Teacher Evaluation and Assessment System in Türkiye from the Perspective of Prospective EFL Teachers

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Abstract

English is currently the most widely spoken language in the world, and this situation reveals the need for English language education. To meet this need, new faculties are being established and departments are being opened in our country every day and the number of prospective English teachers is gradually increasing, which has led to the formation of more English teacher candidates than the existing need. Public Personnel Selection Examination is applied to select as many teachers as needed from among the candidate English teachers in Türkiye and the result of this exam is based on. This study aims to measure the attitudes of prospective English teachers towards Public Personnel Selection Examination and Teacher Evaluation and Assessment System (TEAS) in the context of Türkiye and to reveal their ideas. The study has been conducted with the voluntary participation of a random sampling of prospective English Language Teachers who are in third or fourth grade and graduates waiting for the appointment from different universities' departments of English Language Teaching, English Language and Literature, Translation, Linguistics and Translation Studies (n=263). The data were obtained through a survey called 'English Teachers' Attitudes towards Recruitment System (ETARS) developed by Yeşilçınar and Çakır (2020) and through interviews with voluntary participants. The quantitative and qualitative data collected were analyzed and the findings revealed that the relevant candidates exhibited different attitudes according to their departments and classes.

Keywords: Public Personnel Selection Examination, Teacher Assesment and Evaluation, English Language Teacher

INTRODUCTION

In Türkiye, education faculties of universities are responsible for training teachers under the governance of Higher Education Council (HEC) that deals with the organization, planning, and supervision of all higher education intuitions (Coşkun & Daloğlu, 2010). In order to become a teacher, pre-service education must be taken by prospective teachers; in basic term, what needs to be done is to graduate from a bachelor's degree program at a four-year faculty of education. For this reason, pre-service education can be regarded as the starting point of the teacher training system, and in this process, candidates gain both theoretical and practical knowledge. Although pre–service education is important, it also leads to some problems. These teacher training programs accept a larger number of students than the number of teachers needed, which, in turn, leads to the fact that a significant part of the teacher candidates who have graduated from the faculty of education cannot be appointed and become unemployed. At that point, since there are many more teachers than needed, to be selective, while being employed in Türkiye, the selection among teacher candidates is made by the multiple Public Personnel Selection Examinations. These exams measure the candidates' knowledge of general culture, general ability and educational sciences. However, teacher candidates graduate from different departments such as science teaching, school teaching, physical education and sports teaching, music teaching, history teaching, etc. At the four-year faculty of education, although some courses are necessarily taken

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by each candidate teacher, each teacher candidate also takes courses about his/her own field, acquires theoretical knowledge related to his/her own field and has a chance to practice what has been learned. Each teaching department is different from each other and can be regarded as unique since teaching techniques, materials, applications, methods, evaluation types are unique to itself. This issue leads a new section in Public Personnel Selection Exam and teachers have also been responsible for the field knowledge exam as well as knowledge of general culture, general ability and educational sciences since 2013. In addition, prospective teachers have been responsible for an interview between the years of 2016-2024. In these interviews, questions were asked to teachers in the fields of up-to-date information, educational sciences, and general culture and while scoring of the interviews, what was done was to round off the scores that the teacher candidates had received from the Public Personnel Selection Examination. For example, a candidate who took 78.7 from the exam had a score of 79 after the interview, and thus the effect of the interview on the score taken on the exam was limited. This situation has been almost completely changed this year and a new system has been put forward for the 2024 teacher appointment. Before entering the interview, a message will be sent to the candidate teacher informing him/her which subject he/she is responsible for, so that the candidate teacher will be given the opportunity to prepare. In the interview, prospective teachers will be asked to explain a 30-minute lesson as if they were in a real classroom environment. This interview, unlike the previous one, will account for 50% of the teacher candidates' scores. Since this interview will be applied for all teacher candidates, English teacher candidates will also be subjected to this interview. After successfully completing courses and graduating from the faculty of education, prospective teachers need to take the Public Personnel Selection Examination and after this exam, they are expected to teach a lesson in 30-minutes. In this way, they can have an opportunity to enter a certain ranking to be appointed to be English Language Teachers on the Ministry of National Education. Even if Public Personnel Selection Examination measures prospective teachers' knowledge of general culture, general ability, educational sciences, and field knowledge and even if the interview aims to measure the teaching skills of teacher candidates, this new appointment system emerges some new questions: How effective and fair are the Public Personnel Selection Examination and the new interview system for selecting and appointing teachers?

Purpose of the Research

Considering the literature about Public Personal Selection Examination in Türkiye, it is noticed that there have been limited research focusing on Public Personnel Selection Examination (Epçaçan, 2016; Erdem, E. & Soylu, Y., 2013). There has been also very limited research about the related topic from the perspectives of prospective English Language Teachers (Karataş, T. Ö., & Okan, Z.; 2021). There seems not to be any research, to our best knowledge, investigating the new interview system, yet. For this reason, this study aims to reveal what prospective English Language Teachers think about the Public Personnel Selection Examination and the new interview system in the context of Türkiye, by seeking answers to the following questions:

Q1. Do the participants' attitudes towards Teacher Evaluation and Assessment System (TEAS) and their interest in TEAS statistically differ in terms of the departments they graduate?

Q2. Do the participants' attitudes towards TEAS and their interest in TEAS statistically differ in terms of the grades they are?

Q3. What do participants think about the Public Personnel Selection Examination (KPSS) and the new interview system?

METHOD

Research Design

While quantitative research presents numerical and statistical results based on numerical data without the researcher's comments objectively, qualitative research design presents subjective data which should be considered in its own context. Therefore, explanatory design, a sub-category

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of mixed research design, was applied in this study. In the first step, quantitative data were collected with the scale developed by Yeşilçınar and Çakır (2020), and then qualitative data were collected to learn what participants think about the new interview system, which provides a deeper understanding for quantitative results that may not be fully understood through numerical data.

Participants

Participants are third and fourth grade of students in different universities from different language-related programs such as English Language Teaching, English Language and Literature, Translation and Interpreting and English Linguistics. Participants are also graduate students who do not work as teachers in the Ministry of Education and waiting for an appointment. In this context, it is aimed to reach maximum diversity by reaching teachers with different demographic characteristics (gender, age, department, university, etc.).

Table 1. Distribution of the Participants according to their Departments, Gender and Grades

Variables		n
	English Language Teaching	207
	English Language Literature	39
Department	Translation and Interpretation	8
	Other	9
	Female	174
Gender	Male	89
	Third grade	77
Grade	Fourth grade	98
	Graduate	88
Total		263

The total number of participants is 263. When participants are considered in terms of their demographic features, it is seen that 174 of them are female and 89 of them are male, which shows that more female participants are taking part in the study and they make up %66.15 of participants. On the other hand, in terms of educational features, when it comes to the department which participants are continuing their education or they have graduated from, it is quite clear that the English teaching department is outnumbered, with %78 while there are 39 participants from the department of English Language Literature, 8 participants from the department of Translation and Interpretation and 9 participants from the other departments such as linguistics or translation studies. When looking at the grades of the participants, there are 77 participants at the third grade, 98 participants at the fourth grade and 88 participants who have graduated from the university. Although according to the numbers, the largest number of participants are among fourth graders, it can be said that there is almost equal distribution in terms of grades. Since there are two participants who did not give answers some statements in the questionnaire, their data was excluded and so on the following tables, it is seen that the total number of the participants is 261.

Data Collection Tools

In the process of conduction of the research, both quantitative and qualitative data were collected. In the first step of the research, quantitative data were collected. A five-point Likert type scale developed by Yeşilçınar and Çakır (2020) was applied for this study. In the second step of the study, qualitative data were also collected through conducting semi-structural interview, a technique based on the collection of data through verbal communication (Karasar, 2008). In this way, it was aimed to understand a phenomenon in depth and to get the opinions of the participants.

Scale

A five-point Likert type scale titled as 'English Teachers' Attitudes towards Recruitment System (ETARS)' developed by Yeşilçınar and Çakır (2020) was used for this study. This scale consists of

23 items in 5 Likert type (1=Strongly disagree, 5=Strongly agree), and has 3 sub-dimensions as positive attitudes towards TEAS, being interested in TEAS and negative attitudes towards TEAS. Usually, in terms of reliability by Cronbach's coefficient alpha, estimated coefficient alpha under 60% is considered weak, and consistency estimated to 70% is acceptable, and over 80% is considered good (Danaeifard, Khaef Elahi, & Hosseini, 2011). The reliability of the scale conducted can be regarded as high enough since the reliability of the sub-factors were 0.90 for positive attitude towards TEAS, 0.87 for being interested in TEAS, 0.73 for negative attitude towards TEAS (Yeşilçınar & Çakır, 2020).

Table 2. Reliability Statistics of the Original Scale

Sub-factors	Cronbach's Alpha	N of Items
Positive attitudes towards TEA	0,887	10
Being interested in TEA	0,863	8
Negative attitudes towards TEA	0,780	5

For the present study, the Cronbach-Alpha internal consistency coefficient was computed as 0.801, which indicates that the reliability is high; and in terms of sub-factors of the scale, the Cronbach-Alpha internal consistency coefficient was computed as 0.887 for positive attitude towards TEAS, 0.863 for being interested in TEAS, 0.780 for negative attitude towards TEAS, which indicates that the reliability is high, again.

Semi-structural Interview

In order for participants to express their thoughts and feelings in their own words, semi-structural interview was applied. Interview questions are prepared by the researcher on her own and checked by the experts. These interview questions are usually related to what participants think about Public Personnel Selection Exam and the new interview system.

Data Collection Process

In the first step of the research, quantitative data were collected with a five-point likert type scale developed by Yeşilçınar and Çakır (2020). It was shared with the participants in both online and printed way. Since the goal of this research is to understand a phenomenon in depth and to get the opinions of the participants, in the second step of the study, qualitative data were also collected through conducting semi-structural interview. Interviews were conducted in both online and face-to-face way with the randomly selected voluntary participants.

Analysis of Data

Quantitative data were analysed via SPSS software in the study. In order to consider data set as normal, the Skewness and Kurtosis values should be ±2 in some sources (Field, 2013; Gravetter & Wallnau, 2014; George & Mallery, 2010); ±1.5 in some (Tabachnick & Fidell, 2013); and ±1 in other sources (Bulmer, 1979).

Table 3. Skewness and Kurtosis Values

		Statistics	Std. Error
Positive attitudes towards TEA	Skewness	0.247	0.151
	Kurtosis	0.035	0.300
Being interested in TEA	Skewness	-0.331	0.151
	Kurtosis	-0.269	0.300
Negative attitudes towards TEA	Skewness	-0.685	0.151
	Kurtosis	0.311	0.300

According to the result of the distribution represented in Table 3, the value of the skewness and kurtosis observed for each sub-category was within the normal range of (-2, 2). It indicated that these variables were normally distributed. After it was determined that the data were normally distributed, it was decided to apply parametric tests. Since the opinions of the participants will be examined separately according to their departments and grades, the one-way ANOVA test was applied to compare means of the groups. Quantitative data were analyzed via MAXQDA. After the

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interviews were conducted with 26 randomly selected voluntary participants from among the survey participants, data were transcripted, coded and divided into categories for the research question 3.

Ethical Issues

In order to conduct this study, an application was made to the ethics committee of Ondokuz Mayıs University and the necessary permissions were obtained with the decision numbered 2023-1075.

RESULTS

Results of Research Question 1: Do the participants' attitudes towards TEAS and their interest in TEAS statistically differ in terms of the departments they graduate?

In order to reveal whether there is any relationship between the departments of the participants on their positive attitude or negative attitude towards TEAS and being interested in TEAS, One-way ANOVA was applied and the descriptive statistics were presented in the Table 4.

Table 4. Results of Descriptive Statistics

		N	Mean	Std. Error	Minimum	Maximum
Positive Attitudes	English Language Teaching	205	2,60	,05404	1,00	5,00
	English Language Literature	39	2,58	,14165	1,20	4,70
	Translating and Interpreting	7	2,80	,41690	1,70	5,00
	Other	9	2,76	,27538	1,80	4,00
	Total	261	2,61	,04933	1,00	5,00
Being Interested	English Language Teaching	205	3,24	,05729	1,00	5,00
	English Language Literature	39	3,36	,13636	1,13	4,63
	Translating and Interpreting	7	2,58	,54875	1,00	5,00
	Other	9	2,51	,30294	1,00	3,88
	Total	261	3,21	,05323	1,00	5,00
Negative Attitudes	English Language Teaching	205	3,83	,05434	1,33	5,00
	English Language Literature	39	3,73	,14810	1,40	5,00
	Translating and Interpreting	7	3,40	,15736	2,80	4,00
	Other	9	3,24	,39550	1,60	5,00
	Total	261	3,78	,05046	1,33	5,00

As indicated in Table 4, mean for the sub-category of positive attitudes for the department of English Language Teaching is 2.60; for the department of English Language and Literature is 2.58; for the department of Translating and Interpreting is 2.80 and for the other departments is 2.76. As indicated in the table, mean for the sub-category of being interested in the department of English Language Teaching is 3.24; for the department of English Language and Literature is 3.36; for the department of Translating and Interpreting is 2.58 and for the other departments is 2.51. Since the first option of the graduates or students of ELL department may become a teacher after having the pedagogical formation even if the pedagogical knowledge of teacher who have graduates from education faculties is more dominant than their knowledge of specialized field (Yıldırım & Vural, 2014), it can be seen normal that they have interest in TEAS as students or graduates of ELT department. As indicated in the table, mean for the sub-category of negative attitudes for the department of English Language Teaching is 3.83; for the department of English Language and Literature is 3.73; for the department of Translating and Interpreting is 3.40 and for the other departments is 3.24.

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Table 5. One-way ANOVA Results

		Sum of Squares	df	Mean Square	F	Sig.
Positive Attitudes	Between Groups	,511	4	,128	,199	,939
	Within Groups	164,621	256	,643		
	Total	165,131	260			
Being Interested	Between Groups	8,201	4	2,050	2,851	,024
	Within Groups	184,085	256	,719		
	Total	192,286	260			
Negative Attitudes	Between Groups	4,512	4	1,128	1,716	,147
	Within Groups	168,305	256	,657		
	Total	172,817	260			

*$p<0.05$

Opinions of the participants were examined separately according to their departments; the one-way ANOVA was applied, and the results are given in Table 5. In the sub-category of positive attitude, no significant difference was found *(0.939, p> .05).* In the sub-category of being interested, no significant difference was found *(0.024, p> .05).* In the sub-category of negative attitude, no significant difference was found *(0.147, p> .05).* Consequently, participants' attitudes towards and interests in TEAS did not differ significantly according to their departments.

Results of Research Question 2: Do the participants' attitudes towards TEAS and their interest in TEAS statistically differ in terms of the grades they are?

Wegner believes that when more than two population means are compared for equality, a test statistic—known as the F-statistic—is used (Wegner, 2016). According to him, the test procedure that is used to compute the F-statistic is called as ANOVA. In this section, one way ANOVA findings show whether there are significant differences between opinions of the participants for each sub-category with the grade variable (third grade, fourth grade, graduate). The related statistics are presented in Table 6.

Table 6. Results of Descriptive Statistics

		N	Mean	Std. Error	Minimum	Maximum
Positive Attitudes	third grade	77	2,84	,08358	1,30	5,00
	fourth grade	97	2,48	,06876	1,00	4,10
	graduate	87	2,54	,09962	1,00	5,00
	Total	261	2,61	,04933	1,00	5,00
Being Interested	third grade	77	3,13	,09251	1,63	5,00
	fourth grade	97	3,17	,08272	1,13	4,75
	graduate	87	3,34	,10101	1,00	5,00
	Total	261	3,21	,05323	1,00	5,00
Negative Attitudes	third grade	77	3,77	,08142	1,60	5,00
	fourth grade	97	3,88	,08197	1,33	5,00
	graduate	87	3,69	,09659	1,40	5,00
	Total	261	3,78	,05046	1,33	5,00

Means of the participants in different grades were compared using one-way ANOVA. The means of grades for the sub-category of positive attitudes towards TEAS are quite low, which are *m=2.84* for the third grade, *m=2.48* for the fourth grade and *m=2.54* for the graduates. Since third grade students are not yet as involved in the TEAS as fourth grade students or graduates who have experienced TEAS, they may have had a higher positive attitude towards TEAS than fourth graders and graduates. The means of grades for the sub-category of being interested in TEAS are *m=3.13* for the third grade, *m=3.17* for the fourth grade and *m=3.34* for the graduates. The means of grades for the sub-category of negative attitudes towards TEAS are *m=3.77* for the third grade, *m=3.88* for the fourth grade, *m=3.68* for the graduates. The lowest mean scores for both positive and negative attitudes towards TEAS are among graduate students. Since the results are different from each other, it seems that the grade may influence the participant's attitudes towards TEAS.

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Table 7. One-way ANOVA Results

		Sum of Squares	df	Mean Square	F	Sig.
Positive Attitudes	Between Groups	5,974	2	2,987		
	Within Groups	159,157	258	,617	4,842	,009
	Total	165,131	260			
Being Interested	Between Groups	2,146	2	1,073		
	Within Groups	190,140	258	,737	1,456	,235
	Total	192,286	260			
Negative Attitudes	Between Groups	1,656	2	,828		
	Within Groups	171,161	258	,663	1,248	,289
	Total	172,817	260			

*$p<0.05$

In the sub-category of positive attitude, statistically significant difference was found (0.009, p< .05) among the groups. In the sub-category of being interested, no significant difference was found (0.235, p> .05). In the sub-category of negative attitude, no significant difference was found (0.289, p> .05). Consequently, the participants' interest in and negative attitudes towards TEAS did not differ significantly according to the grades they are in. However, it was found that the participants' positive attitudes towards TEAS differed significantly in favor of third grade students. In other words, they had more positive attitudes towards TEAS than fourth grade and graduate students. Since third grade students are still in the middle of their teacher education process, they may have higher motivation and enthusiasm towards the teaching profession, which may mean that they are more focused on the teaching profession than the teacher evaluation and assessment system.

Results of Research Question 3: What do participants think about the Public Personnel Selection Examination (KPSS) and the new interview system?

Education faculties are sufficient to train English Language teachers

At the beginning of the interviews, the participants were asked whether it is enough to be a graduate of the faculty of education to become an English Language teacher. Most of the participants thought that being a graduate of the faculty of education was enough to become an English Language Teacher, stating that:

'*The courses included in the program are varied in content, pedagogical and professionally sufficient, comprehensive and prepare students for the profession, and there are also enough practical courses included*'.

Participant 8 also said '*Compared to pedagogical formation, education faculties always make a big difference.*'.

Even if the participants considered the faculties of education sufficient to become teachers, they also made some suggestions to make the education provided at the faculties of education better and more effective. These suggestions were mainly related to the practicality of the education faculties. For example, in terms of practicum which can be considered as 'the longest and most intensive exposure to the teaching profession' for teacher candidates (Cohen, Hoz, & Kaplan, 2013), some participants suggested that '*The practicum can be integrated into a four-year education instead of just being in the last year.*'; participant 16 also have a similar idea '*The practicum should be given for at least three semesters like in the most European countries.*' and participant 3, about the same topic, uttered that:

'*There should be some extra practicum courses or programs. There were also some other suggestions about implementation of the courses and instead of theoretical courses, more practical courses may be included in the program.*'; '*It would be better if educational science courses were more practice oriented. For example, instead of just learning theoretical knowledge about the course of 'classroom management', we can learn how to use this knowledge in a real classroom environment, we can learn*

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how to handle unwanted behaviours, how to ensure silence while lecturing or how to prevent cheating, etc.'.

Education faculties are not sufficient to train English Language teachers because of the lack of practice

There are participants who thought that education faculties were not enough to become English Language teachers because of the lack of practice. They generally said that:

'*A lesson to be given from a teacher working in schools under the Ministry of National Education should be added to the curriculum.'*.

'*Teachers who learn theoretical knowledge in undergraduate education expose students to a lot of theoretical knowledge in their professions as well, which can be the reason why we cannot speak English even after the ten-year education of English.'*.

'*It can be difficult to grasp the necessities of the profession and develop teaching skills while taking a practicum course in the final year, so education faculties should give more practical opportunities for prospective teachers.'*.

'*During the four-year English Language Teaching education, various educational and pedagogical courses such as educational psychology, educational philosophy, classroom management, teaching methods and techniques are offered to teacher candidates. These lessons are very theoretical. Based on my own experiences, what I did was to read and memorize the notes of these courses and succeed in the exam of the course, which leads to the opinion that I am inadequate in terms of how to behave in special situations in certain conditions in the classroom environment.'*.

Education faculties are not sufficient to train English Language teachers because of the prospective teachers who are not suitable for the teaching profession

There are participants who thought that being a graduate of a four-year faculty of education is not enough to become an English Language teacher because of the presence of candidates who are not suitable for the profession in the faculties of education. Most of the participants uttered that '*A large number of students who are unaware of the profession or do not want to do the profession go to the English Language Teaching department.'*. about this issue, participant 1 had stated that '*Candidates who may or may not be teachers are not selected during registration to the faculties of education.'* and explained it saying:

'*It does not matter that the candidates of English Language Teacher are to be able to teach English; they registered to the department since they want to be teacher, they just have enough score for the department, or their family pressure them for being teacher; they feel belonging to the profession or department, etc. Without considering any of these possibilities, may people can enrol in English Language Teaching program and graduate from the faculties of education as teachers, since only their score obtained from the university exam is sufficient for the department.'*.

Education faculties are not sufficient to train English Language teachers because of the inability of education faculties

The inability of education faculties to fully prepare teacher candidates for the profession is also uttered by the participants. About this topic, participant 22 stated that '*Prospective teachers graduate from education faculties without knowing enough about the site.'*. Participant 2 made also an emphasis on the same issue and said that:

'*Because general information about e-okul, EBA, candidacy is left incomplete in the training schedules, graduates experience great difficulties in the first year they are appointed and nominated. There should be some lessons about how the nomination process works, how the e-okul is used, where a teacher can access the applications of English books used in schools, how a teacher can fill out a class.'*.

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2024 TEA System (Public Personnel Selection Examination and the new interview system)

The participants were also asked questions about the 2024 TEA system (Public Personnel Selection Examination/KPSS) and the new interview system) and asked to make some suggestions for making this system more effective and fairer. Although some of the participants found TEA conducted to appoint teachers reasonable for various reasons- the number of exam takers is too many, it is a qualifier, it measures field knowledge of teacher candidates, it is economical, in fact, what they are satisfied with and think is appropriate is a pencil and paper exam called as the Public Personnel Selection Examination (KPSS) that measures the candidates' knowledge in multiple-choice questions on paper and minimizes the margin of error read by machines, which is considered as inappropriate exam for English Language Teachers according to some participants since it includes some questions from different fields such as math, geography, history. They uttered this inappropriateness saying that:

'*I think that it will be much fairer and more effective to remove the parts other than the ÖABT exam that measure teachers' field knowledge in the current exam system.*'.

'*It is not a logical qualification to make the appointment of an English Language teacher based on mastering areas such as mathematics, history, geography and solving questions in these areas correctly, especially when competing with people who have studied in these areas for four years at the faculties of education*'.

'*The parts collected under the name of general culture and general ability in the exam do not measure teaching skills and are not suitable for selecting teachers in general.*'.

In fact, the only issue that the participants complained about was not related to the exam or the content of the exam. Almost all of them emphasized the same topic: the new interview system, which is conducted in 2024 for the first time. In general, the participants' concern was that this interview system, which in theory was to measure teaching ability, would not be fair, especially considering it had as much impact as the exam. They mainly stated that:

'*I don't think the interviews are very reliable, or I don't think the criteria set out in the interview are very selective and distinctive.*'.

'*The biggest disadvantage of the assignment system is that teachers do not find the system fair, which is because of the interview.*'.

'*The choices to be made during the interview will cause labour theft.*'.

'*It is completely inhumane for a candidate teacher to take an exam and study at the faculty of education for four years and then not be sure about this education and make the candidate retake the exam and have him prepare a lesson plan and explain the topic at the interview, which will take place in a limited time.*'.

'*It may make sense to see teachers at the implementation stage when teaching lessons, but I think it's not right to fit it into just half an hour and make the final decision based on that half an hour.*'.

'*Many commissions will be established during the interview process, but I believe that more accurate results can be obtained when different people do not enter into the work.*'.

'*Teachers have already qualified for appointment by successfully completing theoretical and practical courses throughout their university life, the interview is nothing more than focusing on just half an hour, ignoring these four years.*'.

Although in theory it was thought that this interview system would measure the teaching skills of prospective teachers, the participants thought that the interview system was not suitable for this. Moreover, some participants who thought that even the Public Personnel Selection Examination (KPSS) was unnecessary consented to this exam rather than having the new interview. For example, participant 5 said that '*In order for a fairer appointment, there should be only pen and paper exam, not an interview.*'; participant 11 also stated that:

'*Normally, it seems unreasonable to me for a candidate who graduated from the faculty of education and qualified to become a teacher to take the exam, but it seems more unreasonable for him to take the exam in this way. but if this is going to be an interview, the exam is starting to make sense to me.*'.

DISCUSSION

In the study, the attitudes and opinions of pre-service English Language teachers towards TEAS are considered in three categories and these sub-categories are positive attitude towards TEAS, negative attitude towards TEAS and being interested in TEAS. Mean of the questionnaire for the sub-category of positive attitude is 2.61; the mean of the questionnaire for the sub-category of being interested is 3.21; the mean of the questionnaire for the sub-category of negative attitude is 3.78. The difference of the means of the sub-categories can be seen clearly. While the means of sub-category of negative attitude and the sub-category of being interested are close to each other, the mean of sub-category of positive attitudes is lower than them, which indicates that participants generally tend to have negative attitudes towards TEA. Similar result was also found in another study. It was found that teacher candidates have some negative feelings towards the Public Personnel Selection Examination (KPSS). These feelings stem from the exam's impact on their future, being an exhausting process to prepare for the exam, the anxiety because of not being appointed. Additionally, there has been economic burdens of preparing for the exam like book and classroom expenses (Atav & Sönmez, 2013). However, even if pre-service English Language teachers have negative attitudes towards the Public Personnel Selection Examination (KPSS), this study reveals significant differences in pre-service English Language teachers' attitudes towards the Teacher Evaluation and Assessment System (TEAS). In this study, third-year students have more positive attitudes towards TEAS compared to fourth-year and graduate students. Moreover, in this study, graduate students having Public Personnel Selection Examination (KPSS) experience did not lead to any significant difference contrary to a previously conducted study. In that study, it was revealed that the participants having Public Personnel Selection Examination (KPSS) experience had a higher anxiety level when compared to participants with no Public Personnel Selection Examination (KPSS) experience (Tümkaya, Aybek & Çelik, 2007.). The higher positive attitudes of third grade participants towards Public Personnel Selection Examination (KPSS) compared to fourth grade and graduate participants may result from the fact that they are on their way to become a teacher. They are in an earlier stage of their academic journey and they are still far from TEAS. However, fourth grade and graduate participants are likely closer to TEAS, making them more aware of the demands, challenges, and competitive nature of TEAS. Third-grade participants may be more optimistic about TEAS since they have plenty of time to prepare for the exam and the interview whereas fourth-year and graduate participants are closer to entering the workforce, which makes them feel under more pressure and leads to negative attitudes towards TEAS. In this study, these findings highlight how attitudes toward TEAS shift at different stages of teacher education, suggesting that as pre-service English Language teachers progress through their training, their outlook on TEAS becomes more critical. Understanding these evolving attitudes is important for education policy makers and institutions to implement targeted interventions. In this way, they can promote a more supportive environment that allows pre-service teachers to focus on their professional development and readiness for teaching. This approach can lead to more positive attitudes towards TEAS and the entry of more prepared candidates into the profession.

CONCLUSION and SUGGESTIONS

The aim of the study is to reveal if there is an effect of the grade and the department of English Language Teacher candidates on their thoughts about TEAS; whether they have positive attitude towards TEAS or negative attitude towards TEAS and whether they have been interested in TEAS. Considering the data gained and analysed, this study concludes that the departments of participants do not have an influence on their opinions and attitudes towards TEAS; prospective English Language Teachers from the different departments have similar opinions and attitudes towards TEAS. However, according to findings of the study, grades of the participants have an influence on their opinions and attitudes towards TEAS since third grade participants have higher

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positive attitudes towards TEAS. This study also aims to reveal what prospective teachers think about the new interview system and considering the interviews conducted with the participants, it was very clear that almost all of them had the similar idea: It will lead to an unfair appointment. For this reason, they expressed that it would be fairer to just take a pen and paper exam called as Public Personnel Selection Examination (KPSS) instead of this new interview system. As a result of this research, it has been determined that teacher candidates have concerns about this interview system, which will be applied for the first time in teacher appointments. In order to address these concerns, it can be ensured that the interviews are conducted in a way that will give confidence to the candidates.

Although teacher candidates have negative thoughts and feelings about the Public Personnel Selection Examination (KPSS), they found it more correct to make teacher appointments based on an exam system instead of the new interview system. Since the teaching profession requires not only to have a certain knowledge, but also to be able to convey the information it has effectively, practice lesson hours in the curriculum should be increased and candidate teachers should be offered more practice opportunities. The interview system that will be applied for the first time should not have as much impact as the pen and paper exam until it is streamlined and proven to be fair.

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