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In-Service EFL Teachers' Suggestions for Prospective Teachers of English

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Abstract

The concept experience is a vital matter of fact in life of human being, which helps people move forward for the next phases of their lives. Also, this phenomenon is regarded to be the key word for education and teaching. This study aims to explore experienced teachers' suggestions for the prospective teachers to adopt themselves to the requirements of students, school administration, lessons and being a teacher in their careers. A qualitative research methodology was followed in this descriptive study. A post "What are your suggestions for prospective teachers of English?" was sent to the most crowded five groups of EFL teachers on Facebook. The comments of 103 participants were content analyzed using Microsoft Excel 2010, and they were categorized under nine main headings. Suggestions were mostly about personal characteristics, use of variety, taking different courses, love, being aware of differences, gap between theory and practice, negative suggestions, difficulties and others. In the light of the findings, it could be stated that most of the in-service teachers have attached importance to personal traits as a teacher. 'Being knowledgeable' was the most reported answer among the suggested personal traits. In-service teachers also suggested the prospective teachers to make use of variety, to take different courses before they graduate, and to love their students and their jobs. Moreover, they expressed difficulties of being English teachers such as lack of respect and working at private schools. Though they are few, participants also had negative suggestions for prospective teachers. Few of them suggested them not to be teachers and look for other jobs. In the light of these results, some suggestions were presented to prospective teachers at the end of the study.

Keywords: In-service teachers; Prospective teachers; Problems; Suggestions

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Introduction

Teaching is a comprehensive phenomenon, which includes the awareness of differences about students, their cultures, their proficiency levels, their intelligence levels, their needs, keeping class under the control, showing affection and patience, being a good leader and facilitator as well as handling with difficulties, target course or even administration. As soon as prospective teachers start working, they have all the responsibilities of an experienced teacher who has been working for many years. Beginning teachers undertake all duties of an experienced teacher, which involve teaching and managing a full group of students (Worthy, 2005). This may be intimidating for prospective teachers despite of studying in teacher education programs, and it could decrease their self-adequacy or self-confidence during their courses. For these reasons, prospective teachers need support to feel secure in the matter of dealing with each kind of problems before starting working in the future. At this point, Feiman-Nemser and Remillard (1995) stress the importance of the support, and express that in-service teachers provide a wealth of knowledge and help for prospective teachers. Experienced teachers are beneficial in leading the way for new teachers through the early years of teaching.

In a research study, Sariçoban (2016, p. 173) suggests a solution to decrease the anxiety of prospective teachers. He focuses on the practicum schools, and defines the teaching experience course as a process like: “to move from theory into practice.” In this way, he expresses that “it prepares those teacher candidates for their real professional lives that will take place in the real classroom atmosphere”. In other words, it helps them improve themselves in their professions. As he said, the better way to gain great experience after school is to send prospective teachers to training schools. Through that experience, prospective teachers learn whether what they are taught at school has any truth function in that atmosphere or not. During that process, mentor teachers take an important place in terms of identifying some erroneous implementation or giving feedback about what they do in that process. Therefore, in-service teachers may have great results of observation toward their students and suggest some views about what they need to do, how to deal with uncontrolled cases during lessons and so on. Hence, Sariçoban (2009) points out how important the feedback sessions are between prospective teachers and in-service teachers, and he tries to express that feedback sessions are vital, in the sense that prospective teachers have the chance to see their strong and weak points in their teaching behaviors in terms of content knowledge, classroom management, communication, assessment, etc. In-service teachers can only transfer their experience to prospective teachers by giving feedback to them during their school experience and teaching practice courses. In this context, as the in-service teachers' suggestions are vital parts of the prospective teachers' professional development, this study aims to find out some invaluable suggestions, and draw some implications from these suggestions for effective teaching of English.

Review of Literature

In education, knowledge is an indispensable component of fields, which leads teachers and students to be veteran in any field. However, this would change depending on the quality and type of knowledge. In that sense, two types of knowledge in teaching are very common in general: Declarative and Procedural Knowledge since most of our knowledge is in procedural or declarative forms (Dacin & Mitchell, 1986; Runco & Chand, 1995). The former one is to be able to know target case, and to verbalize it

which is a kind of theoretical way. For instance, a teacher knows about the number of students, the content of target curriculum, and the limitations of teacher's school. These are the examples of declarative knowledge. On the other hand, the latter one is all about having an idea related to the phases of a case such as the steps what one should do. According to Sahdra and Thagard (2003), procedural knowledge is about how to think. It genuinely means knowing how to do something, which may be hard to explain the phases like a language; one can speak, but not explain. This can also be called imperative knowledge which is done unconsciously.

According to Leinhardt and Smith (1985), teachers' teaching patterns and subject matter have declarative and procedural components. It might be stated that knowledge about students, resources and constraints is the declarative part of teaching whereas knowledge of appropriate classroom behaviors and procedures might be considered as procedural. Teachers should pay attention to procedural more than knowing or understanding declarative knowledge since procedural knowledge tries to focus on how much knowledge is related to human behavior and helps teaching performance develop in time. Therefore, in teacher preparation programs; the importance and benefit of procedural knowledge should be expressed to the prospective teachers who would be very new to teaching process. By means of this type of knowledge, a teacher easily could be aware of some wrong practices or behaviors. Shulman (1986) expresses that all the knowledge types a teacher should know is called teacher knowledge. The concept teacher knowledge consists of seven categories. According to him, all teachers are supposed to have these teacher knowledge characteristics. He categorizes teacher knowledge as: general pedagogical knowledge, pedagogical content knowledge, knowledge of classroom management, knowledge of teaching methods, knowledge of classroom assessments, structure, and adaptivity.

Once prospective teachers are aware of these contents, they can smoothly transfer them from theory to practice. For this reason, the concept of teacher knowledge given through the courses at universities is supposed to be adopted by all prospective teachers. Besides teacher knowledge categories, experience is another important factor to be considered. Experience helps teachers deal with possible problems during the class. For this reason, it could be stated that the behavior of experienced teachers is based on so-called practical knowledge (Fenstermacher, 1994). This knowledge is developed during many years of teaching, by being confronted with many unexpected situations asking for immediate, prompt decisions, and by reflecting on these decisions afterwards (Tigchelaar & Korthagen, 2004). In this sense, experienced teachers know how to deal with classroom management; are aware of students' needs and understand them; so they try to increase interaction with students. To Weinstein (1988), prospective teachers face the reality shock because they have 'unrealistic optimism' regarding managing the classroom and stimulating students. However, before the prospective teachers of English experience these factors in a real context, they start worrying about them. Thus, they learn how to handle with the obstacles when they encounter them in the first years of their career.

Throughout the teacher preparation programs, prospective teachers are supposed to take some courses related to education and teaching skills. Then, they are expected to make some presentations under the title of microteaching. After that, they experience their internship process which consists of two phases: 'School Experience' and 'Teaching Practicum' that are compulsory courses for 4th year students. According to Kasapoğlu (2015), school experience aims to enable teacher trainees to obtain information about

English teaching in real classroom situation and reach the necessary cognitive level before starting the actual teaching practice by observing the English teaching practices in a real classroom. In that sense, Sariçoban (2016, p. 167) proposes that the teacher trainees in the practicum schools are expected:

- (1) to identify teacher qualifications, (2) design lesson plans which are appropriate for the teaching program in the practicum schools and for the level of students, (3) teach a lesson in a natural context by preparing instructional materials appropriate for the lesson, (4) gain teaching experience and skills, and (5) evaluate their and other teacher trainees' practices in the line with the feedback received

in teaching practicum courses.

These things are targeted throughout these courses, but there may be some problematic cases that prospective teachers face in these courses as well. In this context, it is possible to state that being a teacher is not only transferring the target knowledge but setting a successful interaction, as well. "It can be defined as the teacher's ability to cooperatively manage time, space, resources and student roles and student behaviors to provide a climate that encourages learning" (Alberto & Troutman, 1986, p. 404). Some other problem-ridden factors could be about students at different levels, arranging warm class climate, dealing with the curriculum, gaining self-confidence, self-adequacy, making a good communication with administration or parents. Prospective teachers who experience such problems may feel worried about their careers though they face these problems a lot in their practicum courses and struggle to overcome them. This feeling which usually starts from the 3th year of their university education would go on till starting to work as an English teacher at a school. Taking all these issues and problems into consideration, more experienced teachers' suggestions for prospective teachers may provide them the confidence they need, and may guide them in their future teaching practices. In this sense, this study aims to put forward the essential suggestions of in-service teachers for prospective teachers about what prospective teachers should pay attention in their educational career, and what the education system demands from these future teachers of English. Therefore, the study basically aims to find answer to the following research question:

- What are the in-service teachers' suggestions for prospective teachers of English?

Method

This research study aims to investigate the in-service teachers' suggestions for the prospective teachers. Qualitative research methodology was used in this descriptive study. In order to collect the data, the social media tool Facebook where one question was asked to the in-service teachers was chosen in this study.

Setting and Participants

103 in-service teachers of English, around different cities of Turkey and working on different levels of schools from primary to high school, answered the question; "What are your suggestions for prospective teachers of English?" which was posted to the Facebook groups related to English language teaching. As a sample type, purposeful sampling was used.

Data Collection Tool

In order to collect the data, the social media tool Facebook was chosen since it was quite practical and plausible in terms of low-cost means of communication. Social media is a platform which people use every day and spend much time on them. It is also used by academicians to get in touch with other scholars. In addition, social media is a powerful channel. Facebook is believed to be, at present, the largest social networking site. Moreover, it was assumed that the participants would provide sincere comments to the post and participate willingly by commenting on the topic. For this reason, the collection of participants' comments to the post on Facebook was the only data collection tool for the study.

Data Collection and Analysis

Five different Facebook groups which are related to English language teaching were utilized while taking the suggestions of in-service teachers. In-service teachers answered the question of what their suggestions for prospective teachers of English were. Their comments were copied, and pasted to the Microsoft Excel document. "Thematic units" were utilized while analyzing the data (Krippendorff, 1980). After content analyzing their comments, the researchers and an expert from the ELT department derived 129 themes out of 103 participants' comments. As codes and themes were created, Microsoft Excel allowed the researchers to manipulate, manage and analyze data (Cook, 2016; Meyer & Avery, 2009). In this way, easy and effective comparisons and successful analysis of large amounts of data could be done through this program. The teachers' comments gathered were categorized by grouping according to the similarity of the answers. Nine different codes emerged from the qualitative data such as variety, personal characteristics, love, gap between theory and practice, differences, difficulties, others, negative suggestions, different courses.

Validity and Trustworthiness

Peer debriefing was wielded to achieve validity and trustworthiness. "A peer review or debriefing is the review of the data and research process by someone who is familiar with the research or the phenomenon being explored... This procedure is best used over time during the process of an entire study" (Creswell & Miller, 2000, p. 129). Analyzing the researchers and the ELT expert's coding, 129 themes were identified. Landis and Koch's (1977) guideline was used to evaluate the kappa coefficients. Of the 129 themes, four had fair agreement, nine had moderate agreement, 26 had substantial agreement, and 90 themes had almost perfect agreement. The researchers and the expert later agreed on the final version of the codes and themes after having discussions on their results.

Limitations

This study is limited to the data obtained from the social media. On the social media, the views may not be reliable. Few of the participants may not be real in-service teachers. Also, the teachers wrote suggestions for prospective teachers based on their own experiences, but they did not write how experienced they were.

Results

The views categorized according to codes and themes can easily be seen in the following tables.

Table 1. In-service teachers' suggestions

Suggestions	<i>f</i>	%
Personal characteristics	28	21.71
Variety	21	16.28
Different courses	18	13.95
Love	18	13.95
Others	14	10.85
Differences	9	6.97
Gap between theory and practice	9	6.97
Negative suggestions	9	6.97
Difficulties	3	2.33
Total (Overlapping within 103)	129	100

In Table 1, the suggestions made by in-service teachers were categorized according to nine codes such as personal characteristics, variety, different courses, love, others, differences, gap between theory and practice, negative suggestions, difficulties. The suggestions given in the table were ordered from the most popular to the least popular ones. Most of the teachers think that personal characteristics are a very important detail for the teachers. On the other hand, only three teachers suggest that the code 'difficulties' could be an essential factor in teaching in terms of administration of the school, or lack of respect by students, or parents.

Table 2. Suggestions about personal characteristics

Personal characteristics	<i>F</i>	%
Be knowledgeable	9	32.14
Be patient	8	28.58
Be innovative	4	14.29
Be fair	2	7.14
Be consistent	1	3.57
Be merciful	1	3.57
Be hopeful	1	3.57
Be punctual	1	3.57
Be strict	1	3.57
Total	28	100

As seen in Table 2, nine themes under the title of personal characteristics consist of 'be knowledgeable, be patient, be innovative, be fair, be consistent, be merciful, be hopeful, be punctual and be strict'. Most of teachers have common faith in the factor 'be knowledgeable' which is more crucial component than other suggestions. For instance, one of the participants posted that *'Go to your lessons prepared, and have full knowledge of the subject matter. If you have no information about the topic do not slur over, learn and teach'* (P21). Another participant wrote that: *'The lesson will be inefficient without preparation and activities, do not take the subject matter for granted, and try to improve yourself and read consistently'* (P32). Furthermore, the suggestions such as 'be consistent, be hopeful, be punctual, be strict, be merciful' are preferred less than others. Some teachers think that more significant factors are to be patient, innovative, fair and knowledgeable.

Table 3. Suggestions about making use of variety

Make use of variety	<i>F</i>	%
Techniques	13	61.90
Activities	3	14.29
Materials	3	14.29
Methods	2	9.52
Total	21	100

In Table 3, under the code ‘make use of variety’, many teachers suppose that the use of distinct techniques is a very significant point in teaching; on the other hand, only two teachers believe that the use of different methods would appear good results in teaching. A participant expressed that *‘the more variety you have in your classes, the easier your job is. Use different techniques to attract their attention. Once they are bored you cannot teach them anything’* (P44). In total, six teachers expect that the use of different activities and materials could be more efficient in education and teaching. Another participant believed that *‘course book is not enough itself. I make use of different materials from different websites. My students love worksheets, especially puzzles’* (P12).

Table 4. Suggestions about taking different courses

Different courses	<i>f</i>	%
Special education	6	33.35
First aid	2	11.12
Patience	2	11.12
Distant education	1	5.55
Diction	1	5.55
How to use your voice	1	5.55
Technology (E Twinning, Web 2 Tools)	1	5.55
Gamification	1	5.55
Discipline	1	5.55
Classroom management	1	5.55
Anger management	1	5.55
Total	18	100

According to Table 4, six teachers consider special education as a course that should be taken by prospective teachers of English. In this sense, one of those teachers who suggested taking courses about disabled students said that: *‘Teachers should educate themselves about dyslexia, hyperactivity and attention deficit disorder. Teachers are to be accused of losing these types of successful students’* (P77). In the second line, patience and learning first aid come for teaching and education. Also, it can be said that only one teacher for each suggestion consider that distant education, diction, how to use your voice, technology, gamification, discipline, classroom and anger management are fairly essentials points.

Table 5. Suggestions about love

Love	<i>f</i>	%
Love your students	8	44.44
Love your job	7	38.9
Make the students love your lesson	2	11.11
Love everyone	1	5.55
Total	18	100

It is very clear to see that the code 'love' is an indispensable part of education for the participants. For this reason, eight teachers assume that loving your students before everything could be more problem-cutter in teaching. For instance, a teacher posted that: *'I have experienced that, if a student loves the teacher, he/she loves the lesson. I had some students who told me they had not liked English, but thanks to me they enjoy it now and became successful in English'* (P64). Another teacher wrote that: *'If you do not like this occupation, children, education, and shaping young minds never get involved in this job'* (P96). Lastly, a teacher posted that *'Being a teacher cannot be measured with materiality, it is a job of heart. Love your job and students, touch their hearts. If you keep calculating additional course fee in the teachers' room, years will not pass'* (P43). Good teachers respect his/her students and care about their students' academical and personal growth. (Ramsden, Margetson, Martin & Clarke, 1995). They promote their independence, and keep their expectations high for their students. A teacher would not be able to do all these without loving his/her students and job.

Table 6. Suggestions about other issues

Others	<i>f</i>	%
Speak English	3	21.42
Focus on speaking	2	14.30
Do not correct errors immediately	2	14.30
Do not give too much reward	1	7.14
Motivate students	1	7.14
Have eye contact	1	7.14
Focus on pronunciation	1	7.14
Observe experienced teachers	1	7.14
Do not worry about teaching	1	7.14
Do not argue with students	1	7.14
Total	14	100

Table 6 indicates that the theme 'speaking English' or 'focus on speaking' under the title of other categories was suggested by five in-service teachers to prospective teachers. One teacher posted that: *'Teachers should definitely speak English in their classes, especially beginning from the primary school. The proverb 'as the twig is bent, so grows the tree' suits our culture'* (P.58). The teacher means if students start speaking English in their early years, they will continue so. Another teacher's thoughts on speaking English are:

I have observed that many of my colleagues as well as myself tend to choose the easy way which is speaking mother tongue in lessons. We should avoid doing that. Regardless of their age, when students come

across a challenge, they will complain at first. However, if the teacher does not give up, it will be a tough, but useful process. Teacher candidates themselves should not be afraid of speaking in the first place (P7).

The other suggestion is related to error correction which should not be done immediately during lessons. The rest of the suggestions in the table are about increasing motivation, having eye contact, decreasing affective filter level, and not using reward system. These last suggestions stimulate the classroom atmosphere to be better and warm, which makes students feel more comfortable during courses.

Table 7. Suggestions about differences

Differences	<i>f</i>	%
Different cultures	3	33.33
Students' interests	2	22.22
Individual differences	1	11.11
Age	1	11.11
Educational system	1	11.11
Students' levels	1	11.11
Total	9	100

In-service teachers believe that prospective teachers should be aware of the differences in their students' cultures. Secondly, 'students' interests' were suggested by only two teachers. On the other hand, individual differences, age, educational system and students' level were suggested less by the teachers. One of the teachers who took in the online survey wrote that: *'The difference between age groups must be taken into consideration and activities must be carried out accordingly'* (P85).

Table 8. Suggestions about gap between theory and practice

Gap between theory and practice	<i>f</i>	%
Real students and environments	4	44.44
Make practice	2	22.22
Classroom management	1	11.11
Curriculum, Educational system	1	11.11
Use coursebooks	1	11.11
Total	9	100

Table 8 shows that real students and environment may decrease the gap between theory and practice in the opinion of 4 participants. Making practice was pointed out by two in-service teachers. On the other hand, the use of coursebook was not seen as a remarkable point. For this issue, one of the teachers posted the following comment about the gap between theory and practice: *'The gap between theory and practice is worlds apart. It takes years to overcome this confusion and to get used to. I was not able to adapt. We have ministry of education, curriculum, and system but, none of these are related'* (P16). Another teacher posted that:

Forget everything about your branch except for academical knowledge. Each year, each book, each classroom and each lesson you are a new teacher. Classroom management, introduction to

teaching profession... none of the book knowledge is equivalent. Each student is distinctive and there are students up to forty in a classroom (P39).

Table 9. Negative suggestions

Negative suggestions	<i>f</i>	%
Look for other jobs	7	77.77
Don't get too much excited	2	22.22
Total	9	100

It is clear to see in Table 9 that nine in-service teachers consider that prospective teachers should look for another job. For example, a teacher said: *'Prospective teachers should not get too much excited and be idealist, otherwise they will be very much upset'* (P56). Another teacher expressed that:

In my opinion, if you are young, think about being a teacher as a last resort. First, focus on academic career. If you cannot manage that, change your sector to the Turkish Air Lines or commerce. Being able to speak English, you earn the least money as a teacher (P27).

On the other hand, two teachers suggest that they should not get too much excited about the profession. They believe they can be disappointed if they are too much excited about 'being a teacher'.

Table 10. Suggestions about difficulties

Difficulties	<i>f</i>	%
Curriculum	1	33.33
Lack of respect	1	33.33
Working at private schools	1	33.33
Total	3	100

Table 10 demonstrates that equal value to the code 'difficulties' was given by 3 experienced teachers. To them, 'curriculum, lack of respect and working at private schools' were among the difficulties that inexperienced teachers may face. These all may become compelling factors for some teachers in teaching. In this sense, a teacher posted that:

There are two aspects of being a teacher: material and spiritual. There are other jobs that you can earn more money. It is a discredited profession and this is the hardest part. You are more likely to be judged and be a scapegoat in the eyes of the society (P101).

In a general sense, these tables reflect what in-service EFL teachers focus on, and what they do not. When the tables were examined, it is possible to see that the codes such as personality features, variety, different courses and love are the ones which were primarily suggested by the teachers. On the other hand, the issues such as gap between theory and practice, negative suggestions and difficulties were the ones which are expressed the least by the teachers. 'Being knowledgeable and being patient' appear to be really important.

Conclusion, Discussion, and Implications

This research paper aims to present the suggestions of in-service teachers for prospective teachers. They firstly suggest that personal characteristics contribute to teachers' effectiveness. Similarly, Stronge (2007) argues that the most important characteristics are subject knowledge, a caring attitude, good communication, and classroom management skills, and an appreciation of the value of process and mastery. They are all guaranteed by experience. Being a veteran teacher cannot be explained by one single factor. In that sense, Keller (n.d.) expresses the philosophy behind this idea, and she points out that character cannot be developed in ease and quiet. Only through experience of trial and suffering can the soul be strengthened, ambition inspired, and success achieved. It can be clearly seen that this survey will guide prospective teachers to be ready psychologically for their teaching career. 21% of the teachers are inclined to suggest the factor 'personal characteristics', which is quite essential in teaching. This point helps prospective teachers to deal with unexpected problems, and make them qualified teachers in their teaching lives. A similar study puts forward the importance of personal traits on teaching. Delaney (2010) distributed an open-ended online survey to 17,000 students to describe characteristics and behaviors of their instructors that demonstrate effectiveness in teaching. This data-rich research revealed that there are nine behaviors of teachers that contribute to effective teaching for both on-campus and distance courses, namely respectful of students, knowledgeable, approachable, engaging, communicative, organized, responsive, professional, and humorous. The most stressed ones are being respectful and knowledgeable reported by the students. The similar result come out in this study, too. At first, 'being knowledgeable' among these personal characteristics was expressed the most by the teachers. In that sense, 32% of in-service teachers stress that 'being knowledgeable' as a personal trait is an indispensable factor in education. In his article, Shulman (1986) highlighted the importance of knowledge and the knowledge types teacher should have. Thus, it could be stated that being a successful teacher requires being knowledgeable. When the other typical features reported by the participants are examined, 'being patient' and 'being innovative' are the ones that are mostly suggested by the participants. On the other hand, a few teachers believe that 'being strict' is also a remarkable point in educational life. Being strict in class can be effective in terms of classroom management. Another factor suggested by the in-service teachers is making use of variety. The opinions of the participants are totally consistent with other research studies. For instance, in his study, Jamei (2016) found out that effective teachers should be good at their subject areas. In this point, good teachers are able to make modifications in their teaching strategies for specific students, topic, and the environment where students learn (Ramsden et al., 1995). They also help students learn for understanding, and are interested in enhancing their students' critical thinking and problem-solving skills, and problem approach behaviors.

As another result of the study, many teachers suggest special education as a 'different course'. As part of their preparation, these future teachers will need to become familiar with the range of syndromes, disorders and disabilities that constitute the population of students with special needs (Slee, 2001). To get to know the symptoms of any disease and to behave depending on that situation are essential for prospective teachers in terms of their teaching experience, and their classroom management skill, as well. For this reason, prospective teachers ought to take these types of courses in ELT departments. Secondly, first aid, patience, distant education are put forward by the teachers in this

category while few teachers point out anger management. On the other hand, teachers may have to deal with the anger of students in future. The Council of Higher Education (CoHE) (2018) has defined the teaching programs and updated their curriculums recently by enhancing the percentage of the elective courses in ELT departments. Therefore, such courses can be included in the ELT programs as electives.

The code 'love' is another important factor within the suggestions, and it was reported as important by participants. 'Loving your job' and 'making the students love your lesson' are the next themes following 'loving your students'. On the other hand, the theme 'loving everyone' may cover many people as a general utterance; however, it was suggested by only one teacher, and it could be perceived as a fairly humanistic behavior. Many interview and survey responses in studies regarding effective teaching emphasize the teacher's affective characteristics, such as love of children, love of job, and positive relationships with children, more than pedagogical practice (Stronge, 2007, p. 22). Teachers who love their job and their students may have the opportunity to transfer this feeling to students to be more enthusiastic during lessons. Furthermore, teachers who have a love of learning as learners are able to help their students develop their own love of learning (Metcalf & Game, 2006; Penman & Ellis, 2009; Skinner & Belmont, 1993).

Under the code 'Others' most of the teachers especially highlight the importance of using target language during classes. To this purpose, students have more opportunity to listen and speak target language. Kristjánisdóttir, Bjarnadóttir and Lefever's (2006) study verifies this suggestion. The results of their study show that the majority (68%) of students think they can learn much or very much by practicing spoken English during instruction. Moreover, the suggestions about classroom management are fairly few ones. As mentioned earlier, Weinstein (1988) proposes that prospective teachers face the reality shock because they have 'unrealistic optimism' regarding managing the classroom and stimulating students. Both managing and stimulating students could be exhausting for teachers. Thus, prospective teachers are expected to acquire the techniques or strategies for these possible problems. Not correcting errors immediately while focusing on pronunciation, observing experienced teachers, avoiding from argument with students are suggested the least by the teachers. Besides this, students' interests and the integration of different cultures to the classes should be paid attention according to most of the teachers.

Some of teachers suggest that prospective teachers should experience real students and environment before their career life. As for the difficulties, 'curriculum, lack of respect and working at private schools' were among the difficulties that inexperienced teachers may face. The curriculum sometimes may limit in-service teachers in terms of conducting the subjects or timing. The goals of target curriculum may not meet the needs of target group of students. Another difficulty is the lack of respect which teachers could come across at every grade level of students. Working at private schools could be demanding because of parents' expectations, administrations' strict rules for teachers or perhaps the naughty attitudes of students who are aware of going a different school financially comparing to other state schools.

As the findings suggest, prospective teachers are supposed to pay attention to primarily personal characteristics, secondly variety, love, differences towards students and environment during their professional teaching life, but paying attention to all the right principles does not mean that prospective teachers genuinely do everything best in

implementation. As the process of experience goes on, prospective teachers will turn into each veteran teacher still by learning something from school environment, administrative attitude, dealing with individual differences and so on. All in all, experience and practice are the indispensable phenomena in this field. In that sense, Demirel (1991) suggests that although it has been agreed that practice teaching at Ministry of Education schools is an indispensable part of teacher education, one major gap in preservice teacher training is that students in undergraduate programs do not go to universities for practice teaching. When they do start working at universities there is no defined practitioner teacher period (Demirel, 1991). Similarly, this practice span may be too short for students to gain a thorough understanding of what sort of teaching contexts are awaiting them. If prospective teachers are provided to have more teaching opportunities with practicum courses in terms of experiencing real context, they may understand how to manage the unexpected problems better, and it helps their anxiety be lower early before their teaching career.

Suggestions for Further Research

In order to get more eliminative or identifying answers, more different type of questions could be asked. Furthermore, the number of participants could be more than 103 teachers. The study also suggests that more qualitative studies should be conducted to understand the reasons why prospective teachers feel stressed and to provide prospective teachers to get deeper insights into how to behave like a veteran teacher. In conclusion, the suggestions emerged in this study are fairly remarkable for prospective teachers, and are expected to help future teachers of English.

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