

AKDENİZ UNIVERSITY
THE INSTITUTE OF EDUCATIONAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGES EDUCATION
ENGLISH LANGUAGE TEACHING

**AN EVALUATION OF TEACHER DOMAIN-SPECIFIC
KNOWLEDGE TEST FOR TEACHER CANDIDATES OF
ENGLISH IN TURKEY**

MASTER'S THESIS

Ceyda SERT AKTUĞ

Antalya, 2018

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**TÜRKİYE'DEKİ İNGİLİZCE ÖĞRETMEN ADAYLARINA
YÖNELİK ÖĞRETMEN ALAN BİLGİSİ TESTİ ÜZERİNE BİR
DEĞERLENDİRME**

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English Language and Literature

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DOĐRULUK BEYANI

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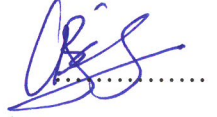
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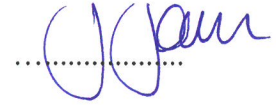
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YÜKSEK LİSANS TEZİNİN ADI: AN EVALUATION OF TEACHER DOMAIN-SPECIFIC KNOWLEDGE TEST FOR TEACHER CANDIDATES OF ENGLISH IN TURKEY

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Ceyda SERT AKTUĞ

ABSTRACT

AN EVALUATION OF TEACHER DOMAIN-SPECIFIC KNOWLEDGE TEST FOR TEACHER CANDIDATES OF ENGLISH IN TURKEY

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Teacher candidates in Turkey in order to be appointed to and work at state schools as English language teachers have to take Public Personnel Selection Test (PPST) and Teacher Domain-Specific Knowledge Test (TDSKT) and attend an interview which is compulsory. After getting passing scores of these tests and interview only they are appointed as teachers. Although this process is fundamentally important to shape the teaching force, the number of research on this issue is scarce. This study aims to present an evaluation of TDSKT by a mixed method research approach. In order to gather qualitative data for the research, eight experts were consulted and they were asked to share their opinions on TDSKT emphasizing this particular test's Strengths, Weaknesses, Opportunities and Threats (SWOT) and provided the qualitative data for this study. Some of the experts were interviewed and some of them who were not available at that time were asked to fill in an expert opinion form which was designed by the researcher according to SWOT. According to what the experts indicated, the themes were created and frequencies of their opinions were determined. Later on, codes were created related to these themes and a questionnaire was developed in order to gather the quantitative data. The instrument which was developed and based on SWOT analysis was piloted with prospective English teachers (N= 92) at a state university. The instrument contained 35 items and the internal consistency of the instrument was assessed via the Cronbach's alpha coefficient and the analysis showed a high level of reliability ($\alpha=0.80$). Later on, in order to gather prospective English teachers' opinions on TDSKT, a larger group of teacher candidates (N= 275) who were planning to take TDSKT participated in the study voluntarily by answering the questionnaire. The results indicate that although the participants believe in the necessity of TDSKT and appreciate the effectiveness of TDSKT in terms of evaluating their theoretical knowledge and being a

standardized tool to assess their knowledge, they still have doubts about its content validity and they are of the opinion that TDSKT ignores the practice part of teaching and their teaching skills.

Key words: teacher selection, appointing teachers, Teacher Domain-Specific Knowledge Test, teacher evaluation, teacher assessment

ÖZET

TÜRKİYEDE'Kİ İNGİLİZCE ÖĞRETMEN ADAYLARINA YÖNELİK ÖĞRETMEN ALAN BİLGİSİ TESTİ ÜZERİNE BİR DEĞERLENDİRME

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Türkiye’de öğretmen adayları devlet okullarına İngilizce öğretmeni olarak atanabilmek ve bu okullarda çalışabilmek için Kamu Personeli Seçme Sınavı (KPSS) ve Öğretmenlik Alan Bilgisi Testi (ÖABT) sınavlarına girmek ve zorunlu olan bir mülakata katılmak durumundadırlar. Ancak, bu sınavlardan ve mülakattan geçerli not alanlar ancak öğretmen olarak atanabilmektedir. Bu süreç eğitim işgücünü şekillendirmek için oldukça önemli olmasına rağmen bu konu üzerine yapılan çalışmalar yetersizdir. Bu çalışma Öğretmenlik Alan Testinin karma metot araştırma yoluyla analizini sunmayı amaçlamaktadır. Çalışma için gerekli olan nitel veriyi toplayabilmek için uzmanlara danışılmış ve ÖABT hakkında SWOT analiz yöntemi kullanılarak sınavın güçlü, zayıf, fırsat ve tehdit yaratan yönleri hakkında görüşlerini paylaşımları istenmiştir. Sekiz uzman bu çalışma için gerekli nitel veriyi sağlamış ve bu testin olumlu ve olumsuz etkilerini vurgulamışlardır. Uzmanlardan bazıları ile mülakat yapılmış ve görüşme için müsait olmayanlar için araştırmacı tarafından SWOT’a göre hazırlanmış olan uzman görüş formları üzerinden görüşlerini bildirmişlerdir. Uzmanların belirttiği noktalara göre temalar oluşturulmuş ve frekanslar belirlenmiştir. Daha sonra, bu temalarla ilgili olarak kodlar oluşturulmuş ve nicel veri toplayabilmek için bir anket oluşturulmuştur. SWOT analizine göre elde edilen verilerle geliştirilen bu ölçme aracı bir devlet üniversitesinde okuyan İngilizce öğretmen adayları (N=92) üzerinde pilot çalışma ile uygulanmıştır. Anket 35 maddeden oluşmaktadır ve iç tutarlılığı Cronbach alfa katsayısı kullanılarak ölçülmüş ve yüksek seviyede güvenilirlik hesaplanmıştır ($\alpha=0.80$). Bunu takiben, ÖABT’ye girmeyi planlayan İngilizce öğretmen adaylarının ÖABT hakkındaki görüşlerini alabilmek için daha büyük bir öğretmen adayı grubu (N=275) gönüllülük esasıyla anketi cevaplayarak çalışmaya katılmışlardır. Sonuçlar, katılımcıların ÖABT’nin gerekliliğine ve teorik bilgilerini ölçmesi açısından etkililiğinden memnun olmalarına ve bilgilerini ölçmede standart bir araç olduğunu düşünmelerine

rağmen, kapsam geçerliliği hakkında endişelerinin olduğunu ve ÖABT'nin öğretmenlik uygulaması bölümünü ve öğretme becerilerini göz ardı ettiği konusunda hemfikir olduğunu göstermektedir.

Anahtar kelimeler: öğretmen seçimi, öğretmen ataması, öğretmenlik alan bilgisi testi, öğretmen ölçme, öğretmen değerlendirme

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LIST OF ABBREVIATIONS

ÖABT	Öğretmenlik Alan Bilgisi Testi
TDSKT	Teacher Domain-Specific Knowledge Test
KPSS	Kamu Personeli Seçme Sınavı
PPST	Public Personnel Selection Test
ÖSYM	Ölçme, Seçme ve Yerleştirme Merkezi
ASPC	Assessment, Selection and Placement Center
YÖK	Yüksek Öğretim Kurulu
HEC	Higher Education Council
MEB	Milli Eğitim Bakanlığı
MoNE	Ministry of National Education
PCK	Pedagogical Content Knowledge
TK	Teacher Knowledge
CK	Content Knowledge

CHAPTER I. INTRODUCTION

1.1. Introduction

For many countries, the quality of teachers has been an important issue and a great importance has been given to the education of teachers. The education system has three components; teacher, learner and the curriculum. Among these, teacher has the biggest role and strategic importance. This is mainly because the success of the education system depends on the success of the teacher (Erden, 1998). Therefore, both educating and appointing teachers are the most controversial topics (Üstüner, 2004). Especially, in recent years, appointing teachers graduating from teacher training departments of education faculties has been one of the most important issues (Doğan and Şahin, 2009; Karagözoğlu, 2009).

When the developed countries are investigated, it is observed that their education systems and policies focus on effective teaching and well-educated teachers. Every country in the world is striving for establishing a better teacher education system or developing their current systems. It is a well-known fact that societies can only keep up with their literate individuals, therefore teaching and teachers are of great importance. Teachers are the ones who shape and construct the future, and they are the most influential factors of education systems. Developing financially and technologically is only possible with literate individuals and this is directly related to teaching and teachers (Özer and Gelen, 2008). Besides, the quality of education is mostly related to the quality and qualifications of teachers (Özer and Gelen, 2008). Therefore, educating both pre-service and in-service teachers well is important in terms of the quality of education (Şişman, 2009). To become a developed country, there are many expectations that teachers need to accomplish. Teachers, basically need to have some qualifications such as general knowledge, general ability and content knowledge (Demirel, 1999). A teacher with sufficient knowledge about his/her field needs every kind of world knowledge to perform his/her job and transfer this knowledge (Özer and Gelen, 2008). Besides basic competencies, teachers are expected to own many qualifications such as paying attention to students' needs and expectations, being objective and open-minded,

being able to do research on the problems in education through scientific methodology, consider learners' differences, being open to innovations and developments, understanding the social changes and interpreting these changes and pursuing the developments and changes in technology (Çelikten, Şanal and Yeni, 2005) Today, teachers' duties inside and outside the classroom continue, they are not only instructors telling students what and how to do but also they are counselors, guides and facilitators. With the changing world and technology, teachers have to keep up with the era and update themselves. To be able to select the teachers with such qualifications, governments adopt different policies to assess the knowledge and skills of the newly graduate teachers.

1.2. Statement of the Problem

In Turkey, to be able to be appointed to state schools, teacher candidates, after they graduate from education faculties or receive the official teaching certificate, have to undergo a process of recruitment. Teacher candidates have to take two tests: Public Personnel Selection Test, and following this, Teacher Domain-Specific Knowledge Test (TDSKT) which focuses especially on the content knowledge of teacher candidates. PPST was the only criteria to be able to be appointed to state schools until 2013. Since then, Turkish government has put another test into practice called "Teacher Domain-Specific Knowledge Test" to be able to assess the knowledge of teacher candidates. This is a very important process for teacher candidates to become a state official and work at public schools as teachers. Therefore, prospective English teachers' opinions on the TDSKT are quite important. For this reason, this study aims to reveal the experts' opinions on TDSKT via interviews and expert opinion forms based on SWOT analysis and also aimed to gather prospective English teachers' views on TDSKT through a questionnaire developed and based on the SWOT analysis results obtained.

In order to reveal the experts' and prospective English teachers opinions' on TDSKT this study seeks answers to two main research questions and four sub-research questions for each main research question. These are:

1. What are the experts' opinions on Teacher Domain-Specific Knowledge Test within the scope of SWOT?
 - a. What are the strengths of TDSKT for English teachers?
 - b. What are the weaknesses of TDSKT for English teachers?
 - c. With its present practice, what kind of opportunities does TDSKT provide to English teachers or what kind of opportunities will TDSKT provide?
 - d. With its present practice, what kind of threats does TDSKT cause or what kind of threats will TDSKT cause?
2. What are the prospective English teachers' opinions on Teacher Domain-Specific Knowledge Test?
 - a. What are their opinions on TDSKT's strengths?
 - b. What are their opinions on TDSKT's weaknesses?
 - c. What are their opinions on TDSKT's opportunities?
 - d. What are their opinions on TDSKT's threats?

1.3. Significance of the Study

Recently in Turkey, there have been many changes for selecting and appointing teachers to public schools. In Turkey, after completing their education at faculties, teacher candidates need to experience a process to be able to be appointed to public schools. Since 2013, an additional test, named Öğretmenlik Alan Bilgisi Testi (Teacher Domain-Specific Knowledge Test), has been given to the teacher candidates of English. This test is given in order to select and appoint teachers to the limited positions at state schools. Therefore, TDSKT is an important measure to select and appoint teachers for our education system and for the future of our country. However, neither the effects of this test nor the English teacher candidates' opinions have been examined thoroughly so far. The importance of this study is its contribution to the literature as it will be the only study on TDSKT for English teachers in Turkey. In this respect, this study is expected to provide important contributions to decision makers and practitioners to make teacher selection system more functional.

1.4. Presumptions

The presumptions in this study are as follows:

1. English teacher candidates who were planning to take the TDSKT following their graduation in 2017 and participated in the study are presumed to have given sincere answers while filling in the questionnaire.
2. The sample group is presumed to represent the universe.

1.5. Limitations

The application of TDSKT and recruiting teachers through TDSKT started in 2013. Therefore, this study is limited to prospective English teachers who studied at English Language Teaching departments of universities in 2016-2017 Spring academic year (N=25) and 2017-2018 Fall academic year (N=250) who were planning to take the TDSKT and would like to work at state schools. In 2016-2017 Spring academic year, the number of the students were less because they were preparing themselves for the TDSKT, therefore they were not present at school. For that reason, the questionnaire had to be repeated in 2017-2018 Fall academic year. Totally (N=275) prospective English teachers participated to the study. Finally, this study is also limited to how sincere the participants responded to the questionnaire.

1.6. Definitions of Terms

Teacher Domain-Specific Knowledge Test: (Öğretmenlik Alan Bilgisi Testi, ÖABT) TDSKT is a test that is performed every year to assess the content knowledge of teacher candidates and appoint them to state schools to become public personnel according to the scores they get.

Public Personnel Selection Test: (Kamu Personeli Seçme Sınavı, KPSS) PPST is a test that teacher candidates have to take before taking TDSKT. This test includes questions on General Ability, World Knowledge and Educational Science (in total 200 selected-response test).

Assessment, Selection, Evaluation Center: ÖSYM (Ölçme, Seçme ve Yerleştirme Merkezi) is responsible for all national tests and it organizes competitive examinations in Turkey (European Commission, 2013).

Pedagogical Content Knowledge: PCK is defined as “the ways of representing and formulating the subject that make it comprehensible to others” (Shulman, 1986, p. 9). According to Shulman, pedagogical content knowledge includes the most powerful representations through analogies, illustrations, examples, explanations, and demonstrations.

Teacher Knowledge: Knowledge which includes all profession-related insights, which are potentially relevant to a teacher's activities.

Content Knowledge: Knowledge of the subject matter which is the English language and its components such as syntax, semantics, phonology and pragmatics. Besides, it includes the knowledge of literary and cultural aspects of the English language (Day and Conklin, 1992).

CHAPTER II LITERATURE REVIEW

In this chapter, the relevant literature on teacher knowledge, in other terms, teacher knowledge base and pedagogical content knowledge will be reviewed. The definitions of these terms and the related studies will be presented firstly. Following this part, a general information will be given about evaluation, assessment and standardized tests. Later on, the studies related to PPST and TDSKT will be presented to draw a general framework about teachers' and teacher candidates' opinions and views or their perceptions regarding TDSKT. Besides, teacher education and teacher recruitment in other countries will be explained in detail.

2.1. Teacher Knowledge

Teacher knowledge base has been a popular subject for many recent research studies and has been defined and discussed by many researchers. Day and Conklin (1992) claim that the knowledge base of second language teacher consists of four types of knowledge. These are defined in detail below:

1. Content knowledge: Knowledge of the subject matter which is the English language and its components such as syntax, semantics, phonology and pragmatics. Besides, literary and cultural aspects of the English language.
2. Pedagogic knowledge: knowledge of generic teaching strategies, beliefs and practices, regardless of the focus of the subject matter, such as classroom management, motivation, decision making.
3. Pedagogic content knowledge: The specialized knowledge of how to represent content knowledge in diverse ways that students can understand; the knowledge of how students understand the subject matter, what type of difficulties they might come across while learning, what misconceptions interfere, and how to overcome all these problems, how to teach four skills and grammar; knowledge on materials evaluation, development, testing, program and curriculum evaluation, development and teaching methods.
4. Support knowledge: The knowledge of the various disciplines that inform out approach to the teaching and learning of English; e.g., psycholinguistics, linguistics, second language acquisition, sociolinguistics, research methods. (p.3)

Cochran-Smith and Lytle (1999) define “knowledge base” as a domain that includes content or subject knowledge. In addition to this, knowledge base includes “knowledge about disciplinary foundations of education, pedagogy, assessment, the social cultural contents of teaching and schooling, and knowledge of teaching as a profession” (p. 254). Teachers who have “deep knowledge of their content areas and the most effective strategies to create better learning opportunities for students” gain this experience through many in-classroom activities which enable them to access knowledge base (p. 255).

According to Freeman and Johnson (1998), “the core of the new knowledge-base must focus on the activity of teaching itself” (p. 397). Freeman and Johnson emphasize that the teacher who does teaching should be in the center, the contexts where the teaching takes place should be taken into consideration and how the teaching is performed. In their article *Re-conceptualizing the knowledge base of language teacher education*, a framework which focuses on the activity of teaching was proposed for language teacher education. The emphasis of this proposal is “who teaches what to whom, where?” (p. 405). Here “who” refers to the language teacher, “what” refers to the target language which is planned to be taught, “whom” refers to students, and “where” refers to the schools. In this article, Freeman and Johnson point out the importance of language teacher education and argue that language teacher education should primarily be concerned with teachers as learners of language teaching not as language learners (1998).

2.2. Pedagogical Content Knowledge

It is probable to come across with numerous studies that point out the importance of pedagogical content knowledge (PCK) when the related literature is searched. Shulman coined the term in 1986 and later, in his study *Knowledge and Teaching: Foundations of the New Reform* presented “an idea of teaching that emphasizes comprehension and reasoning, transformation and reflection” (Shulman, 1987). To be able to provide concrete information, he gives examples of an English teacher’s experiences. In this study, Shulman investigates teachers’ knowledge base

and prepares a list which includes items categorizing the features of teacher knowledge. These are:

1. content knowledge,
2. general pedagogical knowledge, with special reference to those broad principles and strategies of classroom management and organization that appear to transcend subject matter,
3. curriculum knowledge, with particular grasp of the materials and programs that serve as “tools of the trade” for teachers,
4. Pedagogical content knowledge, that special amalgam of content and pedagogy that is uniquely the province of teachers, their own special form of professional understanding,
5. knowledge of learners and characteristics,
6. knowledge of educational contexts, ranging from the workings of the group or classroom, the governance and financing of school districts, to the character of communities and cultures,
7. knowledge of educational ends, purposes and values and their historical and philosophical grounds. (p. 8)

Shulman (1987) stated that “pedagogical content knowledge is of special importance among these titles, because it identifies the distinctive bodies of knowledge for teaching” (p. 8). Shulman also argued that “although knowledge of the theories and methods of teaching is important, it plays a decidedly secondary role in the qualifications of a teacher” (p.5). PCK represents a blend of content and pedagogy into an understanding of how particular topics, issues and problems are organized, represented and adapted to the diverse interests and abilities of learners, and presented for instruction (Shulman, 1987).

Shulman (1987) additionally defined PCK as “the ways of representing and formulating the subject that make it comprehensible to others” (p. 9). Sherin, Sherin and Madanes (2000) mention that this term coined by Shulman includes “the ability to choose appropriate instructional strategies and representations, anticipate student difficulties and interpret student insights” (p. 360). That is, teachers need to use different types of materials, approaches or methods to be able to help the students understand what is what and why it is so since pedagogical content knowledge investigates how to teach and which techniques to use instead of general characteristics of education (Uşak, 2005). If teachers are capable of PCK, they simultaneously have the knowledge of concepts, of the representation and formulation of concepts, and of pedagogical techniques, and teachers will have the

ability to evaluate students' existing knowledge, and theories of epistemology (Mishra and Koehler, 2006).

Magnusson, Krajcik and Borko (1999) define pedagogical content knowledge as it is a “teacher’s understanding of how to help students understand specific subject matter. It includes knowledge of how particular subject matter topics, problems, and issues can be organized represented and adapted to the diverse interests and abilities of learners, and then presented for instruction” (p. 96). With a definition like this, it can be understood that a teacher should be able to know and perform almost everything about teaching.

Moreover, Driel and Berry (2010), for pedagogical content knowledge, claim that “teachers need this type of knowledge to structure the content of their lessons, to choose or develop specific representations or analogies, to understand and anticipate particular preconceptions or learning difficulties of their students” (p. 656).

Additionally, Kind (2009) gives some examples from well-known institutions and how these institutions seek for and work with well qualified teachers in their own fields. However, Kind criticizes that although some of these teachers were specialists in their own fields, they were not able to find activities to engage students and help them learn better. Therefore, Kind points out to the importance of teaching activities and claims that “content knowledge is only a part of teaching; possession of good teaching skills is needed” (p. 3). Kind also states that “PCK presents the knowledge teachers use in the process of teaching” (p. 3).

2.3. Evaluation, Assessment and Standardized Tests

Evaluation is a process in order to make a judgment for a specific situation. Situation includes objectives, goals, procedures and standards. During an evaluation, information regarding the validity, legality, appropriateness, worthiness and goodness can be obtained (Kizlik, 2014). On the other hand, assessment is in close relation with goals and objectives and it is designed according to these purposes. Assessment includes testing and “a test is a special form of assessment” (Kizlik, 2014, p.2). The significant difference between evaluation and assessment is that evaluation determines what should be done to improve future performances, while

assessment focuses on making the following performance stronger (Baehr, 2010). It can also be specified that assessment focuses on process while evaluation is concerned with product.

A standardized test is “carefully designed for consistency of format, content, and administration procedure” (Zucker, 2003, p. 3). All exam-takers receive the same test, time and resources are standardized and the scores are interpreted standardized, too. The main benefit of standardized tests is they are typically more reliable and valid than non-standardized measures (www.johnson-center.org). Technically standardized tests have some characteristics: reliability, the results of the test must be consistent; validity, the test must measure what is intended to measure; unbiased, the students should be treated equally and should not be put at disadvantage because of their gender, ethnicity, language, or disability (Zucker, 2003). According to APA Task Force report (2014) validity is regarded as the most important characteristic of any assessment because it encompasses reliability and fairness. Validity of the assessment system is degraded by other factors such as “irrelevant variation introduced by differences in assessment directions, observer training and biases, assessment locale” (Worrell, Brabeck, Dwyer, Geisinger, Marx, Noell and Pianta, 2014, p. 6). In the report it is also suggested that in order to result in better data, multiple sources should be performed to make the inferences valid. There are several types of validity; however, content validity can be regarded as the most important type especially for many licensure and certification programs.

In a standardized test, the questions are designed in multiple –choice format, also it can be named as selected-response test. In a test with multiple-choices, there is one correct answer while the other options include errors. Multiple-choice tests are regarded as they present highly reliable test results; however, these tests are limited to evaluate students’ abilities. Multiple-choice tests are also inefficient to measure students’ critical thinking abilities and carry-out complex tasks (Zucker, 2003).

2.4. Related Studies

Before 2013, teacher candidates used to take only PPST to be appointed to state schools. At those times, many studies were conducted to reveal the teachers’

and teacher candidates' views and opinions on PPST. Also, some studies were conducted to find out the views and perceptions of teacher candidates on TDSKT and the oral exam following the PPST and TDSKT in the recent years. In this section, studies on both PPST and TDSKT and oral exam will be presented.

Yıldırım (2017) conducted a study named “Comparison of Exam Success of Teacher Candidates Graduated from Foreign Language 2013 Kpssp-10 Score and Kpssp-121 Test”. This was an important study to see to what extent Education Faculty graduates differ from graduates of faculty of arts and sciences who took the TDSKT. The researcher investigated the results of the first year that TDSKT was performed and that year 19.449 graduates of foreign language departments (English, German, and French) took the TDSKT and they constituted the universe of the study. 75% of the participants were graduates of education faculty and 25% of them were graduates of faculty of arts and sciences. The results showed that average success points of education faculty graduates were higher than the graduates of other faculties.

In 2017, Beldağ conducted a study to determine pre-service social studies teachers' views about the TDSKT with a study group of 13 pre-service teachers through two semi-structured interview forms. Teacher candidates were of the opinion that following PPST a knowledge test was necessary, without a field test PPST would be incomplete. It was also emphasized that the number and the weight of the questions about the field should be increased. Another important result from the study was that university education and syllabus of the courses did not overlap with the examination content. The private institutions were necessary to review the learned items during four years of time and these institutions helped students to narrow the gap between the faculty course syllabus and examination content. Addition to that, the content of the exam could be arranged to assess the teaching field and practical knowledge.

Alıncak (2017), in his study “Opinions of Physical Education Teacher Graduates on Public Personnel Selection Exam”, asked different open-ended questions to 50 Physical Education Teaching graduates and the results showed that the test was not found to be sufficient to test teachers' knowledge and they thought

that the system needed to be changed. They also thought that “PPST was a hard, demanding test that created anxiety among teacher candidates since it was the only exam they had to take to become a teacher” (p. 11). The participants of the study expressed that the appointing should be via a practice exam or the interviews should be related to the job or there should be no interviews. Also they believed that PPST would not contribute to teaching profession (2017).

In order to find out the primary school prospective teachers’ opinions, Baştürk (2017) carried out a study named as “Public Personnel Selection Examination used in Teacher Appointments-Through the Eyes of Primary School Prospective Teachers”. The sample group was consisted of 108 prospective teachers from primary school education department and the results showed that the limitation of quotas negatively affects the teacher candidates and their studies for the test. The researcher of the study suggested “the most important handicap is the frequent changes in teacher appointment system or additions to it” (p. 264). Therefore, these changes affect the motivation of the candidates as a result of the study. The candidate teachers also stated that because of an intense process of preparation for the tests, they were not able to concentrate on the teaching and learning activities at university. Another important result of this study was that the prospective teachers were of the opinion that “PPST is largely based on theoretical knowledge and for this reason many teaching skills cannot be measured with this exam and cannot be considered as a sufficient test of teacher selection” (p. 265).

A current study by Çiftçi (2017) was published regarding the last step of teacher selection system. He conducted the study with 208 both English Language Teaching pre-service and graduate teachers using a four point likert type on-line survey and two open-ended questions were asked to the participants at the end of the survey. The participants of the study indicated that the content of the oral exam which is compulsory and followed by PPST and TDSKT was not related to ELT subject area. The oral exam was found to be inappropriate to evaluate teacher candidates’ interpretive ability. According to the participants’ answers, the commission in the oral exam was not ELT experts and the interview process was carried out in Turkish, not English. The participants also pointed out that the duration

of the interview was too short to evaluate candidates' oral ability. They also believed that the oral exam was not held objectively.

Güven and Dak (2017) conducted a study with 238 prospective teachers and the participants were asked to illustrate their feelings on PPST using visual images and metaphors and they were asked to explain what those metaphors meant. Using content analysis, the metaphors were categorized under three headings: process, future and teacher education. For the "process" category, the participants specified that the way to PPST was too long since the students had to spend their 3rd and 4th years at faculty studying for both their courses at faculty and for PPST. The participants were of the opinion that they felt themselves getting ready for PPST instead of preparing themselves for becoming a teacher. For the "future" category, the participants regarded PPST as a compulsory fact to be achieved in order to become a teacher since being appointed to state schools as a teacher is only possible by passing PPST and getting high scores from the interview. For the last "teacher education" category, the participants emphasized that PPST was the first step to become a teacher, that the content of the test was not related to the courses at faculty and they had the construct and shape their lives according to this test.

The oral exam has been a new regulation for teacher candidates in Turkey since 2016. Since it is a new application, the studies about the oral exam are scarce. However, Çolak and Demir (2017) examined the process in their study "Oral Exam System at Teacher Appointment in Turkey" and they revealed the viewpoints of the educational syndicates on oral exam system. The results showed that "the appointment system through oral exam should be re-examined and modified, otherwise the system will cause injustices" (p. 231). Although the oral exam is an additional test for teacher candidates in the other countries, "it is a sole determinant to appoint teachers in Turkey" (p. 231). Despite getting the passing scores from PPST and TDSKT, if the teacher candidates failed to get 60 or more from the oral-exam, they were considered as unsuccessful and they would not be able to be appointed as teachers. Another criticism regarding oral exam made by the educational syndicates was that evaluations of oral exam were not objective since the candidates' answers were not based upon sufficient and concrete data.

Another recent study was conducted by Memduhoğlu and Kayan in 2017 on PPST and TDSKT. They conducted the study with 16 pre-service teachers asking their opinions about the tests and the results showed that “teacher candidates did not view PPST as a sufficient and a meaningful criterion in teacher appointment” (p. 1289). They also expressed that the content of PPST and field knowledge test did not overlap with the course contents at faculty. In order to appoint teachers, besides prospective teachers’ cognitive skills, their teaching profession skills and affective skills should be taken into consideration. They believed that PPST did not make any contribution to their attitudes towards teaching profession, “but it caused them high levels of stress” (p.1290).

Uğulu and Yörek (2015) in their study “Pre-Service Teachers’ Comments toward Teacher Selection System (Civil Servant Selection Examination, KPSS) in Turkey” investigated the pre-service teachers’ opinions. With the participation of 100 pre-service teachers from different departments of education faculties, the results indicated that “PPST was not an appropriate exam to select qualified teachers” (p.188). Addition to that, candidates in the study were of the opinion that there was a need for an examination to select teachers since the posts at state schools were limited and there were too many graduates both from education faculties and other faculties with teaching certificate.

Köse (2015), in her study, identified the Biology teacher candidates’ opinions on TDSKT and the study was performed with 137 Biology teacher candidates at a state university in Turkey. In this study, the difference from other studies was that 77 of the participants were students of Education Faculty and 60 of them were from the Biology Department at the Faculty of Sciences. The teacher candidates stated that in order to be successful at content teaching questions, the courses at the faculty were insufficient, but for the content knowledge questions the courses at faculty were sufficient. They also believed that an additional support from private courses should be taken in order to succeed since the course content at faculty did not overlap with the content of the test. Besides written tests, the necessity of an oral exam or a test related to practice should be applied to candidates. Another striking point of the opinions of teacher candidates was that they believed the necessity of a test to select and appoint teachers, however, they advocated that a teacher candidate who was able

to succeed in the test would not mean that candidate would be a successful teacher in his/her field.

Another study to find out the teacher candidates' beliefs and perceptions was conducted by Uyulgan and Akkuzu (2015) with 180 pre-service teachers and gained results revealed that teacher candidates were not in favor of PPST and TDSKT. Hence, these tests did not assess the performance of the teacher candidates, and focused only the content knowledge. In the suggestions part of their study, they emphasized the need for an objective interview to be conducted with the teacher candidates to explore teacher candidates' characteristics, attitudes and aptitudes, their communication skills and many other features that teaching profession required.

Demir and Bütüner (2014) investigated pre-service social studies teachers' opinions regarding the content knowledge test. Pre-service teachers pointed out that they found the test generally a positive one and mentioned that authorities were too late to apply this kind of test. They were all of the opinion that this test could only select the teachers with the theoretical teaching knowledge. Participants stated that that PPST, which was the only test before 2013, was found to be an unfair system while selecting teachers, however, TDSKT was found total opposite. Participants also criticized that 50 questions asked in this test were extensive and those 50 questions did not reflect the content. They suggested that either the number of questions should be more or the content of the questions should be limited.

Özkan (2014), in her Masters' thesis investigated the suitability of TDSKT for Turkish Language Teachers within the scope of Turkish Language Teaching specific content competencies. The researcher studied with a group of 33 Turkish Language teacher candidates through semi-structured interview forms. The results showed that the questions in TDSKT were not able to assess the teacher candidates' specific content competencies; and the study revealed that only 17 out of 50 questions were compatible with Turkish Language Teaching specific content. She also suggested that in the following years the competencies should be taken into consideration while the questions are getting prepared.

Şimşek and Akgün (2014) published a study on the pre-service social studies teachers' views on TDSKT. They conducted the study with 244 teacher candidates

from the 3rd and the 4th grade students at the education faculties. The candidates stated that the course content at university should overlap with the test content. One important finding was that the test increased the interest to the courses at faculty. Although they stated that PPST and content knowledge tests were necessary to become a teacher, they were of the opinion that these tests were not sufficient enough to choose qualified teachers. Besides, they criticized that these tests directed the teacher candidates to memorize every piece of information and deteriorated their mental health. They also believed that content knowledge test did not have enough question distribution in respect to the contents to be measured. For example, the number of the questions about History was far more than the questions about Geography they stated.

Atav and Sönmez (2013) conducted a research study to find out teacher candidates' views on PPST. They conducted the research with 300 teacher candidates and those candidates were asked to answer a likert type questionnaire with 45 items. When the results were examined, it was found out that teacher candidates stated that the curriculum in Education Faculties did not match with the content of the test. Most of the teacher candidates also mentioned that they needed a professional support from private courses and that this test affected their social lives and faculty education negatively. They also indicated that this was not an appropriate system to select the qualified teachers. Therefore, a verbal and a practical test were believed to be performed addition to the test which assessed the theoretical knowledge.

Erdem and Soylu (2013) carried out a research study with 110 prospective teachers from different departments of education faculties to reveal their opinions on PPST through a form with open-ended questions. When the forms were analyzed, it was found out that 75% of the prospective teachers were of the opinion that a content knowledge test was needed to be performed instead of PPST and pointed out that PPST was not sufficient to test the teachers' knowledge. 25% of them believed that PPST should be performed because the number of teacher candidates was very high. To be able to select the qualified teachers, they claimed that the number of students in education faculties should be reduced and the teaching performances of pre-service teachers should be assessed well before their graduation.

Karataş and Güleş (2013) evaluated the pre-service teachers' perspectives on PPST. Pre-service teachers stated that they needed a professional teaching support from private courses to be able to achieve in this test. Therefore, their education at faculties was affected negatively. They stated that this kind of test could only assess the cognitive skills, however, to be able to select the qualified teacher, cultural knowledge, aptitude and pedagogy of a teacher needed to be assessed. Pre-service teachers also stated that they had doubts about the objectivity of the test.

Similar research was conducted by Gökçe (2013) at a state university in Turkey with students of Education Faculty and the students who received training certificate program. The students were asked to share their views on PPST and forthcoming content knowledge test at that time. 41% of the students at the faculty and 53% of the students at pedagogical formation stated that they believed in the necessity of PPST. Most of the students from both groups were of the opinion that PPST solely was not a sufficient test for teaching profession. More than half of both groups also stated that the content of the test and the content of the courses at university partly coincided. Furthermore, more than 60% of both groups pointed out that they believed in the necessity of a content knowledge test for teachers.

Tösten, Elçiçek and Kılıç (2012) carried out a research study with primary school teachers to be able to determine their opinions on PPST. Teachers stated that PPST was insufficient to select teachers with the competencies that were expected by National Education. They also pointed out that present test did not provide objectivity and it was not a test with content on the contemporary issues in education. On the other hand, they expressed that PPST forced teacher candidates to memorize everything and some other criteria also should be involved in the process of selecting and recruiting teachers.

Kuran (2012), slightly different from other researchers, investigated the teacher candidates' opinions on PPST and their opinions on courses while getting prepared for TDSKT. As the teacher candidates pointed out the first reason for choosing private courses was the teacher candidates' will to study regularly. The second reason was that the institutions provided courses regarding the topics in PPST. Addition to these, teacher candidates advocated the necessity of private

courses because in these institutions, teacher candidates had the opportunity to review the topics and practice these topics through tests frequently. For PPST, 69.09 % of the candidates believed that a test was needed to select qualified teachers, however, the type and content of the test should vary and the questions of the test should assess the knowledge and skills that were necessary to become a teacher.

Sezgin and Duran (2011) carried out a research study about the teacher candidates' perceptions on PPST. The candidates stated that there was a need for a test to become a teacher but PPST lacked the quality of selecting the qualified teacher. They pointed out that this test did not assess the abilities but it directed candidates to memorize everything they studied for the test.

The studies mostly focus on the views and / or opinions of teachers / teacher candidates on PPST. However, there are several studies that focus on the teacher candidates' stress levels before PPST. Can and Can (2011) investigated the teacher candidates' stress levels and the results revealed that high levels of tiredness, anxiety, insomnia, tenseness, addition to these, medium level of feeling of inadequacy and headache were observed. As a result, because of PPST teacher candidates showed high levels of stress symptoms and it was thought that they were not able to get over this stress factor.

In a study by Gündoğdu, Çimen and Turan (2008) the views of prospective teachers in relation to PPST were investigated. Here, prospective teachers believed that PPST was so important; however, the test affected them socially, psychologically and financially in a negative way. Besides, they believed that PPST was not an effective way to select teacher candidates because getting high scores at PPST was not sufficient to become a qualified teacher. Prospective teachers stated that this test caused anxiety on them. Furthermore, they mentioned that the courses in education faculties should be re-designed according to the context of PPST.

Eraslan (2006) in his study evaluated the PPST, and investigated the teacher candidates' opinions regarding Educational Sciences courses and private courses. The results revealed that teacher candidates believed in the necessity of a selection test for recruitment. Teacher candidates were also of the opinion that through PPST only the teacher candidates' cognitive skills could be assessed and that was not

sufficient to be selected for teaching profession. They emphasized that besides cognitive skills, affective skills of teacher candidates should be also assessed. Teacher candidates also stated that they should prepare themselves for teaching profession, not for PPST. Teacher candidates in this study expressed their doubts about the objectivity of PPST as well.

2.5. Teacher Education and Teacher Recruiting in other countries

In this developing and rapidly changing world, with the help of technology, following the changes around the globe has become easier than before. Through the use of technology, societies are able to chase the developments and create an awareness to keep up with other societies. In this way, they can observe themselves and choose the most appropriate points for their own good and adapt them to their own societies. In this chapter, information will be presented about teacher education and teacher selecting and recruiting processes in other countries, because recruitment processes in different countries vary due to local factors. At this point, it is important to investigate other systems and policies in other European countries to be able to create new aspect for better implications in Turkey.

2.5.1. Teacher Education and Recruitment in France

Teachers and teacher education is the basic subject of education system in France. As it is in Turkey, teacher education is centralized in France. French government has been trying to find solutions and developmental projects for the problems in education and this improvement process is the vital part of their agenda. Therefore, in 2013, French Ministry of Education and French Council of Higher Education started a campaign in order to improve the value and status of teaching profession (Saydi, 2013).

Every young person with high school diploma and baccalauréat diploma, which is considered as the first step of enrolling in universities, has the right to have higher education. Baccalauréat is separated into three subsections: general baccalauréat (baccalauréat général), technological baccalauréat (baccalauréat

technologique), vocational baccalauréat (baccalauréat professionnel). General Baccalauréat provides an opportunity to have an edge over on social sciences, science and foreign language (Saydi, 2013).

Before the reform in 2013, to become a primary school teacher, teacher candidates had to complete bachelor's degree which took only three years following high school graduation. After completing three years, teacher candidates had to present their folders to Teacher Education Institute (institut universitaire de formation des maitres - IUFM) and their folders were investigated and if necessary an interview was conducted with the candidate and after this process they were accepted to the institute. Addition to these, mothers with three children and athletes with outstanding success could become a primary school teacher. Raising three children was considered equal to bachelor's degree. These people could apply to Teacher Education Institutes directly. During internship and before recruitment, teacher candidates were paid and master's degree was not compulsory. However, at the end of bachelor's degree, being successful at teacher selection test was compulsory (Kilimci, 2006).

In 2008, teacher candidates had to complete a compulsory two year master's degree in addition to three years bachelor's degree. During master's period, lecturing at schools and getting paid as an intern of government became compulsory. Entrance exams to profession were performed in two sessions: pre-selection test, at the end of the first year of master's program; selection test, at the end of the second year of master's program (Saydi, 2013).

With the change in the government, teacher education system has been improved. First, the teacher education at institutes has been removed. Instead of teacher education institutes, Teaching Colleges have been established (ESPE-Ecole Supérieure du Professorat et de l'Education). Two year master's degree and presenting dissertation thesis have become compulsory. Moreover, at the second year of Master's process, teacher candidates have to take place in teaching. There is not a pre-selection test, but at the end of the freshman year, if the student decides to choose teaching profession, has to take the first selection test. At the end of bachelor's process, after succeeding in Community Service Implementation lesson and all

teaching activities, teacher candidates have to take teacher selection test (Saydı, 2013).

Recruitment of teacher candidates in public sector is carried out in connection with civil servant rules and private sector personnel rules which are determined by the government. As it is carried out for other public personnel, for teachers who are going to work at the first and second levels have to take a selection test to be recruited (Cedefop, 2013).

2.5.2. Teacher Education and Recruitment in Scotland

Teacher preparation in Scotland is a distinctive one when compared to other parts of the UK (Misra, 2015). “Initial teacher education in Scotland is currently provided by the universities of Aberdeen, Dundee, Edinburgh, Glasgow, Stirling, Strathclyde Highlands and Island and the West of Scotland” (Donaldson, 2011, p.30). Authorities in Scotland believe that to become an efficient teacher, academic qualifications are essential but they are not sufficient (Donaldson, 2011). Therefore selecting teacher candidates begins before university education in Scotland. Students who are willing to enter teaching profession apply through the universities and College Admissions Service (UCAS) and the process of candidate selection begins. Applicants may apply to several universities to become a teacher and each institute carries out its own procedure while selecting teacher candidates (Donaldson, 2011). To become a teacher, candidates have to follow two main routes in Scotland: four year undergraduate degrees or a one year post graduate diploma (PGDE) (Misra, 2015). After graduating from one of the universities in Scotland, these eligible students have to follow a probationary teaching post with a Scottish local authority school for a school year (190 teaching days) (www.teachinscotland.org). This probation year is called “Teacher Induction Scheme” and this period is a one year paid term and helps teacher candidates to prepare themselves for The General Teaching Council for Scotland (GTCS) Standards for Full Registration (SFR) (Misra, 2015).

“Standards for Full Registration is a part of the suite of GTC, Scotland’s Professional Standards (GTCS, 2012, p. 2)”, SFR sets out standards on professional values, knowledge and skills that are expected to be achieved by the end of induction

scheme (www.in2teaching.org.uk). In this period, teacher candidates develop the ability to reflect on their teaching and evaluate themselves through SFR and this is considered to be one of the strengths of the system (Donaldson, 2011). Also, teacher candidates who have completed their probation years have three years to obtain full registration (www.in2teaching.org.uk).

Following their probation year, teacher candidates apply for a teaching job at schools which have teacher vacancies through advertisements or direct interviews (www.teachinscotland.org). As it was pointed out in European Commission report in 2013 “teachers in Europe enter the profession mainly through open-recruitment methods” (p. 46). The term “open-recruitment” means that schools are responsible for the employment of teachers, publicizing vacant posts, requesting applications and selecting candidates. The recruitment system is not a centralized one (European Commission, 2013).

It is also worth noting that Government of Scotland plans teacher work force every year. They calculate the numbers of the students at each county according to the growth in population, also calculates the number of teachers in the previous year and tries to predict how many of these teachers will leave the job permanently or temporarily and how many of them will return back. As the last step, “the government calculates the student intake to universities to fill the gap between supply and demand” (Donaldson, 2011, p. 22).

2.5.3. Teacher Education and Recruitment in Finland

Teacher education in Finland is organised in 8 universities in 11 campuses that are spread across the country, covering all geographical regions from south to north and from west to east. Finnish teachers have special status in the Finnish society (Malaty, 2006). Teaching profession is one of the most prestigious professions in Finland and the most successful students compete to become a teacher in Finland (Ekinci and Öter, 2010). For most of the teachers, teaching is a mission (Malaty, 2006) and since teaching profession receives positive societal and cultural prospect, the respectability of teaching profession increases and it ensures qualified teachers to join teaching staff (Ekinci and Öter, 2010).

Teacher education is the most influential factor in Finnish Educational System (Hazır, 2015). Teacher education starts after high school education. In Finland, if a student wants to become a teacher, he should take a test consisting of 300 questions including mathematics, linguistics and problem-solving skills. Addition to this, the pedagogical knowledge of the students is assessed as well (Darling- Hammond, 2009). These tests generally focus on the participants' critical thinking abilities, analysing and synthesizing the information and information processing abilities. After such assessments, only 15% of the most successful students are allowed to join the following evaluation process. These most successful students are later on interviewed individually and their motivation, their will on teaching and learning and their group management skills and communication abilities with students are examined. "After this process, only one in ten students is accepted to enroll in education faculties" (Hazır, 2015, p.7). This implies that "teacher education departments at universities can select some of the nation's best students among top scorers at university entrance examinations" (Sahlberg, 2007, p. 9).

To become a teacher, teacher candidates have to undergo a process of 5 years: 3 years for bachelor's level and 2 years for Master's degree (Hazır, 2015). After completing theoretical education, teacher candidates have to join practice education which is composed of four stages in two years in practice schools, which three of them are in connection with education faculties and one with state schools (Aras and Sözen, 2012; Ekinci and Öter, 2010). Every education faculty owns a basic education practice school and teacher candidates mostly perform their practices in these schools. In two-year practice education phase, the first stage is called adaptation stage where teacher candidates have the opportunity to learn the educational structure and experience learner- teacher relationship. The second stage is where each teacher candidate performs micro-teaching with the support of his/her counselor. At the third stage, teacher candidates perform their practices in a state school instead of the practice schools at education faculties. At this stage, teacher candidates observe the lessons and perform in real classroom environments. At the final stage, which is also called high-level internship, the teacher candidate performs macro-teaching sessions in the classroom and together with the counselor, they reflect on teacher candidate's

performance during the classes. Finally, candidates who are found to be unsuccessful are informed about their deficiencies and they have to perform the practice education from the beginning in order to become a qualified teacher (Ekinci and Öter, 2010).

As regards to a teaching qualification, every school teacher must achieve a Master's degree: an M.Ed. to work for a primary school teaching (Grades 1-6) and an MA or MSc. for a secondary school teaching (grades 7-12) (Malaty, 2006, p. 59; Sahlberg 2007; Simola, 2005).

For the selection and recruitment of teachers, the responsibility belongs to the state and local authorities. Finland does not own a national recruitment process for teachers who graduated from education faculties. In some cases, school principals or the school board selects the teachers who are planned to be recruited to municipality schools. The master's degree, the internship success and teaching skills success of the candidates are taken into consideration while selecting and recruiting teachers to schools (Ekinci and Öter, 2010).

To sum up, when the studies on Finland's education system are examined, Finnish education system is found successful, especially teacher education is organized well and therefore this affects and increases students' performance positively. Although becoming a teacher is a compelling and long process, among many other professions such as psychologist, architecture, or artist, working as a teacher is the most popular profession in Finland.

2.5.4. Teacher Education and Recruitment in Germany

Germany is a federate country, and each state has its own Ministry of Education. Therefore, education system may present differences according to the states. Ministry of Education is responsible for the higher education in the state (Kilimci, 2006). However, with regard to implementing the reforms in education, the states are in cooperation with "Kultusministerkonferenz" which is the Responsible Ministry of Educational and Cultural Relations (Kilimci, 2006). Because of cultural dominance principles and historical reasons, in every level and kind of school teacher education presents an intense difference. In addition to that, teacher education should have a connection between the theoretical and practical education. Therefore, the

theoretical knowledge which is taught at the first stage of the education should coincide with the practical education that takes place at the second stage (Kilimci, 2006, p. 125).

The students who would like to enroll in high schools or educational sciences faculties have to own a maturity certificate, or in other words “school leaving certificate” (Ostinelli, 2009), called “Abitur” which they take at the end of their 12/13th year of basic education (Sağlam and Kürüm, 2005). If the students pass the Abitur test successfully, they have the right to receive “Hochschulreife” certificate which is a necessary condition to study at universities. Students who own Hochschulreife certificate are allowed to join any teaching department in education faculties.

In Germany, teacher candidates have to complete 8 semesters for Haupt, Grund and Real Schulen (primary school) and 9 semesters for Gymnasien, Gesamtschulen (secondary and high school level) and Berufskollegs (vocational schools) (Duarte and Brandenburger, 2009). To be able to recruited to the teaching profession, teacher candidates who complete their education at universities, have to attain the first state examination (Erste Staatsexamen) which is conducted by Testing Agency of each state. In the first state examination, the content knowledge of the teachers is assessed. Teacher candidates who attain the test are assigned to work at a school and start their two year probation period. This period may change according to the states but the process generally takes between 18 months to 24 months (Uygun, Ergen, Öztürk, 2011; Kilimci, 2006). During this period, candidates join seminars that are organized by in-service training center of their region. At school, they give lectures with the observation of a school counselor and join other educational activities. At the end of this period, candidates who are found to be successful attend to the second state exam (Zweite Staatsexamen) where their teaching knowledge is assessed. Teacher candidates who succeed in this exam and get the passing scores are considered “regular teachers” and able to apply schools where teachers are needed (Sağlam and Kürüm, 2005; Kilimci, 2006).

2.5.5. Teacher Education and Recruitment in Turkey

Turkey has a deep-rooted history regarding teacher education system (HEC, 2007) (Higher Education Council). During the first years of Turkish Republic, teacher education had unique applications which could serve as a model for other countries; however, later on the expected results could not be achieved. Therefore, institutes that were in charge of educating teachers were taken from Ministry of National Education in 1982, and given to the constitution of universities (HEC, 2007). The first improvement in this period was in 1977 named as “Reconstructing Education Faculties”. With this reconstruction, the authority of educating teachers was given to education faculties with some exceptions and the aim was to educate teachers for primary schools (HEC, 2007). The second improvement for educating teachers was started in 2006 and taking practitioners’ requests into consideration, programs were updated. In 2008, cooperating with Council of Higher Education, Ministry of National Education determined some qualifications and competencies for teachers to enhance the teaching activities and improve teachers’ quality (MoNE, 2008).

According to the “National Education Basic Law No. 1739”, the teaching profession is defined as a field of specialization that takes on all educational and related management duties of government. In the law it is also emphasized that the qualifications that a teacher must have are content knowledge and skills, teaching profession knowledge and skills and general knowledge. Besides, general qualifications required for teaching are listed by the Ministry of Education as follows: a. personal professional values, b. recognition of students, c. teaching and learning process, d. monitoring and evaluation of learning process, e. school, family and community relationships; and f. curriculum and content knowledge (MoNE, 2004).

In 1999, for the first time, appointing personnel to government departments started through Civil Service Exam and later on the name of the test changed and became PPST and until 2013 it was a standard test to appoint teachers and officials. However, until 2013 teacher candidates’ content knowledge and skills were not evaluated in PPST. For that reason, ÖSYM (Assessment, Selection and Placement Center) (ASPC) took the criticism into consideration and beginning from 2013 re-

constructed PPST and prepared an additional test to assess teacher candidates' content knowledge and skills (Memduhođlu and Kayan, 2017).

To become a teacher there are two main routes in Turkey; the first one is to graduate from education faculties and the second one is to graduate from different departments of the faculty of science and literature (Yıldırım and Vural, 2014). Students graduating from the faculty of science and literature are given the right of taking pedagogical formation certificate program (which basically includes teaching the pedagogical content knowledge for the students who already have content knowledge) and they are also given the right of becoming a teacher following their completion of formation course (Özođlu, 2010). Therefore, every year thousands of graduate students from education faculty and students from science and literature faculties holding the pedagogical certificate are competing to join the teaching work force at the state schools in Turkey. These teacher candidates have to take a national test to be appointed to public institutions (www.mevzuat.meb.gov.tr).

Turkey has a centralized system to recruit teachers and ASPC is responsible for all national tests and it organizes competitive examinations (European Commission, 2013). Teacher candidates take a test called Public Personnel Selection Test (KPSS) including questions on General Ability, World Knowledge and Educational Science, totally 200 multiple-choice test items. PPST is given in two sessions; in the first session which generally takes place on Saturday morning, teacher candidates have 130 minutes to answer 120 questions on General Ability and General Cultural Knowledge and in the second session on Saturday afternoon, teacher candidates have 100 minutes to answer 80 questions on Educational Sciences (ÖSYM, 2017).

According to the protocol on "General Management on Examinations to be Conducted for the Personnel who will be appointed for the First Time" was signed between MoNE (Ministry of National Education), ASPC and State Personnel Management (SPM) in 2013. With this protocol, teacher candidates are to take one more test which is a compulsory one and this is called Teacher Domain-Specific Knowledge Test (Öđretmenlik Alan Bilgisi Testi). TDSKT includes 50 questions regarding teacher candidates' own fields and teacher candidates have 75 minutes to

complete the test at an appointed time after PPST scores are announced (ÖSYM, 2017). Before TDSKT was performed for the first time, ASPC published three sample questions for each branch in the test (Appendix 2) in order to provide an opinion to the teacher candidates. TDSKT consists 80% content-specific courses including language proficiency, linguistics and literature and the rest of 20% is composed of questions about the content of specialization as shown in Table 2.1.

Table 2.1.

Distribution of Questions in TDSKT

	General Percentage	Estimated Effect	Number of Questions
1.Content Knowledge Test	80%		40
a. Language Proficiency		50%	25
b. Linguistics		16%	8
c. Literature		14%	7
2.Content Education Test	20%		10

Source:http://www.osym.gov.tr/Eklenti/1619,kpss-tablo-1-konularin-dagilimi_pdf.pdf?0

In total, teacher candidates have to answer 250 questions to be licensed as teachers and work in public schools. To be recruited to public schools, teacher candidates need to attain the scores that are determined by Council of Higher Education on the basis of teaching staff needs of the MoNE and within a limit set by the budget of Ministry of Finance (www.mevzuat.meb.gov.tr). In addition to PPST and TDSKT, in 2016, with a new regulation which was published on Official Gazette with the No. 29790 regarding “Employing Contracted Teachers, teacher candidates were made to join a compulsory oral exam if they succeeded in both PPST and TDSKT. The test topics and effects of this new regulation are as follows:

1. To comprehend and summarize a topic, ability to express and reasoning competency 25%
2. Communication skills, self-confidence and ability of persuasion 25%
3. Openness to scientific and technological developments 25 %
4. Representation ability in front of public and educational qualifications 25% (Official Gazette, 2016)

If a teacher candidate receives 60 points and over from the oral exam, they are considered as successful to be appointed and work in public schools (http://www.meb.gov.tr/meb_iys_dosyalar/2016_08/05101302_szlemeliretmenalmduyurusu.pdf). These highly competitive tests and interview have become the only criterion for licensing teachers.

Table 2.2

PPST and TDSKT Percentage Point Ranks and Success Points in the Oral Exam

PPST	General Knowledge 15%
	General Skills 15%
	Educational Sciences 20%
TDSKT	TDSKT 50%
ORAL EXAM	60 points and over: Successful

Source: <http://www.osym.gov.tr/TR,12921/2017-kpss-ve-oabt-adaylarinin-dikkatine-06012017.html>

https://ikgm.meb.gov.tr/meb_iys_dosyalar/2018_02/19171735_SOZLESMELI_OGR_ETMENLIK_DUYURU_2018_MART.pdf

After teacher candidates are appointed to public schools, with the new regulation No. 2456947 beginning from March 2016, teacher candidates experience a probation period for six months within the scope of trainee program. In this period teacher candidates have to join all the teaching activities in class, in and out of school and to the in-service trainings provided by MoNE (<http://oygm.meb.gov.tr>). The aim of this period is to support teachers at the beginning of their profession and reduce the negativity that can affect their teaching, such as the geographical, cultural and socio-economic conditions that they are not used to (<http://uzem.eba.gov.tr/>). During this education period, teacher candidates have to undergo a performance assessment in the frame of ‘Ministry of National Education Teacher Recruitment and Displacement Regulation’.

Giving tests to teacher candidates and licensing them through tests are not the procedure that only Turkey carries out to recruit teachers. When the European countries are investigated, it is observed that many countries perform various types

of tests to their teacher candidates before these candidates start teaching at public institutions. For example, “some central examinations are carried out in Greece, Spain, Malta, Lichtenstein and Malaysia” (Eurydice, 2013, p. 22). “In Denmark, Hungary, Finland, Netherlands, Iceland, Norway and Scotland local authorities are responsible to conduct a test for teacher candidates to become teachers” (Eurydice, 2013, p. 48). These differences mostly derive from the local factors in the countries. In most European countries, teachers have civil servant status, and entry to the profession is highly competitive since this status provides teacher candidates high job security and lifetime employment (Musset, 2010) and Turkey is one of these countries. Teachers in these countries are recruited permanently and only under very exceptional circumstances they lose their job (European Commission, 2013).

CHAPTER III METHODOLOGY

This chapter includes the methodology of the study; the research design, data collection tools, participants and piloting of the instrument. Finally, the data analysis procedures will be covered. As for the test qualitative research design tools SWOT analysis and thematic analysis were selected and for quantitative research design, an instrument which was developed by the researcher was used.

3.1. Research Design

3.1.1. Qualitative Research Design

A qualitative research design is chosen to conduct the initial stage of the study to understand the teachers' opinions on Teacher Domain-Specific Knowledge Test, because "one of the chief reasons for conducting a qualitative study is that the study is exploratory. This means that not much has been written about the topic or the population being studied, and the researcher seeks to listen to participants and build an understanding based on their ideas" (Creswell, 2003, p.33). "Thus, qualitative researchers seek to understand the context or setting of the participants through visiting this context and gathering information personally. They also make an interpretation of what they find, an interpretation shaped by the researchers' own experiences and backgrounds" (Creswell, 2003, p. 10).

Strauss and Corbin (1990) broadly define the term qualitative research as "any kind of research that produces findings not arrived at by means of statistical procedures or other means of quantification" (p.17). Qualitative research can refer to research about a person's lives, stories, behaviour, but also about organisational functioning, social movements, or interactional relationships. Denzin and Lincoln (1998) give a very brief definition of the qualitative research as, "qualitative research is a multi-method in focus, involving an interpretive, naturalistic approach to its subject matter" (p.3). In a very similar vein to Denzin and Lincoln, Arsenault and Anderson (1998) pronounce that "qualitative research is a form of inquiry that

explores phenomena in their natural settings and uses multi-methods to interpret, understand, explain and bring meaning to them” (p.119).

To conclude, Bryman (1992) also claims that “qualitative research is typically associated with participant observation, semi- and unstructured interviewing, focus groups, the qualitative examination texts, and various language-based techniques like conversation and discourse analysis” (p. 59). For this reason, to be able to explore the ideas and experiences of scholars on TDSKT, scholars’ opinions were gathered through interviews and expert opinion forms (Appendix 3) using SWOT analysis.

3.1.1.1. SWOT Analysis

S.W.O.T. is an abbreviation for Strengths, Weaknesses, Opportunities, and Threats and it is used as a situation analysis tool and considered as one of the effective analytical evaluation tool (Foong, 2007). SWOT analysis aims to identify the strengths and weaknesses of an organization and the opportunities and the threats in the environment (Dyson, 2004). When the history of SWOT is examined, it can be observed that the original acronym was SOFT, 1. What’s good in the present is Satisfactory; 2. What’s good in the future is an Opportunity; 3. What’s bad in the present is a Fault; and 4. What’s bad in the future is a Threat (Chermack and Kasshanna, 2007). Later, F in the Fault was changed as Weaknesses by Orr and it received quick attention by many organizations (Chermack and Kasshanna, 2007). SWOT is categorized into two factors: 1. External Factors, these are the elements that are normally outside of somebody’s control and they deal with external environmental factors and opportunities and threats are grouped in this category. 2. Internal factors, these are the factors that are internal in nature and normally within somebody’s own control, strengths and weaknesses are grouped in this category (Foong, 2007).

In this study, the English Language Teaching scholars in some state universities in Turkey were asked to share their opinions about the strengths and weaknesses of the TDSKT and the opportunities and threats that may occur in the future, in terms of English teachers who took and have taken the test.

3.1.1.2. Thematic Analysis

Thematic analysis is a method to be able to identify, analyse, and report patterns within data and can be considered as the basis of qualitative analysis (Braun and Clarke, 2006). According to Boyatzis (1998), thematic analysis interprets various aspects of the topic that is studied. While performing thematic analysis, the analytic points of the data are specified by the researcher to exemplify the extracts in thematic analysis and that helps the reader to understand what the data mean and how it makes sense. To be able to do this, the researcher should familiarize himself with the data, read and re-read and in following this stage, should generate some initial codes in a systematic fashion (Braun and Clarke, 2006). These codes help the researcher to gather all the data through themes.

In this study, after gathering scholars' opinions, themes and codes were determined to be able to create an instrument, a questionnaire in this study, which was expected to reveal the teacher candidates' opinions on TDSKT. Before piloting, those created themes and the latest version of the questionnaire were sent back to the experts via e-mail in order to receive feedback to see whether they had any comments to make on the latest version of the questionnaire.

3.1.2. Quantitative Research Design

“Quantitative, as its name suggests, refers to any approach to data collection where the aim is to gather information that can be quantified; that is to say it can be counted or measured in some form or another” (Verma and Mallick, 2005, p. 27). Thus, as Maykut and Morehouse (1994) maintain quantitative research is concerned with the acquisition and interpretation of data which can be presented in the form of discrete units that can be compared with other units by using statistical techniques.

Borrey (2005) argues that quantitative research is an objective, formal, systematic process and in order to quantify or measure phenomena and produce findings numerical data are used. Also, Creswell (1994) argues that a quantitative study, “consistent with the quantitative paradigm, is an inquiry into a social or human problem, based on testing a theory composed of variables, measured with numbers, and analyzed with statistical procedures, in order to determine whether the predictive

generalizations of theory hold true” (p.2). Addition to these, Creswell (1994), practically, argues that the quantitative researcher views the reality as objective, out there, and as something can be measured objectively by using a questionnaire or an instrument.

Another characteristic that has been brought to attention by Maykut and Morehouse (1994) is that the quantitative researcher attempts to be, and in fact claims to achieve, objectivity through the use of their information gathering tools such as standardised tests, and mathematical or statistical analysis.

Surprisingly, Verma and Mallick (1999) claim that the design of quantitative research can be more difficult, relative to qualitative research because it requires more explicit prior specification of the kind of data to be collected. Nevertheless, they go on to state that once that is determined and the data collection is complete, the analysis of quantitative data can be more straightforward.

Finally, Bryman (1992) asserts that each approach is associated with a certain cluster of methods of data collection: quantitative research is strongly associated with social survey techniques like structured interviewing and self-administered questionnaires, experiments, structured observation, content analysis, the analysis of official statistics and the like.

3.1.3. Mixed Method Research Design

“Mixed methods research is an approach to inquiry involving collecting both quantitative and qualitative data, integrating the two forms of data, and using distinct designs that may involve philosophical assumptions and theoretical frameworks” (Creswell, 2014, p. 33). Besides, Creswell (2014) states that combining both qualitative and quantitative data is an approach that presents the ultimate understanding of the research problem instead of using one approach. Moreover, using both qualitative and quantitative research designs help researcher to cover the weaknesses of both research designs. Furthermore, mixed method research provides more comprehensive evidence while studying a research problem, and while conducting a research study, the researcher does not feel restricted about collecting and interpreting the data (Creswell, 2006).

Furthermore, in their study Johnson and Onwuegbuzie (2004) discuss the strengths and weaknesses of mixed method research design and claim that mixed method research “can provide stronger evidence for a conclusion” and “can add insights and understanding that might be missed when only a single type of research method is used” (p. 21). Through mixed method research, Johnson and Onwuegbuzie (2004) also state that generalizability of the results can be increased.

To be able to address the problem more effectively and gather the most available data, in this study, sequential exploratory mixed method research design, which is one of the six mixed method research strategies of Creswell (2003) was used. Since the instrument was not available to collect quantitative data, first qualitative data was collected through expert opinion forms and interviews and following that phase a questionnaire was developed. Finally, prospective English teachers’ opinions were collected and quantitative data was gathered.

3.2. Participants

For the qualitative data experts from Çanakkale 18 Mart University (N=3), Antalya Akdeniz University (N=3), Uşak University (N=1) and Konya Selçuk University (N=1) were consulted. Two of the experts were female and six of the experts were male. The academic positions of the experts were as follows: 2 professors at English Language Teaching department with teaching experiences respectively, 31 years and 25 years; 1 professor at English Language and Literature department with 22 years teaching experience; 1 associate professor at Western Languages and Literatures department with 22 years of teaching experience and 4 assistant professor at English Language Teaching department teaching experiences respectively, 21 years, 16 years, 14 years and 10 years in the field of teaching. Although two of the experts worked at literature departments instead of English Language Teaching, they lectured in ELT classes for some courses and they had a history in ELT.

In order to gather quantitative data, senior students studying at English Language Teaching departments of different state universities in Turkey were selected. The universities and the students were randomly selected. Since the number

at each university was very low to constitute the needed number for the sample of this study, senior students from three different universities (N=275) were asked to participate and answer the questionnaire voluntarily and with a great sincerity after necessary permissions were taken from the boards of relevant state universities (Appendix 4.1, 4.2, 4.3).

3.2.1. Piloting

Data were collected by means of a questionnaire containing 35 items for piloting. The questionnaire was designed in a form of 5 point likert type questionnaire based on a scale from “totally disagree (1)” to “totally agree (5)”. This questionnaire was developed by the researcher according to the scholars’ opinions and tested with 92 prospective English teachers studying at English Language Teaching department at Akdeniz University after special permission was taken for the testing of the questionnaire. For the reliability of the questionnaire, at first sight, for piloting, the number of the questions was determined as more than 30, and the number of the participants was determined as more than 50, as it is recommended by Kalaycı (2004, p.404).

For the piloting 100 questionnaires were sent to the university to be answered by the students. The questionnaire was given to the students before a class. Surprisingly, 92 students answered the questionnaire despite their midterm exam period. Some students did not answer the back page of the questionnaire and some seemed to be unwilling to answer it and marked all the items the same. Those questionnaires were omitted before the statistical package was used.

3.3. Data Collection Tools

3.3.1. Qualitative Data Collection

In order to prepare a questionnaire, the opinions by experts of English Language Teaching were of prime importance. The experts were asked to answer questions on TDSKT via SWOT: Strengths, Weaknesses, Opportunities and Threats of TDSKT were investigated through interviews and expert opinion forms. For that

reason, interviews with experts were planned and with 4 experts face-to-face interviews were conducted since these experts were available to interview and shared their opinions through voice-recording. In order to gather more in-depth data on TDSKT more expert opinions were needed. To reach more experts from other universities, “expert opinion form” was created and using the form data from 4 more experts were gathered. Altogether 8 experts participated in the study. These interviews and expert opinion form included questions as follows:

- What are the strengths of TDSKT for English teachers?
- What are the weaknesses of TDSKT for English teachers?
- With its present practice, what kind of opportunities does TDSKT Test provide to English teachers or what kind of opportunities will TDSKT provide?
- With its present practice, what kind of threats does TDSKT cause or what kind of threats will TDSKT cause?

For the validity of the expert opinion form, 3 scholars working in the same higher education context were asked to present their opinions about the expert opinion form. The form was found appropriate and comprehensive. Finally, expert opinion forms were sent to 4 more experts in other universities via e-mail and were asked to share their opinions. After filling in the forms, experts returned them to the researcher via e-mail. Totally 8 experts presented their opinions on TDSKT. The voice-recordings and expert opinion forms were decoded and themes and codes related to the themes were created.

3.3.2. Quantitative Data Collection

When the expert opinion forms and interviews were decoded, themes and codes related to the themes were created in order to form a questionnaire. All these qualitative data were brought together and themes were determined according to SWOT analysis since the data was collected regarding the Strengths, Weaknesses, Opportunities, and Threats of TDSKT. Similar opinions were grouped under the same theme and the frequency of repeated answers by different scholars was determined and then those answers were exchanged into the items in the questionnaire. It was aimed to gather prospective English teachers’ opinions on

TDSKT Through this questionnaire. In order to reveal variety of the participants' opinions, 5 point likert type questionnaire was designed (Appendix 1).

For the Strengths of TDSKT, as shown in Table 3.1 and Table 3.2, two themes emerged. The participating experts (N=8) indicated that TDSKT had positive backwash effects and pointed out that TDSKT was a standardized test in many ways. One of the outstanding positive backwash effects of TDSKT was that it provided prospective English teachers an opportunity to review the theoretical issues related to English language teaching (f=5). The prominent code of the theme standardization was found to be that TDSKT was a standard test (f=4). The related codes on positive backwash effect and standardization are as follow:

Table 3.1

Theme 1: Positive Backwash Effect

Codes	Frequency (N)
Remembering the theoretical knowledge, reviewing the knowledge	5
Improving the quality of teacher training programs, aiming at a better teaching-learning process	1
Increasing prospective teachers' interest to the courses at faculties	3

Table 3.2

Theme 2: Standardization

Codes	Frequency (N)
A strong criterion to measure the level of English competency	2
An important test result to be considered for recruitment	1
The distribution of the questions is enough, especially the test measures each skill	2
A standard test	4
An objective assessment	2
A practical implementation	3
Being local	2

Table 3.3 and Table 3.4 present the themes and codes related to the weaknesses of TDSKT. The themes were determined as negative backwash effects

and limitations with regard to the content of the test. Five of eight experts in the study related to negative backwash effects of TDSKT emphasized that it measured theoretical knowledge and focused on knowledge. One of the prominent limitations of TDSKT regarding its content was found that content knowledge test in TDSKT did not measure English language teaching skills. The codes related to negative backwash effect and limitations regarding the content of TDSKT are as follow:

Table 3.3

Theme 1: Negative Backwash Effects

Codes	Frequency (N)
The questions are based on memorization rather than commenting	1
Measures theoretical knowledge, focuses on knowledge	5
The education at faculty is test-based and exam-focused	3
The test score does not indicate how a teacher can be effective	1
TDSKT should measure the process, not the product	2

Table 3.4

Theme 2: Limitations with regard to the content of the test

Codes	Frequency (N)
The content of the test does not coincide with the content of the courses given at the faculty	1
There are too many questions related to grammar	1
There are too many questions related to literature	2
There are a few questions related to English teaching	1
The test measures English teachers' Mathematical and History knowledge	1
The number of questions is not distributed equally for each skill	1
The test lacks to measure listening, speaking and pronunciation skills	3
Content knowledge part does not measure English teaching skills	4
Only understanding and comprehension stages are measured, Bloom's taxonomy is not taken into consideration with TDSKT	2
Validity and reliability are not ensured.	2
The test is performed in a single session.	1
Candidates who are successful at test techniques can succeed.	1

In Table 3.5, Table 3.6 and Table 3.7 the codes and frequencies related to the opportunities of TDSKT were presented. Participating experts (N=8) indicated that TDSKT could create opportunities and these opportunities were clustered under three headings. The first one was that TDSKT could improve prospective English teachers' theoretical knowledge. Besides, TDSKT were found to provide opportunity to some advantageous areas and groups. The codes related to the opportunities of TDSKT are presented below.

Table 3.5

Theme 1: Contributions to the Improvement of Theoretical Knowledge

Codes	Frequency (N)
The test may contribute to the teacher candidates to have a better education based on a theoretical basis	1
The candidates may improve themselves in terms of theoretical knowledge	1

Table 3.6

Theme 2: Advantageous Areas

Codes:	Frequency (N)
The test may be beneficial to measure the candidates' content knowledge and language level	1
The test enables to measure all candidates at once	1
The test enables to measure a lot of candidates economically	1
Despite all the negative aspects, the existence of the test is a positive condition	1
The test increases the demand for the teaching profession	1
Theoretical knowledge is to be combined with practice.	2

Table 3.7

Theme 3: Advantageous Groups

Codes	Frequency (N)
The questions on literature in TDSKT provides an advantage to the graduates of the department of English literature	2

Codes	Frequency (N)
The test provides an opportunity to the students who are good at test techniques	1
TDSKT is advantageous for distance education students since only multiple choice questions are used.	1

As a final step, taking participating experts' answers into consideration, threats of TDSKT were themed and codes were created related to themes and these are presented in Table 3.8, Table 3.9 and Table 3.10. The first threat of TDSKT was found to be that via TDSKT inefficient teachers could also be selected to work at state schools. The participating five out of eight experts pointed out that teachers without speaking, writing, reading and listening skills could also succeed in the test. The experts expressed their concerns regarding the courses given at faculties since teacher candidates needed to attend private courses in order to prepare themselves for the test. Moreover, experts emphasized the prospective teachers' concerns regarding their anxiety towards TDSKT. The themes and codes regarding the threats of TDSKT are mentioned below.

Table 3.8

Theme 1: Inefficient Teachers Can Also Be Selected Via TDSKT

Codes	Frequency (N)
Candidates with inadequate English language skills of speaking, writing, reading, and listening can also succeed in this test.	5
English teaching skills are not measured	4
Candidates who are not effective in terms of teaching approaches and methods can also succeed	2
Candidates who present a weak performance at Bachelor programs can also succeed	2
Candidates who do not own the characteristics of an effective English teacher can also succeed	2
A test with multiple-choice questions is not sufficient to select a good English teacher	2
TDSKT ignores the practice of teaching	1

Table 3.9

Theme 2: Courses Given At the Faculty

Codes:	Frequency (N)
The test directs ELT programmes to have a TDSKT based education	1
Candidates are forced to attend private courses to prepare themselves for the test	4
The test decreases the candidates' interest to the courses given at the faculty	1
The test causes learning based on memorization only	1

Table 3.10

Theme 3: Prospective Teachers' Concerns

Codes	Frequency (N)
The test creates stress and anxiety on candidates	3
The test is regarded as less reliable due to the recent interview component	1
The test score does not guarantee that the candidates will be appointed to a state school	1

3.4. Data analysis

The data analysis of the current study was realized using Statistical Package for Social Sciences (SPSS) 22.0. Both the reliability and the validity of the scale used for the study were measured through statistical procedures separately.

3.4.1. Reliability of the Instrument

The development of the instrument was guided by five scholars working in the same higher education context. Two of the scholars were native speakers of English and three of them were non-native EFL teachers. For content and face validity those five scholars evaluated the instrument and stated that the questionnaire was appropriate and comprehensive for the context of the study. To check the reliability, the instrument was analyzed through the Cronbach's Alpha Coefficient α

= 0.80, which showed a high level of reliability. Following this, an explanatory factor analysis was carried out to determine the main factors of the scale items although the items in the scale possessed standard deviation values and close mean according to the item statistics. When the Inter-Item Correlation Matrix was calculated, either positive or negative correlation with absolute minimum and maximum values between 0.260 and 1.00 were found. The items of the scale were exposed to ANOVA with Tukey's Test for Nonadditivity, it was found out that the items possessed additivity ($p < 0.001$). Addition to that, Hotelling's T-Squared Test validated that the items in the scale possessed homogeneity. As a result, both the internal consistency for items ($p < 0.001$) and the average measure ($p < 0.001$) were obtained and this showed that results were reliable when Intraclass Correlation Coefficient criterion was tested.

3.4.2. Validity Analysis

In order to determine the construct validity of the scale, Principal Component Analysis (PCA) was used via exploratory factor analysis. Before PCA the following tests were conducted to measure the factorability of the scale: Kaiser-Meyer-Olkin (KMO) and Bartlett's Test of Sphericity respectively. The result of KMO was found to be 0.66 which was an acceptable result. A significant test value was obtained ($p < 0.05$) after using the Bartlett's test of Sphericity, which needed an explanatory factor analysis. To be able to measure the construct validity of the scale, a factor analysis was carried out via Principle Component Analysis (PCA). Results showed that 10 factors with eigenvalues were detected to be greater than 1. The factors accounted for the total variance with a value of 70.50 % cumulatively. Each factor accounted for the total variance with the percentages of 10,39 %, 8,78 %, 8,56 %, 6,12 %, 6,07 %, 5,68 %, 5,59 %, 5,46 %, 4,85%, 4,73% respectively. First two factors were singled out from the other factors by the Scree Plot with a sharp decline. With the fixed number of factor extraction, the factor analysis was repeated. After repeating factor analysis, two factors in the Rotated Component Matrix were found to be .30 and the explained percentage of variance was 31.70. The results were considerably over the acceptability criterion which is 30%. Therefore, when these results are taken into consideration, it can be said that the scale is valid.

CHAPTER IV RESULTS

This study was carried out to investigate the experts' and prospective teachers' opinions on TDSKT. In this chapter, English prospective teachers' answers to the research questions will be presented through tables at the beginning of each part. Besides, the results of the quantitative data will be explained in the order of importance.

In Table 4.1 the percentages of English prospective teachers' opinions are presented. Here the questionnaire is presented in order to observe all items as it was applied to the participants.

Table 4.1.

English prospective teachers' opinions on TDSKT

Item No	Teacher Domain-Specific Knowledge Test ...	Missing %	Totally Disagree % (1)	Disagree % (2)	Indecisive% (3)	Agree % (4)	Totally Agree % (5)
1	provides an opportunity for the candidate to review theoretical knowledge on ELT	.4	2.5	9.1	27.6	47.3	13.1
2	enables teacher candidates to compensate imperfect knowledge on EL		4.4	13.5	23.3	45.8	13.1
3	provides an opportunity to improve the quality of teacher training programs	1.5	7.6	22.9	27.3	29.5	11.3
4	increases the interest of the candidates to the courses at faculties.	1.1	8.4	30.2	24.0	29.5	6.9
5	ensures an important test result that can be taken into consideration for recruitment	.7	8.4	20.4	18.9	32.7	18.9
6	has enough question distribution with respect to the content to be measured	.7	7.3	32.4	41.1	16.0	2.5
7	performs an objective assessment.	1.1	13.5	17.5	35.6	25.1	7.3
8	is useful to measure the language level of the candidates.	1.1	13.8	21.5	32.4	25.1	6.2
9	is useful to measure the candidates' knowledge related to teaching English	0.7	13.1	26.2	22.9	25.8	11.3
10	enables to evaluate a large number of candidates economically.	1.8	9.5	18.9	22.9	34.2	12.7
11	contains questions based on memorization rather than commenting.	1.1	2.9	9.1	14.5	34.2	38.2
12	contains too many questions related to grammar	.7	1.8	16.7	40.7	27.6	12.4
13	contains too many questions related to literature	1.1	3.3	14.9	39.3	28.7	12.7

Item No	Teacher Domain-Specific Knowledge Test ...	Missing %	Totally Disagree % (1)	Disagree % (2)	Indecisive% (3)	Agree % (4)	Totally Agree % (5)
14	contains very few questions related to English teaching		4.0	17.1	32.0	30.9	16.0
15	does not contain an equally distributed number of questions for each language skill.	1.8	3.6	9.5	30.2	35.3	19.6
16	test score does not identify if the candidate is an effective teacher or not.		1.1	6.9	17.5	28.4	46.2
17	is ineffective in terms of evaluating productive skills (listening, speaking, writing and pronunciation).		1.5	4.0	9.8	29.8	54.9
18	is useful to measure reading, lexical and grammar skills.		8.4	17.1	24.7	38.5	11.3
19	does not measure metacognitive skills (e.g. practice, analyse, synthesis, evaluation) .		3.6	15.3	24.7	29.1	27.3
20	does not have a content coinciding with the course	2.9	5.5	34.5	37.5	12.7	6.9
21	is advantageous for ELL graduates as it contains many questions on literature.		5.5	10.2	23.6	36.4	24.4
22	is advantageous for distance education students since only multiple choice questions are used.		6.9	21.1	32.4	27.6	12.0
23	is not a test that can create an opportunity as long as theoretical questions are not combined with practice		1.1	5.1	26.2	33.8	33.8
24	is a test that ignores the content knowledge competence of the teacher candidates	2.2	4.4	21.8	34.2	20.4	17.1
25	TDSKT can also be achieved by candidates whose knowledge related to English teaching approaches, methods, techniques, and principles is insufficient	1.5	9.5	26.2	25.1	20.7	17.1
26	is a test that candidates who are found to be unsuccessful at undergraduate programs can also get high scores.	.7	5.1	12.7	27.6	29.8	24.0
27	is a test that candidates who do not own the characteristics that a good English teacher needs to have can also succeed	.4	2.2	5.1	16.4	32.0	44.0
28	is not a sufficient test to choose a good teacher since it consists multiple-choice questions.		1.1	5.5	12.7	32.7	48.0
29	ignores the practice part of teaching	1.1	1.1	5.1	21.1	30.2	41.5
30	directs English teacher training programs to a "Teacher Domain-Specific Knowledge Test" based education .	1.1	3.6	12.7	29.8	34.5	18.2
31	obliges students to attend private courses.	.7	5.5	6.9	9.8	26.2	50.9

Item No	Teacher Domain-Specific Knowledge Test ...	Missing %	Totally Disagree % (1)	Disagree % (2)	Indecisive % (3)	Agree % (4)	Totally Agree % (5)
32	causes anxiety on candidates for the future.	.7	4.0	2.5	11.6	23.3	57.8
33	is found to be less reliable with the new “interview” regulation		5.1	13.1	20.4	18.2	43.3
34	test score does not guarantee recruitment for teachers.		1.5	4.0	10.5	25.5	58.5
35	causes to decrease the interest of the students to the courses at the faculty.		5.8	22.5	24.7	16.7	30.2

Item numbers 17, 34, 32, 28, 31, 27, 16, 11, 29, 23, 33, 21, 1, 2, 19, 15, 26, 30 and 5 are the items that were marked as “agree” by most of the participants among the other items. These items and the other items will be discussed according to the topics they belong to as Strengths, Weaknesses, Opportunities and Threats of TDSKT in detail by giving examples and quotations.

4.1. Prospective English Teachers’ Opinions Related To The Strengths Of TDSKT.

For the Strengths, two themes were determined and coded; positive backwash effect and standardization. In total, 9 items were created to represent the Strengths of TDSKT. In Table 4.2 the items related to the Strengths of TDSKT and the percentages of the participants’ opinions are presented.

Table 4.2

The Strengths of TDSKT

Item No	The Strengths of TDSKT	Missing %	Totally Disagree %	Disagree %	Indecisive %	Agree %	Totally Agree %	TOTAL %
1	TDSKT provides an opportunity for the candidate to review theoretical knowledge on ELT.	0.4	2.5	9.1	27.6	47.3	13.1	100
2	TDSKT enables teacher candidates to compensate imperfect knowledge on ELT.		4.4	13.5	23.3	45.8	13.1	100

Item No	The Strengths of TDSKT	Missing %	Totally Disagree %	Disagree %	Indecisive %	Agree %	Totally Agree %	TOTAL %
5	TDSKT ensures an important test result that can be taken into consideration for recruitment.	0.7	8.4	20.4	18.9	32.7	18.9	100
3	TDSKT provides an opportunity to improve the quality of teacher training programs.	1.5	7.6	22.9	27.3	29.5	11.3	100
8	TDSKT is useful to measure the candidates' knowledge related to English.	1.1	13.8	21.5	32.4	25.1	6.2	100
4	TDSKT increases the interest of the candidates to the courses at faculties.	1.1	8.4	30.2	24.0	29.5	6.9	100
6	TDSKT has enough question distribution with respect to the content to be measured.	0.7	7.3	32.4	41.1	16.0	2.5	100
7	TDSKT performs an objective assessment.	1.1	13.5	17.5	35.6	25.1	7.3	100
9	TDSKT is useful to measure the language level of the candidates.	0.7	13.1	26.2	22.9	25.8	11.3	100

Prospective teachers mostly at their 4th grade focus on preparing themselves for TDSKT and therefore they spend most of their time studying, reading, answering sample questions and getting ready for the test. When the results in Table 4.2 are investigated it can be observed that for the item “TDSKT provides an opportunity for the candidates to review their theoretical knowledge on English Language Teaching”, 13.1% (N=36) participants totally agreed with the item and 47.3% (N=130) of the prospective teachers marked the agree column in the questionnaire. Only 2.5% (N=7) totally disagreed and 9.1% (N=25) of the participants disagreed with the item and 27.6% (N=76) of the participants were indecisive. 1 participant did not express an opinion about this item.

As for the item “TDSKT enables teacher candidates to compensate their imperfect knowledge on English”, 13.1% (N=36) of the participants totally agreed and 45.8% (N=126) agreed with the item. The percentage of totally disagree column

for this item was found to be 4.4% (N=12) and the percentage of participants who disagreed with the item was found to be 13.5% (N=37). The percentage for indecisive participants was found to be 23.3% (N=64).

For the item “TDSKT ensures an important test result that could be taken into consideration for recruitment”, 11.3% (N=52) of the participants totally agreed and 32.7% (N=90) of the participants agreed with this statement. However, 8.4% (N=23) of the participants totally disagreed with the item and 20.4% (N=56) disagreed. The percentage for indecisive was found to be 18.9% (N=52). The results indicated that 2 participants did not express their opinions for this item.

The results showed that 11.3% (N=31) of the prospective teachers totally agreed with the item that TDSKT provided an opportunity to improve the quality of teacher training programs and 29.5% (N=81) of the participants agreed. On the other hand, 7.6% (N=21) of the participants totally disagreed with the statement and 22.9% (N=63) of the participants disagreed. Only 27.3% (N=75) of the participants stayed on indecisive part of this statement. In the study 4 participants did not mark this column.

About the usefulness of TDSKT measuring the candidates’ knowledge related to teaching English, 11.3% (N=31) of the participants totally agreed and 25.8% (N=71) agreed that TDSKT was designed to assess English teaching knowledge. On the other hand, 13.1% (N=36) of the participants totally disagreed and 26.2% (N=72) disagreed with the item. The rate of indecisive participants was found to be 22.9% (N=63). For this item, 7 participants did not present an opinion.

The results indicate that 36.4% (N=100) of the prospective teachers were of the opinion that TDSKT increased the interest to the courses that were given at faculty. 6.9% (N=19) of the participants totally agreed and 29.5% (N=81) agreed with the item. However, 8.4% (N=23) of the participants totally disagreed and 30.2% (N=83) disagreed with the item. 24.0% (N=66) of the participants were indecisive about it. 1.1% (N=3) of the participants did not present an answer for this item.

Another item related to strengths of TDSKT was that “TDSKT has enough question distribution with respect to the contents to be measured”. When the results for this item is observed, it can be seen that only 2.5% (N=7) of the participants

totally agreed and 16.0% (N=44) agreed with the statement. 7.3% (N=20) of the participants totally disagreed with the item and 32.4% (N=89) disagreed. 41.1% (N=113) of the participants were found to be indecisive with the item. 2 participants did not express any opinion for this item.

One of the strengths was determined as “TDSKT performs an objective assessment”. With a rate of 7.3% (N=20) the participants totally agreed and 25.1% (N=69) agreed that TDSKT performed an objective assessment. On the other hand, 13.5% (N=37) of the participants totally disagreed and 17.5% (N=48) disagreed. While 35.6% (N=98) of the participants marked the indecisive column 3 participants did not mark any column for this statement.

As for the item “TDSKT was useful to measure the candidates’ language level”, the results of qualitative data point out that only 6.2% (N=17) of the candidates totally agreed and 25.1% (N=69) agreed with the statement. On the contrary, 13.8% (N=38) of the participants totally disagreed and 21.5% (N=59) disagreed. 32.4% (N=89) of the candidates were found to be indecisive for this item while 3 candidates failed to answer it.

4.2. Prospective English Teachers’ Opinions Related To The Weaknesses Of TDSKT.

For the Weaknesses of TDSKT, two themes were created: negative backwash effect and limitations with regard to the content of the test. In total 11 items represent the Weaknesses of TDSKT. Table 4.3 presents the weaknesses of TDSKT and the percentages of the participants’ opinions are given.

Table 4.3

The Weaknesses of TDSKT

Item No	The Weaknesses of TDSKT	Missing %	Totally Disagree %	Disagree %	Indecisive %	Agree %	Totally Agree %	TOTAL %
17	TDSKT is ineffective in terms of evaluating productive skills (listening, speaking, writing and pronunciation).		1.5	4.0	9.8	29.8	54.9	100

Item No	The Weaknesses of TDSKT	Missing %	Totally Disagree %	Disagree %	Indecisive %	Agree %	Totally Agree %	TOTAL %
16	TDSKT test score does not identify if the candidate is an effective teacher or not.		1.1	6.9	17.5	28.4	46.2	100
11	TDSKT contains questions based on memorization rather than commenting.	1.1	2.9	9.1	14.5	34.2	38.2	100
19	TDSKT does not measure metacognitive skills (e.g. practice, analyse, synthesis and evaluation).		3.6	15.3	24.7	29.1	27.3	100
15	TDSKT does not contain an equally distributed number of questions for each language skill.	1.8	3.6	9.5	30.2	35.3	19.6	100
18	TDSKT is useful to measure reading, lexical and grammar skills.		8.4	17.1	24.7	38.5	11.3	100
14	TDSKT contains very few questions related to English teaching.		4.0	17.1	32.0	30.9	16.0	100
13	TDSKT contains too many questions related to literature.	1.1	3.3	14.9	39.3	28.7	12.7	100
12	TDSKT contains too many questions related to grammar.	0.7	1.8	16.7	40.7	27.6	12.4	100
20	TDSKT does not have a content coinciding with the course content.	2.9	5.5	34.5	37.5	12.7	6.9	100
23	TDSKT is not a test that can create an opportunity as long as theoretical questions are not combined with practice.		1.1	5.1	26.2	33.8	33.8	100

When the results in table 4.3 are observed, it can be seen that the participants in this study with one of the highest rate in the study 54.9% (N=151) totally agreed and 29.8 (N=82) agreed with the item “TDSKT is ineffective in terms of evaluating productive skills (listening, speaking, writing and pronunciation)” in the questionnaire. The rate for totally disagree was found to be 1.5% (N=4) and for disagree was 4.0% (N=11). 9.8% (N=27) of the candidates marked the indecisive part of this statement.

When the prospective teachers' views towards weaknesses of TDSKT in the study were investigated, 46.2% (N=127) of the candidates totally agreed and 28.4% (N=78) agreed that the test score that was gained from TDSKT did not identify whether the candidate was an effective teacher or not. On the other hand, 1.1% (N=3) of the participants indicated that they totally disagreed and 6.9% (N=19) disagreed with the statement and 17.5% (N=48) of the participants were indecisive.

TDSKT is a selected-response test, in other words, it includes questions with multiple choices. When the questions in TDSKT are analysed, it can be easily seen that the questions focus on candidates' theoretical knowledge. In this study, 38.2% (N=105) of the participants totally agreed and 34.2% (N=94) agreed that TDSKT contained questions based on memorization rather than commenting. With a rate of 2.9% (N=8) participants totally disagreed and a rate of 9.1% (N=25) disagreed with the item. 14.5% (N=40) of the participants marked the indecisive part. 3 participants failed to mark this item.

As one of the weaknesses of TDSKT was pointed out that TDSKT measured only understanding and comprehension stages as in Bloom's taxonomy and the other metacognitive skills such as practice analyse, synthesis and evaluation were neglected. In this study 27.3% (N=75) of the participants totally agreed and 29.1% (N=80) agreed that the TDSKT did not measure the candidates' metacognitive skills while 3.6% (N=10) of the participants totally disagreed and 15.3% (N=42) disagreed with the item. The rate of indecisive participants was found to be 24.7% (N=68).

Since TDSKT is a multiple-choice test and it focuses only theoretical knowledge, there are no questions measuring listening, speaking and writing skills. Regarding this item 19.6% (N=54) of the participants totally agreed and 35.3% (N=97) of the participants agreed that TDSKT did not have equally distributed number of questions for each language skill. With a rate of 3.6% (N=10) the participants totally disagreed and a rate of 9.5% (N=26) disagreed with the item. As a result, 30.2% (N=83) participants marked the indecisive part in the questionnaire. 5 participants in the study did not mark this item.

With regard to TDSKT being useful in terms measuring reading, lexical and grammar skills, 11.3% (N=31) of the participants totally agreed and 38.5% (N=106)

of the participants agreed with the item. However, 8.4% (N=23) of the participants totally disagreed and 17.1% (N=47) disagreed with the item “TDSKT was not useful to measure reading, lexical and grammar skills”. Only 24.7% (N=68) of the participants marked the indecisive part in the questionnaire.

The results showed that 16.0% (N=44) of the participants were totally of the opinion that TDSKT contained very few questions related to English teaching which was determined as one of the weaknesses of TDSKT. 30.9% (N=85) of the participants agreed with this item. On the contrary 4.0% (N=11) of the participants totally disagreed and 17.1% (N=47) of the participants disagreed with the item. Indecisive participants constituted the 32.0% (N=88) of the sample.

According to the results, 12.7% (N=35) of the prospective English teachers totally agreed and 28.7% (N=79) agreed that TDSKT contained too many questions related to literature while 3.3% (N=9) of the participants totally disagreed and 14.9% (N=41) marked the disagree column. With a high rate of 39.3% (N=108) participants marked the indecisive column. Only 3 participants did not express their opinion for this item.

The item “TDSKT contained too many grammar questions” was supported by 12.4% (N=34) of the participants who marked the totally agree column. The item also was supported by 27.6% (N=76) of the participants as “agree”. However, 1.8% (N=5) of the candidates totally disagreed and 16.7% (N=46) disagreed. However, the rate of indecisive participants for this item was found to be 40.7% (N=112) and this rate indicated that indecisive participants were more than the proponents and opponents of this item.

In this study, it was also revealed that only 6.9% (N=19) of the English prospective teachers totally agreed and 12.7% (N=35) agreed with the item “TDSKT did not have a content coinciding with the course content at the faculty”. In contrast, the item was marked by 5.5% (N=15) of the participants as totally disagree and 34.5% (N=95) disagree. Indecisive participants for this item were found to be 37.5% (N=103). 8 participants did not mark this item.

Finally, the item “TDSKT is not a test that could create an opportunity as long as theoretical questions are not combined with practice” was totally agreed by

33.8% (N=93) and agreed by 33.8% (N=93) of the participants. The results showed that 67.6% (N=186) of the participants in this study thought that theoretical questions should be combined with practice. Only 1.1% (N=3) of the participants totally disagreed and 5.1% (N=14) disagreed with this item. The rate of indecisive participants for this item was found to be 26.2% (N=73).

4.3. Prospective English Teachers' Opinions Related To The Opportunities Of TDSKT.

Opportunities of TDSKT were grouped in three themes: contributions to the improvement of theoretical knowledge, advantageous areas and advantageous groups. Three items represent the opportunities of TDSKT. In Table 4.4 percentages of the participants' opinions regarding the opportunities of TDSKT are given.

Table 4.4

The Opportunities of TDSKT

Item No	The Opportunities of TDSKT	Missing %	Totally Disagree %	Disagree %	Indecisive %	Agree %	Totally Agree %	TOTAL
21	TDSKT is advantageous for English Language and Literature graduates as it contains many questions on literature.		5.5	10.2	23.6	36.4	24.4	100
10	TDSKT enables to evaluate a large number of candidates economically.	1.8	9.5	18.9	22.9	34.2	12.7	100
22	TDSKT is advantageous for distance education students since only multiple choice questions are used.		6.9	21.1	32.4	27.6	12.0	100

As in Table 4.4, one of the opportunities of TDSKT was determined as “TDSKT is advantageous for English Language and Literature graduates since it contained many questions on literature”. The item was totally agreed by 24.4% (N=67) and agreed by 36.4% (N=100) of the participants while it was totally disagreed by 5.5% (N=15) and disagreed by 10.2% (N=28) of the participants. The rate of indecisive participants for this item was found to be 23.6% (N=65).

As for the item “TDSKT enables to evaluate a large number of candidates economically” 12.7% (N=35) of the prospective English teachers totally agreed and 34.2% (N=94) agreed. However, 9.5% (N=26) of the participants totally disagreed and 18.9% (N=52) disagreed with the statement. The rate 22.9% (N=63) indicated the indecisive participants for this item.

The item “TDSKT is advantageous for distance education students since only multiple choice questions are asked”, was totally agreed by 12.0% (N=33) and agreed by 27.6% (N=76) of the participants. On the other hand, 6.9% (N=19) of the participants totally disagreed and 21.1% (N=58) of the participants disagreed. The rate of indecisive participants was found to be 32.4% (N=89).

4.4. Prospective English Teachers’ Opinions Related To The Threats Of TDSKT

Threats of TDSKT were grouped in three themes: inefficient teachers can also be selected via TDSKT, courses given at the faculty and prospective teachers’ concerns. Totally, 12 items were created for Threats of TDSKT. Table 4.5 presents the items and percentages of participants’ opinions related to the threats of TDSKT.

Table 4.5

The Threats of TDSKT

Item No	The Threats of TDSKT	Missing %	Totally Disagree %	Disagree %	Indecisive %	Agree %	Totally Agree %	TOTAL %
34	TDSKT’s test score does not guarantee recruitment for teachers.		1.5	4.0	10.5	25.5	58.5	100
32	TDSKT causes anxiety on candidates for the future.	0.7	4.0	2.5	11.6	23.3	57.8	100
28	TDSKT is not sufficient to choose a good teacher since it consisted of multiple-choice questions.		1.1	5.5	12.7	32.7	48.0	100
31	TDSKT obliges students to attend private courses	0.7	5.5	6.9	9.8	26.2	50.9	100
27	TDSKT is a test that candidates who do not own characteristics that an English teacher needs to have can also succeed.	0.4	2.2	5.1	16.4	32.0	44.0	100

Item No	The Threats of TDSKT	Missing %	Totally Disagree %	Disagree %	Indecisive %	Agree %	Totally Agree %	TOTAL %
29	TDSKT ignores the practice part of teaching	1.1	1.1	5.1	21.1	30.2	41.5	100
33	TDSKT is found to be less reliable with the new “interview” regulation		5.1	13.1	20.4	18.2	43.3	100
26	TDSKT is a test that candidates who are found to be unsuccessful at undergraduate programs can also succeed.	0.7	5.1	12.7	27.6	29.8	24.0	100
30	TDSKT directs English teacher training programs to a “Teacher Domain-Specific Knowledge Test” based education	1.1	3.6	12.7	29.8	34.5	18.2	100
35	TDSKT causes to decrease the interest of the students to the courses at the faculty.		5.8	22.5	24.7	16.7	30.2	100
25	TDSKT can also be achieved by candidates whose knowledge related to English teaching approaches, methods, techniques, and principles is insufficient	1.5	9.5	26.2	25.1	20.7	17.1	100
24	TDSKT is a test that ignores the content knowledge competence of the teacher candidates.	2.2	4.4	21.8	34.2	20.4	17.1	100

When the results for “TDSKT’s test score does not guarantee recruitment for teachers” in Table 4.5 are observed, it can be found out that 58.5% (N=161) of the prospective English teachers totally agreed and 25.5% (N=70) agreed with the item. The rate of the participants who totally disagreed was found to be 1.5% (N=4). Besides, 4.0% (N=11) of the participants disagreed with the item. Indecisive participants constituted the 10.5% (N=29) of the sample.

The results of this study showed that 57.8% (N=159) of the participants totally agreed that TDSKT caused anxiety for the future and the item was also agreed by 23.3% (N=64). Only 4.0% (N=11) of the participants marked the totally disagree column for this item and 2.5% (N=7) marked the disagree column. The rate of indecisive participants was found to be 11.6% (N=32) and 2 participants failed to answer this item.

One of the threats of TDSKT was determined as “TDSKT is not sufficient to choose a good teacher since it consisted of multiple-choice questions”. The results of this present study indicated that 48.0% (N=132) of the participants totally agreed and 32.7% (N=90) agreed that TDSKT was not a sufficient test to choose a good teacher. However, a small part of the participants which constituted the 1.1% (N=3) of the sample group totally disagreed and 5.5% (N=15) disagreed. The percentage of participants who were indecisive for this item was found to be 12.7% (N=35).

The results of the present study also revealed that 50.9% (N=140) totally agreed and 26.2% (N=72) agreed that there was a need for private courses in order to prepare teacher candidates for TDSKT. On the other hand, 5.5% (N=15) of the participants totally disagreed with the item. Following that, 6.9% (N=19) of the participants disagreed. Only 9.8% (N=27) of the participants were indecisive and 2 participants did not express any opinion for this item.

Another striking result in this study was that 44% (N=121) of the participants totally agreed and 32.0% (N=88) agreed that TDSKT was not a test that could select a good English teacher with expected qualifications. For this item only 2.2% (N=6) of the participants marked the totally disagree column and addition to that 5.1% (N=14) of the participants marked the disagree column. The rate of indecisive participants was found to be 16.4% (N=45) and 1 participant did not answer this item.

One of the threats of TDSKT was determined as “TDSKT ignores the practice part of teaching”. The rate of proponents for this item was found to be 41.5% (N=114) totally agree and 30.2% (N=83) agree. On the contrary, 1.1% (N=3) of the candidates totally disagreed with the item. The rate of the participants who marked disagree column was 5.1% (N=14). The participants who marked the indecisive column were found to be 21.1% (N=58) and 3 participants did not present an opinion for this item.

Beginning from 2016, after taking TDSKT and getting passing scores teacher candidates have to join an interview in order to be appointed to state schools. One of the threats in the study was determined as “TDSKT is found to be less reliable with the new “interview” regulation. The participants in this study with a rate of 43.3%

(N=119) totally agreed and 18.2% (N=50) of the participants agreed that TDSKT was found to be less reliable with the new interview regulation. The rate for participants who marked totally disagree column for this item was found to be 5.1% (N=14) and 4.0% (N=11) of the participants disagreed. The rate of indecisive participants for this item was found to be 20.4% (N=56).

It was also found out that 24.0% (N=66) of the participants totally agreed and 32.0% (N=88) agreed that students who were found to be unsuccessful at undergraduate programs could succeed in the test and could get high scores on TDSKT. However, the rate of participants who totally disagreed with this item was found to be 5.1% (N=14) and the rate for the participants who disagreed with the item was 12.7% (N=35). Only 16.4% (N= 45) of the participants marked indecisive column for this item.

One of the threats in the questionnaire was indicated as “TDSKT directs English teacher training programs to a ‘Teacher Domain-Specific Knowledge Test’ based education”. The results pointed out that 18.2% (N=50) of the participants totally agreed and 34.5% (N=95) agreed. Only 3.6% (N=10) of the participants totally disagreed with the item and 12.7% (N=35) disagreed. The rate of indecisive participants was found to be 29.8% (N=82). For this item 3 participants did not present any opinion.

As for the item “TDSKT causes to decrease the interest of the students to the courses at faculty” participants with a rate of 30.2% (N=83) totally agreed and 16.7% (N=46) agreed with it. The rate of participants who marked the column for totally disagree was found to be 5.8% (N=16) and the rate for disagree column was 22.5% (N=62). The rate of participants who were indecisive about the item was found to be 24.7% (N=68).

The results of the questionnaire revealed that 17.1% (N=47) of the participants totally agreed and 20.7% (N=57) agreed with the item “TDSKT can also be achieved by candidates whose knowledge related to English teaching approaches, methods, techniques, and principles is insufficient” while 9.5% (N=26) of the participants totally disagreed and 26.2% (N=72) disagreed with the item. The

participants who were indecisive for the item was 25.1% (N=69) and 4 participants did not present an opinion for this item.

Finally, when the table 4.5 is investigated, it can be seen that 17.1% (N=47) of the participants totally agreed and 20.4% (N=56) agreed that TDSKT ignored the content knowledge competence of the teacher candidates. However, 4.4% (N=12) of the participants totally disagreed and 21.8% (N=60) disagreed with this item. Regarding this item, 34.2% (N=94) of the participants were found to be indecisive and 6 participants did not respond to this question.

CHAPTER V CONCLUSION

In order to be appointed to state schools and work as an English teacher, teacher candidates have to take PPST, TDSKT and join a compulsory interview after getting the passing scores from the tests. Prospective English teachers have to prove that they have the content knowledge and content education knowledge through these tests and also have to succeed in the interview by getting 60 points and over from the commission. In this part of the study, the results will be discussed and supporting studies will be presented. Regarding TDSKT some suggestions will be made.

5.1. Conclusion and Discussion

There have been many studies in the literature that were conducted in order to find out the teacher candidates' opinions of different branches on both PPST and TDSKT. Until the implementation of TDSKT, similar research studies had been conducted to find out teacher candidates' opinions on PPST for being the only criterion before TDSKT and the oral exam. Since TDSKT has been performed for five years, some of the results of research studies regarding PPST will be provided and discussed in comparison with the results of the present study.

The results in “totally agree” and “agree” columns were calculated together in order to facilitate a better understanding and reading and those results are presented in this part. The same calculation was also performed for “totally disagree” and “disagree”.

As two of the strengths of TDSKT, five out of eight experts stated that TDSKT was an effective test that provides an opportunity for the candidates to review theoretical knowledge on English language teaching and this opinion was also supported by 60.4% of the prospective English teachers in the study. Besides, it was believed by 58.9% of the participants that TDSKT compensated their imperfect knowledge on English language since candidates needed to go over all the topics they learned at undergraduate program in order to prepare themselves for the test. Similar results were gained in Beldağ's study (2017) and the participants pointed out the importance of studying regularly and they mentioned that planned studies for

TDSKT gave them more determination to work. Therefore, teacher candidates have an opportunity to review every important topic they learned at their undergraduate programs and this review helped them to compensate their imperfect knowledge on English language teaching while getting prepared for TDSKT. Also, participants in another study stated that, through TDSKT, they were of the opinion that they could prepare themselves better in their own fields and they would be beneficial to their students (Memduhoğlu and Kayan, 2017).

One of the experts stated that TDSKT provided an opportunity to improve the quality of teacher training programs; however, participants supporting this opinion in the study were only 40.8%. When the literature on TDSKT is analysed, it can be observed that the results of these studies seem to support present study's results because many candidates from different branches who took TDSKT emphasized that the academics they had for the courses at education faculty did not own the necessary knowledge to prepare participants for the TDSKT. For example, in Beldağ's study (2017) it was pointed out that "the courses should be designed to instructors in conformity with their specific fields" (p. 27). In the study by Akdemir (2013), a similar suggestion was made and emphasized that "in teacher training departments education sciences part should be given importance and the academics should take responsibility to conduct the process well"(p. 26). The participants in Şimşek and Akgün's (2014) study were of the opinion that the academics who were responsible for lecturing courses related to their fields were not found to be sufficient enough to prepare the candidates for the test. Therefore, only if the curriculum specialists and academicians take these critics into account, the quality of education can be improved.

During the interviews and through expert opinion forms, 3 experts emphasized that TDSKT increased the candidates' interest to the courses at faculty. Although only 36.4% of the participants shared the same idea with experts in this study, there are many studies supporting the experts' opinions in literature. In the study by Beldağ (2017), participants stated that before TDSKT their first aim was to get passing scores from the exams at faculty, not to learn. However, with the implementation of TDSKT, they emphasized that if they had started university today, they would have taken notes of every piece of information and what the lecturer said.

The participants also emphasized that “giving importance to faculty courses would increase the success” (p. 26). Similarly in a study by Memduhoğlu and Kayan (2017), one of the participants mentioned that students’ attitudes towards to courses at faculty were different and changed after TDSKT. For that reason, with content knowledge test students had the opportunity to learn their content knowledge better. In another study by Şimşek and Akgün (2014), participants in the study expressed that they responded positively to the application of TDSKT since the test increased their interest to the courses at the faculty.

Although two experts pointed out that TDSKT had enough question distribution with respect to the content to be measured, only 18.5% of the prospective English teachers agreed with them in the study. One of the supporting study was conducted by Beldağ (2017) and in the study it was emphasized that “the number of questions to be asked/asked could not be sufficient to measure the field knowledge” (p.26). Addition to that, the researcher suggested that the number of the questions should be increased. Another study with the supporting results was Şimşek and Akgün’s study (2014) and the participants emphasized that the distribution of the topics in the test were not equal. As a result, TDSKT was not believed to have enough question distribution with respect to the content to be measured by 39.7% of the participants in the study.

As one of the strengths of TDSKT, two of the experts pointed out that TDSKT performs an objective assessment and only 32.4% of the participants agreed with them. However, Nartgün (2008) in his study where he assessed the teacher appointments to the institutions of MoNE suggested that the best way to select teachers in Turkey could be only through tests, other kinds of assessment might have the risk to cause injustices. Standardized tests are valid, reliable and unbiased (Zucker, 2014), therefore in a crowded country like Turkey, it can be asserted that standardized tests are better to obtain objectivity. Also, in Memduhoğlu and Kayan’s study (2017), although participants advocated that there should be tests to assess teacher candidates’ practices in the classroom and a need for an oral exam, they were of the opinion that those kinds of tests would distort the objectivity and create distrust and doubts.

The item regarding that TDSKT's test score does not identify if the candidate is an effective teacher was indicated by one of the experts in the study and 74.6% of the participants agreed with the expert's opinion. Similar results were gained in other studies for PPST, which used to be the only criterion for selecting teacher candidates to appoint to state schools before 2013, and for TDSKT after 2013 (Köse, 2015; Şimşek and Akgün, 2014; Erdem and Soylu, 2013; Atav and Sönmez, 2013; Tösten, Elçiçek and Kılıç, 2012; Baştürk, 2011). The participants in the mentioned studies were of the opinion that PPST and TDSKT were not suitable for selecting qualified teachers. In order to select effective teachers, the practices of the teachers should be observed in the classroom. The way s/he acts in the class, communication with the students, using various types of materials should be investigated. After observing these processes, one can come to a conclusion whether that teacher is an effective one or not.

While constituting the instrument for this study, it was found out that two of the experts specified that a test with multiple-choice questions was not sufficient to select a good teacher and their opinion was supported by 80.7% of the participants. In order to design a test which is highly reliable, the test should include wide variety of types of test tasks (Bachman and Palmer, 1996). However, the content knowledge and content education knowledge of prospective English teachers is only assessed through multiple-choice questions. Studies supporting the results of the present study were conducted by Baştürk, 2017; Alıncak, 2017; Uğulu and Yörek, 2015; Köse, 2015; Şimşek and Akgün, 2014; Erdem and Soylu, 2013; Atav and Sönmez, 2013; Eraslan, 2006, the participants in those studies were of the opinion that there was a need for an exam to select and appoint teachers, but most of the participants believed that tests like PPST and TDSKT were unable to select the qualified teachers. For example, the participants in Köse's study (2015) advocated that being able to succeed in TDSKT did not mean that a candidate would be an effective teacher in his own field. Similar results were reached by Alıncak (2017) and it was concluded in the study that "TDSKT is not qualitative enough to choose the correct teacher candidates" (p. 11). Also, Şimşek and Akgün (2014) reached to a conclusion that "there was a need for PPST and TDSKT to select teachers, but it could not be considered as a test to select qualified teachers" (p. 96). The teacher candidates also

believed that TDSKT is an important procedure to select teachers, however, it is insufficient itself that some other criterion needed to select qualified teachers. Moreover, participants in Baştürk's study (2017) were of the opinion that "TDSKT was not a suitable exam to select a qualified teacher" (p. 265).

When considering the weaknesses of TDSKT, two of the experts indicated that TDSKT would not create an opportunity as long as the theoretical questions are not combined with practice and 67.6% of the participants supported the experts' opinion. Teacher candidates' teaching skills should be considered while appointing them to the posts at state schools because a teacher's main duty is to help learners to learn (Çelikten, Şanal and Yeni, 2005). Also, Memduhoğlu and Kayan (2017) suggested that "while appointing teacher candidates, besides cognitive knowledge, professional skills and affective skills should be considered" (p. 1279). Similarly, Erdem and Soylu (2011) specified that there should be both theoretical and practical tests for teacher candidates. The researcher also suggested that as a first step teacher candidates' theoretical knowledge must be assessed as in TDSKT. Secondly, the hours of courses based on practice were needed to be increased and experts should observe candidates to decide whether teacher candidates were effective in the classroom or not (p. 235).

Although the content of TDSKT includes 20% of the questions related to Content teaching, the candidates are evaluated only through multiple-choice questions. In the recruitment process, there is no stage for observing teaching practices of a teacher candidate. It was suggested by two of the experts in the study that TDSKT ignored the practice part of teaching and the opinions of the experts were supported by 71.7% of the participants. Shulman (1987), Sherin, et. al (2000), Magnusson, Krajcik and Borko (1999), Driel and Berry (2010) are known as the proponents of PCK and they advocate that besides content knowledge, a teacher should possess PCK in order to help students understand the specific subject matter. It is important for a teacher to know the specific content and the ways of presenting it. Also in European Profile for Language Teacher Education (2004) the importance of practical teaching was mentioned and it was pointed out that;

teacher education has been divided into theory and practice;
following these, theory can be divided into categories of

“knowledge” and “skills”. Knowledge refers to academic knowledge about the language discipline and teacher education (historically and comparatively); “skills” relate to the social and professional context in which practical teaching takes place and the professional competences needed to teach effectively (p.22).

Therefore, practice part of teaching cannot be ignored while selecting and appointing teachers. There are some supporting studies emphasizing that practical teaching is more important than the content knowledge (Beldağ 2017; Baştürk, 2017). For example in the USA, teacher candidates are warmed up step by step and improve their abilities in teaching approaches, teaching processes and leadership in education respectively. Unlike in Turkey, to become a teacher, candidates are not appointed through tests including questions on general knowledge and skills, however, they are selected through personal knowledge, skills and teaching performances. Doubtlessly, these are the qualified implementations to prepare a candidate for teaching and during university education and it has a big share during appointing process (Akdemir, 2013).

Instead of evaluating practical skills of a teacher candidate, TDSKT was believed to be a test containing questions based on memorization rather than commenting by six of the experts and 72.4% of the candidates. Similar results were gained in Şimşek and Akgün’s study (2014) and they stated that TDSKT was a theoretical knowledge based test and the questions were based on memorization and it compelled teachers to memorize every piece of information they had learned at university or in private institutions. Also (Hotaman, 2011) stated that it would be impossible to select qualified teachers through knowledge base tests, only memorized information that students stored could be evaluated through these type of tests. In a study by Demir and Bütüner (2014) the participants reached to a consensus related to TDSKT and advocated that at faculty they experienced a system based on memorization and in undergraduate programs for students it was important to get passing scores for the courses and unfortunately this situation had a negative effect opposed to candidates. Similar results were also found in Köse’s study (2015) and the participants in the study asserted that besides theoretical knowledge based test, an oral exam and a test related to teaching practices should be performed. The results

also revealed the opinion that the questions in the test should be based on commenting rather than knowledge level.

By 76% of the participants and two experts in the study, it was believed that TDSKT was a test that candidates who do not own the characteristics of a good English teacher needed to have could also succeed. There are many studies in the literature defining English teachers' characteristics. One of the studies reviewing the qualities of an effective English teacher was conducted by Arıkan, Taşer and Saraç-Süzer (2008). The results showed that an effective English teacher should have qualities as follows: good knowledge of English; being open to innovations; friendly not authoritative; motivating, awareness of the students' needs; good at classroom management; finds fun ways to teach; limits the use of mother tongue (p. 47). Malikow (2006) also listed the characteristics and personal qualities an effective teacher should have as follows: being challenging and having reasonably high expectations, having a sense of humor, being enthusiastic and creative. Also, being tolerant, patient, kind, sensible, open-minded, flexible, optimistic, and enthusiastic, having positive attitudes toward new ideas, and caring for students can be defined as some of the essential characteristics an effective teacher should own (Shishavan and Sadeghi, 2009; Werbinska, 2009; Cheung, 2006). It is a well-known fact that TDSKT is a multiple-choice test and whether a test with multiple-choice questions could assess the characteristics of an English teacher that have been mentioned above is a question of debate.

Additionally, the item "TDSKT does not measure meta-cognitive skills, such as practice, and analyze synthesis and evaluation" was supported by two of the experts and 56.4% of the participants in the study. TDSKT ignored these skills but focused only comprehension and understanding skills of Bloom's taxonomy. It is well-known fact that TDSKT is a multiple-choice test and these kinds of tests are unable to measure students' critical thinking abilities and also are limited to evaluate students' abilities according to Zucker (2003). Moreover, in Eraslan's study (2006), teacher candidates stated that PPST, which used to assess teachers' knowledge and be the only criterion for appointing teachers before 2013, retained them thinking based on analyse and synthesis stages and they indicated that this type of test was based on memorization. Teacher candidates in Baştürk's (2017) study were also in

the same opinion that through TDSKT many teaching skills could not be measured since it was largely based on theoretical knowledge. Memduhoğlu and Kayan (2017) revealed corresponding results in their study and came to a conclusion that in TDSKT besides teacher candidates' cognitive skills their professional skills and affective skills should be taken into consideration. However, although the content of the test renewed and new stages were added, teacher candidates' metacognitive skills and affective skills are not measured and every year only understanding and comprehension skills are taken into consideration and assessed through TDSKT. Besides, TDSKT was criticized for not containing equally distributed questions for each skill such as listening, speaking, reading and writing.

One of the items which reflected the weaknesses of TDSKT was determined as TDSKT did not contain an equally distributed number of questions for each language skill by one of the experts and this item was supported by 54.9% of the participants in the study. When the published TDSKT questions are analysed, only questions related to reading skill can be observed. These questions are mostly comprehension questions, questions related to finding an irrelevant sentence or finding the sentence violating unity, sentence completing and restating the sentences.

Another weakness of TDSKT was that it contained few questions related to English teaching as indicated by one of the experts and 46.9% of the participants agreed with the item. At faculty, English teacher candidates have courses like "teaching English to young learners", "approaches and methods in English teaching" and "teaching material development" and these courses have high credit scores. Common sense is that a teacher should just know the content (Fernandez, 2014). Although knowledge of the specific content is the primary task of being a teacher, specific skills are necessary for teaching as Kind suggested (2009). Moreover, knowing the content itself is not sufficient to characterize a good teacher as emphasized by Fernandez (2014). Teaching is a profession that requires performance. For that reason, prospective English teachers' teaching performances should also be assessed through tests.

In order to succeed in TDSKT, teacher candidates have to answer questions related to their fields and one of the experts suggested that the course content at

faculties did not coincide with the content of TDSKT. 40% of the participants in this study disagreed with the item that was suggested by the expert while 37.5% were indecisive and only 19.6% of the participants agreed that the course content at faculties did not coincide with the content of the test. Similar results were gained in Köse's study (2015). The researcher conducted the study with Biology prospective teachers and the participants pointed out that the courses at faculty were sufficient to succeed in "content education" part, but not sufficient to succeed in "content knowledge" part. Moreover, they indicated that there should be a preparation program in undergraduate curriculum to prepare students for TDSKT and the distribution of the questions should overlap with the course hours. However, some opposing studies were conducted by Beldağ (2017) and Memduhoğlu and Kayan (2017) and the participants in those studies stated that the contents of some courses did not coincide with the content course of the test. Results also revealed that "the questions in TDSKT should be designed parallel with the course syllabus" (Beldağ, 2017; p. 24).

Participants in Memduhoğlu and Kayan's study (2017) pointed out that if the participants did not put extra effort to study for TDSKT, the content at faculty would not be sufficient for them to succeed in the test. They also indicated that "the courses at faculty were too weak to prepare the candidates for the test" (p. 1275). Furthermore, since the test content is too wide and the lecturers at faculty follow a path that they determine, the content of the test and the content of the course do not overlap with each other. Similar opposing results were indicated in Baştürk's study (2017) and prospective teachers who received pedagogical formation certificate (graduates of other faculties attend a certification programs given by education faculties to become a teacher) were also in the opinion that "training in this certificate program was not enough to respond educational science and general culture questions of PPST" (p. 265). Furthermore, Baştürk in his study (2017) came to a conclusion that in order to succeed in TDSKT, "the course content at faculty should be given in accordance with the content of the test" (p. 263).

Education faculties have a primary importance to bring up teachers. However, graduates of other faculties also have the right to attend TDSKT and become a teacher after taking pedagogical formation course which includes teaching the

pedagogical content knowledge for students who already have content knowledge (Özoğlu, 2010). Therefore, graduate students from education faculty and graduate students from science and literature faculty holding the pedagogical certificate are competing to join the teaching workforce through these tests. Akdemir (2013) suggested that “selecting English teachers through TDSKT and asking them to answer questions both from Linguistic and English Literature did not coincide with the outcomes that were gained from education faculty and with the knowledge and skills while performing as a teacher in the profession”(p. 25). For that reason, prospective English teachers constituting the sample of this study with a rate of 60.8% believed that TDSKT provides an advantage for those graduating from science and literature faculties since it contained many questions related to literature.

Although TDSKT was believed to be advantageous for the graduates of other faculties, the results indicate the contrary. When the results of TDSKT which was conducted in 2013 were investigated, it was found out that the graduates of education faculty scored higher than the graduates of other faculties. Therefore it can be said that graduates of other faculties owned the competencies that are expected by MoNE less than education faculty graduates (Yıldırım, 2017). In the study by Yıldırım (2017), it was also suggested that graduates of education faculties should be given the priority while appointing teacher candidates to state schools as teachers. Another study was conducted by Safran et al. (2014) and the results showed that most of the candidates taking the test were the graduates of education faculty. When the success rate was taken into account, average achievement scores of graduates of education faculty were higher than the candidates from other faculties. The achievement scores of teacher candidates from other faculties were observed to be below the average. In this study, however, the participants believed that TDSKT was advantageous for ELL graduates as it contained too many questions on literature with a rate of 60.8%.

Since there are many graduates from education faculties and from other faculties who study to become a teacher and the posts at state schools are limited to be appointed as teachers, every year the number of the candidates taking TDSKT increases. For that reason, TDSKT was believed to evaluate a large number of candidates economically by the participants in this study with a rate of 46.9%. When the numeric data is analysed, it can be easily noticed that every year hundreds of

graduates from education faculties and graduates of other faculties take the test to be appointed as teachers. For example, the number of the candidates in 2013 who registered for PPST was 476.733 and only 15.044 candidates registered to take the TDSKT to become an English teacher. Besides, in the following years the numbers were too high. In 2014, 15.500 candidates; in 2015, 15.724 candidates; in 2016, 13.459 candidates and in 2017, 11.535 candidates registered to take the TDSKT (ÖSYM, 2017). Therefore, it can be suggested that this kind of test is a standard as well as a practical implementation when the number of the candidates is taken into account.

Moreover, 84% of the prospective English teachers believed that the test result that was gained from TDSKT did not guarantee recruitment for teacher candidates because of a new “interview” implementation since 2016. Even if the candidate receives passing scores on TDSKT and following the test if they fail in the interview, the score they get on TDSKT itself will not help the candidate to be appointed to state schools. One of the biggest threats of TDSKT is it is performed to select and appoint teacher candidates for a limited number of positions (Memduhoğlu and Kayan, 2017). For example, in 2013 when TDSKT was performed for the first time and the number of registration for the test was 15.803 candidates and the number of teachers who were appointed to the positions were only 5.054. Similarly, in 2015 for 3.934 English teaching positions, 8.853 teacher candidates applied ([www. memurlar.net](http://www.memurlar.net)). These facts show that every year the number of application increases and since the number of positions is limited, the test result does not guarantee recruitment. Moreover, since 2016 teacher candidates have been taking the oral exam as a last step in the selection process. Even if a candidate scores higher in the test, if the score of the oral exam is lower than 60, the candidate fails and cannot be appointed.

Another striking result was found to be the anxiety the prospective teachers had for the future .Prospective teachers naturally would like to have a proper job, start a family or support their families who had supported them along their education and preparation process. However, the changes in the system or new additions to it, incorrect teacher education policies and unemployment rates for teachers in Turkey causes anxiety on the candidates. Teacher candidates spend one or more years to

prepare themselves for TDSKT and this preparation process and the process of recruitment may cause anxiety on candidates. In this study, three experts indicated that TDSKT created anxiety on candidates and this item was supported by 81.1% of the participants in the study. In literature there are many studies investigating the anxiety of teacher candidates towards the test that have been performed to appoint teachers, such as PPST and TDSKT (Alıncak, 2017; Baştürk, 2017; Aküzüm et al., 2016; Özdemir, 2014; Çimen and Yılmaz, 2011; Karaca, 2011; Sezgin and Duran, 2011 Eraslan, 2006) and the results of these studies supported the results of the present study.

In his study, Baştürk commented that “the number of prospective teachers is rapidly increasing due to incorrect teacher training policies” (Baştürk, 2017: p. 259). Unfortunately, this situation reduces the prospective teachers’ recruitment chances since the positions are limited and cannot meet the demand and increases the anxiety for the future. Prospective primary school teachers in Baştürk’s study (2017) stated that “finding a job after graduation, unemployment, job selection and different responsibilities are some of the factors which increase the university students’ anxiety in the last years” (p. 258). Since the number of posts which are determined by MoNE is limited, the difference continues to increase every year and this causes anxiety on the candidates and their families and they eventually “have such a high future concern” (p. 258). In the study, it was also indicated that this increase was due to incorrect teacher training policies and frequent changes in the appointment system. Şimşek and Akgün (2014) indicated that because of the anxiety the candidates have for the exam, their school and private life was affected negatively (p. 94). Similar results were found in Alıncak’s study (2017) and the researcher reached to a conclusion that “teacher candidates fear that they may not be able to appointed as teachers after studying four years at faculty” (p.11). Moreover, the fear and anxiety the candidates have a negative effect on their attitudes toward teaching profession (p. 12). Aküzüm, Demirkol, Ekici and Talu (2015) evaluated the anxiety of the exam according to the gender and the results showed that male students were found to have a higher level of anxiety when compared to female students since in traditional Turkish society males have some expected roles like supporting parents or starting a family as it was also stated in Baştürk’s study (2007). Özdemir (2014) compared the

anxiety levels of junior and senior students towards PPST and TDSKT and reached to a conclusion that the senior students have the responsibility to attend courses at faculty, join pre-service practices at school and prepare themselves for the test. For these reasons, it was found out that the senior students when compared to junior students, experienced burnout syndrome because of the intense program at faculty and the anxiety for the future (p. 24).

In this study, four experts stated that teacher candidates, especially senior students, were forced to attend private courses in order to succeed in TDSKT and the opinion was supported by 77.1% of the participants. The reasons for attending courses at private courses have been studied by many researchers (Beldağ, 2017; Memduhoğlu and Kayan, 2017; Arı, 2015; Köse, 2015; Uğulu and Yörek, 2015; Şimşek and Akgün, 2014; Demir and Bütüner, 2014) and the results of these studies seem to support the present study's results. The participants in Köse's study (2015) stated that in order to succeed in the TDSKT, teacher candidates should get support from the private courses since the content of the courses at faculty did not coincide with the content of the test. There are some other reasons for participants to attend private teaching courses while preparing themselves for TDSKT. One of them was the participants' complaints about the lecturers at faculty as mentioned in Beldağ's study (2017). Participants emphasized that the lectures were superficial and the lecturers did not have the mastery of the subject and the course. Beyond that reason, they added that "private courses focused on the test and discriminate topics as important or trivial" (p. 25). One of the main reasons as they stated is that candidates had an opportunity to review what they learned in their undergraduate programs during their time at private courses and they believed that these institutions "help to narrow the gap between the faculty course syllabus and the examination content" (p. 27).

The candidates need an organized study for the test and therefore spend their entire time at private courses. For example, the participants in Uğulu and Yörek's study (2015) believed that private courses provide more beneficial preparation process and they encourage organized study. Since these institutions need popularity for commercial reasons, they focus on the students' success and for that reason they provide the help that a candidate may need for the test. Another striking result about

the private courses was mentioned in Ari's master's thesis (2015). In the study it was emphasized that "teacher candidates did not prepare themselves to be a qualified teacher but only to succeed in TDSKT" (p. 16). Kuran (2012) reached a conclusion that teacher candidates chose to attend private courses because they felt the need to have more practice tests regularly. For some reasons, like insufficient lecturers and lecturing at faculties, the will for an organized study, to succeed in TDSKT and also to keep away from the stimuli which the social life at university provided as Kuran (2012) suggested, participants preferred to attend private courses. According to the study by Memduhoğlu and Kayan (2017), the results indicated that the courses at faculty were found to be insufficient and therefore these teaching institutions worked with full capacity.

Beginning from 2016 with a new regulation which was published on Official Gazette with the number 29790 regarding "Employing Contracted Teachers, teacher candidates were made to join a compulsory oral exam, after getting the passing scores from PPST and TDSKT. Teacher candidates have to prove that they have the abilities as follows: comprehending and summarizing a topic, ability to express and reasoning competency; communication skills, self-confidence and ability of persuasion; Openness to scientific and technological developments; representation ability in front of public and educational qualifications (Official Gazette, 2016). However, there have been many reports including critical assessments related to the interview part of the exam. Memduhoğlu and Kayan (2017) in their study indicated that interviews were performed to take precautions against candidates who might have sympathy to some terrorist groups. Moreover, the candidates who failed to pass the test shared their views about the interview on social media and pointed out that the test caused injustice and the assessment could not be performed objectively. In the study by Çiftçi (2017), participants emphasized that the oral exam was not an objective tool and the duration of the interview was too short to evaluate teacher candidates' oral ability. Besides, the interview was carried out in Turkish, not in English and the participants were of the opinion that the commission in the oral exam was not ELT experts. Moreover, the questions were not related to ELT subject area.

The participants in Baştürk's study (2017) specified that teacher candidates had uncertainties about the oral exam and asserted that "these uncertainties were due

to high level of subjectivity of oral exam” (p. 266). The results of his study also indicated that the questions in the oral exam should not be based on theoretical knowledge and the process of the exam should not include only the question and answer parts. According to the participants’ suggestions “the interview should take teaching skills into account and the process should contain teaching practices” (p. 267). Çolak and Demir (2017) investigated the viewpoints of educational syndicates in their study and the common viewpoints were found that the interview part of the process was not “objective due to its nature” (Educational Science Employees Syndicate); “only a few minutes to assess a candidate would damage the sense of justice” (Educationalists Union Syndicate); “the oral exam is the farthest exam from objectivity” and “the answers of the candidates are not based on adequate and concrete data” (Turkish Educational Syndicate) (p. 231). In this study, one of the experts specified that TDSKT was not reliable due to the recent interview component and this opinion was suggested by 61.5% of the participants in the study. The results of the mentioned studies support the results of the present study.

TDSKT decreases the candidates’ interest in the courses at faculty as one of the experts in the study suggested. This opinion was supported by 46.9% of the participants and by many researchers and the reason was found out to be the teacher candidates’ need to attend private courses for a regular and organized study and to come across with more questions and preparation tests before they join TDSKT. Addition to that, candidates emphasized that they were not very satisfied with the performances of the lecturers at faculty (Beldağ, 2017; Şimşek and Akgün, 2017; Demir and Bütüner, 2014; Eraslan, 2006) and because of the anxiety the students had for the TDSKT they asserted that they neglected the courses at faculty.

When the findings of the study are evaluated as a whole, it can be concluded that in a very crowded country like Turkey, a test with multiple choice questions seems to be the most suitable test to select and appoint teachers to state schools. However, the objectivity of interviews, the anxiety that TDSKT creates on candidates, not assessing the language and metacognitive skills, containing questions based on memorization rather than commenting, ignoring the practice part of teaching, decreasing the interest to the courses at faculty and forcing the candidates to join private courses are the negative effects of TDSKT and are a question of

debate. On the other hand, being aware of a test like TDSKT from the beginning of undergraduate programs enables candidates to review their theoretical knowledge of English language teaching, compensates candidates' imperfect knowledge.

The current teacher appointing systems abroad are mostly different from the implementations that take place in Turkey. There are implementations such as written exams, objective interviews, observing teacher candidates' performances and organizing a portfolio. Also, it can be observed that there are tests regarding theoretical knowledge and observations of the experts and the results of probation period and this whole process is integrated to each other in order to select qualified teachers. Also in some countries, students are selected before they start studying at university to see whether they are right candidates to become a teacher or not. However, in Turkey, teacher candidates do not come across with other implementations apart from a test they take after their graduation.

When the studies are investigated, it can be easily noticed that, the current teacher selection system in Turkey forces teacher candidates to join private courses to get extra help and support in order to succeed in both PPST and TDSKT. Furthermore, it should not be ignored that the preparation process causes problems in teacher candidates' social lives in terms of socially, financially and psychologically. The current research studies reveal that teacher candidates have been affected negatively because of these reasons. Although the purpose of teacher candidates should be to become a qualified teacher, with the current selecting and appointing system the purpose has swayed into how to eliminate the rivals. Therefore, this causes to decrease the teacher candidates' interest in the courses at the faculty.

Current exam system in Turkey is based on evaluating cognitive skills and is insufficient to evaluate the metacognitive skills. However, teaching profession requires affective, linguistic and social skills besides cognitive skills. Although, by MoNE teachers are expected to raise individuals that are able to question, investigate and evaluate, with the current teacher selection system teachers without the above-mentioned skills are selected and this situation increases contradiction.

Participants' opinions in this study and in other studies revealed that a test like TDSKT is insufficient to evaluate and assess the knowledge related to teaching

profession. They believed that this kind of test can only assess the theoretical knowledge of a teacher candidate. With the current system, instead of teacher candidates with the necessary skills and abilities to perform the teaching profession, candidates who are good at test techniques, memorization and with insufficient skills to teach can be selected and appointed can be asserted as one of the results.

5.2. Suggestions

The questionnaire that was created for this study through experts' opinions using SWOT is the first instrument to investigate the prospective English teachers' opinions on TDSKT. When the results of the validity and reliability of the analyses are observed, it can be asserted that the instrument is valid and reliable and can be used as a scientific instrument in other studies with little changes to investigate the teacher candidates' opinions of other branches. During the interviews and through expert opinion forms some suggestions were made by the experts to increase the efficiency of TDSKT. These suggestions are believed will make a difference if they are taken into account by the authorities.

It can be asserted that if the main aim is to select and appoint qualified teachers to state schools, a test should be implemented that includes all the knowledge, skills and attitudes that are expected from teachers to perform in their school life as a teacher. Teacher candidates before starting their profession should be subjected to personality tests and objective interviews as it is in Scotland which was emphasized in detail in literature review part. It may also include teacher candidates' homework and projects that are prepared during their undergraduate programs, the observations of practice teachers and scholars at faculty and the portfolios which illustrate the teacher candidates' professional development as in the USA and Finland. In other words, for the system, it was suggested that it should focus on the process of training teachers, not to the product. In conclusion, there may be an extensive system that associates theoretical knowledge with teaching practice performance.

In addition, the oral exam especially when it was performed for the first time was questioned in terms of its objectivity. Therefore multiple and alternative

assessment techniques should be performed in order to eliminate the doubts about the tests and the interviews should be open to observation or crosschecked by different interviewers.

The outcomes and objectives of teacher training programs can be reconstructed according to TDSKT and can be based on teacher competencies. Teaching staff can also update themselves, in terms of improving professionally; this can be assessed as one of the dimensions of strong points.

It can be asserted that TDSKT is not sufficient to assess the language level of the candidates. The test should include questions to assess the English teacher candidates' language level. Since the teacher is a role-model in the classroom, articulation and pronunciation components should be added to the assessment. Addition to this, the test should include pedagogical approaches in language teaching and knowledge.

The questions should be designed in order to assess the content knowledge. The content should be updated and the questions should be related to content teaching education. TDSKT should focus on selecting teachers that are able to think, and create solutions, not teachers owning only theoretical knowledge.

As it was suggested by 2 experts in the study TDSKT assesses only understanding and comprehension stages. It can be asserted that TDSKT would be more effective to select teachers if it contained questions related to assessing practice, analyze, synthesis and assessment skills as it is in Bloom's taxonomy.

As one of the experts in the study mentioned this kind of test should be performed every academic year or every semester during undergraduate programs, not only at the end of the undergraduate program, in order to keep the candidates alert and ready for the future and to decrease the candidates' anxiety. Besides, the questions that are asked in the tests should be shared with the public and by this way candidates may direct their studies according to these questions. In order to select qualified teachers it can be suggested that an evaluation should be performed taking the performance and in-class practices into consideration; the process and the product based eliminations can be conducted.

In 2017 an announcement was made by the Head of HEC for the students who would like to join education faculties and indicated that a new success rating condition was determined. With this new change, students who take university entrance exams need to be at least in first 240.000 (<https://aa.com.tr/tr/egitim/yok-baskani-sarac-ogretmenlik-bolumlerine-basari-siralamasi-sarti-getirildi/711733>). Other students getting less than this determined base point will not be able to enroll to education faculties. It can be claimed that this kind of regulation may help increase the quality of teachers because this regulation enables successful students to perform the teaching profession. Additionally, if the government plans the teaching force according to the growth in population as it is planned in Scotland, student intake to the universities can be decreased and by this way the gap between demand and supply can be balanced. It is a well-known fact that there are many graduate candidate teachers waiting for to be appointed to the state schools.

Teacher quality matters and a concern for teacher evaluation has become an important element in teacher policies generally (World Bank, 2012). In the 18th National Education Council, a proposal was offered as in the tests for recruiting teachers, candidates should be asked questions related to their specific fields of graduation along with teaching profession and world knowledge. The purpose of these tests should be selecting teachers with required skills. For that reason, the kinds of tests and the content of these tests should be re-organized. The questions in TDSKT were criticized by the experts for not reflecting the content and being insufficient. Therefore, a re-design of TDSKT covering all the courses at undergraduate programs parallel to the number of the questions to be asked can be offered. By taking the studies related to TDSKT into consideration and in order to increase the validity and reliability of TDSKT, a test to assess the professional competencies and observe candidate teachers' performances can be designed. It was also indicated that multiple-choice tests are insufficient to assess the professional competencies. Besides multiple-choice tests, candidates' performance should be observed, objective interviews should be organized and candidates' success scores at undergraduate program should be added to the overall assessment and then the most successful teachers should be selected and appointed.

Nevertheless, besides all criticism on TDSKT, in many studies related to TDSKT participants regard that the exam is a positive and belated implementation (Şimşek and Akgün, 2017; Demir and Bütüner, 2014; Beldağ, 2017).

In May 2018 a document called “Teacher Strategy Paper” was published by MoNE regarding teacher education, improving teachers’ competencies and teacher employment after graduation. In this document increasing the quality and the standards of pre-service teaching institutions, ensuring certain standards for education faculties and current teacher training system were discussed. Besides, objectives and goals were identified regarding employing qualified teachers, ensuring their personal and professional development and improving and strengthening the status of teaching profession. The commission that worked on preparing this document shared their suggestions on how to select qualified teachers and how to recruit them. They also believed that teacher selecting and recruiting systems should be re-designed and suggested that a selection system should be established which included an assessment type that was able to assess the fundamental competencies that a teacher should have. In order to select qualified teachers for the future of our country, alternative evaluation methods should be carried out instead of written examination methods. The commission was of the opinion that for recruiting teachers multiple data resources should be included to the evaluation such as preparing the teacher candidate with a consulting teacher and supervising the candidate on the job. The candidates should be given more teaching opportunities, the faculties and the schools where teaching practices take place should be in a close relationship and the instructors at education faculties should work closely with those practice schools.

To conclude, teacher candidates should be evaluated beginning from their first term at faculty and they should be given more teaching opportunities. Their performance should be observed objectively. In order to assess their PCK besides content knowledge and content teaching knowledge, open-ended questions could be asked and their reflections to the questions could be determinant whether the candidate is qualified or not.

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APPENDICES

Appendix 1: Prospective English Teachers' Opinions On TDSKT Questionnaire

<p><i>Dear Teacher candidates,</i></p> <p>The aim of the study is to reveal prospective teachers' opinions on Teacher Domain-Specific Knowledge Test. Your sincere answers will contribute to my Masters thesis Anketi vereceğiniz itenlikli cevaplar yksek lisans tez alıřmamın bařarıya ulařmasına katkı saęlayacaktır.</p> <p>Katkınız iin teřekkr ederim.</p> <p>Ceyda SERT AKTUę</p>						
Teacher Domain-Specific Knowledge Test ...		Totally Disagree (1)	Disagree (2)	Indecisive (3)	Agree (4)	Totally Agree (5)
1	provides an opportunity for the candidate to review theoretical knowledge on ELT					
2	enables teacher candidates to compensate their imperfect knowledge					
3	provides an opportunity to improve the quality of teacher training programs					
4	increases the interest of the candidates to the courses at faculties.					
5	ensures an important test result that can be taken into consideration for recruitment					
6	has enough question distribution in respect to the content to be measured					
7	performs an objective assessment.					
8	is useful to measure the language level of the candidates.					
9	is useful to measure the candidates' knowledge related to teaching English					
10	enables to evaluate a large number of candidates economically.					
11	contains questions based on memorization rather than commenting.					
12	contains too many questions related to grammar					
13	contains too many questions related to literature					
14	contains a few questions related to English teaching					
15	does not contain equally distributed number of questions for each language skills.					
16	test score does not identify if the candidate is an effective teacher or not					
17	is ineffective in terms of evaluating productive skills (listening, speaking, writing and pronunciation).					
18	is useful to measure the English teacher candidates' reading, lexical and grammar skills.					
19	does not measure metacognitive skills (e.g. practice, analyse, synthesis, evaluation) .					
20	does not have a content coinciding with the course content at faculty					
21	is advantageous for ELL graduates as it contains too many					

	literature questions					
22	is advantageous for distance education students since only multiple-choice questions are used.					
23	is not a test that can create an opportunity as long as theoretical questions are not combined with practice					
24	is a test that ignores the content knowledge competence of the teacher candidates					
25	can also be achieved by candidates whose knowledge related to English teaching approaches, methods, techniques, and principles is insufficient					
26	is a test that candidates who are found to be unsuccessful at undergraduate programs can also get high scores.					
27	is a test that candidates who do not own the characteristics that a good English teacher needs to have can also succeed					
28	is not a sufficient test to choose a good teacher since it is consisted of multiple-choice questions.					
29	ignores the practice part of teaching					
30	directs English teacher training programs to a “Teacher Domain-Specific Knowledge Test” based education .					
31	obliges students to attend private courses.					
32	causes anxiety on candidates for the future.					
33	is found to be less reliable with the new “interview” regulation					
34	’s test score does not guarantee recruitment for teachers.					
35	causes to decrease the interest of the students to the courses at faculty.					

Appendix 2: Published Sample Questions on TDSKT

Which of the following is a principle of semantic interpretation which states that the meaning of a phrase or a sentence depends both on the meaning of its parts and how they are combined?

- A) principle of compositionality
- B) principle of semantic meaning
- C) principle of recurrence
- D) principle of combination
- E) principle of subtlety

A ---- is a humorous mimicking of a serious piece of literature.

- A) parody
- B) satire
- C) tragedy
- D) drama
- E) fiction

3. What is meant by Communicative Competence?

- A) one's ability to accomplish a task using the target language
- B) the use of appropriate forms to get across what one means
- C) knowledge of grammar needed to communicate
- D) ability to analyze complicated texts produced in the target language
- E) ways of getting things done without using linguistic means

Appendix 3: Expert Opinion Form

ÖĞRETMENLİK ALAN BİLGİSİ TESTİNE YÖNELİK UZMAN GÖRÜŞ FORMU

(SWOT ANALİZİ)

Bu görüş formu Akdeniz Üniversitesi, Yabancı Diller Anabilim Dalı, İngilizce Öğretmenliği bölümünde araştırmacı tarafından yürütülen “**Türkiye’deki İngilizce Öğretmenlerine Yönelik Öğretmen Alan Bilgisi Testi Üzerine Nitel Bir Araştırma**” adlı yüksek lisans tezinde kullanılmak üzere hazırlanmıştır.

Görüş formu dört bölümden oluşmaktadır. Görüş formu, bilimsel araştırma sürecinde tezin bir bölümünde uzman görüşlerine yer verme amacıyla kullanılacaktır. Elde edilen uzman görüşleri, analiz edildikten sonra Öğretmenlik Alan Bilgisi Testini alan İngilizce öğretmenleri ile yapılacak olan görüşmelerde soruların belirlenmesinde kullanılacaktır. Arzu edilirse görüşlerini bildiren uzmanlarımıza çalışmanın bir örneği çalışma tamamlandıktan sonra gönderilecektir.

Değerli görüşlerini paylaşarak destek veren uzmanlarımıza bu katkılarından dolayı teşekkür ederim.

Okt.Ceyda Sert Aktuğ
Uşak Üniversitesi
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GÜÇLÜ YÖNLER

İngilizce öğretmenleri için ÖABT'nin güçlü olduğunu düşündüğünüz yönleri nelerdir?

ZAYIF YÖNLER

İngilizce öğretmenleri için ÖABT'nin zayıf olduğunu düşündüğünüz yönleri nelerdir?

FIRSATLAR

İngilizce öğretmenleri için ÖABT'nin var olan haliyle uygulanmasıyla ne tür fırsatlar oluşturduğunu ve oluşacağını düşünüyorsunuz?

TEHDİTLER

İngilizce öğretmenleri için ÖABT'nin var olan haliyle uygulanmasıyla ne tür tehditler oluşturduğunu ve oluşacağını düşünüyorsunuz?

Appendix 4: Permission Forms

4.1. ÇUKUROVA UNIVERSITY

13/03/2017

YABANCI DİLLER EĞİTİMİ ANABİLİM DALI BAŞKANLIĞINA

Yabancı Diller Anabilim Dalı, İngiliz Dili Eğitimi, *Tezli Yüksek Lisans* Programı, Yrd. Doç. Dr. Hatice Sezgi Saraç danışmanlığındaki 20155411006 numaralı öğrenciyim. "TÜRKİYE'DEKİ İNGİLİZCE ÖĞRETMEN ADAYLARINA YÖNELİK ÖĞRETMEN ALAN BİLGİSİ TESTİ ÜZERİNE KARMA BİR ARAŞTIRMA " isimli *tez konusu* kapsamında **Adana ili, Çukurova Üniversitesi'nde** bulunan İngilizce Öğretmenliği Bölümü 4. Sınıfta *okuyan öğrencilere* ekte belirtilen *ölçeğin uygulamasını gerçekleştirebilmem* için, Eğitim Fakültesi Dekanlığından izin alınması hususunda;

Bilgilerinizi ve gereğini arz ederim.

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UYGUNDUR
Danışman
Yrd. Doç. Dr. Hatice Sezgi Saraç

İmza

Ekler:

1- Ölçek

4.2. ÇANAKKALE 18 MART UNIVERSITY

13/03/2017

YABANCI DİLLER EĞİTİMİ ANABİLİM DALI BAŞKANLIĞINA

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İmza

Ekler:

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4.3. MUĞLA SITKI KOÇMAN UNIVERSITY

13/03/2017

YABANCI DİLLER EĞİTİMİ ANABİLİM DALI BAŞKANLIĞINA

Yabancı Diller Anabilim Dalı, İngiliz Dili Eğitimi, *Tezli Yüksek Lisans* Programı, Yrd. Doç. Dr. Hatice Sezgi Saraç danışmanlığındaki 20155411006 numaralı öğrenciyim. "TÜRKİYE'DEKİ İNGİLİZCE ÖĞRETMEN ADAYLARINA YÖNELİK ÖĞRETMEN ALAN BİLGİSİ TESTİ ÜZERİNE KARMA BİR ARAŞTIRMA " isimli *tez konusu* kapsamında **Muğla ili, Sıtkı Koçman Üniversitesi'nde** bulunan İngilizce Öğretmenliği Bölümü 4. Sınıfta *okuyan öğrencilere* ekte belirtilen *ölçeğin uygulamasını gerçekleştirebilmem* için, Eğitim Fakültesi Dekanlığından izin alınması hususunda;

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CV

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Uluslararası bilimsel toplantılarda sunulan ve bildiri kitaplarında (proceedings) basılan bildiriler:

Sert, A. C. (2018). *An Analysis of Teacher Content Knowledge Test for English Language Teachers*, 10th International ELT Research Conference, "New Perspectives in Quality Learning and Teaching in ELT", (Özet Bildiri/ Sözlü Sunum).

Sert, A. C. (2016). *A Comparison of Teacher Recruitment Systems: Turkey, Scotland, and the USA*, Çukurova International ELT Teachers (CUELT) Conference "Replacing Cliches: Teaching Subordinated to Learning" (Özet Bildiri/Sözlü Sunum) (Yayın No: 4193820)

Sert, C. (2015). *Students' Attitudes towards Cyber-Homework*, 6th International Congress on New Trends in Education, 6(2), 18 (Tam Metin Bildiri/Sözlü Sunum) (Yayın No: 4193804)

Sert, C. (2015). *The Role of Teacher Field Knowledge Test on Teachers' Knowledge*, at GlobELT 2015: An International Conference on Teaching and Learning English as an Additional Language (199), 801-805., Doi: 10.1016/j.sbspro.2015.07.614 (Tam Metin Bildiri/Sözlü Sunum)(Yayın No:4193795)

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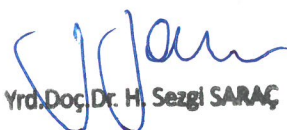
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