

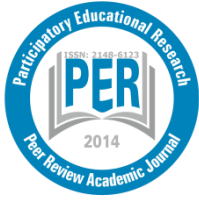
PAPER DETAILS

TITLE: Evaluation of the Private Field Skills of English Teachers at Elementary Level in Terms of Teachers (Corum Case)

AUTHORS: Nurcan ÇALISKAN

PAGES: 33-39

ORIGINAL PDF URL: <https://dergipark.org.tr/tr/download/article-file/778404>



Participatory Educational Research (PER)
Special Issue 2016-IV, pp., 33-39 November, 2016
Available online at <http://www.partedres.com>
ISSN: 2148-6123

Evaluation of the Private Field Skills of English Teachers at Elementary Level in Terms of Teachers (Corum Case)

Nurcan ÇALIŞKAN
Amasya University, Amasya, Turkey

Abstract

In this research, it was aimed to evaluate the English Teacher Special Field Skills in Primary Education in terms of teachers. 10 English language teachers working in different primary and secondary schools affiliated to the Ministry of National Education in Corum Center and Mecitözü Districts were examined using qualitative methodology from qualitative research methods. Of the ten English teachers, seven are in junior high school and three are in primary school. The data used in the research were collected during the spring semester of 2015-2016 academic year and the criteria sampling method which is the aim sample was used in the selection of the sample. A semi-structured interview consisting of nine questions for teachers was developed as a data collection tool in the research. The tables used to analyze the interviews. According to interview analysis results, it was determined that the special field skills of English teachers at primary level were different. Findings have been interpreted and discussed in the light of relevant research results.

Key words: english teachers special field skills, teacher competences, english teacher, english teacher evaluation

Introduction

If we still teach our children in the old ways; We are taking their future (Dewey, 1944: 167). The fact that our teachers are in constant development and self development is one of the important elements of education. One of the important features that distinguishes the teaching profession from the other professions is that it can do the job more effectively; It does not make itself independent of the learning process it is in and it requires time and effort to do so. In this way; That a teacher who constantly renews himself can provide personal and professional development; It will increase its reputation both for itself and for its profession.

Today, the technological and pedagogical innovations seen in education are important in terms of constantly improving the teacher himself and following the agenda and living in the professional field. It should not be forgotten that an inadequate teacher will experience problems in the classroom during the education and training process.

The reason of the research

Teacher competence; Teachers "in order to be able to fulfill this profession in an effective, useful and productive manner; Knowledge, skills and exhibits required to be found (MEB, 2008: VIII). Despite the fact that the definition of "teaching competences" has been passed in Turkish sources, The definition of "teaching profession standards" is used in many foreign works.

In terms of teaching profession criteria; Teachers' professional characteristics, knowledge, understanding, skills and attitudes come to mind (TDA, 2007). In many sources, skills or criteria are described under different headings with different names, and experience in many foreign countries seems to involve teachers' professional knowledge, skills, attitudes and perceptions.

At the elementary level, English Language Teaching has been proposed to assess special field skills in terms of teachers, to reveal the troubles in the specific field proficiency, and to offer alternative solutions.

The Purpose of Research

The aim of this research is to evaluate the special field skills of English teachers in Turkey in the context of " English Teachers 'Special Field Qualifications' 'and to examine the present situation by referring to teachers' opinions about special field skills of English teachers working in primary and secondary schools in Çorumcenter and Mecitözü district.

Literature Review

When we examine the studies made in our country; It has been seen that studies on English professors' profession specific field competencies are very limited and that the research conducted is aimed at determining the qualification perceptions of teacher candidates. This research was carried out on the basis of the special field competencies determined by MEB (2008).

My mind is in accordance with special field qualifications; Competence area, scope, competencies and performance indicators. English teacher special field competencies are; 5 proficiency domains, 26 sub-competencies and 158 performance indicators.

As a teacher, my mind comes with the following features. In the field; General competencies include the ability to have personal and professional values, to provide professional and personal development, to be well acquainted with and well informed of the student, to effectively plan and implement the teaching-learning process, to continuously monitor the development of the students, Providing information about the program, content information about the field to be taught (MoNE, 2006). In line with these competencies; Specific sub-qualifications for English teachers are; Planning and Arranging Teaching Processes (ÖSPD); We can list them as Development of Language Skills, Monitoring and Evaluation of Language Development (DGID), Cooperation with School, Family and Society (OOATI), Providing Professional Development (MGS) (MEB, 2008).



The English language literacy of the students is a big part of the English teachers' ability to use English properly. Therefore; It is very important to know the perceptions of English teachers about the teaching profession special field competencies. Areas where teachers feel themselves inadequate should be identified and areas where they need to be trained should be identified. As a result, MEB; (Kararmaz, 2014; Arslan, 2014) to increase the personal and professional competences of teachers working in their institutions.

Listening is the most used skill in the communication process. On average, 45% of the researches show that listening is the most used language skill in everyday life (Wacker Hawkins 1996: 14-15). This result is the result of people; They read more than they read, write or speak (Devine 1982: 8).

According to Göksoy (1988, p. 42), foreign language teaching in primary school is mainly based on experiences in which children can take part. This experience includes listening to stories, taking roles, making puppets, playing games, singing songs, etc. Activities can be performed. This kind of learning is more natural and stimulates the students in an interesting way. It will be beneficial to choose the methods to be used in this direction.

According to Mackay (1997: 29), listening skill is the key to success and there is no way to succeed without good listeners. Listening opens up new horizons for people.

The main purpose of foreign language teaching is to students; To provide language skills in the functionality they can use in everyday life. For this purpose; New methods and technologies have to be used in the education process. To understand the efficiency and effectiveness of the methods and technologies used, The effort and cost shown must be continuously assessed according to the findings obtained. (Baz, 2010).

Method

Research Model

In this study which was carried out in different schools in Çorum provincial central district and Mecitözü district during the spring term of 2015-2016 academic year, "olgubilim" was used in qualitative research designs. Occupation (phenomenology); Focuses on phenomena that we are aware of and do not have deep knowledge of. The phenomenology (phenomenology) prepares an appropriate research basis for studies that are not entirely alien but also aim to investigate phenomena that are not fully understood. At the same time, it provides a better understanding of the phenomenon by identifying participants' thoughts on a topic (Yıldırım&Şimşek, 2006).

Research Group

The study was carried out in 5 spring schools of the 2015-2016 academic year in Çorum / Merkez, Çorum / Mecitözü districts by means of sampling method. In the purposeful sampling method; Criterion sample selection was made. The criterion sampling method is based on studying all situations that meet a set of predetermined criteria (Yıldırım and Şimşek, 2011).

The main criterion in the study was the assessment of the special skills of English teachers entering primary and secondary schools in terms of teachers. 8 teachers (80%) were female and 2 (20%) were male. Of these teachers, 4 (40%) are in the province and 6 (60%) are English teachers working in the center.

Data Collection Tool

The data of the study were collected from ten English teachers, with a semi-structured interview form, consisting of nine items, prepared by the researcher. Semi-structured interview; Asking detailed questions on a specific issue, regarding incomprehensible events; Ask questions again, clarify the situation and clarify the answers. Scope of validity was obtained by taking expert opinion about interview questions.

Analysis of data

In the analysis of the data in this research; Content analysis method. Content analysis; Reaching deeper knowledge is a type of comprehensive analysis that reveals the connections between concepts. It has been deemed appropriate to carry out the analysis with computer support in order to avoid the multiplicity of qualitative data obtained in the study and the factors that can threaten the quality in qualitative data analysis. Digitization of qualitative data has been used in coding tables. For this; The interview data was first written in the computer environment.

Results

In this section, the results obtained from the content analysis to search for answers to the questions in the survey are included. Our aim is first; The questionnaire 'Which methods and techniques do you use in teaching English?' Is asked to teachers who are coded in the sample group as A1, A2, A3, A4, A5, A6, A7, A8, A9, A10. The coding obtained from the teachers 'views on this question is shown in Table 1 under the heading' Teachers 'Methods and Techniques'.

Table 1

<i>QUESTION 1. Which methods and techniques do you use in teaching English?</i>					
	<i>f</i>	<i>%</i>		<i>f</i>	<i>%</i>
Smart board	3	30	Translation method	1	10
Language knowledge	2	20	Puzzle	1	10
Dialogue	5	50	Question-Answer	9	90
Drama	6	60	Role play	8	80
DYNED	1	10	Songs	9	90
Eclectic method	8	80	Video	1	10
Game	6	60			

It has been observed that teachers frequently use eclectic methods, songs, role-play, question-answer and drama methods and techniques.

For the teachers in the working group; What kind of activities are you doing to improve the listening skills of the students? " The data obtained from the teachers' views on this question are given in Table 2.

Table 2

<i>QUESTION 2. What kind of activities do you do to improve the listening skills of the students?</i>					
	<i>f</i>	<i>%</i>		<i>f</i>	<i>%</i>
Sound, visual method	2	20	Songs in English	4	40
Cartoon	5	50	Film	2	20
Listening texts	7	70	Listening activities in the book	4	40
DYNED	1	10	Talking about students	1	10

It was understood that the most preferred activities of the teachers to improve the listening skills of the students are listening texts in textbooks, cartoons, English songs and listening activities in books.

For the teachers in the working group; "How much and how do you use it from technological sources in teaching English?" Was asked. The coding obtained from the teachers' views on this question are given in Table 3.

Table 3

<i>QUESTION 3. In what way and how do you benefit from technological resources in teaching English?</i>					
	<i>f</i>	<i>%</i>		<i>f</i>	<i>%</i>
Smart board	9	90	Sound recorder	1	10
CD player	2	20	Morpacampus	1	10
Projection	3	30			

Most of the teachers understood that they had the ability to use technology, they used the smart grid the most and preferred the projection in the second place.

Discussion

In this study; In the classroom of English teachers entering primary and secondary schools. In English teaching, the methods and techniques they practice, the activities that

develop listening skills, the extent to which they are injured from technological sources in language teaching, and the results based on research-based findings are discussed below.

The evaluation of English teachers' special field skills in terms of teachers at primary level is composed of 3 subtitles. Among these sub-titles, the most commonly used methods and techniques under the title of methods and techniques used in teaching English are listed in sufficient numbers. According to research findings, the most used methods and techniques are question-answer, song, eclectic method and role playing whereas video and puzzle, DYNED and communicative approach are the least used methods and techniques. According to Göksoy in literature, when it is thought that language education depends on the experiences that children will take place, it has been deemed sufficient for teachers to use these methods frequently in research findings. In the other sub-section, it was asked what kind of activities were done to improve listening skills in English teaching, and the answers given by teachers were tabled. According to the findings of research, it was seen that listening to texts in the book, watching cartoons, teaching and teaching songs, listening activities in textbooks have been shown to improve most listening skills. At the least, it was seen that the students ranked as talking, filming and DYNED. Considering the importance of good listening, Mackay (1997: 29), (Wacker Hawkins 1996: 14-15), (Devine 1982: 8) showed that in the research findings, the preferred activities to improve listening skills of the students were chosen in place. In English language teaching, the extent to which our teachers have benefited from technological resources and how they are benefited have been researched and the answers given are tabulated. According to the research findings, it is seen that they used the most interactive wood, rarely use projectors, CD players and audio recorders. The main purpose of foreign language teaching is to students; To provide language skills in the functionality they can use in everyday life. For this purpose; New methods and technologies have to be used in the education process. To understand the efficiency and effectiveness of the methods and technologies used, The effort and cost shown must be continuously assessed according to the findings obtained. (Baz, 2010). In this context, it has been seen that the majority of our teachers benefit from technological developments in the light of the findings in the research.

According to the findings in the research, the correct selection of the methods and techniques to be chosen by our teachers, the correct selection of the activities for improving the listening skills of the students and the benefiting as much as possible from the technological sources will lead to positive results in teaching English.

The Contents

In a semi-structured interview with 10 English teachers for the assessment of special field skills of primary and secondary school English teachers; It is seen that teachers use the same methods and techniques that most of them use, that they use the same activities in activities to improve listening skills, and that they benefit from technological sources at a satisfactory level.

References

- Baz, F.Ç. (2010). Evaluation of Dyned program which is computer aided foreign language education software in terms of teacher and student opinions. Graduate thesis, Cukurova University, Adana, Turkey.
- Devine, T. (1982), Listening Skills Schoolwide, Activities and Programs, Urbana, Illinois.



- Göksoy, B. N; 1988, "Teaching a Foreign Language in Primary School", (Unpublished Master Thesis), Hacettepe University S.B.E. : Ankara.
- Kararmaz, S. & Arslan, A. (2014). Determination of the perceptions of primary school English teachers about teaching profession special field competencies, *Usak University Journal of Social Sciences* 2014.7 / 4: 203-229
- Karasar, N. (2005). Scientific research method. Ankara: Nobel Publication Distribution.
- Mackay, I. (1997). Listening skill. (Aksu Bora and Onur Cankocak), İlkaynak Culture and Art Products Ltd. Şti., Ankara.
- MEB, (2006). TEDP teacher training component teaching profession general competencies. <http://otmg.meb.gov.tr/documents/otmg/Educations.pdf> (Access Date: May 11, 2010).
- MEB, (2008). Teacher competencies teaching profession general and specific field competencies. <Http://otmg.meb.gov.tr/alaningilizce.html> (Access Date: May 11, 2010).
- TDK (2013). Great Turkish dictionary. <Http://www.tdkterim.gov.tr/bts/>. On 03.12.2015 from the address.
- Wacker, Katherine G.-Hawkins, Katherine (1996), "Curricula Comparison for Classes in Listening " ;, *International Journal of Listening*, Vol. 14-28
- Yıldırım, A. & Şimşek, H. (2006). Qualitative research methods in social sciences. Ankara: Seçkin Yayınevi.