

## A QUALITATIVE STUDY ON THE PERCEPTIONS OF PRESERVICE EFL TEACHERS AND PRACTICUM ADVISORS ON PREPAREDNESS

### HİZMET ÖNCESİ İNGİLİZCE ÖĞRETMENLERİ VE STAJ DANIŞMANLARININ HAZIRBULUNUŞLUK ALGILARI ÜZERİNE NİTEL BİR ÇALIŞMA

**İbrahim KAYA**

Eskişehir Osmangazi Üniversitesi  
Yabancı Diller Yüksekokulu  
Yabancı Diller Bölümü  
[ibrahim.kaya@ogu.edu.tr](mailto:ibrahim.kaya@ogu.edu.tr)  
ORCID: 0009-0003-1960-9377

**Gonca SUBAŞI**

Anadolu Üniversitesi  
Eğitim Fakültesi  
Yabancı Diller Eğitimi Bölümü  
[goncas@anadolu.edu.tr](mailto:goncas@anadolu.edu.tr)  
ORCID: 0000-0001-7049-5940

#### ABSTRACT

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#### Anahtar Kelimeler

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#### Keywords

Preparedness,  
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The current research is a qualitative study carried out using an explanatory research design. The purpose of this study is to examine pre-service EFL teachers' levels of perceived preparation and the notion of "preparedness to teach." Practicum Advisors (PA) and pre-service EFL teachers (PT), both groups being members of the same Department, participated in semi-structured interview sessions to gather data. The online semi-structured interviews involved eight practicum advisors and a total of eighteen PTs. A semi-structured interview analysis focusing on the definition of "preparedness to teach" identifies several essential elements, including dispositions/personal traits, pedagogical knowledge/skills, prior preparation, and interpersonal abilities. Education policy, teacher education programs, practicum/internship, and individual characteristics are found to have an impact on pre-service teachers' perceived preparation.

#### ÖZ

Mevcut araştırma, açıklayıcı araştırma tasarımı kullanılarak yürütülen nitel bir çalışmadır. Bu çalışmanın amacı, İngilizce öğretmen adaylarının algılanan hazırlık düzeylerini ve "öğretmeye hazırlık" kavramını incelemektir. Araştırma her iki grup da aynı bölümün üyesi olan staj danışmanları ve hizmet öncesi yabancı dil öğretmenleri ile yapılandırılmış görüşme oturumları şeklinde gerçekleştirilmiştir. Çevrimiçi yarı yapılandırılmış görüşmelerde sekiz staj danışmanı ve toplam on sekiz hizmet öncesi yabancı dil öğretmeni yer almıştır. "Öğretmeye hazır olma" tanımına odaklanan yarı yapılandırılmış bir görüşme analizi, eğilimler/kişisel özellikler, pedagojik bilgi/beceriler, ön hazırlık ve kişilerarası yetenekler dahil olmak üzere birçok temel unsuru açıklamaktadır. Buna ek olarak eğitim politikası, öğretmen yetiştirme programları, uygulama/staj ve bireysel özelliklerin öğretmen adaylarının hazır bulunuşluk algılarının üzerinde etkisi olduğu saptanan diğer unsurlardır.

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## Introduction

Education appears to be the primary need for improving people's access to better life possibilities. *The World Declaration on Education for All* was primarily intended to improve the educational standards recommended by the United Nations to governments worldwide in the early 1990s. This phrase means that a country must establish an educational system to support its goal of providing quality education. The quality of education is strongly dependent on the quality of teaching by teachers and the learning process of pupils (Tutyandari, 2020). Teachers' competency has a direct impact on kids' ability to study and achieve academic achievement (Hattie, 2012), and teachers' ability to guide children and families to the essential foundations of individuals may be lifesaving. On the other hand, there is a growing school of thought that disregards excellent education and believes that anyone may work as a teacher after completing a relevant degree. It is assumed that graduates of teacher education programs are well-prepared to work as instructors in a school context. Similarly, it is assumed that pre-service education and field experience are substantially connected with teacher preparedness and that teachers' proficiency serves as a proxy for their professional excellence (Mangin & Stoelinga, 2010). Despite reports of teachers praising their pre-service education, many instructors believe their pre-service education was insufficient to prepare them for the complex reality of teaching as a profession. Thus, it was via this lens that a widely held belief among policymakers was brought to light: teacher education programs do not often adequately prepare teachers for service. There is no standard, widely accepted methodology for determining teacher readiness (Korkmaz, 2022). As a result, earlier studies used the term "teacher preparedness or readiness" as an umbrella word and did not investigate what it entailed. There is a knowledge gap in the research since we are unclear about the reach that the phrase encompasses. The literature produces a fairly limited number of studies that investigate what 'preparedness to teach' English refers to (Kraut, 2013). However, it is only undertaken with pre-service instructors. As a result, there is a need to find the boundaries of the phrases not only from the views of pre-service teachers (PT) but also from their instructors.

Recent research studies on teacher preparedness in Turkish higher education have been conducted at Educational Sciences Faculties and included teacher candidates from all departments, with a quantitative dominant research trend to investigate pre-service teacher preparedness quantitatively (Güner, 2022; Karaca, 2019) and less research in qualitative design (Kılıç, 2020). Despite the abundance of research papers stated above, several studies concentrating on the preparation perceptions of teacher candidates in one subject-specific teacher education program in Türkiye are required. This issue has not been addressed properly by focusing on English language teacher education programs. The aforementioned concerns suggest that there is a need to investigate the perceptions of pre-service English language teachers focusing on one education program at one university in the Turkish environment. Furthermore, this need will be promoted by investigating various stakeholders and features of teacher education programs, such as teacher instructors, and giving voice to their assessment of student teachers' readiness to teach.

Considering the gaps spotted in the literature, the current research seeks answers to the following questions:

- a. How do senior Turkish pre-service English language teachers and practicum advisors define the concept of 'preparedness to teach'?
- b. What are the factors impacting preparedness levels of senior Turkish pre-service English language teachers according to pre-service English language teachers and their instructors?

## Literature Review

### Theoretical Background for Preparedness to Teach

According to Başaran (1998), being prepared means having developed the necessary behaviors to carry out a learning activity, being capable of carrying it out on a mental, emotional, social, and psychological level, and having advanced to the point where they can perform a developmental task through learning and progression. Several studies have attempted to define the phrase "preparedness to teach," even though there is no agreed-upon definition of the term in the literature on education. Because it is essential to feel prepared when handling a task, the term "preparedness" is frequently used in the context of teacher education and preparation to describe a teacher's willingness to complete all or part of their work when they enter the classroom environment

(Housego, 1990). By considering all the traits and forces that affect such views in pre-service teacher education, Strakova (2015) proposed that the word refers to PTs' perceptions of the teaching profession.

Teacher preparedness is directly impacted by the graduate teacher education program, according to Zientek (2007). However, because they lack the supervision of their supervisor to help them make decisions, inexperienced teachers with inadequate education frequently fail in the early years of their teaching careers due to their inability to translate theoretical knowledge into practical competency (Mehmetlioglu & Haser, 2013). Thus, school experiences have a big impact on how prepared teachers are (Siwatu, 2011). It is undeniable that teaching field experience has an impact on teacher readiness in all. If teacher candidates neglect to give their practicum the attention they need and do not receive the required school observation, they will feel ill-prepared for the teaching profession. The coursework also has an impact on teachers' perceptions of their readiness to teach (Onchwari, 2010). It was revealed that classroom management courses improved teachers' perceptions of their preparedness to teach. Pre-service English language teachers' concerns regarding their ability to teach were examined by Arslan and Ilin (2018) after methodology classes, before the practicum, and following the practicum.

### **Preparedness to Teach Research Studies in the Literature**

Worldwide interest in pre-service teacher preparedness has led to studies in a variety of disciplines, following Housego (1990) addressing various levels; early childhood education (Onchwari, 2010), primary education (Mutisya, 2015), and English language education (Kraut, 2013). Such studies have been conducted in a variety of contexts, including Indonesia (Tutyandari, 2020), Canada (Faez & Valeo, 2012), Thailand (Scholz, 2014), USA (Thompson, 2010) as well as Türkiye (Güner, 2022). The vast majority of studies conducted globally demonstrate the value that nations place on teachers being prepared to instruct their children of the future. However, few studies have examined teachers of English language perspectives of their level of preparation to teach. Considering the last decade, it is possible to group the current literature under six main categories regarding their content; preparedness to teach English (Angranei and Yusuf, 2016; Kılıç, 2015; Kraut, 2013; Turgut et al., 2016; Tutyandari, 2020); Preparedness to teach English in various environment (Faez, 2012; Siwatu, 2011; Wong et al., 2016); preparedness to teach English to young learners (Güngör, 2016; Hedge, 2018); Preparedness to teach English and practicum (Çelik 2017; Strakova, 2015); preparedness to teach English and self-efficacy (Casey, 2011; Korkmaz, 2022) and preparedness to teach English and technology (Çalışkan, 2017; Uzundurdu 2022).

The perceived readiness of pre-service English language teachers to instruct post-undergraduate education was investigated in Kraut's (2013) study. A survey, open-ended inquiries, and student interviews were all part of the mixed-methods approach. The study discovered that dispositions, teaching experience, and background all have an impact on how prepared one feels for a task. The results emphasize how intricate the idea of readiness in education is. Using the European Portfolio for Student Teachers of Languages (EPOSTL), Strakova (2015) investigated the teaching preparation perceptions of 37 pre-service English language instructors. The study discovered that, despite students' happiness with methodological courses, teachers are still required to strengthen their abilities in evaluation and increase learner freedom to be more prepared.

In their study, Wong et al. (2016) investigated how prepared pre-service ESL teachers were to teach English to a diverse student body. Twenty-eight participants finished a survey and 48 hours of teaching practice. The survey discovered that although educators were ready to embrace multiculturalism, they had difficulty comprehending the various languages and cultures of their students. They were strong in both personality and tactical expertise.

There have only been a few scholarly discussions on the topic of teacher preparedness in the Turkish context over the past ten years. Even though there are not many studies in educational science that address PTs' perceptions of their preparedness as a whole, taking pre-service English language teachers as participants (Ataş-Akdemir, 2019), there are not many that focus on PTs' preparedness in one particular subject area, unlike Turkish (Göçer, 2008) or math (Mehmetlioglu and Haser, 2017). Nonetheless, as the topic is discussed, there is a growing tendency in the preparation of Turkish EFL teachers. Güngör (2016) conducted an action study to discover more about the attitudes of Turkish pre-service English teachers toward instructing young students. To promote reflective practice, the study included lesson plans, reflective notebooks, and videotaped micro-

teaching sessions. The results demonstrated that although they were first uneasy owing to their lack of professional expertise, weekly feedback improved their readiness and self-assurance, pointing to a successful trend in their teaching methodology.

Kılıç (2020) studied how Turkish pre-service EFL instructors felt about how prepared they were for the classroom. Effective language instructors should have interpersonal, classroom management, technological, and pedagogical skills, according to a study done through in-person interviews with ten teachers. Yet, a few elements of pre-service teacher education impeded their ability to advance professionally. Çelik (2017) examined senior-year English language instructors' opinions of their readiness to teach while taking their educational background and practicum experiences into account in her doctoral research. In this study, 106 PTs, cooperating teachers, and their advisors participated. The findings indicated that while readiness had significantly increased, self-perceptions of teaching knowledge had slightly decreased. While student teachers pointed to their professional selves as a source of preparedness, advisors linked this to developmental requirements. Teaching effectiveness, faculty education, and personal traits were among the variables influencing readiness.

To determine how prepared English language instructors were to use technology in the teaching of other languages, Çalışkan (2017) carried out a study. 246 teachers out of 246 submitted data. Two group interviews and the Technology (e)-Readiness Questionnaire for Teachers were employed in the study. The findings indicated that over half of the teachers were unprepared to use technology in the classroom and had a negative attitude about it. Based on practicum experiences, Korkmaz (2022) investigated the readiness of aspiring English language instructors. Using a mixed methods methodology, the study included quantitative data from The Big Five Inventory, Teachers' Sense of Efficacy Scale, Attitude Scale of the Teaching Profession, and Factors Influencing Teaching Choice. The findings demonstrated that when students gain awareness of the teaching practicum, their motivation and attitudes toward teaching also grow. The impact of COVID-19 on instructors' readiness was also noted in the study.

There exists a research gap that needs to be addressed due to the dearth of research on pre-service teacher preparedness in the Turkish setting. Further, there is no fixed definition for teacher preparedness (Korkmaz, 2022) and different stakeholders from various backgrounds may ascribe different meanings to it. There is a limited number of research discussing pre-service teacher preparedness focusing only on one discipline in detail. Rather, there is a research trend in education faculties to take all disciplines together as a research focus and compare pre-service teacher preparedness based on various disciplines. In addition, there is a compilation of quantitative-based research which yields results confirming that pre-service teachers perceive themselves as either moderately prepared or well-prepared. Yet, there is a need for more qualitative-based data and go further to discuss the underlying reasons for varying preparedness levels.

## **Method**

### **Research Design and Participants**

The purpose of this study is to investigate how prepared senior-year pre-service English language teachers feel to teach and what influences their views. Consequently, a Turkish higher education institution offering an ELT curriculum serves as the research context. Conducted in Explanatory Research Design, the current research study holds two groups of participants: practicum advisors (PA) and preservice teachers. Selecting participants by convenience sampling, eighteen senior-year preservice teachers and eight PAs agreed to participate in semi-structured online interviews during the 2022-2023 academic year.

### **Data Collection**

Data was collected through semi-structured interview sessions with both groups; pre-service teachers and faculty instructors. The data was collected during the 2022-2023 spring education term in Türkiye. Because of the extraordinary conditions of the earthquake hitting the southern part of Türkiye, the data collection procedure was carried out on the Zoom online meeting platform. To guarantee the validity of the data collection instruments, several carefully studied and implemented measures were used in the current study. First, the

interview questions were designed with consideration for the study purpose and questions, considering the most recent literature to ensure content validity. Before eliminating them due to bias and irrelevance, the researcher created two distinct item pools, with five questions for PAs and ten questions for PTs. After that, five Turkish academics with ties to the field and an English native speaker went over the questions. The interview questions were amended after considering the expert opinion and feedback to elicit responses. They were either combined, paraphrased, or removed from the final text. Finally, to evaluate the instrument's validity and the questions' clarity, the researcher went over each question in detail, comparing the most recent draft with the original draft. Piloting sessions with PTs and PAs were held to better ensure the validity of the interview instruments. Two senior PTs at the same university majoring in ELT as a double major were recruited, bearing in mind that the inclusion of the sample in piloting would be beneficial (Dörnyei, 2003). The researcher captured the meetings on video and wrote up a transcription.

### **Data Analysis**

The present study employed a continual comparison strategy for the theme analysis, whereby the researcher iterated back and forth during the coding process to ultimately determine the code categories. MAXQDA 2022 was used to analyze the qualitative data for a few reasons. First, a total of 26 individuals provided the qualitative data. With MAXQDA 2022, storing and retrieving such massive data was simpler and more organized. Second, MAXQDA 2022 offers a user-friendly software interface together with the opportunity for creative coding, enabling the data to be visually categorized. Thirdly, and above all, it is the best curriculum for effective teamwork. Collaboration was made possible by MAXQDA 2022, given that the external researcher provided legitimacy to the qualitative data.

Furthermore, an independent researcher who has been working on their thesis on a qualitative dominant design analyzed the qualitative data. The researchers decided to examine the data question by question and to conduct separate, independent reliability analyses of the data. MAXQDA 2022 as 86% was used to analyze inter-coder agreement. Since Braun and Clarke's (2006) thematic analysis approach is very valid in terms of accessibility and flexibility in terms of discovering and interpreting themes, it served as guidance for the qualitative analysis phase of this research project. The full explanation of the steps for theme analysis recommended by Braun and Clarke (2006) is devoted to the next section. The data from PTs served as the starting point for the analysis, which then moved on to PAs.

## **Findings**

### **How do senior Turkish pre-service English language teachers and practicum advisors define the concept of 'preparedness to teach'? (RQ1)**

The first research question asked for the definition of the concept of 'preparedness to teach'. This issue was tackled initially from the perspective of PTs and the thematic analysis of the data provided five main subthemes as presented in Table 1. The five main subthemes were ordered from the most repeated to the least. The results of the data were labeled as pedagogical knowledge (n=19) including only the theoretical knowledge, preparation beforehand (n=16) referring to any case that requires preparation, pedagogical skills (n=13) as performing the knowledge of pedagogy, interpersonal skills (n=10) referring to getting in touch with learners and dispositions/ personal qualifications (n=8) as individual perceptions of the respondents.

**Table 1.** PT's Definition of Preparedness to Teach

<b>Subtheme</b>	<b>Category</b>	<b>f</b>
Pedagogical knowledge	Methodological knowledge	8
	English language content knowledge	6
	Pedagogical content knowledge	5
	Total frequency	19
Preparation beforehand	Prepare lesson plan/ materials	8
	Plan the teaching	3
	Be ready mentally and physically	3
	Check/ develop the existing knowledge	2
	Total frequency	16
Pedagogical Skills	English language competency	5
	Methodological Skills	3
	Improvisational teaching skills	3
	Classroom management	2
	Techno-pedagogical skills	2
	Total frequency	13
Interpersonal Skills	Understanding attitude	8
	Developed communication skills	2
	Total frequency	10
Dispositions/Personal qualifications	Being eager to teach and learn	3
	Being confident	1
	Being open-minded	1
	Being responsible	1
	Having teaching experience	1
	Having the talent in teaching	1
	Total frequency	8

Definitions of the same question by PAs also yielded five subthemes, four of which overlap (preparation beforehand, pedagogical knowledge, pedagogical skills, and dispositions/personal qualifications) As displayed in Table 2, PAs' data emerged a different subtheme as 'work environment-related knowledge' (n = 5) referring to the components that pre-service teachers likely to experience in their workplace. The significance of knowing the learner group (n = 3), as PA 6 explains below.

*"..and also, a teacher should be aware of the level of the students in the class or the school atmosphere (PA 6)"*

**Table 2.** PA's Definition of Preparedness to Teach

Subtheme	Category	f
Preparation beforehand	Have a lesson plan/ material	5
	Be ready (psychologically)	3
	Rehearse the lesson plan	2
	Total frequency	10
Pedagogical knowledge	Have pedagogical content knowledge	4
	Have methodology knowledge	3
	Have English language knowledge	2
	Total frequency	9
Pedagogical skills	Adjusting teaching to student groups	2
	Classroom management	1
	Error correction	1
	Instruction giving	1
	Total frequency	5
Work Environment-Related Knowledge	Know the learner group	3
	Know the work environment	2
	Total frequency	5
Dispositions/ Personal qualifications	Being confident	2
	Being enthusiastic	1
	Having a teacher's attitude	1
	Total frequency	4

**What are the factors impacting the preparedness levels of senior Turkish pre-service English language teachers according to pre-service English language teachers and their instructors? (RQ2)**

Determining the variables influencing PTs' varied degrees of English language proficiency is another primary goal of the current research. Thus, a great deal of attention was devoted to investigating this phenomenon, both through the clarification of the elements in the semi-structured interview questions and the assignment of a distinct question such as "Are there any other factors that could impact your preparedness to teach sense?" along with some leads. The responses to the preceding questions about the theme of "factors affecting participants' preparedness to teach English sense" as well as the answers provided to this particular question were compiled.

With the PTs, three major sub-themes emerged from the thematic analysis: teacher education program, internship/ practicum practices, and personal effort as in Table 3. The responses provided to the aforementioned question during the semi-structured interview sessions did not align with any of the preceding sub-themes, nor did they integrate a sub-theme that was distinct from a major category with other factors.

**Table 3.** PT's Reported Factors Affecting their Preparedness to Teach English

Subtheme	Category	f	
Internship/ practices	Practicum	Provides important opportunities	9
		Prepares for after graduation/ real classroom	7
		Gain experience/ practice	6
		See the gap between theory and practice	6
		Understand learner profile/ develop materials accordingly	7
		Assess the teaching ability/ job decision	5
		Develop improvisational teaching skills	4
		Grow confidence/ interest in teaching job	3
		Learn from mentor teachers	3
		Learn classroom management	3
		Lack of variety in schools and student types	2
Total frequency	55		
Teacher program	education	Help understand/ detailed methodological courses	10
		Learn how to teach English	8
		Develop a teacher identity	6
		Lack enough teaching practice/ online	5
		Improve English language skills	4
		Learn material/ lesson plan preparation	4
		Learn learner characteristics	3
		Lack of grammar/ speaking teaching courses	2
		Total frequency	42
Personal Effort		Fulfill the course requirements	13
		Search extensively on language and teaching	12
		Tutor/ voluntary teaching	9
		Personal characteristics (competitive/ enthusiastic)	7
		Overcome stage fright/ public speaking skills	3
		Total frequency	41
Other factors		Nothing (else) comes to mind	7
		Supportive environment at the Department	3
		Family	2
		Previous teachers	2
		Total frequency	17

Through the eyes of their instructors, one of the primary goals of this study was to examine the variables influencing the readiness of pre-service English language teachers to teach sense. This is the reason that throughout the semi-structured interview sessions, PAs were asked a direct question on these factors. Their responses led to the thematic analysis's discovery of four primary sub-themes, which were related to teacher education programs, personal factors, internship/practicum practices, and education policy, as Table 4 indicated.

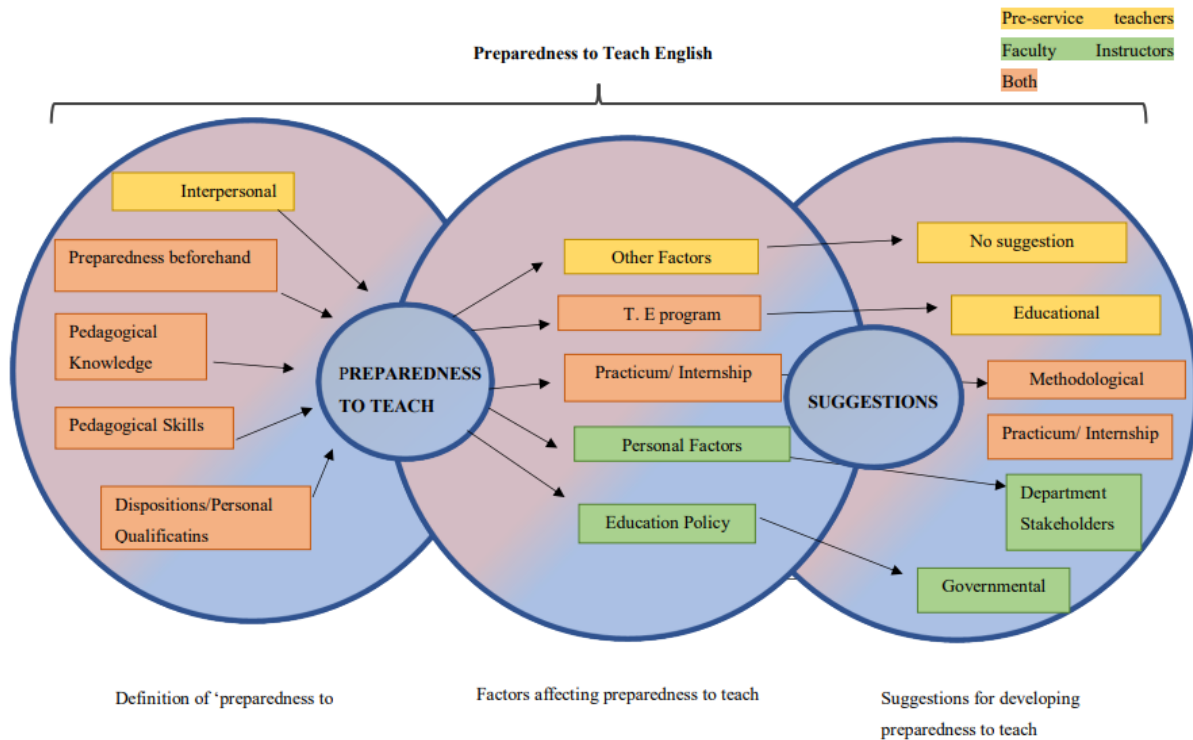
The first two of these four sub-themes—practicum/internship practices and teacher education program—led the participating PAs to assess the current process as either adequate or inadequate for preparing pre-service teachers to teach English. In light of their respective sufficient and insufficient features, these two sub-themes were thus presented.



**Table 4.** PA's Reported Factors Affecting PT's Preparedness to Teach English

Subtheme		Category	f	
Internship/ practices	Practicum	sufficient	Enough feedback on teaching	3
			Content-based observation	3
			Planning and teaching a lesson	2
			Total frequency	8
			Late/ less / artificial practicum practices	8
		insufficient	More students/ less instructors	4
			Inadequate hour of pre-service observation by instructors	3
			Less variety in school profiles	3
			Total frequency	19
			Teacher education program	sufficient
Total frequency	4			
insufficient	Poor peer teaching attempts	6		
	The changing curriculum	3		
	Adapting to online education	3		
	Less standardization/ devotement to teaching by instructors	2		
	Total frequency	14		
Dispositions/ Personal qualifications		Like teaching	4	
		Teaching motivation	3	
		Family factor	2	
		Total frequency	9	
Government policy related factors		KPSS exam	4	
		Government policy	4	
		Total frequency	8	

## Conclusion and Discussion



**Figure 1.** Conceptual Model for Preparedness to Teach English

Each group's thematic analyses were completed independently, then they were combined to create conceptual models. The model, presented in Figure 2 consists of three clusters. They are color-coded to identify sub-themes based on research questions and participants' views. The model includes yellow for PTs, green for faculty instructors, and orange for common themes in both groups. The data for the definition of "preparedness to teach" is considered in the first cluster; the factors influencing the participants' perception of preparedness to teach are linked in the second cluster; and the final cluster emerged based on suggestions made by the participants that overlapped with the factors affecting preparedness to teach.

There has been very little research on "preparedness to teach," with only one study (Kraut, 2013) defining the phrase. Pre-service EFL teachers were asked to define the phrase as part of Kraut's study, which gathered written data. Twelve sub-themes for the definition were found through study, encompassing educational knowledge and personal attributes. While most of these sub-themes conflict, some of them are in line with the current study. Both studies share the concept of pedagogical knowledge, which includes pedagogical abilities. Personal attributes are also covered, such as motivation and readiness to teach. According to Kılıç (2020), being a teacher involves a large time commitment to personal traits and preparation. According to Klassen and Tze (2014), personality qualities are a major factor in PTs' preparedness, despite their efficacy.

Although the other sub-themes had terminology that contradicted one another, most of them were included in both surveys. As an example, participants in Kraut (2013) identified the performance component of teaching as one sub-theme; yet the same statement made by participants in the current study on "mental and physical readiness" was classified as "preparation beforehand." The description of PTs' mental qualities found enough area in both of the research, albeit in distinct categories, and it provides teacher candidates with dynamics of self-perception to become excellent teachers (Rimm-Kaufman & Hamre, 2010). Therefore, given that they are both qualitative elements and since the thematic analyses rely on the researcher, it is plausible to argue that the distinction may arise from how the themes are categorized or saturated. Along with this, the data collection was

done via pen-paper in Kraut's (2013) study which allowed the respondents to elaborate and revert their answers compared to semi-structured interviews in the current study.

The second cluster appeared to be the factors affecting pre-service teacher preparedness. Teacher education program as a sub-heading plays a significant role in laying the groundwork for some tenets that teacher candidates will use to prepare them for their chosen careers (Mercado, 2018). The study revealed that teacher education programs are essential because they give pre-service teachers an opportunity for practice-oriented learning together with knowledge-based proficiency. The fact that pre-service teachers' preparation is rounded out by disclosing subject-specific information and practical abilities for the benefit of students was noted by Naguiat (2006) as a contributing characteristic. Regarding the influence of teacher education-related factors on pre-service teachers' readiness to teach, both methodological and instructional recommendations were made. The department viewed proposals connected to education as the best way to carry out instruction, and PTs frequently stressed the importance of student-centered teaching. Seweje (2000) offered more support for this idea, stating that for student teachers to express their ideas and develop their skills, there needs to be an active involvement on their part. This could promote the preparedness level of pre-service teachers.

Following, the sub-theme practicum/internship has been reported to have a positive effect on the preparedness levels of pre-service teachers despite its insufficient applications (Seferoglu, 2006). As Namachi et al., (2011) concluded, the participants in this study restated the insufficient and inappropriate timing of practicum practices. Thus, the suggestions from pre-service teachers and faculty instructors targeted the duration and timing of the teaching internship, which overlays with the findings of Korkmaz (2020). Dispensable from the previous literature, the current study concluded the effect of others, including family and friends, on pre-service teacher preparedness to teach. The chief reason for this might relate to Turkish customs and culture in which teaching is regarded as a domestic occupation and families favor it as Bandura (1982) asserts the impact of surroundings in decision making. With a rather critical eye, faculty instructors touched upon governmental factors along with personal ones. The policies on teacher education were reported to cause some mismatches because of the monopoly in the education faculties. Since all teacher education program policies are regulated in one hand and Turkish language, these mismatches are found unavoidable by the faculty instructors.

### **Implications and Suggestions**

To begin with, this research study adds to the small amount of literature by focusing on the preparation level of senior Turkish EFL PTs. In keeping with this interpretation, it offers an inside look at the ideas and perspectives of a particular cohort of faculty members and student teachers. Since there is not a set or recognized framework for PTs to follow, the conceptual model derived from the data can serve as a foundation for this study setting. The detrimental impact of the absence of a widely recognized framework for teacher preparation was extensively discussed by Korkmaz (2022). To approach a conceptual model, this study concentrated on particular groupings.

Secondly, the study emphasizes the role of practicum school organization in teacher preparedness but criticizes its lack of diversity. It suggests collaboration between the Ministry of National Education (MoNE) and Higher Education Council (HEC) in Turkiye, standardization of observation tasks, and a more practicum-oriented senior year for PTs. Participants contend that the school practicum period is insufficient to adequately prepare teachers for teaching in actual classrooms. Government organizations could think twice about this if they extended the practicum to the third year, let PTs begin in their senior year, and allowed them to obtain practical experience in a genuine educational setting.

Governmental bodies should consider PAs' suggestions for recruitment in education faculties due to high student density and fewer teacher educators, affecting education quality. Revisions to graduation prerequisites, interviews, and motivation letters could improve teacher preparation. PAs in the study acknowledge education gaps due to online and distance education, recognizing teachers and curriculum readiness during pandemics and earthquakes. Establishing educational policies for future emergencies is crucial.

In addition to remarkable findings, the current study has limitations in some areas. First, this study was restricted to a particular department and university in Turkiye. To obtain a more broadly applicable conclusion, future research may be carried out using distinct samples, such as ELT departments from more universities in a specific country. Secondly, although the design was planned, the earthquake hitting the southern part of the country and

education switching to online caused certain drawbacks. The researchers visited online classes to inform students about the study and noted 25 of the voluntary participants' contact information. However, only 18 of them willingly participated and provided eligible data for the current study. Along with this, mentor teachers assisting PT's in the practicum schools did not show a willingness to participate in the study. Thus, future studies might be conducted with other stakeholders such as school principals and mentor teachers with more participants. Besides, it might be possible to construct a comprehensive triangulation when gathering data using other tools, including field notes.

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## GENİŞLETİLMİŞ ÖZET

Eğitimin kalitesi büyük ölçüde öğretmenlerin öğretim kalitesine ve öğrencilerin öğrenme sürecine bağlıdır (Tutyandari, 2020). Öğretmenlerin yeterliliği, çocukların çalışma ve akademik başarıya ulaşma becerileri üzerinde doğrudan bir etkiye sahiptir (Hattie, 2012) ve öğretmenlerin öğrencileri ve aileleri yönlendirme yeteneği hayat kurtarıcı olabilir. Öğretmenlerin hizmet öncesi eğitimlerini övdüklerine dair raporlara karşın, birçok eğitimci hizmet öncesi eğitimlerinin onları bir meslek olarak öğretmenliğin karmaşık gerçekliğine hazırlamak için yetersiz olduğuna inanmaktadır. Öğretmen hazır bulunuşluğunu belirlemek için standart ve yaygın olarak kabul edilen bir metodoloji yoktur (Korkmaz, 2022). Sonuç olarak, daha önceki çalışmalar öğretmen hazırlığı terimini genel bir tabir olarak kullandı ve ne anlama geldiğini araştırmadı. İfadenin kapsadığı anam konusunda net veriler olmadığını için önceki araştırmalarda bir bilgi boşluğu saptanmıştır. Literatür, öğretmeye hazır olma teriminin ne anlama geldiğini araştıran oldukça sınırlı sayıda çalışma üretmektedir (Kraut, 2013) ancak, bu çalışmalarının sadece öğretmen adayları ile sınırlı olduğu saptanmıştır. Sonuç olarak, ifadelerin sınırlarını sadece öğretmen adaylarının değil, aynı zamanda eğitimcilerinin de bakış açılarından bulmaya ihtiyaç vardır.

Türk yükseköğretiminde öğretmen hazır bulunuşluğuna ilişkin son araştırmalar Eğitim Bilimleri Fakültelerinde yapılmış ve tüm bölümlerden öğretmen adaylarını kapsamıştır. Aynı zamanda, hizmet öncesi öğretmen hazır bulunuşluğunu nicel olarak incelemeye yönelik bir araştırma eğilimi vardır (Güner, 2022; Karaca, 2019) ve nitel desen alanında daha az araştırma yapılmıştır (Kılıç, 2020). Yukarıda belirtilen araştırma makalelerinin bolluğuna rağmen, Türkiye'de bir alana özgü öğretmen eğitimi programında öğretmen adaylarının hazırlık algılarına odaklanan çalışmalara ihtiyaç vardır. Bu konu, İngilizce öğretmenliği programlarına odaklanarak yeterli bir şekilde ele alınmamıştır. Yukarıda belirtilen kaygılar, İngilizce öğretmeni adaylarının Türkiye ortamında bir üniversitede tek bir eğitim programına odaklanma algılarının araştırılmasına ihtiyaç olduğunu göstermektedir.

Hizmet öncesi öğretmen hazırlığına dünya çapında ilgi, Housego'yu (1990) takiben çeşitli disiplinlerde çalışmalara yol açmıştır; erken çocukluk eğitimi (Onchwari, 2010), ilköğretim (Mutisya, 2015) ve İngilizce dil eğitimi (Kraut, 2013) bunun birkaç örneğidir. Bu tür çalışmalar Endonezya (Tutyandari, 2020), Kanada (Faez & Valeo, 2012), Tayland (Scholz, 2014), ABD (Thompson, 2010) ve Türkiye (Güner, 2022) dahil olmak üzere çeşitli bağlamlarda yürütülmüştür. Küresel olarak yapılan çalışmaların büyük çoğunluğu, ulusların çocuklarına geleceği öğretmeye hazır olan öğretmenlere verdiği değeri göstermektedir. Bununla birlikte, az sayıda çalışma, İngilizce öğretmenlerinin ya da adaylarının öğretmeye hazırlık düzeylerine ilişkin bakış açılarını incelemiştir. Son on yıla bakıldığında mevcut literatürü içerik bakımından altı ana kategori altında toplamak mümkündür; İngilizce öğretmeye hazır olma (Angrane ve Yusuf, 2016; Kılıç, 2015; Kraut, 2013; Turgut vd., 2016; Tutyandari, 2020); İngilizceyi çeşitli ortamlarda öğretmeye hazır olma (Faez, 2012; Siwatu, 2011; Wong ve diğerleri, 2016); genç öğrencilere İngilizce öğretmeye hazır olma (Güngör, 2016; Çit, 2018); İngilizce öğretime hazırlık ve uygulama (Çelik 2017; Strakova, 2015); İngilizce öğretmeye hazır olma ve öz yeterlik (Casey, 2011; Korkmaz, 2022) ile İngilizce ve teknoloji öğretmeye hazır olma (Çalışkan, 2017; Uzundurdu, 2022).

Söz konusu çalışmanın amacı, son sınıf İngilizce öğretmeni adaylarının öğretmeye nasıl hazırlandıklarını ve görüşlerini nelerin etkilediğini araştırmaktır. Sonuç olarak, İngilizce Öğretmenliği müfredatı sunan tek bir Türk yükseköğretim kurumu araştırma bağlamı olarak hizmet vermektedir. Açıklayıcı Araştırma Tasarımı ile yürütülen mevcut araştırma, iki grup katılımcıya sahiptir: sekiz staj danışmanı ve on sekiz öğretmen adayları. 2022-2023 akademik yılında önce öğretmen adayları daha sonra da staj danışmanları ile gerçekleştirilmek üzere yarı yapılandırılmış çevrimiçi görüşmeler yapılmıştır. Türkiye'nin güneyini vuran depremin olağanüstü koşulları nedeniyle veri toplama işlemi Zoom çevrimiçi toplantı platformu üzerinden gerçekleştirildi. Veri toplama araçlarının geçerliliğini garanti altına almak için, bu çalışmada dikkatle incelenmiş ve uygulanmış birkaç önlem kullanılmıştır. Bu çalışmada veriler, tema analizi için sürekli bir karşılaştırma stratejisi yöntemi ile incelenmiştir, bu sayede araştırmacı, nihai olarak kod kategorilerini belirlemek için kodlama işlemi sırasında ileri geri yinelemiştir. Nitel verilerin analizinde MAXQDA 2022.

Her grubun tematik analizleri bağımsız olarak tamamlanmış, daha sonra kavramsal modeller oluşturmak için birleştirilmiştir. Öğretmeye hazır olma konusunda çok az araştırma yapılmıştır ve sadece bir çalışma (Kraut, 2013) bu ifadeyi tanımlamaktadır. Yabancı dil olarak İngilizce öğretmeni adaylarından, Kraut'un yazılı veri toplayan çalışmasının bir parçası olarak ifadeyi tanımlamaları istenmiş ve tanım için on iki alt tema, eğitim bilgisi ve kişisel özellikleri kapsayan çalışma yoluyla bulunmuştur. Bu alt temaların çoğu birbiriyle tam olarak

örtüşmezken, bir kısmı da mevcut çalışma ile uyumludur. Her iki çalışma da *pedagojik yetenekleri* içeren *pedagojik bilgi* kavramını paylaşmaktadır. Motivasyon ve öğretmeye hazır olma gibi kişisel özelliklerin de birbiriyle uyumlu olduğu saptanmıştır. Buna karşın, Kılıç'a (2020) göre öğretmen olmak, kişisel özelliklere ve hazırlığa büyük bir zaman ayırmayı gerektirir. Klassen ve Tze'ye (2014) göre, *kişilik niteliklerine* rağmen, öğretmen adaylarının hazırlıklı olmalarında önemli bir faktördür.

Diğer alt temalar birbiriyle çelişen terminolojiye sahip olsa da çoğu her iki araştırmanın bulgularında da yer almıştır. Örnek olarak, Kraut (2013) katılımcıları *öğretim performansı* bileşenini bir alt tema olarak tanımlamış olup yine de *zihinsel ve fiziksel hazırlık* konulu mevcut çalışmaya katılanlar tarafından yapılan aynı açıklama, *önceden hazırlık* olarak sınıflandırıldı. Öğretmen adaylarının zihinsel niteliklerinin tanımlanması, farklı kategorilerde de olsa her iki çalışmada da yeterli alan bulmuştur ve öğretmen adaylarına mükemmel öğretmenler olmaları için benlik algısı dinamikleri sağlamaktadır (Rimm-Kaufman ve Hamre, 2010). Bu nedenle, her ikisinin de nitel unsurlar olduğu ve tematik analizlerin araştırmacıya dayandığı göz önüne alındığında, ayrımın temaların nasıl kategorize edildiğinden veya doyunlaştırıldığından kaynaklanabileceğini iddia etmek akla yatkındır.