

ASSESSMENT OF ACRONYMS USED BY TEACHER NOMINEES FOR SEMANTIC ASSOCIATION

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Abstract

The aim of this study is to identify the acronyms that the prospective teachers use when teaching and introduce how to apply them more. One of the qualitative research methods, phenomenological approach is used. This research has been carried out with 210 prospective teachers attending KPSS (Public Personnel Selection Examination) courses in a private teaching institution in 2014-2015 school year in Isparta. All of the data in the study were obtained through "Semi-Structured Interview Form" consisting of open-ended questions prepared by the researcher himself. First the data were computerized then they were analyzed by using content analysis of qualitative research techniques. When considering the findings, prospective teachers produced acronym in history and geography lessons mostly. Acronyms were generated through coding the initial letters. In addition, the prospective teachers have indicated that they most need to use acronyms when teaching locations and items.

Key Words: Semantic association, mnemonic devices, acronym, recall.