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Senior pre-service English language teachers' perceptions of preparedness to teach:
Sources and changes

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(Doctoral Thesis)

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February, 2017

Declaration

I hereby declare that the Doctoral Thesis **"Senior pre-service English language teachers' perceptions of preparedness to teach: Sources and changes",** which was written by myself, has been prepared in accordance with the ethical scientific values, and all the sources which I have used are contained in the References.

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Certification

We hereby certify that the report prepared by Handan ÇELİK and presented to the committee in the thesis defense examination held on 17 February 2017 was found to be satisfactory and has been accepted as a thesis for the degree of Doctor of Philosophy.

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Abstract

Senior pre-service English language teachers' perceptions of preparedness to teach: Sources and changes

This study primarily aimed to examine senior pre-service English language teachers' perceptions regarding their preparedness to teach over the course of school experience and teaching practicum phases. Secondarily, as these phases are run by the collaboration of practicum schools and university, stakeholders' evaluations regarding the pre-service teachers' preparedness to teach were also examined. Besides, both the pre-service teachers' perceptions regarding the likely changes in their preparedness to teach over the phases, and the stakeholders' evaluations regarding the change in the pre-service teachers' preparedness to teach were captured through before and after-field experience measurements.

To address these research concerns, a mixed-method study with a combination of qualitative and quantitative approaches was designed and conducted. Within the design, teaching knowledge and skills tests, scales, and semi-structured one-on-one interviews were employed as measures of data collection.

To achieve the research purposes through the design, senior pre-service English language teachers from 2014-2015 cohort in an English language teaching program of a state university in northwest Turkey participated in the study. Faculty advisors from the university and cooperating teachers from 12 practicum schools in the city also contributed. Besides teaching knowledge and skills tests, the pre-service teachers responded to *preparedness to teach, teaching-efficacy, teaching commitment, and personality* scales. In-depth evaluations regarding what sourced their preparedness to teach over field experience were elicited through one-on-one semi-structured interviews. Similarly, faculty advisors and cooperating teachers were also interviewed to obtain their evaluations regarding the pre-service teachers'

preparedness to teach. Data gathered through quantitative means was analyzed through descriptive and inferential means while the data obtained from the interviews was analyzed through constant comparison method of analysis.

The findings showed that despite a slight decrease observed in teaching knowledge and skills, the pre-service teachers' perceptions regarding their preparedness to teach and teaching-efficacy significantly increased. Besides, despite not statistically significant, their perceptions regarding teaching commitment decreased while perceptions regarding their conscientiousness as a personality trait increased. The findings from the pre-service teachers' interviews revealed that the sources for their preparedness to teach include *higher teaching-efficacy perceptions, faculty education, personal characteristics, increased confidence in professional self, or decreased sense of teaching anxiety*. On the other hand, sources such as *lack of teaching commitment, untested teaching competencies/efficacy, decreased sense of fulfilled professional and developmental needs, and emotional setback for the sense of career motivation* were found to debilitate their preparedness to teach. The interviews with the faculty advisors and cooperating teachers showed that the faculty advisors mostly thought that the pre-service teachers were not prepared to teach due to such sources as *lack of continuous teaching practice throughout the teacher education program, unfulfilled professional and developmental needs, lack of adequate faculty preparation, or lack of cooperation between faculty and practicum schools*. On the other hand, relying on such sources as *faculty education, positive and higher career motivation, personal characteristics, or ethical and appropriate professional behavior*, the cooperating teachers regarded the pre-service teachers as prepared to teach.

Keywords: perceptions of preparedness to teach, senior pre-service English language teachers, teaching commitment, teaching-efficacy, teaching knowledge and skills

Özet

4. sınıf İngilizce öğretmeni adaylarının öğretmeye hazırbulunuşluk algıları:

Kaynaklar ve değişimler

Bu çalışma temelde, 4. sınıf İngilizce öğretmeni adaylarının öğretmeye hazırbulunuşluk algılarını okul deneyimi ve öğretmenlik uygulaması aşamaları süresince incelemeyi amaçlamaktadır. Bu aşamalar fakülteden ve uygulama okullarından paydaşların işbirliği ile yürütüldüğü için, öğretmen adaylarının öğretmeye hazırbulunuşluklarına ilişkin paydaş değerlendirmeleri de incelenmiştir. Ayrıca, bu safhalar süresince öğretmen adaylarının öğretmeye hazırbulunuşluk algılarında meydana gelebilecek olası değişiklikler ve paydaşların öğretmen adaylarının öğretmeye hazırbulunuşluklarına ilişkin değerlendirmelerindeki olası değişiklikler alan deneyimi öncesi ve sonrası ölçümleriyle bulunmaya çalışılmıştır.

Tüm bu amaçlar dahilinde, nitel ve nicel araştırma yaklaşımlarının birleşiminden olan karma-yöntemli bir araştırma çalışması dizayn edilmiş ve uygulanmıştır. Bu dizayn içerisinde, öğretmenlik bilgi ve beceri testleri, ölçekler ve yarı-yapılandırılmış birebir görüşmeler veri toplama araçları olarak kullanılmıştır.

Araştırma amaçlarına bu dizayn yoluyla ulaşabilmek için, Kuzeybatı Türkiye'de bir devlet üniversitesinde 2014-2015 öğretim yılında 4. sınıfta olan İngilizce öğretmeni adayları çalışmaya katılmışlardır. Ayrıca, üniversiteden fakülte danışmanları ve 12 uygulama okulundan rehber öğretmenler de katılmışlardır. Öğretmen adayları, öğretmenlik bilgi ve beceri testlerinin yanı sıra, öğretmeye *hazırbulunuşluk, öğretmenlik-yeterliği, mesleki bağlılık ve kişilik algıları* ölçeklerini yanıtlamışlardır. Öğretmeye hazırbulunuşluklarının nelerden kaynaklandığının derinlemesine incelenmesi için ise, yarı-yapılandırılmış birebir görüşmelere katılmışlardır. Benzer şekilde, fakülte danışmanları ve uygulama okulu rehber öğretmenleri de öğretmen adaylarının hazırbulunuşluklarına ilişkin değerlendirmelerinin alınması amacıyla, yarı-

yapılandırılmış birebir görüşmelere katılmışlardır. Nicel yöntemlerle elde edilen veriler betimleyici ve çıkarımsal analizler yoluyla incelenmiş, görüşmelerden elde edilen veriler ise sürekli karşılaştırma analiz yöntemi ile incelenmiştir.

Elde edilen bulgular, öğretmen adaylarının öğretmenlik bilgi ve becerilerinde düşüşler olduğunu göstermektedir. Buna rağmen, hazırbulunuşluk ve öğretmenlik-yeterliği algıları istatistiksel olarak anlamlı biçimde artmıştır. Ayrıca, istatistiksel olarak anlamlı olmamakla birlikte, öğretmen adaylarının mesleki bağlılık algılarında hafif bir düşüş olurken, kişilik özelliklerine ilişkin algılarının yükseldiği görülmüştür. Görüşmelerden elde edilen bulgular öğretmen adaylarının hazırbulunuşluklarının, *yüksek öğretmenlik-yeterliği algıları, fakülte eğitimi, karakter özellikleri, mesleki benliklerine olan güvenin artması ya da öğretmenlik kaygılarının düşüşü* gibi kaynaklara bağlı olduğunu göstermektedir. Öte yandan, *yetersiz mesleki bağlılık, denenmeyen öğretmenlik yeterlikleri, ya da gelişimsel ihtiyaçlarının karşılanmasına ilişkin algılarındaki düşüş* gibi kaynakların öğretmen adaylarının öğretmeye hazırbunuşluklarına engel olduğu görülmüştür. Fakülte danışmanlarının çoğunlukla *yetersiz fakülte eğitimi, öğretmenlik eğitimi süresince sürekli pratik eksikliği, öğretmen adaylarının yeteri kadar olgun olmayışı, doyurulmayan gelişimsel ihtiyaçlar, ya da fakülte ve uygulama okulu arasında koordinasyon yetersizliği* gibi kaynaklar nedeniyle öğretmen adaylarının öğretmeye hazır olmadıklarını düşündükleri görülmüştür. Öte yandan, *fakülte eğitimi, karakter özellikleri, olumlu ve yüksek meslek motivasyonu ve etik ve uygun mesleki davranışların* uygulama okulu rehber öğretmenlerinin öğretmen adaylarının öğretmeye hazır olduklarını düşünmelerini sağlayan kaynaklardan bazıları olduğu görülmektedir.

Anahtar kelimeler: 4. sınıf İngilizce öğretmen adayları, mesleki bağlılık, öğretmenlik bilgi ve becerileri, öğretmeye hazırbulunuşluk algıları, öğretmenlik-yeterliği

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Abbreviations

CTs: Cooperating Teachers

ELTEP: English Language Teacher Education Program

FAs: Faculty Advisors

FE: Field Experience

FFM: Five-factor Model

FLD: Foreign Languages Department

GPA: Grade Point Average

HEC: Higher Education Council

KPSS: State Employee Selection Exam

MoNE: Ministry of National Education

PSs: Practicum Schools

PSTs: Pre-service Teachers

SE: School Experience

TE: Teacher Education

TP: Teaching Practicum

TKTs: Teaching Knowledge Tests

TESOL: Teaching English to Speakers of Other Language

Chapter One

Introduction

Introduction

This introductory chapter presents basic issues pertaining to the current dissertation study. Therefore, key components such as problem statement, purpose and research questions, significance that the study carries, assumptions which the study is supposed to address, and also limitations inherent in the study are dealt with within the chapter. Comprehensive explanations for all these issues are provided in the following sections.

Problem Statement

As the lingua franca of the global world, English has been the language of many areas ranging from tourism, trade, health, law, business, and education. This dominance of English accordingly has increased the demand for individuals who are well-equipped with the knowledge and skills of language. Within this perspective, for the transformation of knowledge and skills to learners who need language to function effectively in their academic and professional lives, English language teachers have been the professionals bridging between language and learners. Hence, understanding the current state of English language teacher education is vitally important in informing and forming the preparation of teachers who are well-prepared and also well-equipped with the backbone necessities of high-quality language teachers.

Besides the position of English language in developing modern societies and the demand for more competent language speakers, English language teachers have also been expected to perform at higher levels of mastery than ever before. However, teacher education programs are sometimes criticized for not adequately preparing pre-service teachers for their roles and responsibilities (Clark, 2009; Darling-Hammond & Cobb, 1995). For this reason, there is a strong need to study if their preparation is adequate for the demands and challenges

of teaching as well as the growing and changing knowledge and technology societies. Thus, there is a worldwide interest among scholars aiming to see if teacher education programs really prepare teachers who have the knowledge and ability to teach across diverse levels and groups, thus can meet the increasing demand for the teachers who are prepared to teach (Darling-Hammond, 2006).

However, a detailed look into the study of language teacher preparation, specifically with a focus on pre-service English language teachers' preparedness to teach in international body of literature has unfortunately revealed that there are only a handful of research studies which are mostly PhD dissertations (see Browne Hogan, 2011; Clark, 2009; Kraut, 2013; Tran, 2011). Besides the scarcity of research in international arena, to the researcher's knowledge, there has been no previous study approaching pre-service English language teachers' preparation from the perspective of preparedness to teach.

Furthermore, a direct evaluation of pre-service teachers' preparedness to teach seems impossible since being or feeling prepared is a very personal phenomenon including some important intellectual, psychological, and personal characteristics. Additionally, as Kraut (2013) states preparedness to teach needs to be seen through a variety of lenses and contexts. Therefore, for the examination of preparedness to teach, various constructs need to be brought together. For instance, well-prepared teachers need to be equipped with necessary knowledge and skills required for quality-teaching. Besides, they need to pass through a high-quality teacher education process at faculty which is the key element to enable them to feel efficacious and also to become competent. Additionally, as quality-teaching is not free from personal effort and motivation, pre-service teachers need to possess personality traits such as being responsible, caring, and dedicated. They also need to possess emotional attachment, in other words commitment, to invest personal resources to build their professional characteristics and identity as teachers (see Coladarci, 1992; Crosswell & Elliot, 2004; Day, Elliot, & Kington, 2005). As

can be seen, for a quality-teacher preparation, thus to enable pre-service teachers feel prepared to teach, a combination of varied issues is pivotal. For this reason, to draw a comprehensive picture of pre-service teachers' preparedness to teach, a multifaceted exploration of major sources is necessary. However, as previously stated, to the best knowledge of the researcher, there has been no research bringing all these components together for the examination of senior pre-service English language teachers' preparedness to teach. Therefore, lack of such a comprehensive study has encouraged the researcher to fill the gap in the related body of literature.

In this regard, this study rests on some major cornerstones such as the pre-service teachers who are in their senior year in teacher education program, faculty education with a specific focus on field experience, and parties responsible for the supervision of pre-service teachers during field experience, namely *teacher educators at faculty, and cooperating teachers at practicum schools*. As known, throughout their faculty education pre-service teachers do coursework on various issues in teaching, and are only assessed for their knowledge and performance on that specific coursework. As part of the teacher education program, there are two other vitally important courses providing pre-service teachers with the opportunity to practice teaching in genuine teaching environments and to gain first-hand experience. Hence, as the tenets of field experience, *school experience and teaching practicum* courses bring pre-service teachers closer to the profession. Throughout these two courses, under the supervision of teacher educators at faculty and school-based cooperating teachers, pre-service teachers are assigned to different schools for their student teaching, and are only assessed through classroom observations and student teaching practices, which are generally restricted in number. However, their perceptions of preparedness to teach throughout the field experience, the likely changes in their perceptions in this process, the role of the whole process on their preparedness to teach,

the contribution of teachers at faculty and cooperating teachers at practicum schools to their preparedness to teach are all matters of question.

Besides, there are some other factors which are thought to source their preparedness to teach. In this regard, the need to understand the role played by significant sources such as teaching knowledge and skills, teaching-efficacy, teaching commitment, and personality upon pre-service teachers' perceptions of preparedness to teach is also pivotal. Additionally, as the field experience is a continuum spread over two courses, pre-service teachers' perceptions regarding these sources are also prone to change. Therefore, understanding if and how their perceptions regarding these sources change, if and how field experience and stakeholders are influential on the development and change of pre-service teachers' perceptions regarding their preparedness to teach are also necessary to feed back into the quality of teacher preparation at faculty, and teacher education programs in general. Moreover, some other sources such as general point average (GPA), as a reflection of pre-service teachers' accomplishments and performance on faculty coursework, and age might have a link to their preparedness to teach. Therefore, the likely link between these sources and pre-service teachers' preparedness to teach are also devoted consideration.

Resting upon these major underpinnings, the current dissertation study aims to provide a multifaceted exploration of senior pre-service English teachers' perceptions of preparedness to teach to provide affordances for an increased understanding upon the preparation of high-quality and well-prepared teachers.

Research Purpose and Questions

As a multifaceted exploration towards understanding senior pre-service English language teachers' perceptions regarding their preparedness to teach, this dissertation primarily aims to uncover pre-service teachers' perceptions regarding some possible sources of preparedness to teach. Therefore, their perceptions regarding; teaching knowledge and skills,

teaching competencies as the estimates of preparedness to teach, teaching-efficacy, teaching commitment, and personality are aimed to be explored. As their perceptions regarding these sources are captured while they are involved in field experience, their perceptions are measured twice, once at the beginning and at the end of the field experience so as to see if and how the whole process facilitates or debilitates their perceptions of preparedness to teach. Additionally, as the field experience is a process run by the collaboration of stakeholders under whose supervision pre-service teachers are involved in their student teaching at practicum schools, evaluations of different parties such as the faculty advisors and cooperating teachers at practicum schools are also necessary for a full understanding of pre-service teachers' preparedness to teach as well as significant others' contributions on their preparedness to teach. Last but not the least, the likely link between pre-service teachers' GPA, age, and their preparedness to teacher is another matter of concern.

In an effort to best understand these basic issues, quantitative and qualitative measures of data collection and analyses are employed to answer the following research questions.

1. What are the sources of senior pre-service English language teachers' perceptions of preparedness to teach?

    a. Perceptions of preparedness to teach?

    b. Perceptions of teaching-efficacy?

    c. Teaching knowledge and skills?

    d. Teaching commitment?

    e. Perceptions of conscientiousness as a personality factor?

2. Can GPA have a link to the senior pre-service English language teachers' preparedness to teach? If yes, how strong is the relationship?

3. How do knowledge of students, future colleagues, and workplace climate affect senior pre-service English language teachers' perceptions of preparedness to teach?

a. Do the senior pre-service English language teachers' perceptions regarding their preparedness to teach change as the school experience continues? If so, how?

b. Do the senior pre-service English language teachers' perceptions regarding their preparedness to teach change as the teaching practicum continues? If so, how?

4. What are the stakeholders' (faculty advisors' and cooperating teachers') evaluations regarding the senior pre-service English language teachers' preparedness to teach and its likely sources in SE and TP?

a. Do their evaluations change as the teaching experience continues?

b. Is there a match between their evaluations regarding senior pre-service English language teachers' preparedness to teach? If so, how and to what extent?

Significance of the Study

As suggested by Cochran-Smith (2006) we need more evidence and research into teacher preparation through the development of multifaceted approaches posing a range of questions and incorporating multiple research paradigms. In line with this, a detailed look into the study of pre-service teachers' preparedness shows us the need for substantial evidence upon senior pre-service English language teachers' preparedness to teach, sources that facilitate or debilitate their preparedness to teach, processes', namely field experience, and stakeholders' roles in field experience upon pre-service teachers' preparedness to teach. Despite the need, the scarcity of research studies also calls for research into senior pre-service English language teachers' preparedness to teach particularly with an emphasis on the sources and changes over the course of field experience whereby they become closer to the teaching profession.

For this reason, aiming to emphasize the significance of high-quality teacher education programs, knowledge and skills acquired and developed through coursework at faculty, field experience as the key component to familiarize pre-service teachers with the daily tasks and routines of teaching profession, and faculty advisors and cooperating teachers' contributions to

the preparation of pre-service teachers, this study has implications for how to better prepare English language teachers for teaching. While trying to bring all these sources together, the study evolves around some sources such as perceptions of teaching competencies as the indicators of preparedness and teaching-efficacy, teaching commitment, teaching knowledge and skills, and also some personal qualifications such as age and GPA. Through all these sources, the study aims to enrich the understanding of all parties towards the preparation of pre-service teachers and ultimately their perceptions of preparedness to teach. By bringing all these issues together, to the researcher's knowledge, both in international and the local body of literature, the study is one of the very first attempts trying to provide a comprehensive picture on senior pre-service English language teachers' preparedness to teach. Therefore, the study could provide us with a thorough understanding upon what preparedness to teach is, what it means to feel prepared from pre-service teachers' perspectives, as well as the recognition of the sources facilitating or debilitating pre-service teachers' perceptions of preparedness to teach. More specifically, the study may shed light into the critical role played by field experience process and quality-mentoring and supervision provided by faculty advisors and cooperating teachers at practicum schools throughout the process. Understanding the nature of field experience and the role played by the key stakeholders while pre-service teachers step into the profession also carry great significance to structure and restructure teacher education programs.

In addition to the possible contributions such a comprehensive study could make to the preparation of English language teachers and to the related body of literature in language teacher education research, the study can also add to the knowledge base of teacher education in general. As an under-researched and difficult to define theme in English language teacher education, knowledge of perceptions of preparedness to teach and sources facilitating preparedness to teach can be leveraged for deeper contemplation of teacher preparation. In this sense, this study is supposed to fill a gap in the related body of literature in English language

teacher education as there are only a few studies examining pre-service language teachers' perceptions of preparedness to teach in literature (see Kraut, 2013; Tran, 2011).

More importantly, studies have been conducted so far are in general seen to focus on preparedness to teach through the lens of areas such as classroom management, knowledge of teaching strategies, instructional planning, or so on. However, to the researcher's knowledge there has been no research relating such sources as teaching-efficacy, teaching commitment, personality, teaching knowledge and skills to pre-service teachers' perceptions of preparedness to teach. Additionally, together with the pre-service teachers' perceptions regarding their preparedness to teach, as a matter of research design, the study is also one of the very first attempts addressing the likely change in pre-service teachers' perceptions of preparedness to teach over the course of field experience. Moreover, inclusion of the faculty advisors and cooperating teachers' perspectives into the pre-service teachers' preparedness to teach can also be contributory to achieve a thorough evaluation regarding the effectiveness of the whole field experience as the key process of teacher education programs, and also the critical role played by stakeholders upon the preparation of high-quality teachers. Last but not the least, consideration given to the likely link between GPA, age and preparedness to teach can also strengthen the knowledge and understanding towards preparedness to teach.

Considering all these issues, this study is supposed to be one of the very first comprehensive examinations of the sources, processes, and perspectives regarding pre-service English language teachers' preparation and their preparedness to teach.

Assumptions of the Study

As a comprehensive study bringing various issues together for the examination of senior pre-service English language teachers' preparation and their perceptions of preparedness to teach, the current study is carried out with some assumptions in mind regarding such issues as

data collection tools, and analyses, participants, researcher herself, research design, and ethical considerations.

Primarily, data collection tools, namely *the TKT tests, scales and interview protocols*, are thought to be comprehensive enough to answer the research questions in hand. In other words, following necessary steps and making necessary amendments and analyses, the researcher maintained the validity and reliability of the tools. In this regard, they are assumed to include all the key items and questions to measure what the study aims to measure. Therefore, the items in the tests, scales has proved to have no bias to cause misunderstandings as the pre-service teachers respond. Besides, the questions in the interview protocols are also assumed to elicit the pre-service teachers', faculty advisors', and cooperating teachers' evaluations regarding the issues under examination.

Additionally, as for the participants, they are assumed to have attended the study on their freewill and consent, and responded to the scales and interviews in a way to reflect their true thoughts and evaluations. Besides, the researcher herself had no bias or prejudices indicating that she kept all the necessary ethical issues in mind for the design and implementation of the study as well as development of data collection tools, analyses of the data, and reporting of the findings.

Besides, with its mixed-method design nesting on the utilization of various data collection tools, and analyses, to gather data from multiple perspectives, *pre-service teachers, faculty advisors, and cooperating teacher*s, the study is assumed to provide teacher educators, researchers, and policy makers with a richer perspective to the acknowledgement of various issues sourcing preparation of pre-service English language teachers and their preparedness to teach.

As a result, with the use of valid and reliable data collection tools within a comprehensive study design including various parties consented to voluntarily take part in the

study and reflect their true evaluations, the study is assumed to fulfill its assumptions. Last but not the least, the researcher's attitude to consider the ethical issues in the development of data collection tool, and also for the collection and analyses of data also strengthened the study.

Limitations of the Study

As in every single study, there are limitations inherent in the design and implementation of the current study as well. Firstly, the study is limited to the university which was the primary research site to the study, and the 12 practicum schools that the university could assign the pre-service teachers for their field experience. Hence, the stakeholders were limited to the faculty advisors in only one university in the country and cooperating teachers who were available right at that time in the practicum schools, and consented to give their thoughts. For this reason, perspectives that they bring into the evaluation of pre-service teachers' preparedness to teach can also limit the findings

Additionally, pre-service teachers as the main actors and contributors of the study can also stand as another limitation as the findings are limited to their perceptions and perspectives rather than being more inclusive and representative with the participation of many other pre-service teachers from the other universities in the country. Keeping all these in mind, the results of the study may not be generalized. Moreover, although it is a 10-month longitudinal study, the study is limited to a certain period of time. For this reason, it does not reflect year by year preparedness of pre-service teachers, and the likely changes on their preparedness over the course of the whole teacher education program.

Definition of Terms

For the purpose of this study, the following terms and definitions are frequently used. Therefore, in this section, so as to make all these components clear and set the clear-cut relationship between them, each and every single terms is defined.

Perceptions of preparedness to teach. Perceptions of preparedness to teach are a set of self-perceptions pre-service teachers hold regarding their teaching competencies and performance of a group of tasks central to teaching and applicable across grade levels and subject matter fields (Housego, 1990).

Teaching-efficacy. As the primary source linked to preparedness to teach (Darling-Hammond, Chung, & Frelow, 2002a), teaching-efficacy relates to pre-service teachers' perceptions of their teaching ability to organize and execute the courses of action required to produce accomplishment.

Teaching commitment. As the source strongly determined by teaching-efficacy, teaching commitment refers to the degree of emotional attachment held by pre-service teachers towards the teaching profession (Coladarci, 1992).

Personality. Likely to be an important predictor of teaching ability, personality refers to a comprehensive phenomenon playing role on pre-service teachers' performance, skills, abilities, and commitment. Specifically with a focus on *conscientiousness*, within the scope of this study, personality is linked to the degree of responsibility and determination as the necessary component of good teaching personality (Gao & Liu, 2013; Ripski, LoCasale-Crouch, & Decker, 2011).

Teaching knowledge and skills. Referring to the repertoire of teaching on various issues ranging from combinations of subject matter and pedagogy within which learners, subject matter and curriculum exist in an interactive context, teaching knowledge and skills include a comprehensive body of knowledge bases reflected through competencies linked to pre-service teachers' ability to; *plan and arrange English language teaching processes, develop language skills, monitor and evaluate language development, collaborate with school-family and society, and gain professional development (see TED, 2009).*

Field experience: school experience and teaching practicum. As a key component of teacher education programs, field experience refers to the whole process formed with the combination of school experience and teaching practicum courses. In this sense, it is the process providing pre-service language teachers with opportunities to gain first-hand teaching experience in real classrooms, to transform theory into practice, and ultimately to develop a critical understanding towards their preparedness to teach (Chiang, 2008).

Cooperating teachers. Generally acknowledged as mentor teachers, cooperating teachers are school-based personnel who are responsible for pre-service teachers' day-to-day socialization and development over the course of school experience and teaching practicum phases at practicum schools (Pignatosi & Magill, 2012)

Faculty advisors. Acting as the main figures in teacher education at universities, faculty advisors are one of the stakeholders serving as liaisons between the teacher education programs and school-based practices to ensure the quality of supervision (see Clark, 2009; Malderez, 2009; Pignatosi & Magill, 2012; Selvi, 2012).

Senior pre-service English language teachers. They are the teacher candidates who are enrolled in English language teaching program and in their senior year of undergraduate education.

Introduction: Scope of Literature Review

This section is devoted to the theoretical frame of reference shaping the study. It initially begins with key components in teacher education with an emphasis on faculty program and field experience. This introductory section is followed by an overview of the teacher education system in Turkey. Therefore, pre-service teachers' preparedness to teach in school experience and teaching practicum stages is also given consideration. Then, the section goes on with the sources which are thought to play role on senior pre-service English language teachers' preparedness to teach. Lastly, both to expand just a little beyond the theoretical framework and to put the issues within its theoretical framework together, the section connects perceptions of preparedness to teach and its sources.

Teacher Preparation: Key Components

In today's societies, education is the primary means for nations to achieve modernization and development. In this regard, education of future generations is strictly determined by the quality of teachers. Therefore, teacher education aims to prepare high-quality, well-prepared, and ideal teachers who have reached a balanced development of personal and professional competencies. Personal qualities of well-prepared and educated teachers include being responsible, tolerant, empathetic, and interested in and also concerned about students' achievements and development. In line with these, personal qualities are not free from willingness and commitment to put in the necessary time and effort into the job to achieve goals. Additionally, positive attitudes and beliefs are among the essential qualities to be possessed by ideal teachers (Cross, 1995). As for professional qualities, teachers primarily need to possess in-depth content and pedagogical content knowledge and expertise in using instructional methodology to transfer the content to learners. Besides, teachers need to be competent enough to find their own ways to manage a group of students, thus, they need the knowledge of classroom management and also the ability to adapt the knowledge to their own

style, techniques, and personality. The skill to establish good and positive relationship with other stakeholders in the profession cannot be underestimated. Therefore, teachers are required to have professional knowledge and skills to work well with other teachers, administrators, and parents as well. Additionally, like any other profession, teaching is also changing, thus teachers need to be and remain intellectually alive and open to change and development (Goldberg, 2003; Richards, 1998; Schulman, 1990). Therefore, particular attention is attached to building pedagogical thinking skills that enable teachers to manage the teaching process in accordance with contemporary educational knowledge and practice (Westbury, Hansen, Kansamen, & Björkvist, 2005).

Additionally, over the past decades, specifically due to the changes in technology and science, thus to meet the heightened standards in life and schools, educating well-prepared teachers has become priority. Therefore, there has been a shift from the traditional understanding that anyone can be a teacher to that "teaching is increasingly challenging, complex, and in need of change" (Miller Rigelman & Ruben, 2012, p.1). This indicates that teaching is a profession of expertise and intensive preparation and education. Despite the common understanding perceiving teaching as something that is mostly learned through experience, teaching rests on a conception of teaching as unnatural work as learning how to teach might be a difficult argument to grasp because of the ubiquity of teaching practice. In this regard, practice must be at the core of teachers' preparation and this entails close and detailed attention to the work of teaching and the development of ways to train pre-service teachers to do teaching effectively (Loewenberg Ball, & Forzani, 2009; Romanik, 2010). With this understanding in mind, there has been great care and attention paid to teacher preparation (Greenberg, Walsh, & McKee, 2015). It has come to a point that teaching is a complex and multidimensional process requiring deep knowledge and understanding in a wide range of areas

and the ability to synthesize, integrate, and apply this knowledge in different situations, under varying conditions, and with a wide diversity of groups and individuals (Hollins, 2011).

As a result, having well-qualified and highly-competent teachers in schools is a must. Hence, to align teacher education with the demands emerge as a result of the changing and developing world, en route to teaching, pre-service teachers are educated through programs built on a combination of courses on various issues. Despite not being expected to provide a package of life-time knowledge and skills, pre-service teacher education programs have a key role upon the preparation of highly-qualified and well-prepared teachers necessary for the education and development of 21st century societies. Within this frame, faculty program establishing the knowledge base of pre-service teacher education sets the process of learning to teach, thus "places significant attention on the development of subject matter knowledge" (Darling-Hammond et al., 2002a, p. 14). Moreover, pre-service teachers also need to be equipped with the theories necessarily interwoven with strategies, best practices, and instructional materials (Young, Grant, Montbriand, & Therriault, 2002). As might be inferred, with its blend of strong content, pedagogical content, and world knowledge, the role of program cannot be denied on the education of well-prepared and confident teachers (AACTE, 2009; Housego, 1990). Besides, in their study upon the variation created by different pathways into the teaching, Darling-Hammond et al. (2002a) also stated that graduates rated themselves well-prepared by their teacher education program. This points that the program has a critically significant role on the acquisition and development of knowledge based on various issues.

Besides, in their study on teacher education programs, Darling-Hammond, Hammernes, Grossman, Rust and Shulman (2005) highlight well-integration and coherence as the most striking characteristics of the programs in which graduates find they are significantly better prepared than most other beginning teachers certified through alternative programs. Integrating coursework with clinical work was also emphasized to reinforce a deeper understanding of

teaching and learning. In this sense, they take attention to the importance of well-integrated coursework with field experience. Although it is not possible to separate field experience from faculty program, as it forms the tenets of the current research, details regarding field experience are dealt with thoroughly in the following section.

Field experience: School experience and teaching practicum courses. Today, despite having a variety of names such as *practicum, practice teaching, student teaching, field experience, field work, internship, teaching practice, or clinical experience*, some form of teaching experience is common to almost every second and foreign language teacher education program (Borg, 2009). Within the Turkish teacher education system, field experience, running simultaneously with coursework in the senior year, is covered via the combination of school experience and teaching practicum courses.

Hollins (2011) puts forth that field experience (hereafter FE), which she calls as guided practice, is an opportunity for experimenting with planning and enacting a short sequence of learning experience for a small group of students under the careful supervision of university or an experienced classroom teacher. Regardless of the name given, FE is considered to be an integral, essential, and key dimension of pre-service language teacher education where they create a beginning sense of self as a teacher (Clarke & Collins, 2007; Ronfeldt & Reininger, 2012). Although the duration of FE varies considerably across nations, ranging from a few weeks to a year, it occurs most frequently towards the end of the teacher preparation program (Darling-Hammond & Cobb, 1995). As Johnson (2006) says, the rationale behind including FE is to overcome the perennial theory-practice gap which has permeated the field of language teacher education. To be more specific, language teacher education programs are operated by the premise that pre-service teachers who are theoretically equipped with content and pedagogy would be able to transform their knowledge into practice in their practicum activities. In that sense, FE aims to engage pre-service teachers (hereafter PSTs) in real teaching context at

primary or secondary levels where they work with cooperating teachers and engage with their faculty advisors in professional dialogues both before and after teaching in their placement schools (Gan, 2013). With this regard, pertaining to the authentic learning opportunities in real schools and classrooms, such as purposeful classroom observations, volunteer services provided to the cooperating teachers (hereafter CTs), FE primarily aims to provide PSTs with first-hand knowledge and experience about schools and classrooms (Chiang, 2008).

Considering this, Selvi (2012) puts forth that this contemporary understanding of FE initiates a shift in our understanding of practicum from a point of view where it is defined as an activity to apply theoretical knowledge from the teacher education coursework, to a point where it is viewed as a central process providing teachers with the social context to grow. Similarly, Gebhard (2009) also takes attention to the role of FE in providing many opportunities for PSTs' awareness building as it provides them with the chance to see their own teaching differently by learning how to make their own informed decisions through systematic observation and exploration of their own and others' teaching.

Thus, as Gebhard (2009) mentions, FE plays a very important role for teacher-learning, development of teacher identity, learning to collaborate with others, development of a critical understanding to evaluate teaching practices, and also realizing the perceptions of preparedness for teaching profession. Wilson, Floden and Ferrini-Mundy (2001) also emphasize that FE intends to show what the job of teaching is like to help PSTs learn about classroom management, and to give practical opportunities to apply concepts encountered in university coursework. Brown, Lee and Collins (2015) also explain FE in a similar sense emphasizing that it is typically the capstone component of teacher education program during which PSTs have the opportunity to shadow CTs for a short time, eventually gaining more teaching responsibility each week. It is during this experience that PSTs practice skills of teaching, learn to design and

implement curricular activities, and establish relationships with students having various abilities and differences.

As previously stated, being common to almost every teacher education program, FE has a very similar structure both in national and international context. Under the supervision of a faculty based advisor (hereafter FA) and a CT in a neighborhood school, PSTs begin FE. They generally take responsibility for one or sometimes two classes for whom they will have main responsibility to observe and assist CTs throughout the year. When PSTs teach in their CTs' classes, their FAs pay visits to the practicum schools (hereafter PSs), generally a few times in a term, make classroom observations, provide feedback and assistance, and complete official university documents and reports. This overall structure shows how FE in almost every practicum school works (Rozelle & Wilson, 2012).

However, in Turkish context, the way FE works is just a little bit different. As the title suggests, the FE process is divided into two consecutive phases; School experience (hereafter SE) and Teaching practicum (hereafter TP). In SE, the main and ultimate purpose is to provide PSTs with the opportunity to familiarize themselves with profession, workplace, future colleagues and students, and daily tasks and routines of the profession. All these are mainly achieved through observations which are guided by structured forms generally specified by the faculty. There might also be some occasions when the CTs at PSs purposefully offer PSTs to be involved in teaching so as to reinforce their familiarization with the profession as much as possible. Additionally, this stage taking place in the fall-term of the senior year lasts about 12 weeks in the schools which are determined by the faculty and bureau of national education in the town. TP, as the consecutive phase, is separated from the SE by a couple of weeks lasting winter break. It is the time when the pre-service teachers need to practice teaching within the supervision of their mentor teachers (in other words CTs) at PSs. An important issue purposefully performed is the rotation of the pre-service teachers in schools. That is, in TP,

PSTs are assigned to other schools which are different from their SE schools. The ultimate aim is to provide them with as many different school contexts, levels, and student groups as possible. Thus, through this rotation, they are expected to enrich their initial repertoire of teaching practice. As the phase of teaching, in this phase, PSTs are expected to be more active through teaching as much as possible and being involved in the routines of teaching more and frequently. Consequently, in both phases by working with a CT in real classrooms with real students, pre-service teachers gradually assume full responsibility for the classroom as they receive feedback, mentoring, and ongoing training from their CTs.

Despite the contributions mentioned above, as any other phenomenon, FE is of course not free from deficiencies (see Özçelik, 2012; Yenilmez & Ata, 2012; Yılmaz & Kab, 2013). Although, SE and TP processes were found to very beneficial upon PSTs' growth in content knowledge and teaching pedagogy, shortcomings and criticisms were also reported. The time and place of FE in teacher education programs and focus on state employee selection exam (hereafter KPSS) exam were reported to be burden on the development of appropriate attitude towards the process (Yılmaz & Kab, 2013). Altan (1998) also reported that PSTs spend hours learning about their subject and general education, but little time on learning how to teach and actual teaching. He further adds that what is understood by field experience is placing PSTs into schools with very little supervision and very few opportunities to reflect what they have done and why. Hardly any attention is given to teaching the skills that will enable them to effectively apply their knowledge in the classroom. This is also in line with study of Kıldan et al. (2013) where they found that newly graduated teachers reported inadequate contribution of FE to transfer what they learnt at faculty to practice in schools. Therefore, it was thought to fall behind what it needed to accomplish for PSTs preparation to the profession. Besides the criticism that FE receives from the local context, it has also been criticized by some other researchers abroad. For instance, Wilson et al. (2001) state that FE is too often disconnected

from and not coordinated with university-based components of teacher education. Besides, it is sometimes limited to mechanical aspects of teaching. Finding placement, and identifying schools sharing the educational perspectives with teacher education program can also be a problematic issue.

This is only part of the problem though. Even more critical is the issue of how those experiences are structured. PSTs' assignments into the PSs are mostly divorced from the remainder of the curriculum. Besides, supervision consists of only a few site visits and limited to feedback generated by FAs and CTs. Hence, FE might not fully serve as a skill-building experience. Therefore, it is imperative to pay more attention to the structural and practical details of the process, and to the preparation of PSTs to the profession through this vitally important process. Additionally, roles played by FAs and CTs are also pivotal. In this sense, for the current dissertation, FE is more than the combination of SE and TP. Therefore, the whole process itself, the PSTs, and the FAs and CTs as the stakeholders in the process are attached extra attention to make a complete sense of how the whole process acts upon the PSTs' perceptions regarding their preparedness to teach.

Teacher Education System in Turkey

As education and preparation of teachers of future generations can make the most evident impact on every single part of the modern world, countries need to improve their education and teacher education systems with high-quality knowledge and skills. In this regard, meeting the demands of changing and developing world requires education systems to adopt themselves accordingly. Furthermore, the noticeable developments in technology and knowledge all over the world in recent decades have also created an amazing learning environment, thus affected the systems in teaching and learning. Beyond all that, the expansion of knowledge societies has created a need for reforms on teacher education (hereafter TE) programs as teachers are agents of change in changing and developing societies.

In all countries, improving schools and responding better to social and economic expectations is one of the main goals. Turkey, with no doubt, is no exception. With this in mind, this section focuses on the changes and developments in Turkish TE system within two broad periods as; 1923 – 1990 period and 1990 – to present day.

1923-1990 period

In Turkey, since its foundation in 1923, education has been perceived as a priority, as it is regarded as the most important factor in reaching the level of civilized European countries (Grossman, Onkol, & Sand, 2007; Yavuz & Zehir Topkaya, 2013). As Tarman (2010) states, the Turkish educational system was centralized in 1924 by the government with the act of "The Law on Unification of Education", which was the first radical arrangement in the field of education putting all educational systems under the control of the Ministry of National Education (hereafter MoNE).

Specifically, in the early years of the Republic, the main interest was on the education of the average people in rural Anatolia through primary schools and village institutes. Beginning from the 1950s, competency-based teacher education has been in the center of TE programs (Tercanlıoğlu, 2004). Therefore, importance have been attached to the design and reforms in TE policies especially beginning from the 1970s. The first of these policies was the acceptance of "Basic Law of National Education" in 1973, which determined the general framework of national education system in a way that teachers should be educated in higher education institutions. The second major change which is considered as a turning point in teacher education took place in 1981 by transferring the responsibility of TE from the MoNE to the universities within the Higher Education Council (hereafter HEC) (Tarman, 2010). Before that date, teachers had been prepared by education schools under the MoNE and in faculties at universities (Gürsimsek, Kaptan, & Erkan, 1997). With the transfer, such details as length of each program, courses, number of credits for each course, total amount of credits

required to graduate, brief descriptions for the content of the courses, and the qualification that the program leads to were all laid down by the HEC (Grossman, Sands, & Brittingham, 2010). Since then, establishment, development, and modification of all TE programs in Turkey have been under the control of the HEC. Hence, the HEC is the institute working towards the standardization of TE programs, recognition of faculties, and qualification of graduates. However, in this period, the transfer of full responsibility of teacher education to the HEC caused some problems receiving many criticisms. For instance, universities were stated to be unwilling to take the responsibility of teacher education which was previously done by Teacher Education Institutes. Besides, the academic who started to work at education faculties were stated to be prejudiced against teaching. They attached importance to subject-matter knowledge rather than the knowledge, skills, strategies needed to be possessed by teachers. Therefore, PSTs who were prepared under these conditions were stated to have poor level of teaching knowledge (see Yüksel, 2008). As a result, the critiques towards education faculties, academics teaching there, and PSTs executed through that system led to some other changes starting from 1990s and continuing till present. The details regarding the changes from 1990s to today are dealt with in the following title.

1990- to present day

In 1990s, the TE system in the country went through two major changes. Within these changes, in 1991, pre-service teacher education was reorganized from a 2-year study to a 4-year undergraduate degree (Tarman, 2010; Toköz Göktepe, 2015; Yavuz & Zehir Topkaya, 2013). Besides, between 1994 and 1999, with the assistance provided by internationally recognized institutes (e.g. British Council) and universities, the World Bank funded National Education Development Project worked towards the development of national education. The project featured two components. The first was a reform for elementary and secondary education schooling in terms of infrastructure, textbooks, and educational management, while the second,

beginning towards the end of 1994, was more like the expansion and transformation of the TE system in the country. Additionally, in 1997, there was another change in the structure of compulsory education which was formed from a 5-year to an 8-year period with the combination of primary and secondary schooling (Grossman et al., 2010). Towards the end of the project, the HEC initiated a parallel reform to restructure education faculties. The reform was guided by such problems as inadequate research on education even at faculties of education, lack of specialists to teach methodology, thus overemphasis on subject knowledge, and lack of university teachers having first-hand experience in schools (YÖK, 1998). Another purpose of this new TE reform was to prepare effective teachers as PSTs were spending so little time in schools before becoming teachers (Stevens & Demirezen, 2002). For these reasons, education faculties would focus on methodology and PSTs' experience and practice in schools. Therefore, the need for more cooperation between education faculties and PSs was also put forth as a priority as the weak coordination between the MoNE and HEC resulted oversupply in high school teachers and undersupply for primary and secondary school teachers (YÖK, 1998). Thus, having examined the TE programs of some countries such as the US, Britain, and Germany, the HEC reconsidered the programs in Turkey. Based on the changes, education faculties were required to make contact with schools, mentors, and student teachers in the schools who needed to work with mentor teachers and also were supervised by their university teachers for at least once a week over a year during the course of the field placement (Tarman, 2010). With this reform putting more emphasis on the cooperation with PSs, there were three courses aiming to address the observation and acquisition of genuine teaching experience in schools. They were namely; School Experience I, School Experience II, and Teaching practice (Toköz Göktepe, 2015; Yavuz & Topkaya, 2013). With the changes, curriculum structures of pedagogical formation courses such as educational administration, curriculum development,

and educational psychology were also revised based on the belief that they were insufficient and outdated (Grossman et al., 2007; Turan, 2008).

As Yavuz and Zehir Topkaya (2013) further explained, the initial changes in the structure of teacher education brought out needs for more changes, such as the unification of teacher education programs at pre-service level, inclusion of new courses that would add recent perspectives to the body of pedagogical and content knowledge of pre-service teachers, as well as the development on teaching knowledge and skills. Besides, the changes also called for a closer and a more well-defined structure for the cooperation between education faculties and local schools which are responsible for pre-service teachers' meeting with first-hand teaching practice and familiarization with the teaching profession before graduation. Therefore, these demands called for more refined reforms on the structure of TE programs.

For this reason, another wave of change occurred in 2006. Through negotiations, reviews, and ongoing studies in workshops aiming to improve the programs of education faculties, the HEC updated the TE programs currently in use in education faculties nationwide. As a refinement on the previous one, the 2006 reform entailed making adjustments to the 1999 curriculum (Erten, 2015; Yavuz & Zehir Topkaya, 2013). Thus, with reference to the feedback gained through the implementations of the changes in 1999, with this change, the HEC mainly aimed to make informed decisions. Additionally, through the reform, learning outcomes of undergraduate programs were also defined to meet the criteria specified by the European Higher Education, and also to meet the amendments happened in education programs in 2003 (YÖK, 2007). Also, this restructuring reflected the tenets of constructivist approach as the shift were moving more towards learner-centered approaches addressing active learner involvement to create knowledge with reference to their own knowledge as individuals. Hence, so as to meet all these goals, some new courses were added, some were removed, some courses' names were changed, and some courses' class hours were decreased or increased. For instance, courses such

as School Experience I, Reading Skills I and II, Writing Skills I and II were revised. Additionally, School Experience which was in two steps, one in the 2nd and the other in the 7th semester in the 1998 program, was reduced into only one semester and placed in the 7th semester (Yavuz & Zehir Topkaya, 2013).

Thus, the 2006 reform on the redesign of teacher education programs produced the current program aiming to prepare teachers who are able to teach how to learn (see YÖK, 2007). With this new program, the courses on the acquisition and development of content knowledge and skills cover 50 %, while pedagogical content knowledge courses cover 30 %, and general culture knowledge courses cover 20 % of the whole program (see Appendix A). Although content knowledge, referring to what language teachers need to know about their subject-specialized concepts, theories, and disciplinary knowledge, constitutes the theoretical basis for the preparation of language teachers (Richards, 1998), it is not the one and only which is vitally important for the preparation of pre-service teachers. For this reason, pedagogical content knowledge is also addressed through some courses such as *teaching principles and methods, teaching technologies and materials design, assessment and evaluation, and classroom management*. Additionally, as YÖK (2007) clearly stated in its programmatic documents, the program also aims to educate pre-service teachers who are equipped with a contemporary vision. Thus, the program covers general culture courses such as *service learning* which is one of the main renewals in the 2006 program, and aims to provide pre-service teachers with the sensitivity and reflectivity to the needs of the societies that they live in.

As it is beyond the scope of this section, for a full description of the changes the study of Yavuz and Zehir Topkaya (2013) and the programmatic descriptions provided by the HEC (see YÖK, 1998, 2007) can be very informative. Through the revisions and reforms, the current program for the education and preparation of language teachers has been formed. As a combination of content, pedagogical content, and general culture courses, the program consists

of compulsory and elective coursework. The coursework which is mainly spread over 8 semesters is also supported with the two courses which are devoted to the acquisition and development of genuine, first-hand teaching experience in PSs. The increased cooperation between the cooperating teachers at practicum schools and pre-service teachers and more emphasis on the pedagogic and linguistic dimensions have been suggested as the strengths of this new program (Karakaş, 2012).

However, despite the density of thoughts and efforts invested into structuring and restructuring of TE programs, the reforms have not still brought the desired change in the quality of TE. For instance, in their study on the evaluation of newly graduated teachers views on the teacher training process they had been through at university, Kıldan et al. (2013) reported that the teachers felt insufficient especially regarding their knowledge and skills of curriculum and content knowledge. They also reported that teaching practice and school experience courses did not adequately contribute to the preparation of pre-service teachers to their profession. Possibly for this reason, pre-service teachers complained about the inadequate practice teaching (Seferoğlu, 2006). Besides, the limited number of courses addressing the acquisition and development of PSTs' classroom management skills causes the graduates complain about classroom discipline issues in their own teaching (Karakaş, 2012). Thus, as suggested by Coşkun and Daloğlu (2010), a course needs to be included into the program to help pre-service teachers share ideas and get feedback upon their school experiences and reflect their teaching practices so as to enable them to link their theoretical knowledge to practice in real contexts. Consequently, as for FE, as a critical stage bringing pre-service teachers closer to the profession, it is not possible to observe any changes made either to the regulations or the practices necessary for a high-quality, well-planned, and well-executed field experience for high-quality and well-prepared teachers.

Besides the two reform movements which are closely related with the structure of national education system in the country, Turkey has also undergone another recent change. Resting on a belief to make national education more qualified to enable younger and future generations to keep up with the changes in the modern world, a radical amendment, which seemed to be pretty sudden, was put into practice in 2012. With this change, the basic compulsory education, which was increased from 5 to 8 years in 1997, was restructured from 8 to 12 years with an intention to increase the duration of basic education to the averages of European Union and OECD countries (Gün & Atanur Baskan, 2014). This meant the total amount was structured in three consecutive 4-year phases; the first 4-year as primary school, the second 4 (from 5 to 8) for middle school, and the last 4 (from 9 to 12) was for secondary school (Official Gazette, 2012:28261). With this last change in the basic compulsory education, amendments were made in age for schooling, grouping the classes, education programs, elective courses, and even weekly schedules. For instance, teaching English, which was previously started from the 4th grade, was shifted to the 2nd grade (Yavuz & Zehir Topkaya, 2013). This recent system nests upon the understanding that learners in the same age group and developmental stage should be grouped together in physical environments matching their development (Yiğittir, 2014). However, the program did not work as it was planned, and unfortunately resulted in overcrowded classes and students at different ages in the same environment due to the lack of physical infrastructure. Consequently, the deficiencies occurred with the latest change in the school system could indicate that there might be need for some more changes in the national education system which might accordingly bring out another wave of change in pre-service TE.

In this regard, the reform movements have caught the attention of researchers in education arena, and they have also come up with some suggestions in the direction of possible further changes and upgrading in national education and accordingly pre-service teacher

education system. For instance, in their study of the evaluation of the 2006 movement, Yavuz and Zehir Topkaya (2013) suggest that, the quality of initial TE, heavily determined by the quality of TE programs, requires ongoing reforms and restructurings to meet the demands of continuously changing and developing education world, programs, and individuals. Besides, Grossman and Sand (2008) state that number of young people alone would be enough to pressurize on educational resources and facilities. However, as a candidate nation to the European Union, Turkey needs to meet some criteria such as the physical infrastructure in schools which asks for more classrooms, teaching technology, equipment, and well-prepared teachers. Additionally, in his study with practicing teachers' evaluations regarding the effectiveness of the education that they received at university, Erten (2015) also suggests that renewed attention may be necessary to find if teaching practice serves the needs of pre-service teachers and what precautions need to be taken to improve the current situation.

To sum up, although a great deal has been accomplished such as the increase in the number of teacher education faculties and opening up of new universities, TE system in Turkey still stands at a point where more needs to be done, and it seems that the restructuring reform is incomplete. Furthermore, as Grossmann et al. (2010) stated, quality standards such as relevant curricula and resources for execution of well-prepared and well-equipped teachers are necessary in teacher education, but still lacking. Therefore, this shows that there needs to be more to do.

Teacher Preparation and Pre-service Teachers' Perceptions of Preparedness to Teach

As might be inferred, the ultimate goal of TE is to prepare teachers both for the profession and the school systems in which they will teach. In this sense, the need for teachers who are well-prepared to teach effectively to English language learners in any school context is getting greater. Therefore, understanding pre-service teachers' perceptions regarding their

preparedness to teach plays an inseparable role to feed back into the quality of teacher preparation.

The history of research on preparedness to teach only goes back to 1990s (Housego, 1990). Furthermore, rather than bringing the components forming the notion of preparedness to teach together, researchers approached the idea from different perspectives ranging from the role of the program being graduated, evaluations of content and pedagogical content knowledge, classroom management, or teaching in different levels and groups (see Brown et al., 2015; İnceçay & Keşli Dollar, 2012; Li, 1999; Kraut, 2013; Kee, 2011; Turner, Jones, Davies, & Ramsay, 2004; Thompson, 2010; Wong, Cain, Agnello, & Crooks, 2012). Possibly for this reason, when the related body of literature is reviewed, it is seen that unified and compact definitions provided on preparedness to teach are quite rare.

However, as the very first figure in preparedness to teach research, Housego (1990) provides two noteworthy definitions. The first of these definitions says that perceptions of preparedness to teach are a set of self-perceptions that pre-service teachers have related to the performance of a group of tasks central to teaching and applicable across grade levels and subject matter. In his second definition, putting it simpler, Housego suggests that estimates of preparedness to teach are self-assessments of teaching competencies which may influence teachers' ability to perform teaching tasks. Similarly, for Faez (2012) preparedness to teach is closely determined by teachers' perceptions and beliefs of their capacity to perform specific teaching tasks in specific contexts. As might be understood, preparedness to teach, as a phenomenon regarded to be closely related to teachers' perceptions of their teaching competencies, is complex and hard to define; in part because perceptions are very personal and also task specific.

In this regard, as a hard to define phenomenon, the nature of perceptions of preparedness to teach brought the researcher to some constructs which it might be linked to. Initially, as a

multifaceted construct, preparedness to teach is seen to be significantly related to pre-service teachers' perceptions of teaching-efficacy about whether they are able to make a difference in student learning (Darling-Hammond et al., 2002a). Opening their claim, Darling-Hammond and her colleagues assert that teachers feeling better prepared are significantly more likely to believe that they can reach all students, handle problems in class, teach all students to high levels, and make a difference in their lives. On the contrary, those who feel underprepared are significantly more likely to feel unsure about how to teach some of their students and more likely to believe that some factors like students' peers and home environment affect learning and achievement more than teachers do. Additionally, in her study on the essentials of high-quality teacher preparation, Zientek (2007) stated that teachers' overall sense of preparedness to teach correlates with certain predictors such as the program being graduated (e.g. teacher education or an alternative route to teaching), mentoring received in the program, and prior classroom experience.

As might be inferred even from this brief introduction to the research on pre-service teachers' preparation and their preparedness to teach, it is not a mono-dimensional construct. Rather, in the pursuit of preparing teachers who can teach all students at any level and context, educational researchers need to determine if pre-service teachers are armed with the necessary skills and knowledge to feel prepared and efficacious in the classroom. Together with knowledge and skills and efficacy, which are highly essential, but not adequate, pre-service teachers' personality, teaching commitment to the profession are also significant for a thorough understanding of their preparedness to teach. Moreover, the contributions of teacher education process itself, especially the role played by field experience where the PSTs are the closest to the profession, and the contributions of university based supervisors and mentor teachers at practicum schools are also necessarily pivotal.

With these in mind, for a full answer if pre-service English language teachers are adequately prepared to teach English language learners at any context and level, a detailed account of the sources of perceptions of preparedness to teach needs to be provided. Therefore, the sources, namely *teaching-efficacy, teaching commitment, personality, teaching knowledge and skills*, and *field experience* are dealt with in detail in the following sub-sections.

Sources of perceptions of preparedness to teach. In the following sub-titles, details pertaining to every single construct regarded as the source of pre-service teachers' preparedness to teach are dealt with.

Teaching-efficacy. The issue of efficacy is of primary importance as undoubtedly TE programs all over the world aim to prepare qualified, competent, and efficacious teachers. As education professionals have been trying to deal with the needs of students with diverse linguistic and cultural backgrounds, students at risk of dropping out of school system, and students with various skills and backgrounds, in recent years an important relevant construct in psychoeducational research has been *teacher self-efficacy* (Cruz & Arias, 2007). In this regard, considerable amount of research has been conducted on teaching self-efficacy with a link to various issues such as preparedness, difference between pre-service and practicing teachers, teaching commitment, supervision, student achievement, teachers' classroom management strategies, so on so forth (see Coladarci & Breton, 1997; Dembo & Gibson, 1985; Guskey, 1984; Housego, 1990; Hoy & Spero, 2005; Poulou, 2007; Turner et al., 2004; Woolfolk-Hoy, 2000).

Being a central motivational concept in current psychological theory (Housego, 1990), efficacy is defined as people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events affecting their lives (Bandura, 1994). As the foundation of social cognition theory, human motivation, well-being, and personal accomplishment, efficacy also relates peoples' beliefs that their actions can produce the

outcomes they desire (Pajares, 1992). Durgunoğlu and Hughes (2010) add that efficacy is linked to performance as it affects the amount of effort expanded, persistence at task, resilience if faced with obstacles, and perceived stress. Therefore, individuals who have high self-efficacy are known to put in sufficient effort that may produce successful outcomes, whereas those who have low self-efficacy are likely to give up prematurely and fail on task.

Besides its use in psychology, it has also been widely referred in TE research. In this frame, researchers mostly define teaching-efficacy by relating it to teachers' perceptions of their capabilities to execute many of the tasks associated with teaching in educational settings (Siwatu, 2011). For instance, Guskey and Passaro (1993) define teaching self-efficacy as "teachers' beliefs or convictions that they can influence how well students learn, even those who may be difficult or unmotivated" (p.4).

As the very prominent figures in the studies of teaching self-efficacy, in their comprehensive study on the factor structure of efficacy, Tschannen-Moran and Hoy (2001) reviewed many of the measures (such as Bandura, Guskey, Gibson and Dembo's teaching efficacy scales) that had been used to capture teaching-efficacy so far, and proposed a new measure of teaching self-efficacy. In their new measure, with an emphasis on the factor structures of teaching self-efficacy, they initially draw a clear line to the *personal teaching efficacy* as the first factor structure. This first factor structure had to do with teachers' feelings of their competencies. As for the second factor structure, the constructs were determined to be *efficacy for instructional strategies, efficacy for classroom management, and efficacy for student engagement*. Through their study, they also concluded that the determination of factor structures was a step towards what had been an elusive construct. They also added that having a stable and unified factor structure in hand is superior to the previous measures in that it can assess a broad range of capabilities which teachers perceive to be important for quality-teaching even being so specific across contexts, level, and groups.

Darling Hammond et al. (2002a), in their comprehensive study conducted with almost 3.000 beginning teachers in New York City, examined teachers' views of preparedness to teach, their efficacy beliefs, and plans to remain in teaching. They found that graduates feel efficacious with respect to making difference in their students' lives, handling discipline problems in classroom, having the ability to get through to most of their students, and to teach all students to high levels. They reported that graduates' efficacy may be related to the program's emphasis on applying theory to practice, understanding how to reach students, classroom management skills tied to teaching strategies, and clinical placement during the program. With all these in hand, they concluded teachers' sense of efficacy has been primarily determined by perception of preparedness since the latter is thought to be the strongest predictor of the previous. They also underlined the importance of perception of preparedness as it relates to teachers' sense of efficacy and their confidence about their ability to achieve teaching goals.

In most studies conducted on both pre-service and in-service teachers' preparedness, efficacy has been taken as the primary construct which may be due to the fact that perceptions of teaching-efficacy has been attributed to perceptions of preparedness (Darling-Hammond et al., 2002a). As a common construct in TE studies, teachers' sense of efficacy appears to be linked to behaviors affecting student learning such as teachers' willingness to try new instructional techniques, teachers' approaches towards students, and their persistence in trying to solve learning problems. Teachers' sense of teaching efficacy has also been related to their level of planning and organization, feelings about teaching, enthusiasm for teaching, and their plans to stay in the profession. Feelings of preparedness are also suggested to have a close relationship with the quality of teacher education, although not as much as expected at the beginning (see Carr, 2013; Gurvitch & Meztler, 2009; Housego, 1990; Kraut, 2012; Tran, 2011; Turner et al., 2004).

Additionally, Tschannen-Moran and Hoy (2007) establish a link between teachers' perceptions of self-efficacy, their actions, and the outcomes they achieve. According to them, teachers who do not expect to be successful with certain students possibly put forth less effort in preparation and delivery of instruction, and give up easily at the first sign of difficulty, even if they actually know the strategies that could assist. Thus, their perspective indicates that sense of efficacy refers to "self-fulfilling prophesies validating beliefs of either capability or of incapacity" (p. 3). Hence, they conclude that perception of efficacy is raised if teachers perceive their teaching performance will be successful, which then contributes to their expectations on future performances with similar results. This also means that perceptions of teaching self-efficacy decrease if teachers think that their performance to be a failure, contributing to the expectations that future performances will also fail. Besides, they link efficacy to feelings of joy and pleasure or stress and anxiety. That is, feeling of pleasure that teachers perceive from a successful lesson may increase their teaching-efficacy, while high levels of stress and anxiety associated with fear of failure may result in lower teaching-efficacy perceptions. They suggested that teachers starting their careers with low-level of efficacy might tend to find better instructional strategies to improve their teaching performance over time. Therefore, they increase their perceptions of efficacy.

In his study about the antecedents and consequences of teachers' sense of efficacy, Ross (1994) reported consistent evidence that efficacy influences teacher and student outcomes (also see Tschannen-Moran et al., 1998; Tschannen-Moran & Hoy, 2007; Woolfolk-Hoy & Davis, 2006). Teachers, with higher perception of efficacy are more willing to learn about and implement new teaching techniques, particularly those which are demanding. These teachers may be more successful as they use more powerful teaching strategies, thus come up with better student outcomes. Similarly, Duffin, French and Patrick (2012) state that along with the necessary skills and content knowledge, educators need to be confident in their abilities to enact

effective instructional practices resulting in students' motivation, learning, and other positive outcomes.

In their study on exploratory analysis of teaching-efficacy, Lin and Gorrell (2001) reported that factors contributing to differences in pre-service teachers' efficacy may include contextual factors increasing competence and experiences, and awareness of the importance of external factors such as teaching and learning responsibility. Thus, pre-service teachers' perceptions of efficacy seems to be constructed through a dynamic integration of social and cultural perspectives with the concepts and practical experiences embodied in TE programs.

Li (1999) emphasized that pre-service teachers are expected to derive sense of efficacy from successful experiences both in class and field experience. He also adds that perceptions of teaching efficacy also undergo changes when PSTs take courses or involved in FE. Thus, this might indicate the role of FE on the development of teaching self-efficacy. Moreover, O'Neill and Stephenson (2012b), in their study of the sources and possible influences of Australian final-year pre-service teachers' sense of efficacy, reported that multiple components, such as past performance and people's judgements of their capabilities, appeared to influence their sense of efficacy in classroom behavior management. They also add that in parallel with the observation time and opportunities, feedback received from CTs and university supervisors in particular appeared to be very influential.

Barnes (2000) suggests that pre-service teachers often begin their programs with high levels of efficacy which frequently decline as they progress through the curriculum and make transition to in-service teaching. The decline, which might even be slight, can be interpreted as a novice teacher's greater understanding of the complexity of the teaching process. Fresco, Kfir and Nasser (1997) emphasize that teachers with a sense of being able to affect students are more satisfied with their work and show greater reluctance to abandon it. Therefore, sense of teaching-efficacy is likely related to a teacher's professional self-image. In other words, how a

teacher rates himself or herself concerning pedagogical and interpersonal abilities considered integral to effective teaching performance. Last but not the least, teachers' sense of efficacy, may also be related to different organizational designs, school context, and inter-personal relations between teachers and significant others within the school context (Friedman & Kass, 2002).

Thus, as an important factor to consider in teacher preparation, teaching-efficacy can be considered as a significant source of perceptions of preparedness to teach. With this in mind, in this study, as a multidimensional construct (Dembo & Gibson, 1985), teaching-efficacy is taken as one of the possible sources defining senior pre-service English language teachers' perceptions of preparedness to teach.

Teaching commitment. Becoming an area of research in the field of education since the 1980s (Choi & Tang, 2009), teaching commitment, as an investment of personal resources, has long been associated with the professional characteristics and identity of a teacher (see Crosswell & Elliot, 2004; Canrinus, Helms-Lorenz, Beijaard, Buitink, & Hofman 2012; Day et al., 2005). As an important issue both in preparation of pre-service teachers and in-service teachers' stay in the profession, teaching commitment is defined as an indicator of "psychological attachment to the teaching profession" (Coladarci, 1992, p. 6). Similarly, conceptualizing teaching commitment as an intellectual and emotional engagement in teaching, Day et al. (2005) define commitment as a continuing willingness to reflect upon experience and the context in which teaching occurs. Teaching commitment is also regarded as a dependent variable predicted from job-related (e.g. teaching experience and position, job satisfaction, or professional self-image) and personal (e.g. gender, cognitive ability, or teaching ability) variables (see Fresco et al., 1997).

Some studies also established a link between teaching commitment, teaching self-efficacy, and confidence, and emphasized that teaching efficacy, so confidence on capabilities

has a positive impact on teaching commitment (see Choi & Tang, 2009; Rots et al., 2007; Tschannen-Moran & Hoy, 2001). For instance, in their study on TE graduates' teaching commitment and entrance into the teaching profession, Rots et al. (2007) reported teaching commitment as one of the most important antecedents. They further added that initial teacher education can have a meaningful impact on teaching commitment, hence graduates with a higher level of efficacy, those who indicate more evaluative support from their mentor teachers, and those with a more extended professional orientation are more likely to show higher teaching commitment. They also state that variables such as faculty support and type of teacher training are indirectly related to teachers' self-efficacy and professional orientation. With these in mind, the availability, integration, and combination of all these issues encourages teachers to develop positive perceptions of their profession. Thus, they promote PSTs' perceptions of preparedness to teach which can also result from stronger attachment to the profession.

Moreover, in their study on factors contributing to practicing and pre-service teachers' commitment and intention to leave the profession, Klassen and Chiu (2011) state that teachers' commitment is positively associated with confidence and self-efficacy, and also decisions about career paths. Practicing teachers had lower levels of commitment and higher levels of stress and stronger intentions to leave the profession than pre-service teachers. Klassen and Chiu related this to discovery aspects of teaching for PSTs rather than the negative survival aspects associated with realities of teaching. Thus, higher teaching commitment and lower stress and intention to quit for PSTs anticipates the reality shock whereby their expectations of workplace climate may be unrealistic, and must be recalibrated when the realities of day-to-day work intrude on the hoped-for learning environment. They further added that high teaching self-efficacy perceptions of the pre-service teachers in their study might be miscalibration resulting from incomplete knowledge, and overly optimistic predictions about capabilities since their initial teaching experiences may have been too brief and disconnected from responsibilities and

expectations of practicing teachers. Similarly, Coladarci (1992) also linked teaching commitment to self-efficacy as he found teachers' perceptions of efficacy emerged as the strongest predictor of their teaching commitment. He reported that a greater commitment to teaching would be expected among teachers who believe student achievement can be influenced through skillful instruction, who have confidence in their own ability to influence student achievement, and who assume personal responsibility for the level of student achievement they witness in their classrooms. Keeping in mind that teaching-efficacy is the strongest predictor of perception of preparedness to teach (Darling Hammond et al., 2002a), and teaching-efficacy is the strongest predictor of teaching commitment (Coladarci, 1992), the close tie between teaching commitment and efficacy can indirectly suggest that teacher who feel more attached to the profession, in other words who have more teaching commitment, are more prepared to teach.

As for Day (2009), teaching commitment is closely associated with job satisfaction, morale, motivation, and identity, so it is a predictor of teachers' work performance, absenteeism, burnout, and turnover. Teachers who are committed have an enduring belief that they can make a difference to the learning lives and achievements of students (efficacy and agency) through who they are (their identity), what they know (knowledge, strategies, skills), and how they teach (their beliefs, attitudes, personal and professional values embedded in and expressed through their behavior in practice settings).

In their report, National Center for Education Statistics (NCES) (1997) stated that the degree of teaching commitment is one of the most important aspects of the performance and quality of school staff. It does not refer to a passive type of loyalty where teachers stay with their jobs, but are not really involved in the school or their work. Rather, as the degree of positive, affective bond between the teacher and the school, teaching commitment reflects the degree of internal motivation, enthusiasm, and job satisfaction teachers derive from teaching

and the degree of efficacy and effectiveness they achieve in their jobs. In this regard, teaching commitment is said to be one of the most important aspects of the quality and performance of teachers' teaching careers as well as being an important element of successful teaching (Kwok-wai, 2006; Mart, 2013; NCES, 1997).

Croswell and Elliot (2004) state there has been a traditional view of teaching commitment seeing it as a referent to external factors. However, they further add that the growing body of literature shows a strong connection between teacher commitment and the very intimate element of passion for teaching. As they suggest, the level of teachers' commitment is considered to be as a key factor in the success of current educational reform agenda as it heavily influences teachers' willingness to engage in cooperative, reflective, and critical practice. Therefore, they define teaching commitment as a very personal way of viewing the self and its relationship to education.

Regarding commitment as one of the essentials of teachers' professional identity, Hong (2010) states that a teacher's decision to discontinue teaching, reversely commitment to teaching, is generally not a sudden choice resulting from a single event. Rather, such a career decision tends to be closely related with teacher's own sense of self and identity as a teacher which have been constructed, challenged, and modified even throughout pre-service teacher education. For this reason, Hong also draws a link between commitment and burnout, and suggests that unfilled commitment contributes to emotional burnout.

In his book about passion in teaching, Day (2004) includes commitment as one of the key characteristics of effectiveness in teaching among others such as enthusiasm, caring, and hope. He says that committed teachers are the ones having enthusiasm, passion, and intellectual and emotional energy in their work with children, young people, and adults. Furthermore, passionate teachers are aware of the challenge of the broader social contexts in which they teach, have a clear sense of identity and believe that they can make a difference to the learning

and achievement of all their pupils. They like and care deeply about them, and also care about how and what they teach. Thus, committed teachers are curious to learn more both to become and to remain more than merely competent indicating that they are aware of the role played by emotion in classroom learning and teaching. Additionally, as committed teachers might be open to working cooperatively and collaboratively with colleagues in their own and other schools, they are more prone to seek and take opportunities to engage in reflection about their practices. Therefore, for committed teachers, teaching is a creative and adventurous profession and passion is not an option; rather is essential to high-quality teaching (Day, 2004).

Similarly, in their study on understandings of English and Australian teachers' teaching commitment, Day et al. (2005) reported that understanding teaching commitment is so much part of teacher effectiveness and identity; thus is very crucial. They concluded that sustaining effective teaching is a far more complex mix of internal and external factors. For instance supportive environment, level of appreciation, and insistence on continuing to be learners are contributory to the teaching commitment. These are also the factors essential to sustain commitment. However, what was central to the commitment of the teachers in their study was concluded to be the teachers' own awareness of and adherence to particular core values and identities focusing on making a positive difference in the learning lives of those with whom they worked. Therefore, they concluded that commitment goes beyond merely being committed to teaching as it involves a cluster of values which regardless of circumstance are drivers of commitment throughout the professional career. Therefore, for them commitment means a set of personal and professional values extending beyond the traditional ideas of caring and dedication.

Quality of teachers' work life on their commitment and efficacy are also reported to have a strong relationship (Louis, 1998; Silins & Mulford, 2004). If the quality of teachers' work life is high, so is teaching commitment; resulting in specific behaviors such as more

engaged and hardworking teachers putting more effort on classroom work that is more relevant and meaningful to students. Thus, commitment to students results as a core category of teaching commitment. Similarly, teachers' ability to develop and use skills, try out new ideas, and engage in professional development show the strongest relationship to commitment which also increases students' commitment, participation in, and engagement with school. Being respected by peers, students, school management, and community are strong predictors of teaching commitment. Teachers feeling valued are more likely to believe that they can make a difference. Additionally, feedback from colleagues and school management can strongly relate to teaching commitment. Thus, as it is seen, teaching commitment goes more beyond teachers' work in classrooms, it has more to do with the school itself, families, and even the society. Similarly, emphasizing that teaching commitment might change over the course of their career, Choi and Tang (2009) also sum up that factors like work conditions, collaboration, feedback, or learning opportunities are crucial in maintaining high levels of teaching commitment.

With a direct link on the role of student teaching, Steen (1988) adds that, teaching commitment appears to be affected by undergraduate programs and has a direct and positive relationship to the development of teaching as a career. As an observable consistent line of activity, commitment can be best observed in field experience used for practice teaching during teacher education program. Pre-service teachers who consistently use the skills and knowledge they have learned in the program can be viewed as committed to teaching. As the key stakeholders in FE process, university supervisors play role on the promotion of commitment in pre-service teachers mainly through good modelling (Lou Veal & Rikard, 1998).

As can be understood, teaching commitment is a combination of different dynamics such as teachers' sense of efficacy on their capabilities, workplace environment, support from colleagues, school administrations, mentor teachers, and university supervisors over the course of field experience. All play a crucial role on the formation and reformation of teaching

commitment at any level and context both for the preparation of pre-service teachers to the profession, and in-service teachers' stay in the profession. Despite the variety of studies linking teaching commitment to various issues such as workplace conditions, teacher identity, or efficacy, there is almost no study investigating teaching commitment with a focus on pre-service teachers' preparedness to teach. Therefore, as a part of building self as a teacher, within the scope of the current study, teaching commitment is regarded as one of the sources of pre-service teachers' perceptions of preparedness to teach.

Personality. As a distinct area of psychological investigation, personality, undoubtedly, plays an important role in education and teacher education. Therefore, providing a comprehensive view of personality in terms of teaching profession and approaching personality as a trait from the very right perspective in preparation of pre-service teachers for the profession is crucial. In this regard, Decker and Rimm-Kaufman (2008) assert that teaching is a combination of the ability to teach lessons and to work with other education professionals, the understanding of the rules and routines of the school culture, and the awareness of the communities in which teachers teach. With these in mind, they draw attention to the variety in the degree to which people can meet these multi-level demands. Therefore, they suggest that personality characteristics are likely to be important predictors of teaching ability. In this sense, the likely link between personality characteristics and teaching ability can also be a possible indicator of teaching efficacy which is closely related to preparedness to teach.

Being acknowledged as of importance, personality has been the focus of various studies linking it to teaching through such issues as stress and burnout or self-efficacy and teacher-student relationship (see Jong, Mainhard, Tartwijk, Veldman, Verloop, & Wubbels, 2014; Kokkinos, 2007). However, to the researcher's knowledge, there has been no previous study regarding personality as a source for pre-service English language teachers' preparedness to teach. Therefore, considering the role played by personality on teachers' performance, skills

and abilities, commitment, and even behaviors, within the scope of this study, Costa and McCrea's (1992) Big Five-factor model of personality traits is used as a source of reference.

The Big Five-factor model consists of a hierarchical trait organization, and takes place among one of the most widely used and noteworthy measures of personality (Manga, Ramos, & Moran, 2004). McCrea and John (1992) adopt the working hypothesis that the five-factor model (hereafter FFM) of personality is essentially correct in its representation of the structure of traits consisting of five basic dimensions; *namely extraversion, agreeableness, conscientiousness, neuroticism, and openness to experience.* They further explain it as a threefold model, integrating a wide variety of personality constructs, thus facilitating communication among researchers of many different orientations; giving a basis for systematic exploration of the relations between personality and other phenomena; and providing, at least, a global description of personality.

Of the dimensions comprising the FFM of personality traits, *conscientiousness* is regarded as of particular importance among the sources of the senior English language teachers' preparedness to teach as it is "characterized by a high degree of responsibility and determination" (Ripski et al., 2011, p. 79). For instance, in their studies Zhang (2002) and Decker and Rimm-Kaufman (2008) reported that conscientiousness might be a good predictor of pre-service teachers' preparedness to teach as it reflects that they are goal-oriented, purposeful, strong-willed, responsible, trustworthy, and strive for excellence. Similarly, on a comparative study of American and Chinese pre-service teachers' understandings of effective teachers, Gao and Liu (2013) also reported *responsibility*, referring to conscientiousness, as one of the main traits of effective teachers.

There has also been some other studies considering FFM as one of the sources of pre-service teachers' preparation. For instance, in their study on the association of pre-service teachers' performance, personality, and self-efficacy, Jamil, Downer and Pianta (2012) reported

that levels of extraversion and neuroticism were both significant predictor of self-efficacy at the end of teacher preparation. Thus, they conclude that personality is a possible avenue to consider in preparation of effective teachers as it may help teachers learn more about themselves and their personalities, so can contribute to their developing skills which are ultimately essential to boost their preparedness as high-quality and efficacious educators.

Moreover, in their study on a basis of FFM and its relation to pre-service teachers' emotional states and quality of their interaction with the students, Ripski et al. (2011) found that personality dimensions within the FFM were in the direction likely to be beneficial for teacher candidates entering into the profession as teaching is a well-blend of all the dimensions represented by FFM. Thus, they concluded that individuals with higher levels of extraversion, openness, agreeableness, and conscientiousness might match well to the teaching profession.

In his study on the role played by personality when compared to formal pedagogical training in teaching English among American teachers teaching in Asian schools, Spitzer (2009) reported that together with the formal training at the faculty, PSTs needed to be provided with opportunities to foster certain personal characteristics such as being caring and understanding, and mature which, surely, reinforce their perceptions of preparedness for the profession. Also, the teachers in his study found personal characteristics more important than pedagogical knowledge. Similarly, in her study on sources of teaching efficacy of science teachers, Can (2015) reported that besides content knowledge, personality traits were referred to be another factor in the effectiveness of teachers. Such traits as shyness, emotionality, and nervousness were thought to be barriers to become a competent teacher. On the other hand, traits such as being social, analyst, and careful were thought to contribute to their efficacy beliefs. A closer look to all these traits can reveal many things as they are vitally important in pre-service teachers' journey to become a teacher. For instance, shyness and nervousness can be a threat towards pre-service teachers' complete involvement in the practice of teaching, establish

communication with the parties in their future workplace, and even maintaining a collaborative dialogue with their peers at faculty. On the other hand, a social, interactive, and an extrovert type of pre-service teacher can easily accomplish many of the teaching tasks which will in return boost his or her teaching efficacy, and accordingly lead to feeling more prepared. Thus, personality is seen to have the strength either to facilitate or debilitate pre-service teachers' preparedness to teach.

Besides, as for Taylor and Wasicsko (2000), similar to attitudes, beliefs, interests, appreciations, values, and modes of adjustment, personality is another concept relating to the sum of qualities and characteristics possessed by teachers. They say that all these are important to be known and understood by teacher educators so as to design experiences that will help to develop these characteristics in pre-service teachers to enable them to discover if they have *the personality to teach*. With this regard, they call personality as one of the intersections making effective teaching besides some others like knowledge and pedagogical skills.

To sum up, teaching cannot be seen free from the personality traits that pre-service teachers bring into their journey of becoming teachers. Thus, together with the knowledge bases which pre-service teachers are desired and also required to build throughout their formal education, key personality traits such as responsibility, dependability, or sensitivity also need to be taken into consideration when pre-service teachers' preparedness both for teaching and profession is considered. Therefore, being that much evident and significant for becoming a teacher, personality is also taken as a possible source facilitating pre-service teachers' perceptions of preparedness to teach.

Teaching knowledge and skills. As the understanding regarding what teaching requires broadens, the understanding towards what teachers need to know also deepens. Thus, how to best prepare teachers for the complex and multifaceted teaching profession continues to challenge those who are concerned with pre-service teacher education (Barnes, 1989; Ethell &

McMeniman, 2000; Reynolds, 1989). Hence, the knowledge and skills of teachers have become focus of interest attracting the attention of scholars (see Ben-Peretz, 2011; Clarke & Hollingsworth, 2002; Edwards & Ogden, 1998; Grossman & Richert, 1988; Schulman, 1987; Verloop, Van Driel, & Meijer, 2002). In this regard, TE programs seek to equip PSTs with a repertoire of teaching on various issues ranging from understanding learners to the ability to make reflective decisions for a continual development of their teaching (Darling-Hammond, 2006). Within this context, PSTs primarily need to know subject matter and how to teach through it. Therefore, TE programs are combinations of subject matter and pedagogy within which learners, subject matter and curriculum exist in an interactive context. The knowledge base thus needs to deal with aims of education as well as methods and teaching strategies.

With this frame, two components of TE, knowledge of the subject to be taught, and knowledge and skill in how to teach the subject, are critically important. In this regard, there is an acknowledged body of teachers' knowledge base which is required for a full understanding of what teaching is, and how it can make the most sense. It primarily includes *content knowledge*, (what is to be taught), *general pedagogical knowledge*, (principles and strategies of classroom management and organization). Another knowledge base is the *curriculum knowledge* relating to the use of resources and materials to enable teachers to transfer content in a meaningful and appropriate way to learners. Besides, *pedagogical content knowledge* indicates a special amalgam of content and pedagogy as teachers' own special form of professional understanding. Furthermore, *knowledge of learners and their characteristics*, *knowledge of educational contexts* (learner groups, school climate, or the community) are also among the other elements of teachers' knowledge base. Last but not the least, *knowledge of educational ends, purposes, and values* together with their historical grounds are also included within teachers' knowledge base (AACTE, 2009; Hollins, 2011; Schulman, 1987).

As can be seen there is a rich and comprehensive body of teachers' knowledge base. However, there needs to be one more thing which is necessarily complementary as knowledge and skills mean nothing if teachers do not critically think, that is reflect on their teaching practices. For this reason, maintaining that there is an expert teacher knowledge base that all PSTs must acquire, Shulman (1987) emphasized that the goal of TE is not to indoctrinate teachers to behave in prescribed ways, but to educate them to reason soundly about their teaching as well as to perform skillfully. This also indicates that being both effective and normative, teaching is concerned with means and ends which are underlined by processes of reasoning. Therefore, sound teaching judgements need to be rooted in deep understanding of teaching, learning, learners, and subject matter, and ultimately how all these elements interrelate in teaching and learning process (Barnes, 1989).

Besides the internationally acknowledged body of teachers' knowledge base, Turkish TE system also established a comprehensive body of knowledge bases reflected through competencies as the indicators of knowledge, skills, and attitudes required to perform teaching tasks to an appropriate standard (Van Der Schaaf, Stokking, & Verloop, 2003). As the necessary means for quality and effective teaching, the teacher knowledge base in Turkish TE and development system was defined through the studies of MoNE carried out through the years of 2002 and 2009. The first set of teacher knowledge bases which was initially specified in 2006, was categorized under six areas as; *knowledge of curriculum and content; recognizing the student; learning and teaching process; monitoring and evaluating learning and improvement; school-parent and society relations;* and *personal and professional values.* Having defined these generic teacher knowledge bases for all teachers, the MoNE specified the knowledge base for English language teachers in 2009, and structured the knowledge and skills under five main domains which were further complemented by sub-domains and performance indicators. As it is beyond the scope of this title, for a comprehensive list of the sub-domains and performance

indicators, the studies of MoNE and Turkish Educational Association would be very informative (see TED, 2009; http://otmg.meb.gov.tr/belgeler/otmg/Generic_Teacher_Competencies.pdf). The language teachers' knowledge and skills bases are made up of five main areas, namely; *planning and arranging English language teaching processes, developing language skills, monitoring and evaluating language development, collaborating with school-family and society, and gaining professional development.* With no doubt, all these knowledge and skills bases are highly required for the standards-based pre-service teacher education. The knowledge bases can also serve for the evaluation of PSTs' teaching skills and abilities to make sense of how they are prepared to teach. Being acknowledged as a road map both for the preparation of pre-service teachers and development of in-service teachers, teachers' knowledge and skills have taken the attention of educational researchers. For instance, with an emphasis on the newly graduated teachers' evaluations regarding the adequacy of knowledge and skills acquired through the faculty education, Kıldan et al. (2013) found that the teachers were mainly concerned about the inadequacy of their content and curriculum knowledge as well as inadequate practice which was supposed to be gained through SE and TP phases. As might be implied, what the newly graduated teachers were mainly concerned about was to know what to teach and to see if they could teach it. However, through the findings of Kıldan et al.'s study, it can be understood that when the newly graduated teachers began teaching, they could become aware of the inadequacy of content knowledge which might also indicate that they become more critical of their knowledge and skills as they saw what lacked. Similarly, Yılmaz and Kab (2013) also reported that pre-service teachers were mainly concerned about the growth in their content and pedagogical content knowledge resulted in involvement in teaching practice.

Keeping all these in mind, it should be kept in mind that teachers' body of knowledge is dynamic, thus prone to changes brought out as a result of the developments in science,

technology, and knowledge societies. For instance, in their study on the examination of Australian PSTs' technological, pedagogical, and content knowledge influencing their preparedness, Sweneey and Drummond (2013) suggested the need for more improvement in TE courses and more learning opportunities to develop PSTs' proficiency in technology use. Similarly, in their study on Turkish pre-service Science teachers' knowledge and skills, Türkmen, Pedersen and McCarty (2007) regard knowledge and skills of using technology as an important goal of today's TE programs.

Considering the role played by pre-service teachers' knowledge and skills on their perceptions of teaching abilities and perceptions of teaching-efficacy, it is with no doubt that there exists a close link between teachers' knowledge and skills and their perceptions of preparedness to teach. Therefore, strong knowledge and pedagogical skills are suggested to reflect the characteristics of well-prepared teachers feeling efficacious, and committed to the profession (see Brown et al., 2015).

As can be seen, teachers' knowledge base cannot only be approached from the very basic content, pedagogical content, or knowledge about learners. Forming the core of even every single skill in teaching, knowledge and skills, surely, are backbones of teaching and preparation of PSTs to the profession. However, pure knowledge may not produce a hundred percent benefit neither for teachers, nor for students. Therefore, knowledge and skills seem to make more sense if they are supported by adequate amount of time and opportunities for practice, even before PSTs enter into the profession. Only in that case, can pre-service teachers' preparedness to teach be boosted. Last but not the least, despite gaining knowledge and skills starts in TE at university, it does not surely finish there. Rather, it stretches over the whole teaching career. Hence, developing knowledge and skills stands as a significant task for teachers' development and empowerment in their career (Choy, Wong, Lim, & Chong, 2013).

School Experience-Teaching Practicum and Preparedness to Teach

In language teacher education system in Turkey, SE and TP (interchangeably referred as field experience) take place in the senior year of teacher education, and are run by the collaboration of different parties to enable PSTs to bridge theory with practice. Throughout these two stages, PSTs are supervised by two parties, interchangeably known as stakeholders from the university and neighboring schools where they are assigned for their student teaching. The two parties, regarded as faculty advisors and cooperating teachers in the current study, guide and train PSTs as they become closer to the profession, workplace, colleagues, and students. In this sense, they act as another possible source towards PSTs' preparedness to teach. For this reason, together with the field experience process itself, this section deals with the role played by these two pivotal parties upon pre-service teachers' preparation.

Acting as the main figures in TE at universities throughout FE, faculty advisors have been included in many studies focusing on pre-service teachers' preparedness (see Clark, 2009; Malderez, 2009; Pignatosi & Magill, 2012; Selvi, 2012). Serving as advocates and liaisons to the cooperating schools and the university, FAs arrange conferences with PSTs at the beginning and end of each semester to discuss goals, expectations, concerns, progress, and outcomes. The advisors observe PSTs on a regular basis and maintain communication. As liaisons between the TE programs and school-based practices, they also ensure the quality of mentoring.

As Selvi (2012) puts forth, they have a twofold role in TE programs. Firstly, they are responsible for coordinating logistical details pertaining to field placements and solving any problems that may emerge during the process. Secondly, they are responsible for supporting teacher-learner development through seminars and reflective opportunities. Similarly, FAs have the potential to serve as a bridge between the theories and strategies presented in coursework and the application and implementation of these strategies in pre-service teachers' student teaching during SE and TP practices (Kraut, 2013). Thus, advisors working with PSTs to

provide feedback, supervision, and instruction, are responsible for the evaluation of pre-service teachers' teaching through various forms which are generally structured by the faculty.

Once pre-service teachers are in the field, similar to FAs, cooperating teachers (CTs), generally referred as mentor teachers teaching in the neighborhood schools used for pre-service teachers' FE, assist their day-to-day socialization and development throughout their field placements in the schools. With the support of CTs, PSTs begin to apply what they learn in their courses to the world of the school, classroom, and teaching (Pignatosi & Magill, 2012). CTs work with a pre-service teacher to train, teach, and share their classroom during their school experience and teaching practicum stages (Clark, 2009). To emphasize the role of CTs, in their study about the length of student teaching, Ronfeldt and Reininger (2012) concluded that it is not the length but the quality of cooperating teachers and university supervisors making effect on pre-service teachers' perceptions of preparedness, efficacy, and career plans.

Therefore, the role played by these two parties has been explicitly emphasized in many other studies. For instance, in her study on the examination of pre-service English language teachers' perceptions of preparedness to teach at the end of their teacher education program, Kraut (2013) further suggested that selection and matching of CTs to PSTs play a significant role on their preparation, thus it needs to be well-planned for preparation of teachers to the classrooms.

In her study on the difference brought out by teacher preparation programs upon the traditionally certified and non-traditionally certified teachers' perceptions of preparedness to teach, Zientek (2007) reported that even though traditionally certified teachers felt better prepared on communication, planning, and use of instructional strategies, non-traditionally certified teachers' positive mentoring and prior classroom experiences in conjunction with variations between traditional programs and the overall less positive mentoring experiences of traditionally certified teachers may have helped diminish differences. She further reported that

traditionally certified teachers did not receive as much mentoring as non-traditionally certified ones received possibly because the mismatch between mentor and mentee in teaching methods, content knowledge, and teaching level. More specifically, she adds that positive mentoring experiences of non-traditionally certified teachers might have narrowed the gap between theirs and traditionally certified teachers' perceptions of preparedness to teach. Thus, her study clearly shows the difference that quality mentoring and supervision can make even if it is an alternative route to teaching profession. In another study on graduates' entering into the teaching profession, Rots et al. (2007) also concluded that PSTs receiving explicit evaluation from their mentors regarding their teaching qualities may feel more confident about their teaching which in turn boosts their motivation and commitment to teaching profession.

There have also been some research relating FE and stakeholders' role on the development and promotion of PSTs' efficacy. Knoblauch and Hoy (2008) state that beyond content and pedagogy knowledge, to be effective, some of the most influential experiences on the development of teachers' sense of efficacy are the experiences gained throughout pre-service teaching. The faculty and cooperating teachers are also called to be contextual factors playing role on the PSTs efficacy perceptions as they reinforce the development efficacy perceptions through mastery experience (success of their teaching), and verbal persuasion indicating feedback and suggestions received from CTs or FAs. They also regard the placement setting as one of the important variables on pre-service teachers' efficacy beliefs. Additionally, possibly beyond all these single factors, collective teacher efficacy, which they call as the "school's and faculty's shared perceptions that they can work together productively and effectively to promote student learning" (p.3), is thought to be an important factor on the development of PSTs' perceptions of efficacy throughout FE. Therefore, FE, as an opportunity for student teaching, provides a chance to obtain information about PSTs' capabilities about teaching (Woolfolk-Hoy, 2000).

Similarly, in their study on how student teaching impact pre-service elementary teachers' self-efficacy and perceptions of preparedness, Brown et al. (2015) also reported significant increase on their self-efficacy and preparedness from beginning to the end of student teaching which they linked to hands-on teaching, opportunity to observe experienced teachers, and dialogue with their CTs. For instance, being in the classroom and having the chance to teach in a real context was seen as the key to preparedness. Besides, observing experienced teachers and how they teach and manage the classroom was seen to be the most contributory factor strengthening the PSTs' preparedness. Support and advice provided by CTs were also reported to be invaluable to boost preparedness to teach.

As might be seen, SE and TP with the invaluable contributions of FAs and CTs at placement schools are key components for the preparation of pre-service teachers to the profession, and for the development and reinforcement of their perceptions regarding their preparedness to teach. For this reason, parties involved in this key stage, as the tenet of the current research, are taken as another possible source contributing to the preparation of high-quality and well-prepared teachers, and accordingly to the development of PSTs' perceptions of preparedness to teach.

Connection between Perceptions of Preparedness to Teach and Its Sources

Having put forth as many details as possible with regard the sources of pre-service teachers' preparedness to teach, this section now tries to focus on the connection between PSTs' preparedness to teach and its sources. Therefore, standing like a summary of what has been presented through the preceding sections, this section tries to present what sources preparedness to teach and what is affected by preparedness to teach.

By taking attention to the role of teaching knowledge and skills and also prior teaching experience on feeling more or less prepared to teach, Housego (1990), as the pioneer in *preparedness to teach* research, stated that pre-service teachers' perceptions of preparedness

influence their ability to perform teaching tasks. Thus, he put a link between estimates of preparedness to teach and self-assessments of teaching competence. A closer look into his statement can also suggest that estimates of teaching competencies also relate to perceptions of efficacy which are accordingly linked to preparedness to teach (Darling-Hammond et al., 2002a).

Similarly, the dominance of knowledge and skills as a primary source has been mostly emphasized and linked to the program graduated (see Cains & Brown, 1998; Darling-Hammond et al., 2002a; Kee, 2011; Imbimbo & Silvernail, 1990; O'Neill & Stephenson, 2012a). For instance, Imbimbo and Silvernail (1990) reported that completing an education program made a difference in teachers' overall feeling of preparedness. That is to say, those who had completed a teacher education program were found to felt significantly better prepared than those who had been certified through a process of transcript review. More specifically, their overall preparedness to teach was found to be related to a strong and consistent evidence between extensive preparation and feeling better prepared in pedagogical skills such as selecting curricular materials, planning lessons effectively, using a variety of instructional methods, classroom management, and assessing students (Boe, Shin, & Cook, 2007; İnceçay & Keşli Dollar, 2012).

Besides, emphasizing the role of the program graduated, Casey and Gable (2012) reported that how well PSTs are educated through the coursework at faculty is a defining factor on their perceptions of preparedness to teach. This also indicates that the PSTs' positive feelings and evaluations regarding their teaching skills and abilities also results in feeling more efficacious which makes a difference on feeling prepared or not prepared to teach. However, faculty program means more than only coursework, which is essential for the education of well-prepared teachers, but not adequate. There are some other dynamics playing role within the program itself and the also in faculty. For instance, the availability of a standards-based

program, personal and professional quality and qualifications of teacher educators, number of pre-service teachers enrolled in the program are also influential on pre-service teachers' perceptions regarding their teaching knowledge and skills which have the power to determine their efficacy and preparedness to teach. Therefore, the combination of all these elements is significant for the education of well-prepared or ill-prepared teachers. Besides, teachers with a high sense of teaching-efficacy also tend to feel that the quality of their preparation is higher than those who are less efficacious (Johnson, 2010). Similarly, with an emphasis on the link between teaching-efficacy and preparedness, Darling-Hammond et al. (2002a) claim that graduates who can handle most classroom problems, get through to students, teach all students to high levels, and make a difference in their lives are more prone to feel better prepared and efficacious in teaching. Ultimately, feeling efficacious and prepared can be linked to better performance in the classroom (Li, 1999).

Moreover, PSTs are observed to become more confident and prepared during student teaching (see Brown et al., 2015; Housego, 1990; Li, 1999; Lee, Tice, Collins, Brown, Smith, & Jill, 2012). The field experience component is reported to provide important enactive input, since such factors as the amount of effort expended, the amount of external aid received, the conditions in which experience occurred, already existing patterns of success and failure, and any biases in self-monitoring which might have been introduced by previous experience, and eventually combinations of all these factors could have influenced pre-service teachers' feelings of preparedness to teach. Field experience were also reported to increase PSTs' knowledge and skills (see Johnson, 2015). For instance, Lee et al. (2012) reported statistically significant increase from pre-student teaching to post-student teaching on pre-service teachers' pedagogical content knowledge, planning and preparation for instruction, classroom management, promoting family involvement and professionalism which enabled them to feel more prepared to teach. Consequently their feelings of preparedness or estimated personal

efficacy were thought to inflate. Additionally, PSTs are generally seen to perceive themselves increasingly well prepared to teach over time, and it is thought to be an important prerequisite to successful practice. Practicum was even seen to have a more important role on the development of pre-service teachers' perceptions of preparedness to teach mainly because such issues such as classroom management and discipline are observed to become less problematic (Li, 1999). In other words, the more prepared to teach, the fewer problems are reported during student teaching.

Additionally, PSTs who had completed classroom behavior management units felt confident in using a significantly higher number of strategies than those who had not (O'Neill & Stephenson, 2012a). For instance, PSTs who completed classroom behavior management units felt less than somewhat prepared to manage the more challenging, aggressive, antisocial, or destructive behaviors, while PSTs who had not completed such units felt closer to not at all prepared to manage these behaviors. Hence, besides the link between knowledge and skills and their contribution to PSTs' perceptions of teaching-efficacy, the increase in perceptions of knowledge and skills can be concluded to result in feeling confident which consequently boosts perceptions of preparedness to teach.

More importantly, research has also shown connection between perceptions of preparedness to teach and supervision and mentoring. In that sense, the most powerful determinants influencing preparedness to teach are mastery experiences (extensive, hands-on teaching opportunities supported by coaching); vicarious experiences (opportunities to observe other teachers teaching effectively); and subsequent debriefing and social persuasion where beginning teachers receive feedback and constructive suggestions from supervisors, cooperating teachers, and even peers regarding their effective teaching behaviors (Casey & Gable, 2012). Similarly, Johnson (2010) also explored that when PSTs observed master teachers implementing best practice strategies, saw them used by learners, and witnessed the

thinking and experiences of the master teachers, they developed stronger teaching-efficacy and preparedness for being able to use these methods themselves.

As can be seen, preparedness to teach is a multi-dimensional construct being affected and also affecting some other constructs. Therefore, the connection between what sources preparedness to teach and what results in being prepared to teach is a complicated issue. Therefore, both to conclude and to make it concrete, the following figure can be informative to see some possible sources affecting perceptions of preparedness and what they, ultimately, connect to (see Figure 1).
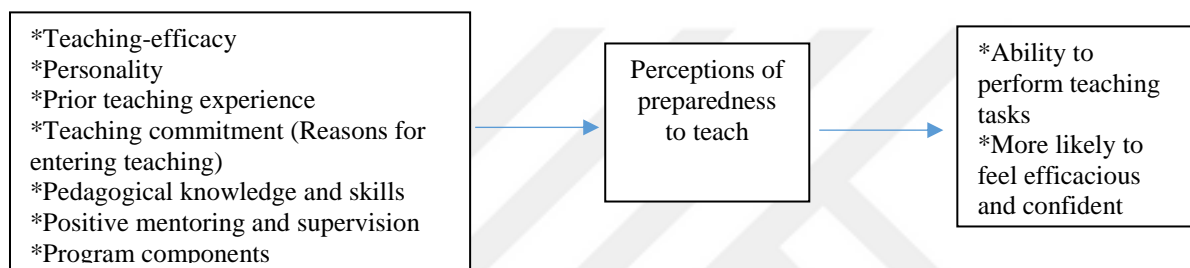
Figure 1. Possible sources and their connection to preparedness to teach.

As the figure shows, different sources such as the program completed, program components such as field experience, as a key component of teacher education programs, quality-supervision and mentoring provided by FAs and CTs over the course of FE, experiences gained through FE, prior teaching and classroom experience, pedagogical knowledge and skills, and teaching commitment (reasons for entering teaching) are all influential on pre-service teachers' perceptions of preparedness to teach. Consequently, pre-service teachers having equipped with at least one or a combination of these sources are more prone to feel prepared to teach. Therefore, they are able to perform teaching tasks better, more likely to feel efficacious and confident. In this regard, all these issues either separately or jointly can be concluded to have connection to pre-service teachers' perceptions of preparedness to teach.

Summary

This section, devoted to the issues being examined within the scope of the current dissertation, presented the theoretical framework. Within the section, issues related to key components of teacher preparation and teacher education system in Turkey are dealt with. Besides, as the core component under examination, the section also devoted consideration to the pre-service teachers' perceptions of preparedness to teach and its sources. Getting just a little bit beyond the theoretical framework, connection between perceptions of preparedness to teach and its sources was also included.

Chapter Summary

This introductory chapter presented the very key concerns on the current research. Beginning from the purpose of the study, and the research questions that were addressed through the research, the chapter provided the readers with some basics such as the significance, assumptions, or limitations of the research. Besides, to put forth and also clarify what enabled the researcher to bridge what has already done on the research issue and what has left behind to be examined, a detailed account of the related body of literature through the combination of the key issues of the research were also presented.

Chapter Two

Methodology

Introduction

The primary purpose of this chapter is to present methodological details guiding the study. Thus, the chapter includes a detailed account of research purpose, design and rationale, settings where the study was carried out, samples consisting of pre-service teachers and faculty members at faculty and cooperating teachers at practicum schools. Data collection tools, procedures and analyses, measures taken towards maintaining validity and reliability of data collection tools are thoroughly explained as well. Last, but not the least, ethical considerations are given emphasis. A brief summary of the whole chapter is included at the end.

Research Purpose and Questions

Having a multifaceted approach to the examination of senior pre-service English language teachers' perceptions of preparedness to teach, the current dissertation was built upon a multi-perspective understanding. First and foremost, as the main concern, the study aimed to explore senior pre-service English language teachers' perceptions regarding their preparedness to teach. As the study was carried out during the course of the senior pre-service teachers' school experience and teaching practicum (interchangeably called as field experience) in placement schools, their perceptions were tried to be captured both at the beginning and end of the entire student teaching process to see if anything changed, and if so, how? Besides, so as to achieve a complete picture of the preparation of language teachers, the stakeholders, namely the faculty advisors and cooperating teachers in placement schools were also included in the study, and their perceptions and evaluations regarding the senior pre-service teachers' preparedness to teach were also examined in both phases. Through these multifaceted elicitations, a thorough and valid picture of senior pre-service English language teachers' preparedness to teach and also the likely changes in their perceptions of preparedness to teach were tried to be captured.

Constructed upon this framework, the dissertation was guided by the following research questions;

1. What are the sources of senior pre-service English language teachers' perceptions of preparedness to teach?

    a. Perceptions of preparedness to teach?

    b. Perceptions of teaching-efficacy?

    c. Teaching knowledge and skills?

    d. Teaching commitment?

    e. Perceptions of conscientiousness as a personality factor?

2. Can GPA have a link to senior pre-service English language teachers' preparedness to teach? If yes, how strong is the relationship?

3. How do knowledge of students, future colleagues, and workplace climate affect senior pre-service English language teachers' perceptions of preparedness to teach?

    a. Do the senior pre-service English language teachers' perceptions regarding their preparedness to teach change as the school experience continues? If so, how?

    b. Do the senior pre-service English language teachers' perceptions regarding their preparedness to teach change as the teaching practicum continues? If so, how?

4. What are the stakeholders' (faculty advisors' and cooperating teachers') evaluations regarding the senior pre-service English language teachers' preparedness to teach and its likely sources in SE and TP?

    a. Do their evaluations change as the field experience continues?

    b. Is there a match between their evaluations regarding senior pre-service English language teachers' preparedness to teach? If so, how and to what extent?

Research Design and Rationale: Mixed-method Design

Working towards to accomplish what was aimed through the study and to answer the research questions thoroughly, *"an embedded mixed methods design"* was adopted (Creswell, 2012, p. 544). In this design, both qualitative and quantitative data are collected simultaneously or sequentially, but one form of data play a supportive role to the other form of data. The figure below shows how the data collection and analyses from both approaches were used to enhance the research design of the dissertation (see Figure 2).
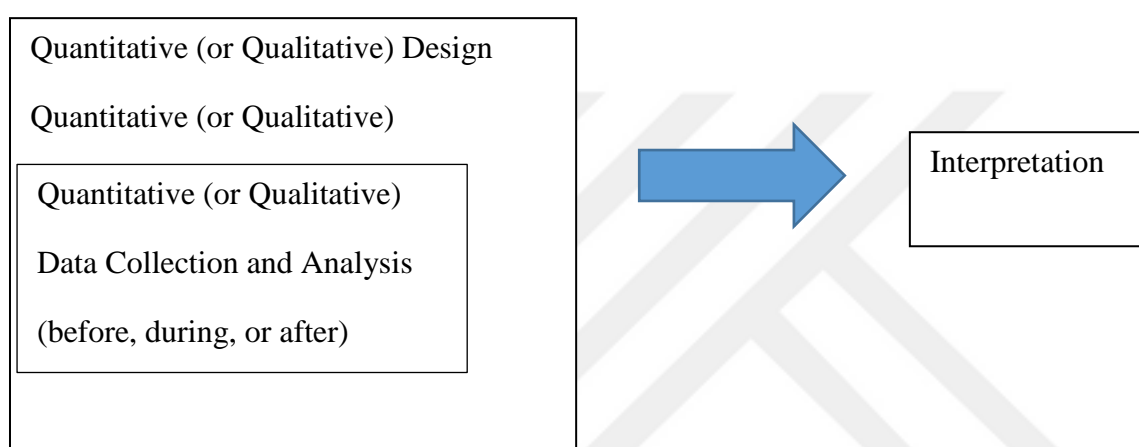
Figure 2. Embedded design (Creswell, 2012, p. 541).

The key assumption of this design is to collect the second form of data to augment or support the primary form of data (Creswell (2012). The supportive data may be either qualitative or quantitative, but most examples in the literature support adding qualitative data into quantitative. In embedded design, the researcher collects both quantitative and qualitative data during a single study, the two datasets are analyzed separately, and they address different research questions. In this design, the researcher gives priority to the major form of data collection (often QUAN) and secondary status to the supportive form (often *qual*) which is used to support and provide additional information to the primary data. Both forms of data are collected during the study roughly the same time or in sequence. It is important to understand and describe the purpose for which the secondary data is being collected. Besides, the

augmentation is to gather information that typically addresses a different question than asked for by the primary data. The strength of the design lies in the fact that it brings the advantages of quantitative and qualitative data together, and also "*provides new insights or more refined thinking*" (Creswell, Klassen, Clark, & Smith, 2011, p. 8). However, one challenge in using this design is to be clear about the intent of the secondary database. Besides, the two datasets may not be easily compared as both address different research questions. Furthermore, there is also the possibility of one type of data to influence the consequences of other data. Additionally, the simultaneous data collection of quantitative and qualitative data may be labor-intensive for a single researcher (Creswell, 2012).

Beyond the type of the design, as suggested by Creswell (2012), mixed methods approach, as a whole, is very good when researchers seek to build on the strengths of both designs especially when one type of research is not enough to address the research problem or answer the research questions. Hence, the key feature of mixed methods research is its methodological pluralism or eclecticism which frequently results in superior research when compared to monomethod research (Johnson & Onwuegbuzie, 2004). Therefore, more data might be required to extend, elaborate on, or explain one type of data over another.

Despite the strengths, as the procedures for collecting, analyzing, and "mixing" both qualitative and quantitative methods in a single study are time-consuming and labor-intensive, mixed methods designs require extensive data collection and analysis. Therefore, mixed methods research is not simply a collection of two distinct strands of research. It includes a careful and well-planned merge, integration, and embeddedness of the two strands which make the data in mixed methods designs "mixed" (Creswell, 2012). Keeping these in mind, for the current dissertation the strength of this design lies in the fact that it combines the advantages of each type of data, *generalizability for quantitative data, and richness of context and setting for*

qualitative data. Thus, the design enabled the researcher to obtain data that was rich in representing both types of strands.

For these reasons, the researcher adopted a longitudinal design with a combination of quantitative and qualitative measures to the data collection and analyses. The figure below (see Figure 3) visualizes the approach taken towards the research design, and the research questions that were sought to be answered to accomplish the research concerns.

Phases	School experience (Phase 1)		Teaching practicum (Phase 2)
	-->		
Steps	Outset	During	End
	-->		
Research questions	1	3, 3a, 4	1, 2, 3b ,4a, 4b
	-->		
Instruments	Scales Teaching knowledge tests	Interviews	Scales Teaching knowledge tests Interviews
Data sources	Pre-service teachers	Pre-service teachers Faculty advisors Cooperating teachers	Pre-service teachers Faculty advisors Cooperating teachers

Figure 3. Research design.

As seen in the figure, the study compromised two main phases which were divided into three steps. In each of these steps, various data collection procedures and tools were employed to answer the research questions. For this reason, the first phase of the research, school experience, started with outset teaching knowledge tests and also scales which were used to answer the senior English language teachers' (*pre-service teachers* interchangeably) perceptions regarding their teaching competencies, teaching-efficacy, teaching commitment, and conscientiousness as a personality dimension. These measures were implemented both at the very beginning and end of the whole process to see if their perceptions changed, and if so to what extent?

Besides, as a mixed-method study making use of qualitative examinations as well, the study made use of interviews as they are known to provide participants with the opportunity to best voice their experiences unconstrained by any other perspective (Creswell, 2012). Besides, Mackey and Gass (2005) put forth that interviews allow researchers to investigate the phenomena which is not directly observable, such as learners' self-reported perceptions or attitudes. For this reason, in interviews, the aim is to find out what is in someone else's mind (Best & Khan, 2006). With these strengths in mind, the pre-service teachers (hereafter PSTs) were interviewed twice, one as the field experience continued, one as it was completed to elicit richer and thicker data regarding their preparedness to teach and the likely changes in their perceptions during the course of their student teaching in practicum schools. Together with the PSTs, cooperating teachers and faculty advisors were also interviewed to see what they thought about the sources of pre-service teachers' preparedness to teach. Similar to the PSTs, the stakeholders were also interviewed in both stages to see if and how their evaluations regarding the pre-service teachers' preparedness to teach changed.

Through these multiple measurements, the researcher aimed to find out whether the senior pre-service teachers' perceptions of preparedness to teach and the stakeholders' evaluations regarding the pre-service teachers' preparedness to teach changed as the senior pre-service English teachers continued to be involved in field experience at practicum schools. Besides, the match, if there was any, between the stakeholders' evaluations regarding the pre-service teachers' preparedness to teach, and the sources enabling or disabling their preparedness to teach were also tried to be captured.

Setting: Research Sites

The research site of this dissertation was an urban public university located in northwest Turkey. The university founded in 1982 has served for more than three decades. With its 5 graduate schools, 12 faculties, 6 vocational colleges, and 10 community colleges, it has

contributed to the education of students in different areas ranging from medicine to tourism. The student body comprised more than 43,000 undergraduate and graduate students. Hosting various graduate schools and research centers, the university is also a research institution offering master and doctoral degree programs providing academics and researchers with opportunities for career advancement and professional learning.

The primary research context within the university was the English language teacher education program offered by the Foreign Languages Department within the Faculty of Education. Therefore, the details pertaining to the program are provided below.

Faculty: English language teacher education program. The English language teacher education program (hereafter ELTEP) which was the main research context has been offered by the Foreign Languages Department (hereafter FLD) in the Faculty of Education since 1993. With a group of 20 academics and almost 700 students, it is one of the largest departments in the Faculty. Each year, almost 120 students are enrolled. Besides welcoming students from different parts of Turkey, because of its geographical location and closeness to Europe, the ELTEP also welcomes a linguistically diverse body of students mainly from Balkan countries. As the descendants of Turkish families living there, there are students from Greece, Bulgaria, Macedonia, and Kosovo. Despite very few in number, there might also be ethnolinguistically diverse students coming from other parts of the world such as Pakistan. The diversity is also observable in age levels including some mid-life career changers as well.

Structured and restructured through the studies of Higher Education Council, similar to the other programs running in Faculties of Education nationwide, the ELTEP is the product of the revisions made in 2006. Technical details such as the length of the program, courses and credits, and content descriptions of the courses were all defined and specified as a result of the revisions of the HEC. Thus, the ELTEP, as a 4-year undergraduate program consisting of eight consecutive semesters, offers courses on various issues (for further details, see Appendix A).

The coursework, aiming to contribute to the field knowledge, pedagogical knowledge, and general culture of PSTs runs on a continuum through the 1st to the 8th semester. The field knowledge courses are devoted to various areas such as *teaching language skills, approaches in language teaching, language acquisition, and teaching English to young learners*. These courses, acting like the backbone of teacher education, carry great significance to contribute to the skills and knowledge of pre-service teachers. Besides the field knowledge, pre-service teachers are also offered pedagogical courses such as *teaching technologies and materials design* aiming to prepare them towards the acquisition and development of teaching knowledge and skills. Together with these, there are some other courses e.g. *effective communication* devoted to the development of PSTs' general culture and skills.

The ELTEP also offers two other courses, *school experience* and *teaching practicum,* running simultaneously with some other courses in the senior year. As might be inferred from the names, they are devoted to *experience* (mainly observation) in the 7th semester and *teaching* (as much as possible) in the 8th semester at neighborhood schools. The two courses, with a weekly 4-hour observation and 6-hour practicum, carry great significance in enabling pre-service teachers to practice and to become closer to the teaching profession. Therefore, through the two stages, which is commonly referred as *field experience*, PSTs are provided with the opportunities to become familiar with teaching profession, school routines, colleagues, students, and workplace. To be able to graduate, pre-service teachers need to complete the coursework plus field experience at placement schools. Successful completion of the program accounts for 159 credits, 143 for theoretical coursework and 32 for practice.

Depending on the guidelines determined by the Higher Education Council, the faculty assigns PSTs to the schools in the town within the cooperation between the faculty and bureau of national education in the town. The schools which are also called to be *practicum schools* are the other research contexts in the current dissertation. Therefore, details regarding the

schools, (including levels and types), how *field experience* worked there, and parties involved in the education of pre-service teachers in those schools are presented in the following section.

Field experience: School experience and teaching practicum schools. Within the university, where the current dissertation research was carried out, as a reflection of the amendments and revisions made in TE programs nationwide by the HEC, field experience takes place in two consecutive semesters (the 7th and 8th) in the senior year, in neighborhood schools in town. Throughout these two semesters, the field experience occurs firstly as *school experience*, then as *teaching practicum*. During these stages, within the cooperation and coordination between the faculty and the bureau of ministry of education in town, the PSTs are assigned to the neighborhood schools which constituted the other research sites in the study. The figure below visualizes the hierarchy and details working towards to maintain the placement of PSTs to the practicum schools (see Figure 4).
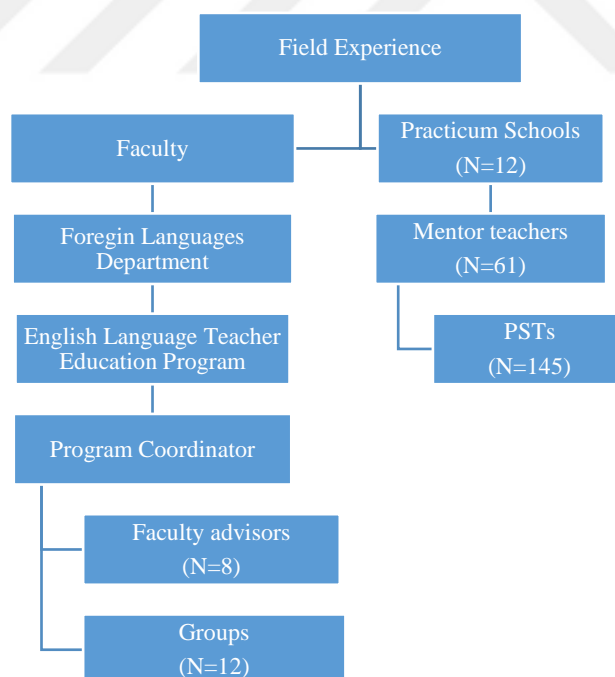
Figure 4. A hierarchical overview of field experience.

As presented in the figure, for the placement of the PSTs to the *school experience* and *teaching practicum* schools, (which are also interchangeably referred as *placement schools*

throughout the chapter), the faculty assigns program coordinators within each and every department. As the primary research site of the dissertation, within the ELTEP housed in the FLD, there is also a coordinator responsible for the coordination between the placement schools and the program, and the assignment of the PSTs to the placement schools. Thus, considering the number of the PSTs in the 2014-2015 cohort (the time this study was carried out) and the schools which were available for the PSTs' placements, the faculty coordinator divided 145 PSTs into 12 groups changing between 11 and 13 in each. Then, the coordinator assigned a faculty member to every single group. However, since the groups outnumbered the faculty members, some of the faculty members were responsible for the supervision of two groups. Lastly, under the supervision of the faculty members (who are also called to be *faculty advisors* throughout the study), the twelve groups were randomly assigned to the schools (n=12) of different types, public or private, different levels, ranging from primary to high school, and different capacity, such as smaller or larger than 500 students, or different locations. The table below presents the details pertaining to each (see Table 1).

Table 1

Profile of the Practicum Schools

School	Type	Level	Capacity	Cooperating Teachers (N)
PS1	Private	Pre./Pr./Sec.	500	12
PS2	Private	Pre./Pr./Sec.	650	4
PS3	Public	Secondary	309	3
PS4	Public	Secondary	500	5
PS5	Public	High	584	4
PS6	Public	Secondary	737	5
PS7	Public	Secondary	345	3
PS8	Public	Secondary	840	6
PS9	Public	High	589	4
PS10	Public	High	513	4
PS11	Public	High	600	4
P12	Public	High	537	6

The table shows the key characteristics of the schools. For a more vivid picture, some details might be worthwhile. For instance, most of them were public (82 %) schools. A large proportion was made up of secondary schools (44 %), while a relatively smaller portion was high schools (36 %). Lastly, having more than 500 students, most of the schools were either medium (65 %) or large (16 %). Only one of them had a historical building with a capacity of 309 students.

As the ELTEP aims to prepare teachers for all levels, the selection of the placement schools cannot be thought as completely random. Their type and level, location, capacity, resources, number of English teachers were taken into serious consideration. Therefore, as clearly seen in the table, they were representatives of all the potential levels that the PSTs might teach when they start teaching. For instance, the two private schools which had been seen to be contributory to the PSTs' teaching knowledge and skills development were also included in the placement schools. These two private schools had groups ranging from pre-primary to high school. But the PSTs were only assigned through pre-primary to secondary groups since the high school groups were seriously concerned about getting prepared for the university entrance exam. As the remaining were either secondary or high schools, the two private schools were the only placement schools where the PSTs could have the chance to experience and teach in pre-primary and primary schools.

Last but not the least, the number of English language teachers who could and wanted to supervise the PSTs was also another criterion in the selection of the placement schools. Within our context, the minimum number of the mentor teachers at placement schools was generally 3, and it changed between 4 and 6 in public schools. This meant that the number of the PSTs supervised by each mentor teacher changed between 2 to 3. Exceptionally, in PS1 which was a very successful school in the supervision of the PSTs, there were 13 English

teachers. As one of them was a newly graduated one, head of English department in that school thought it might not be appropriate to assign a PST to that teacher in the school experience phase. For this reason, except that teacher, all the other teachers were assigned a PST, so there was a PST for every single mentor in the school. However, that newly graduated teacher was also assigned a PST in the teaching practicum phase till when she could orient herself just a little bit more to the teaching profession.

These schools, if there was no serious problem, were assigned groups in both phases. Therefore, the schools included in the school experience were included in the teaching practicum phase as well. As previously mentioned, in the 2014-2015 cohort, only one PS had to be replaced with another PS because of the lack of cooperating teachers. However, so as to assure that the PSTs could experience and teach in as many different levels and schools as possible, the groups were rotated among the schools in the teaching practicum phase. Therefore, for instance, a group which was assigned to a public secondary small school in an economically disadvantaged location in school experience phase was assigned to a public high medium-size school in an economically advantaged location in teaching practicum phase.

To conclude, the aim in diversifying the school profile and rotating the groups among the schools was to help the PSTs become more familiar with different body of learners in different levels, and locations. Only in that case, could the field experience in the placement schools achieve its goals.

Research Sample

The sample consisted of the pre-service teachers in the 2014-2015 cohort, the faculty advisors, and the cooperating teachers in the placement schools. The details are given below (see Figure 5).
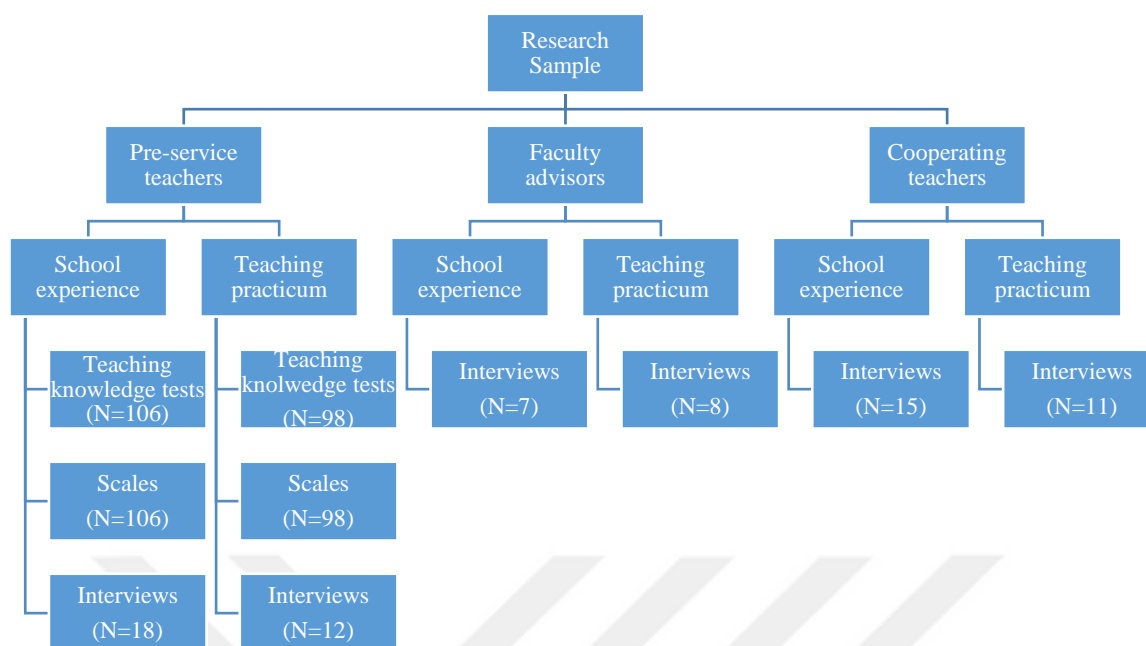
Figure 5. Overview of the research sample.

As stated earlier, the study mainly aimed to explore the senior pre-service English language teachers' perceptions of preparedness to teach. Therefore, the pre-service teachers who were in the 2014-2015 cohort were the core participants. Secondarily, as the pre-service teachers' perceptions of preparedness to teach were aimed to be captured during the course of their field experience where they became closer to the teaching profession, and assigned to the placement schools under the supervision of their faculty advisors, the faculty advisors' perceptions regarding the sources of the senior pre-service teachers' preparedness to teach were required to be elicited. Because of this, the faculty advisors were also another party in the research. Lastly, besides the faculty advisors, the pre-service teachers were also supervised by the cooperating teachers in the placement schools. For a comprehensive and multifaceted picture of the pre-service teachers' preparedness to teach, the perceptions of the mentor teachers were also needed. For this reason, as the other stakeholders in the process, the cooperating teachers in the placement schools were included in the research sample too. This indicates that

the dissertation was carried out with the parties available, in other words *"easy to access and inexpensive to study"* (Patton, 1990, p. 181) at the time of the research. In that sense, the research sample was convenient sampling (Best & Khan, 2006). The following sub-sections present the details pertaining to each of the groups in the research sample.

Senior pre-service teachers. The senior pre-service teachers in the 2014-2015 cohort in the ELTEP were the core participants. There were no specific limits in inclusion or exclusion, thus as stated in the introductory section to the research sample, considering the accessibility, in other words convenience of the cohort at the time of the dissertation, a convenient sampling was utilized (McMillan, 1996; Ross, 2005). Even if it was a convenient sampling, as participation was left to the freewill of the PSTs, sampling was also determined by their voluntariness.

The cohort was made up of 145 senior PSTs enrolled in day and night groups within the ELTEP. 96 of them were females, while 49 were males. The sample changed between 21 and 33-years old PSTs ($\overline{X}$= 24). Moreover, most of the PSTs in the sample had previous teaching experience mainly through voluntary teaching (81 %). As there was no limit for the inclusion or exclusion, the group did definitely display diversity in terms of academic achievements such as grade point averages (hereafter GPA), language skills, personal motivation towards teaching, and educational backgrounds. Therefore, as might be expected, it was a diverse body of senior PTSs-group within itself. The PSTs were also graduates of different schools such as public or private colleges, and teachers' colleges, Anatolian high schools, or even vocational high schools (despite very few). There were also differences even in the divisions that they graduated from. For instance, although the students enrolled in ELTEP are generally the graduates of language divisions in high schools, there were also some other students who graduated from a different department such as science, but preferred to study English language teaching at university. Therefore, although the details pertaining to the schools that the PSTs graduated were not

elicited, from the informal conversations with them and the faculty members, it was known that there was a diversity in terms of their educational backgrounds.

More specifically, when it comes to the PSTs' sample in the research, the whole cohort was included in both school experience and teaching practicum phases. However, as participation in the study was left to the voluntariness, variation occurred in the research sample size throughout the phases. The table below shows the details regarding the PSTs' sample both in quantitative and qualitative data (see Table 2).

Table 2

Overview of the PSTs' Sample in School Experience and Teaching Practicum Phases

2014-2015 Cohort (N=145)							
Sample in quantitative data				**Sample in qualitative data**			
Phase	**Male**	**Female**	**Total (N)**	**Phase**	**Male**	**Female**	**Total (N)**
School experience	32	74	**106**	School experience	8	10	**18**
Teaching practicum	32	66	**98**	Teaching practicum	8	4	**12**

As the table shows, 106 out of 145 PSTs participated in the study in school experience phase. Majority of the sample consisted of females (*n*=74), while about 30 % were males (*n*=32). There were also interviews conducted in both phases (See Figure 5), so within the school experience phase, 18 among the 106 PSTs also volunteered to participate in one-on-one interviews. For the teaching practicum phase, as can be observed in the table, there were drops in both participation in scales and interviews. Therefore, a sample size of 98 PSTs, majority of which was females (*n*=66), were achieved. There were also fewer PSTs providing their evaluations through one-on-one interviews (*n*=12).

Faculty Advisors. In addition to the PSTs whose perceptions of preparedness to teach were mainly investigated in the study, the faculty advisors supervising the PSTs through the field experience were the other parties included in the study. The reason lying behind their

inclusion was to see how they, as the stakeholders in the process, evaluated the PSTs'
preparedness to teach, and what they thought regarding the sources of preparedness to teach.
The table below presents the details for the faculty advisors' profiles (see Table 3).

Table 3

Faculty Advisors in the Research Sample

Faculty advisor	Gender	TE**	TE in TE	Education	Years spent in supervising groups	N. of groups	School Type	School level
FA1	M	17	8	MA	6	1	State	High
FA2	M	12	8	MA	5	2	State	Sec.
FA3	F	29	8	Phd	8	1	State	Sec.
FA4	F	14	14	MA	7	1	State	Sec.
FA5	F	28	22	MA	15	2	S/P	Sec./High
FA6	F	28	26	MA	26	2	State	Sec./High
FA7	M	23	20	Phd	8	1	State	High
FA8*	F	20	15	Phd	10	1	State	Sec.

*FA8 was on leave in the school experience phase **Teaching Experience

As the table shows, there were 8 faculty advisors supervising the PSTs during the course
of their field experience. Majority of the faculty advisors were females (*n*=5). Some of them
were assistant professors (*n*=3), while the rest were lecturers (*n*=5). Besides, the average
teaching experience was 21 years indicating that they were expert teachers and teacher
educators. When the time spent by the faculty advisors for the supervision of PSTs in field
experience was considered, their expertise can easily be observed. Lastly, as the PSTs were
assigned to schools with different levels and types, the faculty advisors were also supervising
in state or private schools of different levels.

Both in school experience and teaching practicum phases, the same faculty advisors
supervised the pre-service teachers assigned to the placement schools. However, in the school
experience phase, right at the time of the interviews, a faculty advisor was about to leave for a

research abroad, therefore, could not be interviewed, and was not included in the research sample. Additionally, as also noted, FA8 who was one of the faculty advisors in the teaching practicum phase, was on leave for a post-doctorate study in the school experience phase, hence was not among the faculty members supervising the groups. For this reason, FA8 was also not in the research sample in the school experience phase.

Similar to the groups, the faculty advisors were rotated within the pre-service teachers' groups and the placement schools. For instance, FA2 who was supervising two groups assigned to secondary state schools in school experience phase, was supervising one group assigned to a public high school in teaching practicum phase. This was to enable the pre-service teachers to have the chance to be supervised by different supervisors who definitely had different perspectives, experiences, and insights to share with them.

Cooperating Teachers. The crucial role played by cooperating teachers in training, teaching, and sharing their classrooms with PSTs when they are in placement schools cannot be disregarded. Therefore, the research sample included the cooperating teachers in the placement schools both in school experience and teaching practicum phases. The aim in including them to the research sample was to capture their evaluations regarding the PSTs' preparedness to teach, and to see what they thought upon the sources encouraging or discouraging their preparedness to teach. Thus, as one of the main stakeholders in the education and preparation of PSTs during the course of field experience, cooperating teachers were supposed to add valuable data to the study to achieve a clearer and a more comprehensive picture of PSTs' preparation.

Similar to what happened to the PSTs and the faculty advisors, the cooperating teachers were also working with different groups of PSTs assigned to their supervision. As it was done with other parties, participation in one-on-one interviews to share their evaluations regarding the pre-service teachers' performance in the process was left to the freewill of the cooperating

teachers. Out of 61 cooperating teachers supervising the PSTs in school experience phase at all placement schools (*N*=12), 36 volunteered to share their evaluations and thoughts through one-on-one interviews. However, data coming from only 15 of these teachers were included in the analysis through saturation details of which are dealt with in qualitative data analysis section. The table below shows the profile of the cooperating teachers' sample in the school experience phase (see Table 4).

Table 4

Cooperating Teachers in the School Experience Phase

Level	CT	Age	Gender	TE	Education	*TE as a CT	School Type
	CT1	40	F	16	BA	16	
Primary	CT2	31	F	7	BA	5	Private
	CT3	36	F	14	BA	3	
Secondary	CT4	32	F	8	BA	2	State
	CT5	31	F	9	BA	1	
	CT6	38	F	15	BA	5	
	CT7	40	F	16	BA	2	
	CT8	41	F	14	BA	3	
	CT9	31	F	10	BA	1	
High	CT10	44	F	20	BA	7	State
	CT11	36	F	14	BA	5	
	CT12	33	F	10	BA	3	
	CT13	45	F	24	BA	15	
	CT14	39	M	15	BA	8	
	CT15	29	F	5	BA	5	Private

*TE Teaching Experience

As the table shows, through data saturation, the researcher achieved a sample representative of all levels and types of schools. As seen, one out of the whole sample was a male teacher (*N*=15). Considering the minimum number of years spent in teaching profession, the sample consisted of expert teachers (Burden, 1982a). The average amount of teaching

experience was 13 years. While the youngest had 5, the most experienced cooperating teacher had 24-year of teaching experience. Almost half of the sample had been involved in the supervision of PSTs at least for 5 years, while the rest had spent some time changing between 2 to 3. There were also some cooperating teachers who were very new in the supervision of pre-service teachers (n=2). Therefore, with its diverse body of teachers, the sample was supposed to be contributory towards the understanding of the research concerns. However, there is still a point to be clarified. In data saturation, all issues ranging from gender to teaching experience are required to be considered. However, in our case, as seen, there is only one male teacher included in the data. This resulted from the quality of most of the male teachers' interviews. Their evaluations only remained basic, and they could not achieve that much reflectivity in their evaluations. On the other hand, the two teachers who were teaching at a high school and were known to be experienced could not be included in the saturated data as there were some technical problems occurred in their voice records which made the researcher to make no sense of their data. As a result, there was only one male teacher seemed to be worthwhile to include in the data.

As mentioned earlier, the interviews were also conducted in the teaching practicum phase with cooperating teachers who volunteered to provide their evaluations (n=28). Similar to what was done in school experience phase, only some of the cooperating teachers' interviews were taken into consideration as result of data saturation in analysis. Also, as some of the cooperating teachers volunteered to contribute to the interviews in both phases, the sample in the teaching practicum had some overlaps with the school experience phase. The table below shows the details (see Table 5).

Table 5

Cooperating Teachers in the Teaching Practicum Phase

Level	CT	Age	Gender	TE	Education	TE as a CT	School Type
Primary	CT1	40	F	16	BA	16	Private
	CT2	25	F	4	BA	1	
	CT3	26	F	3	BA	3	
Secondary	CT4	36	F	14	BA	3	State
	CT5	35	M	12	BA	3	
	CT6	44	M	20	BA	4	
	CT7	41	F	16	BA	3	
High	CT8	36	F	14	BA	4	State
	CT9	44	F	20	BA	7	
	CT10	40	M	15	BA	7	
	CT11	40	M	17	BA	15	

As the table shows, the sample in the teaching practicum phase was smaller. Similar to what was done in the school experience phase, this sample also made up of the teachers representing all levels and school types. Contrary to what happened in school experience sample, in this one there were more male teachers (n=4). Similarly, this sample also consisted of quite experienced teachers who can easily called to be experts in their career (Burden, 1982a). The average number of years spent in teaching was 14. The two of them, T1 and T11, were very experienced in the supervision of PSTs, while T2 was very new to supervision. To sum up, with its representativeness, the sample was supposed to provide answers to the researcher's questions in hand.

Data Collection Tools

For a detailed and in-depth examination of the research questions, and also to broaden the understanding towards the preparation of pre-service English language teachers, in the dissertation, primarily three sets of data collection tools; *teaching knowledge tests, scales, and*

one-on-one interviews, were utilized. The figure below shows the data sources and tools in detail (see Figure 6).

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┌─────────────────┐   ┌─────────────────┐   ┌─────────────────┐
│ Teaching Knowledge │   │     Scales      │   │   Interviews    │
│     Tests       │   │                 │   │                 │
└─────────────────┘   └─────────────────┘   └─────────────────┘

┌─────────────────┐   ┌─────────────────┐   ┌─────────────────┐
│ Modul I:Language │   │ Perceptions of  │   │  Pre-service    │
│ and background to│   │ preparedness to │   │ teacher interview│
│ language learning│   │     teach       │   │                 │
│  and teacging    │   │                 │   │                 │
└─────────────────┘   └─────────────────┘   └─────────────────┘

┌─────────────────┐   ┌─────────────────┐   ┌─────────────────┐
│ Modul II: Lesson │   │ Perceptions of  │   │ Faculty advisor │
│ planning and use │   │ teaching-efficacy│  │   interview     │
│ of resources for │   │                 │   │                 │
│ language teaching│   │                 │   │                 │
└─────────────────┘   └─────────────────┘   └─────────────────┘

┌─────────────────┐   ┌─────────────────┐   ┌─────────────────┐
│ Modul III:       │   │ Perceptions of  │   │ Cooperating     │
│ Managing the     │   │ teaching        │   │ teacher interview│
│ teaching and     │   │ commitment      │   │                 │
│ learning process │   │                 │   │                 │
└─────────────────┘   └─────────────────┘   └─────────────────┘

                      ┌─────────────────┐
                      │ Perceptions of  │
                      │ conscientiousness│
                      └─────────────────┘
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Figure 6. Data sources and tools.

As given in the figure, the teaching knowledge tests consisted of three modules focusing on; *language and background to language learning and teaching, lesson planning and use of resources for language teaching, and managing the teaching and learning process*. Besides, scales as another data source were composed of four different scales working to find out the senior pre-service English teachers' *perceptions of preparedness to teach, perceptions of teaching-efficacy, perceptions of teaching commitment, and perceptions of conscientiousness* as a personality dimension. Apart from the tests and scales as the quantitative data sources, there were also three interview protocols developed and used to gather the *pre-service teachers' perceptions of preparedness to teach, and also faculty advisors' and cooperating teachers' perceptions regarding the pre-service teachers' preparedness to teach*. The reason in using both qualitative and quantitative tools of data collection was likely to result in complementary strengths (Dörnyei, 2007). The following sections presents how the teaching knowledge tests,

scales, and interviews worked to answer the research questions, and how validity and reliability of these data collection tools were maintained.

Teaching knowledge tests. Since perceptions of preparedness to teach have a close link to having a grasp of pedagogical knowledge, content knowledge, classroom management skills, administrative skills, political or bureaucratic elements of teaching profession, and collaborative nature of teaching, teaching knowledge and skills constitute an important component of preparedness research (Darling-Hammond et al., 2002a; Faez, 2012; Housego, 1990; Kraut, 2013). For this reason, to achieve a thorough understanding of the PSTs' preparedness to teach and also if and how the field experience created any change in their teaching knowledge and skills, the study utilized the teaching knowledge tests (hereafter TKTs) developed by University of Cambridge, English for Speakers of Other Languages (ESOL) examinations.

The TKTs which are in modular format aimed to assess knowledge about the teaching of English to speakers of other languages. Consisting of different areas, they focused on testing concepts related to language, language use, and practice of language teaching and learning. Although, the tests are available to assess different areas such *as teaching English to young learners, content integrated languages instruction, or knowledge about language*, in this study the core module TKTs were used. They are namely; *language and background to language learning and teaching, lesson planning and use of resources for language teaching, and managing the teaching* and *learning process.* The reason for utilizing the core modules lied in the fact that they were thought to provide a foundation in the principles and practice of English Language Teaching (see http://www.cambridgeenglish.org/images/tkt-handbook-modules-1-3.pdf).

Every single core module consisting of 80 questions and taking 1 hour 20 minutes to complete varies in their essence to address certain knowledge and skills in that specific area.

To be more specific, Module I devoted to *language and background to language learning and teaching,* tests the PSTs' knowledge of terms and concepts common in English language teaching. It also focuses on the factors underpinning the learning of English and knowledge of the pedagogic choices the PSTs had at their disposal to cater for these learning factors. Within itself, the module is divided into parts; part 1 aims to assess *teaching knowledge regarding concepts and terminology for describing language*; grammar, lexis, phonology, and functions. It also has tasks to assess concepts and terminology for describing language skills and subskills such as reading for gist, or scanning. Part 2, with a focus on *background to language learning*, assesses the PSTs' teaching knowledge for factors in the language learning process such as motivation, exposure to language, differences between first and second language learning, and learning characteristics and needs. The last part, part 3, with an emphasis on *background to language teaching*, includes tasks to assess teaching knowledge on a range of methods, tasks, and activities available to language teachers such as presentation techniques, practice activities.

Module II, *lesson planning and use of resources for language teaching,* focuses on what the PSTs consider and do while planning a lesson or series of lessons. Also referring to the knowledge of assessment, this module deals with the linguistic and methodological reference resources that are available to guide teachers in their lesson planning as well as on the range and function of materials and teaching aids that teachers could consider making use of in their lessons. Made up of two parts, this module divides lesson planning into two; *planning and preparing a lesson or sequence of lessons* and *selection and use of resources*. For lesson planning, the tasks aim to assess teaching knowledge such as identification and selection of aims appropriate to learners, the stage of learning, and lesson types. Identification of components of a lesson, planning or sequencing and individual lesson, and making use of assessment activities appropriate to learners, aims, and stages of learning are also assessed in the part. The second part focuses on the assessment of teaching knowledge especially for

consulting reference resources to help in lesson preparation such as selection and use of coursebook materials, supplementary materials and activities, or teaching aids.

Lastly, module III, *managing the teaching* and *learning process,* aims to test the PSTs' knowledge of what happens in the classroom in terms of the language used by teachers or learners, the roles teachers can fulfil and the ways in which teachers can manage and exploit classroom events and interaction. Similar to the other two modules, this one also consists of parts; *assessment of teaching knowledge with regard to teachers' and learners' language in the classroom* and *classroom management*. Within the first part, issues such as instructing, prompting learners, eliciting, conveying meaning of new language, categorizing learners' mistakes are addressed. In the second part, teaching knowledge regarding classroom management, teacher roles, grouping learners, correcting mistakes, or giving feedback are assessed. Thus, through the three modules, a detailed picture of the pre-service teachers' teaching knowledge is aimed to be achieved (see http://www.cambridgeenglish.org/images/tkt-handbook-modules-1-3.pdf).

Committed to providing exams of the highest possible quality through extensive research, evaluation, and continuous monitoring and grading, Cambridge ESOL attaches particular importance to the procedures used in the production and pretesting of the TKTs. As an internationally recognized board of examination, Cambridge ESOL's TKTs are thus certified by ISO 9001:2008 standard for quality management. As a result, they are designed around five essential principles; validity, reliability, impact, practicality, and quality. For these reasons, there was no need to take any specific measures to validate the tests. Within the study, they were used without making any change or adaptation in their original format.

Scales. As already stated in the literature review, preparedness to teach has been focus of research studies linking it to some issues such as the role of the program being graduated, content and pedagogical content knowledge, classroom management, or teaching in different

levels and groups (see Brown et al., 2015; İnceçay & Keşli Dollar, 2012; Kee, 2011; Kraut, 2013; Li, 1999; Turner et al., 2004; Thompson, 2010; Wong et al., 2012). In this sense, aiming to contribute to the available body of research, this study focuses on some other variables such as teaching competencies, teaching commitment, personality traits, and personal qualifications which are thought to interact with preparedness to teach. In this regard, the study makes use of questionnaires which can also be named as scales (Dörnyei, 2007). Within the study, there are four scales two of which *(Perceptions of preparedness to teach scale and Perceptions of self-efficacy scale)* were developed and validated by the researcher, and two other, one was adapted from Blau (1985 – *Perceptions of teaching commitment*), and the other from Costa and McCrea (1992 – *Perceptions of conscientiousness*).

The four scales were brought together on a single form. Preceding the scales, there was a section devoted to demographic questions (see Appendix B). The questions included in this first section addressed some very basic individual characteristics like, age and gender, academic profile, such as grand point average (GPA), previous teaching experience, or previous graduation from a teacher education department, if any. There were also questions seeking information with regard to the placement schools, such as capacity, level, and type. The pre-service teachers were also asked their personal inclination towards the preferred teaching level, and their satisfaction from the level that they were assigned for the field experience. Lastly, they were also asked if they had been involved in any training as part of their teaching skills and professional development.

The details pertaining to each scale are presented in the following sub-sections.

Perceptions of preparedness to teach and teaching-efficacy scales. Perceptions of preparedness to teach and perceptions of teaching-efficacy are two of the cornerstone concepts of the current dissertation. Perceptions of preparedness and perceptions of teaching-efficacy were developed with reference to the "English language teachers' competencies" which were

determined by Turkish Ministry of National Education, General Directorate of Teacher Training and Education in 2009 as a result of a Project called "Teacher Generic Competencies" (TED, 2009). The competencies are categorized under 5 main domains. The figure below visualizes the competencies and sub-competencies in each (see Figure 7. Also, for further information on sub-domains also see Appendix B).
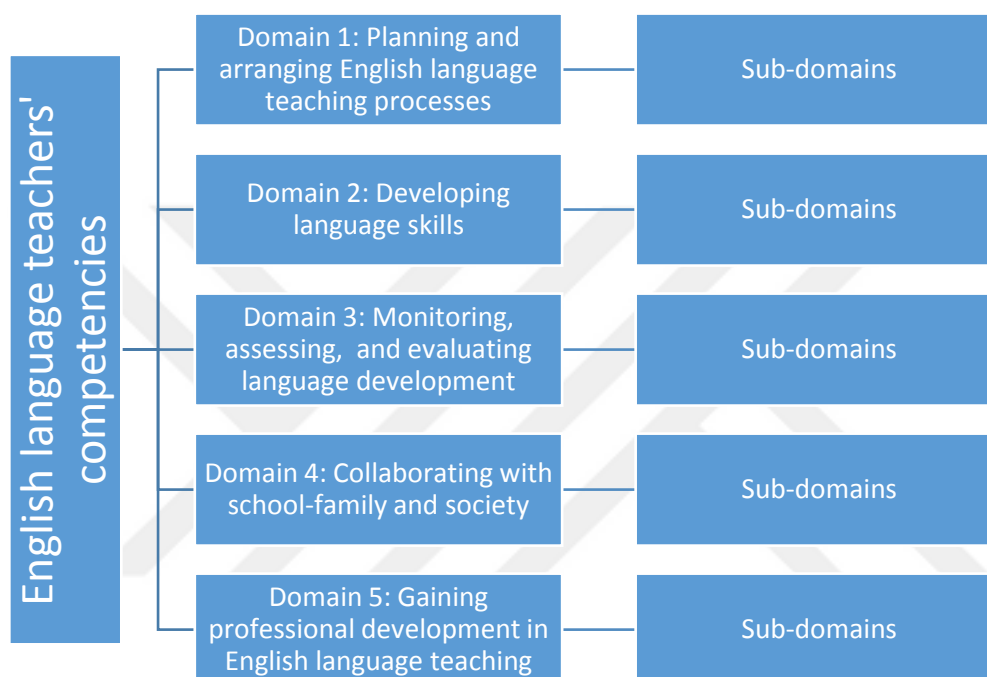
Figure 7. English language teachers' competencies in Turkey.

In all five domains, there are some other sub-domains referring to the lower-level knowledge and skills areas within each main domain. The sub-domains were turned into statements. Therefore, the *perceptions of preparedness to teach and perceptions of teaching-efficacy scales* had 22 items on a 5-point Likert scale ranging from *"very unprepared to very prepared"* for preparedness scale, and from *"very ineffective to very effective"* for teaching-efficacy scale.

The items included in the scales referred to different issues including *appropriate planning, development of language skills, assessment and evaluation, collaboration with stakeholders, and development in teaching profession*. The items representing each domain

referred to use of appropriate methods and techniques in language teaching, assessment of language skills such as listening, speaking, reading, or writing. Some other items also addressed teaching English to learners with special learning needs and requirements. Additionally, under collaborating with school-family and society, the two sub-competencies tried to capture the PSTs' preparedness towards establishing cooperation with families or society for the development of learners' language skills. The last domain included sub-competencies referring to the development in teaching profession. The items worked towards capturing the pre-service teachers' perceptions for involvement in research as part of their development in teaching.

Through these items, the pre-service English teachers' perceptions of preparedness to teach and teaching-efficacy were tried to be elicited from different perspectives which are critically important for the education and preparation of well-educated and well-prepared language teachers.

Perceptions of teaching commitment scale. As the degree of psychological attachment of a teacher's or a pre-service teacher's commitment to the teaching profession (Coladarci, 1992), teaching commitment was also one of the primary constructs measured in the dissertation. Therefore, an 8-item scale adapted from Blau (1985) was utilized. However, similar to what Beaton, Bombardier, Guillemin and Ferraz (2000) suggested in their report on guidelines for the process of cross-cultural adaptation of self-report measures, the original version of the scale, which was developed to assess career commitment of a group of nurses at a large hospital located in a Midwestern city in the USA, was required to be translated and back translated to assure the contextual adaptation. This was to enable the scale's use in another country and another language. Thus, before being used for measuring the pre-service teachers' teaching commitment, the scale was put into the process of translation and back translation. For this process, the stages shown below were followed (see Figure 8).

Translation	Synthesis	Back Translation	Expert Review	Pre-testing
• T1 • T2	• Synthesis of T1 and T2 • Resolution of any discrepancies	• Working from synthesis • Creating 2 back translations (BT1, BT2)	• Review of syntesis, BT1, BT2 • Reaching consenues on discrepancies • Producing pre-final version	• Probing to get understanding of items
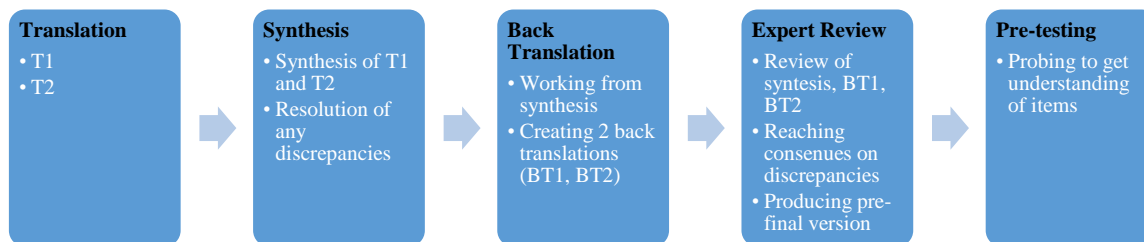
Figure 8. Stages for adaptation (adapted from Beaton et al., 2000, p. 2).

The first stage in adaptation was *translation*. The two translators, who were pretty-well competent both in Turkish and in English languages, were requested to translate Blau's (1985) scale into Turkish. Working independently from each other, they prepared two versions of translation (T1 and T2). Then, the researcher acting as "a recording observer" (Beaton et al., 2000, p.3) separately sat down with the translators to achieve a *synthesized version of* the two translations and eliminate the discrepancies. While trying to maintain a synthesized version, the researcher mainly aimed to achieve a consensus rather than letting one party to dominate in resolving issues. Then, the researcher prepared a synthesized version. Working from this version, the two translators were requested to *back translate* the scale (from Turkish to English). This was a process of validity checking to assure that the translated version reflected the same item content as the original version did. It was also to eliminate unclear wording in the translations (Beaton et al., 2000). Having received two independently prepared back translations (BT1 and BT2), the researcher shared the translations with the advisor to the dissertation who acted as the "*expert review*". Through the review process and negotiations between the researcher and the advisor, the pre-final version of the scale was achieved. Then, the statements were put on a 5-point Likert scale ranging from *"very disagree to very agree"* (see Appendix B), and was made ready for pre-testing.

Perceptions of conscientiousness as a personality factor scale. Considering the role played by personality on teachers' performance, skills and abilities, commitment, and even

behaviors, within the scope of the current dissertation, the PSTs' perceptions regarding their personality were also elicited. For this elicitation, conscientiousness as a personality dimension in Big Five Personality Traits theory (see Costa and McCrea, 1992), was thought to best reflect the research concerns in mind. Costa and McCrea's NEO Five-Factor Inventory (NEO-FFI) assesses personality on a five-factor model having 60 items in total and 12 in each dimension. This means that, only the 12 items on conscientiousness dimension were included into the measurement of the pre-service teachers' personality perceptions. Similar to what was done for Blau's (1985) career commitment scale, for Costa and McCrea's (1992) scale, exactly the same stages were followed (see Figure 7). This means, the 12 items on conscientiousness dimension were firstly *translated* into Turkish by the two translators, who also did the translation, back translation procedures for Blau's scale. Then, the researcher obtained a synthesis of the two translations through the separate negotiations held with the translators. The *synthesized version* was resent to the translators to back translate. The two versions of the *back translations* were shared with the advisor for the *expert review*, and the *pre-final version* of the conscientiousness scale was obtained through the negotiations between the researcher and the dissertation advisor. Similar to what was done with the other scales, the items were then put on a 5-point Likert scale ranging from *"very disagree to very agree"* (see Appendix B), and the scale was made ready for pre-testing to test validity and reliability.

Semi-structured interview protocols. For the purposes of the current research, as rich, complex, and interesting source of data (Trumbull, 2005), semi-structured interviews, which are right in-between the structured and un-structured ones, were used to answer the related research questions. For the semi-structured interviewing, a written list of questions as a guide was used to give the researcher the freedom to probe for more information.

As visualized in Figure 5, interviews were conducted with the whole research sample; namely, the pre-service teachers, the faculty advisors, and the cooperating teachers in the

placement schools. Therefore, to capture all those parties' evaluations, initially, interview protocols were developed and validated (see Appendix C-H). Details regarding validating are presented in the following title.

Piloting

Reliability and validity are essential to the effectiveness of any data-gathering procedure (Best & Khan, 2006). As the degree of consistency and stability that the instrument demonstrates (Creswell, 2012), *reliability* is the proof that whatever the instrument measures, it measures so consistently. The counterpart, *validity,* is to make sure that the instrument measures what it is supposed to measure (Mackey & Gass, 2005). These two mechanisms working towards the *usability* (Selvi, 2012) of data collection tools prove that it is the right decision to make use of "these" data collection tools to achieve a valid and reliable account of what is examined, or what is supposed to be achieved.

Therefore, to make sure that the data collection tools are valid and reliable enough for an effective data collection procedure, preceding the implementation for their actual use, some precautionary steps are needed to be taken. Those preliminary work towards *piloting* which involves administering the instrument on a sample of participants who are similar to the target group for which it has been designed (Dörnyei, 2003). As stated by Dörnyei and Csizer (2012) the results of piloting are invaluable to help researchers to fine-tune the final version so as to eliminate ambiguous, too difficult or easy, and irrelevant items. Piloting also assures the clarity of the wording, instructions, and layout. It is also a demonstration of the administration procedure to keep some factors like the workability of data for analysis, time to complete the instrument, and double-check that no mistakes left in the instrument. Through this trial (or trials if multiple), researchers are able to obtain feedback about how the instrument works and if it performs what it wants to perform.

Thus, as a whole, piloting is particularly significant to evidence that researchers have now the sources to validate their instruments and "iron out" (Sudman & Bradburn, 1983, cited in Selvi, 2012) existing shortcomings and reach the final version of the instrument which increases the likelihood of success, does not guarantee though. Considering the roles played by piloting, preliminary steps that were taken to validate the data collection tools are presented in the following sub-sections.

Validity and reliability in quantitative measures. The piloting for the quantitative measures of the current study was operationalized in two steps. The first step was the *preliminary wording check and the second was the piloting itself.* In the first step, the aim was to see if the wording worked as the way it was supposed to work. In other words, if the same meaning was received from a statement by every single respondent, if the instructions were completely comprehensible, and also if the layout worked properly.

Considering what Dörnyei (2003) suggested about the sample to be included in piloting, a group of pre-service teachers, who were thought to be the most similar sample to the actual sample, were asked to respond to the scales. As for the administration of this *preliminary wording check,* group administration (Dörnyei, 2003) was thought to be the most appropriate administration. Therefore, a group of 3rd grade pre-service teachers was paid a visit when they were assembled together for a lesson. They were primarily informed about the purpose of the visit, and were asked for their help for the scales which were under construction. The participation was left to their freewill. Therefore, among the group which was about 30, 14 (7 males and 7 females) volunteered. They were provided with a printed version of the scales, and were asked to be critical about the comprehensibility of the instructions, clarity of the items in the scales, and user-friendliness of the layout. They were specifically requested to make notes on the forms which the researcher could turn back later and consider for the revisions and fine-tuning. The administration was also important to determine how much it took to complete.

Therefore, this was also an opportunity for the researcher to monitor when the scales were responded, and to make sure that all the responses came back. Following this *preliminary wording check*, necessary changes and revisions both for comprehensibility and layout were made, and the instrument was made ready for the second step in piloting.

The second step was *piloting* which is also called as "final piloting or dress rehearsal" (Dörnyei, 2003, p. 67). Based on the feedback gained through the preliminary wording check, the scales were shaped as their "near-final versions" (Dörnyei, 2003, p.67). In this final piloting step, the aim was to make sure that the items would work in the actual practice as they were expected to work. For this reason, to assure that the sample in the final piloting was also similar to the target sample as much as possible, the 1st, 2nd, and 3rd graders of the 2014-2015 cohort were included. Similar to the preliminary wording check, group administration was thought to be appropriate. When administering the scales for the piloting, those who attended the preliminary wording check were excluded from the piloting. For this reason, groups from each level were visited during their class time, and were requested to contribute to the pilot test. Those who were interested in filling out the scales were provided with a printed version, and was given 15 minutes, which was determined through the first preliminary wording check, to complete. The number of the participants responded to the scales in the final piloting is provided below (see Table 6).

Table 6

Sample in Piloting

2014-2015 Cohort Piloting Sample			
Scale	N	Scale	N
Perceptions of preparedness to teach	79	Perceptions of teaching-efficacy	77
Perceptions of teaching commitment	88	Perceptions of conscientiousness	91

So as to achieve an adequate sample size which Dörnyei (2003) suggests to be around 50 (+/-20) to allow the researcher to conduct meaningful item analysis as the final step in questionnaire construction process, all the 1st, 2nd, and 3rd graders at faculty were included in the piloting. As they were not mandated to respond, those who volunteered to complete were provided with a printed version of the scales during the visits that were paid to their classes. Thus, the numbers given in the table were reached. Although the scales were brought together on a single form, some of the respondents did all, while some other only responded one or two. For this reason, the sample size for every single scale changed, but was thought to be adequate.

The results gained through the final piloting were important both for final formatting and item analysis which was to fine-tune and finalize the questionnaire (Dörynei, 2003). Therefore, this step also brought some other alterations such as removal of the items that did not work. For instance, the item "sometimes I'm not as dependable or reliable as I should be" was seen to not work, thus removed from the final version of *perceptions of conscientiousness scale*. Also, careful visual examination of the completed scales revealed the irregularities in the way the respondents marked their responses. For this reason, the domain names which were included above the relevant items were removed from the final version as some of the respondents tended to respond to the domain name although it was not a whole statement asking for anything. As a result, the final piloting was also seen to be effective in showcasing what worked, what did not, hence brought the necessary changes to achieve complete usability for the scales.

Additionally, as a final step in the item analysis, and to see the internal consistency of the scales, reliability analysis in other words, Cronbach's Alpha coefficient, was calculated for each and every scale (see Table 7).

Table 7

Cronbach Alpha (α) Reliability Coefficient for the Scales

Cronbach's Alpha (α) Coefficients for the scales			
Scale	**Alpha**	**Scale**	**Alpha**
Perceptions of preparedness to teach	.91	Perceptions of teaching-efficacy	.77
Perceptions of teaching commitment	.91	Perceptions of conscientiousness	.83

As seen, Cronbach's alpha reliability coefficients ranged between α.77 and α.91. The closer Cronbach's alpha coefficient (α) to 1.0, the greater the internal consistency of the items in the scales (Gliem & Gliem, 2003). Therefore, the reliability coefficient for *perceptions of preparedness* and *perceptions of teaching commitment* (α.91 for both) indicated *excellent* internal consistency. The coefficient for *perceptions of conscientiousness* (α.83) indicated *good* internal consistency, and the coefficient for *perceptions of teaching-efficacy* (α.77) indicated *acceptable* internal consistency. Thus it was determined that the items in each and every scale were consistent to measure the same general construct and produced similar scores demonstrating the internal consistency among the items in the scales. Proven to be reliable, that is they would reveal stable and consistent scores for data collection (Creswell, 2012), the quantitative measures were ready to be used for data collection.

Validity and reliability in qualitative measures. In qualitative research, the concepts of validity and reliability cannot be addressed as the same way as they are addressed in quantitative research (Shenton, 2004). For Golafshani (2003), validity and reliability of the qualitative research, which is often called to be *credibility*, depends on the ability and effort of the researcher. He further adds that validity and reliability are not viewed separately in qualitative research which is just the opposite in quantitative research. For this reason, instead

of separate terminology, an inclusive terminology such as *credibility, transferability,* or *trustworthiness* is used.

Therefore, there were some measures taken to validate the interviews as the qualitative data collection tools in the study. To assure the content validity, as suggested by Zohrabi (2013), the initial drafts of interview protocols were reviewed by field experts under the light of the research questions whose data could only be gathered through qualitative measures. Based on the feedback and comments given by the experts, the questions were revised for clarity and effectiveness to enable them exactly what they were supposed to elicit.

As another measure, frequent debriefing sessions (Shenton, 2004) were used between the researcher and the advisor to widen the vision of the researcher to bear different experiences and perceptions. Such collaborative sessions were used to discuss alternative approaches, and others who are responsible for the work in a more supervisory capacity may draw attention to flaws in the proposed course of action. The debriefs also provided a sounding board for the researcher to test developing ideas and interpretations. Thus, probing from an expert helped the researcher to recognize her biases and preferences.

Through the combination of review of initial drafts of the interview forms with the field experts and frequent debriefing sessions with the advisor, the researcher tried to establish the credibility of the interview protocols.

Data Collection

This study was a 10-month longitudinal research carried over the school experience and teaching practicum phases in which quantitative and qualitative measures were utilized with the inclusion of three parties *namely the pre-service teachers, faculty advisors, and cooperating teachers.* The inclusion of multiple perspectives into the pre-service teachers' preparation asked for a well-planned data collection from multiple sources. The figure below (see Figure 9)

presents an overview of data collection procedures which are explained in detail in the following sub-sections.
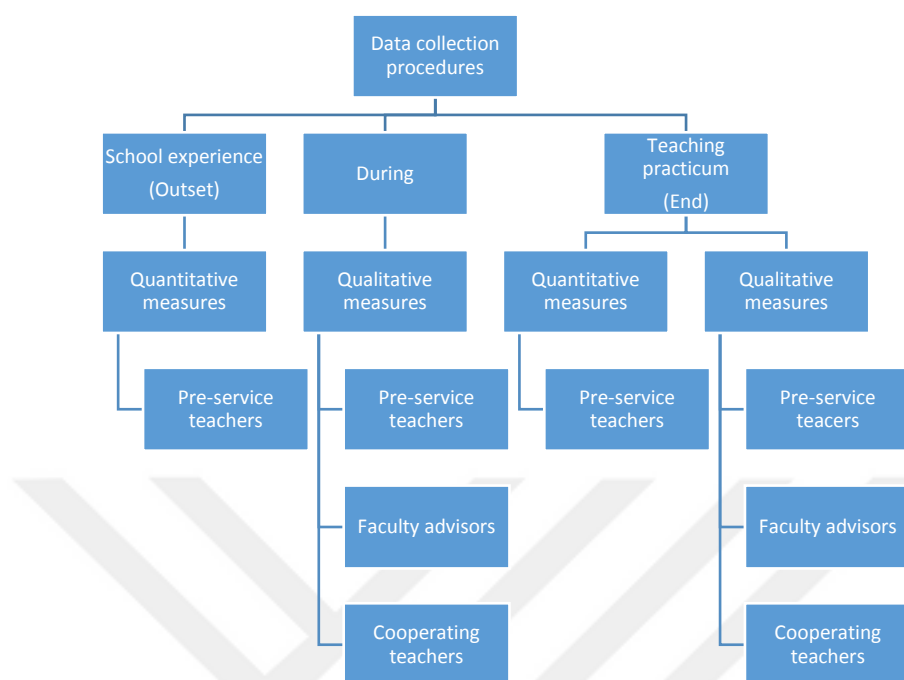
Figure 9. An overview of data collection procedures.

Details pertaining to each type of measure, source, and procedure are provided below.

Quantitative data collection procedure. Bearing the research questions in mind, the following sub-section deals with how the quantitative data was collected from the pre-service teachers who were the only participants in quantitative data.

TKTs and scales with the pre-service teachers. Focusing primarily on the senior pre-service English language teachers' perceptions of preparedness to teach, its sources, and the changes they went through during the course of school experience and teaching practicum phases, the study obtained its primary data from the PSTs through *teaching knowledge tests* (TKTs) and *scales*. Besides, as some other potential sources, the likely link between the PSTs' GPA, age, and their preparedness to teach was also addressed though the demographic information items attached to the beginning of the scales. The research questions guiding the implementation of TKTs and scales was as follows;

1.   What are the sources of senior pre-service English language teachers' perceptions of preparedness to teach?

    a.   Perceptions of preparedness to teach?

    b.   Perceptions of teaching-efficacy?

    c.   Teaching knowledge and skills?

    d.   Teaching commitment?

    e.   Perceptions of conscientiousness as a personality factor?

2. Can GPA have a link to the senior pre-service English language teachers' preparedness to teach? If yes, how strong is the relationship?

The table below shows the timing and sources of quantitative data collection seeking to answer the questions (see Table 8).

Table 8

Quantitative Data Collection

Measures	Steps in data collection	
	School experience	**Teaching Practicum**
TKTs	September 29th through October 17th	May 4th through 15th
Scales	October 28th	May 25th

As the table shows, quantitative measures of data collection included *the TKTs and scales*, which were implemented both in the school experience and teaching practicum phases. Although the academic year started in mid-September, the PSTs' assignments to the placement schools were finalized in nearly mid-October due to official mailings between the faculty, bureau of national education in the town, and the placement schools. Therefore, it was almost the end of October when the PSTs in 2014-2015 cohort started their observations in the placement schools. However, as the researcher was very cautious against the time that the data collection tools could take to administer, she started as early as possible. For this reason, right

at the beginning of the term (the second week), with the support of the program coordinator, who was responsible for the assignment of the PSTs to the placement schools, the researcher set dates for the administration of the TKTs. After getting head of department's approval, the dates were announced, and the PSTs were let to know that there was going to be tests on those dates. Thus, beginning from September 29th to October 17th, each week one module was administered. Since each module consisted of 80 questions to be completed in 1 hour 20 minutes, the best way to administer the tests was group administration (Dörnyei, 2003). It was also to guarantee that the administration happened under homogeneous circumstances where the respondents could reflect their knowledge and skills to the test. Group administration also enabled the researcher to reach as many respondents as possible. As there were 145 senior PSTs enrolled in the 2014-2015 cohort, it was not possible to place the whole group to one room, thus for the administration of every single module, three rooms which were known to be available on the test dates were occupied. As there was departmental support to the administration of the tests, colleagues from the ELTEP also helped the researcher to audit the groups when the tests were administered. Over the course of the tests' administration, the assignment of the PSTs to the placement schools had also been completed, and they had started visiting the schools.

When the administration of the TKTs finished, it was almost the end of October, and there was another set of data tool to administer. As their administration seemed to be relatively easier when compared to the TKTs, the scales were left to the end. However, the researcher still needed to be as fast as possible not to miss *"the beginning of the school experience phase"*, as it was pretty much important to capture the PSTs' perceptions right there. Therefore, to reach all the cohort again, the researcher needed to pay a couple of visits more to the day and night groups to specifically inform them upon the link established between the TKTs, the scales, and the field experience, and how they might play a role upon the development of their perceptions

of preparedness to teach. Following this briefing, the pre-service teachers who consented to participate were provided with a printed version of the scales which were put together on a single form (Appendix B). Similar to what was done for the TKTs, group administration (Dörnyei, 2003) was also done for the administration of the scales. It also enabled the researcher to obtain immediate responses from the PSTs to avoid any data loss. After disregarding the missing data, a sample size of 106 pre-service teachers, filling out all the tests and the scales was reached.

Following this initial implementation of the tests and scales, the PSTs were engaged in an almost 8-month process of field experience covering school experience and teaching practicum phases. Once they were about to complete the teaching practicum phase, which was almost towards the beginning of June, the tests and the scales were re-administered. The reason lying behind the re-administration was to see if any changes occurred on their teaching knowledge and skills and also perceptions of preparedness to teach before and after the field experience which, with no doubt, has a critical role on the development of self as a teacher. For the re-administration, exactly the same procedures were followed. Similar to what was done in the initial administration, group administration was used both for the tests and scales. With the same concerns in mind, priority was given to the TKTs, and initially from May 4th to the 15th the tests were administered in three sessions which were audited by the researcher and the faculty members from the ELTEP. Then, so as to group administer, day and night groups were announced and requested to assemble on May 25th. With the collaboration of the colleagues from the ELTEP, the scales were also administered in two separate rooms. Similar to what was done in the organization of the outset data, the criterion regarding the match between the responses to the tests and scales was kept in mind. Therefore, if any of the tests or the scales was missing, that respondent was disregarded from the dataset. Due to the frequency of the tests and the scales, and the difficulties (specifically the time taking to complete each test), drops

were observed in the number of the participants, and a smaller sample-size was achieved (*N*=98).

Qualitative data collection procedures. As a mixed method study, to obtain data for the research questions which could only be answered qualitatively, this study also made use of qualitative measures which have gained popularity over the years (Strauss & Corbin, 1998). Qualitative data collection addressed the research questions; *3, 3a, 3b, 4, 5, 5a, and 5b* (see research purpose and questions). The following figure (see Figure 10) shows the timing, sources and, samples for qualitative data collection.
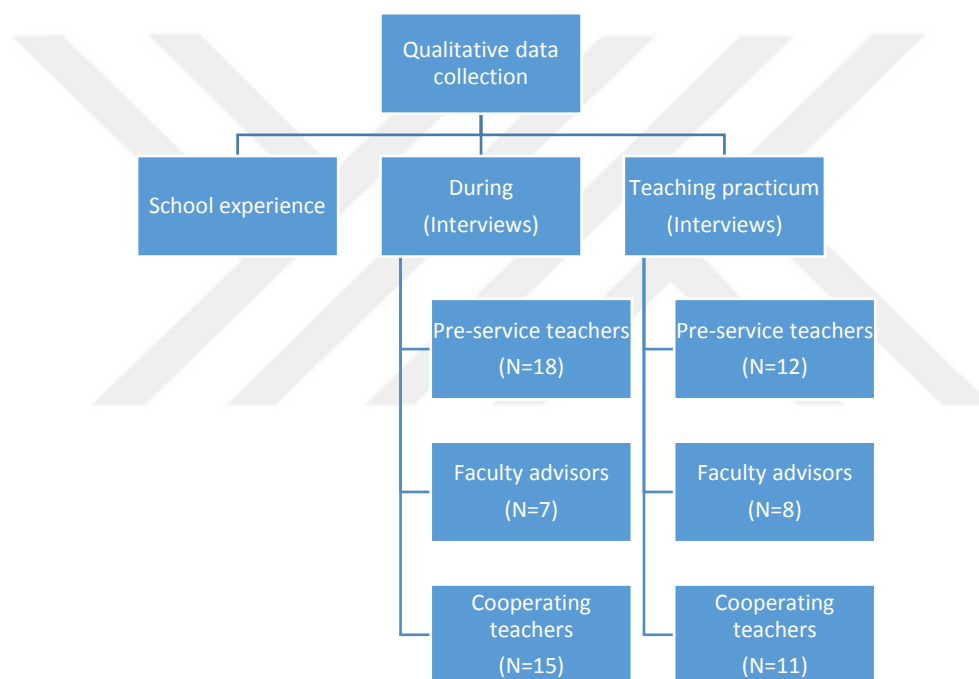
Figure 10. Overview of qualitative data collection.

As seen in the figure, the source of qualitative data was mainly interviews. The sample for the interviews included all parties involved in the study; namely, *the pre-service teachers, faculty advisors, and cooperating teachers*. These parties were the research sample which were previously explained under the title research sample. For the collection of qualitative data from these parties, the timing shown in the following table was followed (see Table 9).

Table 9

Timing of Qualitative Data Collection

Sample	Steps in qualitative data collection	
	During the FE	**End of the FE**
PSTs	December 29th through 30th	June 8th through 15th
Cooperating teachers	January 15th through 21st	May 21st through 26th
Faculty advisors	January 27th through February 17th	May 28th through June 4th

As the table shows, all parties were interviewed both during and at the end of the field experience when the PSTs were involved in observation and student teaching at placement schools under the supervision of the cooperating teachers and faculty advisors. The procedures and details of each set of interview with every single party are presented in the following sub-sections.

Semi-structured interviews with the pre-service teachers. One-on-one semi-structured interviews were conducted to see what the pre-service teachers thought upon the contextual factors on the way, such as students, cooperating teachers, and workplace climate. The interviews conducted both during the course and at the end of the field experience also addressed whether their evaluations regarding these issues changed, and if so, how? The following research question and the sub-questions guided the interviews conducted with the pre-service teachers.

3. *How do knowledge of students, future colleagues, and workplace climate affect senior pre-service English teachers' perceptions of preparedness to teach?*

    a. *Do the senior pre-service English teachers' perceptions regarding their preparedness to teach change as the school experience continues? If so, how?*

b. *Do the senior pre-service English teachers' perceptions regarding their preparedness to teach change as the teaching practicum continues? If so, how?*

To answer the research questions 3 and 3a, the initial interviews were conducted right in the middle of field experience. Till the interviews, the PSTs had been in the field for about 8 weeks. Therefore, they were supposed to acquire adequate amount of experience and develop insights upon the issues under investigation. Together with their evaluations right at the time of the interview, through the interviews, the researcher also encouraged the pre-service service teachers to reflect back on the weeks they left behind. For this reason, the interview questions were a combination of *"now and then"* sort of evaluations to capture the change (see Appendix C).

Thus, to perform the interviews, a *call for interviews* was made to inform the PSTs. Then, with the 18 volunteering ones, interview schedules were organized. The interviews were conducted between December 29th and 30th, in an office provided by the ELTEP. The medium of interaction for the interviews was Turkish which could enable the interviewees to feel comfortable and also to prevent any data loss that might result from lack of competence in English. Each interview lasted about 15 to 35 minutes, hence the interviews generated almost 7 hours of interview data (nearly 370 minutes).

Guided by the protocol, the interviews followed the same set of questions addressed to each participant in the same order. The responses and reflections coming from the interviewees were audio-recorded and supported by field notes made by the researcher to enrich the post-interview analysis. Additionally, as Mackey and Gass (2005) suggest, there might be some drawbacks of interviews. For instance, there is the danger of halo-effect which refers to what happens when interviewees pick up cues from researcher related to what they think the researcher wants them to say, thus potentially influencing their responses. Therefore, to address these possible concerns, the researcher encouraged open-ended discussion and tactics such as

keeping silent or encouraging to say something more by promoting through "anything else?" rather than accepting the interviewees' first answer as the interviewee's final and complete response to the question.

Following these mid-interviews, the pre-service teachers continued with the teaching practicum stage taking from almost mid-February to the beginning of June. In this phase, the PSTs were more heavily involved in the teaching profession at the placement schools. Therefore, they were supposed to acquire more knowledge and skills in teaching, and also develop more insight upon the issues under examination. For this reason, another round of interviews, which were also called as *end-of-teaching practicum interviews,* was conducted. The same set of procedures, *call for interviews*, *pre-service teachers' contact with the researcher*, *determination of the convenient date and time for the interviews*, were followed for these interviews too. This time, fewer pre-service teachers (*N*=12) volunteered to participate.

Similar to the initial interviews, these end-of-teaching practicum interviews were also guided by an interview protocol (see Appendix D) developed and validated by the researcher. This meant that, the same set of questions were directed to the PSTs in the same order. Focusing similarly on the contextual factors like students, colleagues, and workplace climate, the questions addressed the change on the PSTs' perceptions covering the whole teaching practicum phase. Thus, they functioned like the agents to enable the PSTs to reflect back on their experiences and reveal the insights they developed over the course of the whole field experience process.

These end-of-teaching-practicum interviews were conducted between June 8th and 15th, at a convenient place at the faculty. Depending on the pre-service teachers' schedules, a convenient date and time was determined for each. The audio-recorded interviews lasted about 20 to 40 minutes, and generated nearly 6 hours of interview data (321 minutes). Besides, they were supported by the filed notes taken by the researcher to ease and enrich the post-interview

analysis. The same issues, which were kept in mind in the initial interviews, were also taken into consideration to avoid researcher's bias. As a result, the two rounds of interviews were critically important to answer the research questions in mind.

   Semi-structured interviews with the faculty advisors and cooperating teachers. This was mainly to reveal what the two parties thought upon the pre-service teachers' preparedness to teach, its sources, and the changes they went through. For this reason, the following questions addressed the evaluations of these parties.

   4. *What are the stakeholders' (faculty advisors' and cooperating teachers') evaluations regarding the senior pre-service English language teachers' preparedness to teach and its likely sources in SE and TP?*

   a. *Do their evaluations change as the teaching experience continues?*

   b. *Is there a match between their evaluations regarding senior pre-service English teachers' preparedness to teach? If so, how and to what extent?*

   Under the light of the questions, interviews with both parties were conducted both during the course of school experience and at the end of the teaching practicum. Keeping the end-of-semester workload at the placement schools in mind, the cooperating teachers were the first party paid visits for the interviews. Beginning from very early in the morning till the end of work-day, the visits to the 12 placement schools took almost a week (January 15th-21st). Considering the number of the cooperating teachers in each school, visits to each and every school lasted about 3 hours. Before getting in touch with the teachers, the researcher visited the school managements, introduced herself, and informed the management about the study, and assured them that the official permissions had been taken to conduct the study (see Appendix I). Following this introductory talk with the school managements, and also becoming sure about the number of the cooperating teachers at each school, and their convenience at the time of the researcher's visit, the researcher got in touch with the teachers, informed them about the study

as well. The teachers, whose oral consent was obtained to elicit their evaluations regarding the pre-service teachers' performance in the process, and what lied behind their performance, were interviewed at a mutually convenient time and location. Therefore, the interviews were mostly conducted during the breaks or off-hours when the teachers did not have any classes to teach. Sometimes, the interviews were scheduled to an early-hour in the morning or end-of-day when the teachers finished their classes. As the researcher followed the interview form developed for the cooperating teachers' interviews, all the teachers were asked the same set of questions in the same order (see Appendix G). Depending on their availability and density of their evaluations, each interview lasted about 10-40 minutes.

Following the cooperating teachers at the placement schools, the faculty advisors were started to be interviewed. Although fewer in number, their interviews took longer (from January 27th to February 17th) because of their busy schedules and workload at the faculty. Therefore, between the afore mentioned dates, at a mutually convenient time, the faculty advisors were paid visits in their offices at the faculty and were interviewed. As the interviews were guided by an interview protocol, the faculty advisors were also asked the same set of questions in the same order (see Appendix E). The interviews changed between 25-50 minutes depending on the advisors' evaluations.

Towards the end of the teaching practicum phase, the researcher began to pay another round of visits to the cooperating teachers at the placements schools and the faculty advisors for end-of-teaching practicum interviews. For both parties, interview protocols were re-developed (see Appendices F& H) to enable the researcher to see if their evaluations changed as the PSTs continued the field experience, and spent more time at the schools, and acquired and developed more knowledge and skills in teaching. The cooperating teachers' interviews lasted about one week (from May 21st to 26th). Similar to the initial interviews, these interviews were also conducted with the teachers who consented and wanted to devote their time to share

their evaluations. Following the cooperating teachers' interviews, as another party of stakeholders, the faculty advisors were also revisited. Depending on their convenience, the visits were paid to their offices at the faculty between May 28th and June 4th.

Through the re-interviews, it was aimed to see if the two parties' perceptions regarding the pre-service teachers' preparedness to teach changed. If so, how and why? The interviews also aimed to reveal if there was a match between the parties' evaluations regarding the PSTs' preparedness to teach and the sources for their preparedness. Similar to what was done previously, the cooperating teachers' and the faculty advisors' interviews were also guided by the interview protocols developed for each party, thus the same set of questions were asked in the same order. Besides, the interviews were audio-recorded and supported by the researcher's field notes to avoid any data loss and ease the post-interview analysis and reflections. Additionally, to avoid researcher's bias, interview tactics such as probes, prompts, and silences were used (Selvi, 2012).

Data Analysis

One of the most difficult challenges for the mixed method researcher is how to analyze data collected from quantitative and qualitative measures (Creswell, 2012). It is seen to be more than simply being able to link or intersect data and numbers. Possibly to ease the job, Creswell suggests options for data analysis matching to the type of design. Thus, bearing in mind the guidelines Creswell (2012, p. 552) puts forth, *"embedded design analysis"* was adopted for the analyses of quantitative and qualitative data. As Creswell says, in embedded design analysis, the analyses of the quantitative and qualitative data are kept separate as the two datasets often reflect different research questions. For this reason, the following two sections present how the data coming from the two datasets were analyzed.

Quantitative analysis. Quantitative analysis is said to be more straightforward when compared to qualitative analysis. There are well-defined procedures guided by universally

accepted canons to address research issues and the computer is known to do most of the detailed mathematical work for researchers, thus it produces relatively straightforward details (Dörnyei, 2007). For this reason, as the most popular and user-friendly option, the mathematical aspect of the data, quantitative in other words, was left to the Statistical Package for the Social Sciences (SPSS).

Having gathered the data, the researcher sat down to organize the data coming from the tests and the scales, and prepared it for analysis. There was a criterion set for the inclusion of the quantitative data obtained from the TKTs and scales. This meant if a responded completed the three modules and the scales, then his/her tests and scales were included in the dataset. Otherwise, if any of the tests or the scales was missing, the respondent was disregarded from the data. In other words, the tests and scales of a respondent needed to match. After ensuring that the tests and scales data matched, the raw data was systematically coded and entered into computer to make it ready for analyses. Through the analysis, scores gained by each respondent from each and every module were calculated. Besides item analyses, descriptive statistics were run for each and every scale to obtain means, standard deviations for a detailed picture of the PSTs' profile, and their perceptions regarding the issues tried to be captured through the scales.

Qualitative analysis. The analysis of the qualitative data, which seems to be the hardest part in qualitative research, was made through constant comparison method of analysis which is a strategy within grounded theory. According to the leading figures, grounded theory is a general methodology for developing theory that is grounded in data, and requires systematical collection and analysis (Strauss & Corbin, 1994). For this reason, Corbin and Strauss (1990) state that in grounded theory, representativeness of concepts, not of persons, is crucial. They also add that the ultimate aim is to build a theoretical explanation by specifying phenomena in terms of conditions that give rise to them.

Within grounded theory, constant comparison method of analysis is explained as *"general strategic method"* for generating theory (Glaser & Strauss, 2006, p. 21). In this method of analysis, concepts are called to be the basic units of analysis, while categories are explained as higher in level and more abstract than the concepts they represent. Categories are generated through the same analytic process of making comparisons to highlight similarities and differences. That is, categories are used to produce lower level concepts. With this regard, categories are underlined as the cornerstones of a developing theory. They provide the means by which a theory can be integrated (Corbin & Strauss, 1990).

Resting upon this theoretical framework, the researcher proceeded to the data analysis. In parallel to what Best and Kahn (2006) suggested, similar to what is generally acknowledged for qualitative researchers, the researcher also resulted in voluminous notes from the semi-structured interviews conducted with all parties twice throughout the study. Thus, as an initial step, the interview data was organized across the respondents who were the pre-service teachers, faculty advisors, and the cooperating teachers at placement schools. After this initial organization, each and every single interview within the groups was transcribed and entered into electronic word documents. Now that, the researcher had texts coming out of transcribed data, the raw data was ready for systematic analysis. However, keeping the suggestion of Cresswell (2007) in mind, so as to get a complete sense of the data, the researcher read the transcribed data several times. This assured more familiarization with the data before getting into the work. Thus, mainly through the comparison of the data both within single interview and between the other interviews, the researcher relied on the guidelines proposed by Corbin and Strauss (1990)*,* and implemented the following steps;

- Relating raw data to the research question(s)

- Identification of concepts in the raw data

- Open coding to develop concepts from the first round of data reduction

- Searching for evidence or disevidence for further recoding within the interview itself and the interviews in the group

- Grouping concepts pertaining to the same phenomenon to form categories

- Identification of categories to allow possible core categories to emerge

- Integrating categories (if necessary)

- Generating theory

Following the guidelines suggested by Corbin and Strauss (1990), analysis was conducted through comparing data against other incidents for similarities and differences. Within this analysis, making comparisons assisted the researcher in guarding against the bias, as the concepts were challenged with fresh data. The comparisons also helped the researcher achieve greater precision and consistency. Besides, as Boeije (2002) suggests by comparing, the researcher was able to come up with what was necessary to develop a theory more or less inductively. As she further adds, if highly regarded, constant comparison method of analysis increases the internal validity (*accuracy*) of the findings. With this regard, the variety either within a single interview or between the interviews in the group helped to increase the commonalties and differences. Boeije further suggests that, constant comparison is connected with external validity if the sampling is conducted well in a reasonably homogeneous sample. Considering what the researcher did to assure the representativeness of the sample gained through data saturation, whose details are dealt with below, Boeije's suggestion seems to be confirmed in the study. In other words, although external validity, generalizability in other words, is not a big concern in qualitative data (Myers, 2000), the results gained through the constant comparison method of analysis can "tentatively" be generalized.

Data saturation. In both quantitative and qualitative data analysis, the purpose in data saturation is to reduce the data without significant loss of information. Therefore, data saturation, which is not separate, rather part of the analysis, occurs continually throughout the

analysis to eliminate data not relevant to the analysis at hand or extracting data that are relevant (Creswell, 2009; Namey, Guest, Thairu, & Johnson, 2008). Within any qualitative research, every single participant, with no doubt, has diverse opinions. Although qualitative samples need to be large enough to guarantee that most or all of the perceptions which might be of value are uncovered, if the sample size is too large, data becomes repetitive, and eventually superfluous (Mason, 2010). Similarly, Fusch and Ness (2015) emphasize if no new data is reached, then no new themes are likely reached. Thus, data saturation has been reached. This means, there is no need for further coding.

Keeping this in mind, for the purposes of the qualitative data analysis in the study, the data gained through the interviews was saturated to make it more manageable, and also to address the critical question(s) in the study. In this regard, mainly the interview data gathered through the cooperating teachers' interviews was saturated. When the number of CTs interviewed in the middle and end of field experience was considered, data saturation was critical to simplify the data. For instance, in mid-field experience interviews, there were 36 teachers, and through saturation, a smaller sample size was obtained (*N*=15). Besides, the sample size of end of field experience interviews was reduced from 28 to 11. Actually, when the data was saturated, there were some criteria taken into consideration. A purposeful step was taken towards to maintain representativeness of CTs teaching at different levels and types of schools. Additionally, some of the interviews with some of the cooperating teachers were purposefully included in the sample as it was believed that their evaluations regarding the pre-service teachers' preparedness to teach would be very contributory to answer the research concerns in mind. Actually, in that sense, a sample which is rich in information was tried to be achieved through data saturation.

Trustworthiness. To take the precautionary measures for the trustworthiness in analysis, the researcher tried to make use of various measures. First and the foremost, the

research advisor standed as the greatest source to provide the researcher with guidance and expertise that she needed the most. Thus, constant debriefings with the advisor were the primary steps taken towards to establish and maintain validity and reliability of the study. Reviews and debriefs with the advisor, as the most familiar and expert person to the study, provided the researcher with the support to challenge her assumptions, to push her to the next step methodologically, and to ask hard questions about methodology and interpretations.

Mainly, internal validity, *accuracy* in other words, was addressed by triangulating data through multiple data collection measures (teaching knowledge tests, scales, interviews, field notes etc.), and multiple parties (the pre-service teachers, faculty advisors, and cooperating teachers). Further, *disconfirming evidence*, a procedure closely related to triangulation, was also employed. The researcher first established the preliminary themes or categories, then searched through the data for evidence that confirmed or disconfirmed the emerging concepts. In this process, the researcher relied on her own lens and tried to examine all the multiple perspectives on a theme or category. As evidence for validity of a narrative account, the search for disconfirming evidence provided further support of credibility (Creswell & Miller, 2000).

To enhance generalizability, the data was carefully examined to the extent the development of the grounded theory can be applied to other cases. Bearing in mind one of the main principles suggested by Corbin and Strauss (1990) for grounded theory researchers, the researcher did not work alone. This meant that an important part of research was testing concepts and the link between the concepts with colleagues who had experience in the same substantive area. Therefore, as Trumbull (2005) emphasized this was also to avoid subjectivity which emerges as a big concern in qualitative data. Thus, for the elimination of *subjectivity*, that is only the opinions of the researcher, three inter coders who were very familiar with the constructs under examination involved in the analysis of the qualitative data to test for agreement. The coders went through the same processes as the researcher did. They coded all

the data according to a developed scheme by the researcher, and inter-coder reliability was maintained. In order to make sure the level of agreement between the researcher and the inter-raters, Cohen's Kappa (*K*) was applied for each and every qualitative data set. The tables below provide reliability values (see Table 10 and 11).

Table 10

Cohen's Kappa (K) in PSTs' interviews

Source	Phases			
	SE		TP	
PSTs	Prior to	.84	Prior to	.70
	After	.69	After	.86

As can be understood, the PSTs' preparedness to teach was examined both before and after the SE and TP phases. Therefore, for each and every data set, Cohen's Kappa was calculated. As seen, level of agreement between the researcher and the inter-rater in the PSTs' interview data sets changed between .69 and .84. Taking Kline (2011) as a source of reference, level of agreement around .70 can be regarded as *adequate*, and the level around .80 can be suggested as *very good*. Besides, for the CTs' and FAs' interviews, the researcher kept working with coders. The reliability coefficients gained through Cohen's Kappa (*K*) calculations for the FAs' and CTs' interviews are also provided below.

Table 11

Cohen's Kappa (K) in FAs' and CTs' interviews

Evaluation	Source	SE	TP
Prepared to teach	FA	.74	.81
	CT	.73	.72
Not prepared to teach	FA	.73	.73
	CT	.75	*

*No categorization in the data set

As the table presents, from each parties' interviews, two data sets indicating the sources for the PSTs' preparedness and unpreparedness to teach were obtained. Therefore, for both data sets, Cohen's Kappa (*K*) was calculated separately. Kappa coefficient (*K)* value in FAs' and CTs' data sets is mostly observed to be around .70. Taking Kline (2011) as source of reference, it can be suggested that there was an *adequate* level of agreement between the researcher and the inter-raters.

Moreover, as Myers (2000) puts forth, the ultimate aim of qualitative research is to offer a perspective of a situation and provide well-written research reports that reflect the researcher's ability to illustrate or describe the corresponding phenomenon. Thus, as a mixed method study relying on both quantitative and qualitative measure of data, the study resulted in *thick, rich description*, which is also regarded as another procedure for establishing validity (Creswell & Miller, 2000). Keeping in mind that one of the greatest strengths of the qualitative approach is the richness and depth of explorations and descriptions, reaching a thick account of the setting, the participants, and the analysis was the ultimate goal. Thick descriptions created verisimilitude statements producing for the reader the feeling that they can experience, the events being described in the study. Thus, credibility was tried to be established through the lens of the readers who can easily be transported into the setting when they read the study.

Last but not the least, considering some suggestions proposed by Creswell and Miller (2000), validity was tried to be maintained through keeping bias out of the data by reporting only what was observed and told, rather than inferring what was believed to have been told or drawing the researcher's own conclusions. Therefore, as Creswell and Miller (2000) suggested one lens to determine the credibility of the research was the particular lens of the researcher. Known as *prolonged engagement in the field*, engaging in a longitudinal study helped the researcher develop insights whether the data was well-saturated to establish good themes or categories, and how the analysis of the data evolved into a persuasive narrative. For instance,

through repeated interviews, the researcher built trust with participants, found gatekeepers to allow access to people and sites, established rapport so that the participants were comfortable disclosing information, and reciprocate by giving back to people being studied. Being in the field over time solidified evidence as the researcher could check out the data and their hunches and compared interview data with the insights she developed over the course of the whole process.

As a result, although it is not possible to claim that the researcher reached a 100 % accuracy and reliability, the procedures taken towards to establish validity and reliability were believed to increase trustworthiness.

Ethical Considerations

Together with the *many* things having been told about the study, ethical issues were also taken into consideration from very beginning to the end. Howe and Moses (1999) regarded *informed consent* as the most central in ethical principles indicating that it is up to research participants to weigh the risks and benefits associated with participating in a research and up to them to decide to take part. Thus, participants can only attend if they are informed and understand what their participation in the research involves. In this way, Howe and Moses emphasize that *participants' autonomy* is protected.

Keeping participants' autonomy in mind, first and the foremost, the researcher began the job by officially informing the faculty, and asking for permission to enable her to carry out the research at the ELTEP. Only after the faculty permitted the research officially, could the researcher began to study (see Appendix I). Following the official permission, the ELTEP members, who were going to be called faculty advisors later in the study, were informed about the study, and were asked for their consent as their contributions were highly valued for a full account of the research. Being both colleagues and friends to the researcher, and also being aware of the significance of the research, all consented to be of any help to the researcher at

any time and stage in her research. Then, it was time to inform the PSTs in 2014-2015 cohort. At that phase, rather than the researcher, who could create a sense of *"research subject"* on the PSTs, the coordinator who was responsible for field placements within the ELTEP had a meeting with the whole cohort, and asked for their support to the study. In every step participation in the study was completely left to their voluntariness. However, when the pre-service teachers first heard about the study, which was planned to run in their department to see how field experience contributed to their preparedness to teach, there was a personal inclination from most of them to be involved in the study and to see how the process would evolve. They were also very explicitly explained that their participation in the study and performance in the process had no link to their future employment, their graduation, or even the grades they would get in their courses. Therefore, believing that there was no harm to them, either by participation or nonparticipation, most of the PSTs consented to be involved.

Besides the PSTs and the ELTEP members, there was another party whose contribution and participation to the research was quite a lot significant. For this reason, the cooperating teachers who were going to supervise the PSTs throughout the field experience at the placement schools were also informed about the study. Letting them know that there was a research running within the ELTEP with that year's cohort followed a more hierarchical order. Therefore, the first parties informed upon the researcher's visits to the schools were the school managements. They were shown the official permission document obtained from the faculty and were assured that the research had no harm to their teachers, students, and to the schools themselves; rather it was a very "scientific" effort to understand the process the pre-service teachers went through over the course of the field experience which was the stage they came closest to the teaching profession. Having received the managements' consent for the visits to the schools, the researcher was let to have a priori contact with the heads of English language teachers at the schools, informed them upon the visit and her intention to talk to the teachers

upon their evaluations regarding the pre-service teachers' performance in the process. Then, each and every teacher who consented to share his/her thoughts was included in the research sample.

Besides the participants' autonomy, *privacy* is emphasized to stand as another concern in ethical considerations (Howe & Moses, 1999). They regard anonymity (not gathering identity-specific data) and confidentiality (not revealing identity-specific data) as the two vehicles to establish privacy. Therefore, following the initial contacts and meetings with every single party, at every step and incidence when the researcher and the participants met for the implementation of data collection tools and the interviews, they were assured that every bit of data to be obtained from them would definitely be anonymous, that is nothing pertaining to their identity would be obtained. Also, every single thing gathered through the tools would completely and truly be and stay confidential. In other words, no one else would be shared anything in a manner that would cause to reveal their identities. Together with this assurance explicitly stated both through the cover letters in data collection tools and the by the researcher's verbal statements, when reporting the research results, findings, and interpretations, anonymity and confidentiality were strictly regarded. That is code numbers were assigned to everyone included in the research sample, and to the placement schools as well.

Lastly, ensuring that the participants would receive feedback upon the research results stood as another concern to the researcher. For this reason, following the implementation of teaching knowledge tests and scales in school experience phase, the researcher conducted a meeting with the PSTs to share the results, and what the results could suggest about their perceptions of preparedness to teach. In the meeting, the PSTs were also provided with the opportunity to reflect on their own scores on the tests. Thus, the meeting was believed to provide both parties the chance to benefit the research. Besides, PSTs were also informed upon the scores they got through the re-administrations of the tests and scales in the teaching practicum

phase. However, as it was the very end of the term, and the pre-service teachers were very busy with their graduation procedures, assembling them in a meeting seemed almost impossible. Therefore, the test scores, and scale findings were announced through their e-mail accounts. Additionally, faculty advisors who were very open to communicate with the researcher at any time and step of the research were also informed upon how the research was going, and what results gained so far. Through the informal conversations, whenever possible, the faculty advisors were provided with constant feedback upon the research and they also shared their thoughts. The cooperating teachers, with whom the research could only communicate in her visits to the schools, were also provided feedback about the research, and what the researcher could interpret from the situation under the light of the perspectives gained from all the stakeholders in the process. Additionally, the researcher acted like a bridge between the parties, for instance she conveyed the thoughts and evaluations of the cooperating teachers to the faculty coordinator and head of ELTEP, and informed them upon the expectations of the cooperating teachers from the faculty, the PSTs, and the field experience process. Therefore, the research had observable immediate impacts on all parties. This was observed to create the sense that the research was in their favor and there was no harm to them.

As can be seen, the researcher had an intense involvement with all parties involved in and contributed to the study. Thus, by integrating a number of ethical issues into the research process, the researcher explicitly tried to keep any potential bias out of the study. With no doubt every researcher has his or her own particular values and beliefs, but the point is that the researcher was completely aware that collection, analyses, and interpretation of the data had to be as impartial as possible. For this reason, there needed to be explicit ethical considerations to assure the researcher remain as nonjudgmental as possible throughout the research process. As a result, trying to stick to the ethical rules and principles was believed to enable the researcher to conduct the study as accurately as possible.

Chapter Summary

Standing like the backbone of a dissertation study, this chapter devoted to the methodology of the research, and tried to present a complete account of the details pertaining to the study. The questions that the study set out to explore, the design that was drawn to find answers to the research questions were provided. Besides, the research samples who were the providers of the data collected through both quantitative and qualitative measures of data collection were also described in detail. Moreover, the steps taken towards the validity and reliability of the data collection tools and the procedures for data collection were presented. Additionally, trustworthiness in data analysis was also given place to assure the fellow readers upon the credibility and reliability of the analysis. Lastly, ethical considerations which stand as the inseparable components to any research were also addressed.

Chapter Three

Findings

Introduction

In this chapter, following a brief overview of purpose and research questions, findings gathered from the TKTs, scales, and interview forms are provided to answer each and every research question to shed light on senior pre-service English language teachers' preparedness to teach and its sources.

Research Purpose and Questions

As a comprehensive and multifaceted examination towards the preparation of pre-service English language teachers, this study mainly investigated senior pre-service English language teachers' perceptions of preparedness to teach over the course of school experience and teaching practicum (interchangeably FE) phases where they became closer to the teaching profession. As these phases are run by the supervision of stakeholders from the faculty and placement schools, the stakeholders', *faculty advisors' and cooperating teachers'*, evaluations regarding the PSTs' preparedness to teach were also examined. Moreover, as the study aimed to capture the likely change in the PSTs' perceptions regarding their preparedness to teach throughout the field experience process, the TKTs and scales were utilized once at the very beginning and end of the FE. Additionally, to support the data obtained from the PSTs' measurements, both their own and the stakeholders' evaluations were captured over the course of the whole process through one-on-one semi-structured interviews.

Therefore, to make sense of the raw data coming from various data collection sources and tools, this chapter presents the findings revealed through the data analyses to address the following research questions;

1. What are the sources of senior pre-service English language teachers' perceptions of preparedness to teach?

      a. Perceptions of preparedness to teach?

      b. Perceptions of teaching-efficacy?

      c. Teaching knowledge and skills?

      d. Teaching commitment?

      e. Perceptions of conscientiousness as a personality factor?

2. Can GPA have a link to the senior pre-service English language teachers' preparedness to teach? If yes, how strong is the relationship?

3. How do knowledge of students, future colleagues, and workplace climate affect senior pre-service English language teachers' perceptions of preparedness to teach?

      a. Do the senior pre-service English language teachers' perceptions regarding their preparedness to teach change as the school experience continues? If so, how?

      b. Do the senior pre-service English language teachers' perceptions regarding their preparedness to teach change as the teaching practicum continues? If so, how?

4. What are the stakeholders' (faculty advisors' and cooperating teachers') evaluations regarding the senior pre-service English language teachers' preparedness to teach and its likely sources in SE and TP?

      a. Do their evaluations change as the teaching experience continues?

      b. Is there a match between their evaluations regarding senior pre-service English language teachers' preparedness to teach? If so, how and to what extent?

Findings of the Study

In line with the questions, initially, quantitative findings regarding the PSTs' *perceptions of preparedness to teach, perceptions of teaching-efficacy, teaching knowledge and skills, perceptions of teaching commitment,* and *perceptions of conscientiousness as a personality dimension* are presented. As the measures for these sources were utilized twice, findings for the pre and post-tests are provided. Moreover, findings revealed through GPA, as

the potential predictor of the PSTs' preparedness to teach, are also reported to showcase if any link exists between GPA and the PSTs' preparedness to teach, and if so, how strong the relationship is. In addition to the quantitative ones, findings gathered through the qualitative means, one-on-one semi-structured interviews, are also presented to shed light on both the PSTs' perceptions regarding their preparedness to teach, and the FAs' and CTs' evaluations regarding the PSTs' preparedness to teach over the course of the FE, and what lies behind their preparedness to teach.

Therefore, a comprehensive description of the findings provided through descriptive and inferential statistics and qualitative categorizations and themes is supposed to provide the readers with the chance of grasping a multi-perspective understanding towards the preparation of pre-service English language teachers to the profession, and their preparedness to teach. In this sense, this chapter adopts a question by question approach to the presentation of the findings.

Findings of RQ1. *What are the sources of senior pre-service English language teachers' perceptions of preparedness to teach?*

      a. Perceptions of preparedness to teach?

      b. Perceptions of teaching-efficacy?

      c. Teaching knowledge and skills?

      d. Teaching commitment?

      e. Perceptions of conscientiousness as a personality factor?

The data gathered for this broad question include *perceptions of preparedness to teach, perceptions of teaching-efficacy, teaching knowledge and skills, teaching commitment,* and *perceptions of conscientiousness as personality factor*. For the analysis of the PSTs' perceptions of these sources, descriptive analyses such as means and standard deviations were

conducted for each item on the *scales and TKTs.* Besides, overall scale and test means and standard deviations were also calculated to make more sense of the findings.

The findings obtained from each and every source within the first question are presented in detail in the following sub-sections.

Perceptions of preparedness to teach and teaching-efficacy. The PSTs were initially asked to rate their *preparedness to teach and teaching-efficacy* on preparedness to teach and teaching-efficacy scales. Thus, designed as Likert-type scales, the scales included items representing 5 main teaching competency domains namely; *planning and arranging English language teaching processes, developing language skills, monitoring, assessing, and evaluating language development, collaborating with school-family and society,* and *gaining professional development in English language teaching.* A total of 21 items within the 5 domains were used both to obtain the PSTs' perceptions regarding their preparedness to teach and teaching-efficacy. Although the items on both scales were identical, the Likert for preparedness to teach scale ranged from *"very prepared to very unprepared"*, and *"very effective to very ineffective"* for the teaching-efficacy scale. On a pre and post-test design, the two scales were also utilized twice. Means and standard deviations were calculated for each item on both scales, for both measurements, and the results gathered from the analyses are presented below (see Table 12).

Table 12

Item Means and Standard Deviations for Preparedness to Teach and Teaching-efficacy Scales

Preparedness to teach scale				Scale items	Teaching-efficacy scale			
Pre-test		Post-test			Pre-test		Post-test	
M	*SD*	*M*	*SD*		*M*	*SD*	*M*	*SD*
3.82	.78	4.06	.59	**1.** making appropriate plans for English language teaching	3.69	.78	3.99	.63
3.91	.68	4.17	.45	**2.** arranging appropriate learning environments for English language teaching	3.81	.71	4.06	.53
3.92	.75	4.19	.53	**3.** using appropriate methods and techniques for English language teaching	3.80	.74	4.12	.65
4.08	.74	4.16	.57	**4.** using appropriate materials and resources for teaching process	4.01	.65	4.07	.61
4.10	.73	4.17	.72	**5.** using technological resources for language development	4.00	.78	4.04	.80
3.84	.74	4.11	.62	**6.** helping learners develop effective language learning strategies	3.85	.75	4.06	.64
4.13	.65	4.27	.49	**7.** encouraging learners to use English in an accurate and comprehensible way	4.06	.67	4.14	.52
4.00	.75	4.16	.49	**8.** developing learners' listening skills	3.97	.70	4.04	.55
3.88	.85	4.08	.64	**9.** developing learners' speaking skills	3.76	.91	3.95	.72
4.02	.74	4.13	.64	**10.** developing learners' writing skills	3.94	.76	4.04	.69
3.48	1.04	3.77	.88	**11.** making use of teaching practices by considering learners with special education and learning needs	3.36	1.02	3.61	.92

3.62	.81	3.98	.67	**12.** setting objectives for the assessment and evaluation of English language teaching practices	3.52	.83	3.93	.56
3.71	.82	4.04	.55	**13.** using appropriate assessment and evaluation tools and methods for English language teaching	3.65	.83	4.00	.54
3.88	.77	4.14	.50	**14.** interpreting and feeding results of assessment and evaluation back into learners' language development	3.77	.78	4.12	.52
3.76	.81	4.08	.57	**15.** reflecting results of assessment and evaluation on teaching to identify learners' language development	3.65	.75	4.11	.54
4.05	.80	4.05	.71	**16.** collaborating with families for the development of learners' language skills	4.00	.82	4.07	.66
3.88	.87	4.01	.75	**17.** collaborating with institutions, organizations, and individuals to help learners comprehend the importance of foreign language learning	3.80	.84	3.99	.75
3.81	.75	4.14	.70	**18.** identifying professional competencies for English language teaching	3.68	.80	4.09	.66
3.98	.79	4.17	.64	**19.** gaining personal and professional development in English language teaching	3.84	.80	4.08	.64
3.83	.79	3.99	.75	**20.** taking advantage of scientific research methods and techniques to gain professional development	3.75	.85	3.94	.74
3.81	.83	4.01	.75	**21.** applying research results to teaching practices to gain professional development	3.72	.80	3.97	.74

As seen in the table, although there are slight variations, all the items on preparedness to teach scale are observed to increase from pre-test to post-test. A closer to the item-means on the pre-test shows that they range from 3.48 to 4.13. Considering that it is a 5-point Likert scale, the closer the PSTs are to 5.00, the more prepared to teach they are. In this sense, prior to the SE, they can be regarded as moderately prepared to teach. Additionally, the item means on post-test are seen to change between 3.77 and 4.24 which can clearly show the increase from the pre-test to the post. Keeping the increase in mind, the PSTs can be suggested to become fairly prepared to teach in the post. To be more specific, revealing the highest means on both pre-test (M=4.13) and post-test (M=4.27), the PSTs felt most prepared *to encourage learners to use English in an accurate and comprehensible way (see item 7).* On both pre and post-tests (M=4.05), the PSTs felt equally prepared *to collaborate with families for the development of learners' language skills (see item 16).* On the other hand, on both pre-test (M=3.48) and post-test (M=3.77), the PSTs felt least prepared *to make use of teaching practices by considering learners with special education and learning needs (see item 11).*

Besides, a closer look to the findings revealed through the item means and standard deviations of teaching-efficacy scale also reveal a similar picture. In other words, all the means on pre-test are seen to go up on post-test. For instance, while the pre-test item means ranged from 3.36 to 4.06, the post-test means are seen to be between 3.61 and 4.14. Similar to the preparedness to teach scale, the PSTs can be regarded as moderately efficacious before they have been through SE. Having been through the SE, the PSTs are seen to become fairly efficacious. Moreover, on teaching-efficacy scale, the PSTs felt most efficacious *to encourage learners to use English in an accurate and comprehensible way (see item 7)* both on pre-test (M=4.06) and post-test (M=4.14). Contrary to the preparedness scale, there are items that the pre-service teachers perceived equally efficacious. When the item *collaborating with families for the development of learners' language skills (see item 16)* is closely analyzed, it is seen that

the pre-service teachers' efficacy perceptions for this item slightly increased from its pre-test (M=4.00) to the post-test (M=4.07). Additionally, just like they felt on the preparedness to teach scale, the PSTs also felt least efficacious *to make use of teaching practices by considering learners with special education and learning needs (see item 11)* on both the pre-test (M=3.36) and the post-test (M=3.61).

Besides the item means and standard deviations for both scales on both pre and post-tests, the overall scale means and standard deviations were also computed for the pre-test and post-test, and are provided in the table below (see Table 13).

Table 13

Means and Standard Deviations for Pre and Post-tests of Preparedness to teach and Teaching-efficacy Scales

Measurement	Descriptives	Preparedness	Teaching-efficacy
Pre-test	*Mean*	3.89	3.79
	SD	.49	.47
Post-test	*Mean*	4.09	4.02
	SD	.41	.42

Parallel to the item means and standard deviations in each scale and measurement (pre and post-test), the scale means also clearly reveal the increase on both scales from their pre-tests to post-tests. For instance, the scale mean for preparedness to teach increased from 3.89 to 4.09. Similarly, the scale mean for teaching-efficacy went up from 3.79 to 4.02.

Furthermore, a detailed analysis of measures of skewness and kurtosis and also the histograms revealed that the scales had a non-normal distribution on normality tests. Therefore, the results were further analyzed through Wilcoxon signed-rank test to see if the changes on the PSTs' perceptions regarding their preparedness to teach and teaching-efficacy were statistically

significant. The results obtained through the Wilcoxon test are summarized in the table below (see Table 14).

Table 14

Wilcoxon Signed-ranks Test for the Preparedness and Teaching-efficacy Scales

Ranks		N	Mean Rank	Sum of Ranks	z	p
Preparednessposttest Preparednesspretest	Negative Ranks	30[a]	38.02	1140.50	-2.876[b]	.004
	Positive Ranks	54[b]	44.99	2429.50		
	Ties	6[c]				
	Total	90				
Efficacyposttest - Efficacypretest	Negative Ranks	30[d]	37.47	1124.00	-3.084[b]	.002
	Positive Ranks	55[e]	46.02	2531.00		
	Ties	4[f]				
	Total	89				
a. Preparednessposttest < Preparednesspretest						
b. Preparednessposttest > Preparednesspretest						
c. Preparednessposttest = Preparednesspretest						
d. Efficacyposttest < Efficacypretest						
e. Efficacyposttest > Efficacypretest						
f. Efficacyposttest = Efficacypretest						

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

As the results provided through the Wilcoxon signed-rank test show, the increase on the PSTs' perceptions of preparedness to teach (z= -2.876, p= 0.004) and teaching-efficacy (z= -3.084, p= 0.002) from the pre-tests to post-tests are statistically significant. Thus, it can be concluded that over the course of the field experience, in other words from the very beginning of school experience to the very end of the teaching practicum phase, the PSTs developed positive and also higher perceptions regarding their preparedness to teach and teaching-efficacy.

TKTs (Teaching knowledge and skills tests). For the measurement of teaching knowledge and skills, three modules; *language and background to language learning and teaching, lesson planning and use of resources for language teaching, and managing the teaching* and *learning process* were used. Each module was made up of 80 questions carrying 1 point for each. Thus the highest score that could be gained from each TKT was 80 points. The scores that the pre-service teachers gained through each and every single test were calculated. However, as scores based on individual pre-service teacher analysis would not be strong enough to make sense of the whole group, test means, standard deviations, minimum and maximum scores of each test, and test ranges were also calculated (see Table 15).

Table 15

Descriptives for Pre and Post TKTs

Test	Pre-tests			Post-tests		
	TKT1	TKT2	TKT3	PTKT1	PTKT2	PTKT3
N	106			98		
Mean	54.00	50.00	55.00	54.00	42.00	50.00
SD	8.2	8.4	9.7	9.7	15.0	15.00
Minimum	26.00	30.00	26.00	27.00	9.00	14.00
Maximum	69.00	69.00	77.00	80.00	80.00	80.00
Range	43.00	39.00	51.00	53.00	71.00	66.00

As previously stated, the TKTs were conducted twice, once at the beginning of school experience phase, once at the very end of the teaching practicum. Thus, the table presents descriptive values for both the pre-tests and post-tests. For instance, the TKT1 (*language and background to language learning and teaching*) in the pre-test had a mean of 54.00, a standard deviation of 8.2, and a range of 43.00. The second TKT (*lesson planning and use of resources for language teaching)* had also similar values, with a mean of 50.00, a standard deviation of 8.4, and a range of 39.00. Although the TKT3 had a similar mean value (*M*=55.00), with the

maximum score of 77.00 when compared to the other two tests, it (*managing the teaching* and *learning process*) seems to be the one that the pre-service teachers, even relatively, outperformed. As can be seen, the mean values for all tests are very close to each other. Considering that the highest score that could be gained on each test is 80.00, it can be said that the scores changing between 50.00 and 55.00 can suggest that before being through the SE process, the PSTs were just a little bit beyond being moderately knowledgeable and skillful in the tests.

The calculations for the test means, standard deviations, minimum-maximum scores, and ranges of the post-tests showed that there were some differences from the pre-tests to the post-tests. However, as the changes were minor, the scores did not differ greatly. Although there were no big changes observed in mean values, the minimum and maximum scores can tell us something about the changes, even if small, in the post-tests. For instance, although the post-test PTKT1 had the same mean value with its pre-test (*M*=54.00), both the standard deviation (*SD*=9.7), and the range changing between 27 and 80 points could indicate how the pre-service teachers performed differently in the two measurements. Quite surprisingly, the mean values of the other two tests (PTKT2, *M*=42.00 and PTKT3, *M*=50.00) in the post-tests revealed decreases when compared to their pre-test measurements. Besides, the minimum scores (9.00 for the PTKT2 and 14.00 for the PTKT3) revealed through these tests could show the sharp decrease, so enlarges the range (71.00 for the PTKT2 and 66.00 for the TKT3) in the post-tests. In this regard, despite the drops, the scores can suggest that in the post-tests the PSTs were found to be moderately knowledgeable and skillful in their teaching knowledge and skills on the areas that the tests focused.

In addition to these basic calculations, as the test scores of the same group was analyzed, Wilcoxon signed-rank test, the non-parametric analogue to the paired t-test, was also used to compare the pre and post-test TKTs. Thus, it was also to see if any change occurred on their

knowledge and skills before and after the FE. The implementation of the Wilcoxon test was based on the assumption that the distribution of the differences between the two measures (pre and post-tests) is severely non-normally distributed (McDonald, 2014). Similar to the case in preparedness to teach and teaching-efficacy scales, the measures of skewness and kurtosis and the histograms also confirmed the non-normal distribution which seemed hard to be turned into normal-distribution with data cleaning. The findings revealed through the test are summarized below (see Table 16).

Table 16

Wilcoxon Signed-ranks Test for the PSTs' Teaching Knowledge and Skills Before and After the FE

Ranks		N	Mean Rank	Sum of Ranks	*z*	*p*
PTKT1MEAN - TKT1mean	Negative Ranks	52[a]	45.23	2352.00	-.088[b]	.930
	Positive Ranks	44[b]	52.36	2304.00		
	Ties	2[c]				
	Total	98				
PTKT2MEAN - TKT2mean	Negative Ranks	72[d]	50.33	3624.00	-4.490[b]	.000
	Positive Ranks	25[e]	45.16	1129.00		
	Ties	1[f]				
	Total	98				
PTKT3MEAN - TKT3mean	Negative Ranks	58[g]	48.88	2835.00	-2.711[b]	.007
	Positive Ranks	34[h]	42.44	1443.00		
	Ties	6[i]				
	Total	98				

a. PTKT1MEAN < TKT1mean   f. PTKT2MEAN = TKT2mean
b. PTKT1MEAN > TKT1mean   g. PTKT3MEAN < TKT3mean
c. PTKT1MEAN = TKT1mean   h. PTKT3MEAN > TKT3mean
d. PTKT2MEAN < TKT2mean   i. PTKT3MEAN = TKT3mean
e. PTKT2MEAN > TKT2mean

a. Wilcoxon Signed Ranks Test
b. Based on positive ranks.

The results in the table indicate that from their pre-tests to post-tests, the PSTs' teaching knowledge and skills decreased on TKT2 (*lesson planning and use of resources for language*

teaching) (*z*=-4.490, *p*=0.000) and TKT3 *(managing the teaching* and *learning process)* (*z*=-2.711, *p*=0.007). Moreover, the decreases are seen to be statistically significant. On the other hand, no statistically significant difference is observed on the their knowledge and skills on TK1 (*language and background to language learning and teaching*) (*z*=-0.088, *p*=0.930) from its pre-test to post-test. Thus, as seen, despite being expected to increase from pre-tests to post-tests, the measurements in this current study mostly showed decreases. The decreases might have resulted from some contextual factors such as the quality of supervision provided to them by their FAs and CTs, or their personal reasons making them to put "gaining and developing teaching knowledge and skills" as an option rather than a priority. The details and discussion regarding all these possible reasons are dealt with in the next chapter.

Teaching commitment. Another scale that was used to obtain the PSTs' perceptions regarding their preparedness to teach was the teaching commitment scale. Thus, the PSTs were asked to self-report their perceptions with regard to the items included in the teaching commitment scale. Similar to the other two scales mentioned in the previous section, in this 8-item scale, a 5-point Likert ranging from *"very disagree to very agree"* was used. Additionally, similar to what was done for the TKTs and the previous two scales, the teaching commitment scale was also conducted twice. Thus, there are pre and post-test measurements for this scale as well. The very basic item means and standard deviations revealed through the analysis are provided in the table below (see Table 17).

Table 17

Means and Standard Deviations for the Pre-and Post-tests of the Teaching Commitment Scale

Teaching commitment items	Pre-test		Post-test	
	M	*SD*	*M*	*SD*
1. I would take a different job that paid the same.	1.80	.93	1.86	.99
2. I want a career in this vocation.	4.37	.78	4.22	.87
3. If I could do it all over, I would not choose this vocation.	1.89	1.11	2.00	1.20
4. If I had all the money I needed, I would still want to be in this vocation.	3.90	1.11	3.82	1.12
5. I enjoy my vocation too much to give it up.	4.09	.88	3.98	.95
6. This is my ideal vocation for my life work.	4.12	.91	3.97	1.07
7. I've been very disappointed ever since.	1.47	.81	1.55	.91
8. I spend a significant amount of time reading teaching-related journals or books.	3.40	1.02	3.45	1.00

Some items in the scale are reverse (see items 1, 3, and 7). Thus, these items require a reverse reading. For instance, item 7 whose mean value is 1.47 actually indicates that the PSTs have not been disappointed ever since they started studying teaching. Thus the low means indicate (*M*=1.80, *M*=1.89, and *M*=1.47) that the PSTs held positive perceptions as for their commitment on those items. Besides, except one (see item 8), decreases are observed in the rest, including even the reverse ones. However, item 2, *"I want a career in this vocation"*, revealed the highest mean on both pre and post-test. Thus, it was found that the PSTs want to be in "teaching" profession. Item 8 which was found to be the only item with an increasing mean from the pre-test (*M*=3.40) to the post-test (*M*=3.45) suggests that the PSTs *began to perceive that they spent "more" significant amount of time reading teaching-related journals or books* which is actually a good thing indicating that they developed their perceptions with regard to teaching commitment.

In addition to the item means and standard deviations, overall scale means and standard deviations were computed for both the pre-test and the post test of teaching commitment scale. While the overall scale mean in the pre-test was 3.13 with a standard deviation of .28, the post-test mean was 3.11 with a standard deviation of .34. The overall means can suggest that the PSTs were moderately committed to the teaching profession. Thus, the drop from the pre-test to the post test was also observable in the overall scale means. Furthermore, to see if this slight drop was statistically significant, Wilcoxon signed-rank test was performed. The results are summarized in the figure below (see Table 18).

Table 18

Wilcoxon Signed-ranks Test for the Pre and Post Teaching Commitment Scale

Ranks		N	Mean Rank	Sum of Ranks	z	p
Teachingcommitment post - Teachingcommitment pre	Negative Ranks	43[a]	45.81	1970.00		
	Positive Ranks	44[b]	42.23	1858.00	-.238[b]	.812
	Ties	9[c]				
	Total	96				
a. Teachingcommitmentpost < Teachingcommitmentpre						
b. Teachingcommitmentpost > Teachingcommitmentpre						
c. Teachingcommitmentpost = Teachingcommitmentpre						

a. Wilcoxon Signed Ranks Test

b. Based on positive ranks.

As shown in the table, although there was a slight decrease on the PSTs' perceptions of teaching commitment from the very beginning of the school experience to the end of the teaching practicum phase, it was not a statistically significant decrease ($z=$ -.239, $p=$ 0.812) indicating that although their perceptions of teaching commitment lowered, it could not probably made a difference on their emotional attachment to the teaching profession.

Perceptions of conscientiousness as a personality factor. Personality was also regarded as one of the sources for the PSTs' preparedness to teach. Therefore, they were asked to report

their perceptions on a 5-point Likert ranging from *"very disagree to very agree"*. Item means
and standard deviations were calculated and presented in the following table (see Table 19).
Similar to the other three scales, this scale was also utilized twice, therefore the table provides
the pre and post-test means and standard deviations for every single item on the scale.

Table 19

Item Means and Standard Deviations for the Pre and Post-tests of Personality Scale

Conscientiousness items	Pre-test		Post-test	
	M	*SD*	*M*	*SD*
1. I keep my belongings neat and clean.	4.40	.67	4.28	.78
2. I'm pretty good about pacing myself so as to get things done on time.	4.14	.77	4.00	.90
3. I am not a very methodical person.	2.67	1.11	2.64	1.11
4. I try to perform all the tasks assigned to me conscientiously.	4.21	.69	4.19	.89
5. I have a clear set of goals and work toward them in an orderly fashion.	3.99	.83	4.07	.69
6. I waste a lot of time before settling down to work.	2.97	1.19	2.82	1.05
7. I work hard to accomplish my goals.	3.79	.84	3.87	.83
8. When I make a commitment, I can always be counted on to follow through.	4.21	.76	4.29	.63
9. I am a productive person who always gets the job done.	3.91	.86	4.04	.82
10. I never seem to be able to get organized.	1.71	.95	1.86	.99
11. I strive for excellence in everything I do.	3.67	1.02	3.81	.97

As can be seen, there are both increases and decreases from the pre-test to the post-test.
Although there is a slight decrease, on both tests, *keeping belongings neat and clean* (see item
1) revealed the highest mean (Pre-test *M*=4.40, Post-test *M*=4.28). Thus, the PSTs perceived
most conscientious on their ability to be neat and clean. Besides, slight decreases are also
observable on some other items (see items 1, 2, 3, 4, 6, 10). On the other hand, some other items
were seen to increase (see items 5, 7, 8, 9, 11). To be specific, the PSTs perceived least
conscientious on their ability to be a methodical person (item 3). Moreover, item 10, which is
actually reverse, reveals just a little bit decrease indicating that the PSTs perceived themselves

to become less organized from the very beginning of the school experience to the end of teaching practicum phase where they could have had more tasks and responsibilities to accomplish. Therefore, the result might make sense.

Apart from the item means and standard deviations, similar to what was done with the previous three scales, scale mean and standard deviation were also calculated for personality scale, and a very small increase from the pre-test (M=3.61) to the post-test (M=3.62) was found. Furthermore, so as to see if the change is statistically significant, the Wilcoxon signed-rank test, based on the non-normally distributed data, was performed (see Table 20).

Table 20

Wilcoxon Signed-ranks Test for Pre and Post Personality Scale

Ranks		N	Mean Rank	Sum of Ranks	z	p
Conscientiousnesspost - Conscientiousnesspre	Negative Ranks	44[a]	47.78	2102.50	-.826[b]	.409
	Positive Ranks	52[b]	49.11	2553.50		
	Ties	2[c]				
	Total	98				
a. Conscientiousnesspost < Conscientiousnesspre						
b. Conscientiousnesspost > Conscientiousnesspre						
c. Conscientiousnesspost = Conscientiousnesspre						

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

As the results indicate, the slight increase occurring on their perceptions of conscientiousness was not statistically significant (z= -826, p= 0.409) suggesting that their perceptions regarding their conscientiousness, as a trait to best suit teachers' characteristics, did not differ before and after being involved in FE as the closest phase before they enter into the teaching profession.

In a general sense, even without any statistical means, all these findings gained through the pre and post-tests of the scales and TKTs could help us have some idea upon if and how

teaching-efficacy, teaching knowledge and skills, teaching commitment, and personality, as the potential sources, have a relationship to preparedness to teach. Before trying to interpret the likely link between the sources and preparedness to teach, it is better to clarify that because of the severely non-normal data distribution, it was not possible to make a regression analysis, which was going to reveal which of the sources predicted the PSTs' preparedness to teach the most. Therefore, so as to overcome this gap, Spearman rho correlation test was run to see the relationship between preparedness to teach and the pre-test and the post-test measurements of the TKT tests and the scales. The table below shows the correlation coefficients in pre-tests (see Table 21).

Table 21

Correlation coefficients (Spearman's rho) between preparedness to teach and TKTs and scales at the end of SE (N= 95)

	Prepare dness	TKT1	TKT2	TKT3	Teaching -efficacy	Teaching commitme nt	Conscie ntiousn ess
Preparedness							
TKT1	-.148						
TKT2	-.190	.308**					
TKT3	-.029	.366**	.047				
Teaching-efficacy	.822	-.146	-.178	.078			
Teaching commitment	.291**	-.051	-.132	-.108	.251*		
Conscientiousness	.270**	-.031	.072	-.049	.282**	.139	

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

As the table shows, there is a positive and very strong correlation between teaching efficacy and preparedness to teach *rs*=.822. Besides, a positive but weak correlation is also observed between teaching commitment (*rs*=.291, p<.01) and also conscientiousness (*rs*=.270, p<.01) and preparedness to teach. Moreover, the sources are also seen to correlate with each other. For instance, despite being weak, TKT1 is seen to positively correlate with TKT2 and

TKT3 (*rs*=.308, p<.01 and *rs*=.366, p<.01). Last but not the least, teaching-efficacy, which is revealed to have the strongest correlation with preparedness to teach, is also seen to positively correlate with teaching commitment (*rs*=.251, p<.05), and conscientiousness (*rs*=.282, p<.01).

Besides, so as to change if and change occurred from SE to TP, Spearman correlation test was also calculated for the post-test measurements of the TKTs and scales. The following table presents the details (see Table 22).

Table 22

Correlation coefficients (Spearman's rho) between preparedness to teach and TKTs and scales at the end of TP (N= 97)

	Preparedness	PTKT1	PTKT2	PTKT3	Teaching-efficacy	Conscientiousness	Teaching commitment
Preparedness							
PTKT1	.028						
PTKT2	.188	.558**					
PTKT3	.095	.570**	.443**				
Teaching-efficacy	.873**	.021	.139	.103			
Conscientiousness	.384**	-.089	.145	-.140	.300**		
Teaching commitment	.333**	-.202*	-.081	-.152	.358**	.174	

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

Based on the findings, it can be seen that similar to the case in SE, teaching-efficacy has again the strongest positive correlation with preparedness to teach (*rs*=.873, p<.01). Besides, despite being weak, conscientiousness (*rs*=.384, p<.01) and teaching commitment (*rs*=.333, p<.01) are also seen to positively correlate with preparedness to teach. Moreover, the sources are also seen to correlate with each other. For instance, PTKT1 is seen to have moderate positive correlation with PTKT3 (*rs*=.570, p<.01) and PTKT2 (*rs*=.558, p<.01). Besides PTKT2 is also

seen to correlate with PTKT3 (*rs*=.443, p<.01). Furthermore, teaching-efficacy is also seen to correlate with conscientiousness (*rs*=300, p<.01) and teaching commitment (*rs*=.358, p<.01).

As can be seen, in both pre-tests and post-tests, preparedness to teach is seen to consistently correlate with teaching efficacy, teaching commitment, and conscientiousness. The correlation coefficients are also seen to increase suggesting that the relationship between the sources and preparedness to teach became stronger till the PSTs complete the FE. Moreover, the variables, as the potential sources of the PSTs' preparedness to teach are also seen to correlate with each other. Similarly, their correlation coefficients are also seen to increase which could suggest that their likely link that the sources have with the PSTs' preparedness to teach gets stronger. Details pertaining to what the findings can suggest will be dealt with in the next chapter.

Findings of RQ2. *Can GPA have a link to the senior pre-service English language teachers' preparedness to teach? If yes, how strong is the relationship?*

In order to make more sense of the senior pre-service English language teachers' preparedness to teach and its sources, data from a variable, which might have a likely link to preparedness to teach, was obtained from the demographic information items preceding the scales. In this sense, as an evidence and also reflection of the knowledge, skills, and understandings acquired and developed through the faculty education, GPA was thought to be a likely predictor. Therefore, at the very beginning of the scales form, the pre-service teachers were asked to write down their GPA. Then, to see if any link existed between GPA and the PSTs' preparedness to teach, Spearman's rho correlation test was run both for the pre-test and the post-test means of the preparedness scale. Based on the results, in pre-tests which were right before the PSTs began FE, GPA was seen to have a very weak correlation with preparedness to teach (*rs*=.064, *N*=82, *p*<.05). As for the post-test measurements, the correlation between GPA and preparedness was seen to increase (*rs*=.247, *N*=90, *p*<.05). Although the correlation was

still weak, the increase could suggest that as the GPA increased, the PSTs' preparedness to teach did too. Thus, GPA can be concluded as a possible predictor of the PSTs' preparedness to teach.

Findings of RQ3-A. *Do the senior pre-service English language teachers' perceptions regarding their preparedness to teach change as the school experience continues? If so, how?*

To address the concerns lying in this sub-question, the PSTs were interviewed when they were about to finish the school experience phase whereby they spent time in practicum schools generally by observing their cooperating teachers at different levels and groups of teaching. Thus, this phase was to facilitate the PSTs' familiarization with the tasks and responsibilities of the profession as well as the future colleagues, students, and the workplace which were potentially supposed to source their preparedness to teach. In this regard, to elicit their perceptions prior to the SE, the PSTs were purposefully encouraged to reflect on their a priori perceptions regarding their preparedness to teach. In doing so, they were initially asked if they felt prepared to teach at the beginning, and if so how they knew it. Sources that they attached their preparedness to teach were drawn from their answers, and if they were thought to suggest the same issues, they were brought together and linked to an upper category. The findings (categorizations and sources) obtained from the analysis of their evaluations are presented in the table below (see Table 23).

Table 23

Categories Regarding the PSTs' Preparedness to Teach Prior to SE

Perceptions of preparedness to teach prior to SE	Categories	Sources	Participant Codes	Quotes
Prepared to teach	Higher teaching-efficacy perceptions	*Prior teaching experience (teaching friends, family members, voluntary teaching etc.)	PST3, PST4, PST6, PST7, PST8, PST9, PST17	*"I had previous teaching experience, but I still felt lack of experience." PST3 *"I have previous teaching experience which makes me feel confident." PST6
	Intrinsic and altruistic career motivation	*Motivation and enthusiasm to teach	PST1, PST6, PST9, PST17, PST18	*"I had motivation and enthusiasm which made me feel prepared." PST1 *"I want teaching a lot, and I am very motivated."PST6 *"Teaching was a childhood dream. I have always had motivation for teaching. I left my job, and started studying teaching." PST9 *"I have always wanted to become a teacher." PST17 *"I was aware that I was there to observe and learn. I also think that teaching has positive sides."PST18
	Faculty education	*Teaching knowledge and skills *Knowledge of resources for teaching *Self-confidence	PST5, PST7, PST15	*"I think I have teaching awareness." PST5 *" I had already know how to make use of technology in teaching." PST7 *"I thought it was going to be easy." PST15
Not prepared to teach	Untested teaching competencies/efficacy	*Lack of confidence in teaching (due to lack of teaching practice) *Teaching anxiety	PST2, PST10, PST11, PST12, PST14, PST16	*"I had no experience and had no idea of students. Yes, we have learnt lots of things at faculty, but I had concerns for how to teach. But I supposed to teach like our teachers." PST2 *"In the beginning, I was anxious as I thought I cannot teach." PST10 *"I had doubts in the beginning, and I felt anxious."PST11 * "In the beginning, I had concerns if I can teach."PST12 *"In the beginning, I did not feel prepared, and I had concerns about the students and cooperating teacher." PST14 *"In the beginning, I was anxious. Because the faculty education relies on knowledge, but does not provide the PSTs with the chance to practice. The MT was interested and supportive. Thus, I felt confident, when I practiced." PST16

| Lack of teaching commitment | *Insufficient engagement in teaching | PST2, PST13 | *"I had doubts to become a teacher, because I wanted to become a doctor. I even wondered how many people could say that they were prepared. I didn't want that studying teaching to become a waste of time and effort. I thought that I might either get used to or leave." PST2 *"In the beginning, I had no idea about anything. I was not sure of my teaching commitment, or if I can teach in every situation." PST13 |

As the table shows, with regard to their perceptions, the PSTs were thought to be either *prepared to teach or not prepared to teach*. For those who were prepared to teach (*n*=11), three categories were labelled. Among the categories that most of the prepared PSTs (*n*=7) attached their preparedness to teach, the primary reason was *higher teaching-efficacy perceptions* which resulted from their prior teaching experiences as a facilitative source for preparedness to teach. For the PSTs in this category, prior teaching experience was acquired and developed through teaching family members or friends, one-on-one private tutorials, or voluntary teaching at the university's pre-school. Besides, for some other PSTs (*n*=5) feeling prepared to teach, the reason was *intrinsic or altruistic motivation* which enabled them to have *motivation/enthusiasm to teach*. For instance, the PSTs expressed their motivation through such expressions as *"Teaching was a childhood dream. I have always had motivation for teaching. I left my job, and started studying teaching" (PST9)*, or *"I have always wanted to become a teacher" (PST17)*. Another reason for the PSTs' preparedness to teach was *faculty education* which sourced the PSTs' (*n*=3) teaching knowledge and skills, knowledge of resources for language teaching, and self-confidence.

For those who were found to be not prepared to teach (*n*=7), two categories emerged. The first category which was emphasized by the majority of the PSTs (*n*=6) was *untested teaching competencies/efficacy.* For some other PSTs *(n=2) lack of teaching commitment* was also another reason. Within these categories, there were some sources debilitating the PSTs' preparedness to teach. For instance, for PST2 the source was *lack of confidence in teaching* which she mentioned as *"I had no experience and had no idea of students. Yes, we have learnt lots of things at faculty, but I had concerns for how to teach. But I supposed to teach like our teachers"*. Through these sentences, unpreparedness to teach can also be linked to lack of teaching practice which accordingly debilitated the PSTs' teaching efficacy perceptions. Similarly, PST16 also expressed his lack of confidence in teaching stating that *"In the*

beginning, I was anxious. Because the faculty education relies on knowledge, but does not provide the PSTs with the chance to practice". Through his words, it is seen that his teaching anxiety was the result of inadequate teaching practice as a source closely linked to testing one's teaching competencies. The second category for the unprepared PSTs (*n*=2) was *lack of teaching commitment* which was generally perceived as uncertainty to teach or not to teach when they graduate or as an insufficient engagement in teaching resulting from an uncommitted decision to become a teacher.

Following these a priori perceptions regarding the PSTs' preparedness to teach, their perceptions for their preparedness to teach right at that time, at the end of the SE, were also elicited. Similarly, the PSTs were asked if they felt prepared to teach, and if so how they made sense of it. The sources retrieved from their responses were brought together in categories. The categories revealed through their perceptions after SE are provided in the following table (see Table 24).

Table 24

Categories Regarding the PSTs' Preparedness to teach After SE

Perceptions of preparedness to teach after SE	Categories	Sources	Participant Codes	Quotes
Prepared to teach	Sense of fulfilled professional & developmental needs	*Getting guidance, advice, help, feedback, and support from the CT. *CTs' skills to communicate, empathize, and be role-model *CT's skills in building rapport with the PST(s)	PST3, PST6, PST7, PST10, PST14, PST16, PST17	*"CT was very helpful and supportive, and also established good communication with the PSTs. I had positive experiences. If the CT had been negative, then he/she would have had negative influence on my preparedness." PST3 *"CT was collaborative, trustworthy, and tolerant. She also tried to give feedback." PST6 *"The CT had positive attitudes towards them. He/she was always prepared, and aware that she/he needed to his/her job good. Having a good role-model encouraged me to practice. I am now very enthusiastic to go and teach."PST7 *"The CT was very interested, collaborative, tolerant, and approachable. She maintained good communication with us, provided guidance. She had also good communication with the students. She can be taken as a good role-model." PST10 * "Now, I feel better, positive. I learned lots of things from the CT. He/she allowed us to practice. HE/she was very supportive, shared sample exams with them, tried to keep the PSTs involved." PST14 *"The CT prepared the classroom for our teaching, so we felt comfortable. The CT was interested in the PSTs. Provided guidance and feedback." PST16 *"I saw both negative and positive things. I saw the things which I should say no I won't do. I learned how to establish rapport with the students. I became more aware of learner groups. What and how to do when I teach." PST17
	Higher teaching-efficacy perceptions	*Prior teaching experience (teaching friends, family members, voluntary teaching etc.)	PST4, PST6, PST8	*"I was prepared at the beginning, and I am still prepared. No change. I have previous teaching experience and have no concern to get prepared for KPSS. And also having seen that much negativity (an uncooperative, unapproachable CT and disinterested students), I am motivated to say "Yes, I can do better." PST4 "The CT was definitely not a good role-model. He/She had even made mistakes. But behaved nicely to us. My preparedness mainly results from previous teaching experience." PST8
	Increased awareness regarding teaching	*Observing the CT and peers in action *Evaluating and reflecting	PST9, PST16, PST18	*"Thanks to the observations, now I feel more comfortable. I saw the things that I thought were impossible, or the things which needed to be, but did not actually exist." PST9 *"I learned a lot from observations." PST16 *"At the beginning, I was aware that I was there to observe. Now, I see that they are very influential. I have become more critical for everything." PST18

	Emotional attachment to teaching	*Adequate contextual mentoring *Positive workplace culture *Situational features of the mentoring site *Communicating with students and future colleagues	PST2, PST13	*"CT was fine towards the PSTs. We were offered to use the teachers' room. It was good to observe the communication between the teachers. The teachers were friendly towards us." PST2 *"Seeing the school and the class was motivating." PST13
Not prepared to teach	Decreased sense of fulfilled professional & developmental needs	*No guidance, advice, support, supervision, negotiation, feedback *Inadequate developmental mentoring *Lack of consolidation of teaching knowledge and skills	PST1, PST5	*"We were there to be guided, but there was no guidance. The CTs did not even care for us. They had no effort to track us into the profession. We only observed and left. CTs had no contribution on our development." PST1 *"The CT did not provide any support and guidance, but polite towards them. He/she did not seem to strive for learning and development." PST5
	Emotional setback for the sense of career motivation	*Mismatch between expectation from an "idealized" teacher and experiences *Unprofessional behavior(s) of CT	PST1	*"We observed to take the CTs as models, but I do not want to be that type of teacher who is easily getting angry with students or yelling at them." "They were approaching us like "it is ok even if you don't come". We were not even offered to use the teachers' room. We had to wait in front of the class, and chat with the students during breaks. I even lost my motivation and enthusiasm, and saw the type of teacher that I don't want to become." PST1
Somehow prepared to teach	Lower teaching-efficacy perceptions	*Reflection on quality-teaching *Increased awareness on teaching knowledge and skills	PST12, PST15	*"*I saw how not to be a teacher.* The CT seemed to be traditional, and did not even seem to be fully prepared for the classes. She used no extra materials, but only the coursebook. Now I ask; *Theory-practice gap? Will I be able to use what I have learned at faculty*?" PST12 *"At the beginning, I thought that it was going to be easy, but now, I see teaching is a hard job. Some theories do not work in practice. Theory seems easier, but there is much out there (in real classrooms)"
	Sustained career motivation	*Faculty education *Personality	PST11	*"Although I could not have enough experience, I think that faculty education and personality are also influential. I don't hesitate to teach. There might be inadequacies, but it is still fine." PST11
	Increased sense of engagement in teaching	*Lack of knowledge upon teaching roles and responsibilities	PST13	*"At the beginning, I had no idea about anything. When I taught, I felt like the real teacher in the class. Now I feel better, but it is not enough. School experience is too late. It should not be in the senior year. Teaching can best be learned when practiced."

| Increased teacher knowledge | *Contributory teaching practice | PST13 | *"Teaching can best be learned when practiced." |

Through the analysis of the after-SE data, categorically the PSTs were found to be *prepared to teach, not prepared to teach, or somehow prepared to teach*. For those who were prepared to teach (*n*=13), 4 categories, namely *sense of fulfilled professional & developmental needs, higher teaching-efficacy perceptions, increased awareness regarding teaching,* and *emotional attachment to teaching* emerged. Within the categories, the primary reason, for majority of the PSTs feeling prepared to teach (*n*=7), was *sense of fulfilled professional & developmental needs* if the PSTs received feedback, guidance, support, and help from their CTs, and if they were adequately supervised by the CTs who were able to be good role-models both through their professional self as teachers and personal skills to establish and maintain good communication and empathy with the PSTs. PST3's words can clearly shows how important the CTs were; *"CT was helpful and supportive, and also established good communication with the PSTs. I had positive experiences. If the CT had been negative, then he/she would have had negative influence on my preparedness to teach."* PST10 who stated that *"The CT was very interested, collaborative, tolerant, and approachable. She maintained good communication with us, provided guidance. She had also good communication with the students. She can be taken as a good role-model"* also clearly express how significant CTs' manners are to build a communication channel to encourage the PSTs to approach them, establish, and maintain dialogue with them, and ultimately fulfill their developmental needs.

Besides, for some other PSTs (*n*=3) prior teaching experience was a source to their preparedness to teach as it increased their perceptions regarding their *teaching-efficacy*. Similarly, as the PSTs generally spent the SE by observing mostly the CTs and occasionally their peers in action, at the time of the interviews they had already had adequate amount of time to reflect both on the CTs' and peers' teaching practices. Therefore, observing both parties in action, making notes, critically thinking on these parties' teaching practices also sourced the PSTs' preparedness to teach possibly because they learned from their efficient or inefficient

teaching practices. Therefore, for those holding similar thoughts (*n*=3), *increased awareness regarding teaching* was the category facilitating their preparedness to teach. For instance, through the following words, PST9 clearly communicated how her teaching awareness increased; *"Thanks to the observations, now I feel more comfortable. I saw the things that I thought were impossible, or the things which needed to be, but did not actually existed."*

Last but not the least, for some of the PSTs feeling prepared to teach (*n*=2), emotional attachment to teaching was also among the reasons. Lying behind the reason, sources facilitating the PSTs' preparedness to teach were mainly contextual features of the mentoring site such as a positive workplace culture which was strengthened by establishing communication with the students and future colleagues, and adequate mentoring provided by the CTs. For instance, PST2 stated that *"CT was fine towards the PSTs. We were offered to use the teachers' room. It was good to observe the communication between the teachers. The teachers were friendly towards us."* As seen, a practicum school with a humane workplace climate and friendly teachers who are capable of having good communication both with each other and the PSTs has a critical role to create a sense of *emotional attachment to teaching*.

For those who were *not prepared to teach*, *emotional setback for the sense of career motivation and decreased sense of fulfilled professional & developmental needs* were found to be the emerging reasons. For instance, if the PSTs were not provided with guidance, support, feedback for their teaching, or concerns in mind, this meant that they received inadequate or even no developmental mentoring resulting in lack of consolidation of teaching knowledge and skills. In such cases, the reason debilitating the PSTs' preparedness to teach and led them to perceive unprepared to teach was *decreased sense of fulfilled professional & developmental needs* (*n*=2). Additionally, PST1 stated that *"We observed to take the CTs as models, but I do not want to be that type of teacher who is easily getting angry with students or yelling at them."*

In such a case, the CT's unprofessional behavior sourced the PST's unpreparedness by emotionally setting him back.

There were some other PSTs who were found to be *somehow prepared*. For these PSTs, *lower teaching-efficacy perceptions* (*n*=2), *sustained career motivation* (*n*=1)*, assuming the teacher role* (*n*=1)*, increased teacher knowledge* (*n*=1) were the categories. For instance, for some (PST12, PST15) becoming critical of quality-teaching and gaining awareness on teaching knowledge and skills was the reason as they came to know that they held *lower teaching-efficacy perceptions*. For instance, PST12 clearly conveyed how her perceptions on quality-teaching were clarified when she saw a CT who she did not want to be like. She stated that *"I saw how not to be a teacher. The CT seemed to be traditional, and did not even seem to be prepared for the classes. She used no extra materials, but only the coursebook. Now I ask; Theory-practice gap? Will I be able to use what I have learned at faculty?"* Her words have actually some sort of deep criticism inside which showed that through what she saw she came to a point where she questioned her faculty education and what she were taught there, and what she observed as an unqualified teacher causing her to have lower teaching-efficacy perceptions.

Besides, PST11 attached his preparedness to teach to faculty education and also his personality, and stated that even if there might be inadequacies, it is still fine. Thus, this shows that his *career motivation sustained* despite inadequacies. Additionally, for PST13 the sources for her somehow preparedness were seen to be underdeveloped teaching knowledge and skills which accordingly resulted in underdeveloped teaching-efficacy. What she further added showed that feeling like a teacher as she taught was the source to enable her to *increase sense of engagement in teaching*.

In short, a variety of sources are seen to facilitate or debilitate the PSTs' preparedness to teach. This shows that being prepared or perceiving prepared to teach is a matter of multifactorial issue affected by the availability or unavailability of different sources.

As might be inferred from the a priori and a posteriori analyses of the PSTs' preparedness to teach, the PSTs went through some changes affecting their preparedness to teach over the course of the SE phase. Therefore, the change was also tabulated (see Table 25).

Table 25

Changes in the PSTs' Preparedness to Teach over the Course of SE

Change in the PSTs' preparedness to teach over the course of SE	PSTs								
From prepared to prepared	3	4	5	6	7	8	9	17	18
From unprepared to prepared	2	10	14	16					
From unprepared to somehow prepared	11	12	13						
From prepared to somehow prepared	15								
From prepared to unprepared	1								

As the table shows, the great majority of the PSTs were or became to be prepared over the course of SE. There were also some cases which had no change (prepared both prior to and after SE). On the other hand, there were some others ranging from *unprepared to prepared* or *prepared to unprepared.* These cases deserve a closer look to make more sense of the change and the likely reasons sourcing the change.

For instance, PST2 who felt unprepared priori to SE as she had no experience and no idea of students, and also concerns for how to teach, was found to be prepared as she developed emotional attachment to the profession thanks to adequate contextual mentoring in a positive workplace climate. Similarly, PST10 who was unprepared prior to SE as she had teaching anxiety, became prepared to teach thanks to the interested, collaborative, tolerant, and approachable CT who maintained good communication with her, and also role-modelled how to communicate well with the students. Therefore, these sources brought her from unprepared to prepared as they created a *sense of fulfilled professional & developmental needs* in her.

Besides, there were some PSTs whose state of preparedness to teach changed from *unprepared to somehow prepared*. For instance, PST11 who felt anxious as he had doubts in the beginning, became somehow prepared as his *career motivation sustained* even though he knew that there were some inadequacies. Similarly, PST13 who had concerns about her teaching commitment, became somehow prepared as she felt better when she taught indicating that she began to *hold increased sense of engagement in teaching*.

There were also some PSTs whose preparedness to teach seemed to be negatively affected as their state of preparedness to teach changed from *prepared to somehow prepared* (PST15) and *prepared to unprepared to teach* (PST1). PST15, who thought that teaching was going to be easy as he relied on his faculty education, began to think that it is not going to be easy as teaching is actually a hard job where some theories do not work in practice, and there is a lot to learn in practice. This change on his evaluations regarding the teaching profession shows that he *became more aware of teaching knowledge and skills* which accordingly made him be more cautious towards the profession. Last but not the least, PST1, who felt prepared as he had motivation and enthusiasm which enabled him to feel prepared, experienced *emotional setback for the sense of career motivation* as he could not find "the ideal" teacher in his mind. His words can clearly show how he was affected by the CT's unprofessional behaviors such as easily getting angry and yelling at students, or even not offering the PSTs to use the teachers' room. Therefore, although he might have been prepared in terms of his teaching knowledge and skills, on emotional level, he became to feel unprepared to teach.

As might be seen, although being or feeling prepared is a personal issue, experiences that the PSTs underwent over the course of the process created changes on their preparedness to teach. This shows us the critical role played by significant others such as the CTs, and their mentoring skills, workplace climate which can easily affect the PSTs' perceptions regarding

their preparedness to teach. Therefore, it can be concluded that preparedness to teach is a dynamic state which is prone to change over the course of the PSTs' preparation in FE.

Findings of RQ3-B. *Do the senior pre-service English language teachers' perceptions regarding their preparedness to teach change as the teaching practicum continues? If so, how?*

The PSTs were interviewed once again when they were about to complete the TP phase. In other words, it was the end of the entire FE process. Therefore, the PSTs were now closest to the profession, and were supposed to become more critical and mature to make a thorough evaluation of their experiences at practicum schools, and if and how they were prepared to teach. Similar to the SE interviews, initially the PSTs' evaluations regarding their preparedness to teach right at the very beginning of the TP phase were also aimed to be captured. For this reason, they were purposefully prompted with some questions asking them to reflect back. Also, the PSTs were initially asked if they were prepared to teach, and if so how. The findings gathered through these evaluations of their pre-TP state of preparedness to teach are provided in the following table (see Table 26).

Table 26

Categories Regarding the PSTs' Preparedness to Teach Prior to TP

Perceptions of Preparedness to teach prior to TP	Categories	Sources	Participant Codes	Quotes
Prepared to teach	Teaching commitment	*Career motivation *Satisfaction *Enthusiasm *Regular attendance *Getting prepared *Devoting time *Passion for teaching	PST5, PST6, PST10, PST12	*"Yes, I was, I've attended regularly to TP. I am happy to become a teacher." PST5 *"I was prepared, and I thought that becoming teacher was the right decision, and I would be successful." PST10 *"I was pretty much regular from the very beginning (meant SE). I was always prepared. I think I devoted adequate amount of time." PST12
	Higher perceptions of teaching-efficacy	*Prior teaching experience	PST7, PST8	"I was prepared as I had already had previous teaching experience"
	Personality	*Personal characteristics (responsible, hardworking, caring etc.)	PST2	*"Yes, I was. I have confidence in my personality." PST2
	Faculty education	*Teaching competencies *Feeling efficacious	PST3	*"I was prepared. I thought teaching is an easy job, and I could teach what I've learnt at faculty." PST3
Not prepared to teach	Lack of confidence in teaching	*Teaching anxiety *Inadequate teaching knowledge and skills *Un/under developed teaching competencies *Lack of teaching practice	PST1, PST4, PST11	*"Prior to TP, I was easily getting anxious when I took the stage, and I also wondered if I could teach". PST1 *"In the beginning, I had no idea how the process would be. I was even not able to give simple classroom instructions. "PST4 *"I was scared in the beginning. When I first taught, I could not keep the class silent, and was going to give up, and question my decision to become a teacher." PST11
Somehow prepared to teach	Lower perceptions of teaching-efficacy	*Un/under developed teaching competencies *Lack of teaching practice	PST9	*"Yes, I was prepared, but I was wondering what I was going to do when I come up with real students in a real class. I began to calm down in time." PST9

As the table shows, prior to TP reflections revealed that, most of the PSTs were *prepared to teach* (*n*=8). Some others were *not prepared to teach* (*n*=3), and only one was *somehow prepared to teach.* For most of those who were found to be prepared to teach (*n*=4), the main category facilitating their preparedness to teach was *teaching commitment*. It was followed by *higher perceptions of teaching-efficacy* (*n*=2), *personality* (*n*=1), *faculty education* (*n*=1). For instance, for most of them (PST5, PST6, PST10, PST12) *teaching commitment* was the reason within which career motivation, enthusiasm, regular attention to TP, and devoting time to get prepared were the sources facilitating their preparedness to teach. For instance, PST10 stated that *"I was prepared, and I thought that becoming a teacher was the right decision, and I would be successful."* In his case, arriving at the conclusion that teaching was the right decision shows that he sustained his teaching commitment from the very beginning. Similar to the PSTs in SE interviews, for those who stated that they felt prepared as they had prior teaching experience, the category was higher perceptions of teaching-efficacy.

Besides, PST2 who stated that he had confidence in his *personality* relied on his personal characteristics such as being responsible and caring which can be regarded as the key characteristics in teaching profession. Besides, PST3 who thought that teaching is an easy job, and he could teach what he had learnt at faculty actually implied that teaching knowledge and skills which he acquired through the *faculty education* encouraged his teaching-efficacy perceptions.

There were some other PSTs who were found to be *not prepared to teach* as they had *lack of confidence in teaching* (PST1, PST4, PST11). For instance, PST1 expressed that *"Prior to TP, I was easily getting anxious when I took the stage, and I also wondered if I could teach"*. Through her words, it is clearly evident that teaching anxiety and knowledge and skills which are inadequate or underdeveloped were the sources to her lack of confidence in teaching. Similarly, for others in this category, the sources were not being able to keep the class silent,

which actually referred to the PST's classroom management skills, or not being able to give simple classroom instructions which is also a key skill in teaching.

Contrary to the SE interviews where the PSTs were found to be either prepared or unprepared to teach at the beginning, in these prior to TP interviews, there was a PST who was found to be *somehow prepared to teach* resulting from her lower perceptions of teaching efficacy. PST0 put forth that "*Yes, I was prepared, but I was wondering what I was going to do when I come up with real students in a real class. I began to calm down in time.*" As seen, her concerns in wondering how she was going to survive stemmed from lack of teaching practice causing her to have some sort of not developed or underdeveloped competencies preventing her to feel competent enough.

As can be seen, there were various categories either positively or negatively sourcing the PSTs' preparedness to teach. Also, the ones sourcing the PSTs' preparedness to teach are seen to be more varied ranging from personality to higher teaching-efficacy perceptions than the ones negatively sourcing such as lack of confidence or lower teaching-efficacy perceptions.

Besides the questions asking the PSTs to reflect back on their preparedness to teach prior to TP, the TP interviews also included some other questions seeking the PSTs' end of TP evaluations regarding their preparedness to teach. The findings revealed through the analysis of the interviews are presented in the table below (Table 27).

Table 27

Categories Regarding the PSTs' Preparedness to Teacher after TP

Perceptions of Preparedness to teach after TP	Categories	Sources	Participant Codes	Quotes
Prepared to teach	Increased sense of fulfilled professional & developmental needs	*Collaborative, supportive CT *Receiving guidance and feedback *Adequate developmental mentoring *Frequent teaching practice *CTs' skills in role modelling	PST7, PST8, PST10, PST12	*"I've become more prepared especially in the TP. The CT was very collaborative, supportive. I practiced teaching 3 times, and she provided feedback in each time. Thus, I had the chance to know the students better. The frequency of practice brought me closer to the teaching profession " PST7 *"The CT was very collaborative. She checked the lesson plan, gave feedback, and warned me about the students' differences before I taught." PST8 *"The CT was very approachable, humanistic, and easy to communicate. She continuously gave feedback to us, helped in lesson planning, and also provided us with materials. She had also good communication with the students. She taught in English; almost no Turkish. Therefore, TP and experience made a difference." PST10 *"Both CTs (in SE and TP phases) were very interested, supportive, and approachable. They established good dialogues with us, and also guided and supervised well. They informed us about the program, students especially for the ones having negative behaviors. They let us take responsibility, thus we had opportunity to interact with the students, to learn how to fix lesson plans and to give instructions appropriate to their level. I became more self-confident. I feel lucky." PST12
	Increased confidence in professional self	*Tested teaching competencies *Feeling efficacious or somehow efficacious	PST1, PST9	*"I've had opportunity to practice teaching techniques, and to see that I could establish interaction with the students. I felt happy, when they called me "teacher". Now, I can keep calmer, keep up with the lesson plan or mental plan in mind. Therefore, I think my teaching skills have developed. After the TP, I have seen that teaching is not that much difficult. I feel confident now." PST1 *"I feel pretty much prepared. Previously, I have not had an adequate idea of teaching in a school. But now, I have practice and know how it is. I've become closer to the students, and learnt more about them, especially problematic ones. Now, I have more confidence especially for classroom management." PST9

	Decreased sense of teaching anxiety	*Diminished anxiety, hesitation *Emotional control	PST1, PST4	*"My anxiety and hesitation diminished as I practiced. I am confident now. I learnt how to give simple, clear classroom instructions, checking them, maintaining eye-contact, monitoring the class, using the class space effectively. I could not do these in the beginning." PST4
Not prepared to teach	Lack of teaching commitment	*Inadequate teaching practice *Un or underdeveloped teaching competencies (such time management) *Inadequate emotional attachment to teaching	PST6	*"TP affected my preparedness, but neither negative nor positive. Microteachings and presentations at faculty are too artificial. Thus, it is hard to practice what we've learned here in TP schools. For instance, I thought that I could keep the students tracked longer, but saw it is not possible. I had also problems in managing the time, but I had no chance to adequately practice. I am also not sure If I am going to teach. But I am sure it definitely not in MoNE" PST6
Somehow prepared to teach	Sense of inadequate preparedness (caused by CTs' lack of know-how to communicate their teaching knowledge and experiences to PSTs)	*Inadequate engagement in professional learning *Limited interaction/dialogue with students *Limited supervision, guidance, feedback *Limited teaching practice *Limited satisfaction of teaching-efficacy *Mismatch between faculty training and teaching in schools	PST2, PST3, PST5, PST11	*"I cannot say I am 100% prepared, but I will be in time. I could only teach once. I've learnt more about students, realized the mistakes I did. I had problems in classroom management, and also could have used the board and materials effectively. This might have resulted from lack of communication with the CT. They should involve Psts more into the job. They need to be more interactive, and need to supervise more. It is not working effectively this way." PST2 *"I only taught once, saw what was missing, learnt how to approach students, and became more aware of their individual differences. Also although I had had previous teaching experience, I did not feel a complete sense of satisfaction. I think there is still a lot to learn. There needs to be more time for practice. The CTs did not allow us to practice, and I experienced the shock "weren't we going to teach? CTs need be more active and supervise more. " PST3 *"Yes, I've learnt lots of things, and seen what I cannot do, but there is more to do. Only content knowledge is not enough. I've had difficulty in finding exercises matching to the students' level. I also need to learn how to give simple classroom instruction." PST5 *Yes, I am prepared, but not completely. We've learnt many things at faculty, we've learnt how to teach, but have not taught, or have not put them into practice, so we don't know how to teach. We have lack of practice. When I taught in TP school, I realized how teaching in a school was completely different. I began to learn better what students want, learnt more about learners, what to do with a specific age group" PST11

Besides being end of TP evaluations, the categories presented in the table above might actually suggest us a lot to cover the entire FE process. Therefore, they might make more sense holistically. In a general sense, and also similar to the other interview findings, the PSTs are categorized as *prepared, not prepared, and somehow prepared to teach*. For those who were found to be *prepared to teach*, the main category was *increased sense of developmental needs* (*n=4*). Some other categories facilitating their preparedness to teach were *increased confidence in professional self* (*n=2*)*, decreased sense of teaching anxiety* (*n=2*). Most of other PSTs, who were prepared to teach (PST7, PST8, PST10, PST12), relied on an *increased sense of fulfilled professional & developmental needs* as they were supervised by collaborative and supportive CTs who provided them with guidance and feedback, and adequate developmental mentoring as they also role-modelled quality-teaching practice. For instance PST10 stated that *"The CT was very collaborative, humanistic, and easy to communicate. She continuously gave feedback to us, helped in lesson planning, and also provided us with materials. She had also good communication with the students. She taught in English; almost no Turkish. Therefore, TP and experience made a difference."* Not surprisingly, for every single PST in the category, CTs' support, guidance, feedback, and also professional manner to be good role-model were the primary source to their preparedness to teach.

Besides, PST1 who had the opportunity to practice teaching saw that she could establish interaction with the students, and also could follow the lesson plan. Thus, she felt *more confident* as she tested her teaching competencies which enabled her to feel efficacious. Also, PST4 stated that *"My anxiety and hesitation diminished as I practiced. I am confident now. I learnt how to give simple, clear classroom instructions, checking them, maintaining eye-contact, monitoring the class, using the class space effectively. I could not do these in the beginning."* Through her words, it can clearly be understood how her teaching skills improved and accordingly created a *decreased sense of teaching anxiety*.

For those who were somehow prepared to teach (PST2, PST3, PST5, PST11), *sense of inadequate preparedness* which mainly resulted from inadequate engagement in professional learning or limited guidance, supervision, and feedback provided by the CTs, was the category. This was actually just the vice versa case for those who felt prepared as they felt a sense of fulfilled developmental needs. Lack of inadequate mentoring can clearly be seen through what PST3 stated; *"I only taught once, saw what was missing, learnt how to approach students, and became more aware of their individual differences. Also although I had had previous teaching experience, I did not feel a complete sense of satisfaction. I think there is still a lot to learn. There needs to be more time for practice. The CTs did not allow us to practice, and I experienced the shock "weren't we going to teach? CTs need be more active and supervise more."* As he clearly conveyed, the CTs' approach towards the PSTs had a critical role to prepare PSTs. If the CTs had a supportive manner to facilitate the PSTs' development by providing them with guidance and opportunities to practice teaching, then the PSTs could more easily establish dialogue with them to take the advantage of the CTs' experience and knowledge. However, if it was vice versa, then the case in PST3's words occurred.

As it was the end of the entire FE process which is supposed to facilitate the PSTs' perceptions of preparedness to teach, those who were not prepared to teach were very few. Therefore, there was only one PST (PST6) who was found to be *not prepared to teach* which mainly resulted from *lack of teaching commitment* as he was unsure of his commitment to teach or not to teach. Thus, as can be seen, being fully equipped with teaching knowledge and skills might not be enough if PSTs do not possess teaching commitment which is key both to enable PSTs to be emotionally attached to and to stay in the profession.

As can be concluded, as end of the entire FE process, the PSTs can generally be observed to feel either prepared or somehow prepared to teach which were facilitated by various sources such as the CTs' collaborative and trustworthy manner providing the PSTs with adequate

amount of developmental opportunities to facilitate their preparedness to teach or just the opposite such as inadequate engagement in professional learning resulted from the CTs' uncollaborative approaches towards the PSTs.

Similar to the case in prior to and after SE, the PSTs went through some changes from the beginning to the end of TP with regard to their preparedness to teach. Therefore, the change was also tabulated (see Table 28).

Table 28

Changes in the PSTs' Preparedness to Teach Over the Course of TP

Change in the PSTs' preparedness to teach over the course of TP	PSTs			
From prepared to prepared	7	8	10	12
From prepared to somehow prepared	2	3	5	
From unprepared to prepared	1	4		
From unprepared to somehow prepared	11			
From somehow prepared to prepared	9			
From prepared to unprepared	6			

As the table shows, similar to the case in over SE, most of the PSTs were prepared or became to be prepared over the course of TP. Also, for most of the PSTs, there was no change. They were prepared both prior to and after TP. The reason lying behind no change was linked to increased sense of fulfilled professional & developmental needs suggesting that all through the TP they kept having the chance to be supervised by supportive CTs who were able to provide them with guidance, feedback, and quality supervision, and who were also approachable and open to communicate which encouraged the PSTs to more easily find answers to the teaching related concerns in their mind.

On the other hand, for those who were prepared to teach prior to TP, the change was towards either somehow prepared to teach (PSTs 2, 3, 5) or unprepared to teach (PST 6). A closer look showed that, the reason for feeling somehow prepared to teach was sense of inadequate preparedness which was thought to result from the CTs' lack of know-how to communicate their experiences and teaching knowledge and skills to the PSTs. For this reason, the PSTs who ultimately felt that they had inadequate engagement in professional learning resulting from such factors as limited supervision, guidance, support, teaching practice, and interaction with students came to feel somehow prepared to teach at the end. On the other hand for PST 6 who was prepared prior to TP but came to feel unprepared, the source was lack of teaching commitment which was also seen to have a link to untested teaching competencies which led to some sort of uncertainty in the PST to teach or not to teach.

Besides, for some other PSTs, there was a positive shift in their preparedness to teach from unprepared to prepared (PSTs 1 and 4), unprepared to somehow prepared (PST 11), and somehow prepared to prepared (PST 9). A detailed analysis of the change in their perceptions revealed that PSTs 1 and 4 perceived less or even no teaching anxiety as they got rid of their hesitation and learned to control their emotions when they taught. For PST11 who became to somehow prepared still thought that she did not have adequate amount of teaching practice despite she had learnt a lot through practicing during the TP. Thus, she thought there was still a lot to learn. Lastly, for PST 9 who became from somehow prepared to prepared developed more confidence in her professional self as she had opportunities to test her teaching competencies thus to develop teaching-efficacy.

As can be seen, the process was not without changes. Besides, as can be inferred both from the sources and the PSTs' verbatim data, the change was determined by various factors. Therefore, if the experiences and learning through the TP were contributory, then the change in their perceptions and also the ultimate state of preparedness was affected positively. However,

if the vice versa, then the change and the ultimate perception regarding preparedness to teach was negative. As a result, so as to create a positive perception in the PSTs regarding their preparedness to teach, the CTs had significant roles and responsibilities to enable the PSTs to benefit as much as possible. Otherwise, even those who felt prepared to teach at the very beginning may lose their teaching commitment, thus can result in feeling or being unprepared to teach.

Findings of RQ4: *What are the stakeholders' (faculty advisors' and cooperating teachers') evaluations regarding the senior pre-service English language teachers' preparedness to teach and its likely sources in SE and TP?*

As the stakeholders responsible for the PSTs' supervision over the entire FE process, the CTs at practicum schools and FAs from the ELTEP were initially interviewed to capture if they thought the PSTs were prepared to teach, and if so, what sources facilitated their preparedness to teach. In this sense, this section brings both parties' evaluations together.

Firstly, the categories revealed through the CTs' evaluations regarding the PSTs' preparedness to teach are presented (see Table 29).

Table 29

CTs' Evaluations Regarding the PSTs' Preparedness to Teach over SE

Categories	Sources	Codes
Personal characteristics	*Empathetic	*CT3
	*Responsible	*CT3, CT7, CT10
	*Self-confident	*CT3, CT8, CT9, CT10, CT13
	*Good at communication	*CT3, CT4, CT5, CT7, CT9, CT15
	*Open to learning	*CT5, CT7, CT9, CT13
	*Autonomous	*CT8
	*Personal characteristics (good will, friendliness)	*CT4, CT11, CT12,
	*Mental maturity	*CT13
Career motivation	*Motivation to practice	*CT3
	*Motivation to receive feedback from the CT	*CT3

	*Motivation to spend time with students & in teaching	*CT4
	*Motivation to serve the society	*CT4
	*Willingness to take responsibility	*CT4
	*Willingness to teach	*CT6, CT8, CT10, CT11, CT13, CT15
	*Enthusiasm	*CT6, CT7, CT9, CT10
	*Communication with the students	*CT4, CT9, CT15,
	*Interest and determination	*CT11
Fulfilled professional & developmental needs	*Communication with CTs	*CT4
	*Time spent with CTs	*CT5
	*Continuous dialogue with CTs (e.g. asking questions)	*CT13
	*After-teaching evaluations	*CT10
	*Feedback from CT	*CT10
	*Being open to be supervised	*CT10
	*Encouragement and reinforcement from the CT	*CT11, CT14
	*Guidance from the CT	*CT14
Assuming teacher identity	*Became aware that they need to be prepared	*CT3
	*Saw the difference between theory and practice	*CT10
	*Moved from depending too much on theory	*CT10
	*Gained awareness for the routines in-class	*CT10
	*Gained teaching awareness; what to do in class	*CT14
	*Became better in establishing dialogue with CTs and students in time	*CT10
	*Critical thinking, questioning "how to teach"	*CT6
Faculty education	*Teacher knowledge bases (content, pedagogical content etc.)	*CT2, CT3, CT5, CT8
	*Materials preparation and use	*CT8, CT14
	*Presentations at faculty	*CT14
Appropriate professional behavior	*Appropriate dressing	*CT3, CT6, CT8, CT11,
	*Good teaching behaviors (e.g. how to communicate with students, distance etc.)	*CT13
	*Respect towards the school routines	*CT13
Observations	*Observing CTs	*CT3

	*Faculty teachers and CTs as role models	*CT4, CT6, CT14
Teaching confidence	*Less anxiety, hesitation compared to the beginning	*CT3, CT4, CT14
	*More confident in time	*CT5
Improvement in teaching knowledge and skills	*Increased their knowledge of methods and techniques	*CT3
	*Became more knowledgeable about how to make use of technology	*CT4
	*Became more skillful in using materials	*CT4
Adaptation to the workplace	*Got used to the workplace (e.g. students' noise and questions)	*CT3, CT4, CT7
Increased professional dialogue with peers	*Positive interaction and dialogue among the PSTs	*CT8

As the table shows, there are a variety of sources that the CTs thought to facilitate the PSTs' preparedness to teach while they were being involved in SE in practicum schools. First and foremost, for a great majority of the CTs (*n*=24) the most frequent reason was the PSTs' *personal characteristics*. Within the category, personality traits such as being empathetic, responsible, confident, or open to learning were seen to be some of the basic sources. Moreover, the PSTs' skills in establishing good communication were seen to be the most frequent source within the category. Additionally, despite being mentioned only once, the PSTs' mental maturity was also thought to be a facilitator to their preparedness to teach.

Besides, the PSTs' *career motivation* which the CTs linked to their enthusiasm, interest, and willingness to teach which was thought by most of the CTs (*n*=19) as an indicator of their preparedness to teach. The CTs also observed the PSTs establishing good communication with the students and CTs which were also seen as a reflection for their willingness to take responsibility and serve the society.

Additionally, *fulfilled developmental needs* were among the prevalent categories that the CTs (*n*=9) thought to source the PSTs' preparedness to teach. In this regard, the CTs linked the PSTs' preparedness to teach to such sources as time spent through communication with the CTs, generally either for asking questions to find answers to the concerns in the PSTs' mind or as part of after-teaching evaluations. Complementarily, the CTs also thought that reinforcement, encouragement, and guidance that the PSTs received from them also sourced their preparedness to teach. Besides, the PSTs' openness to supervision was also thought to be an indicator of being open to professional and developmental learning, and also as an issue that eased to fulfill their developmental needs by the CTs.

The CTs' (*n*=7) evaluations also enabled the researcher to come up with another significant category which suggested that the PSTs began to be more into the profession. Considering that the FE is there in the TE curriculum to bring the PSTs closer to the profession, for the PSTs to *assume teacher identity* even at that SE phase makes quite a lot sense. The CTs had some concrete evidence supporting how the PSTs assumed their identity as future teachers. For instance, for CT10, as the PSTs began to gain awareness on the routines in class, they became to see the difference between theory and practice, thus began to move from depending too much on theory. Keeping in mind that it was the SE phase whereby the PSTs were not normally and officially expected to teach, for the PSTs to realize that theory and practice are not the same can suggest the intellectual improvement that they gained even within this short time. Therefore, assuming or at least beginning to assume their identity as future teachers is a significant source for their preparedness to teach. Another source that deserves closer attention was put forth by CT6 as she thought that the PSTs were critical thinkers as they began to question how to teach. Being an indicator of reflection which is an internal and intellectual process in mind, questioning how to teach can also be regarded as a significant source for

preparedness to teach as it is vitally important in enabling the PSTs to create their own ways of teaching.

Similarly, for some other CTs (*n*=7), being equipped with content and pedagogical content knowledge, knowledge of materials preparation and use were reflections of the *faculty education* which strengthened the PSTs' preparedness to teach. Besides, for CT14, presentations that the PSTs made as part of their faculty coursework tasks were also facilitators of their preparedness to teach. Right at that point, there is a need to clarify that what the CT meant was not micro-teachings but the presentations which were assigned by some of the faculty teachers as tasks.

Moreover, as a possible extension of assuming teacher identity, the CTs' (*n*=6) observations with regard to the PSTs' *appropriate professional behaviors* also enabled them to think that they were prepared to teach. As part of appropriate professional behaviors, the CTs emphasized that the PSTs dressed appropriately, had good teaching behaviors such as know-how to communicate with the students and maintain distance with them. The PSTs were also observed to be respectful towards the school routines such as being ready in the weekly opening ceremony on Monday mornings and closing ceremony on Friday afternoon.

For some other *CTs (n=4), observations* were also another reason which resulted from taking the CTs and faculty teachers as role-models. Therefore, this suggests that the PSTs possibly internally processed what they saw in the CTs' and faculty teachers' teachings, and drew conclusions and gained insights from how they taught, and they themselves can and should teach.

Furthermore, the CTs (*n*= 4) also thought that the PSTs became prepared to teach as they *developed teaching confidence* in time. In this regard, the CTs stated that the PSTs became less anxious and hesitant in time possibly because they became more confident, or just the opposite. Therefore, increase in one seems to decrease the other.

As a possible result of the previous category, for some CTs (*n*=3), the PSTs also developed professionally as their knowledge of teaching methods and techniques improved. Their knowledge to make use of technology in teaching was also evaluated to increase. Last but not the least, the PSTs were also observed to become more skillful in making use of teaching materials. Therefore, all these issues suggested that the PSTs' preparedness to teach facilitated through the *improvements in teaching knowledge and skills*.

Some other CTs, (*n*=3) also observed that the PSTs got used to the workplace in time as they became more tolerant toward the students' noise in school and their questions. Therefore, the researcher also concluded that *adaptation to the workplace* was among the facilitators of the PSTs' preparedness to teach.

Last but not least, despite rarely mentioned (*n*=1), CTs' observations with regard to the PSTs' interaction and collaborative dialogue with their peers to share experiences and to find answers to the concerns in their minds enabled the researcher to conclude that *increased professional dialog with peers* also facilitated the PSTs' preparedness to teach. Last but not the least,

In short, as the categories suggest, the CTs linked the PSTs' preparedness to teach to a variety of sources. In this regard, the depth in the sources can indicate that being prepared is a multidimensional construct. Therefore, both inner sources such as personality characteristics, career motivations, teaching confidence, and assuming teaching as an identity and outer sources such as the quality of education received at faculty, quality-supervision provided by the CTs to fulfill the PSTs' developmental needs, interactive learning atmosphere with peers, and quality-teaching practices observed through the CTs' teachings at practicum schools are all vitally important to produce well-prepared teachers.

In addition to the categories which the researcher came up with through the CTs' evaluations of the PSTs' preparedness to teach, their evaluations also included some organic

data emerging as the indicator of the sources which were seen to debilitate the PSTs'

preparedness to teach. These sources were also categorized and are presented in the following

table (see Table 30).

Table 30

CTs' Evaluations Regarding the PSTs' Unpreparedness to Teach over SE

Categories	Sources	Codes
Learning through teaching	*Teaching through living	*CT4
	*Incomplete preparedness anytime	*CT5
	*Learning in time	*CT5
	*Being fine in time	*CT6
	*Gaining practice in time; familiarization to the workplace	*CT14
Lack of career motivation	*Less motivation, eagerness, determination when compared to previous years	*CT1
	*Less intrinsic motivation	*CT1, CT2
	*Irregular attendance	*CT15
	*Less involvement in teaching	*CT15
Lower teaching-efficacy	*Too artificial presentations at faculty	*CT1
	*Lack of know-how teaching routines (such as taking guards)	*CT1
	*Problems in classroom management	*CT11
	*Problems in board work and use	*CT12
	*Mistakes in teaching (esp. in grammar teaching)	*CT12
Lack of teaching commitment	*Different concerns (e.g. KPSS anxiety, future concerns)	*CT1, CT2, CT3, CT7, CT10
Lack of teaching awareness	*Incomplete awareness regarding SE	*CT2
	*Misperceptions towards SE (like any university course)	*CT2
	*Attitudinal conflict	*CT2
Mismatch between faculty education and teaching in PSs	*Lack of cohesion between faculty and placement schools	*CT3, CT9

As the table shows, the variety in the categories found to debilitate the PSTs' preparedness to teach also deserves closer look. First and foremost, the primary category being frequently emphasized was *learning through teaching*. In this category, the CTs (*n*=5) were in favor of the role and significance of practicing teaching to learn teaching. Therefore, no matter how prepared or unprepared the PSTs were, the CTs (CT4, CT5, CT6, CT14) thought that they will learn and thus be fine in time. For instance, CT5 stated that *"They cannot completely be prepared anytime. Faculty education is never enough. They will learn in time."*

Another issue that the CTs' (*n*=5) mentioned suggested *lack of career motivation*. Comparing the PSTs with those in previous years, some of the CTs (CT1, CT2, CT15) thought that PSTs coming to the practicum schools in recent years have seemed to be less motivated, eager, and determined. Additionally, the PSTs were observed to be less regular in attending the SE, and less involved in teaching tasks and responsibilities in practicum schools. These sources caused the CTs to think that there was some sort of decrease in PTSs' teaching motivation.

Some other CTs' (*n*=5) evaluations suggested lower teaching-efficacy (CT1, CT11 and CT12). The PSTs were not prepared to teach as they had *problems in their teaching knowledge and skills*. Problems in classroom management, board work and use were stated to be the issues that the PTSs were challenged through. For instance, CT12 stated that *"They even made mistakes when they taught grammar. They have also problems with board use and work. There needs to be more practice and experience."* Actually what she stated is important as attaching the problems to lack of practice and experience suggested the researcher that they are reflections of untested teaching competencies which thus suggested that they resulted from *lower teaching-efficacy*. Complementary to what CT12 stated, CT1 also criticized that *"The presentations at the faculty are too artificial. We try to help them see as many things as possible from guards to observations when students are playing in the garden. We also rotate the PSTs within different classes and levels. SE needs to be longer and at different levels."* As can be seen from what she

emphasized, the PSTs are not provided with chances to test their teaching competencies in real classrooms and at different levels. Therefore, their teaching-efficacy is challenged when they come up with in real teaching environment.

Moreover, for some other CTs (*n*=5) the PSTs' unpreparedness to teach resulted from *lack of teaching commitment* mainly because such sources as *"KPSS anxiety, future concerns"* (CT1, CT2, CT3, CT7, CT10). Considering that the PSTs are about to exit from TE which means that they need to make another start in life, one can easily understand their concentration on KPSS which is almost one and only option for most of PSTs graduating from education faculties.

For CT2 the reason for the PSTs' unpreparedness to teach was *lack of teaching awareness* as the PSTs were seen to have incomplete awareness towards SE, thus to hold misperceptions towards SE. In this regard, CT2 put forth that *"They (the PSTs) come to school, but they are not completely aware why they are here. Some even perceive SE like any course in their faculty program. There seems to be an attitudinal conflict."*

Last but not the least, for some CTs (*n*=2) *mismatch between faculty education and teaching in practicum schools* also debilitated the PSTs' preparedness to teach as the PSTs complained about the gap between what they have been taught at faculty and what they see in the CTs' teaching practices in practicum schools.

As a result, being unprepared to teach is also seen to be affected by a combination of various sources. As revealed through the categorizations, such issues as lack of career motivation, teaching awareness, and teaching commitment are among the sources debilitating preparedness to teach. Besides, lower teaching-efficacy mainly resulting from inadequate authentic teaching experience also causes the PSTs to be unprepared. As a result, when provided with adequate amount of time and opportunities to teach, PSTs are believed to become prepared

as they will learn teaching through teaching. Therefore, for the preparation of well-prepared PSTs, all these sources need to be well-responded in the current TE system.

As the other party in the stakeholders, the FAs from the faculty were also interviewed to elicit their perspectives as for the PSTs' preparedness to teach. In this regard, categories obtained from the FAs' evaluations are also tabulated and presented below (see Table 31).

Table 31

FAs' Evaluations Regarding the PSTs' Preparedness to Teach over SE

Categories	Sources	Codes
Career motivation	*Motivation	*FA1, FA4
	*Enthusiasm	*FA1, FA4
	*Motivation to spend time in schools	*FA1
	* Motivation to share their school moments on social media	*FA1
	*Motivation to be appointed to MoNE schools	*FA5
	*Eagerness to share experiences in placement schools	*FA5
Personal characteristics	*Extroversion	*FA1
	*Inborn skills in teaching/characteristically well-suited to teaching	*FA1, FA4
	*Self-confidence	*FA4
	*Self-awareness	*FA4
	*Personal inclinations towards teaching	*FA6
	*Personal qualifications	*FA7
Faculty education	*Theoretical knowledge gained through faculty education	*FA1, FA5, FA7
	* Variety in the courses in teacher education curriculum	*FA5
	*Micro teachings at faculty	*FA7
Reflective teaching	*Critical thinking	*FA4
	*Attendance in weekly meetings	*FA4
	*Weekly reflection reports	*FA4
Observations	*Mostly high school teachers as role models	*FA1
	*CTs from PSs and FAs as role-models	*FA4, FA6

Fulfilled developmental needs	*CTs behaviors towards PSTs (If met well, then perform well)	*FA4
	*Observing and meeting incompetent mentor teachers encourages PSTs that they can do teaching	*FA4
	*Receiving or not receiving quality-feedback	*FA5
Professional dialogue with peers	*Sharing experience and knowledge among PSTs	*FA4
	*Peer interaction	*FA4
Increased teaching knowledge and skills	*Improvements in what have been leant at faculty	*FA1
	*Adding more to their teaching knowledge base	*FA1
Commitment to teaching	*Internalization towards teaching as a profession	*FA1, FA4
Increased teaching awareness	*During SE and TP, PSTs are shaken by the question "Can I teach?"	*FA1
Appropriate professional behavior	*Dressing	*FA1
Teaching-efficacy perceptions	*Previous teaching	*FA4
Learning through teaching	*Teaching is and can be learned by teaching	*FA1

As the table shows, the FAs' evaluations regarding the PSTs' preparedness to teach also suggested a variety of issues. Similar to the CTs, for the majority of the FAs (n=8), *career motivation* was one of the primary sources as the FAs observed that the PSTs were enthusiastic and motivated, and they also enjoyed spending time and having experiences in practicum schools. Their enthusiasm to share their moments from practicum schools on social media also let the FAs think that the PSTs were prepared to be in teaching.

Besides, the FAs (*n*=7) also regarded *personal characteristics* as a source facilitating the PSTs' preparedness to teach. In this sense, being extrovert, having self-confidence and awareness in teaching, and possessing inborn skills which enable the PSTs to characteristically

well-suit to teaching profession were thought to facilitate their preparedness to teach. Similarly, some FAs also though that some PSTs had personal inclinations such as liking children. Therefore, as the representatives of the PTSs personal characteristics, either some or combination of all these sources were thought to enable them become prepared to teach.

For some other FAs, (*n*=5), teaching knowledge and skills that the PSTs acquired and developed through faculty coursework, whose variety was also seen to be a strength, also facilitated the PSTs' preparedness to teach. Moreover, microteachings that the PSTs generally performed as part of teaching language skills courses were also seen to boost their preparedness. In this regard, all these sources suggested that *faculty education*, with no doubt, was also seen to facilitate for being and becoming prepared to teach.

For FA4, who had weekly meetings with the PSTs to evaluate how the process was going in practicum schools, attending the meetings and writing weekly reflection reports enabled the PSTs to become critical thinkers which in turn enabled them to see what worked, what did not, and if so what to do to strengthen and improve their practices. Moreover, as the PSTs were mostly observing their CTs throughout the SE, becoming critical on the CTs' teaching practices was also thought to open their eyes on what to do or what not to do. Hence, becoming *reflective in teaching* was also revealed to be a prevalent category for the PSTs' preparedness to teach.

As previously revealed through the CTs' interview data, the FAs' (*n*=3) interviews also suggest the role of *observations* to facilitate the PSTs' preparedness to teach. Therefore, besides the FAs and CTs, teachers from the PSTs' previous school years were also seen to be role-models to facilitate their learnings through observing.

Considering that the PSTs were there in practicum schools to be provided with quality-supervision during the SE process, the FAs linked their preparedness to teach to the CTs. In this regard, FA4 thought that CTs' behaviors towards the PSTs have a defining role on their

preparedness to teach. She further stated that *"If the PSTs are met well, then they perform well. However, if vice versa, then they will possibly underperform. Moreover, in some cases observing an incompetent CT who underperforms also encourages the PSTs to feel that they can do better."* Apart from the quality of CTs' teaching, receiving or not receiving quality-feedback from the CTs was also seen to be another important source. With these in mind, the combination of all these issues suggests that the FAs (n=3) also regarded *fulfilled developmental needs* as a pivotal facilitator for the PSTs' preparedness to teach.

Moreover, establishing and maintaining *professional dialogue with their peers* was also seen (*n*=2) to facilitate the PSTs' preparedness to teach as it was an opportunity for them to become interactive to share their experiences, thus to learn from each other's learnings.

For some FAs (*n*=2), through the observations and teaching practices, the PSTs began to add up into what they had learnt through faculty education, thus they gained *improvement in their teaching knowledge and skills*. As a complementary source to the improvements in their teaching knowledge and skills, the PSTs also began to develop *teaching awareness* and question themselves if they could teach. Moreover, for some of the FAs (*n*=2), internationalization towards teaching also suggests that the PSTs possess *teaching commitment* which is necessary both to enter into and stay in the profession.

Furthermore, and also simply beyond such issues as teaching knowledge skills, faculty education, or career motivation, the PSTs' *professionally appropriate behaviors* were also seen to be indicators of their preparedness to teach. In this regard, mainly and also as a clearly observable issue, the PSTs' appropriate dressing was also seen to be source. Some other categories such as *teaching-efficacy perceptions* which the PSTs developed through their previous teaching experiences were also thought to facilitate their preparedness to teach. As previous teaching experience enables the PSTs to test their teaching competencies, developing

teaching-efficacy perceptions was also thought to boost the PSTs' perceptions regarding their preparedness to teach.

Last but not the least, the FAs also thought that teaching is learned in time through teaching. Therefore, this showed that similar to the CTs, the FAs also held some perceptions that preparedness to teach comes as a result of *learning through teaching*.

In short, the FAs' evaluations also suggested a great variety of sources ranging from personal characteristics to learning through teaching. However, as can be inferred from the table some categories are more prevalent than the others. For instance, the emphasis put on career motivation, personal characteristics, or reflective teaching is observed to be stronger than the emphasis attached to teaching commitment or professional dialogue among peers. This does not and cannot mean that one source is superior to another, rather they are complementary to one another. However, some are clearly seen to dominate the PSTs' preparedness to teach.

Similar to the CTs' interviews, in FAs' interview data, the researcher came up with emergent data indicating the sources which the FAs though to debilitate the PSTs' preparedness to teach. Therefore, the categories obtained from the FAs' negative evaluations regarding the PSTs' unpreparedness to teach are also categorized, and presented below (see Table 32).

Table 32

FAs' Evaluations Regarding the PSTs' Unpreparedness to Teach over SE

Categories	Sources	Codes
Lack of adequate faculty education	*Inadequate or no preparation education or not properly taught courses	*FA2, FA5
	*Lack of content and pedagogical content knowledge	*FA, FA5
	*Problems in TE curriculum (e.g. order of courses)	*FA2
	*Improperly developed language skills (e.g. problems in vocabulary, pronunciation)	*FA2, FA5
	*Inauthentic faculty microteachings	*FA2, FA4

Unfulfilled developmental needs	*CTs' hesitations to be observed (fear of underperform or making mistakes)	*FA1, FA5
	*Inadequate observation in PSs	*FA2
	*Crowded groups to supervise (fewer FAs)	*FA2
	*Inadequate collaboration between stakeholders (uncertainty on roles, responsibilities)	*FA3, FA5
Decreased quality in PSTs' profile	*Inadequate career motivation (e.g. low scores and performance in university entrance exam)	*FA2, FA6
	*Less teaching awareness	*FA2
	*Changes in university entrance qualifications	*FA6
	*Less motivation and enthusiasm	*FA2
TE curriculum-bound sources	*Inadequate authentic teaching practice	*FA1, FA7
	*Mismatch between faculty education and CTs' teaching in PSs	*FA1
Lower teaching-efficacy	*Lack of experience in various grade levels and schools	*FA2, FA3
Inappropriate professional behavior	*Inadequate teaching awareness (e.g. sleeping in class)	*FA6
Lack of adequate quality-teaching experience	*Systemic problems in national education system	*FA1

The FAs' negative perceptions regarding the PSTs' preparedness to teach also produced a number of issues. As can be seen, the primary category refers to *lack of adequate faculty training* which the great majority of FAs (*n*=9) thought to result from such factors as inadequate or unavailable preparation education or order of courses in TE curriculum. Besides, the PSTs were also seen to have not properly developed language skills as they were observed to have problems in their vocabulary, pronunciation, and even grammar knowledge and skills. Moreover, faculty microteachings were harshly criticized as they were thought to be inauthentic. For instance, FA2 stated that *"There are some problems in the order of the courses*

in TE curriculum. Even more, some courses in TE curriculum do not adequately challenge the PSTs. What is worse is some of language skills courses are not properly taught, therefore lack of language skills keeps going."

Some other FAs (*n*=6) linked the PSTs' unpreparedness to teach to their *unfilled professional & developmental needs* mainly because the CTs' negative perceptions as a barrier to the PSTs' adequate preparation. In this sense, they stated that CTs' hesitations for making mistakes or underperforming when they are observed caused them to not to want the PSTs there in their classes. Therefore, the CTs avoided the PSTs by letting them be free instead of be regular and there to observe them. For instance, FA1 stated that *"CTs are prejudiced towards the PSTs as they do not want to be observed with the fear of making mistakes in using classroom language or having problems in classroom management and discipline."* Besides, *lack of collaboration between the faculty and practicum schools* was also seen as a source for the PSTs' unfilled developmental needs. To support her thoughts, FA5 explained that *"Some of the FAs do not effectively and efficiently guide the PSTs. They do not pay introductory visits to schools. They do not also inform the PSTs and CTs upon their roles and responsibilities, and expectations of faculty from them. Rather, they put forth excuses like their busy schedule disabling them to devote time to practicum schools. For these reasons, they are not fully involved in the process."*

Moreover, by some other FAs (*n*=5), inadequate career motivation (as a reflection of low scores and performance in university entrance exam), less teaching awareness, and changes in university entrance qualifications were also seen to be the sources resulting in *decreased-quality in PSTs' profile*. Therefore, the changes in university entrance exam were seen to cause the TE programs to be filled with PSTs who do not possess adequate career motivation mainly because they have chosen teaching program as it was one of the very few options they could have had. As a result, preparation of those type of PSTs also becomes a challenge. For instance

FA6 stated that *"Previously, those who wanted to become teachers would come to teaching programs, but that is not the case anymore."* As a complementary category, *inappropriate professional behavior* resulting from less motivation and enthusiasm and less teaching awareness was also seen to debilitate the PSTs' preparedness to teach.

Additionally, for some FAs (*n*=3), mainly because such issues as inadequate authentic teaching practice and mismatch between faculty education and CTs' teaching in PSs, *TE curriculum-bound issues* also debilitate the PSTs' preparedness to teach. To open what he thought, FA7 suggested that *"Microteachings might help, but they are not real. So PSTs have difficulty when they teach in real classes."* Besides, to clarify his thoughts upon the mismatch between faculty education and CTs' teaching practices in practicum schools, FA1 said that *"They (the PSTs) can only make use of 20% of what they learn at faculty. They learn every single step in lesson planning and teaching, however, when they go the placement schools, what they see is only a very small portion of what they have been taught. For instance, in some CTs' teaching there might not be any warm-up or lead-in."*

Furthermore, *lower teaching-efficacy* resulting from lack of experience in various grade levels and schools was also thought to debilitate the PSTs' preparedness to teach. Therefore, the PSTs who were not provided with opportunities to spend SE in different levels and types of classrooms even within the same school cannot test themselves, even basically on a perceptional level, if they can teach in these kind of classes and groups. As a result, their teaching-efficacy perceptions decrease and result in some sort of unpreparedness to teach.

Last but not the least, *lack of adequate quality-teaching experience* resulting from systemic problems in national education system was also seen to source the PSTs' unpreparedness to teach. For instance FA1 emphasized that *"Those teaching at colleges are more successful and become better teachers. There is a systematical problem in MoNE schools. Teachers are not challenged to be better and learn more or even perform what they can actually*

do.'' Therefore, he meant, the PSTs coming up with those type of underperforming teachers in state schools are also discouraged as they might be filled with the fear if they will also be the same.

To conclude, according to the FAs, the PSTs' unpreparedness to teach is determined by a variety of sources mainly including lack of adequate faculty education, unfulfilled professional & developmental needs, or TE curriculum-bound issues. Therefore, similar to being or feeling prepared to teach, being or feeling unprepared to teach is also a multidimensional construct. As a result, to enable the PSTs' well-preparedness all these debilitating sources need to be eliminated as much as possible.

Besides the SE phase interviews, both parties were interviewed once again as the PSTs were about to complete the TP phase at practicum schools where they achieved more experience and understandings regarding the teaching profession. As this second round of interviews was carried out towards the end of the entire FE process, the FAs and CTs were now supposed to have thorough insights and evaluations regarding the PSTs' preparedness to teach.

Initially, the CTs' evaluations regarding the sources of the PSTs' preparedness to teach over the TP phase are provided (see Table 33).

Table 33

CTs' Evaluations Regarding the PSTs' Preparedness to Teach over TP

Categories	Sources	CT Code
Faculty education	*Teaching skills	*CT1, CT3, CT8
	*Teaching knowledge	*CT2, CT8
	*Good command of teaching	*CT2
	*Preparation and use of teaching materials	*CT2
	*Ability to handle the class, even when the CT is not there.	*CT4
	*Use of technology devices and materials	*CT8
	* Ability to take the attention of learners	*CT4, CT11
	*Ability to motivate learners	*CT11
Positive & higher career motivation	*Teaching awareness	*CT1

	*Motivation	*CT4, CT5, CT11
	*Enthusiasm	*CT4
	*Eagerness	*CT4
	*Punctuality	*CT4
	*Being open to learning	*CT6
	*Good communication with students	*CT8
Personal characteristics	*Trying to do their best	*CT1
	*Positive attitudes	*CT2
	*Self-confidence	*CT8
	*Responsibleness	*CT8, CT9
Ethical & appropriate professional behavior	*Dressing	*CT1, CT8
	*Appropriate in-school behavior	*CT2
	*Regular attendance	*CT8
Observations in PS	*Contributory observations	*CT2, CT6, CT8
Fulfilled developmental needs	*Maintaining and establishing good communication with CTs	*CT4
	* Pre-conferencing with CT	*CT11
Higher teaching-efficacy	*Being already familiar with teaching context	*CT4

As the table shows, each and every category consists of sources facilitating the PSTs' preparedness to teach. In this regard, for most of the CTs (*n*=13), *faculty education* was the primary reason within which sources such as teaching knowledge and skills including preparation and use of materials, classroom management skills, or interacting with students exist. For instance, CT4 stated that "*On a basis of teaching knowledge and skills, both groups (including the PSTs in SE phase) are very well-equipped. They are almost always prepared, and have made use of materials such as play cards. They also know what to do with the students, which makes me think that they could have been provided with chances to practice teaching.*" As can be seen, a combination of various issues from faculty training reflected the PSTs'

performance in practicum schools, and encouraged the CTs to think that it is one of the strengths of the PSTs preparedness to teach.

Besides, for some other CTs (*n*=9), *positive and higher career motivation* was another category including sources like motivation, enthusiasm, eagerness, and punctuality. For instance CT6 mentioned that, *"Despite being prepared or not depends on the PST, most are prepared as they are open to learning which encourages them to have enthusiasm to teach."* Therefore, he suggested that although there might still be some deficiencies in the PSTs' teaching skills, they will overcome as they teach.

Moreover, for the CTs (*n*=5) who thought that *personal characteristics* also had a role to facilitate the PSTs' preparedness to teach, being prepared to teach relied on such key characteristics as being self-confident and responsible, or trying to do their best as a possible indicator of the PSTs' goodwill to help students. Similarly, for some other CTs (*n*=4), *ethical and appropriate professional behaviors,* such as dressing appropriately and regularly attending to TP were also seen among the sources facilitating the PST's preparedness to teach.

Furthermore, the CTs (*n*=3) also thought that the time that the PSTs spent by *observing the cooperating teachers* in their classes teaching real students was also another source enabling them to feel prepared. Last but not the least, the role that the PSTs' *higher teaching-efficacy* resulting from their prior teaching experience, which generally gained from voluntary teaching within the campus or one-on-one private tutorials, was also mentioned among the sources of their preparedness to teach.

Additionally, together with the afore mentioned sources which might have either resulted from the faculty education, or the PSTs themselves such as higher career motivation or personality, the CTs (*n*=2) also attached the PSTs' preparedness to teach to their own behaviors as an indicator of the PSTs' *fulfilled professional & developmental needs*. In this regard, they suggested that pre-conferencing with a purpose to supervise the PSTs prior to their

teaching and providing feedback after they practiced were also seen to strengthen their preparedness to teach. For instance, CT4 told that *"The PSTs adjusted themselves to the teaching environment better as they had more dialogue with their CTs. Also, they became more interactive as they found answers to their questions from the CTs. This was observable in that they purposefully started to appear earlier to pre-conference with the CT for the day."* Thus, this might suggest that CTs' approach towards the PSTs has a defining role on the PSTs' familiarization to the workplace, and their performance in the process.

Furthermore, the variety in categories which were thought to source the PSTs' unpreparedness to teach was observed to narrow. In these TP evaluations, there were only some CTs who held negative perceptions with regard to the PSTs' preparedness to teach, and thought that they were either not prepared (CT1, CT7) or somehow prepared to teach (CT10) due to such issues as KPSS anxiety, future career plans, avoiding (extra) workload, or approaching TP like any other course. As these issues suggested, the sources could only indicate a combination of miscellaneous issues debilitating the PSTs' preparedness to teach. Therefore, contrary to the SE interviews whereby the researcher came up with a variety of categories, no unified category could be labelled in this set of TP data. For instance, CT1 mentioned that *"They are not prepared as they are anxious about their future. They are mainly anxious about KPSS which is a burden pressurizing them to pass and be appointed to a MoNE school. Therefore, they approach TP like any other course in the curriculum. There are even differences between those who carry KPSS anxiety and who do not."* Surely, the PSTs' career plans, which either included starting teaching in MoNE right after graduation or choosing a career rather than the teaching profession itself, might have prevented them to fully invest their time and motivation to the teaching practicum process. Hence, those who carried KPSS anxiety were more prone to avoid "any extra" workload that would result in the necessity for more engagement in TP's tasks.

In short, the CTs' evaluations regarding the sources of the PSTs' preparedness to teach revealed various categories ranging from the PSTs' personal characteristics to the CTs' support to fulfill the PSTs' developmental needs. Therefore, the variety shows the multi-dimensional nature of teaching profession, and also the complexity of preparedness to teach.

Besides the CTs' evaluations, the FAs' evaluations regarding the PSTs' preparedness to teach were also obtained. The categories revealed through the analysis of their evaluations are presented in the following table (see Table 34).

Table 34

FAs' Evaluations Regarding the PSTs' Preparedness to Teach over TP

Categories	Sources	Codes
Increased teaching knowledge and skills	*Addressing students by name	*FA1, FA7
	*Time management	*FA3
	*Classroom management	*FA3, FA4, FA7
	*Became better at how to teach	*FA4
	*Giving proper classroom instructions	*FA7
Higher teaching-efficacy	*Frequent teaching practice in schools	*FA3
	*Previous teaching experience	*FA7
	*Teaching practice even in SE phase	*FA8
Sustained career motivation	*Motivated to start teaching	*FA2, FA7
	*Enthusiastic	*FA5
Personal characteristics	*Self-confidence	*FA3, FA4
	*Calm, not anxious	*FA1
Fulfilled developmental needs	*Communication with CTs	*FA3
	*CTs' approaches toward the PSTs	*FA8

First and foremost, as the table shows, in the TP phase whereby the PSTs were about to complete the entire FE process, and as a result spent more time in PSs and gained more experience, very few FAs evaluated the PSTs as prepared to teach. Besides, when compared with the FAs' SE phase evaluations, quite surprisingly, their TP evaluations revealed limited number of categories suggesting that their perceptions with regard to the PSTs' preparedness to teach shifted from positive to negative.

Primarily, as the table shows, the FAs (*n*=8) mostly linked the PSTs' preparedness to teach to the *increase in their knowledge and skills.* Within the increase becoming better in time management and classroom management deserve attention as they occurred possibly because the PSTs practiced more and frequently. Therefore, nurtured from practicing, their classroom and time management skills could have developed, thus could have become better. Besides, addressing students by their names was also seen to be a source to the PSTs' preparedness to teach. This is also an important indicator suggesting that the PSTs became more familiar with the essence and also ethics of teaching profession. The PSTs were also observed to become better in giving classroom instructions which was also found in the PSTs' own evaluations regarding their preparedness to teach. As it as seen one of the most challenging issues in teaching, for the FAs' evaluating the PSTs to become better at giving proper classroom instructions is a sign that their teaching skills observably developed.

Besides, as complementary issue to the previous source, the FAs (*n*=3) also thought the PSTs developed *higher teaching-efficacy* mainly through frequent teaching practice in schools, previous teaching experience, and teaching practice even in SE phase. Considering that through practice the PSTs test their teaching competencies which are the source to their teaching-efficacy perceptions, developing higher teaching-efficacy perceptions is a positive indicator for their preparedness to teach.

Moreover, as it has been observed from the beginning of the FE process, the PSTs' were observed to preserve their career motivation and enthusiasm. Therefore, the FAs (*n*=3) also regarded *sustained career motivation* as another reason for the PSTs' preparedness to teach. Similarly, the PSTs' *personal characteristics* mainly their self-confidence was also found to be an established source to their preparedness to teach. Last but not the least, the FAs (*n*=2) also thought that if the PSTs are well supervised through communication and dialogue, their *developmental needs are also fulfilled*.

To conclude, despite becoming fewer in the TP phase evaluations, some sources were seen to be established and persistent to facilitate the PSTs' preparedness to teach.

As mentioned above, whereas the FAs were previously found to evaluate the PSTs' as prepared to teach on a basis of various facilitating sources, in these TP evaluations, they were mostly observed to evaluate the PSTs as unprepared to teach. The table below presents what the researcher found out through the categorization of their interview data (see Table 35).

Table 35

FAs' Evaluations Regarding the PSTs' Unpreparedness to Teach over TP

Categories	Sources	Codes
Pre-service teachers' maturity	*Lack of emotional attachment to the teaching practicum classes	*FA1, FA2
	*Lack of preparation even when PSTs are observed	*FA2, FA5
	*Lack of materials preparation	*FA2
	*Lack of information sharing among PSTs	*FA2
	*Approaching teaching practicum like "any" course	*FA4, FA5, FA8
	*Lack of teaching awareness	*FA4, FA5
	*Lack of sense of responsibility	*FA4, FA8
	*Lack of regular attendance	*FA6, FA7
	*Lack of knowledge of practicum schools	*FA7
	*Lack of adequate preparation	*FA2, FA5
Unfulfilled professional & developmental needs	*CTs' negative thoughts of PSTs' teaching skills	*FA1, FA2
	*Inadequate /lack of adequate supervision/guidance for PSTs' familiarization and teaching practice e.g. use of coursebook as one and only source	*FA2, FA7
	*CTs' perceptions of PSTs as a burden (it is not a paid-job)	*FA2, FA5
	*Newly graduated CTs' attitudes towards PSTs	*FA2
	*CTs do not want to be observed (feeling insecure about their language skills and teaching skills and abilities)	*FA1, FA3, FA4, FA5, FA7
	* Mismatch between the number of CTs and PSTs (crowded groups to supervise)	*FA2, FA4, FA6, FA7

Lack of continuous teaching practice throughout the TE program	*Classroom management and discipline	*FA1, FA2, FA5, FA8
	*Time management	*FA1, FA2
	*Giving feedback and reinforcement	*FA1
	*Monitoring class	*FA1
	*Error correction	*FA1
	*Board use and work	*FA1, FA2, FA3
	*Spelling mistakes	*FA1, FA3
	*Establishing rapport	*FA4, FA8
Lack of adequate faculty education	*Lack of content knowledge and skills	*FA1, FA2, FA7
	*Materials preparation	*FA1
	*Lesson planning	*FA2, FA6
	*Lack of pedagogical content knowledge	*FA5
	*Mismatch between class level and PSTs' teaching	*FA6
	*PSTs are not adequately challenged at faculty	*FA6, FA7
Decreased quality in PSTs' profile	*Motivation-competency mismatch	*FA2, FA6
	*Lack of self-confidence	*FA4, FA8
	*Lack of command of English	*FA4, FA6, FA8
	*Continuous drops in the quality of PSTs	*FA7
Contextual factors	*Frequent public holidays	*FA2, FA4, FA5
	*Levels and groups of PSTs' teaching practicum	FA2
	*Concerns about KPSS exam	FA2
	*Not being allowed to use teachers' room in teaching PSs	FA4, FA7
The place of teaching practice in TE curriculum	*Time of teaching practice	*FA2, FA4, FA5, FA6, FA7
Mismatch between modern pedagogy and traditional pedagogy	*Mismatch between what they have been taught and what they do in teaching practicum	*FA6
	*CTs as models (teaching in Turkish)	*FA1, FA4, FA6
Lack of coordination between faculty and collaborating schools	*Lack of collaboration	*FA1, FA2
	*Lack of adequate faculty mentoring	*FA4

As shown in the table, a wide variety of categories were seen as the possible sources of the PSTs' unpreparedness to teach.

First and foremost, *pre-service teachers' maturity* was also seen to be frequently emphasized (*n*=18). As seen, for almost all the FAs, maturity was a critical key to be prepared to teach. Within this category, the PSTs were evaluated to lack emotional attachment to the teaching which possibly resulted in lack of teaching awareness. Also, they were seen to lack sense of responsibility which can also be linked to lack of regular attendance, thus lack of quality-involvement in teaching practicum tasks and responsibilities. Additionally, with an emphasis on lesson planning and material preparation, the PSTs were also seen to be not adequately prepared or even completely unprepared even when they were observed by their FAs in practicum schools. To support what she thought, PST2 emphasized that *"Even when I was there to observe, the PST had not prepared the observation checklist for me and for the CT. He did not even provided me with a copy of his lesson plan. There are even some other PSTs who think that it will be fine if I only follow the coursebook to teach the lesson, and I will teach as far as I know and can. However, this is not what we expect them to do."* As can be inferred what the FA said, there was some sort of inadequate attachment to the profession which caused the PSTs to underperform. Furthermore, they were also seen to have lack of adequate coordination resulting in inadequate communication and information sharing within themselves and the practicum groups.

Besides, *lack of continuous teaching practice throughout the TE program* also seems to be one of the primary categories that the FAs (*N*=16) regarded as a reason for the PSTs' unpreparedness to teach. Within this category, the emphasis was on such issues as; managing the classroom and time, giving feedback, correcting errors, establishing rapport with the students, and also making mistakes in board work. When complemented by spelling mistakes, all these deficiencies made the FAs to think that the PSTs were not prepared or at least not

adequately prepared to teach. For instance, FA1 put forth that *"There are great deficiencies. They have problems in classroom management and giving feedback. They do correct mistakes, but it is not in a way to be understood by all students in the class. They also use reinforcement very scarcely. In elicitations, they do not emphasize the correct answer. There are problems in board work and use, word choice, and even grammar and spelling mistakes. They can also not monitor students on board, and also do not know how to warn and discipline students for misbehaviors. Besides, there are also problems in appropriateness of materials to the students' level. The materials are generally obtained through internet without adequate consideration. However, all these will disappear in time."* As can be seen, through his words, the FA provides a comprehensive body of inadequacies, also underlines that they will be fine in time suggesting us that the PSTs become better as they practice. In this regard, when the strength of continuous teaching practice to help the PSTs learn from practice is considered, all these themes were thought to be some sort of natural consequences of lack of continuous teaching practice rather than lack of knowledge.

Additionally, the categories revealed through the FAs' (*n=16*) evaluations also showed the critical role played by the PSTs' *unfilled professional & developmental needs*. For instance, the CTS were thought to have negative perceptions regarding the PSTs' teaching skills, therefore, they did not create opportunities for the PSTs as they perceived it as giving the control of their classes to the PSTs. As for FAs, the CTs did not want to be observed as they felt insecure of their teaching knowledge and skills. This was what FA1 described as *"CTs who are afraid of PSTs."* Besides, some CTs perceived supervising the PSTs as a burden since they were not "that much" paid for overcrowded groups. Besides, some newly qualified teachers were also thought to have some sort of prejudiced perceptions towards the PSTs, as if they were, themselves, were not supervised by a CT a very short time ago. Hence, a kind of communication barrier those newly graduated CTs put between themselves and the PSTs also disabled them to

at least help the PSTs. Besides, newly qualified teachers were not only the ones putting a barrier between themselves and the pre-service teachers. Even those who were experiences were observed to do the same. The FAs also highlighted that *the mismatch between the number of CTs and the PSTs* also detained the PSTs to wholly fulfill their developmental needs. To be more specific, the PSTs were generally assigned to PSs as groups of 10 or 12. Considering the number of CTs, which is generally 3 or 4, in schools, it makes the CTs to work with 3 or 4 PSTs, sometimes more if there are only 2 CTs at school. Therefore, the number of PSTs created some sort of unmanageable workload for the CTs who had to continue their teaching responsibilities such as keeping up with the syllabus besides supervising the PSTs. In such cases, it mostly resulted in a tendency to avoid adequate and quality-supervision. Thus, it caused the PSTs not to fully benefit from their CTs' knowledge and experiences. To highlight the consequence of this mismatch, FA4 stated *that "There are some PSTs who have not even been observed yet even though the TP phase is about to finish."* Therefore, she suggested that the number of PSTs assigned to each CT should be decreased.

Similarly, the FAs (*n*=10) were also critical towards *inadequate faculty education*. For this reason, they mostly underlined lack of content and pedagogical content knowledge and skills causing the PSTs to be not prepared or not adequately prepared to teach. For instance, FA6 blamed the faculty teachers and stated that *"The PSTs are not prepared to teach as there are many problems even in their language skills. They cannot even give instruction when they practice teaching. This is a possible result of the situation here at faculty. Because the groups are very crowded, therefore, in courses such as teaching language skills, we do not adequately challenge them to learn at their best. Therefore, even if they underperform in microteachings, the faculty teachers tend to be too affectionate towards the PSTs which encourages them to think 'I will pass anyway'."* Similarly, FA7 also emphasized that *"Even the PST who have been through preparation education do not possess adequate language skills. They may still make*

grammar mistakes. However, they do not have any effort to compensate what they do not possess. There is no "fail mechanism" at faculty, thus the PSTs underestimate the faculty education." What the FAs highlighted actually seemed to result in inadequate lesson plans and appropriate materials, and even mismatch between the level of the groups and the appropriateness of the plans and materials. As can be understood, this led the PSTs to result in inadequate learning which was in turn observed as inadequate preparation to their teaching practices.

Another category obtained through the FAs' (*n*= 8) evaluations truly deserves attention. With a combination of various issues such as lack of self-confidence, competency and motivation mismatch, and lack of good command of English mainly as a result of the continuous drops in the quality of PSTs, *decreased quality in PSTs' profile* was found to be another category disabling the faculty to prepare adequately prepared pre-service teachers. For instance, for FA5, each and every year, the quality of PSTs' teaching performance in FE drops. Similarly, FA7 thought that entry requirements need to be turned back into the previous years when the students who wanted to enter into English language teaching departments needed to perform as best as they could such as answering at least 90 out of 100 questions correctly. However, in the current system those even with 30 correct answers can enter into teacher education programs. Therefore, those who even don't have the knowledge of English language somehow become teachers, and teach English. Considering that low-quality teachers might cause low-quality students, those with low-quality might actually be a threat to the quality of education in general.

Furthermore, *contextual factors* along the way were also seen to be possible indicators of the PSTs' unpreparedness to teach. In this category, FAs (*n*=7) mostly put emphasis on frequent public holidays decreasing the number of weeks that the PSTs could spend in PSs to practice and to be involved in teaching. Besides, the school context itself was also seen to be one of factors debilitating the PSTs' adequate preparation to the profession. That is to say,

unfortunately in most cases, the PSTs were not offered to use the teachers' room at schools, and were abandoned to spend time either in the class or canteen during breaks. Therefore, naturally resulting in some sort of "feeling down", the PSTs could not develop sense of belonging to the system, school, and students. For this reason, they were, unfortunately, not adequately encouraged to feel as part of the school.

As for the FAs (*n=5*), the PSTs also had to struggle with *the pressure coming from the KPSS exam* which is generally seen as the biggest option to start their career. Thus, considering that the PSTs needed to get ready for KPSS together with their coursework at faculty, the FAs also drew attention to the PSTs' KPSS concerns resulting in less and inadequate involvement in TP, accordingly leading to be inadequately prepared to teach. Thus, they also had concerns about the place of teaching practice in TE curriculum.

The FAs' (*n=4*) evaluations also suggested a *mismatch between modern pedagogy and the traditional pedagogy* at practicum schools. This was a criticism towards what they did at faculty to enlighten and encourage the PSTs to teach through contemporary language teaching approaches, and what was done at practicum schools. The primary mismatch was seen to be the CTs' teaching which was almost completely through Turkish rather than the English itself. For FA1 and FA4, in cases where the CTs teach through Turkish, the PSTs are also encouraged to do the same as they take the CTs as role-models. This was seen as a kind of reflection of the CTs' inadequate language competencies.

Possibly, as extension to the previous category, *lack of collaboration between placement schools and the faculty* was also seen to decrease the quality of supervision (*n=3*). According to FA1, FAs also need to be provided with guidelines for how to supervise the PSTs. He further added that there is a single guideline for all the departments in education faculties. However, educating language teachers is different from educating a primary school teacher. Therefore, he prepared a kind of package with structured forms and assignments for his groups.

As can be seen, the wide variety of sources adding up to the grand total of unpreparedness to teach shows that quite surprisingly, and also contrary to the CTs' evaluations the FAs tended to see the PSTs as *unprepared to teach*. In a general sense, all these issues seemed to take the FAs attention more, and accordingly encouraged them to put more emphasis on the factors debilitating the PSTs' preparedness to teach rather than the ones to facilitate their preparedness to teach.

Findings of RQ4-A. *Do their evaluations change as the teaching experience continues?*

So as to see if the stakeholders' evaluations regarding the PSTs' preparedness and also unpreparedness to teach changed over the course of entire FE process, a within case analysis approach was adopted. Findings gained through the analyses of both parties' evaluations are presented in this section.

Initially, within case analysis for the CTs' evaluations regarding the PSTs' preparedness to teach over SE and TP phases are provided (see Figure 11).

SE categories   TP categories

Assuming teacher identity
Improvement in teaching knowledge and skills
Teaching confidence
Increased professional dialogue with peers
Adaptation to the workplace

Career motivation
Fulfilled developmental needs
Personal characteristics
Appropriate professional behavior
Faculty education
Observations in PSs

Higher teaching-efficacy

Figure 11. CTs' evaluations regarding the PSTs' preparedness to teach over SE and TP

As the figure shows, over the entire FE process, the CTs attached the PSTs' preparedness to teach to various sources. As seen, their evaluations range from assuming

teacher identity to higher teaching-efficacy. However, a number of categories were found to be common in both phases. In this regard, the overlap included such categories as; *career motivation* which was also thought to increase from SE to SP, *fulfilled professional & developmental needs* which were mainly determined by quality supervision the availability of which could suggest that the CTs' were support to learn and develop professionally in both phases. Some other categories like *personal characteristics,* the PSTs' *appropriate professional behaviors, faculty education*, and *observations in PSs* were also found to overlap. The overlap suggests that in both phases, these categories maintained, and kept facilitating the PSTs' preparedness to teach. Different from the rest, the only category which emerged over the course of the TP phase was *higher teaching-efficacy* suggesting the likely developments in the PSTs' teaching competencies which were tested through practicing over the process. When it is considered that in TP phase the PSTs are expected to be more involved in teaching and practicing, perceiving that they become more efficacious over the process makes quite a lot sense.

Besides the CTs' evaluations regarding the categories sourcing the PSTs' preparedness to teach over the entire FE process, the FAs' evaluations with regard to the PSTs' preparedness to teach were also analyzed within themselves to see if an how they changed over the process. Figure 12 shows the change.
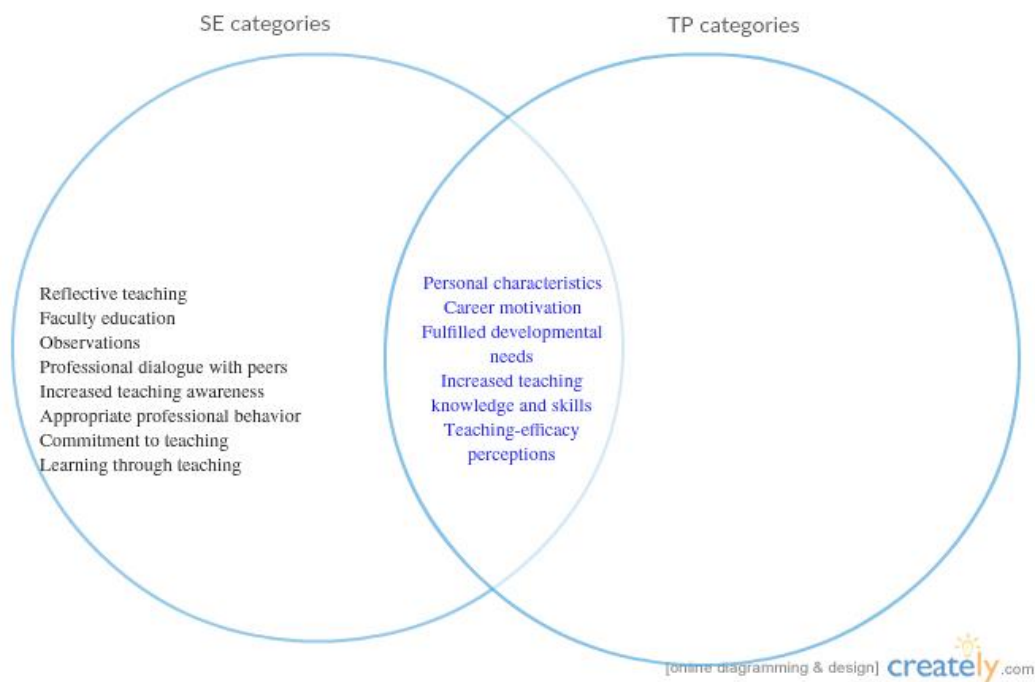
Figure 12. FAs' evaluations regarding the PSTs' preparedness to teach over SE and TP

As the figure visualizes, there is no new category in the FAs' evaluations with regard to the PSTs' preparedness to teach in TP phase. In other words, in SE phase the FAs' are seen to attach the PSTs' preparedness to teach more and varied issues. The overlapping sources include; *personal characteristics, career motivation, fulfilled professional & developmental needs, increased teaching knowledge and skills*, and *teaching-efficacy perceptions*. The fact that there has been no new category as a source to the PSTs' preparedness to teach over the TP in the FAs' evaluations might be the indicator of a probable shift from positive perceptions to the negatives.

Apart from both parties' evaluations concerning the categories sourcing the PSTs' preparedness to teach, within case analysis was also employed for the categorizations that both parties attached to the PSTs' unpreparedness to teach over the entire FE process. Figure below presents if and how the CTs' evaluations with regard the PSTs' unpreparedness to teach changed over the process (see Figure 13).
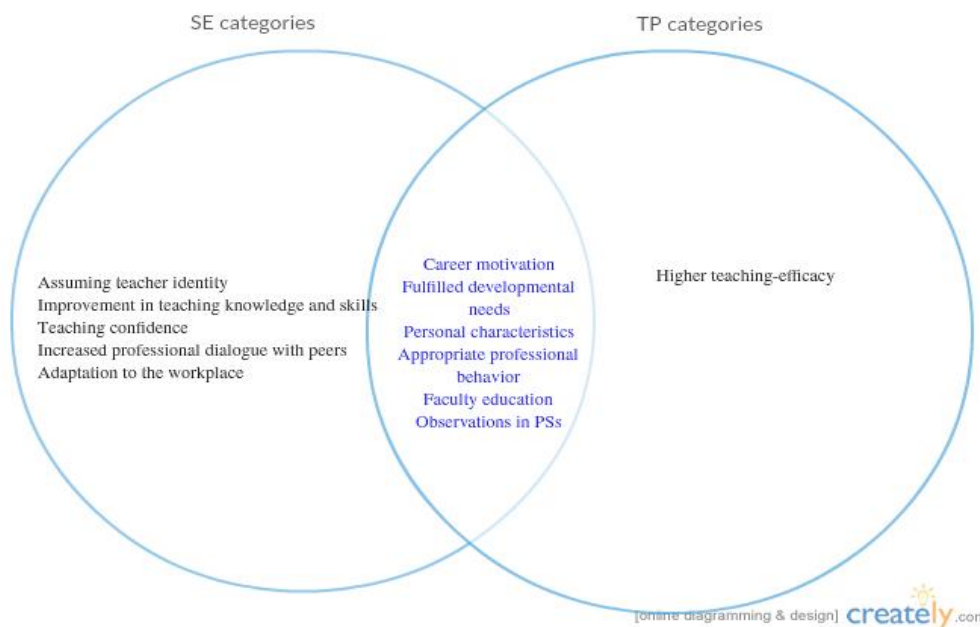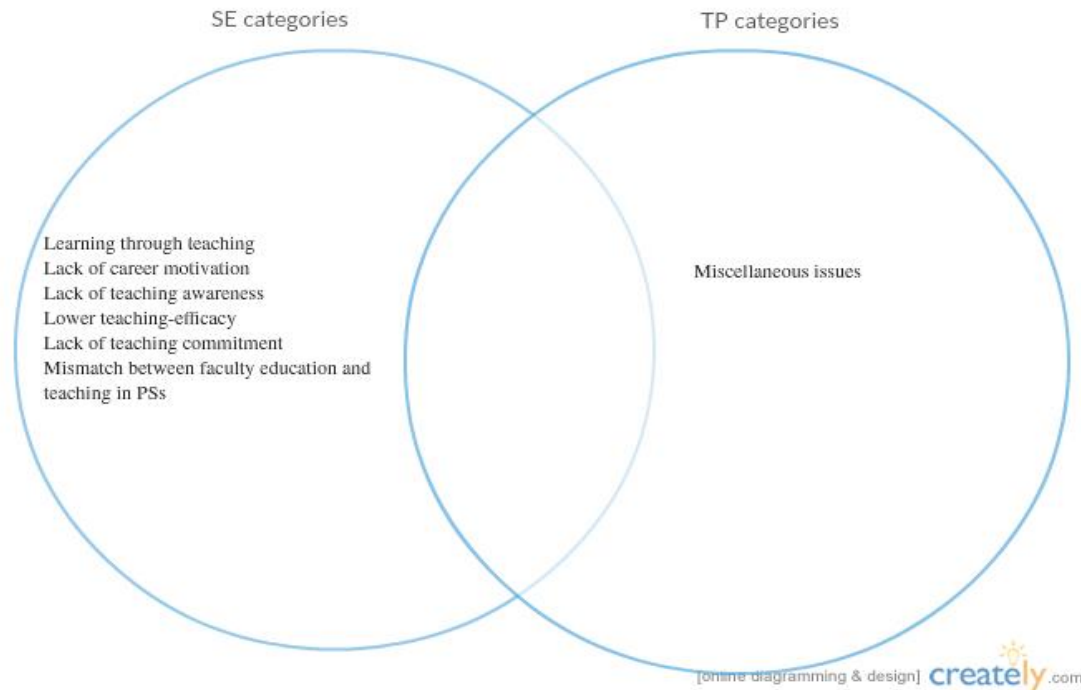
Figure 13. CTs' evaluations regarding the PSTs' unpreparedness to teach over SE and TP

As the figure shows, in SE phase the CTs' attached the PSTs' unpreparedness to teach to a variety of sources including but not restricted to *learning from teaching* which actually suggests that the CTs did not hold completely negative perceptions with regard to the PSTs' unpreparedness to teach as they were seen to think that the PSTs would become better and fine as they taught. The CTs are seen to link unpreparedness to teach to some other debilitating categories such as *lack of career motivation* or *lower teaching-efficacy*. Thus, the variety in the categories could suggest that in SE phase the CTs tended more to perceive the PSTs as unprepared to teach. However, attaching their unpreparedness to teach only to *miscellaneous issues* which were mainly restricted to KPSS anxiety or future concerns, the CTs are seen to become more positive upon the PSTs' preparedness to teach. Thus, their evaluations tended to shift from negative, even tentatively, to positive.

Similarly, the FAs' evaluations with regard to the categories debilitating the PSTs' preparedness to teach over the entire FE process were also analyzed within themselves. Figure 14 presents the details.

SE categories   TP categories

TE curriculum-bound sources
Inappropriate professional behavior
Lack of adequate quality-teaching experience
Lower teaching-efficacy

Lack of adequate faculty training
Unfulfilled developmental needs
Decreased quality in PSTs' profile

Lack of continuous teaching practice throughout the TE program
Pre-service teachers' maturity
Mismatch between modern pedagogy and traditional pedagogy
Contextual factors
Lack of coordination between faculty and collaborating schools
The place of teaching practice in teacher education curriculum

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Figure 14. FAs' evaluations regarding the PSTs' unpreparedness to teach over SE and TP

The figure can clearly show that contrary to the CTs (see Figure 13), who became to hold more positive perceptions, the FAs seem to become more critical with regard to the PSTs' preparedness to teach by attaching it to more and various other sources. In other words, while in SE process the FAs linked the PSTs' unpreparedness to teach to fewer sources such as *TE curriculum-bound sources* or *lower teaching-efficacy perceptions*, over the entire process they began to think that more other significant issues such as *lack of continuous teaching practice throughout the TE program, contextual factors,* or *the place of teaching practice in TE curriculum* debilitated the PSTs' preparedness to teach. Despite the change in variety, some sources seemed to be persistent over the entire process. In this sense, *lack of adequate faculty training, unfulfilled developmental needs,* and *decreased quality in PSTs' profile* were regarded to be established issues debilitating the PSTs' preparedness to teach. As a result, the increase in the variety of the debilitating sources can indicate that the FAs' perceptions shifted from positive to negative. Thus, they could have tended more to see the PSTs as unprepared or at least somehow prepared to teach.

As can be seen, for both parties changes are observable both in their evaluations with regard to the PSTs' preparedness or unpreparedness to teach. Therefore, the change and also the great variety in the categorizations could suggest that being prepared or not prepared to teach is a dynamic and multifaceted construct. Besides, the sources both facilitating and debilitating the PSTs' preparedness to teach are also determined by the availability or unavailability of many other issues ranging from quality supervision to fulfill the PSTs' developmental needs to lack of quality faculty training resulting in inadequate content and pedagogical content knowledge. As a result, all these issues are clearly evident, and can be reflected through both parties' evaluations.

Findings of RQ4-B.*Is there a match between their evaluations regarding senior pre-service English language teachers' preparedness to teach? If so, how and to what extent?*

Within this section, the categorizations obtained through the FAs' and the CTs' evaluations with regard to the PSTs' preparedness and unpreparedness to teach are visited once again to see if and to what extent they match. For this reason, with reference to both parties' evaluations in SE and TP phases, a cross case analysis was conducted.

Initially, FAs' and CTs' evaluations with regard to the categories sourcing the PSTs' preparedness to teach over the SE phase were compared and contrasted, and the findings are provided in the following figure (see Figure 15).
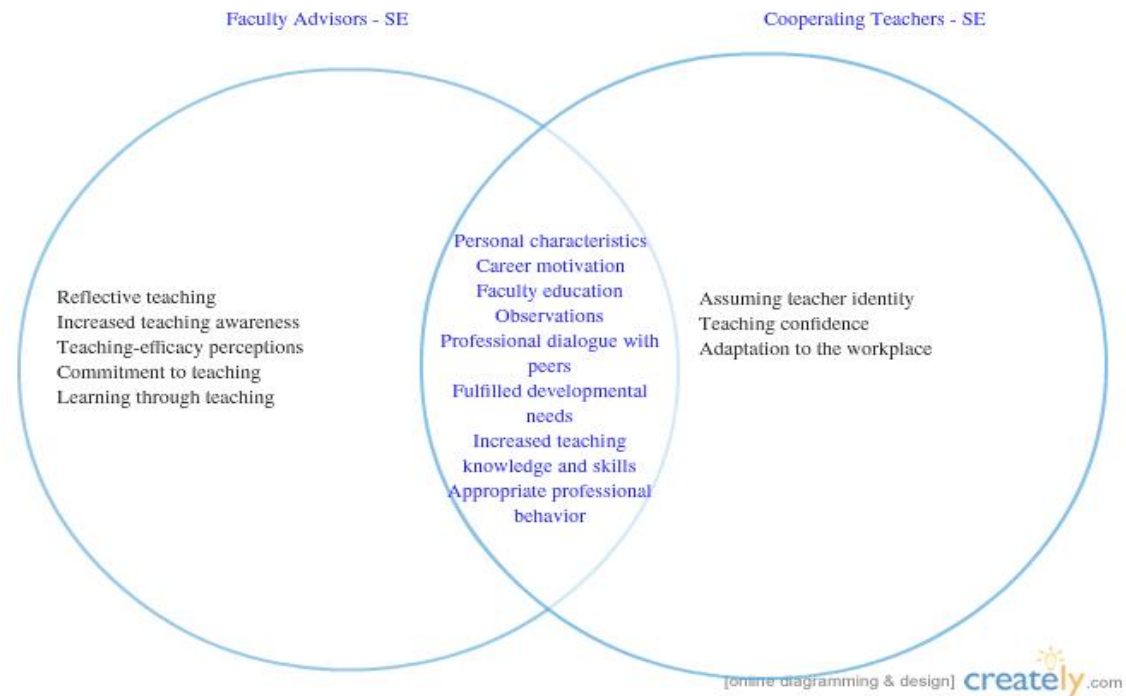
Figure 15. Match between the FAs' and CTs' preparedness to teach categorizations over SE

As can be seen, many categories overlap in both parties' evaluations. More specifically, for both the FAs and CTs, the PSTs' preparedness to teach over the SE phase was facilitated by; *personal characteristics, career motivation, faculty education, observations in PSs, professional dialogue with peers, fulfilled developmental needs, increased teaching knowledge and skills,* and *also appropriate professional behaviors*. The number of categorizations could even suggest the level of agreement between both parties. In other words, both parties attached almost adequate amount of thought to the same issues, and perceived them important for the PSTs' preparedness to teach. On the other hand, the CTs and FAs are seen to differ in terms of the consideration that they put on such sources as; *reflective teaching, teaching awareness, learning through teaching,* or *teaching confidence*. However, even this differentiation between their evaluations can tell us many things. For instance, *reflective teaching* obtained from the FAs' evaluations can suggest that as the academics, the FAs' evaluations tended to be more at intellectual level. On the other hand, adaptation to the workplace found in the CTs' evaluations

can indicate that the CTs' evaluations are naturally based on more performance-based issues. Details concerning all these issues deserve closer attention, and will be dealt with in the following chapter.

Besides, both parties' evaluations with regard to the categorizations debilitating the PSTs' preparedness to teach were also compared and contrasted through cross case analysis. Findings are presented below (Figure 16).
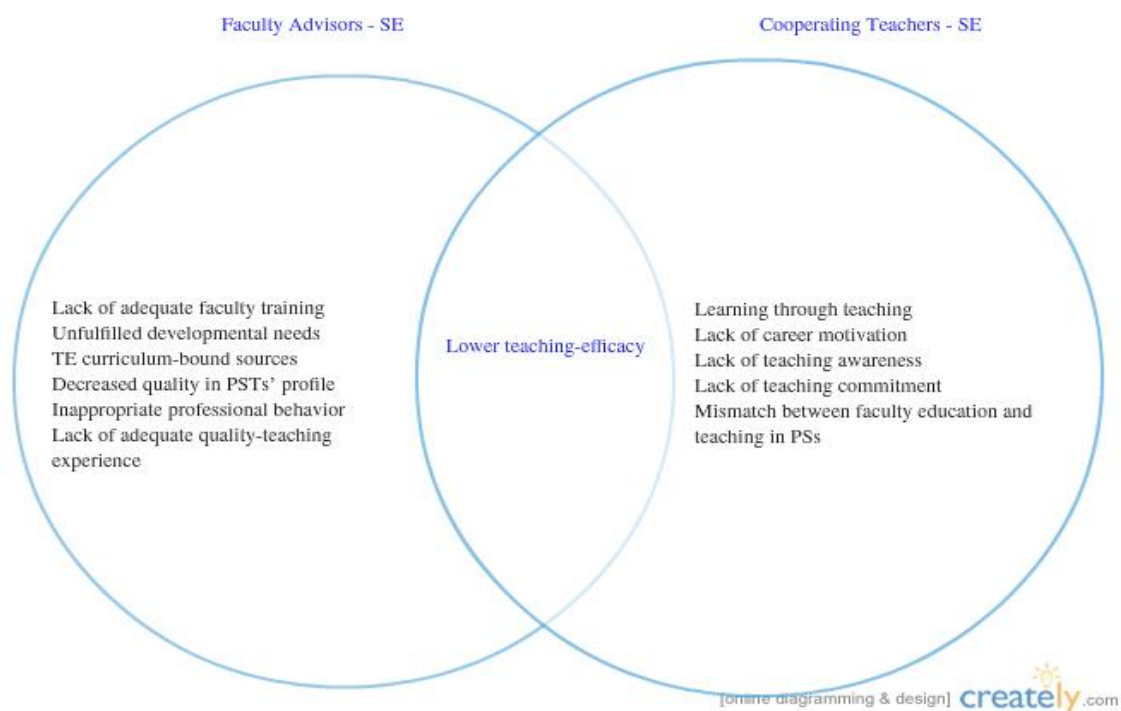
Figure 16. Match between the FAs' and CTs' unpreparedness to teach categorizations over SE

The figure can very clearly show how the two parties' evaluations with regard to the sources debilitating the PSTs' preparedness to teach over the SE phase diversified. Therefore, both parties can be concluded to attach the PSTs' unpreparedness to teach to different issues. For instance, the FAs primarily attached the PSTs' unpreparedness to teach to such issues as; *lack of adequate faculty training, unfilled developmental needs, TE curriculum-bound issues, decreased quality in PSTs' profile*, or *lack of adequate quality teaching experience*. For the CTs, the sources ranged from *learning through teaching* to *lack of teaching commitment*. The only source which was seen to debilitate the PSTs' preparedness to teach by both parties was

the PSTs' lower teaching-efficacy which can indicate that both parties' expectations from the PSTs' teaching performance were not met. This further suggests that both parties found deficiencies in the PSTs' teaching competencies.

Some other sources also deserve closer attention. Perceiving that faculty education was not adequate and TE curriculum bound issues also debilitated the PSTs' preparedness to teach, the FAs were seen to be critical towards themselves and how the PSTs were prepared through the TE curriculum at faculty. These could suggest that there were some issues which the FAs were not adequately satisfied with in TE system. On the other hand, for the CTs to think that faculty education did not match how teaching occurs in schools also indicate that they did not consider that the faculty educated well-prepared teachers for the system.

Moreover, both parties' TP phase evaluations were also revisited to see if and how their evaluations matched as the PSTs were about the finish the FE process whereby they became closer to the profession. The cross case analysis for the FAs' and CTs' TP phase evaluations with regard to the PSTs' preparedness to teach is provided in the figure below (see Figure 17).
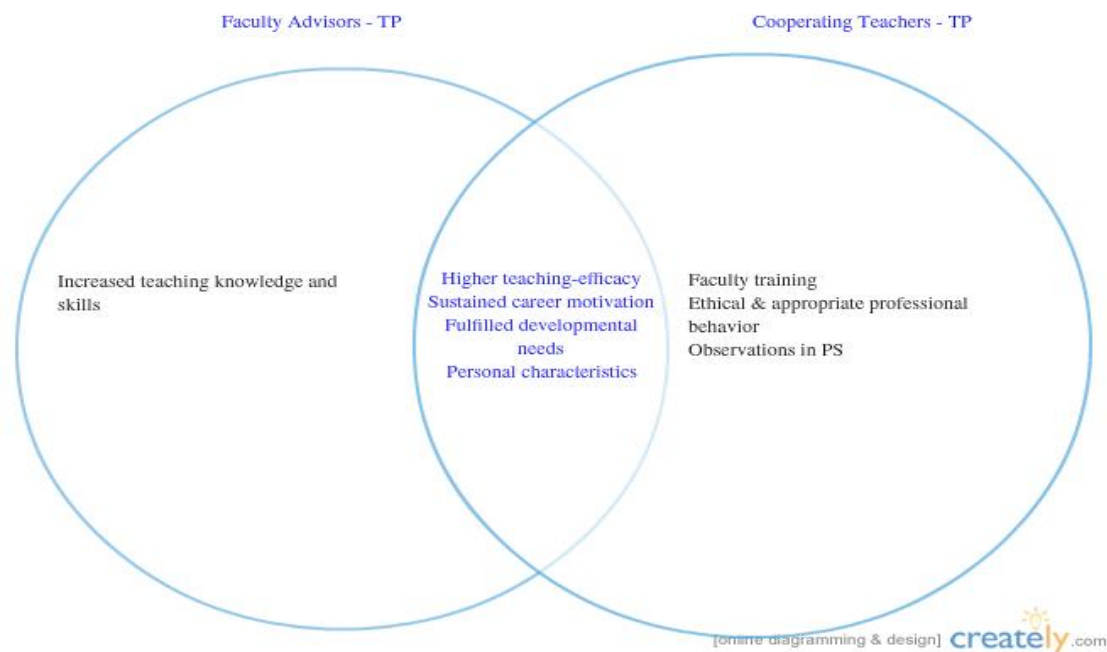
Figure 17. Match between the FAs' and CTs' preparedness to teach categorizations over TP

As the figure shows, the number and variety of the sources that the FAs attached the PSTs' preparedness to teach decreased. Also, only one new category, *increased teaching knowledge and skills*, emerged through their evaluations. In this sense, it could suggest that from SE to TP, the FAs developed negative perceptions upon the PSTs' preparedness to teach. On the other hand, the CTs regarded the PSTs as prepared to teach relying on such sources as; *faculty training, ethical and appropriate professional behavior*, and *observations in PSs*. Possibly due to the decrease in the number and variety of the categorizations, the overlapping categories were also seen to be restricted to *higher teaching-efficacy, sustained career motivation, fulfilled developmental needs*, and *personal characteristics*.

Lastly, if and to what extent the FAs' and CTs' evaluations regarding the sources debilitating the PSTs' preparedness to teach over TP matched, the categorizations were compared and contrasted. Findings gained through the analysis are presented in the figure below (see Figure 18).
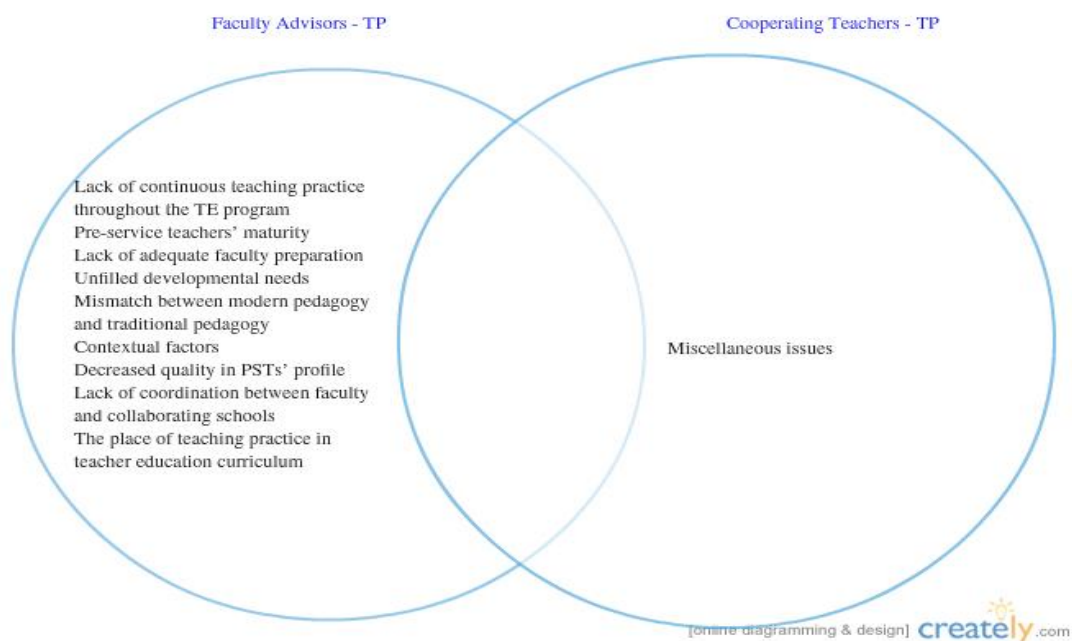
Figure 18. Match between the FAs' and CTs' unpreparedness to teach categorizations over TP

As previously stated, over the entire process the FAs' perceptions with regard to the PSTs' preparedness to teach shifted from positive to negative. Therefore, they mostly became to perceive the PSTs as unprepared to teach. The variety of the sources that they linked the PSTs' unpreparedness to teach increased in turn. For this reason, as it can clearly be observed from the figure, while the FAs relied many sources ranging from *lack of continuous teaching practice throughout the TE program* to *the place of teaching practice in TE curriculum*, the CTs only relied on some *miscellaneous issues* such as KPSS anxiety, or future concerns as the debilitating sources to the PSTs' preparedness to teach. Hence, there were no overlapping categories between the two parties' evaluations.

As can be seen through the cross case analyses, the stakeholders' evaluations regarding the PSTs' preparedness and unpreparedness to teach are also prone to change. This might suggest us that similar to being prepared to teach, as a hard to define construct, the stakeholders' evaluations are also hard to define as they seem to be affected by many issues both positively and negatively. Furthermore, the analyses also show that being prepared or not prepared to teach is affected by integration and interaction of a number of sources. Therefore, no single category can completely be adequate to guarantee being prepared to teach or not prepared to teach.

Chapter Summary

In this chapter, with reference to each and every research questions, findings obtained through quantitative and qualitative analyses were presented in detail.

Chapter Four

Discussion, Conclusion, and Implications

Introduction

This study primarily set out to explore the sources of senior pre-service English language teachers' preparedness to teach and if and how their preparedness to teach changed over the course of the school experience and teaching practicum phases. In this regard, nesting on a mixed-method design, the study made use of various scales to measure the pre-service teachers' perceptions regarding their *preparedness to teach, teaching-efficacy, teaching commitment, and personality with a focus on conscientiousness as a trait*. Besides, tests on *language and background to language learning and teaching, lesson planning and use of resources for language teaching, and managing the teaching* and *learning process* were also administered to see the role of teaching knowledge and skills as a source. Moreover, another variable, GPA, which was thought to be a potential predictor of preparedness to teach, was also taken into consideration to see if and how it had a link to preparedness to teach. Additionally, as the study was conducted over the course of the FE whereby the PSTs became closer to the teaching profession, semi-structured one-on-one interviews were also utilized to uncover rich and detailed evaluations regarding the PSTs' preparedness to teach and the changes they went through. Also, as the FE is run with the collaboration of stakeholders from the university and placement schools, faculty advisors and cooperating teachers, who were responsible for the PSTs' supervision, were also interviewed to capture their evaluations and insights regarding the PSTs' preparedness to teach and what lied behind their preparedness to teach.

Thus, proceeding the previous chapter providing findings for the aforementioned research concerns, this chapter presents an overview of what the researcher came up with as a result of the qualitative and quantitative analyses, and discusses how and to what extent the findings relate or not relate to the related body of literature. Besides, conclusions that can be

drawn from the findings and implications to contribute and support the current practices of pre-service English language teacher education are also suggested. Last but not the least, considering the limitations to the current study, further suggestions are also put forth to encourage researchers and upcoming studies to fill the gap left behind. Thus, the chapter is divided into sections; summary and discussions of the findings, conclusions to be drawn from the findings, and implications for the practice of pre-service English language teacher education which are complemented by suggestions for further research.

Summary and Discussion of the Findings

Within this section, following the summary of the findings for every single research question, discussions with reference to the related body of literature are made.

Summary and discussion of the RQ1. *What are the sources of senior pre-service English language teachers' perceptions of preparedness to teach?*

a. perceptions of preparedness to teach?

b. perceptions of teaching-efficacy?

c. teaching knowledge and skills?

d. teaching commitment?

e. conscientiousness as a personality trait?

With these in mind, findings from each and every source are revisited and discussed in the following sub-titles.

Perceptions of preparedness to teach and teaching-efficacy. On both scales, the PSTs' perceptions were based on their evaluations regarding 5 teaching competency domains, namely; *planning and arranging English language teaching processes, developing language skills, monitoring, assessing, and evaluating language development, collaborating with school-family and society,* and *gaining professional development in English language teaching.* Though with slight variations, on both scales, all the items within these domains were observed to increase from

the pre-tests to post-tests. Therefore, the increases were also observable on both scales' means. For instance, while preparedness to teach scale revealed a mean of 3.89 on its pre-test, which indicated that the PSTs were moderately prepared to teach, the post-test mean was found to be 4.09, potentially suggesting that they became to be fairly prepared to teach. Similarly, the post-test of teaching-efficacy scale was also seen to reveal a higher mean (M=4.02) than from its pre-test (M=3.79) which could similarly suggest an improvement from feeling moderately to fairly efficacious to teach. In this sense, the increases observed from the pre-tests to post-tests, in other words from the beginning to the end of FE, suggest that the PSTs began to feel more prepared and more efficacious to teach which is also confirmed by the inferential statistics showing that the increase is statistically significant. Considering that preparedness to teach refers to estimates of self-assessments of teaching competencies (Housego, 1990), and teaching-efficacy as perceptions of teaching capabilities (Siwatu, 2011), coming up with parallel findings for preparedness to teach and teaching-efficacy can be some sort of confirmatory and complementary within the scales themselves. Therefore, it can make more sense if the results gained from both scales are discussed in relation to each other. First and foremost, it is necessary to highlight that increase on both scales might have resulted from various sources such as the PSTs' testing their teaching competencies, active engagement in FE process, opportunity to gain experience in real classrooms, and quality-support received through supervision.

Firstly, on both scales' pre and post-tests, the PSTs perceived themselves *most prepared and most efficacious to teach on; encouraging learners to use English in an accurate and comprehensible way (see item 7, Table 12)*. As for the PSTs' perceptions of preparedness to teach, the mean value of this item increased from 4.13 (*SD*. 65) to 4.27 (*SD*. 49). For teaching-efficacy, the PSTs' perceptions increased from 4.06 (*SD*. 67) to 4.14 (*SD*. 52). Considering that preparedness to teach is theoretically linked to teaching-efficacy (Darling Hammond et al.,

2002a), the increases on both scales are meaningful, and also confirmed by the correlation coefficients tests which showed that preparedness to teach has the strongest link to teaching-efficacy on both pre and post-tests (see Tables 10 and 11). The findings also are in line with several other studies (see Darling Hammond et al., 2002a; Darling-Hammond et al., 2002b; Hoy & Spero, 2005; Karakaş, 2016; Oh, 2011; Poulou, 2007; Woolfolk-Hoy, 2000). For instance, first and foremost, very similarly to the current study in her study with pre-service English language teachers' self-efficacy as part of their identity construction, Karakaş (2016) also reported increase in teaching-efficacy after the pre-service teachers have been through school experience and teaching practice courses whereby they became to develop confidence in their teaching self. Besides, in their study upon the perceptions of graduates regarding their preparation throughout the TE, Darling-Hammond et al. (2002b) reported that the graduates felt best prepared on curriculum and instruction dimensions of teaching such as instructional strategies to promote active student learning and to respond to students' needs. Similarly, in their comprehensive study upon preparedness of beginning teachers in New York City, Darling Hammond et al. (2002a) found that graduates felt efficacious with having the ability to get through to most of their students and to teach all students to high levels. Besides, in her study on sources of pre-service teachers' efficacy, Poulou (2007) also reported that the PSTs in her study felt most efficacious on instructional strategies especially for gauging student comprehension of what they teach. In their study with pre-service physical education teachers, Gurvitch and Metzler (2009) also found that higher efficacy levels were observed following FE, especially after the PSTs experienced mastery practice in authentic teaching settings and felt that they were able to successfully meet the authentic challenges in student teaching. Therefore, they drew attention to the importance of appropriate and authentic challenges eventually to establish strong and stable teaching-efficacy among pre-service teachers. In her study on English language teachers' perceptions of their teaching competencies and their link

to teaching-efficacy, Chacon (2005) reported that the teachers judged themselves more efficacious for instructional strategies especially for their abilities to motivate students to learn English, to design instructional strategies and to provide explanations to facilitate students' learning. Moreover, in their study with pre-service elementary education teachers, Hoy and Spero (2005) also reported increase on the participants' teaching-efficacy over FE process which they related to the pre-service teachers' perceptions to feel capable of executing teaching strategies and skills acquired through the TE program, their teaching experiences, and also the level of support that they received from the mentors during FE. Similarly, in their study Smolleck and Mongan (2011) also related the increase in PSTs' teaching efficacy to the support that they received from the CTs.

In short, similar to the studies briefly referred above, the increase in the PSTs' preparedness to teach and teaching-efficacy in this study can also be linked both to the emphasis that the program attaches to pedagogical knowledge and pedagogical content knowledge courses. Besides, the FE process, through which the PSTs were offered to have the chance to see if and how theory works in real classrooms with a diverse body of students, how they can reach all students, handle problems in class, teach all students to high levels, and make a difference in their lives, has a pivotal role as well.

Besides, on both pre and post-tests of preparedness to teach scale, the PSTs perceived equally prepared *to collaborate with families for the development of learners' language skills (M= 4.05, see item 16).* When the same item was closely analyzed on teaching-efficacy scale, it is seen that the pre-service teachers' teaching-efficacy perceptions for this item slightly increased from its pre-test (*M*=4.00) to the post-test (*M*=4.07). What the researcher came up with in this current study is line with what Darling-Hammond and her friends (2002b) came up with in their study on graduates' feelings of their preparation throughout the TE program. In their study, 80 percent or fewer of the respondents were found to need improvement in working

with parents and families. This finding can actually make more sense, when it is considered that in most cases TE programs focus on equipping PSTs mostly with knowledge of instruction, thus PSTs receive little or no formal training to work with families only until when they start teaching and need to contact with families. This is actually the case in the current context of Turkish TE system. Therefore, no change or a slight increase can be understandable. The finding may also suggest that pre-service teachers need to be provided with knowledge and skills to learn how to establish empowering relationship with families which are one of the stakeholders for the success of education in schools.

Additionally, just like they perceived on preparedness to teach scale, (pre-test, M=3.48 and post-test M=3.77), the PSTs also perceived least efficacious *to make use of teaching practices by considering learners with special education and learning needs (see item 11* pre-test M=3.36 and post-test M=3.61). The finding is in line with Giallo and Little's (2003) study in which they also reported the lowest mean on the PSTs' perceptions in relation to their preparedness and efficacy to work with students with special education needs which they linked to lack of practice. Thus, if there is adequate amount of experience on a specific language teaching skill, then it is likely to develop, and result in feeling more prepared. With an emphasis on lack of experience and training on working with students with special needs, in their study upon the special education, primary, and secondary education pre-service teachers' confidence, Jung, Cho and Ambrosetti (2011) found that special education students reported higher levels of efficacy in their abilities to support learners with special education needs. They linked their finding to the training that special education pre-service teachers received from their coursework which included participation in FE within special education classrooms. Similarly, this finding was also in line with what Darling-Hammond and her friends (2002b) where they reported that 80 percent or fewer of the respondents were found to need improvement in identification and addressing special learning needs. The PSTs' lower perceptions of their

preparedness and efficacious on this item was thought to be related to lack of emphasis on how to work with learners with special needs throughout the program both on a theoretical and practice level. The results are also consistent with the study of Freytag (2001) where she sought the effect of TE coursework addressing inclusion, and found out that what the teachers felt they lacked was routinely covered in special education teacher preparation curricula. With the results in mind, she suggests that pre-service teacher education programs should be revisited to include coursework and experiences to better equip PSTs to meet the unique needs of learners with special needs. What they concluded is also applicable in the current case of TE. Because, neither for the SE nor for the TP, the PSTs are not assigned to schools teaching students with special needs. Therefore, the PSTs do not find any opportunities at least to meet with learners with special education, and more importantly to test their teaching competencies if they can teach them. For this reason, feeling least prepared and efficacious on this item may make quite a lot sense.

Besides the item-based analysis, the analysis of the overall scale means showed that the PSTs' perceptions on both scales were found to significantly increase from the pre-tests to the post-tests which suggests that FE positively contributed to their perceptions regarding their preparedness to teach and teaching-efficacy. The results overlap with some other studies (Brown et al., 2015; Fortman & Pontius, 2000; Karakaş, 2016; Knoblauch & Woolfolk-Hoy, 2007). For instance, in their study with a 100 elementary and secondary teachers during their student teaching, Fortman and Pontius (2000) also reported statistically significant difference suggesting the robustness of student teaching on pre-service teachers' efficacy. Similarly, in their study on pre-service teachers' efficacy before and after FE, Knoblauch and Woolfolk-Hoy (2007) also reported significant increase following student teaching which they related the contextual factors in the placement schools and efficacy and competence of cooperating teachers as a significant predictor of the PSTs' perceptions regarding their teaching-efficacy.

Last but not the least, in their study on how experiences gained throughout the FE impacted perceptions of preparedness and teaching-efficacy of pre-service teachers in an elementary TE program, Brown et al. (2015) reported a statistically significant increase on their perceptions from pre FE to post FE indicating the role of opportunity for hands-on practice, observing experienced teachers, and relationship with their CTs as the potential sources.

   Teaching Knowledge and Skills. The tests which were implemented twice over the course of the FE assessed the PSTs' teaching knowledge and skills on three areas; *language and background to language learning and teaching (TKT1), lesson planning and use of resources for language teaching (TKT2), and managing the teaching* and *learning process (TKT3).* The pre-tests revealed similar results; TKT1 (*M*=54.00), TKT2 (*M*= 50.00), and TKT3 (*M*=55.00) suggesting that the PSTs were moderately knowledgeable and skillful in teaching with reference to the skills tested. The calculations for the test means, standard deviations, minimum-maximum scores, and ranges of the post-tests showed that there were small changes which did not differ greatly from the pre-test measurements. Although there were no big changes, decreases were observed in mean values. For instance, despite the post-test PTKT1 had the same mean value with its pre-test (*M*=54.00), both the standard deviation (*SD*=9.7), and the range changing between 27 and 80 points could indicate how the PSTs performed differently in the two measurements. Quite surprisingly, the mean values of the other two tests (PTKT2, *M*=42.00 and PTKT3, *M*=50.00) in the post-tests revealed decreases when compared to their pre-tests. Besides, the minimum scores (9.00 for the PTKT2 and 14.00 for the PTKT3) revealed through the tests could also show the sharp decrease, enlargenning the range (71.00 for the PTKT2 and 66.00 for the TKT3) in the post-tests. The Wilcoxon signed-ranks test (see Table 16), which was performed to make more sense of the results, also showed that from their pre-tests to post-tests, the PSTs' teaching knowledge and skills decreased on TKT2 (*lesson planning and use of resources for language teaching) (z*=-4.490, *p*=0.000) and TKT3 *(managing the*

teaching and *learning process)* (*z*=-2.711, *p*=0.007). Moreover, the decreases were seen to be statistically significant. On the other hand, no statistically significant difference was observed on the PSTs' knowledge and skills on TK1 (*language and background to language learning and teaching*) (*z*=-0.088, *p*=0.930) from its pre-test to post-test.

Considering the role played by teacher education programs on PSTs' preparation, it is with no doubt that there is a close link between teaching knowledge and skills and PSTs' perceptions of preparedness to teach (Brown et al., 2015; Woolfolk-Hoy, 2000). In this sense, FE which brings PSTs closer to the teaching profession is normally expected to equip them with knowledge and skills to perform teaching tasks better and more efficiently (Hollins, 2011; Ronfeldt & Reininger, 2012). Thus, it is also supposed to provide the PSTs with chances of practice to develop, enrich, and strengthen their teaching knowledge and skills. For instance, Karakaş (2016) reported increase on pre-service English language teachers' teaching knowledge and skills on such areas as lesson planning and classroom management from the beginning to the end of FE as they became more experienced. Similarly, Lee et al. (2012) reported statistically significant increase from the beginning to the end of FE on PSTs' pedagogical content knowledge, planning and preparation for instruction, classroom management, family involvement, and professional development which enabled them to feel more prepared to teach.

However, the decreases observed in the context of the current study have the potential to suggest that there could have been a combination of different factors playing role on the decrease in the PSTs' teaching knowledge and skills. On a very basic level, when the FE process itself is critically approached, the realities and challenges such as large classrooms to teach, inadequate teaching resources, inadequate physical infrastructure of state schools, diverse learner profile could have potentially affected the PSTs' perceptions regarding their teaching knowledge and skills. This might have mainly resulted from a change in the PSTs' concerns

from only having pure, theoretical knowledge to the ability to skillfully transform their knowledge to the learners. In this regard, despite being scarce, there have been some other studies coming up with decrease in PSTs' perceptions regarding their teaching knowledge and skills (see Clark, 2012; Debreli, 2012; Kıldan et al., 2013; Yılmaz & Çavaş, 2008). For example, Yılmaz and Çavaş (2008) also found decrease in primary pre-service teachers' classroom management skills which they related to the PSTs' experiences during student teaching. Besides, as for the decrease on use of materials and resources for language teaching, Debreli (2012) also reported that pre-service teachers' beliefs about effective use of materials changed after student teaching as they became to believe that establishing successful learning environment had nothing to do with materials, rather with how creative the teachers are, and how they could encourage students to be involved in lesson. The results are also in line with Clark (2012) who examined the influence of additional field-based experiences on pre-service teachers' perceived ability to teach, but could not find any significant difference between the control and treatment groups. Similarly, in her study on elementary pre-service teachers' educational beliefs over teacher education program, Giboney Wall (2016) also reported that although they initially believed that they were going to find students who are very similar to themselves as students, teaching is simple and autonomous, and students can perform uniformly within grade levels, and teaching ultimately ensures learning, at the end of their education, they came to believe that teaching is complex, classroom freedom has limits, differentiation is essential, and teaching does not guarantee learning. Under the light of the findings, Wall concludes that all these suggest a common progression from initial idealism to cognitive dissonance to search for an authentic teaching persona.

Besides, the decreases in teaching knowledge and skills can also be linked to some other issues even on a perceptional level. For instance, as suggested by Yarmus and Begum (2013), FE ideally needs to provide PSTs with sequential, developmentally-appropriate, and well-

supervised teaching practice in real classrooms. Through this process, PSTs are assumed to understand the significance of learning contexts and also complexities of teaching. In this regard, the role of FE on the PSTs' mental and professional maturity leading them to become more conscious and critical of their teaching knowledge and skills could have also been influential on their perceptions of teaching knowledge and skills. Hence, as an awareness-raising process, FE could have led the PSTs to question if and to what extent what they could really achieve what they assumed to accomplish when they practiced. Therefore, by challenging their already established assumptions regarding their knowledge and skills in teaching, the PSTs could have undergone some sort of self-questioning.

Besides, PSTs need a lot of experience throughout their student teaching at practicum schools since they will be expected to teach on their own the following year. Thus, powerful FE learnings are suggested to come from coplanning, coteaching, and other forms of assisted performance with their CTs to enable PSTs to learn what they are not completely ready to do on their own (Feiman-Nemser, 2001). For this reason, lack of support and quality-mentoring from the CTs, which were also seen to lead decreased sense of fulfilled professional needs through the analysis of one-on-one interviews, could have led the PSTs to be challenged on their knowledge and skills. Feiman-Nemser (2001) further suggests that PSTs bring multiple experiences and understanding to FE, thus their personal experiences in practicum schools and first-hand awareness of classroom rituals interact in real classroom settings. In this regard, PSTs' perceptions about their roles often conflict with the reality of classroom and the pedagogical knowledge they have acquired during their pre-service education. Therefore, in line with what Fairbanks, Freedman and Kahn (2000) found in their study with pre-service teachers and mentors' monthly workshops on student teaching, the PSTs might have come up with contradictions between their previous conceptions of teaching and their attempts to make use of their knowledge and skills to build their teaching identity throughout the FE.

Similarly, as learning is an integral part of teaching, lack of adequate amount of practice and time spent on teaching in practicum schools could have also resulted in challenge in the PSTs' established knowledge bases and skills. In this regard, FE which resulted in inadequate practice mainly due to ineffective cooperating teaching resulted from the CTs' perceptions towards the PSTs could have could have served as filter for the PSTs to make sense of the knowledge and experience that they encountered. This is in line with what Zeichner (2005) and Spencer (2007) suggested as a barrier to PSTs' learning when their developmental needs were unmet by CTs who may also function as barriers to change or limit the ideas that the PSTs were able to and willing to accomplish. Spencer further relates the decrease to, inadequacy in cooperation between CTs and faculty teachers who are responsible for the supervision of the PSTs during the FE. Therefore, lack of cooperation between the faculty and practicum schools could have also resulted in inadequate common agenda and sharing of expertize which are critically necessary to encourage the PSTs' learning through practice in FE process.

Moreover, PSTs primarily begin the FE with enthusiasm, but soon after might experience a technical shock following the observation period whereby they generally observe CTs for two or more weeks before teaching a whole class solely. In this sole teaching, they are assumed to confront with the realities and responsibilities of teaching where their beliefs and thoughts about teaching and instructing are tested, challenged, or confirmed (Chepyator-Thomson & Hsu, 2007). For this reason, in line with Chepyator-Thomson and Hsu's study with pre-service teachers' perspectives and experiences on student teaching, technical shock emerged from observing their CTs or praxis shock experienced through knowledge conflicts and difficulties during their own teaching could have imposed on the PSTs' perceptions of teaching knowledge or skills and also their capabilities to perform teaching tasks. In parallel to the technical and praxis shock, experiences gained through the FE could have enabled the PSTs

to become more aware of how teaching in real classroom was. Hence, they could have led them to feel insecure of their teaching knowledge and skills, thus to question them more.

Furthermore, PSTs are generally expected to benefit from their student teaching experiences in FE which in turn are supposed to increase their knowledge and skills by providing them with as much insight as possible on how to teach and also understand the real world of teaching. Therefore, teaching practice adds meaning to their knowledge when they come into contact with real classroom situation. It is also during FE that their knowledge and skills are affirmed. However, if there are inadequate practice opportunities, time spent for teaching in schools, and also the quality of mentoring, that is the CTs' effective fulfillment of their roles to guide PSTs, then the chance to thoroughly benefit from the field experience process is lowered. Therefore, as found out in Chepyator-Thomson and Liu's study (2003) pre-service teachers' reflections on their student teaching, large classrooms to teach, limited time for teaching might have caused them to perceive that what they assumed teaching would be like was not how it actually was in real situations. For this reason, more or less, being engaged in teaching in real classrooms might have caused them to experience reality shock.

Additionally, the mismatch between the PSTs' initial expectations from the FE process and the CTs at practicum schools and their actual experiences in the process could have also created some sort of sense of incompetency which caused them to have fewer opportunities to practice teaching, thus learn less from FE. That is why for FE to contribute the development of the PSTs teaching skills, the quality of feedback they receive is of indecisive importance (Liakopoulou, 2012).

Last, but not the least, the research design itself could have also resulted in respondent fatigue (Lavrakas, 2008) which led the PSTs to become tired of the tests and lose attention, thus the quality of their involvement and concentration on responding the TKTs could have deteriorated. Besides, the length of the tests could have also created a sense of overwhelm on

the PSTs. That is why they could have not devoted full concentration to respond to the tests, hence could not have reflected their teaching knowledge and skills to the tasks in the tests.

Teaching commitment. As stated earlier, the PSTs' perceptions regarding their teaching commitment were also captured through the pre-and post-test measurements whereby a slight decrease was observed. While the scale mean for the pre-test was 3.14, the post-test mean was 3.11. However, it was not a statistically significant decrease indicating that, despite the decrease, there was almost no difference in their emotional attachment to the teaching profession. Therefore, the results could still suggest that the PSTs had positive and moderate teaching commitment perceptions (*M*=3.11). On an item basis, except one (see item 8 Table 17), decreases are observed in the rest, including even the reverse ones. However, item 2 *"I want a career in this vocation",* which can be a key indicator of the PSTs' teaching commitment revealed the highest mean on both pre and post-test. Thus, it was found that the PSTs want to be in "teaching" profession. Besides, item 8, which was the only item with an increasing mean from the pre-test (*M*=3.40) to the post-test (*M*=3.45), can also help us to make sense of their teaching commitment. Because, on this item, the PSTs *began to perceive that they spent "more" significant amount of time for teaching-related journals or books* which is actually a good thing indicating that they developed their perceptions with regard to teaching commitment. Therefore, even if there was a slight and statistically not significant decrease on the scale mean in general, these two items, item 2 with the highest mean on both pre and post-tests, and item 8 as the only item with an increasing mean, can suggest that on key issues, the PSTs perceived committed to teaching which could have been affected by the FE process.

In this regard, the results overlap with some other studies establishing the link between teaching commitment and PSTs' preparedness to teach especially with a link to some variables such as teaching-efficacy, confidence in teaching capabilities, or support received from supervision over FE process (see ; Choi & Tang, 2009; Klassen & Chiu, 2011; Rots et al., 2007;

Tschannen-Moran & Hoy, 2001). For instance, in their study on TE graduates' teaching commitment and entrance into the teaching profession, Rots et al. (2007) reported teaching commitment as one of the most important antecedents was significantly affected by initial TE. Thus, graduates with a higher level of teaching-efficacy, those who indicated more evaluative support from their mentor teachers, and those with a more extended professional orientation were more likely to show higher teaching commitment. Similarly, in their study on understandings of English and Australian teachers' teaching commitment, Day et al. (2005) reported that supportive environment, level of appreciation, and insistence on continuing to be learners are contributory to the teaching commitment. Emphasizing that teaching commitment might change over the course of their career, Choi and Tang (2009) also concluded that factors like work conditions, collaboration, feedback, or learning opportunities are crucial in maintaining high levels of teaching commitment. Besides, with a direct link on the role of FE, Steen (1988) reports that pre-service teachers who can consistently use the skills and knowledge they have learned in the program throughout the FE can be viewed as committed to teaching. In this regard, Lou Veal and Rikard (1998) highlight the role that university supervisors play on the promotion of PSTs' commitment in FE mainly through good modelling.

Similar to the PSTs in the current study whose perceptions regarding their commitment *to want a career in teaching* were seen to be the highest on both pre and post-tests, in their study upon factors contributing to practicing and pre-service teachers' commitment and intention to leave the profession, Klassen and Chiu (2011) also stated that teachers' commitment was positively associated with their decisions about career paths. They also emphasized that while practicing teachers in their study had lower levels of commitment, higher levels of stress, and stronger intentions to leave the profession, the pre-service teachers had higher teaching commitment and lower stress and intention to quit. Klassen and Chiu related this to discovery aspects of teaching which might be miscalibration resulting from PSTs'

incomplete knowledge, and overly optimistic predictions about their capabilities since their initial teaching experiences may have been too brief and disconnected from responsibilities and expectations of practicing teachers. Keeping this in mind, the slight decrease observed in the PSTs' perceptions regarding their teaching commitment might have also resulted from the FE process whereby the PSTs became more familiar to the workplace, more informed upon the roles and responsibilities of teaching profession, thus were challenged more on both perceptional and performance level. Moreover, throughout the FE, the PSTs also had opportunities to test their teaching competencies which enabled them to develop teaching-efficacy perceptions. Therefore, the interaction among all these sources might have also played role on the PSTs' teaching commitment perceptions which resulted in a slight decrease.

Besides, in his study on teaching commitment as one of the factors in pre-service and beginning teachers' professional identity, Hong (2010) states that career decision tends to be closely related with teacher's own sense of self and identity which have been constructed, challenged, and also modified throughout pre-service teacher education. For this reason, the PSTs' perceptions to *want a career* in teaching could have also resulted from the commitment that they developed through FE whereby they started to develop their professional selves as teachers. Last but not the least, as Day et al. (2005) suggested, the PSTs' perceptions to want a career in teaching could have also resulted from personal and professional values extending beyond the traditional ideas of caring and dedication.

In short, while the PSTs were engaged in building their professional selves and identity over the course of FE, there could have been some factors such as the workplace climate, support received from faculty teachers and cooperating teachers, having impact on their perceptions regarding their teaching commitment. Therefore, the slight decrease might have also resulted from availability or lack of these factors.

Perceptions of conscientiousness as a personality trait. The PSTs' perceptions regarding their conscientiousness as a likely source of their preparedness to teach revealed that, on both pre and post-tests, the PSTs perceived themselves most conscientious on their characteristics to *keep belongings neat and clean* (Pre-test *M*=4.40, Post-test *M*=4.28). However, they were found to perceive least conscientious on their characteristics to be a *methodical person* (item 3, Table 19). Moreover, item 10, which is actually reverse, reveals just a little bit decrease indicating that the PSTs perceived themselves to become less organized from the very beginning (*M*=1.71) to the end (*M*=1.86) of FE where they could have had more tasks and responsibilities to accomplish. Therefore, perceiving themselves less organized can be expected when they were pressurized by the need to keep up with all the tasks both in faculty coursework and FE in practicum schools.

In a general sense, despite some fluctuations, the PSTs were seen to be moderately conscientious on both pre-test (*M*=3.61) and post-test (*M*=3.62). As can be predicted from the mean values on both tests, there is almost no change in their perceptions regarding their conscientiousness, which was also proved to be statistically nonsignificant (*z*= -826, *p*= 0.409). This might make more sense especially when it is thought that these perceptions are part of their personality which is less prone to change when compared to some other sources such as teaching knowledge and skills, teaching-efficacy, or even teaching commitment. Therefore, the very small increase can be understandable.

However, some items, as the only items with an increasing mean from the pre-test to the post-test, (see items 5,7,8,9, and 11 Table 19) deserve closer attention since what perceptions the PSTs held on these items overlap with what has already been put forth by some other studies, despite very few in number, trying to establish the likely link between personality and preparedness to teach (see Decker & Rimm-Kaufman, 2008; Gao and Liu, 2013; Ripski et al., 2011; Zhang, 2002). For instance, in their studies on pre-service teachers' beliefs on their

personality and effectiveness, Zhang (2002) and Decker and Rimm-Kaufman (2008) reported that conscientiousness was a good predictor of pre-service teachers' preparedness to teach as it reflected that they were goal-oriented, purposeful, strong-willed, responsible, trustworthy, and strive for excellence. Similarly, the increase observed in the PSTs' perceptions in the current study on items 5, 7, 8, 9, and 11 could potentially reflect that throughout the FE process whereby they were more into the teaching profession, their perceptions regarding their goal-orientedness, responsibleness, trustworthiness, and purposefulness developed. Additionally, beyond only perceptional basis, the experiences that the PSTs had been through over the course of FE process could have also enabled them to see that "they can work towards their goals in an orderly fashion" as suggested in item 5, or "they can always be counted on when they make a commitment" as item 8 states.

Moreover, in their study on pre-service teachers' emotional states and quality of their interaction with the students, Ripski et al. (2011) found that personality dimensions within the FFM is a well-blend. With a focus on conscientiousness, they reported that of the dimensions comprising the FFM of personality traits, *conscientiousness* was of particular importance as it was "characterized by a high degree of responsibility and determination" (p. 79). Therefore, they concluded that individuals with higher levels of conscientiousness matched well to the teaching profession. Similarly, on a comparative study of American and Chinese pre-service teachers' understandings of effective teachers, Gao and Liu (2013) also reported *responsibility*, referring to conscientiousness, as one of the main traits of effective teachers.

Together with the empirical evidence, theoretical argument supporting the likely link between personality and pre-service teachers' preparedness to teach also exists. For instance, in his study on the role played by personality when compared to formal pedagogical training in teaching English among American teachers teaching in Asian schools, Spitzer (2009) suggested that together with formal training at the faculty, PSTs need to be provided with opportunities to

foster certain personal characteristics such as being caring, understanding, mature, and also responsible as the potential reinforcements to their perceptions of preparation for the profession. Similarly, in her study on sources of teaching efficacy of science teachers, Can (2015) also concluded that besides content knowledge, personality traits are other factors in the effectiveness of teachers. What Can suggests is actually needs to be highlighted as effectiveness in teaching has a close link with teachers' confidence in their capabilities, thus results in teaching-efficacy perceptions which are the strongest predictors of preparedness to teach.

In short, despite the small increase on scale mean, the increase in some items' means suggests us a lot to make more sense of the PSTs' perceptions regarding their conscientiousness and preparedness to teach. Consequently, as can be seen, the increase on some key items can help us conclude that the FE process positively affected the PSTs' perceptions regarding their conscientiousness.

Summary and discussion of RQ2. *Can GPA have a link to the senior pre-service English language teachers' preparedness to teach? If yes, how strong is the relationship?*

As for the PSTs' preparedness to teach, personal qualifications were also paid attention as they could be other potential sources. In this regard, as an evidence and also reflection of the teaching knowledge, skills, and understandings acquired and developed through the faculty education, GPA was thought to be one of those likely predictors. Therefore, to see if any link existed between GPA and the PSTs' preparedness to teach, Spearman's correlation test was run, and it revealed a statistically significant and positive and increasing correlation from the pre-tests (*rs*=.064, *N*=82, *p*<.05) to post-tests (*rs*=.247, *N*=90, *p*<.05). Thus, it indicates that as the GPA increased, the PSTs' preparedness to teach did too.

Despite the fact that there has been no previous study establishing the link between PSTs' GPA and their preparedness to teach, there has been some studies investigating how GPA related to teaching-efficacy, confidence, or classroom management skills (see Hall & West,

2011; Pekkanlı Egel, 2009; Saracaloğlu & Dinçer, 2009; Sivri & Balcı, 2015). Relying on the theoretical frame of reference that the current study rested on (see Coladarcı, 1992; Darling-Hammond et al., 2002a), inferences can be drawn from these studies' findings to confirm what the researcher came up with in the study.

For instance, in her study on senior pre-service English language teachers' teaching-efficacy and GPA, Pekkanlı Egel (2009) reported that PSTs with higher GPA felt more efficacious and confident in their teaching abilities. Besides, in their study on the correlation between senior primary PSTs' teaching-efficacy and academic motivation, Saracaloğlu and Dinçer (2009) reported positive correlation between PSTs' GPA and their academic motivation and efficacy. Similarly, in their study on pre-service primary school teachers' classroom management skills and self-efficacy, Sivri and Balcı (2015) also reported that PSTs with higher GPA tended to perceive themselves more efficacious in their classroom management skills. As can be seen, in these studies teaching-efficacy was tried to be predicted through GPA. Therefore, keeping the link between teaching-efficacy and preparedness to teach (see Darling-Hammond et al., 2002a) in mind, it can be concluded that what all these studies suggested can help us comment on the PSTs' teaching-efficacy and their preparedness to teach. In their study on the potential predictors of student teaching performance with a group of undergraduate secondary teaching PSTs, Hall and West (2011) found out significant and positive correlation between the PSTs' GPA, FE scores evaluated by their supervisors and final student teaching performance.

Therefore, the correlation found between GPA and the PSTs' preparedness to teach can be used to tentatively emphasize the role that TE curriculum plays in producing qualified teachers who have developed perceptions regarding their teaching-efficacy, teaching knowledge and skills, or confidence which can in turn predict their preparedness to teach.

Summary and discussion of RQ3A. *Do the senior pre-service English language teachers' perceptions regarding their preparedness to teach change as the school experience continues? If so, how?*

As for the PSTs' perceptions regarding their preparedness to teach over the course of the SE, the interview data enabled the researcher to come up with two sets of categorizations, *one for the PSTs' perceptions prior to SE, one for after SE*. Prior to SE perceptions regarding their preparedness to teach showed that the PSTs felt either prepared or not prepared to teach. For those who felt *prepared to teach* the sources were; *higher teaching-efficacy perceptions,* intrinsic and altruistic career *motivation, and faculty education*. On the other hand, for others who felt *not prepared to teach*, the sources were *untested teaching competencies* due to lack of confidence in teaching and *lack of teaching commitment* as a result of insufficient engagement in teaching. As for the PSTs' after SE perceptions regarding their preparedness to teach, those who felt prepared to teach relied on; *sense of fulfilled professional & developmental needs, higher teaching-efficacy perceptions, increased awareness regarding teaching*, and *emotional attachment to teaching.* For those who were somehow prepared to teach, the categories were; *lower teaching-efficacy perceptions, sustained career motivation, assuming the teacher role, and increased teacher knowledge*. For the others who were not prepared to teach, *decreased sense of fulfilled professional & developmental needs and emotional setback for the sense of career motivation* were the sources.

To be able to interpret how the PSTs made sense of their preparedness to teach as the SE continued and also if their perceptions regarding their preparedness to teach changed, the interconnectedness between the categorizations needs to be clarified. In other words, there is some sort of verification between the categorizations for feeling prepared or not prepared to teach. In this regard, the categories can be regarded as confirmatory and also complementary. For instance, while motivation and enthusiasm to teach was the source for those who felt

prepared to teach, for those who felt unprepared to teach, lack of teaching commitment was the source. Considering that enthusiasm and motivation are components of emotional attachment to the profession (Day, 2004), lack of teaching commitment can be a likely result in case there is no motivation and enthusiasm to teach. Similarly, while those who felt prepared to teach relied on higher teaching-efficacy perceptions, those who felt unprepared to teach were seen to have lack of confidence in teaching which results from untested or inadequately tested teaching competencies which also points out perceiving efficacious or not efficacious to teach (see Darling-Hammond et al., 2002a).

A closer look into the categorizations revealed through the PSTs' after SE perceptions are also in line with the verification between prior to SE categorizations. For instance, while some felt prepared to teach due to sense of fulfilled professional & developmental needs, others felt unprepared to teach as they experienced decreased sense of fulfilled developmental needs. Both categorizations suggest the availability or unavailability of quality-supervision enhanced with or lacked such components as guidance, support, feedback from the CTs at practicum schools and also FAs at faculty. Therefore, while the PSTs perceived to be prepared when their developmental needs were met through quality supervision, they felt unprepared to teach when the situation was just the opposite (Ambrosetti, 2012, 2014). Therefore, the change in their perceptions of preparedness to teach is defined not just by one source rather the connection between the sources. In this regard, the findings overlap with many other studies suggesting that pre-service teachers' preparedness to teach is affected by a number of sources which are inherently connected.

For instance, as for feeling prepared to teach due to intrinsic or altruistic career motivation, in their study on teacher education graduates' commitment and entrance into the profession, Rots et al. (2007) also concluded that PSTs' motivation and commitment to teaching were boosted as they received explicit evaluation from their mentors. In this regard, motivation

can suggest the availability of teaching commitment which was defined to be lack of teaching commitment when the PSTs felt unprepared to teach. In this sense, this is in line with what Day (2004) suggested in his book about passion in teaching. He says that committed teachers are the ones having enthusiasm, passion, caring, hope, and intellectual and emotional energy in their work with children, young people, and adults.

Besides, the PSTs' preparedness to teach due to faculty education overlaps with Darling-Hammond et al. (2002a, 2002b) as in their studies on the preparation of pre-service teachers, they also reported that faculty education established the knowledge base of pre-service teacher education and set the process of learning to teach. The role of faculty education as a source in pre-service teachers' preparedness to teach is also in line with some other studies reporting that feelings of preparedness has a close relationship with the quality of teacher education (Gurvitch & Meztler, 2009; Housego, 1990; Kraut, 2012; Tran, 2011; Turner et al., 2004) Besides, in their study on the role of faculty education on perceived efficacy, Casey and Gable (2012) reported that how well PSTs were educated through the coursework at faculty was a defining factor on their perceptions of preparedness to teach. This indicates that the PSTs' positive feelings and evaluations regarding their teaching knowledge and skills, the availability of a standards-based program, personal and professional quality and qualifications of teacher educators in faculty promote the preparation of efficacious teachers

Besides, the PSTs' perceptions of higher teaching-efficacy, which are the reflections of their confidence in teaching knowledge and skills acquired through faculty education, are also in line with some other studies. For instance, with an emphasis on the link between teaching-efficacy and preparedness, Darling-Hammond et al. (2002a) claimed that graduates who could handle most classroom problems, get through to students, teach all students to high levels, and make a difference in their lives were more prone to feel efficacious and better prepared in teaching. By taking the attention to the role of faculty education on learning and development

of teaching knowledge and skills, Housego (1990) also stated that pre-service teachers' perceptions of preparedness accordingly influence their ability to perform teaching tasks. Thus, he put a link between estimates of preparedness to teach and self-assessments of teaching competence which are regarded to be the source lying behind the PSTs' higher teaching-efficacy perceptions.

Moreover, the PSTs' preparedness to teach due to increased awareness regarding teaching also overlaps with some other studies. For instance, in his dissertation study upon the preparation of English language teachers to teach in diverse settings, Selvi (2012) puts forth that FE is no more an activity for PSTs to apply theoretical knowledge from the teacher education coursework rather it is a central process providing PSTs with the social context to grow. Similarly, Gebhard (2009) also takes attention to the role of FE in providing many opportunities for PSTs' awareness building as it provides them with the chance to see their own teaching differently by learning how to make their own informed decisions through systematic observation and exploration of their own and others' teaching. Wilson, Floden and Ferrini-Mundy (2001) also emphasize that FE intends to show what the job of teaching is like to help PSTs learn about classroom management, and to give practical opportunities to apply concepts encountered in university coursework. Similarly, in their study where they assessed pre-service teachers' experiences in student teaching, Brown et al. (2015) also emphasized the role of FE during which PSTs have the opportunity to shadow CTs and practice teaching skills, learn to design and implement curricular activities, and establish relationships with students. Thus, FE plays an important role for the PSTs to develop awareness towards the teaching profession, as they have the chance to develop teacher-learning and teacher identity, to learn to collaborate with others, and to develop critical understanding for a sound evaluation of their teaching practices.

Despite very few, some other studies overlap with fulfilled (increased and decreased) professional & developmental needs. In her studies on preparing mentor teachers for mentoring pre-service teachers, Ambrosetti (2012, 2014) stated that supervision of the PSTs relies on relationship and interaction between stakeholders and PSTs mainly with a concern to meet PSTs' professional and developmental needs. In this regard, for the PSTs to develop professionally, issues such as guidance, communication, support, dialogue, feedback are key to fulfill their professional and developmental needs. Besides, CTs who are good role-models also fulfill the PSTs' developmental needs as they need to observe quality-teaching practices from which they will gain insights to construct and reconstruct their professional selves as teachers. In their study on the impact of teaching practicum on teacher preparation, Scott, Gentry and Phillips (2014) also reported that the availability of compatible cooperating teachers, who are able to correct instructional challenges and provide feedback, was critically important to the success of the pre-service teachers in their study. On the other hand, in their studies on effective mentoring and pre-service teachers' preparation, Zeichner (2005) and Spencer (2007) also suggested that inadequate practice mainly due to ineffective cooperating teaching served as filter for the PSTs' learning mainly because their developmental needs were unmet.

With these in mind, it can clearly be seen that, for the PSTs to feel prepared to teach, there is a need for the availability, integration, and combination of a wide variety of sources. Also, being inherently interconnected, the sources are seen to complement and verify each other. Therefore, if contributory and positive, the sources enable the PSTs to feel prepared to teach. However, when just the opposite, the PSTs' perceptions result in not being or feeling prepared to teach.

Summary and discussion of RQ3B. *Do the senior pre-service English language teachers' perceptions regarding their preparedness to teach change as the teaching practicum continues? If so, how?*

Similar to the SE categorizations, as for the PSTs' perceptions regarding their preparedness to teach over the course of the TP phase, two sets of categorizations; *prior to TP and after TP*, were obtained from the interview data. As for prior to TP, for those who felt prepared to teach, the sources were; *teaching commitment, higher perceptions of teaching-efficacy, personality, and faculty education*. For those who were somehow prepared to teach, the category was *lower perceptions of teaching-efficacy*. Besides, for the ones who were not prepared to teach, the source was *lack of confidence in teaching*. When it came to after TP perceptions, the PSTs' perceptions showed that, for those who felt prepared to teach; *increased sense of fulfilled professional & developmental needs*, *increased confidence in professional self, and decreased sense of teaching anxiety* were the sources. Besides, for those who perceived to be somehow prepared to teach, the category was *sense of inadequate preparedness* which was thought to result mainly from the CTs' lack of know-how to communicate their teaching knowledge and experiences to the PSTs. Last but not the least, for the unprepared PSTs, *lack of teaching commitment* was the source.

Now that, the PSTs completed the TP phase, they were about to exit the TE program. Thus, they were closest to the profession. Therefore, being prepared or not prepared to teach was a concern on that level. As the findings showed, the sources for the PSTs' preparedness to teach varied possibly because their experiences and on-the-job learnings also enriched. However, as some of the sources revealed through the TP data categorizations were already available in the SE data categorizations, this section, focusing on the change in the PSTs' perceptions regarding their preparedness to teach over the course of the TP process, only deals with the new sources emerging from the data. A closer look to the categories clearly shows that

personality, increased confidence in professional self, decreased sense of teaching anxiety, and *sense of inadequate preparedness* were the new categorizations that the researcher came up with. Therefore, what difference that these categories could have made are discussed.

Personality, emerging as a source for the PSTs' preparedness to teach over TP, overlaps with some other studies setting an indirect link between personality and preparedness to teach, mainly relating personality to teaching-efficacy (see Jamil, Downer, & Pianta, 2012; Oh, 2011; Saint, 2013). Considering that teaching-efficacy is the strongest predictor of preparedness to teach (Darling Hammond et al., 2002a), the indirect link between personality as the source of teaching-efficacy can suggest that personality is a source for the PTSs' preparedness to teach over the course of the TP. For instance, in her study on pre-service teachers' sense of efficacy and its sources, Oh (2011) reported personality among the significant sources of efficacy. Also, in her study on science pre-service teachers' efficacy, Saint (2013) regards personality with an emphasis on conscientiousness, as the source of science teaching-efficacy.

Despite very few in number, the emergence of decreased sense of teaching anxiety, which is actually closely linked to increased confidence in professional self, overlaps with some other studies (see Akınsola, 2014; Brown, Westenskow, Moyer-Packenham, 2012). For instance, in his study on the assessment of pre-service teachers' teaching anxiety as they were being involved in teaching practicum, Akınsola (2014) also reported that the pre-service teachers' teaching anxiety decreased possibly because they became more confident, got used to being assessed by supervisors, and diminished problems in teaching such as classroom management. Similarly, in their study on pre-service mathematics teachers' teaching anxiety throughout the FE, Brown et al. (2012) found out that through observing the mentors' teaching and also practicing, and reflecting on their own experiences, the PSTs' teaching anxiety decreased. Especially, for the role of practice and reflection, Brown et al. further added that the PSTs said that repeated practice gave them more confidence. Besides, they also mentioned that

if a lesson did not go well or as planned, and if they had the chance to reflect and re-teach, the final positive outcome decreased their teaching anxiety. As can be seen, decreased sense of teaching anxiety could have resulted from being more skillful in teaching skills such as classroom and time management, keeping up with their lesson plans, establishing better communication both with students and CTs. For this reason, decreased sense of teaching anxiety resulting from such issues increased the PSTs' confidence in their professional selves. In other words, as the PSTs became more confident in their teaching, their perceptions regarding their teaching anxiety decreased. Ultimately, as the anxiety decreased, they became more prepared to teach.

Lastly, sense of inadequate preparedness was the source for those who felt somehow prepared to teach. The data showed that it emerged mainly because the CTs' lack of know-how to communicate their teaching knowledge and experiences to the PSTs. When the need to meet the PSTs' developmental needs (Ambrosetti, 2012, 2014) was considered, the CTs were primarily expected to establish communication with the PSTs as it is the key to clear the channels to provide the PSTs with guidance, support, and feedback. Besides, they also need to be good role-models as the PSTs also learn simply by observing the CTs when they taught. For this reason, if the CTs were not empathetic towards the PSTs and understand their inner world which was full of concerns, doubts and questions, and if they were also not open to communicate with the PSTs, then they were not able to share their experiences, insights, and knowledge with them. Accordingly, this lack of sharing resulted in sense of inadequate preparedness as the PSTs were not adequately supervised which was vitally significant for their preparedness to teach.

As can be seen, as the TP continued, the PSTs' perceptions with regard to their preparedness to teach also continued to change either positively or negatively. For this change, a combination of various sources was seen to play role. This could suggest that being prepared

or not prepared is not simply defined by the availability or unavailability of just one source. Rather, the emergence of one source which presumably results from the availability of another, leads to the emergence of another source. Therefore, this interconnectedness suggest us how complicated and multifaceted preparedness to teach is.

Summary and discussion of RQ4. *What are the stakeholders' (faculty advisors' and cooperating teachers') evaluations regarding the senior pre-service English language teachers' preparedness to teach and its likely sources in SE and TP?*

The FAs' and CTs' evaluations regarding the PSTs' preparedness to teach and its likely sources over SE and TP phases revealed through the evaluations of both parties tended to indicate similar and in some cases identical sources. In this regard, summary of the findings gathered through the FAs' and CTs' evaluations in SE phase and TP phase are revisited and discussed with reference to the related body of literature.

As the analysis of the FAs' and CTs' SE evaluations showed, both parties held negative and positive thoughts with regard to the PSTs' preparedness to teach. Primarily, the FAs were found to link the PSTs' preparedness to teach to a great number of sources such as *personal characteristics, career motivation, reflective teaching, faculty education,* and *observations in practicum schools.* Besides, *professional dialogue* that the PSTs established with peers over the SE process, *fulfilled professional & developmental needs* mainly through quality supervision were also seen to facilitate the PSTs' preparedness to teach. Moreover, *increased teaching knowledge and skills, increased teaching awareness, teaching-efficacy perceptions*, and the PSTs' *appropriate professional behaviors* and also their *commitment to teaching* were among the sources. Last but not the least, *learning through teaching* was also seen to source the PSTs' preparedness to teach, as most of the FAs thought faculty education is never enough, thus the PSTs will learn in time as they practice and become familiar with the profession.

Furthermore, the FAs were also seen to have some negative perceptions with regard to the PSTs' preparedness to teach as they thought sources such as *lack of adequate faculty education and unfulfilled professional & developmental needs*, if the PSTs are not provided with quality supervision through guidance, feedback, and dialogue by the CTs, debilitated the PSTs' preparedness to teach. Reflecting on the system in which they teach and prepare PSTs, the FAs also regarded some *TE curriculum-bound sources* as debilitators to the PSTs' preparedness to teach. They also complained about such issues as low-scores gained through the university entrance exam leading to *decrease in the quality of PSTs*. Complementarily, the FAs also thought some sources such as less teaching awareness, or inadequate career motivation also resulted in *inappropriate professional behavior* as a barrier for the education of adequately prepared PSTs. Some other sources like *lack of adequate quality-teaching experience* and *lower teaching-efficacy* were also among the sources debilitating the PSTs' preparedness to teach. As seen, a great variety of categories were found to source both the preparedness and unpreparedness of the PSTs.

When it comes to the CTs' evaluations over SE phase, analyses revealed that according to them, the PSTs were mostly prepared to teach as they had *career motivation, personal characteristics* such as being responsible, extrovert, or self-confident suiting well to the teaching profession, *teaching confidence*, and also *appropriate professional behaviors*. Besides, the PSTs' were observed to be more and better prepared when their *developmental needs were fulfilled* through quality-supervision. Additionally, even in the SE phase which is officially not defined as the time to practice teaching, the PSTs were observed to *assume their identity as future teachers*. The PSTs were also observed to gain *improvements in their teaching knowledge and skills* which enabled the CTs to regard them prepared. Moreover, the PSTs' *faculty education* was also thought to facilitate their preparedness to teach as many CTs reported that the PSTs were pretty well-equipped with theoretical knowledge and understandings which

were even sometimes criticized to be too much. The CTs also evaluated the *observations* as contributory for the PSTs as through the observations they had the chance to learn from others' (generally CTs, and FAs, and sometimes peers' teaching in PSs) teaching, and draw their own conclusions for what works or what does not; thus how to teach or how not to teach. Last but not the least, some other sources such as *increased professional dialogue with peers* and *adaptation to the workplace* were also seen to facilitate the PSTs' preparedness to teach. As can be seen, similar to the FAs, the CTs also relied on many sources when they justified their evaluations regarding the PSTs' preparedness to teach.

On the other hand, the CTs' evaluations were found not only to be restricted to positive perceptions. Rather, they were also found to hold some negative perceptions revealing some other sources which they relied on if they thought the PSTs were not prepared to teach. In this sense, *learning through teaching*, *lack of career motivation, lower teaching-efficacy, lack of teaching commitment, lack of teaching awareness,* and *mismatch between faculty education and teaching in PSs* were thought to debilitate the PSTs' preparedness to teach. As can be seen, the CTs' evaluations also suggest the critical role played by various sources on the PSTs' preparedness to teach.

As for the CTs' TP evaluations regarding the PSTs' preparedness to teach and its likely sources, the findings showed that CTs mostly thought that the PSTs were prepared to teach due to such factors as; *faculty education, positive and higher career motivations, personal characteristics, ethical and appropriate professional behavior, observations in PSs, fulfilled developmental needs,* and *teaching-efficacy perceptions* mostly resulting from prior teaching experience. However, for some of the CTs, there were some sources such as *KPSS anxiety, different career plans, avoiding (extra) workload, and approaching TP like any other course* which were debilitating the PSTs' preparedness to teach.

According to the FAs' evaluations regarding the PSTs' preparedness to teach during the TP, the emerging sources were; *PSTs' maturity, lack of continuous teaching practice throughout the TE program, inadequate faculty education, perceptions of CTs' as a barrier to adequate teaching practice, mismatch between modern and traditional pedagogy, contextual factors, decreased quality in PSTs' profile, lack of coordination between faculty and collaborating schools, mismatch between the number of CTs and PSTs, and the place of TP in TE curriculum.* As seen, the sources are more varied than the CTs' sources. More importantly, they could clearly show that the FAs mostly regarded the PSTs as unprepared to teach on a basis of various issues along the way.

Although there has been limited research examining PSTs' preparedness to teach through the lens of FAs and CTs, some recent studies examining CTs' perspectives have also come up with similar results (Altan & Sağlamel, 2015; Boz, 2008; Browne Hogan, 2011; Clark, 2009; Paulson, 2014; Rots et al., 2007;). For instance, as for faculty education, in her study on the preparation of science pre-service teachers' through teaching practice, Boz (2008) also reported that the CTs held strong perceptions that theoretical knowledge gained from the pedagogical courses at the faculty were crucially contributory upon the pre-service teachers' performance over the TP, thus ultimately on their preparedness to teach.

In terms of the PSTs' preparedness to teach due to their *ethical and professional behaviors,* in her study on the preparedness of pre-service teachers during TP, Browne Hogan (2011) also focused on the CTs' perceptions, and reported that they attached the PSTs' preparedness to *affective and behavioral characteristics* such as being caring towards students, engaging in learning, reflecting in action, having knowledge of up-to-date methods, and skills in questioning. Despite extending beyond affective and professional behaviors, the total sum of these comprehensive characteristics is strong enough to facilitate the PSTs' preparedness to teach.

As for the *CTs'* role to *fulfill the PSTs' professional & developmental needs,* Altan and Sağlamel (2015) also reported similar results as all the CTs in their study perceived the pre-service teachers' preparation to their own roles to guide, support, and help them. However, when it came to providing the PSTs with feedback, none of them could provide any specific evidence. Thus, this shows how the CTs' perceptions are deviant from the reality in FE. Similarly, in their study on pre-service teachers' entrance into the profession, Rots et al. (2007) also reported that CTs found their *evaluative support and cooperation* contributory on pre-service teachers' decisions and teaching commitment. This is also in line with Paulson's study (2014) where she also found that the CTs' emphasized a desire for the need that they should be good role models and mentors throughout PSTs' student teaching in FE.

On the other hand, in their study on the evaluations of physical education cooperating teachers' evaluations upon pre-service teachers' student teaching in practicum schools, Lou Veal and Rikard (1998) also reported that some cooperating teachers in their study complained about lack of collaborative work between them and the university supervisors, and suggested university supervisors need to spend more time in practicum schools as both observers and teachers as they believed that this would help them be more empathetic and understanding of the daily challenges that the PSTs faced in schools.

Last but not the least, similar to what Clark (2009) suggested in her study on pre-service and novice teachers' perceptions of preparedness, *observations* of CTs' and their peers' teaching over the FE process were also thought to inspire the PSTs to develop their teaching knowledge and skills which were in turn boost their perceptions of preparedness to teach.

When it comes to the FAs' evaluations, the results overlap with some other studies (Altan & Sağlamel, 2015; Borko & Mayfield, 1995; Lou Veal & Rikard, 1998; Sethusha, 2014). For instance, in their study on the role of university supervisors and cooperating teachers on pre-service teachers' learning to teach, Borko and Mayfield (1995) reported that except very

few, FAs had very limited roles on pre-service teachers' learning to teach process. As for the FAs' perceptions relating the PSTs' unpreparedness due to CT related issues such as their perceptions as a barrier to adequate teaching practice, Altan and Sağlamel (2015) also reported that CTs' focus on the students rather than the PSTs which sometimes caused them to fail to fulfill their mentoring responsibilities. For this reason, they underlined that the CTs lacked specific preparation to give quality and professionally appropriate support for the PSTs. Similarly, in her study on the challenges faced by university supervisors during pre-service teachers' student teaching period, Sethusha (2014) also found out that the supervisors in her study complained about the cooperating teachers' lack of supervision as they inadequately fulfilled their roles and responsibilities.

As one of the most primary categories revealed through both parties' evaluations, higher teaching-efficacy is regarded to be an important source to preparedness to teach in Moulding, Stewart and Dunmeyer's (2014) study in which significant correlations were found to exist between PSTs' efficacy scores and perceptions of support by their cooperating teachers during FE. In this sense, even if teaching efficacy is mostly linked to teaching competencies, the correlations that Moulding and his friends reported between efficacy and CT support highlights how significant adequate-mentoring and quality-support are to encourage the development of teaching knowledge and skills and accordingly perceptions regarding teaching-efficacy. Similarly, in their study on the preparation of effective beginning teachers, Fletcher and Barrett (2004) also emphasized the role of quality-mentoring for the development of teachers' efficacy perceptions.

Besides, emphasizing the increase in the number of programs offering support and guidance for beginning teachers, in their study on the role played by mentoring on beginning teachers' turnover, Smith and Ingersoll (2004) also reported that teachers provided with quality-mentoring and collaboration by their cooperating teachers were less likely to move to other

schools or leave the profession. This could suggest that either in pre-service or beginning level, guidance, supervision, support, and collaboration are critically important both to prepare for and keep the teachers in the profession.

Therefore, even if there are limited number of studies on pre-service teachers' preparedness to teach through the lens of stakeholders, what some other researchers reported can also be seen to support the findings of the current study mainly because they also suggest a dynamic interaction and integration between the sources facilitating preservice teachers' preparation to enable them to become as much prepared as possible. However, as preparedness to teach is a multifaceted and hard to define construct, many other studies from the lens of stakeholders are essential to achieve a thorough and valid account of the sources facilitating and debilitating the PSTs' preparedness to teach over the entire FE process.

***Summary and discussion of RQ4A**. Do their evaluations change as the teaching experience continues?*

As might be remembered, through a within case analysis approach, both parties, the FAs' and CTs' evaluations regarding the PSTs' preparedness to teach, were compared and contrasted from SE to TP phase. The analysis showed that although the CTs mostly regarded the PSTs as prepared to teach due to such sources as; assuming teacher identity, or adaptation to the workplace. They kept putting equal amount of emphasis to some sources such as; career motivation, fulfilled developmental needs, personal characteristics, appropriate professional behavior, faculty education, and observations in practicum schools as the sources facilitating the PSTs' preparedness to teach. The only source that the CTs' evaluations revealed in the TP phase was higher-teaching efficacy. On the other hand, as for their evaluations with regard to the sources debilitating the PSTs' preparedness to teach, the CTs were found to emphasize only some issues like the PSTs' concerns about future, the anxiety that they had due to KPSS, or their attitudes to avoid any extra workload possibly because they did not want to "lose" any

time in practicum schools. Being only limited to such miscellaneous issues, the CTs were seen to become more positive mostly regarding the PSTs prepared to teach.

As for the FAs, who were found to support the sources that the CTs attached the PSTs' preparedness to teach, two other sources, increased teaching knowledge and skills and also teaching-efficacy perceptions, also facilitated the PSTs' preparedness to teach over the entire FE process. However, as stated earlier, the FAs' perceptions with regard to the PSTs' preparedness to teach shifted from positive to negative. Hence, they were mostly seen to regard the PSTs as unprepared to teach due to a great variety of sources including but not restricted to TE curriculum-bound sources, lower teaching-efficacy, even lack of adequate faculty training, or mismatch between modern pedagogy (at faculty) and traditional pedagogy in practicum schools in CTs' teaching practices. As can be seen, as the PSTs' teaching practice continued in practicum schools, the FAs became more critical towards their evaluations regarding their preparedness to teach.

Therefore, as seen while the CTs' evaluations regarding the PSTs' preparedness to teach moved towards being "more" positive, the FAs' evaluations were seen to shift from positive to negative. In other words, both parties' evaluations diversified within themselves. To the researcher's knowledge, there has been no previous longitudinal research carried over the entire FE process and sought the stakeholders' evaluations with regard to the PSTs' preparedness to teach. Therefore, what the researcher came up with through within case analyses of both parties are limited only to the current study. This suggests the need for more studies focusing on stakeholders' evaluations.

Summary and discussion of RQ4B. Is there a match between their evaluations regarding senior pre-service English language teachers' preparedness to teach? If so, how and to what extent?

As mentioned both in the findings section, and under the previous title, with reference to the cross case analysis between the two parties, both parties' SE evaluations upon the PSTs' preparedness to teach revealed a match on many sources such as *personal characteristics, career motivation, faculty education, observations, increased teaching knowledge and skill,* or *fulfilled professional & developmental needs*. They were observed to diversify only on such sources as the PSTs' *teaching confidence, adaptation to the workplace*, or *reflective teaching*. However, as the teaching practice continued, the match between the two parties was observed to become limited to only a couple of sources such as; *higher teaching-efficacy, sustained career motivation, personal characteristics,* or *fulfilled developmental needs*. As might be remembered, the reason lying behind the decrease on the extent of their agreement resulted from the shift, which was from positive to negative, in the FAs' evaluations.

Quite complementarily, even in the SE phase, the two parties were also observed to diversify in their evaluations regarding the PSTs' unpreparedness to teach. Therefore, the only category that both parties agreed was *lower teaching-efficacy* as a debilitating source to the PSTs' preparedness to teach. This could suggest that both parties could have expected the PSTs' to become better on their teaching competencies. However when their expectations were not satisfied, they tended to evaluate the PSTs' less efficacious. Moreover, the FAs' were found to suggest more sources than the CTs did. Lastly, resulting from this diversification in both parties' evaluations with regard to the PSTs' preparedness to teach, the CTs were seen only to suggest a couple of miscellaneous issues while the FAs had many sources which they considered to debilitate the PSTs' preparedness to teach.

Overall, while the two parties' evaluations regarding the PSTs' preparedness to teach were observed to have a great deal of match at the beginning, towards the end due to the shift in the FAs' perceptions from positive to negative, the number of facilitative sources decreased, and debilitative sources increased. As a result, the extent of the match between the two parties also almost hit a low.

As it is a very recent research interest within the English language teacher education research, to the researcher's best knowledge, the PSTs' preparedness to teach has not yet been adequately examined through the lens of the stakeholders. However, in her review study on teaching practicum upon the factors on pre-service teachers' preparedness for the profession, Li (2016) also suggests that more link between theory and practice, comprehensive support from university supervisors and cooperating teachers and also peers are critical. Besides, in line with one of the sources that the FAs put forth a facilitator to the PSTs' preparedness to teach, reflective teaching was also emphasized to be essential for PSTs to become critical towards gaining insights for their future teaching practices. Similarly, in her study on stakeholders' perspectives of the nature and role of assessment during teaching practicum, Allen (2011) also reports disparate understandings between university supervisors and school-based mentors suggesting a lack of common understanding which were thought to adversely affect pre-service teachers' experiences of assessment. In this regard, the diversification in the evaluations of the FAs and CTs with regard to the PSTs' preparedness to teach can also indicate a mismatch between their approaches towards the preparation of PSTs to the profession.

As a result, similar to the case in studies examining stakeholders' evaluations with regard to the PSTs' preparedness to teach over the entire FE process stretching from SE to TP, studies upon if and how stakeholder evaluations match are also required to be enriched. Therefore, what can be discussed could mostly be limited to the findings of this study.

Conclusions of the Study

To conclude, there are a number of ultimate conclusions to be drawn from the study.

First and foremost, on both pre- and post-tests, the PSTs are seen to be moderately knowledgeable and skillful in the areas being tested. Besides, as for the PSTs' perceptions regarding the sources of their preparedness to teach, the study showed that from beginning to the end of the FE process, decreases were observed on their teaching knowledge and skills. More specifically, although there was no change on their teaching knowledge and skills on *language and background to language learning and teaching,* statistically significant decreases were observed with regard to *lesson planning and use of resources for language teaching, and managing the teaching* and *learning process.*

In terms of their perceptions regarding their *preparedness to teach and teaching-efficacy,* the scales revealed that the PSTs' perceptions increased from the pre-tests to post-tests which were also seen to be statistically significant. In other words, while the PSTs were seen to be moderately prepared and efficacious to teach at the very beginning of FE process, they became to be fairly prepared and efficacious to teach when they completed the entire FE process. This shows that the FE positively contributed to the PSTs' preparation, and also to their perceptions with regard to their preparedness to teach. Besides, *teaching commitment* was seen to slightly decrease from the beginning to the end of FE. With regard to the PSTs' perceptions of *conscientiousness as a personality trait*, it was seen to slightly increase over the FE. However, the increase was not statistically significant suggesting that personality traits are more established, thus less prone to change.

Moreover, as for *GPA* which was thought to be a potential predictor of the PSTs' preparedness to teach, the study showed that the correlation between *GPA and preparedness to teach* was positive and also statistically significant. Hence, this suggests that as the academic achievement increases, the PSTs' perceptions with regard to their preparedness to teach do too.

As for the PSTs' in-depth evaluations regarding their preparedness to teach, the interviews showed that, prior to SE for their preparedness to teach they mostly determined by their *higher teaching-efficacy perceptions, intrinsic and altruistic motivation to teach, and faculty education*. For those who perceived to be unprepared to teach, the sources included *untested teaching competencies* due to lack of confidence in teaching *and lack of teaching commitment* mainly resulting from insufficient engagement in teaching. Besides, as the FE continued whereby the PSTs gained more experiences and also chances to develop what they learnt, the sources which the PSTs perceived to facilitate their preparedness to teach were observed to become varied. For instance, for those who prepared to teach, *fulfilled professional & developmental needs, higher teaching-efficacy perceptions, and increased awareness regarding teaching,* and *emotional attachment to teaching* were the sources. As can be seen, in both phases, higher teaching-efficacy perceptions which have a lot to do with the PSTs' confidence in their teaching competencies were persistent. Additionally, for those who perceived to be somehow prepared to teach, the sources included *sustained career motivation, assuming the teacher role, increased teacher knowledge, and lower perceptions of teaching-efficacy*. When it came to the sources debilitating the PSTs' preparedness to teach, and making them feel unprepared to teach, *emotional setback and decreased sense of fulfilled developmental needs* were seen to be the sources.

As for the PSTs' perceptions regarding their preparedness to teach over the TP phase, some sources such as *faculty education* and *higher perceptions of teaching-efficacy* were seen to be persistent. However, possibly because as a reflection of the time spent in the field, and density and variety of experiences and learnings gained through practicing, new sources were seen to emerge. For instance, for those who were now prepared, *personality and teaching commitment* were also regarded to be the sources. Moreover, as the PSTs continued to be involved in TP in PSs, the sources facilitating their preparedness to teach were observed to

enrich. For instance, *increased confidence in professional self, decreased sense of teaching anxiety, and increased sense of fulfilled professional & developmental needs* were also seen to facilitate the PSTs' preparedness to teach. For those who were somehow prepared, the source was seen to be *sense of inadequate preparedness* mainly resulting from the CTs' lack of know-how to communicate their knowledge and experiences to the PSTs. Last but not the least, *lack of confidence in teaching and lack of teaching commitment* were seen to be the persistence sources debilitating the PSTs' preparedness to teach over the entire FE process.

When it came to the FAs' and CTs' evaluations regarding the PSTs' preparedness to teach, it was seen that despite the fact that the CTs were mostly positive and thought that the PSTs were prepared to teach, the FAs mostly evaluated them to be unprepared to teach. Therefore, a wide variety of sources were revealed through the evaluations of these parties. For instance, as for the PSTs' preparedness to teach, the CTs relied on such sources as *adequate faculty education, positive and higher career motivation, personal characteristics, ethical and appropriate professional behavior, fulfilled professional & developmental needs, observations in PSs,* and *prior teaching experience*. Besides, for some of the CTs, *miscellaneous issues* such as future concerns, KPSS anxiety, or approaching the FE like any other course debilitated the PSTs' preparedness to teach.

On the other hand, for the FAs, whose perceptions with regard to the PSTs' preparedness to teach shifted from positive to negative over the entire FE process, the facilitating sources were seen to become limited to such as issues as *personal characteristics, sustained career motivation,* or *increased teaching knowledge and skills*. On the other hand, as for the PSTs' unpreparedness to teach the sources were seen to be include *lack of continuous teaching practice throughout the TE program, pre-service teachers' maturity, inadequate faculty preparation, unfulfilled developmental needs, mismatch between modern pedagogy and traditional pedagogy, contextual factors, decreased quality in PSTs' profile, lack of*

coordination between faculty and collaborating schools, mismatch between the number of CTs and *PSTs, and also the place of teaching practice in teacher education curriculum*. As can be inferred, the variety of the sources can suggest that the FAs were mostly critical towards how the PSTs were prepared through the TE programs as well as the deficiencies that the PSTs came across in FE.

When all these results, the quantitative results from the scales and the TKTs, the qualitative results gained through the PSTs' interviews, and also the qualitative results obtained through the FAs' and CTs' interviews, are closely examined, it is seen that both within themselves and cross-themselves, they confirm and complement each other. More specifically, the results gained through preparedness to teach and teaching-efficacy scales are supported by the PSTs' interview data. For example, as might be remembered, both preparedness to teach and teaching-efficacy perceptions gained through the scales were found to significantly increase from the very beginning to the end of the FE process. The statistically significant increase is also seen to be supported by what the PSTs emphasized in one-on-one interviews. For most of them, they became to be more prepared and efficacious as they received support, guidance, and quality supervision from the CTs and also FAs. Similarly, they also expressed that they felt prepared to teach and efficacious thanks to content and pedagogical content knowledge that they had gained through the faculty education. Moreover, the decreases that were seen to happen on the TKT tests were also supported by the qualitative data obtained through the PSTs, FAs, and CTs' interviews. First and foremost, the PSTs put overemphasis on lack of support and quality mentoring that they expected to receive their CTs and FAs, but could not receive adequately and consistently. Besides, the FAs also thought that while the PSTs were expected to become closer to teaching and also to develop their teaching knowledge and skills, due to the CTs' inadequate collaboration and supervision, they could not do. The FAs also attached lack of collaboration to the CTs' hesitation and some sort of incompetency feelings which further

caused them to not to want to be observed by the PSTs and also to put a communication barrier between themselves and the PSTs. All these unfortunately resulted in inadequate supervision which also led the PSTs to feel unprepared to teach as their professional and developmental needs were unmet by the CTs. besides, the quantitative data gained through the teaching commitment scale is also seen to be confirmed by all parties' qualitative evaluations. For instance, when the PSTs received support from their CTs, who also created a supportive environment throughout the FE, and also appreciated the PSTs' efforts, they became to feel more committed to teaching. When the case was just the opposite, the PSTs lost their teaching commitment, or at least their commitment to the teaching profession was observed to weaken. Possible because of this link between quality-supervision, workplace environment and level of appreciation some of the PSTs tended to feel less committed to teaching which resulted in the decrease in overall scale mean in post-test. Moreover, as the PSTs began to construct their professional selves throughout the FE, some became to make more sound evaluations regarding their commitment to teaching. Therefore, even at the end of the FE, which is also the exit level for TE program, some PSTs questioned their teaching commitment, and tended to feel less committed which was also observed in the quantitative data. Last but not the least, the quantitative data, which showed a very minor increase from pre-to post-test, gathered through the PSTs' personality perceptions was also supported by what the FAs and CTs put forth in the interviews. Contrary to the PSTs, who very rarely attached their preparedness to teach to their personality, the FAs and CTs overemphasized the role of the PSTs' personality on their preparedness to teach.

Thus as can be seen, although the sources which seem to stand as separate constructs to preparedness to teach, are actually complement and support pre-service teachers' preparedness to teach. ın this regard, with a specific focus on the current study, exploring the pre-service teachers' perceptions regarding their preparedness to teach through such constructs as teaching-

efficacy, teaching knowledge and skills (complementarily faculty education), teaching commitment, personality, supervision, and also stakeholders can be concluded as a right perspective. Besides, what the study showed us through the qualitative data gained through all parties can suggest that preparedness to teach is beyond the likely sources mentioned above. Some other sources such as career motivation (intrinsic and altruistic), tested or untested teaching competencies, confidence in professional self, teaching awareness, role and also quality of teacher education programs, and adequate and quality teaching experience provided to the PSTs over the course of their faculty education have the power to shape pre-service teachers' preparedness to teach. Therefore, as can be seen, feeling or being prepared is a seriously complex and multifaceted phenomena.

Implications of the Study

Results gained through the study, as a multifaceted exploration towards the senior pre-service English language teachers' preparedness to teach, can suggest some implications for all those parties such as the HEC, faculties of education, teacher educators, practicum schools, and cooperating teachers, as the key stakeholders in the preparation of English language teachers.

First and foremost, key results which were gained from the PSTs' perceptions regarding their preparedness to teach need to be taken into serious consideration as they suggest what lessons to be drawn. In this regard, the PSTs' unpreparedness to teach resulting from such sources as decreased sense of fulfilled professional & developmental needs, sense of inadequate preparedness, and emotional setback are all tied to one factor, namely CTs. A closer look to these sources showed that if the CTs do not provide the PSTs' with guidance, support, feedback which are key issues that they need to be provided with throughout FE, then their developmental needs, in other words what they need to know to effectively function in profession, are not met by the CTs. Similarly, if the CTs are not good-role models, and also do not possess and perform appropriate professional behaviors, then the image of an ideal teacher, which the PSTs bring

into the FE, can potentially be shaken. Thus, for some of the PSTs, it may be a source to set them emotionally back. Besides, if the CTs are not truly and fairly open to communicate with the PSTs, which is vital to guide, supervise, and also professionally support them, then they cannot communicate their professional knowledge and experiences with the PSTs. Thus, it unfortunately results in sense of inadequate preparedness in the PSTs. Keeping these in mind, the critical role played by the CTs becomes more than evident. For this reason, it is better if CTs are supported and even provided with professional trainings to enlighten them more on the roles and responsibilities they carry for the preparation and quality-supervision of the pre-service teachers.

Secondly, the CTs' evaluations are also invaluably significant as they also suggest what implications need to be drawn. For instance, what they complained most in interviews was the PSTs' approach towards the FE, as the CTs thought that the PSTs were approaching FE like any other course in the curriculum. However, what they further added showed that they expected the PSTs to be more aware of the fact that FE is not a course rather it is the backbone of TE whereby the PSTs are right in teaching. For this reason, for some of the CTs, the PSTs' "like any other course kind of approach towards FE" resulted from their anxiety caused by KPSS. Therefore, rather than being only in senior year where the PSTs were filled with future concerns, and cannot fully focus on getting the most out of their FE experiences, it could be better and richer in-experience and awareness if the FE is spread over years.

Another issue that the CTs raised in the interviews was lack of care and attention that they were paid by the faculty. What they most criticized was the FAs' lack of collaboration and cooperation with them. They said that, *"the FAs only bring the PSTs to the schools in the first week, then they leave. They provide us with no information regarding what they exactly expect from us, what our roles are, what we need to do, or not to do. Therefore, we do not completely know how we can be help to the PSTs."* Keeping this in mind, faculty coordinators who are

responsible for the assignment of the PSTs to the practicum schools and to the supervision of FAs within the faculty, can play a key role to bridge the CTs and FAs, and inform both parties upon the mutual expectations. In this regard, prior to FE meetings with a focus on informing and clarifying role and responsibilities of all parties and after FE meetings for evaluating and feeding back into the quality of the process carry vital significance. Regular monthly or at least once in each phase (SE and TP) meetings are also needed for a formative evaluation of the entire process.

As for the lessons need to be drawn from the FAs' evaluations, it is seen that the sources that they attached the PSTs' unpreparedness to teach imply a lot. For instance, as for the PSTs' lack of competence in language skills, the FAs stated that the PSTs can easily enter into TE programs even with a minimum score which they saw as the reflection of their high school academic performance. Thus, those who had been through weak high school academic achievement and entered into the program unavoidably resulted in some sort of incompetency in their language skills. Therefore, entrance into teaching programs needs to become more challenging only to let those who can really possess and are well-equipped with the language skills which they cannot teach if they do not possess. In this regard, HEC needs to make informed decisions with a more and denser integration of education faculties and teacher educators for the structuring and restructuring of their policies regarding the selection of PSTs. As a likely reflection of the HEC's initiatives to enable the selection of qualified pre-service teachers, while this study was running, HEC made a decision setting a ground score to enter TE programs.

Besides, the FAs also saw the time and place of FE itself as a burden for its complete fulfillment. Considering that it is in the senior year whereby PSTs are also pressurized by KPSS which is mostly one and only alternative for the PSTs to begin their career under the "guarantee" of the government, it becomes probable for the PSTs not to be adequately and fully involved

with the tasks and responsibilities of FE. Therefore, the place of FE can also be complementary to what the CTs thought with regard the PSTs' "like any other course approach to FE". These complementary criticisms can suggest the policy makers to reconsider the time and place of FE in TE curriculum.

Another thought provoking issue raised by the FAs was lack of teaching practice throughout the TE. Considering that the FE is only in the senior year when the PSTs have the chance to be in real classrooms with real students, getting genuine teaching practice becomes painful if otherwise the PSTs are not involved in teaching voluntarily in different organizations, one-on-one private tutorials, or at least teaching family members or friends. Therefore, both the HEC and education faculties need to devote more thought in how to create authentic teaching opportunities for PSTs throughout the TE.

Moreover, the FAs primarily complained about lack of collaboration between the faculty and practicum schools. Considering that FAs and CTs have key roles for the familiarization of the PSTs to the tasks, routines, and responsibilities of the profession, there needs to be a true and beneficial collaboration driven by the mutual understanding and supportiveness of both parties.

Additionally, for the FAs mismatch between the number of the PSTs and CTs in practicum schools was another challenge lying on the way for PST preparation. In this regard, the MoNE has a key role to provide teachers in schools with trainings upon the supervision of PSTs. Through the trainings, more teachers in practicum schools can be encouraged to cooperate. When considering that most of the teachers in PSs do not want to be cooperating teachers as they perceive it as burden, and also not a well-paid job, awareness raising through trainings can be of great help to overcome this challenge along the way. Even more, some certain set of criteria for the selection of CTs can be maintained at least to minimize the likely problems that may result from inadequate mentoring.

Last but not the least, similar to the mismatch between the number of PSTs and CTs, mainly because most of the CTs do not want to supervise, CTs' perceptions of PSTs as a barrier detaining them to keep up with the syllabus, or as distractors for the classroom discipline were also seen to be one of the problems along the way. For this reason, if CTs are trained or at least regularly cooperated by the faculty, such sort of negative CT perceptions can be eliminated.

To conclude, there are various implications to be drawn both from the PSTs' perceptions regarding their preparedness to teach and the stakeholders' evaluations regarding the PSTs' preparedness to teach. Therefore, for the preparation of well-educated teachers who are equipped with knowledge and skills and also have been through a high-quality FE, collaboration of faculty and practicum schools, adequate amount of practice throughout the TE, increase in number of CTs who have become more aware of the critical role they play in the preparation of PSTs, and also some policy changes for the improvement of the entry requirements for the selection of more qualified PSTs are pivotal.

Suggestions for Further Research

When the purposes, design, implementation, and also findings of the study are considered, there might be some tentative suggestions for further research.

Initially, as can clearly be seen both from the research design itself and the research purpose and questions, the current study is a comprehensive examination towards the preparation of pre-service English language teachers. However, as in any other study, this one is also context and sample specific. Therefore, replication studies with different samples and contexts can be conducted so as to strengthen the results revealed through this study and also add up to the related both of literature by bringing a more critical perspective.

Besides, this study brought different perspectives together to achieve a rich and an in-depth picture of the senior pre-service English language teachers' preparedness to teach. In this regard; teaching knowledge and skills, perceptions of preparedness and teaching-efficacy, GPA

and age, teaching commitment, and conscientiousness as a personality factor were the issues taken into consideration. However, the insights that the researcher developed all over the study suggest that for an upcoming study, confidence, as an overemphasized issue in the related body of literature, should also be examined.

Moreover, the study was carried out in the senior year and over the course of the FE whereby the pre-service teachers are closest to the profession. Therefore, their perceptions regarding their preparedness to teach are only restricted to what they hold at that moment. Upcoming studies should also examine pre-service English language teachers' perceptions regarding their preparedness to teach over the course of the entire teacher education program. Thereby, a year by year account of their preparedness to teach can be captured. With such a continuous snapshot of preparedness to teach, an internal mechanism to feed back into the quality of TE programs can also be established.

As a result, through various other multi-perspective studies, preparedness to teach, as a recent issue in the preparation of pre-service English language teachers, can be enriched and strengthened.

Chapter Summary

In this chapter, following the summary of the findings for each and every research question, discussions are made with reference to the related body of literature. Conclusions and also implications to be drawn from the findings are also provided. Besides, emphasizing the gap left behind, suggestions for future studies are also provided.

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Appendices

Appendix A: English Language Teacher Education Program

	1st Semester					2nd Semester			
Code	**Course**	**T***	**P***	**C***	**Code**	**Course**	**T**	**P**	**C**
FC*	Contextual Grammar I	3	0	3	**FC**	Contextual Grammar II	3	0	3
FC	Advanced Reading and Writing I	3	0	3	**FC**	Advanced Reading and Writing II	3	0	3
FC	Listening and Pronunciation I	3	0	3	**FC**	Listening and Pronunciation II	3	0	3
FC	Oral Communication Skills I	3	0	3	**FC**	Oral Communication Skills II	3	0	3
GCC*	Turkish I: Written Expression	2	0	2	**FC**	Vocabulary Knowledge	3	0	3
GCC	Computer I	2	2	3	**GCC**	Computer II	2	2	3
GCC	Effective Communication	3	0	3	**GCC**	Turkish II: Spoken Expression	2	0	2
PC*	Introduction to Educational Sciences	3	0	3	**PC**	Educational Psychology	3	0	3
TOTAL		22	2	23	**TOTAL**		22	2	23

T: Theory   P: Practice   C: Credit

	3rd Semester					4th Semester			
Code	**Course**	**T**	**P**	**C**	**Code**	**Course**	**T**	**P**	**C**
FC	English Literature I	3	0	3	**FC**	English Literature II	3	0	3
FC	Linguistics I	3	0	3	**FC**	Linguistics II	3	0	3
FC	Approaches in ELT I	3	0	3	**FC**	Approaches in ELT I	3	0	3
FC	English-Turkish Translation	3	0	3	**FC**	Language Acquisition	3	0	3
FC	Narrative Skills	3	0	3	**GCC**	Research Methodologies	2	0	2
GCC	Turkish Educational History	2	0	2	**PC**	ELT Methodologies I	2	2	3
PC	Teaching Principles and Methodologies	3	0	3	**PC**	Teaching Technologies and Materials Design	2	2	2
TOTAL		20	0	20	**TOTAL**		18	4	20

	5th Semester					6th Semester			
Code	**Course**	**T**	**P**	**C**	**Code**	**Course**	**T**	**P**	**C**
FC	Teaching English to Young Learners I	2	2	3	**FC**	Teaching English to Young Learners II	2	2	3
FC	Approaches in ELT II	2	2	3	**FC**	Turkish-English Translation	3	0	3
FC	Teaching Language Skills I	2	2	3	**FC**	Approaches in ELT Teaching Language Skills II	2	2	3

Code	Course	T	P	C	Code	Course	T	P	C
FC	Literature and Language Teaching I	3	0	3	FC	Literature and Language Teaching II	3	0	3
FC	Second Foreign Language I	2	0	2	FC	Second Foreign Language II	2	0	2
GCC	Drama	2	2	3	GCC	Service Learning	1	2	2
PC	Classroom Management	2	0	2	PC	Assessment and Evaluation	3	0	3
TOTAL		**15**	**8**	**19**	**TOTAL**		**16**	**6**	**19**

	7th Semester					8th Semester			
Code	**Course**	**T**	**P**	**C**	**Code**	**Course**	**T**	**P**	**C**
FC	Materials evaluation and Design in ELT	3	0	3	FC	Assessment and Evaluation in ELT	3	0	3
FC	Second Foreign Language III	2	0	2	FC	Elective II	2	0	2
FC	Elective I	2	0	2	FC	Elective III	2	0	2
GCC	Atatürk's Principles and Reforms I	2	0	2	GCC	Atatürk's Principles and Reforms II	2	0	2
PC	School Experience	1	4	3	PC	Contrastive Education	2	0	2
PC	Counselling	3	0	3	PC	Turkish Education System and School Administration	2	0	2
PC	Special Education	2	0	2	PC	Teaching Practicum	2	6	5
TOTAL		**15**	**4**	**17**	**TOTAL**		**15**	**6**	**18**

FC: Field Course PC: Pedagogical Course GCC: Genera Culture Course

Grand Total	Theoretical	Practice	Credit	Hour
	143	32	159	175

Appendix B: Scales Form

Öğretmen Adaylarının Öğretmeye Hazırbulunuşluk Algılarını Belirleyen Kaynaklar Anketi

Değerli Katılımcı,

Bu çalışmanın amacı, sizlerin okul deneyimi ve öğretmenlik uygulaması aşamalarında öğretmeye hazırbulunuşluğunuzu belirleyen kaynaklara dair algılarınızı araştırmaktır. Çalışmaya katılımınızı onaylayan gerekli izinler Çanakkale Onsekiz Mart Üniversitesi ve Trakya Üniversitesinden alınmıştır.

Bu anket formunda; birincisi demografik bilgi sorularını içeren, ikincisi kişilik etmenlerini ve sonuncusu ise öğretmeğe hazırbulunuşluk ve öğretmenlik-yeterliği algılarınızı ölçmek amacıyla geliştirilen ölçekleri içeren üç bölüm yer almaktadır. Bu bölümler içerisinde kendinizi rahatsız hissetmenize sebep olan herhangi bir soruyu cevaplamama hakkına sahipsiniz. Vereceğiniz bilgilerin performansınız, değerlendirilmeniz, notlarınız, ya da gelecekte işe alınma durumunuz üzerinde hiçbir etkisi olmayacaktır. Elde edilen bilgiler kesinlikle gizli kalacak ve çalışmaya ilişkin bilgi ve sonuçlar rapor edilirken sizlere dair isim ve tanımlayıcı herhangi bir bilgi yer almayacaktır.

Çalışmaya ve sürece dair herhangi bir kaygı ve sorunuzun olması durumunda, araştırmacı ile iletişime geçebilirsiniz.
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Bölüm I

Bu bölümde, bazı demografik bilgi soruları yer almaktadır. Lütfen size verilen soruları dikkatlice okuyunuz ve uygun şekilde cevaplayınız.

1. Yaşınız:

   _____

2. Cinsiyetiniz:

Erkek ( )   Kadın ( )

3. Ağırlıklı Not Ortalamanız:

   _____

4. Daha önce öğretmenlik deneyiminiz var mı?

Evet ( )   Hayır ( )

 Eğer "Evet "ise, lütfen aşağıdakilerden hangisi olduğunu belirtiniz;

   • Bire bir ders ( )
   • Bir okul ya da başka bir kurumda gönüllü öğretmenlik (topluma hizmet vb.) ( )

Eğer "Evet" ise, lütfen süresini de belirtiniz;

Bir yıldan daha az ( )   1 – 2 yıl ( )   3- + yıl ( )

5. Öğretmenlik yapmayı en çok istediğiniz seviye:
   • Okul öncesi ( )
   • İlkokul (1-4) ( )
   • Ortaokul (5-8) ( )
   • Lise (9-12) ( )
   • Üniversite ( )
6. Öğretmenlik uygulaması için yerleştirildiğiniz seviye:
   • Okul öncesi ( )
   • İlkokul (1-4) ( )
   • Ortaokul (5-8) ( )
   • Lise (9-12) ( )
7. Öğretmenlik uygulaması için yerleştirildiğiniz seviyeden memnun musunuz?
   Evet ( )   Hayır ( )
   Lütfen ne derecede memnun ya da memnun olmadığınızı belirtiniz.
   Hiç memnun değilim ( )
   Memnun değilim ( )
   Kararsızım ( )
   Memnunum ( )
   Oldukça memnunum ( )
8. Okul deneyimi için yerleştirildiğiniz okul türü:
   Devlet ( )   Özel ( )

9. Okul deneyimi için yerleştirildiğiniz okulun bulunduğu yer:
   - Şehir merkezi ve ekonomik olarak dezavantajlı olmayan ( )
   - Şehir merkezi ancak çoğunlukla ekonomik olarak dezavantajlı olan ( )
10. Okul deneyimi için yerleştirildiğiniz okulun büyüklüğü;
    - Küçük (500 öğrenciden az)   ( )
    - Orta (501 ve 999 öğrenci arası) ( )
    - Büyük (1000 öğrenciden fazla) ( )
11. Mesleki gelişim amaçlı herhangi bir eğitime katıldınız mı?
    Evet ( )   Hayır ( )

    Eğer "Evet" ise, lütfen adını ve süresini belirtiniz;

Adı	Süresi			
	1 gün	2-5 gün	6-10 gün	11 + gün

(Ekstra satır ekleyip devam edebilirsiniz)

12. Daha önce başka bir öğretmenlik programını tamamladınız mı?
    Evet ( )   Hayır ( )

    Eğer "Evet" ise, lütfen programın adını ve mezuniyet tarihinizi belirtiniz.
    _____
    _____

    Daha önce bir öğretmenlik programına kayıt yaptırıp, programı tamamlamadan bıraktıysanız, lütfen programda geçirdiğiniz süreyi belirtiniz.
    _____
    _____

Bölüm II

Kişilik etmenlerinize ilişkin değerlendirmenizi almak için aşağıda size bazı ifadeler verilmiştir. Lütfen verilen ifadelerle **ne ölçüde hemfikir olduğunuzu** sizin için en uygun olan ifadeyi (✓) ile işaretleyerek belirtiniz.

	Kişilik etmenleri	Hiç katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Tamamıyla katılıyorum
1	Eşyalarımı düzenli ve temiz tutarım.					
2	İşleri zamanında bitirmek için kendimi ayarlama konusunda oldukça iyiyimdir.					

3	Çok sistemli bir insan değilimdir.					
4	Bana verilen tüm görevleri özenle gerçekleştirmeye çabalarım.					
5	Açıkça ifade edebildiğim hedeflere sahibim ve onları gerçekleştirmek için düzenli bir şekilde çalışırım.					
6	İşe tüm dikkatimi vermeye başlamadan önce çok fazla vakit kaybederim.					
7	Hedeflerime ulaşmak için çok çalışırım.					
8	Bir şeyi yapacağımı söylediğimde onu yaparım.					
9	Her zaman iş bitiren üretici biriyimdir.					
10	Hiçbir zaman tertipli olamayacağım gibi görünüyor.					
11	Yaptığım her şeyde mükemmeliyet için çaba harcarım.					

Bölüm III

Bu bölümde size, *öğretmeye hazırbulunuşluk, öğretmenlik-yeterliği ve mesleki bağlılık* algılarınıza ilişkin ifadeler verilmektedir. Lütfen verilen ifadeleri dikkatlice okuyunuz ve uygun şekilde cevaplayınız.

Öğretmeye Hazırbulunuşluk Algısı — Aşağıda size verilen her bir ifadeye ilişkin durum için kendinizi **ne kadar hazır** hissettiğinizi, uygun maddeye (✓) işareti yerleştirerek belirtiniz.						Öğretmeye Hazırbulunuşluk ve Öğretmenlik-yeterliği alan ve alt alanları	Öğretmenlik-yeterliği Algısı — Aşağıda size verilen her bir ifadeye ilişkin durum için kendinizi **ne kadar yeterli** hissettiğinizi, uygun maddeye (✓) işareti yerleştirerek belirtiniz.				
Hiç hazır değilim	Hazır değilim	Kararsızım	Hazırım	Çok hazırım			Oldukça yetersizim	Yetersizim	Kararsızım	Yeterliyim	Oldukça yeterliyim
						A1	**İngilizce öğretim süreçlerini planlama ve düzenleme**				
						1	İngilizce öğretimine uygun planlama yapma				
						2	İngilizce öğretimine uygun öğrenme ortamları düzenleme				
						3	İngilizce öğretimine uygun yöntem ve teknikleri kullanma				
						4	Öğretim sürecine uygun materyal ve kaynaklar kullanma				
						5	Dil gelişimi için teknolojik kaynakları kullanma				
						A2	**Dil becerilerini geliştirme**				
						6	Öğrencilerin etkili dil öğrenme stratejileri geliştirmelerine yardım etme				
						7	Öğrencilerin İngilizceyi doğru ve anlaşılır bir şekilde kullanmalarını sağlama				
						8	Öğrencilerin dinleme-izleme becerilerini geliştirme				
						9	Öğrencilerin konuşma becerilerini geliştirme				
						10	Öğrencilerin yazma becerilerini geliştirme				

					11	İngilizce öğretiminde özel eğitime ve öğrenmeye gereksinim duyan öğrencileri dikkate alan uygulamalar yapma					
					A3	**Dil gelişimini izleme, ölçme ve değerlendirme**					
					12	İngilizce öğretimine ilişkin ölçme ve değerlendirme uygulamalarının amaçlarını belirleme					
					13	İngilizce öğretiminde amaca uygun ölçme ve değerlendirme araç ve yöntemlerini kullanma					
					14	Öğrencilerin dil gelişimlerini, belirlemeye yönelik ölçme ve değerlendirme sonuçlarını yorumlama ve geri bildirim sağlama					
					15	Öğrencilerin dil gelişimlerini belirlemeye yönelik ölçme ve değerlendirme sonuçlarını uygulamalarına yansıtma					
					A4	**Okul-aile ve toplumla işbirliği yapma**					
					16	Öğrencilerin dil becerilerinin geliştirilmesinde ailelerle iş birliği yapma					
					17	Öğrencilerin yabancı dil kullanmanın önemini kavramalarında ilgili kurum, kuruluş ve kişiler ile iş birliği yapma					
					A5	**İngilizce öğretiminde mesleki gelişim sağlama**					
					18	İngilizce öğretimine ilişkin mesleki yeterliklerimi belirleme					
					19	İngilizce öğretimine ilişkin kişisel ve mesleki gelişimimi sağlama					
					20	Mesleki gelişimime yönelik uygulamalarda bilimsel araştırma yöntem ve tekniklerden yararlanma					
					21	Mesleki gelişimime yönelik araştırmalarını uygulamalarıma yansıtma					

Mesleki Bağlılık Algısı

Lütfen aşağıdaki ifadelerle **ne ölçüde hemfikir olduğunuzu** belirtiniz. Sizin için en uygun olan ifadeyi (✓) ile işaretleyiniz.

	Mesleki Bağlılık Ölçeği	Hiç katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Tamamıyla katılıyorum
1	Mümkün olsa, ücreti aynı olan farklı bir mesleği seçerim.					
2	Bu meslekte ilerlemek istiyorum.					
3	Eğer her şeyi yeni baştan yapabilsem, bu mesleği seçmem.					
4	İhtiyaç duyduğum tüm paraya sahip olsam dahi, yine bu mesleği yapmak isterim.					
5	Mesleğimden onu bırakamayacak kadar çok keyif alıyorum.					
6	Bu meslek, hayatım boyunca yapabileceğim ideal iştir.					
7	Bu mesleği seçmiş olmaktan oldukça pişmanım.					
8	Öğretmenlik ile igili kitap ve dergileri okuyarak önemli oranda vakit geçiririm.					

Değerli katılımcı,

Ankete katıldığınız için teşekkür ederim. Okul deneyimi dönemi süresince öğretmenlik mesleğine ilişkin bakış açılarınızı ve görüşlerinizi derinlemesine öğrenmek amacıyla sizlerle birebir görüşme yapmayı istiyorum. Görüşme size uygun zamanlarda yapılacak ve yaklaşık 15-20 dakika sürecektir. Eğer bu görüşmeye katılmayı isterseniz, lütfen aşağıdaki kutucuğu işaretleyerek sizinle iletişime geçebilmem için adınızı, soyadınızı ve e-mail adresinizi yazınız.

Katılımız için teşekkür ederim.

Yapılacak olan birebir görüşmelere katılmayı ____Kabul ediyorum/____Kabul etmiyorum.
Ad/Soyad:_____
E-mail:_____

APPENDIX C

Pre-service Teacher - School Experience Phase Interview Form

Değerli katılımcı,

Bu görüşme, İngilizce öğretmeni adaylarının öğretmenliğe hazırbulunuşluklarını belirleyen kaynakları araştıran çalışmanın bir parçasıdır. Burada amaç, okul deneyimi süreci içerisinde etkili olan etmenlere dair görüş ve değerlendirmelerinizi almaktır. Bu görüşme yoluyla elde edilecek bilgiler kesinlikle gizli kalacak ve çalışmaya ilişkin sonuçlar rapor edilirken sizlere dair isim ve tanımlayıcı herhangi bir bilgi yer almayacaktır.

Çalışmaya ve sürece dair herhangi bir kaygı ve sorunuzun olması durumunda, araştırmacı ile iletişime geçebilirsiniz.
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Katılım ve görüşleriniz için teşekkür ederiz.

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1. Okul deneyimi sürecinde, öğrenciler hakkında bilgi sahibi oldunuz mu?
   Evet ( )   Hayır ( )
   Yanıtınız Evet ise, neler olduğunu belirtir misiniz?
   _____
   _____
   _____
   _____

   Öğrencilere ilişkin edindiğiniz izlenimler içerisinde olumlu olarak sıralayabileceğiniz düşünceleriniz var mı?
   Evet ( )   Hayır ( )
   Yanıtınız Evet ise, neler olduğunu belirtir misiniz?
   _____
   _____
   _____
   _____

   Öğrencilere ilişkin edindiğiniz izlenimler içerisinde olumsuz olarak sıralayabileceğiniz düşünceleriniz var mı?
   Evet ( )   Hayır ( )
   Yanıtınız Evet ise, neler olduğunu belirtir misiniz?
   _____
   _____

_____

_____

2. Okul deneyimi sürecinde, (gelecekteki) meslektaşlarınız hakkında bilgi sahibi oldunuz mu?

Evet (   )   Hayır (   )

Yanıtınız Evet ise, neler olduğunu belirtir misiniz?

_____

_____

_____

_____

Meslektaşlarınıza ilişkin edindiğiniz izlenimler içerisinde olumlu olarak sıralayabileceğiniz düşünceleriniz var mı?

Evet (   )   Hayır (   )

Yanıtınız Evet ise, neler olduğunu belirtir misiniz?

_____

_____

_____

_____

Meslektaşlarınıza ilişkin edindiğiniz izlenimler içerisinde olumsuz olarak sıralayabileceğiniz düşünceleriniz var mı?

Evet (   )   Hayır (   )

Yanıtınız Evet ise, neler olduğunu belirtir misiniz?

_____

_____

_____

_____

3. Okul deneyimi sürecinde, çalışma ortamı hakkında bilgi sahibi oldunuz mu?

Evet (   )   Hayır (   )

Yanıtınız Evet ise, neler olduğunu belirtir misiniz?

_____

_____

_____

_____

Çalışma ortamına ilişkin edindiğiniz izlenimler içerisinde olumlu olarak sıralayabileceğiniz düşünceleriniz var mı?

Evet (   )   Hayır (   )

Yanıtınız Evet ise, neler olduğunu belirtir misiniz?

_____

_____

_____
_____

Çalışma ortamına ilişkin edindiğiniz izlenimler içerisinde olumsuz olarak sıralayabileceğiniz düşünceleriniz var mı?

Evet ( )   Hayır ( )

Yanıtınız Evet ise, neler olduğunu belirtir misiniz?

_____
_____
_____
_____

4. Tüm bu unsurlara ilişkin izlenim ve düşüncelerinizi hazırbulunuşluğunuzla bağdaştırdığınızda, okul deneyimi sürecinin fark yarattığını düşünüyor musunuz?

Evet ( )   Hayır ( )

Yanıtınız Evet ise; aşağıdaki unsurlara ilişkin farkların ne derecede olduğunu belirtiniz.

	Biraz	Kısmen	Oldukça
Öğrencilere			
Öğretmenliğe			
Çalışma ortamına			

5. Okul deneyimi sürecinin başlangıcı için değerlendirme yapacak olursanız, sürecin başında ne hissediyordunuz? O zamanki ve şu anki hazırbulunuşluğunuz konusunda ne düşünüyorsunuz?

_____
_____
_____
_____

6. Yukarıda belirtilen hususlar dışında ilave etmek istediğiniz herhangi bir şey var mı? Varsa nedir? Lütfen belirtiniz.

_____
_____
_____
_____

APPENDIX D

Pre-service Teacher - Teaching Practicum Phase Interview Form

Değerli katılımcı,

Bu görüşme, İngilizce öğretmeni adaylarının öğretmeye hazırbulunuşluklarını belirleyen kaynakları araştıran çalışmanın bir parçasıdır. Burada amaç, okul deneyimi ve öğretmenlik uygulaması süreçlerinin sizin öğretmenliğe hazırlanma süreciniz ile olan ilişkisini değerlendirmektir. Bu görüşme yoluyla elde edilecek bilgiler kesinlikle gizli kalacak ve çalışmaya ilişkin sonuçlar rapor edilirken sizlere dair isim ve tanımlayıcı herhangi bir bilgi yer almayacaktır.

Çalışmaya ve sürece dair herhangi bir kaygı ve sorunuzun olması durumunda, araştırmacı ile iletişime geçebilirsiniz.
handancelik@trakya.edu.tr

Katılım ve görüşleriniz için teşekkür ederiz.

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Eğitim Fakültesi, İngiliz Dili Eğitimi Anabilim Dalı

Katılımcı numarası:
_____

1. Öğretmenlik uygulaması sürecini tamamlamak üzeresiniz. Bu süreci tamamlamakla beraber, kısa bir süre sonra parçası olacağınız okul sistemini daha yakından tanıma fırsatı yakaladınız. Okul deneyimi süreci itibariyle öğrencilere ilişkin edindiğiniz izlenimlerinizi de göz önünde bulundurduğunuzda, öğretmenlik uygulaması sürecinde öğrenci grupları hakkında farklı fikirler edindiniz mi? Edindiyseniz nelerdir?

   _____
   _____
   _____
   _____
   _____

2. Öğretmenlik uygulaması süreci ile beraber, yakın gelecekte bir parçası olacağınız okul sisteminde görev yapmakta olan meslektaşlarınızı da daha yakından tanıma fırsatı buldunuz. Onlar hakkında edindiğiniz fikirlerinizde okul deneyimi sürecinden bu yana değişiklikler oldu mu? Oldu ise nelerdir?

   _____
   _____
   _____
   _____
   _____

3. Öğretmenlik uygulaması süreci ile beraber, kısa bir süre sonra bir parçası olacağınız çalışma ortamı hakkında da daha fazla bilgi edinme fırsatı buldunuz. Çalışma ortamı hakkındaki görüşlerinizde okul deneyiminden bu yana olumlu ya da olumsuz yönde değişiklikler oldu mu? Oldu ise nelerdir?

_____
_____
_____
_____
_____
_____

4. Tüm bu unsurlara ilişkin izlenim ve düşüncelerinizi hazırbulunuşluğunuzla bağdaştırdığınızda, okul deneyimi ve öğretmenlik uygulaması süreçlerinin öğretmeye hazırbulunuşluğunuz üzerinde bir etkisi olduğunu düşünüyor musunuz?

Evet ( )   Hayır ( )

Yanıtınız Evet ise; aşağıdaki unsurlara ilişkin farkların ne derecede olduğunu belirtiniz.

	Biraz	Kısmen	Oldukça
Öğrencilere			
Öğretmenliğe			
Çalışma ortamına			

_____
_____
_____
_____
_____

5. Okul deneyimi ve öğretmenlik uygulaması süreçlerini göz önünde bulundurarak değerlendirme yapacak olursanız, bu süreçlerin öğretmeye hazırbulunuşluğunuza etkileri olduğunu düşünüyor musunuz?

_____
_____
_____

a. Olumlu anlamda gelişim göstermenize katkı sağladığı noktalar nelerdir? Bunu nasıl anlayabiliyorsunuz, neden?

_____
_____
_____

b. Peki, fazla gelişim gösteremediğiniz noktalar olduğunu düşünüyor musunuz? Varsa nelerdir? Neden? Gelişim sağlanması için ne yapılabilir?

_____
_____
_____
_____

6. Okul deneyimi ve öğretmenlik uygulaması süreçlerinde öğretmenlik mesleği, öğrenciler, meslektaşlar ve çalışma ortamına ilişkin edindiğiniz tecrübe ve izlenimlerinizi göz önünde bulundurduğunuzda, öğretmenlik yapmayı düşünüyor musunuz?

_____
_____
_____
_____
_____

7. Yukarıda belirtilen hususlar dışında, okul deneyimi ve öğretmenlik uygulaması süreçlerinin öğretmenliğe hazırbulunuşluğunuz ile olan ilişkisine dair ilave etmek istediğiniz herhangi bir şey var mı? Varsa nedir? Lütfen belirtiniz.

_____
_____
_____
_____
_____

Appendix E

Faculty Advisor - School Experience Phase Interview Form

Değerli katılımcı,

Bu görüşme İngilizce öğretmeni adaylarının okul deneyimi ve öğretmenlik uygulaması aşamalarında öğretmeye hazırbulunuşluklarını belirleyen kaynakları araştıran çalışmanın bir parçasıdır. Yapılacak olan bu birebir görüşmede amaç, siz öğretmen eğitimcilerinin, İngilizce öğretmeni adaylarının öğretmenliğe hazırlanma sürecinde içerisinde yer aldıkları okul deneyimi sürecinin öğretmen adaylarının öğretmeye hazırlanmaları süreci ile olan ilişkisine dair görüş ve değerlendirmelerinizi almaktır. Bu görüşme yoluyla elde edilecek bilgiler kesinlikle gizli kalacak ve çalışmaya ilişkin sonuçlar rapor edilirken sizlere dair isim ve tanımlayıcı herhangi bir bilgi yer almayacaktır.

Çalışmaya ve sürece dair herhangi bir kaygı ve sorunuzun olması durumunda, araştırmacı ile iletişime geçebilirsiniz.
handancelik@trakya.edu.tr

Katılım ve görüşleriniz için teşekkür ederiz.

Fakülte Danışmanı
Doç. Dr. Ece ZEHİR TOPKAYA
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Eğitim Fakültesi, İngiliz Dili Eğitimi Anabilim Dalı

Yaşınız:_____

Cinsiyetiniz:_____

Öğrenim durumunuz: _____

Meslekte geçirdiğiniz süre: _____

Öğretmen eğitiminde geçirdiğiniz süre: _____

Okul deneyimi gruplarında danışmanlık yaparak geçirdiğiniz süre: _____

1. Sizce İngilizce öğretmeni adaylarının hazırbulunuşluklarını belirleyen kaynaklar nelerdir?

    _____
    _____
    _____
    _____
    _____
    _____

2. İngilizce öğretmeni adaylarının aşağıdaki unsurlara ilişkin hazırbulunuşlukları konusunda ne düşünüyorsunuz?

	Hiç hazır değil	Hazır değil	Kararsızı	Hazır	Oldukça hazır
Öğretmeğe					
Öğretmenliğe					
Çalışma ortamına					

_____
_____
_____
_____
_____
_____

3. Öğretmen adaylarını öğretmeye hazırbulunuşluklarını bakımından değerlendirecek olursanız, okul deneyimi sürecinin başı ve sonu arasındaki hazırbulunşluklarında fark olduğunu düşünüyor musunuz? Varsa nedir ve be yöndedir?

_____
_____
_____
_____
_____
_____

4. Yukarıda ifade edilen hususlar dışında, öğretmen adaylarının öğretmeye hazırbulunuşlukları konusunda ilave etmek istediğiniz düşünce ve önerileriniz var mı? Varsa, nelerdir? Lütfen belirtiniz.

_____
_____
_____
_____
_____
_____

APPENDIX F

Faculty Advisor - Teaching Practicum Phase Interview Form

Değerli Öğretim Elemanı,

Bu görüşme İngilizce öğretmeni adaylarının okul deneyimi ve öğretmenlik uygulaması aşamalarında öğretmeye hazırbulunuşluklarını belirleyen kaynakları araştıran çalışmanın bir parçasıdır. Bu çerçevede, yapılacak olan görüşmenin temel amacı, güz döneminde tamamlanan Okul deneyimi dersinin öğretmen adaylarının öğretmeye hazırlanma süreci ile olan ilişkisine dair görüş ve değerlendirmelerinizi almaktır. Elde edilecek bilgiler kesinlikle gizli kalacak ve çalışmaya ilişkin sonuçlar rapor edilirken sizlere dair isim ve tanımlayıcı herhangi bir bilgi yer almayacaktır.

Çalışmaya ve sürece dair herhangi bir kaygı ve sorunuzun olması durumunda, araştırmacı ile iletişime geçebilirsiniz.
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Katılım ve görüşleriniz için teşekkür ederiz.

Fakülte Danışmanı
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Eğitim Fakültesi, İngiliz Dili Eğitimi Anabilim Dalı
Bölüm A: Kişisel Bilgiler

Cinsiyetiniz: _____

Öğrenim durumunuz:_____

Kıdem yılınız: _____

Öğretmen eğitiminde geçirdiğiniz süre: _____

Öğretmenlik uygulaması gruplarında danışmanlık yaparak geçirdiğiniz süre: _____

Bu zamana kadar kaç öğretmenlik uygulaması grubu ile çalıştınız? _____

İçerisinde bulunduğumuz akademik yıl içinde kaç öğretmenlik uygulaması grubuna danışmanlık yapmaktasınız: _____

İçerisinde bulunduğumuz akademik yıl içinde hangi okul düzeyindeki öğretmenlik uygulaması grubuna/gruplarına danışmanlık yapmaktasınız: _____

Bölüm B: Öğretmenlik uygulaması süreci ve öğretmen adaylarının öğretmeye hazırlanmaları

1. Sizce İngilizce öğretmeni adaylarının öğretmeye, öğretmenliğe ve çalışma ortamına ilişkin hazırbulunuşluklarını öğretmenlik uygulaması sürecinde besleyen kaynaklar nelerdir?

_____
_____
_____
_____

2. Bu dönem, öğretmenlik uygulaması dersi süresince danışmanlık yapmakta olduğunuz grupları düşündüğünüzde, onların aşağıdaki unsurlara ilişkin hazırbulunuşlukları hakkında ne düşünüyorsunuz?

	Hiç hazır değil	Hazır değil	Kararsızı	Hazır	Oldukça hazır
Öğretmeğe					
Öğretmenliğe					
Çalışma ortamına					

Yukarıda öğretmen adaylarının "öğretmeye, öğretmenliğe ve çalışma ortamına" hazırbulunuşluklarına ilişkin yapmış olduğunuz değerlendirmeleri gerekçelendirerek açıklayabilir misiniz?

_____
_____
_____
_____

3. Öğretmen adaylarını yukarıda belirtilen noktalar bakımından değerlendirdiğinizde, okul deneyimi süreciyle başlayıp öğretmenlik uygulaması sonuna kadar devam eden süre içerisinde öğretmeye hazırbulunuşluklarında fark olduğunu düşünüyor musunuz? Varsa nedir? Varsa hangi yönlerden farklılık/lar var?

_____
_____
_____

a. Olumlu gelişme gösterdiklerini düşündüğünüz noktalar nelerdir? Nereden anladınız? Bu olumlu gelişimi neye bağlıyorsunuz?

_____
_____
_____

b. Peki, fazla gelişim gösteremediklerini düşündüğünüz noktalar var mı? Varsa nelerdir? Gelişim gösteremediklerini nasıl anladınız? Nedeni ne olabilir?

_____
_____
_____

4. Yukarıda belirtilen hususlar dışında, öğretmen adaylarının öğretmeye hazırbulunuşlukları konusunda ilave etmek istediğiniz düşünce ve önerileriniz var mı? Varsa, nelerdir? Lütfen belirtiniz.

_____
_____
_____
_____

APPENDIX G

Cooperating Teacher - School Experience Phase Interview Form

Değerli İngilizce Öğretmeni,

Bu görüşme İngilizce öğretmeni adaylarının okul deneyimi ve öğretmenlik uygulaması aşamalarında öğretmeye hazırbulunuşluklarını belirleyen kaynakları araştıran çalışmanın bir parçasıdır. Bu çerçevede, yapılacak olan görüşmenin temel amacı, güz döneminde tamamlanan Okul deneyimi dersinin öğretmen adaylarının öğretmeye hazırlanma süreci ile olan ilişkisine dair görüş ve değerlendirmelerinizi almaktır. Elde edilecek bilgiler kesinlikle gizli kalacak ve çalışmaya ilişkin sonuçlar rapor edilirken sizlere dair isim ve tanımlayıcı herhangi bir bilgi yer almayacaktır.

Çalışmaya ve sürece dair herhangi bir kaygı ve sorunuzun olması durumunda, araştırmacı ile iletişime geçebilirsiniz.
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Katılım ve görüşleriniz için teşekkür ederiz.

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<u>Bölüm A: Kişisel Bilgiler</u>

Yaşınız: _____

Cinsiyetiniz: _____

Öğrenim durumunuz: _____ ____

Kıdem yılınız: _____ _____

Şu an, öğretmenlik yapmakta olduğunuz seviye: _____ _____

- Okul öncesi (   )
- İlkokul (1-4) (   )
- Ortaokul (5-8) (   )
- Lise (9-12) (   )

Okul deneyimi gruplarında rehber öğretmenlik yaparak geçirdiğiniz süre: _____

Bu zamana kadar kaç okul deneyimi grubu ile çalıştınız? ____ _____

İçerisinde bulunduğumuz akademik yıl içinde kaç okul deneyimi grubuna danışmanlık yapmaktasınız: _____ _____

İçerisinde bulunduğumuz akademik yıl içinde hangi okul seviyesindeki okul deneyimi grubuna danışmanlık yapmaktasınız: _____ _____

Bölüm B: Okul Deneyimi süreci ve öğretmen adaylarının öğretmeye hazırlanmaları

1. Genel olarak İngilizce öğretmen adaylarını düşündüğünüzde, sizce onların, öğretmeye, öğretmenliğe ve çalışma ortamına ilişkin hazırbulunuşluklarını besleyen kaynaklar nelerdir?

   _____
   _____
   _____
   _____
   _____
   _____

2. Bu dönem, okul deneyimi dersi süresince danışmanlık yapmakta olduğunuz okul deneyimi gruplarını düşündüğünüzde, onların aşağıdaki unsurlara ilişkin hazırbulunuşlukları konusunda ne düşünüyorsunuz?

	Hiç hazır değil	Hazır değil	Kararsızı	Hazır	Oldukça hazır
Öğretmeğe					
Öğretmenliğe					
Çalışma ortamına					

   Yukarıda öğretmen adaylarının "öğretmeye, öğretmenliğe ve çalışma ortamına" hazırbulunuşluklarına ilişkin yapmış olduğunuz değerlendirmeleri gerekçelendirerek açıklayabilir misiniz?

   _____
   _____
   _____
   _____
   _____
   _____

3. Öğretmen adaylarını öğretmeye hazırbulunuşluklarını bakımından değerlendirecek olursanız, okul deneyimi sürecinin başı ve sonu arasındaki hazırbulunuşluklarında fark olduğunu düşünüyor musunuz? Varsa nedir? Varsa hangi yönlerden farklılık/lar var?

   _____
   _____
   _____
   _____
   _____
   _____

4. Yukarıda belirtilen hususlar dışında, öğretmen adaylarının öğretmeye hazırbulunuşlukları konusunda ilave etmek istediğiniz düşünce ve önerileriniz var mı? Varsa, nelerdir? Lütfen belirtiniz.

_____
_____
_____
_____

APPENDIX H

Cooperating Teacher - Teaching Practicum Phase Interview Form

Değerli İngilizce Öğretmeni,

Bu görüşme İngilizce öğretmeni adaylarının okul deneyimi ve öğretmenlik uygulaması aşamalarında öğretmeye hazırbulunuşluklarını belirleyen kaynakları araştıran çalışmanın bir parçasıdır. Bu çerçevede, yapılacak olan görüşmenin temel amacı, güz döneminde tamamlanan Okul deneyimi dersinin öğretmen adaylarının öğretmeye hazırlanma süreci ile olan ilişkisine dair görüş ve değerlendirmelerinizi almaktır. Elde edilecek bilgiler kesinlikle gizli kalacak ve çalışmaya ilişkin sonuçlar rapor edilirken sizlere dair isim ve tanımlayıcı herhangi bir bilgi yer almayacaktır.

Çalışmaya ve sürece dair herhangi bir kaygı ve sorunuzun olması durumunda, araştırmacı ile iletişime geçebilirsiniz.
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Katılım ve görüşleriniz için teşekkür ederiz.

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Eğitim Fakültesi, İngiliz Dili Eğitimi Anabilim Dalı

Bölüm A: Kişisel Bilgiler

Yaşınız: _____

Cinsiyetiniz: _____

Öğrenim durumunuz: _____

Kıdem yılınız: _____

Şu an, öğretmenlik yapmakta olduğunuz seviye: _____

- Okul öncesi (   )
- İlkokul (1-4) (   )
- Ortaokul (5-8) (   )
- Lise (9-12) (   )

Öğretmenlik uygulaması gruplarında rehber öğretmenlik yaparak geçirdiğiniz süre: _____

Bu zamana kadar kaç öğretmenlik uygulaması grubu ile çalıştınız? _____

İçerisinde bulunduğumuz akademik yıl içinde kaç öğretmenlik uygulaması grubuna danışmanlık yapmaktasınız: _____

İçerisinde bulunduğumuz akademik yıl içinde hangi okul seviyesindeki öğretmenlik uygulaması grubuna danışmanlık yapmaktasınız: _____

Bölüm B: Öğretmenlik uygulaması süreci ve öğretmen adaylarının öğretmeye hazırlanmaları

1. Sizce İngilizce öğretmeni adaylarının öğretmeye, öğretmenliğe ve çalışma ortamına ilişkin hazırbulunuşluklarını öğretmenlik uygulaması sürecinde besleyen kaynaklar nelerdir?

   _____
   _____
   _____
   _____
   _____

2. Bu dönem, öğretmenlik uygulaması dersi süresince danışmanlık yapmakta olduğunuz grupları düşündüğünüzde, onların aşağıdaki unsurlara ilişkin hazırbulunuşlukları hakkında ne düşünüyorsunuz?

	Hiç hazır değil	Hazır değil	Kararsız	Hazır	Oldukça hazır
Öğretmeğe					
Öğretmenliğe					
Çalışma ortamına					

   Yukarıda öğretmen adaylarının "öğretmeye, öğretmenliğe ve çalışma ortamına" hazırbulunuşluklarına ilişkin yapmış olduğunuz değerlendirmeleri gerekçelendirerek açıklayabilir misiniz?

   _____
   _____
   _____
   _____

3. Öğretmen adaylarını yukarıda belirtilen noktalar bakımından değerlendirdiğinizde, okul deneyimi süreciyle başlayıp öğretmenlik uygulaması sonuna kadar devam eden süre içerisinde öğretmeye hazırbulunuşluklarında fark olduğunu düşünüyor musunuz? Varsa nedir? Varsa hangi yönlerden farklılık/lar var?

   _____
   _____
   _____

   a. Olumlu gelişme gösterdiklerini düşündüğünüz noktalar nelerdir? Nereden anladınız? Bu olumlu gelişimi neye bağlıyorsunuz?

   _____
   _____
   _____

b. Peki, fazla gelişim gösteremediklerini düşündüğünüz noktalar var mı? Varsa nelerdir? Gelişim gösteremediklerini nasıl anladınız? Nedeni ne olabilir?

_____
_____
_____
_____

4. Yukarıda belirtilen hususlar dışında, öğretmen adaylarının öğretmeye hazırbulunuşlukları konusunda ilave etmek istediğiniz düşünce ve önerileriniz var mı? Varsa, nelerdir? Lütfen belirtiniz.

_____
_____
_____
_____

T.C.

TRAKYA ÜNİVERSİTESİ

Eğitim Fakültesi Dekanlığına

Üniversitemiz Rektörlük İngilizce Okutman kadrosunda çalışmakta olup Zorunlu Ortak Servis Dersleri Koordinatörlüğü bünyesinde görev yapmaktayım. Çanakkale Onsekiz Mart Üniversitesi Eğitim Bilimleri Enstitüsü, Yabancı Diller Anabilim Dalı, İngiliz Dili Eğitimi Bilim Dalında Doç. Dr. Ece ZEHİR TOPKAYA danışmanlığında Doktora yapmaktayım. Yürütmekte olduğumuz "Senior pre-service English language teachers' perceptions of preparedness to teach: Sources and Changes (4. Sınıf İngilizce öğretmeni adaylarının öğretmeye hazırbulunuşluk algıları: Esaslar ve değişimler)" adlı doktora tezi çalışmamızın veri toplama aşamasında 2014-2015 Akademik yılı Güz ve Bahar Yarıyılları içerisinde Fakülteniz İngiliz Dili Eğitimi Anabilim Dalı'nda öğrenim görmekte olan öğretmen adaylarının katılımına ihtiyaç duyulmaktadır.

Söz konusu çalışmada bahsi geçen İngilizce Öğretmeni adaylarının katılımının sağlanabilmesi için tarafınızdan gerekli izinlerin sağlanması hususunu bilgilerinize sunar, gererğini müsaadelerinize arz ederim. 04.09.2014

Saygılarımla,

Okutman Handan ÇELİK

T.Ü.
EĞİTİM FAKÜLTESİ
GELEN EVRAK

Tarih
0 4 -09- 2014

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NOT: Çalışmanın pilot uygulaması ve ana çalışmasında kullanılacak ölçeğin uygulanması için 15-26 Eylül 2014 tarihleri arasında öğrenci katılımına ihtiyaç duyulmaktadır.