

thereby leading those to pay more attention to preparation for the exam than the skills required in their teaching profession, in which language teachers should be equipped with literacy skills.

Conclusion

The responses provided to the questionnaire revealed that *KPSS* is not viewed as a valid exam for selecting and recruiting English language teachers mainly due to the lack of subject knowledge and assessment of the language skills that a language teacher is expected to have. When the competences prepared by The General Directorate of Teacher Training in Turkey are analyzed, English language teachers are expected to develop students' overall English communicative proficiency through communicative activities, focusing on the four skills. However, *KPSS* is a test that focuses on the acquisition of technical and cognitive skills, rather than certain features of alternative, continuous and formative assessment. As stated by the participants in the study, *KPSS* leads the prospective English language teachers morph into teacher candidates attending to cognitive skills required by the test rather than advancing their communicative skills, subject knowledge and methodology. Subject knowledge in the language teaching profession is an indispensable part of the profession. Therefore, policy makers together with teacher educators urgently need to improve the exam in accordance with the competences that they have specified in order to put into practice what they want teachers to do and achieve in the classroom.

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