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Yükseköğretim Kurulu 2018-Türkçe Öğretmenliği Lisans Programı'nın Özerk Öğretmen Yetiştirme Elverişliliği: Bir Karma Yöntem Araştırması*

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| Makale Bilgisi | ÖZET |
|--|--|
| <i>Geliş Tarihi:</i> 24.10.2020 | Öğretmen özerkliğinin kısıtlayıcıları alanyazında sıklıkla ele alınmaktadır. Ancak öğretmen eğitiminin bu konudaki yükümlülükleri üzerinde yeterince durulmamıştır. Bu eksiklikten yola çıkarak gerçekleştirilen bu araştırmada merkezî Türkçe Öğretmenliği Lisans Programı'nın öğretmen özerkliğini geliştirme yeterliliği incelenmiştir. Karma yöntem yakınsayan koşut desene göre gerçekleştirilen bu araştırmada, merkezi Türkçe Öğretmenliği Lisans Programı'nın öğretmen özerkliğini geliştirme açısından yetersiz olduğu görülmüştür. Araştırma Türkçe öğretmenliği lisans programlarında öğretmen özerkliğinin geliştirilmesine yönelik içerik oluşturma önemi vurgulamakta ve olanaklarına işaret etmektedir. |
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Autonomous Teacher Training Eligibility of the Council of Higher Education's 2018 Turkish Language Teaching Undergraduate Program: A Mixed Method Research

| Article Information | ABSTRACT |
|------------------------------------|---|
| <i>Received:</i> 24.10.2020 | Restrictors of teacher autonomy are frequently investigated in the literature. Yet, the obligations of teacher training on this issue have not been sufficiently emphasized. In this study based on this deficiency, the adequacy of the central Turkish Language Education Undergraduate Program to develop teacher autonomy was examined. According to the findings obtained from this study, conducted according to the convergent parallel mixed-method, it was observed that the central Turkish Language Education Undergraduate Program was insufficient in terms of improving teacher autonomy. The research point to the importance and possibilities of developing teacher autonomy in new Turkish language education undergraduate programs. |
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1. INTRODUCTION

Since teacher competence is the dominant factor that determines success in educational activities (European Commission, 2007), which qualifications teacher education should have has been discussed for a long time. New dimensions were added to this discussion with the introduction of a post-method approach in language education, and solutions were sought to go beyond training language educators to be "method technicians" (Kumaravadivelu, 2003). Equipping teachers with competencies that are flexible, reflective, context sensitive, creative, critically thinking, have a strong sense of self-determination, taking initiative,

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and encouraging student autonomy has been a solution frequently voiced by many researchers. The precondition for teachers to demonstrate these competencies is TA¹. However, TA is severely restricted in many countries.

The areas and levels of TA in countries have been examined by many international and national organizations, and many researchers have provided detailed descriptions about existing restrictions. In some studies, teachers' perceptions of autonomy have been examined. Yet, the sources of the existing problems related to TA have not been questioned sufficiently and the level of competence in developing TA in teacher education has not been examined separately except for a few studies (Mai Nguyen & Walkinshaw, 2018; Benson, 2010; Chuck, 2010; Freeman, 2009; Smith, 2008). In these studies, the role of undergraduate education in developing TA competencies of prospective teachers who will provide second language education has been clarified. In Benson's (2010) study, illustrates the difference between teacher training and real situation. Chuck's (2010) longitudinal study many individual variables affecting teachers' autonomy were discussed in detail. Smith (2008) and Freeman's (2009) studies focused on the critical value of teacher education in terms of TA. Mai Nguyen & Walkinshaw (2018) research, the effect of the context of Inner Circle English on the development of TA was examined. However, the impact of teacher training curriculums was not reviewed separately and the competence of developing TA of the applied C-TLEUP² in Turkish language education departments has not been addressed in any research. In this study based on this deficiency, it was aimed to determine the competence of the C-TLEUP to develop TA. In this context, TA competencies were determined based on information expressed in the literature about the definition and dimensions of TA and its assessment and evaluation. In the second stage, the C-TLEUP was evaluated by experts, content analysis was carried out with a rubric, and coding prepared according to these competencies. The evaluations and content analysis made revealed that the C-TLEUP is "insufficient" in terms of improving TA.

This study stands out with its clarification of TA, "*which is an intricate, vexed, complex and contradictory concept*" (Errs, Kalmus & Autio, 2016, pp. 591; Pitt, 2010, pp. 1). It is a development process as well as being the first research aimed at improving TA in training Turkish teachers. Therefore, it draws attention with its content that can guide TLEUPs to be developed by education faculties following the abandonment of the C-TLEUP implementation in Turkey.

1.1. TA and Teacher Training

All education experts agree that individual characteristics and needs should be taken into account in teaching (Bahar, 2017). There are many studies in education literature about the methods and materials to be used in courses to fulfill this requirement. However, organizing education according to student needs cannot be limited to these. Education is essentially a context of interaction, and the questions of "*who*", "*whom*", "*what*", and "*when*" should be kept on the agenda as well as "*how*" and "*with what*". TA is a phenomenon that arises, with the initiative and decision of the teacher conducting a course with other stakeholders, to all these questions asked in the context of interaction. This is the only way for teachers to avoid becoming "*method technicians*". Teachers, who can go beyond being method technicians get more satisfaction from their profession (Errs and Kalmus, 2016; Strong & Yoshida, 2014; Pearson & Moomaw, 2006), do not suffer burnout (Parker, 2015), participate actively in collaborative works (The Organisation for Economic Co-operation and Development, 2014), support learner autonomy (Reeve, 2009), and contribute to student's psychological health and self-determination (Ryan & Deci, 2017; Reeve, Jang & Jang, 2018; Tang, Fang, Hu, Chen, Wu & Wang, 2013). Therefore, it can be said that TA is one of the essential conditions for responding to the diverse needs of learners (Sehrawat, 2014).

TA is a multidimensional phenomenon in hegemonic international discourse, and it has become a new research trend in international comparative studies on education (Salokangas, Wermke, 2020; Salokangas, Wermke and Harvey, 2020; Surgue, 2013). Many scholars have defined this phenomenon in different ways (Smith, 2003). For instance, TA can be defined as a teacher's capacity and responsibility to perform self-directed teaching (Aoki, 2007; Little, 1995) or a teacher making decisions about the school and curriculum (Vangrieken, Grosemans, Dochy & Kyndt, 2017). This content is common to many definitions. However, it is seen that TA is explained with different scopes in many studies. This situation makes it difficult to draw the boundaries of TA clearly, and to describe the dimensions of this term. To overcome this complexity, some researchers have proposed various levels for TA (Freidman, 1999). Some have prioritized favourable conditions for TA rather than focusing on these levels (Llaven Nucamendi, 2014; Ramos, 2006). However, TA scales have been developed by some researchers to cover all uncertainties (Yolcu & Akar Vural, 2020; Vangrieken, Grosemans, Dochy & Kyndt, 2017; Ulaş & Aksu, 2015; Pearson & Moomaw, 2006; Pearson & Hall, 1993). Through these scales, it was aimed to reveal the relationship of TA with some variables (seniority, branch, age, gender, collaboration skills, self-efficacy, etc.) and teachers' perceptions of autonomy (Salokangas, Wermke & Harvey, 2020; Worth & Van den Brande, 2020; Reeve, Jang & Jang, 2018; Gurganious, 2017; Çubukçu, 2016; Yazıcı, 2016; Karabacak, 2014; Ayril, et. al, 2014; Vansteenkiste, et. al., 2012).

Items included in definitions, dimensions, levels, conditional descriptions, and scales related to TA have transformed this concept into a large area. This area oscillates between "*in a utopia and dream*" and a "*factual reality*", and what is not exactly predictable. It is getting tense day by day with the tugging of a different researcher from each end. Although this stretching increases the visibility of the motifs on the surface (Aoki, 2007; Einolf, 2002; Smith, 2008), it is now an important requirement

¹TA and Teacher Training

² Central Turkish Language Education Undergraduate Program

to prevent the ends from breaking by meeting at a middle point and to remove the severity of the TA suppressors. Therefore, it will be beneficial to synthesize the different opinions expressed in the scope of TA in the literature, to consider them as one of the basic competences of teachers, and to reveal the sub-competencies of this competence in the first stage. In the second stage, it is the transformation of these competencies into objectives expected to be achieved in education faculties. In this way, education faculties can be guided according to what skills they will train autonomous teachers and the concrete skills of TA, which are observed to have significant contributions to central practices and can be explained in a concrete form that allows for reconciliation. As a result of my meta-thematic analysis for this purpose, I saw that TA has two sub-competencies: Instructional autonomy and professional, personal, and social autonomy. Based on the skills that make these competencies visible, I have described the goals expected to be acquired by teacher candidates in education faculties in Appendices.

Some of the items shown in Appendices are mentioned in one or more sources, while others are expressed in almost all sources (Adams & Povey, 2018; Nguyen & Walkinshaw, 2018; Republic of Turkey Ministry of National Education Teacher Training and Development General Directorate, 2017; Çolak 2016; Ulaş, & Aksu, 2015; Ayrar et. al., 2014; Lu, Jiang, Yu & Li, 2014; Montgomery & Prawitz, 2011; Reinders & Balçıkanlı, 2011; Demirkasımoğlu, 2010; Smith & Vieira, 2009; Eurydice, 2008a, 2008b; Lamb, 2008; Vieira, Paiva, Marques & Fernandes, 2008; Aoki, 2007; Ingersoll, 2007; Munoz, 2007; Ratnam, 2007; Shaw, 2007; Usma, 2007; Pearson & Moomaw, 2006; Huang, 2005; Castle, 2004; Vieira, 2003; Webb, 2002; Benson, 2001; McGrath, 2000; Smith, 2000; Freidman, 1999; Little, 1995; Castle & Aichele, 1994; Pearson & Hall, 1993; White, 1992; Street & Licata, 1989; Franklin, 1988; Anderson, 1987; Rosenholtz, 1987; Lightfoot, 1986; The Grand National Assembly of Turkey- Law No. 1739, 1973).

TA is closely related to teachers' professionalism (Martinek, Zumbach & Carmignola, 2020; Erss and Kalmus, 2018; Ingersoll and Collins, 2018), agency (Teng, 2019; Benson, 2010; Hunter & Cooke, 2009), identity (Huang, 2013; Huang & Benson, 2013), self-efficacy (Kanadlı, 2017; Karabacak, 2014; Pearson & Moomaw, 2005; Kaur, Hashim & Noman, 2015) and job satisfaction (Erss & Kalmus, 2018; Strong & Yoshida, 2014). As the level of TA increases, the knowledge of teachers becomes stronger, and their skills of developing new materials and engaging in contextual and innovative initiatives develop (Üzüm & Karşı, 2013). In addition, TA provides a convenient context for teachers to create an individualized teaching environment, sense responsibility for learning, seek personal and professional development opportunities, and develop their communication potential (Sehrawat, 2014).

1.2. Problem of the Study

Training programs in education faculties play a critical role in prospective teachers gaining these competencies (Llaven Nucamendi, 2014). In many studies, it has been observed that the education that teachers receive is determinative in the development of autonomy (Teng, 2019; Dierking & Fox, 2013; Perlman, 2011; Johnson, 2009; Ushioda, Smith, Mann & Brown, 2011; Smith, 2003). With qualified teacher training (Castle, 2004), teacher candidates' TA competencies can be improved (Mustafa & Cullingford, 2008). Teacher candidates who receive TA-supported training may be more effective in developing learner autonomy (Smith, 2003; Benson, 2001). Although the training offered to prospective teachers is only one of the necessary conditions for the development of TA competencies (Kanadlı, 2017; Benson, 2010; Newby, Allan, Fenner, Jones, Komorowska & Soghikyan, 2007), in Gavriluk's (2018) study, the self-determination skills of the participants and their ability to produce creative, innovative, reflective, contextual, and problem-based activities improved with autonomy-oriented education. In addition, the self-determination perceptions of individuals -who received this training- were strengthened and their professional development was supported.

Teacher training is one of the most effective ways to improve TA (Jiménez Raya & Vieira, 2015; Üzüm & Karşı, 2013; Smith, 2003). One of the important components of TA is supporting learner autonomy. Therefore, Reeve & Cheon (2016) provided training to physical education teachers to support student autonomy. Similarly, Dikilitaş & Mumford (2019), Nguyen & Walkinshaw (2018), Javadi (2014), and Sinclair (2008) designed education that supports learner autonomy for foreign language educators. Positive results were obtained in all these studies. However, in the literature, there is no TA-oriented program research for teacher candidates who will perform native language/mother-tongue education. Therefore, as stated above, it is an important necessity to question the suitability of the undergraduate education of mother tongue teacher candidates to be TA-oriented and to evaluate the C-TLEUP in this respect.

1.3. Purpose of the Study

In this study, it was aimed to determine the suitability of the C-TLEUP course contents to support TA, based on the above-mentioned deficiency. For this purpose, an answer to the following question was sought: "Is it possible for Turkish teacher candidates to gain TA competencies (specified in Table 1 and Table 2) through C-TLEUP courses?" To determine this, the following questions were asked:

- According to Turkish education experts, is C-TLEUP suitable for Turkish teacher candidates to gain TA competencies?
- Are C-TLEUP courses suitable to develop TA competencies in Turkish teacher candidates based on content analysis?

2. METHODOLOGY

The mixed-method was used in this study in order to give a comprehensive description. Mixed method research is a type of research based on the evaluation and interpretation of data obtained quantitatively or qualitatively within the same study (Creswell & Plano Clark, 2015). Therefore, it was aimed to reach comprehensive judgments on the subject under study by combining the strengths of qualitative and quantitative methods with the mixed method (Kocaman Karoğlu, 2016). Christensen, Johnson, and Turner (2015) stated that mixed-method research should be considered as a third research methodology. In this study, the "*convergent parallel design*" introduced by Creswell and Plano Clark (2015) as one of the mixed-method research designs was used for "*data triangulation*" (Greene, Caracelli & Graham, 1989). In this design, quantitative and qualitative data were concurrently collected and combined after being separately analyzed (Creswell & Plano Clark, 2015, pp. 167).

2.1. Data Collection and Analysis

In the quantitative part of this research, the Multi-Surface Rasch Analysis (MFRA) with a rubric (items are from Table 1 and Table 2) which is based on TA competencies (Table 1 and Table 2), was used to determine the status of C-TLEUP Turkish-language teacher candidates to improve TA competencies. The rubric was graded according to the following:

- 0- "*There is no content for the acquisition of this competence in any course in the C- TLEUP.*"
- 1- "*There is content for the acquisition of this competence in a few courses in the C- TLEUP.*"
- 2- "*Many courses have content aimed at gaining this competence in the C-TLEUP.*"
- 3- "*Most of the courses contain content aimed at gaining this competence in the C-TLEUP.*"
- 4- "*All courses contain content aimed at gaining this competency in the C-TLEUP.*"

Since the items were directly compiled from the literature, there was no need for a separate content validity study. The created rubric was sent to three different evaluators via Google Drive with instructions stating the purpose and scope of the study. All of the evaluators are faculty members who have received bachelor's, master's and doctorate education in the field of Turkish education and have worked as Turkish teachers in schools affiliated with the Turkish Ministry of National Education for at least three years. For this reason, it was assumed that the evaluators considered the C-TLEUP both theoretically and based on experience. The responses from the evaluators were prepared for the MFRA using the IBM Social Package for the Social Sciences 22 and transferred to the Winsteps-FACETs program by entering the necessary commands.

MFRA is a quantitative measurement and evaluation approach that is outside the traditional measurement and evaluation approaches. Additionally, it does not claim "*generalizability*" (Semerci, 2011). Elhan and Atakurt (2005) stated that MFRA tries to place subject and item difficulty values along a common axis, helps to predict the probability of what a person can do against the performance expected from the person and emphasizes the importance of not making intermittent measurements in this analysis method, unlike classical measurement techniques. With the Rasch rotational analysis, the focus is on overcoming interpretation errors arising from generalization and an attempt is made to prevent the mistake of accepting all items with equal difficulty (Elhan & Atakurt, 2005; Fox & Jones, 1998). Thus, in determining whether the C-TLEUP has the potential to help teachers gain TA competence, getting the quantitative evaluations of more than one person, learning the most accessible and unattainable TA competencies for the C-TLEUP and finding the scoring behaviours of the raters were revealed. Both instructional and personal-social-professional TA competencies were examined separately, and a holistic evaluation was done with the MFRA.

Qualitative studies were conducted simultaneously with the MFRA analysis. In the qualitative dimension, the C-TLEUP was subjected to content analysis. Content analysis is based on gathering similar data around certain concepts and themes (Yıldırım & Şimşek, 2006). The QSR NVivo 10 program was used while analyzing the content. For this, the C-TLEUP was imported into the said program and a total of 50 nodes were determined under the two main themes created according to Table 1 and Table 2. After the coding was created, precoding was performed by the researcher to ensure internal consistency, and then the main coding was started. The main coding was completed in two cycles. It was found that there was a 95% agreement between the precoding and the first cycle coding of the main coding. In pre-coding 81 encodings were made in the first theme and 46 encodings in the second theme. In the first coding of the main coding, 76 codings were made in the first theme and 45 coding in the second theme. Therefore, it can be said that content analysis is internally consistent. Hypothesis coding technique (Saldaña, 2019) was used in the first cycle coding. In this study, although coding was done by a researcher, 8 coding from the first theme and 4 from the second among the first cycle coding for external validity were presented for the opinion of another education expert, and the expert was asked whether the coding was correct or not. For this part, which corresponds to 10% of the coding, the response from the external expert and the coding performed by the researcher completely overlapped. The coding and harmonization studies between coders were thus terminated and the second cycle coding was started. In the second cycle coding, only the frequency determination technique (Bilgin, 2014) was implemented.

3. RESULTS

3.1. Suitability of the C-TLEUP for Improving TA Capabilities Based on the MFRA

According to the evaluators, the status of the C-TLEUP in terms of increasing TA competencies was examined in three segments. In the first segment, the findings related to instructional TA competencies are explained. In the second segment, the findings related to improving personal- professional-social TA competencies are given. In the third segment, the power of the C- TLEUP to improve TA competencies is addressed in a holistic manner. According to the MFRA, the situation of the C-TLEUP in terms of improving instructional TA competencies can be described as follows.

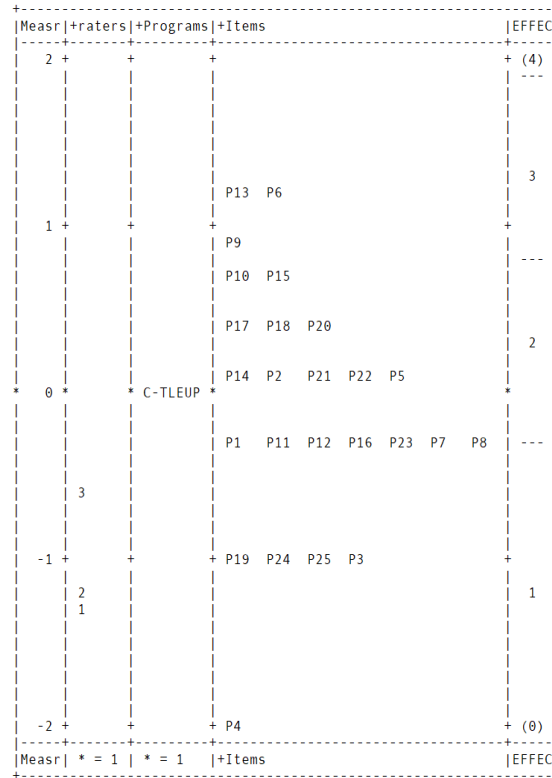


Figure 1. Measurement map of the C-TLEUP's instructional TA competencies domain

As seen in Figure 1, the three headings that the C-TLEUP is strongest in improving instructional TA competencies are P13, P6 and P9. PO4, on the other hand, is the title with the most inadequate competency provided by the C-TLEUP. The C-TLEUP also appears to be insufficient in P24, P25, and P3. However, in terms of scoring behaviors, the most generous rater was the 3rd coded rater (34) while the contributory rater was the 1st coded rater (20). There was no change in the assessment of professional-personnel-social TA competencies in terms of scoring behavior. However, the difference between the highest score (24) and the lowest score (18) decreased compared to the first dimension. The status of the C-TLEUP in terms of professional-personnel-social TA competencies is shown in Figure 2. According to this, while P46 is the most powerful competency of the C-TLEUP in providing personnel-professional- social TA competencies, it closes to or below the average of other competencies. However, the C-TLEUP was found to be insufficient in the MFRA, so model data matching was not possible for the headers in P42, P37, P36 and P35.

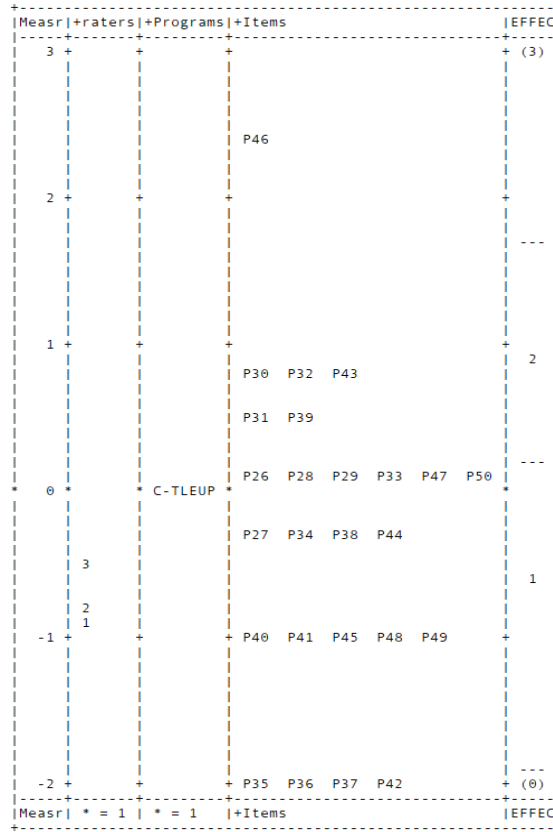


Figure 2. Measurement map of the C-TLEUP's personal-professional-social TA competences domain

Figure 3 represents the C-TLEUP's status of presenting suitable content for improving TA competencies in Turkish-language teacher candidates as a complete evaluation. Accordingly, the competences that the C-TLEUP is relatively sufficient for are P46, followed by P6, P13 and P9. The P42, P37, P36 and P35 competencies are far above the level of the C-TLEUP, according to the MFRA. None of the evaluators gave a score of 1 or higher to the C-TLEUP and therefore, it is not possible for Turkish-language teacher candidates to gain competencies in P42, P37, P36 and P35.

The reliability value of the MFRA is .00 when the parameters are removed from it. However, an unreliable result is reached when the extremes are protected ($r: .18$, chi-squared 55.9; df: 49, sig: .23). In addition, the infit and outfit mean squares of many items are not at the level they should be. Measuring only one element in the MFRA is the main factor leading to this result. For this reason, the data obtained by the MFRA in the study should be evaluated by limiting it to a descriptive ranking according to the mean scores. The quantitative findings regarding the level of the C-TLEUP coverage of each competency is shown in detail in Figure 3.

The most frequently repeated words³ in the C-TLEUP are “eğitim” (Eng., “education”, 201), “Türk” (Eng., “Turk”, 100) and “dil” (Eng., “language”, 93). The words “öğretim” (Eng., “teaching”, 65) and “öğrenme” (Eng., “learning”, 39). In addition, the C-TLEUP was searched for the inclusion of some TA keywords such as “eylem araştırması” (Eng., “action research”), “yansıtıcı düşünme, öğretme, öğretim, öğrenme”, (Eng., “reflective thinking, teaching, instruction, learning”), “iş birlikli çalışma” (Eng., “collaborative working”) and “program, araç-gereç, ölçme aracı, içerik uyarlama/ayarlama” (Eng., “curriculum, material, measurement tool, content/topic adaptation”). Accordingly, the words “eylem araştırması” and “uyarlama” are included once. However, the words “yansıtıcı” and “iş birlikli” are not included at all in the C-TLEUP. The word “öğretmen” (Eng., “teacher”) appears 19 times in C-TLEUP. However, the adaptation process in the context of the lesson in which the word is mentioned is limited to studies to be done only for inclusive education. Therefore, it can be said that the C-TLEUP does not give enough lexical coverage to certain TA keywords and concepts.

In the second coding cycle, the C-TLEUP course content concepts were matched with TA competencies and the matching frequency was determined. These frequencies are presented separately for the two dimensions and all of TA. As a result of the content analysis on instructional TA competencies, it is seen that the C-TLEUP mostly refers to item P6 (41). However, it is observed that there is a dramatic decrease in the frequency table in terms of referring to other instructional TA competencies. In fact, the most common instructional TA competencies found in the C-TLEUP after P6 are P18 and P21, but their matching frequency is 5. All other instructional TA qualifications have less than 5 submissions. Eleven instructional TA competencies are not included in the C-TLEUP. The results are shown in Figure 5.

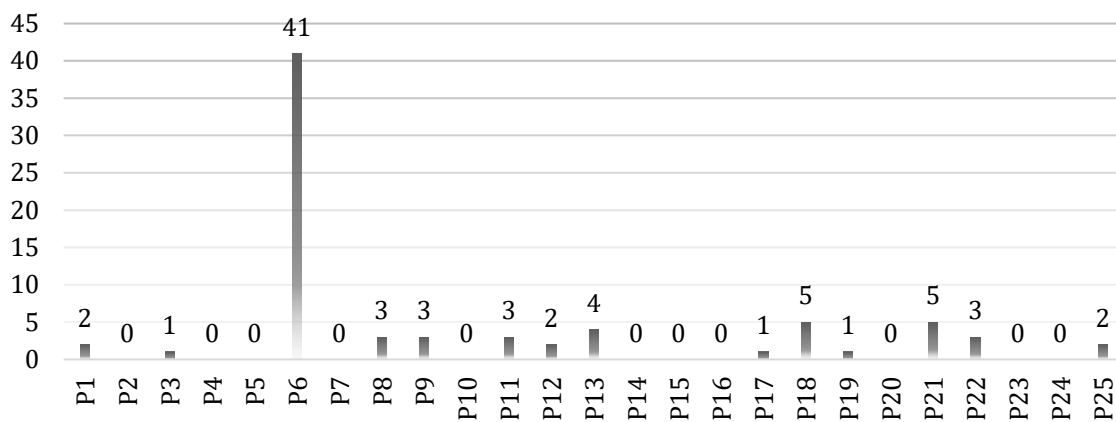


Figure 5. The C-TLEUP and instructional TA competencies match frequency

According to content analysis, the C-TLEUP has fewer submissions than the first dimension in terms of professional, personal and social TA competencies. As seen in Figure 6 the C-TLEUP most frequently refers to one of the professional-personal-social TA competencies, P36. Submissions for TA qualifications of this size in the C-TLEUP are less than the other dimension. Only four competencies match the course contents in the C-TLEUP. 8 out of 25 competencies are not included in the C-TLEUP.

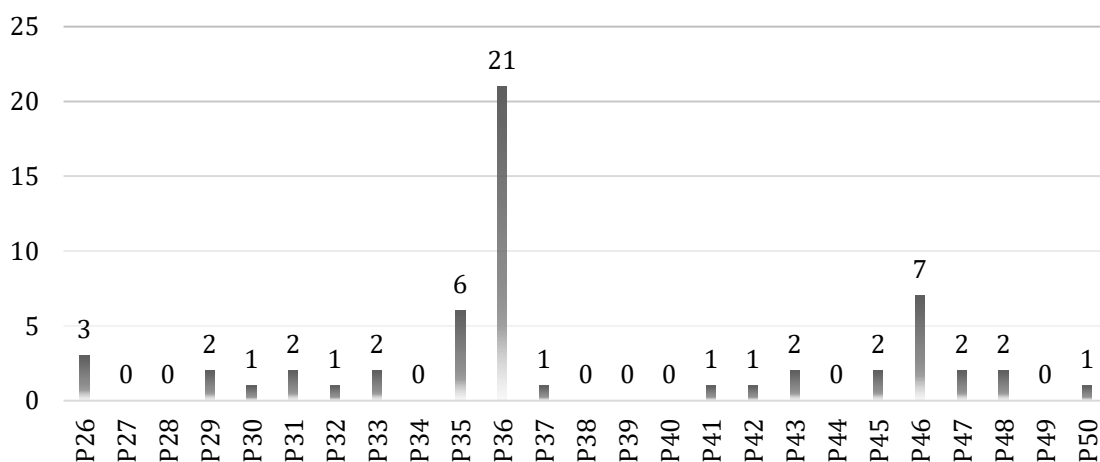


Figure 6. The C-TLEUP and personal-professional-social TA competencies match frequency

³ Turkish is an agglutinative language. The word analysis done on NVivo 10 does not always coincide with the structure of Turkish. Some words with case or tense suffixes can be perceived as different words in NVivo. For this reason, the structures of the same word with inflectional suffix were evaluated together. In addition, prepositions and adjectives have been removed from the study.

As seen in Figure 6, after P36, the most common qualification is P46. This is followed by P35 and P26. When the findings obtained by the MFRA and content analysis are blended, it is seen that the parallelism between the data is not provided in certain items. For example, the score received by P5 in the MFRA analysis and the frequency found in the C-TLEUP for this competency does not agree. In addition, there is a similar situation for the P9, P10, P13, P14, P15, P17, P20, P28, P30, P32 and P43 competencies. In the content analysis, it was determined that there was either zero or infrequent submissions for these competencies, while the same competencies were scored relatively high in the MFRA. The emergence of this contrast was that while only the course contents in the C-TLEUP were handled in the content analysis, the lecturers in the MFRA went beyond the scoring directive and considered "possible" applications. In addition, all of the lecturers working at the MFRA are people with teaching experience and they have directly experienced and observed practices in the field. For this reason, the lecturers may have also taken into account the de facto situation referred to by Bümen (2019) at the MFRA. On the other hand, for P35 and P36, the content analysis is in favor of the C-TLEUP as compared to the MFRA.

Table 1.

Courses and Contents Associated with P35

| | Course | Topic |
|----|---------------------------|--|
| 1. | Introduction to Education | Legal, social, cultural, historical, political, economic, philosophical and psychological foundations of education |
| 2. | Educational Philosophy | Education in terms of some political and economic ideologies |
| 3. | | Philosophical foundations of the Turkish education system |
| 4. | Educational Sociology | School as a social, cultural, moral system and community |
| 5. | School Management | Unethical behaviours in business and professional life |
| 6. | | Unethical behaviours, ethical dilemmas, problems and solutions in school and education |

The findings, depicted in Figure 6, point to a conflict between the MFRA and the information obtained through content analysis. Thus, the P36 MFRA has been identified as a "difficult" item for the C-TLEUP, which prevents model-data fit. All evaluators assigned the C-TLEUP a score of 0 for this item. However, content analysis revealed that the C-TLEUP has more references than for other personal-professional-social TA competencies. The courses and contents associated with this competence in content analysis are in Table 2.

Table 2.

Courses and Contents Associated with P36

| | Course | Topic |
|-----|--|--|
| 1. | Introduction to Education | Legal, social, cultural, historical, political, economic, philosophical and psychological foundations of education |
| 2. | Educational Philosophy | Education in terms of some political and economic ideologies |
| 3. | | Philosophical foundations of the Turkish education system |
| 4. | Educational Sociology | School as a social, cultural, moral system and community |
| 5. | Turkish Education System and School Management | Manpower, physical, technological and financial resources in the Turkish education system |
| 6. | | School as a social system and organization |
| 7. | | Personnel management |
| 8. | | Works on school management |
| 9. | | School, environment, community and family relations |
| 10. | | Current debates and trends in the Turkish education system and school |
| 11. | | Basic concepts of economics and economic systems |
| 12. | | Basic concepts of business and business management; establishment, purposes and legal structure of the enterprise |
| 13. | | Management processes and functions in enterprises |
| 14. | | Management of human resources and other resources |
| 15. | | The concepts of "entrepreneur" and "entrepreneurship" |
| 16. | | Success factors in entrepreneurship |
| 17. | | Entrepreneurship culture, entrepreneurship process and entrepreneurship types |
| 18. | | Small and medium businesses |
| 19. | | Management processes and functions in small businesses |
| 20. | | Business idea development, innovation and innovation, business plan making, business plan elements, writing and presentation |
| 21. | | Preparing a project about entrepreneurship in a specific field and subject |

As seen from Table 1 and Table 2, the common point of these two competences is that they are more often associated with the content of "profession information courses" type of courses found in the C-TLEUP in content analysis. All of the evaluators are Turkish-language education experts and conduct only courses related to Turkish teaching. They do not have detailed

information about the content of profession information courses. Therefore, they may have thought that the C-TLEUP was not suitable for improving these competencies in candidate Turkish-language teachers.

4. DISCUSSION AND RECOMMENDATIONS

Some of the macro strategies suggested by Kumaravadivelu (2003, pp. 545) for the success of post-method understanding in language education are: maximizing learning opportunities, minimizing perceptual mismatches, facilitating negotiated interaction and promoting learner autonomy. There are major obstacles to success in language education by following these strategies. One of these obstacles is the quality of the education provided to teacher candidates because in the entrenched teacher education model (Akbari, 2008), a series of transfer processes, each element of the education process is predetermined. Teachers who receive this type of education cannot be active in areas such as adapting the course according to student and school needs and taking responsibility for school-related issues when they start their duty. In many countries, teachers gradually turn into method practitioners or content conveyors who cannot go beyond the common book and apply the methods written in the common teacher guide books sent to all schools in order to achieve predetermined goals based on the general student profile. Language education has no one method that works in all classroom conditions (Yılmaz Uçman, 2019). The content that students in each class should learn and the skills they are expected to acquire are different from each other. However, qualified language education can only be achieved with an arrangement that is highly contextually sensitive and takes into account the needs of the students and the school in the classroom with the content-method-material-process-measurement stages (Kumaravadivelu, 2001). Therefore, the following three factors that determine the quality of language education can be mentioned in the post-method perspective: transformation of teachers from method practitioners to professionals who take responsibility, teacher training where instructional autonomy is supported, and instructional autonomy for teachers on duty (Kamali, 2014).

Autonomy is regarded as a basic moral and political value of individuals in the western tradition (Nguyen Thi Hong, 2019, pp. 6). Teachers working in an environment conducive to demonstrating TA competencies are expected to be more successful (Angel Alvarado, Wilhelmi & Belletich, 2020). However, according to Wermke and Hösfält's (2014) category, teaching in Turkey is at the level of "*restricted institutional and service autonomy*". Turkish teachers are controlled products through an assessment centre tests, which give these teachers great pressure and make them symbolic. It is as if they could participate in some studies but are not the determinants of the decision-making process in real situations (Bümen, 2019; Yazıcılar and Bümen, 2019; Şirin, 2018; Çelik, Gümüş & Gür, 2017; Ingersoll & Collins, 2017; Maviş, Sevim, Yazıcı & Maviş, 2017; United Nations Educational, Scientific and Cultural Organization, 2017; The Organisation for Economic Co-operation and Development, 2016; Özasan, 2015; Turkish Education Association-Mem, 2015; Tokgöz, 2013; Üzüm & Karşı, 2013). The suppression of TA, may be one of the factors that led to Turkey's Programme for International Student Assessment (PISA) fail (Ayril et al., 2014). Only a study by Çolak and Altınkurt (2017) showed teachers' general autonomy behaviours were found above the medium level. The researchers attributed the emergence of this result, despite serious limitations, to the active participation of the teachers in the study group in the teaching process.

Teacher training plays a major role in not reaching desired levels in TA. Teng (2019) stated that TA is a concept that should be at the center of teacher education and should be added with teacher agencies and identification. Unfortunately, Nguyen Thi Hong and Walkinshaw (2018) determined that teacher education is far from providing teacher candidates with TA competencies. The present study findings confirm the research by Nguyen and Walkinshaw (2018) and reveal that the C-TLEUP does not include TA competencies. Many solutions can be developed to overcome this. For instance, Çakır and Balçıklı (2012) found that the integration of European Portfolio for Student Teachers of Languages into undergraduate programs as beneficial for supporting student and teacher autonomy in their study on pre-service teachers studying in the department of English Language Teaching. In research conducted by Seçgin (2019), it was observed that pre-service teachers who participated in the study did not have a healthy sense of autonomy, and it was revealed that there was a partial improvement in this issue with activities related to creative drama. Xu (2015) found that collaborative activities improve TA competencies in English as foreign language teachers. These studies highlight the importance of studies supporting autonomy and curriculums in teacher education. The development of TA is one of the political goals of the Turkish Ministry of National Education (Canpolat, 2020; Republic of Turkey Ministry of National Education, 2019, 2017). To achieve this goal, TA supporting curriculums should be developed in teacher education. In this study, it was observed that it was not possible to gain TA competencies with the current C-TLEUP applied to Turkish-language teacher candidates. In addition, based on the abstract TA definitions, concrete competence definitions were made and the course contents that could be in the TLEUP were revealed. By using this study, TA supporting arrangements can be made in the course contents of the TLEUP, taking into account the objectives of the Turkish Ministry of National Education (2019, 2017).

There are many studies in the literature that state that TA increases student success and teacher welfare. Unfortunately, in Turkey TA was also covered with various restrictions, as in many countries. The most effective way to remove these restrictions is to include course content and patterns that will improve TA in the education of prospective teachers. It is not possible to have Turkish teacher candidates gain TA qualifications with the C-TLEUP. In this context, it would be beneficial to make arrangements by taking into account the concrete TA competencies mentioned in this study. The transfer of the Council of Higher Education's authority to prepare curriculum for faculties can be an important opportunity to realize this. Yet, the Council's abandonment of curriculum is a positive development to foster the autonomy of education faculties. However, the only obstacle to the

autonomous training of Turkish teachers is not the curriculum posted by the Council in previous years. The attitudes of the faculty members towards TA, their knowledge about TA and their ability to do TA supportive studies should also be reviewed in this context. While developing new TLEUPs in accordance with universal and national standards, the responsibilities of the faculty members in developing TA competencies can be determined in detail. Updating the content in pedagogical courses and especially in “*School Experience*” and “*Teaching Practice*” courses with a supportive approach to TA may be the first step to be taken. Such studies help to develop the culture of training autonomous Turkish teachers in Turkish teaching departments.

This study has certain limitations since it is the first study in the field of Turkish-language education where TA has been investigated, as well as the availability of a teacher education curriculum to improve TA competencies. We strongly recommend that new studies be carried out by overcoming these limitations and that Turkish-language educators come together to develop TA supportive TLEUPs.

Research and Publication Ethics Statement

This manuscript has been presented in the VII. International Eurasian Educational Research Congress as an oral presentation briefly. However, the findings and the research report of the article were not published anywhere. The study design was approved by the appropriate ethics review board. I have read and understood your journal’s policies, and I believe that neither the manuscript nor the study violates any of these. There are no conflicts of interest to declare.

Contribution Rates of Authors to the Article

All elements of this article were written by the author.

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6. APPENDICES

Table 3.

Competences of TA- Instructional Autonomy

| Competencies | Source(s) |
|--|---|
| 1. The candidate teacher has strong knowledge, skills and experience in reflective learning and teaching. | Teng, 2019; Wermke & Höstfält, 2014; Moreira & Ribeiro, 2009; Smith, 2001; Little, 1995 |
| 2. The candidate teacher realizes context-sensitive and innovative instructional arrangements. | Noormohammadi, 2014; Veira, 2007a, 2007b; Harrison, Lawson, & Wortley, 2005 |
| 3. The candidate teacher knows and applies action (teacher) research in detail. | Genç, 2010; Tschirhart & Rigler, 2009; Flamini & Jiménez Raya, 2007; Pinter & Kennedy, 2007; Benson, 2001; Vieira, 1999, 2003. |
| 4. The candidate teacher has the equipment to develop and strengthen learner autonomy. | Cheon, et. al. 2018; Jia et. al., 2009; Reeve, 2009; Smith, 2003; 2008; Little, 2007; Deniz, Avşaroğlu ve Fidan, 2006; Güvenç & Güvenç, 2004; Deci & Ryan, 2008, 2012 |
| 5. The candidate teacher makes certain choices about self-learning and takes responsibility for them. | Kanadlı, 2017; Smith, 2008, 2003; Deci & Ryan, 1985 |
| 6. The candidate teacher has qualified, contemporary and profound knowledge and skills about the field, field education, pedagogy and learning styles. | Teng, 2019; Dierking & Fox, 2013; Ushioda, Smith, Mann & Brown, 2011; Johnson, 2009; Smith, 2003 |
| 7. The candidate teacher knows effective feedback generation methods, feedback types and characteristics. | Skinner, 1996; Stros, 1995 |
| 8. The candidate teacher has metacognitive competence in areas such as recognizing instructional abilities, planning the teaching process, monitoring and evaluation. | Gavrilyuk, 2018; Nguyen & Walkinshaw, 2018; Gebhard & Oprandy, 2005; Richards & Schmidt, 2002; Littlewood, 1999, 1997; Tort Moloney, 1997 |
| 9. The candidate teacher develops a lesson plan by taking into account the needs of students and school conditions. | Teng, 2019; Nerby, et. al., 2007; Freidman, 1999 |
| 10. The candidate teacher critically and questioningly evaluates the curriculum in terms of acquisition, content and method. | Nguyen & Walkinshaw, 2018; Çolak, Altinkurt, 2017; Noormohammadi, 2014; Machin & Vernoit, 2011; Nerby, et. al., 2007; Moreira, Ribeiro, 2009; Harrison, Lawson, & Wortley, 2005 |
| 11. The candidate teacher adapts the curriculum according to the school and student needs. | Bümen, 2019; Burkhauser & Lesaux, 2015; Bümen, Çakar & Gögebakan Yıldız, 2014; Sherin & Drake, 2009; Brown, 2009; Drake & Sherin, 2006 |
| 12. The candidate teacher develops and implements a core curriculum in accordance with the relevant legal regulations, scientific data, language education principles, and school-student characteristics. | Castle, 2004 |
| 13. The candidate teacher develops and implements methods and techniques suitable for the needs of students, in / out of the classroom. | Çolak & Altinkurt, 2017; Kamali, 2014; Sehwat, 2014; Nerby, et. al., 2007; Lai-ngok, 2004; Kumaravadelu, 2001 |
| 14. The candidate teacher sorts content according to priority and student needs. | Aoki, 2000 |
| 15. The candidate teacher makes teaching arrangements in accordance with scientific data, basic principles, and contemporary developments in the field of education beyond current political practices. | Turkish Education Association-MEM, 2020; Salokangas & Wermke & Harvey, 2020; OECD, 2014; Wermke & Höstfält, 2014; Perlman, 2011; Ramos, 2006; Verhoest et. al., 2004; Ingersoll, 1994, 1996 |
| 16. The candidate teacher is experienced in teacher-student roles in the classroom. | Karabacak, 2014; Ollerhead, 2010; Varghese, Morgan, Johnston & Johnson, 2005; Freidman, 1999 |
| 17. The candidate teacher prepares supplementary sources for textbooks. | Ramos, 2006, Smith, 2003; Thavenius, 1999; Littlewood, 1997 |
| 18. The candidate teacher determines all the tools, which will be used in the course. | Mustafa & Cullingford, 2008 |

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|---|---|
| 19. The candidate teacher creates tools and equipment suitable for students' learning needs and characteristics. | Skinner, 1996, Stros, 1995 |
| 20. The candidate teacher sets when, on what topic, how and how much homework to assign students. | Vangrieken, Grosemans, Dochy & Kydnt, 2017 |
| 21. The candidate teacher develops a valid, reliable measurement-assessment tool suitable for the content of the course, the classroom context and the development of students. | LaCoe, 2008; Nerby, et. al., 2007; Crawford, 2000, |
| 22. The candidate teacher has the consciousness of being the ultimate decision maker in determining the success of the course. | LaCoe, 2008; Crawford, 2000; |
| 23. The candidate teacher adapts existing measurement and evaluation tools according to the class and students. | Nerby, et. al., 2007 |
| 24. The candidate teacher uses a table of specifications to evaluate student achievement and their own teaching success. | Jugar, 2013; Richards & Schmidt, 2002; Gebhard & Oprandy, 2005; |
| 25. The candidate teacher has direct experience in developing and strengthening learner autonomy. | Teng, 2019, Smith, 2001; Little, 1997 |

Table 4.

Competences of TA-Personal, Professional and Social

| Competencies | Source(s) |
|--|---|
| 1. The candidate teacher has high-level thinking skills that take into account multi-directional variables, are context sensitive, flexible, critical, creative and problem-solving. | Erss, 2018; Wu, Wu, 2018; Wermke & Höstfält, 2014; Surgrue, 2011; Hargreaves, Liebermann, Fullan & Hopkins, 2010; Darling-Hammond, 2017, 2006; Murshed, Chijioke & Barber, 2010; Veira, 2007a, 2007b |
| 2. The candidate teacher has a permanent inner motivation for teaching. | Teng, 2019; Emo, 2015; Amado, et. al., 2014; Diseth ve Samdal, 2014; Ryan & Deci, 2017 |
| 3. The candidate teacher knows the working conditions and forms of cooperation within / outside the branch and inter-branches. | Teng, 2019; Sehrawat, 2014; Moreira & Ribeiro, 2009; Mustafa & Cullingford, 2008; Smith & Erdoğan, 2008; Ramos, 2006; Huang, 2005; Webb, 2002; Crawford, 2001; Schwienhorst, 1999; Littlewood, 1997 |
| 4. The candidate teacher takes into account the academic, peer, colleague, and student feedback about their instructional competencies. | Sehrawat, 2014; Varghese, Morgan, Johnston & Johnson, 2005; Barfield, et. al., 2002; Richards & Schmidt, 2002 |
| 5. The candidate teacher improves teaching activities without being dependent on institutional or peer opinion. | Nguyen & Walkinshaw, 2018; Cowie, Sakui, 2011; Meirink et. al., 2010; Ollerhead, 2010; Moreira & Ribeiro, 2009; LaCoe, 2008; Crawford, 2001 |
| 6. The candidate teacher has individual, environmental, national and universal awareness. | Seçgin, 2019; Teng, 2019; Reeve et. al., 2014; Ling, 2007; Ramos, 2006; Downie, Koestner, ElGeledi & Cree, 2004; Littlewood, 1999; Camillere, 1997; Tort, Moloney, 1997 |
| 7. The candidate teacher feels self-confident academically and professionally. | Teng, 2019; Nguyen & Walkinshaw, 2018; Dierking & Fox, 2013, 2012; Ushioda, et. al., 2011; Johnson, 2009; Tschannen-Moran & Woolfolk-Hoy, 2007; Gebhard & Oprandy, 2005; Varghese, et. al., 2005; Smith, 2003, 2001; Bandura, 1997 |
| 8. The candidate teacher behaves as a "researcher, questioning, taking initiative and being innovative." | Turkish Education Association-MEM, 2020; Erss, 2018; Wu & Wu, 2018; OECD, 2014; Sehrawat, 2014; Feldmann, 2011; Hargreaves et. al., 2010; Mourshed, Chikioke & Barber, 2010; Darling-Hammond, et. al., 2009; Tschirhart & Rigler, 2009; Benson, 2001; Veira, 2007a, 2007b; Eurydice, 2008; Nerby, et. al., 2007; Šteh & Marentič Pozarnik, 2005; Little, 1995 |
| 9. The candidate teacher recognizes professional trends. | Teng, 2019; Varghese, et. al., 2005 |
| 10. The candidate teacher behaves sensitively about the problems and functioning of the school. | Bakioğlu & Baltacı, 2013; Pearson & Moomaw, 2006; Verhoest, et. al., 2004; McGrath, 2000; Ingersoll, 1996; 1994 |
| 11. The candidate teacher takes part in the educational, political and economic decision-making processes of the school. | Wermke et. al. 2019; Gurganious, 2017; Srivastava & Dhar, 2015; Varathraj et. al., 2015; Angelle & Teague, 2014; Bakioğlu & Baltacı, 2013; Hoerr, 2013; Pearson & Moomaw, 2006; Verhoest, et. al. 2004; McGrath, 2000; Ingersoll, 1994, 1996 |

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|---|---|
| 12. The candidate teacher produces solutions that can mediate between bureaucratic constraints and ideal practices related to the profession. | Nguyen & Walkinshaw, 2018; Moreira, Ribeiro, 2009; Viera, 2003 |
| 13. The candidate teacher freely expresses views on school function and educational issues. | Çolak & Altinkurt, 2017; Kumaravadivelu, 2001; Tort Moloney, 1997 |
| 14. The candidate teacher opens up areas to show teacher discretion in working conditions. | Nguyen & Walkinshaw, 2018; Ollerhead, 2010 |
| 15. The candidate teacher protects the autonomy of the institution, school, teacher and student against oppressive conditions. | Teng, 2019; TEDMEM, 2020; Nguyen & Walkinshaw, 2018; Ayral et. al., 2014; OECD, 2014; Bakioğlu & Baltacı, 2013; Feldmann, 2011; Reinders & Balçıkanlı, 2011b; Perlman, 2011; Yan, 2010; Jia et. al., 2009; Moreira & Ribeiro, 2009; Reeve, 2009; Smith, 2008, 2003; Aoki, 2007; Jiménez Raya, Lamb & Vieira, 2007; Deniz, Avşaroğlu & Fidan, 2006; Ramos, 2006; Huang, 2005; Šteh & Marentič Pozarnik, 2005; Varghese, et. al., 2005; Güvenç & Güvenç, 2004; Shaw, 2002; McGrath, 2000; Tort Moloney, 1997; Little 1995; Pearson & Hall, 1993; Street & Licata, 1989; Deci & Ryan, 1985 |
| 16. The candidate teacher makes effective use of qualified pre/in-service training opportunities. | Feldmann, 2011; Šteh & Marentič Pozarnik, 2005; Castle, 2004; Webb, 2002 |
| 17. The candidate teacher recognizes professional associations related to the field and benefits from them. | Feldmann, 2011; Šteh & Marentič Pozarnik, 2005; Mustafa & Cullingford, 2008; Smith & Erdoğan, 2008; Ramos, 2006; Webb, 2002; Crawford, 2001 |
| 18. The candidate teacher follows and contributes to current developments and scientific publications in the field. | Sehrawat, 2014; Moreira & Ribeiro, 2009; Huang, 2005; Benson, 2001; Schwienhorst, 1999; |
| 19. The candidate teacher has knowledge about work analysis and workload management. | Worth & Van den Brande, 2020; Duyar, Ras & Pearson, 2015 |
| 20. The candidate teacher develops their psychological health, self-determination, perceptions and social skills. | Seçgin, 2019; Ryan & Deci, 2017; Jia et. al., 2009; Deci & Ryan, 1985 |
| 21. The candidate teacher has enough knowledge of terms and content to be an active member of the professional discourse community. | Teng, 2019; Ayral vd. 2014; Dierking & Fox, 2013; Ushioda, et. al., 2011; Reinders & Balçıkanlı ve 2011; Johnson, 2009; Akbari, 2008; Jiménez Raya, Lamb & Vieira, 2007; Huang, 2005; Varghese, et. al., 2005; Castle, 2004; Smith, 2003, 2001; Shaw, 2002; Webb, 2002; Aoki, 2002; McGrath, 2000; Pearson & Hall, 1993; Street & Licata, 1989 |
| 22. The candidate teacher knows the details of developing a central assessment and evaluation tool. | LaCoe, 2008; Nerby, et. al. 2007; Crawford, 2000 |
| 23. The candidate teacher makes an effort to take the in-class assessment and evaluation results into consideration in central selection and placement. | LaCoe 2008; Nerby, et. al. 2007; Crawford, 2000 |
| 24. The candidate teacher fills the gap between what is expected and applicable in the local pedagogical context and at the national level. | Feldmann, 2011; Šteh & Marentič Pozarnik, 2005; Kumaravadivelu, 2001 |
| 25. The candidate teacher knows the details of the design of the curriculum framework. | Karabacak, 2014; Eurdyce, 2008; |