policy makers, teacher recruiting body and teacher education programs target the same key competences that a teacher should have, there will be consistency between teacher education programs and state school needs, as a result, prospective teachers can be provided with appropriate education for their future professional practice. Previous research indicated a similar point. Zeichner and Conklin (2008), for example, claimed that connectedness and alignment of teacher education programs with standards and policies are extremely important, so teacher education programs should be in line with the standards and policies set at macro level. Similarly, on the EU report, *Shaping Career-long Perspectives on Teaching for 2014/2015*, it was stated that a coherent set of competences could strengthen the alignment of the profession. They underlined the importance of an agreed and shared understanding, ownership, and framework for teacher development between the key institutions including training providers, educational organisations, government and teacher associations.

However, in such a case, the issue of violation of the autonomy at universities may be raised for discussion. Some may say that it will damage the autonomy of teacher education institutions and individualism at higher education. It can also be claimed that teacher educators are not valued as professionals if people from outside the profession generate a list of standards and impose it on them. To overcome such possible concerns, teacher educators should be given an important role in formulating the content of the profile and standards for their profession just like suggested in European Commission Report of 2013 and by Smith (2003).

Moreover, as the researcher mentioned in the previous part, the system offered in this study will be developed through a collaborative process, involving both policy makers and teacher educators with a well conducted needs analysis of current teachers. In addition, for those who may argue that standards will violate the autonomy at universities, the researcher would like to explain that in such a quality assurance system, the standards and policies would not determine the whole content, methods of delivery or assessment of teacher education programs. The guidance does not detail how specific content, instruction or assessment may be implemented. Teacher education institutions may choose to deploy distinctive and innovative means for all these purposes. Thus, it is possible to argue that such a system is unlikely to affect institutional autonomy and academic freedom as there will be freedom of choice for the instructional content, process and assessment. For these reasons the guidance is not prescriptive.

Such descriptive standards, if used properly, can provide guidelines for teacher educators themselves, for decision-makers, and for program designers. As Ingvarson (1998) stated standards are an invaluable resource for professional development. In a professional development system, “standards provide a guide and a reference point to plan for personal professional development” (Ingvarson, 1998, p. 136). Therefore, standards should be used as guidelines for teacher education and can allow for individual routes to professional competence and growth (Crooks, 2003). They can serve as a blueprint for training and evaluation (Smith, 2005). In brief, teacher education policy makers need to design a concrete set of standards for

teaching profession and it should form the backbone of teacher education programs in Turkey.

Another suggestion to teacher education institutions is that they should train pre-service teachers for higher level competences such as material evaluation, adaptation and design after training them for lower level competences like material use, which are required by teacher standards and policies. Material utilisation is like a prerequisite task to be able to carry out more demanding tasks mentioned in the intended outcomes such as evaluation, adaptation and design. As it is almost impossible to teach all competences at different depth levels in a single course, there seems to be a need for the second materials course in the program. Therefore, it is suggested that the program designers should include two compulsory instructional materials courses: 1) Prerequisite Course as an introduction to the field focusing on instructional material literacy and lower level competences such as material selection and use; 2) Main Instructional Materials Course focusing on higher level competences such as evaluation, adaptation and design of instructional materials.

In case it is difficult for the program designers to include another compulsory course to the program, then an alternative plan will be suggested. Program designers can solve the problem through integrating current course with the clinical practise. That is, teacher educators can teach the necessary knowledge of instructional materials, underlying rationales and principles, most common types of instructional materials and their features in the available compulsory course and they will train pre-service teachers to select, evaluate, adapt and design materials during their school-based experience in small cohort groups with more hands-on practise. In this way, course work will be closely linked to school-based experiences, which pre-service teachers called for in open-ended questions. In addition, with real students, teacher candidates can have the chance to observe if the materials they are using, they have adapted or designed work or not with real students, which will bring about the real learning for teacher candidates.

Similarly, in the 2010 report of the National Council for Accreditation of Teacher Education (NCATE), teaching was described as a profession of practice like

medicine. It was added “prospective teachers must know how to build their professional knowledge through practice” (p.2). Therefore, in order to achieve this, it is necessary to place practice at the center of teacher education.

With the suggested practise oriented material education, teacher candidates will be provided with varied and extensive opportunities to connect what they learn in materials course with the challenge of using it in real teaching context. However, as they will be under the expertise and guidance of the teacher educators and skilled veteran teachers, they can easily handle the challenges. In this way, pre-service teachers will get the chance to blend their academic knowledge with the knowledge they get through practise as they learn by doing. Consequently, they will refine their knowledge of instructional materials in the light of practice with real students.

Research supports such a teacher education system. Darling-Hammond (2010), for example, stated that pre-service teachers should be given opportunities to integrate pedagogy with subject knowledge through practice in real classroom settings. In other words, they should be given chance to “learn to practice in practice” (p. 40). Only in this way, prospective teachers will be provided a chance to “develop an image of what teaching involves and requires” (Hammerness, et al., 2005, p. 398).

Creating such a teacher education system, which is built on clinical practice, will also ensure that all teacher candidates will know how to work closely with colleagues, students, and community when they graduate. It will be a crucial step towards empowering teachers to meet the urgent needs of schools and the challenges of 21st century classrooms (NCATE, 2010).

### **5.2.1.2 Suggestions for Internal Alignment**

Alignment between the essential components of a curriculum: intended learning outcomes (i.e., curriculum objectives), teaching and learning activities, and assessment activities is vital for the effectiveness of a program. If learning objectives, teaching strategies/methods and selected teaching content, learning

activities, and assessments are closely aligned, they can reinforce one another and student achievement can be improved (Wang et. al, 2013).

With this respect, if the moderate internal alignment of the teacher education program that was revealed in the study is improved, teacher candidates' learning will improve as well. Thus, the researcher suggests that the program should take action to improve the alignment among curriculum components. In order to make sure that all types of curriculum align with each other, continuous and comprehensive curriculum mapping in teacher education programs could be a way. For this, each faculty member needs to review the maps of their lessons, identifying strengths, gaps, and overlaps among course components and among different courses offered by the program. Once the review is complete, the faculty will determine what and where to add or eliminate content and/or strategies to enable shared understandings and vision of the program across individual courses within the program. This will end up with a more coherent curriculum and also collaborative action within the program. Such an effort will bring about a common vision across key program documents, program staff and clinical faculty as Hammerness suggested (2012).

Previous studies suggest that it is particularly important for teacher candidates to encounter consistent messages and theories that can help them make sense of the teaching process, rather than mixed messages and contradictory theories. Furthermore, recent research in teacher education suggests that programs that combine a conceptual approach with a more integrated strategy can have a greater impact on the initial conceptions and practices of prospective teachers (Darling-Hammond & Macdonald, 2000; Feinam-Nemser, 1990; Graber, 1996; Koppich, 1999; Koppich, 1999; Miller, & Silvernail, 1999; Snyder, 2000; Tatto, 1996; Whitford, Ruscoe, & Fickel, 2000). All these point out that the teacher education program should revise the vision, messages and theories adopted in each course and by each faculty to improve internal alignment across program components.

Although the researcher accepts that however well planned curricula are, there is no guarantee that the enactment of that curricula will be as intended, she would like to recommend constructive alignment theory to teacher education

programs so that the courses will be more aligned and there will be a stronger internal alignment within the teacher education program. Constructive alignment is a systemic theory that regards the total teaching context as a whole, as a system, wherein all contributing factors and stakeholders reside (Biggs, 1999). To constructively align a course, Briggs stated that the learning objectives should be stated clearly. They should be outcome based as much as possible so that they are transparent to students and to the instructor himself/herself when planning the assessment. He added that choosing teaching/learning activities that will lead students to attain these objectives and engaging students in these learning activities is vital. At the end, students' learning outcomes should be assessed through methods requiring them to demonstrate the intended learning. Consequently, teacher educators can evaluate how well they match with what was intended and give feedback to help pre-service teachers improve their learning (Biggs, 1999).

To constructively align the curriculum types and to have the strong alignment pattern depicted in Figure 5.4, educators need to have a good plan, establishing the learning outcomes and performance standards first, and then linking them to what they, as teachers, must do to ensure that learning takes place. If they plan the assessment according to these intended learning outcomes and enacted teaching practises, then learning will naturally take place.

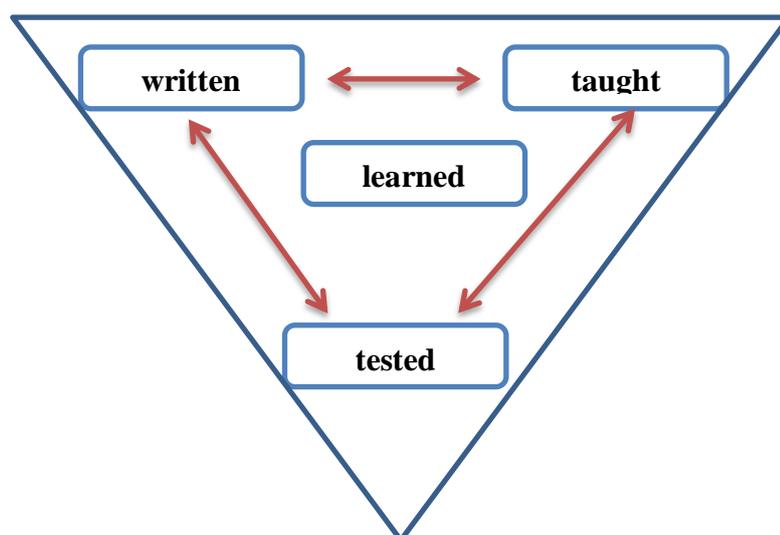


Figure 5.4 Ideal Relations among Curriculum Types

To sum up, the key for alignment in course design is that all the components in the teaching system, especially the teaching methods used and the assessment tasks are aligned to the teaching/learning activities and the intended outcomes. In this way, learners find it difficult to escape without learning what is intended. Therefore, teacher educators should define the intended outcomes (the objectives), choose teaching/learning activities likely to lead to attaining the objectives, and assess students' learning outcomes to see how well they match what was intended diligently.

### **5.2.2 Implications for Further Research**

This dissertation study explored the alignment of a teacher education program's external and internal alignment as regards instructional materials education being provided. Further research could explore other dimensions of the teacher education program, such as the assessment component.

Specifically, the inferences drawn regarding the external alignment of the instructional materials course were based solely on course syllabi and explicit standards and policy documents. While this research does provide a seminal foundation for understanding curricular objectives and content, it does not facilitate inferences about curriculum enactment or student learning. Further research may consider the enacted and received curriculum when making a judgement about the external alignment of the program. In addition, to make a judgement about the instructional material education within the program, a specific course, Materials Adaptation and Development Course, was chosen since the program documents explicitly pointed out that it is the course that is responsible for educating teacher candidates about instructional materials. However, pre-service teachers may gain material related competences in some other courses, such as Teaching Young Learners, English Language Skills, Testing and Instructional Technology and Materials Development. Therefore, further research can include such courses in the instructional material component of the program as well.

Also, in the study the pre-service teacher competences were based on pre-service teachers' self-reports and teacher educators' reports. Future research can consider their material related applications to make a judgement about their competences as well. In future research, they can also be given the same survey again in their eighth term, during their practicum experience. As practicum experience require them to perform their competences at real school context, they will have a more realistic judgement of their competences. Their teaching will also be observed in the real school settings and in-depth interviews can be conducted with them so that they can evaluate their competence more realistically.

Besides, it is important to recognize that findings from this study related to course syllabi are not generalizable beyond the institution that participated in this research. Other programs might have different approaches or guiding policies for instructional materials courses, thus they may have different patterns of alignment. Similar studies in different EFL programs around the country could be conducted to see if there are similar patterns of alignment in foreign language teacher education programs or not. The alignment of developed research universities and those of developing universities around Turkey in different teacher education programs could be compared.

Finally, after calculating the degree of alignment across policy documents, next steps can include an evaluation of the alignment between current policies and standards with teachers' knowledge and practices after they start teaching profession. In this way, the alignment of materials related standards, policies, and course learning expectations as well as teachers' actual practices of instructional materials can be explored.

### **5.3 Conclusion**

In conclusion, teacher candidates need confidence in their knowledge and skills to teach in present state K-12 school climate. To train teacher candidates with such knowledge and competence, discrepancies in macro level policies and micro

level teacher education practice should be remedied with a clear common vision and purpose and parallel changes in policy and practice.

The researcher suggests that the alignment of teacher education curriculum with teacher education policies requires a close examination because in centralized systems, there will always be a gap between top-down policies and practice reality (Kırkgöz, 2006, 2007). Thus, for well-aligned teacher education programs, it is necessary to set realistic standards for teacher practice and then revise and update teacher education curriculum systematically so that pre-service teachers will be better prepared for working effectively with the language learners at state K-12 schools. By examining the alignment between policy and practice, this research may emphasise the delicacy of policy implementation in centralized education systems and the significance of well-aligned teacher education programs for adequately preparing teacher candidates for their future careers, which will for sure affect the quality of education at state schools in the long run.

The issue of alignment in teacher education is so important that it requires meticulous attention because it is well-known that to ensure all students receive an excellent education that prepares them to succeed in today's world, the quality of teaching workforce should be increased. For that, high standards should be set by teacher education policy makers, teacher recruitment authorities and teacher educators as the expectation for all teachers and teacher candidates. However, these standards should not function as a top down pressure for policy implementation but should serve as a guideline encouraging bottom up implementation. As Cohen and Moffitt (2011) stated, the success of policy and practice depend on finding mutually agreeable ways. As developing one particular set of framework may not be sufficient to the contextual factors at individual universities or the needs of the pre-service students studying at these universities, policies should encourage local autonomy and adaptation by managing a balance of autonomy and accountability that allows teacher education institutions to be flexible and responsive at the same time. Teacher education institutions should have enough operational autonomy to decide on the content, method and assessment they use while they can become accountable to the

pre-service teachers and to the society that they equip these pre-service teachers with all the necessary competences to teach effectively at state K-12 schools. To sum up, to ensure that teacher education institutions graduate effective teachers, the alignment of teacher education policy, teacher education practices and teaching career are needed to be strengthened and alignment analysis should be an ongoing activity in teacher education programs as this is an important part of quality assurance in the curriculum development and revision process

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## APPENDICES

### APPENDIX A

#### THE LIST OF COURSES UNDER EACH COMPONENT OF THE 2007 HEC PROGRAM

Methodology Courses	School-Based Courses
<input type="checkbox"/> Approaches to ELT I <input type="checkbox"/> Approaches to ELT II <input type="checkbox"/> ELT Methodology I <input type="checkbox"/> ELT Methodology II <input type="checkbox"/> Teaching English to Young Learners I <input type="checkbox"/> Teaching English to Young Learners II <input type="checkbox"/> Teaching Language Skills I <input type="checkbox"/> Teaching Language Skills II <input type="checkbox"/> Literature and Language Teaching I <input type="checkbox"/> Literature and Language Teaching II <input type="checkbox"/> Materials Adaptation and Development <input type="checkbox"/> English Language Testing & Evaluation	<input type="checkbox"/> School Experience <input type="checkbox"/> Practice Teaching
General Education Courses	Literature Courses
<input type="checkbox"/> Introduction to Education <input type="checkbox"/> Instructional Principles and Methods <input type="checkbox"/> Educational Psychology <input type="checkbox"/> Drama <input type="checkbox"/> Instructional Technology & Materials Dev. <input type="checkbox"/> Classroom Management <input type="checkbox"/> Community Service <input type="checkbox"/> Turkish Education System and School Mang. <input type="checkbox"/> Guidance <input type="checkbox"/> Special Education	<input type="checkbox"/> English Literature I <input type="checkbox"/> English Literature II
Language Courses	Linguistics Courses
<input type="checkbox"/> Contextual Grammar I <input type="checkbox"/> Contextual Grammar II <input type="checkbox"/> Advanced Reading and Writing I <input type="checkbox"/> Advanced Reading and Writing II <input type="checkbox"/> Listening and Pronunciation I <input type="checkbox"/> Listening and Pronunciation II <input type="checkbox"/> Oral Communication Skills I <input type="checkbox"/> Oral Communication Skills II <input type="checkbox"/> Lexical Competence <input type="checkbox"/> Oral Expression and Public Speaking <input type="checkbox"/> English-Turkish Translation <input type="checkbox"/> Turkish-English Translation <input type="checkbox"/> Second Foreign Language I <input type="checkbox"/> Second Foreign Language II <input type="checkbox"/> Second Foreign Language III <input type="checkbox"/> Research Skills	<input type="checkbox"/> Linguistics I <input type="checkbox"/> Linguistics II <input type="checkbox"/> Language

## APPENDIX B

### NATIONAL QUALIFICATIONS FRAMEWORK FOR HIGHER EDUCATION IN TURKEY

NATIONAL QUALIFICATIONS FRAMEWORK FOR HIGHER EDUCATION IN TURKEY (NQF-HETR)						
6. Level Qualifications						
NQF-HETR LEVEL	KNOWLEDGE -Theoretical -Conceptual	SKILLS -Cognitive -Practical	COMPETENCES			
			Competence to Work Independently and Take Responsibility	Learning Competence	Communication and Social Competence	Field Specific Competence
<p>6 BACHELOR'S</p> <hr style="width: 20%; margin: 0 auto;"/> <p>EQF-LLL: 6. Level</p> <hr style="width: 20%; margin: 0 auto;"/> <p>QF-EHEA: 1. Cycle</p>	<p>- Possess advanced level theoretical and practical knowledge supported by textbooks with updated information, practice equipments and other resources.</p>	<p>-Use of advanced theoretical and practical knowledge within the field. -Interpret and evaluate data, define and analyze problems, develop solutions based on research and proofs by using acquired</p>	<p>- Conduct studies at an advanced level in the field independently. - Take responsibility both as a team member and individually in order to solve unexpected complex problems faced within the implementations in the field. - Planning and managing activities towards the development of</p>	<p>-Evaluate the knowledge and skills acquired at an advanced level in the field with a critical approach. -Determine learning needs and direct the learning. -Develop positive attitude towards lifelong learning.</p>	<p>- Inform people and institutions, transfer ideas and solution proposals to problems in written and orally on issues in the field. - Share the ideas and solution proposals to problems on issues in the field with professionals and non-professionals by the support of qualitative and quantitative data.</p>	<p>- Act in accordance with social, scientific, cultural and ethic values on the stages of gathering, implementation and release of the results of data related to the field. - Possess sufficient consciousness about the issues of universality of social rights, social justice, quality, cultural values and also,</p>

		advanced knowledge and skills within the field.	subordinates in the framework of a project.		<ul style="list-style-type: none"> <li>-Organize and implement project and activities for social environment with a sense of social responsibility.</li> <li>-Monitor the developments in the field and communicate with peers by using a foreign language at least at a level of European Language Portfolio B1 General Level.</li> <li>-Use informatics and communication technologies with at least a minimum level of European Computer Driving License Advanced Level software knowledge.</li> </ul>	environmental protection, worker's health and security.
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## APPENDIX C

### SUB-COMPETENCIES UNDER GENERIC TEACHER COMPETENCIES

(MNE, 2008)

A) Personal and Professional Values - Professional Development	B) Knowing the Student
A1. Valuing, understanding and respecting the students A2. Believing that students can learn and achieve A3. Attaching importance to national and global values A4. Making self-evaluation A5. Ensuring personal development A6 .Following and making contribution to professional developments A7. Making contribution to improve and develop the school A8. Following professional laws and realizing tasks and responsibilities	B1. Knowing the developmental characteristics B2. Considering interests and needs B3. Valuing the student B4. Guiding the student
C. Teaching and Learning Process	D. Monitoring and Evaluation of Learning and Development
C1. Planning the lesson C2. Preparation of materials C3. Organizing learning environments C4. Organizing extra-curricular activities C5. Diversifying education by taking into account the individual differences C6. Time management C7. Behaviour management	D1. Identifying testing and assessment methods and techniques D2. Testing student learning by using different testing techniques D3. Data analysis and interpretation, providing feedback on student learning and development D4. Reviewing the teaching-learning process according to results
E. School, Family and Society Relationships	F. Knowledge of Curriculum and Content
E1. Knowing the environment E2. Making use of environmental opportunities E3. Making the school a culture centre E4. Knowing the families and impartiality in relationships with families E5. Ensuring family involvement and cooperation	F1. Objectives and principles of Turkish national education F2. Knowledge of subject-specific curriculum and practice skills F3. Monitoring-evaluation and development of subject-specific curriculum

## APPENDIX D

### THE LIST OF ENGLISH LANGUAGE TEACHER COMPETENCIES

<p>1) Planning and Organizing English Teaching Processes</p> <ol style="list-style-type: none"> <li>1. To be able to make plans appropriate to teaching English</li> <li>2. To be able to design learning environments appropriate to teaching English</li> <li>3. To be able to use materials and resources appropriate to teaching English</li> <li>4. To be able to use methods and techniques that are appropriate to teaching English</li> <li>5. To be able to use technological resources</li> </ol>	<p>2) Developing Language Skills</p> <ol style="list-style-type: none"> <li>1. To be able to help students to develop effective language learning strategies</li> <li>2. To be able to enable students use English accurately and intelligibly</li> <li>3. To be able to develop students' listening/watching skills in English</li> <li>4. To be able to develop students' speaking skills in English</li> <li>5. To be able to develop students' reading skills in English</li> <li>6. To be able to develop writing skills in English</li> <li>7. To be able to make adaptations in teaching English considering students with special needs and students who need special education</li> </ol>
<p>3) Monitoring and Assessing Students' Language Development</p> <ol style="list-style-type: none"> <li>1. To be able to identify the goals of the assessment and evaluation practices in English language teaching</li> <li>2. To be able to use assessment and evaluation tools and techniques in English language teaching</li> <li>3. To be able to interpret the results of the assessment tests that identify students' language developments and to provide feedback</li> <li>4. To be able to make use of the results of the assessment tests for improving students' weaknesses</li> </ol>	<p>4) Cooperation with School, Parents and the Community</p> <ol style="list-style-type: none"> <li>1. To be able to collaborate with parents about development of students' language skills.</li> <li>2. To be able to collaborate with relevant institutions, organizations and people to make students grasp the importance of using a foreign language.</li> <li>3. To be able to make students aware of the importance of the national festivals and ceremonies and to encourage their active participation</li> <li>4. To be able to organize and manage national festivals and ceremonies</li> <li>5. To be able to collaborate with the community in order to render school into a culture and learning centre</li> <li>6. To be able to work as a community leader</li> </ol>
<p>5) Monitoring One's Own Professional Development</p> <ol style="list-style-type: none"> <li>1. To be able to determine professional competencies</li> <li>2. To be able to monitor one's own personal and professional development in English language teaching</li> <li>3. To be able to utilize scientific research methods and techniques in professional development practices</li> <li>4. To be able to reflect their research on their teaching practices</li> </ol>	

## APPENDIX E

### FLE PROGRAM OUTCOMES

#### (TAKEN FROM THE FLE PROGRAM DOCUMENTS)

Graduates of FLE program should be able to:

1. Make appropriate pedagogical decisions in accordance with their particular English teaching context (i.e. age, setting, location, and learner background) based on a contemporary repertoire of language teaching approaches and methods.
2. Critically analyse linguistic, literary, cultural, and historical issues when selecting, developing, and using course materials.
3. Based on their familiarity with educational sciences, literature, and linguistics, establish cross-disciplinary connections and develop critical intellectual curiosities as inquiring language educators.
4. Identify and generate solutions for specific language-related problems which learners of English may face at different proficiency levels.
5. Individually and collaboratively design, conduct, and report small-scale educational research projects by employing relevant research methods in the investigation of language with teachers from local, national or international contexts.
6. Demonstrate awareness of individual, (multi) cultural, and psycho-social diversity in learning environments and adapt to different local contexts.
7. Analyze and address professional challenges based on an awareness of global systems and comparisons of educational systems.
8. Fluently and accurately use all receptive and productive English language skills at an advanced level for effective daily and academic communication.
9. Effectively translate a diverse set of English and Turkish discourses considering context-specific elements.
10. Utilize experiences of learning a foreign language other than English for developing an awareness of language learning processes.
11. With self-confidence, effectively communicate with students and other stakeholders in educational settings.
12. Engage in reflective teaching, self-evaluation, and ongoing professional development.
13. Select and utilize appropriate instructional technologies and information literacy skills to increase the effectiveness of foreign language teaching.
14. Promote creativity, understanding, cooperation, and equity to establish a positive classroom environment.

## APPENDIX F

### COMPARISON OF THE 2007 HEC PROGRAM WITH THE FLE PROGRAM

	HEC Program	FLE Program
Methodology Courses	<ol style="list-style-type: none"> <li>1. Approaches to ELT I</li> <li>2. Approaches to ELT II</li> <li>3. ELT Methodology I</li> <li>4. ELT Methodology II</li> <li>5. Teaching English to Young Learners I</li> <li>6. Teaching English to Young Learners II</li> <li>7. Teaching Language Skills I</li> <li>8. Teaching Language Skills II</li> <li>9. Literature and Language Teaching I</li> <li>10. Literature and Language Teaching II</li> <li>11. Materials Adaptation and Development</li> <li>12. English Language Testing &amp; Evaluation</li> </ol>	<ol style="list-style-type: none"> <li>1. Instructional Principles and Methods</li> <li>2. Approaches to ELT</li> <li>3. ELT Methodology I</li> <li>4. ELT Methodology II</li> <li>5. Teaching English to Young Learners</li> <li>6. Teaching Language Skills</li> <li>7. Materials Adaptation and Development</li> <li>8. English Language Testing &amp; Evaluation</li> </ol>
Education Courses	<ol style="list-style-type: none"> <li>1. Introduction to Education</li> <li>2. Instructional Principles and Methods</li> <li>3. Educational Psychology</li> <li>4. Drama</li> <li>5. Instructional Technology &amp; Materials Development</li> <li>6. Classroom Management</li> <li>7. Community Service</li> <li>8. Turkish Education System and School Management</li> <li>9. Guidance</li> <li>10. Special Education</li> </ol>	<ol style="list-style-type: none"> <li>1. Introduction to Education</li> <li>2. Educational Psychology</li> <li>3. Instructional Technology &amp; Materials Development</li> <li>4. Classroom Management</li> <li>5. Community Service</li> <li>6. Turkish Education System and School Management</li> <li>7. Guidance</li> </ol>
Literature Courses	<ol style="list-style-type: none"> <li>1. English Literature I</li> <li>2. English Literature II</li> </ol>	<ol style="list-style-type: none"> <li>1. Introduction to Literature</li> <li>2. English Literature I</li> <li>3. English Literature II</li> <li>4. Drama Analysis</li> <li>5. Novel Analysis</li> </ol>
Linguistics Courses	<ol style="list-style-type: none"> <li>1. Linguistics I</li> <li>2. Linguistics II</li> <li>3. Language Acquisition</li> </ol>	<ol style="list-style-type: none"> <li>1. Linguistics I</li> <li>2. Linguistics II</li> <li>3. Contrastive Turkish-English</li> <li>4. Language Acquisition</li> <li>5. The English Lexicon</li> </ol>

Language Courses	<ol style="list-style-type: none"> <li>1. Contextual Grammar I</li> <li>2. Contextual Grammar II</li> <li>3. Advanced Reading and Writing I</li> <li>4. Advanced Reading and Writing II</li> <li>5. Listening and Pronunciation I</li> <li>6. Listening and Pronunciation II</li> <li>7. Oral Communication Skills I</li> <li>8. Oral Communication Skills II</li> <li>9. Lexical Competence</li> <li>10. Oral Expression and Public Speaking</li> <li>11. English-Turkish Translation</li> <li>12. Turkish-English Translation</li> <li>13. Second Foreign Language I</li> <li>14. Second Foreign Language II</li> <li>15. Second Foreign Language III</li> <li>16. Research Skills</li> </ol>	<ol style="list-style-type: none"> <li>1. Contextual Grammar I</li> <li>2. Contextual Grammar II</li> <li>3. Advanced Reading and Writing I</li> <li>4. Advanced Reading and Writing II</li> <li>5. Listening and Pronunciation</li> <li>6. Oral Communication Skills</li> <li>7. Oral Expression and Public Speaking</li> <li>8. Advanced Writing and Research</li> <li>9. Translation</li> <li>10. Second Foreign Language I</li> <li>11. Second Foreign Language II</li> <li>12. Second Foreign Language III</li> </ol>
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## APPENDIX G

### THE NUMBER OF ELECTIVE COURSES OFFERED IN THE FLE PROGRAM COURSE

Course Component	Language	Literature	Linguistics
2012-2013 Fall	1	2	3
2012-2013 Spring	1+2	3	3
2013-2014 Fall	1	2	2
2013-2014 Spring	1+1	3	3

\* 1+2 means 1 English proficiency course + 2 foreign language courses

## APPENDIX H

### (VETERAN TEACHER CONSENT FORM) GÖNÜLLÜ KATILIM FORMU

Bu formla ODTÜ, Eğitim Programları ve Öğretimi bölümünde doktora öğrencisi olan Serpil Tekir'in bir İngilizce öğretmenliği lisans programının iç ve dış tutarlılığı konulu tez çalışmasına davet edilmektesiniz. Bu çalışmanın amacı Türkiye'de bir İngilizce öğretmenliği lisan programı tarafından verilen ders materyali geliştirme eğitiminin iç ve dış tutarlılığını araştırmaktır.

Vereceğiniz tüm bilgiler sadece bu çalışmaya katkı sağlamakla kalmayacak, aynı zamanda Milli Eğitim Bakanlığı'na bağlı ilk ve orta dereceli devlet okullarında çalışan İngilizce öğretmenlerinin ihtiyaç duyduğu ders materyali geliştirme ve değiştirme yeterliliklerini tespit etmekte kullanılacağı için çok önemlidir. Sizin katkılarımızla, bu çalışmanın sonuçların İngilizce öğretmenliği lisans programlarınca verilen ders malzemesi geliştirilmeye yönelik derslerin iyileştirilmesinde kullanılacaktır.

Sizinle yapacağımız yarı yapılandırılmış görüşme yaklaşık 45 dakika sürecektir ve hiç bir bilginin kaçırılmaması için ses kaydına alınacaktır. Verdiğiniz yanıtlar deşifre edilecektir ve bunlar kimliğinizi gizli tutacak şekilde sadece araştırma amaçlı kullanılacaktır. Görüşme sorularında hiç bir şekilde size rahatsız edebilecek bir unsur yoktur. Yinede herhangi bir sebepten rahatsızlık duyarsanız görüşmeyi istediğiniz an bırakabilirsiniz.

Çalışmayla ilgili daha fazla bilgi için ODTU, Temel İngilizce Bölümü'nden Serpil TEKİR'e 05053865764 numaralı cep telefonundan veya [stekir@metu.edu.tr](mailto:stekir@metu.edu.tr) e-mail adresinden veya ODTU, Eğitim Programları ve Öğretimi Bölümü'nden Hanife AKAR'a 0 312 210 4097 numaralı ofisten veya [hanif@metu.edu.tr](mailto:hanif@metu.edu.tr) e-mail adresinden ulaşabilirsiniz.

Bu çalışmaya tamamen kendi isteğimle katılıyorum ve istediğim zaman ayrılabileceğimi biliyorum. Verdiğim bilgilerin araştırma amaçlı kullanılmasına izin veriyorum.

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İsim

İmza

Tarih

## **APPENDIX I**

### **SEMI-STRUCTURED INTERVIEW SCHEDULE WITH VETERAN EFL TEACHERS**

I would like to give you some information about the research project before we start the interview. In this study, I aim to investigate what material adaptation and design competencies are required by EFL teachers working in K-12 schools for teaching English effectively in their daily practices. I would appreciate if you express your views sincerely. With your contribution, I hope the findings of the study will be used to define materials design competencies needed by EFL teachers and to improve the materials design courses in ELT teacher education programs.

Before you agree to start please consider that we will be talking about your instructional material use in your classes and it will take about an hour. During the interview, you can ask me if there is anything that is not clear. Your participation is voluntary, and if you decide to quit, you are still free to withdraw at any time without giving a reason. Your responses will be used only for academic and educational purposes keeping your identity confidential.

If you agree, I want to audio-record the interview in order not to miss anything. I will be the only person who can access the recordings for the sole purposes specified above. Do you accept to be audio-recorded? Do you have any questions before we start?

SERPİL TEKİR

PhD Candidate

Curriculum and Instruction  
Department

**Personal notes:** \_\_\_\_\_

**School** : \_\_\_\_\_

**Teacher** : \_\_\_\_\_

**Data** : \_\_\_\_\_

**Duration** : \_\_\_\_\_

### **Interview Questions**

1. How long have you been teaching English? When did you start teaching at public schools?

2. Which university did you graduate from?

Prompt: Which department?

Prompt: Do you have an MA or PhD degree? If yes, from which university, which department?

3. Which grades are you teaching this term?

4. Can you give me information about the class size and your school profile?

Prompt: How many students are there in your most crowded class?

Prompts: Can you describe the socio-economic profile of your school location/neighbourhood, and your parents? (i.e., their education, employment: white-collar workers, blue-collar workers, service workers etc.) Do you think they can help their children with their English assignments?

5. Have you taken any material design courses during your pre-service education?

Prompt: Have you attended an in-service training program on materials development?

Prompt: What did you do within the course/training regarding material design? Please explain.

Prompt: What do you remember about the course/training?

Prompt: How beneficial was it?

6. What type of instructional materials do you use in your current classes? Please name them.

Prompt: Main resources provided by the MONE (i.e., textbook, activity book, teacher's guide and CDs).

Prompt: Additional resources like softwares, online materials etc. beside the course materials.

Prompt: The materials that you develop yourself beyond the provided course materials.

7. What kind of materials do you develop for you classes? For which areas and skills do you generally need to create materials?

Areas: Is it for grammar or vocabulary or both?

Skills: Is it for listening, reading, speaking or writing?

8. How do you use the instructional materials you mentioned above?

Prompt: Please describe how you use the MONE provided course materials; teachers' guide, student's book and activity book, in a typical school day.

Prompt: Which part(s) of these books do you generally delete, which part(s) do you emphasize, which part(s) do you cover in less depth? How do you do that? Why do you do so?

Prompt: How do you use the additional materials you mentioned above? Do you make any adaptations to them? How/why?

9. What are your strengths in the adaptation/development process? In which parts are you happy/satisfied with your performance?

10. What kind of problems do you face regarding instructional materials to teach English in your classes?

Prompt: Because of the characteristics of learners such as their age, level, interests, readiness etc.

Prompt: Because of the physical circumstances such as the class size, class arrangement, equipment etc.

Prompt: Because of the timing in the curriculum.

11. What kind of instructional material related difficulties do you encounter frequently in your daily practices?

Prompt: In using the materials?

Prompt: In adapting the materials?

Prompt: In developing the materials?

What other skills and knowledge do you need to acquire to deal with each of these challenges?

12. You told me you took .....courses/training in pre/in service. How did you benefit from these courses/trainings in your current teaching practise? What did you learn?

Prompt: What knowledge? (e.g., knowledge of theories, methods, techniques and strategies)

Prompt: Which skills (e.g., material adaptation,selection,, evaluation, development etc.)

Prompt: How did you transfer that training into your teaching practice?

Prompt: What was effective in these courses/training?

Prompt: Whatelse should be added to improve their effectiveness?

13. Beyond the formal training/courses you have attended so far, what other practices, occasions or issues have developed your current professional competence in instructional materials (i.e., use, selection, evaluation, adaptation and development)?

Prompt: Collaboration with your colleagues at your school?

Prompt: Your personal efforts and interests?

Prompt: The books, magazines you read or web sites you visit for professional development?

Prompt: Institutional culture?

14. Are there any issues not covered in the interview but you consider important for the study?

I would appreciate if I could observe one of your classes and talk about your instructional planning and decision-making process regarding the materials you will use.

Thank you very much for participating in the interview. Your contribution was of great significance for the study.

## APPENDIX J

### METU HUMAN SUBJECTS COMMITTEE APPROVAL

UYGULAMALI ETİK ARASTIRMA MERKEZİ  
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31.03.2015

Gönderilen : Doç.Dr.Hanife Akar  
Eğitim Programları ve Öğretimi

Gönderen : Prof. Dr. Canan Sümer  
IAK Başkan Vekili

İlgi : Etik Onayı

Danışmanlığını yapmış olduğunuz Eğitim Programları ve Öğretim Bölümü doktora öğrencisi Serpil Tekir'in "**Bir İngilizce Öğretmenliği Programı'nın İç ve Dış Tutarlılığı**" isimli araştırması "İnsan Araştırmaları Komitesi" tarafından uygun görülerek gerekli onay verilmiştir.

Bilgilerinize saygılarımla sunarım.

Etik Komite Onayı

Uygundur

31/03/2015

  
Prof.Dr. Canan Sümer  
Uygulamalı Etik Araştırma Merkezi  
( UEAM ) Başkan Vekili  
ODTÜ 06531 ANKARA

**APPENDIX K**  
**TEACHER EDUCATOR SURVEY**

Dear Teacher Educator

In this questionnaire, it is aimed to investigate how you evaluate the materials adaptation and development competencies that the pre-service teachers have gained during the Materials Adaptation and Development course.

We would appreciate if you respond to each item and express your views sincerely. With your contribution, They aim to compare the materials adaptation and design competencies needed by K-12 teachers and the ones acquired by pre-service teachers within the teacher education program.

Before you agree to start, please consider that the questionnaire consists of two sections: Demographics that relates to your personal qualifications and background information and Competency in Theynstructional Materials.

The questionnaire will take about ten minutes to fill in. Your participation is voluntary, and if you decide to quit, you are free to withdraw at any time without giving a reason. Your responses will be used only for academic and educational purposes and will be kept confidential.

Thank you very much for participating in the study.

SERPİL TEKİR

PhD Candidate

Curriculum and Instruction Department

**Part A: Demographics**

Please indicate your response by ticking  the appropriate box.

**1. What is your gender?**

- Female       Male

**2. How long have you been a teacher educator?**

- For 1-10 years       For 11-20 years       For more than 20 years

**Part B: Pre-service Teachers' Competency in Instructional Material**

1. After taking the Materials Adaptation and Development course that you are offering this semester, how competent do pre-service teachers become in using the following instructional materials? Please rate their competency level by ticking  the appropriate box.

	Not Competent	Slightly Competent	Uncertain	Competent	Very Competent
Printed materials (e.g. course book, worksheet etc.)					
Visual aids (e.g. pictures, posters, flash cards etc.)					
Realia (real objects)					
Literary texts (e.g. short stories, poetry etc.)					
Video materials					
Audio materials					
Projector					
Bulletin boards					
Smart board/ Interactive White Board					
Courseware programs (e.g. Dyned, Rosetta Stone etc.)					
Internet based materials (e.g. blogs, podcasts, wiki pages etc.)					
Other, please specify .....					

2. Please indicate your level of agreement with the following statements on the competency of pre-service teachers in instructional materials after taking the *Materials Adaptation and Development* course in your section by ticking  the appropriate box.

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1. They know how to integrate various skills in language teaching materials.					
2. They know that language teaching materials should be appropriate to learners (e.g. their age, needs, interests, language development etc.)					
3. They know how to incorporate different types of materials (e.g., authentic, simplified, print, non-print etc.) into language teaching.					
4. They know the importance of variety in instructional materials to engage students in learning English.					
5. They know how to use educational technologies for language teaching purposes.					
6. They know that materials to be used should be appropriate to the objectives in the curriculum.					
7. They can implement materials effectively to serve for learners with different learning styles.					
8. They can use different types of materials (e.g. authentic, simplified, print, non-print etc.) properly to teach English.					
9. They can use materials integrating four language skills.					
10. They can use various materials including commercially available and authentic ones to teach English.					
11. They can make use of materials for different purposes (i.e., teaching language accuracy or fluency etc.)					
12. They can incorporate educational technologies effectively into language teaching process.					
13. They can select appropriate materials for specific group of learners considering their language development, age, interests, learning styles etc.					
14. They can select proper teaching materials considering some priorities like attractiveness, practicality, up to datedness, authenticity etc.					
15. They can select appropriate materials to the classroom context (i.e., heterogeneity among students and class size)					
16. They can choose suitable materials to serve the purpose of the course (e.g., improving learners' communication skills, language awareness, vocabulary knowledge etc.).					

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
17.They can select various materials (e.g., audio, visual, print, non-print, authentic etc.) to foster students' language learning process.					
18. I can select materials integrating the four skills.					
19. They can produce materials integrating multiple language skills.					
20. They can design materials teaching various discourse types (written, oral, formal, informal etc.)					
21.They can produce materials to supplement the speaking, listening, reading, writing, vocabulary or grammar teaching in the course book.					
22.They can prepare different types of instructional materials (e.g., worksheets, audios, flashcards, puzzles etc.).					
23.They can design materials appropriate to learners (e.g., their age, level, needs, interests etc.)					
24.They can develop instructional materials using educational technologies.					
25.They can prepare materials that comply with the objectives in the curriculum.					
26.They can adapt materials for learners (i.e., their age, needs, level, interests etc.).					
27.They can adapt materials to make them more compatible with the objectives in the curriculum.					
28.They can adapt authentic materials for language teaching.					
29.They can adapt materials to the particular aim of teaching (e.g.,teaching accuracy, fluency, speaking, listening etc.)					
30. I can adapt educational technologies to deliver in class for language teaching purposes.					
31. They can adapt various instructional materials (print, non-print, audio, visual etc.)					
32.They can evaluate an instructional material to decide if it is appropriate to learners (e.g., their needs, interests, age, level etc.).					
33.They can evaluate computer-based instructional materials					
34. They can evaluate if materials appropriate to attain the objectives in curriculum.					
35. They can evaluate different types of materials (e.g.,audio, visual, print, non-print etc.)					
36.I can evaluate if particular materials are suitable to teach a specific language skill or area (e.g., listening, reading etc. or grammar, vocabulary)					

## **APPENDIX L**

### **PRE-SERVICE TEACHERS SURVEY**

Dear Teacher Candidates,

In this questionnaire, I aim to investigate how you evaluate the materials adaptation and development competencies you gained during your pre-service education.

I would appreciate if you respond to each item and express your views sincerely. With your contribution, I aim to both define materials design and adaptation competencies needed by EFL teachers and contribute to the materials design component in teacher education.

Before you agree to start, please consider that the questionnaire consists of three sections: Demographics that relates to your personal qualifications and background information, Competency in Instructional Materials and Materials Adaptation and Development Component of the Teacher Education Program.

The questionnaire will take about fifteen minutes to fill in. Your participation is voluntary, and if you decide to quit, you are free to withdraw at any time without giving a reason. Your responses will be used only for academic and educational purposes and will be kept confidential.

Thank you very much for participating in the study.

SERPİL TEKİR

PhD Candidate

Curriculum and Instruction Department

**Part A: Demographics**

Please indicate your response by ticking  the appropriate box.

**1. What is your gender?**

- Female       Male

**2. What is your nationality?**

- Turkish                       Other (please specify) \_\_\_\_\_

**Part B: Competency in Instructional Material**

1. Please rate your competency level in using the instructional materials below for teaching English by ticking  the appropriate box.

	Not Competent	Slightly Competent	Uncertain	Competent	Very Competent
Printed materials (e.g. course book, worksheet etc.)					
Visual aids (e.g. pictures, posters, flash cards etc.)					
Realia (real objects)					
Literary texts (e.g. short stories, poetry etc.)					
Video materials					
Audio materials					
Projector					
Bulletin boards					
Smart board/ Interactive White Board					
Courseware programs (e.g. Dyned, Rosetta Stone etc.)					
Internet based materials (e.g. blogs, podcasts, wiki pages etc.)					
Other, please specify .....					

2. Please indicate your level of agreement with the following statements on your competency in instructional materials by ticking  the appropriate box.

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1. I know how to integrate various skills in language teaching materials.					
2. I know that language teaching materials should be appropriate to learners (e.g. their age, needs, interests, language development etc.)					
3. I know how to incorporate different types of materials (e.g., authentic, simplified, print, non-print etc.) into language teaching.					
4. I know the importance of variety in instructional materials to engage students in learning English.					
5. I know how to use educational technologies for language teaching purposes.					
6. I know that materials to be used should be appropriate to the objectives in the curriculum.					
7. I can implement materials effectively to serve for learners with different learning styles.					
8. I can use different types of materials (e.g. authentic, simplified, print, non-print etc.) properly to teach English.					
9. I can use materials integrating four language skills.					
10. I can use various materials including commercially available and authentic ones to teach English.					
11. I can make use of materials for different purposes (i.e., teaching language accuracy or fluency etc.)					
12. I can incorporate educational technologies effectively into language teaching process.					
13. I can select appropriate materials for specific group of learners considering their language development, age, interests, learning styles etc.					
14. I can select proper teaching materials considering some priorities like attractiveness, practicality, up to datedness, authenticity etc.					
15. I can select appropriate materials to the classroom context (i.e., heterogeneity among students and class size)					
16. I can choose suitable materials to serve the purpose of the course (e.g., improving learners' communication skills, language awareness, vocabulary knowledge etc.).					
17. I can select various materials (e.g., audio, visual, print, non-print, authentic etc.) to foster students' language learning					

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
process.					
18. I can select materials integrating the four skills.					
19. I can produce materials integrating multiple language skills.					
20. I can design materials teaching various discourse types (written, oral, formal, informal etc.)					
21. I can produce materials to supplement the speaking, listening, reading, writing, vocabulary or grammar teaching in the course book.					
22. I can prepare different types of instructional materials (e.g., worksheets, audios, flashcards, puzzles etc.).					
23. I can design materials appropriate to learners (e.g., their age, level, needs, interests etc.)					
24. I can develop instructional materials using educational technologies.					
25. I can prepare materials that comply with the objectives in the curriculum.					
26. I can adapt materials for learners (i.e., their age, needs, level, interests etc.).					
27. I can adapt materials to make them more compatible with the objectives in the curriculum.					
28. I can adapt authentic materials for language teaching.					
29. I can adapt materials to the particular aim of teaching (e.g., teaching accuracy, fluency, speaking, listening etc.)					
30. I can adapt educational technologies to deliver in class for language teaching purposes.					
31. I can adapt various instructional materials (print, non-print, audio, visual etc.)					
32. I can evaluate an instructional material to decide if it is appropriate to learners (e.g., their needs, interests, age, level etc.).					
33. I can evaluate computer-based instructional materials					
34. I can evaluate if materials appropriate to attain the objectives in curriculum.					
35. I can evaluate different types of materials (e.g., audio, visual, print, non-print etc.)					
36. I can evaluate if particular materials are suitable to teach a specific language skill or area (e.g., listening, reading etc. or grammar, vocabulary)					

**Part C. Materials Adaptation and Development Component of the Teacher Education Program**

*Please complete the following sentences regarding the materials adaptation and design component of the teacher education program you are attending.*

1. Materials adaptation and development component of the teacher education program is sufficient in the following areas:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

2. Materials adaptation and development component of the teacher education program needs the following improvements:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## APPENDIX M

### PRE-SERVICE TEACHER SURVEY

#### CONSENT FORM

You are invited to participate in a research study about the internal and external coherence of an English Language Teaching Program. This research project is being conducted by Serpil TEKİR as a part of her PhD Dissertation in the Department of Curriculum and Instruction at the Middle East Technical University. The objective of this research project is to investigate the external and internal coherence of a teacher education program in Turkey in terms of the materials design education being offered.

In this questionnaire, I aim to investigate how you evaluate the materials adaptation and development competencies you gained during your pre-service education. I would appreciate if you respond to each item and express your views sincerely. With your contribution, I aim to both define materials design and adaptation competencies needed by EFL teachers and contribute to the materials design component in teacher education.

Before you agree to start, please consider that the questionnaire consists of three sections: Demographics that relates to your personal qualifications and background information, Competency in Instructional Materials and Materials Adaptation and Development Component of the Teacher Education Program.

The questionnaire will take about fifteen minutes to fill in. Your participation is voluntary, and if you decide to quit, you are free to withdraw at any time without giving a reason. Your responses will be used only for academic and educational purposes and will be kept confidential.

If you feel uncomfortable at any time, you may withdraw from the study. You may contact Serpil TEKİR from METU, Department of Basic English (GSM: **0505 386 57 64**, Email: [serpiltekir@yahoo.com](mailto:serpiltekir@yahoo.com), [stekir@metu.edu.tr](mailto:stekir@metu.edu.tr) or Assoc. Prof. Hanife

AKAR (Office: 0312 210 40 97, Email: [hanif@metu.edu.tr](mailto:hanif@metu.edu.tr)) if you have any questions or concerns about the study.

This study has been explained to me. I volunteer to take part in this research.

\_\_\_\_\_  
Name of the Participant

\_\_\_\_\_  
Signature of the Participant

\_\_\_\_\_  
Date

## APPENDIX N

### SEMI-STRUCTURED INTERVIEW WITH TEACHER EDUCATORS

I would like to learn more about the Materials Adaptation and Development course that you are offering to undergraduate level EFL students this semester.

1. First of all, what are the outcomes that you would like see in your learners at the end of this course?  
Prompt: What knowledge do you expect your learners to acquire at the end of the course?  
Prompt: What skills do you expect your learners to acquire at the end of the course?
2. Could you please elaborate more on what did you teach within the lesson?  
Prompt: What did you teach/ do in class regarding instructional materials knowledge?  
Prompt: What specifically did you teach about material selection?  
Prompt: What did you teach regarding material use?  
Prompt: What did you teach about material adaptation?  
Prompt: What did you specifically teach on material evaluation?  
Prompt: What did you teach regarding material design?
3. Can you talk about how you conduct the lesson?  
Prompt: What teaching methods and techniques do you use in this course?  
Prompt: What are the teacher's role and students' role in the course?  
Prompt: What are the course requirements for students?  
Prompt: What kind of instructional materials do you make use of?  
Prompt: How do you test student learning in this lesson?
4. Can you talk about the assessment component of the course?  
Prompt: What were the course requirements?  
Prompt: What were the assessment instruments? How did you evaluate students?

## APPENDIX O

### FOCUS GROUP INTERVIEW WITH PRE-SERVICE TEACHERS ABOUT THE LEARNED CURRICULUM

1. **You have taken the Materials Adaptation and Development course this semester. How has the course contributed to your competence in instructional materials?**  
Prompt: What knowledge have you learnt at the end of the course?  
Prompt: What skills have you acquired at the end of the course?
  
2. **Let's talk more specifically about what you received/learned within the course with respect to certain competence dimensions. For example, please tell me what you think you learned ...**  
Prompt: with respect to instructional materials knowledge?  
Prompt: with respect to material selection?  
Prompt: with respect to material use?  
Prompt: with respect to material adaptation?  
Prompt: with respect to material evaluation?  
Prompt: with respect to material selection?
  
3. **Can you describe the course conduct of this lesson?**  
Prompt: What reading materials and tasks are used in class and outside?  
Prompt: What instructional activities/techniques were used by the lecturer?
  
4. **Could you please talk about the assessment component of the course?**  
Prompt: How are you evaluated?  
Prompt: What are you required to do in the course (e.g., presentations, taking part in discussions, project work, midterm, final etc)?  
Prompt: What kind of artifacts are you expected to produce for assessment that will show you have mastered the learning objectives?

## APPENDIX P

### VETERAN EFL TEACHERS SEMI-STRUCTURED INTERVIEW CODE

#### LIST

#### Challenges:

##### 1.Related to Teachers:

- heavy work load
- no/limited time
- difficulty in classroom management
- not being free to choose coursebook (being obliged to use MoNE prescribed coursebook )
- lack of knowledge:
  - regarding the new program
  - regarding teaching methods and techniques (e.g.TEYL)

##### 2.Related to Students:

###### a)General:

- age characteristics
- behavioural problems
- psychological and emotional turmoil
- tiredness (10th hrs is English)
- lack of/poor concentration

###### b)Towards Language:

- not being interested
- lack of intrinsic motivation to learn Eng.
- frustration
- fear of making mistakes
- low language level

##### 3.Related to Materials

- boring and dull
- too much listening (no CD available)
- sequence of topics (not from easy to diff.)
- repetition of activities
- lack of authenticity
- too many details/unnecessary points
- difficult to follow (for very young learners)
- no coursebook differentiation (i.e., same coursebook for
  - all types of High schools: e.g., Vocational HS,general HS, Anatolian HS.)
  - different departments of Vocational HS.
- outdated
- ineffective (not working) parts/sections

-inappropriate to sts' level (i.e.,too many unknown words, too difficult)

#### 4. Related to School Infrastructure

##### a. Technical Problems

- lack of/difficulty of photocopy facilities
- lack of/faulty CD players and speakers
- lack of technological facilities (e.g., computers, projectors etc.)

##### b. Physical Setting

- overcrowded classrooms
- mixed ability classes
- seating arrangement (e.g., fixed chairs, no space to move around)

#### 5. Related to English Curriculum and language teaching policies of MONE

- insufficient teaching hours
- too loaded curriculum (i.e., too many objectives versus not enough time
- no/little language content in national exams
  - TEOG (little content)
  - LYS (no content)
- MoNE' not providing the necessary materials (teacher's book and listening CDs)
- same objectives and exams for all students (e.g., Anatolian HS, Vocational Technical HS etc.)
- poor planning (e.g., 8th graders did not have English in 2nd and 3rd grades but curriculum was designed neglecting the fact)
- insufficient introduction of the current program to stakeholders: teachers, students and parents

#### Materials Used by Teachers (except for the prescribed coursebook)

##### 1) printed materials

- other course books
- resource books
- test books
- exercises (as photocopies)
- worksheets
- stories/staged readers

##### 2) visual materials

- realia/real materials
- flash cards/pictures
- puzzles

##### 3) authentic materials

- songs
- films
- scrabble
- everyday objects( e.g., locks, keys, cloths, mirrors etc.)

4) technological materials

- the Internet
- 3 D materials
- flash programs
- projector
- ohp
- computer
- CDs/CD players
- E books
- web based materials
- social media

5) teacher and/or student produced materials

- school magazine
  - notice/bulletin board
  - project work
  - flash cards
  - picture dictionary
  - photos and videos
  - certificates (awards)
  - booklets
  - drama
  - notebook covers with English words
  - materials made from reused/recycled materials
  - sentence/word strips
- 6) visual arts: art and craft
- model buildings
  - origami
  - clay/dough
  - wooden artifacts (e.g., wheel of fortune)

Purposes of Different Materials Use (i.e., adapting the current one, bringing in different ones or designing brand new ones)

- to motivate sts.
- to connect it with other lessons
- to teach language areas (i.e. vocabulary and grammar)
- to teach language skills (i.e., listening, reading, speaking and writing)
- to foster sts' self confidence
- to attract sts' attention
- to make sts more active in class
- to calm sts down (music)
- to create cooperation among sts.
- to create competition

- to certify their success
- to test their learning
- to visualize sth. /make it more concrete
- to help young learner follow the lesson easily
- to inform and involve parents about /in their children' learning
- to foster creative thinking
- to handle difficult learners
- to have meaningful, active and long lasting learning
- to relate English to their lives
- to improve sts' problem solution skills

### Teachers' Competencies in Instructional Materials

#### 1. Areas of Competency:

##### a) Materials Adaptation:

- adapting materials to the students' - level, - age, - interests, -culture
- adapting materials to classroom's – size, - physical setting, - available equipment and facilities
- adapting materials in order to - catch up with the program, - not to waste time, - to motivate sts., -make it more achievable to sts (in terms of level)
- adaptation techniques: - omitting, - reducing, - replacing, - simplifying, - transforming (i.e., changing the format), - changing the content (e.g., names, characters, topic, examples etc.), - changing the squence

##### b) Materials Design

- Design materials -to teach language skills, -as it is cost effective, - no need to search for materials

##### c) Materials Use

- use various materials (printed, real, authentic, technological)

#### 2. Areas of Incompetency:

- a) materials use: - in large classes, - with mixed ability groups, - in different departments (i.e., different fields of study), - without technolog, - to motivate sts, - to attract sts. attention, - on smart boards, designed with new technology

- b) materials selection

- c) materials design: - to teach effectively at different circumstances (e.g. different schools, departments etc.), with limited/no resource at all

- d) materials adaptation: - to high and low achievers, -to simplify it

#### Reasons for Incompetency:

- education in undergraduate program
- huge gap between real life and material design course
- be unaware of the real conditions at public schools and students' levels
- prepare them for the ideal class, not teach any skills for difficulties/problems in real world
- current teaching situation/circumstances
- no inservice training

- no support or guidance for Professional development
- no feedback for their performance (from a professional or authority)
- no opportunity/encouragement for collaboration
- lack of flexibility

### Ways of Learning about Instructional Materials

#### 1. Personal Efforts

- Reading
- Searching on the net
- Attending professional development courses/ training, seminars
- First hand experience (trial and error)
- Taking part in international projects (e.g., EU projects)
- Sharing ideas with foreign colleagues
- Consult publishing company representatives
- Doing research
- Exchange ideas with colleagues
- Self evaluation/reflective teaching
- Updating knowledge

#### 2. Institutional Efforts (MoNe)

- showing good examples (e.g., videos showing what good teachers do with the same materials)
- inservice training
- promoting teacher collaboration
- providing feedback about their performance
- Providing support for prof. development
- organizing events that teachers come together
- ready made materials (materials resource for each teacher or school)

## APPENDIX Q

### CODING OF SECTION SYLLABI (MATERIALS ADAPTATION AND DEVELOPMENT COURSE) FLE 405 MATERIALS ADAPTATION & DEVELOPMENT 2015-2016 FALL

<p>Reference for number and letter coding</p> <p>1: Integratedness 2: Appropriacy/contextualization to learners 3: Appropriacy/ contextualization to teaching/ learning context 4: Material types and features 5: Variety 6: Electronic and digital materials 7: Purpose of material use 8: Challenges of materials use</p>	<p>K: Theory &amp; Knowledge U: Use S: Select A: Adapt E: Evaluate D: Design</p>
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<p><b>COURSE DESCRIPTION</b></p> <p>This course concentrates on building awareness in analysing, adapting and developing materials for language teaching purposes. It also attempts to engage teacher candidates in questioning their own roles as materials users or producers. This course helps student teachers familiarize themselves with language teaching materials used in the Turkish context. This course provides teacher candidates with a critical perspective into the operation of the global English textbook publishing sector and the hidden curricula in commercial or national textbooks by introducing student teachers to current research in Turkey and abroad on language teaching materials.</p>	<p>E 7 A 7 D 7 K 4</p>
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Week	Date	Topic	Assigned reading	Task
1	October 5-9	Introduction Terms and concepts K 4		
2	October 12-16	Low cost teaching items Teachers' toolkit – realia U 4	McCaughey (2010), Burden (n.d.)	STUDENT DEMOs
3	October 19-23	Dogme U 4	Meddings & Thornbury (2009)	<i>Reflection paper 1</i> STUDENT DEMOs
4	October 26-30	NATIONAL HOLIDAY		
5	November 2-6	For and against course book use & teacher roles K 4	McGrath (2013,ch.1) * What is material? Coursebooks and their advantages & disadvantages	<i>Reflection paper 2</i>
6	November 9-13	Overview of curriculum Syllabus types, needs analysis K 3	Brown (1995, ch.1 & 2)	
7	November 16-20	Choosing a coursebook: deciding on the criteria S 2,3,4,7 E 2,3,4,7	McGrath (2002, ch. 2&3) *Textbook analysis Choosing a coursebook (with all the criteria)	Task 1 - Needs and situation analysis
8	November 23-27	Principles of effective materials development D 2,3,7,4,1	Tomlinson (2010) & Tomlinson (2011) *Principles of material development	Task 2 - Textbook analysis

9	December 1-4	Materials adaptation and supplementation S 3,2,7,4,5 A 3,4,5,7,2 CLASS WORKSHOP	McGrath (2013, ch. 3) *Materials selection (criteria) adaptation techniques and procedures	Task 3 - Textbook adaptation/ supplementation
10	December 7-11	A Critical Framework for Materials Development Other Research Presentations	Rashidi & Safari (2011) *Critical pedagogy	<i>Reflection Paper 3</i>  <i>Research Presentation</i>
11	December 14-18	EFL Materials in Turkey M. Types Other Research Presentations	*Critical perspective	<i>Research Presentation</i>
12	December 21-25	Course Project Piloting		
13	December 28-31	Course Project Piloting		
14	January 4-8	Course Project Piloting		
15	January 18	Deadline for the Course Project		

## Syllabus of Section Blue

Course Objective/Aim	Learning Outcome	
At the end of this course, students will...	By the end of the course, students will be able to...	
-learn the approaches and techniques of materials selection, evaluation, adaptation and development	<ul style="list-style-type: none"> <li>- comprehend the <b>role of materials</b> within the curriculum design for language teaching</li> <li>- know the importance of materials <b>selection</b> according to <b>the profile of the learners and the teaching context</b></li> <li>- <b>discuss</b> the <b>advantages and disadvantages</b> of using <b>published and teacher-made materials</b></li> <li>- know different techniques of <b>adapting published materials</b></li> </ul>	K3 S 2,3 K 4 A 4,2,3,7
-acquire skills necessary for evaluating coursebooks and language teaching materials in current textbooks	<ul style="list-style-type: none"> <li>- distinguish between internal and external <b>evaluation</b> to assess the potential and <b>suitability of a coursebook for a given context</b></li> <li>- design a set of criteria to <b>evaluate</b> a coursebook according to <b>the needs of the learners and the requirements of the teaching context</b></li> <li>- <b>evaluate</b> a contemporary textbook according to a given <b>learning context and learner needs</b></li> <li>- <b>evaluate</b> the effectiveness of the activities, tasks, exercises in a coursebook according to the <b>language elements (grammar, vocabulary, pronunciation)</b> emphasized and language skills (listening, speaking, reading, writing) addressed.</li> </ul>	E 3 E 2,3 E 2,3 E 7
-engage in materials adaptation for language teaching	<ul style="list-style-type: none"> <li>- comprehend basic adaptation techniques</li> <li>- identify different techniques of adaptation through analyzing coursebook lesson plans and teacher lesson plans.</li> <li>- Apply materials <b>adaptation</b> considering <b>the needs of the students, the authenticity of the material, and the language teaching methodology addressed</b></li> <li>- Reflect on the success of their own (or their peers') <b>adaptation</b> according to <b>the needs of the students</b> and the execution of the material</li> </ul>	A 2,4,3 A 2
-engage in designing or developing materials for language teaching	<ul style="list-style-type: none"> <li>- <b>Prepare</b> materials in order to <b>supplement the coursebooks</b></li> <li>- <b>Evaluate</b> the worksheets prepared by their peers in terms of <b>content, organization, language and student needs.</b></li> <li>- <b>Design</b> lessons based on <b>authentic materials</b></li> <li>- Reflect on the success of their own (or their peers') <b>development</b> according to <b>the needs of the students</b> and the execution of the material</li> </ul>	D 7 E 7,2,3 D 4 D 2

COURSE OUTLINE		
	Content	Reading
Week 1 October 7	Key Concepts in <i>Materials</i> Evaluation, Adaptation and Design <i>Curriculum Design</i> : The cycle of needs analysis, objectives, testing, methodology, and evaluation <i>Arguments for &amp; against course book use</i>	<i>McDonough &amp; Shaw, Ch. 1</i> Harmer's and Thornbury's articles (in class use)
Week 2 October 14	<i>Decision making</i> in Materials <i>Published Materials</i> : Syllabus types and order Proficiency Levels	<i>McDonough &amp; Shaw, Ch. 2</i> Cunningsworth, Ch.5
Week 3 October 21	<i>Evaluation</i> <i>Choosing a course book</i> : Deciding on the criteria <i>External Evaluation</i> : The coursebook package & Teacher's book	Cunningsworth, Ch.1,2,3
Week 4 October 28	Happy Birthday Turkish Republic 🇹🇷	

K 4, K 3  
(Context and Syllabus in reading coded as learning context: curriculum)

K 3

E 2,7,4,3 S 2,3,7,4  
(guidelines for evaluation: aims, teaching situ. etc)

Week 5 November 4	<i>Evaluation</i> Internal Evaluation: In-depth focus for Language and Skills	Cunningsworth, Ch. 4, 6
Week 6 November 11	<i>Evaluation</i> Internal Evaluation: In-depth focus for Topic and Methodology	Cunningsworth, Ch. 7, 9
Week 7 November 18	<i>Adaptation: Coursebook based teaching</i> Types of adaptation Adapting Outdated Materials Authenticity: Text, Task, Content	McDonough & Shaw, Ch. 3 Cunningsworth, Ch. 12
Week 8 November 25	<i>Adaptation</i> Receptive Skills: Adapting Authentic Texts Productive Skills: Adapting Authentic Tasks	McDonough & Shaw, Ch. 6,7,8,9,10
Week 9 December 2	Student Presentation: Adapting a Unit	
Week 10 December 9	Student Presentation: Adapting a Unit	
Week 11 December 16	<i>Designing and Developing Materials:</i> Supplementation Designing worksheets	McGrath 2002 Ch.5&6 To be uploaded to METU
Week 12 December 23	<i>Designing and Developing Materials:</i> Unit Design Designing the whole course (re. 2)	Cunningsworth, K 4 (ESP)
Week 13 December 30	Student Presentation: Designing materials	D 4
Week 14 January 6	Student Presentation: Designing materials	

E 7,2,5,1,3,4

E 7

A 2,3,4,7  
Adapting Published m.

D 2,3,7,4  
K 6 U 6 D 6  
Computerized worksheets, Using the real, Nature of Authentic texts, Exploiting the Internet, Concordances, D

K 4 (ESP)  
D 4

## Syllabus of Section Red

**COURSE OUTLINE**

**A) AIMS**

- To familiarize students with major approaches/frameworks of criteria for materials evaluation in ELT.
- To give students an opportunity to engage in adaptation of materials reviewed – in cases where adaptation is called for.
- To train students in, and prepare them towards, materials development in the light of the major principles involved, and
- To prepare students for Practice Teaching in the second term.

**B) SYLLABUS**

Week 1	October 8 Cunningsworth, Ch. 1, pp 1-7 <u>Selecting Coursebooks – The Essentials</u>  Cunningsworth, Ch. 2, pp 8- 25 Analyzing and Evaluating Coursebooks: a rationale and some guidelines	<b>E 2,7,3,5</b> <b>S 2,3,7,4</b>
Week 2	October 15 The same as above.	<b>E 2,7,3,5</b> <b>S 2,3,7,4</b>
Week 3	October 22 Cunningsworth, Ch. 10, pp 116-130 Communicative Course books (also recommended: C... especially 'six implications' on pp. 23-31)	<b>E 2,7,3,5</b> <b>S 2,3,7,4</b>
Week 4	October 29 Republic Holiday	<b>K 4</b>

pto

Week 5	November 5 Cunningsworth, Ch. 4, pp 31-52 <u>The Language Content</u>	E 7
Week 6	November 12 Cunningsworth, Ch. 5, pp 54-61 <u>Selection and Grading</u>	K 3 (syllabus types)
Week 7	November 19 MID-TERM	E 2,7,3    A 2,7,3
Week 8	November 26 McDonough, Shaw & Masahura, Ch. 3, pp 50-62, Add <u>pp 63-76 Evaluating ELT Materials</u>	E 2,7,3    A 2,7,3
Week 9	December 3 The same as above.	E 2,7,3,    A 2,7,3
Week 10	December 10 Student Presentations	
Week 11	December 17 Student Presentations	
Week 12	December 24 Student Presentations	
Week 13	December 31 Student Presentations	
Week 14	January 7 Student Presentations	

**APPENDIX R**  
**CATEGORICALLY GROUPED COMPETENCES IN STANDARDS AND POLICY DOCUMENTS**

<b>Code Categories</b>	<b>Generic Teacher Competences</b>	<b>English Teaching Competencies for Primary School Teachers</b>	<b>Competencies for Secondary School EFL Teachers</b>	<b>HEC English Language Teacher Education Program Content (Undergraduate Level)</b>
<b>Variety</b>		<p>Be aware of significance of using various materials and resources</p> <p>Use various listening texts such as stories, dialogues etc.</p> <p>Develop various materials to improve each</p>	<p>Use various materials together including commercially available and adapted materials to teach different levels</p> <p>Employ an appropriate variety of materials for</p>	

		students' listening skills (in cooperation with colleagues	language learning, including books, visual aids, props, and realia.  Be aware of the benefit of using a variety of materials  Find or design language teaching materials  Use various materials together including commercially available and adapted materials to teach different levels Employ an appropriate	
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			<p>variety of materials for language learning, including books, visual aids, props, and realia.</p> <p>Be aware of the benefit of using a variety of materials</p> <p>Find or design language teaching materials</p>	
<b>Material Types and Features</b>	<p>Prepares work sheets.</p> <p>Tries to prepare handy and economical materials.</p> <p>Contributes to development of creativity and aesthetic understanding of</p>	<p>Enrich materials by evaluating how practical, current, effective they are or create original materials</p> <p>Develop effective listening tasks based on students' needs</p>	<p>Be aware of the difference between authentic and tailored materials</p> <p>Be aware of the difference between authentic and tailored materials</p>	<p>Develop and use materials (such as songs, visuals etc.) to teach young learners</p> <p>Evaluate coursebook</p>

	<p>students by providing opportunities for material preparation and development.</p> <p>Evaluates teaching materials (course book, workbook, teacher's book, encyclopaedia, journal, etc.) prepared within the scope of subject-specific curriculum in terms of principles of content arrangement.</p>	<p>Develop listening materials related to their world knowledge, social and daily lives</p>	<p>Employ an appropriate variety of materials for language learning, including books, visual aids, props, and realia. Find or design language teaching materials</p>	<p>(according to certain criteria: App. to content, learners, purpose and features of printed materials)</p>
<p><b>Appropriacy of Materials to learners and teaching/learning</b></p>	<p>.Takes into account student characteristics while selecting and developing proper</p>	<p>Be aware that materials should be appropriate to students language development level</p>	<p>Use various materials together including commercially available and adapted</p>	<p>Know coursebooks should be appropriate to</p>

<b>context</b>	<p>materials, sources and activities in order to facilitate learning.</p> <p>The teacher should be able to plan methods, activities, course materials, testing-assessment techniques to be used with a student-centred approach consistent with objectives of the subject-specific curriculum together with his/her students.</p> <p>The teacher should be able to plan methods, activities, course</p>	<p>Make use of available materials that are appropriate to students' level</p> <p>Use materials related to students' daily life</p> <p>Select and use materials appropriate for students' age, language development level and language learning styles</p> <p>(Share) Be knowledgeable about materials' appropriacy to students' level, content and available resources</p>	<p>materials to teach different levels</p> <p>Select, adapt, and use culturally responsive, age appropriate and linguistically accessible materials.</p> <p>Know that materials should be appropriate to students' age and language development</p> <p>Select and adapt materials appropriate to students' age and language dev. levels</p>	<p>learners, objectives</p> <p>Evaluate Coursebook's Appropriateness to learners and objectives</p> <p>Adapt material/task to make it appropriate for the classroom context</p> <p>Develop and use materials (such as songs, visuals etc.) to teach young learners</p>
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	<p>materials, testing-assessment techniques to be used with a student-centred approach consistent with objectives of the subject-specific curriculum together with his/her students.</p> <p>The teacher should be able to prepare teaching materials by effectively using his/her facilities and considering student needs.</p> <p>He/she should benefit from technological and environmental facilities while preparing</p>		<p>Use materials appropriate to students' learning styles</p> <p>Find/select culturally app. materials</p> <p>Select, use and adapt materials based on students' own culture (family and society)</p> <p>Select materials and other resources that are appropriate to students' language development</p> <p>Choose materials</p>	<p>Evaluate coursebook (according to certain criteria: App. to content, learners, purpose and features of printed materials)</p>
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	<p>materials and should ensure that the material facilitates presentation of contents.</p> <p>Takes into account the individual differences while preparing and selecting materials.</p> <p>Takes into account student comments while preparing materials in the teaching-learning process.</p> <p>Tries to prepare materials in accordance with the learning content.</p> <p>Benefits from environmental facilities</p>		<p>appropriate to learners</p> <p>Employ an appropriate variety of materials for language learning, including books, visual aids, props, and realia.</p> <p>Use materials related with students' life in class and outside class</p> <p>Select, adapt, and use culturally responsive, age appropriate and linguistically accessible materials.</p>	
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	<p>in preparation of materials.</p> <p>Tries to ensure that the material facilitates presentation of contents.</p> <p>He/she should be able to select and use proper teaching materials to facilitate implementation of the subject-specific curriculum</p> <p>Evaluates teaching materials (course book, workbook, teacher's book, encyclopaedia,</p>		<p>Know that materials should be appropriate to students' age and language development</p> <p>Select and adapt materials appropriate to students' age and language dev. levels</p> <p>Use materials appropriate to students' learning styles</p> <p>Find/select culturally app. materials</p> <p>Select, use and adapt</p>	
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	journal, etc.) prepared within the scope of subject-specific curriculum in terms of principles of content arrangement.		<p>materials based on students' own culture (family and society)</p> <p>Choose materials appropriate to learners</p> <p>Use materials related with students' life in class and outside class</p>	
<b>Integratedness</b>			<p>Provide materials integrating four language skills</p> <p>Be aware of the importance of integrated activities</p>	

			<p>Provide sample integrated activities</p> <p>Design integrated activities</p> <p>Create materials to combine language learning with other subjects (in cooperation with other teachers )</p> <p>Provide materials integrating four language skills</p> <p>Be aware of the importance of integrated</p>	
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			<p>activities</p> <p>Provide sample integrated activities</p> <p>Design integrated activities</p> <p>Create materials to combine language learning with other subjects (in cooperation with other teachers )</p>	
<b>Electronic and digital materials</b>	He/she should benefit from technological and environmental facilities while preparing materials and should	<p>Use technological resources</p> <p>Follow/be knowledgeable about language teaching softwares and internet</p>		<p>Know features and usage procedures of digital materials</p> <p>Develop computer</p>

	<p>ensure that the material facilitates presentation of contents.</p> <p>.Makes use of computers and other technological means for preparation of materials</p> <p>Has access to technological sources related to teaching-learning (databases, online sources and etc.) and analyses these sources with regard to accuracy and compatibility.</p>	<p>resources</p> <p>Design technology enhanced lessons/Design lessons using technology</p> <p>Evaluate/Enable students to evaluate technological resources critically to use them effectively</p> <p>Design original materials improving students' use of language in daily life in cooperation with other teachers</p>		<p>assisted teaching materials through educational technologies</p> <p>Evaluate computer assisted teaching materials</p>
<b>Purpose of Material Use</b>		Make use of resources/activities to		Evaluate coursebook (according to certain

		<p>develop students' use of language in daily life</p> <p>Develop effective listening tasks based on students' needs Develop listening materials related to their world knowledge, social and daily lives</p> <p>Develop various materials to improve each students' listening skills (in cooperation with colleagues</p> <p>Design materials to improve all students' listening and ( be a model to the colleagues)</p>		<p>criteria: App. to content,learners, purpose and features of printed materials)</p>
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## APPENDIX S

### CODING OF STANDARDS AND POLICY DOCUMENTS

#### Subject Specific Teacher Competences for EL Teachers (MEB, 2008)

<p><b>YETERLİK ALANI:</b> <b>1- İNGİLİZCE ÖĞRETİM SÜREÇLERİNİ PLANLAMA VE DÜZENLEME</b></p> <p><b>Kapsam:</b> Bu alan; İngilizce öğrenme-öğretme sürecini planlama, amaca uygun olarak ortamlar düzenleme, materyal hazırlama ve kaynaklardan yararlanma uygulamalarını kapsamaktadır.</p> <p><b>Yeterlik:</b></p> <p><b>5- İngilizce öğretiminde teknolojik kaynakları kullanabilme.</b></p> <p><b>Performans Göstergeleri</b></p> <table border="1"><thead><tr><th>A1 Düzeyi</th><th>A2 Düzeyi</th><th>A3 Düzeyi</th></tr></thead><tbody><tr><td><input type="checkbox"/> Öğrenmenin daha etkin gerçekleşmesi için teknolojik kaynaklardan yararlanır.</td><td><input type="checkbox"/> Dil öğretiminde kullanılan yazılımları ve İnternet kaynaklarını izler.</td><td><input type="checkbox"/> Öğrencilerin İngilizce öğreniminde ihtiyaç duydukları teknolojik kaynakları eleştirel gözle değerlendirerek etkin kullanmalarını sağlar.</td></tr><tr><td><input type="checkbox"/> Öğrencileri teknolojik kaynaklara erişim için teşvik eder.</td><td><input type="checkbox"/> Mevcut olanaklar doğrultusunda öğrencilerin teknolojik kaynaklardan yararlanabilmeleri için uygun ortamlar hazırlayarak bu kaynaklara eşit olarak erişimlerini sağlar.</td><td></td></tr></tbody></table>	A1 Düzeyi	A2 Düzeyi	A3 Düzeyi	<input type="checkbox"/> Öğrenmenin daha etkin gerçekleşmesi için teknolojik kaynaklardan yararlanır.	<input type="checkbox"/> Dil öğretiminde kullanılan yazılımları ve İnternet kaynaklarını izler.	<input type="checkbox"/> Öğrencilerin İngilizce öğreniminde ihtiyaç duydukları teknolojik kaynakları eleştirel gözle değerlendirerek etkin kullanmalarını sağlar.	<input type="checkbox"/> Öğrencileri teknolojik kaynaklara erişim için teşvik eder.	<input type="checkbox"/> Mevcut olanaklar doğrultusunda öğrencilerin teknolojik kaynaklardan yararlanabilmeleri için uygun ortamlar hazırlayarak bu kaynaklara eşit olarak erişimlerini sağlar.		<p><b>Competences</b></p> <p>Use technological resources</p> <p>Follow/be knowledgeable about language teaching softwares and internet resources</p> <p>Design technology enhanced lessons/Design lessons using technology</p> <p>Evaluate/Enable students to evaluate technological resources critically to use them effectively</p>	<p><b>Codes</b></p> <p>U6</p> <p>K6</p> <p>D6</p> <p>E6, U6</p>
A1 Düzeyi	A2 Düzeyi	A3 Düzeyi									
<input type="checkbox"/> Öğrenmenin daha etkin gerçekleşmesi için teknolojik kaynaklardan yararlanır.	<input type="checkbox"/> Dil öğretiminde kullanılan yazılımları ve İnternet kaynaklarını izler.	<input type="checkbox"/> Öğrencilerin İngilizce öğreniminde ihtiyaç duydukları teknolojik kaynakları eleştirel gözle değerlendirerek etkin kullanmalarını sağlar.									
<input type="checkbox"/> Öğrencileri teknolojik kaynaklara erişim için teşvik eder.	<input type="checkbox"/> Mevcut olanaklar doğrultusunda öğrencilerin teknolojik kaynaklardan yararlanabilmeleri için uygun ortamlar hazırlayarak bu kaynaklara eşit olarak erişimlerini sağlar.										

## 1- İNGİLİZCE ÖĞRETİM SÜREÇLERİNİ PLANLAMA VE DÜZENLEME

### Kapsam:

Bu alan; İngilizce öğrenme-öğretme sürecini planlama, amaca uygun olarak ortamlar düzenleme, materyal hazırlama ve kaynaklardan yararlanma uygulamalarını kapsamaktadır.

### Yeterlik:

#### 3- İngilizce öğretim sürecine uygun materyaller ve kaynaklar kullanabilme.

##### Performans Göstergeleri

A1 Düzeyi	A2 Düzeyi	A3 Düzeyi
<input type="checkbox"/> Öğretim sürecinde çeşitli materyallerden ve kaynaklardan yararlanmanın önemini bilir.	<input type="checkbox"/> Öğrencilerin günlük yaşamlarıyla ilişkili olan materyaller kullanır.	<input type="checkbox"/> Öğretim sürecinde kullandığı materyalleri kullanım şekli, güncelliği, etkililiği gibi açılardan değerlendirerek zenginleştirir veya özgün materyaller hazırlar
<input type="checkbox"/> Materyallerin içeriğe, öğrencilerin dil gelişimine ve seviyesine uygun olması gerektiğini bilir.	<input type="checkbox"/> Öğrencilerin yaşlarına, dil gelişim düzeylerine, öğrenme stillerine uygun yazılı, görsel ve işitsel materyalleri seçerek kullanır.	<input type="checkbox"/> İngilizce öğretiminde içeriğe, öğrenci seviyesine ve çevre koşullarına uygun materyalleri ve kaynakları geliştirme konusunda bilgi ve deneyimlerini meslektaşlarıyla paylaşır.
<input type="checkbox"/> Öğretim sürecinde sınıf düzeyine uygun mevcut materyallerden yararlanır.		

3/A1.1

Be aware of significance of using various materials and resources

K5

A1.2

Be aware that materials should be appropriate to students language development level

K2

A1.3

Make use of available materials that are appropriate to students' level

U2

A2.1

Use materials related to students' daily life

U2

A2.2

Select and use materials appropriate for students' age, language development level and language learning styles

S2

U2

A3.1 Enrich materials by evaluating how practical, current, effective they are or create original materials

E, A, D 4

A3.2 (Share) Be knowledgeable about materials' appropriacy to students' level, content and available resources

K 2&3

**Yeterlik:****4- İngilizce öğretim sürecine uygun yöntem ve teknikleri kullanabilme.****Performans Göstergeleri****A1 Düzeyi**

- Öğrencilerin dil gelişimlerini sağlamaya yönelik mevcut kaynaklarda önerilen yöntem ve tekniklerden yararlanır.
- Dilin günlük yaşamda kullanımını geliştirecek etkinliklere yer verir.

**A2 Düzeyi**

- Öğrencilerin dil gelişimlerine uygun yöntem ve teknikleri ilgi ve ihtiyaçları doğrultusunda çeşitlendirir.
- Dilin günlük yaşamda kullanımını geliştirecek etkinlik, görev ve ödevleri birbirini destekleyecek biçimde düzenler.

**A3 Düzeyi**

- Öğrencilerin dil becerilerini geliştirmeye yönelik farklı yöntem ve tekniklerin kullanımında meslektaşlarına rehberlik eder.
- Kendi alanından ve diğer disiplinlerden öğretmenlerle işbirliği yaparak İngilizcenin günlük yaşamda kullanımını geliştirecek özgün etkinlikler tasarlar.

4/A1.2  
Make use of resources/activities to develop students' use of language in daily life  
A3.2

Design original materials improving students' use of language in daily life in cooperation with other teachers

U7

D7

**YETERLİK ALANI:****2-DİL BECERİLERİNİ GELİŞTİRME****Kapsam:**

Bu alan; İngilizce öğretmenlerinin dil öğrenme/öğretme teorilerini, yaklaşımlarını ve tekniklerini dil becerilerini geliştirmede kullanmaya yönelik etkinlikler düzenleme, İngilizceyi doğru ve etkin kullanma, öğrencilerin gereksinimlerini dikkate almayı kapsar.

**Yeterlik:****3- Öğrencilerin dinleme/izleme becerilerini geliştirebilme****Performans Göstergeleri**

A1 Düzeyi	A2 Düzeyi	A3 Düzeyi
<input type="checkbox"/> Öğrencilerin etkili dinleme/izlemenin önemini kavramalarını sağlar.	<input type="checkbox"/> Öğrenci ilgi ve ihtiyaçlarından hareketle etkili dinleme/izleme sağlayacak çeşitli etkinlik ve ortamlar düzenler.	<input type="checkbox"/> Öğrencilerin kendi dinleme becerilerini değerlendirebilmelerini sağlayarak farklı dinleme stratejilerini geliştirmelerinde yardımcı olur.
<input type="checkbox"/> Öğrencilerin gelişim düzeylerine uygun farklı dinleme/izleme yöntem ve teknikleri kullanır.	<input type="checkbox"/> Öğrencilerin farklı dinleme tür, yöntem ve öğrenme stratejilerini kullanmalarını sağlar.	<input type="checkbox"/> Farklı dinleme materyalleri geliştirmede meslektaşlarıyla işbirliği yapar.
<input type="checkbox"/> Şarkı, diyalog, masal gibi farklı metin türlerini dinleme etkinliklerinde kullanır.	<input type="checkbox"/> Öğrencilerle birlikte onların dünya bilgileri, sosyal ve günlük yaşantılarıyla ilişkili dinleme materyalleri geliştirir.	<input type="checkbox"/> Tüm öğrencilerin dinleme becerilerini geliştirecek etkinlikler üretir ve meslektaşlarına rehberlik eder.
<input type="checkbox"/> Dinleme etkinliklerinde anlam, vurgu ve tonlamaya yönelik çalışmalar yaptırır.	<input type="checkbox"/> Dinleme amaç, yöntem ve tekniklerini öğrenci ilgi ve ihtiyaçlarına göre çeşitlendirir.	

2/A1.3

Use various listening texts such as stories, dialogues etc.

A2.1

Develop effective listening tasks based on students' needs

A2.3

Develop listening materials related to their world knowledge, social and daily lives

A3.2

Develop various materials to improve each students' listening skills (in cooperation with colleagues)

A3.3

Design materials to improve all students' listening and ( be a model to the colleagues)

U5  
D2&D7D2&D7  
D5,D7

D7

D7

**YETERLİK ALANI:****2- DİL BECERİLERİNİ GELİŞTİRME****Kapsam:**

Bu alan; İngilizce öğretmenlerinin dil öğrenme/öğretme teorilerini, yaklaşımlarını ve tekniklerini dil becerilerini geliştirmede kullanmaya yönelik etkinlikler düzenleme, İngilizceyi doğru ve etkin kullanma, öğrencilerin gereksinimlerini dikkate almayı kapsar.

**Yeterlik:****Öğrencilerin yazma becerilerini geliştirebilme****Performans Göstergeleri****A1 Düzeyi**

- Öğrencilerin kendilerini yazılı olarak ifade etmelerine olanak sağlar.
- Yazmayla ilgili sözcük bilgisi, ses bilgisi, dil bilgisi ve yazım kurallarını doğru olarak uygulamalarına yönelik etkinlikler düzenler.
- Yazmayı özendirecek görsel ve işitsel materyaller kullanır.
- Farklı yazma türlerinin tanımına yönelik örnekler sunar.

**A2 Düzeyi**

- Öğrencilerin kendilerini yazılı olarak ifade etmelerine yönelik yapılan etkinlikleri bireysel farklılıkları göz önüne alarak çeşitlendirir.
- Yazma çalışmalarında sözcük bilgisi, ses bilgisi, dil bilgisi ve yazım kurallarını doğru olarak uygulamalarına olanaklar sağlar
- Yazmaya özendirecek görsel ve işitsel materyalleri öğrencilerin ilgi ve ihtiyaçları doğrultusunda seçer ve kullanır.
- Farklı yazma türlerine göre yazarak kendini ifade etmede öğrencilerini cesaretlendirerek uygulamalar yaptırır.

**A3 Düzeyi**

- Öğrencilerin yazma becerilerini geliştirmeye yönelik meslektaşlarıyla iş birliği yapar.
- Öğrencilerin farklı türlerde yazdıkları ürünleri okul içi ve/veya okul dışı ortamlarda sunmaları, yayınlamaları konusunda onlara rehberlik eder.

6/A1.2 Develop activities to have them practice vocabulary knowledge, grammar and spelling

A1.3 Use audiovisual materials to encourage students for writing A1.4 Provide different samples for different writing types

A2.1 Use various tasks that require students to express themselves in written discourse ering personal differences

A2.3 Select and use audio visual materials encouraging writing considering students' needs and interests

A2.4 Use activities to encourage students to express themselves in different writing styles

U4,U7

U5, U7

U2,U5,U7  
S 2,4,7  
U2,4,7

U5,7

General Teacher Competences (MEB,2006)

Competences	Codes
<p><b>A1.3.Takes into account student characteristics while selecting and developing proper materials, sources and activities in order to facilitate learning.</b></p> <p><b>C1.</b>  <b>The teacher should be able to plan methods, activities, course materials, testing-assessment techniques to be used with a student-centred approach consistent with objectives of the subject-specific curriculum together with his/her students.</b></p> <p>C1.7.Preparation of Materials                      The teacher should be able to <b>prepare</b> teaching materials by effectively using his/her <b>facilities and considering student needs</b>. He/she should benefit from <b>technological and environmental facilities while preparing materials</b> and should ensure that the material <b>facilitates presentation of contents</b>.                      Performance indicators  <b>C2.1.Prepare work sheets.</b>  <b>C2.2.Takes into account the individual differences while preparing and selecting materials.</b></p>	<p>S 2 D2</p> <p>S 2,3</p> <p>D 3,2 D 6,3</p> <p>D4 D2, S2</p>

(A1.3) <b>C2.3.Makes use of computers and other technological means for preparation of materials.</b>	<b>D6</b>
<b>C2.4.</b> Takes into account <b>student comments</b> while preparing materials in the teaching-learning process.	<b>D2</b>
<b>C2.5.</b> Tries to <b>prepare handy and economical materials.</b>	<b>D4</b>
<b>C2.6.</b> Tries to prepare materials in accordance with the <b>learning content.</b>	<b>D3</b>
<b>C2.7.</b> Benefits from <b>environmental facilities</b> in preparation of materials. <b>(E2.5, E2.2, E1.3)</b>	<b>D3</b>
<b>C2.8.</b> Tries to ensure that the material facilitates <b>presentation of contents.</b>	<b>D3</b>
<b>C2.9.</b> <b>Has access to</b> technological sources related to teaching-learning (databases, online sources and etc.) <b>and analyses these sources with regard to accuracy and compatibility.</b>	<b>K6</b> <b>E6</b>
<b>C2.10.</b> Contributes to development of creativity and <b>aesthetic understanding of</b> students by providing opportunities for <b>material preparation and development.</b>	<b>D4</b>
<b>F3 He/she should be able to select and use proper teaching materials to facilitate implementation of the subject-specific curriculum.</b>	<b>S3</b>
<b>F3.8.</b> Evaluates teaching materials (course book, workbook, teacher’s book, encyclopaedia, journal, etc.) prepared within the scope of subject-specific curriculum in terms of principles of content arrangement.	<b>U3</b>
	<b>E 4</b> <b>E3</b>

**Undergraduate Level EFL Teacher Education Program Course Contents (YÖK, 2006)**

	<b>Competences</b>	<b>Codes</b>
<p><b>Öğretim Teknolojileri ve Materyal elıştırme</b> (2-2) 3</p> <p>Çeşitli öğretim teknolojilerinin özellikleri, öğretim sürecindeki yeri ve kullanımı, öğretim teknolojileri yoluyla öğretim materyallerinin (çalışma yaprakları, saydamlar, slaytlar, video, bilgisayar temelli ders materyali, vb.) geliştirilmesi ve çeşitli nitelikteki materyallerin değerlendirilmesi.</p>	<p><b>Know features and usage procedures of digital materials</b></p> <p><b>Develop computer assisted teaching materials through educational technologies</b></p> <p><b>Evaluate computer assisted teaching materials</b></p>	<p><b>K6</b></p> <p><b>D6</b></p> <p><b>E6</b></p>

<p><b>Çocuklara Yabancı Dil Öğretimi</b> (3-0) 3  Çocukların öğrenme stratejileri ve anadil yabancı dil öğrenimi; çocuklara İngilizce öğretiminde uygulanacak sınıf içi yöntem ve teknikler; oyun, şarkı ve görsel araçların geliştirilmesi ve öğretimde kullanılması.</p>	<p><b>Develop and use materials (such as songs, visuals etc.) to teach young learners</b></p>	<p><b>U2,4 D2,4</b></p>
<p><b>Materyal Değerlendirme ve Uyarlama</b> (3-0) 3  İngilizce öğretiminde kullanılan ders kitaplarını değerlendirme ve seçim ilkelerinin öğretimi ve ders kitaplarının incelenmesi ve değerlendirilmesi; ders kitaplarında geçen alıştırmaların çözümlenmesi ve değerlendirilmesi; uygun olmayan alıştırmaların yeniden düzenlenmesi ve sınıf ortamına uygun biçimde uyarlanması.</p>	<p><b>Know coursebooks should be appropriate to learners, objectives</b></p>	<p><b>K 2,3, E2,3</b></p>
	<p><b>Evaluate Coursebook's Appropriateness to learners and objectives</b></p>	<p><b>A2,3</b></p>
	<p><b>Adapt material/task to make it appropriate</b></p>	

<p><b>Konu Alanı Ders Kitabı İncelemesi</b> (2-2) 3</p> <p>Konu alanında MEB tarafından onaylanmış ders kitaplarının ve öğretim programlarının eleştirel bir bakış açısı ile incelenmesi; kitapların içerik, dil, öğrenci</p> <p>seviyesine uygunluk, format, çekicilik, anlamlı öğrenmeye katkısı, öğretimde kullanım kolaylığı, vb. açılarından incelenmesi.</p>	<p><b>for the classroom context</b></p> <p><b>Evaluate coursebook (according to certain criteria: App. to content, learners, purpose and features of printed materials)</b></p>	<p><b>E 2,3,4,7</b></p>
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Undergraduate Level EFL Teacher Education Program Course Contents (YÖK, 2006)

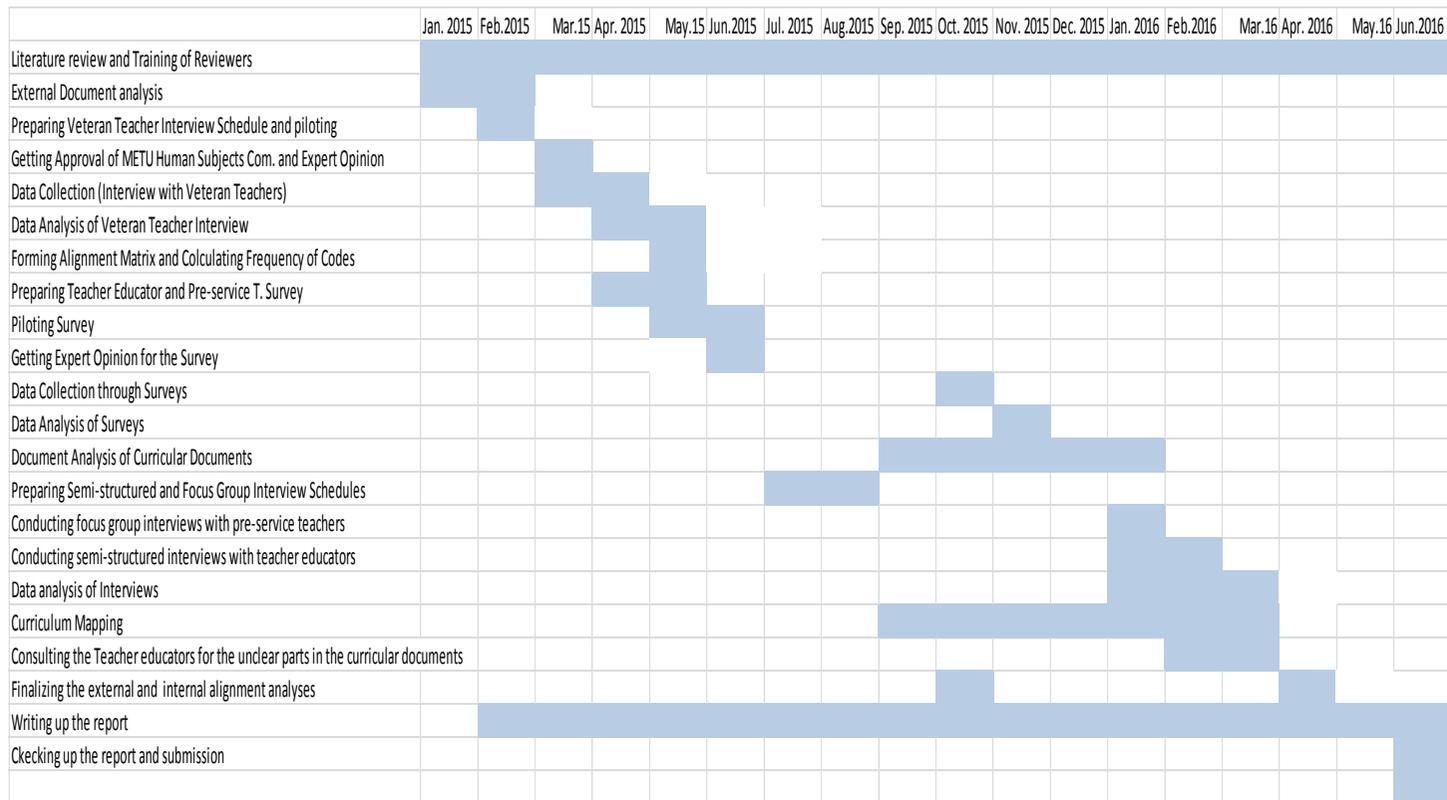
	Competences	Codes
<b>Öğretim Teknolojileri ve Materyal elıştırme</b> (2-2) 3 Çeşitli öğretim teknolojilerinin özellikleri, öğretim sürecindeki yeri ve kullanımı, öğretim teknolojileri yoluyla öğretim materyallerinin (çalışma yaprakları, saydamlar, slaytlar, video, bilgisayar temelli ders materyali, vb.) geliştirilmesi ve çeşitli nitelikteki materyallerin değerlendirilmesi.	<b>Know features and usage procedures of digital materials</b>	<b>K6</b>
	<b>Develop computer assisted teaching materials through educational technologies</b>	<b>D6</b>
	<b>Evaluate computer assisted teaching</b>	<b>E6</b>

<p><b>Çocuklara Yabancı Dil Öğretimi</b> (3-0) 3  Çocukların öğrenme stratejileri ve anadil yabancı dil öğrenimi; çocuklara İngilizce öğretiminde uygulanacak sınıf içi yöntem ve teknikler; oyun, şarkı ve görsel araçların geliştirilmesi ve öğretimde kullanılması.</p>	<p>materials</p> <p>Develop and use materials (such as songs, visuals etc.) to teach young learners</p>	<p>U2,4 D2,4</p>
<p><b>Materyal Değerlendirme ve Uyarlama</b> (3-0) 3  İngilizce öğretiminde kullanılan ders kitaplarını değerlendirme ve seçim ilkelerinin öğretimi ve ders kitaplarının incelenmesi ve değerlendirilmesi; ders kitaplarında geçen alıştırmaların çözümlenmesi ve değerlendirilmesi; uygun olmayan alıştırmaların yeniden düzenlenmesi ve sınıf ortamına uygun biçimde uyarlanması.</p>	<p>Know coursebooks should be appropriate to learners, objectives</p> <p>Evaluate Coursebook's Appropriateness to learners and</p>	<p>K 2,3,</p> <p>E2,3</p>

<p><b>Konu Alanı Ders Kitabı İncelemesi</b> (2-2) 3</p> <p>Konu alanında MEB tarafından onaylanmış programlarının ve öğretim programlarının eleştirel bir bakış açısı ile incelenmesi; kitapların içerik, dil, öğrenci seviyesine uygunluk, format, çekicilik, anlamlı öğrenmeye katkısı, öğretimde kullanım kolaylığı, vb. açılarından incelenmesi.</p>	<p><b>objectives</b></p> <p><b>Adapt material/task to make it appropriate for the classroom context</b></p> <p><b>Evaluate coursebook (according to certain criteria: App. to content, learners, purpose and features of printed materials)</b></p>	<p><b>A2,3</b></p> <p><b>E 2,3,4,7</b></p>
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## APPENDIX T

### TIME LINE OF THE STUDY



**APPENDIX U**  
**CURRIVULUM VITAE**

**SERPİL TEKİR**

**Personal information:**

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**Nationality:** Turkish

**Date of birth:** 23/06/1977

**Work Experience:**

September 2007 - Onwards Instructor, Middle East Technical University, School of Foreign Languages, Ankara

September 2001-2007- Course book writer, Ministry of Education

**Education and Training:**

2010– 2016 PhD degree: Curriculum and Instruction, Middle East Technical University

2005 –2007 MA degree: English Language Teaching, Hacettepe University

1997-2001 BA degree: English Language Teaching, Hacettepe University

2014 Technology Enhanced Teaching , ETI, Malta

1997 CERT-ELT (Certificate of English Language Teaching) British Council, Ankara

2004 Overseas Teacher Refresher, Regent Language School, London

2010 Methodology and Professional Development , Oxford Language House, London

**Publications:**

- Improving Foreign Language Learners' Vocabulary Retention: An Action Research. International Journal of Multi disciplinary Thought. ISSN: 2156-6992 : Volume 02 : Number 02 (2012)

<http://www.universitypublications.net/ijmt/0202/html/HVD61.xml>

- An Analysis Of English Language Teaching Coursebooks By Turkish Writers: "Let's Speak English 7" Example. International Journal of Human Sciences ISSN: 1303-5134 2007

[www.insanbilimleri.com/ojs/index.php/uiib/article/download/321/223](http://www.insanbilimleri.com/ojs/index.php/uiib/article/download/321/223)

- Spot On for 6,7, 8th grades (course book) Ministry of Education Publications, 2007
- English Break A2 and B2 (course book) Gündüz Publications, 2010
- English For Tourism (course book), Gündüz Publications, 2010
- Learn English with Super Kids, Grade 3, Ney Publications, 2015
- Play and Learn English, Grade 2, Ney Publications, 2015

**Conferences:**

- An Evaluation of a University Level EFL Program, The European Conference on Educational Research (ECER) Hungary (2015).
- How to Reduce Teacher Talking Time: Bilkent University, BUSEL 13th International ELT Conference (2013).
- Using WIKI in ELT Context: Abant İzzet Baysal University, 4th Black Sea International ELT Conference (2013).
- Audio Visual Portfolio: A New Way of Assessing Speaking in ELT Context: The European Conference on Educational Research (ECER) İstanbul (2013).
- How to Improve Second Language Learners' Vocabulary Retention:
- - International Journal of Arts and Science Conference, Boston, US(2012).

**Awards:**

- METU, Graduate School of Social Sciences 2012-2013 Academic Year Graduate Courses Performance Award. (with a GPA 4.00)
- METU, School of Foreign Languages 2011-2012 Academic Year Performance Award.

## APPENDIX V

### TURKSIH SUMMARY

#### GİRİŞ

Araştırmalar öğretmen kalitesinin öğrenci başarısını etkileyen en önemli okul içi faktör olduğunu göstermektedir. Bunun bir sonucu olarak öğretmen yetiştiricileri, araştırmacılar ve politika yapanlar öğretmen eğitimini politika gündemlerinde tekrar ele almışlardır. Öğretmen eğitiminin politika programlarında tekrar ele alınmaya başlamasından sonra, yetkililer, öğretmen eğitiminin kalitesini artırmak için meslek standartlarını belirlemeye başlamışlardır (Darling-Hammond, 2010). Bunun bir sonucu olarak ise öğretmenlerin hangi yeterliliklere sahip olması gerektiği sorusu gündeme gelmiştir. Bu soruya cevap verebilmek için birçok ülke, eğitim bilimleri ve sınıf uygulamaları alanlarında yapılmış araştırmalara dayanarak kaliteli öğretmenliğin ne olduğu konusunda prensipler belirlemeye çalışmışlardır. Öğretmen eğitimindeki bu çabaların temel amacı 21. yüzyılda etkili öğretmenlik tanımını güçlendirmektir.

Farklı ülkelerde ve farklı kurumlarda çalışan İngilizce öğretmenlerinden beklenen sosyal, ekonomik ve kültürel etkenlerden kaynaklan farklı yeterlilikler olsa da, tüm İngilizce öğretmenlerinin sahip olması gereken ortak yeterlilikler de bulunmaktadır (Mahalingappaa & Polat, 2013). Pek çok önde gelen öğretmen yetiştiren kurum, tüm dünyada geçerli öğretmenlik mesleği standartlarını belirlemiştir. Bu standartları beş ana kategoride toplamak mümkündür. Bunlar dil, kültür, öğretim, ölçme-değerlendirme ve profesyonellik alanlarıdır. Bunlardan ikincisi, yani öğretim ile ilgili olan yeterlilik bu çalışmanın da ana konusu olan öğretim materyallerinde ki yeterliliği kapsamaktadır.

Uluslararası kurumların belirlediği bu yeterlilik, Türkiye’de öğretmen eğitimi konusunda iki önemli aktör (Yüksek Öğretim Kurulumu ve Milli Eğitim Bakanlığı) tarafından da öğretmen eğitimi politika belgelerinde ve öğretmenlik mesleği standartları belgelerinde değinilmiştir. Yüksek Öğretim Kurumu hazırladığı Yabancı Dil Öğretmeni Lisans Programı içeriğinde ve Milli Eğitim Bakanlığı hazırladığı Öğretmenlik Mesleği Genel Yeterlikleri ve İlk ve Orta Dereceli Okullar için belirlenmiş İngilizce Öğretmenliği Mesleği Yeterliliklerinde öğretim materyalleri kullanımı konusuna açıkça değinmişlerdir. Tüm bunlar, İngilizce öğretmenlerinden beklenen önemli yeterliliklerden birinin eğitim materyalleriyle ilgili yeterlilik olduğunu göstermektedir.

Bu yeterliliğin öğretmen adaylarına öğretilmesi için lisans düzeyinde zorunlu materyal eğitimi dersi verilmektedir fakat bu dersin içeriğinin ve hedeflerinin, politika belgelerinde ve meslek standartı belgelerinde belirtilen yeterliliklerle uyumlu olup olmadığı bilinmemektedir. Bu çalışmada araştırmacı bu anlamda makro düzey politikalarla mikro düzey uygulamalar arasındaki uyumu araştırmayı hedeflemiştir.

Bir başka deyişle, araştırmacı Yabancı Dil Öğretmenliği Programının iç ve dış uyumunu araştırmayı hedeflemiştir. Yani, bu çalışmanın amacı iki yönlüdür. Çalışmanın ilk amacı, İç Anadolu Bölgesi’ndeki bir Yabancı Dil Öğretmenliği Programı tarafından verilen Materyal Adaptasyonu ve Geliştirme Dersinin içeriğinin ulusal öğretmenlik mesleği yeterlilik standartları ve öğretmen yetiştirme politikalar ile olan dış tutarlılığını tespit etmek hem de Milli Eğitim Bakanlığı’na bağlı ilk ve orta dereceli okullarda çalışan tecrübeli yabancı dil öğretmenlerinin günlük uygulamalarında kullandıkları öğretim materyalleri yeterlilikleriyle olan dış uyumunu araştırmaktır. Çalışmanın ikinci amacı ise, yabancı dil öğretmeni yetiştiren bu program tarafından verilen Materyal Adaptasyonu ve Geliştirme Dersinin iç tutarlılığını incelemektir. Bir başka ifadeyle, bu çalışma, Materyal Adaptasyonu ve Geliştirme dersine ait yazılı, öğretilen, öğrenilen ve test edilen programlar arasındaki tutarlılığı saptamaya çalışmıştır. Bu amaçlar doğrultusunda çalışma aşağıdaki araştırma sorularına cevap bulmayı hedeflemiştir.

*Dış uyumla ilgili olarak;*

1. MEB tarafından hazırlanmış meslek standartları belgelerinde ve YÖK tarafından hazırlanan İngilizce Öğretmenliği Lisans Programı içeriğinde İngilizce öğretmenlerinden öğretim materyalleriyle ilgili ne tür yeterlilikler beklenmektedir?
2. İlk ve orta dereceli devlet okullarında çalışan İngilizce öğretmenleri günlük uygulamalarında öğretim materyalleriyle ilgili ne tür yeterliliklere ihtiyaç duymaktadır?
3. Yabancı Dil Öğretmenliği Programı tarafından verilen öğretim materyali eğitimi bu dış standart ve politikayla ne derece uyumludur?

*İç uyumla ilgili olarak;*

4. Yabancı Dil Öğretmenliği Programı tarafından verilen öğretim materyali eğitimi ne derece iç uyumludur; yani, yazılı, öğretilen, öğrenilen ve test edilen programlar arasında ne derece bir uyum vardır?

## **LİTERATÜR TARAMASI ÖZETİ**

Bu çalışmada yapılan literatür taramasının ilk bölümü Türkiye’de genel öğretmen yetiştirme ve yabancı dil öğretmeni yetiştirme sistemi, makro ve mikro düzeyde öğretmenlerden beklenen yeterlilikler ve Türkiye’de yabancı dil öğretimi ve yabancı dil öğretmeni yetiştirme politikaları ve uygulamaları arasındaki farklılıklar üzerine kurgulanmıştır. Yapılan literatür taraması sonucunda görülmüştür ki Türkiye’de yabancı dil öğretimi ve yabancı dil öğretmeni yetiştirmesiyle ilgili iyi niyetli politikalar, planlamanın yeterince özenli bir şekilde yapılmaması, mevcut şartların göz önünde bulundurulmaması, uygulayıcıların fikirlerinin alınmaması ve onların yeterince bilgilendirilmemeleri sonucunda başarısız olmuştur.

İkinci bölümde ise uyum (alignment) terimi için yapılan farklı tanımlamalar sunulmuş, farklı türleri açıklanmış; program uyumu ve öğrenci başarısı arasındaki ilişki üzerine yapılan çalışma sonuçları sunulmuş; program uyumunun sistem teorisindeki yeri anlatılmış; uyum ve hesap verebilirlik arasındaki ilişki tartışılmış ve üç bileşenli program uyumu modeli (yazılı, öğretilen ve test edilen programlar arasındaki ilişkiyi vurgulayan) anlatılmıştır. Literatür taramasının sonunda uyum terimi için farklı tanımlamalar yapılırsa da hepsinde ortak olan noktanın eğitim sistemi içindeki bileşenler (farklı seviyeler, farklı dersler, farklı belgeler vs.) arasındaki uyumun, herhangi bir eğitim faaliyetinin başarısı için olmazsa olmaz olduğu sonucuna varılmıştır. Benzer bir şekilde, eğitimi, aynı amaca hizmet eden küçük parçaların bir araya gelmesi olarak tanımlayan sistem teorisi, bu parçalar arasındaki uyumu sistemin başarısı için gerekli görmektedir. Hesap verebilirlik anlayışına göre ise okullar kullandıkları programın, devletin eğitim politikalarıyla uyumlu olduğunu, verdikleri eğitimlerin ulusal veya uluslararası sınavlarla uyumlu olduğunu kanıtlayabildikleri ölçüde topluma, yetiştirdikleri öğrencilere ve ailelerine hesap verebilir olabilirler.

Üçüncü bölümünde ise herhangi bir programın uyumunu tespit etmekte kullanılan program haritası yöntemi ve nitel uyum analizi yöntemleri özetlenmiştir. Bu yöntemlerden program haritası yöntemi, bu çalışmada, yazılı, öğretilen, öğrenilen ve test edilen programlar arasındaki uyumu tespit etmek için kullanılmıştır. Nitel uyum analizlerinden Porter'ın (2002) uyum analizi ise iki

farklı belge dizisi (politika belgeleri ve İngilizce öğretmenliği programında kullanılan ders izlenceleri ve ders kitapları gibi) arasındaki uyumu araştırmakta kullanılmıştır.

Daha sonra literatür çalışması yeterlilik kavramının tanımlanması, öğretmen eğitiminde yeterlilik çerçevelerinin belirlenmesinin önemi ve öğretmenlerden beklenen eğitim materyali yeterliliklerinin neler olduğunun tanımlanmasıyla sona ermiştir. Çalışmalar öğretmen eğitiminde söz sahibi tüm kurum ve kuruluşların iş birliğiyle belirlenecek yeterlilik çerçevelerinin öğretmen eğitimi için kılavuz olması

gerektiğini, öğretmenlik sertifikası veya diplomasının verilmesinde veya geri alınmasında kıstas olarak kullanılabileceğini, çalışan öğretmenlerin hizmet içi eğitimlerin planlamasında yol gösterici olabileceğini göstermektedir. Her ne amaçla kullanılırsa kullanılsın yeterlilik çerçeveleri önceden belirlenmeli ve sürekli gözden geçirilip yenilenmelidir (European Commission, 2011).

Literatür taramasının kapsadığı son alan ise, dünyada ve ülkemizde öğretmen yetiştirme programları üzerinde yapılan uyum çalışmalarının, YÖK Yabancı Dil Öğretmenliği Lisan Programı üzerinde yapılan çalışmaları ve vaka olarak seçilen İngilizce Öğretmenliği Programı üzerinde yapılan çalışmaların taranması. Öğretmen eğitiminde yapılan uyum çalışmaları, genelde öğretmen adaylarının aldığı derslerle yaptıkları stajlar arasındaki uyumu araştırmıştır veya öğretmen adaylarının programın uyumuyla ilgili algılarının, kendilerini öğretmenlik mesleğiyle özdeşleştirmelerine ve öğretmenlik mesleğini benimsemelerine ne kadar katkı sağladığını ortaya koymuştur.

Yapılan literatür taraması sonucunda öğretmen eğitiminde program uyumunun çok önemli olduğunun işaret edilmesine rağmen, bu konuyla ilgili literatürde büyük bir eksiklik olduğunu görülmüştür. Bu çalışma literatürdeki bu boşluğu gidermeyi amaçlamıştır. Aynı zamanda, bu çalışma öğretmen eğitimi uygulamalarıyla ilgili olarak, Türkiye gibi merkezi bir eğitim sistemine sahip ülkelerde yapılan politikalarla uygulamaları arasında hassas bir ilişki olduğu gerçeğine dikkat çekmeyi hedeflemektedir.

## **ARASTIRMA YÖNTEMİ**

Bu çalışmada nitel ve nicel verilerin kullanıldığı çok evreli bir model benimsenmiştir. Çalışmanın amacı ve araştırma soruları üç aşamada veri toplamayı gerektirmiştir. Özellikle ikinci aşamadaki analizin yapılabilmesi, ilk aşamada toplanan verilerin sonunda oluşturulacak uyum matrisi sayesinde mümkün olmuştur. Bu anlamda ilk iki evre birbiriyle bağlantılıdır. Üçüncü evre bunlardan bağımsız

olmasına rağmen programın genel uyumuyla ilgili katkı sağladığı için bu üç evre, çok evreli bir modelde birleştirilmiştir.

Çok evreli bu çalışmanın ilk ve üçüncü evrelerinde nitel veriler toplanmış ve analiz edilmiş, ikinci evresinde ise nicel veriler kullanılmıştır. İlk evrede belge analizi yöntemi ve yarı yapılandırılmış görüşme yöntemiyle veriler toplanmıştır. İkinci evrede ise nitel veriler, belge analizi ve anketlerdeki açık uçlu sorularla, nicel veriler ise anket yöntemiyle toplanmıştır. Üçüncü evrede ise nitel veriler, belge analizi, odak grup görüşme yöntemi ve yarı yapılandırılmış görüşme yöntemleriyle toplanmıştır.

Çalışmada üç grup katılımcı bulunmaktadır. İlk evreye, Milli Eğitim Bakanlığı'na bağlı ilk ve orta dereceli okullarda çalışan deneyimli 19 İngilizce öğretmeni katılmıştır. İkinci ve üçüncü evrede ise İngilizce öğretmenliği programında eğitim gören ve çalışmanın yapıldığı dönemde Materyal Adaptasyonu ve Geliştirilme Dersini alan öğretmen adayları ve onlara bu dersi veren öğretmen yetiştiricileri çalışmaya katılmışlardır. İkinci aşamada 57 öğretmen adayından ve 3 öğretmen yetiştiricisinden anket yöntemiyle nitel veri toplanmıştır. Çalışmada kullanılan iki anket birbiriyle neredeyse aynıdır. Demografik sorulardaki küçük değişiklikler dışında, tek farklılık öğretmen adaylarına verilen ankette 2 adet açık uçlu sorunun bulunmasıdır. Bu sorularda, öğretmen adaylarından, programın materyal eğitimiyle ilgili içeriğinin yeterli ve geliştirilmesi gereken bölümleri hakkında yorumda bulunmaları istenmiştir. Diğer Likert tipi sorular ise, öğretmen adaylarının politika ve yeterlilik standartları belgelerinde belirtilen yeterlilik alanlarında kendilerini ne kadar yeterli bulduklarını değerlendirmelerini istemektedir. Benzer bir şekilde, öğretmen yetiştiricilerine verilen ankette, yetiştirdikleri öğretmen adaylarının bu yeterliliklere ne kadar sahip olduklarını değerlendirmeleri istenmiştir. Öğretmen adaylarına verilen anket üç bölümden oluşur: Katılımcıların demografik özellikleri hakkında bilgi almayı amaçlayan bölüm, Likert ölçeğe sunulan ve katılımcıların bir dizi materyal türünü kullanmakla ilgili yeterliliklerini belirtmelerini isteyen 11 öge ve katılımcıların genel materyal yeterliliklerini belirtmelerini isteyen 36 öge ve son bölümde ise 2 açık uçlu soru bulunmaktadır. Öğretmen yetiştiricilerine

verilen ankette ise iki bölüm yer almaktadır: Katılımcıların demografik özellikleri hakkında bilgi almayı amaçlayan bölüm, Likert ölçeğe sunulan ve ilk anketle aynı olan 11 ve 36 öge içeren aday öğretmenlerin yeterliliklerinin değerlendirilmesini gerektiren ikinci bölüm. Her iki anket de öncelikle 4 uzman tarafından incelenmiş, önerilen değişiklikler dikkate alınarak yeniden yapılandırılmış ve pilot çalışma uygulaması yapılmıştır. Anketlerin faktör analizi yapılmış ve güvenilirlik değeri 0.85 olarak bulunmuştur.

Üçüncü evrede ise 21 öğretmen adayları ile 3 odak grup görüşmesi yapılmıştır ve 3 öğretmen yetiştiricisinden yarı yapılandırılmış görüşme yöntemiyle veri toplanmıştır. Çalışmada ki tüm mülakatlar farklı açık uçlu soru ve sondalarla yarı planlı olarak gerçekleştirilmiştir. Tıpkı anketlerde olduğu gibi yarı planlı mülakat soruları da alanında uzman kişilere gösterilmiş, pilot çalışmaları yapılmış ve edinilen dönütlerle geliştirilmiştir. Mülakatlar, katılımcıların ana dili olduğu için Türkçe olarak yapılmış ve ses kayıt cihazıyla kaydedilmiştir. Yapılan kayıtlar yazıya dökülmüş ve sorular ışığında kodlama işlemi gerçekleştirilmiştir.

İlk evrede amaç öğretmenlerden beklenen yeterliliklerin belirlenmesi ve bunların bir uyum matrisine dönüştürülmesidir. Bu nedenle, politika ve meslek standartları dokümanları (örneğin Milli Eğitim Bakanlığına ait Öğretmen Yeterlilikleri Standartları Belgeleri ve Yüksek Öğretim Kurumu Yabancı Dil Öğretmeni Yetiştirme Lisans Programı gibi) analiz edilmiştir ve ilk ve orta dereceli devlet okullarında çalışan yabancı dil öğretmenlerinden mülakat yöntemi ile ihtiyaç duydukları yeterlilikler tespit edilmiştir. Toplanan bu nitel veriler kodlanıp politikalarının, meslek standartlarının ve mevcut öğretmen uygulamalarının, ilk ve orta dereceli devlet okullarında çalışan yabancı dil öğretmenlerinden sahip olmalarını beklediği öğretim materyalleri yeterliliklerini gösteren bir uyum matrisine dönüştürülmüştür. İlk evreden elde edilen verilerle oluşturulan bu matris ikinci evrede yapılacak analizlerin temelini oluşturmuştur. Bu matriste yeterlilik alanı olarak *materyal entegrasyonu, materyalin öğrenciye ve öğretme/öğrenme ortamına uyumu, materyal çeşitliliği, materyal tür ve özellikleri, elektronik ve dijital*

*materyaller ve materyal kullanım amaçları* alanları ortaya çıkmıştır. Yeterlilik düzeyi olarak ise *materyal bilgisi, materyal seçimi, adaptasyonu, değerlendirilmesi ve tasarımı* düzeyleri ortaya çıkmıştır. Bu ilk evrenin sonunda, belgelerde ortaya çıkan yeterlilik kodlarının sayısı uyum matrisine aktarılmıştır.

İkinci evrede, İngilizce öğretmenliği programının meslek standartlarına, öğretmen yetiştirme politikalarına ve mesleğin gerektirdiği yeterlilikleriyle ne ölçüde uyumlu olduğunu tespit etmek amaçlanmıştır. Program kapsamında verilen Materyal Adaptasyonu ve Geliştirme dersinin ders izlencesi ve ders kitapları toplanmış ve kodlanmıştır. Oluşturulan bu kodların sayısı uyum matrisine aktarılmıştır. Bu şekilde karşılaştırılacak belgelerde ortaya çıkan kodların sayısı iki farklı matriste gösterilmiştir. Bu kod sayıları, daha sonra, Porter'ın (2002) uyum formülünde kullandığı oransal değerlere dönüştürülmüştür. Dönüştürme işlemi her bir

hücredeki kod sayısı tablodaki toplam kod sayısına bölerek hesaplanmıştır. Elde edilen sayı tek basamaklı olacak şekilde yuvarlanarak yeni bir tabloya aktarılmıştır. Bu işlemden sonra, her bir hücrede bulunan oransal değerler arasındaki fark hesaplanmıştır. Farklar için yeni bir matris oluşturulmuştur. Daha sonra matristeki tüm değerler toplanmıştı ve Porter'ın uyum indeksi formülü kullanılarak uyum indeksi hesaplanmıştır.

$$\text{Alignment} = 1.0 - \frac{\sum |x-y|}{2}$$

Bununla birlikte, ikinci evrede öğretmen yetiştiricilerine ve öğretmen adaylarına anketler verilmiştir. Bu sayede, her iki katılımcı grubunun öğretmen adaylarının öğretim materyali yeterliliklerini değerlendirmeleri sağlanmıştır.

İlk iki evreden ayrı olan üçüncü evrede ise Yabancı Dil Öğretmeni Yetiştirme Programının vermiş olduğu materyal eğitiminin iç uyumunu denetlemek amaçlanmıştır. Bu evrede, araştırmacı, programın eğitim materyalleriyle ilgili içeriğinin yazılı, öğretilen, öğrenilen ve test edilen programları arasındaki uyumunu incelemiştir. Bu hedefe yönelik olarak, program belgeleri ve mülakatlar yoluyla

niteliksel veriler toplanmış ve veriler program haritasına aktarılarak aralarındaki uyum incelenmiştir.

## VERİLER

Çalışmanın ilk araştırma sorusu MEB tarafından hazırlanan öğretmenlik mesleği standartları ve YÖK'ün İngilizce Öğretmenliği Lisans programında belirttiği yeterliliklerin neler olduğunu bulmaya yöneliktir. Yapılan belge analizi sonucunda bu belgelerde en çok vurgulanan yeterliliğin *öğrencilere uygun materyal kullanımı* olduğu görülmüştür. Tüm yeterliliklerin yaklaşık dörtte biri, öğretmenlerin materyalleri öğrencinin yaşına, seviyesine, ilgisine, dil öğrenme tarzına, sınıf içi ve dışı hayatına uygun hale getirebilmesiyle ilgilidir. Yeterliliklerin yaklaşık beşte biri ise *materyal kullanımı amaçlarıyla* ilgilidir. Yani, materyali farklı bir dizi amaç için kullanabilmek, belli bir ders materyalini dersin özel amacı için uygun hale getirebilmek öğretmenlerden beklenen bir diğer yeterliliktir. Başka önemli bir yeterlilik ise *materyal çeşitliliğiyle* ilgilidir. Tüm yeterliliklerin yaklaşık yüzde on beşi bir dizi farklı materyal kullanımı, farklı kaynaklardan materyal kullanımı, farklı metin türlerinin dil öğretiminde kullanımı ve farklı durumlar için dil öğretebilme yeterliliklerini kapsamaktadır. Kalan yeterliliklerin yüzde on beşi ise *materyal türleri ve bunların özellikleriyle* ilgilidir. İngilizce öğretmenlerinden yazılı, görsel, otantik, basitleştirilmiş vs. gibi bir dizi materyal türü hakkında bilgi sahibi olmaları, bunları etkili bir şekilde kullanabilmeleri ve bunların özelliklerini bilmeleri ve uygun durumlarda başarılı bir şekilde kullanabilmeleri beklenmektedir. Politika belgelerinin yüzde onunda bahsedilen bir yeterlilikte *elektronik ve dijital materyallerin* dil öğretiminde kullanılmasıyla ilgilidir. Bu durum, öğretmenlerin CD, CD çalar, tepegöz, projektör, etkileşimli beyaz tahta, eğitim yazılımları, internet ve multi-medya araçları gibi teknolojik araçları dil öğretimi amacıyla kullanmalarını gerektirmektedir. Dinleme, okuma, yazma ve konuşma gibi dil becerilerinin ve materyallerdeki aktivitelerin *entegrasyonu* ise bir diğer beklenen yeterlilik alanıdır. Fakat diğer yeterliliklerden daha az vurgulanmıştır. *Öğretme/öğrenme ortamına*

*uygun materyal kullanımı* da İngilizce öğretmenlerinden beklenen bir diğer yeterlidir fakat belgelerde oldukça düşük bir sıklıkla değinildiği için diğerlerinden daha düşük bir öneme sahip gibi görünmektedir. Bu yeterlilik, öğretmenlerin mevcut kaynaklara, fiziksel şartlara ve programda belirtilen hedeflere uygun materyal kullanmalarını gerektirmektedir.

Ayrıca bu belgelerde en çok bahsedilen yeterlilik seviyesi *materyal kullanımı* gibi görünmektedir. Bu durum yetkililerin, öğretmenlerden en çok mevcut materyalleri etkin bir şekilde kullanmalarını istediklerini göstermektedir. Ayrıca belgelerde öğretmenlerin öğretim materyalleri hakkında yeterince bilgi sahibi olmaları gerekliliği, öğrencilerine, programdaki hedeflere, çalışma ortamlarındaki fiziksel şartlara ve kaynaklara uygun materyal seçebilmeleri ve materyallerin bu şartlara uygun olup olmadığını değerlendirmeleri ve ihtiyaç halinde gerekli adaptasyonları yapabilmeleri beklenmektedir.

Çalışmanın ikinci sorusu, ilk ve orta dereceli devlet okullarında çalışan tecrübeli İngilizce öğretmenlerinin ihtiyaç duyduğu yeterlilikleri tespit etmeye yöneliktir. Bu amaçla ilk ve orta dereceli okullarda çalışan öğretmenlerden mülakat yöntemiyle toplanan veriler politika belgeleriyle benzer yeterlilikleri işaret etmektedir. Fakat yine de çalışma ortamından kaynaklanan özel yeterliliklerde ortaya çıkmıştır. İlk olarak, öğretmenler, bir dizi *farklı ders materyalleri kullanmaya* ihtiyaç duyduklarını belirttiler. Bunun yanı sıra, öğretmenler, özellikle *materyal adaptasyonu* becerisine ihtiyaç duyduklarına değinmişlerdir. Kendilerine verilen materyalleri öğrencilerin seviyesine, yaşlarına, ilgilerine, programdaki hedeflere, programın hızına, okulda mevcut olan imkânlarla göre basitleştirerek, çıkartarak, ekleme yaparak, formatı değiştirerek, yer değiştirerek, içeriği değiştirerek vs. uygun hale getirmeye çalıştıklarından bahsettiler. Öğretmenler ayrıca *materyal seçme* becerisinin de en çok ihtiyaç duydukları beceri olduğunu söylediler. Özellikle meslek liselerinde çalışan öğretmenler farklı alanlarda ki (özellikle meslek liselerinde ki farklı bölümlerde ki) öğrencileri için materyal seçmek durumunda olduklarını belirttiler. Ayrıca öğretmenler, Bakanlığın kendilerine verdiği kitapların programdaki amaçların öğretimi için uygun olmadığı durumlarda veya sınıflarındaki öğrenci

profiline uygun anlatılmadığı durumlarda kendi *materyallerini oluşturma* yoluna gittiklerini bu yöntemin hem daha ekonomik hem de daha az zaman kaybına sebep olduğunu belirtmişlerdir.

Öğretmenler *materyalleri farklı amaçlarla kullanma* becerisinin de onlar için önemli olduğundan bahsettiler. Örneğin, öğrencileri derse motive etmek için, sınıf yönetimine yardımcı olmak için (öğrencileri sakinleştirmek veya harekete geçirmek gibi), öğrenilebilirliği artırmak, öğrencilerin problem çözme becerisini geliştirmek için materyallerden faydalandıklarını belirttiler. Öğretmenler aynı zamanda materyalleri farklı şartlarda etkili kullanabilmenin önemli olduğundan bahsettiler. Örneğin, kalabalık sınıflarda, hiç bir kaynağın bulunmadığı veya çok sınırlı kaynakların bulunduğu sınıf ortamlarında, farklı yetenekte veya farklı düzeyde öğrencilerin aynı sınıfta bulunduğu durumlarda, öğrencilerin motivasyonunun çok düşük olduğu durumlarda, kendi kitaplarını seçme özgürlüğüne sahip olmadıkları, verilen kitabı kullanmak zorunda oldukları durumlarda, iş yükünün çok ağır olduğu vs. durumlarda da etkin materyal kullanmaları gerektiğinin altını çizdiler.

Ayrıca öğretmenler mülakatlarda materyalle ilgili problemlerden de bahsedip bunlarla başa çıkabilme yeterliliğinin önemini vurguladılar. Örneğin, sıkıcı, çok tekrar eden, öğrenci seviyesinin üzerinde, kolaydan zora bir sıralama takip etmeyen, gereksiz ve tekrar eden bölümlerin sıkça olduğu, öğrencinin seviyesine uygun olmayan kitaplarla nasıl başa çıkacaklarını biliyor olmalarının gerektiğini söylemişlerdir.

Öğretmenler, okuldaki yetersiz imkânları göz önünde bulundurmaları ve her türlü çalışma şartında öğretebilme becerisine sahip olmaları gerektiğini de açıkladılar. Örnek olarak fotokopi imkânının olmadığı, CD çalarların bulunmadığı veya çalışmadığı durumlara da hazırlıklı olmaları gerektiğinden bahsetmişlerdir.

Ayrıca yetersiz ders saati, yoğun içerikli program, ulusal sınavlarda İngilizce sorularının hiç olmaması veya çok az olması, tüm farklı lise türleri için aynı kitap ve

hedeflerin kullanılıyor olması gibi olumsuz durumlarda materyali etkili kullanabilme becerilerini geliştirmiş olmaları gerektiğini belirttiler.

Araştırmanın üçüncü sorusu ise öğretmen eğitimi programının dış politika ve standartlarla uyumunu bulmaya yönelikti. Bu amaçla Porter'ın (2002) uyum indeksi kullanılmıştır. Sonuç olarak 0.30 gibi bir uyum indeksi hesaplanmıştır. Bu indeks Porter'a göre düşük bir indekstir çünkü 1 tam bir uyumu, 0 ise uyumsuzluğu göstermektedir. 0.30 yarıdan daha az yani oldukça düşük bir uyumu göstermektedir. Belgeler arasındaki bu düşük uyum İngilizce öğretmenliği programında yeterlilik alanlarıyla ilgili daha fazla hedef ve içerik olmasından kaynaklanıyor olabilir, yani uyumsuzluk olumsuz bir durumdan kaynaklanmıyor olmayabilir. Bu nedenle yeterlilikler arasındaki farkın nerelerde, hangi alanlarda olduğunu tespit etmek için Edward'ın farklılık analizi yapılmıştır. Her iki belge için oluşturulan oransal değerler bir tabloda alt alta yazılmış ve aralarında ki farkın hangi seviyelerde olduğu gözlenmiştir. Politika ve standart kodlarına ait değerler üst satırda İngilizce öğretmenliği programına ait kodlar ise alt satırda olduğundan 0,1 gibi bir değer bahsi geçen yeterlilik düzeyinde standartlarda daha fazla bir vurgu olduğunu -0,1 gibi bir değer ise İngilizce öğretmenliğinin programında daha fazla bir vurgu olduğunu göstermektedir. 0 ise belgelerde eşit bir vurgu/önem olduğunu göstermektedir.

İkinci evrenin sonunda yeterlilik alanlarının oransal değerleri, yüzdeleri ve anket sonuçları ve açık uçlu sorulara verilen cevaplar göz önünde bulundurularak uyum veya uyumsuzluk kararı verilmiştir. İlk olarak, “materyallerin öğrenme/öğretme ortamına uygunluğu” açısından İngilizce öğretmenliği programı ile öğretmen eğitimi politikaları ve standartları arasında bir uyum olduğu gözlenmiştir. Öğretmen eğitimi, bu yeterlilikle ilgili (OD= 0.3, % 25.2) politika ve standart belgelerinden (OD = 0,1 , % 11.3) daha fazla içeriğe sahip olduğundan uyumludur. Tanımlayıcı istatistik tablosu ve öğretmen adaylarının ( $M = 3.8$ ) ve öğretmen yetiştiricilerinin ( $M = 3.7$ ) anketlerde ilgili bölüm için verdiği cevapların ortalamaları göz önünde bulundurulduğunda, programın bu yeterlilik alanında uyumlu olduğunu sonucuna varılmıştır.

"Materyal türleri ve özellikleri" açısından öğretmen yetiştirme programı (OD = 0.2 , % 18.1), politika ve standart belgelerinden (OD = 0.1, % 13,5) daha fazla içeriğe sahip olduğu için belgeler arasında bir uyum ortaya çıkmaktadır. Benzer şekilde, her iki katılımcı grubu, anketlerde ki 3.50 üstündeki ortalamaları ile öğretmen adaylarının bu yeterliliğe sahip oldukları konusunda aynı fikirde olduklarını belirtmişlerdir. Böylece, "malzeme tipleri ve özellikleri" açısından, İngilizce öğretmenliği programı standartlar ve politikayla uyumludur.

"Materyal kullanımı amaçları" yeterlilik alanıyla ilgili, İngilizce öğretmenliği programında yer alan içerik (OD=0,3 % 26) politika ve standart belgelerindeki içerikten (OD = 0.2, % 19.5) daha fazladır. Bu durum İngilizce öğretmenliği programının bu yeterliliğe daha fazla önem verdiğini göstermektedir. Ayrıca hem öğretmen eğiticileri ( $M = 4.0$ ) hem de öğretmen adaylarının ( $M = 3.7$ ) anketlerde bu yeterlilikle ilgili sorulara verdikleri cevapların ortalamalar bu yeterlilikle ilgili olumlu sonuçlar ortaya koymaktadır. Bu nedenle, "materyal kullanım amaçları" konusunda İngilizce öğretmenliği programı politika ve standart belgeleriyle uyumludur sonucuna varılmıştır.

Öğretmen eğitimi belgeleri (OD= 0.2) "öğrenciler için uygun materyal kullanımı" yeterlilik alanında politika ve standart belgelerinden biraz daha az koda (OD= 0.3) sahip olduğu için programın standartlarla uyumu düşük gibi görünmektedir. Ancak, tanımlayıcı tablo, yeterlilik alanı ile ilgili yüzdelerinin öğretmen eğitimi programında (% 23.6) ve dış belgelerde (% 26.3) oldukça benzer oranlarda olduğunu göstermektedir. Anket sonuçları incelendiğinde de, hem öğretmen adaylarının ( $M= 3.9$ ) hem de eğiticilerin ( $M= 4.0$ ) öğretmen adaylarının bu yeterliliğe sahip olduğu konusunda hemfikir olduğunu görülmektedir. Politika ve standart belgelerinde bu yeterlilik alanıyla ilgili kodların oransal değerlerinin İngilizce öğretmenliği programından biraz daha yüksek olmasına rağmen, tanımlayıcı tablo ve anket sonuçları göz önünde bulundurulduğunda "öğrenciler için uygun materyal kullanımı" açısından İngilizce öğretmenliği programının standartlar ve politikalarla uyumlu olduğu kabul edilmiştir.

“Materyal entegrasyonu” alanında politika ve standart belgelerinde (OD = 01) İngilizce öğretmenliği programından (OD= 0) daha fazla içerik olduğu için bu yeterlilik alanı açısından belgeler arası bir uyumsuzluk söz konusudur. Anketler de ise farklı sonuçlar ortaya çıkmıştır. Öğretmen adayları ( $M= 4.1$ ) bu alanda kendilerini yetkin bulsalar da, öğretmenler yetiştiricileri ( $M = 3.3$ ) öğrencilerinin bu alandaki yeterlilikleri konusunda hem fikir olmadıklarını belirtmişlerdir. Bu alanla ilgili farklılık tablosu incelendiğinde, standartlar ve politika belgelerinin sadece "tasarım/dizayn" düzeyinde daha fazla içeriğe sahip olduğunu görülmüştür.

"Materyal çeşitliliği" yeterlilik alanıyla ilgili politika ve standart belgelerinde (OD= 0.1, % 12.8), öğretmen eğitimi programında (OD = 0, % 3.1) olduğundan daha fazla içerik bulunmaktadır. Bu nedenle İngilizce öğretmenliği programı politika ve standartlarla uyumsuz görünmemektedir. Ancak, anketler incelendiğinde, öğretmen eğitimcilerinin ( $M = 3.3$ ) ortalamaları bu sonucu desteklerken hizmet öncesi öğretmenlerinin ortalamaları ( $M = 4.2$ ) farklı sonuçlar ortaya koymaktadır. İngilizce öğretmenliği programında bu yetkinlik alanı ile ilgili çok az amaç ve içerik olmasına rağmen, hizmet öncesi öğretmenlerin bu yetkinlik alanında kendilerini oldukça yetkin hissetmeleri dikkat çekicidir. Orantısal değerler, tanımlayıcı istatistikler ve öğretmen eğitimcileri anket sonuçları dikkate alındığında, “materyal çeşitliliği” konusunda İngilizce öğretmenliği programının politika ve standart belgeleriyle uyumsuzluk gösterdiği sonucuna varılmıştır.

"Elektronik ve dijital malzemeler" yeterlilik alanıyla ilgili İngilizce öğretmenliği programı (OD = 0, % 2.4) politika belgelerinden (OD = 0.1,

11,3) daha az sayıda kod içerdiği için, bu yeterlilik alanıyla ilgili bir uyumsuzluktan bahsedilebilir. Anketlerde bu içerikle ilgili hem öğretmen adaylarının ( $M = 4.00$ ) hem de öğretmen eğitimcilerinin ( $M = 3.8$ ) verdiği yanıtların ortalamaları oldukça yüksek olsa da bu yetkinlikle ilgili içerik ve hedeflerin çok sınırlı oranda olduğu göz

önünde bulundurulduğunda öğretmen adaylarının bu yeterliliği farklı şekillerde edinmiş olabilecekleri düşünülebilir.

Sonuç olarak, oransal değerler ve tanımlayıcı tablo göz önüne alındığında, öğretmen eğitimi programının "elektronik ve dijital materyaller" anlamında politika ve standart belgeleriyle uyumlu olmadığı kabul edilmiştir. Ancak, yapılan farklılık analizi bu alandaki yeterliliklerin derinlik düzeylerine dağılımının eşit olduğu görülmüştür.

Derinlik düzeyleri incelendiğinde "bilgi " düzeyinde hem politika ve standart belgeleri hem de İngilizce öğretmenliği belgeleri 0.1 oransal değere sahip olduğundan, öğretmen eğitimi programı bu yeterlilik düzeyi açısından politika belgeleriyle uyumludur. Açıklayıcı tablo politika belgelerin % 9.8 ve öğretmen eğitimi programının % 9.4 içeriğe sahip olduğunu göstermektedir. Benzer şekilde, anketlerde öğretmen yetiştiricileri ( $M= 4.0$ ) ve öğretmen adayları ( $M= 3.9$ ) oldukça yüksek ortalamaya sahiptir, yani her iki grupta öğretmen adaylarının "bilgi" düzeyinde yeterliliğe sahip olduğunu belirtmiştir. Sonuç olarak, "eğitim materyalleriyle ilgili bilgi" düzeyinde, öğretmen eğitimi programı politika ve standartlarla uyumludur.

"Materyal seçimi" düzeyinde, öğretmen eğitimi programı ( $OD = 0.2$ ) politika ve standart belgelerinden ( $OD = 0.1$ ) daha fazla içeriğe sahip olduğu için belgeler arasında bir uyum vardır. Öğretmen eğitimi (% 18.1) bu düzeyde politika belgelerinden (% 14.3) daha fazla kod sayısına sahiptir. Benzer bir şekilde, öğretmen yetiştiricilerinin ( $M= 4.00$ ) ve öğretmen adaylarının ( $M = 3.9$ ) anketlerde bu bölüme verdiği cevaplar oldukça yüksektir. Açık uçlu sorularda ise öğretmen adaylarının pek çoğu programı bu açıdan oldukça yeterli bulduklarını belirtmişlerdir. Böylece, "materyal seçimi" düzeydeki yeterlilikler açısından öğretmen eğitimi programının politika ve standartlarla uyum içinde olduğunu söylenebilir.

"Materyal kullanımı" seviyesinde politika belgeleri ( $OD= 0.3$ ) öğretmen eğitimi programından ( $OD = 0$ ) çok daha fazla içeriğe sahiptir. Açıklayıcı tablo

öğretmen yetiştirme programında kodlarının sadece % 2.4'ünün "materyal kullanım" düzeyinde olduğunu politika belgelerinde ise toplam kodların % 30,1 inin materyal kullanımı ile ilgili olduğunu göstermektedir.

Anket sonuçlarının ortalamalarına bakıldığında ise öğretmen yetiştiricilerinin ( $M= 3.3$ ), öğretmen adaylarından ( $M=3.8$ ) daha düşük ortalamalara sahip olduğu görülmüştür. Sonuç olarak, tanımlayıcı istatistikler, oransal veriler ve öğretmen eğitimcilerin anket sonuçları göz önünde bulundurulduğunda, "materyal kullanımı" ile ilgili öğretmen eğitimi belgelerinin politika belgeleriyle uyumsuz olduğu görülmüştür.

"Değerlendirme" düzeyinde İngilizce öğretmenliği programı ( $OD = 0.3$ , % 32.3) politika ve standart belgelerinden ( $OD= 0.1$ , %8.3) daha fazla içeriğe sahip olduğu için uyumlu görünmektedir. Anket sonuçlarına göre öğretmen yetiştiricileri ( $M= 4.0$ ) ve öğretmen adayları ( $M = 3.9$ ) bu yeterlilik düzeyiyle ilgili olumlu görüş beyan etmişlerdir. Anketin açık uçlu bölümünde bazı öğrenciler ( $n = 7$ ) programının bu açıdan yeterli olduğunu ifade etmişlerdir. Sonuç olarak, öğretmen eğitimi programı "değerlendirme" düzeyinde politika belgeleriyle uyumludur.

"Materyal adaptasyonu" düzeyine ilişkin, öğretmen yetiştirme programında ( $OD= 0.2$ ) (% 23.6) politika belgelerinden ( $OD = 0.1$ , % 6) daha fazla içerik bulunduğu için büyük ölçüde uyumlu olduğu düşünülmektedir. Aynı şekilde, katılımcı gruplar kapalı anketlerde bu yeterlilik ile ilgili yaklaşık 4.0 puan ortalamaları ile olumlu görüş bildirmişlerdir.

Anketin açık uçlu kısmında öğrencilerden pek çoğu ( $n= 15$ ) öğretmen yetiştirme programını bu alanda yeterli bulduğunu ifade etmişlerdir. Tüm bu sonuçlar göz önünde bulundurulduğunda program büyük ölçüde uyumlu bulunmuştur.

"Tasarım" düzeyi hakkında, oransal değerler öğretmen eğitim programının ( $OD = 0.1$ , % 14.2) politika belgelerinden ( $OD = 0.3$ , % 31.6) daha az içeriğe sahip olduğu için uyumsuz olduğunu göstermektedir. Öğretmen yetiştiricilerin anket sorularına verdikleri cevapların ortalamaları ( $M= 3.6$ ), öğretmen adaylarından ( $M =$

3.9) daha düşüktür. Açık uçlu sorularda 4 öğretmen adayı programı bu açıdan yeterli bulurken 11 öğretmen adayı tasarım ile ilgili iyileştirmeler için ihtiyaçtan söz etmektedir. Bunun bir sonucu olarak, "materyal tasarımı" yeterlilik düzeyi belgeler arasında uyumsuz bir yeterlilik düzeyi olarak belirlenmiştir.

Elde edilen bulgular öğretmen eğitimi programının 7 yeterlilik alanından dördünde ve toplamda altı derinlik düzeyinden dördünde uyum sağladığı için büyük oranda standartlar ve politikayla uyumlu olduğunu göstermiştir.

Programın iç uyumuyla ilgili olarak oluşturulan program haritası, Materyal Adaptasyonu ve Geliştirme Dersinin yazılı, öğretilen, öğrenilen ve test edilen programları arasında kısmen uyumlu bir ilişki olduğunu göstermektedir. Program haritası aynı zamanda farklı program türleri arasında değişken yapılı bir etkileşimin olduğunu ortaya koymaktadır.

Araştırmanın dördüncü sorusu, yani programın iç uyumu ile ilgili olarak bir program haritası oluşturulmuştur. Bu harita Materyal Adaptasyonu ve Geliştirme dersinin yazılı, öğretilen öğrenilen ve test edilen programları arasında orta düzey bir uyum olduğunu göstermektedir. Yazılı programda geçen toplam 23 hedeften ve içerikten sadece % 48 i diğer programlarda yani öğretilen, öğrenilen ve test edilen programda yer almaktadır. 23 hedeften 20' si öğretilen programda, 11' i öğretilen programda ve 17' si test edilen programda yer almıştır. Programlar arasındaki bu ilişki bir metaforla anlatılmıştır. Programlar arasındaki ilişki matematikte kullanılan alt küme ve üst küme ilişkisine benzetilmiştir. Yazılı program diğer tüm programları içeren bir üst küme gibidir. Öğrenilen program ise en küçük alt küme gibidir diğer tüm programlardan küçüktür.

Ayrıca program haritası programlar arasında farklı ilişkiler tespit etmiştir. Örneğin, yazılı ve öğretilen, öğretilen ve test edilen, test edilen ve öğrenilen programlar arasında güçlü bir ilişki tespit edilmiştir. Yazılı ve test edilen öğretilen ve öğrenilen programlar arasında orta düzeyde bir ilişki ve yazılı ve öğrenilen programlar arasında da zayıf bir ilişki bulunmuştur.

## ÖNERİLER

Bu tez çalışması geniş kapsamı nedeniyle makro ve mikro düzeylerde önerilerle bulunmuştur. Tüm dünyada karar verme yetkisi (akreditasyon veya sertifikasyon gibi) olan çok sayıda seçkin öğretmen yetiştiren kurum, dünya çapında geçerli öğretmen eğitimi standartlarını belirlemişlerdir (Çelik, 2011). Benzer bir şekilde, Türkiye’de MEB ve YÖK temel öğretmen yeterliklerini belirleme görevlerine devam etmelidirler, fakat mevcut öğretmen yeterlilik standartlarını gözden geçirmeleri tavsiye edilmektedir.

Bu yenilenme sürecinde, ilk ve orta dereceli okullarda çalışan öğretmenlerin ihtiyaç duyduğu yeterlilikler, mevcut eğitim/öğretim şartları, alandaki güncel gelişmeler ve araştırma sonuçları göz önünde bulundurulmalıdır. Öğretmenlerle yapılan mülakatlarda da ortaya çıkmıştır ki öğretmenlerin problem çözme ve eleştirel düşünme becerilerinin de bu yeterlilik çerçevelerinde yer alması gerekir (Akdere, 2012). Sonuç olarak, yetkililer, bu yeniden oluşturulacak yeterlilik çerçevesinde devlet okullarında ki mevcut ihtiyaçları göz önünde bulundurularak, problem çözme ve eleştirel düşünme ile ilgili yeterlilikler de dahil edilmelidir.

MEB ve YÖK öğretmen yeterliliklerini yeniden tanımlarken 21. yüzyılda değişen toplum ve eğitim ihtiyaçlarını dikkate almalıdır. Öğretmen adayları değişen demografik ve teknolojik gelişmeler gibi faktörlerin getirdiği fırsatları kaçırmamak için hazırlıklı olmalı, küreselleşmenin getirdiği olası sorunlarla karşı karşıya kaldıklarında başa çıkabilecek yeterliliklere sahip olmalılardır.

Öğretmen yeterlilikleri gözden geçirilirken teknisyen öğretmen yetiştirme yaklaşımının ötesine de geçmek gerekir. Sadece Giroux ve McLaren (1986) tarafından önerildiği gibi, teknik uzmanlığa sahip olmak öğretmenler için yeterli değildir. Bunun yerine yabancı dil öğretmenlerinin Shulman'ın (1987) tanımladığı tüm bilgi türlerine sahip olması gerekir. Sadece alt düzey yeterlilikler değil üst düzey yeterliliklere de yer verilmelidir.

Yeniden oluşturulan bu çerçeve, öğretmen adaylarının eğitiminde ihtiyaç duyulan minimum gerekli yeterlilikleri belirlediği için yabancı dil öğretmeni yetiştirme programı içeriğini yönlendirmek için kullanılmalıdır. Aynı öğretmen yeterlilik çerçevesi ilk ve orta dereceli devlet okullarına öğretmen alımı için ülke çapında yapılan KPSS sınavının içeriğinin gözden geçirilmesi içinde kullanılmalıdır. Sınav içeriği paralel bir şekilde planlanmalıdır. Bu şekilde düzenlenecek yeni sınav öğretmen adaylarının temel akademik becerileri, genel ve konuya özgü bilgisinin yanı sıra bu yeterliliklere sahip olup olmadığını da ölçebilir. Bu sayede, çerçevede belirtilen yetkinliklere sahip olan öğretmenler devlet okullarında işe alınmış olacaktır.

Aynı çerçeve öğretmen eğitimi programlarına da rehberlik etmelidir. Böylece, öğretmen adayları, gelecekteki kariyerleri için uygun bir şekilde eğitilmiş olur. Önceki araştırmalar, öğretmen adaylarının aldıkları eğitimi, mesleğe başladıktan sonra günlük hayatla pek alakalı olmadığı için yeterince yansıtamadıklarını göstermektedir (Barone, Berliner, Blanchard, Casanova ,& McGowan, 1996; Sandlin, Genç & Karge, 1992).

Politika yapanlar, öğretmen yetiştirme programlarında öğretmen adaylarına verilen eğitimin okullarda ki günlük uygulamalarla bağlantılı olduğundan emin olmalıdırlar. Özet olarak, uygun bir şekilde hazırlandığı takdirde standartlar öğretmen eğitimi sistemine sayısız faydalar getirebilir. MEB ve YÖK işbirliği ile hazırlanan kapsamlı bir çerçeve hangi üniversiteden mezun olursa olsun öğretmen adaylarının eğitim sisteminin ihtiyaç duyduğu asgari yeterlilikler ile mezun olduklarını garanti edebilir. Bu sayede, devlet okullarında yüksek kalitede eğitim verilebilir.

Öğretmen eğitiminde ki tüm paydaşlar yani politika yapanlar, öğretmen istihdam edenler ve öğretmen eğitimi programları aynı ortak yeterlilikleri benimserler ise, öğretmen adayları için uygun eğitim sağlanabilir ve bu sayede öğretmen eğitimi programları ve devlet okulu ihtiyaçları arasında uyum

yakalanabilir. Bu sayede öğretmen adayları gelecekteki mesleklerine uygun bir şekilde hazırlanmış olurlar.

Önceki araştırmalar da benzer bir noktaya işaret etmektedir. Örneğin, Zeichner ve Conclin (2008), standartlar ve politikalarla öğretmen yetiştirme programlarının uyumunun son derece önemli olduğunu iddia etmektedirler bu yüzden öğretmen eğitimi programları, makro düzeyde belirlenen politikalar ve standartlar doğrultusunda olması gerektiği söylenmiştir.

Ancak, böyle bir durumda, üniversitelerde özerklik ihlali sorunu tartışması gündeme gelebilir. Yükseköğrenim öğretmen eğitim kurumlarının bireyselliği özerkliğinin zarar göreceği söyleyene bilir. Aynı zamanda mesleğin dışından insanların mesleğe ait standartları belirlemesi ve onlara empoze etmesi eğitimciler, profesyonel olarak değerli olmadıkları mesajını verebilir. Böyle olası endişeleri aşmak için, eğitimciler için profil ve mesleklerinin standartlarının belirlenmesinde önemli bir rol verilmelidir.

Ayrıca, önceki bölümde belirtildiği gibi, bu çalışmada önerilen yeterlilik çerçesi, politika yapıcılarının ve öğretmen eğitimcilerini de içinde bulunacağı ve işbirliği içinde çalışacakları bir sürecinin sonucunda ortaya çıkacaktır. Buna ek olarak, standartlar üniversitelerde özerkliği ihlal etmeyecektir çünkü öğretmen eğitiminde içerik veya değerlendirme yöntemlerini belirlemeyecek, sadece minimum standartların sağlanmasının sağlayacaktır. Öğretimin içeriği, süreci ve değerlendirilmesi için seçim özgürlüğü sağlayacak bir sistemin, kurumsal özerklik ve akademik özgürlüğü etkilemesi mümkün değildir. Bu sebeplerden dolayı bahsedilen çerçeve öğretmen yetiştiren programlara rehberlik edecek, denetleyici olmayacaktır.

Programın iç uyumu ile ilgili olarak, çalışma orta düzeyde bir uyum tespit etmiştir. Programının orta iç uyumunu geliştirilmek öğretmen adaylarının öğrenmelerini de artıracaktır. Bu nedenle, araştırmacı programın bileşenleri arasındaki uyumu artırmak için harekete geçilmesi gerektiğini belirtmiştir. Bu amaçla, öğretmen eğitimi programlarında sürekli ve kapsamlı program haritalama

yöntemi önerilmiştir. Bunun için, her öğretim üyesi kendi dersine ait belgelerdeki uyumlu ve uyumsuz tarafları belirleyerek düzeltecek ve diğer öğretim elemanlarıyla bir araya gelerek dersler arasında örtüşen veya çakışan tarafları tespit edip düzeltecektir. İnceleme tamamlandıktan sonra, tüm dersler de ortak program vizyonunu sağlandığından emin olunmalıdır.

Çalışma son olarak dersin içeriğinde bir uyum sağlanmasında yapılandırıcı uyum yöntemini tavsiye etmiştir. Yapılandırıcı uyum yöntemi, eğitimi tüm paydaşların parçası olduğu bir sistem olarak, bir bütün olarak görmektedir (Biggs, 1999). Yapılandırıcı uyum için, öğrenme hedefleri açıkça belirtilmelidir. Öğretme / öğrenme faaliyetlerini seçerken, öğrencilerin bu hedefleri edinimlerine yol açacak aktiviteler dikkatle seçilmelidir. Sonunda, öğrencilerin öğrenme çıktıları amaçlanan öğrenme hedeflerine ulaşip ulaşmadıklarını gösterecek yöntemlerle değerlendirilmelidir.

Sonuç olarak, öğretmen eğitiminde uyum konusu çok önemli bir konudur ve hassasiyetle ele alınması gerekir. Öğretmen yetiştiren programlardan yetkin öğretmenlerin mezun olmasını sağlamak için öğretmen eğitiminde uyumu arttıracak politikalara ve öğretmen eğitimi uygulamalarına ihtiyaç duyulmaktadır. Aynı zamanda uyumluluk analizi, öğretmen eğitiminde program geliştirme sürecinde kalitenin teminatını teşkil ettiğinden süreç içinde sürekli devam eden bir uygulama olarak benimsenmelidir.

## APPENDIX W

### TEZ FOTOKOPİSİ İZİN FORMU

#### ENSTİTÜ

Fen Bilimleri Enstitüsü	<input type="checkbox"/>
Sosyal Bilimler Enstitüsü	<input checked="" type="checkbox"/>
Uygulamalı Matematik Enstitüsü	<input type="checkbox"/>
Enformatik Enstitüsü	<input type="checkbox"/>
Deniz Bilimleri Enstitüsü	<input type="checkbox"/>

#### YAZARIN

Soyadı : TEKİR  
Adı : SERPİL  
Bölümü : EĞİTİM BİLİMLERİ

**TEZİN ADI** (İngilizce) : Internal and External Alignment of the Material Development and Adaptation Education Given by an EFL Teacher Education Program in Turkey

**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 alınmaz.

**TEZİN KÜTÜPHANEYE TESLİM TARİHİ:**