

**T.C. KOCAELİ ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ
YABANCI DİLLER EĞİTİMİ ANABİLİM DALI
İNGİLİZ DİLİ EĞİTİMİ BİLİM DALI**

**THE COMPARISON OF PRE-SERVICE AND IN-SERVICE
ENGLISH LANGUAGE TEACHERS' PERCEIVED
COMPETENCE LEVELS**

(YÜKSEK LİSANS TEZİ)

Şifanur DEMİR

KOCAELİ 2021

**T.C. KOCAELİ ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ
YABANCI DİLLER EĞİTİMİ ANABİLİM DALI
İNGİLİZ DİLİ EĞİTİMİ BİLİM DALI**

**THE COMPARISON OF PRE-SERVICE AND IN-SERVICE
ENGLISH LANGUAGE TEACHERS' PERCEIVED
COMPETENCE LEVELS**

(YÜKSEK LİSANS TEZİ)

Şifanur DEMİR

Dr. Öğr. Üyesi Mehmet ALTAY

**Tezin Kabul Edildiği Enstitü Yönetim Kurulu Karar ve No:
24.03.2021/08**

KOCAELİ 2021

ACKNOWLEDGEMENTS

First of all, I am grateful to my advisor, Assist. Prof. Dr. Mehmet Altay for his professional guidance and invaluable feedback. Secondly, I would like to thank my committee members, Assist. Prof. Dr. Mehmet Altay, Assoc. Prof. Dr. Dođan Yüksel and Assoc. Prof. Dr. Fadime Yalçın Arslan for their insightful feedback.

I would like to express my deepest gratitude to my wonderful parents, Sıddıka and Ömer Lütü Akmeşe for building an obstacle free path for me and encouraging me for always doing the best by pushing the boundaries. I always feel the support of my lovely sisters, Gülnihal and Zahide Sena Akmeşe. My sincere thanks to my wonderful family for always standing by my side and supporting me throughout my life. Without their never ending love and support I would not be able to be the person who I am now. I always felt grateful that I have a family like you, thanks for being by my side whenever I needed!

My dear love, Bilal Demir, your endless love and support encourages me in every second of my life. Specifically during the establishment of this thesis thanks for creating extended time for my research to finish it. Please be always by my side with our little girl, Alya Nil. I love you!

TABLE OF CONTENTS

TABLE OF CONTENTS	I
ÖZET	IV
ABSTRACT	V
LIST OF ABBREVIATIONS	VI
LIST OF TABLES.....	VII
INTRODUCTION	IX
PART 1	
1.1. BACKGROUND OF THE RESEARCH	1
1.2. STATEMENT OF THE PROBLEM.....	2
1.3. PURPOSE OF THE RESEARCH.....	3
1.4. SIGNIFICANCE OF THE RESEARCH.....	4
PART 2	
2. LITERATURE REVIEW	
2.1.ENGLISH AND LANGUAGE TEACHER EDUCATION IN TURKEY	8
2.1.1.Background.....	9
2.1.2. Current Language Teacher Education Practices.....	10
2.1.3. Alternative and Traditional Teacher Education	12
2.2. STANDARDS AND TEACHER COMPETENCES	14
2.2.1. Competence as a Definition of a Competent Teacher	16
2.2.2. Teacher’s Subject Matter Knowledge and Language Proficiency	20
2.2.3. Teachers’ Pedagogical Knowledge	23
2.2.4. Teachers’ Personal Characteristics	25
2.3. TEACHER COMPETENCES IN TURKEY	26
2.4. INTERNATIONAL STANDARDS.....	27
PART 3	
3. METHODOLOGY	
3.1. PURPOSE OF THE RESEARCH AND RESEARCH QUESTIONS.....	30
3.2. RATIONALE FOR THE DESIGN	32
3.3. PARTICIPANTS	33

3.3.1. Demographics and Background.....	33
3.3.1.1. In-Service Teachers’ Demographics.....	34
3.3.1.2. Pre-Service Teachers’ Demographics	36
3.4. DATA COLLECTION.....	38
3.5. DATA COLLECTION TOOLS	38
3.5.1. Demographics and Background.....	39
3.5.2. Teachers’ Perceptions Regarding Teacher Competences.....	39
3.5.3. Self Evaluation Scale	40
3.5.4. The European Profiling Grid (The EPG).....	40
3.6. DATA ANALYSIS PROCEDURE	42
3.7. RELIABILITY AND VALIDITY OF THE RESEARCH	42
PART 4	
4. RESULTS	
4.1. LANGUAGE PROFICIENCY SELF EVALUATION SCALE.....	45
4.1.1. Perceived Language Proficiency of In-Service English Teachers	45
4.1.2. Perceived Language Proficiency of Pre-Service English Teachers ...	46
4.1.3. Comparison of Pre-Service and In-Service English Teachers.....	47
4.2. IN-SERVICE AND PRE-SERVICE TEACHERS’ COMPETENCE LEVELS.....	49
4.3. PRE-SERVICE AND IN-SERVICE TEACHERS’ PERCEPTIONS	54
4.3.1. In-Service Teachers’ Perceptions About The Features Of a Competent Teacher	55
4.3.2. Pre-Service Teachers’ Perceptions About The Features Of a Competent Teacher	59
4.3.3. In-Service Teachers’ Strengths and Professional Development Preferences.....	63
4.3.4. Pre-Service Teachers’ Strengths and Professional Development Preferences.....	70
4.3.5. In-Service Teachers’ Perceptions About ELT Programs.....	77
4.3.6. Pre-Service Teachers’ Perceptions About ELT Programs	80
4.3.7. In-Service Teachers’s Suggestions to Improve ELT Programs	83

4.3.8. Pre-Service Teachers’s Suggestions to Improve ELT Programs	86
4.4. SUMMARY OF THE RESULTS.....	90
PART 5	
5. DISCUSSION AND CONCLUSION	
CONCLUSION	103
PEDAGOGICAL IMPLICATIONS	107
LIMITATIONS AND SUGGESTIONS FOR FURTHER RESEARCH	108
REFERENCES.....	110

ÖZET

Türkiye'deki İngilizce öğretimi uygulamalarını geliştirmek, eğitim hedeflerini gerçekleştirmek ve öğrencilerin eğitim ihtiyaçları karşılamak için nitelikli ve yetkin İngilizce öğretmenlerine ihtiyaç vardır. Bu sebeple bu tez hizmet öncesi ve hizmet içi İngilizce öğretmenlerinin mesleki yeterlik algılarını European Profiling Grid (EPG) çerçevesi doğrultusunda karşılaştırmaktadır. Aynı zamanda İngilizce öğretmenliği programlarının etkili İngilizce öğretmeni yetiştirme konusundaki etkililiğini sorgulayarak ve bu programları geliştirmek için tavsiyelerde bulunarak etkili İngilizce öğretmenlerinin özellikleri ile ilgili derin bir anlayış sağlamaktadır. Bu araştırmaya toplamda 81 hizmet öncesi ve 62 hizmet içi İngilizce öğretmeni katılım sağlamıştır. Bu tez söz konusu olgunun daha derin anlaşılmasını sağlamak için nitel ve nicel verileri birleştirerek karma yöntemli araştırma desenini kullanmıştır. Bu doğrultuda EPG'nin Türkçe versiyonu nicel veri toplamak, açık uçlu sorular ise nitel veri toplamak için kullanılmıştır. Nicel verileri kodlamak ve analiz etmek için SPSS 25 kullanılırken, nitel verileri analiz etmek için ise tematik analiz yöntemi kullanılmıştır. Hizmet içi öğretmenlerin yeterlik düzeylerinin hizmet öncesi İngilizce öğretmenlerinden daha yüksek olduğu, dördüncü Sınıf İngilizce öğretmenliği öğrencilerinin yeterlik düzeylerinin ise birinci sınıf İngilizce öğretmenliği öğrencilerinden daha yüksek olduğu bulunmuştur. Aynı zamanda bu üç grup arasında öğretmen yeterlikleri bakımından istatistiksel olarak anlamlı bir farklılık bulunmuştur. Bu doğrultuda uygulamalı stajın, okul deneyiminin ve öğretmenlik tecrübesinin öğretmen yeterliklerini geliştirmek açısından etkili olduğu ortaya çıkmıştır. Katılımcıların çoğu öğretmen yetiştirme programlarını etkili öğretmenler yetiştirmek açısından başarılı bulsa da daha nitelikli ve yetkin öğretmenler yetiştirilmesi için uygulamalı staj ve okul deneyimi fırsatlarının artırılmasının gerektiği sonucuna varılmıştır.

Keywords: İngilizce Öğretmenliği, öğretmen yeterlikleri, öğretmen eğitimi, öğretmen yetiştirilmesi, İngilizce öğretmeni yeterlik çerçevesi

ABSTRACT

To improve English language teaching practices in Turkey, qualified and competent teachers are needed to fulfill students' needs and meet educational goals. Thus, this thesis compares perceived competence levels of pre-service and in-service English teachers by using European Profiling Grid (EPG) framework with respect to their language proficiency, and provides deeper understanding about the definition of an effective teacher by investigating the efficacy of ELT programs in terms of raising effective English teachers and providing suggestions to improve ELT programs in Turkey. In total 81 pre-service and 62 in-service English teachers participated to the research. This thesis used mixed method research by combining both qualitative and quantitative methods in order to gain a deeper understanding of the phenomenon under investigation. In this regard, Turkish version of the EPG is used to collect quantitative data and open ended questions are used to collect qualitative data. To analyze the qualitative data thematic analysis method is used and quantitative data were analyzed by using SPSS 25. It was found that in-service teachers had higher competence levels than pre-service teachers and senior ELT students had higher levels of teaching competence than freshmen ELT students indicating to a statistical significant difference across groups. In this regard, practicum and school experience courses and teaching experience found to be effective in increasing teachers competence levels. Although most of the participants evaluated their teacher education program as successful in raising effective English teachers it is suggested to policy makers and curriculum designers to improve practicum and school experience facilities to raise more competent and qualified teachers.

Keywords: English Language Teaching (ELT), European Profiling Grid (EPG), ELT teacher competences, competence framework, teacher education

LIST OF ABBREVIATIONS

ACL: American Culture and Literature

CoHE: Council of Higher Education

EAQUALS: European Association for Quality Language Services

ELL: English Language and Literature

ELT: English Language Teaching

EMI: English-medium Instruction

EPG: European Profiling Grid

MoNE: Ministry of National Education

LIST OF TABLES

Table 1	
Departments of In-service English Teachers	34
Table 2	
Teachers' Education Level	35
Table 3	
Teachers' MA Programs	35
Table 4	
Teaching Experience	36
Table 5	
Pre-Service Teachers' Levels.....	37
Table 6	
ELT Students' Teaching Experience	37
Table 7	
In-Service Teachers' Language Proficiency.....	46
Table 8	
Pre-Service Teachers' Language Proficiency	47
Table 9	
ANOVA Results of Language Proficiency and Competence Levels	48
Table 10	
Competence Stages	51
Table 11	
ANOVA Results of the Groups in Relation to Competence Levels	52
Table 12	
Features of a Competent Teacher	56
Table 13	
Features of a Competent Teacher II.....	60
Table 14	
Strengths of In-Service Teachers	64
Table 15	

In-Service Teachers’ Professional Development Preferences.....	65
Table 16	
In-Service Teachers’ Difficulties Concerning Teaching Profession	66
Table 17	
Strengths of Pre-Service Teachers	71
Table 18	
Pre-service Teachers’ Professional Development Preferences	72
Table 19	
In-Service Teachers’ Perceptions About ELT Programs Efficacy	77
Table 20	
Pre-Service Teachers’ Perceptions About ELT Programs Efficacy	80
Table 21	
In-Service Teachers’ Suggestions to Improve ELT Programs	83
Table 22	
Pre-Service Teachers’ Suggestions to Improve ELT Programs	86

INTRODUCTION

This part of the research includes the general background to the research, statement of the problem, the aim of the research, research questions, and the significance of the research.

Teaching practices and teaching methods have been investigated for centuries. The focus of the investigation has changed from time to time from the debate of best teaching methods to teachers' professional and personal skills. As a consequence of these debates teacher education programs raised their importance as a field of inquiry. In relation to the debate about best teaching practices and best language teacher characteristics and professional identity of the teachers, education and background information of the language teachers became a crucial variable in identifying and developing the quality of all language teaching practices. In relation to this debate about teacher competences teacher education programs have been investigated continually. There are some studies evaluating pre-service teacher education programs in Turkey from different perspectives (Coşkun & Daloğlu, 2010: p.24-39; Karakaş, 2012: p. 1-17; Savaş, 2006: p.22; Seferoğlu, 2006: p.369-378; Şallı-Çopur, 2008: p.27). The findings of these studies aim to improve the quality of teacher education programs, teacher practices and teaching.

Especially in the last decade, there is a growing body of expectation from language teachers not only by the Ministry of National Education (MoNE) but also by public and private schools and universities. As a solution institutions try to supply the teachers' professional development by giving language teaching certifications or teacher training to improve their teaching practices. In this regard, it is important to evaluate whether pre-service and in-service English teachers feel competent in teaching and whether they evaluate their teacher training program as sufficiently comprehensive in terms of raising effective language teachers.

Another important issue in this field of inquiry is the level of readiness for teachers to start teaching. In this regard, reflective teaching practices have been a valuable part of most of the teaching programs. In relation to this issue, stakeholders, administrators, teacher trainers and teachers look for ways to identify how much a qualified teacher should know to be counted as a competent teacher. Furthermore, teacher competences are lots of skills combined to define the level of teachers' professional skills and evaluate teachers. In this regard, the issue of teacher improvement and professional development of teachers have been the topic of most of the stakeholders, administrators, national and international teacher training institutions in the ELT field (Katz & Snow, 2009: p.66-76). It is discussed by professional educators and teacher trainers whether teacher competences have an effect on learners' success in learning the foreign language (Darling-Hammond, 2000: p.1-44). Besides, it is regarded as an advantage to have a set of standards and definitions to constitute a common reference for teachers in their way of the teaching profession and professional development. This kind of reference frameworks help teachers to self evaluate and improve their teaching with the help of reflective practices.

PART 1

1.1. BACKGROUND OF THE RESEARCH

All over the world, many projects are conducted at national and international levels to define language teacher competences. For example in the Turkish context, MoNE published teachers competences document in 2006 consisting of two main parts; generic teacher competences and subject specific teacher competences. This document aimed to help teachers to evaluate themselves but it did not work very well because of the length of the document to read and complete and reliability issues of self evaluation. As a consequence, there have been some efforts to revise and update the tool.

However, it is not possible to have perfectly comprehensive and perfect definitions of teacher competences, so adopting a set of descriptors may have always the risk of under-evaluating some of the missing constructs in the reference definitions. Therefore, it is better to use competence frameworks as instruments for reference in teachers' journey of professional development and teaching practices rather than using standards as strict determinants and descriptive lists of how a teacher should be. Reference frameworks can better be used for outlining a reference for teachers and defining the areas that teachers need most guidance and improvement through their professional teaching journey. In this regard, competence frameworks may be used in analyzing teachers' needs for pre-service and in-service teacher training policies and programs. According to Katz & Snow (2009: p.66-76), to improve teachers' professional education, it is good to have reference frameworks

and standards. With the help of standards and reference frameworks expectations from teachers are specified more clearly, at the same time they serve teachers and teacher trainers as a guide for designing courses, and curriculum, and lastly they specify performance goals for teachers.

1.2. STATEMENT OF THE PROBLEM

Foreign language teaching policies may differ from country to country in terms of application and teacher education depending on educational aims and policies. English teaching policies, implications and teacher education have been criticized as a current issue in Turkey since English is the most frequently learned and taught language in Turkey. Therefore there is a need for investigating ELT teacher competences and ELT departments in universities in the light of internationally set teaching standards by the EPG (European Profiling Grid) framework. To improve English teaching outcomes and teacher quality in relation to teacher education curricula, perceived competences and opinions of in-service and pre-service English teachers play a crucial role. How competent feel in-service and pre-service teachers themselves in line with competences set by an internationally set EPG framework? This research describes competence levels of pre-service and in-service English teachers to compare them and thus questions the effectiveness of ELT departments by asking pre-service and in-service English teachers whether they find their teacher education program effective or not. Furthermore, this research aims to promote valuable insights to policy makers, curriculum designers and teacher trainers to improve language education policies and practices and teacher education programs.

In this regard, this research aims to demonstrate what is happening in teacher education programs in Turkey, what are the inadequacies according to the pre-service and in-service English teachers in terms of ELT teacher education programs and how in-service and pre-service teachers perceive themselves in terms of language teacher competences. The challenges that in-service teachers face in real classrooms are investigated by this research do deeply present the inadequacies of those teachers to prepare teacher education programs in accordance with in-service teachers' needs and bring long lasting solutions for foreign language education practices in Turkey. Pre-service and in-service teachers should be equipped well in relation to their needs to improve language education and sustain educational policies in Turkey. In-service training plays a crucial role in coping with classroom realities in real teaching contexts. Thus it very crucial to see what they lack what they need to perceive themselves professionally competent as language teachers. In this regard, they may be given the needed guidance to make them feel more competent personally and professionally according to the international competence framework set competences in this case; the EPG framework.

1.3. PURPOSE OF THE RESEARCH

To improve English language teaching practices in Turkey, teacher education programs have to raise well equipped, qualified and competent teachers to meet educational goals. In this line there is a need to investigate pre-service and in-service English teachers' competence levels and thus ELT programs. This research aims to detect perceived competences of in-service and pre-service English teachers by assessing the role of ELT teacher training programs in terms of improving teachers teaching competences.

The main aim of this research is to find out and compare English teachers', freshmen ELT students' and senior ELT students' perceived competence levels to see

whether pre-service teachers feel more competent as they take more courses throughout their teacher education program and whether teachers feel themselves more competent as they gain teaching experience after graduation. The second aim of this research is to identify the important features of a good teacher by asking pre-service and in-service English teachers comprehensive open ended questions about features of a good teacher and their stated strengths and challenges they face during their teaching practices. Perceived competences of participants will be explored via the EPG framework. Opinions about their strengths, challenges they face and the effectiveness of ELT departments will be explored via open ended questions. Results of this research aims to shed light on in-service and pre-service English teachers' competences and effectiveness of ELT departments.

1.4. SIGNIFICANCE OF THE RESEARCH

English is the lingua franca of the world and is the most frequently learned and taught language in Turkey. English is taught in all levels of education both in MoNE schools and private schools in Turkey. Besides most of the universities have prep schools to teach English to their students since English has an important role in the Turkish education system. Most of the universities have two terms of compulsory English courses offered to all departments. On the other hand, some universities have EMI (English Mediated Instruction) programs for all kinds of departments including engineering, medicine, architecture, economy etc., which conduct learning in English at all.

All over the world teachers are expected to have a set of knowledge and skills to compensate for learner needs. In order to fulfill the needs in English language education by promoting efficient language education, it is very crucial to have competent and effective language teachers. There are national and universal standards that teachers should possess and teachers have to know these standards to

become competent teachers. Ongoing support and feedback are needed by all teachers to improve themselves professionally.

Teacher competences should be identified to train teachers in light of the expectations of the reference competence frameworks. By examining pre-service and in-service English teachers' competences in terms of field knowledge, pedagogical knowledge and personal characteristics, teacher education programs can be evaluated in terms of efficiency. Besides by comparing the pre-service English teachers' and in-service English teachers' competences, it is more obvious to evaluate the effectiveness of the ELT programs. By having different participants and perspectives, it is more likely to provide effective solutions for teacher training programs.

Thus this research investigates in-service and pre-service English teachers' competence levels and efficacy of ELT programs in terms of teaching competences set by the EPG framework in order to see whether ELT programs in Turkey cover these competences and how pre-service teachers and in-service teachers perceive themselves in terms of these competences. Besides this research contains insights into pre-service and in-service English teachers' opinions about the effectiveness of ELT programs by trying to detect the deficiencies in ELT programs and their challenges encountered in real classrooms. Furthermore, this research contains valuable solutions to make ELT programs more efficient in terms of raising competent and effective English teachers.

In Turkish education system pre-service and in-service English teachers are the key to fulfill the gap of competent and effective English teachers. In this regard, their perceived competence levels and opinions about key teaching competences and reflections about their teaching program is very crucial. With the help of their opinions, ELT programs may be developed in terms of pre English teachers' needs and competence framework standards. On the other hand comparison of in-service

English teachers' perceived competence levels and pre-service English teachers' competence levels is important in terms of evaluating the effectiveness of teacher training programs offered in state universities. In the light of pre-service English teachers' and in-service English teachers' opinions about professional development facilities ELT programs can be improved. So this research may be a guide through this improvement process both in curriculum planning and teacher training programs by describing the needs in language teacher education and improve the process of teacher training.

In sum, this research aims to shed light on pre-service and in-service English teachers' competences set by the EPG framework. In addition pre-service and in-service English teachers competences and perceptions about teacher competences were compared across groups to evaluate the effectiveness of the ELT programs. Moreover, suggestions were made for the improvement of ELT programs and foreign language policies in Turkey.

The findings of this research may be helpful to improve English teaching practices, and teacher quality in accordance with teacher education curricula provided by the Council of Higher Education (CoHE) by demonstrating in-service and pre-service English teachers' perceived competences. Furthermore, with their perceptions about teacher competences and efficacy of their teacher training program in training future English teachers, this research aims to provide valuable insights for policy makers, curriculum designers and teacher educators.

Research Questions

1. How do pre-service and in-service English teachers perceive themselves in terms of teacher competences identified by the EPG framework?

Is there a significant difference between teachers', freshmen and senior ELT students' perceived competence levels?

2. How do pre-service and in-service English teachers evaluate themselves in terms of their English proficiency level?

Is there a significant difference across freshmen ELT students senior ELT students and in-service English teachers in terms of their English proficiency levels?

3. What are the most vital features of a competent ELT teacher according to pre-service and in-service English teachers?

4. What are the stated strengths and professional development preferences of pre-service and in-service English teachers in terms of teaching profession?

5. What are pre-service and in-service English teachers perceptions about their teacher training programs in ELT departments?

What are pre-service and in-service English teachers' suggestions to improve ELT programs in Turkey?

PART 2

2. LITERATURE REVIEW

This part of the research presents research in the literature about English teacher education practices, definitions of a competent ELT teacher and English teachers' competences.

2.1. ENGLISH AND LANGUAGE TEACHER EDUCATION IN TURKEY

English is the lingua franca of 20th century. In this regard, English is a prestigious language and it is the most frequently taught and learned foreign language in Turkey at all levels of education. Compulsory English courses are offered at all kinds of schools in Turkey beginning with 2nd grades to 12th grades by the MoNE. And most of the students in Turkey continue learning English in prep schools of universities to research in English Medium Programs (EMI) of public and private universities. Besides students which study at Turkish medium programs have to take compulsory English courses during their bachelor education. In other words, English is the most significant foreign language in the Turkish education system. To sum up, to teach English effectively in relation to the policies and expectations of the Turkish education system, being a competent and qualified English language teacher has always been valued in Turkey.

2.1.1. Background

Language teachers in the early years of Turkey are trained from universities by giving them a certificate to teach. Then, teacher education practices continue with Istanbul Universities' collaboration with the Ministry of National Education (MoNE) by offering a two-year language teaching program. The time period of the language teacher teaching programs firstly increased to three years and then to four years by the MoNE in 1978. Afterward the regulation of teaching programs and teaching departments were assigned to the CoHE and the faculties of education in 1982. Afterward with the rising demand for language teachers, the importance given to teacher education increased and in regard, reform practices in language teacher education have been started.

Later in 1980's teaching and learning English is recognized as a crucial issue in schools and the language teacher education system have been criticized as being a problematic issue in the Turkish education system. In those years MoNE opened Anatolian High Schools by aiming to give students English medium instruction, then foreign language intensive high schools are opened with the presence of preparatory classes and with a specific focus of English classes in the early 1990's. Afterwards the MoNE started to give English lessons to primary school students which adds to the increasing demand for language teachers (Kırkgöz, 2007: p.216-228). Thus the demand for language teachers has never been completely satisfied since the day (Can, 2005: p.66; Deniz & Şahin, 2006: p.21-26; Erten, 2015: p.581-588; Seferoğlu, 2004: p.151-159).

In 1998 primary and secondary school curricula have been modified in relation to EU vision and standards. In accordance with that mission pre-service teacher training programs have been modified by the Council of Higher Education (CoHE) in 2006 to solve the problems in the previous curricula and train more

qualified and effective teachers. After this modification of the curricula selective and general knowledge courses were increased in the light of EU standards and community service practices courses are added to the program to promote pre-service teachers' high level skills including research inquiry and critical thinking. In this regard, school experience gained more emphasis in teacher training programs (Karacaoğlu, 2008: p.86-94).

Recently English teachers are criticized due to low levels of learner success in English. Thus, education of effective and competent teachers became a crucial issue. Since pre-service teachers are the future English teachers they need guidance and induction throughout their training for their professional development to effectively teach English. Teacher training programs have to be comprehensive in terms of preparing the teacher candidate for the realities of a real classroom. There are various competences set nationally and internationally for language teachers to possess but the question is: Are these competences possessed by pre-service and in-service language teachers in Turkey?

2.1.2. Current Language Teacher Education Practices

Since English is a very popular foreign language, there is never sufficient teacher supply. There is always a gap for English teachers not only in the MoNE but in private and public schools and universities. In consideration of this huge demand for language teachers the supply for this huge gap is approved by alternative teacher education certificate programs.

There are many researchers (Darling-Hammond, 2000: p.28; Tillema & Verberg, 2002: p.297-313; Suell & Piotrowski, 2007: p.54-58; Fenstermacher, 1990: p.155-185; Lopez, 2013), who discussed the alternative and traditional approaches to teacher education in the world. Some local studies are discussing various teacher education approaches and certificate programs in Turkey (Aydoğan and Çilsal, 2007: p.179-197; Can, 2005; Seferoğlu, 2004: p.151-159; Delen, Şen & Erdoğan 2015: p.252-274; Yalçın İncik & Akay, 2015:179-197; Süral and Sarıtaş, 2015: p.62-75; Bağçeci et al., 2015: p.307-324; Kiraz & Dursun, 2015: p.1008-128). According to Seferoğlu (2004: p.151-159), the length of the education, the number of courses offered to students and practicum options in alternative teacher education programs differ from traditional teacher education programs. Safran (2013), states that in 2013, the teachers working for the MoNE were 52% from education departments and 48% of them were teachers raised with alternative teacher education programs. According to Deniz & Şahin, (2006: p.21-26), there are many people without pedagogical formation working in MoNE as a result of the huge demand for teachers.

Regardless of being experienced or novice, all teachers need ongoing feedback and support to improve themselves professionally. In Turkey seminars and workshops are employed to the in-service teachers but they may not fulfill the expectations in developing teacher qualities. According to Bayrakçı (2013: p.10-22), there are not sufficient well equipped and competent teacher trainers for in-service training in Turkey. In this regard, attempts to improve in-service teachers professionally may not be effective since teacher trainers without sufficient knowledge and experience may not be able to solve problems in-service teachers have, support in-service teachers with appropriate feedback and help them by setting realistic goals in their classrooms leading to not desired outcomes in terms of teacher training programs. According to Bayrakçı (2013: p.10-22), the effectiveness of in-service teacher training have to be questioned. Since every teaching context is unique, teachers may need special training according to their specific problems and needs in various teaching contexts. There are teachers facing difficulties due to their

specific working conditions, different nature or culture in different cities of Turkey. In Turkish teacher education practices, only intern teachers who are in the first year of their teaching in MoNE receive in-service training about general issues planned by the department of In-service Training (Bayrakçı, 2013: p.10-22). Other teachers with different working conditions and different needs need more guidance and support but they have not offered specific support and guidance at all.

On the other hand to keep up with the changes in society, technological tools and lifestyles teachers have to improve their knowledge lifelong so they need ongoing guidance and feedback throughout their careers. Regardless of their years of teaching, age and educational background teachers have to be encouraged and motivated to improve themselves professionally since every teacher is a unique person with unique needs, interests and motivations. In this regard, they need different types of guidance and support to fulfill their needs throughout their careers.

2.1.3. Alternative And Traditional Teacher Education

Faculties of education offer four year bachelor's degree programs in English Language Teaching departments in terms of traditional teacher education practices. The curriculum for these programs is prepared by the CoHE. Sometimes curriculums for these programs are revised under the regulations of the CoHE. For example, the curriculum for traditional teacher education programs is revised in 1997 and 2006. With this revision, courses are added to the programs about general language proficiency and language specific courses and general education courses and language and pedagogy combined courses, besides there is a compulsory practicum course in the last year of the university in teacher training programs. People who graduated from this language teaching departments are qualified as teachers of English and can work as teachers in all kind of schools like MoNE schools, private schools, colleges and private language schools. There is a public personnel selection exam in Turkey to select teachers for state schools to be recruited named KPSS.

Alternative English language teacher programs are very popular in Turkey because of the huge gap in the country for English teachers. Graduated of these programs take brief and compact teaching certificates known as pedagogical formation certification. Until 2014, there was no standardization for the pedagogical certification programs but in 2014 CoHE prepared regulations for those programs. Teachers who had pedagogical certifications before 2015 have therefore different kinds of theoretical and practicum courses without a standard. And before the year 2014 people graduated from non-English majors could take the pedagogical formation certificate but after the regulations in 2014 the requirements for the certificate programs of English language teachers are limited to English major departments graduated to teach English. Pedagogical formation certification programs consist mostly of two semesters. Some of the programs have brief and non comprehensive practicum courses. Certificate programs mostly offer general education courses with a few subject pedagogy courses. Regardless of the subject of the teachers, most of the courses offered in these programs are the same and include mostly general education courses rather than subject specific courses. In this regard, there have always been doubts about the success of these certificate programs in raising highly qualified teachers. On the other hand, it is stated that teachers from alternative teacher education programs are not meaningfully less successful KPSS than teachers who graduated from ELT departments. Since KPSS is the major criteria for teacher appointment in state schools, Safran (2013) states that teachers who graduated from alternative and traditional teacher education programs have almost equal average test scores. In terms of KPSS success, both kinds of teachers are regarded as equally successful.

Furthermore, Fenstermacher (1990: p.155-185), recommends that alternative teacher education may be very helpful in terms of supplying the huge teacher gap in the field. Actually, alternative certificate programs are worldwide used solutions to fill teacher gaps in the field since they raise teachers in a short period of time. According to Fenstermacher (1990: p.155-185), it may for teachers good to live the

real classroom atmosphere without much emphasis on the theoretical issues. But on the other hand, in relation to teacher quality traditional teacher education programs are more promising. According to the research of Yalçın İncik and Akay (2015: p.179-197), 66% of pre-service teachers in education faculties claim that their teacher education programs are effective in preparing them to be competent teachers in the future. However, in the comparison group most of the students in certificate programs reported that the program would not be sufficient to equip them with the necessary teacher competences because of the short time and compact general education training without sufficient practice. According to Yalçın İncik and Akay's (2015: p.179-197), students in traditional teacher education programs perceive themselves competent in valuing, understanding and respecting students while students in alternative teacher education programs perceive themselves competent in respecting students and importance on national and universal values. It is surprising that both groups perceive themselves as weak in monitoring learning and assessing learning and students' development. Also some studies are reporting that pre-service teachers perceive not very competent in testing and evaluation. (Temel, 1991; Güven, 2001; Çakan, 2004; as cited in Yalçın İncik & Akay, 2015: p.179-197). Furthermore, Bağçeci et al. (2015: p.307-324) examined alternative teacher education program students and teaching program students in terms of their attitudes towards teaching with a sample of 171 pre-service teachers. They found that alternative teacher education program student teachers had more positive attitudes towards the teaching profession in comparison to education faculties student teachers.

2.2. STANDARDS AND TEACHER COMPETENCES

Standards are useful in defining goals to achieve in terms of teaching for training purposes. Furthermore, standards can be used as criteria in relation to measuring achievements and used as an evaluation tool. There are some advantages to having a set of standards for teachers' competences. First of all, standards set clear expectations from teachers, they serve as a common language for teaching and

learning and they are commonly used as a guide for designing teacher education programs curriculums and they provide teacher trainers a framework about required competences for teachers while setting performance goals for teachers themselves. Therefore it is stated that standards and reference frameworks are helpful in improving language teacher education (Katz & Snow, 2009, p. 66). In sum, standards are useful for teacher training programs, certification issues and evaluating and recognizing teachers' performance (Kleinhenz & Ingvarson, 2007: p.9).

Standardization of teacher competences consists of competence definitions and competence frameworks to evaluate pre-service and in-service teachers. In relation to standardization of teacher competences, teachers competences effect on students language learning performances started to be discussed. Accordingly pre-service English teachers are prepared in the direction of some standards and standards in teaching have been a crucial and important issue for teachers and teacher trainers.

English language education has always been an important topic in Turkey therefore it is crucial to comply with international standards in language education. What are the internationally defined teacher competences? Mostly known teacher competences are verbal ability, field knowledge, pedagogical knowledge and ability to use various teaching strategies by the subject being taught (Tucker & Stronge, 2005: p.22). There are personal and characteristics discussed in the literature in terms of teacher competences as well. According to Yalçın-İncik&Akay (2015: p.179-197), teacher competences are about teachers' professional knowledge, skills, attitudes and conceptions.

Teacher training programs differ from country to country with their specific goals and standards at the national and international level. These kinds of reference frameworks are useful in ensuring teacher quality. Competence frameworks can be used as reference points for curriculum designers, teacher trainers and policy makers to better the outcomes of teacher training programs. Teacher competence standards mainly consist of essential knowledge and skills of teachers and performance of the teaching in terms of content. Since standards identify competences of teachers they can guide teacher trainers and teacher education practices. At the same time there are some definitions of effective teachers and good teachers by defining the competences of such teachers. In this regard, standards can be used as a reference point for teachers self development with the help of reflections and professional development in teaching. Sugrue (1997) claims that teachers' theoretical and practical knowledge can improve each other positively when teachers' knowledge work in harmony together. In this regard, teachers can complete the missing parts in their knowledge and competences by shaping their learning and using theories in various teaching contexts. Moreover, teachers can act as creators of their own learning by being active participants in constructing knowledge and competence based on reading and teaching experiences.

2.2.1. Competence as a Definition of a Competent Teacher

According to the literature, competence and good and effective teaching are related to each other. Many researchers like Grundy et al., (2005: p.32; Mullock, 2003: p.3-24; Chang, 2016: p.413-419; Ida, 2017: p.141-147) have definitions for a 'good teacher'. According to Grundy et al. (2005: p.32) and Mullock (2003: p.3-24) good teachers are able to understand student needs and motivate students to learn the target language. Knowing characteristics of a good language teacher can be very helpful in improving language teachers teaching skills and maximizing teaching and learning in a classroom.

However, the definition of a ‘good teacher’ may differ from student to student and from teacher to teacher. Chang (2016: p.413-419) reported that students give importance to teachers’ characteristics such as empathy, fairness and respect towards students. In contrast to students’ identifications of a ‘good teacher’, teachers gave more importance to teachers’ skills and knowledge in defining a ‘good teacher’. Furthermore, there are different views about the identification of good and effective teaching. According to Korthagen (2004: p.77-97), instead of defining competences, personal traits and characteristics of a teacher, they have to be evaluated as a whole since all these teacher traits are interconnected in the constitution of teacher identity. According to Bailey (2006: p.144) clarity, use of different methods and materials, enthusiasm, task oriented approach and indirect teaching style are features of an effective teacher. On the other hand, he points to the importance of contextual factors that influence a teacher’s performance. In the research of Elizabeth, May and Chee (2008: p.623-634) successful and effective teachers are described as being creative, encouraging active learner participation, giving relevant assignments, encouraging critical and creative thinking, providing feedback and monitoring learner progress. In a local study conducted by Çubukçu (2010: p.213-217) pre-service English teachers’ student journals are used to collect data to find features of an effective teacher. Results demonstrated that having clear objectives, meeting needs of students, enthusiasm, making lesson plans, preparing interesting activities and reinforcing students’ motivation were important constructs of an effective teacher. In another local research conducted by Arıkan (2010: p.209-223) key features of language teachers are reported as effective lesson planning, using different materials, giving clear instructions and creating a positive classroom environment. Everyone’s good teacher definition is subjective and not generalizable says Korthagen (2004: p.77-97). From a similar point of view, Farrel (2015: p.79-88) states that a complete definition of a ‘good teacher’ is impossible since every teacher or teacher educator would define effective teacher and effective teaching in different ways. On the other hand, Fenstermacher and Richardson (2005: p.186-213) state that there are four important factors of good and effective teaching; learners’ willingness and effort to learn, supportive teaching and learning environment, opportunities to teach and learn

and good teaching. Thus, they do not attribute the responsibility of effective and successful teaching to teachers only.

In the literature, there are very few studies comparing pre-service and in-service English teachers' competences in terms of teaching but there are studies investigating English teachers' competence levels. For example, Cesur (2012) examined competence levels of pre-service English teachers with 127 participants from a state university. Data were collected via interviews and classroom observations. Findings of the research indicate that pre-service English teachers have the required competences. Specifically, they were competent in terms of methods and approaches in ELT. They were perceived themselves as not competent in terms of using assessment strategies. Similarly, Kani (2011) investigated pre-service English teachers' competences identified by the Common European Framework and European Language Portfolio. The research aimed to explore pre-service teachers' competence levels and see whether competence levels of the participants differ in relation to the grade level and language proficiency. Results demonstrated that pre-service English teachers perceived themselves competent in general. It is found that fourth grade students evaluated themselves more competent than first and second grade students with a significant difference. Furthermore, findings of the study indicated a significant relationship between their competence levels and language proficiency. Similarly, Seferoglu (2005: p.709-716) examined pre-service English teachers' competence levels and found that pre-service English teachers perceive themselves as good or excellent in most of the competence areas. In another research conducted by Arslan and Özpınar (2008: p.38-63) pre-service English teachers evaluate themselves competent in terms of competences set by MoNE. The study of Şalli Çupur (2008) investigated pre-service teachers' competence levels by using competence framework of the Council of Higher Education (CoHE) and reported that pre-service teachers were competent in most of the competence areas but in some of the competence areas they still need improvement. According to the results of Yuksel & Saglam's (2018) research investigating competence levels of pre-service

English teachers from different grade levels, it is found that fourth grade students had the highest mean scores in competence areas while second grade students had the lowest mean scores. Furthermore, they state that the assessment and evaluation competence area was the lowest skill area for ELT students at all levels. They claim that the differences between second grade students' and fourth grade students' competence levels maybe because of the positive gains of practicum. They interpret higher competence levels of seniors as readiness for the profession and their careers as English teachers. In sum, they claim that teaching competences improve over the years as students take more courses throughout their teacher education program. In this regard, they found a significant relationship between the grade levels of students and their perceived competences levels. They claim that pre-service teachers shape their beliefs attributes and self perceptions throughout their teacher training program and gain professional competences as they study through the teacher education program.

Results of Şahin's (2006: p.92) study demonstrated that foreign language teachers from public schools in Turkey were competent in terms of learning and teaching theories, assessment, motivation and managing learners. According to the findings of Özdemir's (2007: p. 88) study primary school EFL teachers were competent in using methods and techniques whereas they were not sufficiently competent in using instructional technology. Cantekin (2009: p.77) reported that English teachers working in public high schools perceived themselves as highly competent in their profession. On the other hand, participants mentioned lack of time, heavy workload and insufficient subject matter knowledge as obstacles for putting their competences into practice. Tandiroğlu (2008: p.65) researched by using the Common European Framework and English Language Portfolio and investigated teachers' perceived and desired competences. Findings of the study indicated that teachers perceived themselves competent in relation to required competences but they were willing to increase their levels of teaching competences. Furthermore, Canbolat (2013: p.74) reported in his master thesis that teachers perceived

themselves competent in learning, language proficiency, planning and instructing and content knowledge. Teachers reported assessment, identity and context, commitment and professionalism areas as areas that they feel not very competent. According to the master thesis of Doğan (2009: p.81) English teachers were not competent in reaching most problematic students whereas they perceived themselves competent in keeping students concentrated, motivating low level students and making English classes enjoyable and using various and effective assessment strategies.

2.2.2. Teacher's Subject Matter Knowledge and Language Proficiency

Language proficiency is regarded as a crucial indicator for a teacher's quality in the literature (Richards et al.,2013: p.231-246). With the help of an improved subject knowledge and language proficiency teachers can act as role models for learners by setting them a good example of the language being learned (Nasserdeen, 2001: p.21-23). Accordingly for being a good model in terms of accuracy, fluency, lexis and pronunciation for students, teachers' language proficiency is an indicator of a teacher's quality. Similarly, Faez and Karas (2017: p.135-151) state that high level of language proficiency is required from teachers to be successful and qualified teachers. According to the research of Richards, Conway, Roskvist and Harvey (2013: p.231-246), teachers' subject knowledge directly affects what is going on in the classroom. McNamara (1991: p.113-128) suggests that teachers with a high level of language proficiency can easily present their knowledge by adjusting the knowledge to the students' level so that students can understand the subject matter easily. With many studies focusing on the effect of teachers' language proficiency as an indicator of the quality of a teacher by influencing what is going on in the classroom in the literature, Richards et al. (2013: p.231-246) examined whether foreign language teachers' level of proficiency affects their classroom language practices or not. Results of the research show that teachers with advanced language proficiency provide richer language input and more learning opportunities for learners. In the light of the findings of their research Richards et al. (2013:

p.231-246) advise policy makers to improve teachers' language proficiency by providing them long term programs and research abroad programs. They claim that low level proficiency teachers can only be helpful to beginner level students because of their limited proficiency. They state that it is not realistic to expect high learning outcomes from low proficiency teachers because of their limited input.

In her research (Chambless, 2012: p.141-162) links teachers' oral proficiency to learners 'oral proficiency in the claim that teachers have to use the language both as the subject and medium of instruction so they have to speak the language well to teach it effectively. According to her, oral competence is an important indicator of subject matter knowledge by proficiency being an important construct for teaching and learning practices in a foreign language classroom. She states that language proficiency of a teacher affects directly the students' input which is a very important construct in second language acquisition for students learning. In this regard, low proficiency teachers can not be able to provide comprehensible and rich input for their students to advance their proficiency and improve their learning. She claims that it is not logical to expect students to go beyond their teachers' level of proficiency of their teachers.

According to the research of Korkmazgil (2015: p.33) conducted in the local context, there is a relationship between teachers' proficiency levels and curriculum delivery. Teachers with low proficiency rely more on coursebooks and do not interact with students to avoid target language use during the lesson which means less learning opportunities and less input for students to improve learning. Similarly, in the research of Bilican (2016: p.75), low level of proficiency is regarded as the most significant weakness of novice teachers according to teacher educators and teachers employers. Accordingly, they think that teacher education programs have to contain more courses on language improvement. Furthermore, in their research Canh and Renandya (2017: p.67-81) found that there is a link between teachers' language

proficiency and classroom language. Results of their research indicate that teachers' general language proficiency and their classroom language proficiency are important constructs of effective teaching by providing extended learning opportunities for students.

RELC Journal published a special issue about language teachers' language proficiency in 2017. In his editorial comment on this special issue Richards (2017: p.7-30) after all the debate about teachers' proficiency levels with the popular view claiming high proficiency teachers are more quality teachers native speakers are seen as better teachers than non native speakers by generalizing the negative impact on non native teachers professional confidence. However, Richards (2017: p.7-30) claims that besides teachers' language proficiency there are many more components to teach a language successfully than just being a native or native like speaker. He states that if a general proficiency would be sufficient for teachers to teach effectively, general proficiency frameworks such as CEFR would be adequate to include in teacher education programs.

In the ongoing debate about the importance of language teachers' proficiency, Tsang (2017: p.99-113), comes with a new argument claiming that after a certain point of proficiency there may be other important factors in the effective teaching practices of teachers other than proficiency. In his research to examine the link between general language proficiency and students' engagement as an indicator of effective teaching, he compared native and non native English teachers and found no differences in students' engagement. Tsang (2017: p.99-113) explained other important constructs in effective teaching other than language proficiency such as kind and pleasant personality, sense of humor and positive relationship with students, effective pedagogy and good pronunciations and accuracy. According to the results of his research, native like proficiency does not mean effective teaching.

In the literature there is a new concept named English-for-teaching including the skills for language teachers' language used for managing the classroom, understanding and communications lesson content and assessing students and giving feedback Freeman et al. (2015: p.129-139). In relation to this new concept language proficiency of teachers and pedagogical knowledge of teachers are combined by reconceptualizing the debate of language teachers' proficiency levels by considering the language used to prepare and teach lessons and teachers' pedagogical knowledge together.

2.2.3. Teachers' Pedagogical Knowledge

Without doubt, pedagogical knowledge is an important construct in describing an effective teacher. According to the research of Park and Lee (2006: p.12) conducted with 169 teachers and 339 students, students reported pedagogical knowledge as the most essential competence whereas teachers perceived language proficiency as the most essential construct of an ELT teacher. Elizabeth, May and Chee (2008: p.623-634) reported classroom management and subject matter knowledge as key professional qualities in defining teacher success. In the study of Çelik, Arıkan, and Caner (2013: p.287-297) with 998 participants, important constructs of effective teachers are reported as pedagogical and subject matter knowledge. There are studies (Zuckerman, 2007: p.4-16; Romano, 2008: p.63) reporting classroom management as one of the crucial challenges for novice teachers under the category of pedagogical knowledge (Hogan et al., 2003: p.235-247). Teachers can improve their classroom management skills with the help of various resources and evaluate some practices as the best but best in every different classroom context may differ in terms of factors causing and solving a behavioral problem (DeJong, 2005: p.343-370). In this regard, the role of classroom management can not be underestimated in teacher training programs. Since every classroom context has different classroom dynamics which requires various

approaches about what to focus on and what to ignore (Livingston & Borko, 1989: p.36-42) .

On the other hand, teachers may have face difficulties in practicing the theories for classroom management written in books and in real classroom settings. A perfect theory may not work in practice for a novice teacher in a real classroom. That is why Elbaz (1981: p.43-71) focuses on the theory practice gap for teacher training programs. Similarly, Korthagen, Loughran and Russell (2006: p.1020.-1041) reported that pre-service teachers find their university training theoretical and not matching with the dynamics of a real classroom context. Eames and Coll (2010: p.180-196) promote that novice teachers face challenges in real classrooms if their theoretical knowledge is not applicable in practice in real classrooms. Therefore pre-service teachers need guidance and support from their supervisors at universities and practicum schools. It will take time for pre-service teachers to reach conclusions about the best solutions for the challenges and difficulties they face in classrooms by gaining experience and autonomy (Yesilbursa, 2011: p.104-116). In their research Deed, Cox and Brain (2011: p.74-92) found that pre-service teachers value mostly practical advice, micro teaching experiences, visits to schools, classroom strategies and practicum folders including observation and reflection papers. However, pre-service teachers reported the lack of practical examples. As demonstrated in previous studies pre-service teachers need more practical and applicable knowledge to practically apply in real classrooms rather than theoretical knowledge especially in terms of classroom management problems.

2.2.4. Teachers' Personal Characteristics

In the literature of studies related to good and effective teaching, teacher personality is addressed in relation to teaching style and effective teaching (Cooper 2001: p.301-307, Eryılmaz and Kara, 2017: p.85-100). Similarly, Gabrielatos (2002: p.75-78), focused on two important concepts of effective teachers first, teachers' language and methodological knowledge and skills, second personality of teachers. Lowman (1996: p.33-40) examined features of exemplary teachers by asking participants to describe outstanding teachers and the responses include; enthusiastic, caring, motivating, knowledgeable and able to build positive relationships with learners. According to the research of Wichadee (2010) with 400 undergraduate students and 53 teachers' preparedness, effective communication skills and decent personality are key features of effective English language teachers. Significant personal qualities of teachers are described as caring, humorous, enthusiastic, patient, respectful, and responsible in the research of Elizabeth, May, and Chee (2008: p.623-634). In the research of Korkmaz and Yavuz (2011) effective English teachers are defined as creating a positive classroom environment, being fair, respecting diversity, self confidence, autonomy, sensitive, understanding by pre-service English teachers. Furthermore, language proficiency is regarded as a key construct in terms of teacher success. Korthagen (2004: p.77-97) also claims that although most of the definitions for teacher competences do not contain qualities such as empathy, compassion, understanding and tolerance, love and flexibility which are crucial qualities for teachers.

According to the research of Taneri (2017: p.105-120), crucial personal characteristics of good teachers are listed as: having positive attitudes towards teaching profession, empathy, sensitivity, love, and self esteem. She reports that there is no teacher education program addressing teachers' affective needs of pre-service teachers, most of the teacher education programs focus on cognitive gains and

neglects teachers' personal characteristics. In relation to this problem of teacher education programs Zigler (2001: p113) claims that without having certain affective capabilities, teachers can not effectively use their cognitive pedagogical skills and subject matter knowledge while teaching. The research of Yalçın İncik and Akay (2015: p.179-197) examined pre-service teachers' views about the competences identified by MoNE. Most of the prospective teachers reported that MoNE competences are sufficient in describing a competent teacher; however they advise adding teacher qualities such as tolerance empathy love and establishing good relations with students to the competence framework of MoNE. In the research of Karacaoğlu (2008: p.83) with 417 pre-service teachers and 440 in-service teachers from Ankara, it was stated that in-service teachers perceive themselves as very qualified concerning personal and professional knowledge. Teacher qualifications in this research were having a smile, being honest analytical energetic enthusiastic etc.

2.3. TEACHER COMPETENCES IN TURKEY

MoNE defined teacher competences in relation to teacher training component of support to Basic Teaching Project (2008). In this project, recent trends in education are taken into consideration. According to the teacher training component (MoNE, 2006) teachers are required to have field knowledge to convey it to the learners in the light of constructivist approach by getting them to construct over the basic knowledge. Besides teachers are expected to collaborate with colleagues and stakeholders specifically with families and students at administrative and organizational levels. The document is published for teachers to make them understand the expectations and to set them professional goals for themselves. On the other hand, this project aims to guide education policies by identifying policies for teacher training and pre-service teacher training programs of Council of Higher Education(CoHE), in-service teacher training programs for professional development purposes, selection of teachers evaluation of teacher performances and self development of teachers professionally. There are six main areas in defining teacher

competences in generic teacher competences document: “Personal and Professional Values-Professional Development”, “Knowing the Student”, “Learning and Teaching Process”, “Monitoring and Evaluation of Learning and Development”, “School-Family and Society Relationships”, “Knowledge of Curriculum and Content”. In the document, there are 31 such competence categories and 233 performance indicators in total (MoNE, 2002).

There is another competence framework prepared by the Council of Higher Education(CoHE), which includes the required competences of higher education institutions called as Turkish Higher Education Competence Framework (“TYYÇ” - CoHE, 2011). It is not directly related to teacher competences but includes descriptions of competences and academic knowledge that a teacher education program graduate should have.

2.4. INTERNATIONAL STANDARDS

There are different studies at national and international levels to outline teacher competences. The underlying aim of most of the teacher competence frameworks is for recruiting purposes. Besides, having common competences and qualifications is significant to support policy makers at international level. Despite the various teacher competence frameworks used in different contexts with different purposes, there are similarities and differences across teacher competence frameworks. It is important to link the similarities and differences of these frameworks to local contexts (Rossner, 2012: p.218-240). As a result of local teacher competence frameworks and different contexts there are some international standards in defining teacher competences. For example; the European Portfolio for Student Teachers of Languages (EPOSTL) is a very good example of a multi national project which is prepared by the European Centre for Modern Languages (ECML) within the Council of Europe to provide a competence framework for teachers self evaluation.

The projects aim is to encourage pre-service teachers to reflect on the teacher competences and underlying skills to those competences, helping pre-service teachers to prepare for their future profession in different teaching contexts promoting discussion between pre-service teachers and their peers teacher educators and mentors, facilitating self assessment of pre-service teachers in their journey of developing teacher competences and providing an instrument to help pre-service teachers follow their progress in becoming a teacher. EPOSTL is a CEFR based portfolio developed for tracking the teachers' development throughout their training program and so it is actually prepared for pre-service teachers. The competences listed in the portfolio are 195 can-do statements for pre-service teachers to reflect on their progress through their teacher training program.

European Profiling Grid (EPG) is a broader tool than EPOSTL with similar purposes since EPOSTL is prepared for pre-service English teachers to follow their improvement throughout the training program only. The EPG is conducted by the European Association for Quality Language Services (EAQUALS) and resulted in EAQUALS Profiling Grid for Language Teachers (2004). Later in EAQUALS Profiling Grid for Language Teachers (2004) is developed into European Profiling Grid as a result of a multinational project which lasted for two years and finalized in 2013 EPG is prepared as a competence framework for teachers concerning CEFR criteria. The tool is validated by more than 2000 teachers (North, 2012). In contrast to other competence frameworks, the EPG is more comprehensive and user friendly for self evaluation purposes. It is the only framework that is prepared for in-service teachers since most of the previous frameworks were prepared only for pre-service teachers to watch their developments through their teacher training before starting to the profession (Rossner, 2012: p.218-240).

In this regard,; EPG was found to be the most appropriate and useful tool for the target group of this research namely both for pre-service and in-service English teachers. EPG includes lots of descriptions of professional experiences as a language teacher and summarizes the essential competences of language teachers and the background training and experience of the teachers in each different professional stage. Besides, Turkey is a project partner of the EPG along with many other countries. Thus EPG is a user friendly and comprehensive teacher competence framework in defining teacher competences. There are 13 teacher competences listed under four main competence categories in the grid as:

1. Training and Qualifications

- Language proficiency
- Education and Training
- Assessed teaching
- Teaching experience

2. Key Teaching Competences

- Methodology: knowledge and skills
- Assessment
- Lesson and course planning
- Interaction, management and monitoring

3. Enabling Competences

- Intercultural competence

- Language awareness
- Digital media

4. Professionalism

- Professional Conduct

- Administration

PART 3

3. METHODOLOGY

This part of the research describes the methodology in detail. Information about the research design, participants, data collection tools, procedure and analysis, reliability of data collection is provided.

3.1. PURPOSE OF THE RESEARCH AND RESEARCH QUESTIONS

The main aim of the research is investigating perceived competences of freshmen pre-service English teachers, senior pre-service English teachers and in-service English teachers to see whether their perceived competences vary across groups. Besides, this research describes pre-service English teachers' and in-service English teachers' perceived language skills. The second aim of this research is to identify the important features of a competent teacher by asking pre-service and in-service English teachers open ended questions about features of a competent teacher. Furthermore, this research aims to investigate the effectiveness of ELT departments in the light of pre-service and in-service teachers perceptions about their ELT program and suggestions to improve language teacher training programs in Turkey. With these purposes in mind, this research aims to find answers to the following research questions:

1. How do pre-service and in-service English teachers perceive themselves in terms of teacher competences identified by the EPG framework?

Is there a significant difference between teachers', freshmen and senior ELT students' perceived competence levels?

2. How do pre-service and in-service English teachers evaluate themselves in terms of their English proficiency level?

Is there a significant difference across freshmen ELT students senior ELT students and in-service English teachers in terms of their English proficiency levels?

3. What are the most vital features of a competent ELT teacher according to pre-service and in-service English teachers?

4. What are the stated strengths and professional development preferences of pre-service and in-service English teachers in terms of teaching profession?

5. What are pre-service and in-service English teachers perceptions about their teacher training programs in ELT departments?

What are pre-service and in-service English teachers' suggestions to improve ELT programs in Turkey?

3.2. RATIONALE FOR THE DESIGN

While determining a methodology research questions and the aim of the research play an important role. This research aims to find out and compare pre-service and in-service teachers perceived English proficiency levels and competence levels set by the EPG framework. Thus this research is designed as a descriptive and comparative research. In addition this research aims to exemplify the features of a competent ELT teacher to guide teacher training programs while preparing the curricula. Furthermore, the framework and open ended questions are used to evaluate the effectiveness of ELT programs in Turkey by offering solutions to improve teacher training programs in the light of participants' perceptions regarding teacher competences. To have generalizable results quantitative data were obtained through the EPG framework. On the other hand to have a deeper understanding of important teacher competences and perceptions about the efficacy of participants' ELT programs qualitative data were obtained via open ended questions. In this regard, open ended questions are asked to the participants to not limit their expressions.

By taking these factors into consideration, mixed method research design is chosen. A survey was used as the research instrument to collect both quantitative and qualitative data. Besides surveys are useful in describing existing relations between variables and understanding teachers' ideas about competences of a qualified ELT teacher. On the other hand, surveys are practical in terms of time and cost effectiveness. In this context, a computer assisted survey yielding both quantitative and qualitative data is chosen as the most appropriate method. Answers given to open ended questions required qualitative coding in the light of thematic analysis to obtain a deeper understanding of teachers' perceptions.

3.3. PARTICIPANTS

With the aims of this research in mind, freshmen and senior pre-service English teachers studying in a state university in Turkey are chosen as the target population. Freshmen ELT students are chosen to examine the effects and efficiency of courses offered in ELT programs to see whether pre-service teachers perceive themselves as more competent as seniors when they continue taking subject matter and pedagogical courses. Then in-service teacher population of this research is randomly selected working at all kinds of schools and levels with different teaching experiences as English teachers in Turkey. The link to the online survey was sent to all of the participants who were volunteers for participating to the research. In total 81 pre-service English teachers and 62 in-service English teachers participated in the research.

3.3.1. Demographics and Background

Participants were asked to provide their demographics and educational backgrounds including information on their university, department, year of graduation, their international teaching certificates, and whether they have BA degrees or if they are MA students or graduates and lastly their teaching experience in years. Participants responses were analyzed by using SPSS 25. Table 1 indicates information about in-service teachers' departments which they graduated from.

3.3.1.1. In-Service Teachers' Demographics

As presented in Table 1, 47 of the participants were graduated from ELT programs, seven of the participants were graduated from ELL(English Language and Literature) programs and seven of the participants were graduated from ACL (American Culture and Literature) programs. All of the in-service teachers completed a four year BA program offered at universities in Turkey.

Table 1

Departments of In-Service English Teachers

	BA Degrees from	Number of Participants	% of Total Participants
1.	English Language Teaching (ELT) Program	47	77%
2.	English Language and Literature (ELL) Program	7	11,5 %
3.	American Culture and Literature (ACL) Program	7	11,5 %
	Total	61	100%

Table 2 demonstrates that from 61 teachers, five teachers had their MA degrees while 29 teachers were MA students in various MA programs. 27 of the teachers have their BA degrees.

Table 2

Teachers' Education Level

Teachers Pursuing Master's Degrees	Number of Participants	% of Total Participants
MA Degree	5	8%
BA Degree	27	44%
MA Student	29	48%
Total	61	100%

As presented in Table 3, 24 of 33 teachers are students in MA programs in ELT departments, four of the teachers are students in Linguistics programs and three of the teachers are students in ELL departments of MA programs.

Table 3

Teachers' MA Programs

MA Degrees from	Number of Participants	% of Total Participants
Education	3	11%
Linguistics	4	12%
ELL	2	6%
ELT	24	72%
Total	33	100%

Teachers were asked to state their teaching experience in terms of years. As seen in Table 4, there were two teachers who has 0-1 years of teaching experience, 19 teachers stated to have 1-3 years of experience, 28 teachers stated to have 3-5 years of teaching experience and 14 teachers stated that they had more than 5 years of teaching experience.

Table 4

Teaching Experience

Teachers' Teaching Experience	Number of Teachers	% of Teachers
0-1 Years	2	%3
1-3 Years	19	30%
3-5 Years	28	45%
5+ Years	14	22%
Total	63	100%

3.3.1.2. Pre-Service Teachers' Demographics

All of the students participated to this research were from the same state university in Marmara region of Turkey. 49 of 76 students were freshmen ELT students and 27 of them were senior ELT students. Information about students levels are presented in Table 5.

Table 5*Pre-Service Teachers' Levels*

Students' Levels	Number of Students	% of Students
Freshmen	49	65%
Seniors	27	35%
Total	76	100%

65 of 76 students had 0-1 years of teaching experience. Seven of the students had 1-3 years of teaching experience and two of them had 3-5 years of experience in teaching. Table 6 provides information about students teaching experience.

Table 6*ELT Students' Teaching Experience*

Students' Teaching Experience	Number of Students	% of Students
0-1 Years	65	88%
1-3 Years	7	10%
3-5 Years	2	2%
Total	76	100%

3.4. DATA COLLECTION

An online survey was used to collect data as the instrument of this research. The survey was first designed in Microsoft Office Word then it was converted to an online survey format on Google Forms. A link for the survey was created to send the participants of this research.

3.5. DATA COLLECTION TOOLS

Mixed method research was employed in a combination of quantitative and qualitative data collection and data analysis. Quantitative data were gathered through an online survey and qualitative data were gathered via open ended interview questions. Both of the data were gathered online via Google Forms. The survey was administered online. According to Dörnyei (2010), surveys are useful in obtaining both qualitative and quantitative data especially when administered online since they are practical in terms of data collection time and analysis processes.

The survey was prepared in Turkish because of some practicality and reliability issues. First, descriptors for teacher competences contained lots of field specific terminology which may be challenging for especially ELT students with very limited experience in teaching English. Second, all of the participants may not have the same levels of language proficiency which may cause misunderstandings and misinterpretations throughout the data collection process. Lastly, Turkish was chosen to make participants feel more comfortable while giving answers to the questions in particular for the open ended questions. Besides, it was more practical to complete the survey in terms of time since there are lots of statements. According to Dörnyei (2010), when the participants' mother tongue is used to obtain data it increases the quality of the obtained data. In this regard, the survey was prepared in Turkish and the Turkish version of the EPG framework was presented on their

websites and used for this research. The online survey used in this research consisted of three main parts:

Information about the survey and the researcher

Part 1 Demographics of the participants

Part 2 Open ended questions regarding English Language Teaching Profession and Competences

Part 3 Guideline for self evaluation

Language proficiency self evaluation

Teacher competence self evaluation

3.5.1. Demographics and Background

In this part of the survey demographics, educational background and years of teaching experience questions are asked to the participants.

3.5.2. Teachers' Perceptions Regarding Teacher Competences

In this part of the survey qualitative data were obtained through the open ended questions asked to the participants concerning opinions on English language teaching profession and English teachers' competences. These questions were about characteristics of a competent ELT teacher, participants strengths and challenges they face concerning the teaching profession as English teachers, participants professional characteristics that needs improvement and pre-service and in-service teachers perceptions about the efficacy of their ELT programs in terms of raising competent English teachers followed by suggestions to improve ELT programs in Turkey.

Each of these questions asked participant teachers to list three relevant characteristics. Open ended questions are used in this part to not limit the participants' expressions. There were answers written in sentences and there were answers given in short clauses. To not limit and impact the participants' opinions open ended questions are asked before the EPG competence survey especially concerning the question about competent teachers' characteristics. Besides participants were asked their strengths and difficulties concerning professional competences so it was more appropriate to ask them before they saw the preset definitions regarding the competence descriptions to not influence and limit their answers.

3.5.3. Self Evaluation Scale

In this part participant teachers were asked to evaluate their language proficiency level according to the areas identified in CEFR which were listening, reading, speaking, spoken interaction and writing. A six point Likert-scale is used to make teachers evaluate their perceived language proficiency level since CEFR describes language proficiency levels in a six point scale for each language skill. One point in the scale corresponds to beginner level and six points correspond to native speaker level in each specified language skill.

3.5.4. The European Profiling Grid (The EPG)

European Profiling Grid was developed by the European Association for Quality Language Services (EAQUALS) as a significant international teacher competence description project. The project was firstly named EAQUALS Profiling Grid for Language teachers in 2004 then it was developed and resulted as European Profiling Grid which is now a multinational project finalized in 2013. European Profiling Grid aligns with the CEFR competence framework. The Grid is indexed by

validating the tool with more than 2000 teachers (North, 2012). The European Profiling Grid is defined by the project team which contains sets of descriptors organized over six stages of professional experience as a language teacher (novice to very experienced) and summarizes the main competences of language teachers and the background in training and experience that would be expected at each stage (EPG, nd.). The thirteen competence areas listed under four main competence categories are as follows:

1. Training and Qualifications

- Language proficiency
- Education and Training
- Assessed teaching
- Teaching experience

2. Key Teaching Competences

- Methodology: knowledge and skills
- Assessment
- Lesson and course planning
- Interaction, management and monitoring

3. Enabling Competences

- Intercultural competence

- Language awareness
- Digital media

4. Professionalism

- Professional Conduct

- Administration

The EPG is a comprehensive and user friendly framework and for this reason, it is appropriate for self evaluation purposes. Because of its user friendly and comprehensive nature, the EPG competence framework is chosen as the data collection tool for this research. Besides Turkey is a project partner with various other countries for this multinational research. The Turkish version of the framework was downloaded from its website and transferred to Google Forms for using it in the online survey.

3.6. DATA ANALYSIS PROCEDURE

Quantitative data were analyzed with the help of the Statistical Program for Social Sciences (SPSS) 25. Quantitative data obtained in relation to competence levels of pre-service and in-service teachers were analyzed in detail in terms of standards set by the EPG framework. To explore descriptives of mean scores for each competence area and significant differences across groups one way ANOVA is used to analyze the data since data is found to be normally distributed according to the Skewness test. Furthermore, one way ANOVA is used to analyze the data since competence areas and language proficiency were regarded as dependent factors and grades of the participants were regarded as independent factors. Qualitative data were obtained with the help of open ended questions about teachers' competences. Qualitative data were then analyzed with the help of thematic analysis method. Before establishing themes related literature is read by the author to increase the validity of the data analysis procedure. Then transcripts were read several times by the researcher to familiarize herself with the data. After that themes are established and transcripts are color coded according to the main themes in the light of a bottom-up approach. Finally, codes under the established themes are counted by the researcher to demonstrate frequencies and percentages. This research combined both quantitative and qualitative methods to gain a deeper understanding of the phenomenon and increase the validity and reliability of the findings.

3.7. RELIABILITY AND VALIDITY OF THE RESEARCH

The reliability of the data was calculated by using SPSS 25. To measure the internal consistency reliability, Cronbach's Alpha coefficient was used ranging from 0 and +1. The minimum level for the internal consistency is regarded as .70 in social sciences (Dörnyei, 2007). At the end of the statistical procedure, the Cronbach's Alpha coefficient was found as ,939 for the data of this research. This result shows that the data collection instrument has a high level of reliability. Furthermore, the

normality of the data was tested by using the Skewness coefficient and data were found to be normally distributed. To measure the interrater reliability of coded transcripts of the participants, an external reviewer coded 10% of the randomly selected data. An external reviewer who is a colleague with an MA degree was explained each code and theme in detail and she coded the transcripts accordingly. When she finished coding we compared and checked our coding of the themes and codes and when there was a difference between the codes and themes either she or I revised coding. After the final check the interrater reliability was found to be .87 which is above from the accepted level.

According to Lincoln and Guba (1985) there are constructs for ensuring the validity and reliability of qualitative research which are credibility, transferability, dependability and confirmability. They suggest to use triangulation and peer review to ensure reliability and validity of the data analysis procedure in terms of dependability. By using different methods the data is regarded as more believable and the uncertainty of its interpretation may be reduced. In this regard open ended interview questions and a questionnaire are used together to increase the reliability and validity of the collected data in terms of dependability for triangulation purposes. On the other hand researcher triangulation is used to fulfill the criteria for dependability. Peer debriefing technique is used in coding the transcripts of the survey. A colleague with a MA degree coded the transcripts to calculate interrater reliability as an external rater to ensure the reliability and validity during the coding process of the transcripts of the participants. Before the coding process the themes and codes were explained to her in detail. After the peer coding comparisons interrater consistency was found as .87 which is above the accepted level.

To fulfill the needs of credibility criteria, methodology part of the research is described clearly, also examples of participants excerpts are provided in the results part of the research. Furthermore in every phase of the research, peer debriefing is utilized with the help of the thesis advisor especially in the process of preparing the open ended questions in the survey. To establish transferability which is related to the generalizability of the research, a thick description of the data collection, analysis, participants, time and context were provided. Thus whether findings of the research findings transferability to other contexts may be investigated by readers. In this regard, base of the data was utilized to make transferability judgements possible for other researchers. To establish confirmability, audit trail technique is utilized. To reduce reporting problems, raw data which are transcriptions of participants answers, and survey results, collection and analysis processes such as quantitative findings and qualitative findings, establishment of the themes and codes with connection to the previous literature and interpretation notes were recorded in a precise manner.

PART 4

4. RESULTS

In this part of the research, research questions will be addressed and results of the data will be presented. Two sets of data were obtained from the online survey which include both qualitative and quantitative data.

4.1. LANGUAGE PROFICIENCY SELF EVALUATION SCALE

In this part of the research, first in-service teachers perceived language proficiency then pre-service teachers perceived language proficiency will be provided. After that comparisons will be made across groups in terms of language proficiency.

4.1.1. Perceived Language Proficiency Of In-Service English Teachers

This section of the research includes six point Likert-Scale items from beginner levels to native like proficiency regarding five language skills identified in CEFR which are listening, reading, writing, spoken interaction and spoken production. Teachers self evaluation scale for language proficiency are presented in the Table 7 below.

Table 7*In-Service Teachers' Language Proficiency*

Language Proficiency In	A1	A2	B1	B2	C1	C2	Means Over 6
Reading				4	30	29	5.4
Writing				6	32	25	5.3
Speaking			2	13	32	16	5.0
Spoken Interaction			1	13	34	15	5.0
Listening			2	6	43	12	5.0

As seen in Table 7, reading skill had the highest mean score with 5.4 points out of 6, which indicates that teachers feel themselves most competent in reading. The second skill that teachers feel more competent is writing with 5.3 points out of 6 followed by speaking, spoken interaction and listening skills with a mean score of 5 out of 6. In general, teachers feel themselves more competent in reading and writing rather than listening and oral communication skills.

4.1.2. Perceived Language Proficiency Of Pre-Service English Teachers

Table 8 indicates that freshmen ELT students feel themselves most comfortable in reading skills with 4.7 points out of 6, followed by listening skill with a mean score of 4.5 out of 6. With a mean score of 4.3 writing is the third highest skill among freshmen ELT students. The skills which they feel less comfortable are speaking and spoken interaction skills with 4.0 and 3.9 points out of 6 which points out that they evaluate themselves most comfortable in receptive skills rather than productive skills.

Table 8*Pre-Service Teachers' Language Proficiency*

Language Proficiency	Level	A1	A2	B1	B2	C1	C2	Means Over 6
Reading	Freshmen			4	14	24	7	4.7
	Seniors			3	5	17	2	4.7
Writing	Freshmen		2	9	16	19	5	4.3
	Seniors			1	14	9	3	4.5
Speaking	Freshmen		3	12	20	10	4	4.0
	Seniors		1	2	14	8	2	4.3
Spoken Interaction	Freshmen	1	6	8	20	12	2	3.9
	Seniors		1	5	17	6	1	4.2
Listening	Freshmen		1	5	19	19	5	4.5
	Seniors			1	9	13	4	4.7

On the other hand, senior ELT students feel themselves most comfortable in reading and listening skills with a mean score of 4.7 out of 6. It is followed by writing skill with a mean score of 4.5 and then comes speaking skill with 4.3 and spoken interaction skill with 4.2 points out of 6. In relation to being more confident in receptive skills rather than productive skills the results are similar to freshman ELT students' mean scores.

4.1.3. Comparison Of Pre-Service And In-Service English Teachers

Table 9 shows that there is a significant difference (.000) across freshmen, senior ELT students and in-service teachers in relation to their proficiency levels as One Way ANOVA results indicate. In-service teachers perceived themselves more

competent than senior ELT students in all skills and similarly senior ELT students perceived themselves more competent than freshman ELT students in all skill areas.

Table 9

ANOVA Results of Language Proficiency and Competence Levels

		Sum of Squares	Df	Mean Squares	F	Sig
Listening	Between Groups	9.39	2	4.7	8.06	.000
	Within Groups	79.24	136	0.59		
	Total	88.63	138			
Reading	Between Groups	17.50	2	8.75	16.65	.000
	Within Groups	71.49	136	0.53		
	Total	88.99	138			
Speaking	Between Groups	28.12	2	14.10	17.95	.000
	Within Groups	106.61	136	0.78		
	Total	134.75	138			
Spoken Interaction	Between Groups	38.70	2	19.35	24.50	.000
	Within Groups	107.40	136	0.80		
	Total	146.10	138			
Writing	Between Groups	30.94	2	15.47	23.38	.000
	Within Groups	90.01	136	0.66		
	Total	120.95	138			

4.2.IN-SERVICE AND PRE-SERVICE TEACHERS' COMPETENCE LEVELS

The EPG was used after the language proficiency scale to provide a general profile of pre-service and in-service teachers' professional competence levels. There were 13 competence areas presented in the survey for pre-service and in-service teachers to evaluate themselves for each area. The descriptor sets were organized over six stages from novice to very experiences (EPG 2011). There were four competence categories examined in the 13 competence areas which were; training and qualifications including; language proficiency, education and training, assessed teaching and teaching experience, secondly key teaching competences were examined including; methodology assessment lesson and course planning and interaction management and monitoring. Third competence category was enabling competences including; intercultural competence, language awareness and digital media. And the last category was professionalism containing; professional conduct and administration areas.

This part of the research will describe freshmen and senior ELT students' and in-service teachers' professional competence levels then, a comparison across these groups will be made in terms of their professional competence levels. Table 10 provides information about participants mean scores in relation to professional competence levels for each competence area out of six points. As Table 10 demonstrates freshmen ELT students feel themselves most competent in terms of their language proficiency (M:3.3) followed by digital media (M:3.10), intercultural competence (M:3.02), administration (M:2.73), language awareness (M:2.61), interaction, management and monitoring (M:2.31), professional conduct (M:2.25), assessment (M:1.90), lesson and course planning (M:1.80), assessing teaching (M:1.61), mythology, knowledge and skills (M:1.45), education and training (M:1.24) respectively. They feel themselves less competent in terms of teaching experience with a mean score of 1.22. Similarly senior ELT students feel themselves

most competent in terms of language proficiency but with a higher mean score which is 3.74. Secondly high competence are for senior ELT students was intercultural competence (M:3.56) followed by interaction, management and monitoring (M:3.48), language awareness (M:3.19), administration (M:3.19), lesson and course planning (M:3.07), digital media (M:3.07), assessment (M:2.93), professional conduct (M:2.70), methodology, knowledge and skills (M:2.63), education and training (M:2.07) respectively. The least competent areas of senior English teachers were teaching experience (M:2.00) and assessing teaching with 1.85 mean points out of 6. On the other hand teachers feel themselves most competent in terms of digital media (M:4.94) followed by language proficiency (M:4.75), interaction, management and monitoring (M:4.67), administration (M:4.62), language awareness (M:4.51), intercultural competence (M:4.49), lesson and course planning (M:4.46), methodology, knowledge and skills (M:4.29), education and training (M:4.27), assessment (M:4.19) and the least competent category identified by in-service teachers was professional conduct (M:3.86), teaching experience (M:3.73) and assessing teaching with a mean score of 3.13.

Table 10*Competence Stages*

Competence Area	Freshmen	Seniors	Teachers
Language Proficiency	3.33	3.74	4.75
Education And Training	1.24	2.07	4.27
Assessing Teaching	1.61	1.85	3.13
Teaching Experience	1.22	2.0	3.73
Methodology Knowledge And Skills	1.45	2.63	4.29
Assessment	1.9	2.93	4.19
Lesson And Course Planning	1.8	3.07	4.46
Interaction Management And Monitoring	2.31	3.48	4.67
Intercultural Competence	3.02	3.56	4.49
Language Awareness	2.61	3.19	4.51
Digital Media	3.1	3.07	4.94
Professional Conduct	2.25	2.7	3.86
Administration	2.73	3.19	4.62

When freshmen ELT students, senior ELT students and in-service English teachers are compared in competence areas, there is a significant difference (.000) across groups as Table 11 indicates. It is presented in the table 10, that senior ELT students feel themselves more competent in all competence areas than freshmen ELT students and in-service teachers perceive themselves more competent than senior ELT students in all competence areas. Mean points for each competence area are presented in Table 10.

Table 11*ANOVA Results of the Groups in Relation to Competence Levels*

		Sum of squares	Df	Mean squares	F	Sig
Language Proficiency	Between Groups	58.75	2	29.38	22.21	.000
	Within Groups	179.90	136	1.32		
	Total	238.65	138			
Education And Training	Between Groups	268.77	2	134.39	93.57	.000
	Within Groups	195.32	136	1.43		
	Total	464.09	138			
Assessed Teaching	Between Groups	71.40	2	35.70	46.67	.000
	Within Groups	104.02	136	0.77		
	Total	175.42	138			
Teaching Experience	Between Groups	181.79	2	90.90	100.55	.000
	Within Groups	122.94	136	0.90		
	Total	304.73	138			
Methodology	Between Groups	225.54	2	112.77	73.29	.000
	Within Groups	209.28	136	1.54		
	Total	434.82	138			
Assessment	Between Groups	146.38	2	73.17	53.49	.000
	Within Groups	186.06	136	1.37		
	Total	332.40	138			
Lesson And Course Planning	Between Groups	196.72	2	98.36	117.90	.000
	Within Groups	113.47	136	0.83		
	Total					

	Total	310.19	138			
Interaction Management And Monitoring	Between Groups	154.09	2	77.04	54.25	.000
	Within Groups	193.15	136	1.42		
	Total	347.24	138			
Intercultural Competence	Between Groups	61.56	2	30.77	17.78	.000
	Within Groups	235.40	136	1.73		
	Total	296.95	138			
Language Awareness	Between Groups	104.35	2	52.17	35.58	.000
	Within Groups	199.45	136	1.47		
	Total	303.80	138			
Digital Media	Between Groups	117.19	2	58.60	26.21	.000
	Within Groups	304.10	136	2.24		
	Total	421.29	138			
Professional Conduct	Between Groups	74.93	2	37.47	20.87	.000
	Within Groups	242.35	135	1.80		
	Total	317.26	137			
Administration	Between Groups	105.56	2	52.79	32.62	.000
	Within Groups	218.41	135	1.62		
	Total	323.98	137			

4.3. PRE-SERVICE AND IN-SERVICE TEACHERS' PERCEPTIONS

This part of the survey was analyzed by using the thematic analysis method. Related literature was read to validate the analysis procedure and not miss important points while categorizing the data. Accordingly, transcripts of open ended questions were read several times by the researcher to familiarize herself with the answers of the participants. Then, answers were coded. Codes were then used to form categories or themes. According to the participants' responses, themes were identified with a short phrase. After identifying the codes and themes, all responses were defined according to the themes and codes, and all responses were listed accordingly. Pre-service and in-service teachers' answers to the same questions will be reported separately one after another to see the similarities and differences of the opinions more clearly if there are any similarities or differences across groups. Firstly pre-service and in-service teachers' opinions about the features of a competent teacher will be presented in relation to three open ended questions asked in the survey. Secondly participants answers in relation to their strengths will be provided. Next, areas that pre-service and in-service teachers would eager to improve will be given. Lastly teachers evaluation about their teacher training programs efficacy in terms of raising competent teachers will be presented followed by participants suggestions to improve ELT teacher training programs. At the end of this part a brief summary of the findings will be provided.

What are the most important features of a competent ELT teacher?

The purpose of this question was to reach a common and comprehensive definition of a competent language teacher. The following categories emerged from the question asked: Subject matter knowledge (ELT) (including professional subject matter qualities such as methodology, techniques, assessment and planning were included to this category), pedagogical knowledge (including classroom

management, use of gestures, posture and voice, guidance, students psychology, discipline, preparing a positive classroom environment, giving instructions), personal characteristics such as advanced communication skills, being patient, having a smiling face, empathy, cuteness, being a role model, humor, positive, curious, researcher, open to innovation and change, tolerance, responsible, hardworking, understandable, fair, motivating, open to criticism, planned, honest, open minded, problem solving skills, sensible, trustworthy, friendly, calm, willing, self confidence, punctual, energetic, loving the profession, wise, outgoing, unselfish, determined, idealist, up to date, loving, creative, helpful, inspiring, advanced listening and presentation skills, experienced, eager to learn, ethic and technology use and language proficiency level.

4.3.1. In-Service Teachers' Perceptions About The Features Of a Competent Teacher

As demonstrated in the Table 12, personal characteristics was the most highly addressed theme among in-service English teachers with 254 mentions followed by pedagogical knowledge with 115 codes. Subject matter knowledge is the third most frequently mentioned theme with 58 mentions. Digital competence was coded 15 times and language proficiency was the least mentioned code with four mentions.

Table 12*Features of a Competent Teacher*

Themes	Frequency of Themes	Codes	Frequency of Codes	% of Codes
Subject Matter Knowledge	58	Having A Good Command Of The Field	42	%13
		Intercultural Competence	1	
		Methodology	11	
		Following Trends in Elt	4	
Pedagogical Knowledge	115	Classroom Management	20	%26
		Having General Pedagogical Knowledge	73	
		Having a Command Of Students' Psychology	11	
		Guidance	3	
		Preparing a Positive Classroom Environment	3	
		Motivating Students	2	
		Effective Use Of Voice And Posture	3	
		Personal Characteristics	254	
Digital Competence	15	15	%3	
Language Proficiency	4	4	%1	
Total	436	436	%100	

To demonstrate the perceptions of the participants regarding a competent teacher some of the teachers' excerpts will be provided. For example Teacher 1 is a teacher with one year of teaching experience defined a competent teacher as: "A competent teacher has pedagogical knowledge, subject matter knowledge, advanced communication skills, empathy and a good pronunciation and is patient." Teacher 1 clearly gives importance to teachers' pronunciation which shows that language proficiency is an important construct of competent teachers. Teacher 2 who is an MA student with one year of teaching experience defined a competent teacher as: "A competent teacher has a good command of subject matter and pedagogical knowledge and technology, has advanced communication skills, empathy and is open minded, creative, understanding, and a guide for students." Teacher 3 with three years of teaching experience described a competent teacher as: "A competent teacher uses communicative methods effectively, has a good command on technology, classroom management, 21st century skills, is wise, open to communication, fair, kind, understanding and has a smiling face." Teacher 3 defined a competent teacher by mentioning use of technology and 21st century skills indicating that she gives importance to teachers currency. Teacher 4 with three years of teaching experience reported: "A competent teacher is patient, tolerant, responsible, hardworking and has good classroom management skill, good command of the field and pedagogical knowledge." Teacher 3 and Teacher 4 both used personal characteristics of teachers frequently in defining a competent teacher which demonstrate that they give importance to teachers personal features such as being kind, fair, understanding, patient and tolerant. They emphasized both the role of classroom management skill in defining a competent teacher.

Teacher 5 was graduated from ACL department and is teaching since four years. She described a competent teacher as: "A competent teacher has pedagogical knowledge, advanced communication skills, empathy, a smiling face and is open to innovation, outgoing and uses the language fluently." Surprisingly unlike most of the participants she didn't mention subject matter knowledge in defining a competent

teacher, rather she used codes in relation to teachers characteristics such as having advanced communication skills, smiling face, empathy and is open to innovation and outgoing. She emphasized the importance of pedagogical knowledge and fluent language use. This may be because of her limited subject matter (ELT) knowledge. Thus she may think that personal characteristics are more important than subject matter knowledge. Teacher 6 defined a competent teacher as:

"A competent teacher has subject matter knowledge, a good command of teaching techniques, advanced communication skills, classroom management skill and a sense of humor and is wise, open to innovation and change, understanding, patient, fair, motivating, open to criticism and uses her voice effectively and understands students' psychology."

Teacher 6 is an MA student with six years of teaching experience and used most frequently mentioned codes in defining a competent teacher such as subject matter knowledge, pedagogical knowledge, advanced communication skills and being open to change and innovation, understanding, patient, and motivating. Surprisingly she mentioned the role of understanding students' psychology in defining a competent teacher which indicates that she may be more sensitive to students feelings and psychology. Teacher 7 said "A competent teacher has a good command on subject matter knowledge, is honest and hardworking". Teacher 8 described a competent teacher as: "A competent teacher has necessary teaching competences, pedagogical and subject matter knowledge, advanced communication skills, and is cooperative." Teacher 9 said: "A competent teacher has sufficient subject matter knowledge and empathy and is wise, understanding and patient." Teacher 10 defined a competent teacher: "A competent teacher can plan a lesson in considering different learning styles. A competent teacher loves her country and has empathy for others." Teacher 7, Teacher 8 and Teacher 9 had 10 years of teaching experience and used similar codes in defining a competent teacher such as having a

command of the subject matter, being honest and hardworking, having advanced communication skills, and pedagogical knowledge which demonstrates that highly used codes are used by all of the teachers from novice to experienced. On the other hand, Teacher 10 who is a very experienced teacher with 15 years of teaching experience used a different definition in describing a competent teacher by emphasizing the importance of different learning styles and love towards the country. This may be the result of her extended experience in teaching that she realized that every learner is unique and learns in different ways and at different rates.

As the excerpts indicate teachers' definitions for a competent teacher are quite similar. As the excerpts and Table 12 demonstrate most of the teachers mention personal characteristics in defining a competent teacher by using several codes like having advanced communication skills, empathy and being open minded, creative and understanding. All of the excerpts demonstrate that most frequently used themes were in relation to personal characteristics, subject matter and pedagogical knowledge in defining a competent teacher. A few teachers focused on the importance of language proficiency in defining a competent teacher which shows that teachers personal characteristics, subject matter and pedagogical knowledge are given more importance in defining a competent teacher by the teachers.

4.3.2. Pre-Service Teachers' Perceptions About The Features Of a Competent Teacher

There were five main categories emerged from the data. Table 13 provides information about pre-service teachers' descriptions of a competent ELT teacher. As demonstrated in Table 17, the most frequently mentioned theme was teachers personal characteristics (*f*:317). The second highly addressed theme was teachers pedagogical knowledge (*f*:91), followed by teachers subject matter knowledge (*f*:65). Themes which were coded at least were teachers digital competence (*f*:9) and teachers language proficiency (*f*:5).

Table 13*Features of a Competent Teacher II*

Themes	Frequency of Themes	Codes	Frequency Of Codes	% of Codes
Subject Matter Knowledge	65	Having A Good Command Of The Field	43	%13
		Assessment And Planning	3	
		Methodology	14	
		Following Trends In Elt	5	
Pedagogical Knowledge	91	Having General Pedagogical Knowledge	49	%19
		Classroom Management	12	
		Having A Command Of Ss Psychology	18	
		Guidance	4	
		Preparing A Positive Classroom Environment	3	
		Motivating Ss	5	
Personal Characteristics	317			%65
Digital Competence	9			%2
Language Proficiency	5			%1
Total	487			%100

Analysis of the data indicate that pre-service English teachers' highly addressed category was teachers personal characteristics including codes like: empathy, smiling, advanced communication skills, patience, wise, open to innovation and change, sophisticated, leadership, humorous, energetic, eager to take responsibilities, objectivity, discipline, punctual, kind, curiosity, discipline, positive, tolerance, open minded, objective, respect, outgoing, understanding, social, self confident, creative, eager, selfless, ethical, planned, improved communication skills, problem solving skills, critical, role model for students, not prejudiced, sophisticated, decisive, guiding, tolerant, fair, honest, idealist, responsible, calm, self sacrificing, motivating, trustworthy, and punctual. Below are some excerpts taken from the answers to this question;

Student 1 who is a freshmen student defined a competent teacher: "A competent teacher prepares appropriate materials, has a good classroom management skill, is open to technology integration, motivated and self confident." Student 2 who is a freshman said: "A competent teacher has a good command of subject matter knowledge, prepares effective lesson plans, guides students if needed, is patient, disciplined and open minded." A typical answer for freshmen students is given by Student 3: "A good teacher has classroom management skill, empathy, pedagogical knowledge, advance communication skills, is patient, understanding, motivating, guide, open to innovation an change and loves the profession" As the excerpts demonstrate freshmen students generally emphasize teachers characteristics by using codes like being patient, having empathy and openness to technology and innovation. This may indicate that they give importance to teachers personal traits and technology integration. Secondly they mentioned pedagogical knowledge especially classroom management skill frequently which shows that managing a classroom well is valued by freshmen students.

Student 4 who is a senior student defined a competent teacher as: "A competent teacher has the ability to manage the classroom well, plan the lesson according to students needs, is a good listener, understanding and has subject matter knowledge." Student 4 gives importance to lesson plans in accordance to students needs which is not mentioned highly by most of the participants indicating that she gives importance to lesson plans. Student 5 who is a senior student defined a competent teacher:

"A competent teacher has 21st century skills, good command of the field, is able to give effective feedback, able to prepare appropriate and educational materials, is open to development, understanding and patient, energetic, following trends in ELT and open to professional development uses innovative methods, motivates students"

Student 5 mentioned the 21st century skills and following trends in ELT and being open to professional development and using innovative methods in defining a competent a teacher which shows that the student gives importance to professional development and currency of the teachers. Student 6 who is a senior student described an effective teacher as: "A competent teacher has effective communication skills, pedagogical competence, empathy, is open to change and innovation, respectful to personal differences, open to use of technology, and sensitive to students' psychology." Student 6 mentioned being respectful to personal differences and sensitive to students' psychology in defining a competent teacher which shows that she give importance to personal differences and students' psychology in education. As Student 4, Student 5 and Student 6 answers demonstrate senior ELT students mostly used codes in relation to personal characteristics such as being understanding, open to innovation and technology and having empathy in general.

What are your strengths as an English teacher? List three of your strengths as an English teacher.

Teachers were asked to list their three strengths in terms of teaching competences. The aim of this question was to detect teachers' strengths as English teachers. Under this question, five competence categories emerged from the data obtained namely; subject matter knowledge (ELT), pedagogical knowledge, personal characteristics, digital competence and language proficiency.

4.3.3. In-Service Teachers' Strengths And Professional Development Preferences

Table 14 presents teachers' mentions in relation to the themes emerged from the data. Most of the teachers addresses their personal characteristics (*f*:176) as their strengths such as: advanced communication skills, patience, empathy, being motivating, wise, understanding, creativity, been open minded, hardworking. It is followed by subject matter knowledge (*f*:36) including, material design, syllabus design, using a variety of different activities, using a range of methods and techniques, giving appropriate feedback and following new trends in ELT. Pedagogical knowledge (*f*:23) was mentioned most frequently in relation to classroom management and creating a positive classroom environment. Six codes were categorized as digital competence as teachers strengths in terms of using technology effectively in lessons.

Table 14

Strengths of In-Service Teachers

Themes	Frequency of Codes	% of Codes
Subject Matter Knowledge	36	%16
Pedagogical Knowledge	23	%9
Personal Characteristics	176	%71
Digital Competence	6	%2
Language Proficiency	6	%2
Total	247	%100

In which areas would you like to improve yourself, if opportunities are provided? List three relevant areas.

Teachers are asked to in which matter they would like to improve themselves if an opportunity is provided.

While coding the data, seven themes were recognizes namely; issues about students including improving students motivation and critical thinking skills (*f*:5), Use of technology (*f*:14), field knowledge (*f*:50) in terms of use of authentic materials, teaching methods and techniques, testing and evaluation, curriculum, material preparation, lesson plan planning, and designing projects, pedagogical knowledge (*f*:21) including classroom management, time management and drawing students attention, personal characteristics (*f*:6), Studying abroad and contact with native speakers (*f*:9), improving language proficiency especially in terms of speaking (*f*:11). Table 15 demonstrates the numbers and percentages of the codes mentioned.

Table 15*In-Service Teachers' Professional Development Preferences*

Themes	Frequency of Codes	% of Codes
Subject Matter Knowledge	50	%43
Pedagogical Knowledge	21	%18
Personal Characteristics	6	%5
Digital Competence	14	%12
Issues About Students	5	%4
Language Proficiency	11	%10
Studying Or Teaching Abroad And Contact With Native Speakers	9	%8
Total	116	%100

What were the three difficulties you face throughout your profession- if there is any?

The aim of this question was to detect the difficulties pre-service and in-service teachers face throughout their profession journey.

4.3.4. In-Service Teachers's Difficulties Regarding Teaching Profession

Seven themes emerged under this question namely; Issues about parents, administration problems, pedagogical knowledge (classroom management issues), insufficient field knowledge, environmental factors, issues about students, and characteristic factors.

Table 16*In-Service Teachers' Difficulties Concerning Teaching Profession*

Themes	Frequency of Codes	% of Codes
Subject Matter Knowledge	15	%15
Pedagogical Knowledge	11	%11
Personal Characteristics	4	%4
Issues About Parents	16	%15
Issues About Students	26	%24
Aministration Problems	11	%11
Environmental Factors	9	%10
Total	108	%100

Some excerpts will be provided to have a general idea about teachers stated strengths and professional development preferences in line with difficulties they faced through their profession; For example Teacher 11 who is an MA student with four years of teaching experience described her strengths as " Having subject matter knowledge, developing materials and use of technology." She was eager to improve herself in terms of assessment and evaluation, explicit grammar teaching and effective use of course books. She had difficulties in relation to parents' attitudes on TL use and that students' want the teacher to speak in L1 during the class and that school administration gives no importance to English. Surprisingly she was eager to improve herself in terms of assessment, evaluation and explicit grammar teaching but she defined subject matter knowledge as her strength. On the other hand administrators and parents negative attitudes towards the role of English is a crucial problem according to the most of the participants. It is reported that other courses are valued more by the parents and administrators because of the testing system. Teacher 12 with 10 years of teaching experience and an MA degree described her strengths as: "Being patient, understanding and staying calm" She was eager to improve

herself by "Taking DELTA and CELTA certificates and in terms of speaking skill'. As her answers demonstrate she defined her personal characteristics as her strengths which shows her emphasis on personal traits in terms of teaching profession and despite 10 years of teaching experience she is not satisfied with her speaking skill surprisingly. Teacher 13 with three years of teaching experience described her strength as: "Being hardworking, responsible, open to innovation and patient." She wanted to improve herself in terms of: "Classroom management skill and keeping students attention and using technology better." She had difficulties in managing the classroom well. As her answers demonstrate she reports her characteristics as her strengths. Since she had problems in managing the classroom well she was eager to improve her classroom management skill and keeping students on-task.

Teacher 14 with four years of experience and who is an MA student in an education department stated her strengths as: "Communication skill, use of various activities and motivating students." She was eager to improve her language skills, classroom management skill and she was willing to join to the ELT seminars and workshops. She was graduated from one of the major universities in Turkey but despite of that and four years of teaching experience she is not satisfied with her language use and classroom management skill and described her characteristics as her strength. Furthermore she is eager to join ELT workshops and seminars which shows that she is open to learning and professional development. She had mostly problems in terms of parents, school shows and administration. Problems in relation to parents and administration of schools are two highly mentioned codes according to the teachers' in this research as stated by Teacher 14. Teacher 15 with 10 years of teaching experience defined her strengths as: "Classroom management, following ELT trends and international standards." She was eager to improve herself in terms of phonetics. She had difficulties in relation to "unwilling students with low motivation level, colleagues doing the profession without loving and unknowing administrators." As excerpts demonstrate she gives importance to following current trends in ELT which shows that she is open to professional development, on the other

hand problems with school administration and students' low motivation to learn English are highly mentioned codes and general problems of the participants. Teacher 16 who is an MA student with three years of teaching experience described her strength as: "Preparing creative materials, having necessary field knowledge, attracting students' attention." She was eager to develop her curriculum knowledge, preparing materials coding, and preparing English software programs." She had problems in relation to students' attitudes towards English and communication with parents. This teacher defined her strengths and professional development preferences in relation to academic and field knowledge which may be because of her being a student in a MA program and open to academic development. Negative attitudes of students to learning English and communication with parents are two important problems mentioned by the participants of this research as reported by Teacher 16.

Teacher 17 graduated from ACL department defined her strengths as: "Having a smiling face, use of language, having empathy." She was willing to develop herself in terms of use of drama in EFL and story telling. This teacher is graduated from a non ELT department and this may be the reason why she defined her personal characteristics as her strengths because of her insufficient field knowledge. And she was willing to improve herself in use of drama in EFL classes and story telling because this constructs are deeply related to language and literature departments which is a field she is more confident in. Teacher 18 with three years of teaching experience defined her strengths as: "Classroom management, having command on second language teaching techniques and methods, preparing materials." She was eager to develop her fluency, pronunciation and patience. She had problems in relation to parents, crowded classes and homework control. Despite three years of teaching experience and graduating from a major universities ELT department she wants to improve her fluency and pronunciation. This may be a sign to integrate more courses in ELT programs to improve students English proficiency and offer facilities to have natural exposure to the language with the help of student exchange programs. By doing this, future teachers may feel more competent and

comfortable in speaking the language which is both the medium and subject of the instruction. Crowded classes are problems in most of the big cities in Turkey according to the teachers. And problems with parents is a highly mentioned code by the participants of this research. Teacher 19 working in a village school since two years defined her strengths as: "Subject matter knowledge and curiosity" She was willing to develop herself in terms of material development and attracting students' attention, and classroom management. She had difficulties in trying to teach English to students' who doesn't know Turkish very well, in coping with students' with special needs such as hyperactivity, trying to make students' love the language which they don't like at all. Teacher 19 is like the voice of most of the English teachers in eastern part of the schools in Turkey. Problems she reported are problems of most of the teachers working in the east region of Turkey. This teachers may given special support to overcome regional difficulties.

Teacher 20 who is an MA student and has three years of teaching experience and CELTA defined her strengths as: "Communication skill, subject matter knowledge, use of technology." She was willing to improve herself in terms of technology integration and testing. She had problems in "Following the curriculum of MoNE and CoHE, students' negative attitudes towards English that they give no importance to learning the language". Teacher 20 both mentioned her technology use as her strength but she is still eager to improve her technology integration which shows that she gives importance to use of technology and is open to professional development. Giving more importance to numerical courses rather than linguistic courses is a general problem in Turkey because of the testing system according to the participants in this research. Teacher 21 graduated from ACL department described her strength as: "Having advanced communication skills, being outgoing, and open to self improvement." She was willing to improve her in terms of learning different teaching techniques, being more analytic, and classroom management. She had difficulties in coping with difficult situations, parent-teacher relationship and taking responsibilities. Defining her strengths as her characteristics may be because of her

insufficient field knowledge since she is graduated from a non ELT department and she was willing to improve her teaching techniques and classroom management may because of the deficiency of her pedagogical certificate program but she was willing to develop herself professionally. Teacher 22 working in a village school at the east side of Turkey with four years of teaching experience defined his strengths as: "Using technology well, having a humorous language during the class, advanced communication and presentation skills." He was eager to improve himself in "Making projects with abroad schools, exposing students' to target language in real life situations, producing educational games by taking coding and software courses and improving intercultural education." As the excerpt indicate Teacher 22 defines technology as his strength but he is still willing to improve himself in taking coding and software courses which shows that he gives importance to technology integration and open to professional development. Exposure to the language in natural setting is emphasized by Teacher 22. As reported by most of the participants personal characteristics was the most highly addressed theme in relation to pre-service teachers' strengths with 145 mentions. Highly mentioned personality traits were: empathy, patience, advanced communication skills, being understanding, creativity, openness to innovation and change.

4.3.4.Pre-Service Teachers' Strengths and Professional Development Preferences

Most of the pre-service teachers mentioned their personal characteristics in terms of their strengths followed by their subject matter knowledge, language proficiency and lastly pedagogical knowledge.

Table 17
Strengths of Pre-Service Teachers

Themes	Frequency of Codes	% of Codes
Subject Matter Knowledge	23	%12
Pedagogical Knowledge	5	%3
Personal Characteristics	145	%75
Language Proficiency	19	%10
Total	193	%100

Pre-service teachers stated that they would like to improve themselves most frequently in language proficiency (*f*:53) in terms of grammar writing, speaking, pronunciation, fluency accuracy, spoken communication skills, listening, presentations skills, followed by subject matter knowledge (*f*:48) including testing and evaluation, young learners, teaching practices, linguistics, syllabus design and ELT methods and techniques approaches. Third theme under this question was personal characteristics (*f*:19) including mostly communication skills. There were some teachers who would like to improve themselves in terms of studying or teaching abroad facilities to have contact with native speakers coded 14 times under this question. Pedagogical knowledge was mentioned 13 times highly mentioned as classroom management skill. Seven of the pre-service teachers would like to learn another language professionally and one teacher would like to improve technologically.

Table 18*Pre-Service Teachers' Professional Development Preferences*

Themes	Frequency of Codes	% of Codes
Subject Matter Knowledge	48	%31
Pedagogical Knowledge	13	%8
Personal Characteristics	19	%12
Studying Or Teaching Abroad And Contact With Native Speakers	14	%9
Language Proficiency	53	%35
Learning Another Language	7	%5
Total	155	%100

Some of the student excerpts will be provided to make the phenomena more clear and understandable. Student 7 who is a freshmen defined her strength as: "Being fair, guide and outgoing." She was eager to improve her teaching by gaining experience in different classrooms and with different students in different countries. She wants to learn about different education systems and curriculums. Since she is at the beginning of the teacher education program she defined her strength in relation to her characteristics. She wants to learn about other countries education systems and curriculums which may be realized by offering extended student exchange programs to develop students academically and linguistically.

Student 8 who is a freshman defined her strength as: " Being open minded and a good listener." She was willing to learn more about students' psychology, and using the teaching techniques more effectively. Since she is at the beginning of the teacher training program she defined her strength as her characteristics rather than subject matter knowledge and pedagogical knowledge like most of the freshmen students. She was willing to learn about students' psychology and teaching

techniques in the following years of her teacher training program she may learn about them more. Freshmen Student 9 with 10 years of teaching experience defined her strength as: "Having 10 years of teaching experience, teaching to different levels of students and knowing the school climate very well." She was eager to improve her in speaking and writing skills and learning more English teaching techniques. Surprisingly this freshmen ELT student had 10 years of teaching experience and defined her experience as her strength but despite 10 years of teaching experience she was willing to improve her speaking and writing skills. This may be because of the limited use and exposure of English in real life situations. Freshmen Student 10 defined her strength as: "Communication with students, being open to lifelong learning and having empathy." She was willing in "Making more teaching practice and developing in the areas psychology and sociology." Not surprisingly a freshmen student with no experience and at the beginning of the teacher training program used personal characteristics codes in defining her strengths. She was willing to have teaching practice which may be filled with the help of practicum courses in the last year of the teacher education program. A common answer to this question by freshmen students were given by Student 11 who again used personal characteristics in defining her strengths as: "Advanced communication skills, patience, and empathy." She was willing to improve her pedagogical knowledge, classroom management skill and learning and applying different teaching methods and techniques. She may be feel more competent in the following years of teacher education program as she take more subject matter and pedagogical courses.

Freshmen ELT Student 12 described her strength: "Being open to learning, interested in foreign cultures and languages." She was eager to improve herself in terms of speaking skill, learning more about English language and literature and learning a second and third foreign language. This excerpt demonstrate that she gives importance to learning languages and literature. Student 13 who is a freshman defined her strengths: " I love the department, I am open to learning, eager and I am curious and I like explaining." She explains her desires as:

"I want to improve my speaking skill by having natural exposure to English language and English culture. I want to improve my pronunciation and I would like to have more teaching practice. I think that practicum courses must be at the each year of the program."

Like most of the freshmen ELT students she is eager to improve her language skills. Thus more courses to improve language proficiency of ELT students and exchange programs may be very helpful to fulfill their needs to improve their language proficiency.

Student 14 who is a senior described her strengths as: "Being curious, having tendency to different cultures and perspectives and high motivation." She was willing to develop herself in communication skills, error correction and classroom speech. She had difficulties in coping with mixed level classes. Mixed level classes are generally problematic if the teacher doesn't know how to handle the situation. Tendency to different perspectives and culture is without doubt an important construct of language teachers since language and culture are inseparable. This excerpt demonstrates that Student 14 has a high level of intercultural awareness. Student 15 who is a senior defined her strengths as: "Good communication skill, classroom management and use of research methods." She is willing to improve her pronunciation and rhetoric. She had difficulties in communicating with young learners. As stated by Student 15 young learners are a specific field of inquiry in teaching English and courses offered in teacher training programs about young learners may be helpful to the students in their future profession. Senior Student 16 defined her strengths: "Having a good command of subject matter knowledge, being patient and hardworking." She was eager to improve herself in pronunciation and speaking by balancing fluency and accuracy. Like the freshmen students most of the senior students were willing to improve their speaking skills which emphasize the importance of language proficiency in defining a competent and comfortable teacher.

To improve ELT students' language proficiency more courses should be added to teacher training programs and students may given chances to have natural exposure to English with the help of exchange programs.

Senior Student 17 defined strengths: "Communication skills, following trends, language competence." She was eager to improve herself in linguistics, teaching English to adults and speaking skill. Improving speaking skills is one of the most mentioned code in teachers professional development preferences. Following trends in education is valued by this teacher. Senior Student 18 described her strength as: "Being patient" She reported: "I would like to improve myself professionally in defining my decencies and trying to better them." She was eager to experience more real classroom experiences. As most of the pre service and in service teachers this teacher used a code of teacher characteristics in describing her strengths. She was willing and open to professional development by having more real classroom experiences. Thus practicum opportunities may be extended to fulfill the needs of pre service teachers and preparing them for their future profession effectively. Senior Student 19 with three years of teaching experience described her strengths: "I have high levels of energy and advanced communication skills, I have the necessary knowledge in speaking and pronunciation, I can use different methods as needed." She was willing to be in touch with people from different cultures and spend time in different countries. She had difficulties with students who give not importance to language exposure, who didn't practice sufficiently and who are afraid of taking risks and making mistakes. Surprisingly unlike other students this senior ELT student with three years of teaching experience defined her language use and pronunciation as her strength bu still she was willing to get in touch with people from different cultures and spend time in different countries thus she may have high level of intercultural awareness. She had problems with students without motivation to learn and practice the language and who are afraid of taking risks and making mistakes. Students with low level of motivation to learn the target language and students' negative attitudes

are problems faced by some of the other participants in this research. Senior Student 20 defined her strengths:

"I know how and where to use the language well. I am a cheerful and active person, I am open minded, I would like to have contact with people from different countries and learn the language in its natural context with natural exposure and I would want this for my students too. I would like to develop my reading skills"

Surprisingly this student teacher defined her language use as her strength but still she was eager to have contact with people from different countries and learn more languages in the natural context with first hand real life exposure which emphasizes the importance of natural exposure to language and real life contexts in language learning. She had difficulties with engaging shy students to the lesson, teaching in mixed level classes and time management. As stated by many other participants mixed level classes and engaging students to the lessons are general problems for most of the participants of this research. Courses and workshops to teach mixed level classes can be offered to English teachers to overcome this problem.

4.3.5. In-Service Teachers' Perceptions About ELT Programs

As seen in Table 19, 18 teachers found their ELT program competent in preparing them for the teaching profession. Eight teachers evaluate their ELT program as not sufficiently competent and eight teachers evaluate their ELT program as partly competent in preparing them for being English teachers.

Table 19

In-Service Teachers' Perceptions About ELT Programs Efficacy

Answers	Number of Teachers	% of Teachers
Yes	18	%52
No	8	%24
Partly yes	8	%24
Total	34	%100

Most of the in-service teachers reported their ELT program was efficient in terms of preparing them for teaching profession. Some excerpts will be given to illustrate their positive opinions about their program; Teacher 23 who is graduated from a major university and is an MA student with one year of teaching experience had positive opinions regarding her teacher education program and said: "Specifically lesson plans we prepared in our teaching applications class improved me in a positive manner." As the excerpt indicate this teacher found preparing lesson plans effective in preparing her for the teaching profession. Teacher 24 graduated from a major university with four years of teaching experience said: "Yes I think that my teacher education program prepared me well-equipped for teaching profession but there may be more courses on material development in practice." This teacher

advises to have more material development courses in ELT programs. Teacher 25 who is an MA student with six years of teaching experience said :

"Yes, I think that my teacher education program was effective in preparing us for teaching profession. I learned very much during our subject matter courses in which we prepared lots of activities and made presentations. I may remember less in terms of theoretical courses but courses including some practice I remember a lot. When I plan activities now, comments made in these lessons come into my mind."

Preparing activities and making presentations are valued by this teacher in preparing trainee teachers for their future profession and emphasizes the role of practice in teacher education programs. Teacher 26 who has an MA degree with 3 years of teaching experience said:

"Yes. Actually I think it is never complete until being a teacher but my teacher education program contribute to my development a lot. I believe in all professions it is not possible to learn everything, during training but I think that my teacher education program graduated me as a well equipped teacher."

This teacher thinks that the teacher education program graduated her well equipped but it is not possible to learn all things during teacher education programs some things are learned through experience. The role of experience is valued by this teacher.

There were eight in-service teachers found their ELT program not effective in terms of preparing pre-service teachers for their future professions. Some excerpts are given to detect the deficient parts; Teacher 27 who is graduated from a major university and has three years of teaching experience found her teacher education program not effective and said: "No. They taught us what we can do in ideal classrooms but in the village school that I work in, I have not got the ideal context." As the excerpt indicate this teacher focus on theory practice gap of the teacher education program. Teacher 28 with four years of teaching experience said:

"I think that teacher education program that I graduated from encourages us to develop academically by doing masters and not prepare us to work in village schools and state schools in reality. Furthermore, pedagogical courses offered in Turkish were very insufficient. I learned most of them by my own effort. I think that subject matter courses were sufficient and regard, myself lucky to have those courses."

This teacher emphasize the gap between theory and practice and stated that what they learned in their teacher education program is not applicable in village and state schools.

There were eight teachers claiming that their teacher education program was partly effective in preparing them for their future profession as provided by the examples; Teacher 29 who is an MA student and teaching since three years said:

"Partly. I think that I had a very good teacher education but unfortunately not applicable in most of the MoNE schools. Especially they are not applicable in the schools in the east region of Turkey since students' levels' are very low and English courses are very few there."

Like most of the participants of this research this teacher focused on theory practice gap of the teacher education program but even though she found the teacher education not applicable in most of the MoNE schools despite of that she thinks that she had a good education in the program. Teacher 30 with three years of teaching experience focused on theory practice gap in terms of classroom management and said: "Partly yes partly no; specifically in terms of classroom management there are huge differences what we have learnt during our teacher education program and practice in real classrooms." Most of the teachers mentioned the lack of practice opportunities and inadequacy of the practicum made in the last year of their teacher education program. Teacher 31 who is an MA student and teaches since two years mentioned the lack of practice opportunities and inadequacy of the practicum made in the last year pf the teacher education program and said: "Practicum period could be more efficient; I figure out on my own most of things when I started teaching."

4.3.6. Pre-Service Teachers' Perceptions About ELT Programs

A huge part of the pre-service teachers' found their ELT program sufficiently effective in terms of preparing students for their future profession.

Table 20

Pre-Service Teachers' Perceptions About ELT Programs Efficacy

Answers	Number of Teachers	% of Teachers
Yes	27	%64
No	9	%21
Partly yes	6	%15
Total	42	%100

Most of the pre-service teachers' found their ELT program sufficiently effective in terms of preparing students for their future profession as the quotes exemplify; Student 21 who is a freshmen was very satisfied with the efficacy of her teacher education program and said: "Absolutely yes." Student 22 who is a freshmen was generally satisfied with his teacher education program but he emphasized limited opportunities for gaining experience and exchange programs. He said:

"Generally I am satisfied with the teacher education but is not fully effective in preparing us as efficient teachers. We lack in terms of experience. There are not sufficient quota and countries for Erasmus unfortunately. Lastly I think that class sizes must be lowered to get a more qualified teacher education."

Student 23 who is a freshmen said: "Almost completely yes." Student 24 who is a freshman thanked to teacher educators of her teacher training program and said: "Yes, definitely! I thank all of the teacher educators!" Student 25 who is a senior said that they learned about English language and culture well during their education: "Yes, we got detailed information about English language and culture." Student 26 who is a senior found her teacher education program very effective in raising effective teachers and said: "Definitely yes."

Nine of the pre-service teachers thought that their ELT program was not sufficiently effective in preparing them for teaching profession. Some of the answers are listed to detect the lacking parts of this program; Student 27 who is a freshmen complains about lack of grammar classes and limited speaking classes. Since most of the freshmen students were eager to develop their language proficiency there should be definitely more opportunities and courses to improve their language proficiency. She said :

"During the first year of our education, the fact that we have not got grammar courses and we had only two hours speaking courses may cause incompetencies for some of us. Furthermore, I do not find logical to limit the time of our practicum."

Student 28 who is a freshman found her teacher education program not efficient and said: "Insufficient." Student 29 who is a freshman complained about online courses because of Covid-19 and pandemic regulations and said: "Unfortunately; first term of the first year was not effective and online when it continues like this I think that I will not improve." Student 29 who is a freshman found online courses not effective in preparing them for their future profession and said: "During online education process it contributed nothing to me and in this way even when I pass the exam this would not make me a competent teacher."

There were six pre-service teachers who found their ELT program as partly effective in terms of preparing pre-service teachers for their future profession. Some of the typical answers were; Student 30 who is a freshman emphasizes the role of trainee teachers and teacher educators in the process of becoming an effective teacher and said: "It does not matter where I study, it depends on the trainee teacher and teacher educators. I try to improve myself." Student 31 who is a senior found her teacher education program partly effective in preparing them for their future profession effectively and said: "Partly." Student 32 who is a senior realized the importance of face to face education because of pandemic online courses and found online practicum not efficient in preparing them for teaching profession and said:

"I agree and I do not agree. Some of our teachers are very caring and some of them not. We are insufficient in terms of some aspects. Courses are online because of pandemic and this is no one's fault of course but online practicum is not efficient according to me. I understand the importance of face to face education more. "

In which manners could this teacher education program be improved to prepare trainee teachers more effectively for the teaching profession?

The aim of this question was to detect the deficiencies and improve ELT programs in Turkey with the help of English teachers suggestions.

4.3.7. In-Service Teachers’s Suggestions To Improve ELT Programs

Most of the teachers reported the lacking part of their ELT program as limited opportunities for practice and practicum.

Table 21

In-Service Teachers’ Suggestions To Improve ELT Programs

Theme	Frequency of Codes	% of the Codes
Field Knowledge And Practicum Facilities	34	%81
More Competent Teacher Trainers	3	%7
Studying Abroad Opportunities	2	%5
Mone School Procedures And Curriculum	3	%7
Total	42	%100

Some typical answers were listed to have a more clear understanding; Teacher 32 who in an MA student and teaching since two years recommended to have more emphasis on practical courses rather than theoretical courses and said:

"It could be more beneficial for us to from writing and signing class books to preparing exams. Instead of this we prepared lesson plans in one term so there should be more emphasis on practice rather than theoretical knowledge and working with different levels. "

Teacher 33 with four years of teaching experience said: "Practicum in the last year, one day a week is too late and insufficient." Like most of the participants in this research this teacher found practicum opportunities of teacher education programs limited and insufficient to prepare trainee teachers for their future profession. Teacher 34 similarly focused on the limited opportunities to practice in real classrooms and said: "I found practicum applications a little limited. During the practicum in the last year, one day a week, we are not allowed to make lessons generally, so teachers had very limited opportunities to practice in real classrooms." Teacher 35 who is an MA student has CELTA certificate and eight years of teaching experience recommended to extend practicum and real classroom experiences and said: "Longer practicum terms, teachers gaining more classroom experiences." Teacher 36 who is an MA student and teaching since five years said that trainee teachers have to spend more time in real classrooms: "For professional development, before graduation trainee teachers have to be more in school contexts." Teacher 37 who is an MA student has CELTA and three years of teaching experience focused on the theory and practice gap and said: "Difference between practical and theoretical courses have to be reduced." Teacher 38 is a teacher graduated from ELL department and teaching since 14 years, recommended to extend the practicum courses and said: "Three should be more practice courses at least two years practicum."

There were teachers suggesting that more competent teacher trainers would be beneficial in terms of improving ELT programs as the quotes demonstrate; Teacher 39 who is an MA student and teaching since two years recommended to have more competent teacher trainers in teacher education programs and said: "There should be more competent teacher trainers not teacher trainers teaching what to do and doing the opposites."

Studying abroad opportunities were mentioned by two teachers to improve ELT programs. Some excerpts are given to illustrate the issue; Teacher 40 who is teaching since three years focus on trainee teachers target language exposure and recommended to extend student exchange program opportunities and said: "Definitely studying abroad opportunities should be offered." Teacher 41 with two years of teaching experience focus on the role of natural and authentic exposure to the target language and said: "Programs have to provide more studying abroad opportunities for more students and there should be worked with more native teacher educators. "

Three teachers suggested that ELT programs have to include Information about MoNE curriculum and paperworks and procedures in schools. Teacher 42 who is an MA student and teaches since two years recommended to give trainee teachers information about MoNE procedures and said: "Before starting the profession, information about MoNE procedures and paper works could be added to the teacher training programs."

4.3.8. Pre-Service Teachers's Suggestions To Improve ELT Programs

Pre-service Teachers suggestions to improve ELT programs were categorized into four main themes namely; field knowledge and practicum facilities, more competent teacher trainers, studying abroad opportunities, and language proficiency.

Table 22

Pre-Service Teachers' Suggestions To Improve ELT Programs

Theme	N of Codes	% of Codes
Field Knowledge And Practicum Facilities	40	%77
More Competent Teacher Trainers	7	%13
Studying Abroad Opportunities	1	%2
Language Proficiency	4	%8
Total	52	%100

The most popular theme among pre-service English teachers were lack of field knowledge and practicum facilities with 40 mentions. Most of them stated that they need more real classroom and practicum experiences to be better prepared for their future profession. Some typical answers for this theme were provided; Student 33 who is a freshman recommended to give trainee teachers more opportunities to spend time in real classrooms and said: "More opportunities can be provided to make trainee teachers communicate with students." Freshman Student 34 focus on the usefulness of practice and application courses and said: "There should be more emphasis on practice and application rather than theoretical knowledge." Freshman Student 35 recommended to have specific courses for specific age groups and levels of students and said: "Teaching to different age groups require different teaching approaches. Similarly teaching to different level of students require different

teaching techniques. In this regard, there may be more detailed and different courses." Freshman Student 36 gives more value to practice and recommends to extend practice opportunities for trainee teachers and said: "Apart from theoretical courses there should be more practice opportunities." Freshman Student 37 values the role of presentations and group assignments in preparing them for teaching profession and advises to extend them: "There may be more presentation and group assignments." Freshman Student 38 focus on the role of subject matter knowledge and teaching skills and recommends to extend practicum opportunities to improve them:

"Curriculum may be reviewed. The aim should be to gain trainee teachers more teaching skills and subject matter knowledge. The practicum may be extended in terms of time to gain more experience. There should not be prep school for this program; I think four years are sufficient for this program."

Student 39 who is a freshman wants to have more teaching opportunities and said: "There should be place for more practice in terms of teaching. Us should be given more roles as teachers to understand the psychology." Student 40 who is a freshman valued the role of teaching experience and recommended to have practicum courses after the second year of teacher education programs and said: "There may be practicum facilities after the second year in the university to gain more teaching experience."

Student 41 who is a senior recommended to extend practice and teaching application facilities and said: "There can be more practice and application." Senior Student 42 recommended to have school experience and practicum courses before the last year of the program and said: "The courses like school experience and practicum may be offered before the last year of the program." Student 43 who is a senior complained of the lack of micro teaching and school experiences and

recommended to include more opportunities to practice and application in real classrooms:

"The most important problem I see is the lack of application and practice. We just take one term practicum course and only in the last year of the program and this is a significant disadvantage for us. In the previous years we had only three or four real classroom experiences but the number of micro teachings are very limited. It would be more beneficial to have practicum two years instead of one and there should be more opportunities for micro teaching."

Student 44 who is a senior recommended to give teacher trainers opportunities to spend time in real classrooms as soon as possible and said: "We may be in schools as soon as we started this program." Student 45 who is a senior recommended to have practicum courses in every year of the teacher education program to prepare them more effectively for their future profession and said: "I think that practicum should be in every year of the program to prepare us better for the teaching profession." Student 46 who is a senior focus on the importance of spending time in real classrooms and practicum courses and recommended to give trainee teachers more opportunities to spend time in real classrooms: "Practicum should take part in every year of the program because I think a teacher should spend more time in real classrooms before entering the profession." Senior Student 47 advised to extend practicum opportunities to prepare trainee teachers more effectively for their future profession and said: "There may be extended practicum opportunities like two terms school experience two terms practicum."

The second highly addressed suggestion was to have more competent teacher trainers to improve the ELT programs. Some excerpts were given to give a general idea about this issue; Freshman Student 48 criticized teacher trainers and said: "Instead of reading slides to students communicate with them." Freshman Student 49 recommended teacher trainers to be more caring and said: "There should be more practice and application opportunities. Teachers should be more caring."

Senior Student 50 recommended to have more native teacher trainers in the program. This may be helpful for trainee teachers in gaining authentic language input: "By closing the native teacher gap." Student 51 who is a senior criticized teacher educators giving pedagogical courses for not loving their profession and said: "Field courses are prepared by teachers in our department with the aim to improve us but the other teachers are fudging the courses. If they love their profession this problem may be solved."

More studying abroad opportunities was mentioned by one pre-service teacher to better the ELT program; Freshman Student 52 focused on the limited studying abroad and student exchange program opportunities and limited practicum opportunities and said:

"We have to be informed about facilities and opportunities to improve us. Trainee teachers should be provided opportunities to gain experience and work. I think that practicum should be doing throughout the teacher education program not only in the last year. In this regard, when we start the profession with more experience we may not not face challenges and take us a step further. There should be more opportunities to studying abroad for all of the trainee teachers. Most of the trainee teachers should facilitate from student change programs like Erasmus since language can be acquired and improved only in the countries speaking that language."

Improving students' language proficiency was mentioned by 4 pre-service teacher. Some of the quotes were listed to have a more clear understanding about their suggestions; Freshman Student 53 recommended to have more courses to improve trainee teachers language proficiency specifically speaking skill and said: "There should be more emphasis on speaking skill." Freshman Student 54 focused on the trainee teachers speaking skills and said: "It could be good to improve students' speaking skills." Senior Student 55 recommended to have a course in every term to improve trainee teachers language proficiency since language proficiency is a crucial construct of English teachers and said: "There should be a course in every term to improve language proficiency."

4.4. SUMMARY OF THE RESULTS

Results of this research indicate that in-service English teachers report themselves more competent in reading and writing in contrast to listening, speaking and spoken interaction skills. On the other hand freshmen ELT students perceive themselves most competent in reading and listening skills indicating that they feel themselves more competent in receptive skills rather than productive skills. Similarly, senior ELT students feel more competent in receptive skills, too. According to the results of the research, there is a significant relationship across groups in terms of language proficiency levels.

EPG framework consists of six stages of professional development, the first and second stages refers to a teacher under training, the third and fourth stages refer to the necessary knowledge and adequate practice in these areas but they can still develop themselves to help and guide other teachers. and the fifth and sixth stage refers to a fully competent teacher who is able to train novice teachers.

According to the results of this research freshmen ELT students are mostly at the first two stages of professional development in terms of teaching competences which is compatible with their level referring to a teacher under training. They perceive themselves only at stage three in terms of language proficiency digital media and intercultural competence indicating the presence of necessary knowledge and adequate practice but they can still improve themselves. Senior ELT students feel themselves at the third stage of professional development in half of the competence areas while they feel themselves at the second stage of professional development at the other half of professional development areas which shows that they can still develop themselves to be more competent as their gain more teaching experience. They feel less competent in assessing teaching in the stage of one. When the results of the EPG framework are examined, it is clear that most of the teachers feel that they are at stage four in ten competence areas. Stage four in the EPG framework refers to an experienced teacher who is competent enough to help and train novice teachers. However, they feel themselves at the stage three in terms of professional conduct, teaching experience and assessing teaching which indicates that they need more guidance in these areas to improve themselves professionally. Furthermore, findings of this research demonstrates that there is a significant relationship across freshmen and senior ELT students and in-service teachers.

The results of teachers' perspectives regarding teacher competences and teaching profession part demonstrate that in-service and pre-service teachers focus more on subject matter knowledge and pedagogical knowledge and teachers' personal characteristics in defining a competent ELT teacher. Furthermore, most of the participants found their teacher training program in ELT departments of Turkey as sufficiently effective in raising competent English teachers. Their suggestions to improve ELT programs in Turkey mostly include extending school experience and classroom practices and teaching opportunities to prepare ELT students effectively for a real classroom context.

To sum up, the findings of this research suggest that; In-service teachers have relatively higher levels of perceived language proficiency in contrast to pre-service English teachers and senior ELT students have higher levels of perceived language proficiency in contrast to freshmen ELT students. These findings indicate that as teachers continue studying in the ELT department and take field and pedagogical knowledge courses their perceived proficiency levels increases. In-service teachers have higher levels of perceived teaching competences in contrast to senior ELT students and senior ELT students have higher levels of perceived teaching competences in contrast to freshmen ELT students. This finding demonstrates that participants improve their competence levels as they take content and pedagogical courses and gain experience in teaching.

Most common mentioned features among pre-service and in-service English teachers about a competent ELT teacher were; having subject matter knowledge, classroom management skill and having characteristic features like advanced communication skills, patience, empathy and being understanding. According to the findings of qualitative data, most of the teachers feel more competent in terms of personal characteristics concerning teaching profession. Most of the teachers reported their strengths as being open to communication and patient.

In-service teachers state that they were eager to improve themselves in subject matter and pedagogical knowledge mostly followed by digital competence and language proficiency if an opportunity is provided. Pre-service teachers on the other hand were willing to develop themselves professionally in terms of language proficiency mostly followed by subject matter knowledge. In-service teachers reported that they face challenges because of unmotivated and unwilling students mostly followed by challenges related to parents and lack of subject matter knowledge generally in terms of preparing materials concerning students' needs.

In general most of the in-service teachers (52%) were satisfied with the efficiency of their ELT programs, only 24% of the teachers found their ELT program not sufficiently comprehensive while 24% of the teachers found their ELT program as partly sufficient in preparing students for their future professions as English teachers. Most of the pre-service English teachers (63%) studying at the same state university in Turkey were satisfied with their ELT program's efficacy. Only 22% of the pre-service teachers were not satisfied with the efficacy of their ELT programs and 15% of the pre-service teachers reported their ELT program as partly efficient in terms of raising effective English teachers. In general, in-service and pre-service English teachers' suggestions about increasing the efficacy of ELT programs in Turkey were related to improving micro and macro teaching opportunities, extending school experience and practicum facilities followed by employing more competent teacher trainers.

PART 5

5. DISCUSSION AND CONCLUSION

In this part of the research, the findings of the research will be discussed with reference to relevant studies in the literature. Then conclusion, pedagogical implications, limitations and suggestions for further research will be discussed.

Results indicate that freshmen ELT students perceive themselves most competent in terms of their language proficiency, digital media and intercultural competence at the stage three to the EPG framework. Other than these three competence areas freshmen ELT students reported themselves between stages one and two. The competence areas they feel less competent in are reported as methodology, knowledge and skills, education and training and teaching experience at the stage one which is compatible result with a trainee teacher. Senior ELT students evaluate themselves most competent in terms of their language proficiency, intercultural competence and interaction, management and monitoring between stages three and four in relation to EPG framework. They reported themselves at the stage three in administration, digital media, lesson and course planning which may be higher than freshmen ELT students because of their practicum and school experience courses they take in their last years of teacher education. The lowest scores are reported in teaching experience and assessing teaching at the stage two which is in accordance with a trainee teacher. Unlike results of previous research (Cesur, 2012: p.88; Seferoglu, 2005: p.709-716; Arslan and Özpınar, 2008: p.38-63, Şallı Çupur, 2008: p.67) indicating that pre-service teachers perceive themselves generally competent, pre-service teachers in this research did not perceive themselves sufficiently competent in most of the competence areas.

In-service teachers on the other hand found to be most competent in terms of digital media and language proficiency followed by interaction, management and monitoring. In previous research Özdemir (2007: p.74) reported teachers' low competences in instructional technology while it is the competence area with the highest mean score in this study. It is found that in-service teachers' stages according to the EPG framework are between four and five except professional conduct, teaching experience and assessing teaching which is reported at the level three demonstrating that they need more improvement in those competence areas especially in assessing teaching which is the lowest competence area for in-service teachers. Furthermore, the findings of this research are consistent of Yuksel & Sağlam's (2018: p.68) research reporting assessment and evaluation as the competence area with the lowest mean scores. The findings of this research are not consistent with Şahin's (2006: p.63) results since English teachers in his study were highly competent in terms of assessment unlike the results of this research demonstrates. The findings of this research has not consisted with Canbolat's (2013: p.81) research in demonstrating that in-service teachers perceive themselves competent in language proficiency not sufficiently competent in terms of assessment, unlike his findings. As in the research of Cantekin (2009: p.59), in-service teachers of this study can be regarded as competent in general.

To sum, language proficiency is regarded as the most competent skill by freshmen and senior ELT students, which has the second highest mean score for in-service teachers coming after the digital media competence area. Not surprisingly teaching experience was one of the lowest competence areas for freshmen and senior ELT students. And results show that senior ELT students and in-service teachers need more training in assessing teaching, which is a very important construct of an ELT classroom. Furthermore, it is found that there is a significant relationship across groups in terms of competence levels and teaching experiences. As pre-service teachers take more content and pedagogical courses during their teacher training program and gain more experience during practicum their competence levels

increase in parallel as demonstrated in the research of Kani (2011: p.71) and Yuksel & Sađlam (2018: p. 83) since they found that fourth grade ELT students perceive themselves more competent than first and second grade ELT students with a significant difference statistically.

Freshmen ELT students feel most comfortable in reading skills followed by listening skills and writing is the third highest skill among freshmen ELT students. The skills which they feel less comfortable are speaking and spoken interaction skills which points out that they evaluate themselves most comfortable in receptive skills rather than productive skills. In terms of CEFR levels; most of the Freshmen ELT students perceive themselves in advanced level (C1) in terms of reading, writing, and listening and in terms of speaking and spoken interaction skills most of them perceive themselves in upper intermediate level (B2). On the other hand, senior ELT students feel most comfortable in reading and listening followed by writing skills, then comes speaking skills and spoken interaction skills respectively. To being more confident in receptive skills rather than productive skills the results are similar to freshmen ELT students' findings. Most of the senior ELT students perceive themselves at advanced level (C1) in terms of receptive skills and most of them evaluate their skills in writing, speaking and spoken interaction at the upper intermediate (B2) level.

Reading skill had the highest mean score indicating that in-service teachers feel most competent in reading. The second skill that in-service teachers feel more competent in is writing followed by speaking, spoken interaction and listening skills. In general, teachers feel more competent in reading and writing rather than listening and oral communication skills. On the other hand, most of the in-service teachers evaluate their level of proficiency at the advanced (C1) level in every skill listed. And the number of in-service teachers who perceive themselves at the native like proficiency (C2) level can not be underestimated.

To sum, findings of the language proficiency competence area in the EPG grid consisted with teachers' perceived language levels. Mean scores in the language proficiency area indicates that freshmen and senior ELT students are in between upper intermediate (C2) and advanced (C1) levels while in-service teachers evaluated themselves in between advanced (C1) and native like (C2) levels of language proficiency. As the results of this research demonstrate there is a significant relationship between freshmen and senior ELT students and in-service teachers and their perceived language proficiency levels. The findings of this research are similar to the results of Kani (2011: p.77) because he found a significant relationship between freshmen and senior ELT students' language proficiency and competence levels. Besides participant teachers' proficiency levels differed with respect to their years of teaching experiences which means as they gain more experience their proficiency levels increase.

As stated by Richards et al., (2013: p.231-246) language proficiency is regarded as an important construct of qualified teachers. In this research, some pre-service and in-service teachers mentioned language proficiency as an important feature of a competent ELT teacher. Similarly, Chambles (2012: p.141-162) claims that teachers have to have high language proficiencies to teach the language effectively since English is both the subject and medium of instruction. By the findings of this research she thinks that language proficiency is a crucial construct for teaching and learning practices in an English language classroom claiming that there is a direct link between teachers language proficiency and students language input since low proficiency teachers can not provide comprehensible and rich input for their learners to develop their learning. Furthermore, she explains that it is not realistic to expect learners to go beyond their teachers' language proficiency level. In a recent research Canh and Renendya (2017: p.67-81), claims that language proficiency is an important construct of a qualified teacher since with the help of advanced language proficiency teachers can provide learners extended learning opportunities. Nasserdeen (2011: p.21-23) suggests that subject matter knowledge

and improved language proficiency are important in acting as role models for students. Similar to the results of this research Faez and Karas (2017: p.135-151), claimed that qualified teachers have to have high levels of language proficiency. Findings of previous research are compatible with this study's findings since being proficient in English was mentioned by many of the in-service and pre-service teachers in defining a competent ELT teacher. Furthermore, Bilican (2016: p.88) reported that according to teacher educators and teacher employers low language proficiency is the most important weakness of novice teachers. Although in this research novice teachers perceive themselves most competent in terms of their language proficiency according to the EPG framework most of the pre-service English teachers mentioned language proficiency specifically oral skills as a construct they want to improve since most of the pre-service participants perceive their level of language proficiency in terms of oral communication skills as B2. Furthermore, findings of this research indicate that as teachers gain more experience their proficiency levels increase which shows an alignment with Bilican's (2016: p.88) findings.

Teachers' subject matter knowledge is regarded as an indicator of a competent ELT teacher by the participants of this research as reported by Richard et al., (2013: p.231-246) claiming that subject matter knowledge is a significant indicator of a qualified language teacher since field knowledge directly affects what is going on in the classroom. Similarly subject matter knowledge is regarded as an important construct of an effective language teacher by McNamara (1991: p.113-128) promoting that teachers with advanced subject matter knowledge can be able to adjust the knowledge to the levels of learners to make subject matter more understandable for learners.

Teachers' pedagogical knowledge was one of the most mentioned themes in defining teacher competences in this research especially in terms of classroom management reported as one of the crucial difficulties for novice teachers (Hogan et al., 2003: p.235-247; Zuckerman 2007: p.4-16; Romano 2008: p.63). According to Fenstermacher and Richardson (2005: p.186-213), one of the four important constructs of effective teaching is a supportive teaching and learning environment which was mentioned in this research by several of teachers.

In defining a competent ELT teacher most of the codes were concerning teachers' personal characteristics category mentioned by both pre-service and in-service English teachers. Similarly, in his research Tsang (2017: p.99-113) claims that there are other crucial constructs than language proficiency in describing a competent ELT teacher such as kind personality, sense of humor, positive relationship with students, pedagogy knowledge and good pronunciation and accuracy. His study's findings are in accordance with this research's results since most of the pre-service and in-service teachers in this research mentioned those teacher characteristics as personal traits of a competent ELT teacher. Like the research of Cooper (2001: p.301-307; Eryılmaz and Kara 2017: p.85-100; Gabrielatos (2002: p.75-78) teacher characteristics is one of the mostly addressed construct in defining a good teacher. Findings of this research demonstrated that a competent ELT teacher has to have some personal characteristics such as empathy, self confidence and positive attitudes towards teaching and students as the research of Taneri (2017: p.105-120) indicates. Similarly according to Chang students give importance to teachers' personality traits such as empathy and fairness with are mentioned by the participants of the research repeatedly while describing a competent teacher.

Most of the pre-service and in-service teachers reported their personal characteristics as their strengths in alignment with the findings of the research of Korthagen (2004: p.77-97). Korthagen (2004: p.77-97) focuses on teachers' personal characteristics such as empathy, understanding and tolerance as crucial qualities for teachers in accordance with the findings of this research. Second, most frequently addressed strength was in subject matter knowledge by both pre-service and in-service teachers which is compatible with previous studies in the literature. Other areas of strength were reported as pedagogical knowledge and skills, digital competence and language proficiency which are competence areas mentioned in the literature review part of this research. In terms of teachers' language proficiency, some teachers reported their proficiency level as their weaknesses and an issue that they want to develop especially in terms of speaking and spoken production skills. Still, most of the teachers mentioned language proficiency especially in terms of oral skills by defining a competent ELT teacher especially pre-service English teachers perceive themselves not at high levels of language proficiency.

In-service teachers were willing to improve themselves in terms of subject matter knowledge mostly followed by pedagogical knowledge, digital competence, studying abroad facilities, personal characteristics and solving problems caused by students' lack of motivation and willingness to learn English. Pre-service teachers highly addressed theme in terms of improved facilities were their level of language proficiency followed by subject matter knowledge, personal characteristics, studying abroad facilities, pedagogical knowledge and digital competence.

In general pre-service and in-service English teachers have positive opinions concerning their competences in terms of subject matter knowledge, pedagogical knowledge and personal characteristics. In general most of the participants evaluate their teaching program as effective in preparing them for in-service teaching which is coherent with Yalçın İncik and Akay (2015: p.179-197) study's findings. Similar to

their results, participant teachers of this research perceive themselves competent in understanding and respecting students. Furthermore, monitoring and assessing teaching and learning were found to be areas in which pre-service teachers feel not very competent as in Yalçın İncik and Akay (2015: p.179-197) research. There were some other studies (Temel, 1991; Güven, 2001; Çakan, 2004; as cited in Yalçın İncik & Akay, 2015: p.179-197). reporting that pre-service teachers perceive themselves as not very competent in terms of testing and evaluation as the results of this research indicate.

As reported in the research of Elbaz (1981: p.43-71) most of the pre-service and in-service teachers in this research focus on the theory practice gap in terms of classroom management. In this regard, most of the teachers suggested increasing practicum opportunities for ELT students to improve their teaching and classroom management skills. Similar to Korthagen, Laugh Ran and Russell's (2006: p. 1020-1040) findings a couple of pre-service teachers claimed that most of the time theoretical knowledge is not useful in real classrooms. According to Eames and Coll (2010: p.180-196) this is the reason why novice teachers face difficulties in real classrooms when there is a gap between theoretical knowledge and real classrooms. Without a doubt theoretical subject matter knowledge is important for teachers but it is useful when it is applied to real classroom contexts. To apply the theory properly teachers should have experience opportunities in real classrooms. With the help of theory and practice in real classroom contexts pre-service teachers can perceive themselves competent enough to teach in future classrooms. It is suggested to guide pre-service teachers in their way to reach conclusions in terms of classroom management by improving their teaching experiences (Yesilbursa, 2011: p.104-116). In alignment with the research of Deed, Cox and Brain(2011), most of the pre-service and in-service teachers suggest improving practicum, micro and macro teaching experiences, school visits to improve ELT programs and prepare pre-service teachers for their future profession effectively. In their research pre-service teachers reported a lack of practical examples as the participant teachers in this research. Both

in this research and Deed, Cox and Brain (2011: p.74-92) research pre-service teachers reported the need for more practical and applicable knowledge fitting in real classroom contexts rather than theoretical knowledge especially in terms of classroom management difficulties.

Conducted in a local context, Korkmazgil (2015: p.88) claims that low proficiency teachers rely more on course books and do not interact with learners leading to less target language exposure for students and less learning opportunities. As suggested by the participant teachers of this research teacher educators and teacher employers and curriculum designers are advised to contain more courses to improve ELT students' language proficiency. Furthermore, like Richards et al (2013: p.231-246), participants of this research suggest policy makers to provide pre-service teachers courses and research abroad programs to improve their language proficiency. To prevent lacking language skills in learners and more successful outcomes in learning, pre-service teachers have to be trained in accordance with necessary language proficiency level and well equipped in terms of content and pedagogical knowledge.

CONCLUSION

Since English is the universal language and lingua franca of the world, it is used by millions of people in Turkey. Turkey is criticized for its language education policies because of unsuccessful learning outcomes of Turkish students despite many years of learning English experiences. Due to these criticisms competent English language teachers gained more importance in relation to these expectations. But what is meant by a competent teacher? A competent teacher is considered as a teacher having necessary field subject knowledge, pedagogical knowledge and personal characteristics in alignment with the profession who can meet their learners needs in relation to their age and proficiency level. Thus there is a growing body of expectation from language teachers both by the MoNE as well as public and private schools. In this regard, the efficacy of language teacher education programs have been questioned in terms of raising competent and qualified teachers.

National and international standards for teacher competences are useful in outlining a reference framework to identify the level of teachers' professional skills and evaluate teachers' competences to see the areas that need to be improved. On the other hand with the help of these frameworks and standards teachers can realize their competence levels and detect their weaknesses professionally and try to improve them. In this regard, standards and reference frameworks are useful in analyzing teachers' needs for teacher training and in-service teacher training policies and programs since they serve as a guide for designing courses curriculum and setting performance goals for teachers and teacher trainers.

By analyzing how teacher training programs comply with international teacher competences standards and how much of the content reflects pre-set criteria of these standards teacher training programs may be improved by adding the lacking parts to the curriculum of teacher education programs. Also there are differences

across universities that include different courses and moreover, courses with the same title may vary in content from university to university. This may lead to greater differences among future English teachers with different skills and knowledge because of the various learning outcomes and policies of ELT departments in Turkey. This is likely to cause confusion and differences in terms of teachers' professional competences and pre-specified standards set nationally and internationally.

Findings of this research demonstrated that freshmen ELT students were at the first two stages of professional development according to the EPG framework in terms of teaching competences compatible with their level referring to a teacher under training. Senior ELT students perceive themselves at the stages two and three generally referring to a teacher under training and a novice teacher needing improvement. Most of the in-service teachers on the other hand reported being at the stage four referring to an experienced teacher. Results indicate that there is a significant relationship across groups in terms of teaching competences demonstrating that as pre-service teachers take content and pedagogic courses and gain experience their perceived teaching competences increase in parallel. Furthermore, there is a significant relationship across groups in terms of perceived language proficiency pointing to an increase of language proficiency as teachers take more content courses and gain experience. This result demonstrates the efficacy of the ELT programs since freshmen ELT students feel more competent as they take more courses throughout their teacher education programs.

Analysis of open-ended questions demonstrated that in defining a competent ELT teacher most frequently mentioned themes were subject matter knowledge, pedagogical knowledge and teachers' personal characteristics. Highly addressed codes in defining a competent teacher were: classroom management skill, subject

matter knowledge, advanced communication skills, empathy and patience which were common codes used in previous studies in the field. According to the findings, in-service teachers were eager to improve themselves in terms of subject matter and pedagogical knowledge while pre-service teachers were mostly willing to improve their language proficiency if an opportunity is provided. Since language proficiency is regarded as a crucial construct of qualified language teachers pre-service teachers can be provided with courses for language improvement and teaching and learning abroad opportunities to make them improve their language skills since English is the medium and subject of instruction. Furthermore, to teach English effectively language teachers have to have high levels of language proficiency as suggested by many studies in the literature.

Generally, most of the participants were satisfied with the efficacy of their teacher training program but they advise policy makers and curriculum designers to extend the practicum, school experience and micro teaching opportunities to prepare trainee teachers more effectively for their future profession. Pre-service teachers need practical opportunities to teach in real classrooms to improve themselves otherwise they may face challenges in real classrooms. Teachers may have different teaching contexts including ages of learners, levels of learners or by working in city centers and rural areas or they may work in private schools in well-equipped classrooms or they may work in state schools in remote parts of Turkey with little or no equipment and support. In this regard, it would be very useful for student teachers to gain varied teaching experiences in different teaching contexts to cope with challenges faced in various classrooms. Otherwise, teachers may have some classroom management difficulties and may be discouraged because of the contextual limitations they face. Real classroom experiences like micro and macro teachings can be useful in empowering students teaching with the help of appropriate feedback from peers and supervisors. With the help of extended real classroom practices in terms of micro and macro teaching pre-service teachers can improve their teaching and have the opportunity to apply their theoretical knowledge in real

classrooms. Especially when followed by specific feedback by the supervisors, micro and macro teachings can be very supportive for pre-service teachers to improve their teaching. With the help of extended classroom practice and experience a pre-service teacher may learn how to cope with different challenges and teaching contexts in terms of classroom management, planning, and applying various methods or technical problems. Only in this way pre-service English teachers can enhance their teaching and contribute to their professional knowledge. On the other hand micro teachings are useful as building bridges between theory and practice by experiencing and trying various theoretical knowledge to see which of them works in real classrooms and which of them does not. To better and improve the language teacher training programs, opinions of in-service and pre-service English teachers have to be taken into consideration by the policy makers curriculum designers and teacher trainers. Since teachers are expected to take part in the life long learning process as stakeholders teachers need to be guided and supported throughout their work to improve teacher quality. Also, every teacher is unique with their different teaching context and different identity with various strengths and weaknesses in this regard, they may need specific guidance and support to improve them professionally. Therefore teacher trainers have to consider context embedded factors and teachers as unique individuals with various needs to improve teachers' development process.

When it comes to difficulties teachers have throughout their profession students' lack of willingness and motivation to learn the target language was mentioned as the most frequently construct. At the same time, students' willingness and effort to learn was regarded as one of the four important factors of good and effective teaching which may shed signs on the issue of Turkish students' failure in learning English.

In this regard, findings of this research provide prompts and valuable insights for policy makers, curriculum designers and teacher trainers in terms of student

teachers and in-service teachers needs and expectations by describing their teaching competence levels and opinions about a qualified teacher, challenges they face concerning teaching profession and suggestions to improve the efficacy of ELT teacher training programs. Thus Findings of this research may be helpful to improve English teaching practices, and teacher quality in accordance with teacher education curricula provided by the Council of Higher Education (CoHE) by demonstrating in-service and pre-service English teachers' perceived competences. In-service teacher training programs should be prepared by taking the competences required for effective teachers since teaching and learning outcomes are related to learning and teaching context so that teachers' and students' needs may differ in various teaching and learning contexts. Thus every unique teacher may need various guidance and support in relation to his her specific teaching context to improve teaching outcomes and fulfill the needs of national and international education goals.

PEDAGOGICAL IMPLICATIONS

Since language proficiency is an important indicator of a qualified English teacher courses should be added to in-service and pre-service teacher education programs to improve in-service and pre-service English proficiency levels. Furthermore, studying/teaching abroad opportunities may be extended to improve both pre-service and in-service teachers' language proficiency with the help of contact with native speakers especially in terms of oral communication skills.

Pre-service and in-service teachers should be informed about national and international standards and frameworks for teacher competences to ensure their professional self-assessment and development. Furthermore, teacher training programs should include the national and international set standards in terms of teacher competences.

In the case of Turkey, practicum courses are offered only in the final year of teacher education programs and the efficacy of practicum courses is questionable. Practicum courses should be offered early as possible and pre-service teachers should be exposed to a variety of classrooms in different kinds of schools like primary, secondary and high schools during their school experience and practicum courses.

Every classroom context and every teacher is unique in terms of needs and expectations so teachers should be given on-going support throughout their teaching journey.

Practical workshops with a specific focus such as improving language proficiency, classroom management skills, technology integration should be offered to pre-service and in-service teachers to support their professional development as language teachers.

LIMITATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

Since pre-service English teachers were from the same university in Turkey, implementation of the research in other universities may provide more generalizable and reliable results.

The survey of this research can be administered to different participants such as mentors, supervisors, and teacher trainers.

Participants of the research may be observed in their teaching to examine the relationship between their perceived competences and practices in the classroom

since perceived levels of language proficiency and teaching competences might have been evaluated more positively.

REFERENCES

1. Books

- Bailey, Kathleen (2006). *Language teacher supervision: A case-based approach*. New York: Cambridge University Press.
- Dörnyei, Zoltan (2007). *Research methods in applied linguistics*. Oxford: Oxford University Press.
- Eames, Chris, Richard Coll (2010). "Cooperative education: Integrating classroom and workplace learning." Stephen Billett. *Learning through practice* Dordrecht:Springer, 180-196.
- Gabrielatos, Costas (2002). "The shape of the language teacher." Alan Pulverness. *IATEFL 2002: York Conference Selections*. Whitstable: IATEFL, 75-78.
- Katz, A. & Snow, M. A. (2009). "The Cambridge guide to second language teacher education." In A. Burns & J. C. Richards (Eds.) *Standards and second language teacher education*. Cambridge: Cambridge University Press, 66-76.
- Lincoln, Yvonna S. & Guba, Egon G. (1985). *Naturalistic inquiry*. Beverly Hills, CA: Sage.
- MEB (2008). *Öğretmen yeterlikleri öğretmenlik mesleği genel ve özel alan yeterlikleri*. Ankara: Devlet Kitapları.
- North, Brian (2012). "A profiling grid for language teaching professionals: Discussing EAQUALS descriptors." Pierangela Diadori. *How to train language teacher trainers*. Newcastle upon Tyne: Cambridge Scholars Publishing, 190-217.
- Rossner, Richard (2012). "Methods of Assessment and the EAQUALS Profiling Grid for Language Teachers." Pierangela Diadori. *How to train language teacher trainers*. Newcastle upon Tyne: Cambridge Scholars Publishing, 218-240.
- Tucker Pamela D., James H. Stronge (2005) *Linking teacher evaluation and student learning*. The USA: Association for Supervision and Curriculum Development.

2. Articles, Papers, Other Printed Publications

- Arıkan, Arda, Duygu Taşer, H. Sezgi Saraç-Süzer (2008). "The effective English language teacher from the perspectives of Turkish preparatory school students." *Eğitim ve Bilim*, 33, 42-51.
- Arıkan, Arda (2010). "Effective English language teacher from the perspectives of prospective and in-service teachers in Turkey." *Elektronik Sosyal Bilimler Dergisi*, 9(31), 209-223.
- Arslan, Selahattin, İlknur Özpınar (2008). "Öğretmen nitelikleri: İlköğretim programlarının beklentileri ve eğitim fakültelerinin kazandırdıkları." *Necatibey Eğitim Fakültesi Elektronik Fen ve Matematik Eğitimi Dergisi*, 2 (1), 38-63.
- Aydoğan, İsmail, Zehra Çilsal (2007). "Yabancı dil öğretmenlerinin yetiştirilme süreci (Türkiye ve diğer ülkeler)." *Erciyes Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 22, 179-197.
- Bağçeci, Birsen, İbrahim Yıldırım, Kevser Kara, Derya Keskinpalta (2015). "Pedagojik formasyon ve eğitim fakültesi öğrencilerinin öğretmenlik mesleğine yönelik tutumlarının karşılaştırılması." *Erzincan Üniversitesi Eğitim Fakültesi Dergisi*, 17(1), 307-324.
- Bayrakçı, Mevlüt (2013). "In-service teacher training in Japan and Turkey: A comparative analysis of institutions and practices." *Australian Journal of Teacher Education*, 34(1), 10-22.
- Bilican, Recep (2016). Effectiveness and professional competencies of English language teachers in first five years in Turkey. Unpublished Dissertation, Çanakkale 18 Mart University, Çanakkale.
- Can, Ali (2005). İngilizce öğretmeni yetiştirme programının kazandırdığı konu alanı öğretmen yeterliliklerinin standartlara göre değerlendirilmesi. Unpublished Doctoral Dissertation, Ankara Üniversitesi, Ankara.
- Canbolat, Nilay (2013). Investigating ELT instructors' perceived competencies: Challenges and suggestions. Unpublished master thesis, Middle East Technical University, Ankara.
- Canh, Le Van, Willy A. Renandya (2017). "Teachers' English proficiency and classroom language use: A conversation analysis research." *RELC Journal*, 48 (1), 67-81. <http://dx.doi.org/10.1177/0033688217690935>

- Cantekin, Ömer Faruk (2009). Professional and communicational competencies of the English teachers working in public high schools. Unpublished master thesis, Gazi University, Ankara.
- Cesur, Kürşat (2012). Examining competencies of prospective English teachers through their pedagogical content knowledge: A case study. Unpublished doctoral thesis, Gazi University, Ankara.
- Chambless, Krista S. (2012). "Teachers' oral proficiency in the target language: Research on its role in language teaching and learning." *Foreign Language Annals*, 45 (1), 141–162.
- Chang, Lilian Ya Hui (2016). "TESOL teachers' divergent reflective thinking on what makes a language teacher good." *Academic Research International*, 3 (2), 413-419.
- Clotfelter, Charles T., Helen F. Ladd, Jacob L. Vigdor (2011). "Teacher mobility, school segregation, and pay-based policies to level the playing field." *Education Finance and Policy*, 6(3), 399-438.
- Cooper, Thomas C. (2001). "Foreign language teaching style and personality." *Foreign Language Annals*, 34(4), 301-307.
- Coşkun, Abdullah. & Ayşenur Daloğlu (2010). "Evaluating an English Language Teacher Education Program Through Peacock's Model." *Australian Journal of Teacher Education*, 35(6), 24-39.
- Çelik, Servet, Arda Arıkan, Mustafa Caner (2013). "In the eyes of Turkish EFL learners: What makes an effective foreign language teacher?" *Porta Linguarum*, 20, 287-297.
- Çubukçu, Feryal (2010). "Student teachers' perceptions of teacher competence and their attributions for success and failure in learning." *The Journal of International Social Research*, 3(10), 213-217.
- Darling-Hammond, Linda (2000). "Teacher quality and student achievement: A review of state policy evidence. *Education Policy Analysis Archives*, 8(1) <http://dx.doi.org/10.14507/epaa.v8n1.2000>.
- Deed, C., Cox, P., & Prain, V. (2011). "Enablers and constraints in achieving integration in a teacher preparation program." *Australian Journal of Teacher Education*, 36(8), 74- 92.
- DeJong, Terry (2005). "A framework of principles and best practice for managing student behavior in the Australian context." *School Psychology International*, 26(3), 343- 370.

- Delen, İbrahim, Sedat Şen, Niyazi Erdoğan (2015). "Investigating teacher certificate program in Turkey: prospective teachers' technological and pedagogical content knowledge." *Necatibey Eğitim Fakültesi Elektronik Fen ve Matematik Eğitimi Dergisi (EFMED)*. 9(2), 252-274.
- Deniz, Sabahattin, Nurettin Sahin (2006). "The restructuring process of teacher training system in Turkey: A model of teacher training based on post-graduate education (PGCE)." *Journal of Social Sciences*, 2, 21-26.
- Ekşi, Gül, & Yeşim Çapa-Aydın, (2012). "English instructors' professional development need areas and predictors of professional development needs." *Procedia-Social and Behavioral Sciences*, 70, 675-685. doi: 10.1016/j.sbspro.2013.01.108
- Elbaz, F. (1981). "The teacher's "practical knowledge: Report of a case study." *Curriculum Inquiry*, 11(1), 43-71.
- Elizabeth, Cheung Lai-man, Cheng May-hung May, Pang King Chee (2008). "Building a model to define the concept of teacher success in Hong Kong." *Teaching and Teacher Education*, 24, 623-634. doi: 10.1016/j.tate.2007.09.007
- Erten, İsmail Hakkı (2015). "Listening to practicing teachers: Implications for teacher training programs." *Procedia-Social and Behavioral Sciences*, 199, 581-588.
- Eryılmaz, Ali, Ahmet Kara (2017). "Comparison of teachers and pre-service teachers with respect to personality traits and career adaptability." *International Journal of Instruction*, 10 (1), 85-100.
- Faez, Farahnaz, Michael Karas (2017). "Connecting language proficiency to (self-reported) teaching ability: A Review and analysis of research." *RELC Journal*, 48(1), 135- 151.
- Farrel, Thomas S. C. (2015). "It is not who you are! It is how you teach! Critical competencies associated with language effective teaching." *RELC Journal*, 46 (1), 79-88. <https://doi.org/10.1177/0033688214568096>.
- Fenstermacher, Garry D. (1990). "The alternative certification of teachers. " *Peabody Journal of Education*, Vol. 67(3), 155-185.
- Fenstermacher, Garry D., Virginia Richardson (2005). "On making determinations of quality teaching." *Teacher College Record*, 107, 186-213.
- Freeman, Donald, A. Katz, Pablo Garcia Gomez, Anne Burns (2015). "English-for-Teaching: Rethinking teacher proficiency in the classroom." *ELT Journal*, 69, 129- 139.

- Grundy, Peter, Jenny Johnson, Deepti Gupta, Gerardo Valazza, Raf Erzeel (2005). "What makes a good teacher?" IATEFL Issues, 183, Retrieved at <http://www.iatefl.org/content/newsletter/183.php> (February 26, 2009)
- Hogan, Tracy, Mitchell Rabinowitz, John Craven (2003). "Representation in teaching: Inferences from research of expert and novice teachers." Educational Psychologist, 38(4), 235-247.
- Ida, Zagyvane Szucs (2017). "What makes a good teacher?. Universal Journal of Educational Research", 5(1), 141-147.
- Kani, Zeynep Gülşah (2011). A case study on the English language teacher trainees' perceptions about teacher competencies identified by Common European Framework (CEF) and European Language Portfolio (ELP). Unpublished master thesis, Çanakkale Onsekiz Mart University, Çanakkale.
- Karacaoğlu, Ömer Cem (2008a). Teacher qualifications in adaptation process to European Union. Unpublished doctoral thesis, Ankara University, Ankara.
- Karacaoğlu, Ömer Cem (2008b). "Determining the teacher competencies required in Turkey in the European Union Harmonization Process." World Applied Sciences Journal, 4, 86-94.
- Karakaş, Ali (2012). "Evaluation of the English language teacher education program in Turkey." ELT Weekly, 4(15), 1-17.
- Kırkgöz, Yasemin (2007). "English language teaching in Turkey: Policy changes and their implementations." RELC Journal, 38 (2), 216-228,
<https://doi.org/10.1177/0033688207079696>
- Kiraz, Zafer, Fevzi Dursun (2015). "Pedagogik formasyon eğitimi alan öğretmen adaylarının aldıkları eğitime ilişkin algıları." Mersin Üniversitesi Eğitim Fakültesi Dergisi, 11 (3).
- Kleinhenz, Elizabeth, Lawrence Ingvarson (2007). "Standards for Teaching: Theoretical Underpinnings and Applications." Retrieved from http://research.acer.edu.au/teaching_standards/1.
- Korkmazgil, Sibel (2015). An Investigation into Turkish English language teachers' perceived professional development needs, practices and challenges. Unpublished Dissertation, Ankara, METU.
- Korthagen, F. A. J. (2004). "In search of the essence of a good teacher: Towards a more holistic approach in teacher education." Teaching and Teacher Education, 20(1), 77-97.

- Korthagen, Fred, Jeffrey John Loughran, Tom Russell (2006). "Developing fundamental principles for teacher education programs and practices." *Teaching and Teacher Education*, 22, 1020- 1041.
- Lemus-Hidalgo, Maria. E. (2017). "The role of teachers' experiences in the construction of their knowledge and beliefs: A case research of english language teaching in Mexico". *International Journal of Languages' Education and Teaching* 5 (1), 447- 461.
- Livingston, Carol, Hilda Borko (1989). "Expert-novice differences in teaching: A cognitive analysis and implications for teacher education." *Journal of Teacher Education*, 40, 36-42. DOI: 10.1177/002248718904000407.
- Lopez, C. J. (2013). "The effects of teacher certification and experience on student achievement on primary school examination in Belizean primary schools." *Dissertation Abstracts International Section A: Humanities and Social Sciences*, Vol 74(1).
- Louws, Monika, Klaas van Veen, Jacoblene Meirink, Jan H. van Driel (2017). "Teachers' professional learning goals in relation to teaching experience" *European Journal of Teacher Education*, 40(4), 487-504 <http://dx.doi.org/10.1080/02619768.2017.1342241>
- Lowman, Joseph (1996). "Characteristics of exemplary teachers." *New Directions for Teaching and Learning*, 65, 33-40.
- McNamara, David (1991). "Subject knowledge and its application: problems and possibilities for teacher educators." *The Journal of Education for Teaching* 17 (2), 113–128.
- Milli Eğitim Bakanlığı (2002). *Teacher Competencies*
- Milli Eğitim Bakanlığı (2006). *Öğretmenlik mesleği genel yeterlilikleri.*
- Mullock, Barbara (2003). "What makes a good teacher? The perceptions of postgraduate TESOL students". *Prospect*, 18 (3), 3-24.
- Naserdeen, Da'ad (2001). "Second language research in elementary schools." *Multicultural Education*, 8(3): 21–23.
- Özdemir, Ö. (2007). *The competency of primary school English teachers in the usage of methods-techniques and materials.* Unpublished master thesis, Çanakkale Onsekiz Mart University, Çanakkale.
- Richards, Heather Margaret, Clare Conway, Annelles Roskvist, Sharon Harvey (2013). "Foreign language teachers' language proficiency and their language teaching practice." *The Language Learning Journal*, 41(2), 231–246.

- Richards, Jack C. (2011). "Exploring teacher competence in language teaching." *The Language Teacher*, 35(4).
- Richards, Jack C. (2017). "Teaching English through English: Proficiency, Pedagogy and Performance." *RELC Journal*, 48(1), 7-30.
DOI:10.1177/0033688217690059
- Romano, Molly (2008). "Successes and struggles of the beginning teacher: Widening the sample." *The Educational Forum*, 72(1), 63.
- Safran, M. (2013) "Presentation on Figures in Teacher Recruitment"
Higher Council of Deans Meeting: Konya.
- Savaş, P. (2006). A case research of faculty support in the distance English language teacher education program at Anadolu University in Turkey. Unpublished doctoral dissertation, The University of Florida: Florida
- Seferoğlu, Gölge (2004). "A research of alternative English teacher certification practices in Turkey." *Journal of Education for Teaching*, 30 (2), 151-159.
- Seferoğlu, Gölge (2006). "Teacher candidates' reflections on some components of a pre-service English teacher education programme in Turkey." *Journal of Education for Teaching*, 32(4), 369-378. doi:10.1080/02607470600981953
- Seferoğlu, Süleyman Sadi(2005)." A study on teaching competencies of teacher candidates." *Proceedings of International Conference on Education: Singapore. (ICE 2005)*, 709-716
- Suell, Jo Lynn, Chris Piotrowski (2007). "Alternative teacher education programs: A review of the literature and outcome studies." *Journal of Instructional Psychology*, 34 (1) , 54-58.
- Süral, Serhat, Emel Sarıtaş (2015). "Pedagojik formasyon programına katılan öğrencilerin öğretmenlik mesleğine yönelik yeterliklerinin incelenmesi"
Mersin Üniversitesi Eğitim Fakültesi Dergisi, 11(1) 62-75.
- Şallı-Çopur, Deniz S. (2008). *Teacher Effectiveness in Initial Years of Service: A Case Research on the Graduates of METU Language Education Program*. Unpublished doctoral dissertation, Middle East Technical University, Ankara.
- Taneri, Pervin Oya (2017). "The Viewpoints of Instructors about the Effects of Teacher Education Programs on Prospective Teachers' Affective Characteristics." *Eurasian Journal of Educational Research*, 70, 105-120.
DOI: 10.14689/ejer.2017.70.6
- Tillema, Harm, Christel Verberg (2002). "Recognizing competence - evaluation of an alternative teacher licensing assessment program." *Studies in Educational Evaluation* 297-313.

- Tsang, Art (2017). "EFL/ESL teachers' general language proficiency and learners' engagement. RELC Journal." 48 (1), 99- 113, <http://dx.doi.org/10.1177/0033688217690060>.
- Wichadee, Saovapa (2010). "Defining the effective English language teacher: Students' and teachers' perspectives." In A.M. Stoke (Eds), Proceedings of the JACLT2009 Conference. Tokyo: JALT. Retrieved from <http://www.jalt-publications.org/archieve/proceedings/2009/E033.pdf>
- Yalçın-İncik, Eda, Cenk Akay (2015). "Eğitim fakültesi ve pedagojik formasyon sertifika programlarında öğrenim gören öğretmen adaylarının öğretmenlik mesleği yeterliklerine yönelik görüşleri." Journal of Kirsehir Education Faculty. 16 (2), 179-197.
- Yesilbursa, Amanda (2011). "Reflection at the interface of theory and practice: An analysis of pre-service English language teachers' written reflections." Australian Journal of Teacher Education, 36, 104-116.
- YÖK - Yükseköğretim Kurulu (2011). Türkiye yükseköğretim yeterlilikler çerçevesi: Temel alan yeterlilikleri, öğretmen yetiştirme ve eğitim bilimleri. Retrieved from: <http://www.yok.gov.tr/documents/10348274/11114827/14.pdf/8f975b8a-d0c9-4414-a67b-5ec7e4c75705>
- Yüksel, Hatice Gulru (2014). "Teachers of the future: Perceived teaching competences and visions of pre-service English language teachers." International Journal of Human Sciences, 11(2), 27-39.
- Zuckerman, June Trop (2007). "Classroom management in secondary schools: A research of student teachers' successful strategies." American Secondary Education, 35(2), 4-16.

Değerli katılımcı,

Bu anket, İngilizce Öğretmenliği bölümü öğrencilerinin ve İngilizce öğretmenlerinin öğretmen yeterlikleri bağlamında kendilerini nasıl değerlendirdiklerini inceleyen bir yüksek lisans tezine veri sağlamak amacı ile oluşturulmuştur. Anketin ilk kısmında eğitim geçmişiniz ve dil öğretimi deneyiminiz ile ilgili sorular bulunmaktadır. Anketin ikinci kısmında mesleki görüşleriniz istenecektir. Üçüncü ve son kısımda ise eğitim ve nitelikler, temel öğretmen yeterlikleri, destekleyici yeterlikler ve mesleki nitelikler isimli dört grupta toplanan yeterlikler çerçevesinde kendinizi değerlendirmeniz istenecektir.

Katılımınız tamamen gönüllülük esasına dayalıdır. Çalışmanın herhangi bir kısmında isim ve iletişim bilgileriniz talep edilmeyecektir. Bu ankete vereceğiniz tüm cevaplar ve bilgiler sadece araştırma amacıyla kullanılacaktır.

Çalışmaya katıldığınız için teşekkür ederim.

Şifanur Demir

Doktor Öğretim Üyesi Mehmet Altay (Tez Danışmanı)

Kocaeli Üniversitesi – Yabancı Diller Eğitimi Bölümü

I. Eğitim Geçmişi:

1. Okuduğunuz üniversite:

Giriş Yılı:

2. Bölüm:

3. Pedagojik formasyon dersleri aldınız mı? Evet:

Hayır:

Program süresinde kaç ders aldınız?

5. Uluslararası geçerliği olan bir öğretmenlik sertifikanız var mı?

A) CELTA

B) DELTA

C) Diğer

D) Böyle bir sertifikam yok

6. Öğretmenlik deneyiminiz var mı?

Evet:

Hayır:

Cevabınız evet ise deneyiminiz ile ilgili aşağıda size uygun olan seçeneği işaretleyiniz.

A) 0-1 Yıl

B) 1-3 Yıl

C) 3+ Yıl

II. Öğretmen Yeterliği Tanım

1. Sizce iyi bir öğretmenin* sahip olması gereken bilgi ve beceriler nelerdir? Maddeler halinde yazınız.
2. Sizce iyi bir öğretmenin* sahip olması gereken mesleki ve kişisel özellikler nelerdir? Maddeler halinde yazınız.
3. Bunların dışında iyi öğretmen* tanımına eklemek istediğiniz nitelikler var ise maddeler halinde yazınız.

* “İyi öğretmen” mesleğinin gerektirdiği niteliklere ve mesleki yeterliklere sahip olan öğretmen olarak düşünülmüştür.

Görüşleriniz

1. Bir İngilizce Öğretmenliği bölümü öğrencisi olarak mesleki anlamda size göre en güçlü olduğunuz üç yönünüz nelerdir?
2. Bir İngilizce Öğretmenliği bölümü öğrencisi olarak fırsat sunulsa hangi 3 konuda kendinizi daha çok geliştirmek / ilerletmek isterdiniz?
3. Mesleki yaşantınız süresince –şayet var ise, size en çok güçlük çektiren üç konu nelerdir?
4. Okuduğunuz öğretmen yetiştirme programının (bölüm veya formasyon) sizi öğretmenlik mesleğine etkili bir şekilde hazırladığını düşünüyor musunuz?

4a. Bu program öğretmenleri mesleğe daha iyi hazırlamak için hangi yönlerden geliştirilebilir?

III. Özdeğerlendirme

Bu form öğretmen yeterlikleri çerçevesinde kendinizi değerlendirmeniz amacı ile hazırlanmıştır. Aşağıda listelenen 13 alanın her birinde kendinizi değerlendirmeniz istenecektir.

*Her alan için tanımlanan nitelikleri okuyarak, sizi en iyi ifade eden tanımının yanındaki boşluğa x işareti koyunuz.

*En üstteki tanım o yeterlik alanında başlangıç seviyesini, en alttaki tanım ise en ileri seviyeyi ifade eder. (Bir tanımı işaretlediğinizde bu, o satırdan önceki tanımlarda anlatılan niteliklere sahip olduğunuz anlamına gelir.)

*Her bir sütunda sadece bir tanım işaretlenmelidir.

Özdeğerlendirme

Bu form öğretmen yeterlikleri çerçevesinde kendinizi değerlendirmeniz amacı ile hazırlanmıştır. Aşağıda listelenen 13 alanın her birinde kendinizi değerlendirmeniz istenecektir.

*Her alan için tanımlanan nitelikleri okuyarak, sizi en iyi ifade eden tanım işaretleyiniz.

*En üstteki tanım o yeterlik alanında başlangıç seviyesini, en alttaki tanım ise en ileri seviyeyi ifade eder. (Bir tanım işaretlediğinizde bu, o satırdan önceki tanımlarda anlatılan niteliklere sahip olduğunuz anlamına gelir)

*Her bir sütunda sadece bir tanım işaretlenmelidir.

Aşağıda yer alan ölçekte, her dil becerisi için kendi dil seviyenizi değerlendiriniz.

23. Dinleme

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	6	
Temel düzeyde	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Anadil düzeyinde

24. Okuma

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	6	
Temel düzeyde	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Anadil düzeyinde

25. Karşılıklı konuşma

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	6	
Temel düzeyde	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Anadil düzeyinde

26. Sözlü Anlatım

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	6	
Temel düzeyde	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Anadil düzeyinde

27. Yazılı Anlatım

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	6	
Temel düzeyde	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Anadil düzeyinde

28. Dil yeterliđi aısından, bir ğretmen olarak sizi en iyi tanımlayan ifade hangisidir?

Yalnızca bir ıkkı iřaretleyin.

- İngilizce dil yeterliđi A2 seviyesindedir; yani, kiřisel, aile, alışveriş, iř ve yakın evre ile ilgili konularda ok sık kullanılan temel detimleri ve cümleleri anlayabilir. Bildiđi alışılmış konularda doğrudan bilgi alışverişinde bulunarak basit düzeyde iletişim kurabilir. Basit bir dil kullanarak kendi özgemiři ve yakın evresi hakkında bilgi verebilir ve anlık gereksinimlerini karşılayabilir. Veya YDS gibi sınavlardan 45 ila 59 puan alabilir/almıřtır.
- İngilizce dil yeterliđi B1 seviyesindedir; yani, günlük yařamda, iřte ya da okulda sık karşılařtıđı ve tanıdık olduđu konulara dayalı yazılı ve sözlü ifadeleri ana hatlarıyla anlayabilir. Seyahatlerde, dilin konuşulduđu yerlerde karşılaşılabilecek ođu durumların üstesinden gelebilir. Kiřisel ilgi alanları doğrutusunda ya da bildiđi konularda, basit, ancak fikirler arası bağlantıların oluşturulmuř olduđu metinler yoluyla kendini ifade eder. Yařadıđı olayları ve deneyimlerini aktarabilir; düşlerinden, umutlarından ve isteklerinden söz edebilir, görüşlerini ve planlarını kısaca nedenleriyle ortaya koyar veya YDS benzeri sınavlardan 60 ila 74 puan alabilir/almıřtır.
- İngilizce dil yeterliđi B2 seviyesindedir, yani, soyut ve somut konulara dayalı karmařık metinlerin ana fikrini anlayabilir, kendi uzmanlık alanı olan konularda teknik tartışmalar yürütebilir. ok zorlanmadan, belli ölçüde doğal ve akıcı bir dil kullanarak anadilde konuşan biriyle iletişim kurabilir. Farklı konularda, ayrıntılı ve anlaşılır bir şekilde kendini ifade edebilir ve bir konunun olumlu ve olumsuz yönlerini ortaya koyarak kendi bakıř aısını yansıtabilir veya YDS benzeri sınavlardan 75 ila 84 puan alabilir/almıřtır.
- İngilizce dil yeterliđi B2 seviyesindedir, yani, soyut ve somut konulara dayalı karmařık metinlerin ana fikrini anlayabilir, kendi uzmanlık alanı olan konularda teknik tartışmalar yürütebilir. ok zorlanmadan, belli ölçüde doğal ve akıcı bir dil kullanarak anadilde konuşan biriyle iletişim kurabilir. Farklı konularda, ayrıntılı ve anlaşılır bir şekilde kendini ifade edebilir ve bir konunun olumlu ve olumsuz yönlerini ortaya koyarak kendi bakıř aısını yansıtabilir ve ayrıca gereksinim duyduđu ifadeleri zorlanmadan bularak kendini doğal ve akıcı bir şekilde ifade edebilir veya YDS benzeri sınavlardan 85 ila 94 puan alabilir/almıřtır.
- İngilizce dil yeterliđi C1 seviyesindedir; yani, farklı yapıya sahip uzun ve karmařık metinleri anlayabilir ve bu metinlerdeki dolaylı anlatımları ve imaları fark edebilir. Gereksinim duyduđu ifadeleri fazla zorlanmadan bularak kendini doğal ve akıcı bir şekilde ifade edebilir. Dili akademik ve mesleki amalar için ve günlük yařamda esnek ve etkili bir şekilde kullanabilir. Karmařık konularda, bağlantıların ve iliřkilerin açıka ortaya konduđu, iyi yapılandırılmıř, ayrıntılar içeren metinler yoluyla kendini akıcı bir şekilde ifade edebilir veya YDS benzeri sınavlardan 95-99 puan alabilir/almıřtır.
- İngilizce dil yeterliđi C2 seviyesindedir; yani, duyduđu ve okuduđu her řeyi kolayca anlayabilir. Farklı yazılı yada sözlü kaynaklardan edindiđi bilgiyi özetleyebilir, bu kaynaklara dayalı olarak bir tartışmayı yapılandırabilir, akıcı ve doğan bir anlatım ile sunabilir. Akıcı bir dil kullanarak kendini tam anlamıyla ifade edebilir. Karmařık durumlarda bile kendini ifade ederken ince anlam farklarından yararlanabilir ve YDS, TOEFL gibi sınavlardan tam puan alabilir/almıřtır.
- C2 seviyesinde İngilizce sınav sonuç belgesi vardır ve aynı zamanda dili akıcı ve doğal kullanır veya İngilizceyi anadili kadar iyi kullanabilir.

29. Eğitim ve öğretim açısından, bir öğretmen olarak sizi en iyi tanımlayan ifade hangisidir?

Yalnızca bir şıkkı işaretleyin.

- Öğretmen yetiştiren resmi bir yüksekokul, üniversite veya özel kurumda, yabancı dil öğretmeni olarak başlangıç düzeyinde öğretmen eğitimi almaktadır veya İngilizce ile ilgili bir bölümde okumakta ve halen formasyon eğitimi almaktadır veya İngilizce öğretmenliği mezunu değildir ve formasyon almamıştır.
- İngilizce ile ilgili bir bölümden (İngiliz Dili Edebiyatı, İngiliz Dilbilimi vb.) mezundur; bir dönemlik ve/veya en çok 5 dersten oluşan, staj görmediği genel formasyon eğitimini tamamlamıştır. veya İngilizce ile ilgili olmayan bir bölümden (yrn. Biyoloji, Tarih vb.) mezundur ve iki dönemlik (en az 8 ders + staj gördüğü) bir İngilizce öğretmenliği formasyon sertifikası programını tamamlayarak öğretmen niteliği kazanmıştır.
- İngilizce ile ilgili bir bölüm (İngiliz Dili Edebiyatı, İngiliz Dilbilimi vb.) öğrencisi veya mezundur; ayrıca, iki dönemlik (en az 8 ders alıp staj gördüğü) bir İngilizce öğretmenliği formasyonu sertifikası programını tamamlayarak öğretmen niteliği kazanmıştır. İngilizce öğretmenliği bölümünde son sınıf öğrencisidir.
- Programında öğretmenlik uygulaması (staj) ve dil eğitimi (pedagoji) dersleri yer alan, İngilizce ile ilgili bir bölümden (İngilizce öğretmenliği) mezun olmuştur veya Başka bir bölümden mezundur ve İngilizce öğretmenliği yapmak için uluslararası düzeyde kabul gören bir sertifikası (en az 120 ders saati sonunda alınan) vardır
- Öğretmenlik stajı uygulaması olan, İngiliz Dili Eğitimi ile ilgili bir bölümden (İngilizce öğretmenliği) diploması vardır; ve en az 100 saatlik hizmetini eğitime de katılmıştır. veya İngilizce öğretmenliği yapmak için uluslararası düzeyde kabul gören bir İngilizce öğretmenliği sertifikası (en az 120 ders saati sonunda alınan yrn. CELTA) ve en az 100 saatlik hizmetini eğitime de katılmıştır.
- Yabancı dil öğretmenliği veya uygulamalı dilbilim alanında yüksek lisansını tamamlamıştır; eğer daha önce almadıysa öğretmenlik uygulaması dersleri (staj) yapmıştır veya dil öğretimi alanında yüksek lisans derecesi veya mesleki bir sertifikası (en az 200 ders saati sonunda alınan, yrn. CELTA + DELTA) ve bunların yanında belirli bir alanda uzmanlaşmak üzere eğitim almıştır (yrn. özel alan dili öğretimi, ölçme ve değerlendirme, öğretmen eğitimi vb.)

30. *Değerlendirmeye tabi öğretmenlik uygulamaları açısından, bir öğretmen olarak sizi en iyi tanımlayan ifade hangisidir? Aşağıdaki yanıtlardan birini seçiniz.

Yalnızca bir şıkkı işaretleyin.

- Bazı derslerin bir bölümünde öğretmenlik yaparak ve bir meslektaşı ile deneyimlerini paylaşıp geri bildirim alarak tecrübe kazanmaktadır.
- Tek başına ders anlattığı, danışman (mentor ve/veya supervisor) desteği aldığı, gözlemlendiği ve değerlendirildiği ders deneyimleri olmuştur. Küçük öğrenci gruplarıyla veya öğretmenlik eğitimi sırasında sınıf arkadaşlarıyla küçük ölçekli aktiviteler gerçekleştirmiştir. (yrn. micro-teaching vb)
- Öğretmenlik eğitimi sırasında, en az iki farklı dil seviyesindeki (örn. A2 ve B1 gibi) öğrencilere, toplamda en az iki saatlik ders anlatma deneyimi vardır bu not olarak değerlendirilmiş ve belgelenmiştir. Gerçek okul ortamında çalışırken, üç ya da daha fazla dil seviyesinde işlediği 6 saatlik dersi izlenmiş, resmi olarak belgelenmiş olumlu geribildirim almıştır.
- Hem öğretmenlik eğitimi hem de öğretmenliği sırasında, değişik dil seviyelerindeki farklı öğrencilerle ders işlerken en az 14 saat gözlemlenmiş, değerlendirilmiş, deneyimi belgelenmiş olumlu geribildirim almıştır. Daha az deneyimli öğretmenler için gözlemci veya mentor (danışman, rehber) olması uygun görülmüştür.

***Değerlendirmeye tabi öğretmenlik uygulamaları ile kastedilen, sizin ders anlatırken başka biri (üniversite hocanız, staj hocanız, zümreniz, idareciniz vb.) tarafından gözlemlenip değerlendirildiğini ve/veya not ve geribildirim aldığınız ders deneyimlerinizdir. Öğretmenlik eğitiminiz sırasında staj yaparken anlattığınız dersler, sınıftaki micro teaching ve macro teaching uygulamaları denetimleri bu kapsamdadır.**

31. Öğretmenlik deneyimi açısından , bir öğretmen olarak sizi en iyi tanımlayan ifade hangisidir?

Yalnızca bir şıkkı işaretleyin.

- Bir veya iki dil seviyesindeki (örn. A2 ve B1) öğrencilere birkaç saat ders anlatmış ve başkaları tarafından verilen derslerin bir bölümünü anlatmıştır.
- Kendi sınıf(ları) vardır ve ancak sadece bir ya da iki farklı dil seviyesinde ders verme deneyimi vardır.
- Resmi olarak 6-12 ay arası tek başına öğretmenlik deneyimi vardır. Birkaç farklı dil seviyesinde dersler vermiştir.
- Resmi olarak 1-3 yıl öğretmenlik deneyimi vardır. Farklı dil seviyelerindeki öğrenci gruplarına birden fazla farklı eğitim ve öğretim ortamında ders verme deneyimi vardır.
- Resmi olarak 6 yıldan fazla öğretmenlik deneyimi vardır. Çok sayıda farklı öğrenme ortamında öğretmenlik yapmıştır. Diğer öğretmenlere de danışmanlık (mentorluk) yapmış, eğitim vermiştir.

32. Metodoloji bilgi ve becerileri açısından, bir öğretmen olarak sizi en iyi tanımlayan ifade hangisidir? Aşağıdaki yanıtlardan birini seçiniz.

Yalnızca bir şıkkı işaretleyin.

- Farklı dil öğrenme teorileri ve metotları ile ilgili halen eğitim almaktadır. Daha deneyimli öğretmenleri izlerken, kullandıkları materyal ve öğretim tekniklerini neden seçtiklerini anlayabilir.
- Farklı dil öğrenme teorileri ve metotları hakkında temel bilgi sahibidir. Meslektaşlarının önerilerinden de faydalanarak yeni öğretim teknik ve materyalleri seçebilir. Farklı eğitim-öğretim ortamları için farklı teknik ve materyaller belirleyebilir.
- Dil öğrenme teorileri ve metotlarına aşinadır. İki ya da daha fazla seviyedeki öğrenciler (örn. A1 ve B1 gibi) için kullanılacak öğretim teknik ve materyalleri ile aşinadır. Farklı öğretim ortamları için teknik ve materyallerin pratik açıdan uygunluğunu değerlendirebilir. Hangi yöntem ve teknikleri kullanacağını seçerken belirli grupların ihtiyaçlarını göz önünde bulundurabilir.
- Dil öğrenme teorileri ve metotlarını, öğrenme stillerini ve öğrenme stratejilerini çok iyi bilir. Öğretim yöntem ve materyallerinin ardındaki kuramsal temelleri fark edebilir. Çeşitli öğretim tekniği ve aktiviteleri uygun şekilde kullanabilir.
- Kullanılan öğretim yaklaşımının ve çok çeşitli teknik ve materyalin kuramsal gerekçesini açıklayabilir. Çok sayıda öğretim tekniği, aktivite ve materyali kullanabilir.
- Dil öğretimi ve öğrenimi ile ilgili teoriler hakkında detaylı bilgi sahibidir ve bunları meslektaşları ile paylaşır. Meslektaşlarının öğretim tekniklerini geliştirmek amacıyla onları gözlemleyip, metodoloji açısından güçlü ve kullanışlı geribildirim sunabilir. Meslektaşlarının kullanması için her seviyeye uygun aktivite ve materyaller seçebilir ve geliştirebilir.

33. Deęerlendirme (testing) aısından, bir ğretmen olarak sizi en iyi tanımlayan ifade hangisidir? Aaęıdaki yanıtlardan birini seiniz.

Yalnızca bir ıkkı iaretleyin.

- Ders kitabında yer alan ünite sonu testlerini uygulayabilir ve deęerlendirebilir.
- Gerekli materyaller verildięinde gelişim izleme testlerini (ğrencinin ilerlemesini ölçen dönem ya da yıl sonu sınavları gibi sınavlar) uygulayıp notlandırabilir. Gerekli materyaller sağlandığında sözlü sınavları uygulayabilir. Uygun konu deęerlendirme (revision) aktiviteleri hazırlayabilir ve uygulayabilir.
- Düzenli olarak, sözlü kısmı da olan gelişim izleme testleri uygulayabilir. Test ve deęerlendirme etkinliklerinin sonuçlarını göz önünde bulundurarak ğrencilerin alışması gereken alanları belirleyebilir. Belirledięi güçlü ve zayıf noktalar için anlaşılır geribildirim sunabilir ve bireysel alışma için öncelikler belirleyebilir.
- ğrencilerin dil bilgi ve becerilerindeki ilerlemeyi sınamak için düzenli deęerlendirme etkinlikleri seebilir ve uygulayabilir. ğrencilerin dil farkındalığını arttırmak için, yazılı ödevlerindeki çeşitli hata türlerini belirlemek amacıyla hazırlanmış deęerlendirme ölçeklerini (rubric) kullanabilir. Seviye belirleme sınavı (genel sınavlar) için hazırlık yapabilir ve koordinasyon sağlayabilir.
- Gelişim izleme sınavları (sözlü ve yazılı) için materyal ve etkinlikler hazırlayabilir. ğrencilerin zayıf ve güçlü yönlerini fark edebilmelerine yardımcı olmak için, ğrencilerin birbiriyle olan sınıf içi iletişimin video kayıtlarını kullanabilir. ğrencilerin zayıf ve güçlü yönlerini fark edebilmelerine yardımcı olmak için, ğrencilerin birbirleriyle olan sınıf içi iletişiminin video kayıtlarını kullanabilir. ğrencilerin konuşma ve yazma becerilerini ölçmek için Avrupa Ortak Dil Çerevesi (CEFR) kriterlerini güvenilir bir şekilde kullanabilir.
- Tüm dil seviyelerinde, her dil becerisini ve bilgisini ölçecek deęerlendirme aktiviteleri geliştirebilir. Tüm dil seviyelerinde ğrencilerin konuşma ve yazma becerilerini ölçmek için, CEFR kriterlerini güvenilir bir şekilde uygulayabilir ve daha az deneyimi olan meslektaşlarına da uygulamaları için yardım edebilir. ğrencilerin belirli bir CEFR dil seviyesine erip erişmediklerini belirlemek için geçerlięi olan resmi sınavların hazırlanmasına katkı sağlayabilir. CEFR standardizasyonu için seminerler düzenleyebilir.

34. Ders planlama açısından, bir öğretmen olarak sizi en iyi tanımlayan ifade hangisidir? Aşağıdaki yanıtlardan birini seçiniz.

Yalnızca bir şıkkı işaretleyin.

- Gerekli materyaller sağlandığında, günlük ders planı içerisindeki bir dizi etkinliği birbirine bağlayabilir.
- Ders kitabına eyer alan etkinlikleri desteklemek için yeni etkinlikler/aktiviteler bulabilir. O günkü dersine hazırlanırken, bir önceki dersinde elde ettiği çıktıkları göz önünde bulundurarak dersleri arasında devamlılık sağlayabilir. Ders planlarını, öğrenme başarısı ve güçlüklerini dikkate alarak şekillendirebilir.
- Müfredatı ve önceden belirlenmiş materyalleri, öğrencinin ihtiyaçlarına hitap eden ve dengeli dersler hazırlamak için kullanabilir. Farklı öğrenme amaçları olan ders aşamalarını ve bu aşamaların sürelerini planlayabilir. Dersler için temel amaçları ve yan amaçlarını belirlerken, öğrencilerin ihtiyaçlarındaki farklılıkları değerlendirebilir ve bunları dikkate alabilir.
- Müfredatı, öğrencilerin ihtiyaçlarını ve mevcut materyalleri göz önünde bulundurarak, ünitelendirmiş yıllık planın uygulanmasında izlenecek rotayı belirleyebilir. Materyallerden dilbilimsel ve iletişimsel olarak en yüksek düzeyde faydalanabilmek için aktiviteler /etkinlikler geliştirebilir. Hem bireysel ihtiyaçlara hem de dersin amaçlarına hizmet edecek etkinlikler tasarlayabilir.
- Ayrıntılı bir ihtiyaç analizi uygulayabilir ve bu analizin sonuçlarını, konu değerlendirme ve tekrarlarını da içerecek şekilde, derslerini detaylı planlamak için kullanabilir. Aynı materyali kullanarak farklı eğitim düzeylerindeki öğrenciler için farklı etkinlikler hazırlayabilir. Öğrencilerin zorlandıkları noktaları analiz edip, bu analizlerden sonraki derslerini planlarken faydalanabilir.
- Farklı uzmanlık alanlarına hitap edecek özel alan derslerini, o uzmanlık alanına uygun iletişimsel ve dilbilimsel içeriği kapsayacak şekilde hazırlayabilir. (mühendisler için İngilizce, İş İngilizcesi, Turizm İngilizcesi, Teknik İngilizce gibi). ünitelendirilmiş yıllık planın uygulanmasında izlenecek rotanın belirlenmesi ve günlük derslerin hazırlanması sırasında, farklı bireysel ihtiyaçların göz önüne alınması konusunda meslektaşlarına yol gösterebilir. Farklı derslerin genel müfredatının ve yıllık planlarının incelenmesi konusunda sorumluluk alabilir.

35. Sınıf içi etkileşim, sınıf yönetimi ve sınıfın izlenmesi açısından, bir öğretmen olarak sizi en iyi tanımlayan ifade hangisidir? Aşağıdaki yanıtlardan birini seçiniz.

Yalnızca bir şıkkı işaretleyin.

- Rehberlik edildiğinde, anlaşılır yönergeler kullanarak bir etkinliği yönlendirebilir.
- Öğretmen-sınıf etkinliğini yönetebilir. Açık yönergeler vererek, sınıfça yapılan aktiviteler ve ikili ve grup çalışmaları arasında geçiş yapabilir. Ders kitabındaki etkinliklere dayalı olarak, öğrencileri ikili ve grup çalışmalarına yönlendirebilir.
- İkili ve grup çalışmalarını etkili bir şekilde organize edip yönetebilir ve sınıfı tekrar toplu düzene getirebilir. Bireysel etkinlikleri ve grup etkinliklerini gözlemleyebilir. Açık ve anlaşılır geribildirim verebilir.
- Dersin amaçlarına ulaşmak için sınıf, grup ve ikili çalışma aktivitelerini çeşitli şekillerde ve dengeli olarak düzenleyebilir. Görev temelli öğrenme (task based learning) ortamı oluşturabilir. Öğrencilerin performansını etkin bir şekilde gözlemleyebilir. Açık ve anlaşılır geribildirim verebilir/alabilir.
- Grupların aynı anda farklı etkinlikler yaptığı bir görev temelli öğrenme (task based learning) ortamı oluşturabilir. Bireysel ve grup performanslarını doğru ve tam olarak gözlemleyebilir. Çeşitli şekillerde bireysel geribildirim verebilir/alabilir. Daha başka etkinlikler geliştirmek için de gözlemlerinden ve geribildirimlerden faydalanabilir.
- Aynı sınıfta farklı etkinlikler üzerinde çalışan, farklı dil seviyelerindeki öğrenci grupları oluşturabilir; bunları gözlemleyebilir ve bireysel ve grup olarak ders işlenmesini sağlayabilir. Geribildirim vermek/almak için çok sayıda teknik kullanabilir.

36. Kùltùrlerarası yeterlik açısından, bir öğretmen olarak sizi en iyi tanımlayan ifade hangisidir? Aşağıdaki yanıtlardan birini seçiniz.

Yalnızca bir şıkkı işaretleyin.

- Dil ile kùltùr arasındaki ilişkinin dil öğretimi ve öğreniminde önemli bir faktör olduğunun farkındadır.
- Kùltürel konuların eğitimle ilişkisini öğrenmeye devam etmektedir. Öğrencilere kùltürel davranış ve gelenekler ile ilgili farklılıkları tanıtabilir. Sosyal ve kùltürel farklılıkların olduğu sınıflarda hoşgörü ve anlayış ortamı yaratabilir.
- Kùltürel önyargıları fark edip değerlendirebilir. Öğrencilerin nezaket, vücut dili gibi kùltürel davranışlar ile ilgili bilgilerini arttırmak için kendi farkındalığını kullanır. sınıf içerisinde kùltürlerarası sorunlardan kaçınmanın önemini fark eder ve herkesi kapsayan, karşılıklı saygıya dayalı bir yaklaşımı destekler.
- Öğrencilerin basmakalıp fikir ve kùltürel önyargılarını analiz etmeleri için onlara yardımcı olur. Kùltürlerarası davranış konusundaki önemli farklılıkları (yrn. nezaket, vücut dili vb.) dersin içeriğine dahil edebilir. Öğrencilerin kùltürel algı düzeylerine uygun materyaller seçebilir ve gruba uygun aktiviteler kullanarak bu düzeyi daha da geliştirebilir.
- Kendisinin ve öğrencilerinin kùltürlerarası konulardaki bilgi ve anlayışını arttırmak için, internet araştırmaları, projeler ve sunumlardan faydalanabilir. Öğrencilerin sosyal ve kùltürel benzerlik ve farklılıkları analiz etme ve tartışma yeteneklerini geliştirmelerini sağlar. Kùltürlerarası hassas konuları öngörebilir ve etkin bir şekilde yönetebilir.
- Daha az deneyimli meslektaşlara yardım etmek gerektiğinde, kùltürlerarası konularda kendi geniş bilgisini kullanabilir. Meslektaşlarının, kùltürel meselelerin üstesinden gelebilme yeteneklerini geliştirmelerini sağlayabilir; kendilerine, oluşturduğu takdirde anlaşmazlıkları yatıştırmak için kullanabilecekleri teknikleri önerir. Kendisinin ve meslektaşlarının kullanımı için etlinlikler; çalışmalar ve malzemeler tasarlayabilir ve bunlarla ilgili geribildirim isteğinde bulunabilir.

37. Dil farkındalığı açısından, bir öğretmen olarak sizi en iyi tanımlayan ifade hangisidir?

Yalnızca bir şıkkı işaretleyin.

- Referans kaynakları olarak sözlükleri, gramer kitaplarını v.b. kullanabilir. Ders verdiği dil seviyelerinde sık sorulan basit sorulara cevap verebilir.
- A1-B1 dil seviyelerinde öğrenim gören öğrencilerin düzeyine uygun şekilde dil yapısı ve kullanımı hakkında doğru örnekler verebilir. A1-B1 seviyelerindeki öğrencilerin dil ile ilgili sorularına, tam olmasa da seviyelerine uygun olarak cevap verebilir.
- İleri seviyeler (C1 ve C2) hariç, dilin yapısı ve kullanımı ile ilgili örnekleri, doğru ve öğrettiği dil seviyesine uygun olarak verebilir. İleri seviyeler (C1 ve C2) hariç, her seviyede, hedef dil ile ilgili sorulara o seviyeye uygun olarak cevap verebilir.
- C2 dışında tüm seviyelerde, hemen hemen tüm durumlarda dil yapısı ve kullanımı ile ilgili doğru örnekler verebilir. Bir öğrencinin dil ile ilgili sorununu fark edebilir ve anlayabilir. C2 hariç her seviyede, dil ile ilgili sorulara öğrencinin seviyesine uygun olarak cevap verebilir.
- Tüm seviyelerde ve hemen hemen tüm durumlarda dil kullanımı ve yapısı ile ilgili doğru örnekler seçebilir ve verebilir. Dil ile ilgili hemen hemen tüm soruları kapsamlı ve doğru bir şekilde yanıtlayabilir, anlaşılır ve net açıklamalar yapabilir. Öğrencilere kendi sorularının cevaplarını bulabilmeleri ve hatalarını düzeltebilmeleri için rehberlik etmek üzere farklı teknikler kullanabilir.
- Öğrencilerin dilin farklı özellikleri ve kullanımı ile ilgili sorularına her zaman eksiksiz ve doğru cevap verebilir. C1 ve C2 seviyelerinde dilin yapısı, anlamı ve kullanımı ile ilgili ince anlam farklılıklarını açıklayabilir.

38. Dijital araçlar ve bunların kullanımını açısından, bir öğretmen olarak sizi en iyi tanımlayan ifade hangisidir? Aşağıdaki yanıtlardan birini seçiniz.

Yalnızca bir şıkkı işaretleyin.

- Standart metin formatına uygun olarak, bir kelime işlemci (örn. Word, Openoffice) yazılımında çalışma kağıdı (worksheet) hazırlayabilir. İnternet üzerinde öğretim materyalleri araması yapabilir. İnternet sitelerinden kaynak indirebilir.
- İnternette indirilmiş metinler, resimler, grafikler vb. ile ders hazırlayabilir. Bilgisayar dosyalarını belli bir metinle düzenlenmiş klasörlerde organize edebilir.
- Medya oynatıcıları dahil her türlü standart Windows/Mac yazılımını kullanabilir. Öğrenci ve meslektaşlarına uygun internet materyalleri önerebilir. Derslerinde internet, DVD gibi araçlar ile projektör kullanabilir.
- Öğrenciler için internet üzerinden çalışma hazırlayıp bunları denetleyebilir. Görseller, DVDler ve ses dosyaları için ilgili yazılımları kullanabilir.
- Öğrencilerini kendi bireysel ihtiyaçlarına yönelik olarak uygun internet alıştırmaları seçmeleri ve kullanmaları konusunda eğitebilir. Ses ve video dosyalarını düzenleyebilir ve uyarlayabilir. Meslektaşlarına yeni yazılım ve donanımların nasıl kullanılacağını gösterebilir. Dijital medya içeren (örn. kamera, internet, sosyal ağlar kullanımı gibi) bir proje çalışmasını koordine edebilir. Sınıftaki dijital donanımla ilgili oluşabilecek sorunların çoğunu giderebilir.
- Sınıfta mevcut tüm dijital ekipmanı (akıllı tahta, akıllı telefon, tablet v.b.) dil öğrenmek için etkili bir şekilde kullanmaları konusunda öğrencilerini eğitebilir. Mevcut dijital ekipman ve internet kaynaklı materyallerin, ders için en iyi şekilde nasıl kullanılabileceği konusunda meslektaşlarına bilgi verir. Bir öğrenme yöntemi sistemi (örn. Moodle, DynEd, EBA vb.) kullanarak eğitim planına harmanlanmış öğrenme bileşimi ekleyebilir.

39. Mesleki tavır açısından, bir öğretmen olarak sizi en iyi tanımlayan ifade hangisidir? Aşağıdaki yanıtlardan birini seçiniz.

Yalnızca bir şıkkı işaretleyin.

- Öğretmenlik uygulamaları ve diğer çalışmalarını için geribildirim almak ister. Meslektaşlarından ve kaynak kitaplardan öneriler bulmaya çalışır.
- Kurumun misyon ve yönetmeliklerine uygun şekilde hareket eder. Öğrenciler ve ders hazırlığı konusunda diğer öğretmenlerle ortak hareket eder. Dersi gözlemledikten sonra, kendisine verilen geribildirime uygun hareket eder.
- Meslektaşıyla birlikte bir veya iki dil seviyesinde derse girme (team-teaching) fırsatını olumlu karşılar. Ders işleyişini gözlemleyen meslektaşlarından gelen geribildirimleri dikkate alır. Kurumun gelişimi ve iyi idare edilmesine katkı sağlar, kurumdaki değişiklik ve sorunlara olumlu yaklaşır.
- İdareciler veya meslektaşları tarafından gözlemlenme ve dersi ile ilgili geribildirim alma fırsatlarına olumlu yaklaşır. Mesleki gelişim etkinlikleri için hazırlanır ve bunlara aktif olarak katılır. Kurumun gelişmesi, eğitimin ve idari faaliyetlerin geliştirilmesinde aktif rol alır.
- Daha az deneyimi olan meslektaşları için danışmanlık (mentorluk) yapar. Kullanacağı materyaller sağlandığında veya bir meslektaşından destek aldığı anda, eğitim seminerlerini yönetir. Meslektaşlarını gözlemler ve onlara faydalı geribildirim sunar. Proje fırsatları çıktığında, kurumun gelişimini amaçlayan belirli projelerde sorumluluk alır.
- Daha az deneyimi olan meslektaşları için eğitim seminerleri hazırlar. Öğretmenler için gelişim programları, hizmetini eğitim, senebaşı-senesonu faaliyetleri düzenler. Tüm seviyelerde ders veren meslektaşlarını gözlemler ve değerlendirir. Meslektaşlarının birbirlerini gözlemlmeleri için fırsat yaratır.

40. İdari görevler açısından, bir öğretmen olarak sizi en iyi tanımlayan ifade hangisidir? Aşağıdaki yanıtlardan birini seçiniz.

Yalnızca bir şıkkı işaretleyin.

- Yoklama alma, materyalleri ödünç verme-geri alma gibi rutin işlemleri tamamlar.
- İstenilen ders plan ve kayıtlarını (örn. sınıf defteri) doğru bir şekilde doldurulmuş olarak ve zamanında teslim eder. Ödev ve testleri etkili bir şekilde notlandırır.
- Notlandırma ve raporlama işlerini (örn. sınıf ile ilgili tutanaklar) etkili bir şekilde yürütür. Derslerin açık ve düzenli bir şekilde kayıtlarını tutar; sınıf defterini düzenli ve detaylı doldurur. Belgeleri ve geribildirimleri, değerlendirme ölçekleri vb. belgeleri kendisinden istenen zamana kadar teslim eder.
- İşi ile ilgili idari görevleri etkili bir şekilde yerine getirir. Düzenli ancak daha az sıklıkta yapılan işleri öngörür ve vaktinden önce yerine getirir. Öğrencilerin sorunları, soruları ve istekleri ile uygun şekilde ilgilenir.
- İdari işleri diğer çalışanlar ile işbirliği içerisinde yürütür; zümresiyle işbirliği yapar; eğer kendisinden istenirse bilgi, tutanak, görüş vb. belgeleri bir araya getirir. Öğretmen toplantıları düzenleme, dönem başı ve sonu tutanaklarının toplanması, incelenmesi ve raporlanması, karar defterine geçirilmesi gibi idari işlerin yapılmasında yer alır.
- Eğer kendisinden istenirse ders koordinatörlüğü, zümre başkanlığı yapar. Okul idaresi ve okul aile birliği gibi okul paydaşları ile gereken şekilde işbirliği yapar. İdari işlerin planlanması ve değerlendirilmesinde aktif katkı sağlar.

Özdeğerlendirme ölçeğini tamamladınız. Verdiğiniz cevaplar için teşekkürler.

Bu içerik Google tarafından oluşturulmamış veya onaylanmamıştır.

Google Formlar

Dear participant,

This survey is prepared to collect data for a master's thesis investigating pre-service and in-service English teachers' perceived competences in terms of teaching English. The first part of the survey includes questions about your educational background and language teaching experience. In the second part of the survey, your professional opinions will be asked. In the final part, you will be asked to evaluate yourself within the framework of competences collected in four groups called education and qualifications, basic teacher qualifications, supporting qualifications and professional qualifications.

Your participation is voluntary. Your name and contact information will not be requested in any part of the study. All answers and information you give to this survey will only be used for research purposes.

Thank you for participating in the study.

Şifanur Demir

Advisor: Prof. Dr. Mehmet Altay

Kocaeli University - Foreign Language Education Department



I. Educational Background:

1. University: _____ Year of entry: _____

2. Department: _____

3. Did you take pedagogical formation classes? Yes: _____ No: _____

How many courses did you receive during the program?

5. Do you have an internationally valid teaching certificate?

A) CELTA B) DELTA C) Other D) I don't have such a certificate

6. Do you have any teaching experience? Yes: _____ No: _____

If the answer is yes, please select the option that suits you below for your experience.

0-1 Years B)1-3 Years C) 3+ Years

II. Teacher Competences Definition

1. What are the skills of a competent teacher*?
2. What are the professional and personal features of a competent teacher*?
3. In addition, if there are qualities that you want to add to the definition of a competent teacher*, write them.

* ” Competent teacher " is considered as a teacher who has the qualifications and professional competencies required by the profession.

Your Opinions

1. What are your strengths as an English teacher? List three relevant strengths.
2. In which manners would you like to improve yourself as an English teacher if an opportunity is provided?
3. During your professional life –if any, what are the three challenges you face throughout your profession?
4. Do you think that your teacher training program was effective in preparing you for the teaching profession?
 - 4a. In which manners could this program be improved to prepare teachers for the profession more effectively?

III. Self-Assessment

This form has been prepared for you to evaluate yourself within the framework of teacher competences. You will be asked to rate yourself in each of the 13 areas listed below.

* Read the attributes defined for each field and place an X in the space next to the definition that best expresses you.

* The top definition refers to the initial level in this competence area, and the bottom definition refers to the most advanced level. (When you mark a definition, this means that you have the attributes described in the definitions before that line.)

*Only one definition should be marked in each column.