REPUBLIC OF TURKEY
ÇUKUROVA UNIVERSITY
THE INSTITUTE OF SOCIAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE TEACHING

AN INVESTIGATION INTO STUDENT-TEACHER CONCERNS: PROBABLE CHANGES CAUSED BY METHODOLOGY CLASSES AND TEACHING PRACTICE

Fadime YALÇIN ARSLAN

PhD. DISSERTATION

ADANA / 2014

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ÖZET

ÖĞRETMEN ADAYLARININ KAYGILARI ÜZERİNE BİR ARAŞTIRMA: YÖNTEM DERSLERİ VE ÖĞRETMENLİK UYGULAMASI KAYNAKLI OLASI DEĞİŞİKLİKLER

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Bu çalışmanın temel amacı, İngiliz Dili Eğitimi bölümü, ikinci, üçüncü ve dördüncü sınıf öğrencilerinin endişelerini kesitsel olarak kıyaslamaktı. Öncelikle, öğrencilerden ifadeler toplanarak bir ölçek geliştirildi. Daha sonra, üç grubun endişelerini genel olarak tanımlamak için bu ölçek kendilerine verildi. Bunun için, ölçekteki her ifadenin sıklığı ve yüzdesi birer birer hesaplandı. Ayrıca, üç grup arasında endişeleri bakımından istatistiksel olarak anlamlı bir fark olup olmadığını öğrenmek için One-way Anova uygulandı. Endişeleri açısından, gruplar arasında anlamlı bir fark bulunmadı. Sonrasında, toplanan verileri desteklemek için, bir grup öğrenciyle röportaj yapıldı. Sonuçlar, öğretmen adaylarının, zamanla öğretmenliğe karşı daha fazla farkındalık geliştirdiklerini gösterdi. Bunun yanısıra, öğretmenlik uygulamasının, staj dönemi boyunca öğretmen adaylarının endişelerinde değişikliğe yol açıp açmadığı ve varsa bunların neler olduğunu tanımlamak hedeflendi. Bunun için, aynı ölçek son sınıf öğrencilerine öğretmenlik uygulaması öncesi ve sonrasında tekrar verildi. Repeated Measures Anova uygulanarak, son sınıfların endişelerinde herhangi bir değişikliğin olup olmadığı bulunmaya çalışıldı. Sonuçlar, öğrencilerin endişelerinde, formasyon derslerini ve öğretmenlik uygulamasını bitirdikten sonra anlamlı farklılık olduğunu ortaya çıkardı. Benzer şekilde öğretmenlik uygulaması öncesi ve sonrasında da mevcut endişeleri arasında anlamlı fark bulundu. Temsili bir grup öğrenciden "*öğretmenlik uygulaması endişe formları*" doldurmaları ve bu süreçteki deneyimleriyle ilgili düşüncelerini yazmaları istendi. Dahası, toplanan verileri desteklemek için, beş öğrenciyle, staj döneminden sonra ikinci bir röportaj yapıldı. Veri analizleri, formasyon derslerinin öğretmenlik uygulamasına olumlu katkıları olduğunu ortaya çıkardı.

Öğretmenlik uygulamasıyla ilgili olarak, öğretmen adaylarının, gerçek ortamda öğretmeyle ilgili olarak farkındalık geliştirdikleri bulundu. Ayrıca öğretmen adaylarının bilgi temellerinin endişelerindeki değişim üzerinde etkili bir role sahip olduğu ortaya çıkarıldı.

Anahtar Kelimeler: Öğretmen endişeleri, öğretmenlik deneyimi, formasyon dersleri, öğretmen adayları.

ABSTRACT

AN INVESTIGATION INTO STUDENT-TEACHER CONCERNS: PROBABLE CHANGES CAUSED BY METHODOLOGY CLASSES AND TEACHING PRACTICE

Fadime YALÇIN ARSLAN

Ph. D. Dissertation, English Language Teaching Department
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The primary aim of the present study was to make a cross-sectional comparison of the concerns of sophomore, junior and senior ELT student-teachers. Firstly, a scale was developed by collecting statements from the participants. Later, this scale was given to these three groups of students to draw a general picture of their concerns. For this purpose, the frequency and percentage of each item in the scale was calculated individually for three groups of students. One-way Anova was also conducted to see whether there is a statistical difference among three groups of student-teachers in terms of their concerns. There appeared no significant difference among three groups in terms of their concerns. Next, an interview was held with a group of students in order to support the gathered data. The results indicate that in time, student-teachers develop more awareness towards teaching. The study further aimed to find out whether teaching practice leads to any changes in student-teachers' concerns during the practice term and to define these changes, if any. To do this, the same scale was given to seniors before and after the teaching practicum to figure out whether teaching practicum had an influence on their concerns. Repeated Measures Anova was applied in order to see whether there was a significant difference in the concerns of seniors. The results reveal that there is a significant difference between the concerns of seniors after they completed receiving methodology courses and teaching practice. Similarly, a significant difference was detected in their concerns before teaching practice and after teaching practice. A representative sample of student-teachers was asked to fill in "*teacher practice concern sheets*" and reflect on their experience during their teaching practice. Moreover, after teaching practicum, a second interview was done with five student-

teachers in order to triangulate the data gathered. The analysis of data detected that methodology courses had positive contributions on teaching practice. Regarding teaching practice, it was found out that student-teachers gained awareness related to teaching in the real context. It was also discovered that the knowledge-base of student-teachers has an influential role on the changes of their concerns.

Keywords: Teacher concerns, teaching practice, methodology courses.

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LIST OF ABBREVIATIONS

ELT : English language teaching

EFL : English as a foreign language

KMO : Kaiser-Meyer-Oklin

LTE : Language teacher education

MCs : Methodology courses/classes

PCK : Pedagogical Content Knowledge

SLTC : The scale of language teachers concerns

TL : Target language

TPCS : Teacher Practice Concern Sheets

ZPD : Zone of Proximal Development

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CHAPTER I

INTRODUCTION

1.0 Introduction

This chapter first serves to enlighten the readers with some background to the study. Next, the significance of the study and statement of the problem are explained. Later, aim and research questions are provided. Lastly, definition of some key terms and limitations of the study are presented.

1.1 Background to the Study

In recent years, European language education research has experienced a strong paradigmatic change, which has profoundly affected research methodologies, the goals of language education, and the focus of foreign language education. Foreign language education research has benefitted from improvements in methodology, and an understanding of general education research in the field is no longer limited to the areas of linguistics or even applied linguistics (Ruohotie-Lythy & Kaikkonen, 2009, p. 295). As such, teacher education has become a more prominent focus of foreign language education. Research in the field of teacher education has dealt with different aspects of the subject, such as teacher thinking, teacher beliefs, and teacher perceptions. Hawkins (2004) supports the idea that “teaching is no longer considered as a mainly technical performance, teacher education concentrates more on the teacher thinking and its development” (p.4).

Teaching is a dynamic and lively profession. As such, teachers need to develop themselves in every stage of their careers, starting from initial teacher education. Cole & Knowles (2000) emphasize that there is a gap between what teachers are taught in pre-service teaching training and what they are expected to do during in-service education. This gap has been explained by Danielson (1996) as well. Danielson (1996) states that “the move to a classroom teaching position for a pre-service teacher is often a jump into the unknown, a matter survival in the middle of a lot of questions and concerns” (p.5). Such a gap can be reduced, and stronger links can be made between

pre-service training and in-service training in order to support the induction process of beginning teachers. Hence, quality of teaching has been focused on in many studies (Danielson, 1996; Nelson, 2002). Therefore, it is surmised that there is a great need for qualified people in today's society. In order to increase the number of qualified people, society needs qualified education institutions which train qualified teachers.

It is mostly accepted that teacher practice in teacher education constitutes an important component of professional education and development of pre-service teachers. Therefore, this has received considerable research interest recently. One widely studied topic is the sources of concerns or stress experienced by pre-service teachers. Çelik (2008) states that teacher training institutions need to identify the stress-generating aspects of the practicum so as to take necessary precautions to minimize their occurrence, intensity and influence, and consequently, make practice experiences as effective and beneficial as possible for pre-service teachers.

There may be a lot of sources of stress experienced by teacher candidates, caused by various factors including student-teacher, supervisor, mentor, school facilities, and students in practice classes or many other internal and external factors. Firstly, the student-teacher himself can act as a source of stress, resulting from his expectations, experiences, problems or responsibilities. Secondly, supervisors and mentors can be the sources of these concerns. The experience student-teachers can gain from the leadership of mentors during the practice is crucial for student-teachers when they start actual teaching. Mentors are efficient when they share and transform their experiences and knowledge to the student-teachers. Both supervisors and mentors are very important leaders in this period since the former focus on theory and the latter focus on classroom activities. Therefore, both need to meet the trainee's needs through support, encouragement, and helping the trainee to adapt during this period.

In addition, students being taught in practice classes may be the source of this stress as they are individually different; there may be disruptive behaviours caused by some unmotivated students. In this case, maintaining classroom management and meeting the needs of unmotivated students can be difficult for student-teachers.

Some teaching related responsibilities and opinions may play a role in the emergence of anxiety in trainees as well. "Not being regarded as a real teacher" (Kyriacou & Stephens, 1999, p.22), and different expectations from other teachers and school administrators can be given as examples for the situation.

Additionally, “the knowledge-base for teaching” (Schulman, 1987) may lead to some concerns for teachers. If their subject-matter knowledge, pedagogic knowledge, content knowledge or support knowledge is limited, it is difficult to develop Pedagogical Content Knowledge (PCK), and this may cause the development of concerns. Related to this issue the role of teaching models should be explained since Day (1993) argues that each teaching model exposes different type(s) of knowledge. For instance, apprentice-expert model helps the learner to develop pedagogic knowledge, content knowledge and PCK. However, it is stated that support knowledge may not be dealt with adequately by apprentice-expert model. Moreover, rationalist model is seen as an excellent source of content and support knowledge but not pedagogic and pedagogical content knowledge. Like the rationalist model, case-studies model does not offer much in terms of pedagogic and pedagogic content knowledge. Integrative model is another approach in second language teacher education which provides the learner pedagogic, content, pedagogic content and support knowledge. In integrative model, it is claimed that exposing the learner to four types of knowledge does not guarantee the formation of knowledge base. It is stated that a reflective practice component should be included in the programs. Including a reflective component in approach to second language teacher education may offer the “possibility of being integrative in that received knowledge provides the theoretical aspects for thinking about experiential knowledge, and experiential knowledge offers opportunities for trying out and testing received knowledge” (Day, 1993, p. 11). Related to this, Zuber-Skerrit (1992) emphasizes the importance of experiential learning as “learning from experience is essential in experiential learning. It provides a link between theory and practice between abstract generalisations and concrete experiences, between affective and cognitive domains” (p.98). Here we should mention Kolb’s experiential learning theory. Kolb describes experiential learning as a cycle of experience, reflective observation and active experimentation. Kolb focuses that “learning is the process whereby knowledge is created through the transformation of experience” (Kolb, 1984, p.38).

When all of these factors are considered, we may regard the courses given to pre-service teachers and the teaching practicum experience they have during their education as bearing a vital role in their education and professional development. There are two types of courses taken by teacher candidates: methodology courses and subject-matter courses. Methodology courses are essential for the development of student-teachers’ knowledge, skills and attitudes related to teaching profession. Erden (1998) compares

the importance of these two types: subject-matter courses aim to improve required knowledge related to a specific teaching profession, while methodology courses are essential for the development of student-teachers' knowledge, skills and attitudes related to teaching profession. That is, methodology courses and subject-matter courses supplement one another. Küçükahmet (1993) explains that through both types of courses, teacher candidates gain necessary skills and behaviours about their teaching profession and it contributes to the educational field which they are proficient in. As such, both types of courses should be given to students effectively in order to guarantee better preparation for qualified teachers. There are subject-matter courses in any type of profession, but methodology courses are specific to teaching profession. For this reason, these courses should be focused more on teaching fields. These courses have an important role in developing positive attitudes, necessary skills, interests, and gaining sufficient knowledge related to teaching. In addition, they can help student-teachers to know and develop a positive attitude towards the teaching profession too. They include both practice and theory. Courses called "School Experience" and "Teaching Practice" are included in teacher training curricula in Turkey in order to help student-teachers experience teaching before they start classroom teaching.

School Experience courses were included in the curricula of Education Faculties in 1997 with a cooperative agreement between the World Bank and the National Education Development Project. Firstly, they were given as two separate courses – School Experience 1 and School Experience 2. Later, in the 2006- 2007 Academic year, they were linked and became one course. The content of the School Experience 2 was converted into Teaching Practice (YÖK, 2007).

In School Experience 1, student-teachers learn about their practice school, students in practice classes, and mentors. It is based on observation and meetings between the mentor and student-teacher. At the end of this course, student-teachers are expected to be familiar with the system in their practice schools, of the school management, the facilities of the schools, and the activities at practice classes.

School Experience 2 is a practice-based course. In this course, student-teachers are expected to plan and apply activities in the classroom atmosphere and they expect to learn how to work collaboratively with their colleagues at school and how to implement classroom management.

Through these practice classes, pre-service teachers gain an idea of teaching practice, of conditions at schools, and have the chance to apply the theories they have

learned at university in a classroom setting. They can observe how theory can be put into practice in different contexts by different teachers. This first experience constitutes an important component in their period of learning to teach. Melek (2008) also states that teaching experience is one of the most important aspects of teacher training and adds that it is one of the necessary components for effective teaching including both theoretical knowledge and practical skills.

In addition, one point deserves extra focus. This is the student-teachers themselves who constitute the most important part of that process. During that period, they may go through a lot of change (Sendan, 1998; Ilin, 2005; Ekici, 2008; Ruohotie-Lythy, & Kaikkonen, 2009). Such changes may include developing attitudes, beliefs, perceptions as well as concerns related to teaching. Researching these attitudes, beliefs, perceptions and concerns may serve to making this period more efficient and effective.

1.2 Significance of the Study

Literature review in this study shows that there has been considerable research on teachers. Some of them are about teachers' perceptions (Hergüner, Arslan & Dündar 2002; Oral & Dağlı, 1999), some are about teachers' thoughts (Özdemir & Çanakçı, 2005), some are about teachers' concerns (Capel, 1997). However, student-teachers' concerns (anxiety) about teaching practicum have not been focused on much in Turkey, which suggests that there is a need to study this subject in more detail. In addition, as it is seen in the studies mentioned, most of the studies related to practicum anxiety were applied to Physical Education students. Therefore, a study about language teachers' concerns related to teaching practicum and methodology courses may contribute to the literature about language teacher education field. Caires & Almeda (2005) think that through the investigation of fears, doubts, needs, expectations and the achievements received, it is possible to get a whole picture of what happens during this process. Since it is thought that it is essential to learn through observation and practice in teacher education, teaching practice should be focused on more. Mau (1997) emphasizes the importance of school-based practice and adds that "student-teachers who can reflect and resolve their concerns gain more professional confidence from their practicum (p.53)". Murray-Harvey, Slee, Lawson, Silins ,Banfield, & Russel (2000, p. 20) emphasize that stress experienced by students in their practicum has been reported in many studies to indicate that it is not an isolated phenomenon, so in order to maximize the benefits of

the teaching practicum for student-teachers and for teacher educators, research is needed to address the concerns of students related to their teaching practice experiences.

1.3. Statement of the Problem

There is a widespread agreement that the recognition, examination and rumination of student-teachers' beliefs, experiences, attitudes and concerns as they progress through student teaching offer insights to teacher educators for the amelioration of teacher preparation programs (Poulou, 2007, p. 91). In the light of the studies mentioned in the background section, it is possible to claim that teacher concerns are still a vast area of research. Consequently, teacher concerns can be tackled from different perspectives. In the literature, there are studies handling concerns based on experience (Steffy, Wolfe, Pasch & Enz, 2000). Others focused on the effects of age on concerns (Peterson, 1978; Ryan & Kokol, 1990). In addition, Fuller (1969) focused on student-teachers' progress through developmental stages. In sum, it is seen that all the studies conducted so far have dealt with different aspects of teacher concerns; however, none has dealt with the possible changes methodology classes and teaching practicum may bring about in the student-teachers' concerns in the ELT field. This may be considered as a gap in the literature of language teacher education in Turkey. Therefore, we may assume that the present study, which was carried out with sophomore, junior and senior ELT students at Çukurova University, will be valuable and have various implications in the field.

1.4. Aim and Research Questions

In line with the research problem stated above, the primary aim of the present study is to make a cross-sectional comparison of the concerns of sophomore, junior and senior ELT student-teachers. Identifying the probable effects of methodology classes on student-teachers' concerns is another aim to be handled. One more aim of this research is to observe potential changes, if any, after methodology classes were taken. The study further aims to answer if teaching practice leads to any changes in student-teachers' concerns during the practice term and define these probable changes. Engaging with teacher concerns about teaching and learning may provide insights into how the

teaching and learning of pre-service teachers can be improved in the ELT field. The study is expected to serve this purpose, as well.

The present study attempts to find answers to the following research questions:

1- What kind of concerns, if any, do sophomore ELT students have regarding teaching as a whole?
2- What kind of concerns, if any, do junior ELT students have regarding teaching as a whole?
3- What kind of concerns, if any, do senior ELT students have after they have finished methodology courses?
4- What kind of concerns, if any, do senior ELT students have before the teaching practicum regarding teaching as a whole?
5- Is there a significant difference between sophomore, junior and senior ELT students' concerns regarding teaching as a whole?
6- a- Do methodology classes lead to any changes in student-teachers' concerns?
   b-If so, what kind of changes can be detected?
7- a-Does teaching practicum lead to any changes in student-teachers' concerns?
   b- If so, what kind of changes can be detected?
8- Is there a significant difference in the senior student-teachers' concerns when the following phases of their education in the ELT department are compared to one another,
   a. After they finish methodology courses,
   b. Before the practicum,
   c. After the practicum.

1.5 Definition of Terms

Beliefs are perceptions of information about a specific object or idea (Fishbein & Ajzen, 1975 cited in Dunn & Rakes, 2010). It can be said that beliefs are the basic building blocks of behaviour.

Teacher beliefs are the ideas that influence how educators conceptualize teaching (Pajares, 1992, p. 322).

Calderhead (1996) found that **teacher beliefs** form teachers' everyday pedagogical decision-making.

Teacher thinking is affected by several factors. Denicolo & Pope (1990) comment on teacher thinking:

> "William James likened the mind and consciousness to a rope made up of many threads which if cut across would give a false impression of its construction. One needs to follow the threads over time to gain insight into the structure of the rope" (p.164).

As it is defined, it can be said that teachers move from one social context to another and they experience a lot of things which will form their thinking. For example, the observation procedure may affect teachers' development in a long term.

Teacher-anxiety is a momentary situational characteristic of teaching. It is an emotional construct that may change in intensity and may disappear with increasing experience. The emotional constitution of teacher -anxiety is connected with everything that is related to the activities of a teacher – in the classroom as well as in other activities in the school (Coates & Thoresen, 1976).

Concerns; Berg & Vandenberghe (1995) define ***concerns*** as a kind of emotional undertone that signals insecurity and resistance against new situations and changes which may have to be solved by the teachers. Concerns are directed to the expectations of tackling novel problems, to use new materials, new methods, etc., and which therefore involve the lack of competence.

In their study (teacher concerns and teacher life stages), they interpreted ***concerns*** as "feelings, thoughts, attitudes or reactions of the person to certain things".

Hall (1979) explains ***concerns*** as the motivations, perceptions, attitudes, and feelings that teachers experience related to implementing an innovation (cited in Liu& Huang, 2007).

Concern, in general terms, is defined as something that worries you or a feeling of worry (Longman Dictionary, 1995, p. 279).

Concerns are affective, emotional responses to an instructional innovation, such as learner-centred pedagogy, that either encourage or discourage the future implementation of the innovation (Hall & Hord, 1987 cited in Dunn & Rakes, 2010, p.517).

Pedagogical content knowledge “a class of knowledge that is central to teacher’s work and that would not typically be held by nonteaching subject-matter experts or by teachers who know little of that subject-matter” (Marks, 1990, p.9)

Pedagogical content knowledge has also been viewed as a set of special attributes that helped someone transfer the knowledge of content to others (Geddis, 1993).

Review of the related studies displays that the concepts of anxiety, worry, stress and concern are sometimes used interchangeably by the researchers. Therefore, these terms will be used interchangeably in the current study and the term “concern” will refer to any kind of anxiety, attitudes, feelings and perceptions that the teachers experience regarding to teaching as a whole.

1.6 Limitations

One limitation of the present study is that it was conducted with the sophomore, junior and senior ELT student-teachers at Çukurova University. Therefore, the findings reached cannot be generalized to situations at other universities and teaching departments. Interviews were held with a small group of students since it was difficult to reach the participants. They were senior students and most of them had already finished their courses except teaching practice. Therefore, it was not possible to reach a large group. Because of the time constraint, the present study was conducted only at Çukurova University. Thus, the results are restricted to only this present study.

CHAPTER II

LITERATURE REVIEW

2.0. Introduction

This chapter deals with a review of the literature related to the subject matter of the current dissertation. First, the knowledge-base of second language teacher education is explained. Later, various definitions of the "concern" are provided. Then, Fuller' Concern Theory is explained and other theories of teacher development are discussed. Next, other theories related to concerns and effects of concerns are summarized. After that, concerns in language education and concerns experienced by teachers are handled. Lastly, cognitive and social constructivism is explained.

2.1. The Knowledge Base of Second Language Teacher Education

The importance of knowledge base of teacher education has been emphasized in the literature (Schulman, 1986; Day, 1993; Marks, 1990). Day (1993) claims that there has been an explosion in the teaching and learning of second languages and both in the teaching and in the education of second language teachers. In his study Day (1993) also argues that there have been two aspects of teacher education programs: One is the knowledge base or the information we think that students should know; and the other is the ways in which this information is delivered to students.

Related to this, Johnson (2009) defines knowledge base as "a professional self-definition" (p.11). In L2 teacher education knowledge-base informs three broad areas: the content of l2 teacher education programs (what l2 teachers need to know), the pedagogies that are taught in l2 teacher education programs (how l2 teachers should teach), and institutional forms of delivery through which both the content and pedagogies are learned (how l2 teachers learn to teach) (Johnson, 2009, p.11). It can be interpreted that the knowledge-base of L2 teacher education is the fundamental principle on which decisions are made about how to prepare L2 teachers to the work of this profession.

Most L2 teacher education programs are operated under the assumption that pre-service teachers should be provided with disciplinary knowledge, usually in the forms of general theories and methods that are assumed to be applicable to any teaching context. This view leads to “front loading” (Freeman, 1993). In his study, Freeman (1993) explains this issue as “in teacher education, the notion that teachers can be equipped in advance, at the start of their career, for all they will need to know and be able to do throughout their teaching lives” (cited in Johnson, 2009, p.12).

Johnson (2009) has viewed learning to teach as: learning about teaching in one context (the teacher education program), observing and practising teaching in another context (practicum), developing effective teaching behaviours in a third context (usually in the induction years of teaching) (p. 12). Additionally, Freeman & Johnson (1998) explain that most of what teachers learn occurs in on-the-job initiation into the practices of teaching rather than in professional teacher education programs. Therefore, they argue that the knowledge-base of L2 teacher education must include “what and how language is taught in L2 classrooms as well as teachers’ and students’ perceptions of that content” (p.410).

Moreover, Roberts (1998) thinks that teacher knowledge can be analysed as a system of knowledge bases, which forms the main categories for an LTE (language teacher education) syllabus (p.103). It can be interpreted that the knowledge in teacher education programs has been categorised variously by different researchers. For instance, Roberts (1998) explains that there are five categories: *Content knowledge* which is teacher’s knowledge of target language (TL) systems, their TL competence. *Curricular knowledge* refers to awareness of materials that are available and the nature of examination; contextual knowledge is the knowledge about learners and schools. *Process knowledge* is a set of enabling skills that enable the development of teacher. *General pedagogic knowledge* refers to general classroom management skills: a repertoire of language learning activities, monitoring feedback and formal assessment of learning. The last type of knowledge is *pedagogic content knowledge* which includes our awareness of what aspects of the TL are more or less problematic for learners; and a sense of what aspects of TL system to present now and what aspects to leave for later (p.105).

Similarly, Day (1993) presents four categories of knowledge that form the knowledge base of teacher education programs. The first is *content knowledge,* which is the knowledge of subject matter; the second is *pedagogic knowledge* which is the

general knowledge of teaching strategies, beliefs and practices. *Pedagogic content knowledge* is another category which refers to the knowledge of how to represent content knowledge, what difficulties teachers may encounter in the classroom and how to overcome these difficulties. The last category is *support knowledge,* which is the knowledge of various disciplines that inform our approach to the teaching and learning of English.

For the last two decades pedagogical content knowledge (PCK) has attracted considerable research attention in the literature (Liu, 2013). The term PCK was first introduced by Lee Schulman (1986). Schulman (1987) presented that teachers need to combine subject-matter knowledge and pedagogy in order to teach effectively, so that they demonstrate " an understanding of how particular topics, problems, issues are organized, represented and adapted, to diverse interests and abilities of learners presented for instruction" (Schulman, 1987;p. 8). Schulman thought that this knowledge is necessary for teachers. When they develop PCK, they can transform subject-matter knowledge and know how to relate it to students' understanding. Thus, they can overcome some difficulties related to students' understanding and misconceptions. Schulman & Grossman (1988) developed PCK as a broader perspective and stated that it was formed by the synthesis of three knowledge bases: subject-matter knowledge, pedagogical knowledge, and knowledge of context. They also claimed that PCK was unique to teachers and separated a science teacher from a scientist. It can be summarized that Schulman's conception of PCK includes both the knowledge of representations of subject- matter and understanding of specific learning difficulties and student conceptions. Similarly, Cochran, King & DeRuiter (1991) explain that PCK is unique to teachers and it is the synthesis of teachers' pedagogical knowledge and their subject-matter knowledge that comprises of their pedagogical content knowledge (p.5).

The development of PCK is perceived differently by different researchers. Marks (1990) thought that the development of PCK is a process of the interpretation of subject-matter knowledge and specification of pedagogical knowledge; and claimed that because this process rooted in classroom practice, beginning teachers usually have little or no PCK at their disposal. Magnusson, Borko & Krajcik (1999) described the development of PCK as a complex process. Van Driel, Verloop & DeVos (1998) argued that subject-matter knowledge is a requirement but teaching experience is the major source of a teacher's PCK.

These all integrate that teachers need to integrate different categories of knowledge in order to transform knowledge. These categories include subject-matter knowledge, pedagogical knowledge, knowledge of teaching context, knowledge of learners. In the context of teaching English as a second language, these can be knowledge of English (subject-matter knowledge) and knowledge of teaching English (pedagogical knowledge).

There are a lot of factors influencing the development of PCK. The role of subject-matter knowledge is also very important for teacher education. When pre-service teachers have limited subject-matter knowledge, it is difficult for them to develop their PCK during their teacher education program. Related to this Van Driel & Berry (2010) asserted that pre-service teachers express little about PCK because they lack teaching experience. The authors also added that "the concerns of many pre-service teachers related to self-confidence and ability to teach may also slow down the development of their PCK" (p.658). It can be inferred that pre-service teachers need to master basic classroom skills, gain sufficient confidence and experience so as to develop their PCK. The role of teaching experience and reflection should be mentioned here. Teaching experience and reflection on the relationship between subject-matter knowledge and classroom practice may promote the development of PCK.

Student-learning is another factor that should be emphasized regarding to the development of PCK. Related to students' learning, Van Driel & Berry (2010) claim that "pre-service teachers usually have limited ability to relate students' prior knowledge to instruction and to adequately anticipate student learning (p.658). For this, pre-service teachers can be provided to observe students' learning during practice. Hence, they can grow awareness of specific issues related to students' learning and thinking, which provide pre-service teacher opportunities about getting information related to how to organize his/her lesson.

The design of teacher education programs is also important for the development of PCK. If subject-matter courses and education courses are not integrated, pre-service teachers may have difficulties in developing their PCK. In non-integrated programs, knowledge development is mostly influenced by individual and contextual factors resulting in the use of conventional strategies and stressing procedures instead of student understanding (Van Driel & Berry, 2010).

It was generally agreed that reflective activities such as writing reports or sharing experiences stimulate the development of subject-matter knowledge and PCK of

pre-service teachers. Teaching experience and subject-matter knowledge are important but contextual and personal factors may lead to quite different processes of knowledge development. It is claimed that in the context of pre-service teacher education, PCK can be improved by addressing both pre-service teachers' subject-matter knowledge and their educational beliefs, in combination with providing them with the opportunities to gain teaching experience and to reflect on this experience.

One assumption in teacher knowledge is that PCK is gained through teaching practice, so that experienced teachers have well-formed PCK (Liu, 2013). Some studies indicate that novice teachers have concerns about PCK, and they have difficulties in transforming and representing the concept and ideas in the way that make sense to the students they are teaching (Wilson, Schulman and Richert,1987 cited in Cochran, et al. 1991, p.7). It can be concluded that lack of knowledge and some contextual factors or some teacher-related factors may lead to existence of teachers' concerns. Therefore, providing a review of literature related to concerns in teacher education was thought to possibly enlighten us.

2.2. Concerns

The term "concern" has been defined in many ways in different resources. It has been defined as "worry, something that worries you" in the Longman Dictionary of Contemporary English (pp. 279). Besides its dictionary definition, there have been various definitions in the literature. Dunn & Rakes (2010) believe that both cognitive and affective factors influence teachers' behaviours since teachers' behaviours may be affected by many variables. That's why concerns may be seen as affective factors in teacher education.

Hall & Hord (1987) think that, "concerns are affective, emotional responses to an instructional innovation, such as learner-centred pedagogy, that either encourage or discourage the future implementation of the innovation" (cited in Dunn and Rakes, 2010, p.517). Additionally, concern-based theory originated with the research of Frances Fuller in the 1960s with pre-service teachers. She proposed those teachers' feelings towards a change or innovation could be addressed as concerns (Fuller, 1969). In a later study, Fuller & Parson & Watkins, (1973) explained that concerns about teaching are expressions of felt need which probably possess motivation for relevant learning.

In their study, Rosalind & Murray (2000) used the term “stress” instead of concerns and stress was understood to involve the students’ perceptions of demands on them (expressed concerns) associated with the teaching practicum, and their resources for coping (reported strategies). The term “worry” is used interchangeably in some studies and it is used to refer to cognitive reactions, such as self-deprecating thoughts or task irrelevant thoughts (Zeidner, 1998; Naveh-Benjamin, 1991 in Koçak, 2010).

Similarly, Kyriacou (1997) states that teachers’ stress can be classified and adds that this classification may include lower level of stress, time constraints, work overload, lack of materials, disadvantages related to work conditions. Additionally, Rogers (1992) also focuses that stressful conditions may lead to the feeling of anxiety and distress.

Thus, review of related literature displays that the concepts of stress, anxiety and concern may be used interchangeably. Similarly, in the current study, these terms will be used interchangeably. Still, going through definitions and theories proposed may help to clarify the issue under question in this study.

2.3. Fuller’s Concern Theory

In the literature of teacher development, Fuller (1969) plays an important role with her studies in the field. Based on an analysis of teacher concerns, she proposed a series of discrete stages in teacher development, with teachers; first being focused on the self, then on teaching tasks and situations and then on students and finally on the impact they have on learners (Hagger & Malmberg, 2010).

Fuller developed the Stages of Concern Questionnaire based on the identified development of concerns. This questionnaire measures seven stages of concern that fall in the three categories of self, task, and impact concerns.

Self concerns include the first three stages: Awareness, Informational, and Personal. In Stage 0 (Awareness), the individual’s concerns may be unrelated to the new innovation (new ideas or methods). The individual may be unaware of the innovation, or the teacher may be aware of, but unconcerned with the innovation. In Stage 1 (Informational), the individual expresses general awareness of interest in the innovation. In Stage 2 (Personal), the individual expresses concerns about how the innovation will affect him or her and manifests concerns related to personal ability, adequacy, demands, and role.

Task concerns include one level of concern. In Stage 3 (Management), the individual expresses concerns about a task such as logistics and efficient resource use. The more mature or impact concerns include three stages. Impact concerns include the last three stages. In Stage 4 (Consequence), the individual expresses concerns related to how an innovation affects students and performance outcomes. In Stage 5 (Collaboration), the individual expresses concerns related to working with others in order to implement the innovation. In Stage 6 (Refocusing), the individual expresses concerns about modifying or improving the innovation and assisting others with the use of the innovation.

Lin (1997) has also summarized Fuller's (1969) theoretical framework in a more apparent way as the following:

1. Pre-teaching Phase: Non-Concern: In this phase, students nearly have no concerns about teaching and low involvement in teaching. Before teaching practice, pre-service teachers rarely report concerns related to teaching. They think of teaching in ways of their own experiences as students.
2. Early Teaching Phase: Concerns with Self. After pre-teaching phase students move on to focusing on self concerns, such as whether they are able to teach and what others will think of them. They are classified as covert concerns and overt concerns. Covert concerns are concerned with one's role at school (where do I stand?). Overt concerns are related to coping with the class, content knowledge and supervisor evaluation (how adequate am I?).
3. Late Concerns: Concerns with Pupils: Teachers in this phase are more concerned with students. These concerns focus on pupil learning and self-evaluation. This stage is seen as the most mature of the stages while the first two are thought as immature stages (Fuller, 1969; 1974). Fuller implies that unless early concerns are resolved, later more mature concerns would not appear. Fuller (1969) defined early concerns "the perceived problems of student-teachers or beginning in-service teachers" (p.214); she also defined late concerns as "perceived problems or worries of experienced teachers" (p.216).

Related to these stages, Fuller (1969) implied that if teachers do not primarily focus on one stage of concerns, they cannot focus on another stage of concern. They need to go through one stage so as to move to the following one.

In another study, Jong (2000) used the same classification for prospective teachers and explained the stages as follows:

Zero stage of pre-teaching concerns: student concerns

In this stage, prospective teachers have not experienced the realities of teaching yet; therefore, they are concerned about students more, in fact they still identify with students.

First stage of concerns: self-concerns

This stage contains concerns on the issues such as the self-image and ways to survive in the classroom. Prospective teachers have more concerns of this kind than beginning teachers.

Second stage of concerns: task concerns

This stage focuses on teachers. It includes concerns related to issues such as their teaching performance and adequacy of content knowledge. Beginning teachers have more concerns of this type than prospective teachers.

Third stage of concerns: student concerns

The focus is learners in this stage. It contains concerns about issues such as understanding students and their learning processes. Although this type of concern is expressed by both prospective and beginning teachers, the prospective teachers feel themselves to be more unable to act on these concerns.

Jong (2000) claims that although the authors have claimed that their model of concerns is a somewhat temporary model, reviews of later research on the concerns of both prospective and beginning teachers of several disciplines has confirmed the stage model (Veenman, 1984; Kagan, 1992). To illustrate, Veenman (1984) has identified the most common problems mentioned by beginning teachers of different disciplines (in descending order) as follows: concerns about classroom management, motivating students, dealing with individual differences among students, assessing students' work, relationships with parents, organization of class work, insufficient materials and

supplies, and dealing with problems of individual students. When this list is considered, it can be said that it is not so easy to associate a particular problem with a particular stage of Fuller & Bown's model. Some revealed concerns can be put into more than one stage. For example, motivating students can belong partly to self-concern and partly to task concern (p.129).

Fuller & Parsons (1972) developed The Teacher Concerns Statement, which was an early instrument for measuring teachers' concerns. Later, Fuller, Parsons & Watkins (1973) continued to study teachers' concerns and they examined pre and in-service teachers' concerns. The results of their study indicate that pre-service teachers are more concerned about benefit to self while in-service teachers are more concerned about benefit to students.

Following that study in 1974, Parsons & Fuller (1974) designed The Teacher Concerns Checklist in order to improve the effectiveness of the measurement tool. By using these two tools, the researchers (Parsons & Fuller) concluded that teachers were concerned about four types of concerns: self-survival, teaching, impact on students and teaching situation. After that, Fuller believed that impact on students and teaching situation may affect each other interchangeably. She revised her concerns' conceptualization and reached three categories, which are concerns about self, task and impact (Parsons & Fuller, 1974).

They also put forward that unless teachers complete one stage of concerns, they cannot focus on another stage of concern, which is believed to emerge when teachers gain experience. It can be inferred that Fuller's stage of concern has been one of the cornerstones for many studies in the field of teacher development. When all of the studies above are considered, it is seen that they have some common points. Firstly, in all studies the participant teachers go through some stages of development. Next, teachers firstly concern about themselves, then they are concerned about their pupils. As we go over the literature, it is seen that there are some different theories about teacher development apart from Fuller's theory. A short summary of these may contribute to our knowledge.

2.4. Theories of Teacher Development

Teacher development has been studied by many researchers and some of them have identified different theories based on their researches. One of these studies was

conducted by Katz (1972). In this study, Katz (1972) studied with preschool teachers and searched about their concerns. The findings reveal four stages of preschool teacher development. The first stage is the survival stage, at which teachers are concerned about their ability to teach. In this stage, their focus is on themselves and their own needs. The second stage is the consolidation stage. At this stage, the teacher's questions are about student learning and s/he tries to consolidate what s/he learnt from her/his teaching experience. In the renewal stage, as its name calls, the teacher desires to renew her/his methods and strategies. In the maturity stage, teachers try to use a broad perspective to see the whole educational context.

Some researchers identify four stages for teacher development. One of them is Gregorc (1973). In his study, he classifies these categories as: becoming, growing, maturing, and fully functioning professional stages. Piland (1992) also describes four stages as follows: fear/ uncertainty, socialization, autonomy and affirmation.

Gibson (1976) also contributed to the field and studied with pre-service teachers. The results of that study uncovers that there are four developmental stages of concerns: (a) the service stage at which student-teachers practiced what they learnt at pre-service education; (b) the safety and survival stage, which focused on the acceptance by others; (c) the independent stage, at which teachers became more self-confident as they mastered teaching.

Burden (1980) classifies teacher development into three categories. These are; a) the survival stage, in which teachers lack self-confidence , and have limited knowledge and are subject-centred; b) the adjustment stage, in which teachers are student-centred, and feel more confident; c) the mature stage, in which teachers are more student-centred, and have gained professional perception.

As the results of these studies reveal, in the early years of teaching profession, teachers are more concerned about their knowledge, their ability to teach, then they start to concern about the task they will teach, and in the last stage they start to concern about their students' learning. This may be explained by the fact that in the early years, teachers feel a gap between the real life and the theory they have learnt at the university. As Danielson (1996) states "beginning teachers may have difficulties when they start to teach in the real classroom atmosphere" (p.5).

2.5. Other Theories of Concerns

Apart from the concern theories mentioned above, Çelik (2008) studied concerns more specifically and searched about concerns related to practicum. He put practicum-related concerns into six categories: personal concerns, communication-centred concerns, evaluation-based concerns, external concerns, concerns for lesson preparation, and teaching related concerns. When these six categories of concerns were examined individually with sub-categories, it was seen that personal concerns included items such as striking a balance between the practicum and personal commitments (e.g. family), fear of failing the practicum, fear of using superior approaches to regular class teacher, using different methods, approaches, and techniques and having high expectations of my teaching performance (personal pressure). Communication-centred Concerns consist of items such as communicating with and relating to the supervisor, and communicating with and relating to the class teacher. Being observed and being evaluated by the supervisor are included in the category of evaluation-based concerns. External Concerns include items such as being observed by peers and others expecting the student-teacher to perform tasks beyond his/her current competency. Concerns for Lesson Preparation include items such as writing detailed lesson plans, and marking students' written work. Lastly, Teaching Related Concerns consist of items such as helping students with emotional/behavioural problems, and making the lesson interesting and motivating for students.

So far, we have seen that concern is classified into groups and their subgroups depending on its content and agents who are subject to it. It seems evident that the outcomes of these concerns are of high importance inasmuch as a smooth classification of them so as to understand the nature of them and these outcomes may be analyzed through empirical researches to understand whether these outcomes are positive or negative.

2.6. Effects of Concerns

Since practicum constitutes an important part of teacher education, it has received a considerable research interest recently. The sources and effects of concerns and stress experienced by pre-service teachers have been studied by many researchers (Capel, 1997; Paese & Zinkgraf (1991). The significance of identifying sources of

student-teacher stress lies in the evidence that stress affects teacher behaviour and this, in turn, reduces classroom effectiveness, particularly in relation to reduced pupil achievement and increased levels of pupil anxiety. Capel (1997) supports that in his research and states that students are anxious and concerned about teaching practice.

Concerns related to teaching practice have taken attention of Elkerton (1984). He tried to persuade teacher educators to identify stresses associated with the practicum and to assist students to manage these stresses effectively.

Related to this issue, Morton, Vesco, Williams & Awender (1997) pointed to the need to change the nature of the role of teacher and university supervisors from a more directive to a more collaborative one in order to reduce student stress related to evaluation and assessment.

It might be reasonable to expect that one effect of successful practicum experience would be the reduction of stress in later practicum. Morton, Vesco, Williams & Awender (1997) found that both instructional preparation and teaching experience can reduce students' anxieties over time.

Similarly, students in Sumison & Thomas (1995) report considerably less stress in their second practicum, attributing this in part to their participation in a stress management programme and in part to the knowledge and experience gained in the first practicum.

Çelik (2008) discusses that stress may influence teacher behaviour and consequently students' achievement. Additionally, Payne & Manning (1990) support that teacher anxiety may interfere with student performance. Preece (1979) explains that student-teachers' anxiety may be a cause of the discipline problems in classrooms they teach and this may be another cause of stress experienced by teachers.

It is also explained that trainees concerns can be beneficial in order to understand the transition period from student-teacher to (beginning) teacher. That can be another reason to study these concerns. Supporting this, Guillaume & Rudney (1993) suggest that examining student-teachers' perceptions and concerns can give insight on the problems teachers face and the knowledge they find most worth. For instance, Fuller (1969) found that student-teachers were self-concerned at the beginning of and during most of their student teaching semester, and while becoming more concerned with what they can do for students only toward the end.

Based on the above-mentioned researches, we may say that examining trainees' stress can be useful in finding ways to help trainees become more self-confident in their

future teaching life. Moreover, student-teachers can make use of the benefits of the practicum at its best when their stresses are defined and reduced to a minimum level since student-teachers can integrate into the work environment through the practicum and see what actually occurs in real teaching settings and circumstances.

It also should be pointed out that in the practicum stage, teacher candidates put into practice the theoretical knowledge they have learnt during their education; therefore, searching about the concerns they experience during that stage can be beneficial both for teacher-educators and student-teachers.

We may conclude that studies towards concern in education have been investigated in broad sense up to this point. When the issue is language education, we should narrow down the term “concern” and its reflection towards it. Under the following title, the studies of concern in language education are touched upon.

2.7. Concerns in Language Education

Concerns in language education also have been dealt with from different aspects. For instance, Hagger & Malmberg (2010) found that novice teachers expressed concerns with classroom discipline, motivating students, dealing with individual differences, assessing students’ work, relationship with parents, organization of class work, insufficient materials and supplies, and dealing with problems of individual students, and relied more on contextual factors such as availability of teaching resources and interpersonal support for their self-efficacy.

When we take the issue from the learning point of view, we see that concerns emerge in the learning process, too. For example, Koçak (2010) refers to the previous studies and discusses that anxiety has a negative effect on the language learning process and adds that second language anxiety has a negative effect on the oral performance of speakers of English as a second language.

According to Horwitz, Horwitz & Cope (1986) anxiety consists of three components: communication apprehension, test anxiety and fear of negative evaluation by making a valuable contribution to theorizing and measurement in language learning anxiety.

As seen, concern is often present in language classrooms not only in terms of learning but also regarding teaching. However, does it start in the classroom, or does it have a previous step? In other words, do the pre-service teachers also have some

concerns before their professional lives? If so, what are these concerns related to? Some answers to these questions can be found in the literature.

2.8. Concerns Experienced by Teachers

Educators have frequently emphasized the importance of teacher concerns as a major factor in teacher effectiveness. The job interview, professional development workshops, and various teacher conferences all support the need to address the concerns of teachers. These concerns may affect the personal lives of teachers and conceivably their professional life as well (Jeansome & Caliste 2001).

Teacher education programs have a useful role in assisting pre-service teachers to be able to deal with the concerns they will encounter as beginning teachers. Beginning teachers may encounter a variety of concerns in multiple contexts. Including these concerns in the programs, pre-service teachers can be guided through the methodology courses and field experience. Understanding the concerns of pre-service teachers is essential for teacher educators, so they can provide the types of experiences that are guaranteed in helping teachers' professional growth. Teacher concerns are firstly studied by Fuller (1969), a pioneer in the progression of developmental teaching concerns. Fuller's (1969) study examined concerns of prospective pre-service teachers in order to find out what these teachers were concerned about and how their concerns could be conceptualized.

The research consisted of two studies. The first study involved group counselling for two hours per week with student-teachers in order to discuss any of their concerns. Frequencies of their concern statements were calculated according to the topic area of the concern. During the first weeks of student teaching, the most expressed concerns involved getting used to the situational context, and discipline issues. In the latter part of the semester, student-teachers' concerns mostly related to student learning. In the second study, 29 student-teachers were asked to make written statements about their concerns. Their responses were categorized as *concerns related to their self, concerns related to various tasks of teaching,* and *concerns related to their perceived impact on student learning*. The results indicate that student-teachers bear self-adequacy and discipline concerns, and concerns related to pupil learning are not of their interest. Fuller concludes her initial study by suggesting that concerns could be conceptualized into three phases including:

(1) Pre-teaching: non-concern – teaching is thought about in terms of prior beliefs
(2) Early teaching: self-concern – concerns about coping with school situations, classroom control, self-adequacies, and evaluations from administrators and peers
(3) Late concerns: concerns with students – the teacher is concerned about their impact on student learning

Fuller's (1969) phases were revised in her further study by Fuller & Bown (1975). In this study they tried to describe the concerns at the pre-teaching and beginning teaching phases. Based on that study, the first phase of teacher development was described as survival phase. Characteristics of this phase include concerns focusing on one's own well-being, and are termed "self" concerns. The concerns, in the second phase are termed "task" concerns. Teachers may feel confident about the routines of the classroom and begin to feel that they have mastered the content. The final phase is described as the "impact" phase. Teachers in this phase are concerned with the impact of their teaching on students, in addition to having a concern about students' social, emotional, and academic needs and the best way to meet these needs. The final phase in Fuller & Bown's (1975) model is described by Borich (1996) as the "impact" phase. Teachers in this phase are concerned with the impact of their teaching on students, in addition to having a concern about students' social, emotional, and academic needs and the best way to meet these needs.

Fuller (1969) believes that all teachers pass through these phases, some more quickly than others. Moreover, Fuller claims that teacher preparation programs could facilitate pre-service teachers' professional development toward higher level concerns by identifying the present level of concern, and providing opportunities to determine them, thus they can move to higher level concerns. Similarly, Borich (1996) asserted that a lack of knowledge or support during pre-teaching and student teaching experiences may result in a slower shift from self to task to impact concerns. The kind of knowledge and experience teacher educators provide pre-service teachers can help to make the transition from one phase of concerns to another more effective.

Jong (2000) investigated prospective teachers' initial concerns about transforming their academic knowledge into teaching activities (pedagogical content

concerns). The study is based on Schulman's (1987) classification: general pedagogical knowledge, content knowledge and pedagogical content knowledge. Probable differences between the results of the interviews (about prospective teachers' initial PCC) in an individual setting and in a course meeting setting are searched. Fourteen prospective chemistry teachers were involved in the research. The participants were asked to prepare the first two (50-minute) lessons. After the lesson plans were prepared the participants were invited to explain their lesson plans. They were also asked to answer some open questions. These questions mainly focused on expectations of students' conceptual difficulties, as well as their own difficulties in teaching the topic. A few days later, a regular meeting was organized. Due to that meeting, the teachers were asked not to report their lesson plans to each other and not to consult any textbook. During the meeting, the participants explained their lesson plans and had a plenary discussion of them. In the context of this discussion, the prospective teachers had to answer the same specified open questions. All the interviews and the group meetings were audio-taped and later they were transcribed. The analysis of the data was presented through stages. In the first stage, the interview protocols of each teacher were repeatedly read. The content was analyzed by using the categories of *self-PCC*, *task-PCC* and *student-PCC*. The study provided a better understanding of the nature of prospective teachers' pedagogical content concerns in relation to Fuller & Bown's model of concerns and showed that prospective teachers' PCC can be classified into the categories of self-PCC, task-PCC and student- PCC. The results also indicated that each of these categories was reported more or less to the same extent. In other words, none of them was the single distinguishing characteristic of prospective teachers' initial PCC; they were all characteristic. The author stated that this result does not correspond with Fuller and Bown's model. When this model is considered, student concerns (zero stage) and self-concerns (first stage) are expected to be the most dominant, but they are not. It was explained that this might be because of the fact that prospective teachers express these concerns only when invited to talk about their concerns in general terms. Nevertheless, the results indicated that prospective teachers tend to broaden their concerns when asked to talk about the specific issue of transforming their academic knowledge into teaching activities.

Another study contributed to the field is by Dunn & Rakes (2010). This study explores whether there is a relationship between pre-service teachers' concerns and their learner-centred beliefs. With a correlational design, the study explores the relationship

between pre-service teachers' consequence concerns and their learner-centred beliefs. The findings show that learner centeredness increased in this sample of pre-service teachers, as did concerns about the effect of learner-centred education on students. It also shows that learner-centred teachers show a greater interest in students and student outcomes. The results of the study are important in terms of pre-service teacher education and pointed that teacher education programmes can be tailored to promote learner-centeredness in students. They also support that if pre-service teachers reach higher-levels of concerns related to learner-centred education, such as concerns related to student outcomes, they are more likely to engage in learner-centred practices in the future. Dunn & Rakes (2010) also recommend that teacher education programmes may also be designed to promote the development of higher-level concerns that promote the use of learner-centred innovations.

Dunn & Rakes (2011) also explore the influence of pre-service teachers' teacher efficacy and concerns on their learner-centred beliefs. The findings of this study reveal that pre-service teacher efficacy and concerns significantly influence learner-centred beliefs.

Moreover, Hagger & Malmberg (2010) investigate what the contents of pre-service teachers' professional goals and concerns are related to and how goals, future-time extension and concerns are associated with individual characteristics. The particular context of the study was a one-year Post Graduate Certificate in Education (PGCE) course at Oxford University preparing graduates as secondary school teachers. The study based on the principle that university tutors and school-based mentors complement each other in that each has distinctive kinds of knowledge to offer to student-teachers and each draws on a range of criteria in evaluating the worth of ideas about learning and teaching. It can be said that this teacher education programme attempts to integrate the theoretical and practical aspects of teacher education. They adopted a method, the "hopes and fears questionnaire". This standard instrument was modified to focus on pre-service teachers' professional goals, future-time extension and concerns. In addition, they reported on their well-being using two standardised scales (self-esteem and depression). Respondents were asked to report their goals and concerns about themselves as a teacher. Goals and concerns were categorised separately into 13 categories which were common for both hopes and concerns, and two additional categories for concerns only, giving in total 15 concern categories. When asking pre-service teachers about their professionally related goals and concerns, the contents

reflect the self (themselves, their health and their career progression), teaching tasks (skills and techniques), students (relationships with students, colleagues and community) and impact. The order and the timing of the goals reflected cultural prototypes and grand narratives of teacher development.

Ralph (2004) dealt with practicum concerns as well. He examined teacher interns' and their mentors' concerns about practicum. The findings indicated that nearly all participants stated that some concerns remained and that some new ones emerged. The teacher interns also reported that they developed some strength during the internship.

In another related study by Bohning, Hale & Chowning (1999), it is aimed to identify and examine change-of career pre-service elementary teachers concerns, or anxieties about teaching children science. They worked with graduate level change-of-career prospective elementary teachers at a private university in South Florida. Participants were asked to list their free-responses to the question: If you begin to teach science tomorrow, what are three of your greatest concerns? The survey was administered during the first and the last session of the science methods course. Concerns were sorted into four categories as: 1) science content concerns, 2) teaching concerns, 3) teacher concerns about self, 4) student-centred concerns. The results of the study indicate that the change of concerns describes the participants' development as teachers. They state that Fuller (1969)'s model is helpful for making sense of changes. Fuller hypothesizes that concerns of teachers evolve in a predictable sequence. Participants at this study did not identify concerns at pre-teaching stage of Fuller's model. As mature adults with varied life experiences, they seemed to have already developed by the first stage. Participants had immediate concerns at Fuller's Stage 2 (mastery of content) and Stage 3 (teaching performance). The findings also indicate that teachers' concerns are mostly related to content and teaching performance rather than pre-teaching concerns.

According to Fuller, initial concerns of beginning teachers tend to reflect concern about self, such as an evaluation by their peers or supervisors, feelings of inadequacy, and acceptance by other teachers. As these self-concerns are resolved, the teachers become more concerned with the task of teaching which includes concerns about being responsible for too many students and lack of instructional materials. Teachers become concerned about the impact of their teaching only when concerns about both self and task have been resolved (Reeves & Kazelkis, 2001).

Mok (2005) aimed to study the types of concerns teachers exhibit from early to middle to later stages, and the differences in concerns between stages and between groups of teachers. A questionnaire including three parts was developed. The participants were asked to fill in information in the questionnaire. The study was conducted in sixteen secondary schools in Hong Kong. Throughout the factor analysis, the questionnaire was categorized into sub-categories. These were student discipline and relationships with students, students' learning and performance, avoidance of conflict, teaching efficiency, personal teaching style, teaching ability, evaluation and criticism, aspiration in education and job prospects. The findings showed that other than the concern factor 'job prospects', teachers are concerned about all the factors at moderate to high levels throughout the three stages. Teachers are concerned not only about the impact of their teaching on students, but also about their own teaching performance, personal teaching style, teaching efficiency, and also conflict and relations with colleagues. It is also implied that teachers' concerns deepen in the later stages of teaching.

Student-teachers’ concerns were also investigated by Poulou (2007). Her study aimed to explore student-teachers’ concerns and potential topics of reflection, following their teaching experiences. Journals were used in order to collect data from fifty-nine student-teachers. The study was conducted at the end of the eighth semester of teaching practice, which is the last term of teacher training programmes in Greece. Students were asked to express the personal thoughts, worries, feelings and concerns that preoccupied them during their five weeks of teaching practice, in a journal. Since students were using journals for the first time, they were provided with the following general themes to refer to:

a. concerns about the teaching process,
b. concerns about the teaching profession
c. emotions about the teaching process

The content of the journals were analysed. The results point out that student-teachers’ perceptions of their teaching practice promote teacher educators’ reflection on the organization and evaluation of teacher training programmes. It also promotes a productive discussion between student and teacher educators on the topics which actually concern students. It also adds that teacher educators, an examination of the

dilemmas arising from the experience of student-teachers presents an ideal learning opportunity.

Capel (1997) tried to find out the levels and causes of anxiety for physical education students on teaching practice. The results showed that these students were moderately anxious and concerned about teaching practice.

Similarly, Kyriacou & Stephens (1999) also attempted to search about teachers' concerns during teaching practice. They explored the concerns of a group of student-teachers undertaking a one year Postgraduate Certificate in Education course. The concerns expressed by the student-teachers in this study are generally in line with those reported by other studies (cited in Ocak & Gündüz, 2006).

Pigge & Marso (2001) looked at the issue from a different perspective. They sought changes in students' anxiety, attitude and concerns and confidence about becoming a teacher during teacher training and whether these changes were related to selected student characteristics. The results presented significant changes in anxiety, attitude, concern and confidence about teaching.

Lotter (2004) tried to develop a picture of how pre-service science teachers' instructional concerns changed during a yearlong science methods program. The results showed some strengths about teachers. They were able to reflect on the importance of developing lessons that take into account students' interest, prior knowledge and developing strategies to increase student understanding.

On the other hand, Melnik & Meister (2008) dealt with this theme from a broader aspect both from beginning teachers and experienced teachers' side. They searched about beginning and experienced teachers' concerns related to classroom management, dealing with time constraints, workload, parent interactions and academic preparation. There were significant differences in terms of classroom management and parent interactions while there was no significant difference in terms of academic preparation and time management.

Similarly, Reeves & Kazalskis (2001) sought the concerns of pre-service and in-service teachers. The Teachers Concerns Questionnaire (TCQ) by Fuller was used in order to gather data from 128 pre-service and 90 experienced teachers. The pre-service teachers were junior-level students enrolled in the teacher education program at a university in the South-east and had not participated in pre-service teaching experiences. The TCQ was administered to pre-service and in-service teachers at the same time. The questionnaire was designed to examine teachers' concerns in three

areas: self, task and impact. The results presented that impact concerns were very high for both groups of teachers. There was no difference for both experienced and pre-service teachers in terms of task and self. In-service teachers expressed only moderate levels of concerns for self and task with little important difference between levels of these concerns. It was also supplemented that with regard to task concerns, all teachers cannot be expected to pass through the concern stage at the same time.

Joseph (2010) approached the issue from only the experienced teachers' point of view. In this study, Joseph (2010) aimed to uncover the attitudes, concerns, and professional development needs of special educators in relation to the practice of inclusion. The results reveal that the teachers concern about managing tasks while overcoming barriers to inclusion as well as the impact that inclusive practices has on them and students.

The teacher's knowledge about teaching begins with their earliest school experiences of teaching and learning. Even before a pupil has the ability to reflect or analyze teachers' behaviour, he has stored in his mind pictures about what a teacher is, how he speaks and acts and what the responsibilities and routines of a teacher's work are. According to the research literature, this apprenticeship of observation during a teacher's own school years has a powerful impact on what kind of teacher a person wants to be (Schempp, Sparkes & Templin, 1998). Hence, it can be said that school experience has a great impact on student-teachers and exploring their concerns related to teaching may be useful to help student-teachers. Additionally, practicum stage, as one of the milestones in teacher education, has been another focus for research.

Moreover, teachers' concerns have gained a lot of interest in Turkey recently and it has been dealt with by many researchers. One of these studies was conducted by Besoluk & Horzum (2011). In their study, they aimed to describe and discuss views of senior students of Educational Faculty and Technical Education Faculty about field knowledge, pedagogical knowledge and practice teaching courses as well as their willingness to serve as a teacher .The participants were 403 senior students attending the Faculty of Education and Technical Education in Sakarya University. The data were collected via a survey of demographic questions and three open-ended questions developed by the researchers. The results show that Educational Faculty students consider pedagogical formation courses are more important and more necessary than Technical Education Faculty students do. They found that the students who willingly

chose their department considered those courses more important and more necessary than the students who did not willingly choose their department.

Similarly, Gökçe & Demirhan (2005) explored the views of the teacher candidates, who take the course "Teaching Practice" in the II. term of the 4th class of the teacher training faculties for Elementary Education Level, about what duties and responsibilities the mentors, who work in the Elementary Education Schools, have to undertake at the time the teacher candidates are carrying out practice activities in the extent of this course and also to determine their views about the activities of teaching practice. The study was applied to 80 supervising teachers and 341 teacher candidates. The results showed that the cooperation among the teacher candidate, mentor and the teaching staff is not at enough level, the mentors do not support the teacher candidates in the process of developing lesson plans and materials, and there is a meaningful difference between the views of the mentors and the teacher candidates.

In addition, Şişman & Acat (2003) examined the effects of teaching practice on pre-service teachers' perceptions. The participants were the fourth graders at Osman Gazi University, Eskişehir and their mentors at practice schools. It was an experimental study. Therefore, for data collection, the participants were given a pre and post test. The results indicated that the perceptions of students have changed in a positive way, so it can be said that teaching practice had a significant effect on students' perceptions. It was also added that the perceptions of pre-service teachers related to the position of the teaching profession, sufficiency of field knowledge and their perception about methodology courses had been affected in a positive way.

Another study searching the effect of practice was conducted by Hergüner, Arslan & Dündar (2002). They researched teachers' perceptions about School Experience 1. The results indicated that School Experience 1 generally had positive effects on student-teachers' perceptions and they got a chance of meeting teaching profession in real context.

Oral & Dağlı (1999) were also interested in teachers' perceptions of School Experience. However, they limited perceptions to two factors which are a) the professional qualities gained through School Experience and the facilities provided by practice schools. The results showed that there had been a significant difference on the perceptions of student-teachers related to School Experience course. It was also added that the facilities provided by practice schools are on the average level.

Teacher training has also been dealt with in terms of teachers' thoughts. In that sense Özdemir & Çanakçı (2005) contributed to the field by their research aiming to emphasize the effect of "School Experience 1" course on prospective Mathematics teachers' understanding about the concepts of teaching and learning. They focused on teachers' understanding of learning and teaching concepts before and after taking the School Experience course. The findings showed that School Experience had great effect on student-teachers' understanding of learning and teaching in terms of carrying them from a traditional perspective to a more modernized perspective.

Saracaloğlu & Dinçer (2009) contributed to the field as well. In their study, they examined a non-thesis master program of secondary education social area teaching department and students' professional competencies, anxieties towards the teaching profession and their academic motivation levels according to some variables. The study was conducted at Pamukkale University, Denizli, Turkey. Three different instruments were used in this study. One of them is the *Questionnaire of Teaching Proficiency*; the other one is the *Professional Anxiety Scale for Pre-service Teachers* and the third one is the *Scale of Academic Motivation.* 106 student-teachers from different departments at the Faculty of Arts and Science were asked to complete the questionnaire. The results indicated that the students attending their departments willingly had low professional anxiety and high academic motivation and female students' self competence perceptions are higher than male ones'. In addition, it was found that the students' academic achievement changes their professional anxiety and level of academic motivation.

In addition, Sarıçoban (2009) searched ELT student-teachers' concerns at tertiary level. For this study, 19 student-teachers were observed by their classroom teachers and their university supervisor in their practicum schools. In each observation, the supervisor and the classroom teachers were asked to fill out a questionnaire consisting of four sections: knowledge of the field and teaching/ learning process, evaluation and keeping records and other professional skills. The study helped to find out the importance of effective foreign language teaching behaviours of the student-teachers during the practice studies in the real classroom situations upon subject matter courses, general education courses, micro-teaching sessions and other related courses. The results pointed out that there was no significant difference between male and female student-teachers in terms of their teaching behaviours. However, the findings indicate that, in general, the student-teachers are to be well-trained in prosodic features such as the effective use of verbal and body language. They should also make use of the

up-dated technology in their classes. In addition, they seem to lack taking precautions against interruptions likely to occur in the classroom, motivating the students and creating a safe learning environment.

Çelik (2008) investigated the concerns and stress levels experienced by pre-service EFL teachers during their practicum. The participants were 133 Turkish pre-service EFL teachers. A questionnaire consisting of 40 statements tapping concerns and stressful experiences was applied to the pre-service teachers. The potential stress areas were analyzed under six categories: personal, communication-centred, evaluation-based, external, lesson preparation and teaching related. The results indicate that nearly half of these stress areas are at the medium level, that personal concerns generate the highest level of stress, and that evaluation-based concerns lead to the lowest level of stress. As far as the six categories are concerned, personal concerns generated the highest level of stress. One possible argument for this is that everybody can develop these concerns in different circumstances and times and that such concerns are an indispensable part of a persons' life. On the other hand, evaluation-based concerns brought about the lowest level of concern. This is probably because the pre-service teachers may have progressed to a certain extent in the practice process and adapted to the practicum-related applications, one of which is being evaluated. As a result, they may regard the evaluation as a routine implementation of the practicum, and thus may not feel stressful for it. At the top of the experiences resulting in the highest level of concern comes "striking a balance between the practicum and personal commitments (e.g. family)". This can suggest that either practicum or personal commitments place a great amount of responsibility on the trainees, or both at the same level, a level which is adequate to lead the trainees to feel under pressure.

It can be concluded from the literature that pre-service teachers face several concerns during their pre-service education and trainings. However, whether these concerns change or not is still a matter of debate. Under the following title, the reasons for these changes will be highlighted with examples from the literature.

We put forward the idea that these concerns may change in time and methodology classes and teaching practice may have a vital role over these changes.The reason why we think so is that because this is a two folded period: one is the period in which they gain experience through methodology classes (that may have positive or negative effects on their concerns, i.e. the more they learn, the more they might be concerned or they might gain confidence), the other is that the experience obtained in

teaching practice term may influence this period. All of these points have some common features such as social interaction, help and support. Student-teachers have to interact with their peers, mentors, supervisors and the students they are teaching during their teaching experience. Sometimes student-teachers need to collaborate and share ideas with them. Moreover, they need the support or assistance of someone who is more knowledgeable or experienced. These people may be their supervisors or their mentors or some colleagues at these practice schools. All these aspects of their teaching experience share some common features that may be explained through social constructivism.

2.9. Cognitive and Social Constructivism

Constructivism has been an important concept in the field of teaching and learning. When the literature is reviewed, it is seen that two major types of constructivism exist in the classroom. These are:

a) Cognitive and individual constructivism depending on Piaget's theory,
b) Social constructivism depending on Vygotsky's theory.

2.9.1. Cognitive Constructivism

Piaget's main focus of constructivism is related to the individual and how the individual constructs knowledge. Cognitive constructivism came directly from Piaget's work. Piaget's theory of cognitive development proposes that people cannot be given information, which they immediately understand and use; instead, they must construct their own knowledge (Piaget, 1953 cited in Powell & Kalina, 2009). He stated that children's schemas are constructed through the process of assimilation and accommodation, which can be explained through four different stages of development (Wadsworth, 2004). Piaget's (1953) four stages of development are: Sensorimotor stage, which a child goes through from ages zero to two; preoperational stage (two to seven years old), concrete operational stage (seven to eleven years old), and the formal operational stage (eleven years old to adulthood).

Piaget's theory includes assimilation and accommodation, which are processes children go through. According to Piaget (1953), assimilation is when children bring in

new knowledge to their own schemas and accommodation is when children have to change their schemas to "accommodate" the new information or knowledge. This adjustment process occurs when the student processes new information to fit into what is already in one's memory. Teachers need to facilitate this process in the classroom.

Piaget's stages of development are all about the ability to learn at different ages in childhood based on logical development. His theory is related to the children's ability to construct cognitively or individually their new knowledge within their stages and resolve conflicts (Piaget, 1953). Recognizing that this process occurs within each individual student at a different rate helps the teacher facilitate constructivist learning. Piaget's cognitive constructivism theory incorporates the importance of understanding what knowledge each individual needs to get and learn at his or her own pace. Observing students and understanding their level of difficulty is very important to this process.

2.9.2. Social Constructivism

Social interaction plays a fundamental role in the process of cognitive development. In contrast to Jean Piaget's understanding of child development (in which development necessarily precedes learning), Vygotsky felt social learning precedes development. He states: "Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (inter-psychological) and then inside the child (intra-psychological)" (Vygotsky, 1978).

Social constructivism emphasises how meanings and understandings grow out of social encounters. Social constructivism is based on the social interactions a student has with his or her peers and teachers in the classroom.

One of Vygotsky's main theories is the zone of proximal development, or ZPD. The ZPD is the distance between a student's ability to perform a task with the help of an adult and/or with peer collaboration and the student's ability solving the problem independently. According to Vygotsky learning occurred in this zone as summarized in Figure 1:

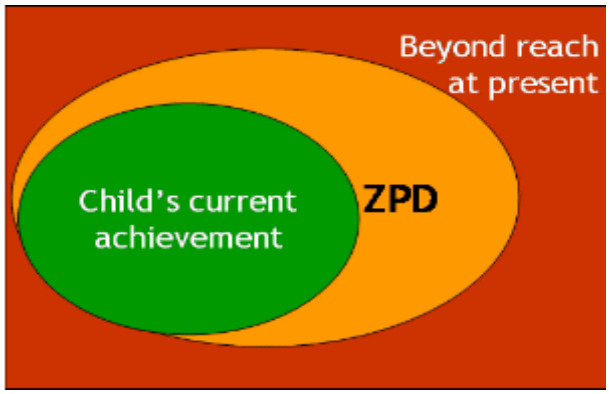


Figure 1. Zone of Proximal Development
http://www.learningandteaching.info/learning/constructivism.htm (Retrieved April 24, 2012)

As seen in Figure 1, Vygotsky supports the idea that language develops through social interaction and children can advance to a higher level of performance and knowledge in a supportive environment (Lighbown & Spada, 2006, p. 20). Vygotsky called this metaphorical place in which children could do more than they would be capable of independently as the Zone of Proximal Development (ZPD). According to the social constructivist method, students act first on what they can do on their own and then with assistance from the teacher, which means they learn the new concept based on what they were doing individually (Powell & Kalina, 2009, p. 244). It can be said that cooperation between the learner and his teachers, peers or other adults has an important role in getting the learner to the next stage of understanding.

Along the same lines of cooperative learning, Vygotsky (1962) also used scaffolding in his theory. According to scaffolding theory, children learn more effectively when they have someone who is more knowledgeable to support them. The more knowledgeable person may be anyone who has a better understanding or a higher ability level than the learner, concerning a particular subject, topic or task.

Vygotsky views help and cooperation as vital and emphasizes the importance of cooperation is evident in his words where he states:

"Cooperative learning is an integral part of creating a deeper understanding. It is a part of creating a social constructivist classroom. Thus, students should not only work with teachers one-on-one, but they should also work with other students. Students have a lot to offer one another" (cited in Powell & Kalina, 2009, p.244).

Additionally, İlin (2003) also emphasizes that in language teaching the interaction takes place between the mediator and the student is of great importance in terms of learning and focuses on the influence of interaction, the social environment, and the role of the mediator in teaching.

It can be summarized that cooperative learning has been an important concept in social constructivism. Powell & Kalina (2009) state that cooperative learning is an integral part of creating a deeper understanding and it is a part of creating a social constructivist classroom. It is believed that when students work in groups, the internalization of the knowledge occurs for each individual. Woolfolk (2004, p. 326) supports this idea as "a common question about knowledge is whether it is constructed internally, depending on a situation in a point of time or generally, and some theorists claim that social constructivism and situated learning confirm Vygotsky's notion that learning is inherently social and embedded in a particular cultural setting". In order to help students to construct cognitive and individual internalization of the knowledge, teachers can create tasks enabling students to collaborate and share their experiences with each other.

There is a distinct connection in all of these aspects of social constructivism. In ZPD and in scaffolding there is a correspondence between the teacher, peer or other adult and the student. Students must interact socially in order to interpret the variety in the classroom. For this, communication and language are essential. Vygotsky stated that language enhances learning and that it precedes knowledge or thinking. Vygotsky believed "it is incorrect to consider language as a correlative of thought; language is a correlative of consciousness. The mode of language correlative to consciousness is meanings. The work of consciousness with meanings leads to the generation of sense, and in the process consciousness acquires a sensible (meaningful) structure"(Kozulin, 1990, p.190). Social interaction is important to effective language usage and the development of efficient communication in the classroom. Students should use language as much as they can.

When we take the above-mentioned views into consideration, in the context of our current study, for student-teachers, the interaction among the mentor, the supervisor; and the peers is a kind of scaffolding, in which student-teachers learn more effectively when they have others to support them. Thus, the learners can get to the next level of understanding through the assistance of the mentors, the supervisors and other peers. Like in children’s development, a social constructivist model can trigger student-

teachers' professional development as well. Therefore, in the present study a social constructivist model will be taken into account by considering the interaction of student-teachers with the mentors, the supervisors, and the peers.

2.9.3. Comparing Cognitive and Social Constructivism

The approaches of cognitive and social constructivism have similarities and differences. Both theories support that students need guidance when teachers explain complex topics and knowledge. Piaget focuses on the reasoning ability of individuals while Vygotsky believes that there are variables such as, social interaction, culture and language.

Piaget states that thought precedes language and evolves from inner activity. For Piaget, social interaction occurs and may be the part of learning process; but it is the individual who constructs knowledge. Vygotsky says that social interaction and culturally organized activities are necessary in the classroom. For these activities, people that have more knowledge than the individual must be involved in these activities, or in the zone of proximal development. Therefore, the social constructivist environment includes activities where students experience their level of understanding and seek assistance to get to the next level (Powel & Kalina, 2009, p. 246). Vygotsky believed language precedes knowledge.

In his theory, Vygotsky focuses on the relationship of thought and language. The key concepts in this theory are "experience" and "assistance". The emphasis in social constructivism is on the relationship between the individual and social requirements or interaction.

While two theories are different, they have a common point; the way constructivist classrooms should be run. "Both Piaget and Vygotsky agree on a teacher's role as that of facilitator and guide, a director or a dictator. Piaget saw children gaining knowledge from organizing and reorganizing data as they receive information. Vygotsky saw social interaction or collaboration as the chief method for learning and placed more emphasis on language development" (Powell, 2006, p.54).

Both cognitive and social constructivist teaching methods must be used by teachers interactively so that students can process individually what they learned in a group or from another adult or peer. Both views can be incorporated into the classroom for the best personal development of the students.

In order to provide an effective constructivist environment, teachers need to learn teaching strategies or activities that employ the theories of both Piaget and Vygotsky when assigning tasks or giving information. Students can be allowed to discover knowledge individually in order to help this process. Question and answer periods after every significant topic can be included. Thus, the teachers will be able to assess formally where students are through testing and informally through discussion or dialoguing. The more prepared and comfortable teachers are in using effective tools such as conversation, discussion, and inquiry; the more they will use them and students can become proficient at thinking and communicating.

Constructivist theory is framed essentially in terms of individuals. However, each person's development occurs in constant exchange with their social circumstances (Roberts, 1998, p. 44). As people, we live in a social environment. We interact with other people to exchange our ideas. Therefore, it can be said that our sense of ourselves is defined by our relationships with other people. Schools are also social environments where learning and teaching take place. As teachers we interact with our colleagues and learners. Our relationships with them help define our sense of self as a teacher. The climate of school and other social factors contribute to this process. In this social environment learners make sense of their own world and they do it in a social context through social interactions (Williams & Burden, 1997 cited in Roberts, 1998). Therefore, social constructivism is thought to offer the most adequate framework for language teacher education.

Each teacher's work-life and development are set in a social environment. It consists of factors such as the structure of the education system, the quality of the approach of school management, the manner and the focus of assessments. Therefore, it can be said that school plays an essential role in teachers' personal and professional development. For student-teachers, their first teaching experience in their practice schools may have an important role in their professional development. Thus, teaching experience may be highly influential on the professional development of the student-teachers and the changes in their beliefs.

When it comes to the pre-service teacher education, we know that student-teachers start their teaching experience in the last year of their teacher education programs in Turkey. When they go to the practice schools, they have to interact with their mentors, peers and the students they are teaching. This is one aspect of social constructivism which supports that learning occurs in a social context. Their interaction

with their mentors, supervisors and peers always assist them to advance to a higher level of performance and knowledge. Here the importance of cooperation, which is an important part of social constructivism, should be focused on. As we mentioned above, schools are social environments where teaching and learning take place. When student-teachers start their teaching practicum in these social environments, there are a lot of factors contributing to their personal and professional development such as the culture of the schools, their interaction with their colleagues, peers, mentors and students' parents. Social constructivist theory emphasises the importance of dialogue, talk and points that they are essential for teacher learning. Therefore, student-teachers' collaborative and task-focused talks are of special value since they offer opportunities of sharing ideas and offering social relationship that support changing views of self as teachers. As seen, schools as learning and teaching environments have a lot of factors influencing teachers' view of learning and teaching. Additionally, in this social context, student-teachers may be affected by a lot of factors which may trigger some concerns. Social constructivism has an overwhelming role in handling these concerns since teachers and learners are social beings and every individual needs social interaction for communication, problem solving, and sharing ideas and so on.

CHAPTER 3

METHOD

3.0. Introduction

In this chapter, information concerning research design and participants is presented. Besides, the selection and adaptation of data collection tools are explained. Finally, data analysis procedure is mentioned.

3.1. Research Design

The present study is a mixed methods research, since it involves different combinations of quantitative and qualitative research. As Strauss & Corbin (1998) state both qualitative and quantitative research have roles to play in theorising. They explain that the use of one form or another is not important; but both might work together to foster the development of theory. Dörnyei (2007) supports the idea with the statement "quantitative researchers follow *a meaning in the general strategy*, whereas qualitative researchers concentrate on an in-depth understanding of the *meaning in particular*" (p. 27). Taking the mentioned discussions above, this study's fundamental aim here is to draw a general picture of three groups of pre-service teachers' concerns. It is further aimed to focus on the possible changes caused by teaching practicum within the limits of natural environment, providing the readers with a general picture of these concerns in this particular setting.

In the study, the concerns of sophomore ELT student-teachers were investigated through The Scale of Language Teachers' Concerns for the study. Similarly, junior and senior student-teachers' concerns were identified through the same scale. Later, in order to find out whether there is a significant difference between the concerns of sophomore, junior and senior students, one-way Anova was conducted. After drawing a general portrait of sophomore, junior and senior students' concerns, the study further explored the probable effects of practicum on their concerns. For that purpose, an interview was conducted with a small group of students and they were asked to fill in the Teacher Practice Sheet before and after each practicum stage in order to get information about

the effects of practice on their concerns. They were also asked to reflect on this experience. Thus, they contributed to the study qualitatively in a more depth manner. In order to see whether there is a significant difference before and after the practicum, The Scale of Language Teachers' Concerns was given to senior students at the beginning and at the end of the practicum, which are the middle and the end of the fourth year. Later, repeated measure Anova was used to find out whether there is a significant difference in student-teachers' concerns after they finish MCs, before the practicum and after the practicum. After this data were analysed, a second interview was carried out with a small group of senior student-teachers.

3.2. Participants and Setting

Four parties of people participated in the study. The first party consisted of the entire population of sophomore student-teachers at the ELT department of Çukurova University, Adana. In total, 103 second-year students took part in the study. In Teacher Education Programs, students are required to start taking methodology classes in their second year of the program. Therefore, all second year students were selected as the participants in order to find out their concerns before taking methodology courses. The second party consisted of all junior students. They were in total 196 student-teachers.

The third party who took part in the study was the entire senior student-teacher population of the ELT department at the same university. There were in total 124 student-teachers. The purpose for the selection of seniors was that they finish taking methodology classes at the beginning of the fourth year. By means of such an arrangement, it was possible to draw a general picture of the student-teachers' concerns after taking methodology classes as well as getting information about the possible changes caused by these courses.

The fourth party was two groups of practicum students, that is totally 14, who contributed to our study in a qualitative and in depth manner. These participants were senior students who were going to schools for teaching practice. As they had been selected randomly, the characteristics of the population such as age, sex, marital status, ability level, socio-economic status were not considered as variables in the study. The number of senior students in three applications was varied because of the fact that it was not possible to reach all senior students at the same time because each was taking different courses.

Additionally, a short summary of curriculum and course descriptions of the ELT department at Çukurova University is given (See Appendix F). In the first year of teacher education, student-teachers are expected to get general knowledge of major language skills and their sub-skills and to raise awareness about them. Through *Advanced Reading and Writing 1-2*, student-teachers are expected to be able to analyse and produce different types of writings, building up writing skills and sub-skills (summarizing, outlining and organizing). In *Contextual Grammar 1-2*, the aim is to analyse language structures within the framework of a context so as to establish relations between form and text type, and evaluation of the most problematic forms of English grammar with guidance in their function and usage using methods such as error analysis or discourse analysis is another goal of these courses. The courses of *Listening and Pronunciation 1-2* aim to give the fundamentals of listening and phonetics namely vowels, consonants, stress in words, rhythm and intonation as well as the usage of the phonetic alphabet for learning and production and to give information related to the sub-skills of listening such as note-taking, predicting, extracting specific and detailed information and guessing meaning from context. Students are exposed to knowledge related to extended communicative tasks such as debates, role-plays, individual and group presentations and other interactive tasks in *Oral Communication Skills 1-2*. Besides these courses, they need to get some educational courses such as *Introduction to Education Science and* some other obligatory courses.

In the second year of ELT teacher education they have *Linguistics 1-2*, which teach basic concepts in linguistic analysis; the nature, structure and use of language by means of awareness raising activities and error analysis of language learners' production. Additionally, they need to get *English Language and Literature 1-2* in order to learn about the cultural history of British and American literature and literary works written in English; fundamental movements and periods in literature written in English. Besides they need to get *English-Turkish Translation*, which teaches fundamental theories and approaches in the science of translation; translating a variety of different genre of authentic English texts into Turkish. In the second year they start to get Methodology Courses and they get *Approaches to ELT 1-2* so as to learn basic issues and processes in ELT the course design; the difference among approach, method and technique and the significance of these concepts in course design and appropriate approaches suitable to learner needs. Similar to the first year, they are expected to get

some educational courses such as *Special Teaching Methods 1*, and *Scientific Research Methods.* They still need to take some elective courses and obligatory courses.

In the third year of their education, student-teachers are required to take *Teaching English to Young Learners 1-2*. In these courses the aim is to give general knowledge about the differences between young learners and learners at other ages and effective use of child literature within a chosen syllabus. Additionally, *Teaching Language Skills 1-2* aim to teach techniques used in the classroom and stages of teaching reading, writing and grammar to language learners at various ages and language proficiency levels; building language awareness and teaching skills; and integration of the language skills. Moreover, the courses of *Special Teaching Methods 2, Turkish-English Translation, Classroom Management, Testing and Evaluation* are included in the third year program.

In the last year, in order to teach theory and principles of ELT materials design, the course of *Language Teaching Materials Adaptation and Development* is included in the first term. Furthermore, *Teaching Turkish as a Second Language 1-2* are included in the program. Student-teachers are also required to take *English Language Testing and Evaluation* in order to teach basic concepts, principles and constructs of classroom-based assessment; different types of tests and testing. Additionally, they have *School Experience* in the first term. In this course, the aim is to make student-teachers become familiar with practice schools and provide them with an opportunity to reflect on their school experience with their peers and supervisor and use the feedback received to develop their personal teaching styles. Following this, student-teachers are required to take *Teaching Practice* course, which requires making structured observations followed by discussions related to theoretical and experiential considerations in EFL. Like in the early years, they may have obligatory courses and elective courses as well. (http://egitim.cu.edu.tr/dersicerigi.asp?bolum=ioa)

3.3. Data Collection Tools

In this study, a variety of instruments were used for triangulation purposes. The introduction of triangulation in the social sciences played a key role in initiating the combined use of qualitative and quantitative research. Similarly, Denzin (1978) also emphasizes the importance of the term “triangulation” by applying it to refer to the generation of multiple perspectives on a phenomenon by using a variety of data sources

and research methods with the purpose of corroborating an overall interpretation. Therefore, it can be said that triangulation is an important term in social sciences in order to reach more reliable and valid research results. The instruments that were used for data collection in this study were: The Scale of Language Teachers' Concerns, Interviews, Teacher Practice Sheet and Reflection forms by the participants.

3.3.1. The Scale of Language Teachers' Concerns (SLTC)

In the study, The Scale of Language Teachers' Concerns (SLTC) was used in order to draw a portrait of sophomore, junior and senior students' concerns and also to identify whether there is a statistically significant difference between the concerns of three groups of student-teachers (See Appendix A). Dörnyei (2007) focuses on the importance of the scales and explains that "questionnaires are also very versatile, which means that they can be used successfully with a variety of people in a variety of situations targeting a variety of topics" (115). Thus, it can be said that it is possible to gather data including a variety of topics from a large population at the same time. Through the literature, the scale used in the present study (i.e. SLTC) can be under the category of *attitudinal questions* which are used to find out what people think, covering attitudes, opinions, beliefs, interests and values. The SLTC was developed by the researcher herself. In order to develop this scale a group of sophomore, junior and senior ELT students were asked to write about at least five statements indicating their concerns related to teaching. The question was:

"What are your worries related to teaching?"

In the study the terms "worry" and "concern" were used interchangeably. An open ended question was asked for the purpose of getting information about any kind of concerns related to teaching as a whole. Thus, it is thought that an open-ended question can have merit because it permits greater expression of freedom, provides a far greater richness of data, and leads us to identify issues not previously anticipated. Later, both with the help of these statements and similar studies in the literature, a questionnaire was developed. The questionnaire was developed through *Numeric Rating Scale* which refers to assign one of several numbers to describe a feature of the target. It is a popular scale since the rating continuum can refer to a wide range of adjectives and adverbs. In

fact, it can easily be turned into semantic differential scales. In order to measure the reliability of the scale, it was given to a group of sophomore students. The reliability of the scale was provided as .937. Then, factor analysis was also used both for each item's reliability and for the validity of the instrument. It was explained in detail under the following title.

After providing the reliability and validity of the scale, it was administered to sophomore, junior and senior ELT student-teachers at Çukurova University so as to detect their concerns related to teaching. Next, one-way Anova was applied in order to compare the sophomore, junior and senior student-teachers' concerns related to teaching. Later, the scale was conducted to seniors before and after teaching practice so as to identify whether any change exists in their concerns during this period.

3.3.1.1. Factor Analysis of Data Collection Tool

In order to improve a reliable instrument, a factor analysis was conducted to summarize the items included in the scale; and Cronbach's Alpha (α) values were calculated to check internal reliability of the whole scale along with individual factors. Factor analysis was applied to reduce the number of variables and to classify variables. Therefore, factor analysis is applied as a data reduction or structure detection method.

Principal component was applied as the extraction method. Inter-item correlations were checked and Varimax with Kaiser Normalization was selected for rotation as suggested by Field (2000). The following section includes the factor analysis conducted for pre-service teachers. Then, Cronbach's Alpha value was calculated for the whole scale which revealed a value of .956 which was quite ideal. Then, inappropriate items were eliminated. Particularly $50^{th,}$ 51^{st} and 52^{nd} questions had very low corrected-item total values which revealed that those items did not serve to the purpose of the current study's data collection tool (i.e., .110 and .134, respectively). The new Cronbach's Alpha was .959 after these items were eliminated.

Later, the Kaiser-Meyer-Oklin Measure of Sampling Adequacy was checked. Kaiser-Meyer-Oklin Measure of Sampling Adequacy is calculated for individual and multiple variables and represents the ratio of the squared correlation between variables to the squared partial correlation between variables (Field, 2000). The KMO value varies between 0 and 1. A value of 0 indicates that the sum of partial correlations is largely relative to the sum of correlations, whilst a value close to 1 indicates that

patterns of correlations are compact, and so factor analysis will yield reliable factors. Kaiser (1974) suggests that values greater than 0.5 should be accepted. Pallant (2001) claims that the KMO statistic should be larger than 0.6. Hutcheson and Sofroniou (1999) suggest that values between 0.5 and 0.7 are normal, values between 0.7 and 0.8 are good, values between 0.8 and 0.9 are great, and values above 0.9 are superb. The initial solution of the factor analysis revealed a KMO value of .935, which was far better than the acceptable value.

The next concern is that Bartlett's Test of Sphericity should reach a significant value to support the factorability of the correlation matrix obtained from the items (Pallant, 2001). Bartlett's Test of Sphericity revealed an ideal Approx. Chi-Square value (χ^2=6287.567) with a significance value of .000 which meant that the factorability of the correlation matrix was proper.

The principal component analysis revealed 9 factors, which could explain 69.551 % of the total variance. As the next step of the analysis, complex items were examined in the component matrix to prevent multicollinearity. More specifically, items having close loadings under several factors were eliminated as they were ambiguous items contaminating the factor structure. Eliminated items along with their component loadings are provided in the table below:

Table 1.

Complex Items Eliminated from the Scale

Item Number	Component loadings
2	.569 & .539
10	.461 & .455
11	.463 & .479
40	.421 & .463

After inappropriate items were eliminated from the scale, a new factor analysis was conducted. The KMO value increased to .943 with an ideal Bartlett's Test of Sphericity ($p<.0005$). The principal component analysis revealed 7 factors which explained 67.041 percent of the total variance. The Cronbach's Alpha was .959 after all these eliminations were realized. In brief, after all these inappropriate items were eliminated, the new scale explained more variance with fewer factors which was an ideal condition (Pallant, 2001). However, it was observed that all the items came under

two factors except two statements. Therefore, it was thought that restricting the factors through extraction method can be a better way of developing the scale. For this, two items, the 9th and the 30th, were eliminated from the scale and factor analysis was repeated following the restriction method.

As mentioned above, it is important to explain as much variance as possible with fewer numbers of factors. Based on explained variance changes for each component, eigenvalue changes, and the screeplot provided in Figure 1, the number of factors was determined as 2 for further extraction and rotation.

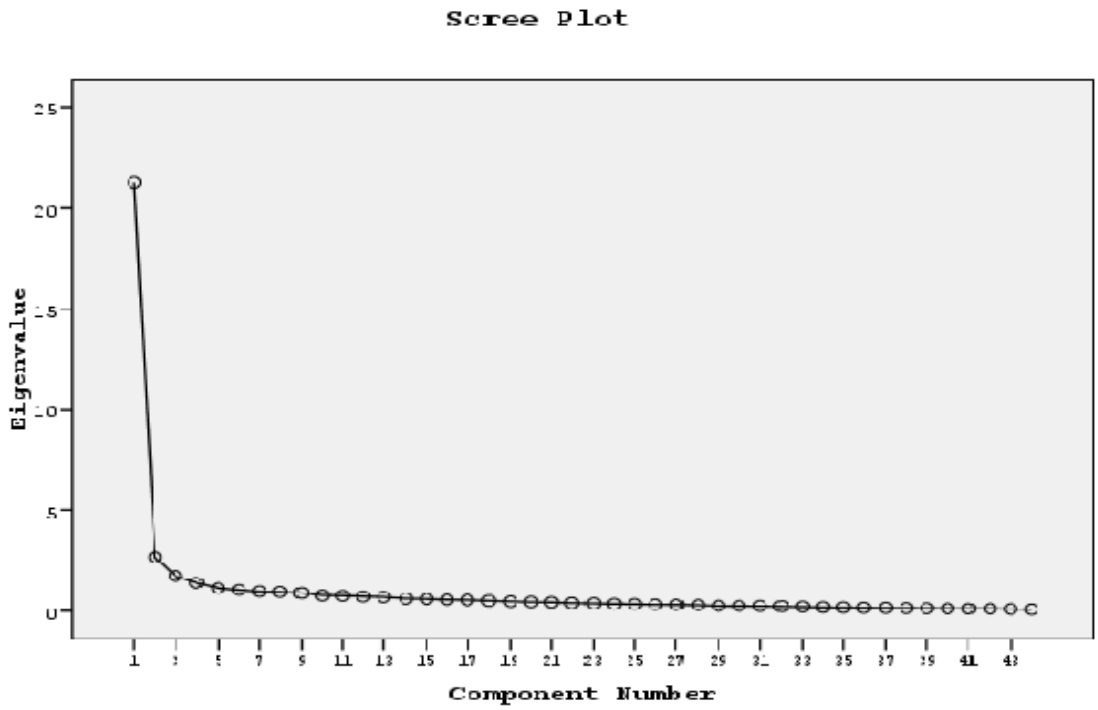


Figure 2. The screeplot regarding factor analysis

The total number of questions for seven factors was determined as 43, which meant that a total of 9 questions were eliminated from the scale, since they did not serve the purpose of the data collection instrument. KMO and Bartlett of the values were ideal as provided in Table 2:

Table 2.

KMO and Bartlett's Test

Kaiser-Meyer-Oklin measure of sampling adequacy	,944
Bartlett's Test of Sphericity	
Approximate χ^2	5662,851
Df	946
Sig.	,000

The analysis with two factors and 43 indicators explained 54.407 % of the total variance. The variance can be considered a good value for the scale. Variance explained by each component is illustrated in Table 3:

Table 3.

The Results of Factor Analysis

Component	Initial Eigen values			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% variance	Cumulative %	Total	% of variance	Cumulative %
1	21,283	48,369	48,369	21,283	48,369	48,369	18,923	43,006	43,006
2	2,657	6,038	54,407	2,667	6,038	54,407	5,016	11,401	54,407
3	1,727	3,926	58,333						
4	1,395	3,170	61,503						
5	1,127	2,562	64,065						
6	1,039	2,362	66,427						
7	,938	2,133	70,746						
8	,884	2,008	72,754						
9	,766	1,740	74,454						
10	,750	1,705	7,199						
11	,708	1,609	77,808						
12	,686	1,560	79,369						
13	,608	1,381	80,750						
14	,586	1,332	82,081						
15	,551	1,252	83,333						
16	,537	1,221	84,554						
17	,499	1,134	85,688						
18	,467	1,061	86,749						
19	,441	1,002	87,751						
20	,426	,969	88,720						
21	,390	,887	89,607						
22	,371	,844	90,451						
23	,348	,791	91,242						
24	,334	,759	92,001						
25		,710	92,711						
26	,313	,697	93,408						
27	,307	,658	94,066						
28	,289	,570	94,635						
29	,261	,560	95,195						
30	,246	,546	95,741						
31	,240	,511	96,252						
32	,225	,473	96,725						
33	,208	,418	97,143						
34	,184	,392	97,535						
35	,172	,357	97,892						
36	,157	,340	98,237						
37	,152	,318	98,555						
38	,140	,297	98,852						
39	,131	,276	99,127						
40	,121	,249	99,376						
41	,109	,211	99,617						
42	,106	,209	99,826						
43	,092	,174	100,000						
	,077								

Extraction Method: Principal Component Analysis

Table 4.

Component Transmation Matrix

Component	1	2
1	,935	,356
2	-,356	,935

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.

After the rotation of factors, it appeared that the scale decreased into two factors.The first factor consists of 38 items (1,3,4,5,6,7,8,12,13,14,15,16,17,18,19,20,21,22,23,24,25,26,27,28,29,31,32,33,34,35,36,37,38,39,45,46,47,49),the second factor includes five items (41,42,43,44,48).The factors were named considering their contents. Since all the items in the first factor are related to classroom and teacher's relationship with students, it has been named as "classroom management and personal relationships"; the second factor has been named as "Institution level".

As it is seen in Table 3, The SLTC (Scale of Language Teachers' Concerns) has two factors. The first factor explains 43.006 % of the variance and the second factor explains 11.401 % of the variance; both explain totally 54.407 % of the variance, which is a good value for the scales consisting of two factors (Büyüköztürk, 2005). Items included in each label, are displayed in Table 5:

Table 5.

Factors and Items

	Factor 1: Classroom Management and Personal Relationships (a=,976) I feel skilled in:	*Factor loading*	*Item to factor correlation*
1	using class time effectively	.760	.709
3	involving students in the lesson	.697	.692
4	controlling the class	.653	.654
5	having students participate in the lesson	.688	.684
6	creating a flexible class atmosphere	.668	.666
7	using my experiences in my teaching	.425	.373
8	managing the class	.660	.724
12	choosing appropriate materials	.741	.738
13	using my voice effectively	.731	.719
14	supporting the lesson with real life examples to make it more interesting and effective	.853	.836

(Table 5. Continued)

15	eliciting feedback through different techniques	.694	.775
16	changing my students' previously adopted ineffective learning habits	.491	.612
17	putting theory into practice	.485	.534
18	giving satisfactory responses to all student questions	.591	.683
19	teaching effectively	.797	.815
20	teaching students about life beside English language	.802	.772
21	being a knowledgeable, understanding and an informative teacher	.854	.830
22	making my students like my way of teaching	.730	.773
23	teaching appropriately to my students' level	.796	.827
24	transferring knowledge	.845	.859
25	motivating students	.767	.795
26	the use of gestures and mimics	.785	.734
27	making my students like English	.764	.768
28	teaching in English	.600	.636
29	creating positive attitudes in parents toward me as a teacher	.751	.800
31	keeping the balance between student-teacher relationships	.675	.738
32	having good dialogues with students	.824	.812
33	making my students like both me and English	.832	.852
34	having good relationships with students' parents	.701	.758
35	having the support of parents	.577	.653
36	having good relationships with colleagues	.766	.812
37	solving the problems	.828	.850
38	treating all the students equally	.609	.628
39	being a model personality for the students	.668	.736
45	meeting students' expectations	.642	.686
46	meeting parents' expectations	.627	.711
47	creating positive attitudes in students toward learning a language	.828	.803
		.711	.731
49	teaching better after the practicum		
	Factor 2: Institution Level (α=,773)		
	I believe that I will...		
41	cope with the problems in education system	.745	.710
42	have no problems with school management	.753	.795
43	get the support of school management	.749	.766
44	have adequate materials and equipment at school	.841	.784
48	be happy with the teaching salary	.432	.657

As seen in Table 5, after factor analysis is done, factor loading of each item was presented. Additionally, item to total correlation and item to factor correlation for each item was calculated and presented.

3.3.2. Interviews with Student-Teachers

The student-teachers had semi-structured interviews regarding their responses on The Scale of Language Teachers' Concerns (See Appendix B). In semi structured interviews, the interviewer provides guidance and direction, but is also keen to follow up interesting developments and to let interviewees elaborate on certain issues (Dörnyei, 2007, p. 136).This interview was held with fourteen student-teachers who go to practice schools. Interviews were recorded to benefit from the theoretical and technical aspect of recordings. Thus, we prevented the study from the inadequacies of note-taking. In the interviews, the student-teachers were asked:

1. to comment on how methodology classes, if any, influenced them,
2. whether they found these classes beneficial,
3. to what extent they believed that the methodology classes were influential in their teaching,
4. whether methodology courses affected their concerns in terms of teaching practice;
5. If so, in what way they influenced their concerns.

The interviews with the student-teachers contributed to a deeper understanding of the student-teachers' personal beliefs related to the influence of methodology classes on their concerns. Besides, it helped to fill in any gaps ignored in the scale and to clarify any unclear points mentioned in it. Furthermore, the data gathered through the interviews contributed to the interpretation of the Scale of Language Teachers' Concerns data.

After the application of SLTC with senior student-teachers, a second interview was held with five participants from teaching practice group to confirm some significant emerged items (See Appendix C). Since the participants graduated and were busy with being employed it was difficult to reach them, so this interview was conducted with a small group. We could reach only five of them. In this interview the aim was to get information about the changes emerged in their concerns and to learn the influence of methodology courses on this change. In this interview they were asked the following:

1- It appears in the analysis of the SLTC that the number of concerns you have regarding teaching significantly decreases in the 4th year. For example you do not worry that much about classroom management as sophomores did. Do you think methodology classes have an influence on this result? If so how?
2- The results show that sophomore students believe that they can put the theory they learnt in the methodology classes into practice. Do you also believe this? What is the influence of methodology classes on this situation in your opinion?
3- Senior students appear to believe that they can generate their students' interests to their lessons. Is it the same for you too? Do you think methodology classes have some sort of influence on the way you think this way?
4- They now hold the belief that they can develop positive thoughts about themselves in the parents' minds. Sophomores and juniors on the other hand, have concerns about this issue. Do you think methodology classes helped to overcome this concern?
5- Another concern that showed a significant change in the 4th year is that senior students now believe that they can create positive feelings in their students' minds toward themselves as teachers and their lessons. Do you believe the same thing? How about the contribution of methodology classes?

3.3.3. Teacher Practice Concern Sheet (TPCS)

In order to have a deeper understanding of how teaching practicum influenced their concerns, two groups of fourth year ELT student-teachers, totally ten, were asked to fill in Teacher Practice Sheet before and after each of the teaching practice sessions (See Appendix D). They were asked to fill in these sheets during the teaching practice term. In this form, they stated:

1. Whether or not they found the teaching session effective, in terms of remedying any of their concerns ,
2. How this specific session affected their concerns,
3. From that session on /what they will /will not worry about,
4. From that specific session on what they will not do again,
5. From that specific session what they will change in their way of thinking regarding the issues that concern them,

6. Whether mentors, supervisors, peers or students at the practice school affected their concerns positively.

3.3.4. Reflection Forms

Student-teachers were asked to reflect on their teaching experience (See Appendix E). Due to some difficulties to reach them, five reflected on their experience. These reflection forms helped us to see a general portrait of changes having occurred during practice. Bailey, Curtis and Nunan (1998) support that idea as: "... professional development activities in which teachers collect their own data are very powerful". It can be inferred that when teachers write about teaching and learning occasions and how they feel about them, they can develop an awareness related to the process.

These reflection forms are beneficial in order to fill in any points overlooked while completing TPCS. They also help to get to know contributions of the study from the student-teachers' perspectives. In this form, they stated:

1. Whether or not they found this specific experience contributing positively to the concerns they had regarding teaching ,
2. What kind of new thoughts about their concerns, if any, were provoked in their minds during this specific experience,
3. If so, what they believed could have triggered this process,
4. If none of the above was applicable, what were the probable reason(s) for that?

3.4. Data Analysis

The analysis technique of the present study is mainly based on the analysis of data obtained from The Scale of Language Teachers' Concerns (See Sections 4.1-4.2,4.3,4.5,4.6) the recording of Interviews (See Sections 4.3.1, 4.6.3), Teacher Practice Concern Sheet (See Section 4.6.1), and Personal Reflection Gains by the students (See Section 4.6.2).

3.4.1. The Analysis of the Scale of Language Teachers' Concerns

Data gathered by means of the scale of Language Teachers' Concerns were analysed by SPSS 11. The percentage and the frequency of each item were computed for each grade at the beginning of the first term. Later, fourth graders were asked to answer the same scale at the beginning and at the end of the second term in order to follow whether there is a change in their concerns before and during the practicum stage.

These data were similarly analysed through SPSS. In order to describe the concerns of sophomore, junior and senior students, frequency and percentage of each item was calculated. Later, repeated measures Anova was conducted to see whether there is a significant difference in senior student-teachers' concerns in this period.

3.4.2. The Analysis of Interviews

After the participants had completed the SLTC, fourteen senior students were interviewed. The data obtained during the interviews were used for supporting and interpreting some missing and unclear points in the SLTC data.

An interview was also held after the participants had completed their teaching practice at the end of the second term. In this interview, the aim was to clarify any unclear points mentioned in TPCS and support the data gathered through it. Moreover, as the interviews were semi structured and had an emergent design, additional questions were asked on the effectiveness of practicum in general. Content analysis was done to analyse the data gathered through interviews. For this, the frequency of the themes was counted, labelled, relabelled if necessary.

3.4.3. The Analysis of Teacher Practice Concern Sheet (TPCS)

Fourteen student-teachers filled in TPCS after each teaching session. The content of each of the TPCS was labelled and divided into categories, and the content of each TPCS was analysed.

3.4.4 The Analysis Reflection Forms

Five student-teachers reflected on this process. Their reflection forms were also analysed through content analysis. Emerging categories and sub-categories were thus identified.

CHAPTER 4

DATA ANALYSIS AND RESULTS

4.0 Introduction

This chapter presents the analysis of the results in the light of the data gathered from the following:

i) The Scale of Language Teachers' Concerns responded by sophomore, junior and senior students
ii) The interviews held with seniors after MCs and teaching practicum
iii) Teacher Practice Concern Sheets filled by seniors
iv) Seniors' reflections about teaching practicum

The findings are presented under the following subsections:

i) The Analysis of Sophomore, Junior and Senior Students' Concerns
ii) The Analysis of the Concerns of Seniors Before Teaching Practicum
iii) The Comparison of the Concerns of Second, Third and Senior Students
iv) The Analysis of Interviews with Student-Teachers After Taking Methodology Courses
v) The Analysis of Teacher Practice Concern Sheets
vi) The Analysis of Student-teachers' Reflection Forms

4.1. The Analysis of Sophomore Students' Concerns

In order to find out the concerns of sophomore students regarding teaching in general terms, they were given "The Scale of Language Teachers' Concerns". During the analysis the options "strongly agree" and "agree" were re-coded into the same variable as "agree"; and the values of "strongly disagree" and "disagree" were re-coded as "disagree" in order to facilitate the interpretation of each item. The percentage and

the frequency of each item were computed and the results were reached as in Table 1 and Table 2.

Table 6.

The Percentages and Frequencies of Sophomores for Factor 1

	Statements	Disagree		Undecided		Agree	
	I feel skilled in...	*f*	%	*f*	%	*f*	%
1	using class time effectively	6	5,8	14	13,6	83	80,6
2	involving students in the lesson	4	3,9	15	14,6	84	82
3	controlling the class	3	2,9	23	22,3	77	74,8
4	having students participate in the lesson	4	3,9	24	23,3	75	72,8
5	creating a flexible class atmosphere	4	3,9	13	12,6	86	83,5
6	managing the class	6	5,8	13	12,6	84	81,6
7	choosing appropriate materials	4	3,9	13	12,6	86	83,5
8	using my voice effectively	6	5,8	14	13,6	83	80,5
9	supporting the lesson with real life examples to make it more interesting and effective	3	2,9	9	8,7	91	88,3
10	eliciting feedback through different techniques	4	3,9	28	27,2	71	68,9
11	changing my students' previously adopted ineffective learning habits	11	10,7	33	32	59	57,3
12	putting theory into practice	13	12,6	31	30,1	59	57,3
13	giving satisfactory responses to all student questions	7	6,8	30	29,1	66	64,1
14	teaching effectively	2	1,9	8	7,8	93	**90,3**
15	teaching students about life beside English language	2	1,9	5	4,9	96	**93,2**
16	being a knowledgeable, understanding, and informative teacher	3	2,9	14	13,6	86	83,5
17	making my students like my way of teaching	6	5,8	25	24,3	72	69,9
18	teaching appropriately to my students' level	4	3,9	15	14,6	84	81,6
19	transferring knowledge	2	1,9	9	8,7	92	89,3
20	motivating students	7	6,8	8	7,8	88	85,5
21	the use of gestures and mimics	6	5,8	19	18,4	78	74,8
22	making my students like English	3	2,9	11	10,7	89	86,4
23	teaching in English	9	8,7	24	23,3	70	68
24	creating positive attitudes in parents toward me as a teacher	5	4,9	17	16,5	81	78,6
25	keeping the balance between student-teacher relationships	6	5,8	12	11,7	85	82,6
26	having good dialogues with the students	5	4,9	6	5,8	92	89,3
27	making my students like both me and English	3	2,9	6	5,8	94	**91,3**
28	having good relationships with students' parents	2	1,9	15	14,6	86	83,5
29	having the support of parents	5	4,9	34	33	64	62,1
30	having good relationships with colleagues	5	4,9	15	14,6	83	80,6
31	solving the problems	4	3,9	7	6,8	92	89,3
32	treating all the students equally	8	7,8	18	17,5	77	74,8
33	being a model personality for the students	3	2,9	13	12,6	87	84,5
34	meeting students' expectations	4	3,9	18	17,5	81	77,7
35	meeting parents' expectations	4	3,9	33	32	66	64,1
36	creating positive attitudes in students toward learning a language	4	3,9	11	10,7	88	85,4
37	teaching better after the practicum	6	5,8	13	12,6	84	81,6
38	using my experiences in my teaching	4	3,9	6	5,8	93	**90,3**

Since there are forty-three items in the scale, it will not be proper to explain all of them. Therefore, the items with the highest and the lowest frequency and percentage were evaluated. It appears as displayed in Table 6 that 93.3 % of sophomores highly believe in themselves that they can *teach a lot about life besides the English language (item 15)*. Parallel to this, 90.3% of them think that they can *teach effectively* (Item 14; 90.3%). In addition, they have high self-esteem about the idea that they can *make their students like both their teachers and their lessons* (Item 27; 91.3%). Although they have just started to take methodology classes, they think that *they will use their experiences in their teaching* (Item 38; 90.3%). Therefore, it can be inferred that they are aware of the importance and benefits of the methodology courses.

On the other hand, there are also some low percentages that are noteworthy about sophomores. For example; we see that sophomores do not have self-esteem about *changing their students' previously adopted ineffective learning habits* (Item 11, 57.3%). Furthermore, they feel themselves some sort of inadequate in *transferring theory into practice*. It may be due to the fact that they have not started going to practice schools yet (Item 12; 57.3%).

When Table 6 is generally analyzed, it can be inferred that sophomores are confident about situations related to them. In contrast, they do not have self-confidence about some situations related to external factors such as students and classroom management. The data leads us to draw these conclusions from Table 6.

Table 7.

The Percentages and Frequencies of Sophomore Students for Factor 2

	Statements	**Disagree**		**Undecided**		**Agree**	
	I believe that I will...	*f*	%	*f*	%	*f*	%
39	cope with problems in the education system	22	21,4	33	32	48	46,6
40	have no problems with school management	16	15,5	36	34	51	49,5
41	get the support of school management	18	17,5	41	39,8	44	42,7
42	have adequate materials and equipment at school	31	30,1	58	56,3	14	**13,6**
43	be happy with the teaching salary	31	30,1	33	32	39	**37,9**

As Table 7 outlines that of sophomores, 42.7 % do not believe that they can *get the support of the school management* (Item 41). Additionally, they do not appear to have high expectations regarding *the facilities available at schools* (Item 42; 13.6%).

When it comes to the teachers' wages, they do not find their future salary satisfactory (Item 43; 37.9%). These negative impressions may have their roots in the student-teachers' prior experiences and observations.

4.2. The Analysis of Junior Students' Concerns

Similar to the case with the sophomores, The Scale of Language Teachers' Concerns served to the understanding of juniors' concerns regarding teaching as a whole. The percentage and frequency of each item were computed. The results reached are displayed in Tables 8- 9.

Table 8.

The Percentages and Frequencies of Junior Students for Factor 1

	Statements	Disagree		Undecided		Agree	
	I feel skilled in...	*f*	*%*	*f*	*%*	*f*	*%*
1	using class time effectively	5	2,6	46	23,5	145	74
2	involving students in the lesson	4	2	33	16,8	159	81,1
3	controlling the class	6	3,1	40	20,4	150	76,5
4	having students participate in the lesson	10	5,1	54	27,6	132	67,3
5	creating a flexible class atmosphere	5	2,6	22	11,2	169	86,2
6	managing the class	5	2,6	41	20,9	150	76,5
7	choosing appropriate materials	2	1	25	17,9	159	81,1
8	using my voice effectively	11	5,6	44	22,4	141	71,9
9	supporting the lesson with real life examples to make it more interesting and effective	4	2	23	11,7	169	86,2
10	eliciting feedback through different techniques	3	1,5	45	23	148	75,5
11	changing my students' previously adopted ineffective learning habits	11	5,6	79	40,3	106	54,1
12	putting theory into practice	20	10,2	61	31,1	115	58,7
13	giving satisfactory responses to all student questions	7	3,6	50	25,5	139	70,9
14	teaching effectively	3	1,5	26	13,3	167	85,2
15	teaching students about life beside English language	3	1,5	14	7,1	179	91,3
16	being a knowledgeable, understanding and informative teacher	5	2,6	29	14,8	162	82,7
17	making my students like my way of teaching	3	1,5	52	26,5	141	71,9
18	teaching appropriately to my students' level	5	2,6	28	14,3	163	83,1
19	transferring knowledge	2	1	24	12,2	170	86,7
20	motivating students	1	0,5	29	14,8	166	84,7
21	the use of gestures and mimics	5	2,6	35	17,9	156	79,1

(Table 8. Continued)

22	making my students like English	2	1	28	14,3	166	84,7
23	teaching in English	8	4,1	40	20,4	148	76
24	creating positive attitudes in parents toward me as a teacher	2	1	28	14,3	166	84,7
25	keeping the balance between student-teacher relationships	3	1,5	23	11,7	170	86,7
26	having good dialogues with students	2	1	12	6,1	182	**92,9**
27	making my students like both me and English	1	0,5	23	11,7	172	87,7
28	having good relationships with students' parents	2	1	32	16,3	162	82,7
29	having the support of parents	10	5,1	61	31,1	125	63,8
30	having good relationships with colleagues	1	0,5	31,0	15,3	165	84,2
31	solving the problems	2	1	16	8,2	178	90,8
32	treating all the students equally	5	2,6	25	12,8	166	84,7
33	being a model personality for the students	2	1	17	8,7	177	**90,3**
34	meeting students' expectations	2	1	27	13,8	167	85,2
35	meeting parents' expectations	1	0,5	44	22,4	151	77
36	creating positive attitudes in students toward learning a language	2	1	31	15,8	163	83,2
37	teaching better after the practicum	8	4,1	34	17,3	154	78,6
38	using my experiences in my teaching.	2	1	18	9,2	176	89,8

According to the survey with juniors, 92.9% of students believe that they can *have interactions with their students while teaching* (Item 26). When compared to sophomores, it is seen that this rate has slightly increased (89.3%). Although they are very young, most of them believe that they can *guide their students about life* (91.3%) and 90.8 % of them believe that they can *find solutions to their students' problems* and a parallel situation happened in item 33; 90.3% hold the belief that they can *be good models for their students*. These findings reveal that junior student-teachers feel more confident; one factor of this increase may have originated in the knowledge gained through methodology courses, and the other factor may be their personal experiences.

Yet, there were notably low results related with the juniors. For instance; they do not insist that they can *change their students' previously adopted ineffective learning habits* (Item 11; 54.1%). Interestingly enough, they also do not think that *they can put theory into practice* (Item 12; 58.7%), but when compared to sophomores, this rate is a bit higher (57.3%). They think that their teaching practice will have an influence on their teaching. When all low items are considered, it can be interpreted that the concerns of second and junior students differ in some ways.

Table 9.

The Percentages and Frequencies of Junior Students for Factor 2

	Statements	**Disagree**		**Undecided**		**Agree**	
	I believe that I will...	*f*	%	*f*	%	*f*	%
39	cope with the problems in education system	33	16,8	71	35,2	92	46,9
40	have no problems with school management	22	11,2	79	40,3	95	48,5
41	get the support of school management	22	11,2	84	42,9	90	45,9
42	have adequate materials and equipment at school	54	27,6	104	53,1	38	**19,4**
43	be happy with the teaching salary	62	31,6	49	25	85	43,4

As presented in Table 9, in terms of factor 2, the most striking rate is related to the facilities of the probable schools where they will teach. Of juniors, 19.4 % think that *the schools do not have adequate materials and equipment they need for their courses* (Item 42). A similar result emerged in the sophomore students, as well (13.6%). This may be based on the probability that the schools they graduated from did not have such facilities. The student-teachers' previous experiences as students or their observations at different schools may have played a role on the formation of this assumption.

4.3. The Analysis of Senior Students' Concerns

The data related to the concerns of seniors regarding teaching at the beginning of the first term were gained through "The Scale of Language Teachers' Concerns". The results obtained after the computation of the data are displayed in percentages and frequencies for each item in Table 10 and Table 11.

Table 10.

The Percentages and Frequencies of Senior Students for Factor 1

	Statements	**Disagree**		**Undecided**		**Agree**	
	I feel skilled in...	*f*	%	*f*	%	*f*	%
1	using class time effectively	3	2,4	22	17,7	99	79
2	involving students in the lesson	3	2,4	14	11,3	107	86,3
3	controlling the class	3	2,4	19	15,3	102	81,5
4	having students participate in the lesson	2	1,6	27	21,8	95	76,6
5	creating a flexible class atmosphere	2	1,6	15	12,1	87	86,3
6	managing the class	1	0,8	18	14,5	105	84,7
7	choosing appropriate materials	2	1,6	12	9,7	110	88,7
8	using my voice effectively	6	4,8	17	13,7	101	81,4
9	supporting the lesson with real life examples to make it more interesting and effective	2	1,6	11	8,9	111	89,5
10	eliciting feedback through different techniques	3	2,4	26	21	95	76,6
11	changing my students' previously adopted ineffective learning habits	4	3,2	48	38,7	72	58,1
12	putting theory into practice	34	27,4	39	31,5	51	41,1
13	giving satisfactory responses to all student questions	4	3,2	27	21,8	93	75
14	teaching effectively	1	0,8	10	8,1	113	91,1
15	teaching students about life beside English language	2	1,6	5	4	117	94,3
16	being a knowledgeable, understanding and informative teacher	11	0,8	13	10,5	110	88,7
17	making my students like my way of teaching	2	1,6	26	21	96	77,4
18	teaching appropriately to my students' level	4	3,2	11	8,9	109	87,9
19	transferring knowledge	1	0,8	6	4,8	117	**94,4**
20	motivating students	2	1,6	11	8,9	111	89,5
21	the use of gestures and mimics	5	4	13	10,5	106	84,7
22	making my students like English	3	2,4	20	16,1	101	81,5
23	teaching in English	9	7,3	22	17,7	93	75
24	creating positive attitudes in parents toward me as a teacher	1	0,8	29	23,4	94	75,8
25	keeping the balance between student-teacher relationships	1	0,8	13	10,5	110	88,7
26	having good dialogues with students	2	1,6	3	2,4	119	**95,9**
27	making my students like both me and English	1	0,8	22	17,7	101	81,5
28	having good relationships with students' parents	2	1,6	25	20,2	97	78,2

(Table 10 Continued)

29	having the support of parents	3	2,4	43	34,7	78	62,9
30	having good relationships with colleagues	2	1,6	24	19,4	98	79
31	solving the problems	1	0,8	10	8,1	113	**91,1**
32	treating all the students equally	6	4,8	19	15,3	99	79,8
33	being a model personality for the students	2	1,6	11	8,9	111	89,5
34	meeting students' expectations	1	0,8	15	12,1	108	87,1
35	meeting parents' expectations	3	2,4	34	27,4	87	69,4
36	creating positive attitudes in students toward learning a language	1	0,8	16	12,9	107	86,3
37	teaching better after the practicum	8	6,5	16	12,9	100	80,6
38	using my experiences in my teaching	4	3,2	12	9,7	108	87,1

The survey with seniors reveals that when they become seniors, *their self-confidence* has prominently increased (Item 26; 95.9%). Similarly, the rate of *transferring their knowledge to their students* shows an increase (Item 19; 94.4%). Moreover, it is observed that student-teachers trust that they themselves can *prepare their students for life*. It may be a result of getting more mature or more experienced (Item 15; 94.3%). Another noteworthy point is that they rely on themselves in the fact that they have the ability to *conduct efficient classes for their students* (Item 31; 91.1%). On the other hand, it may be a consequence of the courses they took up that time and practice schools may have also triggered their confidence. Finally, we may also assume that student-teachers may have no other choice but rely on themselves.

When the tables are generally examined, it is seen that the student-teachers are getting more mature and feel closer to teaching. Therefore, it can be concluded that besides their experiences and a lot of external factors, methodology classes may also have some influence on this change.

Table 11.

The Percentages and Frequencies of Senior Students for Factor 2

	Statements	**Disagree**		**Undecided**		**Agree**	
	I believe that I will...	*f*	%	*f*	%	*f*	%
39	cope with the problems in education system	18	14,5	47	37,1	59	48,4
40	have no problems with school management	9	7,3	48	38,7	67	54
41	get the support of school management	9	7,3	60	48,4	55	44
42	have adequate materials and equipment at school	41	33,1	57	46	26	**21**
43	be happy with the teaching salary	48	38,7	31	25	45	36,3

Table 11 also yields similar results as earlier years**;** seniors also have concerns related to *facilities of the schools* where they will teach (Item 42; 21%). However, it is seen that this rate has slightly decreased when they come to the fourth year. This may be related to their increasing self-confidence or consciousness to overcome the kind of problems stated above. Actually it may not because of the improvement of the facilities at schools; the main reason seems to be the outcomes of the knowledge and the awareness they gained through methodology classes.

When all the analysis related to sophomores, juniors and seniors is considered, we may assume that before they start attending MCs, student-teachers seem to be self-confident (See Tables 6-7). Additionally, when they become juniors, there is a slight increase in their level of self confidence. It is discovered that the knowledge they get related to teaching may lead to some changes in their concerns. Moreover, after they finish receiving MCs, their self-confidence level is getting increased as well. It can be interpreted that their self-confidence level is getting increased when they get pedagogic knowledge and content knowledge. The more knowledge they get, the more self confident they feel.

4.3.1. The Analysis of Interviews with Student-Teachers after Taking Methodology Courses

In addition to the statistical data, in order to bring more insight to the study and establish the credibility and validation of the findings reached with seniors, an interview consisting of five questions was also held with them. Crosswell (2007, p.206-207)

defined validation as “an attempt to assess the ‘accuracy’ of the findings, as best described by the researcher and the participants”. All questions in the interview were looked collectively at and checked for consistent themes and data which supported these themes were also controlled. That was accomplished by creating a table that vertically listed the categories and themes and horizontally listed number of times supporting data found for each theme across the students’ data (see Table 12). Miles and Huberman (1994, p. 432) support that as “counting is a familiar way to see what’s there- and to keep oneself honest”. This will contribute to the explanation of the data in a more detailed way and overlook some probable missing points in the questionnaire. The interview was held with 14 senior students. After the interview was transcribed, the transcription was subjected to content analysis and the results were described in terms of the frequency of mentioned points for each question. They are shown in the Tables 12 -13 – 14-15-16 below.

Table 12.

The Influence of Methodology Courses

	Influence of Methodology Courses	***f***
	PERSONAL QUALITIES	
1.	I learnt the importance of being helpful	4
2.	I have more self-esteem now	3
	ACADEMIC QUALITIES	
1.	I can look at matters from different perspectives	6
2.	I can teach more effectively	5
3.	I am aware of different teaching methods and techniques	4
4.	I am now aware of different learning styles	2
5.	I am conscious of the strengths and weaknesses of methods and techniques	1
	CLASSROOM MANAGEMENT	
1.	I can overcome problems easily	4
	POSITIVE ATTITUDES	
1.	Methodology courses positively influenced me as a teacher	4
2.	These courses are important	1

In the interview, students were firstly asked to comment on how methodology classes, if any influenced them. At the end of the content analysis, four main themes emerged. These are *personal qualities, academic qualities, classroom management* and

positive contributions. When we look at Table 12, it is seen that student-teachers found *methodology classes helpful (4)* and they stated that *they had more self-esteem* after taking these classes(3). This shows that methodology courses have influenced their concerns. They gained more self- confidence after taking these courses. In terms of academic qualities, student-teachers thought *they learnt looking at matters from different perspectives (6).* They expressed that *they learnt teaching more effectively (5)* and *they became aware of teaching techniques (4).* Moreover, they *became aware of different learning styles (2)* and *became conscious of the strengths and weaknesses of some techniques (1).* In terms of classroom management student-teachers mentioned that *they learnt to overcome problems easily (4).* In terms of positive contributions, they implied that *these courses influenced them (4)* and found *these classes important (1).* Related to the influence of MCs, one of the student-teachers expressed:

Extract 1: MCs influenced me about the learning types of young learners, adult learners etc...To know about their learning ways will make our teaching more effective. If I encounter any problems, I will easily overcome these problems. Finally, I have more self-esteem.

In this extract, the student-teacher implies that s/he learnt about different learning styles. When the findings in Table 12 are considered, it can be interpreted that methodology courses have an undeniable influence on student-teachers' concerns especially in terms of personal qualities, academic qualities and classroom management. It can be added that the student-teachers generally find these classes beneficial for their professional development.

Table 13.

The Benefits of Methodology Courses

	Benefits of Methodology courses	***f***
	PERSONAL QUALITIES	
1.	I am aware of students' interests and behaviours	5
2.	I feel more relaxed	3
	ACADEMIC QUALITIES	
1.	I know what and how to teach	5
2.	I know how to transfer my knowledge	4
3.	I know how to teach better	3
	POSITIVE ATTITUDES	
1.	They were beneficial	10
	NEGATIVE ATTITUDES	
1.	They are too theoretical	2
2.	They are hard to put into practice	2

Secondly, we asked students whether they found these classes beneficial for them or not. Fourteen student-teachers answered this question and the results are presented in Table 13. One theme emerging from the data is *personal qualities*. More specifically, student-teachers explained they *raised awareness of students' interests and behaviours (5)* and said that they *felt relaxed after taking these courses (2).* In addition, the second theme that emerged was *academic qualities*. The participants stated that they learnt *what and how to teach (5)* and added that they learnt *how to transfer their knowledge (4).* They also explained that they learnt how *to teach better (3).* Most of them contributed positively and mentioned that they *found these courses beneficial* to them (10). On the other hand, some claimed that they *found these courses very theoretical (2)* and *hard to apply in practice (2).*For instance one of the students said:

Extract 2: I faced so many problems in the classes but I couldn't use what I learnt in MCs. I think they are so theoretical and we cannot apply them on our students.

As seen in the extract, although some students find MCs beneficial, others find them too theoretical. The findings generally reveal that, participants generally find methodology classes beneficial. We also see that teaching practice helped student-teachers to experience teaching in real atmosphere, so that they developed an awareness of their personal and academic qualities.

Table 14.

Student-Teachers' Views about the Influence of Methodology Courses on Teaching

	Influence on Teaching	***f***
	PERSONAL QUALITIES	
1.	They improved my vision	4
2.	I now feel relaxed when I am teaching	3
3.	I can express myself more easily in the classroom	2
	ACADEMIC QUALITIES	
1.	I am aware of students' levels and interests	9
2.	Methodology courses are influential on the way I teach	4
3.	Methodology courses are necessary to be a good teacher	2
	CLASSROOM MANAGEMENT	
(Table 14 Continue)		
1.	Methodology courses contribute to more effective classroom management	4
2.	Methodology courses help to overcome teaching problems	3
	NEGATIVE ATTITUDES	
1.	There is a gap between theory and practice	3

The third question of the interview was "to what extent do you believe that the methodology classes will be influential on your teaching?" Fourteen student-teachers answered this question and the results are shown in Table 14. When we look at the influence of methodology classes on teaching, we see that the most frequent item in personal qualities is "*improved my vision*" (4). In addition, student-teachers mentioned that they *felt relaxed (3)* and expressed *themselves easily (2).* When they go to practice at schools, each student-teacher experiences different conditions – perhaps the ones they have never experienced before, which lead them to improve their vision and their other personal qualities. In terms of *academic qualities,* the most frequent item was *awareness of students' levels and interests* (9). Additionally, some participants thought that *these courses are influential on their teaching (4).* They found them necessary *to be a good teacher (2).* We see that student-teachers generally find methodology courses useful and necessary for their academic development. In terms of *classroom management,* they thought these courses are *useful (4)* and added that they *helped to solve problems they faced easily (3).* One can interpret that methodology courses guide student-teachers in terms of classroom management as well. However, in three citations we see that *there are big differences between theoretical knowledge and real life.* Their views on the issue in fact echo in various studies in the literature (Cole and Knowles,

2000; Danielson, 1996). A general overview to the table reveals that student-teachers believe in the importance and the influence of methodology courses on their teaching.

Table 15.

The Effects of Methodology Courses on Teaching Practice

	Effects on Teaching Practice	***f***
	PERSONAL QUALITIES	
1.	Methodology courses developed me professionally	5
2.	I am aware of different learning styles	5
	ACADEMIC QUALITIES	
1.	I was able to transfer knowledge easily and clearly	4
2.	I benefitted from methodology courses during teaching practice	3
3.	I benefitted from observing other teachers' micro teaching sessions	2
	POSITIVE CONTRIBUTIONS	
1.	Methodology courses have positive contributions to my teaching	10
	NEGATIVE SIDES	
1.	Methodology courses do not reflect real life	3
2.	Methodology courses are too theoretical	3

The fourth question in the interview was "Did methodology courses affect your concerns in terms of teaching practice?" The answers elicited are displayed in Table 15. The analysis of the responses shows four categories, which are *personal qualities, academic qualities, positive contributions* and *negative sides*. As seen in Table 15, in terms of *personal qualities*, participants thought *they improved themselves and became aware of different learning styles (5)*. We see that after taking methodology courses student-teachers are more conscious of the features, needs and interests of their learners. Maybe they are aware of the importance of learners in the teaching and learning process. In terms of *academic qualities*, they believed that *these courses helped them to transfer their knowledge clearly and easily (4)*. They also found these courses *beneficial for teaching practice (3)* and added that *they got benefit by observing other teachers (2).* As clearly seen, methodology courses have influenced student-teachers' beliefs related to practicum. They emphasized the positive sides of these classes. Related to positive contributions of MCs, one of the student-teachers stated:

Extract 3: As I explained before, MCs influenced my concerns in a positive way, because I know what to do while teaching.

As seen in the extract, student-teachers focused that MCs have *positive contribution on their teaching* (10).This finding presents that during teaching practice, student-teachers will get benefit from these courses. However, in two citations they mentioned that methodology *courses did not reflect real life* and *they were so theoretical*. This feeling may be due to the fact that these student-teachers may not build the bridge between the gap in theory and practice. When the findings in Table 15 are considered, it can be inferred that participants believe the methodology classes are influential on teaching practice; they generally express the positive contribution of these classes on their teaching practice.

Table 16.

The ways Methodology Courses Influenced Student- teachers' Concerns

	How Methodology Courses Affected Student-Teachers' Concerns	***f***
	PERSONAL QUALITIES	
1.	trusting himself/herself	2
2.	developing empathy with students	2
3.	learning how to behave with different students in different contexts and different levels	2
	ACADEMIC QUALITIES	
1.	using various techniques	6
2.	learning how to teach better	4
	CLASSROOM MANAGEMENT	
1.	being better at classroom management	4
2.	knowing how to deal with problems	3
	POSITIVE CONTRIBUTIONS	
1.	the influence of methodology courses in a positive way	2

The fifth question was parallel to the fourth one and it was related with the ways the methodology courses influenced the student-teachers' concerns. The results reached from the fourteen participants are displayed in Table 16. Four categories emerged at the end of the analysis of that question. These are *personal qualities, academic qualities, classroom management* and *positive contributions*. As shown in Table 16, in terms of *personal qualities*, student-teachers state that *they trust themselves (2), developed empathy with students (2) and learnt how to behave different students in different contexts (2)*. The most frequent item in *academic qualities* was to *learn using various techniques* (6). Additionally, student-teachers mentioned that methodology courses helped with *how to teach (4)*. In terms of *classroom management*, participants believed

that *these classes were helpful (4)* and they added that they *learnt how to deal with problems (3).* Lastly, it was added that *these courses contributed positively (2).* For example; one of the student-teachers told:

Extract 4: I think MCs will be very influential on my teaching. I will be an equipped teacher about my job. I will decide what I will do immediately and I will have more control on the class in a positive way.

As seen in the extract the student-teacher mentions that s/he gets benefit from MCs while teaching and managing the class. When all the interview questions are considered, it is seen that the common point in all answers is "*awareness*". It can be inferred that after taking methodology classes, student-teachers improved their vision as teachers and they start to look from different perspectives. They became aware of the fact that each student is an individual and each individual is different and has different interests, so they learn in different ways. With the help of these courses, they probably learnt different techniques and methods which can be used in different contexts. They learnt how to bring variety to their classes in order to draw their learners' attention. By means of these courses they may have improved their knowledge of teaching profession, which may lead to an increase in their self-confidence. Student-teachers generally agree that MCs are beneficial for their teaching. They get benefit from these courses while teaching, coping with the problems encountered in the classes and managing classes. However, some student-teachers find it difficult to transform their content knowledge and use the theoretical knowledge they learnt in MCs. This may be related to student-teachers knowledge base. They may have some difficulties in relating their content knowledge to learners' understanding, which forms their PCK. In sum, they developed themselves and they are aware of this. This could be due to increased awareness brought about by observation period and methodology courses.

4.4. The Comparison of the Concerns of Sophomore, Junior and Senior Students

In addition to the above mentioned means, One-way ANOVA was used to find out whether there was a significant difference among sophomore, junior and senior ELT students' concerns regarding teaching as a whole on the factor basis. Descriptive values obtained for three groups were displayed in Table 17.

Table 17.

Descriptive Values of One-way ANOVA of Sophomore, Junior and Senior ELT Students for f1

Grade	N	$\bar{\bar{X}}$	Sd
Sophomores	103	4.05	.503
Juniors	196	4.07	.423
Seniors	124	4.06	.434

As shown in Table 17, the mean values of sophomore, junior and senior students are very close to each other. There is a slight difference among the three groups. While sophomore students' mean value is 4.05, it is 4.06 for seniors and 4.07 for juniors. This means that there is no statistically significant difference among three groups, but there may be some item-based differences. Therefore, One-way ANOVA was conducted to see whether there is a significant difference among the three groups' concerns in terms of factor 1 the results of which are presented in Table 18.

Table 18.

One-way ANOVA Results of Sophomore, Junior and Senior Students for f1

Source of Variance	Sum of squares	df	Mean Square	F	P
Between Groups	0.27	2	.014	0.68	.934
Within Groups	83.922	420	.200		
Total	83.949	422			

The results of One-way ANOVA bring to light that there is no significant difference among sophomore, junior and senior ELT students in terms of their concerns for factor 1 ($F_{(2\text{-}420)}$=0.68, p>.05). Thus, it can suggest that the three groups of student-teachers do not have significant differences regarding their concerns about classroom management and personal relationships. One-way ANOVA further served to finding out whether there was a significant difference among the three groups of teachers in terms of factor 2 and descriptive values are given in Table 18.

Table 19.

Descriptive Values of One-way ANOVA of Sophomore, Junior and Senior ELT Students for f2

Age	**N**	$\overline{X}$	**Sd**
Sophomores	103	3.15	.821
Juniors	196	3.20	.665
Seniors	124	3.20	.801

According to descriptive values given in Table 19, it is seen that mean values of sophomore, junior and senior students are very close to each other. While the mean value for sophomores is 3.15, junior and senior students have the same mean value ($\bar{\bar{X}}$=3.20). One-way ANOVA was used to see whether there is a significant difference among the three groups in terms of f2. The findings are shown in Table 19.

Table 20.

One-way ANOVA Results of Sophomore, Junior and Senior ELT Students for f2

Source of Variance	**Sum of squares**	**Df**	**Mean Square**	**F**	**P**
Between Groups	.238	2	.119	.213	.808
Within Groups	235.078	420	.560		
Total	83.949	422			

Table 20 shows that there is not a significant difference among sophomore, junior and senior students in terms of f2 $F_{(2\text{-}420)}$=.213, p>.05). Thus, we can infer that at institution level, there is no significant difference among the three groups of student-teachers' concerns. When the content of f2 is considered, it may be concluded that since student-teachers have not started teaching in real life, they may not know what kind of conditions they will encounter or the problems they will experience. Therefore, they may have certain thoughts and beliefs about the schools they will start teaching such as school management, facilities of the schools and the like.

Chi-square values of each item were computed in order to find out whether there is a significant difference among sophomore, junior and senior ELT students on the item basis. The findings are presented in Table 21.

Table 21.

Chi-square Significant Items

Items	**I feel skilled in**	χ^2	P
Item 12	putting theory into practice	23.148	.001
Item 20	motivating students	17.761	.007
Item 24	creating positive attitudes in parents toward me as a teacher	13.362	.038
Item 27	making my students like both me and my lesson	13.774	.041

When Table 21 is examined, it is seen that there are a number of significant items among the responses elicited from three groups of student-teachers. For instance, three groups of student-teachers think differently related to putting theory into practice. The statistical difference indicates a variation in the opinions of student-teachers regarding *putting theory into practice* (p <.05). Item 20 is also significant for the three groups of student-teachers, which shows that the three groups also have different opinions on *motivating students*. Some of the student-teachers may be self- confident about *motivating their students* while others may have some hesitations about this issue (p<.05). Additionally, the results of item 24 present a variation among three groups, which again shows that some participants may be more confident about *creating positive attitudes in parents toward me as a teacher* than the others (p<.05). Moreover, the findings indicate that sophomore, junior and senior students' ideas differ in the case of *making students like their teacher and English language*. This may come from the fact that sophomore students have just started taking methodology courses while seniors have just finished taking them, which causes a gap between three groups (p <.05).

Table 22.

The Percentages and Frequencies of Significant Items

Items	**SOPHOMORES**						**JUNIORS**						**SENIORS**					
	Disagree		**Undecided**		**Agree**		**Disagree**		**Undecided**		**Agree**		**Disagree**		**Undecided**		**Agree**	
	f	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*F*	*%*
12	13	12,6	31	30,1	59	57,3	20	10,2	61	31,1	115	58,7	34	27,4	39	31,5	51	41,1
20	7	6,8	8	7,8	88	85,5	1	0,5	29	14,8	166	84,7	2	1,6	11	8,9	111	89,5
24	5	4,9	17	16,5	81	78,6	2	1	28	14,3	166	84,7	1	0,8	29	23,4	94	75,8
27	3	2,9	6	5,8	94	91,3	1	0,5	23	11,7	172	87,7	1	0,8	22	17,7	101	81,5

When the frequency and percentages of the items were considered, it was found that sophomores and juniors feel more confident related to *putting theory into practice*

when compared to seniors (item 12; 58,7%). This may be related to knowledge base of student-teachers. Since seniors are expected to go to practice schools for observation, they may have felt a bit more worried and excited about this. Related to ***motivating students***, it is seen that seniors are more confident than sophomores and juniors (item 20;89,5%). This may also be related to the knowledge base of student-teachers. As they have finished most of the courses in their education, they may have got more input, which may lead to seniors feeling more confident. Another significant item for three levels of student-teachers was ***creating positive attitudes in parents toward them as teachers.*** The findings present that juniors are more confident about this issue (item 24;84,7%). Seniors seem to be more worried. Student-teachers' earlier experiences may cause them to think so. Lastly, when the findings related to ***making my students like both me and my lesson*** are considered, it is seen that sophomores are more confident than juniors and seniors. This may be related to the knowledge base and personalities of student-teachers as well. Some student-teachers may have more confidence in that sense, others may not feel so confident. The knowledge-base of student-teachers is also influential here; sometimes when they get more input, student-teachers may think from a broader perspective, which may lead to feel more worried.

Significant items show that there are a few differences among three groups of student-teachers, such as transferring knowledge and motivating students. One reason may be the methodology classes they have taken. Since sophomore student-teachers have just started to take these courses, they may not have enough knowledge and awareness about teaching. On the other hand, senior student-teachers have nearly finished taking these courses and they are ready to go to teaching practice. Another reason may be the syllabus of their methodology courses. When the ELT program is (see Appendix F) examined, it is seen that the classroom management course is taken in the third year, which causes a difference among the students and their levels. When the students take classroom management course, they may feel more confident about managing their classes and motivating their students. One other contributing factor may be the teaching practice they experience in the fourth year. When the seniors go to practice schools, they observe and teach in the real classes, which may help them develop an awareness of teaching.

4.5. The Analysis of the Concerns of Senior Students before Teaching Practice

The Scale of Language Teachers' Concerns were given to seniors before going to practice schools so as to find out if there is a change in their concerns. In Tables 22 and 23 the results can be seen.

Table 23.

The Percentages and Frequencies of Senior Students before Teaching Practice for Factor1

	Statements	**Disagree**		**Undecided**		**Agree**	
	I feel skilled in...	*f*	%	*f*	%	*f*	%
1	using class time effectively	0	0	5	5,1	93	94,9
2	involving students in the lesson	3	3 ,2	14	14 ,9	77	82
3	controlling the class	2	2 ,1	17	18 ,1	75	79 ,8
4	having students participate in the lesson	4	4 ,3	18	19 ,1	72	76 ,6
5	creating a flexible class atmosphere	7	0	1	7 ,4	86	92 ,6
6	managing the class	1	1 ,1	20	21 ,3	73	77 ,7
7	choosing appropriate materials	2	2 ,1	7	7 ,4	85	90 ,4
8	using my voice effectively	2	2 ,1	14	14 ,9	78	83
9	supporting the lesson with real life examples to make it more interesting and effective	2	2 ,1	5	5 ,3	87	92 ,6
10	eliciting feedback through different techniques	1	1 ,1	17	18 ,1	76	80 ,9
11	changing my students' previously adopted ineffective learning habits	3	3 ,2	26	27 ,7	65	69 ,1
12	putting theory into practice	7	7 ,4	23	24 ,5	64	**68 ,1**
13	giving satisfactory responses to all student questions	3	3 ,2	23	24 ,5	68	72 ,4
14	teaching effectively	1	1 ,1	6	6 ,4	87	**92 ,6**
15	teaching students about life beside English language	1	1 ,1	8	8 ,5	85	**90 ,4**
16	being a knowledgeable, understanding and informative teacher	2	2 ,1	13	13 ,8	79	84
17	making my students like my way of teaching	1	1 ,1	15	16	78	83
18	teaching appropriately to my students' level	1	1 ,1	10	10 ,6	83	88 ,3
19	transferring knowledge	0	0	6	6 ,4	88	**93 ,6**
20	motivating students	1	1 ,1	7	7 ,4	86	91 ,5
21	the use of gestures and mimics	2	2 ,1	15	16	77	81 ,9
22	making my students like English	2	2 ,1	10	10 ,6	82	87 ,3
23	teaching in English	4	4 ,3	16	17	74	78 ,7

(Table 23 Continued)

24	creating positive attitudes in parents toward me as a teacher	4	4 ,3	17	18 ,1	73	77 ,7
25	keeping the balance between student-teacher relationships	1	1 ,1	8	8 ,5	85	90 ,4
26	having good dialogues with students	0	0	9	9 ,6	85	**90 ,4**
27	making my students like both me and English	1	1 ,1	11	11 ,7	82	87 ,2
28	having good relationships with students' parents	3	3 ,2	13	13 ,8	78	83
29	having the support of parents	3	3 ,2	27	28 ,7	64	68 ,1
30	having good relationships with colleagues	1	1 ,1	9	9 ,6	84	89 ,4
31	solving the problems	1	1 ,1	9	9 ,6	84	**89 ,4**
32	treating all the students equally	4	4 ,3	12	12 ,8	78	83
33	being a model personality for the students	0	0	12	12 ,8	82	87 ,2
34	meeting students' expectations	1	1 ,1	13	13 ,8	80	85 ,1
35	meeting parents' expectations	2	2 ,1	27	28 ,7	65	69 ,2
36	creating positive attitudes in students toward learning a language	0	0	10	10 ,6	84	84 ,4
37	teaching better after the practicum	6	6 ,4	13	13 ,8	75	79 ,8
38	using my experiences in my teaching	3	3 ,2	5	5 ,3	86	91 ,5

As seen in Table 23, although 41.1% of seniors believed that they can *put theory into practice* at the beginning of the first term, this rate has increased to 68.1% in the second term, which is a significant result (item 12) for the present study. It can be said as time passed, they synthesized their knowledge more, observed more teachers, and these appear to have led to high self-esteem for them in terms of practicing teaching. Moreover, when compared to the first term, they went a step forward in terms of *teaching effectively***;** while it was 91.1% in the first term, it became 92.6% in the second term (item 14). However, in terms of item 15 there was a decrease in the percentage of students who believed they could also *teach their students a lot about life* in addition to lessons. After their experiences at the practice schools, the student-teachers may have felt very close to the practice school students in terms of age and interests. This may have developed such a feeling in them. Since they have newly started teaching practice, they may not be aware of the distinction of their two roles, being a student and being a student-teacher. It may still be early for these student-teachers to get out of their learning roles and shift to the teaching roles. Therefore, it may be logical to argue that

there appears a role confusion in student-teachers resulting in having an exaggerated empathy towards the students in their practice classrooms. Yet, some percentages seemed to somewhat decrease in the second term. For instance; of all seniors, that is 94.4% of them thought that they can *transfer their knowledge to their students* in the first term, while 93.6 of them thought so in the second term. Additionally, we detect a fall in terms of bearing the ability of *holding good dialogues with students* (item 26). While 95.9% of them thought so in the first term, it is 90.4% in the second term. There is a slight decrease for item 31, namely "*I can solve problems by approaching my students positively*". While 91.9 of them agreed with that in the first term, we encounter a decrease to 89.4% in the second term.

These may have emerged from the experiences at practice schools again. Student-teachers are assigned to different practice schools and some of these schools are well-equipped with technological tools and in terms of facilities while some others do not have very good physical conditions. The profiles of the students vary from one school to another. The differences between the situations student-teachers experienced must have an impact on the way they perceived these issues.

Table 24.

The Percentages and Frequencies of Senior Students after Teaching Practice for Factor2

	Statements	**Disagree**		**Undecided**		**Agree**	
	I believe that I will ...	*f*	%	*f*	%	*f*	%
39	cope with the problems in education system	10	10 ,6	38	40 ,5	46	48 ,9
40	have no problems with school management	8	8 ,5	30	31 ,9	56	59 ,6
41	get the support of school management	5	5 ,3	40	42, 6	49	52 ,1
42	have adequate materials and equipment at school	31	33	46	48, 9	17	**18 ,1**
43	be happy with the teaching salary	29	30 ,9	29	30, 9	36	38 ,3

As seen in Table 24, although in the first term 21% of seniors thought that the *schools which they will teach at may have enough facilities,* only 18.1% of them thought so in the second term. This again may be sourced from the differences between the practice schools they were assigned to.

4.6. The Analysis of Senior Students' Concerns after Teaching Practice

Table 25 reveals the percentage and frequency of senior students' concerns after teaching practice.

Table 25.

The Percentages and Frequencies of Senior Students for Factor 1 after Teaching Practice Factor 1

	Statements	**Disagree**		**Undecided**		**Agree**	
	I feel skilled in...	*f*	%	*f*	%	*f*	%
1	using class time effectively	0	0	5	5,1	93	94,9
2	involving students in the lesson	0	0	6	6,2	91	93,8
3	controlling the class	0	0	7	7,2	90	92,8
4	having students participate in the lesson	1	1	10	10,3	86	88,7
5	creating a flexible class atmosphere	0	0	4	4,1	93	95,9
6	Managing the class	0	0	5	5,3	90	94,7
7	choosing appropriate materials	**5**	**6,3**	**40**	**50,6**	**34**	**43**
8	using my voice effectively	3	3,1	10	10,3	84	86,6
9	supporting the lesson with real life examples to make it more interesting and effective	0	0	8	8,2	89	91,8
10	eliciting feedback through different techniques	1	1	9	9,3	87	89,7
11	changing my students' previously adopted ineffective learning habits	2	2,1	18	18,8	76	79,2
12	putting theory into practice	**3**	**3,1**	**21**	**21,9**	**72**	**75**
13	giving satisfactory responses to all student questions	1	1	10	10,3	86	88,7
14	teaching effectively	0	0	7	7,2	90	92,8
15	teaching students about life beside English language	0	0	4	4,1	93	95,9
16	being a knowledgeable, understanding and an informative teacher	0	0	7	7,2	90	92,8
17	making my students like my way of teaching	0	0	11	11,7	83	88,3
18	teaching appropriately to my students' level	0	0	16	17	78	83
19	transferring knowledge	0	0	5	5,2	92	94,8
20	motivating students	0	0	4	4,2	91	95,8
21	the use of gestures and mimics	1	1	9	9,5	85	89,5
22	making my students like English	0	0	12	12,5	84	87,5
23	teaching in English	0	0	4	4,2	91	94,8
24	creating positive attitudes in parents toward me as a teacher	0	0	13	13,5	83	86,5
25	keeping the balance between student-teacher relationships	0	0	7	7,4	87	92,6
26	having good dialogues with students	0	0	4	4,1	92	94,8

(Table 25 Continued)

27	making my students like both me and English	0	0	8	8,5	86	91,5
28	having good relationships with students' parents	0	0	14	14,6	81	84,4
29	having the support of parents	**4**	**4,2**	**27**	**28,1**	**65**	**67,7**
30	having good relationships with colleagues	3	3,1	10	10,4	83	86,5
31	solving the problems	0	0	6	6,5	87	93,5
32	treating all the students equally	0	0	14	14,6	82	85,4
33	being a model personality for the students	1	1	7	7,2	89	91,8
34	meeting students' expectations	1	1,1	9	9,5	85	89,5
35	meeting parents' expectations	**1**	**1**	**21**	**21,6**	**75**	**77,3**
36	creating positive attitudes in students toward learning a language	1	1	7	7,3	87	90,6
37	teaching better after the practicum	1	1,1	12	12,6	82	86,3
38	using my experiences in my teaching	3	3,1	4	4,1	90	92,8

According to Table 25, senior students feel really very confident after teaching practice. Table 25 presents that there is generally an increase in their self-confidence levels. For instance; while 72,3 % of them believed that they can use *class time effectively* before the teaching practice, it has increased to 94,9% after the teaching practice (item 1). Additionally, before the teaching practice, 68,1% of student-teachers thought that they can *put theory into practice* (item 12) and after the teaching practice this rate increased to 75%. Related to *meeting parents' expectations*, we see that student-teachers are more self-confident after the teaching practice than before they started the teaching practice (item 35; 69,2%; 77,3%). It can be inferred that when student-teachers started their teaching practice, they got the opportunity to transform their subject-matter knowledge through experience. This experience may lead to an increase in their self-confidence and a decrease in their concerns. They may become aware of the fact that they can use their knowledge-base effectively. Besides we see that in some topics student-teachers do not feel as confident as before. To illustrate, although 90,4% of them felt that they can *choose appropriate materials* before the teaching practicum, 43% of them felt that they can do it after teaching practice (item 7). This may be caused by the conditions and facilities of practice schools. If the schools are not equipped with appropriate and adequate materials, student-teachers may have felt that they are not self confident about choosing materials. Moreover, they do not have confidence about *having the support of students' parents* (item 29;67,7%). This result may be interpreted from two alternative discussions. The first may be the student-

teachers; they may not have self-confidence about having good dialogues with parents and may not get their support; most of them may be introvert. The second may be the parents. They may have different ideas from student-teachers', so they may not support them in such cases. It is seen that after the teaching practice, student-teachers feel more confident about some issues while they feel less confident in some. It may be interpreted that schools are social environments and they collaborate with peers, class teachers and students, they share their ideas through dialogues; so this all may cause a difference in their concerns regarding teaching.

Table 26.

The Percentages and Frequencies of Senior Students for Factor 2

	Statements	**Disagree**		**Undecided**		**Agree**	
	I believe that I will...	*f*	%	*f*	%	*f*	%
39	cope with the problems in education system	6	6,2	25	25,8	66	68
40	have no problems with school management	6	6,2	23	23,7	68	70,1
41	get the support of school management	9	9,3	22	22,7	66	68
42	have adequate materials and equipment at school	**24**	**24,7**	**26**	**26,8**	**47**	**48,5**
43	be happy with the teaching salary	**15**	**15,3**	**19**	**19,8**	**62**	**64,6**

Table 26 presents that student-teachers' responses for the factor of institution level are very close to each other. It is seen that they are more self-confident when compared to before. Though 18,1% of them thought that they would have ***adequate materials and equipment*** at school before the teaching practicum, 48,5% of them thought so after teaching practicum (item 42), which shows that their experiences in teaching practice schools may lead them to think in such a way. Similarly, while 38,3 % of them thought that they would ***be happy with the teaching salary***, 64,6% of them believed that they would be happy with the teaching salary after the teaching practice (item 43).

4.6.1 The Analysis of Teacher Practice Concern Sheets

In addition to the data collection tools mentioned above, student-teachers were asked to fill in Teacher Practice Concern Sheet after each practice session. These forms were subjected to content analysis. The results are presented in the following tables:

Table 27.

The Effects of Teaching Session

	Effects of Teaching Session	***f***
	ACADEMIC QUALITIES	
1.	having an extra plan	6
2.	raising participation	2
3.	using visual materials	1
4.	using voice effectively	1
	PERSONAL QUALITIES	
1.	being very effective	9
2.	feeling like a teacher	3
3.	having both positive and negative experiences	2
	CLASSROOM MANAGEMENT	
	Overcoming concerns related to...	
1.	time management	4
2.	classroom management	3
3.	managing students' activities	3

The seniors were asked whether they found the teaching session effective, in terms of remedying any of their concerns by means of the concern sheets. When the findings in Table 27 are considered, we see that *academic qualities* are more emphasized than *personal qualities* and *classroom management skills*. When frequency of their citations are examined, it appears that student-teachers mentioned that *they should have an extra plan (6),* they thought *they should raise the students' participation in the lesson (2)*; in one citation they stated that they should *use visual materials* and *use their voice effectively*. In terms of *personal qualities*, some of the participants implied that teaching practicum was an important experience. They explained that as *it was important* because *it was very effective for their concerns (9).* They also commented that it was substantial because during this experience *they felt like teachers (3)* and lastly, participants wrote that since they had encountered both positive and negative instances, *teaching practice was a great experience for them (2).* Additionally, some of them emphasized that they should overcome some of their concerns related to *classroom management skills (3).* For instance, in four citations they implied that they

should overcome their concerns related to *time management,* and they emphasized the concerns related to *managing students' activities (3).* When the results are considered in general terms, it is seen that student-teachers generally mention their awareness of their weaknesses related to teaching and teaching practice. Therefore, we can infer that during the teaching practicum, participants synthesized their theoretical knowledge with the help of teaching practice sessions, and they reached the conclusion that they have some weaknesses about teaching practice and most importantly they are aware of this. These findings may indicate that the student-teachers mostly believe that teaching practice has played an important role on their academic qualities, personal qualities and classroom management skills.

Table 28.

Contribution of This Session to Concerns

	ACADEMIC QUALITIES	***f***
1.	being prepared for unexpected situations	4
2.	learning about learners' interests, level and attitudes	4
3.	getting used to teaching day by day	4
4.	having extra plans and activities	2
5.	the necessity of practicing teaching	1
6.	the importance of students' happiness and participation	1
	PERSONAL QUALITIES	
1.	having self confidence	2
2.	teaching and sharing knowledge	2
3.	overcoming your excitement through practice	1
	MATERIAL DEVELOPMENT	
1.	developing various materials	1

In addition, we asked student-teachers how each specific session contributed to their concerns. In the analysis, three categories emerged from data analysis (Table 28). These are *academic qualities, personal qualities* and *material development.* Of the 10 themes, six the greatest number, falls into the first category (*academic qualities*). Participants explained that each teaching session contributed in terms of *being prepared for unexpected situations (4), learning about learners' interests, level and attitudes (4)* and *getting used to teaching day by day (4).* Additionally, they indicated *the necessity of teaching practice* (1) and *the importance of students' happiness and participation (1).* The second category is *personal qualities*. Three themes emerged in terms of this category. Participants thought they should have *self-confidence (2)* and they stated that

they can *teach and share their knowledge (2) and* they learnt they can *overcome their excitement through practice (1).* Finally, the last category is *material development.* One theme emerged in this category. Student-teachers implied that teaching sessions contributed to develop *various materials for an efficient lesson (1).* The findings indicate that teaching practice sessions have been useful for the participants. Once again we see that they have developed awareness about more specific but common situations such as unplanned conditions, students' participation, attitudes and happiness. All these show that teaching practice sessions have a great influence on student-teachers' perspectives and concerns.

Table 29.

The Things Student-Teachers Will Not Worry About

	ACADEMIC QUALITIES	***f***
1.	teaching abilities	4
2.	having extra plans	3
	PERSONAL QUALITIES	
1.	being self-confident	3
2.	being ready for unexpected situations	3
3.	thinking from different perspectives	2
	CLASSROOM MANAGEMENT	
1.	classroom management	4
2.	time management	4
3.	making students active	3
	MATERIAL DEVELOMENT	
1.	preparing appropriate activities and materials	3

Table 29 describes the things the participants will not worry about anymore. As presented in Table 29, four categories have emerged in the analysis. Of the nine themes, three fall into the *personal qualities* and three fall into *classroom management skills* while two fall into *academic qualities* and one into *material development.* For *academic qualities*, the participants mentioned that they would *not worry about their teaching abilities (4)* and they stated that they should *have extra plans (3).* In terms of *personal qualities*, they said that they should *have self-confidence (3), be ready for unexpected situations (3)* and explained that they should *think from different perspectives (2).* For *classroom management skills*, pre-service teachers said they will not worry about *classroom management skills (4), time management (4)* and *making students active (3).* Lastly in terms of *material development*, they stated that they will *not worry about*

preparing appropriate activities (3). Table 29 shows that teaching practice sessions have contributed to make student-teachers become aware of their teaching abilities and also try to decrease some of their worries related to teaching. It is also seen that student-teachers do not mention much related to material development. They generally focused on their academic qualities and personal qualities. This may be because of the fact that they do not have enough experience related to material development in their teaching practice period, or their teaching practice experience may be rich in terms of these themes.

Table 30.

The Things Student-Teachers will Do/not Do

	ACADEMIC QUALITIES	***f***
1.	having different and various activities	3
2.	considering students' levels	2
3.	considering students' participation	2
4.	not doing reading aloud activity	1
5.	not coming to the class without a lesson plan	1
	PERSONAL QUALITIES	
1.	not be passive in the classroom	2
	CLASSROOM MANAGEMENT	
1.	managing the class properly	4
	MATERIAL SELECTION	
1.	preparing materials appropriate to their levels	2
2.	not choosing boring materials	1

The participants were also asked what they would not do after that experience. As displayed in Table 30, four categories emerged from the responses of the participants. These are *academic qualities*, which is mostly emphasized, *personal qualities, classroom management skills* and *material selection*. For *academic qualities,* the participants mentioned the things they would do and would not do after that experience. For instance, they said that they *would have different and various activities (3),* and emphasized that they *would consider students' levels (2) and their participation (2).* Additionally, they said that they would *not do reading aloud activity (1)* and one reported that they would *not come to the class without a lesson plan (1).*

For personal qualities, they emphasized that they *would not be passive in the classroom (2)*. On the other hand, in four citations they reported that they *would achieve classroom management.* Finally, they mentioned that they *would prepare materials*

appropriate to students' levels (2) and added that they *would not choose boring materials (1).* The findings in Table 30 indicate that student-teachers have learnt a lot through teaching; they realized their lacks, and what they should and should not do from now on. It is also inferred that the participants developed an awareness of teaching as teachers.

Table 31.

Changes in Student-Teachers' Way of Thinking

	ACADEMIC QUALITIES	***f***
1.	having alternative activities	4
2.	being prepared for some unexpected situations	4
3.	trying to carry all characteristics of teaching profession	2
	PERSONAL QUALITIES	
1.	having self-confidence	3
2.	using your voice efficiently	1
3.	keeping the distance between a teacher and a student	1
4.	trying to think from different perspectives	1
5.	not worrying any more	1

Student-teachers were asked what they would change in their way of thinking regarding the issues that concern them after that experience. As Table 31 outlines**,** two categories emerged. These are: *academic qualities* and *personal qualities*. For *academic qualities*, the participants stated that they would *have alternative activities (4)*; *and be prepared for some unexpected situations (4).* They also said that they would *try to carry all the characteristics of teaching profession (2).* For *personal qualities*, they said that they would *have self-confidence (3)* and mentioned that they would *use their voice effectively (1).* Furthermore, they focused that they would *try to keep the distance between a teacher and a student (1), try to think from different perspectives (1)* and not *worry anymore (1).* When we consider the data gathered in Table 31, we can infer that teaching practice has played an important role on the changes in student-teachers' way of thinking, especially in terms of academic qualities and personal qualities. During their teaching practicum, they have the chance of observing, practising, analysing and evaluating. They can also compare and contrast their peers', and their mentors' way of teaching with their own way, so this may help and guide them a lot during their teaching. It may also lead them to find solutions to the problems they may encounter in

the future; and with the help of this experience they may have gained ideas about where and how to behave during their teaching.

4.6.2 The Analysis of Student-teachers' Reflection Forms

At the end of the term, student-teachers were asked to reflect on their teaching practice experience in order to support the data gathered by means of Teacher Practice Concern Sheets. Their reflection forms were put together and their contents were analysed.

Table 32.

Reflection

	ACADEMIC QUALITIES	***f***
	Student-teachers learnt	
1.	to use body-language	3
2.	to make all students participate to the lesson	3
3.	to develop an awareness in terms of teaching profession	3
4.	to be prepared for unexpected situations	3
5.	the importance of calling students with their names	2
6.	some deficiencies in terms of teaching	2
7.	to follow every step in the lesson	1
8.	to use eye-contact	1
9.	to use visual materials	1
10.	to follow every step in the lesson	1
11.	to raise students' participation	1
12.	to use time efficiently	1
	PERSONAL QUALITIES	
1.	to use their voice efficiently	2
2.	to overcome my excitement	2
	CLASSROOM MANAGEMENT	
1.	to be aware of the importance classroom management	3
2.	to manage the class	1
	MATERIAL DEVELOPMENT	
1.	to choose materials appropriate to students' levels	2
2.	to prepare more interesting activities and materials for warm-up	1
	POSITIVE CONTRIBUTIONS	
1.	to be a very useful experience	5
2.	to learn a lot in terms of teaching	5
3.	to learn a lot when compared to the beginning of the term	4

Table 32 outlines the findings gathered from students' reflection forms. As seen in Table 32, five categories emerged from student-teachers' data. Of 22 themes, 13 fall

into *academic qualities*, which are mostly emphasized. For *academic qualities*, student-teachers reported that *they used body language (3), tried to make all students participate in the lesson (3), developed awareness in terms of teaching profession (3)* and *tried to be prepared for unexpected situations (3).*To illustrate, one of the student-teachers implied:

Extract 5: In these lessons, I understand that I should always have different and extra activities for any situations. Because we do not know beforehand what will happen in the lessons. Furthermore ,the thing I won't do again is that I will not come to my lessons without a lesson plan and concrete activity sheets on me. I think that these materials will let me cope with the unexpected situations in the class and help me make an effective lesson. Without them never again.

As seen in Extract 5, student-teachers find the teaching experience helpful for them. They mentioned what to do in case of unexpected situations. They generally focused on the benefits of teaching experience. Besides, the participants indicated that they learnt the *importance of calling students with their names (2).* One of the student-teachers stated:

Extract 6: I tried to learn students' names during the observation, because I know how important it is. When our teachers called us with our names, we used to be very happy. Actually I know that very well.

The student-teacher in Extract 6 mentions that s/he became aware of the importance of calling the students with their names. Additionally, some student-teachers said they realized *they had some deficiencies related to teaching (2).* Additionally they wrote that they *followed every step in the lesson (1), used eye contact (1)* and *visual materials (1).* They also emphasized that they *used time efficiently (1) and raised students' participation (1).*

The second mostly emphasized category was *positive contributions.* The participants agreed that *it was a useful experience (5)* and *they learnt a lot* (5) and reported that they realized that *they are equipped with more knowledge when compared to the beginning of the term (4).* For instance, one of the student-teachers said:

Extract 7: Actually, I found the lesson effective in relation to check my techniques in the learning-teaching process. Now I am much more experienced to decide what to do or not. Instead of knowing language teaching process in theory, it is always better to practice it by doing. Thanks to this, I see that a teacher can confront with some unexpected situations in the class.

Extract 7 indicates that this student-teacher found teaching experience beneficial, s/he seems to feel more confident. The other categories are *personal qualities, classroom management* and *material development.* For *personal qualities*, the participants stated that they tried to *use their voice efficiently (2) and overcame their excitement (2).* In terms of *classroom management,* student-teachers mentioned that they realized *the importance of classroom management* (3) and focused that they tried *to manage the class (1).* For instance one of them explained:

Extract 8: I was worried about the class management when we played a game, because it can be very noisy and tiring .And it became anyway. Then I decided that before we start the game, I should warn the students and provide class management.

The student-teacher in Extract 8 expresses that s/he was worried about classroom management while playing games; and realized that s/he should manage the class during the games. *Material development* is another category emphasized by the participants. They focused that they should *choose materials appropriate to their students' levels* (2) and *prepare more interesting materials and activities for the warm up of the lesson (1).*

When we consider the general view of reflection reported by the student-teachers, it can be interpreted that academic qualities are more emphasized than other emerged issues. This may indicate that teaching practice has played a role on the student-teachers' beliefs. They may have developed awareness in terms of teaching and teaching profession. They may have learnt how to look from a different perspective, which leads them to see their strengths and weaknesses. Although in their previous interview, they emphasized that they had difficulties in putting theory into practice, because both were very different; in the reflection forms, we see that they comment that they can apply the theory into practice and they are clearly aware of this, they can criticize themselves by considering all the issues they have learnt during their methodology courses. They can name each technique and method they have used, which shows that teaching practice has contributed to their awareness of teaching. They can see that they can transform their subject-matter knowledge with the help of MCs. Here the importance of pedagogical content knowledge should be mentioned. Through their experience in teaching, they get the chance of representing their content knowledge in various ways. It played an important role both in developing their awareness of the teaching and learning process and developing themselves as the teachers of the future.

4.6.3 The Analysis of Second Interview with Senior Students

After we gave The Scale of Language Teachers' Concerns to the seniors at the end of the second term, some significant items emerged; thus, in order to confirm this data, we conducted a second interview with five participants. After the interview was transcribed, the transcription was subjected to content analysis and the themes were identified on the basis of frequency of citation for each question. They are displayed in the following tables:

Table 33.

Influence of Methodology Classes on Classroom management

MCs have influence on:		*f*
1.	classroom management	5
2.	teaching practice	4
3.	having self-confidence	3
4.	learning how to behave in different/unexpected situations	2
5.	learning how to put theory into practice	2

We explained participants that in the analysis of the SLTC the number of concerns they have regarding teaching significantly decreases in the fourth year. For instance, we found out that they did not worry so much about classroom management as they had done in the second year and to comment on whether methodology courses influenced them or not (See Section 4.5). As seen in Table 33, the participants agreed that MCs affected them positively especially in terms of *classroom management (5).* They mentioned that MCs have played an important role in *improving their teaching practice (4)* and they emphasized that MCs influenced them in terms of *having self-confidence (3), learning how to behave in different or unexpected situations (2)* and added that they learnt how *to put theory into practice (2).*To illustrate one of the student-teachers stated:

Extract 9: I think methodology classes affected me in positive way in terms of managing the class. The thing that made me experienced in this issue is having much more classroom management practice. In the second class, we didn't know much about classroom management but methodology classes taught me how to behave in the class in different situations. As time passed and when I was in fourth class, I was much more

experienced against unexpected situations and now I have knowledge about how to react to the class in different situations. The thing I want to say is that methodology classes taught me this.

The student-teacher in Extract 9 implies the importance of MCs in classroom management and believes that MCs taught a lot to him/her related to classroom management. From these findings, it can be inferred that MCs have played a significant role on student-teachers' concerns and beliefs. They believed that these courses contributed positively to their teaching practice and their personality as a teacher.

Table 34.

Influence of Methodology Classes On Putting Theory Into Practice

MCs have influence on:		*f*
1.	guiding to a great extent	4
2.	giving an idea about how to manage the class	2
3.	contributing to teaching practice	2

Secondly, the participants were informed that the results of the questionnaire indicated that they appeared to be able to put the theory they learnt in the methodology classes into practice. We asked them to once again comment on this result and also the probable influence of MCs on this situation. When we look at the findings, we see that the participants believed MCs ***guided them (4)*** and they thought that MCs ***gave an idea about classroom management*** (2) and they contributed significantly in terms of ***teaching practice (2).*** Through these findings we may suggest that MCs have influenced participants' beliefs related to putting theory into practice in a positive way. Moreover, we see that they have developed awareness of the issue.

Table 35.

Influence of Methodology Classes On Generating Students' Interests

MCs have influence on:		*f*
1.	taking our students' attention to the lesson	3
2.	having learner-centred classes	3
3.	having a wider perspective of life and teaching style	2
4.	learning how to behave when facing some problems	2

Thirdly, student-teachers were invited to explain whether they believed MCs have some sort of influence on their beliefs related to generating students' interests to their lessons. The findings in Table 30 indicate that student-teachers believed that MCs *helped them to take their students' attention to the class (3)* and *to have learner-centered classes (3).* Moreover, they added that these courses helped them *to have a wider perspective of life* and *teaching style (2)* and *how to behave when they faced some problems (2).* For instance one of the student-teachers stated:

Extract 10: I believe that I can take the attention of students into their lessons. In this process, surely methodology lessons let the teachers have an idea about how they can manage this issue. Methodology lessons also help the teacher what reactions they should show when confronted with a problem while taking their attention to the lesson.

The student-teacher in Extract 10 mentions the importance of MCs in taking the attention of student-teachers to the lesson and adds that MCs let the teachers know what to do in unexpected situations. It can be understood that student-teachers are aware of the fact that MCs have a role in their teaching process; and teaching practice. Findings confirm that MCs played an important role in student-teachers' ability of teaching skills and the methods and techniques they used in the classroom.

Table 36 .

Influence of Methodology Classes On the Relationship With Parents

MCs have a role in:		*f*
1.	contributing significantly about this issue	2
2.	helping apparently about how to cope with this issue	2
3.	guiding about having good relationships with parents	2

Our fourth interview question was whether or not they thought MCs helped them to overcome their concerns related to their relationships with the parents of their students. As seen in Table 36, the participants mentioned that MCs *contributed significantly to the issue (2)*, they also added that these classes helped them learn *how to cope with it (2)* and they further explained that MCs guided them on *having good relationships with parents (2)*. These findings show that MCs substantially contributed to student-teachers not only in terms of school context, but also their relationship with parents, which is also necessary for teachers.

Table 37.

Influence of Methodology Classes On The Relationship With Students

MCs have a role in:		*f*
1.	contributing to a great extent	4
2.	helping to make students have positive feelings towards us	3
3.	contributing to have more self-confidence	3

Lastly, we asked student-teachers to comment on the influence of MCs creating positive feelings in their students' minds toward themselves as teachers and their lessons. As seen in Table 37, the participants thought they *contributed to a great extent (4)*; and they said that they *helped them to make students have positive feelings towards them (3).* They added that MCs contributed them *to have more self-confidence (3).* Related to this, one of the student-teachers explained:

Extract 11: Yes of course it is true. When I was sophomore and junior, I don't have such confidence in myself, in teaching, but day by day I have lessons such as methodology lesson, I become much more confident about that, because now I know how to do this.

As seen in Extract 11, this student-teacher believes that MCs have an influential role in creating positive feelings in their students' minds toward themselves as teachers, and having more self-confidence. From these findings it can be inferred that MCs have influenced their relationship with the people in the teaching process; both with students and their parents establishing confidence in them.

Based on all these findings, it is clear that MCs played a considerable role in student-teachers' developing themselves as teachers. They helped them to develop an awareness of the role of these courses in the classroom atmosphere and as well as their

relationships with the people in the school context such as parents and school management. We also see that MCs worked well after student-teachers started teaching practicum. They had the chance to compare the conditions since they have started to teach in real life. Additionally, becoming aware of the gap between theory and practice during the practicum, they started to put the theory into practice; and they realized their role in bridging this gap. All these show that teaching is a long process and during this process teachers learn considerably and experience clearly. However, teaching practice, which is the first step of starting teaching, is one of the basic steps that helps student-teachers to develop essential beliefs and thoughts related to teaching. Therefore, we may suggest that more importance should be given to teaching practice.

4.7. The Comparison of Senior Students' Concerns

As mentioned before, we gathered data from seniors three times. One is after they have finished MCs, one is before the teaching practice and the other is after the teaching practice. The percentage and the frequency of these data were calculated and the findings were put together in order to compare the items individually. The results were presented in Table 38.

Table 38.

Comparison of the Findings of Seniors Gathered Through the Scale of Language Teachers' Concerns

Statements		FIRST						SECOND						THIRD					
		Disagree		Undecided		Agree		Disagree		Undecided		Agree		Disagree		Undecided		Agree	
		f	%	*f*	%	*f*	%	*f*	%	*f*	%	*f*	%	*f*	%	*f*	%	*f*	%
Items	I feel skilled in ...																		
1	using class time effectively	**3**	**2,4**	**22**	**17,7**	**99**	**79**	**4**	**4 ,3**	**22**	**23 ,4**	**68**	**72 ,3**	**0**	**0**	**5**	**5,1**	**93**	**94,9**
2	involving students in the lesson	3	2,4	14	11,3	107	86,3	3	3 ,2	14	14 ,9	77	82	0	0	6	6,2	91	93,8
3	controlling the class	3	2,4	19	15,3	102	81,5	2	2 ,1	17	18 ,1	75	79 ,8	0	0	7	7,2	90	92,8
4	having students participate in the lesson	2	1,6	27	21,8	95	76,6	4	4 ,3	18	19 ,1	72	76 ,6	1	1	10	10,3	86	88,7
5	creating a flexible class atmosphere	2	1,6	15	12,1	87	86,3	7	0	1	7 ,4	86	92 ,6	0	0	4	4,1	93	95,9
6	managing the class	1	0,8	18	14,5	105	84,7	**1**	1 ,1	20	21 ,3	73	77 ,7	0	0	7	7,4	88	92,6
7	choosing appropriate materials	2	1,6	12	9,7	110	88,7	2	2 ,1	7	7 ,4	85	90 ,4	0	0	5	5,3	90	94,7
8	using my voice effectively	6	4,8	17	13,7	101	81,4	2	2 ,1	14	14 ,9	78	83	**3**	3,1	10	10,3	84	86,6
9	supporting the lesson with real life examples to make it more interesting and effective	2	1,6	11	8,9	111	89,5	2	2 ,1	5	5 ,3	87	92 ,6	0	0	8	8,2	89	91,8
10	eliciting feedback through different techniques	**3**	2,4	26	21	95	76,6	**1**	1 ,1	17	18 ,1	76	80 ,9	1	1	9	9,3	87	89,7
11	changing my students' previously adopted ineffective learning habits	**4**	**3,2**	**48**	**38,7**	**72**	**58,1**	**3**	**3 ,2**	**26**	**27 ,7**	**65**	**69 ,1**	**2**	**2,1**	**18**	**18,8**	**76**	**79,2**
12	putting theory into practice	**34**	**27,4**	**39**	**31,5**	**51**	**41,1**	**7**	**7 ,4**	**23**	**24 ,5**	**64**	**68 ,1**	**3**	**3,1**	**21**	**21,9**	**72**	**75**
13	giving satisfactory responses to all student questions	4	3,2	27	21,8	93	75	3	3 ,2	23	24 ,5	68	72 ,4	**1**	1	10	10,3	86	88,7
14	teaching effectively	1	0,8	10	8,1	113	91,1	**1**	1 ,1	6	6 ,4	87	92 ,6	0	0	7	7,2	90	92,8
15	teaching students about life beside English language	2	1,6	5	4	117	94,3	**1**	1 ,1	8	8 ,5	85	90 ,4	0	0	4	4,1	93	95,9
16	being a knowledgeable, understanding and informative teacher	11	0,8	13	10,5	110	88,7	2	2 ,1	13	13 ,8	79	84	0	0	7	7,2	90	92,8

(Table 38 Continued)

17	making my students like my way of teaching	2	1,6	26	21	96	77,4	1	1 ,1	15	16	78	83	0	0	11	11,7	83	88,3
18	teaching appropriately to my students' level	4	3,2	11	8,9	109	87,9	1	1 ,1	10	10 ,6	83	88 ,3	0	0	16	17	78	83,0
19	transferring knowledge	1	0,8	6	**4,8**	117	94,4	0	0	6	6 ,4	88	93 ,6	0	0	5	5,2	92	94,8
20	motivating students	2	1,6	11	8,9	111	89,5	1	1 ,1	7	7 ,4	86	91 ,5	0	0	4	4,2	91	95,8
21	the use of gestures and mimics	5	4	13	10,5	106	84,7	2	2 ,1	15	16	77	81 ,9	1	1	9	9,5	85	89,5
22	making my students like English	**3**	2,4	20	16,1	101	81,5	2	2 ,1	10	10 ,6	82	87 ,3	0	0	12	12,5	84	87,5
23	teaching in English	9	7,3	22	17,7	93	75	4	4 ,3	16	17	74	78 ,7	1	1	4	4,2	91	94,8
24	creating positive attitudes in parents toward me as a teacher	1	0,8	29	23,4	94	75,8	4	4 ,3	17	18 ,1	73	77 ,7	0	0	13	13,5	83	86,5
25	keeping the balance between student-teacher relationships	1	0,8	13	10,5	110	**88,7**	1	1 ,1	8	8 ,5	85	90 ,4	0	0	**7**	**7,4**	**87**	92,6
26	having good dialogues with students	2	1,6	3	2,4	119	95,9	0	0	9	9 ,6	85	90 ,4	0	0	4	4,1	92	94,8
27	making my students like both me and English	1	0,8	22	17,7	101	81,5	1	1 ,1	11	11 ,7	82	87 ,2	0	0	8	8,5	86	91,5
28	having good relationships with students' parents	2	1,6	25	20,2	97	78,2	3	3 ,2	13	13 ,8	78	83	0	0	14	14,6	81	84,4
29	having the support of parents	**3**	**2,4**	**43**	**34,7**	**78**	**62,9**	**3**	**3 ,2**	**27**	**28 ,7**	**64**	**68 ,1**	**4**	**4,2**	**27**	**28,1**	**65**	**67,7**
30	having good relationships with colleagues	2	1,6	24	19,4	98	79	1	1 ,1	9	9 ,6	84	89 ,4	3	3,1	10	10,4	83	86,5
31	solving the problems	1	0,8	10	8,1	113	91,1	1	1 ,1	9	9 ,6	84	89 ,4	0	0	6	6,5	87	93,5
32	treating all the students equally	6	4,8	19	15,3	99	79,8	4	4 ,3	12	12 ,8	78	83	0	0	14	14,6	82	85,4
33	being a model personality for the students	2	1,6	11	8,9	111	89,5	0	0	12	12 ,8	82	87 ,2	1	1	7	7,2	89	91,8
34	meeting students' expectations	1	0,8	15	12,1	108	87,1	1	1 ,1	13	13 ,8	80	85 ,1	1	1,1	9	9,5	85	89,5
35	meeting parents' expectations	3	2,4	34	27,4	87	69,4	2	2 ,1	27	28 ,7	65	69 ,2	1	1	21	21,6	75	77,3
36	creating positive attitudes in students toward learning a language	1	0,8	16	12,9	107	86,3	0	0	10	10 ,6	84	84 ,4	1	1	7	7,3	87	90,6
37	teaching better after the practicum	8	6,5	16	12,9	100	80,6	6	6 ,4	13	13 ,8	75	79 ,8	1	1,1	12	12,6	82	86,3
38	believing the contribution of experiences to the learning	4	3,2	12	9,7	108	87,1	3	3 ,2	5	5 ,3	86	91 ,5	3	3,1	4	4,1	90	92,8

(Table 38 Continued)

	My idea is that I will...																	
39	cope with the problems in education system	18	14,5	47	37,1	59	48,4	10	10 ,6	38	40 ,5	46	48 ,9	6	6,2	25	25,8	66	68
40	have no problems with school management	**9**	**7,3**	**48**	**38,7**	**67**	**54**	**8**	**8 ,5**	**30**	**31 ,9**	**56**	**59 ,6**	**6**	**6,2**	**23**	**23,7**	**68**	**70,1**
41	get the support of school management	9	7,3	60	48,4	55	44	5	5 ,3	40	42 ,6	49	52 ,1	9	9,3	22	22,7	66	68
42	have adequate materials and equipment at school	**41**	**33,1**	**57**	**46**	**26**	**21**	**31**	**33**	**46**	**48 ,9**	**17**	**18 ,1**	**24**	**24,7**	**26**	**26,8**	**47**	**48,5**
43	be happy with the teaching salary	48	38,7	31	25	45	36,3	29	30 ,9	29	30 ,9	36	38 ,3	15	15,3	19	19,8	62	64,6

Table 38 compares the findings of seniors gathered through the Scale of Language Teachers' Concerns. When the results are examined, it is seen that senior student-teachers feel more confident in time management after the teaching practice (item 1; 94,9). However, it is seen that before the teaching practice, they are less confident about time management than after they finish MCs (App 1-79%; App 2-72,3). It can be inferred that after they finish MCs, student-teachers finish receiving pedagogic knowledge and content knowledge, which may lead to feel confident. When they go to practice schools for School Experience, they observe class teachers and learners to be familiar with school atmosphere. During this observation period, they may have observed some difficulties or problems, which may cause student-teachers to feel more worried. It is also seen that senior student-teachers feel more confident as time passes in terms of *changing my students' previously adopted ineffective learning habits* (item 11; App1-58,1;App2-69,1; App3-79,2). This finding indicates that student-teachers' experiences have a positive influence on their self-confidence. In terms of *putting theory into practice*, the results present that senior student-teachers are getting more confident in time. When they finish MCs, 51% of them believe that they can practice theory (item 12). Moreover, before teaching practice, 68,1% of them feel that they can get used to their theoretical knowledge and lastly after they finish teaching practice, it is seen that 75% of senior student-teachers state that they can put theory into practice. This finding displays that MCs and teaching practice have played an important role on the seniors' concerns related to transforming their subject-matter knowledge. When we examine student-teachers' relationships with students' parents, it can be said that before the teaching practice they are more confident about *getting the support of the parents* than after the teaching practice period and after finishing MCs period. (item 29;App 1-62,9%; App 2-68,1%; App 3-67,7%).The experiences they had during the observation period may have influenced their concerns. They may have observed good models and may have felt that they can get the support of the learners' parents. However, during the teaching practice period, they may have met parents who do not have the same perspective with them and this may lead to an increase in their concerns. Additionally, it is found out that though student-teachers feel more worried about *having problems with school management* after they finish MCs, the findings indicate that they feel more confident after the teaching practice, which is a positive side of MCs and teaching practice (item 40; App 1 54%; App 2 59,6; App 3 70,1%). It is also observed that student-teachers feel more confident in terms of *having adequate materials and*

equipment at school after the teaching practice (item 42; App 1-21%; App 2-18,1%; App 3- 48,5%). This finding presents that during the teaching practice period, student-teachers may have reached the materials they needed for their courses; therefore, they may have felt more confident about this issue. However, it is seen that during their School Experience period, they have felt more worried about having adequate materials. This also may come from their experiences in that period. The class teachers they have observed may not have used various materials in their own classes, which may lead to student-teachers to have such a belief that they will not have enough materials in their classes. Another reason may be that when they start to teach in practice schools, they may have felt that available materials are sufficient for their classes and for their objectives in the lessons; thus, they may have felt more confident about that issue after teaching practice.

When the findings in Table 38 are generally considered, it can be said that senior-student-teachers are getting more confident during their fourth year of teacher education. There may be some factors influencing their concerns in that period. First of all, at the beginning of the fourth year, seniors have just finished receiving MCs and subject-matter courses, which enable them to improve their knowledge base in the field of teacher education. Following this, they are expected to go to practice schools for observation, which is a new experience for them. During this observation period, they interact with class teachers, learners, school administration and learners' parents. Their dialogues and observations in this period may cause some changes in their beliefs and concerns. Here we can see the role of the social constructivism theory, which implies that"...higher level human cognition in the individual has its origins in social life" (Johnson, 2009, p. 1). As stated, sociocultural activities are seen as the essential process for the construction of knowledge. The experience student-teachers have during the observation may assist the learners to form or to reconstruct the knowledge they get during their education. After the observation period, student-teachers go to practice schools once more to practice teaching, which is another experience for student-teachers. In that period they experience teaching in a real context. They observe learners and the teaching atmosphere from a different aspect, which may also influence their concerns related to teaching. When the table is generally examined, it can be concluded that both observation and teaching practice periods have a positive influence on student-teachers' self-confidence.

4.7.1. The Comparison of Senior Students' Concerns through Repeated Measures of Anova

In order to find out whether there is a significant difference among three applications of the SLTC, repeated measures Anova was conducted and the results were given in the following table.

Table 39.

Descriptive Statistics for Repeated Measures Anova

	N	$\overline{X}$	**Sd**
App1	124	4.00	.46744
App2	124	4.04	.35300
App3	124	4.29	.33071

Descriptive values for student-teachers' concerns at the beginning, in the middle and at the end of the fourth year were given in Table 39. As seen in this Table, App 3 (third application) has the greatest mean value (X=4,29) and App 2 (second application) is following this one (X=4,04). On the other hand, App 1 (first application) has the smallest mean value (X=4,00). However, we need to examine Test of within Subjects and Bonferroni results in order to find out whether these findings are significant or not.

Table 40.

The Results of Repeated Measures Anova for Senior Students

Source	**Sum of squares**	**Df**	**Mean square**	**F**	**P**	**Sig.**
Between subjects	18.045	123	.147			
Measure (Greenhouse-Geisser)	5.930	2	2.965	19.39	.000	1-3,2-3
Error	37.610	246	0.153			
Total	61.585	371				

When Table 40 is examined, it is seen that there is not a significant difference between App 1 and 2 ($p < 1$). On the contrary, there is a significant difference between App1 and 3 (p=.000). This means that there is a significant difference in student-teachers' concerns after they finished MCs and after they finished teaching practice. Similarly, there is a significant difference between App 2 and 3 (p=.000).This finding

indicates that there is a significant difference in student-teachers' concerns before the teaching practice and after the teaching practice.

Considering these findings, we find that methodology classes appear to have had an important role on the changes of student-teachers' concerns. In other words, methodology courses play a significant role together with practicum on student-teachers' concerns. Through these findings it is seen that changes in student-teachers' concern especially start when they start their teaching practice. When they start to transform their content knowledge to the learners via the teaching practicum, they experience the real teaching atmosphere. Actually, before the teaching practicum, they get content knowledge and pedagogic knowledge; however, they do not have the chance to activate their pedagogic content knowledge. This may lead to some kind of change in their concerns. In fact, they are already familiar with micro-teaching from methodology courses. However, it is not as real as it is in the teaching practicum. Therefore, when they start teaching practicum, they realize the differences between teaching in real life and micro-teaching sessions. They become aware of the extent to transform their content knowledge and the difficulties they may encounter. This let them see the difference between real life and theory. Additionally, the discussions and meetings they have with their supervisors and their peers also contribute considerably to this process. Thus, methodology courses, teaching practicum experience and their reflections all together lead to some change in student-teachers' concerns, thoughts and beliefs.

CHAPTER V

DISCUSSION AND CONCLUSION

5.0. Introduction

This final chapter presents our discussion and conclusion regarding the findings of the study with reference to our research questions. We will first discuss the answer to each research question along with the findings presented in the previous chapter and related literature. Then, the conclusions of the study will be explained. Afterwards, some implications will be summarized. Finally, some suggestions for further research will be made.

5.1. Discussion

The research questions of the current study were introduced in the Introduction chapter. The study focused on eight research questions dealing with the effects of MCs and teaching practicum on student-teachers' concerns. In this section of the chapter, each research question will be discussed with reference to the research findings and the associated literature.

*Research question 1***:** *What kind of concerns, if any, do sophomore ELT students have regarding teaching as a whole?*

In our first research question we aimed to draw a picture of the concerns of sophomore students. The results indicate that sophomores are highly self-confident about classroom management and their personal relationships (See Table 6). They appear to be confident in that they bear various qualities as being able to teach in an effective manner (See Section 4.1), and maintain good relationships with their students (See Section 4.1). Additionally, student-teachers are aware of the importance of methodology courses. In relation to this, Fuller (1969) asserts that teachers are mostly concerned about "self" in the early stages, later they are concerned about "task" and "impact". However, in this study we see that teachers were highly self-confident at the

beginning in the very early stages. The idea that student-teachers nearly have no concerns about teaching before they start real teaching is shared by Lin Kou-Jui (1997). In that study, this stage is called as *non-concern (pre-teaching) phase.* These findings are in line with those of a study by Jong (2000) as well. In his classification of the concerns, these results fall into the zero stage of pre-teaching concerns. On the other hand, it is seen that the percentage of some items are low such as *dealing with the problems in the class, changing students' previously adopted ineffective learning habits and transferring theory into practice.* The common point shared by these studies is that student-teachers feel confident at first stages; they may have some concerns related to class discipline and communication with their pupils. Therefore, it can be interpreted as the findings in the current study are somewhere between the Non-concerns stage of Lin Kou-Jui (1997) and Zero stage of Jong (2000). Based on this finding we see that the students who have not started practicum may have some worries related to real teaching practice and these concerns may be sourced from their previous observations and concerns.

When the findings for the second factor, institution level concerns, for sophomores were analysed, it was seen that student-teachers have concerns related to *teachers' salary and facilities at schools* (See section 4.1). The results of a study by Oral & Dağlı (1999) support the finding that the facilities provided by practice schools are on the average level. The concerns emerged from the results of the present study may also have been sourced from their previous observations and expectations. They may have parents or relatives who are teaching, or they may have observed these issues in their school years. Ruohotie-Lythy & Kaikkonen (2009) support this idea with their statement "the teacher's knowledge about teaching begins with their earliest school experiences of teaching and learning" (p.300).

Research question 2: What kind of concerns, if any, do junior ELT students have regarding teaching as a whole?

With our second research question, the concerns of junior ELT students were investigated. The findings generally reveal that when they came to the third year, the student-teachers' self-confidence increases and even the percentages of some items rise when compared to sophomores. For instance, they are more self-confident about helping

their students and about the problems they faced during their teaching. Additionally, they feel that they can lead their students better (See Tables 8 and 9). This may be a result of the knowledge they gained through MCs. Because they have met with the MCs in the second year for the first time, some of their responses in the second year may be lower when compared to juniors. However**,** when they come to the third class, they have already taken some methodology courses such as ELT methodology, and material development. Those courses may have enabled them to get the necessary knowledge and raise awareness for teaching and teaching context. Here the importance of pedagogical knowledge and subject-matter knowledge should be mentioned. Cochran et al. (1991) claim that both teachers' pedagogical knowledge and subject-matter knowledge are essential for good teaching and student understanding (p.4). It can be said that the knowledge base of teachers may influence their concerns. In the current study, the courses student-teachers have taken allow them to develop their knowledge, which may have caused some changes in their concerns.

On the other hand, we still have some low percentages in the findings related to the third year student-teachers (See Table 8). For instance; student-teachers think that they are not good at classroom management, and they are not efficient in changing students' previously adopted ineffective learning habits (See Section 4.2). Moreover, they do not believe the contribution of the teaching practicum to their teaching. This finding is parallel to Fuller (1969)'s and Fuller, Parsons & Watkins (1973)'s study. In those studies, it was found that pre-service teachers were more concerned about class control and self-adequacy, which is "benefit to self". Therefore, Fuller defined early concerns as "the perceived problems of student-teachers or beginning in-service teachers" (p.214). The idea that classroom discipline and motivating students are the most common problems that pre-service teachers have experienced is supported by Veenman (1984) as well. When these findings were considered, we can say that in the third year, students are in the middle of a process which they have not completed yet. They need to go a few more steps further. They may have some content knowledge and pedagogic knowledge. However, they may not know how to relate their pedagogic knowledge to their subject matter knowledge. Schulman (1986) emphasizes that the transformation of subject-matter knowledge for the purpose of teaching is unique to teaching profession. Related to this issue, Cochran et al. (1991) claim that this transformation exists when the teacher "critically reflects on and interprets the subject-

matter knowledge"; finds various ways to represent the information, adapts the material to students' abilities, prior knowledge and needs (p.6). When these issues are considered, we can interpret that junior student- teachers have not experienced teaching practice yet. Therefore, some of their ideas, concerns may be closer or further to the real ones because they may not be aware of the effects of teaching practicum.

For the institution level concerns, we see that junior students have the same concerns with sophomores (See Table 9). They generally think that schools may not have enough facilities and materials for their courses. This supports earlier findings that availability of teaching resources and interpersonal support in the school atmosphere are important for novice teachers (Hagger & Malmberg, 2000).

Research question 3: What kind of concerns, if any, do senior ELT students have after they have finished methodology courses?

With Research question 3, we aimed to find out about the concerns of senior students after they finish taking MCs. The findings reveal that seniors are more self-confident when compared to the earlier years (See Table 10). This may have resulted from the fact that since they have just finished taking MCs, they have more theoretical knowledge. The knowledge they gained through MCs may have helped them to feel more like teachers and they may think they have enough knowledge to teach. In the first three years of their education, student-teachers are exposed to theoretical knowledge which is essential for their profession. Therefore, they may feel confident when they have finished taking these courses. This indicates that theoretical knowledge has an important role in teaching. For instance, Lawes (2003) supports that as "good theory provides knowledge that will be useful, better explains learning process, and teachers and students can therefore benefit" (p.22).This seems to be an important transition stage for student-teachers. Maybe on this step, their self-confidence is at the top, because the knowledge they gained may lead them to the false belief that they know everything about teaching and there is no problem for them to teach perfectly. These findings support earlier claims that when teachers master teaching, they become more self-confident (Gregorc, 1973; Gibson, 1976; Burden, 1980).

For institution level concerns, we still see that student-teachers are worried about the schools' facilities and equipment (See Table 11). As we said before, these concerns

may be sourced from their previous experiences and the models they have known before.

Research question 4: What kind of concerns, if any, do senior ELT students have before the teaching practicum regarding teaching as a whole?

In addition to the parties mentioned above, the study also investigated the concerns of senior students before teaching practicum. We detected some significant differences related to the concerns of student-teachers after they finished taking MCs and before they started their teaching practicum. One of the significant themes is related to putting theory into practice (See Section 4.5). It is observed that student-teachers are more self-confident before the teaching practicum. Since they finished receiving theoretical knowledge before the teaching practice, they feel confident. Lawes (2003) argues that "...theoretical knowledge is essential to the FL teacher and that the development of this knowledge must begin at the start of initial training period" (p.22). Other significant themes are revealed as transferring knowledge to students and having good dialogues with students (See Table 23). Regarding this, Day (1993) argues that learners develop their professional knowledge by means of a variety of experiences and activities. When we consider the period before the teaching practice, we see that they get some educational courses, subject-matter courses and MCs in each of which they get some knowledge. Additionally, they go to practice schools to observe class teachers and be familiar with schools and schools' conditions. They did micro-teaching in their own classes, all of which support the idea claimed by Day (1993). Although student-teachers feel more skilled in some issues, it is observed that they do not feel confident enough in some. This lack of confidence may lead them to feel more stressful.

Research question 5: Is there a statistically significant difference between sophomore, junior and senior ELT students' concerns regarding teaching as a whole?

After the concerns of each group were identified, it came to find out whether there was a significant difference among three groups of student-teachers in terms of their concerns related to teaching as a whole. For this purpose, One-way Anova was used to see the results (See Tables 17-18-19-20). The results indicate that there is no significant difference among three groups' concerns in terms of two factors (See

Section 4.4). However, when the results are analysed at the item base, some of the items appear to be significant for three groups (See Table 21). These items are putting theory into practice, motivating students, creating positive attitudes in parents towards them as teachers, and making their students like both them and their lesson. The differences in these findings may be sourced from the differences in the amount of knowledge and the experiences the student-teachers gained. On the other hand, this may have emerged from another factor. That is, as the years pass, students are also getting mature; moreover, the experiences they gain start to lead them to behave differently relevant to different contexts and they become able to look at the same issue from various aspects. These results are in line with those of a study by Melnik & Meister (2008). In their study, they claim that classroom management and parent interactions are the concerns which lead to a difference between beginning and experienced teachers. Burden (1980) also supports this finding with the idea that "teachers go through significant developmental changes during their teaching careers" (p.2). The knowledge and experience they gained throughout their teaching life may lead to some changes in their concerns, and even in some of their beliefs.

Research question 6:
a- Do methodology classes lead to any changes in student-teachers' concerns?
b-If so, what kind of changes can be detected?

In this question, we aimed to learn whether MCs caused any changes in student-teachers' concerns; and the kind of potential changes emerged. For this purpose, an interview was conducted with 14 student-teachers after they finish taking MCs and before going to the teaching practicum. The results show that in terms of the influence of MCs, four themes emerge (See Table 12). These are *personal qualities, academic qualities, classroom management and positive attitudes*. When these results are considered, it is seen that *academic qualities* are emphasized more than other themes (See Section 4.3.1). This finding indicates that through MCs student-teachers picked up pedagogic knowledge related to teaching and thus, they can make deductions based on their knowledge. The content of the academic qualities uncovers that student-teachers gained awareness about teaching. This may be a consequence of the knowledge they gained during methodology classes.

Additionally, when asked about the benefits of MCs, it is seen that academic qualities are again more emphasized. This may also be sourced from the knowledge student-teachers got in MCs and they verify this finding during the interviews. By the time they came to the fourth year, they have different experiences and observations starting with their school years. The effect of these experiences may be considered as another factor. The idea that teacher's knowledge about teaching begins with their earliest school years is shared by (Schempp et al.1998), too. In their study, Schempp et al. (1998) claim that " even before a pupil has the ability to reflect or analyze teachers' behaviour, he has stored in his mind pictures about what a teacher is, how he speaks, acts and what responsibilities and routines of a teacher's work are" (p.145). They also assert that in their school years, students observe the pictures of the teachers they met and they keep information about their roles, behaviours, speech and responsibilities; so it was thought that they got benefit from this apprenticeship of observation when they start their own teaching (Lortie, 1975).

On the other hand, some participants mention negative sides of MCs such as being too theoretical and hard to apply. This may be related to their level of PCK. They may not have enough knowledge about transforming their content knowledge. This finding has been supported by Carpenter et al. (1988). In their study, Carpenter et al.(1988) state that inexperienced teachers have incomplete or superficial levels of PCK (cited in Cochran, et al.1991, p.7).

When their beliefs related to the influence of MCs are asked, student-teachers generally focus on the benefits of these courses and the awareness they gained through these classes (See Table 14). They focus on the awareness of classroom management, and their personal qualities as teachers. Thus, we may suggest that MCs help students considerably and make them become aware of important issues regarding teaching.

The probable effects of MCs on teaching practice are another issue under investigation in this study. The student-teachers emphasize the positive contributions of the MCs on teaching practice (See Table 15). They mentioned the importance of micro-teaching sessions and they again focus on the awareness they gained. To sum up, we may suggest that MCs have a positive influence on the concerns of student-teachers.

Lastly, the study explores the ways MCs affect student-teachers' concerns. The findings reveal that MCs contribute to participants' concerns in a positive way. That is, MCs served as a means for reducing the anxiety student-teachers felt regarding some

areas. These are academic and personal qualities, and classroom management skills (See Table 16).

When the findings of the interviews are considered, it can be said that MCs played an important role on the change of participants' concerns. Once again we again see that MCs raised an awareness in student-teachers' thoughts. When teacher education is considered, it can be said that the completion of MCs is an important step for pre-service teachers. Since they have finished taking theoretical knowledge, they may feel very confident to teach and manage the class.

Research question 7:
a-Does teaching practicum lead to any changes in student- teachers' concerns?
b-If so, what kind of changes can be detected?

Teaching practice is thought to be an important variable completing the quality dimension of teacher training (Yalın Uçar, 2012). Therefore, it was thought that the effects of this important variable should be investigated while identifying the concerns of student-teachers. For this purpose, a group of student-teachers completed the Teacher Practice Concern Sheets. For the effects of teaching sessions, student-teachers mentioned academic qualities, personal qualities and classroom management skills (See Table 27).

When they are asked about the contribution of teaching sessions, we see that participants generally focus on academic qualities rather than personal qualities (See Table 28). Personal qualities reveal to be the second mostly emphasized theme. However, when it comes to the things they will not worry about, they talk about classroom management and material development in addition to academic and personal qualities (See Table 29).

When the participants are asked about the things they will do or will not do when they start teaching, they again focus on academic qualities more than those other skills such as personal qualities and classroom management (See Table 30). We see that teaching sessions contributed considerably in terms of academic qualities.

Lastly, we asked student-teachers to tell about the changes in their ways of thinking. They only talked about academic and personal qualities (See Table 31).The results reached display that teaching practice sessions have a positive influence on

student-teachers' concerns. The findings reveal that these sessions contributed considerably to the academic and personal qualities of student-teachers.

The analysis of data reveal that academic qualities and personal qualities are the most emphasized ones (See Section 4.6.1). Regarding this result we may assume that as student-teachers have just met with the real classroom atmosphere, it may be natural to bring these two themes in the foreground. It can be due to the fact that in their micro-teaching sessions or in the meetings they had with their peers, their mentors or supervisors, the topics under discussion were academic and personal qualities. On the other hand, it is seen that material development is the least focused one. This may come from the fact that they may not have been given a chance to prepare materials or to involve such a process in their teaching practicum period.

When the content of themes are generally considered, we see that student-teachers generally mention improving their teaching abilities in terms of academic qualities, and they focus on awareness related to their personal qualities and classroom management skills and material development. The idea that teaching practicum has positive effects on student-teachers' perceptions echoes in Hergüner et al. (2002). It is also seen that student-teachers developed awareness about what they were good at and what they should concentrate on more seriously. Additionally, they got the chance to observe other teachers or their mentors; to compare and contrast them, which may have enabled them to synthesize all they had learnt and observed. It can be said that teachers' knowledge is shaped through experiences in a social context. They interact with class teachers, their peers, students they are teaching and other colleagues in that context, all of which influence their knowledge and their learning. These conceptualizations can be explained by Sociocultural theory (Vygotsky, 1978). Related to this, Richards & Farrel (2002) mention that "teacher learning is understood as normative and lifelong, built of and through experiences in social contexts: as learners in classrooms and schools, as participants in professional teacher education programs, and as members of communities of practice in the schools where they teach" (p.2). Therefore, it can be said that this experience significantly contributed to the participants' knowledge and teaching practicum.

In order to support the data gathered through Teacher Practice Concern Sheets, the participants were also asked to reflect on this experience (See Section 4.6.2).The results indicate that student-teachers refer to the same themes as in their Teacher Practice Concern Sheets. They focus on academic qualities, personal qualities,

classroom management and material development. They talked about the positive contributions of this teaching experience as well (See Table 32). Some of them explained that they have experienced difficulties in transforming content knowledge at first, but they added that teaching practice taught them they could overcome these difficulties if they observe their students during teaching practice. It was observed that academic qualities were the most emphasized theme. It may be because of the fact that these topics were more discussed or focused in their teaching context.

Research question 8: Is there a significant difference in the senior student-teachers' concerns when the following phases of their education in the ELT department are compared to one another,

a. After they finish methodology courses,
b. Before the practicum,
c. After the practicum.

At the end of our research, we tried to determine whether methodology courses and teaching practicum had an influence on the concerns of seniors. Therefore, we administered the SLTC after they finished the methodology classes, before the teaching practicum, and after the teaching practicum. The results indicate that there is no significant difference between the concerns of student-teachers after they finished methodology courses, which is the beginning of the fourth year and before the teaching practicum, which is the middle of the fourth year. This may mean that that after student-teachers finish methodology courses, they finish taking pedagogic and content knowledge, and they are exposed to input during this period; and before the teaching practicum there is not any change in this input. However, when we examine the results, it is pointed out that there is a significant difference after they finish methodology courses and after the practicum. We may assume that teaching practicum causes a change in the concerns of student-teachers, because in this period student-teachers receive input directly coming from the real teaching atmosphere. When the student-teachers try to transform their subject-matter knowledge, they may have some difficulties related to this issue. The role of pedagogic content knowledge should be focused here. With the help of PCK, student-teachers can be aware of what aspects of target language are difficult and easy for learners; what parts should be presented first, and what parts should be presented later. All these can exist only when student-teachers

start to teach in the real classroom atmosphere. In this teaching phase, there are some factors influencing teachers' transformation of knowledge such as knowledge of teaching context, knowledge of learners, pedagogic knowledge and subject-matter knowledge. If student-teachers have limited knowledge related to one of these categories, they may have difficulties in transforming their subject-matter knowledge or relating it to students' learning. It can be viewed from a socially situated perspective, because teachers need to consider various factors while transforming their knowledge to learners; and reshape it based on the learners' interests and levels. There is one more point to be mentioned; as seen, teaching is not only a process of transforming knowledge; it is also a dynamic process of reconstructing the knowledge depending on the characteristics of the context and the learners. We can relate this side of teaching to sociocultural theory, which emphasizes that "...learning to teach, from a sociocultural perspective, is based on the assumption that knowing, thinking, and understanding come from participating in the social practices of learning and teaching in specific classroom and school situations" (Johnson,2009, p.13).

Additionally, we see that there is a significant difference between the concerns of student-teachers before and after the practicum. It can be concluded that the practicum has played an important role on the concerns of participants. Here, we see that they can use their PCK well. When student-teachers go to practice schools, they have already acquired a certain level of content and pedagogic knowledge, but they do not exactly know how to benefit from this repertoire of knowledge. With the help of the practicum, they learn where and how to behave and when and how much knowledge to use. The practicum gives them a chance to see, observe and live the teaching atmosphere in a short time and in a small real world. This teaching experience may have given a chance to student-teachers for using the knowledge they gained through their teacher education. Therefore, the teaching practicum may be seen as an important step in teacher education programs. With the help of the teaching practice, student-teachers experience teaching in a real atmosphere. They learn about the teaching context, curriculum, learners and materials. They learn about how to transform content knowledge by considering these factors. They see the different aspects of teaching and learning process. They become aware of the importance of the knowledge they gained during their teacher education program. They get the chance to practice this knowledge. For that reason, teaching practicum is an essential process for teaching and student-teachers, so they should highly benefit from that process. It is seen that student-teachers

are getting more confident after the observation and teaching practice period. They may have developed an awareness related to learning difficulties and learning context, which may assist their teaching. As Schulman (1986) suggests, if teachers develop more strategies and representations related to certain subjects, they can understand their students' learning process better and teach more effectively.

Lastly, it can be added that student-teacher education consists of various stones. Methodology courses and the teaching practicum are the two main stones in this process. In our research, we found that changes started to exist with teaching practicum. That is, student-teachers receive pedagogic and content knowledge during their education, and when they start teaching practicum, they need to synthesize pedagogical knowledge and content knowledge, which comprises of PCK. This situation happens through classroom practice. Therefore, when they start teaching practice, their concerns start to change. After the teaching practice, it is seen that student-teachers feel more confident, which indicates that they can use their PCK well.

5.2. Conclusions

First of all, the current study is the first research attempting to investigate the concerns of ELT students beginning from the year they start taking MCs and lasting in the year they begin practicum, exploring the second, third and fourth years of their education in the Turkish context. Regarding student-teachers' concerns during the second, third and fourth year of education, some stable positive rise is observed in student-teachers concerns. Moreover, the results indicate that the more knowledge student-teachers get, the more confident they become. When the results of senior students before teaching practicum are compared to sophomores', we find that seniors are more self-confident than sophomores (See Sections 4. 1 and 4.3). The same situation shows itself in findings we reach with juniors as well. Juniors generally seem to be more confident than sophomores (See Section 4.1 and 4.2).

The study is prominent because it considers the role of teaching practice on student-teachers' concerns for the first time. Findings present that there appears a significant difference in student-teachers' concerns before and after the teaching practicum. Since the classroom atmosphere is real and new for student-teachers, they may have been more worried about it before they start teaching practice. However, after

they start teaching practice, we see that they feel more confident and have developed an awareness related to their concerns.

Results of both qualitative and quantitative analyses reveal that each experience student-teachers have obtained may lead to some changes in their concerns. When findings are generally examined, it is seen that both methodology courses and teaching practice play an important role in student-teachers' concerns.

Additionally, in the early stages, when students are sophomores, they are not as self-confident as when they start teaching practice. As the years pass they get more knowledge and experience, which all lead to an increase in their self-confidence.

When we go back to the early stages of the present study, we notice that even while developing the scale for their concerns, student-teachers generally focus on the concerns about their self-adequacy. They were concerned with their ability to deal with teaching tasks without making mistakes, to manage the class without having any problems. This is also parallel to Fuller (1969), Parsons and Fuller (1974) and Katz (1972)'s findings. Those studies indicate that in the early stages teachers have limited knowledge and they lack confidence, so they are strongly concerned about themselves and their abilities in teaching.

Finally, the present study detected that student-teachers generally have concerns related to academic and personal qualities and classroom management skills in the shade of importance they give. It was also observed that although student-teachers have some problems in their language proficiency, they have never commented on it.

5.3. Implications

The findings of the study suggest some implications for teacher education. It verifies that teachers go through some developmental stages through their life (Fuller, 1969). The study also shows that teachers may have concerns in their professional life and these concerns may increase or decrease based on some factors such as the knowledge they get, their observations of others or their teaching experiences.

The study indicates that teachers' knowledge base may lower student-teachers' concerns about teaching. The more knowledge and experience they get, the more confident they may feel. More confident teachers may contribute to the teaching learning contexts (Martin, 2006). The finding implies that in order to trigger student-teachers' developmental process, which will add to their confidence as teachers, they

may be given more opportunities to practise teaching during their teacher education programs.

Although it constitutes an important component of teaching, it should be noted that student-teachers report little about material development. This may have sourced from the time period this study was conducted as well as the guidelines given to the student-teachers during the practicum by the department. The content of the classes they observed may be another influential factor. However, pedagogically, student-teachers should be aware of the importance of material development in foreign language teaching. Regarding this finding, we may suggest that practicum tasks may need to be revised and materials evaluation and adaptation as well as development tasks may be included in the task file.

5.4. Recommendations for Future Research

Based on the findings of the present study, it is suggested that future research should focus on further investigations of student-teachers' concerns with a larger population from different universities. As this study adopts a cross-sectional research design, we study with student-teachers at different levels of their education. A longitudinal study may lead to more sound results as it would follow the same group of participants for an extended period of time. In addition, future research can be carried out to investigate the concerns of student-teachers from other departments.

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APPENDICES

APPENDIX A. The Scale of Language Teachers' Concerns

Sevgili Arkadaşlar,
Aşağıdaki "The Scale of English Language Teachers' Concerns" (İngilizce Öğretmenlerinin Endişeleri Ölçeği) ELT bölümlerindeki öğrencilerin öğretmenlik mesleğine dair kaygılarını ölçmeyi araştırmaya yöneliktir. Verilen her ifade için 1 den 5 e kadar olan derecelendirmelerden size en uygun olanı seçiniz. Araştırma Çukurova Üniversitesi, Sosyal Bilimler Enstitüsü'nde yürütmekte olduğum tez çalışmam için yapılmaktadır. Ankette yer alan soruların tümünü içtenlikle yanıtlamanızı ve gereken özeni göstermenizi diler, ilgi ve yardımlarınız için teşekkür ederim.

1-hiç katılmıyorum, 2- katılmıyorum, 3- fikrim yok, 4- katılıyorum, 5- tamamen katılıyorum

İngiliz Dili Eğitimi Bölümü
Doktora Öğrencisi
Fadime YALÇIN ARSLAN

SINIF: 2( ) 3( ) 4( )

YAŞ: ( )18-20 ( )21-23 ( )24 ve üzeri

ERKEK:…….. **BAYAN**: …..

THE SCALE OF ENGLISH LANGUAGE TEACHERS' CONCERNS

1- Derste zamanı iyi kullanabilirim. 1__2__3__4__5
2- Öğrencilerimin dersi dinlemesini sağlayabilirim. 1__2__3__4__5
3- Sınıfta kontrolü sağlayabilirim. 1__2__3__4__5
4- Öğrencilerimin derste etkin olmalarını sağlayabilirim.1__2__3__4__5
5- Öğrencilerimin kendilerini rahatça ifade edebilecekleri bir sınıf atmosferi yaratabilirim. 1__2__3__4__5
6- Sınıf yönetimi konusunda başarılı olabilirim. 1__2__3__4__5
7- Kullanacağım materyallerle öğrencilerimin dikkatini derse çekebilirim. 1__2__3__4__5
8- Sesimi derste etkili kullanabilirim. 1__2__3__4__5
9- Dersi günlük hayattan örneklerle destekleyerek daha ilgi çekici ve verimli kılabilirim. 1__2__3__4__5
10- Farklı yöntemler kullanarak öğrencilerimden dersle ilgili geri dönüt alabilirim. 1__2__3__4__5
11- Öğrencilerimin önceki öğretmenleriyle olan alışkanlıklarını değiştirebilirim. 1__2__3__4__5

12- Üniversitede öğrendiğim teorileri, pratikte uygulayabilirim. 1__2__3__4__5

13- Öğrencilerin sorduğu her soruya tatmin edici cevaplar verebilirim. 1__2__3__4__5

14- Dersimi etkin bir şekilde anlatabilirim. 1__2__3__4__5

15- Öğrencilerime dersin yanı sıra hayatla ilgili de bir şeyler verebilirim. 1__2__3__4__5

16- Öğrencilerimin gözünde bilgili, anlayışlı ve bilgiyi aktarabilen bir öğretmen pozisyonunda olmayı başarabilirim. 1__2__3__4__5

17- Öğrencilerimin anlatım tekniklerimi beğenmelerini sağlayabilirim. 1__2__3__4__5

18- Konuyu öğrencilerin seviyesine uygun bir şekilde anlatabilirim. 1__2__3__4__5

19- Bilgimi öğrencilere aktarabilirim. 1__2__3__4__5

20- Öğrencilerin derse ilgisini çekebilirim. 1__2__3__4__5

21- Jest ve mimikleri derste etkin bir şekilde kullanabilirim. 1__2__3__4__5

22- Öğrencilerime İngilizceyi sevdirebilirim. 1__2__3__4__5

23- Dersi ingilizce anlatabilirim. 1__2__3__4__5

24- Velilerin hakkımda olumlu düşünmelerini sağlayabilirim. 1__2__3__4__5

25- Öğretmen-öğrenci ilişkisini dengede tutabilirim. 1__2__3__4__5

26- Öğrencilerle iyi diyalog kurabilirim. 1__2__3__4__5

27- Öğrencilerimin beni ve dersimi sevmelerini sağlayabilirim. 1__2__3__4__5

28- Velilerle iyi ilişkiler kurabilirim. 1__2__3__4__5

29- Yaptığım çalışmalarda velilerden destek alabilirim. 1__2__3__4__5

30- Meslektaşlarımla iyi ilişkiler kurabilirim. 1__2__3__4__5

31- Öğrencilere olumlu yaklaşarak sorunları çözebilirim. 1__2__3__4__5

32- Bütün öğrencilerime eşit davranabilirim. 1__2__3__4__5

33- Öğrencilerime örnek bir kişilik sergileyebilirim. 1__2__3__4__5

34- Öğrencilerimin beklentilerini karşılayabilirim. 1__2__3__4__5

35- Velilerin beklentilerini karşılayabilirim. 1__2__3__4__5

36- Öğrencilerimin dil öğrenmeye karşı olumlu tutum geliştirmelerini sağlayabilirim. 1__2__3__4__5

37- Stajdan sonra bu mesleği başarılı bir şekilde yapabilirim. 1__2__3__4__5

38- Deneyimlerimin öğrenmeme katkısı olabilir. 1__2__3__4__5

39- Eğitim sistemindeki yanlışıklarla baş edebilirim. 1__2__3__4__5

40- Okul idaresiyle sorun yaşamayacağımı düşünüyorum. 1__2__3__4__5

41- Okul yönetiminden dersle ilgili yeterli destek alabilirim. 1__2__3__4__5

42- Çalışacağım okulda yeteri kadar materyal, donanım olacağını düşünüyorum. 1__2__3__4__5

43- Öğretmenlik mesleğinden kazandığım parayla mutlu olabilirim. 1__2__3__4__5

APPENDIX B. First Interview with Student-Teachers

1-Please comment on how methodology classes, if any, influenced you?

2-Did you find these classes beneficial for you?

3-to what extent do you believe that the methodology classes will be influential on your teaching?

4-Did methodology courses affect your concerns in terms of teaching practice?

5- If yes, in what way they influenced your concerns.

APPENDIX C. Second Interview

6- It appears in the analysis of the checklists that the number of concerns you have regarding teaching significantly decreases in the 4th year. For example you do not worry that much about classroom management as sophomores did. Do you think methodology classes have an influence on this result? If so how?

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7- The results show that seniors believe that they can put the theory you learnt in the methodology classes into practice. Do you also believe this? What is the influence of methodology classes on this situation in your opinion?

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8- Seniors appear to believe that they can generate their students' interests to their lessons. Is it the same for you too? Do you think methodology classes have some sort of influence on the way you think this way?

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9- They now hold the belief that they can develop positive thoughts about them in the parents' minds. Sophomores and juniors, on the other hand, have concerns about this issue. Do you think methodology classes helped to overcome this concern?

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10- Another concern that showed a significant change in the 4th year is that seniors now believe that they can create positive feelings in their students' minds toward themselves as teachers and their lessons. Do you believe the same thing? How about the contribution of methodology classes?

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11- Finally, contrary to sophomores and juniors, seniors do not seem to worry much about meeting their students expectations. Do you feel the same? Do methodology classes have any contribution to this change in your belief?

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APPENDIX D. Teacher Practice Concern Sheet (TPCS)

Name:

Feedback no:

Date:

1-Did you find the teaching session effective, in terms of remedying any of your concerns?

2- How did this specific session contribute to your concerns?

3- From that session on /what will you not worry about?

4- From that specific session what you will not do again?

5- From that specific session what you will change in your way of thinking regarding the issues that concern you?

APPENDIX E. Reflection Forms

1- Did you find this specific experience contributing positively to the concerns you had regarding teaching?

2- What kind of new thoughts about your concerns, if any, were provoked in your mind during this specific experience?

3- If so, what did you believe could have triggered this process?

If none of the above was applicable what were the probable reason(s) for that.

APPENDIX F. ELT COURSE CURRICULUM

I.YARIYIL

	DERSİN ADI	A	T	U	K
YDI 101	Bağlamsal Dilbilgisi I	4	3	0	3
YDI 105	Dinleme ve Sesletim I	5	3	0	3
YDI 107	Sözlü İletişim Becerileri I	5	3	0	3
AIS113	**Etkili İletişim Becerileri**	**3**	**3**	**0**	**3**
YDI 111	İleri Okuma ve Yazma I	4	3	0	3
MB 101	Eğitim Bilimine Giriş	2	3	0	3
TD 105	Türkçe I: Yazılı Anlatım	2	2	0	2
AIIT 101	Atatürk İlkeleri ve İnkılap Tarihi I	2	2	0	2
ADS 101-ENF 121	Temel Bilgi Teknolojileri Kullanımı* **Seçmeli I**	3	2	0	3
TOPLAM		**30**	**24**	**0**	**25**

II.YARIYIL

	DERSİN ADI	A	T	U	K
YDI 102	Bağlamsal Dilbilgisi II	4	3	0	3
YDI 106	Dinleme ve Sesletim II	5	3	0	3
YDI 108	Sözlü İletişim Becerileri II	5	3	0	3
AIS 110	**Sözcük Bilgisi***	**2**	**3**	**0**	**3**
YDI 112	İleri Okuma ve Yazma II	4	3	0	3
MB 102	Eğitim Psikolojisi	3	3	0	3
TD 106	Türkçe II: Sözlü Anlatım	2	2	0	2
AIIT102	Atatürk İlkeleri ve İnkılap Tarihi II	2	2	0	2
ADS 102	**Seçmeli II**	3	2	0	2
TOPLAM		**30**	**24**	**0**	**24**

III.YARIYIL

	DERSİN ADI	A	T	U	K
YDI 215	İngiliz Edebiyatı I	4	3	0	3
YDI 203	Dilbilimi I	5	3	0	3
YDI 205	İngilizce Öğretiminde Yaklaşımlar 1	5	3	0	3
YDI 207	İngilizce-Türkçe Çeviri	4	3	0	3
AIS 209	**Anlatım Becerileri***	**3**	**3**	**0**	**3**
YDI 213	Türkçe Dilbilim	3	2	0	2
MB 201	Öğretim İlke ve Yöntemleri	3	3	0	3
ADS 201	**Seçmeli I**	3			
TOPLAM		**30**	**20**	**0**	**20**

IV.YARIYIL

	DERSİN ADI	A	T	U	K
YDI 216	İngiliz edebiyatı II	4	3	0	3
YDI 204	Dilbilimi II	5	3	0	3
YDI 208	Dil Edinimi	4	3	0	3
YDI 206	İngilizce Öğretiminde Yaklaşımlar II	5	3	0	3
MB 210	Özel Öğretim Yöntemleri I	3	2	2	3
MB 202	Öğretim Teknolojileri ve Materyal Tasarımı	3	2	2	3
GK 214	Bilimsel Araştırma Yöntemleri	3	2	0	2
ADS 202	**Seçmeli II**	3			
TOPLAM		**30**	**18**	**2**	**20**

V.YARIYIL

	DERSİN ADI	A	T	U	K
YDI 301	Çocuklara Yabancı Dil Öğretimi I	5	2	2	3
YDI 303	Özel Öğretim Yöntemleri II	3	2	2	3
YDI 305	Dil Becerilerinin Öğretimi I	5	2	2	3
AIS 307	**Edebiyat ve Dil Öğretimi I***	**5**	**3**	**0**	**3**
AIS 313	**Çağdaş Türk Edebiyatı***	**3**	**2**	**2**	**3**
MB 309	Sınıf Yönetimi	4	2	0	2
AIS 303	**İkinci Yabancı Dil: Fransızca I***	**2**	**2**	**0**	**2**
ADS 301	**Seçmeli I**	**3**			
TOPLAM		**30**	**25**	**6**	**21**

VI.YARIYIL

	DERSİN ADI	A	T	U	K
YDI 302	Çocuklara Yabancı Dil Öğretimi II	5	2	2	3
YDI 304	Türkçe –İngilizce Çeviri	4	3	0	3
YDI 306	Dil Becerilerinin Öğretimi II	5	2	2	3
AIS 308	**Edebiyat ve Dil Öğrt. II***	**5**	**3**	**0**	**3**
MB 312	Ölçme ve Değerlendirme	3	3	0	3
AIS 314	**Topluma Hizmet Uygulamaları***	**3**	**1**	**2**	**2**
AIS 304	**İkinci Yabancı Dil: Fransızca II***	**2**	**2**	**0**	**2**
ADS 302	**Seçmeli II**	**3**			
TOPLAM		**30**	**16**	**6**	**19**

VII.YARIYIL

	DERSİN ADI	A	T	U	K
AIS 401	**Yab.Dil.Öğr.Materyal İnc. ve Geliştirme***	**4**	**3**	**0**	**3**
YDI 403	Ruhdilbilim	3	2	0	2
YDI 411	Türkçenin Yabancı Dil Olarak Öğretimi I	4	2	0	2
MB 401	Okul Deneyimi	10	1	4	3
MB 403	Rehberlik	4	3	0	3
AIS 410	**İkinci Yabancı Dil: Almanca***	**3**	**2**	**0**	**2**
GK 413	Atatürk İlkeleri ve İnkılap Tarihi II	2	2	0	2
TOPLAM		**30**	**15**	**4**	**17**

VIII.YARIYIL

	DERSİN ADI	A	T	U	K
YDI 402	Yab. Dil. Öğr. Ölç. Ve Değ.	4	3	0	3
AIS 404	**Tartışma Becerileri***	**3**	**2**	**0**	**2**
YDI 406	Öğretmenlik Uygulaması	11	2	6	5
YDI 408	Öğretmenlik Uygulaması Değerlendirmesi	3	2	0	2
YDI 412	Türkçenin Yabancı Dil Olarak Öğretimi II	4	2	0	2
MB 402	Türk Eğitim Sistemi ve Okul Yönetimi	3	2	0	2
GK 414	Atatürk İlkeleri ve İnkılap Tarihi II	2	2	0	2
TOPLAM		**30**	**15**	**6**	**18**

CURRICULUM VITAE

A.PERSONAL INFORMATION,

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B. EDUCATIONAL BACKGROUND

Date	Degree	University/Department	Field
2009-2014	Doctor of Philosophy	Çukurova University Institute of Social Sciences	ELT
2002-2005	Master of Arts	University of Gaziantep Institute of Social Sciences	ELT
1998-2002	Bachelor f Arts	University of Istanbul Hasan Ali Yücel Faculty of Education	ELT

C. JOB EXPERIENCE

2002-2004	Teacher of English	Ministry of National Education, Gaziantep
2004-present	Lecturer of English	University of Gaziantep

D. ACADEMIC WORK

i.Paper presented at International Conferences and/or Published in Proceedings

Yalçın, F. &Uçkun, B. (2007*). Young Learners' attitudes towards Learning English as a Foreign Language.* 11th International INGED ELT Conference, Ankara, Turkey.

Yalçın, F. (2010).*A Comparison between ELL and ELT graduates in terms of their perceptions of professional development.* The 6th International ELT Research Conference, İzmir, Turkey.

ii. Articles Published in International Journals

Uçkun, B.&Yalçın, F. (2007). A comparative evaluation of vocabulary knowledge scale as a measure of vocabulary Attainment in foreign language classrooms. *Journal of Language and Linguistics, 25,* 41-58.

Yalçın Arslan, F.& İlin, G.(2013). Effects of peer coaching for the classroom management skills of teachers. *Journal of Theory and Practice in Education, 9*(1), 43-59.

Yalçın Arslan, F. (2014). A Comparison between ELT and ELL Graduates with regard to Their Perceptions of Effective Teacher Behaviours. *Journal of Education and Practice, 5*(3), 8-16.

iii. Theses

Yalçın, F. (2005). *A study of the extent to which receptive types of vocabulary tests indicate subjects' depth of vocabulary knowledge (A case study in a secondary school medium).* Unpublished master thesis, University of Gaziantep, Gaziantep.

Yalçın Arslan, F. (2014). *An investigation into student-teacher concerns: Probable changes caused by methodology classes and teaching practice.* Unpublished doctoral dissertation, Çukurova University, Adana.

iv. Other Publications

Yalçın, F.& Yanç Parlak, S. (2007). *English tests for preparatory students*. Pelikan Yayıncılık. Turkey.