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Academy Journal of Educational Sciences (ACJES) Dergisi'nin dokuzuncu sayısını paylaşmanın mutluluğunu yaşamaktayız. ACJES'in yayınlanmasına katkı sağlayan yayın kurulu üyelerine, editörler ve danışmanlar kurulu üyelerine, yazarlara ve hakemlere teşekkür ederiz.

Gelecek sayılarda buluşmak dileğiyle...

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Dear researchers,

We are happy and proud to share the ninth issue of Academy Journal of Educational Sciences (ACJES) with you. We would like to thank the members of the editorial board, advisors, writers and referees who have contributed to the publication of ACJES.

Hope to see you again in the next issues...

On behalf of ACJES
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Evaluation of Three-Dimensional Artworks Through Views of Pre-Service Visual Arts Teachers

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Abstract

Many studies on art education outline the positive effects of arts education on individuals' cognitive, social and emotional development; however, it can be seen that three-dimensional studies cannot be conducted adequately due to various reasons such as insufficient workshop facilities, short course durations, and difficulties in accessing materials in visual arts courses in state schools in Turkey. Therefore, it is possible to say that arts education will be incomplete in many aspects when including three-dimensional artworks are not included in the educational practices. From this point of view, this study aimed to interpret the opinions of preservice visual arts teachers regarding their views on three-dimensional artworks within the scope of the elective art workshop sculpture course. Therefore, as a qualitative research method, the 'case study' design was employed in the study. The study group consisted of 24 preservice visual arts teachers studying Visual Arts and Crafts Education Bachelor of Arts program at 4th grade at a state university in the Western Black Sea Region in Turkey. The research data were obtained through semi-structured interview forms and analyzed by the content analysis method. The study results showed that preservice visual arts teachers found the "plaster figure-sculpting" and "aerated concrete portrait block" artworks made within the scope of the elective art workshop sculpture course helpful in perceiving three-dimensional forms and understanding human anatomy. Moreover, they stated that they might prefer such works in their professional lives because it is convenient in terms of material cost and accessibility.

Keywords: Arts Education, Three-Dimensional Art Works, Sculpture, Anatomy, Sense Of Touch

Introduction

Arts Education refers to general and inclusive education of arts with all branches of art, including a specific arts education course given in schools (Yılmaz, 2005). In other words, 'art education' refers to the educational activities and works which inquire on all forms of art and the relationship between these arts in dimensions such as cognition, the artist, audience, society, culture, and education (Buyurgan & Buyurgan, 2012). A common misconception is that arts education is only for talented learners; however, many studies on arts education show its beneficial effects on individuals' cognitive, social, and emotional development (Marshall, 2016; Yılmaz, 2005). Özsoy (2007) emphasizes the benefits of arts education as it builds many different literacies and increases cultural development from an early age by accurately improving intuition, reasoning, and imagination skills.

Despite its substantial place in the educational system, there are many obstacles and lacking points in arts education (visual arts course in primary and middle schools) such as lack of suitable classrooms and materials, limited duration of lessons, qualified personnel or educational programs reflecting on today's educational needs (Atan & Dalkıran, 2008; Ayaydın, 2009; Buyurgan & Buyurgan, 2012; Konak, 2020; Yazar, Aslan, Şener, 2017). In

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addition to these problems, families and students do not see arts education as an essential course in addition to students' lack of interest in arts education, especially in middle school, are also among the common problems in Turkey.

Research on the reasons behind these problems shows that there are social conceptions such as the exam-centred educational system leading arts education to be neglected, and uncompromising status of being an artist as an occupation, in addition to the personal conceptions such as students thinking that visual arts lessons include repetitive and uninteresting activities (Dorukan, 2009). These factors may force visual arts teachers to include simple or two-dimensional artworks in their lessons and cause students' lack of interest or dislike towards visual arts education.

Providing many educational benefits, three-dimensional artworks can be preferred to attract students whose interest in visual arts education faded away due to the repetitive practices in their lessons. Different from two-dimensional artworks, students have the chance to improve their visualizing and application skills in three-dimensional artworks. During three-dimensional artwork practices, students could experience a new practice in which they can express their inner worlds in addition to copying a work of art (Kalkan, 2016). Contrary to two-dimensional artworks, Demir (2009) states that three-dimensional artworks have an immense educational value since the practice requires using both hands simultaneously. Allen (1978) holds that teaching practices towards the perception of the 'third dimension' are the perceptional education practices closest to human nature. While three-dimensional objects are concrete and artworks do not involve indirect representations, two-dimensional artworks, such as drawing, require transforming what one sees into a two-dimensional surface. It may be challenging to apply what one sees into a drawing; however, in three-dimensional artworks, one can sense the object by touching in addition to seeing, and the depth of which one touch is real. As Allen (1978) states, the sense of touch is vital in making meaning of the world around us; thus, its place in arts education cannot be overlooked. Many studies support Allen's claim; Johnson (2018) found significant improvements in students' art perceptions during art activities when the sense o touch was active. Similarly, Coster and Loots (2004) investigated the use of touch in arts education among visually impaired students. They revealed significant results regarding the role of the sense of touch in arts education.

Sense of touch and sight are among the most significant senses in making sense of the world; thus, its place in arts education cannot be ignored. Furthermore, it can be stated that the use of the sense of touch could provide efficiency in arts education through the use of three-dimensional artworks. In light of this statement, this study aims to reveal the views of preservice visual arts teachers towards their three-dimensional artwork practices in an elective art workshop sculpture course and investigate their views towards including such practices in their professional lives.

Method

Research Design

In this study, which aims to examine three-dimensional works of art in the light of visual arts teacher candidates, a qualitative research method was used to describe and discuss the research questions in depth.

Study Group

The study group of the research consists of 24 preservice visual arts teachers studying Visual Arts and Crafts Education Bachelor of Arts programme at 4th grade at a state university in the Western Black Sea Region in Turkey. Table 1 shows the gender distribution of the study group:

Table 1. *Gender Distribution of the Study Group*

	Female	Male	Total
Gender Distribution	17	7	24
	71%	29%	100%

Data Collection Tools

Data for the research was collected through the use of semi-structured interviews. The trifold interview form included personal information in the first section, while the second section included the questions on views on plaster figure-sculpting works. The third section consisted of questions on aerated concrete portrait sculpting. Two different field experts were consulted in order to establish validity, and necessary adjustments were made to finalize the interview form.

Data Collection Procedures

This research was conducted in the 2019-2020 academic year in the fall semester during the 'Elective Art Workshop Sculpture I' course. During 10 weeks, 'plaster figure sculpting' and 'aerated portrait' practices were conducted with 24 students who took the course.

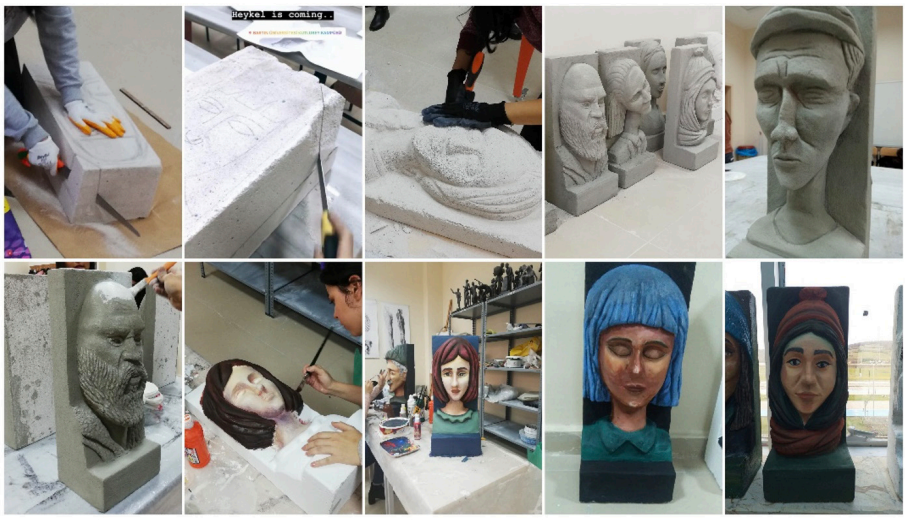
In plaster figure-sculpting practice, 30cm to 35cm sculptures were made with simple materials such as wires, newspapers, tape, plaster, and wood pedestals. Considering that most of the participants in the study group were taking the sculpting course for the first time, a theoretical presentation was made initially, and information regarding human anatomy was emphasized. After the theoretical briefing, the internal wire construction of the figure was prepared by taking into account the human anatomy and stabilized on a wooden pedestal esthetically. Various areas (head, bosom, buttocks, legs etc.) of the figure were strengthened with old newspapers and tapes. Human anatomy rules were also followed in this stage. The figure gained more details after reaching a particular volume and getting a few layers of plastering. The work left for drying was finalized after painting in the following weeks. Photos regarding the plaster figure work are given in Figure 1.

Just as the plaster figure work, easily accessible materials were used in aerated concrete portrait artwork, including portrait embossing practice. Aerated concrete used frequently in building walls was chosen because it's lightweight and easy sculpting compared to marble materials. The practice began with sketch drawings on paper and continued with sculpting. Tools such as saw, riffler, and chisel were used. The process of sculpting was also conducted step by step, taking into account the human anatomy. After sculpting, the coating was done to prevent pores, and the process was finalized by painting. Photos regarding the aerated portrait artworks are given in Figure 2.

After the two processes, interviews were conducted with students. Interviews were voluntary and conducted on the same day and at different hours. Questions in the interviews were repeated in different ways to get participants to elaborate on their answers; subsequently, highlights from their answers were noted down on the interview forms. No personal information was asked except the demographic information. Participants in the study group were named with codenames, including their gender and a number (e.g. MP for Male Participant 1 and FP for Female Participant 1).

Figure 1. *Photos Regarding Plaster Figure Art Works*

Figure 2. *Photos Regarding Aerated Portrait Art Works*



Data Analysis

Data collected in the interviews were analyzed by using the content analysis technique. Content analysis is conducted to compile, arrange, and interpret similar data in specific theoretical frameworks and themes (Yıldırım & Şimşek, 2011). In the content analysis, data collected from the interviews were read several times to determine common ideas and concepts as well as for the headlines to determine the codes and themes. In order to establish validity to the analysis, data were analyzed by different experts at different times, and forms created by the coders were matched to look for compatibility. Frequencies, mean scores, and ratings were presented with graphics and tables. In addition, direct quotations from the transcriptions of the interviews were provided in the analysis to create a clear description of the results.

Ethical Permission Information of the Study

In this study, all the rules stated in the Committee on Publication Ethics (COPE) were followed.

Ethics Committee Permit Information

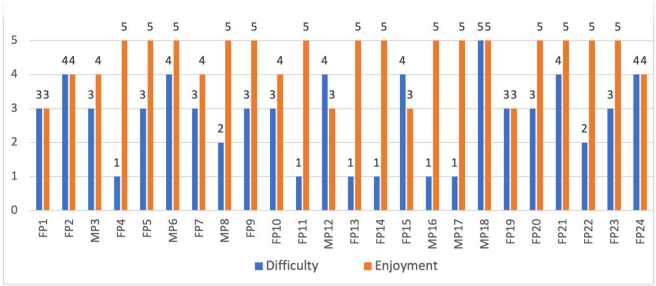
Etic Board that Conducts the Assessment: Bartin University Ethics Committee
Date of Assessment Decision: 16.02.2021
Assessment Document Number: 2011-SBB-0046

Findings

Findings Regarding Plaster Figure Sculpture Artworks

Interviews were conducted with preservice visual arts teachers to find out their experiences and views on plaster figure sculpture artworks. Questions in the interviews aimed to determine the levels of difficulty and enjoyment. A graphic representation of the data gathered regarding these levels is given in Figure 3.

Figure 3. *Levels of Difficulty and Enjoyment for 'Plaster Figure Sculpture' Art Works*



Difficulty and Enjoyment levels given in Figure 3 were evaluated from 1 (very easy/not enjoyable) to 5 (very difficult/very enjoyable). Frequency and percentages regarding the levels are given in Table 2.

Table 2. *'Plaster Figure Sculpture' Frequency Table (Difficulty and Enjoyment) (n=24)*

Difficulty			
(1= very easy, 5= very difficult)	Value	*f*	%
	1	6	25.0
	2	2	8.3
	3	9	37.5
	4	6	25.0
	5	1	4.1
Enjoyment			
(1= unenjoyable, 5= very enjoyable)	Value	*f*	%
	1	0	0.0
	2	0	0.0
	3	4	16.6
	4	5	20.8
	5	15	62.5

When Table 2 is examined, it can be seen that 37.5% of the participants stated that the artwork was moderately difficult, and 25% thought the practice was very easy. Moreover, 4.1% (1 participant) stated that the practice was very hard. Therefore, the mean score for the difficulty of the plaster figure-sculpting artwork was 2.75. However, it can also be seen that most of the participants (62.5%) viewed the practice as very enjoyable. Consequently, the mean score for the enjoyment level was 4.45.

Themes and codes that emerged from the interview responses of the preservice visual arts teachers regarding figurative plaster sculpting are given in Table 3.

Table 3. *Views Regarding Plaster Figure Sculpting Practice*

Theme	Code	*f*	%
Views regarding the practice	Learning about three-dimensional works and anatomy	9	37.5
	Difficulty in dealing with wires	7	29,1
	Creativity	4	16,6
	Risky/dangerous	1	4.1

As seen in Table 3, 37.5% of the participants viewed plaster figure-sculpting as beneficial in learning about three-dimensional works and anatomy. Participant FP13 declared this view by stating that "This practice helps us learn about human skeletal framework and muscles" (All excerpts from the transcriptions of the interviews were translated from Turkish to English by the researchers). Similarly, FP24's statement, "This practice benefitted us in learning about anatomy, and it should be continued in the future", also supported the view that plaster figure-sculpting was beneficial in teaching human anatomy.

29.1% of the participants stated that they had difficulty in bending and shaping wires. Participant FP21 mentioned this in her interview by saying that "I had difficulty since I did not have experience. Bending the wires was especially difficult". Another participant who shared the same view, FP2, also made the following statement: "I think working with wire is dangerous, we need to be careful. We can get hurt". Those who thought plaster figure-sculpting could be dangerous were 4.1% of the participants.

Preservice visual arts teachers' views regarding accessibility and price of the materials in plaster figure-sculpting artworks are given in Table 4.

Table 4. *Availability and Prices of Materials*

Theme	Code	*f*	%
Views regarding accessibility and price of the materials in plaster figure-sculpting artworks	Reasonable price	21	87.5
	Easily accessible	16	66.6
	High price	2	8.3

As seen in Table 4, most of the participants (87.5%) think that materials in plaster figure-sculpting are at a reasonable price, and only two participants (8.3%) stated that materials were high priced. For accessibility of the materials, 66.6% of the participants stated that they are easily accessible. Preservice visual arts teachers' views regarding these topics are as follows:

"Materials were very suitable for this work, and they were easily accessible. For this reason, I would like to repeat this activity in the future. I think it is an eye-catching work." (FP21), "Materials were easy to find everywhere, and we got them quickly." (FP17), "We struggled in finding the materials and its costs, but good work came out in the end" (MP3), "It was a little costly, but we had fun." (MP18).

Preservice visual arts teachers' views regarding which level of education plaster figure-sculpting should be included are given in Table 5.

Table 5. *Education Level*

Theme	Code	*f*	%
Views regarding which level of education plaster figure-sculpting should be included	University	22	91.6
	High school	22	91.6
	Middle school	9	37.5
	Depends on the material	2	8.3
	Dangerous	1	4.1

When Table 5 was examined, 91.6% of the participants believed that plaster figure artworks could be done at the university and high school levels. While 37.5% thought that the practice was suitable for middle schools, 8.3% stated that it could be done in primary school depending on materials such as play-doh, toothpicks, or clay. Some of the comments on the level of education were as follows: "I think this practice is suitable for students at universities or high school, but it can also be done with younger students if they use materials such as toothpicks or play-doh" (MP8). "Plaster figure-sculpting can be dangerous for primary or middle school students. I think it is more suitable for high school or above." (FP21).

Table 6 shows whether preservice visual arts teachers would incorporate plaster figure-sculpting artworks in their professional teaching in the future.

Table 6. *Incorporating in Teaching*

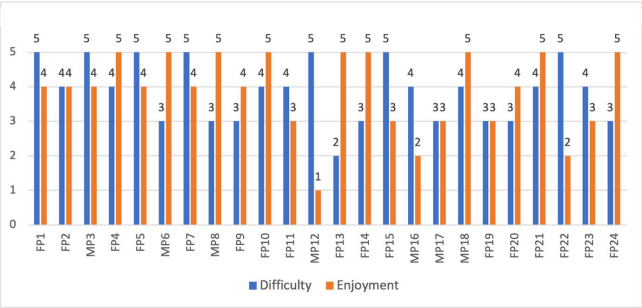
Theme	Code	*f*	%
Incorporating plaster figure sculpting in teaching in the future	I will	13	54.1
	It depends on the conditions	6	25
	I will not	3	12.5

When Table 6 is examined, 54.1% of the participants thought they would include the practice in their teaching. For example, MP18 made the following statement: "I will make use of the practice in my professional life. Even now, I used this practice in my practice teaching at eighth grade." Similarly, MP17 stated the following: "I will use this at my workplace. I enjoyed doing it, and I think my students will, too." In addition, 25% of the students stated that they would use it if the classroom, workshop, or materials were suitable. One of the participants who shared this view, FP21, stated the following: "After I graduate and become a teacher, I will use it if the student group and workshop conditions are suitable." On the other hand, 12.5% of the participants stated that they would not incorporate the practice in their teaching. The participants who gave these statements noted reasons such as danger or classroom management for not incorporating plaster figure sculpting in their teaching in the future. For example, FP19 made the following comment: "The institution I will work at is probably going to have young children. Bending the wires is hard for children. There can be a danger for them. That is not why I would not want to use it."

Findings Regarding Aerated Concrete Portrait Block Art Work

Various questions regarding the views towards aerated concrete portrait blocks were asked in the interviews with the preservice visual arts teachers. The first question aimed to gather the difficulty and enjoyment levels towards the practice. Data gathered in this regard are given in Figure 4 below.

Figure 4. *Difficulty and Enjoyment Levels for 'Aerated Concrete Portrait Block' Artwork*



As seen in Figure 4, difficulty and enjoyment levels were scored from 1 (very easy/not enjoyable) to 5 (very difficult/ very enjoyable). Frequency and percentages regarding the levels are given in Table 7.

that aerated concrete portrait block artwork is at moderate and above moderate difficulty levels. However, none of the participants thought the practice was very easy, and 29.1% of the participants valued the practice as very difficult. Therefore, the mean score for the difficulty level of aerated concrete portrait artwork was 3.87 in participants' responses. Enjoyment levels regarding aerated concrete portrait block were moderate to above moderate for most participants in the study. 37.5% of the participants stated that the practice was very enjoyable, and only 4.1% of the students stated the opposite. The mean score for the enjoyment level was 3.87 for the participants.

Table 7. *Frequency and Percentages for "Aerated Concrete Portrait Block" Artwork*

Difficulty			
	Value	*f*	%
(1= very easy, 5= very difficult)	1	0	0.0
	2	1	4.1
	3	8	33.3
	4	8	33.3
	5	7	29.1
Enjoyment			
	Value	*f*	%
(1= unenjoyable, 5= very enjoyable)	1	1	4.1
	2	2	8.3
	3	5	20.8
	4	7	29.1
	5	9	37.5

When Table 7 was examined, most participants thought Themes and codes for the views regarding aerated concrete portrait block artwork are given in Table 8.

Table 8. *Views Regarding the Practice*

Theme	Code	f	%
Views regarding the practice	Three dimensions and anatomy	12	50
	Needs muscle work	8	33.3
	I struggled since it was my first time	7	29.1
	It doesn't accept any error	6	25
	Fun to colour	5	20.8
	Dust is disturbing	4	16.6
	I felt insecure when I struggled	1	4.1

As seen in Table 8, half of the participants (50%) stated that aerated concrete portrait blocks were beneficial in understanding three-dimensional works and anatomy. For example, one of the participants, FP13, made the following comment on this topic: "This practice made it possible to understand more about human anatomy, and it is beneficial in improving looking, seeing, and applying what you see. It was both fun and educative to practice a three-dimensional portrait." Similarly, FP4 also stated the following: "This practice provided significant benefits in understanding three-dimensional forms."

Another significant finding was that some participants noted that the practice required muscle strength, and they struggled. For example, 33.3% of the participants stated that strength was needed and 29.1% stated that they struggled since it was their first time in such a practice, and 25% felt distant towards the practice since the mistakes would be apparent.

Some of the comments for this topic were as follows: "This practice required muscle work and constant attention. It

does not accept any mistakes. One needs to be very careful, but it is very satisfying at the end of the day. I did not notice how the time passed while working." (MP8), "I struggled a lot when I first started the practice since I did not have any experience in such a practice. Three-dimensional thinking was harder than two-dimensional work at first, but it was easier once I got the logic." (FP21), "I struggled since it was my first time, especially in sculpting downwards. A more simple work can be done for the first experience." (FP4), "When I first started, I did not have any belief or enthusiasm that I could succeed. After I started, the work improved with the help of the instructor, and we made good artworks." (FP24)

20.8% of the participants thought that the colouring process of the practice was very enjoyable. For example, MP16 stated the following in this topic: "It was a practice that I thought was difficult while sculpting but was fruitful at the end. The most entertaining part was sculpting." However, some participants (16.6%) reported being disturbed by the dust present while sculpting, and they noted that a proper workshop or an open area was necessary for the practice. For example, one of the participants, FP19, stated the following on this topic: "Making aerated concrete portrait blocks was a nice practice, but the biggest problem was the excessive dust. I prefer an open area for this practice."

One of the noteworthy findings regarding aerated concrete portrait block artwork was that one participant (4.1%) reported feeling insecure and inexperienced since he struggled. His comment was: "I have struggled, and my self-confidence was shaken during the practice since I did not have any experience." (MP12)

Views of preservice visual arts teachers regarding the accessibility and cost of materials in aerated concrete portrait block artwork are given in Table 9.

Table 9. *Accessibility and Costs of the Materials*

Theme	Code	*f*	%
Views towards the accessibility and costs of the materials	Easily accessible	13	54,1
	Can be bought in bulk	10	41,6
	Price was costly	10	41,6
	Fair price	5	20,8
	Aerated concrete was hard to carry	4	16,6

As seen in Table 9, 54.1% of the participants thought that materials were easily accessible, while 41.6% stated that sculpting and cutting tools were costly. For this matter, the same number of participants noted that materials could be bought in bulk. 20.8% of the participants stated that the materials were reasonably priced, and 16.6% of the participants thought aerated concrete was hard to carry, which was more troubling than its cost.

Some of the participant comments in this regard were as follows: "The materials in practice were a little costly. We had to buy together with my friends." (FP5), "I think that the materials are a little high priced for students. This will be my primary concern in using this practice in the future."(MP16), "Materials were easily accessible, but aerated concrete was hard to carry." (FP7).

Table 10 shows which level of education the aerated concrete portrait artwork would be suitable for according to the study's views of preservice visual arts teachers.

Table 10. *Level of Education*

Theme	Code	*f*	%
Views regarding which level the practice is suitable	University	24	100
	High school	17	70,8
	Middle School	3	12,5
	Dangerous	3	12,5

When Table 10 is examined, it can be seen that most participants held the view that aerated concrete portrait block artwork was most suitable for the university and high school levels. All participants stated that university-level was suitable, and 70.8% thought high school was suitable. Moreover, 12.5% of the participants thought it could be suitable for middle school if the practice were more straightforward, and 12.5% also believed that sharp tools might be dangerous for younger students.

Some of the comments on this topic were as follows: "I think this practice is suitable for high school and university. Students at middle and primary school levels might face difficulties in using the tools." (FP4), "The practice requires some force. That is why I think it is suitable for university level." (FP14), "Because the materials are at an advance level and much attention is needed in using them, I think only university students should use it." (FP1), "This practice can be dangerous for young students since it requires the use of sharp tools." (FP19).

Table 11 shows the data regarding whether preservice visual arts teachers would incorporate the aerated concrete portrait blocks in their future teaching careers.

Table 10. *Level of Education*

Theme	Code	*f*	%
Views towards incorporating the practice in teaching	Depends on the condition (age and workshop)	10	41,6
	I prefer not	6	25
	I might use small and simple practices	3	12.5

As seen in Table 11, 41.6% of the participants prefer to incorporate the practice in their teaching. FP13 stated the following on this topic: "If the workshop conditions are suitable, I would like to do an activity like this. It will help students gain experience on three-dimensional works." Similarly, MP16 also stated the following: "I would like to do an activity like this, but conditions in the future also matter, of course. If the materials and the environment are suitable, I will do it."

A quarter of the participants (25%) stated that they would not incorporate the aerated concrete portrait blocks in their teaching. This was because too much dust came off around the workshop, and the practice could be dangerous. Some of the comments on this topic were as follows: "It is not possible to do this activity except for the university level. I think I will most probably work with younger groups of students in the future. Therefore, I would not prefer to do it since it will be difficult and demanding." (FP22), "I do not think I will do this activity since too much dust goes off and it gets dirty." (FP5), "Because sharp tools are used in the activity, it will be dangerous for young students. That is why I will not do it." (FP19).

Furthermore, 12.5% of the participants stated that the aerated concrete portrait block artwork could be done on a smaller scale and in simpler ways. For example, FP11 made the following comment on this topic: "It can be struggling for younger groups to work with such dimensions. It could be more enjoyable to work in smaller scales where students could work easily." Similarly, FP24 made the following statement: "I would like to do this activity. A simpler activity could contribute to students' motor skills".

Discussion, Conclusion and Suggestions

This study examined the views of 24 preservice visual arts teachers (fourth-grade students) towards the plaster figure-sculpting and aerated concrete portrait block artworks in the scope of elective art workshop sculpture course at a state university in the Western Black Sea Region in Turkey.

Results of the study showed that the majority of the participants viewed the artworks as very enjoyable (4.45/5 for plaster figure sculpting and 3.87/5 for aerated concrete portrait block). This finding was significant when the difficulty levels were considered (2.75/5 difficulty level for plaster figure sculpting and 3.87/5 difficulty level for aerated concrete portrait block). Difficulty in visual arts education activities could cause dislike among students and withdrawal from the activities. However, although aerated concrete portrait block activity was viewed as difficult, it was seen as enjoyable. These findings support Aslan and Şener's (2014) suggestion that introducing variety and enriching arts education activities could increase students' interest. This finding was also significant as it demonstrates the positive effects of three-dimensional activities, which educators sometimes see as challenging and demanding in grabbing students' attention and increasing interest in arts education. Another significant finding was the three-dimensional artworks' contribution to understanding human anatomy and objects with volume. Therefore, accomplishing the aims of arts education depends on three-dimensional activities, just as two-dimensional activities (Çapar, 2006). This is because three-dimensional artworks carry exceptional significance in understanding depth and perceiving the world through the sense of touch (Akıncı, 2009). The findings of this study also support this statement since most of the participants stated that practising three-dimensional works helped them improve their creativity by working on the anatomic details and three-dimensional perception. Therefore, this finding also supports the significance of accommodating three-dimensional artworks in visual arts education courses.

One of the most prominent problems in arts education courses is the materials needed for activities and their accessibility (Ayaydın, 2009; Çapar, 2006; Konak, 2020; Yazar, Aslan, & Şener, 2014). With these problems in mind, the present research included easily accessible and reasonably priced materials that preservice visual arts teachers could use in their teaching in the future. In light of the results of this study, it was found that the majority of the participants viewed plaster figure-sculpting activity as reasonably priced (87.5%) and easily accessible (66.6%) while viewing aerated concrete portrait block activity as moderately priced (41.6%), but easily accessible (84.1%). Furthermore, when the participants' views were examined, the most costly item in aerated concrete portrait block activity was found to be the hand tool. Therefore, it was suggested that hand tools could be bought in bulks.

Participants in this study stated that conducting three-dimensional activities in their teaching will depend on the school grade level and workshop condition. Most participants, who stated they would do the activities if the conditions (workshop, materials and grade) were satisfactory, thought that the high school or university levels and small-scaled artworks with materials such as play dough and toothpicks would be more suitable. This finding was significant because it showed preservice teachers' capability to deal with obstacles in their teaching by producing solutions with different points of view.

This study aimed to interpret the experiences of preservice visual arts teachers regarding three-dimensional artworks. It can be said that a negative attitude towards arts education emerges from the obstacles in teaching. Although the problem is multifaceted, the findings of this study showed that the preservice visual arts teachers could bring about solutions by formulating solutions to the problems in their teaching.

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Determining The Professional Competency Levels of Social Studies Teachers: A Study of Scale Development and Application*

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Abstract

The aim of the study was to determine the areas of teachers' needs for their professional development and to develop a scale for assessing the competency levels of social studies teachers. The participants of the study were composed of social studies teachers who were selected using the convenience sampling method. In the study, a mixed research method was preferred. While the quantitative dimension of the research was conducted with 480, the qualitative dimension was conducted with 8 social studies teachers. The data were collected via the Social Studies Competency Scale, an observation form and a semi-structured interview form developed by the researcher. The data were analyzed using SPSS 23.0, AMOS 23.0, rubric, and content analysis. The findings obtained from the Social Studies Competency Scale showed that the competency levels of teachers were generally high. However, in-class observations revealed that teachers had a medium level of competence in planning and generating the teaching process, knowledge on the field and education, and in areas such as methods, techniques and equipment, and that they showed a low level of competence in some performance indicators of those areas. In this respect, it was concluded that supporting the quantitative findings obtained during the determination of professional development needs with qualitative findings was of crucial importance for an accurate determination of the areas of need.

Keywords: Professional Development, Teacher Competencies, Scale Development, Social Studies

Introduction

Discussions on the success of education systems have intensified today compared to the previous periods (Ministry of National Education of the Republic of Turkey [MoNE], 2017). Globalization and the rapid change in communication technologies resulted in a change in the social structure and a diversity in social needs. This change brought about a need for entrepreneurial individuals who can create information, use it functionally, solve problems, and think critically (MoNE, 2017). In this context, countries have tried to adapt to this global change by restructuring schools as a living space. As a result of this globalization process, the Turkish education system has redesigned its educational programs based on the constructivist approach (MoNE, 2004). Accordingly, radical changes have been made concerning some issues in training programs, such as explaining the learning goals, presenting content, conducting and evaluating the learning-teaching process (Kösterelioğlu, 2012). However, problems such as in-service training and lack of infrastructure, together with teachers' lack of equipment, pose obstacles to fully achieving the desired goal (Erdoğan, Kayır, Kaplan, Ünal, & Akbunar, 2015). Results obtained from the international exams (TIMSS-R, PIRLS, PISA), which makes it possible to evaluate the learning outcomes of the education system, in a sense, mean that the changes in the program did not contribute to the desired success. That is because the success of the education system basically depends on the quality of the education personnel (Abazaoğlu, 2014). Consequently, it

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can be said that professional development training is of vital importance concerning the ability of teachers to meet the changing needs. Determining the needs, which is one of the most important steps of professional development training, is also very important in terms of planning an effective professional development training.

The impact of professional development trainings on the participants should be manifested in multidimensional and long-term studies by taking into consideration the teachers' professional skills, competencies and innovations in the field (Boyle, Lamprianou & Boyle, 2005; Van Driel, Beijaard & Verloop, 2011). On the contrary, professional development training practices in Turkey shows inadequacy concerning the designing process, implementation and impact analysis (MoNE, 2010). Depending on these reasons, participation in professional development trainings does not reach a satisfactory level. Turkey's professional development needs index is below the average in TALIS (Teaching and Learning International Survey [TALIS], 2009).

Teachers tend to prefer training that suits their needs (Özmusul, 2011) and supports teaching processes (Cuiccio & Husby-Slater, 2018; Demirel, 2009; Mısırlı, 2011; Taymaz, 1997). As a result, it is important to prepare the contents of professional development training based on needs analysis (Taymaz, 1997) and in accordance with the teachers' field and other conditions that they possess (Kahraman Özkurt, 2019). It is obvious that the contribution obtained from the training increases even more in trainings which are based on the prior knowledge of the teacher, suitable for developmental needs and focus on field knowledge (TALIS, 2018). When evaluated together, developing measurement tools that can be used in the needs analysis phase and determining their effectiveness (Engin, 2019), which is of vital importance in planning the professional development training, emerges as a necessity. In this regard, professional development activities should be organized, including competencies and teaching strategies for social studies teachers [SST] (Reitz, 2018). Accordingly, to be developed under this study, Social Studies Teacher Competency Determination Scale [SSTCDS] and the observation form have the potential of contributing to the international scale as well as the national for determining the needs of the SST.

Literature Review

The Concept of Competence and Teacher Competencies

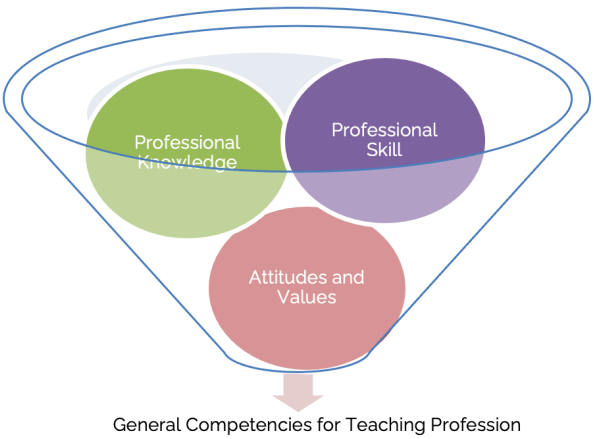
The concept of competence, which is defined as the qualities that give a person the power to fulfill a specific task (Bursalıoğlu, 1981, p.5; Şişman, 2002), can be considered, regarding education, as the qualities that must be possessed in order to fulfill the requirements of teachership (Gökçe, 1999, p. 29). Whereas these qualities are widely used when referring to the concept of "teacher efficacy" in Turkey, in the international literature, generally, 'teaching profession standards' are preferred (Zayimoğlu Öztürk, 2011). Despite the different approaches in different countries, these concepts, in practice, refer to the teachers' professional knowledge, skills, attitude and values (MoNE, 2008; National Board of Professional Teaching Standards (NCTM), 2001; Teacher Development Agency, 2007). Even though the subjects within the scope of qualifications are widely common, different models are preferred for structuring the competences. For instance, while the standards of the teaching profession are determined based on the developmental stages of children in the USA, in England, the professional development stages of teachers are taken as a reference (Zayimoğlu Öztürk, 2011). Therefore, in this study, because of its widespread use in Turkey, the concept of 'teacher competencies' and the model which takes teachers' professional development phases as the point of reference is preferred.

Competencies of SST

SST's are expected to have competencies in two areas: general teaching competencies and specific field competencies (Demirkaya & Ünal, 2017; National Council for the Social Studies [NCSS], 2002; MoNE, 2008). Specific field competencies, which refer to the competencies for teaching the subjects that are within the scope of social studies [SS], include the knowledge on the field and field education that any SST should have. Many countries have determined frameworks and standards for competencies for SST (NCSS, 1988). In the ongoing process, "national standards for social studies teachers" including subject area competencies are issued (NCSS, 2002). Specific field competencies are divided into three subsections: thematic and the competencies that belong to disciplines or the program. In addition, the institution has published "national standards for the training of social studies teachers" in 2018 in order to ensure the training of SSTs to be equipped to meet the changing needs (NCSS, 2018). The five standards that partake in this document are divided into 19 sub-factors, and the objectives and observable performance criteria for each factor are determined.

Turkey revised the general competencies for the teaching profession in 2017. As a result of these revisions, instead of determining a separate specific field competency for each teaching field, a single and holistic text is produced by adding field and field education knowledge competencies to overall competencies (MoNE, 2017). The general competencies of the teaching profession that is revised in this context consist of three complementary fields of competence: "professional knowledge", "professional skill", "attitudes and values" and of 11 competencies and 65 performance indicators (MoNE, 2017).

Figure 1. *General Competencies for Teaching Profession (MoNE, 2017)*



The 3 competency areas in Figure 1 consists of 11 competencies and 65 performance indicators related to these competencies. It is seen that the mentioned competency areas and the general framework in these areas coincide significantly with the reports of Core Teaching Standards (InTASC, 2013) and developing basic competencies in schools (European Commission / EACEA / Eurydice, 2012).

Purpose of the Research

The purpose of this research is to point out the areas which are open to professional development by determining the competency levels of SSTs. In accordance with this purpose, scale development has an important place in the study for determining SST competencies. For these purposes, the key points of the research are determined as follows:

1. How has the process of developing the SST competency assessment measurement tool progressed?

2. How are the fields regarding the proficiency level and opinions of the teachers, in which SSTs need professional development, classified?

a. What level of competence are the teachers at?

b. Is there a statistically significant distinction between teachers' competence levels and their genders, seniority, type of school, the field of study and education level?

c. What are the opinions and suggestions of teachers about their professional competence levels?

Limitation

• The results of the competency scale are limited to the data obtained from 480 teachers that are selected as the sample and with Bursa province that is selected as the universe of the study.

• Observations and interviews conducted during the needs analysis phase of the research are limited to eight social studies teachers from four schools that participated voluntarily.

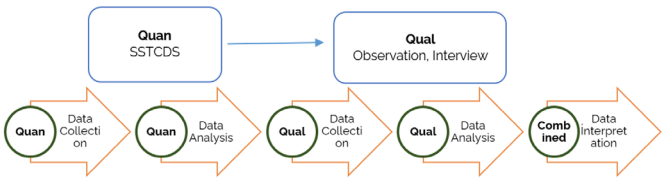
• The research is limited to 14 weeks.

Method

Research Design

The research was carried out using a sequential explanatory design (Creswell, 2003) which was one of the mixed-method research designs. In this approach, the analysis results were interpreted together after quantitative and qualitative data were collected at designated phases and analyzed accordingly (Creswell, Plano Clark, Gutmann & Hanson, 2003). In this context, a questionnaire from quantitative data collection techniques, and observation and interview among qualitative data collection techniques were used respectively in the study (Figure 2). Findings obtained by these techniques were used in different weights in accordance with the aims of the research. Scale development and application constituted the focal point of the study. The findings obtained from observation and interview were used to explain and verify the findings obtained from the scales. The quantitative and qualitative data obtained from the research were analyzed separately, except that the findings were interpreted together.

Figure 2. *Research Design Process (Creswell, Plano Clark, Gutmann & Hanson, 2003)*



Study Group

The "Convenience sampling" strategy was used to determine the participants and samples to be included in the study. During the research, SSTs were designated as the universe (Karasar, 2013), while the SSTs working in Bursa province and its districts constitute the sample of the study. Therefore, convenience sampling strategy was used in the process of selecting the samples (Balcı, 2016; Creswell, 2012). After this stage, the scale which was delivered to 500 SSTs who were determined as samples, was filled out by 480 of the volunteers. Descriptive information of those who filled out the scale is presented in Table 1.

Table 1. *Descriptive Information on the SSTCDS Samples*

Variables		*f*
Gender	Female	226
	Male	254
Seniority	0-5	73
	6-10	124
	11-15	102
	16-20	94
	21 and above	87
School Type	Institute of Education	15
	Faculty of Education	412
	Faculty of Arts and Sciences	53
Field	Social Studies	332
	History	91
	Geography	37
	Other	20
Education Level	Associate Degree	3
	Bachelor of Arts	427
	Master of Arts	41
	PhD	9
	Total	480

The research was conducted with 8 SSTs working at four schools, who were designated by purposeful sampling strategy (Patton, 2014). The teachers who would be observed and interviewed were informed beforehand about the framework and aims of the research, and they participated in the research on a voluntary basis. For ethical purposes, each participant was given a code name in order to protect their identities. Descriptive information on the participants is given in Table 2.

Table 2. *Descriptive Information on the Participants*

Code name	Gender	Field (BA)	Seniority
P1	Male	History	13
P2	Female	History	19
P3	Male	Social Studies	17
P4	Male	History	26
P5	Male	History	19
P6	Male	Social Studies	17
P7	Male	Social Studies.	15
P8	Male	Geography	30

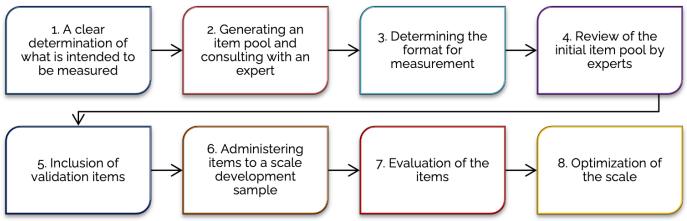
Data Collection Tools

As data collection instruments, SSTCDS (Appendix 1), observation (Appendix 2) and interview forms were used respectively in this research. Additional information on the data collection instruments is explained in the following section.

SSTCDS Development Process

SSTCDS was created based on the phases suggested by DeVellis (2017) (Figure 3).

Figure 3. *The Developmental Phases of SSTCDS*



The measurement tool intended to be developed aims to show the competency levels of teachers by determining the core competencies that a social studies teacher should have. The item pool of the scale was determined by scanning national (MoNE, 2008; 2017) and international (European Commission / EACEA / Eurydice, 2012; InTASC, 2013) literature. Besides being in accordance with corrections suggested by the experts to make it up-to-date and inclusive, the "General Competencies for Teaching Profession" (MoNE, 2017) was determined as the validation item of the scale as it contained both national and international standards. Within the scope of the study, 65 items which were designated as validation items were examined by five experts of the field by using Davis (1992) technique. In accordance with the opinions of the experts (two social studies, one geography, one educational sciences and one history), validation items were optimized by making necessary arrangements.

Likert scale was preferred as the measurement format based on its reliability to a very large extent and its success in measuring many affective qualities (Gable, 1986). The pilot testing of the validation items was carried out with social studies teachers in printed format and by Google form. Within the scope of the pilot test, which lasted approximately for 3 months, 330 social studies teachers were reached. While 315 of the data which were without defects were included in the analysis, 15 of them with missing data or missing information were not included in the evaluation process.

The tool, which consists of 65 items and aimed to measure the SST competencies, was developed based on 11 theoretical dimensions. These dimensions are field knowledge, field education knowledge, knowledge on education law, planning the teaching process, creating learning environments, management of the teaching process, measuring and assessment, engaging learners, communication and collaboration, personal and professional development, and national, moral and universal values. In this context, Exploratory Factor Analysis (EFA) was used to detect the factor structure of the tool.

Before EFA, KMO-Bartlett's test was applied in order to determine the adequacy of the sample size for factoring. The analysis indicated the KMO value as 0.95. Based on these results, it was concluded that the sample size was "perfect" for factor analysis (Leech, Barrett & Morgan, 2005; Şencan, 2005; Tavşancıl, 2014). Additionally, the results from Bartlett's test of sphericity indicate that the obtained chi-square (x2) value was significant at 0.01. Based on these results, it was acknowledged that the data results from the multivariate normal distribution. Principal component analysis was used as a factorization method in order to reveal the factor design of SSTCDS. Resulting from the prediction that the scale factors will be related to one another, 'direct oblimin', which was one of the oblique (nonorthogonal) rotation methods, was chosen as the rotation method in EFA.

Development of the Observation Form and the Process of Observation

The observation technique was used during the needs analysis phase in order to determine the competency levels of SST. The researcher took part as an observer participant in the lessons which were being observed within the scope of the research. In this context, the lessons were observed for 14 weeks, having two weeks of pilot testing and 12 weeks of administration. During the observation process, the researcher did not interfere in the lesson. The purpose of having an observer in the courses was explained to the teacher and students beforehand. Since the focal point of the study was teachers, students were not included in the process of observation.

In order to observe the competency levels of the teachers, an observation form (Appendix 2) was created by the researcher by making use of the SSTCDS. After being rearranged according to the expert opinions, the observation form, which was created during pilot testing by observing three teachers, was started to be used during the observation process. The observation form included three parts: professional knowledge, professional skills, and attitudes and values. These three parts were split into six categories (planning and generating the teaching process, engaging learners, knowledge on the field and education, communication and collaboration, usage of method, technique and equipment, and management of the teaching process) and 40 performance indicators.

Developing the Interview Form and the Interviews

In this research, a semi-structured interview technique was used in order to determine the areas in which teachers need professional development, to deepen the obtained data and make comparisons, and to increase the reliability of the study (Yıldırım & Şimşek, 2013). The interview form consisted of 11 questions. The questions were prepared by the researcher based on the literature (Avcı, 2013; Bulut, 2011; Köstereliođlu, 2012; Oturak Eyecisoy, 2014). These questions were examined by two academicians, one specialized in educational administration and the other in Social Studies education, in terms of being clear and comprehensible, inclusive and efficacious. Based on the opinions of the experts, some questions were changed or new questions were added to the interview form. For instance, as it conveyed the message that there must be a problem or a need, the question "In which areas do you need professional development as an SST? Can you meet these needs in the existing system?' was reconceptualized as 'Are there any areas where you need professional development as an SST? If any, do you find the vocational training activities currently implemented sufficient to meet your needs?'. Moreover, the question 'What does professional competence mean to you?" which was not included in the drafts of the interview form, was added based on the recommendations of the experts. After these processes, interviews were conducted with eight participants by using the final interview form.

Data Collection Tools

Among the data collection techniques, scale, observation and interview were used in this study. These techniques were preferred in order to determine the level of attainments of teachers regarding their professional knowledge, skills, attitudes and values. While the scale data provided a holistic evaluation opportunity to determine the areas of need, the data collected from observation and interview gave an opportunity to evaluate the scale data comparatively. By using various data collection techniques, the areas in which teachers need professional development were tried to be determined.

Data Analysis

General information on the analysis method of the data, which will be detailed later, is shown in Table 3.

Table 3. *Data Analysis*

Data Collection Technique/ Tool	Method of Analysis	Intended Purpose
Scale	Descriptive analysis Independent Samples T-Test One-Way Analysis of Variance (ANOVA) for Independent Samples	-Assessment
Observation	Descriptive analysis (Rubric)	-Assessment
Interview	Content Analysis	-Assessment

The data obtained from the scale development was analyzed in a two-step structure: "Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA)". SPSS 23.0 was used to perform Explanatory Factor Analysis, and AMOS 23.0 was used for Confirmatory Factor Analysis on the data. EFA was used to determine the underlying structure of the item group, and CFA was used to verify the relationship pattern predicted based on theory or previous results (DeVellis, 2017). "Independent Samples T-Test" and "One-Way Analysis of Variance for Independent Samples (One-Way Anova)" were applied to the data obtained from SSTCDS. Additional descriptive analyses were performed on the obtained data.

Resulting from the analysis of the data obtained through the observation form, the areas of need were tried to be determined by calculating the total points that each participant got from the performance indicators throughout the observation process. The performance indicators taking place in the observation form were scored according to 3 levels: 1 (open to improvement), 2 (acceptable) and 3 (good). While scoring, a rubric was used as the evaluation tool (Appendix 3).

The interviews conducted during the analysis phase were recorded and taken as inventory. The interviews were then subjected to content analysis. The obtained data were classified to form meaningful sections within themselves and encoded by bringing together those that were, in a sense, related to one another. The codes, which were also examined by another researcher, were finalized according to his/her views. After the coding process was completed, categories were created out of the codes, and finally, themes surrounding these categories were created (Patton, 2014).

Validity and Reliability Measures

Validity of SSTCDS

In order to increase the validity of the scale developed within the scope of the research, primarily, every stage of the process was planned based on expert opinions and that the implementation phase was carried out under the total control of experts. Moreover, processes carried out during the development process of the data collection tool were explained in detail. Furthermore, the evaluation of the results obtained from the processes of data collection and analysis, which are presented in detail, was carried out by the researcher in accordance with the expert opinions (Brinberg & McGraft, 1985; Creswell, 2011; Fraenkel, Wallen & Hyun 2011; McMillan & Schumacher, 2010). Each participant was informed about the research, and the ones that volunteered were included in the research process. Finally, the number of items and dimensions of the scale developed were tried to be presented in detail.

Besides the descriptive validity criteria, the research was conducted in terms of content, construct and criterion-related validity in order to increase the validity of the study. While content validity was statistically examined by using Davis (1992) technique, construct validity was tried to be provided by expert opinions. As a result of the calculations made within this scope, all items within the scope of the scale have a value of 0.80 and above. This result means that the content validity of the scale was high (cited in Yurdugül, 2005). In the study, EFA and CFA were performed to ensure the construct validity. Construct validity was tried to be provided by applying CFA to the model produced by EFA.

Reliability of SSTCDS

In order to ensure the reliability of the research process, at every stage of the research, expert opinion was taken. Moreover, in order to determine the reliability among the evaluators, the values of the Content Validity Index (CVI) were calculated according to expert opinions which were obtained by Davis (1992) technique. Furthermore, the compatibility of the data was tried to be determined by examining the internal consistency of the obtained data (Ercan & Kan, 2004; Karakoç & Dönmez, 2014). In addition to all of the above, the internal consistency coefficient (Cronbach's Alpha), which was frequently used to ensure reliability in scale development researches, was calculated as 0.97. The commonly held view in literature was that it was sufficient to have a factor loading value of 0.70 and above (Büyüköztürk, 2010; Kılıç, 2016). In this context, it can be said that the reliability of the data obtained was considerably high.

Validity and Reliability of Qualitative Data Collection Tools

In the qualitative dimension of the research, the validity of the study was tried to be ensured by following the strategies of member checking, triangulation (nested) and peer debriefing (Creswell, 2014). Accordingly, the accuracy of the comments and results were confirmed by sharing the research results with the participants. In addition to this, diversity of procedure was tried to be achieved by using observation and interview simultaneously. Moreover, an expert who was closely acquainted with the research and competent in the research procedure was asked to examine the research from various dimensions.

In order to ensure the reliability of the qualitative data, the data were continuously checked and compared.

Additionally, cross-checking of the data was carried out by a researcher who was an expert on the field (Gibbs, 2007). The expert was asked to encode a certain part (25%) of the data. The percentage of the connection between the codes and categories formed in this way (Miles & Huberman, 1994) was calculated as 0.80.

Ethical Permission Information of the Study

In this study, all the rules stated in the Committee on Publication Ethics (COPE) were followed.

Results

In this section, first of all, the findings which were obtained during the scale development stages were presented, and thereafter, the findings obtained from the analysis of the result of scale, observation and interview were tried to be presented in detail under relevant problem sentences.

How Has the Process of Developing the SST Competency Assessment Measurement Tool Progressed?

The Development Process of SSTCDS

It is seen in the analysis that for 65 items, there are 11 components with eigenvalues above 1. The contribution of these components to the total variance is 65,129%. These 11 components are evaluated according to the importance of their contribution to the total variance by taking into account the total variance table. During the evaluation, it is seen that eight components have made a significant contribution to the variance and that after the ninth component, the contribution is both slight and at an approximate rate. Additionally, as a result of the one-by-one extraction of the items that are overlapping and below the acceptance level, an 8-factor structure is created by distributing the items in the first 3 factors under different factors.

The level of acceptance for factor loading values in EFA, which is used to find the factor design of SSTCDS, is determined as 32 (Tabachnick & Fidell, 2007). During the analysis of 11 factors, when the items are evaluated in terms of overlappings or acceptance levels, it is discovered that five items are overlapping (8, 40, 52, 64 and 65) and four items (18, 41, 43, and 62) have loading values below the acceptance value of 0.32. Items 8 and 65 are not removed from the list because they held a non-overlapping value in repeated analysis. Moreover, the items (25, 27, 28, 39, 53, 54, 61, and 63) that did not overlap in the beginning or have a slightly higher value than the acceptance level showed overlappings or received loading values below the acceptance level as the analyses are repeated. In conclusion, the final factor design and loading values are discovered by excluding 15 items from the analysis which overlapped or had loading values below the acceptance levels (Appendix 4).

Many fit indexes are used to discover the level of fitness of the model tested in DFA. In this study, Chi-Square Goodness of Fit Test, Goodness of Fit Index (GFI), Comparative Fit Index (CFI), Normed Fit Index (NFI), Root Mean Square Error of Approximation (RMSEA), Root Mean Square Residuals (RMR) and non-Normed Fit Index (NNFI) are examined. The findings obtained from the DFA are given in Table 4.

After the model fit is obtained by CFA, the item factor loading values obtained from EFA and CFA are calculated (Table 5).

Table 4. *Findings of Confirmatory Factor Analysis*

Index	Perfect	Good/ Acceptable	Research Findings	Result
x2 / df	<2	<5	2.19	Acceptable Compliance
RMSEA	≤ .05	≤ .08	0.05	Perfect Compliance
SRMR	≤ .05	≤ .08	0.05	Perfect Compliance
CFI	≥ .95	≥ 90	0.90	Acceptable Compliance
NNFI/TLI	≥ .95	≥ .90	0.90	Acceptable Compliance
GFI	≥ .90	≥ .85	0.85	Acceptable Compliance

References: (Schreiber, Stage, Barlow & King, 2006; Byrne, 2016; Hair, Black, Babin & Anderson, 2010; Hooper, Coughlan & Mullen, 2008; Kline, 2019; Marcoulides & Schumacker, 2001; Munro, 2005; Schumacker & Lomax, 2010; Tabachnick & Fidell, 2013).

Table 5. *Item Factor Loadings Obtained from EFA and CFA*

		Factor Loadings				Factor Loadings	
Item	Factor	EFA	CFA	Item.	Factor	EFA	CFA
1	pgtp 1*	0,43	0,71	26	cc1*	0,63	0,63
2	pgtp 2	0,56	0,73	27	cc 2	0,57	0,53
3	pgtp 3	0,53	0,71	28	cc 3	0,67	0,73
4	pgtp 4	0,66	0,77	29	cc 4	0,54	0,64
5	pgtp 5	0,67	0,70	30	cc 5	0,66	0,73
6	pgtp 6	0,69	0,74	31	cc 6	0,48	0,77
7	pgtp 7	0,48	0,69	32	cc 7	0,76	0,72
8	pgtp 8	0,45	0,71	33	kel1*	0,77	0,60
9	pgtp 9	0,35	0,70	34	kel 2	0,70	0,75
10	el1*	0,59	0,61	35	kel 3	0,67	0,77
11	el2	0,68	0,83	36	kel 4	0,44	0,44
12	el3	0,82	0,83	37	umte1*	0,50	0,65
13	el4	0,79	0,81	38	umte 2	0,84	0,67
14	el5	0,62	0,78	39	umte 3	0,52	0,83
15	el6	0,69	0,71	40	umte 4	0,55	0,78
16	kfe1*	0,62	0,74	41	mtp 1*	0,32	0,69
17	kfe 2	0,77	0,72	42	mtp2	0,62	0,74
18	kfe 3	0,79	0,74	43	mtp 3	0,64	0,63
19	kfe 4	0,76	0,66	44	mtp 4	0,47	0,74
20	kfe 5	0,60	0,68	45	nmuv1*	0,54	0,64
21	kfe 6	0,56	0,68	46	nmuv 2	0,58	0,72
22	kfe 7	0,49	0,72	47	nmuv 3	0,66	0,63
23	kfe 8	0,42	0,70	48	nmuv 4	0,61	0,54
24	kfe 9	0,59	0,72	49	nmuv 5	0,45	0,66
25	kfe 10	0,36	0,62	50	nmuv 6	0,34	0,79

*Planning and generating the teaching process (pgtp), engaging learners (el), knowledge on the field and education (kfe), communication and collaboration (cc), knowledge on education law (kel), usage of method-technique and equipment (umte), management of the teaching process (mtp), national, moral and universal values (nmuv).

How Are the Fields Regarding the Proficiency Level and Opinions of the Teachers, in which SSTs Need Professional Development, Classified?

In this section, the areas that teachers need professional development are tried to be determined by presenting the findings brought out by the observations and interviews, which were carried out by using the competency scale that was developed and applied within the scope of the research. These need areas are given in Table 6.

Table 6. *The Areas that Teachers Need Professional Development*

Areas of need	Scale	Observation	Interview
Knowledge on the field and education	-	+	+
Knowledge on education law	-	-	-
Planning and generating the teaching process	+	+	+
Management of the teaching process	-	+	+
Usage of method-technique and equipment	-	+	+
Engaging learners	+	+	+
Communication and collaboration	-	-	-
National and moral values	-	-	-

According to the findings presented in Table 9, the categories of planning and generating the teaching process and engaging learners appear to be the areas in which teachers need professional development based on the data of all three criteria: scale, observation, and interview. By contrast, although the categories of knowledge on the field and education, management of the teaching process, and usage of method, technique and equipment do not appear as areas of need according to the findings, observations and interviews show that teachers also need professional development in these areas. In addition, categories of knowledge on education law, communication and collaboration, and national and moral values appear to be the areas that teachers are most competent.

What Level of Competence Are the Teachers at?

SSTCDS findings (Appendix 5).

The findings of the analysis of SSTCDS and in-class observations on SSTs are presented under this title. When the descriptive analysis results (Appendix 5) are examined, the item 'I take into account individual differences and socio-cultural characteristics of students while planning the teaching process', which takes place under the factor of planning and generating the teaching process, appears as the one with the highest average ($\bar{x}$ = 4.42), while "I create the learning environment according to the outcomes of the course" appears as the one with the lowest average ($\bar{x}$ = 3.92).

According to the findings, while 'I value each student as a person and an individual' which is listed under engaging learners, is the item with the highest average ($\bar{x}$ = 4.65), the item 'I respect individual and cultural differences' has the lowest average ($\bar{x}$ = 3.89). Although these two items correspond with each other, it is striking that 'I respect individual and cultural differences' has the lowest average.

While 'I prepare and use measurement and evaluation tools suitable for SS' which is listed under the factor: knowledge on the field and education, is the item with the highest average ($\bar{x}$ =4.48), the item 'I associate my knowledge on the development of students and their learning characteristics with the teaching processes' has the lowest average ($\bar{x}$ = 4.11).

While 'I actively participate in activities for school development' which is under the communication and collaboration factor, is the one with the highest average ($\bar{x}$ = 4.85), 'I make self-assessment by benefitting from the opinions and suggestions of the stakeholders' is the item with the lowest average ($\bar{x}$ = 4.21). According to these results, self-assessment based on the feedbacks of the stakeholders appear to be an area which is open to improvement.

The item 'I have knowledge on the rules and regulations concerning the teaching profession' which is listed under the knowledge on education law factor, has the highest average ($\bar{x}$ = 4.86), while the item with the lowest average ($\bar{x}$ =4.35) is 'I differentiate the rights and responsibilities of my education stakeholders'. Distinguishing the rights and responsibilities of stakeholders has a relatively lower average than the knowledge on the legislation regarding the profession.

While 'I use information and communication technologies effectively in the teaching process' which is listed under the usage of method, technique and equipment factor, is the item with the highest average ($\bar{x}$ = 4.50), 'I benefit from the experiences of my colleagues concerning the usage of method, technique and equipment' has the lowest average ($\bar{x}$ = 4.37).

The item 'I use time effectively in the learning process' which is listed under the management of the teaching process factor, has the highest average ($\bar{x}$ = 4.60), while 'I ensure the participation of students in learning processes' is the item with the lowest average ($\bar{x}$ = 4.25). The low level of competency regarding the participation of students in the course is another important aspect.

While the item 'I care about social values as a citizen' which is listed under the factor of national, moral and universal values, is the one with the highest average ($\bar{x}$ = 4.71), 'I plan my lessons by looking out for the values of the SS curriculum' has the lowest average ($\bar{x}$ = 4.58).

Is There a Statistically Significant Distinction Between Teachers' Competence Levels and Their Genders, Seniority, Type Of School, Field Of Study And Education Level?

Independent samples t-test and one-way analysis of variance (ANOVA) for independent samples are applied to the data obtained from SSTCDS. The conditions which should be met in order to get reliable results from the analyses (Can, 2013) have been examined and the results obtained are presented in Table 7. Another aspect, equality of variances, is also examined according to Levene Test results.

According to the results presented in Table 7, it can be said that since $p< 0.05$, the data is not distributed normally. However, as it can be seen in the table, the coefficients of skewness (-0.656) and kurtosis (-0.040) take values between -1.5 and +1.5. Thus, it can be said that the data are normally distributed and achieve the prerequisite for normality (Tabachnick & Fidell, 2013). After this stage, another prerequisite, the Levene Test, which tests the equality of

variances, is conducted. According to Levene Test results (p= 0.299), since p> 0.05, it is seen that there is no significant difference between the variances of the groups. In this respect, the independent samples t-test is applied to the data, and the results are presented in Table 8.

According to the results presented in Table 8, no statistically significant difference between the female ($\bar{x}_K$= 4.44, ss= .398) and male ($\bar{x}_E$=4.39, ss=.372) groups is found [$t_{(480)}$= 1.51,p= .131].

One-Way Anova for Independent Samples is applied in order to determine whether there is a significant difference in general competency scores regarding the variables of professional seniority, school type, field and education level. The conditions which should be met in order for these analyses to offer reliable results (Can, 2013, p.116) have been examined and the results obtained are presented in Table 7. Another condition: the equality of variances, is also examined based on the Levene Test results (Table 9).

According to Table 9, it is seen that there is no statistically significant difference (p> 0.05) between the variances of these groups, the difference of which will be questioned and which also meet the normality condition. Based on this, One-Way ANOVA for independent samples is applied to the data and the results obtained are presented below in separate tables.

According to Table 9, it is seen that there is no statistically significant difference (p> 0.05) between the variances of these groups, the difference of which will be questioned and which also meet the normality condition. Based on this, One-Way ANOVA for independent samples is applied to the data and the results obtained are presented below in separate tables.

According to the analysis results presented in Table 10, no statistically significant difference is found between the average competency scores regarding the variable of professional seniority [f= .707, p= .588].

According to the analysis results presented in Table 11, no statistically significant difference is found between the average competency scores regarding the variable of school type [f= 1.935, p= .146].

Table 7. *Normality Test*

	Kolmogorov-Smirnov			Shapiro-Wilk			Skewness-Kurtosis Coefficients	
	Statistic	*df*	*p*	Statistic	*df*	*p*	Skewness	Kurtosis
Average of General Competency	0.073	480	0.000	0.958	480	0.000	-0.656	-0.040

Table 8. *Independent Samples t-test Results*

Dimension	Gender	n	$\bar{x}$	ss	Sd	t	f	p
Professional Competency Level	Female	226	4.44	0.397	476	1.51	1,083	0.131
	Male	254	4.39	0.373				

Table 9. *Levene test results*

	Levene Statistics	df1	df2	Sig.
Seniority	1.072	4	475	0.370
School Type	1.860	3	476	0.135
Field	1.259	3	476	0.288
Education Level	1.105	3	476	0.347

Table 10. *One-Way ANOVA Results*

Dimension	Professional Seniority	*n*	$\bar{x}$	ss	*f*	*p*
Professional Competency Level	0-5	73	4.36	0.045	0.707	0.588
	6-10	124	4.40	0.404		
	11-15	102	4.41	0.361		
	16-20	94	4.41	0.369		
	21 and Above	87	4.47	0.403		

Table 11. *One-Way ANOVA Results*

Dimension	School Type	*n*	$\bar{x}$	ss	*f*	*p*
Professional Competency Level	Institute of Education	15	4.24	0.383	1.935	0.146
	Faculty of Education	408	4.42	0.379		
	Faculty of Arts and Sciences	57	4.41	0.420		

Table 12. *One-Way ANOVA Results*

Dimension	Field	*n*	$\bar{x}$	ss	*f*	*p*	Significant Difference
Professional Competency Level	SS	332	4.42	0.021	5.334	0.001	SS/Other
	History	91	4.43	0.040			History/Other
	Geography	37	4.45	0.058			Geography/Other
	Other	20	4.10	0.071			

Table 13. *One-Way ANOVA Results*

Dimension	Education Level	*n*	$\bar{x}$	ss	*f*	*p*
Professional Competency Level	Associate Degree	3	4.52	0.232	0.153	0.928
	BA	427	4.41	0.018		
	MA	41	4.44	0.055		
	PhD	9	4.40	0.116		

According to the analysis results presented in Table 12, a statistically significant difference is found between the average competency scores regarding the variable of field [f_=5.334,p=.001]. Tukey test, which is one of the Post Hoc tests, is used to test the source of this difference. The direction of the difference is designated as (SB)-(Other), (History)-(Other) and (Geography)-(Other).

According to the analysis results presented in Table 13, a statistically significant difference is not found between the average competency scores regarding the variable of education level [*f*= .153, *p*= .928].

Observation Findings

According to the analysis of observation findings, 'Creating healthy, safe and aesthetic learning environments' which is listed under planning and generating the teaching process factor, is the item with the highest average ($\bar{x}$ = 30), while 'taking into account students with special needs while generating the teaching and learning processes' has the lowest ($\bar{x}$ = 13). It is a striking finding that teachers have not included students with special needs in the curriculum enough in this factor.

According to the findings obtained from the observations, five items (10, 11, 12, 14 and 15) which are listed under the engaging learners factor are the items with the highest average ($\bar{x}$ = 36). On the other hand, also included in this factor, the item 'Striving to contribute to the growth of students in becoming individuals who are respectful to national and moral values and open to universal values' has a relatively low average ($\bar{x}$ = 34). However, this 2-point difference is not considered as a significant difference.

'Analyzing topics and concepts related to SS' which is listed under knowledge on the field and education factor, has the highest average ($\bar{x}$ = 28), while 'associating my knowledge on student development and learning characteristics with teaching processes and managing the SS curriculum' is the one with the lowest average were ($\bar{x}$ = 23).

The item 'active participation in activities concerning school development', listed under the communication and collaboration factor, is the one with the highest average ($\bar{x}$ = 36), while 'self-assessment benefiting from the opinions and suggestions of stakeholders' has the lowest average ($\bar{x}$ =29).

The item 'benefiting from the experience of my colleagues concerning the usage of method, technique and equipment, and usage of information and communication technologies effectively in the teaching and learning process' which is listed under the usage of method, technique, and equipment factor, is the one with the lowest average ($\bar{x}$ =25). Listed under this factor, the items' achieving effective learning by using appropriate strategies, methods and techniques in the teaching and learning process and using appropriate tools, equipment and materials effectively in the teaching and learning process' have a relatively higher average ($\bar{x}$ = 26).

While the item 'Using time effectively during the learning process' which is listed under the management of the teaching process factor, is the one with the highest average ($\bar{x}$ = 36), 'ensuring the active participation of students in learning processes' is the one with the lowest average ($\bar{x}$ = 20). Thus, while it is noteworthy that teachers' competencies regarding the effective usage of time are high, it is also noteworthy that their competencies are low regarding the active participation of students in the course.

*Interview Findings**

The theme obtained after the analysis of the interview data is the 'need' theme. This theme is divided into two sub-themes: general competencies-specific needs and field-specific needs. Regarding general competencies, it is important that effective usage of technology and developing appropriate curriculums are considered as a need area by all participants. Concerning this, by stating that 'the efficient use of technology and content development is also important. In my opinion, the ministry should offer training programs on this subject' P1 has expressed thoughts that may reflect all participants' opinions. The 'Program and Philosophy of SS', which is listed under the sub-theme of field-specific needs, has been another subject that is mentioned by all participants. By stating that 'I personally find my knowledge on the field sufficient, but the program and philosophy of SS is a field that I need', P6 has drawn attention to the field-specific needs like the other participants. Besides, the majority of the participants (P1, P2, P3, P6, P8) expressed that they need training for teaching SS and preparing activities for low-achieving students and students of an inclusive classroom. Moreover, teaching history in SS (P2, P3, P6) and development of field-specific content suitable for the interactive board (P1, P2, P3) appear as other areas where needs are directed at. When evaluated together, it can be said that although the teachers mentioned general competency-

specific needs, the essential need is concentrated on the field-specific competencies.

* Since the interview form is prepared within the scope of a dissertation, only the data concerning the research is included in this table.

Discussion, Conclusion and Suggestions

The categories of planning and generating the teaching process and engaging learners have emerged as areas in which teachers need professional development, not based only on scale but also on observation and interview data. On the contrary, although knowledge on the field and education, management of the teaching process, and usage of method, technique, and equipment did not appear as areas of need based on the findings of scale, observations and interviews held showed that SST' competencies in these areas are low. Additionally, categories of knowledge on education law, communication and collaboration, and national and moral values have emerged as the areas where teachers are most competent in. In the light of these explanations, detailed evaluations of competency areas are presented under related headings below.

How Has the Process of Developing the SST Competency Assessment Measurement Tool Progressed?

The tool, which aims to measure the competency levels of SSTs and consists of 65 candidates, is prepared based on 11 theoretical dimensions. The result of the first EFA conducted for this purpose showed that out of the 65 items included in the analysis, there are 11 components with an eigenvalue above 1. The contribution of these components to the total variance is 65,129%. These 11 components are evaluated by taking into account the total variance table presented regarding the importance of their contribution to the total variance. During this evaluation, it is seen that eight components have made a significant contribution to the variance; after the ninth component, the contribution is both small and at approximate values. Additionally, as a result of removing the items one by one which are overlapping and with values below the acceptance level, an eight-factor structure is created by distributing the items from the first 3 factors under different factors. It is seen that these eight factors explain 63,013% of the total variance. In multi-factor designs, it is considered sufficient when the explained variance is between 40% and 60% (Büyüköztürk, 2010; Tavşancıl, 2014). Regarding this, it can be said that the contribution of each factor to the total variance is sufficient.

Before EFA is performed, a KMO test is applied in order to test the suitability of sample size to factoring. The result of the analysis showed the KMO value as 0.95. Based on this finding, it is concluded that the sample size is "perfect" for factor analysis (Leech, Barrett & Morgan, 2005; Şencan, 2005; Tavşancıl, 2014). Moreover, Bartlett sphericity test results show that the obtained chi-square (x2) value is significant at 0.01. Based on these results, it is accepted that the data are drawn from the multivariate normal distribution.

In the analysis, when the items are evaluated in terms of meeting the acceptance level and adherence, it is seen that five items are overlapping, and four items have loading values below the acceptance level of 0.32 (Tabachnick & Fidell, 2007). Two items out of these are not removed because of having a non-overlapping value in repeated analyses. Furthermore, the items that did not overlap at first or had values at least above the acceptance level overlapped or received loading values below the acceptance value as the analyses are repeated. Therefore, the final factor design and loading values are determined by excluding 15 items from the analysis which are overlapping or have a loading value below the acceptance level (Appendix 4).

According to the findings obtained from the research, it is seen that the items are mostly gathered under the theoretically predicted factors (MoNE, 2017). However, seven items which were theoretically expected to gather under measurement and evaluation and personal and professional development factors are excluded because of overlapping or being below the acceptance value, and five items are gathered under other factors. Therefore, factor load values can be described from "reasonable" to "excellent" regarding magnitude, except for four items; the load values of these items can be described as "weak" (Comery & Lee, 1992).

When the results related to CFA are evaluated together, and when the model is evaluated according to x2 and the ratio of degrees of freedom (2.03), it can be said that the fitness of the model is at a good/acceptable level. When other fit indexes are examined, results for this model are: RMSEA = 0.04; SRMR = 0.05; CFI = 0.91; NNFI/TLI = 0.90 and GFI = 0.85. When the modification proposals for the model are examined, it can be stated that there is not any modification that will contribute significantly to the x2 value. Regarding this, for the fitness of a model, it is expected that the x2/sd ratio should be below 5, CFI, GFI and NNFI/TLI values should be above 0.90, and RMSEA and SRMR values should be below 0.05 (Jöreskog & Sörbom, 1993; Marsh & Hocevar, 1988; Schumacker & Lomax, 2016). However, the following should also be considered as acceptable in assessing a model fitness: GFI> 0.85 and AGFI> 0.80 (Anderson & Gerbing, 1985; Cole; 1987; Marsh, Balla & McDonald, 1998; Marcoulides & Schumacker, 2001). When the fit indexes of the model are examined, it can be said that the RMSEA and SRMR values indicate a perfect fit, and CFI, NNFI/TLI and GFI values of x2/sd ratio represent a good fit. In this context, it can be agreed that the model put forward by this study is confirmed.

SSTCDS happens to be a 5-point Likert type and consists of 50 items and 8 factors. The lowest score that one can get from the scale is 50, and the highest score is 250. As the score obtained from the scale increases, it means that one has a higher level of competence; as the score obtained decreases, one has a lower level of competence. Accordingly, the score interval of the scale is determined as follows: between 50-89 points 'incompetent', between 90-129 points 'not enough competent', 130-169 points 'moderately competent', 170-209 points 'competent', 210-250 points 'complete competence'. There are no reverse-scored items in the scale. The time limit for the response to the scale is approximately 10 minutes. When the validity and reliability evidence are evaluated together, it can be said that the SSTCDS is a valid and reliable measurements tool that can be used in subsequent studies.

How Are the Fields Regarding the Proficiency Level and Opinions of the Teachers, In Which SSTS Need Professional Development, Classified?

According to the scale results obtained by the research, it is seen that teachers' competency levels are generally high in eight areas (knowledge on the field and education, knowledge on the education law, planning and generating the teaching process, management of the teaching process, usage of method-technique and equipment, engaging learners, communication and collaboration, national and moral values). Zayimoğlu Öztürk (2011), who reached results that support these findings, determined that SSTs have

high self-assessment throughout the self-assessment scale which has been applied. On the other hand, in-class observations that have been conducted revealed that teachers have a medium-level competence in planning and generating the teaching process, knowledge on the field and education, and usage of method-technique and equipment. Additionally, although it is seen that the teachers generally have a medium level of competency in these fields, it has been determined that they are at a lower level of competence in certain performance indicators of these fields. For instance, taking into account students with special needs, preparing activities for analytical thinking, and preparing teaching materials suitable for learning outcomes, appear as the areas where the competency is low. Regarding Turkey (16.0%) and the OECD average (22.2%), TALLIS (2018), which particularly supports evidence that emerged particularly concerning the education of students with special needs, reveals that special needs students training is one of the areas in which the teachers need professional development the most (TEDMEM, 2019). Unlike the research results, Koç (2019) concluded in a study which is conducted with mathematics teachers that they considered themselves as "competent" concerning "the students with special needs". This notable difference can be stemming from the region or the field that the scale is applied. In this respect, considering the results of different studies, in order to determine professional development needs correctly, it can be said that making needs analyses at the local scale and extended over time and making professional development training plans according to these needs will significantly contribute to the professional development of teachers. Findings obtained from the interviews conducted with teachers also support this situation. Teachers have expressed the subjects in which they need professional development to be compatible with the competency areas, which the observation findings also reveal. For instance, the program and philosophy of SS, preparing activities, teaching history and geography in SS, and preparing and using teaching materials specific to the field are placed forward by teachers as areas of need. While the areas of need that emerged bear similarities with previous studies (Avcı, 2013; Bulut, 2011), understanding the program and philosophy of SS have become an area of need that did not become prominent in other studies. Additionally, teachers have stated that they found themselves incompetent in 'measurement and evaluation', which did not appear as an area of need in this study (Cüce, 2019). In the light of these findings, it can be said that teachers need professional development activities in the following fields: planning and generating the teaching process, knowledge on the field and education, and the usage of method-technique and equipment. Studies under different disciplines have also been conducted in order to determine competencies. For instance, an analysis of the questionnaire for the general professional competencies for classroom teachers is conducted by Özdemir (2020) which concluded that teachers are competent in the sub-dimensions such as knowledge on the field, knowledge on the education and knowledge on educational law, as well as, planning the education, creating learning environments, management of learning and teaching processes. Similar results are reached in another study conducted with mathematics teachers, which revealed that the teachers considered themselves "competent" regarding the whole scale (Koç, 2019). Although these findings coincide with the findings obtained from the SSTCDS, it is seen that they similarly differ regarding the observation data. In this context, although SSTCDS makes a significant contribution by filling a gap in the field, it is meaningful, in the name of determining the needed areas, that they are supported by qualitative findings such as observation and interview in order to minimize the problems that are caused by the limitations of the scales. In this context, it is considered necessary that the professional development training in Turkey should be planned based on multidimensional needs analysis studies. As a result, it is considered important that professional development trainings should reach the OECD average (76.0%), predominantly, regarding the field and teachers' knowledge and understanding on the field.

According to the research findings, areas such as 'knowledge on educational law, communication and collaboration, and national, moral and universal values' appear as the areas in which SSTs have the highest competency. It is seen that these areas also appear like the ones in which teachers' professional competencies are high in studies involving similar subject matters (Özdemir, 2020; Zayimoğlu Öztürk, 2011).

Özdemir (2020) concluded that classroom teachers considered themselves "competent" in personal and professional development sub-dimensions such as national, moral and universal values, engaging learners, communication and collaboration. On the other hand, Cüce (2019), in the study conducted with SS teachers and candidates, determined that both teachers and candidate teachers considered themselves as less sufficient in the field of 'collaboration with school, family and society'. This situation can be interpreted as, although SSTs are generally competent in the field of communication and collaboration, they need professional development in certain performance indicators. When evaluated together, the need-oriented planning of professional development activities is considered very important for the willingness of teachers to participate in the activities, to benefit from the activity (Boydak-Özan, Şener, & Polat, 2014; TALIS, 2018) and to carry their achievements to the implementation dimension (Duffield, Wegeman & Hogde, 2013). In this respect, it can be said that the competency determination scale and observation form which emerges within the scope of the study will contribute to the field.

Is There a Statistically Significant Distinction Between Teachers' Competence Levels and Their Genders, Seniority, Type of School, Field of Study and Education Level?

According to the findings obtained from the competency scale, no statistically significant difference is found between teacher competencies and gender, seniority, school type and education level. Furthermore, no statistically significant difference is found between competency levels and gender, seniority, school type and education level also in studies of different disciplines on similar subjects (Çın, 2014; Koç, 2019; Özdemir, 2020). Based on these results, it can be said that gender, seniority and school type do not have a significant effect on professional competency levels. On the contrary, according to the research results, the difference between competency level and the field variable is considered as statistically significant. The direction of the difference is designated as SS-other, history-other and geography-other. These findings correlate significantly with the researches which conclude that field is effective on the self-efficacy level (Kahraman Özkurt, 2019; Zayimoğlu Öztürk, 2011). Kahraman Öztürk (2019) concludes that teachers who are not English language teaching program graduates and work in secondary schools need professional development training more than others. Based on these results, it can be said that the field of graduation has a significant effect on competency levels. When evaluated together, it is an expected result that a teacher who happens to be a Social Studies teaching graduate is more qualified than a teacher who has

graduated from a field other than history and geography. However, it is notable that the competency levels of history and geography graduates are higher than the graduates of these 'other' fields. This situation may be originating from the fact that the content of the SS course is composed heavily of history and geography, even though it is created with a multi-disciplinary approach (history, geography, citizenship, psychology, economy, law, philosophy, etc.). In this respect, it is important that the teachers who will teach an SS course should be selected primarily among the SS teaching graduates, and in case of need, from the graduates of history and geography, for the course to achieve its objectives.

Conclusion

Based both on the data collected from scale, and observation and interview; planning and generating the teaching process and engaging learners appear as areas where professional development is needed. On the contrary, although knowledge on the field and education, management of the teaching process, and usage of method, technique and equipment do not appear as areas of need based on the findings of the scale; observations and interviews show that the competency levels of teachers in these areas are low.

It can be said that the teachers are at a sufficient level regarding the analysis of the topics and concepts specific to the field. This competency is important as it will help students make sense of the lessons learned and create permanent learning. On the contrary, it can be said that associating the development and learning characteristics of the students with the teaching processes and managing the curriculum are competencies that should be improved. When evaluated together, even though the teachers mentioned specific needs for general competencies, it is seen that the main need is concentrated on the field-specific competencies.
While managing the teaching process, it is important to take into account the individual differences of the students to enable them to reach their goals. It is a significant result that teachers did not include special students enough in their curriculum.

To value the student as a person and an individual is important as it not only contributes to the communication between the teacher and the student but also increases the student's interest in the lesson. However, it is striking that the item "I respect individual and cultural differences," which corresponds to this one has the lowest average. Regarding this, for some teachers, respect for differences appears as an area open to improvement.

Suggestions

Depending on the results obtained from the study, various suggestions are made for researchers, and designers and practitioners of professional development programs. These suggestions are presented in detail under separate headings in the following section.

Suggestions for Designers and Practitioners of Professional Development Programs

1. According to the findings of this study, it is seen that the competency levels of SST are generally high. However, in-class observations revealed that the competency levels of teachers are at a lower level than the scale results concerning the fields: knowledge on the field and education, management of the teaching process, usage of method-technique and equipment. In this respect, regarding the studies which are aimed at determining professional development needs, it is suggested to support quantitative findings with qualitative findings in order to determine the areas of need accurately.

2. According to the findings obtained from the competency scale, the difference between teacher competency level and the field variable is considered to be statistically significant. The direction of the difference is designated as SS-other, history-other and geography-other. Based on these findings, teachers who graduated from 'other' fields can be subjected to a separate study in which the relationship between their graduation fields and competency levels can be investigated in a multifaceted way.

3. The findings obtained within the scope of the research assert that the field-specific needs analyses have not been conducted sufficiently, and therefore the professional development trainings planned for the field are far from the ability to meet the needs. In this respect, while planning professional development trainings, it is suggested that field-specific needs should be determined by using different data collection techniques.

Suggestions for Researchers

4. Although it is believed that the scale which is developed within the scope of the research will fill an important gap in the field, it is suggested that an academic study on this issue should be conducted since creating sub-scales by detailing the factors that emerged in the scale will contribute to presenting teacher competencies more comprehensively.

5. When the scale, observation and interview data developed within the scope of the study are evaluated together, it is seen that the main need is concentrated on the field-specific competencies even though the teachers mentioned general competencies-specific needs. In this respect, it may be useful to examine the reasons for teachers' avoidance of expressing professional development needs that are specific to their fields under another study.

6. It will be beneficial to conduct a study that includes professional development training, which is based on practice and spread over the process, in order to increase teacher competencies in areas where professional development is needed.

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Appendicies

Appendix-1. Social Studies Teacher Competencies Determination Scale

PART-I PERSONAL INFORMATION					
1. Gender ( ) Female ( ) Male					
3. Type of school graduated from? ( ) Institute of Education ( ) Faculty of Education ( )Faculty of Arts and Sciences					
PART-II After reading each of the statements below, mark your competency level: 1 for the lowest and 5 for the highest.	1	2	3	4	5
1. I take into account individual differences and socio-cultural characteristics of students while planning the teaching process.					
2. I create healthy, safe and aesthetic learning environments.					
9. I re-organize the learning process by making a self-assessment based on the data obtained from measurement and evaluation.					
10. I conduct measurement and evaluation fair and objectively.					
11. I respect child rights and human rights.					
12. I respect individual and cultural differences.					
13. I strive to contribute to the growth of students in becoming individuals who are respectful to national and moral values and open to universal values.					
19. I classify basic research methods and techniques related to social studies.					
20. I explain all the components of the social studies curriculum.					
29. I place importance to sharing knowledge and experience with my colleagues.					
30. I actively participate in activities for school development.					
31. I make self-assessment by benefitting from the opinions and suggestions of the stakeholders.					
32. I collaborate with families in educational activities.					
38. I use information and communication technologies effectively in the teaching process.					
40. I use appropriate tools, equipment and materials effectively in the teaching process.					
41. I use time effectively in the learning process.					
42. I ensure the active participation of students in learning processes.					
50. I plan my lessons by looking out for the values of the SS curriculum.					

Appendix-2
Social Studies Teacher Competencies Observation Form

Competencies		Performance Indicators	1	2	3
Planning and Generating the Teaching Process	1	Taking into account individual differences and socio-cultural characteristics of students while planning the teaching process			
	2	Creating healthy, safe and aesthetic learning environments			
Engaging Learners	10	Conducting fair and objective measurement and evaluation			
	12	Showing respect to individual and cultural differences			
Knowledge on the Field and Education	16	Analyzing topics and concepts related to SS			
	18	Classifying the basic information and data sources about Social Studies			
Communication and Collaboration	26	Working for the protection of natural environment and historical and cultural heritage			
Management of the Teaching Process	33	Using time effectively during the learning process			
	34	Ensuring the active participation of students in learning processes			
Usage of Method, Technique and Equipment	37	Benefiting from the experience of my colleagues concerning the usage of method, technique and equipment			
		Usage of appropriate tools, equipment and materials effectively in the teaching and learning process			

Appendix-3
Social Studies Teacher Competencies Rubric

Line	INDICATORS	1	2	3
		Open to Improvement	Acceptable	Good
1	Taking into account individual differences and socio-cultural characteristics of students while planning the teaching process.	It is considered that the teacher prepares the teaching plan according to average conditions without taking into account the individual differences and socio-cultural characteristics of the students.	While preparing the teaching plan, the teacher takes into account different pre-school experiences, needs and socio-cultural characteristics of the students.	While preparing the teaching plan, the teacher takes into account different pre-school experiences, needs and socio-cultural characteristics of the students. When determining the methods, the teacher takes into account individual differences and makes individual learning plans if necessary. The teacher diversifies measurement and evaluation approaches by taking individual differences into consideration. By taking into account the different needs of students, the teacher uses technologies which support student-centered strategies.
3	Preparing teaching materials suitable for the outcomes.	The teaching material prepared by the teacher does not comply with the outcomes.	Pays attention to the compliance of the material prepared with the content to be learned. Takes into account the characteristics of students in selecting and developing appropriate materials to facilitate learning.	The teacher can plan the materials to be used which is consistent with the aims and outcomes of the curriculum, with a student-centered approach. The teacher also takes into account characteristics of students and their views while preparing materials during the teaching-learning process.

Appendix-4
Factor Pattern and Loading Values Which Emerge After Excluded Items

Item	Planning and Generating the Teaching Process	Engaging Learners	Knowledge on the Field and Education	Communication and Collaboration	Knowledge on Education Law	Usage of Method Technique and Equipment	Management of the Teaching Process	National, Moral and Universal Values	Common Factor Variance
i26	,695								0,53
i24	,670								0,49
i23	,662								0,46
i21	,560								0,38
i22	,535								0,38
i32	,485								0,41
i34	,458								0,36
i19	,432								0,34
i44	,357								0,32
i46		,824							0,7
i47		,796							0,66
i55		,697							0,54
i45		,688							0,54
i49		,621							0,54
i42		,592							0,46
i3			,797						0,65
i2			,770						0,67
i4			,761						0,70
i1			,622						0,46
i6			,603						0,42
i10			,592						0,41
i7			,564						0,47
i8			,496						0,34
i9			,429						0,29
i40			,360						0,34
i57				,762					0,61
i51				,671					0,48
i58				,666					0,48
i48				,634					0,47
i50				,572					0,37
i56				,543					0,47
i60				,480					0,35
i13					,771				0,68
i15					,704				0,57
i16					,672				0,54
i65					,445				0,52
i36						,847			0,75
i38						,558			0,43
i37						,525			0,43
i35						,505			0,41
i31							,641		0,45
i30							,623		0,47
i33							,474		0,36
i29							,321		0,26
i11								,662	0,52
i12								,610	0,44
i20								,580	0,42
i14								,545	0,47
i5								,451	0,39
i17								,346	0,24

Appendix-5
Descriptive Statistical Analysis Results of the Social Studies Teacher Competency Scale

Item	Never/None		Rarely		Partly		Usually		Always			
	f	%	F	%	f	%	f	%	f	%	M	Ss
1	0	0.0	2	0.4	34	7.1	203	42.3	241	50.2	4.42	.641
2	0	0.0	2	0.4	56	11.7	213	44.4	209	43.5	4.31	.688
3	0	0.0	4	0.8	70	14.6	217	45.2	189	39.4	4.23	.721
4	0	0.0	8	1.7	79	16.5	205	42.7	188	39.2	4.19	.765
5	1	0.2	13	2.7	117	24.4	238	49.6	111	23.1	3.92	.773
6	1	0.2	6	1.3	70	14.6	219	45.6	184	38.3	4.20	.746
7	0	0.0	1	0.2	42	8.8	211	44.0	226	47.1	4.37	.650
8	0	0.0	3	0.6	61	12.7	230	47.9	186	38.8	4.24	.692
9	1	0.2	10	2.1	64	13.3	223	46.5	182	37.9	4.19	.759
10	0	0.0	4	0.8	55	11.5	210	43.8	211	44.0	4.30	.702
11	2	0.4	16	3.3	117	24.4	217	45.2	128	26.7	3.94	.824
12	2	0.4	13	2.7	131	27.3	221	46.0	113	23.5	3.89	.802
13	0	0.0	4	0.8	62	12.9	165	34.4	249	51.9	4.37	.737
14	1	0.2	0	0.0	21	4.4	120	25.0	338	70.4	4.65	.582
15	0	0.0	2	0.4	38	7.9	191	39.8	249	51.9	4.43	.655
16	0	0.0	3	0.6	57	11.9	218	45.4	202	42.1	4.28	.694
17	2	0.4	8	1.7	65	13.5	234	48.8	171	35.6	4.17	.752
18	0	0.0	5	1.0	66	13.8	222	46.3	187	39.0	4.23	.718
19	1	0.2	3	0.6	61	12.7	213	44.4	202	42.1	4.27	.719
20	0	0.0	4	0.8	76	15.8	239	49.8	161	33.5	4.16	.708
21	1	0.2	6	1.3	79	16.5	182	37.9	212	44.2	4.24	.784
22	0	0.0	10	2.1	80	16.7	233	48.5	157	32.7	4.11	.751
23	0	0.0	3	0.6	54	11.3	202	42.1	221	46.0	4.33	.697
24	0	0.0	5	1.0	38	7.9	176	36.7	261	54.4	4.44	.684
25	0	0.0	1	0.2	28	5.8	186	38.8	265	55.2	4.48	.616
26	0	0.0	0	0.0	13	2.7	130	27.1	337	70.2	4.67	.523
27	0	0.0	2	0.4	19	4.0	137	28.5	322	67.1	4.62	.582
28	0	0.0	0	0.0	6	1.3	68	14.2	406	84.6	4.83	.405
29	0	0.0	0	0.0	29	6.0	181	37.7	270	56.3	4.50	.609
30	0	0.0	0	0.0	6	1.3	60	12.5	414	86.3	4.85	.390
31	1	0.2	14	2.9	67	14.0	196	40.8	202	42.1	4.21	.806
32	0	0.0	0	0.0	10	2.1	60	12.5	410	85.4	4.83	.425
33	2	0.4	2	0.4	40	8.3	181	37.7	255	53.1	4.42	.698
34	0	0.0	0	0.0	8	1.7	51	10.6	421	87.7	4.86	.392
35	0	0.0	2	0.4	39	8.1	224	46.7	215	44.8	4.35	.646
36	0	0.0	0	0.0	5	1.0	96	20.0	379	79.0	4.77	.439
37	0	0.0	2	0.4	40	8.3	212	44.2	226	47.1	4.37	.654
38	0	0.0	2	0.4	54	11.3	126	26.3	298	62.1	4.50	.707
39	2	0.4	10	2.1	55	11.5	129	26.9	284	59.2	4.42	.805
40	0	0.0	3	0.6	41	8.5	181	37.7	255	53.1	4.43	.674
41	0	0.0	0	0.0	26	5.4	139	29.0	315	65.6	4.60	.590
42	1	0.2	7	1.5	73	15.2	187	39.0	212	44.2	4.25	.779
43	0	0.0	4	0.8	50	10.4	187	39.0	239	49.8	4.37	.703
44	0	0.0	3	0.6	27	5.6	154	32.1	296	61.7	4.54	.631
45	1	0.2	3	0.6	22	4.6	111	23.1	343	71.5	4.65	.618
46	0	0.0	1	0.2	21	4.4	97	20.2	361	75.2	4.70	.555
47	0	0.0	5	1.0	26	5.4	106	22.1	343	71.5	4.63	.634
48	0	0.0	3	0.6	11	2.3	108	22.5	358	74.6	4.71	.538
49	0	0.0	2	0.4	16	3.3	129	26.9	333	69.4	4.65	.564
50	0	0.0	0	0.0	22	4.6	155	32.3	303	63.1	4.58	.578

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Teaching ESL in a Multilingual Context: a Case Study of Cameroonian Students at High School Level

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Abstract

The merits of cultural and linguistic diversity are often praised across the world. This setting is very present in Africa in general and Cameroon in particular, a country with 285 local languages, two official languages, English and French, and several lingua francas that are experiencing a rapid rise. While the governmental and scientific effort in setting up what we call a triangular language education system (mother tongue + L2 + L3) is to be commended, it is worth looking at their distribution and use in everyday life to see whether they benefit academics and whether the results are in line with the expectations of policymakers. This research looks at the health of the teaching of English as a second language in Cameroon's multilingual education system and tries to identify factors that may constrain its implementation. The questionnaire administered to 53 ESL teachers from a variety of backgrounds allowed us to conclude that learning ESL in Cameroon is easier when one has some mastery of one's L1 (local language). The absence of a single national language is a hindrance to linguistic development in schools, but if standardized, the CPE could be a solution.

Keywords: Linguistics, Multilingualism, ESL, Lingua Franca, Local languages, Cameroon

Introduction

In the aftermath of independence, enormous scars have unfortunately remained on the African continent, namely the colonial currency, religion and even language. This legacy, although forced, has unfortunately not escaped Cameroon, which, according to some researchers, continues to use the colonial language out of political pragmatism and loyalty to the former colonist. Officially, the Cameroonian government will rely on official bilingualism and the promotion of national languages in order to promote social cohesion and to live together due to the country's bi-cultural and multilingual nature (Anglophone and Francophone). This is further confirmed by Chumbow (1990) and Chiatoh (2012). They point out that since reunification in 1961, Cameroon has implemented an exoglossic language policy based on the exclusive use of English and French as the languages of teaching and learning. As stated in the 1961 Constitution, "French and English are the official languages of the Federal Republic of Cameroon..." In the 1996 Constitution, there is a step forward as it goes further by stipulating that "the official languages of the Republic of Cameroon are French and English, both languages being of equal value. The State shall guarantee the promotion of bilingualism in the country and shall endeavor to promote and protect the national languages".

Thus, Cameroon inherited from a dual educational system, namely the Anglo-Saxon system based on the former British colonial power model and the Francophone system based on the French model. Cameroonians in the English-speaking regions, who are numerically in the minority, will be educated according to the Anglo-Saxon system, while the reverse is true for French-speaking Cameroonians, who are numerically in the majority.

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Added to this dual system was the 1996 constitution, which favored the introduction of national languages into the language education system. Therefore, Cameroon inherited what we describe as a triangular language education system (mother tongue + second language + third language).

It is no secret that the official bilingualism so praised by the Cameroonian government has never really been effective due to the fact that the English language is marginalized and under-used. Alongside this triangular system, there are two lingua francas (pidgin and Camfranglais) that continue to make their way into the lives of Cameroonians even though they do not yet have a normalized status. Whether in the media, music, digital communication, courts, trade or advertising, Camfranglais and Pidgin have invaded all domains in Cameroon. It is perhaps a little rarer in the administration and the education system because it is informal, but one only has to look closely to realize that these languages are found even in these spheres. In secondary schools, it is common to follow a discussion in Pidgin or Camfranglais between two colleagues and even worse between two students, and this even in administrative offices. Experts believe that unstructured languages (no spelling, no writing conventions, no grammatical rules, no phonological and phonic studies...) like these can only have a negative impact on those that are already well developed and need to be well assimilated and mastered. The danger is twofold, because if it has an impact on the teacher's productivity, one can only wonder what impact it will have on the learner's input. To raise this issue in this research is not risky because we assume that there is a strong chance that these languages have a large impact on the learning/teaching of English as a second language and that it is imperative that the linguistic organization of the country is rethought so that these languages do not clash but complement each other if not, they may end up opening a boulevard for the degradation and extinction of English itself, which runs counter to the official bilingualism so cherished by the Cameroonian government

Review of Literature

Blasius & Pius (2014) have worked on the enhancement of the English language in Cameroon from a mother tongue perspective. In their view, the sustainable and effective study of English in Cameroon can best be achieved through the development and use of Cameroonian languages and methods that are culturally appropriate to the lifestyles and experiences of Cameroonians. Furthermore, they believe that the result will be better if pupils at the elementary level of (pre-) nursery education are allowed to study in their mother tongue and in ways that are familiar to them.

Blasius and Lando (2017) have investigated English in Cameroon and focus on issues of teacher language proficiency. The need for such an investigation stems from the fact that over the past three decades, the standards of English in Cameroon, as well as the performance of students in English at the General Certificate of Education (GCE) examination, have been in steady decline. Their observation is also shared by Fontem and Oyetade (2005) and Fontem (2012, p. 136), who suggest that teachers are a contributing factor to the decline in English standards and proficiency in Cameroon. They believe that a lot of time is spent on learner outcomes and little on teacher input because if teachers do not use English properly, students will have no choice but to acquire the misuse to which they are exposed.
In 2013, Ekembe investigated the attitudes and pedagogic practices of English as a foreign language at the University of Yaoundé 1. His research aimed at understanding how the attitudes of EFL students at the University of Yaoundé 1is affected by the teaching of English from a process-oriented perspective. Results generally revealed that learners' negative attitude towards English was because of teacher practices. In order words, he shows that there exists a mismatch or discord between the skills developed by the teacher and the purpose for language learning.

Echu (2003) has made a relevant analysis of multilingualism in Cameroon. His research first reviews Cameroon's language policy in different periods and political actors since the German colonial period (1884-1916), the French colonial administration (1916-1960) and the British colonial administration (1916-1960), not forgetting the post-independence period (1960). Focusing on the different measures taken by these actors to deal with the country's dense multilingual situation, his article also examines the different proposals for language policy and language planning made by academics and language specialists about Cameroon.

Gonondo and Djiraro (2016) wrote an article aimed at describing and challenging the ineffectiveness of the use of the two official languages in the Cameroonian higher education system. They have shown the great need and importance of promoting the two languages (English and French). Their paper proposes pragmatic remedial strategies and practical solutions to overcome the difficulties of implementing true individual and personal bilingualism in the Cameroonian higher education system.

The aim of this study is to determine whether multilingualism in the Cameroonian education system is an obstacle to the development of ESL. To this end, the following research questions are formulated:

Q1: What are the views of teachers about the official bilingualism in Cameroon?

Q2: Do Cameroon Pidgin English (CPE) and Camfranglais affect the teaching of English as a second language?

Methodology

Participants

There were 57 participants randomly selected from the population. The background's information results demonstrate that, with a slight dominance of female (50.9%) compared to (49.1%) of male, was predominantly in the 20-29 and 30-39 age groups. The majority were trained as teachers with a dominance of graduates from Higher Teachers Training Colleges (HTTC) (58.5%); this was followed by ELT or linguistics bachelor's degree holders (17%). There were also ELT and linguistics master's degree holders and Ph.Ds. Some (7.5%) were TEFL, TESOL and DELTA holders. Their teaching experience generally ranges from 5-10 years. Therefore, we can say that the ESL teaching force in Cameroon is essentially young and qualified. Table 1 is a summary of their profiles:

We were also pleasantly surprised to notice that they come from 9/10 regions of Cameroon (only the north was not represented), with exactly 28 local languages reported as their first language. In addition to their local languages and English that is their working language, our informants had knowledge of French, Pidgin, and Camfranglais.

Instrument

In order to maximize the effectiveness of the research, we opted for both a qualitative and quantitative approach in this research. We, therefore, administered a questionnaire related

Table 1. *Participant's Profile*

Gender									
Male				Female					
26 (49.1%)				27 (50.9%)					
Age									
20-29		30-39		40-49		50+			
29 (54.7%)		23 (43.4%)		1 (1.9%)		0 (0%)			
Training and Education									
Graduate from HTTC		M.A in ELT/Linguistics		B.A in ELT/ Linguistics	Ph.D. in ELT/ Linguistics	DELTA	TESOL	TEFL	
31 (58.5%)		4 (7.5%)		9 (17%)	4 (7.5%)	1 (1.9%)	2 (3.8%)	2 (3.8%)	
Years of Teaching Experience									
<5		5-9		10-20		20+			
29 (54.7%)		21 (39.6%)		3 (5.7%)		0 (0%)			
Region of Origin									
Adamawa	Centre	East	Far-North	Littoral	North-west	South	South-west	West	Null
2 (3.8%)	9 (17%)	1 (1.9%)	2 (3.8%)	1 (1.9%)	3 (5.7%)	3 (5.7%)	2 (3.8%)	25 (47.2%)	4 (9.5%)
English Proficiency									
Poor		Average		Good		Very good			
0 (0%)		7 (13.2%)		38 (71.7%)		8 (15.1%)			
French Proficiency									
Poor		Average		Good		Very good			
0 (0%)		8 (15.1%)		29 (54.7%)		16 (30.2%)			
CPE Proficiency									
Poor		Average		Good		Very good			
18 (34%)		22 (41.5%)		6 (11.3%)		7 (13.2%)			
Camfranglais Proficiency									
Poor		Average		Good		Very good			
18 (34%)		18 (34%)		11 (20.8%)		6 (11.3%)			

to our research to ESL teachers. The questionnaire included nine questions about their personal information such as their gender, age, education background, language, education and qualifications, years of teaching experience, region of origin and language proficiency level of all languages they know. There were also 16 questions and an open-ended question to obtain their views.

Findings and Discussions

In order to find out the views of our informants regarding the impact of multilingualism as observed in Cameroon on ESL learning/teaching, we asked 16 questions. The results are mostly varied in view of the fact that they themselves are primarily subject to a certain ethnic and linguistic diversity. Table 2 recapitulates the three questions asked to our informants under this section.

It can be seen that 52.8% of the informants think that having a good command of one's mother tongue is a prerequisite for learning ESL, while 47.2% think that it is not. When we asked whether teaching local languages in schools had an impact on ESL learning, 62.3% answered it had no impact compared to 37.7% who answered it did have a negative impact. In the same vein, when we asked whether the absence of a common national language was a factor that favored clashes and linguistic disorder, 49% replied that it did indeed favor this phenomenon as opposed to 43.4% who replied that it did not. 7.6% were unsure.

These results are in line with Ekembe (2013), who investigated the attitudes and pedagogic practices of English at the university level. His results indicated that the negative attitudes of the teachers towards English affected the attitudes of the students as well. In order words, he shows that there exists a mismatch or discord between the skills developed by the teacher and the purpose for language learning. This may indicate that as a multiethnic group, they do not view the absence of one official language as a handicap in the education system, but they also support translanguaging in the classroom. As for the impact of the pidgin language (CPE) on the acquisition of English, the data was obtained from five questions. With regard to the influence of CPE, the results show that our informants are slightly influenced by CPE at 32.1%, averagely at 13.2%, too much at 3.8% and not at all at 50.9%. 18.9% of our informants use this lingua franca to better teach English lessons against 81.1% who do not. In addition, 15.1% of these ESL teachers observed that their students use this language very rarely in

Table 2. *Recap of the Impact of Local Languages*

Does learning English as a second language with a good command of one's native (local) language make it easier to learn it?	
Yes	No
52.8% (28)	47.2% (25)
Does teaching local languages at the secondary level affect the learning of English as a second language negatively?	
I agree	I don't agree
62.3% (33)	37.7% (20)

Does the absence of a single national language encourage linguistic disorder between languages?		
Yes	No	No idea
49% (26)	43.4% (23)	7.6% (4)

Table 3. *Recap of the impact of CPE*

As an ESL teacher, are you influenced by the CPE?			
Slightly	Averagely	Too much	Not at all
32.1% (17)	13.2% (7)	3.8% (2)	50.9% (27)
As an ESL teacher, are you influenced by the CPE?			
Slightly	Averagely	Too much	Not at all
32.1% (17)	13.2% (7)	3.8% (2)	50.9% (27)

Do you use this pidgin in your classes?	
Yes	No
18.9% (10)	81.1% (43)

Do your students use CPE in the classroom?			
Very rarely	Rarely	Quite frequently	Not at all
15.1% (8)	35.8% (19)	39.6% (21)	9.4% (5)

Do you think that this lingua franca impinges on the good teaching quality of ESL?	
Yes	No
83% (44)	17% (9)

Should CPE be standardized to serve as a national language like Wolof in Senegal and Tswana in Botswana?	
Yes	No
58.5% (31)	41.5% (22)

class, 38.5% stated that they rarely use it, 39.6% that they use it quite frequently and 9.4% that they do not use it at all. The majority (83%) say that this language impinges on the good learning/teaching quality of ESL against (17%) who says it does not. Finally, 58.5% of them think that this language should be standardized against 41.5% who reject this idea. As things stand, we can no longer deny the existence and influence of CPE on ESL teachers and students. The majority is in favor of its standardization, and the majority of students are already using it in school situations.

As with the influence of CPE on ESL teaching and learning, the same questions were asked of our informants with regard to Camfranglais, and this is what came of it. Concerning the impact or influence of Camfranglais, statistics reveal that our informants) are slightly influenced by Camfrangalis at 30.2%, averagely at 13.2%, too much at 1.9% and not at all at 54.7%. 20.8% of our informants (ESL teachers) use this lingua franca to facilitate the running of their lessons against 79.2% who do not. More so, 28.3% of these ESL teachers observed that their students use this language very rarely in class, 15.1% stated that they rarely use it, 43.4% that they use it quite frequently and 13.2% that they do not use it at all. The majority (71.7%) say that this language impinges on the good learning/teaching quality of ESL, against 28.3% who say it does not. 30.1% of them suggest that this language should be standardized against 69.9% who reject this idea.

As with CPE, we also cannot deny the existence and influence of Camfranglais on ESL teachers and students. The only difference is that the majority is against its standardization as they consider it a street language even though the majority of students use it in school situations.

This is not the case, however, in the study by Eloundou (2021), who has worked on the national languages of Cameroon and Camfranglais at the heart of glottophobic and glottophilic representations and who sees Camfranglais as a language which, unlike the national languages, could reduce discrimination and identity closure, perhaps could be an excellent national language.
French is the other official language in Cameroon. To investigate the ESL teachers' perceptions of the impact of French on English Language teaching, we added three questions in the questionnaire. Table 5 illustrates the answers to three questions for their views about French.

It appears that 47.2% use it very rarely to teach English better to their students; 24.5% say they use it rarely; 47.2% very frequently, and just 7.5% say they do not use it at all.

Table 4. *Recap of the impact of Camfranglais*

As an ESL teacher, are you influenced by the Camfranglais			
Slightly	Averagely	Too much	Not at all
30.2% (16)	13.2% (7)	1.9% (1)	54.7% (29)
Do you use this lingua franca to facilitate the running of your lessons?			
Yes		No	
20.8% (11)		79.2% (42)	
Do your students make use of this language in the classroom?			
Very rarely	Rarely	Quite frequently	Not at all
28.3% (15)	15.1% (8)	43.4% (23)	13.2% (7)
Do you think that this lingua franca impinges on the good teaching quality of ESL?			
Yes		No	
71.7% (38)		28.3% (15)	
Should Camfranglais be standardized to serve as a national language like Wolof in Senegal and Tswana in Botswana?			
Yes, it should be standardized		No, it shouldn't, it's a danger	
30.1% (17)		69.9% (37)	

Table 5. *Recap of the impact of French*

Do you use French to better teach English to your students?			
Very rarely	Rarely	Quite frequently	Not at all
47.2% (25)	24.5% (13)	47.2% (25)	7.5% (4)
Are your students influenced by the French language in class, especially in speaking?			
Very rarely	Rarely	Quite frequently	Not at all
1.9% (1)	7.5% (4)	83% (44)	7.5% (4)
What do you think accounts for this influence?			
This language is pre-dominantly spoken in Cameroon	There is a significant number of ESL learners from French-speaking families	Some ESL teachers also come from French-speaking families	It depends on the region where the school is located
24.5% (13)	35.8% (19)	9.4% (5)	30.2% (16)

When asked if their students used it in class and especially in speaking situations, 1.9% said they used it very rarely, 7.5% rarely, 83% quite frequently, and 7.5% said they did not use it at all. Finally, 24.5% of our informants said that this influence is due to the fact that the language is spoken in the majority in Cameroon, 35.8% said that this influence is due to the fact that there are a large number of ESL learners from French-speaking families, 9.4% said that this influence is due to the fact that some ESL teachers also come from French-speaking families and finally, 30.2% said that it depends on the region where the school is located. Once again, it is quite clear that in Cameroon, French has an impact and not just a little on the learning and teaching of ESL.

The purpose of adding an open-ended question in the questionnaire was to get the opinions of the participants about language planning in schools. Their answers were often very diverse. For most of the ESL teachers, in order to achieve a sound language system in secondary education in Cameroon, there is an urgent need to create a single national language so that the multitude of languages do not have to influence the teaching/learning of ESL. Moreover, regional languages (i.e., one language per region) should be determined so that the teachers as well as the students do not end up with a jumble of local languages in secondary education. Most of them think that CPE is not structured and that it is a big danger for the development of English, even if a small part of them thinks that this same CPE can become, if well structured, the unique national language. They do not seem to have much confidence in Camfranglais, accepting it as a colloquial language that may be a danger to English and French. Some also believe that if English is dying in Cameroon, it is certainly because of the poor quality of schoolbooks and the poor training of teachers that should be reviewed. The majority believe that a good command of the learner's first language (local language) is conducive to good ESL learning.

Conclusion and Recommendations

The main objective of this study was to understand how ESL teaching is being organized in a multilingual context such as Cameroon's in order to determine the degree of impact that not only French and local languages have in this process but also the lingua francas (CPE and Camfranglais). Thus, we proceeded by administering questionnaires to a total of 53 ESL teachers spread across the Cameroonian national triangle. In doing so, the results generally revealed that English in Cameroon suffers from a certain marginalization due to the numerical importance of French, even though 62.3% of the informants think that the teaching of local languages in schools is an advantage for the learning of English, the majority (49%) nevertheless think that a single national language is more appropriate in order to avoid

linguistic disorder. The results also show that 83% (for CPE) and 71.7% (for Camfranglais) of our informants think that these lingua francas have a negative impact on the learning/teaching of ESL. However, 41.5% (for CPE) and 69.9% (for Camfranglais) of our informants think that these lingua francas should not be standardized. Regarding the impact of French or the degree to which it influences the learning of ESL, 1.9% said their students used it very rarely, 7.5% rarely, 83% quite frequently, and 7.5% said they did not use it at all. In view of all this, we deem it necessary to rethink the linguistic configuration in Cameroon, particularly in relation to education, so that the linguistic diversity that constitutes a jewel for Cameroon does not become a handicap. It is for this reason that we make the following recommendations:

1. The State should make sure that both official languages are treated equally

2. In order to avoid a multitude of languages in education which could be detrimental, a single national language or, in the worst-case regional languages (one language per region) should be adopted

3. The use of CPE and Camfranglais must be strictly regulated. They must be banned strictly in schools, and their use by teachers and students must be severely sanctioned. CPE can be used if standardized, thus giving birth to Cameroon English.

4. The training of ESL teachers must be rigid and effective, and their recruitment must be highly competitive as the learners look up to them.

5. The administrators of English schools in French-speaking areas must do everything possible to ensure that the French language, which already prevails because of its numerical power, does not overshadow the English language, which is the target.

We invite future researchers to pay particular attention to issues of multilingualism and bilingualism, given that Cameroon has an incredible linguistic diversity. Efforts must be made to ensure that the evolution of languages is in line with the fulfillment of its users.

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